

Brunswick School Board
AGENDA
Wednesday, April 8, 2015
7:00 p.m.
Executive Session following
Council Chambers
Town Hall
85 Union Street

Call to Order
Pledge of Allegiance
Attendance/Roll Call

Adjustment to the Agenda

Consent Agenda Action

Items marked * will be voted as part of the Consent Agenda. Any Board member wishing to have an item removed from the Consent Agenda may do so.

- *15. Consideration of Approval of the Minutes of March 11, 2015
Consideration of Approval of the Workshop Minutes of March 25, 2015

Old Business

16. Consideration of the 2015-2016 School Calendar

Policy and Planning Committee

17. Consideration of Second Read Policy

Revised Policy FILE: IKF Graduation Requirements

18. Consideration of First and Second Read Policy

Revised Policy FILE: IMGGA Service Animals in Schools

Communications/Correspondence

Public Participation

“Poem in Your Pocket” Program – Kathy Koerber

Superintendent’s Report

a. Building and Equipment:

- Brunswick Community Education foundation – use of HBS
- Furbish Archaeology – use of BHS
- AHERA training – use of BHS
- Chris Cassidy, Maine Astronaut – use of BHS
- Merrymeeting Adult Ed – use of BHS
- PSO Kinderkonzert – use of Crooker Theater
- Riverview Foundation – use of HBS
- Midcoast Youth Theater – use of Crooker Theater
- Brunswick Parks and Recreation
- Girl Scout meeting

b. Recognition:

- Elizabeth S. Bartlett Memorial contributed to book fund of Coffin School Library

- c. Resignations:
 - Laura Waite, Grade 6 Math Teacher, currently on LOA teaching in India
 - Lorraine Lamont, Reading Strategist, Coffin School, for the purpose of retirement
- d. Disposition of BHS band saw – Mrs. Crofton
- e. BHS Graduation – BHS Student Government
- f. Budget Report – Mr. Oikle
- g. Update on Assistant Superintendent Search
- h. Superintendent Advisory Committee
- i. Results of Survey
- j. Update on State’s visit on Option 6
- k. PLCSS (Certification Steering Committee), approved for 2015-2017 school years:
 - BRUNSWICK HIGH SCHOOL: Robert VanMilligan
 - BRUNSWICK JUNIOR HIGH SCHOOL: Mary Hudson
 - COFFIN ELEMENTARY SCHOOL: Sharon Harvie
- l. Reminder: First, Second, & Third Year Teacher Evaluations & Consideration of Contracts in May

Board Chair’s Report

- a. Student Liaison Report – Molly Gramins
- b. Board Goals

Committee Reports

- a. Facilities & Maintenance Committee – R. Ellis
- b. Student Services Committee – B. Clough
- c. Curriculum & Program Development Committee – C. Perreault
- d. Policy & Planning Committee – J. Prescott
- e. Wellness Committee – J. Prescott

New Business

- 19. Consideration of Parking Plan at Hawthorne
- 20. Consideration of RfP for Strategic Planning

Calendar/Announcements

Future Agenda Items

Executive Session

- 21. Consideration of Executive Session

Vote to enter executive session pursuant to 1 MRSA 405(6) (D) and 1 MRSA 405(6) (A) to discuss teacher negotiations and a personnel matter.

Adjournment

MINUTES

Wednesday, March 11, 2015

Goals Workshop 6:00 p.m.

7:00 p.m. meeting

Executive Session following

Council Chambers

Town Hall

85 Union Street

Board Members Present: William Thompson, Chair; Joy Prescott, Vice Chair; Brenda Clough; Janet Connors; Richard Ellis; Jim Grant; Christopher McCarthy; Corinne Perreault; Sarah Singer

Board Members Absent: Molly Gramins

Staff Members Present: Paul Perzanoski, Superintendent; Greg Bartlett, Assistant Superintendent; Paul Austin, Director of Student Services; Sue Woodhams, Director of Technology Integration; Shanna Crofton, BHS Principal; BHS Social Studies teachers Pam Wagner, Peter Blake, Sarah Campbell, and Luke Potter; Sue Alexander, Secretary; and others.

Guests: Buckley and Tad Hugo; other parents, students, community members; members of the press and TV 3; and Brunswick Police Department officer, Terry Goan.

Call to Order

Pledge of Allegiance

Attendance/Roll Call

Mr. Thompson called the meeting to order at 7:05 p.m., led the Pledge of Allegiance and asked the Superintendent for a roll call.

Adjustment to the Agenda

None

Consent Agenda Action

Item on the Consent Agenda passed unanimously without objection.

*10. Consideration of Approval of the Minutes of February 11, 2015

Old Business

None

Communications/Correspondence

Ms. Perreault clarified a statement she made at the last meeting regarding community members' involvement.

Board members stated they received emails regarding the configuration survey and also graduation.

Public Participation

Tad Hugo, student and member of the Unified Sports in Basketball Program, wanted to let the Board know that he thought this was a great program. His father, Buckley Hugo, thanked Christine Sullivan and Chris Baribeau for running the program and thanked everyone for their support.

Dan Harris, spoke to the Board regarding building maintenance and restructuring instead of razing buildings and building new.

Superintendent's Report

a. Building and Equipment:

additional users:

- Atlantic Regional Federal Credit Union – use of Crooker Theater
- Merrymeeting Community Rowers – use of high school
- MAC Plus One Basketball – use of high school gym

b. Recognition:

Mr. Perzanoski expressed his thanks and congratulations for the following:

- Unified Basketball Program
- Lynn D'Agostino, awarded the Harry Faust Leadership Award
- Topsham Grange #37 donated personal dictionaries for all third graders

Ms. Prescott expressed praise for sportsmanship recognition.

c. Resignation for the purpose of retirement:

- Cheryl Crockett, Grade 1/2 multi-age teacher, Coffin School, effective end of school year

d. National Conference of the Social Studies – BHS Social Studies Teachers

Pam Wagner, Sarah Campbell, Peter Blake, and Luke Potter, members of the BHS Social Studies Department, made a presentation on their learning experiences from attending the National Council for Social Studies Conference in Boston last November.

e. Proficiency Based Learning – P. Austin

Mr. Austin made a presentation on the “process, progress, and policy” of Proficiency Based Learning. He went over the Proficiency Standards; he explained what the committee has done up to date; and explained Policy IKF to support Proficiency Based Learning is ready for first read and action. He also explained that the current policy and current standards for graduation will remain in effect for the classes of 2015 through the class of 2020. Questions and discussion followed the presentation.

11. Consideration of the First Read of Revised Policy FILE: IKF Graduation Requirements

Motion: McCarthy Second: Perreault Vote: Unanimous of the Board members present

Instead of the policy going back to the Policy Committee for final changes, The Board Chairman recommended the full board make the final changes, possibly at a future special meeting devoted to this policy.

f. Upcoming State Assessment

Mr. Perzanoski went over the letter explaining state assessment which went home to parents and has been posted on the website. Discussion regarding the testing and the opt-out process followed.

g. 2016 Budget

Mr. Perzanoski made a budget presentation to the Board. He went over budget goals and objectives, an overview of personnel and benefits, current known revenue, and the 2016 budget calendar. He and Mr. Ellis explained changes in budget figures and students counts over past years.

