

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– OCTOBER 28, 2015
FREEPORT HIGH SCHOOL– LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

I. The meeting was called to order at ____p.m. by Chair Nelson Larkins

II. Attendance:

____ Kathryn Brown	____ Beth Parker
____ Candace Decsipkes	____ Brian Pike
____ Nelson Larkins	____ Michelle Ritcheson
____ Naomi Ledbetter	____ Lindsay Sterling
____ John Morang	____ Valeria Steverlynck
	____ Karin VanNostrand

III. Pledge of Allegiance:

IV. Consideration and approval of the Minutes of September 23, 2015 and October 14, 2015.

A. Consideration and approval of the Minutes of September 23, 2015 and October 14, 2015 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

V. Adjustments to the Agenda:

VI. Good News & Recognition: Report from FHS Student Government

VII. Public Comments:

VIII. Special Presentations:

A. 5 Year Capital Plan – Dennis Ouellette

IX. Superintendent's Report

A. Items for Information

1. *Board and Administrator*, October 2015
2. *Superintendent's Update*, October 2015

B. Correspondence

1. Letter from Olivia Botting

C. Administrator Reports

1. Mast Landing School – Beth Willhoite, Principal
2. Freeport Middle School – Ray Grogan, Principal
3. Finance, Ms. Wentworth, Director

X. Unfinished Business:

A. Consideration and approval of a FY 17 Budget Process Calendar.

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and approval of Policy ADC, Tobacco Use and Possession (2nd reading: Packet #1)

Motion:_____2nd:_____Vote:_____

XI. New Business:

A. Consideration and approval of the following Policies (1st reading: Packet #2)

1. JLF – Reporting Child Abuse and Neglect
2. JLF-R – Reporting Child Abuse and Neglect – Administrative Procedure
3. EBAA – Chemical Hazards
4. ECB – Pest Management in School Facilities and on School Grounds
5. IGA – Curriculum Development and Adoption

Motion:_____2nd:_____Vote:_____

XII. Board Comments (Reports from Sub-Committees):

- A. Finance
- B. Strategic Communications

XIII. Adjournment:

Motion:_____2nd:_____Vote:_____Time:_____

RSU No. 5 Board of Directors Meeting
Wednesday, September 23, 2015 – 6:30 p.m.
Freeport High School - Library
Meeting Minutes

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the October 28, 2015 meeting).

CALLED TO ORDER:

Chairman Nelson Larkins called the meeting to order at 6:32 p.m.

MEMBERS PRESENT: Kathryn Brown, Candace deCsipkes, Nelson Larkins, Naomi Ledbetter (arrived at 6:33 p.m.), John Morang, Beth Parker, Michelle Ritcheson (arrived at 6:40 p.m.), Brian Pike, Lindsay Sterling, Valeria Steverlynck, Karin VanNostrand

MEMBERS ABSENT:

III. PLEDGE OF ALLEGIANCE:

IV. MINUTES:

A. VOTED: (1) To approve the Minutes of August 26, 2015 and September 9, 2015.
(Pike – Parker) (9 – 0)

V. ADJUSTMENTS TO THE AGENDA:

VI. GOOD NEWS & RECOGNITION: Report from FHS Student Government

Senior Alston Lybolt provided the Board with an update on recent and upcoming events taking place at Freeport High School.

VII. PUBLIC COMMENTS:

John Egan, Freeport

VIII. SUPERINTENDENT'S REPORT:

A. Items for Information

1. *Superintendent's Update*, September 2015
2. *Board and Administrator*, September 2015
3. September 2015 School Enrollments
4. Region 10 Enrollments
5. Summer Personnel Hires
6. MSMA Fall Conference
7. Standardized Assessment Scores

B. Correspondence

1. Thank you note from Ann Slattery

C. Administrator Reports

1. Finance, Ms. Wentworth, Director

IX. UNFINISHED BUSINESS:

A. Discussion of Revised Goals

Board members discussed and made changes to the draft goals.

X. NEW BUSINESS:

- A. VOTED: (2)** To approve Policy ADC, Tobacco Use and Possession (1st Reading: Packet #1) (Pike – Parker) (11 – 0)
- B. VOTED: (3)** To approve Lindsay Sterling as delegate, and Candy deCsipkes as alternate, to the Maine School Boards Association Annual Delegate Assembly at the Maine School Management Association's Annual Fall Conference. (Parker – Ledbetter) (11 – 0)

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

- A. Finance –** Chair John Morang provided the Board with a summary of the September 9, 2015 meeting.

XII. EXECUTIVE SESSION:

- A. VOTED: (4)** To enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(D) for the purpose of discussing Educator negotiations for RSU5. (Parker – Ledbetter) (11 – 0)

Time In: 7:43 p.m.

Time Out: 8:10 p.m.

XIII. ACTION AS A RESULT OF EXECUTIVE SESSION:

- A. VOTED: (5)** To ratify the Coastal Education Association Bargaining Agreement September 1, 2015 – August 31, 2018. (Pike – Ledbetter) (11 – 0)

XIV. ADJOURNMENT:

- VOTED: (6)** To adjourn at 8:13 p.m. (Steverlynck – Parker) (11 – 0)



Edward R. McDonough
Superintendent of Schools

RSU No. 5 Board of Directors Meeting
Wednesday, October 14, 2015 – 6:30 p.m.
Pownal Elementary School - Library
Meeting Minutes

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the October 28, 2015 meeting).

CALLED TO ORDER:

Chairman Nelson Larkins called the meeting to order at 6:35 p.m.

MEMBERS PRESENT: Kathryn Brown, Nelson Larkins, Naomi Ledbetter, John Morang, Beth Parker,
Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Karin VanNostrand

MEMBERS ABSENT: Candace deCsipkes, Brian Pike

III. PLEDGE OF ALLEGIANCE:

IV. ADJUSTMENTS TO THE AGENDA:

IX. New Business D.

V. SPECIAL PRESENTATION:

A. Lisa Demick – K-5 Math

Four fifth graders reported on a statistics project. Principal Lisa Demick spoke about Summer Math Olympics. Math Strategist Tate Gale spoke of the new version of Every Day Math.

VI. PUBLIC COMMENTS:

VII. SUPERINTENDENT’S REPORT:

A. Items for Information

1. MSMA Resolutions – Board delegate will abstain on #1 with an explanation.
2. School Enrollments

B. Correspondence

1. Letter requesting to withdraw sub-bid from A.H. Grover

VIII. UNFINISHED BUSINESS:

A. **VOTED: (1)** To approve strategic goals for 2015-2016. (Steverlynck – Ritcheson) (9 – 0)

B. **VOTED: (2)** To approve Board operating protocols. (Ledbetter – Parker) (9 – 0)

IX. NEW BUSINESS:

A. **VOTED: (3)** To approve the release of A.H. Grover from their filed site bid and return their bid bond and further that the second low site subcontract bid submitted by Crooker Associates of Brunswick be declared the low site bid. (Parker – Steverlynck) (9 – 0)

B. **VOTED: (4)** To approve and accept the general contract bid by Sheridan Corporation in the amount of \$10,736,280, such bid to include Alternates #1-#9.
(Parker – Steverlynck) (9 – 0)

C. VOTED: (5) To approve and instruct the Superintendent of Schools to sign and enter into a contract on behalf of the RSU for the construction project at Freeport High School with Sheridan Corporation. (Morang – Steverlynck) (9 – 0)

D. VOTED: (6) To approve that the Superintendent be authorized to execute and deliver the Storm Water Maintenance Agreement between RSU5 and the Town of Freeport. (Parker – Steverlynck) (9 – 0)

X. WORKSHOP:

A. Update on FHS Proficiency Based Education

Principal Brian Campbell and Assistant Principal Jen Gulko provided an update of work on proficiency based education at Freeport High School and answered questions from the Board.

