

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– NOVEMBER 20, 2019
DURHAM COMMUNITY 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:

____ Kathryn Brown	____ Maura Pillsbury
____ Jeremy Clough	____ Michelle Ritcheson
____ Candace deCsipkes	____ Lindsay Sterling
____ Lindsey Furtney	____ Valeria Steverlynck
____ Jennifer Galletta	____ Madelyn Vertenten
____ Elisabeth Munsen	____ Rhea Fitzpatrick – Student Representative
	____ Liam Hornschild-Bear – Student Representative
3. Pledge of Allegiance:
4. Consideration of Minutes:
 - A. Consideration and approval of the Minutes of November 6, 2019 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____
5. Adjustments to the Agenda:
6. Good News & Recognition:
 - A. Report from Board's Student Representative (10 Minutes)
 - B. Good News from Durham Community School – Will Pidden (10 Minutes)
7. Public Comments: (10 Minutes)
8. Reports from Superintendent:
 - A. Items for Information (10 Minutes)
 1. District Happenings
9. Administrator Reports:
 - A. Durham Community School Goal Review – Will Pidden (20 Minutes)
 - B. Technology Report/Goal Review – Jim Grant (20 Minutes)
 - C. Athletics Report/Goal Review – Craig Sickels (20 Minutes)
 - D. Finance – Ann Cromer (3 Minutes)
10. Board Comments and Committee Reports:
 - A. Board Information Exchange and Agenda Requests (10 Minutes)
 - B. Finance Committee (5 Minutes)
 - C. Policy Committee (5 Minutes)

11. Policy Review:

A. Consideration and approval of the following Policy (1st Read) (10 Minutes)

1. BBAB – Board of Directors Self-Evaluation

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and approval of the following Policy (2nd Read) (5 Minutes)

1. IMGA – Service Animals in Schools

Motion: _____ 2nd: _____ Vote: _____

12. Unfinished Business:

A. Cost Sharing – Concepts of Fairness (45 Minutes)

B. Workplace Satisfaction Survey Executive Summary (20 Minutes)

13. New Business:

14. Personnel:

A. Consideration and approval to employ a Special Education Teacher at Freeport Middle School for the 2019-2020 School Year. (5 Minutes)

Motion: _____ 2nd: _____ Vote: _____

15. Public Comments: (10 Minutes)

16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, November 6, 2019 – 6:30 p.m.
Freeport Middle School - Cafeteria
Meeting Minutes**

Item #4.

(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 November 20, 2019 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:31 p.m.

- 2. MEMBERS PRESENT:** Kathryn Brown, Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten, Liam Hornschild-Bear, Student Representative
MEMBERS ABSENT: None

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the Minutes of October 23, 2019 as presented. The student representative voted with the majority. (Steverlynck - Sterling) (11 – 0)

5. ADJUSTMENTS TO THE AGENDA:

Move Agenda Item #15 prior to Item #12

6. GOOD NEWS AND RECOGNITION:

- A. Report from Board's Student Representative – Liam Hornschild-Bear
- B. Good News from Freeport Middle School – Ray Grogan

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

None

9. ADMINISTRATOR REPORTS:

- A. Freeport High School Goal Review – Jen Gulko
- B. Community Programs Report/Goal Review – Peter Wagner
- C. Freeport Middle School Goal Review – Ray Grogan

10. BOARD COMMENTS AND COMMITTEE REPORTS:

None

11. POLICY REVIEW:

None

Item #15 was taken out of order

15. PUBLIC COMMENT:

Joe Migliaccio, Sarah Tracy and Melanie Sachs, Freeport
Kevin Nadeau, Durham

12. UNFINISHED BUSINESS:

A. A motion was made by Brown, seconded by deCsipkes to adjust the RSU5 Cost Sharing Methodology as presented by the Finance Committee at the October 23, 2019 meeting of the RSU5 Board of Directors.

An amendment was made to Steverlynck, seconded by Vertenten that the ALM be 60% valuation and 40% per pupil and minimum Special Education adjustment is left as shared and not applied directly to Freeport.

Steverlynck withdrew her amendment and Vertenten withdrew her second.

Vote on main motion as presented: (450 – 548 Pillsbury, Furtney, Sterling, Steverlynck, Vertenten, Munsen) Motion Fails

13. NEW BUSINESS: This Item was Tabled

A. Workplace Satisfaction Survey Executive Summary.

14. PERSONNEL:

None

16. ADJOURNMENT:

VOTED: To adjourn at 10:24 p.m. (Galletta - Steverlynck) (11 – 0)


Becky J. Foley, Superintendent of Schools

Reflection on Goal 2018/19

Item #9.A.

School: Durham Community School

Team Name: Whole school

Team Members: School staff

District Goal: (Focus on Student Achievement through Improved Student-Centered Teaching and Learning)

We have identified a number of mediators of feedback and achievement including the distinction between focusing on giving or receiving feedback, how the culture of the student can mediate the feedback effects, the importance of disconfirmation as well as confirmation, and the necessity for the climate of the learning to encourage “errors” and entice students to acknowledge misunderstanding and particularly the power of peers in this process. ~ Hattie from Feedback: The communication of praise, criticism, and advice, 2011

This two year goal is to improve the effectiveness of feedback from both teachers and peers, resulting in an increase in student achievement across content areas.