Board Chair's Report

- a. Student Liaison Report – Molly Gramins
(Molly is absent, no report at this time.)

Committee Reports

- a. Student Services Committee – B. Clough

The Committee met on Feb 17. They heard from Joan Mitchell, BHS school nurse, who provided updated and revised procedures for the district's concussion management protocol. This protocol is used largely for the sports programs, however, the committee suggested it should be looked at for all activities, K-12. The Committee also heard a special education update: enrollment is going down, RTI programs working well, BHS transitioning to a new achievement test, and an update on the restraint and seclusion protocol.

- b. Curriculum & Program Development Committee – C. Perreault

The Committee met on March 2 and heard a report on a successful pilot program which they have been using with students at Coffin School called the second STEP program. STEP stands for State the problem, Think about the problem, Explore solutions, Pick a solution. The Committee gave approval to continue the program.

Sandy Dolan asked the Committee for permission to split into two separate classes, an Honors Geometry and Honors Algebra II class that had been combined, and they would use the same curriculum. The Committee was supportive of that.

- c. Policy & Planning Committee – J. Prescott

The Committee met on March 5. Mr. Austin gave the Committee an update on Policy FILE: IMGA Service Animals in Schools and reviewed Policy FILE: IKF Graduation Requirements.

- d. Strategic Planning Ad hoc Committee – J. Prescott

Ms. Prescott gave an overview of the Strategic Planning Outline: Phase One - obtain as many perspectives as possible; Phase two - defining the direction; Phase Three - defining the plan; and Phase Four - measuring progress.

The work group of the Policy & Planning Committee will be inviting community members to join to help.

The Ad hoc Committee would like an external person to work with them that has experience with strategic planning and could provide an unbiased perspective. The work group and the Policy & Planning Committee would like to put together an RfP for an outside person to work with them as a facilitator or researcher. This would be a paid contractual position.

12. Ad hoc Committee be given permission to develop an RfP and the Policy & Planning Committee would review and submit on behalf of the School Board.

Motion: Prescott Second: McCarthy Vote: Unanimous of the Board members present

- e. Personnel & Negotiations Committee – C. McCarthy

Negotiations are progressing and they are making headway.

- f. MSBA – J. Grant

At their meeting they had continued discussion of the roles of MSMA and MSBA and how they relate to local school boards; as well as discussions on innovative school zones and how that might help us compete against charter schools. On May 27 at 11:30a.m. they will be holding a

Day at the State House and invite school board members and community members to show solidarity behind public schools. Sign-up will begin at 10:30 a.m.

NSBA will be having their annual conference in Nashville this year. Next year the NSBA conference will be held in Boston on April 9-11, 2016 and it is open to any school board member. The full conference will cost \$900 or \$350 per day for drop-in sessions.

The committee also reviewed some Legislative bills that are being presented and also looked at preliminary budget numbers.

New Business

13. Consideration of the Superintendent's Nomination of a Physical Therapist for 2014-15 School Year

Vote to elect the following Physical Therapist for the 2014-15 school year:

Jaimie Choiniere, Physical Therapist, District-Wide

Motion: Perreault Second: Grant Vote: Unanimous of the Board members present
Nomination of above teacher was approved.

Calendar/Announcements

BHS Players will be putting on Legally Blonde on March 19-21 and BJHS is doing Adventures of a Comic Book Artist on March 27-28.

Future Agenda Items

Mr. Grant requested that in the future we have action items under New Business.

Executive Session

14. Consideration of Executive Session


Vote to enter executive session to discuss duties of officials/appointees/employees pursuant to 1 MRSA 405(6) (A)

Motion: Perreault Second: Singer Vote: unanimous by Board members present

The Board entered executive session at 9:36 p.m. The Board will not re-entered public session.

Adjournment

Without objection Mr. Thompson declared the meeting adjourned at 9:36 p.m.


Paul K. Perzanoski, Secretary
Brunswick School Board

Brunswick School Board
Budget Workshop
MINUTES
March 25, 2015
6:30 p.m.
Council Chambers
Town Hall
85 Union Street

School Board Members Present: William Thompson, Chair; Joy Prescott, Vice Chair; Brenda Clough; Janet Connors; Christopher McCarthy; Corinne Perreault; Sarah Singer

School Board Members Absent: Richard Ellis; James Grant

Staff Members Present: Paul Perzanoski, Superintendent; Gregory Bartlett, Assistant Superintendent; Paul Austin, Student Services Director; Jim Oikle, Business Manager; Susan Woodhams, Director of Technology Integration; Shanna Crofton, Principal, Brunswick High School; Jeff Ramich, Brunswick High School Athletic Director; Walter Wallace, Principal, Brunswick Junior High School; Jean Skorapa, Principal, H.B. Stowe School; Steve Ciembroniewicz, Principal of Coffin School; and others.

Call to Order/Pledge of Allegiance/Roll Call

Mr. Thompson called the meeting to order at 6:30 p.m., led the Pledge of Allegiance and asked for a roll call.

Special Education / Student Services

Mr. Austin presented the proposed budget and background information.

Coffin Elementary School / Technology

Mr. Ciembroniewicz and Ms. Woodhams presented the proposed budget and background information for Coffin and the technology in the school.

Harriet Beecher Stowe Elementary School / Technology

Ms. Skorapa and Ms. Woodhams presented the proposed budget and background information for Harriet Beecher and the technology in the school.

Brunswick Junior High School / Technology

Mr. Wallace and Ms. Woodhams presented the proposed budget and background information for Brunswick Junior High and the technology in the school.

Brunswick High School / Athletics / Technology

Ms. Crofton, Mr. Ramich, and Ms. Woodhams presented the proposed budget and background information for Brunswick High and the technology in the school.

Personnel

Mr. Perzanoski discussed the personnel needs of the district.

Adjournment

By unanimous consent the meeting adjourned at 9:45 p.m.