B. Budget process calendar – The Board discussed the draft budget calendar for FY 17 and will vote at an upcoming meeting.

XI. EXECUTIVE SESSION:

A. VOTED: (7) To enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(A) for the purpose of discussing a legal matter and employment of official. (Ledbetter – VanNostrand) (9 – 0)

Time In: 9:40 p.m.

Time Out: 9:55 p.m.

XII. ACTION AS A RESULT OF EXECUTIVE SESSION:

A. VOTED: (8) To approve and hire Dennis Ouellette as the Owner's Representative to assist the RSU with the school construction project and enter into a contract with Dennis Ouellette at a cost not to exceed the amount budgeted for the project, including fees and any estimated reimbursables. (Morang – Parker) (9 – 0)

XIII. ADJOURNMENT:

VOTED: (9) To adjourn at 9:57 p.m. (Steverlynck – Parker) (9 – 0)



Edward R. McDonough
Superintendent of Schools

Board & Administrator

FOR SCHOOL BOARD MEMBERS

October 2015 Vol. 29, No. 6

Editor: Jeff Stratton

Tackle your biggest challenge as a board member

What's the biggest challenge in serving on a school board? You have to be aware of what is going on in the school district without being involved in the actual operations.

You don't teach or select bus routes, for instance. The board member's job is to set policies and let the superintendent and her staff members carry out those policies. It's tough sometimes not to step in, but remember, you hire the superintendent to manage the district.

Think for a moment about your responsibility as

a board member: Your decisions can dramatically impact the lives of many people — students, staff, and the entire community.

That's why when you are voting, your responsibility is to the entire school district. You can't serve effectively if you are beholden to a special interest group, consider only the interests of your own neighborhood, or spend time worrying about students' playing time on the district's sports teams.

So always base your vote on what is best for students, the school district, and the community. ■

Can I use school board service for my personal advantage?

In short, no.

It's unethical to use your position on the board to advance your interests.

As an example, let's say the board approves a new elementary school building project. The construction company you work for submits a bid for the project. What is your responsibility in this

situation? You should abstain from voting on the purchase bid.

To do otherwise is a clear conflict of interest because you could benefit financially from your relationship to the board.

This would reflect poorly not only on yourself, but on the district's image in the community. ■

Handle that unpopular board decision

Making a controversial board decision is difficult. You will likely generate unflattering media coverage and face some wrath from irate constituents. Sometimes, that is what comes with the territory.

The key thing to remember is the board should not automatically cave if it has made an educationally sound decision.

You can stand by your position as a board team if:

- * You did your homework. If the board did its research before the vote, the board is likely to remain unified in the

face of public pressure.

- * You based the decision on facts. If the board votes based on facts, it will likely withstand the emotions of a hot and bothered public.

- * You follow through. Groups in town may be slighted by a board decision. That doesn't mean the board should reverse itself. In the long run, voters will respect a board that listens and then does what it believes best for students — even when it means making the occasional unpopular decision. ■

Spending decisions and the board's role

What can an individual board member do if she disagrees with a purchase the superintendent makes?

Not much, really. If the annual budget has a line item for major purchases and the board has approved the budget, the board has given the superintendent the go-ahead to make a big capital purchase.

There are instances, however, when a board member should bring a purchase to the attention of

the board: If funds have not been allocated for the purchase in the budget or if the purchase clearly does not fit into the district's strategic plans.

But if the superintendent purchases one brand of tablets for the district and you prefer a different brand, you should not object simply because you don't care for the manufacturer.

The board has done its work once it approves the budget. How funds are spent is the superintendent's responsibility. ■

Outsider can head off board and superintendent battles

If unprofessional board behavior becomes a problem, the challenge the superintendent faces is that he is basically talking to his boss, school board member and board consultant Bob Hughes of Kirkland, Wash., said.

The problem can be compounded when board members run for election on a platform of, "Let's get rid of the superintendent," Hughes said.

So the initial difficulty the superintendent can face with a new board member is that she may not be inclined to listen to what the superintendent has to say about the board member's responsibilities. That's when serious board-superintendent problems can begin.

Once a board member is elected on a platform, she may be convinced that is the reason she won. "She now has action items to carry out," Hughes said.

That is the reason Hughes believes it is best if another board member discusses role issues with a new board member or someone from outside the district with board experience is brought in to talk about board behavior with the full board.

Hughes recommends the board team arrange for another superintendent or a person from the superintendent's association as an outside mediator to address board and superintendent relationship problems. ■

Ease candidates into board service

Use these ideas to introduce potential candidates to what board service is all about.

1. Let them be a "board member" for a day. Invite potential candidates to tour the offices, meet administrators, and then sit in on a board meeting.

2. Ask candidates to serve on a school board

committee. People who serve on a committee get a better feeling for what serving as a board member is like.

3. Have candidates serve out unexpired terms. When a board member must leave the office midterm, the board president can recommend a qualified candidate to fill the term. ■

Create a comfort level with district finances

It's not the board member's job to pore over financials each month to make sure the district is spending its money properly. That's the superintendent and her staff's job.

The board member, however, should reach a comfort level with how the district manages its money.

Here are some questions you can ask yourself to become comfortable with the district's fiscal fitness.

1. Are we on target with planned expenses and revenues?

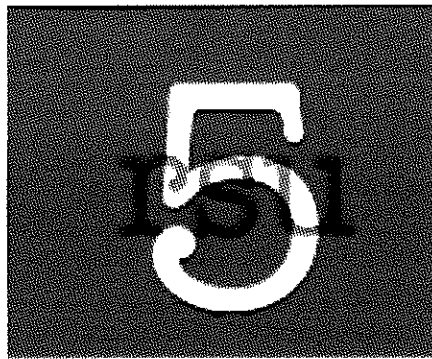
2. Are we solvent?

3. Can we meet debt obligations?

4. Do we use an experienced auditor?

5. Does the superintendent communicate to the board regularly about the state of the district's finances?

If a board member is comfortable with the answers to these questions, he shouldn't feel the need to dig into the district's finances too deeply. ■



Superintendent's Update

October 2015



RSU5

Durham

Freeport

Pownal

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

OCTOBER 9th – SMART GOAL WORK

The RSU5 School Board adopted strategic goals for the 2015-16 school year at its October 14th meeting. One of the most impactful is the expectation that teacher teams examine student performance data and set a specific, measurable, attainable, results-oriented and time-bound (SMART) goal(s). Teacher teams were provided time on the afternoon of October 9th to begin this work with colleagues.

As a district, we expect to get to scale with this practice in 2015-16 and learn as we go. Principals will report out progress to the School Board as the year moves along. As we develop internal accountability as a district, the importance of setting student achievement goals cannot be understated. Robert Marzano, in his book, *What Works: Translating Research Into Action*, notes: "establishing goals for students is a critical school level factor of high performing schools."