Team Goal

Review and reflection from year 1 **2017/18**

As the goal work developed last year, we became increasingly aware of several factors involved with providing impactful feedback that go beyond the procedural steps we had started out pursuing. Identifying success criteria and learning intentions is relatively straightforward, although ensuring it is student friendly while meeting the expectations for rigor takes time and practice. Likewise, giving students feedback as to where they are relative to success, or having them identify for themselves their progress, is a familiar skill and has been more about refinement and consistency than new learning. However, giving specific feedback as to the next steps a learner should take to get closer to success has been the biggest hurdle for teachers. The common denominator of those who are most successful at this is that they have a high level of content knowledge. We have shown this in a formula:

- **clear success criteria and learning intentions + content knowledge = confidence and ability to give “next step” feedback.**

Content knowledge leads not only to confidence to give next step feedback, it also results in that feedback being most useful. Another factor that we had not anticipated being so significant is the need to have a strong culture for feedback. Unless the learners know how to receive feedback and are willing to use it, it doesn't matter how good the feedback is, it won't have an impact. Therefore when considering the importance of a culture

for feedback it results in another formula:

- **confidence and ability to give “next step” feedback + culture for feedback = student growth from feedback.**

Along with the importance of content knowledge and a culture for feedback, the third significant factor we had not accounted for was the importance of teachers recognizing feedback we receive all the time from students. Hattie and colleagues state that student to teacher feedback is more important than teacher to student feedback. This feedback comes in many forms, but as teachers it is critical that we are open to, and create situations where we can receive feedback about our impact.

We had wrestled with how to assess growth in this goal when first writing it and had determined to select a range of students to monitor their progress. The additional learning that continues around the practice of effective feedback meant that we decided to defer that measurement to year two. Therefore in year two we are looking at several measures of success:

Teacher outcomes:

- Teachers demonstrate increased content knowledge about effective feedback practices.
- Teachers develop and sustain a culture for feedback within their classrooms.
- Teachers receive feedback from their students, colleagues, and through self reflection.
- Teachers apply what has been learned through feedback, to their practices in increasingly effective and diverse ways.

As measured by:

Mini observations

Teacher reflections

Student growth on classroom based performance assessments. (based on selected sub groups)

Reflection of year two -2018/19

- ***Teachers demonstrate increased content knowledge about effective feedback practices.***
Teachers continue to develop the skills of effective feedback practices by providing clear learning intentions and communicating success criteria. This work is being supported by math and literacy strategists with a focus on increasing teacher effectiveness when using conferring skills with students.
- ***Teachers develop and sustain a culture for feedback within their classrooms.***
A culture for feedback has become more established and is evident at student recognition assemblies. Teachers are frequently making the connection between student success and their ability to respond to feedback. This is reinforced when visiting classrooms and talking with students as they are often able to articulate what they are working on and what their next steps are.

- ***Teachers receive feedback from their students, colleagues, and through self reflection.***

We have experienced an increase in staff recognizing and acting upon student “feedback.” Feedback from students comes in the form of student behaviors, student engagement, and assessments. Staff are reflective of this feedback and seek input from colleagues to address areas for improvement while also sharing successful strategies with one another.

- ***Teachers apply what has been learned through feedback to their practices in increasingly effective and diverse ways.***

What we have become increasingly aware of is the need for feedback to be followed up in a timely manner. Teachers report that the most impactful strategy is to follow up within the same lesson to see that the student understood the feedback and is acting upon it.

We conducted a survey of staff to see how transferable our feedback from mini observations was to them and their practices. 95% of the respondents felt that feedback from mini observations is transferable to their practices. What was of real interest though was that a number of suggestions for improvement in the process paralleled the learning we found with students, in terms of the benefit of detailed next steps, providing clear success criteria, and then following up on the feedback.

Student growth on classroom based performance assessments. (Staff on School Leadership Team conducted action research)

To focus in on specific initiatives we had members of our school leadership team track the progress of a range of students in their classes to gauge their perceptions of feedback and the impact feedback practices had on their growth. The classes included P.E. kindergarten, 4th grade, 5th grade, K-4 literacy intervention, K-3 special education and 7th and 8th grade Spanish.

Across the classes the impact ranged from 50% of students showing growth to 100%. When feedback was based within a specific unit the growth was more evident, i.e. pretest to post test. When the feedback was ongoing over multiple units, the impact was less significant.

In PE and Spanish, feedback had significant impact on student growth with approximately 85% of students making growth from a pre-test to a post test. Upon reflection we linked this to the specificity of the feedback relative to observable success criteria. For example in his reflection our PE teacher noted *precise and frequent feedback led to better student understanding across the board. The more direct and exact the feedback was in relation to the skills desired the more influential the feedback was.*

Example: “That was a great shot” versus “You used the right amount of power with the right angle to hit that shot into a spot on the court where your opponent could not get to it.”

In classes where the data was gathered over the course of a year versus a unit, there was less significant academic growth. However, around 90% of students improved their effort and response to feedback. For example, when asked the question about getting teacher feedback some comments from struggling readers were:

I feel “*kind of scared*” when making a mistake, or when the teacher corrected, one feels “*scared of getting a bad report.*” These changed to feels “*a little frustrated sometimes*” when he makes mistakes, but feels “*a little better*” when teacher corrects, “*like they’re helping.*” Another “*feels happy*” about her reading, sees herself as a “*good reader.*” Another child had got to the point of saying “*it feels kind of good when making*

mistakes because it's a learning opportunity."

In the case of our literacy intervention teacher she also found that clear feedback relative to clear success criteria also led to increased parent support at home, as it was easier for parents to play a role in the learning process.

In all cases, across all levels, we found that those students who are already successful tend to have a growth mindset and are receptive to feedback, thus continuing the cycle of learning. Whereas those students who find school harder and have learning to do, did not have such established growth mindsets, and were often more reluctant to receive and/or act upon feedback, thus continuing to limit the cycle for learning. These observations reinforced the urgency of developing and maintaining a culture for feedback and a growth mindset for all learners.

