

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– JUNE 8, 2022
FREEPORT HIGH SCHOOL - CAFETERIA
6:30 P.M. REGULAR SESSION.
AGENDA

1. Call to Order:
The meeting was called to order at _____ p.m. by Chair Michelle Ritcheson

2. Attendance:

____ Colin Cheney	____ Jill Piker
____ Candace deCsipkes	____ Maura Pillsbury
____ Jennifer Galletta	____ Michelle Ritcheson
____ Susana Hancock	____ Valeria Steverlynck
____ Elisabeth Munsen	____ Madelyn Vertenten
____ Dung Nguyen	____ Brady Grogan – Student Representative
	____ Piper Williams – Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:
 - A. Consideration and approval of the Minutes of May 11, 2022 and May 25, 2022 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. Adjustments to the Agenda:

6. Good News & Recognition:
 - A. Recognition of Retirees
 - B. Margaret A. Cook Award Recipient
 - C. Report from Board’s Student Representative (10 Minutes)

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (15 Minutes)
 - A. Items for Information
 1. District Happenings
 2. Resignations
 - Ashley Shoukimas - DCS Art Teacher
 - Stacey Ventimiglia - MSS Office Secretary
 - Anna Dube - MSS Ed Tech

9. Administrator Reports: (60 Minutes)
 - A. Equity Workshop

10. Board Comments and Committee Reports:
 - A. Strategic Communications
 - 2022 Parent Satisfaction Survey Executive Summary Report (20 Minutes)

11. Policy Review: (10 Minutes)

A. Consideration and approval of 2nd Read of the following policies:

JK - Student Discipline

KDB - Public's Right to Know/Freedom of Access

Motion: _____ 2nd: _____ Vote: _____

12. Unfinished Business:

NA

13. New Business:

NA

14. Personnel: (15 Minutes)

A. Consideration and approval to employ a .5 RTI Teacher at Freeport Middle School for the 2022-2023 school year.

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and approval to employ a 5th Grade Teacher at Durham Community School for the 2022-2023 school year.

Motion: _____ 2nd: _____ Vote: _____

C. Consideration and approval to employ a Kindergarten Teacher at Durham Community School for the 2022-2023 school year.

Motion: _____ 2nd: _____ Vote: _____

D. Consideration and approval to employ a 1st Grade Teacher at Durham Community School for the 2022-2023 school year.

Motion: _____ 2nd: _____ Vote: _____

E. Consideration and action to employ a district-wide Teacher of Multilingual Learners for the 2022-2023 school year.

Motion: _____ 2nd: _____ Vote: _____

15. Public Comments: (10 Minutes)

16. Executive Session:

A. To enter into Executive Session for a personnel issue as outlined in 1 MRS § 405(6)(A).

Motion: _____ 2nd: _____ Vote: _____

Time In: _____ Time Out: _____

17. Action as a Result of Executive Session:

18. Adjournment:

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

Item #4

**RSU No. 5 Board of Directors Meeting
Wednesday, May 11, 2022 – 6:30 p.m.
Freeport High School– Cafeteria
Meeting Minutes**

6:00 – 6:30 p.m. Q&A on the FY23 Budget

(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 May 25, 2022 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:36 p.m.

2. MEMBERS PRESENT: Colin Cheney, Candace deCsipkes, Jennifer Galletta, Jill Piker, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten

MEMBERS ABSENT: Susana Hancock, Elisabeth Munsen, Dung Nguyen. There was no student representative in attendance.

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

VOTED: To approve the minutes of April 13, 2022 and April 27, 2022.
(Steverlynck – Pillsbury) (8 – 0)

5. ADJUSTMENTS TO THE AGENDA:

Add Item #14.C. & D.

6. GOOD NEWS AND RECOGNITION:

A. FHS - National Merit Finalist

B. FHS - MPAPrincipals' Award

C. FHS - National Scholastics Art and Writing Competition Gold Medal - Moved to another date.

D. Report from Board's Student Representative - No report

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

A. Items for Information

1. District Happenings

2. Resignations:

- William Wall, FHS Math Teacher

- Jon Torsch, FHS Math Teacher

- Amy Hockridge, FMS Food Service Assistant

- Kate Cass, DCS Kindergarten Teacher

- Ben Wolf, Maintenance/Van Driver

9. ADMINISTRATOR REPORTS:

A. Fiance- Peggy Brown

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Board Information Exchange and Agenda Requests

Michelle Ritcheson mentioned the August Retreat is when Board members decide on their work for the year.