Mike Schmoker has written that "setting academic goals at the school level has a powerful, coalescing effect on teachers and administrators." "Goals themselves lead not only to success, but also to the effectiveness and cohesion of a team" (Marzano, p. 36). Finally, Rick DuFour states that a "results orientation" is an essential characteristic of a professional learning community (PLC).

As you know, PLC work shifts the focus to learning, rather than teaching. Together, teachers carefully monitor performance data, share strategies and provide timely interventions. SMART goals help us learn from one another and improve outcomes for our students. Thank you for your efforts.

RE-ESTABLISHING PROFESSIONAL DEVELOPMENT COMMITTEE

As I have visited schools, a common theme has emerged. Teachers have expressed a need for more time to implement new curricula that has been introduced over the past few years; moreover, teachers would also like a greater voice in developing and informing professional development in the district. To be sure, a number of initiatives, such as Teachers College, Every Day Math and Proficiency Based Education have necessitated district level work. As teachers work to implement these new programs, teachers have expressed the need for more time. In a sense, just as we provide children "just right books," teachers are asking for "just right professional development."

To this end, the School Board has adopted a goal to "re-establish an RSU5 Professional Development Committee to provide more opportunities for teacher input and set the context of more support for initiatives." Next week, Curriculum Director Lafortune will send out an invitation to teachers to join us in thinking about how we realize this goal. We hope to have representation from each of the six buildings.

Finding time for teachers to work and collaborate within and across buildings is always a challenge. We recognize the value staff find when there are opportunities to share across schools as well as K-12 vertical integration. We expect this committee will provide recommendations for how to best provide teachers the time necessary to best implement new programs and improve opportunities throughout the school and calendar year.

ADMINISTRATIVE TEAM SMART GOALS FOR 2015-16 SCHOOL YEAR

The administrative team is focused on implementing Year #2 of Marshall's Professional Growth and Evaluation (PG&E) Plan and getting to scale with Professional Learning Communities (PLC) work. Under PG&E, teachers are to set goals and principals are expected to conduct 6-8 mini-observations, have follow-up conversations and memorialize the visits using an e-portfolio along with a summative assessment. Additionally, we expect every teacher will work on a PLC team, set a SMART goal and share results later this spring.

By May 2016, 100% of professional staff will report they completed the PG&E process.

By May 2016, 100% of professional staff will report they participated in a PLC.



"The dress code around here is not nearly as strict as it used to be."

HIGH SCHOOL PROJECT MOVES ALONG

Next week, construction at Freeport High School will begin. On September 29th, PDT Architects oversaw the bid opening where the difference between the three general contractors was 2%. The low bidder was Sheridan Corporation. Happily, the project came in below the estimated budget. The RSU went through a successful bond sale with an interest rate of 2.67% and a bond premium that allows the district to borrow \$1 million less than originally anticipated. Demolition will begin soon and steel is expected to be complete by early January.

UPCOMING EVENTS, KUDOS AND DISTRICT DOINGS

November Events

- 11/2 – Freeport Middle School, Fall Sports Awards
- 11/3 – Pownal Elementary School, Parent Teacher Conferences
- 11/4 – School Board Meeting
- 11/5 – Freeport High School, Fall Sport Awards
- 11/6 – Durham Community School, Social
- 11/9 – Durham Community School, Fall Sports Awards
- 11/11 – Veterans Day – No School
- 11/12 – Freeport Middle School, Parent Teacher Conferences & Freeport High School, Pre-Season Info Night
- 11/13 – Morse Street School, Dine and Dance & Freeport Middle School, Social

UPCOMING EVENTS, KUDOS AND DISTRICT DOINGS

11/13-15 & 11/21-22, Freeport High School, Fall Musical

11/17 – RSU5 Flu Clinic & Freeport High School, Semester and Enrichment Night

11/18 – School Board Meeting

11/19 & 20 – Durham Community School, Play

11/19 – Freeport Middle School, Parent Teacher Conferences & Pownal Elementary School, Grade 2/3 Musical

11/25 – Professional Comp Day, No School

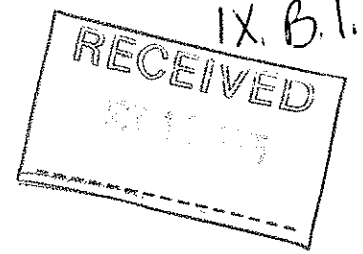
11/26-27 – Thanksgiving Break, No School

Kudos to FMS Guidance Counselor Phyllis Latham and School Resource Officer Mike McManus recognized by Casco Bay CAN (Creating Awareness Now) for their efforts in helping to prevent and reduce youth substance abuse in our communities.

Congratulations to Nick Lyons! Mr. Lyons has won the Maine Association for **Health, Physical Education, Recreation and Dance Teacher of the Year Award.**

Did you know? ... The Phi Delta Kappan/ Gallup poll of public attitudes towards public schools reveals a shift in perceptions about standardized testing. Most Americans believe there is too much emphasis on standardized testing. An excerpt from PDK: *"Student engagement at school and whether students feel hopeful about their future are far better factors to consider when evaluating schools than using standardized test scores."*

78 Bow Street
Freeport, Maine 04032



October 2, 2015

rsu5 School Board
Atten: Nelson Larkins, Chairman
17 West Street
Freeport, Maine 04032

Dear Mr. Larkins and School Board Members:

While students do get a lengthy two and half months being able to enjoy the experience of exhausting minimum-wage jobs, irritating sunburns, and cramming their summer homework in, these wonderful pleasures should be enjoyed for the full length of time that they are intended for. So, those last few humid days should not be filled with shiny school supplies, welcoming assemblies, and stuffy classrooms.

I understand that we need to reach a certain amount of school days per year and that you are trying to set the best time for the school year to start so we can have the best possible education, but as a student of Freeport high school, I believe we don't have the best start date for the school year.

One notable issue with starting the school year too early is it is too hot in the schools. There is no air conditioning provided in the schools so, when there are thirty kids crammed together in a classroom on a ninety-five degree day with high humidity, you may feel a slight bit uncomfortable. Kids cannot focus when it is too hot in schools; therefore, in that first week of school students don't learn as much as they could. Wouldn't it be more of a gain than a loss to move the start date for school a week later? If we start school when the heat dies down, then kids will be able to focus more and we won't suffer a learning loss.

Another concern with starting school too early is summer jobs. Since Freeport has so many tourists, employers are still relying on students to work even after school starts. For example, on the first week of school I worked several days after school up until nine o'clock at night, as if it were a typical summer night. I know many other students did this as well. Now you may say that school should come before jobs and that it is our choice to work; however, students sometimes can't control when they work because they still have their summer job. Most students don't work, or work that often, after the tourist

season has died down. If the start date of school is changed, summer work will not get in the way of school for students. Students shouldn't be exhausted and worn-down when they had just barely begun their school year.

I am not the only person who believes the start date of school should be later. Many parents and students have also complained about the start date of school. Parents always say that school used to start later and they wish it would change back that way. Students, of all ages, cannot finish their summer activities, such as camps or volunteering, due to school starting so early. Students need their time to do what they're interested in. Many people throughout our community believe that the school year starts too early and they want change.

Therefore, because of the issues and concerns that arise, as a student of Freeport High School, I believe the school year should start at least one week into September every year. Some suggestions you could use to make sure we have the required amount of school days is: shorten school breaks by a few days or, even end the school year later. Adding school at these times would be more beneficial than having it start so early. If we start school later, students will be more refreshed and ready to learn. Kids can't go back to school when the summer is not even over.