Grade spans	Sample of activities undertaken across the school
PK-2	PreK/ K/1 created student facing rubrics (using Mindset for Learning) Visual Rubrics for kids to reflect on their own Worked on helping kids to use the already created rubrics; narrowing rubrics to focus on specific aspects during a genre or unit; creating success criteria that is clear and explicit; Thinking about for next year - what does it take to be a good learner, friend, classmate, and receiving feedback.
3-4	Created rubrics for TC work where they felt they needed to give more feedback; HOW's rubrics & check-ins; kids giving themselves verbal feedback (esp. Related to social issues); seeking feedback from kids - what helped you learn?, what did you learn?, etc... Steps for Receiving and Using feedback: Name it, understand it, decide to use it Feedback from being in groups Giving feedback to yourself - <i>"Hmm, _____. I noticed you haven't been..."</i> Receiving social and emotional feedback, challenging feedback
5-6	Expect error as part of learning; Student discourse increased opportunities to look at errors as potential learning Praise Risk-taking; Stress the "Power of Yet"; HoW Every two weeks, write a summary of data (used in grading) <i>Rubric was returned to students with teacher feedback and students became more aware of their HoWs over time</i>
7-8	Review rubrics - are they written in a way that students can receive feedback to determine areas of success and areas that need improvement? Watched motivation videos - to help kids want to use feedback being given to them Leadership groups developed with all students - giving them a voice in their everyday education. Provide us feedback.

	Reviewed lessons taught and how we're giving and receiving feedback during the lesson
Specials	<p>Identified success criteria and helped students independently monitor themselves and peers against the success criteria;</p> <p>Feedback Gallery - posting work and commenting related to success criteria; student's named what they wanted feedback on and teacher provided that; peer feedback allowed for reflection on own work; focus on acceptance of feedback and seeking out feedback</p> <p>Built common language for feedback across the different specials classes.</p>
Special Ed	<p>Focussed on culture and understanding that making mistakes is important and expected in learning.</p> <p>Model led mistakes and how to handle them</p> <p>What to Do when mistakes make you Quake? Book</p> <p>Introducing & defining Growth Mindset - bulletin boards; negative self-talk</p>

Overall reflection:

Feedback is a powerful tool when done in an effective way. Key learnings over the two years have been:

- Feedback from the learner to the teacher is more powerful than from the teacher to the learner.
- The most impactful feedback is ongoing. (This is the hardest to implement due to time demands).
- It is important to recognize whether feedback or re-teach is the correct response to a learner.
- Like any cultural norm, a culture for feedback must be created and sustained by recognizing it, modeling it, and reinforcing it.
- Successful students see feedback as a part of the learning process and have confidence in themselves as learners. Less successful students have less confidence in themselves as learners and can find feedback difficult. Developing a growth mindset is essential in a culture of feedback.
- The time required to provide ongoing feedback at an individual and small group level is significant. Therefore there is work to be done in finding the balance between covering our curriculum demands while providing time for students to reflect and act upon feedback they receive.

DCS School Goals 2019-2020

School: Durham Community School

Team Members: DCS staff

District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Goals	Strategies and Action Steps	Evidence of Effectiveness
<p>Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>DCS Goal 1: (Year 1 of 2) To implement a school wide model that nurtures a positive culture and enhances academic and social-emotional skills across our PK-8 community.</p>	<ul style="list-style-type: none">● Implement and refine Responsive Classroom practices● Team of teachers to attend 4 day training PK -5.● Have representatives attend 6-8 training.● Dedicate one staff meeting a month to Responsive Classroom implementation and professional learning.● Incorporate Responsive Classroom practices into all staff meetings.● Incorporate Responsive Classroom practices and align with guidance curriculum at weekly K and 1-2 assemblies.	<p>Reduction in chronic absenteeism by students</p> <p>100% of classroom teachers and specialists will be trained in Responsive Classroom practices.</p> <p>Morning meeting and Responsive Advisory will be used in all PK-8 classrooms daily.</p> <p>Impact on staff morale as interpreted on Satisfaction Survey.</p> <p>K-2 children will transfer skills from guidance lessons on a more regular basis.</p>

	<ul style="list-style-type: none"> ● Reinforce Core Values at each grade span through assemblies. ● Implement use of Risk Screener to identify student external and internal needs, and target supports. ● Increase opportunities for student to student mentoring and cross grade level interactions. ● Continue to build positive bus culture using Peaceful Bus strategies. ● Increase range of field work and enrichment offerings that enhance curriculum. 	<p>Students will demonstrate stronger self reflection skills and understanding of Core Values</p> <p>Documentation and use of data at Student Assistance Team meetings. Reduction of “at risk flags.”</p> <p>Reduction in number of bus slips</p> <p>Additional and relevant field work and enrichment opportunities</p>

<p>Strategic Goal #2 All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>Outcome: Increased student achievement in reading/math from data points identified on DCS Scorecard.</p>	<ul style="list-style-type: none"> • Narrow teacher goals to allow more focus and reduce overload. In response to teacher feedback, the goal is to focus professional learning and make more concrete connections to specific practices. <p><i>Academic goals (regardless of content) were defined as the following:</i></p> <ul style="list-style-type: none"> → <i>Deepen teacher understanding of key concepts in content areas.</i> → <i>Refine responsive instructional practices.</i> → <i>Engage in ongoing individual and collaborative reflection on student data (student work, student observation, pre- and post-assessments, interim assessments) and purposeful planning.</i> → <i>Embed responsive instructional practices (strategy groups, conferring, student academic choice, meaningful student/student discourse)</i> <ul style="list-style-type: none"> • Establish DCS/PES common staff meeting time and PD time to create collegial support for responsive planning • Implement intervention cycle structure with regular collaboration / student progress review meetings between interventionists and classroom teachers 	<p>Shared planning documentation</p> <p>Impact on staff morale as interpreted on Satisfaction Survey.</p> <p>Increased student achievement in reading/math from data points identified on DCS Scorecard.</p> <p>Intervention cycle document; monitoring of student growth and progress.</p>
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	<ul style="list-style-type: none"> • Monthly meetings with School Leadership Team to plan PD time. • Regular meetings with strategists to monitor focus and progress, relative to targeted professional growth goals. 	

Item #9.B.

To: RSU5 Board of Directors
From: Jim Grant, Technology Director
Re: Technology Report
Date: November 20, 2019

I am pleased to report that after our first year, the RSU5 Technology Department has been working to support the teaching and learning in our schools and we're looking toward the future.

Goal Completion

One of the major projects this past year was the installation of new networks at all the elementary schools. That goal has been established and the networks are now faster and more reliable with limited interruption.