Jen Galletta mentioned the topic of opportunities for the public to communicate with the Board.

Maddy Vertention mentioned the Strategic Communications Committee has started work on this communication topic.

Maura Pillsbury mentioned the MSBA Board is meeting May 12th. You are welcome to attend or email her questions.

Candy deCsipkes is not sure of any budget change to the Region Ten Budget.

Jen Galletta mentioned we should be clear CTE is Career and Technical Education, not CRT Critical Race Theory.

B. Policy Committee

11. POLICY REVIEW:

A. VOTED: To approve 2nd Read of the following policies. (Vertenten – Steverlynck) (8 – 0)

JKD - Suspension of Students

JKE - Expulsion of Students

AC - Non-Discrimination/Equal Opportunity and Affirmative Action

B. VOTED: To approve 1st Read of the following policies. (Pillsbury – Steverlynck) (8 – 0)

JK - Student Discipline

KDB - Public's Right to Know/Freedom of Access

12. UNFINISHED BUSINESS:

None

13. NEW BUSINESS:

A. VOTED: To approve the Comprehensive Education Plan. (Vertenten – Galletta) (8 – 0)

14. PERSONNEL:

A. VOTED: To accept the nomination of the following personnel and to authorize the Superintendent of Schools to issue contracts for the 2022-2023 school year.

(Piker – Steverlynck) (8 – 0)

1) Educators for 2nd Year Probationary Contracts:

Samantha Andreason

Brendan Boss

Amy Eisenhard

James Flynn

Janna Glynn

Matthew Howard

Megan Huckins

Stephanie Lewia

Melissa McQuilkin

Rosalyn Moisan

Mark Oliver

Rodrigo Palacios

Emily Radziwon

Genevieve Rumsey
Emily Schutt
Abby Skelton
Amanda Sommi
MaryBeth Steinher
Alexander Toole
Tyler Tracy

2) Educators for Continuing Contracts:

Susan Albertini
Margaret Armstrong
Chelsea Baker
Natalie Barrett
Stacey Bilodeau
Robert Borden
Darren Carter
Trevor Donoghue
Maureen Erskine
Amy Goodwin
Hannah Gottlieb
Kelly Howard
Haley Lynch
Katherine Lynch
Lydia MacDonald
Julie McCabe
Nathaniel Menifield
Jillian Merrill
Kate Michaud
Jacquelyn Mitchell
Margaret Mountcastle
Jammie Murphy
Amy Nazzaro
Lana O'Shea
Michelle Oliver
Sharon Pattershall
Kaley Petros
Benjamin Potvin
William Ridge
Julia Schwarz
Ross Shaler
Erika Skiff
Aja Stephan
Jacob Willett

VOTED: To employ the following individuals for the 2022-2023 school year.

(Cheney – deCsipkes) (8 – 0)

B. Cole Phillips - .5 ELA Teacher at Freeport High School

C. Luke Engelbert - .5 Life Science Teacher (one year position) at Freeport High School

D. Carr Vincent - Physical Science Teacher at Freeport High School

15. PUBLIC COMMENT:

None

16. ADJOURNMENT:

VOTED: To adjourn at 7:32 p.m. (Vertenten – deCsipkes) (8 – 0)



Becky J. Foley, Superintendent of Schools

**RSU No. 5 Board of Directors Meeting
Wednesday, May 25, 2022 – 6:00 p.m.
Freeport High School– Gymnasium
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 June 8, 2022 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:05 p.m.

2. MEMBERS PRESENT: Colin Cheney, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten

MEMBERS ABSENT: Candace deCsipkes, Jennifer Galletta, Susana Hancock, Dung Nguyen, Jill Piker. There was no student representative in attendance

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

None

5. ADJUSTMENTS TO THE AGENDA:

None

6. GOOD NEWS AND RECOGNITION:

None

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

None

9. ADMINISTRATOR REPORTS:

None

10. BOARD COMMENTS AND COMMITTEE REPORTS:

None

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

None

13. NEW BUSINESS:

None

14. PERSONNEL:

A. To employ Jill Hyland as a district-wide Teacher of Multilingual Learners for the 2022-2023 school year. (Cheney – Vertenten) (6 – 0)