Paul K. Perzanoski, Secretary
Brunswick School Board

<p>July 2015</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	M	T	W	T	F		1	2	3		6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	<p>August 2015</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td><u>25</u></td><td>(26)</td><td>(27)</td><td>28</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td></tr> </table> <p>25 - New Teacher Orientation 26 & 27 - Professional Development 31 - First Pupil Day</p>	M	T	W	T	F	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	<u>25</u>	(26)	(27)	28	31					<p>September 2015</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td><u>7</u></td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </table> <p>7 - Labor Day - no school</p>	M	T	W	T	F		1	2	3	4	<u>7</u>	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			<p>October 2015</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>(9)</td></tr> <tr><td><u>12</u></td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30*</td></tr> </table> <p>9 - Prof Dev K-12 - no school 12 - Columbus Day - no school 30* - first quarter ends</p>	M	T	W	T	F				1	2	5	6	7	8	(9)	<u>12</u>	13	14	15	16	19	20	21	22	23	26	27	28	29	30*
M	T	W	T	F																																																																																																																							
	1	2	3																																																																																																																								
6	7	8	9	10																																																																																																																							
13	14	15	16	17																																																																																																																							
20	21	22	23	24																																																																																																																							
27	28	29	30	31																																																																																																																							
M	T	W	T	F																																																																																																																							
3	4	5	6	7																																																																																																																							
10	11	12	13	14																																																																																																																							
17	18	19	20	21																																																																																																																							
24	<u>25</u>	(26)	(27)	28																																																																																																																							
31																																																																																																																											
M	T	W	T	F																																																																																																																							
	1	2	3	4																																																																																																																							
<u>7</u>	8	9	10	11																																																																																																																							
14	15	16	17	18																																																																																																																							
21	22	23	24	25																																																																																																																							
28	29	30																																																																																																																									
M	T	W	T	F																																																																																																																							
			1	2																																																																																																																							
5	6	7	8	(9)																																																																																																																							
<u>12</u>	13	14	15	16																																																																																																																							
19	20	21	22	23																																																																																																																							
26	27	28	29	30*																																																																																																																							
<p>November 2015</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td><u>11</u></td><td>12</td><td>13**</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>(24)</td><td>(25)</td><td><u>26</u></td><td><u>27</u></td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td></tr> </table> <p>11 - Veteran's Day - no school 13** - K-4 Trimester ends 24 - Early release K-8 Parent Conf. 25 - no school - Parent Conf K-8 Prof Dev 9 - 12 26 & 27 - Thanksgiving Break</p>	M	T	W	T	F	2	3	4	5	6	9	10	<u>11</u>	12	13**	16	17	18	19	20	23	(24)	(25)	<u>26</u>	<u>27</u>	30					<p>December 2015</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>(9)</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td><u>21</u></td><td><u>22</u></td><td><u>23</u></td><td><u>24</u></td><td><u>25</u></td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table> <p>9 - Early Release Prof Dev K-12 21 - 31 - Holiday Break 24 & 25 - Christmas Eve & Day</p>	M	T	W	T	F		1	2	3	4	7	8	(9)	10	11	14	15	16	17	18	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	28	29	30	31		<p>January 2016</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td></td><td></td><td></td><td><u>1</u></td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td><u>18</u></td><td>19</td><td>20</td><td>21</td><td>22*</td></tr> <tr><td>25</td><td>26</td><td>(27)</td><td>28</td><td>29</td></tr> </table> <p>1 - New Years Day - no school 18 - Martin Luther King Day - no school 22* - 2nd quarter ends 27 - Early Release Prof Dev K-12</p>	M	T	W	T	F					<u>1</u>	4	5	6	7	8	11	12	13	14	15	<u>18</u>	19	20	21	22*	25	26	(27)	28	29	<p>February 2016</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td><u>15</u></td><td><u>16</u></td><td><u>17</u></td><td><u>18</u></td><td><u>19</u></td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26**</td></tr> <tr><td>29</td><td></td><td></td><td></td><td></td></tr> </table> <p>15 - President's Day - no school 16 - 19 - Winter Break 26** - K-4 Trimester ends</p>	M	T	W	T	F		1	2	3	4	8	9	10	11	12	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	22	23	24	25	26**	29				
M	T	W	T	F																																																																																																																							
2	3	4	5	6																																																																																																																							
9	10	<u>11</u>	12	13**																																																																																																																							
16	17	18	19	20																																																																																																																							
23	(24)	(25)	<u>26</u>	<u>27</u>																																																																																																																							
30																																																																																																																											
M	T	W	T	F																																																																																																																							
	1	2	3	4																																																																																																																							
7	8	(9)	10	11																																																																																																																							
14	15	16	17	18																																																																																																																							
<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>																																																																																																																							
28	29	30	31																																																																																																																								
M	T	W	T	F																																																																																																																							
				<u>1</u>																																																																																																																							
4	5	6	7	8																																																																																																																							
11	12	13	14	15																																																																																																																							
<u>18</u>	19	20	21	22*																																																																																																																							
25	26	(27)	28	29																																																																																																																							
M	T	W	T	F																																																																																																																							
	1	2	3	4																																																																																																																							
8	9	10	11	12																																																																																																																							
<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>																																																																																																																							
22	23	24	25	26**																																																																																																																							
29																																																																																																																											
<p>March 2016</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>(11)</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>(23)</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table> <p>11 - no school - Parent Conf K-4 Prof Dev 5-12 23 - Early Release Prof Dev K-12</p>	M	T	W	T	F		1	2	3	4	7	8	9	10	(11)	14	15	16	17	18	21	22	(23)	24	25	28	29	30	31		<p>April 2016</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td></td><td></td><td></td><td>1*</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>(14)</td><td>(15)</td></tr> <tr><td><u>18</u></td><td><u>19</u></td><td><u>20</u></td><td><u>21</u></td><td><u>22</u></td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </table> <p>1* - 3rd Quarter ends 14 - Early Release Prof Dev K-4 & 9-12 Parent Conf 5 - 8 15 - no school - Prof Dev K-4 & 9-12 Parent Conf 5 - 8 18 - Patriot's Day - no school 19 - 22 - Spring Break</p>	M	T	W	T	F					1*	4	5	6	7	8	11	12	13	(14)	(15)	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	25	26	27	28	29	<p>May 2016</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>9</td><td>10</td><td>(11)</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td><u>30</u></td><td>31</td><td></td><td></td><td></td></tr> </table> <p>11 - Early Release Prof Dev K-12 30 - Memorial Day - no school</p>	M	T	W	T	F		2	3	4	5	9	10	(11)	12	13	16	17	18	19	20	23	24	25	26	27	<u>30</u>	31				<p>June 2016</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td><u>20</u></td><td><u>21</u></td><td><u>22</u></td><td><u>23</u></td><td><u>24</u></td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table> <p>10 - Graduation 15 - 21 - Storm Days 21 - Projected last day of school 1/2 day for teachers</p>	M	T	W	T	F				1	2	6	7	8	9	10	13	14	15	16	17	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	27	28	29	30	
M	T	W	T	F																																																																																																																							
	1	2	3	4																																																																																																																							
7	8	9	10	(11)																																																																																																																							
14	15	16	17	18																																																																																																																							
21	22	(23)	24	25																																																																																																																							
28	29	30	31																																																																																																																								
M	T	W	T	F																																																																																																																							
				1*																																																																																																																							
4	5	6	7	8																																																																																																																							
11	12	13	(14)	(15)																																																																																																																							
<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>																																																																																																																							
25	26	27	28	29																																																																																																																							
M	T	W	T	F																																																																																																																							
	2	3	4	5																																																																																																																							
9	10	(11)	12	13																																																																																																																							
16	17	18	19	20																																																																																																																							
23	24	25	26	27																																																																																																																							
<u>30</u>	31																																																																																																																										
M	T	W	T	F																																																																																																																							
			1	2																																																																																																																							
6	7	8	9	10																																																																																																																							
13	14	15	16	17																																																																																																																							
<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>																																																																																																																							
27	28	29	30																																																																																																																								

Student Days Qtr 1: 42 Qtr 2: 45 Qtr 3: 44 Qtr 4: 45 Total Student Days: () 176

Professional Dev. Days: 6.5 Storm Days: 5 Total Teacher Days: 182.5

To School Board 2nd Read – April 8, 2015
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. 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.