Sincerely,

A handwritten signature in black ink that reads "Olivia Botting". The script is cursive and fluid, with the first name "Olivia" and last name "Botting" clearly distinguishable.

Olivia Botting
Student

IX.C.3.

RSU #5	General Budget Report	as of 09/30/2015			2015-2016			
Article #	Description	2015-2016 Budget	Transfers	Revised Budget	Expenses YTD	Encumb. YTD	Balances YTD	% Remaining
Article 1	Support Staff	\$2,837,476.00	\$34,000.00	\$2,871,476.00	\$451,435.25	\$72,982.00	\$2,347,058.75	82%
Article 2	School Administration	\$1,365,040.00	\$0.00	\$1,365,040.00	\$331,430.15	\$1,676.34	\$1,031,933.51	76%
Article 3	Operation of Plant	\$3,541,592.00	\$0.00	\$3,541,592.00	\$935,117.30	\$542,247.23	\$2,064,227.47	58%
Article 4	Voc. Ed. Assessment	\$512,001.00	\$0.00	\$512,001.00	\$170,666.68	\$341,333.44	\$0.88	0%
Article 5	School Nutrition/Crossing Guards	\$189,552.00	\$0.00	\$189,552.00	\$63,184.00	\$126,368.00	\$0.00	0%
Article 6	Instruction K - 12	\$12,362,716.00	(\$34,000.00)	\$12,328,716.00	\$1,163,000.17	\$84,358.67	\$11,081,357.16	90%
Article 7	Co-Curr. & Athletics	\$676,475.00	\$0.00	\$676,475.00	\$60,249.03	\$27,863.29	\$588,362.68	87%
Article 8	District Administration	\$778,805.00	\$0.00	\$778,805.00	\$205,782.53	\$10,808.22	\$562,214.25	72%
Article 9	Transportation Services	\$1,421,847.00	\$0.00	\$1,421,847.00	\$250,234.47	\$427,701.02	\$743,911.51	52%
Article 10	Debt Service	\$1,701,717.00	\$0.00	\$1,701,717.00	\$0.00	\$137,875.99	\$1,563,841.01	92%
Article 11	Special Education Services	\$4,019,982.00	\$0.00	\$4,019,982.00	\$423,536.55	\$6,665.80	\$3,589,779.65	89%
	Totals	\$29,407,203.00	\$0.00	\$29,407,203.00	\$4,054,636.13	\$1,779,880.00	\$23,572,686.87	80%

10/28/2015

FY 17 RSU5 Proposed Budget Timeline

<i>October 14, 2015 Workshop @ PES</i>	<i>Timeline</i>
<i>November 12, 2015</i>	<i>Leadership Meeting w/ Towns</i>
<i>December 9, 2015 Workshop @ FMS</i>	<i>Pro Forma – School Board Priorities</i>
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January 27, 2016 Business Meeting	Superintendent's Recommended Budget
<i>*February 3, 2016: Budget Workshop</i>	<i>Budget Review: DCS, FMS, FHS</i>
<i>February 10, 2016 Workshop @ MSS</i>	<i>Budget Review: MSS, PES, MLS</i>
February 24, 2016 Business Meeting	<i>Budget Review: Technology, CIA, Nutrition, RCE</i>
<i>*March 2, 2016: Budget Workshop</i>	<i>Budget Review: Inst. Support, Maintenance, Athletics</i>
<i>March 9, 2016 Workshop @ FHS</i>	<i>Public Hearing on Budget / Deliberations</i>
March 23, 2016 Business Meeting	Adopt FY 17 School Budget
<hr/>	
<i>April 13, 2016 @ PES Workshop</i>	<i>6:00 -6:30: Q&A with individual Board Members regarding FY 17 Budget</i>
April 27, 2016 @ DCS Business Meeting	<i>6:00 -6:30: Q&A with individual Board Members regarding FY 17 Budget</i>
<i>May 11, 2016 Workshop @ FHS</i>	<i>6:00 -6:30: Q&A with individual Board members regarding FY 17 Budget</i>
May 25, 2016	Annual Budget Meeting
June 14, 2016	Budget Validation Referendum

Approved by Board:_____



Durham • Freeport • Pownal

TO: Kathryn Brown, Candace deCsipkes, Nelson Larkins, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Karin VanNostrand

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

FROM: Edward R. McDonough Superintendent of Schools

DATE: October 19, 2015

RE: Policy Adoption

At the October 28, 2015 RSU5 Board of Directors Meeting, the following policy will be on the agenda for 2nd Read/Adoption. The Policy is attached.

1. ADC – Tobacco Use and Possession

TOBACCO USE AND POSSESSION

In order to promote the health and safety of all students, and staff and visitors and in compliance with applicable state and federal laws, ~~to promote the cleanliness of all facilities,~~ the RSU5 Board of Directors prohibits smoking and ~~the all other~~ use of all ~~other~~ tobacco products in school buildings, ~~and other school unit facilities,~~ and on school buses or in other school-owned vehicles, ~~during school-sponsored events and at all other times and on school grounds by all persons, including students and employees at all times~~ by all persons.

In addition, students are further prohibited from possessing, selling, distributing or dispensing tobacco products in school buildings, facilities and on school grounds and buses during school-sponsored events and at all other times. Students are also prohibited from wearing and/or displaying any type of tobacco promotion materials.

~~Tobacco prevention education will be incorporated into the district's K-12 comprehensive health curriculum as part of the Maine Learning Results, so that all students will be aware of the consequences of use/nonuse of tobacco products.~~

Employees and all other persons are also strictly prohibited, under law and the Board of Directors' policy, from selling, distributing or in any way dispensing tobacco products to students.

Violation of this policy will be considered a serious offense. Disciplinary actions will be taken in accordance with school procedures.

All of these same prohibitions shall apply to electronic cigarettes and other devices designed to deliver nicotine through inhalation or "vaping", or used to simulate smoking.

Legal References: 22 MRSA § 1578-B, 1580(A)(3)
Me. PL 470 (An Act to Reduce Tobacco Use By Minors)
20 USC 6081-6084 (Pro-Children Act of 1994)

Cross Reference: JL – Student Wellness
KF – Community Use of School Facilities
KHB – Advertising in the Schools

Adopted: May 27, 2009
Revised: December 8, 2010
Revised: November 30, 2011
Reviewed: November 20, 2013
Revised: _____



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XLA. 1-5.

TO: Kathryn Brown, Candace deCsipkes, Nelson Larkins, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Karin VanNostrand

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

FROM: Edward R. McDonough Superintendent of Schools

DATE: October 19, 2015

RE: Policy Adoption

At the October 28, 2015 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 1st Read. 2nd Read/Adoption will take place at the November 18th Meeting. The Policies are attached.