15. PUBLIC COMMENT:

None

16. ADJOURNMENT:

VOTED: To adjourn at 6:08 p.m. (Munsen – Steverlynck) (6 – 0)


Becky J. Foley, Superintendent of Schools



Regional School Unit 5
Durham · Freeport · Pownal

Item #10.A

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

Becky Foley, Ph.D., Superintendent of Schools
Peggy Brown, Interim Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
Bonnie Violette, Ph.D., Director of Instructional Support

Strategic Communications Committee

Committee: Strategic Communications

Meeting date: May 13, 2022

Submitted by: Becky Foley

Committee Members in attendance: Candy deCsipkes (Chair), Maddy Vertenten, Becky Foley

Members absent: Valy Steverlynck

Agenda Items and Discussion:

- **Parent Satisfaction Survey**

Committee members worked on the coding of comments from the survey. The Committee also worked on the Executive Summary for the June 8, 2022 Board meeting.

Item # 10.A.

**Executive Summary
2022 Parent Satisfaction Survey
June 8, 2022**

In February of 2022, RSU5 conducted a Satisfaction Survey to provide an opportunity for parents to identify areas of strength as well as areas for growth in our schools.

We received a total of 586 surveys. Student enrollment at the time was approximately 2000. Below is a summary of the most significant findings by district and school level. At the comment level, topics that appeared most frequently are noted.

Districtwide Results (586 surveys completed):

The following questions received 75% or more of strongly agree/somewhat agree:

* Any question that received 90% or above has an asterisk at the end of the question.

- A1. The school offers a challenging, rigorous curriculum.
- A2. The school is focused on academic achievement, setting high expectations for students.
- B1. The academic needs of my child are recognized by staff.
- C1. The school offers a broad range of co-curricular activities (drama, etc.).
- C2. Students have access to a wide selection of sports through the school's athletic program.
- D2. The school encourages students to show respect for each other.
- D3. Adults who work in the school treat students with respect.
- D4. Teachers have built strong relationships with my child.
- E5. Behavior expectations are made clear to students.
- F1. The school is safe and orderly.
- F2. The school is clean and well-maintained.
- F3. The school reflects the pride taken in educating our students.
- F4. The school provides quality teaching/learning materials and technology equipment.
- G4. I feel comfortable talking with my child's teacher(s).
- G7. When reporting about my child's progress, teachers use language I can understand.

The following questions received 20% or more of strongly disagree/ somewhat disagree:

* Any question that received 90% or above has an asterisk at the end of the question.

- A5. Teachers assign high-quality homework that supports learning.
- B5. My child's emotional needs are understood and properly addressed.
- B6. (For parents of students receiving Special Education services only) Special Education services meet the needs of my child.
- B9. My child learns life skills such as managing time, prioritizing, meeting deadlines, responsibility, and communicating clearly.
- E1. Staff handles discipline fairly, consistently, and effectively.

Morse Street School (86 surveys completed):

The following questions received 75% or more of strongly agree/ somewhat agree:

* Any question that received 90% or above has an asterisk at the end of the question.

- A1. The school offers a challenging, rigorous curriculum.
- A2. The school is focused on academic achievement, setting high expectations for students.

- A4. Teachers meet my child's needs by including a variety of teaching strategies and activities.
- B1. The academic needs of my child are recognized by staff.
- B2. My child receives additional help as needed.
- B4. Support staff, including educational technicians and literacy and math strategists, help meet the needs of students.*
- B5. My child's emotional needs are understood and properly addressed.
- B6. (For parents of students receiving Special Education services only) Special Education services meet the needs of my child.*
- B7. (For parents of students receiving Gifted and Talented services only) GT programming meets the needs of my child.*
- B8. The school provides excellent support services (guidance, nursing, mentoring, college planning,.)
- D1. The atmosphere at school is positive and conducive to learning.
- D2. The school encourages students to show respect for each other.*
- D3. Adults who work in the school treat students with respect.
- D4. Teachers have built strong relationships with my child.
- D5. I feel welcome at my child's school.
- E1. Staff handles discipline fairly, consistently, and effectively.
- E2. School staff have a positive impact on students' behavior.
- E4. Teachers manage classroom behavior effectively.
- E5. Behavior expectations are made clear to students.*
- E6. The school tells me about behavior expectations for my child.
- F1. The school is safe and orderly.*
- F2. The school is clean and well-maintained.
- F3. The school reflects the pride taken in educating our students.
- F4. The school provides quality teaching/learning materials and technology equipment.
- G1. Administrators and teachers communicate with parents/guardians effectively.
- G3. Teachers and administrators are responsive to my concerns and suggestions.
- G4. I feel comfortable talking with my child's teacher(s).*
- G5. Teachers respect agreements and decisions reached at parent teacher meetings, and follow-up on those suggestions.
- G6. Teachers help me understand how my child's work is evaluated.
- G7. When reporting about my child's progress, teachers use language I can understand.*
- G8. The school helps me understand how to best support my child's learning at home.