Customer Service

We continue on the goal of creating a department focused on customer service by continuing to work on the following:

- Establishing student help desks with students assisting with support tasks. At FHS, we have moved to the library to create a learning support area.
- Continue to partner with Community Ed to offer tech support times for community members and volunteers will help staff our "Community Cafe".
- We have further adjusted the tech support schedule in the elementary schools so that a tech can be present at both the beginning and end of the school day three times a week. The change allows for the technician to be present for peak MLTI support times and then be present when teachers are available at the other schools, giving more opportunities to have direct tech support.
- Worked with STEM teachers to collaborate on supporting their program and accompanied them ACTEM where we were able to meet as a group this year.

Professional Advocacy

We have been active in advocating with our professional associations and state sponsored committees to be on the forefront of decision regarding technology. Data Specialist Paula Roberts has been working with State Data Team as a District representative to insure that the district have a voice in data decisions. She also instructs at Powerschool User Conferences. She and I have worked on student data privacy and protection. Lisa Hogan presented on Habits of Work, a Reflective Practice at ACTEM. I was fortunate enough to be one of three invited to talk about the future of MLTI with the DOE and supported a "Bridge Year".

Infrastructure / Equipment Progress

We've been able to add more chromebooks and iPads in the elementary schools and continue upgrading classroom technology. In terms of infrastructure, we have stabilize and updated server services, assisted with other communication, support and security systems. All application servers are now hosted. We are also working to increase the production quality of Board meetings.

MLTI 2 and Bridge Year

The current program will run for another year while DOE decides what the next iteration of MLTI will look like. Most services will be available and we will be able to buyout the devices for \$48 per unit. This will give us time to sure up non-MLTI resources and prepare for the next phase of MLTI. I would propose such items as updating elementary staff laptops and front office equipment. With the use of E-rate funds, we should install redundancy systems into our communications systems. We should also explore becoming a self-repair center. Not only could we repair in house, saving time and money, but we could offer the service to surrounding districts.

Thank you for the opportunity to address you this evening. I am happy to answer any questions.

Sincerely,

Jim Grant, Technology Director

RSU 5 Technology Department Goals 2019-24

RSU 5 Strategic Goal 4: RSU 5 has well developed and refined finance, human resources, facilities, transportation and food service systems to support the learning of all students.

OBJ 1: Provide all staff and students with the technology needed to support teaching, learning and support systems.

Department Goal & Rationale	Action Steps	Timeline	Evidence of Effectiveness
<p><u>Tech Goal 1:</u> Provide equipment for staff and student use that meets the current demands of teaching and learning.</p> <p><i>It is important to maintain a level of technology that allows for speed and reliability to foster a productive environment. Additionally, if a device is too antiquated, it acts as a security risk to our systems. More importantly, we must ensure access to technology to provide equity in resources to staff and students.</i></p>	<p>A. Replace obsolete main office desktops and have a 5 yr replacement plan that anticipates emerging needs. All schools main offices will have up to date terminals.</p> <p>B. Laptops - Replace aging MLTI laptops for students.</p> <p>C. Chromebook COWs (computers on wheels/carts) will be updated as needed.</p> <p>D. I-Pad COWs will be updated as needed.</p> <p>E. Laptops - Replace aging laptops for faculty.</p> <p>F. Laptops - Replace aging Chromebooks with Macs for ed techs.</p>	<p>Aug. 2021</p> <p>Summer 2021</p> <p>Summer 2022 and ongoing</p> <p>Summer 2023 and ongoing</p> <p>Summer 2020&2024</p> <p>Fall 2020</p>	<p>A. Replacement schedule.</p> <p>B. All grade 6-12 students will have access to a 1 to 1 device.</p> <p>C. Obsolete devices will be replaced and more devices added for student use.</p> <p>D. Obsolete iPads will be replaced and more devices added for student use.</p> <p>E. Start replacement of elem. devices.</p> <p>F. Ed techs will have Macs for use.</p>
<p><u>Tech Goal 2:</u> Ensure a secure and robust network throughout the District.</p> <p><i>The network provides the backbone of technology infrastructure. It provides access to information sources, applications and the internet. Not only is high speed broadband essential, but we must also ensure that data is secure and threats are reduced.</i></p>	<p>A. Review existing network and identify any areas for improvement.</p> <p>B. Review firewall rules and policies.</p> <p>C. Replace aging or obsolete components.</p> <p>D. Ensure redundancy and backups where possible.</p>	<p>2019-2020</p> <p>Winter 2019 and ongoing</p> <p>Summer 2020 and ongoing</p> <p>Winter 2019 and ongoing</p>	<p>A. Logical and physical network map.</p> <p>B. Create document of the network traffic rules and scopes.</p> <p>C. Documentation of components replaced.</p> <p>D. Documentation of steps taken to ensure redundancy.</p>

RSU 5 Technology Department Goals 2019-24

OBJ 2: Ensure students are prepared for usage of digital media in a safe, secure and useful manner.

<p>Strategic Goal: Develop Digital Citizenship among students and staff by supporting effective and responsible use of information systems.</p> <p><i>It is important for students and staff to learn to be good citizens, practice safety and be able to find, assess, and use digital resources.</i></p>	<p>A. Work with K-12 Library Media Specialists in promoting digital literacy and citizenship.</p> <p>B. Promote student to student support for appropriate digital citizenship.</p>	<p>Ongoing</p>	<p>A. Documentation of curriculum developed and implemented, using ISTE and AASL standards.</p> <p>B. Development of student tech teams that could advise about digital citizenship issues.</p>
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OBJ 3: Communicate with the community about occurrences and events and promote involvement.