Diploma Requirements for Students Graduating in the Classes of 2015, 2106, 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.

INCOMING TRANSFER STUDENTS

The Principal shall establish specific, written procedures for the review of transcripts for students who transfer to Brunswick High School after grade 9. It is the intent of the Board that transfer students meet all requirements of this Policy. After review of the transcript, however, the Principal may waive certain requirements for transfer students if he deems it is in the best interest of the student to do so. In such cases, a course load consistent with that of the students' peers will be designed.

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.

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: _____

SERVICE ANIMALS IN SCHOOLS

The Brunswick School Board recognizes that service animals may be used to provide assistance to some persons with disabilities. This policy governs the presence of service animals in the schools, on school property, including school buses, and at school activities.

Use of a service animal by an specially trained service dog trainer will be allowed when such use is necessary to enable the trainer to train the animal.

DEFINITION

As applied to schools, federal and Maine law define a "service animal" as a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purpose of this definition.

The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of such work or tasks include, but are not limited to, assisting an individual who is totally or partially blind with navigation and other tasks, alerting an individual who is deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting an individual to the presence of allergens, retrieving items such as medicine or a telephone, providing physical support and assistance with balance and stability to an individual with a mobility disability and helping a person with a psychiatric or neurological disability by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition.

USE OF SERVICE ANIMALS IN SCHOOLS

Use of a service animal by a qualified student with a disability will be allowed in school when it is determined that the student's disability requires such use in order to have equal access to the instructional program, school services and/or school activities.

Use of a service animal by a qualified employee with a disability will be allowed when such use is necessary to enable the employee to perform the essential functions of his/her job or to enjoy benefits of employment comparable to those of similarly situated non-disabled employees.

The parent/guardian of a student who believes the student needs to bring a service animal to school, or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 Coordinator or Director of Special Services, as appropriate, and the Superintendent will determine whether or not to permit the service animal in school.

Before a service animal shall be permitted in school or on school property, the student's parent or the employee must provide:

- A. A description of the function(s) the service animal is expected to perform in assisting the person with a disability;
- B. Documentation of liability insurance;
- C. A copy of the animal's current license and tag identifying it as a service animal (if applicable);
- D. Current certification from a veterinarian that the animal is in good health;
- E. Proof of current rabies vaccination;
- F. Except in the case of the use of a service animal by an especially trained service dog trainer, certification of the service animal's training by a recognized agency or organization and/or demonstration of training; and
- G. Evidence that the student or employee can appropriately supervise, care for, and control the animal at school, or, depending upon the circumstances involved, that there is a plan for some other person, other than school unit staff, to be present to care for and control the animal.

Parents or animal handlers who will be present in school for the purpose of assisting a student with his/her service animal will be required to submit to a Maine Department of Education criminal background records check. In addition, parents and handlers must comply with all standards of conduct that apply to school employees and volunteers. The school unit may impose additional conditions on the presence of a service animal, depending upon the circumstances.

The building principal may remove or exclude a service animal from the school or school property if:

- A. The presence of the animal poses a direct threat to the health and safety of others;
- B. The animal significantly disrupts or interferes with the instruction program, school activities, or student learning;
- C. The presence of the animal would require a fundamental alteration of any school program;
- D. The student, employee or handler is unable to fully control the animal;
- E. The student, employee or handler fails to appropriately care for the animal, including feeding, exercising, taking outside for performance of excretory functions, and cleaning up;

- F. The parents or employee fails to provide the required documentation; and
- G. The animal fails to consistently perform the function(s)/service(s) for which it has been trained and brought to school.

A parent or employee whose service animal has been removed or excluded may appeal the decision to the Superintendent. If dissatisfied with the Superintendent's decision, the parent or employee may appeal to the Board.

SERVICE ANIMALS AT SCHOOL-SPONSORED EVENTS

Individuals with disabilities may be accompanied by their service animals to events or activities open to the public that are held in schools or on school property. The use of a service animal may not be conditioned on the payment of a fee or security deposit, but the individual is liable for any damage done to the premises or facilities by such an animal.

The building administrator may revoke or exclude the service animal only if the animal poses a direct threat to the health and safety of others, the use of the animal would result in substantial physical damage to the property of others, or would substantially interfere with the reasonable enjoyment of the event or activity by others.

Legal Reference: 42 USC § 12101 et seq.
36 CFR § 104, 302
5 MRSA §§ 4553, 4592
Me. Human Rights Commission Rule Chapter 7

Cross References AC - Nondiscrimination, Equal Opportunity, and Affirmative Action
IMG - Animals in Schools

Adopted: 9/12/12

DRAFT REVISION TO SCHOOL BOARD APRIL, 2015

SERVICE ANIMALS IN SCHOOLS

The following rules shall govern the use of service animals by persons in the schools.

A. General Conditions

1. Only qualified individuals with disabilities are eligible to use service animals in school.
2. Use of a service animal by a person with a disability will be allowed in school when the animal is required to perform work or tasks directly related to the individual's disability.
3. "Service animal" is defined in Maine law as follows:

A **dog** that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of such work or tasks include, but are not limited to, assisting an individual who is totally or partially blind with navigation or other tasks, alerting an individual who is deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting an individual to the presence of allergens, retrieving items such as medicine or a telephone, providing physical support and assistance with balance and stability to an individual with a mobility disability, and helping a person with a psychiatric or neurological disability by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition.

4. The District will not be responsible for the training, feeding, grooming or care of any service animal permitted to attend school under this policy (except in the limited circumstances described in Section B.2.a.2). It shall be the responsibility of the individual with a disability or designated handler to ensure the proper care and supervision of the service animal.
5. All service animals must be kept on a harness, leash or tether unless this prevents the animal from performing his/her specific work or tasks with the individual. The animal must be under the control of the individual with a disability or designated handler at all times.
6. The individual with a disability (or in the case of a student, the student's parent(s)) is liable for any damage to school or personal property and any injuries to individuals caused by the service animal.
7. Individuals with service animals may access the same areas that individuals without disabilities are authorized to access.