The following question received 20% or more of strongly disagree/ somewhat disagree:

* Any question that received 90% or above has an asterisk at the end of the question.

- C1. The school offers a broad range of co-curricular activities (drama, etc.).

Comments that appeared most frequently on what Morse Street is doing well:

- Strong communication from staff
- Positive caring staff
- Welcoming, safe environment

Comments that appeared most frequently for improving Morse Street School:

- Handling of Covid/pandemic issues better, i.e. removing masks sooner
- Issues around diversity, equity, and inclusion and differing perspectives on curriculum

Pownal Elementary School (34 surveys completed):

The following questions received 75% or more of strongly agree/ somewhat agree:

* Any question that received 90% or above has an asterisk at the end of the question.

- A1. The school offers a challenging, rigorous curriculum.
- A2. The school is focused on academic achievement, setting high expectations for students.
- A4. Teachers meet my child's needs by including a variety of teaching strategies and activities.
- B1. The academic needs of my child are recognized by staff.*
- B2. My child receives additional help as needed.
- B3. My child receives additional challenges as needed.
- B4. Support staff, including educational technicians and literacy and math strategists, help meet the needs of students.*
- B5. My child's emotional needs are understood and properly addressed.*
- B6. (For parents of students receiving Special Education services only) Special Education services meet the needs of my child.
- B7. (For parents of students receiving Gifted and Talented services only) GT programming meets the needs of my child.
- B8. The school provides excellent support services (guidance, nursing, mentoring, college planning).*
- B9. My child learns life skills such as managing time, prioritizing, meeting deadlines, responsibility, and communicating clearly.*
- C1. The school offers a broad range of co-curricular activities (drama, etc.).
- C2. Students have access to a wide selection of sports through the school's athletic program.
- D1. The atmosphere at school is positive and conducive to learning.*
- D2. The school encourages students to show respect for each other.*
- D3. Adults who work in the school treat students with respect.*
- D4. Teachers have built strong relationships with my child.*
- D5. I feel welcome at my child's school.*
- D6. Parents have opportunities to participate in school activities.*
- E1. Staff handles discipline fairly, consistently, and effectively.
- E2. School staff have a positive impact on students' behavior.*
- E3. Staff proactively educates students about the impact and prevention of bullying.*
- E4. Teachers manage classroom behavior effectively.
- E5. Behavior expectations are made clear to students.*
- E6. The school tells me about behavior expectations for my child.*
- F1. The school is safe and orderly.*
- F2. The school is clean and well-maintained.*
- F3. The school reflects the pride taken in educating our students.*
- F4. The school provides quality teaching/learning materials and technology equipment.*

- G1. Administrators and teachers communicate with parents/guardians effectively.*
- G2. I have opportunities to share my views about the school.
- G3. Teachers and administrators are responsive to my concerns and suggestions.*
- G4. I feel comfortable talking with my child's teacher(s).*
- G5. Teachers respect agreements and decisions reached at parent teacher meetings, and follow-up on those suggestions.
- G6. Teachers help me understand how my child's work is evaluated.*
- G7. When reporting about my child's progress, teachers use language I can understand.*
- G8. The school helps me understand how to best support my child's learning at home.*

The following question received 20% or more of strongly disagree/ somewhat disagree:

* Any question that received 90% or above has an asterisk at the end of the question.