<p>Strategic Goal: Increase communication with community stakeholders. Establish a district wide Social Media presence including sites such as Facebook and Twitter.</p> <p><i>Information is important and social media can be a powerful communication tool if it is used responsibly as a means to deliver the message of RSU 5 in a consistent and uniform manner to the greater community. The community should see the schools as a welcoming resource.</i></p>	<p>A. Survey users.</p> <p>B. Work with stakeholders on how the website and social media can help communicate with the community.</p> <p>C. Creation of Facebook/social media accounts.</p> <p>D. Increased opportunities for the public to utilize RSU 5 resources.</p>	<p>2020</p> <p>2021</p> <p>Ongoing</p> <p>Winter 2021</p> <p>2022 and ongoing</p>	<p>A. Survey users</p> <p>B. Redesigned RSU5 website and other social media sites.</p> <p>C. Expand on opportunities for community members to receive tech support and establish a "Computer Cafe" concept.</p>
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FREEPORT HIGH SCHOOL - FALL SEASON RECAP

For the 2nd consecutive fall season, every varsity team qualified for post season play!

Field Hockey

Finished season 9-3-2

Defeated Leavitt in Quarter Finals

Lost to Fryeburg (2OT's) in Semi Finals

Girls Soccer

Finished season 10-3-1

Defeated Lincoln Academy in Quarter Finals

Lost to Cape in Semi Finals

Boys Soccer

Finished season 8-3-3

Defeated Cape in Quarter Finals (2OT's)

Lost to Yarmouth in Semi Finals

Football

Currently with record of 6-1

Defeated Cape in Quarter Finals (First playoff win in Class C in program history)

Lost to Leavitt in Semi Finals

Cross Country

WMC Championships 10/18

- Girls finished 2nd – Jane Dawson finished 10th

- Boys finished 4th – Martin Horne finished 4th

MPA South Regional Championship – This Saturday 10/29 @ Twin Brook, Cumberland

- Girls finished 4th – Jane Dawson 10th, Jillian Wight 11th

- Boys finished 3rd Martin Horne 8th, Henry Horne 26th

MPA State Championship

- Girls finished 5th – Jane Dawson 22nd, Jillian Wight 23rd

- Boys finished 8th – Martin Horne 6th, Henry Horne 37th

Golf

WMC Championship

- team finished 3rd – qualifying for the Class B State Championship

Class B Team State Championship

- finished 2nd as **Class B State Champion Runners Up!**

- TJ Whelan 2nd & Tom Robinson 8th

Class B Individual State Championship

- TJ Whelan 5th

Girls Individual State Championship

- Molly Whelan 10th

235 fall participants – current enrollment 582 – 40% participation rate in fall season alone

March 20, 2019

To: RSU 5 Board of Directors
From: Becky Foley, Superintendent
Re: Plan for Replacing Tennis Courts

The following steps are recommended for maintaining the current tennis courts and ultimately replacing them.

1. Craig will get three quotes for replacing the current courts with post tension concrete tennis courts.
2. Craig presents to the Board in early fall the pros/cons of post tension versus asphalt courts.
3. Dennis will review the 5 year facilities plan with the Facilities Committee in the fall to determine when next resurfacing should occur. Craig will be invited to join the group. Potentially, the resurfacing could be budgeted as early as the FY 21 budget.
4. Once the resurfacing year is determined, we would add five years to determine the year that we would budget for the replacement of the current courts.
5. Tennis Court Reserve Account will be created.
6. Yearly contribution amount will be recommended to the Board through Finance Committee, i.e. approximately \$35,000 for 7 years.
7. Craig will connect with the Tennis Boosters around potential fundraising opportunities to help defer the tax impact.



What is Post-Tensioning?

Post-Tensioning is a method of reinforcing (strengthening) concrete or other materials with high-strength steel strands of bars, typically referred to as tendons. Post-Tensioning applications include office and apartment buildings, parking structures, slabs-on-ground, bridges, sports stadiums, rock and soil anchors and water tanks. In many cases, Post-Tensioning allows construction that would otherwise be impossible due to either site constraints or architectural requirements.

Although a Post-Tensioned system requires specialized knowledge and expertise to fabricate, assemble and install, the concept is easy to explain. Imagine a series of wooden blocks with holes drilled through them, into which a rubber band is threaded. If one holds the ends of the rubber band, the blocks will sag. Post-Tensioning can be demonstrated by placing wing nuts on either end of the rubber band and winding the rubber band so that the blocks are pushed tightly together. If one holds the wing nuts after winding, the blocks will remain straight. The tightened rubber band is comparable to a Post-Tensioning tendon that has been stretched by hydraulic jacks and is held in place by wedge-type anchoring devices.



Why Post-Tension?

- Post-Tensioned slabs can be installed right over existing asphalt or clay courts, eliminating the need for costly demolition.
- Post-Tensioned slabs are ideal for new construction on active New England soils.
- Post-Tensioned slabs are kept in constant compression with steel cables. This tension makes them much more resistant to soil movements below.
- Post-Tensioned slabs resist cracking, heaving, settling.
- Post-Tensioned slabs can be built to tighter tolerances for better planarity and pitch.



- Post-Tensioned slabs can be built without expansion or cut joints. No Joints = Better Play, More Durability.
- Post-Tensioned courts "play" the same as traditional asphalt courts.

Benefits of Post-Tensioning

- ASBA states that "Post-Tensioned concrete slabs are the preferred method of concrete court construction."
- Provides advantages of reducing or eliminating control joints and resisting and controlling cracking as a result of the compression induced into the concrete by the steel pre-stressing tendons.
- Provides a sturdy, durable playing surface that withstands abuse and is less susceptible to the effect of climate (heat, cold, and rain) than asphalt.
- When properly designed and constructed, very little care and maintenance are needed and has an extended useful life.
- Provides a non-discoloring surface, has controllable ball skid length, and can receive many types of playing-surface topping systems.
- In areas where there are expansive clays or soils with low bearing capacity, Post-Tensioned slabs-on-ground and mat foundations reduce problems with cracking and differential settlement.
- Courts are typically playable soon after a rain storm because of their superior drainage characteristics.
- To ensure quality construction, the Post-Tensioning Institute has

implemented both a Plant Certificate Program and a Field Personnel Certification Training Course. By specifying that the plant and installers be PTI certified, this ensures the level of quality in every project.