1. JLF – Reporting Child Abuse and Neglect
2. JLF-R – Reporting Child Abuse and Neglect – Administrative Procedure
3. EBAA – Chemical Hazards
4. ECB – Pest Management in School Facilities and on School Grounds
5. IGA – Curriculum Development and Adoption

Regional School Unit No. 5

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

REPORTING CHILD ABUSE AND NEGLECT

I. DEFINITIONS

- A. Child abuse or neglect. Child abuse or neglect is defined by Maine law as “a threat to a child’s health or welfare by physical, mental or emotional injury or impairment, sexual abuse or exploitation, deprivation of essential needs or lack of protection from these, or failure to ensure compliance with school attendance requirements under Title 20-A ~~if the~~ (specifically when a child who is at least seven years of age and has not completed grade six, ~~and~~ has the equivalent of seven full days of unexcused absences or five consecutive school days of unexcused absences during a school year). ~~by a person responsible for the child.~~”
- B. Person responsible for the child. A “person responsible for the child” means a person with responsibility for a child’s health or welfare, whether in the child’s home or another home or a facility which, as part of its function, provides for the care of the child. It includes the child’s parent, guardian or other custodian.

II. EMPLOYEES’ DUTY TO REPORT

- A. Any employee of the school unit who has reason to suspect that a child has been or is likely to be abused or neglected must **immediately** notify the building principal ~~who shall process the report as provided in Section III of this policy.~~
- 1. In addition to notifying the building principal, the employee may also make a report directly to the Department of Health and Human Services (DHHS) or the District Attorney ~~when the employee believes a direct report will better protect the child in question.~~ (See also Section III.B which provides further information about reporting to DHHS and/or the District Attorney).
- B. If the reporting employee does not receive written confirmation from the building administrator/Superintendent within 24 hours of his/her report that a report has been made to DHHS and/or District Attorney, the employee shall make an immediate report directly to DHHS and, if the person suspected is not a person responsible for the child, to the District Attorney. In such cases, the employee shall then complete a copy of the Suspected Child Abuse and Neglect Reporting Form (JLF-E).
- C. If the reporting employees does receive written confirmation from the building administrator/Superintendent within 24 hours of his/her report (which is a copy of the Suspected Child Abuse and Neglect Reporting Form (JLF-E), he/she shall sign the form as acknowledgement that the report was made and return it to the building administrator/Superintendent.

III. ADMINISTRATORS' REPORTING AND CONFIRMATION DUTIES

All building administrators and the Superintendent are designated agents to make child abuse and neglect reports.

- ~~A. The principal shall make an immediate verbal report to the Superintendent/designee. If it is determined that there is a duty to make a report to DHHS or the District Attorney, the Superintendent/designee shall make the appropriate report(s), as provided in section B.~~
- ~~B. The law provides that a report must be made to DHHS when the person suspected is a "person responsible for the child," or to the District Attorney when the person suspected is not a person responsible for the child. However, because the legal definition of "person responsible for the child" is vague, the Superintendent/designee shall report all cases of suspected abuse or neglect to DHHS. In addition, if the person suspected is not the parent, guardian or other custodian of the child, the Superintendent/designee shall also make a report to the District Attorney.~~
- ~~C. The Superintendent/designee shall retain a record of all verbal and written reports made to DHHS, the District Attorney, or other outside agencies as well as all actions taken by the school unit and kept on file for the legally required period of time.~~
- A. If a building administrator receives the report, he/she shall notify the Superintendent immediately.
- B. The Superintendent or building administrator shall then make a verbal and written report(s) of suspected abuse or neglect to DHHS. In addition, if the person suspected is not the parent, guardian or other custodian of the child, the Superintendent/building administrator shall also make a report to the District Attorney.
 - 1. The law requires the reporting employee to make his/her own report to DHHS and/or the District Attorney if he/she has not received confirmation within 24 hours that such a report has been made by the Superintendent/building administrator.
- C. The person making the report to DHHS and/or the District Attorney shall complete the Suspected Child Abuse or Neglect Form (JLF-E).
- D. The Superintendent/building administrator shall provide a copy of the Suspected Child Abuse or Neglect Form to the reporting employee within 24 hours of the employee's initial report. The reporting employee shall sign the report and return it to the Superintendent/building administrator.

- E. The form will be forwarded to DHHS and/or the District Attorney, and shall be retained by the school unit for ten years, as specified in the Maine Archives Rules, along with any other information relevant to the case.

~~IV. REPORTING PROCEDURES~~

~~_____ The verbal report shall include the following information, if known:~~

- ~~_____ A. The name and address of the child and the persons responsible for his/her care or custody;~~
- ~~_____ B. The child's age and sex;~~
- ~~_____ C. The nature and extent of the alleged abuse or neglect, including description of injuries and any explanation given for them;~~
- ~~_____ D. A description of alleged sexual abuse or exploitation, if any;~~
- ~~_____ E. Family composition and evidence of prior abuse or neglect of the child or his/her siblings;~~
- ~~_____ F. The source of the report, the person making the report, his/her occupation and where he/she can be contacted;~~
- ~~_____ G. Any actions taken by school staff, including any photographs taken or other materials collected; and~~
- ~~_____ H. Any other information the person making the report believes may be helpful.~~

~~_____ Upon DHHS' request for a written report, the Superintendent/designee shall complete the Suspected Child Abuse/Neglect Report and mail a copy to DHHS. Proper documentation shall be maintained in accordance with Section III. C.~~

IV. INTERNAL INVESTIGATIONS AND DISCIPLINE

- A. Employees. If the person suspected of abuse or neglect is an employee, the Superintendent/designee shall investigate and take appropriate action, in accordance with applicable Board policies, collective bargaining contracts, and federal and state laws.
- B. Students. If the person suspected of abuse or neglect is a student, and the abuse or neglect occurred on school premises, during a school activity, or is otherwise related to the school, the Superintendent/designee shall investigate and take appropriate action, in accordance with applicable Board policies and federal and state laws.

VI. INTERVIEWS OF CHILD AND SCHOOL PERSONNEL

~~Upon Department of Human Services (DHHS) request, DHHS personnel shall be permitted to meet with and interview a the child who is named in the report of suspected child abuse and neglect when the child is present at the school as provided in this section. The building administrator or designee shall:~~

- A. ~~The interviewer shall provide written certification that he/she is an authorized representative of the DHHS and that, in DHHS judgment, the interview is necessary to carry out that Department's duties under Maine law. Require the DHHS employee requesting to interview the child to provide written certification that in the Department's judgment, the interview is necessary to carry out its duties;~~
- B. ~~Require the DHHS caseworker shall to discuss the circumstances of the interview and any relevant information regarding the alleged abuse or neglect with the child's teacher or guidance counselor or the school nurse, social worker or principal building administrator, as the caseworker determines is necessary for the provision of any to provide needed emotional support to the child prior to and following the interview;~~
- C. ~~School officials may Not place any other conditions on the DHHS's ability to conduct the interview, how the interview is conducted, including, but not necessarily limited to requiring that certain persons be present during the interview; prohibiting certain persons from being present during the interview; or and requiring notice to or consent from a parent or guardian.~~
- D. ~~School officials shall Provide an appropriate, quiet and private place for the interview to occur; and~~
- E. ~~That DHHS intends to interview the child is confidential information and may not be disclosed to any person except those school officials, including an attorney for the school, who need the information to comply with Maine law pertaining to child abuse and neglect investigations. Not disclose any information about DHHS's intention to interview the child except to school officials or the school's attorney who need the information to comply with the interview request.~~

~~School personnel who assist DHHS in making a child available for an interview are regarded as participating in a child protection investigation or proceeding for the purpose of immunity from liability.~~

VII. CONFIDENTIALITY OF INFORMATION AND RECORDS

All records, reports and information concerning alleged cases of child abuse and neglect shall be kept confidential to the extent required by Board policies and applicable law.