- None

Comments that appeared most frequently on what Pownal Elementary School is doing well:

- Creating a welcoming, caring environment
- Positive, caring staff
- Strong social/emotional learning
- Strong/unique extracurricular activities

Comments that appeared most frequently for Improving Pownal Elementary School:

- Handling of Covid/pandemic issues better, i.e. removing masks sooner
- Better student support
- Improved communications
- Extracurricular enhancements
- Food/environmental focus

Mast Landing School (64 surveys completed):

The following questions received 75% or more of strongly agree/somewhat agree:

* Any question that received 90% or above has an asterisk at the end of the question.

- A1. The school offers a challenging, rigorous curriculum.
- A2. The school is focused on academic achievement, setting high expectations for students.
- A4. Teachers meet my child's needs by including a variety of teaching strategies and activities.
- B1. The academic needs of my child are recognized by staff.
- B2. My child receives additional help as needed.
- B4. Support staff, including educational technicians and literacy and math strategists, help meet the needs of students.
- B5. My child's emotional needs are understood and properly addressed.
- B7. (For parents of students receiving Gifted and Talented services only) GT programming meets the needs of my child.
- B8. The school provides excellent support services (guidance, nursing, mentoring, college planning).
- C1. The school offers a broad range of co-curricular activities (drama, etc.).
- D1. The atmosphere at school is positive and conducive to learning.
- D2. The school encourages students to show respect for each other.

- D3. Adults who work in the school treat students with respect.
- D4. Teachers have built strong relationships with my child.*
- D5. I feel welcome at my child's school.
- D6. Parents have opportunities to participate in school activities.
- E2. School staff have a positive impact on students' behavior.
- E3. Staff proactively educates students about the impact and prevention of bullying.
- E4. Teachers manage classroom behavior effectively.
- E5. Behavior expectations are made clear to students.
- E6. The school tells me about behavior expectations for my child.
- F1. The school is safe and orderly.
- F2. The school is clean and well-maintained.*
- F3. The school reflects the pride taken in educating our students.*
- F4. The school provides quality teaching/learning materials and technology equipment.*
- G1. Administrators and teachers communicate with parents/guardians effectively.
- G2. I have opportunities to share my views about the school.
- G3. Teachers and administrators are responsive to my concerns and suggestions.
- G4. I feel comfortable talking with my child's teacher(s).*
- G5. Teachers respect agreements and decisions reached at parent teacher meetings, and follow-up on those suggestions.
- G6. Teachers help me understand how my child's work is evaluated.
- G7. When reporting about my child's progress, teachers use language I can understand.*
- G8. The school helps me understand how to best support my child's learning at home.

The following question received 20% or more of strongly disagree/somewhat disagree:

* Any question that received 90% or above has an asterisk at the end of the question.

- B6. (For parents of students receiving Special Education services only) Special Education services meet the needs of my child.

Comments that appeared most frequently on what Mast Landing School is doing well:

- Supportive, caring staff
- Handling of Covid
- Creating a positive school environment
- Strong communication

Comments that appeared most frequently for improving Mast Landing School:

- Bullying/discipline
- Handling of Covid/pandemic issues better, i.e. removing masks sooner
- Diversity, equity and inclusion
- Implement foreign language
- Additional/alternative learning opportunities

Freeport High School (183 surveys completed):

The following questions received 75% or more of strongly agree/ somewhat agree:

* Any question that received 90% or above has an asterisk at the end of the question.

- A1. The school offers a challenging, rigorous curriculum.
- A3. The academic program includes a wide selection of course offerings.

- C1. The school offers a broad range of co-curricular activities (drama, etc.).
- C2. Students have access to a wide selection of sports through the school's athletic program.
- F2. The school is clean and well-maintained.
- F4. The school provides quality teaching/learning materials and technology equipment.
- G4. I feel comfortable talking with my child's teacher(s).
- G7. When reporting about my child's progress, teachers use language I can understand.

The following question received 20% or more of strongly disagree/somewhat disagree:

* Any question that received 90% or above has an asterisk at the end of the question.