- Doesn't require heavy machinery or equipment for existing courts, therefore your yard is protected.

Engineered to last a lifetime.



Post-Tensioned Courts

Frequently Asked Questions

Q: Why should I consider Post-Tensioned concrete?

Answer: Back in the early 1990s when I first started building courts, asphalt (bituminous concrete as referred to) was the surface of choice. For many years, we built some of the finest asphalt courts money could buy. However, over the years, the industry has changed and so has the design of asphalt. There is more RAP (Recycled Asphalt Products) going into asphalt nowadays and the quality of the mix design is just not what it was years ago. The main reason is the cost of oil has risen so much over the past 20 years, that the asphalt plants are trying to find ways to stay competitive and thus they are taking away from its quality. It is very difficult to not only find quality asphalt anymore, but it's just as hard to find consistency like you could in the 80s and 90s. Therefore we were forced to look at New Technology and today we believe Post-Tensioned Concrete Courts will last a lifetime. When you look at the science, the concept and the design, there is no reason why a Post-Tensioned Court will not last for many decades.

Q: Will my body hurt or be sore after playing on such a hard court?

Answer: It is true that concrete is a hard surface, yet extremely durable. Over half of our clients choose some sort of a "Cushioned Surface" on top of the concrete slab. This offers not only one of the finest court surfaces in the world, but it's what many of the top athletes around the world play on. The surface of the US Open (DecoTurf) is very popular among our clients. If you desire even more cushion for added benefits, we offer Cushion Extreme, which can be customized to 1/8" of cushion to 1/2". Believe me if you go play on one of our cushioned courts, you would never even know that it was put on concrete.

Q: What makes a Post-Tensioned slab resist cracking?

Answer: Post-Tensioned concrete courts are built by creating an engineered grid of polyethylene sheathed steel cables within the concrete slab. After the concrete has reached sufficient strength, the cables are tightened and held permanently under stress putting the concrete into compression. Because the concrete is constantly in compression, the slab is extremely rigid, and cracking is therefore kept to a minimum. This type of reinforcement is considered "Active Reinforcement." Conventional methods of placing concrete utilizing rebar and wire mesh are considered "inactive reinforcement." The concrete would actually have to crack before the rebar or mesh started reinforcing the concrete. Any hairline cracks that may develop before the concrete is put into compression will close due to the extreme stressing forces put on each cable. With Post-Tensioned concrete we are actively reinforcing the concrete from day one resulting in the most crack free court there is.

Q: Does the ball play or react different on a concrete court?

Answer: Post-Tensioned Concrete has been around for almost two decades, although fairly new to the Northeast. The speed of play and consistency of the ball bounce are constantly tested by the ITF (International Tennis Federation) and although the speed and bounce will play differently depending on where you live, if you choose the proper contractor, the consistency can be customized to your particular needs.

Q: How often do I have to recoat my court?

Answer: Good Question. There are several variables. This depends on how much use the court gets and how severe our winters get. If you play/use your court 5-10 times per month and we get fairly mild winters, we generally see a 5-7 year turnaround. We have seen people, especially clubs recoat after just 2 years. Some people just like that "new look" thus recoat it every few years. We are more than happy to take a look for you each year, give you our suggestions along with options.

Q: Do you offer Har Tru Courts or any other types of courts other than Post-Tensioned?

Answer: Yes, we do just about every type of Tennis Court surface on the market today. From Post-Tensioned, Har Tru, Clay, Grass and our Specialty "All Weather Cushioned". One thing to consider is that we live in the northeast, we are susceptible to wind, rain, cold and snow, therefore the courts that we believe can withstand these elements the best are Hard Courts like Post-Tensioned concrete. With other types of courts or surfaces, you have daily, weekly, monthly and yearly maintenance, so again when considering your surface, ask yourself if you want to deal with all the maintenance of a surface like Har Tru or Clay, or do you just want to go out and play on an "All Weather Court".

Q: Can I Use a Post-Tensioned Court for more than just tennis?

Answer: Almost every court we build today is Multi-Sport. Yes, you can enjoy Tennis, Basketball, Pickleball, Volleyball, Roller Blading and even freeze your court in the winter. Ask us about Nice Rink!

Q: Why should I choose Hinding Tennis over someone else?

Answer: This is your choice. At Hinding we feel as though we are the best in the business. As a Member of the American Sports Builders Association and the Tennis Industry Magazine's first recipient of the "Contractor of the Year for 10 and Under Tennis" (2011) for the entire industry, our reputation speaks for itself. With clients like the International Tennis Hall of Fame, Chelsea Piers-Stamford, CT, The Coast Guard Academy, The Davis Cup, NY City Parks and Recreation and many, many others. Our reputation means more than just a name to a particular project, it's also the lifetime of enjoyment we are building for you. We stand proud of every project, our successes in the field, and our entire Hinding team whose efforts and workmanship are unmatched. When considering your new project, we expect you to have many contractors and options to choose from. However, we know Hinding Tennis is the right choice.



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Asphalt vs. Post-Tensioned Concrete Tennis Courts



Asphalt tennis courts may be the most commonly constructed hard-surfaced courts in the industry today. However, due to inconsistencies with the quality of asphalt in recent years, there is an increased interest in post-tensioned concrete courts. When considering the construction of a tennis facility, it is important to understand the basic differences between asphalt and post-tensioned concrete courts.

Asphalt Tennis Courts:

- Installation typically includes two courses of asphalt (wearing and binder) over a crushed stone base. The depth of the pavement system is based on recommendations resulting from a geotechnical investigation/report.
- Bituminous (asphalt) pavement is flexible and tends to be more affected by freeze/thaw cycles. Over time and under exposure to the elements, this often leads to surface and/or structural cracks.
- The design mix has an impact on the pavement's lifespan. It may be beneficial to avoid incorporating recycled asphalt shingles and recycled asphalt pavement into the asphalt mix. The performance grade of the asphalt binder used in the design mix should be specifically tailored to the climate / environmental conditions of the proposed project's geographic location.
- Asphalt paving may be more economical to install; however, there are higher maintenance costs throughout the life of the court due to repairing cracks and related re-application of the tennis surfacing system.