The building ~~principal~~ administrator/designee is permitted to release a child's school records without prior consent of the parent/guardian to DHHS or law enforcement officials as necessary to protect the health or safety of the child or other individuals under federal law.

VIII. GOOD FAITH IMMUNITY FROM LIABILITY

Any person who in good faith reports, assists DHHS in making the child available for an interview, or participates in the investigation or proceedings of a child protection investigation is immune from any criminal or civil liability for the act of reporting or participating in the investigation or proceeding. Good faith does not include instances when a false report is made and the person knows the report is false.

Legal Reference: 22 MRSA Chap. 1071, Child and Family Services and Child Protection Act
 20 USC § 1232g, Family Educational Rights and Privacy Act
 20-A M.R.S.A. §§ 5051-A(1)(C); 5051-A(2)(C)

Cross Reference: ACAA – Harassment and Sexual Harassment of Students
 JLF-E —Suspected Child Abuse and Neglect Report Form
 JRA – Student Records

Adopted: March 24, 2010
Reviewed: March 27, 2013

**REPORTING CHILD ABUSE AND NEGLECT-
ADMINISTRATIVE PROCEDURE**

This procedure implements the Board's policy JLF – Reporting Suspected Child Abuse and Neglect. It summarizes the steps to be taken when a school employee suspects that a child has been or is likely to be abused or neglected.

The “notifying person” refers to the person who has the information that gives rise to the suspicion that a child has been or is likely to be abused or neglected and is required by law to report it, such as a teacher, principal, guidance counselor or bus driver.

- A. The notifying person should immediately notify the principal or other designated agent of the suspected abuse or neglect. The person may notify the Department of Health and Human Services (DHHS) directly, or if appropriate, the District Attorney (DA).
- B. The principal or designated agent should immediately directly report it to DHHS and, if appropriate, to the DA.
- C. The principal or designated agent should send a written confirmation containing the name of the person reporting, the date and time of the report and a summary of the information to the notifying person.
- D. The notifying person should acknowledge in writing that he/she has received the confirmation that the report has been made by the principal or designated agent.
- E. The confirmation and acknowledgement should be retained in the school's records.
- F. If the notifying person has not received written confirmation within 24 hours of making his/her report to the principal or designated agent has caused a report to be made to DHHS and, if appropriate, the DA, the notifying person shall immediately make a report to DHHS and, if appropriate, the DA.

Cross Reference: JLF – Reporting Suspected Child Abuse and Neglect
JLF-E – Suspected Child Abuse Neglect Report Form

Adopted: _____

CHEMICAL HAZARDS

The ~~RSU No. 5 School Department~~ Board is committed to providing a safe environment for students and employees. It is the policy of the RSU5 School Department to follow safe practices in regard to the storage and handling of hazardous chemicals in its schools. The school unit will comply with all applicable Maine and federal laws and regulations concerning hazardous chemicals.

~~The Superintendent will be responsible for developing a Chemical Hygiene Plan that includes procedures relevant to the identification, purchase, storage, inventory, handling, and disposal of hazardous chemicals, maintenance of material safety data sheets (MSDS), and for ensuring that employees are provided required training and information concerning hazardous chemicals used in the schools. The Superintendent may delegate responsibilities associated with Plan development to school system staff, as appropriate.~~

~~The Superintendent/designee will appoint a Chemical Hygiene Officer for the school unit. The Chemical Hygiene Officer will have the primary responsibility for implementing the school unit's Chemical Hygiene Plan. The person appointed Chemical Hygiene Officer should be familiar with State and federal regulations pertaining to laboratory and chemical safety and the chemicals used in the schools.~~

~~The Chemical Hygiene Office shall achieve such certification and/or attend such training as may be mandated by the Maine Department of Education or other State agencies.~~

The Superintendent has responsibility for the safe handling and storage of hazardous chemicals in schools, the development of required written plans, the designation of a Chemical Hygiene Officer, and ensuring that staff is trained with respect to chemical hazards found in the workplace. Written plans shall include information regarding proper purchasing, labelling, storage, training, handling, and disposal of hazardous chemicals.

HAZCOM (HAZARD COMMUNICATION) STANDARDS

The school unit will comply with OSHA's Hazard Communication standard 29 CFR 1910.1200, as adopted and enforced by the Maine Department of Labor, which requires a written hazard communication (HazCom) plan, including a listing of chemicals being used in the schools; training of employees that handle these chemicals; and, for all employees, where safety data sheets (SDS) are located, and how to read them. This standard applies to hazard communications for hazardous chemicals such as those used in cleaning and disinfection, which may be found in custodial and food service areas, among other locations.

LABORATORY SCIENCE CHEMICALS

The school unit will comply with OSHA standard 29 CFR 1910.1450, as adopted and enforced by the Maine Department of Labor, which addresses science laboratory

chemicals. This standard applies to science laboratory chemicals commonly found in chemistry and biology laboratories in schools.

The Superintendent will appoint an employee of the school unit as Chemical Hygiene Officer for RSU5. The Chemical Hygiene Officer will be responsible for developing and implementing a Chemical Hygiene Plan, to be reviewed annually, that includes procedures relevant to the identification, purchase, storage, inventory, handling, and disposal of hazardous chemicals used in science laboratories; maintenance of safety data sheets (SDS) for laboratory chemicals; and ensuring that employees with science/laboratory responsibilities are provided appropriate training on the specific hazards associated with the chemicals being used in school laboratories and how to read the SDS for these chemicals.

The person appointed Chemical Hygiene Officer must be an employee of RSU5, preferably a science teacher or another staff member who is knowledgeable about the chemicals being used in school laboratories and stored in the schools.

Legal Reference: 29 C.F.R. §§ 1910.1200, 1910.1450
26 M.R.S.A. § 565
Me. Dept. of Prof. Regulation Rule Ch. 2 § 179
Me. Dept. of Ed. Rule Ch. 161
Commissioner's Administrative Letter No. 33, June 9, 2005
(Chemicals in Schools)

Cross Reference: EBCA – Comprehensive Emergency Management Plan

Cross Reference: EBCA – Crisis Response Plan

Adopted: April 28, 2010

Reviewed: December 14, 2011

Revised: _____

PEST MANAGEMENT IN SCHOOL FACILITIES AND ON SCHOOL GROUNDS

The RSU No. 5 Board of Directors recognizes that structural and landscape pests can pose significant problems for people and school unit property, but that use of some pesticides may raise concerns among parents, students and staff. It is therefore the policy of RSU No. 5 School Department to incorporate Integrated Pest Management (IPM) principles and procedures for the control of structural and landscape pests. A copy of this policy shall be kept in every school and made available upon request to staff, parents, students and the public.

IPM is a systematic approach to pest management that combines a variety of methods for managing pests including monitoring; improved horticultural, sanitation and food storage practices; pest exclusion and removal; biological control; and pesticides.

~~For the purpose of this policy, "pests" are populations of living organisms (animals, plants or microorganisms) that interfere with use of school facilities and grounds. "Pesticide" is defined as any substance or mixture of substances intended for preventing, destroying, repelling or mitigating any pests and any substance or mixture of substances intended for use as a plant regulator, defoliant or desiccant.~~

The objective of the school unit's IPM program is to provide effective pest control while minimizing pesticide use. The goals of the IPM program include managing pests to reduce any potential hazards to human health; preventing loss or damage to school structures or property; preventing pests from spreading beyond the site of infestation to other school property; and enhancing the quality of life for students, staff and others.