B. Administrative Review of Service Animals

1. Whenever a service animal is in school or on school property (and it is not obvious that the dog qualifies as a service animal, e.g., guide dog for a blind person), a building administrator or other authorized school official may ask:

- a. Whether the service animal is required because of a disability;
 - b. What work or task(s) the animal has been trained to perform.
2. When it is anticipated that a service animal is going to be in the school on a regular basis with an employee, student, volunteer or other frequent visitor to the school, the individual using the service animal (or in the case of a student, the student's parent(s)) are expected to notify the building administrator in advance.
- a. The school shall not provide staff support to care for or control a service animal, but may provide support to a student using a service animal as needed in a particular instance (i.e., accompanying a young student who takes a service animal outside to relieve him/herself).
 - b. Any handler (parent or other person) accompanying the service animal must have approval to work in the school from the Maine Department of Education and undergo the State criminal background check.
3. Service animals must be properly licensed and vaccinated.

C. Removal or Exclusion of Service Animals from School

1. A building administrator or other authorized school official may require that a service animal be removed from the school or other school property under any of the following circumstances:
- a. The service animal poses a direct threat to the safety of individuals at school, causes a significant disruption of school activities or otherwise jeopardizes the safe operation of the school;
 - b. The service animal demonstrates that he/she is unable to perform reliably the work or tasks which he/she was represented as being able to perform;
 - c. The service animal is not under the full control of the person with a disability, or the authorized handler.
 - d. The service animal is sick (i.e., vomiting, etc.), infested with parasites, has an infection of the skin, mouth or eyes, or otherwise presents a threat to the public health;
 - e. The service animal demonstrates that it is not sufficiently trained to relieve him/herself outside the school building; and/or
 - f. The service animal's presence significantly impairs the learning of students and/or fundamentally alters the nature of any school program.

D. Miniature Horses

Miniature horses are not defined as service animals under state or federal law. However, miniature horses which have been individually trained to perform specific work or tasks may be permitted in the schools in certain circumstances as a reasonable accommodation for a qualified individual with a disability. Any such requests should be directed to the building administrator for consideration. If a miniature horse is approved, all the conditions in this policy shall apply.

Legal References: 42 U.S.C. § 12101 et seq.
 28 C.F.R. §§ 35.104; 35.130(h); 35.136
 5 M.R.S.A. §§ 4553; 4592
 Maine Human Rights Commission Rule Chapter 7

Adopted: 9/12/12

Revised: _____

GRADUATION EXPENSES 2014, 2015

As of April 1, 2015

2014 Costs		
Vendor	Item	Cost
Pauline's Bloomers	corsages for ushers	\$85.00
Town of Brunswick	police detail	\$1,512.00
Bowdoin College	Watson Arena rental fee	\$500.00
Bowdoin College	Security staff parking staffing	\$245.00
Bowdoin College	Audience entry/management	\$90.00
	Headlight Audio Video-Split of Setup/Strike of Equi	\$410.00
	Total paid to Bowdoin College = \$1245.00	
Accolades	Top 5 medals and statues for Val/Sal	\$76.36
Professional Interpreting	sign language interpreters	\$500.00
Moonlighting Production Services	sound & lighting system	\$5,625.00
Catherine Lane	batons for 2 marshals	\$110.00
One Stop Party Shoppe	chairs	\$1,670.00
Headlight Audio Video	Audio/Record the Ceremony/DVD	\$3,974.30
	Total cost incurred	\$14,797.66

2015 Projected Graduation Expenses			
Vendor	Item	Cost	Notes
Josten's	Faculty Gowns & Hoods	\$430.00	Need
Hermitage Art	Graduation Programs (Paper) - 2016 cost \$130	\$0.00	In Stock
Josten's	Diploma Covers	\$1,712.00	Need
Josten's	Diploma Inserts	\$760.00	Need
Town of Brunswick	Police detail	\$1,512.00	Confirmed
Bowdoin College	Watson Arena rental fee	\$500.00	Confirmed
Bowdoin College	Security staff parking staffing	\$245.00	Confirmed
Bowdoin College	Audience entry/management	\$90.00	Confirmed
	Total paid to Bowdoin College = \$835.00		Confirmed
Accolades	Top 5 medals and statues for Val/Sal	\$76.36	Confirmed
Professional Interpreting	sign language interpreters	\$500.00	Confirmed
Moonlighting Production Services	sound & lighting system	\$7,320.00	Confirmed
Catherine Lane	batons for 2 marshals	\$110.00	Confirmed
One Stop Party Shoppe	chairs	\$1,490.00	Confirmed
Josten's	Gold Honors Sticker Seals - 2016 cost \$77	\$0.00	In Stock
Josten's	Valedictorian Sticker Seal	\$1.00	Confirmed
Josten's	Gold High Honors Sticker Seals - 2016 cost \$26	\$0.00	In Stock
Josten's	Salutatorian Sticker Seal	\$1.00	Confirmed
Josten's	Postage & Handling	\$100.00	Confirmed
Josten's	Orange Cords for Top Ten	\$100.00	Confirmed
	Total cost incurred	\$14,947.36	

Funding	Amount
School Board	\$10,000
Community Support	\$2,500
Grade 12 (20% Class Funds)	\$1,270
Grade 11 (15% Class Funds)	\$746
Grade 10 (10% Class Funds)	\$311
Grade 9 (5% Class Funds)	\$106
Total Secured for 2015 Graduation	\$14,933

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

School Year 2014-2015

Warrant Number	Expenses By	Approved 06/-/14 Approved 08/-/14	Adjustments	Revised Budget	Expended Through 3/31/2015	Remaining Bal.	% Expended	Revenues	
								Annual Budget	Revenues through 3/31/2015
	Unapprop. Fund Bal.			3,337,000.00	3,337,000.00	0.00		100.00%	
	State Subsidy			9,946,831.00	6,510,388.97	3,436,442.03		65.45%	
	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	101,392.29	35,607.71		74.01%	
	Misc.			118,000.00	88,823.68	29,176.32		75.27%	
	Other			36,000.00	36,000.00	0.00		100.00%	
	Total Revenue			35,763,587.00	32,276,119.13	3,487,467.87		90.25%	
1	Regular Instruction	15,438,450.62	0.00	15,438,450.62	8,728,372.04	6,710,078.58	56.54%		
2	Spec. Ed. Instruction	5,024,342.65	0.00	5,024,342.65	2,940,913.28	2,083,429.37	58.53%		
3	CTE	777,397.66	0.00	777,397.66	647,831.40	129,566.26	83.33%		
4	Other Instruction	667,046.00	0.00	667,046.00	442,762.12	224,283.88	66.38%		
5	Student & Staff Support	3,422,777.27	0.00	3,422,777.27	2,210,081.99	1,212,695.28	64.57%		
6	System Administration	827,674.39	0.00	827,674.39	580,896.48	246,777.91	70.18%		
7	School Administration	1,463,003.00	0.00	1,463,003.00	1,013,881.24	449,121.76	69.30%		
8	Transportation	1,878,023.26	0.00	1,878,023.26	1,249,481.18	628,542.08	66.53%		
9	Operation & Maintenance	4,301,719.30	0.00	4,301,719.30	2,703,336.16	1,598,383.14	62.84%		
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	22,480,708.74	13,282,878.26	62.86%		

Question 8, Exhibit b:

Brunswick School Board Philosophy / Vision

(Adopted 2014)

Goal 1: To achieve our vision, the Brunswick School Board focuses on educating students as individuals within a community of lifelong learners. We recognize the worth and dignity of every student in order to provide for maximum intellectual, physical, social and emotional development. In order to reach their full potential, all students will demonstrate proficiency in basic skills, exercise responsible and creative decision making, explore ideas, embrace the aesthetics of life, and be responsible, productive citizens.