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Asphalt Paving Operations

Post-Tensioned Concrete Tennis Courts:

- Post-tensioned (PT) concrete construction involves installation of a structural concrete slab over a prepared base. The concrete is reinforced with cables tensioned after the concrete is installed. The design of the pavement system is based on recommendations from a geotechnical investigation/report, as well as design recommendations from a registered structural engineer.
- PT construction is a rigid pavement system, and when properly installed, has a greater resistance to cracking. Cracks that may occur are typically hairline rather than the more significant cracks commonly seen in asphalt courts.
- During design, it is important to take into consideration a clear space around the perimeter of the courts to allow for the tensioning of the cables.
- PT construct is more expensive to install than asphalt; however, lower maintenance costs over the life of the court are typically experienced. Post-tensioned courts do not require the extent of crack repairing (and related tennis system resurfacing) typically associated with asphalt courts.
- PT systems have longer service life than asphalt courts.



Cable Layout Prior to Concrete Installation



Completed Post-Tensioned Courts

Budgetary constraints are often a primary factor in selecting either asphalt or post-

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tensioned concrete. While asphalt systems have a lower initial cost, higher maintenance costs and an overall shorter lifespan is expected. Post-tensioned courts are significantly more expensive to install; however, they require less maintenance over the life of the court, and have a longer overall life expectancy.

Projects

Academics



Airports

Athletic and Recreational



College/University

Commercial

Department of Defense

Health Care

Historic Buildings

Residential/Mixed Use

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8



Cape and Island **TENNIS & TRACK**

28 Commerce Park Rd PO Box 1100 Pocasset, MA 02559

(508) 759-5636 FAX (508) 563-7915

Craig,

Thank you for the opportunity to provide a proposal for the reconstruction of the courts at Freeport High School. As I mentioned during our conversation Cape and Island Tennis & Track decided a few of years ago to move away from asphalt construction due to the widespread early failure that has been occurring across the northeast and the rest of the country in the form of small stripping cracks that are showing up in the top course within the first couple of years. I have attached a photo to illustrate the effect we are seeing. The cause of this is that the asphaltic cement that holds together the stone in asphalt paving is weaker than it used to be due to changes in the refining process and it is drying out more quickly, resulting in cracking where it used to flex. These cracks will open over time and cause a degradation of the courts surface that is almost impossible to rectify.

With that said, I did run the costs out in asphalt to give perspective between the two construction methods. When reviewing the cost/value comparison of the asphalt versus post tensioned concrete options for the courts on the following page, you will see that the approach is to show the associated repair and maintenance costs of the tennis facility over the next 30 years.

Although the model cannot be an exact prediction, it does illustrate the long-term results of each option. There have been a few assumptions that have been made for the sake of discussion and all future pricing is based on today's dollars with an annual 3% Cost per Living Index increase. All pricing is based on today's reconstruction costs in the existing footprint. Please note that this estimate is based on ideal asphalt, not the material that is readily available today.

Asphalt Construction – To rebuild the 3 courts in asphalt today including the site work the fencing, the price would be roughly \$156,000.00. The model assumes repainting the courts every 7 years, performing crack repair over the 4 courts and painting in year 12 and replacement in year 20. Again, this very optimistic.

Post-Tensioned Concrete Construction -- The initial cost of concrete courts is higher at \$226,720.00 but the benefit is that you do not have the crack repair and reconstruction costs down the road. The schedule shows repainting the courts every 7 years. The first concrete courts that we built were in 1989 at Rogers High School in Newport RI and they look almost new after being repainted 25 years later. This is

the best way to build a tennis court and the money you spend in initial cost is well worth the money you save in the long run. Our model shows the town saving over **\$197,000.00** building them right the first time. Again, this can't be an exact prediction of the future, but I hope this helps.

You will see that I have quoted the job through the NCPA cooperative purchasing contract which in many places in Maine allow a municipality to purchase construction through pre-bid prices and without the risk of having a unvetted contractor win a job that they may not be qualified for. Our firm bids this work every 5 years in unit prices so that you always know that you are getting a top-quality firm at a competitive price. I am attaching a brochure about the program but feel free to give me a call with any questions.

Best Regards,



Eric Loftus
Vice President
Cape and Island Tennis & Track
28 Commerce Park Rd
Pocasset MA 02559
508 759 5635

Cost Comparison of Post Tensioned Concrete Vs. Asphalt Freeport High School

Number of Courts 3
Number of Yards 2080

Cost of Crack Repair \$23 per linear foot
Cost of Resurfacing \$8 per square yard
Total Facility Cracks Year 14 450

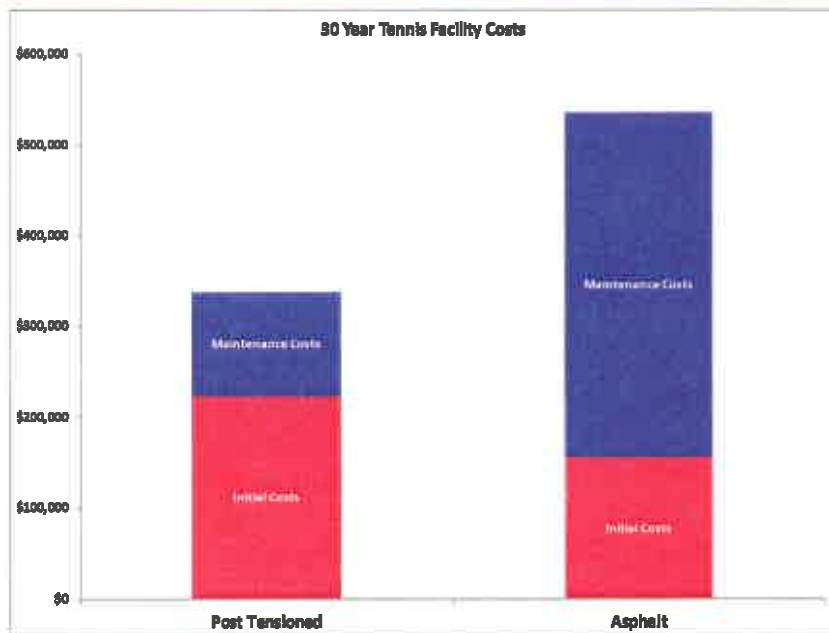
Asphalt Maintenance Resurface Year 7
Crack Repair and Resurface Year 14 (+/- 150' of crack repair per court)
Rebuild Year 20
Resurface New Courts Year 27