Pesticides may periodically be applied in school buildings and on school grounds and applications will be noticed in accordance with Maine Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Schools.

~~The Superintendent and/or designee shall develop and implement a Pest Management Plan consistent with the following IPM principles and procedures:~~

~~_____ A. _____ Appointment of an IPM Coordinator~~

~~_____ The Superintendent/designee will appoint an IPM Coordinator for the school unit. The IPM Coordinator will be the primary contact for pest control matters and will be responsible for overseeing the implementation of the IPM plan, including making pest control decisions.~~

~~_____ The IPM Coordinator will consult with the building principal and/or Superintendent before a decision is made to do a pesticide application for which notice is required and before providing notification of the planned application.~~

~~The IPM Coordinator's responsibilities, as determined by the Superintendent, may include:~~

- ~~1. Recording and monitoring data and pest sightings by school staff and students;~~
- ~~2. Coordinating pest management with pest control contractors;~~
- ~~3. Recording and ensuring that maintenance and sanitation recommendations are carried out where feasible;~~
- ~~4. Ensuring that any pesticide use is done according to the school unit's Pest Management Plan and Chapter 27 Me. Dept. of Agriculture Board of Pesticides Control Rules ("Standards for Pesticide Applications and Public Notification in Schools");~~
- ~~5. Making the school system's pest management policy available in every school building;~~
- ~~6. Having available for parents and staff a copy of the Maine regulation pertaining to pesticide applications in schools (Chapter 27 Me. Dept. of Agriculture Board of Pesticides Control "Standards for Pesticide Applications and Public Notification in Maine Schools") and a record of prior pesticide applications and information about the pesticides used.~~
- ~~7. Initiating and coordinating notification of parents and staff of pesticide applications according to the school unit's notification procedure and posting notification signs as appropriate; and~~
- ~~8. Recording all pesticides used by either a professional applicator or school staff and maintaining other pest control data.~~

~~B. Identification of Specific Pest Thresholds~~

- ~~Routine inspection and accurate identification of pests are needed to recognize potential problems and determine when action should be taken.~~
- ~~Action thresholds for specific sites will be determined on a case-by-case basis by the IPM Coordinator in consultation with the building principal and/or Superintendent, and if necessary, with the advice of a professional pest control expert.~~
- ~~As pest management objectives will differ from site to site (e.g.: maintaining healthy turf and specific playing surfaces on athletic fields, carpenter ant control in buildings, or maintenance of ornamental plants), differences should be considered before setting an action threshold.~~

~~C. Pesticide Applicators~~

- ~~Any person who applies pesticides in school buildings or on school grounds, including school personnel, must possess a Maine pesticide applicators license and should be trained in the principles and practices of IPM. All pesticide use~~

~~_____ must be approved by the school unit's IPM Coordinator. Applicators must follow state regulations and label precautions and must comply with the IPM policy and pest management plan.~~

~~D. _____ Selection, Use and Storage of Pesticides~~

~~_____ Pesticides should be used only when needed. Non-chemical pest management methods will be implemented whenever possible to provide the desired control. The choice of using a pesticide will be based on a review of other available options (sanitation, exclusion, mechanical means, trapping, biological control) and a determination that these options have not worked or are not feasible. When it has been determined that a pesticide must be used to achieve pest management goals, the least hazardous effective pesticide should be selected. Application should be conducted in a manner that, to the extent practicable using currently available technology, minimizes human risk.~~

~~_____ Decisions concerning the particular pesticide to be used and the timing of pesticide application should take into consideration the use of the buildings or grounds to be treated.~~

~~_____ Pesticide purchases should be limited to the amount expected to be used for a specific application or during the year. Pesticides will be stored and disposed of in accordance with label directions and state and federal regulations. Pesticides must be stored in an appropriate, secured location not accessible to students or unauthorized personnel.~~

~~E. _____ Notification of Students, Staff and Parents of Use of Pesticides~~

~~_____ A notice will be provided to staff, students and parents within the first two weeks of the school year briefly explaining the school unit's IPM/pesticide use policy including provisions for notification to parents and staff of specific planned pesticide applications in school buildings or on school grounds.~~

~~_____ When required by regulations, the school will notify staff, students and parents/guardians at least five days in advance of planned pesticide treatments in the school or on school grounds, including playgrounds and playing fields.~~

~~_____ When required by regulations, signs will be posted at each point of access to the treated area and in a common area of the school at least two working days prior to the application and for at least 48 hours following the application in accordance with applicable Maine Board of Pesticides Control regulations.~~

~~F. _____ Recordkeeping~~

~~_____ When a pesticide has been used, records pertinent to the application including labels and material safety data sheets will be maintained at a designated central~~

~~location for two years following application. Records are to be completed on the day the pesticide is applied. Pest surveillance records should be maintained to verify the need for pesticide treatments.~~

RESPONSIBILITIES OF THE IPM COORDINATOR

The Superintendent/designee will appoint an IPM Coordinator for each school. The IPM Coordinator will act as the lead person in implementing the school unit's IPM policy. He/she will be responsible for coordinating pest monitoring and pesticide applications; and making sure that all notice requirements set forth in Maine Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Schools, are met; keeping records of pesticide applications as required by rule; authorize any pesticide applications that are not exempted by rule; and implementing the notification provisions required by rule.

The IPM Coordinator will complete the training requirements established in Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Schools.

The school unit will provide the Board of Pesticides Control with the identity and contact information for any person appointed as IPM Coordinator in the schools.

NOTIFICATION OF PESTICIDE APPLICATIONS

When school is in session the school shall provide notification of each application not exempted by rule, whether inside a school building or on school grounds, to all school staff and parents/guardians of students. Such notices shall state, at a minimum: a) the trade name and EPA registration number of the pesticide to be applied; b) the approximate date and time of the application; c) the location of the application; d) the reasons for the application; and e) the name and phone number of person to whom further inquiry regarding the application may be made. Notices must be provided at least five days prior to the planned application. In addition, signage will be posted at each point of access to the treated area and in a common area of the school at least two working days prior to the application and for at least 48 hours following the application.

When school is not in session, signage will be posted at each point of access to the treated area and in a common area of the school at least two working days prior to the application and for at least 48 hours following the application.

In accordance with Maine Board of Pesticides Rule Chapter 27, school is considered to be in session during the school year including weekends. School is not considered to be in session during any vacation of at least one week.

The IPM Coordinator for the RSU5 schools is Dennis Ouellette, Director of Facilities and Transportation, who may be contacted at 865-0928. This IPM policy and Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Public Schools is available for inspection and copying at every school.