Initiative 1: Develop a standards-based assessment and reporting system profiling the educational skills, passions, and needs of all Brunswick students.

Brunswick School Department's Extension 6 Plan for School Year 2014-2015

Quarter 1: Establish Proficiency-based Learning Steering Committee. Administrative Council Reading of Ken O'Connor's 15 fixes.

Metric: Agendas, minutes of meetings, establishment of task force committees, administrative council agendas.

Quarter 2: Establish Policy and Practices Task Force.

Metric: Agendas, minutes of meetings, recommendations for timeline, draft policy, School Board Policy Committee agendas and minutes.

Quarter 3: Establish a Communication Task Force.

Metric: Agendas, minutes of meetings, informational meeting materials, advertisements and announcements.

Quarter 4: Analyze and quantify the work of each committee.

Metric: Document that shows a review of the yearly timeline submitted to the DOE for revisions, additions, substitutions. Survey the staff on their understanding of the work completed and the work ahead.

Brunswick School Department's
Extension 6 Plan for School Years 2016-2020

<p>2015-2016</p> <p>Aligning of curriculum with Maine Standards and Guiding Principles 5-12.</p> <p>Discussion and development of content assessments aligned with the Guiding Principles 9-12.</p> <p>Discussion and development of standards-based reporting 5-12.</p> <p>Annual Benchmarks: Professional Development plan and summer work on the content described above. High School teachers prepare content assessments aligned with the Guiding Principles.</p> <p>Metric: Survey of teacher on their understanding and progress of standard-based reporting. Survey of parents/guardians/students on their knowledge and understanding of standards-based reporting.</p>	<p>2016-2017</p> <p>Standard-based reporting piloted in grades 5-8.</p> <p>High school teachers implement common assessments aligned with the Guiding Principles and begin the inclusion of academic habits and Guiding Principals in grading.</p> <p>Annual Benchmarks: Continue professional development plan around the extension plan goals. Pilot grading shifts 5-8 in the last quarter using the current method of scoring and the standards based method in an effort to promote understanding the impact of the change.</p> <p>Metric: Utilize a teacher follow-up survey on their understanding of standards-based reporting.</p>	<p>2017-2018</p> <p>High school grades 9-12 prepare content assessments aligned to the Maine Learning Results and report standards-based proficiency.</p> <p>Standards-based pilot continue in grades 5-8.</p> <p>Annual Benchmarks: Grades 9-12 begin the shift of grading in the last quarter using the current method of scoring and the standards-based method in an effort to promote understanding the impact of the change.</p> <p>Metric: Continue teacher and parent/guardian/student surveys.</p>	<p>2018-2019</p> <p>High school grades 9-12 continue preparation of content assessments aligned to the Maine Learning Results and report standards-based proficiency.</p> <p>Grades 5-8 are reporting standards-based proficiency.</p> <p>Annual Benchmarks: Grades 9-12 continue pilot on grading shifts.</p> <p>Metric: Continue with teacher and parent/guardian/student surveys.</p>	<p>2019-2020</p> <p>All grades reporting student progress using standards-based proficiency.</p> <p>Adjustments to assessments and reporting.</p> <p>Adjustments to transcripts.</p> <p>Annual Benchmarks: Completion of the transition to standards-based assessment, grading, and reporting by 2020-2021.</p>
---	--	--	---	---

March 24, 2015
Department of Education Visit

Time	Group											
9:00 – 9:20 Admin Conference Room	<p>Welcome, introductions by Maine DOE (purposes and outcomes). The district provides an update on progress since the extension submittal, includes any information about the process of selecting the extension option that was not shared in the application and predicts progress they expect to make by June 2015.</p> <p>Paul Perzanoski, Superintendent Greg Bartlett, Assistant Superintendent (Chair of Communications Committee) Paul Austin, Director of Student Services (Chair of Steering Committee) Shanna Crofton, Principal of Brunswick High School Josh Levy, Asst. Principal of HBS (Co-Chair of the Practices Committee)</p>											
9:20 – 10:05 Admin Conference Room	<p>A – High school teachers</p> <table border="1" data-bbox="824 842 1154 1150"> <tr><td>Beth Bradley (Math)</td></tr> <tr><td>Hugh Dwyer (English)</td></tr> <tr><td>Luke Potter (Social St.)</td></tr> <tr><td>Trent Hutchinson (Sci.)</td></tr> <tr><td>Sue Perkins (Sci.)</td></tr> <tr><td>Ashley Smith (Arts)</td></tr> <tr><td>Becky McKarns (Sp.Ed.)</td></tr> <tr><td>Julie Mason (World Lang.)</td></tr> </table>	Beth Bradley (Math)	Hugh Dwyer (English)	Luke Potter (Social St.)	Trent Hutchinson (Sci.)	Sue Perkins (Sci.)	Ashley Smith (Arts)	Becky McKarns (Sp.Ed.)	Julie Mason (World Lang.)			
Beth Bradley (Math)												
Hugh Dwyer (English)												
Luke Potter (Social St.)												
Trent Hutchinson (Sci.)												
Sue Perkins (Sci.)												
Ashley Smith (Arts)												
Becky McKarns (Sp.Ed.)												
Julie Mason (World Lang.)												
10:05 – 10:15 Admin Conference Room	<p>Maine DOE debrief</p>											
10:15 – 11:00 Admin Conference Room	<p>B – The proficiency-based leadership team for the district</p> <p>Members of the Steering Committee for Proficiency-Based Learning.</p>											
11:00 – 11:10 Admin Conference Room	<p>Maine DOE debrief</p>											
11:10 – 11:55 Room 126	<p>C – High school leaders</p> <table border="1" data-bbox="824 1520 1149 1948"> <tr><td>Jennie Driscoll (Arts)</td></tr> <tr><td>Sandy Dolan (Science)</td></tr> <tr><td>Kathy Tuttle (PE/Con.Li)</td></tr> <tr><td>Mary Moore (Guidance)</td></tr> <tr><td>Daurene Jerome (Lib.)</td></tr> <tr><td>Bob Van Milligan (Sci)</td></tr> <tr><td>Louise Duncan (World L.)</td></tr> <tr><td>Christine Sullivan (Sp.Ed)</td></tr> <tr><td>Janice Smith (English)</td></tr> <tr><td>Shanna Crofton(Principal)</td></tr> <tr><td>Tim Gagnon (Asst. Prin)</td></tr> </table>	Jennie Driscoll (Arts)	Sandy Dolan (Science)	Kathy Tuttle (PE/Con.Li)	Mary Moore (Guidance)	Daurene Jerome (Lib.)	Bob Van Milligan (Sci)	Louise Duncan (World L.)	Christine Sullivan (Sp.Ed)	Janice Smith (English)	Shanna Crofton(Principal)	Tim Gagnon (Asst. Prin)
Jennie Driscoll (Arts)												
Sandy Dolan (Science)												
Kathy Tuttle (PE/Con.Li)												
Mary Moore (Guidance)												
Daurene Jerome (Lib.)												
Bob Van Milligan (Sci)												
Louise Duncan (World L.)												
Christine Sullivan (Sp.Ed)												
Janice Smith (English)												
Shanna Crofton(Principal)												
Tim Gagnon (Asst. Prin)												