- A4. Teachers meet my child's needs by including a variety of teaching strategies and activities.
- A5. Teachers assign high-quality homework that supports learning.
- B3. My child receives additional challenges as needed.
- B5. My child's emotional needs are understood and properly addressed.
- B6. (For parents of students receiving Special Education services only) Special Education services meet the needs of my child.
- B8. The school provides excellent support services (guidance, nursing, mentoring, college planning, etc.).
- B9. My child learns life skills such as managing time, prioritizing, meeting deadlines, responsibility, and communicating clearly.
- D1. The atmosphere at school is positive and conducive to learning.
- D2. The school encourages students to show respect for each other.
- D6. Parents have opportunities to participate in school activities.
- E1. Staff handles discipline fairly, consistently, and effectively.
- G1. Administrators and teachers communicate with parents/guardians effectively.
- G2. I have opportunities to share my views about the school.
- G3. Teachers and administrators are responsive to my concerns and suggestions.
- G6. Teachers help me understand how my child's work is evaluated.
- G8. The school helps me understand how to best support my child's learning at home.

Comments that appeared most frequently on what Freeport High School is doing well:

- Supportive, caring staff
- Strong communication
- Handling of Covid
- Focus on creating a positive, school environment
- Variety of course offerings

Comments that appeared most frequently for improving Freeport High School:

- Discipline/bullying
- Grading
- Covid protocols
- More homework/rigor
- Communication
- More or less DEI/teaching and respecting differing perspectives
- Specific staff concerns

- Focus on mental wellness.
- Improvements to guidance programs and access

Freeport Middle School (77 surveys completed):

The following questions received 75% or more of strongly agree/somewhat agree:

* Any question that received 90% or above has an asterisk at the end of the question.

- A1. The school offers a challenging, rigorous curriculum.
- A2. The school is focused on academic achievement, setting high expectations for students.
- B1. The academic needs of my child are recognized by staff.
- B6. (For parents of students receiving Special Education services only) Special Education services meet the needs of my child.
- B7. (For parents of students receiving Gifted and Talented services only) GT programming meets the needs of my child.
- C1. The school offers a broad range of co-curricular activities (drama, etc.).
- C2. Students have access to a wide selection of sports through the school's athletic program.
- D1. The atmosphere at school is positive and conducive to learning.
- D2. The school encourages students to show respect for each other.
- D3. Adults who work in the school treat students with respect.
- E5. Behavior expectations are made clear to students.
- F1. The school is safe and orderly.
- F2. The school is clean and well-maintained.
- F3. The school reflects the pride taken in educating our students.
- F4. The school provides quality teaching/learning materials and technology equipment.
- G4. I feel comfortable talking with my child's teacher(s).
- G7. When reporting about my child's progress, teachers use language I can understand.

The following questions received 20% or more of strongly disagree/somewhat disagree:

* Any question that received 90% or above has an asterisk at the end of the question.

- A4. Teachers meet my child's needs by including a variety of teaching strategies and activities.
- A5. Teachers assign high-quality homework that supports learning.
- B5. My child's emotional needs are understood and properly addressed.
- B9. My child learns life skills such as managing time, prioritizing, meeting deadlines, responsibility, and communicating clearly.
- G1. Administrators and teachers communicate with parents/guardians effectively.

Comments that appeared most frequently on what Freeport Middle School is doing well:

- Strong Staff
- Strong communication
- Handling of Covid
- Strong school culture focused on social/emotional well being

Comments that appeared most frequently for Improving Freeport Middle School:

- Need for better communication
- Concerns about grading
- Handling of Covid/pandemic
- More extracurricular activities, especially for sixth grade

Durham Community School (142 surveys) surveys completed:

The following questions received 75% or more of strongly agree/somewhat agree:

* Any question that received 90% or above has an asterisk at the end of the question.

- A4. Teachers meet my child's needs by including a variety of teaching strategies and activities.
- B1. The academic needs of my child are recognized by staff.
- B2. My child receives additional help as needed.
- D1. The atmosphere at school is positive and conducive to learning.
- D2. The school encourages students to show respect for each other.
- D3. Adults who work in the school treat students with respect.
- D4. Teachers have built strong relationships with my child.
- D5. I feel welcome at my child's school.
- E5. Behavior expectations are made clear to students.
- F1. The school is safe and orderly.*
- F2. The school is clean and well-maintained.*
- F3. The school reflects the pride taken in educating our students.
- F4. The school provides quality teaching/learning materials and technology equipment.*
- G4. I feel comfortable talking with my child's teacher(s).
- G5. Teachers respect agreements and decisions reached at parent teacher meetings, and follow-up on those suggestions.
- G7. When reporting about my child's progress, teachers use language I can understand.

The following questions received 20% or more of strongly disagree/ somewhat disagree:

* Any question that received 90% or above has an asterisk at the end of the question.