Legal Reference: 7 MRSA §§ 601-625
22 MRSA §§ 1471-A-1471-X
Ch. 27 Me. Dept. of Agriculture Board of Pesticides Control Rules
(Standards for Pesticide Applications and Public Notification in
Schools)

Cross Reference: EBAA - Chemical Hazards

Adopted: June 24, 2009
Reviewed: December 14, 2011
Revised: _____

CURRICULUM DEVELOPMENT AND ADOPTION

~~Rapid social change, technological development, and expansion of knowledge are facts of contemporary life. Public education must respond appropriately. Therefore, it is imperative that individual schools, the school system as a whole, and the Board of Directors continuously review and evaluate existing programs and practices and adjust, modify, or change them as found advantageous in effectively meeting the needs of students and the expectations of the community. Therefore:~~

- ~~A. — The Board expects the administration and faculty to be perpetually sensitive to changing conditions that may require changes in curriculum;~~
- ~~B. — The Board expects all programs to be under continuous evaluation to see that they meet the needs of children;~~
- ~~C. — The Board expects the school system to undertake intensive curriculum evaluation and revision from time to time as the need for this is demonstrated;~~
- ~~D. — The Superintendent is expected to inspire, lead, guide and direct the process of keeping the school system abreast of growing community aspirations as well as of advancing knowledge and new educational approaches;~~
- ~~E. — It is expected that curriculum development and revision be achieved with appropriate involvement of administration, instructional and support staff, students, community and the Board; and~~
- ~~F. — The Board shall review and adopt all curriculum frameworks.~~

~~To enhance a sound, basic educational program, the Board expects curriculum revision to reflect such critical issues in our present society as: a) the relationships between humans and their environment, b) traditional American values relative to family and civic responsibility, c) American and state heritage, and d) recognition that people are members of the world community.~~

~~Curricula are to be designed to present a realistic picture of the contributions made by the various ethnic and racial groups in the development of our nation.~~

~~Curriculum development and revision in this school system should also take into account:~~

- ~~A. — The need to identify and develop the special gifts that each child may possess, whether the child be talented academically, artistically, vocationally or athletically, through a program of instruction that includes diagnosis and prescription in terms of needs and talents in order to accommodate every student;~~

- ~~B. Consideration of the integration of the arts, world languages, and international studies at all grade levels; and~~
- ~~C. The need to provide instruction in physical education and health, as defined in the Maine Learning Results; and~~
- ~~D. The need to instruct students about public health issues to give them factual information about infectious risks and to help dispel unfounded fears and misconceptions.~~

As defined in Maine Department of Education rules, “curriculum” means RSU5’s written document that sets forth the learning expectations for all students for all content areas of Maine’s system of Learning Results, as well as for other content areas as specified by the Board.

The RSU5’s curriculum shall reflect continuous, sequential and specific instruction aligned with the knowledge and skills identified in the content areas of the Learning Results and the “Guiding Principles” of the Learning Results.

Through its curriculum, the schools will provide courses and/or learning experiences that support multiple pathways for learning, accommodate variety of learning styles, provide multiple options for students to demonstrate proficiency, and prepare students for responsible citizenship and success in a global society.

The Board recognizes that curriculum development, review and evaluation is an ongoing process, and that programs and practices may need to be adjusted or revised to meet educational standards, to reflect community aspirations and values, and to serve the best interests of students.

In development, revision and evaluation of curriculum, the Board expects that:

- A. School administrators and staff will be sensitive to initiatives such as the *Common Core* and *Next Generation Science Standards*, and other changing conditions that may require modifications in curriculum.
- B. All programs will be subject to ongoing review and evaluation to ensure that they meet the instructional needs of students.
- C. The school system will undertake curriculum revision as needed.
- D. The Superintendent/designee will take the lead in the ongoing curriculum development and review process and in aligning the alignment of curriculum with educational standards and with advances in knowledge, educational research and “best practices.”

- E. Curriculum development and revision will be achieved with appropriate involvement of administrators, instructional and support staff, students, parents, community and the Board.
- F. The Board recognizes the need to identify and develop the special gifts that each child may possess, whether the child be talented academically, artistically, vocationally or athletically, through a program of instruction that includes diagnosis and prescription in terms of needs and talents in order to accommodate every student.

The Superintendent/designee is expected to develop plans and timelines as necessary for the development, implementation and evaluation of the curriculum.

The Superintendent is expected to make recommendations to the Board, consistent with Board policy, in regard to professional development, instructional materials and the resources needed for curriculum implementation.

The Superintendent/designee will report annually, or as otherwise requested, to the Board on the status of the curriculum.

Legal Reference: 20-A M.R.S.A. §§ 1001(6), 4701-4729, 6209
Me. Dept. of Ed. Rule Chapters 125, 127

Cross Reference: ADF-School Unit Commitment to the Learning Results
IHA-Basic Instructional Program
IJJ-Instructional and Library-Media Materials Selection
IL-Evaluation of Instructional Programs

Adopted: February 24, 2010
Reviewed: April 25, 2012
Revised: _____



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Finance Subcommittee Report

Date: October 15, 2015

Committee: Finance Committee

Chair: John Morang

In attendance: Kate Brown, John Morang, Michelle Ritcheson and Edward R. McDonough

Meeting Date: October 14, 2015

Agenda Items and Discussion:

5-year Capital Plan Review:

Director of Finance presented the revised 5-year capital plan that was prepared by Dennis Ouellette Director of Facilities. The plan was generated after the Facilities Committee did the building walk-throughs in early October. It includes the funding level at \$400,000 for capital projects. In addition the revised plan includes the replacement of one school bus in 2016/2017. This is an additional \$31,000 to the budget. The district budgeted for and paid off all leases in the 2014-2015 school year. This got us out of the two, two, one bus lease rotation. The plan shows that in 2016/2017 and 2017/2018 we will be taking on three-year lease payments to get back into the rotation. The plan also shows the debt service payments that include the FHS addition and renovation project.

Bond Rating and Bond Issuance Update:

Director of Finance reported that RSU5 had received a bond rating by Moody's and Standard & Poor. We got a strong rating from both agencies. Moody's rating was Aa3 and the Standard & Poor rating was AA-. The bond sale was scheduled for October 14, 2015 but was delayed to October 15, 2015 so that a supplemental notice could be issued to notify potential bidders that a Petition to Withdraw was turned into the Town Clerk and that it would be presented to the Selectmen for consideration.

Next Meeting: November 4, 2015 at Durham Community School Library

Submitted by: Kelly Wentworth, Director of Finance

"Is it good for kids?"

Regional School Unit No. 5



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Strategic Communications Subcommittee Report

Date: October 2, 2015

Committee: Strategic Communications

Chair: Candice Decsipkes

In attendance: Mike Lafortune, Valy Steverlynck, Candace deCsipkes & Ed McDonough

Meeting Date: September 30, 2015

Agenda Items and Discussion:

Planning for the Year

- The group discussed the timing of the State of Schools Publication and would like to align this with communication around the School Board's adopted FY 17 budget. The committee discussed needing to communicate "the narrative" around the proposed budget.
- The committee discussed making use of the Tri-Town Weekly column and established dates for submission of articles (10/9, 10/30, 11/20, 12/11, 1/8 1/29, 2/19, 3/4, 3/25, 4/15, 5/6, 5/27) and initial articles. October 9 will be an "opening of schools" article; October 30th an effort to communicate "reporting student progress in a proficiency based environment" in grades 6-12; November 20th on high school offerings in an effort to capture interest of 8th graders and on December 11th an update on the high school project.
- The committee would like town officials to receive newsletters and Superintendent Updates to Staff.
- The committee would like to see committee members visit various council and select board meetings (2x per year?).
- Discussed taking advantage of Tri-Town 1 page insert.

Next Meeting: Thursday, November 5, 2015 @ 4 pm.

Press release recommended? No

Submitted by: Ed McDonough, Superintendent

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