March 24, 2015
Department of Education Visit

11:55 – 12:15 Admin Conference Room	Maine DOE debrief
12:15 – 12:45 Admin Conference Room	Maine DOE summarizes observations by sessions for the district and district confirms and clarifies. (Representatives from each session should be present). District provides any feedback about the process. Paul Perzanoski Greg Bartlett Paul Austin Shanna Crofton Josh Levy
12:45 – 12:55 Admin Conference Room	Wrap up – what to expect in terms of follow up, next visit and renewal process. <ul style="list-style-type: none">• What information/data will help us see your progress?

REQUEST FOR PROPOSALS

**Brunswick School Department
46 Federal St.
Brunswick, ME 04011
(207) 319-1900**

Intent

The Brunswick School Board is developing a multi-year (5 to 10) strategic plan. The intent is to establish objectives and strategies that will guide the Board in its annual work and provide the foundation for the annual operating plans for the Brunswick School Department (BSD). The Board is committed to the principle that every student shall have opportunities to maximize their intellectual, social, emotional, and physical development.

The Board seeks to create a plan based upon a shared community vision, developed with multi-stakeholder input, that reflects the mission and vision of the Board (see attached) and the realities of the District's current and future operational environments.

The Board seeks an individual or organization to work with the Strategic Planning Workgroup (Workgroup) on:

- SWOE (strengths, weaknesses, opportunities, environment) analysis
- Stakeholder focus groups
- Thematic analysis of stakeholder input
- Conversion of themes to objectives and strategies

The Board anticipates this work will occur between June 2015 and January 2016.

Scope of Services

Working with the Workgroup, the successful respondent will:

- Review and revise SWOE summary for use in stakeholder focus groups
- Identify stakeholder groups that generate a meaningful representative sample of the Brunswick community
- Develop and support the implementation of stakeholder outreach efforts

- Create protocol for semi-structured focus groups with community stakeholders
- Facilitate all stakeholder focus group discussions
- Collect and organize data from stakeholder focus groups
- Analyze focus group data to identify common themes and key outliers within and between the groups
- Present initial findings to the Workgroup
- Facilitate discussion with the Workgroup to convert identified themes into actionable and measurable objectives and strategies

Expected Qualifications

The successful respondent will demonstrate experience in strategic planning, community stakeholder engagement, facilitation of stakeholder input sessions, and analysis of qualitative data. In addition, demonstrated experience working with educational entities (e.g. school boards, school districts) is preferred.

The successful respondent must be able to function as a neutral facilitator to:

- ensure active participation across all stakeholder groups
- create and maintain an environment that fosters the free expression of ideas
- encourage participants to think broadly and envision a range of possibilities, and
- effectively manage balance between:
 - differing educational values,
 - deeply held traditions and a desire for innovation,
 - a desire for broad participation while balancing an aggressive timetable for completion, and
 - perception, by some, of potential threats to careers/positions/programs.

Submission Instructions

Respondents will provide an Intent to Respond via email, one (1) PDF response via email, and one (1) paper copy via mail.

The Intent to Respond shall be received by 4:00 PM, April 17, 2015. Please send the Intent to Respond to Superintendent Paul Perzanoski, at pperzanoski@brunswick.k12.me.us.

The PDF response shall be received by 4:00 PM, May 11, 2015. Please send the PDF response to Superintendent Paul Perzanoski, at pperzanoski@brunswick.k12.me.us.

The paper copy of the response shall be received by 4:00 PM May 13, 2015.

Respondent Questions

All questions should be submitted via email to the address above by April 22, 2015. Answers/responses to inquiries will be distributed to all respondents via email by May 1, 2015.

Evaluation

Following the proposal due date, the Workgroup will evaluate all proposals and select up to three (3) respondents for interviews. Onsite interviews are preferred but video/telephonic interviews may be possible. Following interviews, the School Board will select the preferred vendor and the Superintendent will begin contract negotiations.

The following general evaluation criteria will be used:

- Proposed methods of delivering the scope of work
- Proposed cost
- Experience and background of proposed team
- Interview

All proposals in response to this RFP may be rejected and the BSD may decide to request amended proposals, solicit additional proposals, or cancel the RFP without selecting a vendor.

Appendix A Philosophy and Vision

FILE: AD

PHILOSOPHY/VISION OF THE BRUNSWICK PUBLIC SCHOOLS

The Brunswick School Board envisions that all students are part of a community of lifelong learners who are able to contribute positively to society. We provide a comprehensive and rigorous academic program so that all students attain their full potential and make significant contributions to their communities. We strive to ensure that all students will acquire and apply the skills necessary to communicate effectively, to think critically and creatively, and to become responsible citizens of our democratic and global society.

To achieve our vision, the Brunswick School Board focuses on educating students as individuals within a community of lifelong learners. We recognize the worth and dignity of every student in order to provide for maximum intellectual, physical, social and emotional development. In order to reach their full potential, all students will demonstrate proficiency in basic skills, exercise responsible and creative decision making, explore ideas, embrace the aesthetics of life, and be responsible, productive citizens.

This requires a collaborative effort by the community, families of students, the Board, the administration, the faculty, the staff, and the students.

Adopted: 1/19/82

Revised: 9/10/14

Appendix B Brunswick School Department Overview

The BSD serves 2,345 students and has an operating budget of \$35.76M. Recent impacts to both the Town and the School District include but are not limited to the closure of the Brunswick Naval Air Station and the subsequent redevelopment efforts, state funding cuts, and the shifting of tuition students to other districts related to school consolidation efforts. Over that past 10 years the K-12 student population has declined by 900 students.

Our Schools and Additional Facilities

Coffin Elementary School originally opened in 1955. The school now serves 379 students primarily K-1 (some 2nd graders are served in a multiage program). Currently there are 20 regular classrooms and has over 60 faculty and staff.

Harriet Beecher Stowe Elementary School opened for the 2011/2012 school year. Originally planned to serve grades 3-5, the school serves 697 students grades 2-5. HBS represents a transition from the previous model of neighborhood elementary schools to a common school serving all the students within the grade range. Currently HBS has 31 classrooms and has over 100 faculty and staff.