- A5. Teachers assign high-quality homework that supports learning.
- B5. My child's emotional needs are understood and properly addressed.
- B6. (For parents of students receiving Special Education services only) Special Education services meet the needs of my child.
- B9. My child learns life skills such as managing time, prioritizing, meeting deadlines, responsibility, and communicating clearly.
- E1. Staff handles discipline fairly, consistently, and effectively.
- E4. Teachers manage classroom behavior effectively.
- G2. I have opportunities to share my views about the school.

Comments that appeared most frequently on what Durham Community School is doing well:

- Strong staff
- Positive, welcoming, safe, and clean environment
- Handling of Covid/pandemic
- Strong communication

Comments that appeared most frequently for Improving Durham Community School:

- Concerns about handling Covid/pandemic.
- Concerns about homework at the middle level
- Concerns about communication
- Differing perspectives on curriculum
- Issues around diversity, equity, and inclusion
- Concerns about bullying/discipline



Item # 11.A.

Regional School Unit 5
Durham · Freeport · Pownal

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

Becky Foley, Ph.D., Superintendent of Schools
Peggy Brown, Interim Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
Bonnie Violette, Ph.D., Director of Instructional Support

TO: Colin Cheney, Candace deCsipkes, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Dung Nguyen, Jill Piker, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Brady Grogan, Piper Williams

CC: Julie Nickerson, Lisa Demick, Kelli Rogers, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Peter Wagner, Jen Gulko, Bonnie Violette, Emily Grimm, Conor Walsh, Charlie Mellon, Peggy Brown, Gayle Wolotsky, Anne-Marie Spizzuoco, Jen Winkler, Nancy Dyer, Lisa Blier, Tim Grivois, Nancy Doherty, Kristy Johnson, Shawn McBean, Alicia Deroche, Jill Hooper, Dorothy Curtis, Lynn Shea

FROM: Cynthia Alexander, Assistant Superintendent of Curriculum, Instruction, and Assessment

DATE: May 3, 2022

RE: Review/Update of Policies

At the June 8, 2022 Board of Directors Meeting, the following policies will be on the agenda:

2nd Read

JK - Student Discipline

KDB - Public's Right to Know/Freedom of Access

STUDENT DISCIPLINE

It is essential for schools to maintain a safe and orderly environment that supports student learning and achievement. Effective discipline enables the schools to discharge their primary responsibilities to educate students and promote citizenship and ethical behavior. All students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline or general welfare of the school.

The Board expects the following principles to guide the development and implementation of school rules and disciplinary procedures:

- A. Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.
- B. Expectations for student behavior should be clear and communicated to school staff, students, and parents/guardians.
- C. Positive and restorative interventions should be used to the extent feasible. Consequences for misbehavior should be in proportion to the offense, fair, and consistently enforced. Administrators shall have the discretion to tailor discipline to the facts and circumstances of the particular case.
- D. Parents/guardians should be actively involved in the process of preventing and resolving disciplinary problems at school.

Any restraint or seclusion of students shall comply with applicable regulations and Board policy.

Recess may not be withheld as a consequence for a violation of the Student Code of Conduct for any student in grade five or below, except when there is no alternative time available for restorative interventions related to the student's conduct.

Physical force and corporal punishment shall not be used as disciplinary methods.

Maine law provides that "a teacher or other person entrusted with the care or supervision of a person for special or limited purposes may not be held civilly liable for the use of a reasonable degree of force against the person who creates a disturbance if the teacher or other person reasonably believes it is necessary to a) control the disturbing behavior; or b) remove the person from the scene of the disturbance."

Teachers are authorized to make and enforce rules for effective classroom management and to foster appropriate student behavior, subject to the direction and approval by the building principal/designee.

School-wide rules shall be developed by the building principal with appropriate input from school staff, students, and parents/guardians and subject to approval by the Superintendent. Principals shall provide for the suspension or other serious disciplinary action against students in accordance with Board policies, administrative procedures, and Maine law.

Students with disabilities shall be disciplined in accordance with applicable federal and state law/regulations.

To reduce disciplinary problems and the potential for violence in the schools, the Superintendent may develop procedures for conflict resolution which may be accomplished through peer mediation, counseling, parent/guardian involvement, services of community agencies, or other activities suitable to the school unit.

Legal Reference: 17-A MRSA § 106
20-A MRSA §§ 1001(15A); 4009

Cross Reference: AC - Nondiscrimination/Equal Opportunity and Affirmative Action
ACAA – Student Harassment and Sexual Harassment
EBCA – Comprehensive Emergency Management Plan
JIC – Student Code of Conduct
JICIA Weapons, Violence and School Safety
JKAA – Use of Physical Restraint and Seclusion
JKB - Student Detention
JKD - Suspension of Students
JKE - Expulsion of Students
JKF - Suspension/Expulsion of Students with Disabilities
JL- Student Wellness

Adopted: July 8, 2009
Revised: January 26, 2011
Revised: March 13, 2013
Reviewed: January 23, 2019

PUBLIC'S RIGHT TO KNOW/FREEDOM OF ACCESS

The Board recognizes the importance of a well-informed public to the operations of the school unit. The Board will comply with all applicable sections of Maine's Freedom of Access Act.

The Board designates the Superintendent, and to act in the absence of the Superintendent, the designee as the Public Access Officer for RSU No. 5. The Public Access Officer is responsible for ensuring compliance in regard to Freedom of Access requests (see 1MRSA § 413(1)).

The Superintendent, and any other person(s) designated as a public access officer shall complete the mandated training on the requirements of Maine's Freedom of Access Act.

Except as otherwise provided by statute, all Board proceedings shall be open to the public, any person shall be permitted to attend, and any records or minutes of such proceedings that are required by law shall be made promptly and shall be open to public inspection.

Board agendas and minutes, proposed and approved Board policies, annual budget reports, student handbooks and Board member Freedom of Access training documentation/certificates shall be available for immediate inspection and/or copying in the Superintendent's Office. Requests for all other public records shall be made to the Public Access Officer, specifying the records desired for inspection/copying. The Public Access Officer/designee may request clarification concerning which public record or records are being requested.

The Superintendent/designee shall acknowledge receipt of a request for inspection and/or copying of public records within five working days of the request.

If the request is denied, the Public Access Officer/designee shall inform the requester in writing within five working days of the request and shall state the reason for denial. Otherwise, inspection and/or copying may be scheduled to occur within a reasonable period of time following the request at a time that will not delay or inconvenience the regular activities of the school unit.

The school unit is not required to create a record that does not exist.

ELECTRONICALLY STORED PUBLIC RECORDS

In compliance with the Freedom of Access Act, the school unit will provide access to an electronically stored public record as a printed document or in the medium in which the record is stored, at the requester's option, except that the school unit is not required to provide access to an electronically stored public record as a computer file if the school unit does not have the ability to separate or prevent the disclosure of confidential information contained in or associated with that file. The school unit is not required to provide access to a computer terminal.

FEES

Except as otherwise provided by law or court order, RSU No. 5 may charge fees as follows:

- A. A fee of ~~20¢~~ 10¢ per page to cover the cost of copying.

- B. A fee of ~~\$10.00~~ \$25.00 per hour after the first two hours of staff time per request to cover the actual cost of searching for, retrieving, and compiling the requested public record. Compiling the public record includes reviewing and redacting confidential information.
- C. If conversion of a public record into a form susceptible of visual or aural comprehension or into a usable format is necessary, a fee to cover the actual cost of conversion.
- D. A charge for the actual mailing costs to mail a copy of the record.
- E. No fee shall be charged for inspection of public records, unless the record cannot be inspected without being compiled or converted, in which case paragraph B or C applies.

As required by law, the school unit will provide the person making the request an estimate of the time necessary to complete the request and of the total cost and, if the estimated total cost exceeds \$30.00, will inform the requester before proceeding. If the estimated total cost is greater than \$100.00 or if the requestor has previously failed to pay a fee assessed for access to RSU5 records, the requestor may be required to pay all or a portion of the estimated cost prior to the search, retrieval, compiling, conversion and copying of the public record.

The Public Access Officer is directed to develop and implement such administrative procedures as may be necessary to carry out this policy.

Legal Reference: 1 M.R.S.A. § 401 et seq.

Cross Reference: BEC – Executive Sessions
GBJ – Personnel Records and Files
JRA – Student Educational Records

Adopted: August 25, 2010

Revised: November 28, 2012

Revised: February 26, 2014

Reviewed: April 29, 2020