Brunswick Junior High School, built in 1959 (with additions/renovation in '66, '76, and '83) serves as a middle school for 476 students in grades 6-8. BJHS employs a team teaching, student-centered model as a means of preparing students for the transition to high school. Currently BJHS has 34 classrooms and has over 90 faculty and staff.

Brunswick High School, built in 1996 serves 795 students in grades 9-12. Currently BHS has 34 classrooms and has over 90 faculty and staff.

Maine Region Ten Technical High School has been serving the community since 1973. Students from Brunswick, Freeport, and MSAD 75 (Bowdoinham, Harpswell, and Topsham) all attend "Tech 10." The school, located on a 5 acre campus, provides career and technical education to over 300 students (90 of which come from Brunswick).

Hawthorne is a mixed use facility. Formerly a K-5 Elementary School that opened in 1895, Hawthorne now houses an alternative 9-12 program, before and after school programs, and the BSD administrative offices.

Jordan Acres (not an active facility), built in 1972 using the open concept model, was closed for the 2011/2012 school year due to safety and cost savings concerns. The school has not been reopened. At this point the cost to rehabilitate the building exceeds the value of the investment.

Appendix C Town of Brunswick Overview

Settled in 1628 and incorporated in 1739, Brunswick is a historic and picturesque New England town that serves as a gateway to midcoast and Downeast Maine. A balanced mix of retail, professional and arts-related businesses, along with light to medium industry and traditional farming, foresting and commercial fishing – can all be found in Brunswick. Downtown Brunswick's broad Maine Street combines village flavor and city flair. Dotted with specialty shops, open spaces and fabulous restaurants to satisfy every mood and palate, Brunswick's pedestrian-friendly downtown attracts shoppers, strollers and foodies alike.

Brunswick is a college town offering rich and diverse arts and cultural resources, centered around noted Bowdoin College's museums, theater and concert hall. Bowdoin College was ranked sixth among liberal arts colleges by U.S. News & World Report in 2010. Established in 1794, Bowdoin was the first college in the State of Maine, and remains an important influence in Brunswick's continued development. Other colleges include Southern New Hampshire University and Southern Maine Community College.

Bordered by the Androscoggin River and Atlantic Ocean with its 67 miles of coastline, Brunswick is a coastal community, offering residents and visitors an array of recreational opportunities. With convenient access to I-295 and Route 1, Brunswick serves as a gateway to Midcoast and Downeast Maine, is located 25 miles north of Portland, Maine's largest city, and just 30 miles from the Portland International Jetport (PWM). Brunswick's strategic location will be enhanced significantly beginning November 2012, when the Amtrak Downeaster arrives, connecting Brunswick to Boston with passenger rail service.

Brunswick is home to world class businesses, including LL Bean (manufacturing), Bath Iron Works (design/engineering) and Owens Corning (composite fabrics). With its proximity to boat builders and other marine trades along the Maine coast, advanced technology training resources and innovative businesses, Brunswick has positioned itself as the epicenter of the state's emerging composites manufacturing cluster. Home to Mid Coast Hospital and Parkview Adventist Hospital, as well as eleven banks downtown, Brunswick is a service center for neighboring communities.

Brunswick's strategic location is made even more attractive with the redevelopment of the Brunswick Naval Air Station, now known as Brunswick Landing. As Maine's premier technology business park, Brunswick Landing features 3,300 acres of prime real estate, over 2 million square feet of commercial and industrial space, a world-class aviation complex, and on-site educational institutions. Additionally, in-fill sites are available in the Brunswick Industrial Park and Brunswick Commerce Center to further broaden an organization's presence in Brunswick.

Brunswick at a Glance / Vital Statistics

- Population: 20,278 (2010 Census)
- Land Area: 49.7 square miles
- Median Household Income: \$50,117 (2010 Census)
- Average Household Size: 2.9
- Labor Force (Brunswick Labor Market Area/Micropolitan Statistical Area): 34,866 (July 2011, not seasonally-adjusted) Source: Maine Dept. of Labor, Center for Workforce Research & Information
- Total Employment (Brunswick LMA/MSA): 32,529 (July 2011, not seasonally-adjusted); Source: MDOL, CWRI
- Educational Attainment: (Age 25+, 2010 Census): High School Graduate – 28%, Bachelors or Higher – 34%

Major Private Employers:

- Bath Iron Works
- Bowdoin College
- LL Bean
- Mid Coast Hospital
- Parkview Adventist Medical Center

Key Industrial/Commercial Properties:

- Cooper Wiring Devices (185,000+ sf industrial/commercial building)
- Brunswick Landing (industrial/commercial buildings and lots)
- Brunswick Industrial Park (industrial/commercial lots)
- Brunswick Commerce Center (light industrial/commercial lots)

Local Development Resources:

The Town of Brunswick Economic and Community Development is adept at facilitating projects through customized financial packages utilizing a variety of sources. Staff have experience working with MCOG and Brunswick Development Corporation gap financing programs, Finance Authority of Maine loan insurance, leveraged financing programs and Industrial Development Bonds, as well as Tax Increment Financing and Community Development Block Grant funds for credit enhancement and public infrastructure purposes.

Source:<http://www.brunswickme.org/welcome/community-profile>

Appendix D
School Board Goals for 2014
Adopted 2/12/2014

(Current goals for 2015 are being reviewed by School Board)

I. Student Achievement

- **Improve academic achievement for all students**

Ongoing: The Board will support the BSD in the implementation and execution of initiatives

Ongoing: The Board will engage with administration to increase awareness of district initiatives

- **Close the achievement gap for struggling students**

Ongoing: The Board will support the BSD in its effort to provide remediation to students functioning below the proficiency level as measured by state and local assessments

Ongoing: The Board will review data with Administration to evaluate the effectiveness of programs and initiatives used within the district

- **Maintain positive educational environment that promotes the social and emotional development of all students**

Ongoing: The Board will support the BSD in its efforts to provide a positive school climate through the promotion and development of physically and emotionally safe learning environments

II. Fiscal Management

- **Develop and adopt 2014-2015 budget**

By May 1: The Board will develop and adopt a budget that reflects the goals of the Board, supports the operational plan of the BSD and maximizes cost efficiency for the taxpayers

- **Provide oversight**

Ongoing: The Board will review data with Administration to evaluate the cost efficiency of programs and initiatives used within the district, including State and Federal mandates

III. Strategic Planning

- **Develop bonding plan for facilities**

By June: The Board will endorse and communicate a bonding plan to address current and future facilities issues, including the dissemination of information to the community on educational specifications and long term financing

Ongoing: The Board will encourage and support community engagement and communication through public forums, informational meetings and community conversations

- **Create long range plan for BSD**

By December: The Board and Administration will revisit the mission and vision statements and will develop a five and ten year plan for the direction of BSD

Ongoing: The Board will encourage and support community engagement and communication through public forums, informational meetings and community conversations

IV. Review and Reflection

- **Review progress towards goals**

June and December: The Board will review mid-year and annual progress on the 2014 goals

- **Conduct Board self-assessment**

By August: The Board will conduct a self-assessment