Post Tensioned Maintenance Resurface Year 7, 14, 21, 28

Future Pricing Based on Today's Actual Costs with an annual 3% Cost of Living Index Increase

	Post Tensioned	Asphalt
Initial Cost	\$223,516	\$156,000
Year 1		
2		
3		
4		
5		
6		
7	\$20,465	\$20,465
8		
9		
10		
11		
12		
13		
14	\$25,169	\$40,825
15		
16		
17		
18		
19		
20		\$281,753
21	\$30,955	
22		
23		
24		
25		
26		
27		\$36,962
28	\$38,071	
29		
30		

Total \$338,177 \$538,005
Maintenance Costs \$114,661 \$380,005



Life Cycle Savings Of Post Tensioned Concrete \$197,828.49

July 23, 2018

Project: Freeport High School Tennis Courts, Freeport ME

Cape and Island Tennis & Track is offering the following quote:

Tennis Facility Reconstruction (2080 SY)

1. Pulverization of existing courts, disposal of fence, tennis equipment, bring in additional stone to augment base
2. 4 ½" Post Tensioned Slab with 4 Coat Plexipave System including Ti Coat concrete bonding agent, tennis net posts, nets, and center straps
3. Surface courts with 4 part Plexipave System including concrete preparer

NCPA Co-Op Price: \$90.21 per square yard or \$187,636.00

Additional work not covered under above price:

1. Tennis Fencing – 1 ¾" black vinyl 9 gauge at 10' with gates – **\$35,880.00**
2. Drainage outside the court – TBD depending on scope



Tennis Project Total: \$223,516.00

Authorized Signature: _____

Eric Loftus, Tennis Division

Date: 7/23/18



28 Commerce Park Rd PO Box 1100 Pocasset, MA 02559

(508) 759-5636 FAX (508) 563-7915

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Post Tensioned Concrete Construction Warranty

Date: xx/xx/xx

We, the undersigned warrant the post tensioned tennis courts installed by Cape & Island & Tennis & Track at _____ located in _____; against structural cracking for a period not to exceed twenty five years from the date of completion. It is hereby stated that all work shall be completed exactly as specified in a workman like manner according to standard practices.

This warranty specifically disclaims damage from hair line cracking, vandalism, non-athletic uses, acts of God, sub base, and base failure and normal wear and tear. Structural cracks will be determined as at least 4' long and 1/4' wide through the slab. This warranty is for the post tensioned concrete slab and does not extend to the tennis fencing, net posts, nets, or surfacing. Cape & Island Tennis & Track reserves the right to choose the method of repair. Please note that resurfacing is recommended every 5-7. This type of resurfacing is classified as "normal wear and tear".

Company: Cape & Island Corp.
Address: 28 Commerce Park Road
P.O. Box 1100
Pocasset, MA 02559
Phone: (508) 759-5636

Seal

By: Gordon Pierce

Title: President

State of: Massachusetts County of: Barnstable
Subscribed and sworn to before me this _____ day of _____, 20____
Notary Public: _____

My Comission Expires: _____

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⑤

Craig Sickels <sickelsc@rsu5.org>

New Tennis Courts

1) Tom Hinding <tom@hindingtennis.com>
To: Craig Sickels <sickelsc@rsu5.org>
Cc: info@hindingtennis.com

Wed, Oct 9, 2019 at 1:29 PM

Budget \$75,000 per court with new fence
For post tension courts

Thomas Hinding
Hinding Tennis
24 Spring St.
West Haven, CT. 06516
203-410-6090-Cell
203-285-3055-Office
203-285-3033-Fax
www.hindingtennis.com
877-5-Riteway- Riteway Tennis Products
www.ritewaytennis.com

$$75,000 \times 3 =$$
$$\$ 225,000$$

Member American Sports Builders Association
RiteWay Crack Repair Licensed Installers

2.) Phone Conversation
Classic Turf Company
\$ 350,000 to \$ 400,000

On Oct 9, 2019, at 1:27 PM, Craig Sickels <sickelsc@rsu5.org> wrote:

[Quoted text hidden]



Maine Tennis & Track

24 Mayall Road, Gray, Maine 04039

TEL: 207/878-2425 FAX:

WWW: WWW.MTANDT.ME WWW.MTANDT.ME WWW.MTANDT.ME

PROPOSAL

WWW.MTANDT.ME WWW.MTANDT.ME

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TO: Freeport High School 30 Holbrook St. Freeport, ME 04032 C/O Craig Sickels CAA sickelsc@rsu5.org	PHONE 865-4706 x228	DATE 12/17/2018
	JOB NAME / LOCATION Freeport High School	
	JOB NUMBER BUDGET	JOB PHONE

We hereby submit specifications and estimates for:

Budget/Scope Tennis Court Reconstruction Approx. 120'x156'

Maine Tennis and Track would perform or manage a subcontractor to perform the following:

- Prune trees and remove shrubs, as needed, along east edge of courts for access.
- Remove and dispose of the existing chain link fence, net posts/sleeves, and center tie down anchors.
- Backfill the open fence/sleeve holes with gravel and compact.
- Reclaim/Pulverize the asphalt.
- Compact the gravel base.
- Fine grade the gravel base to achieve a 1% slope. Add additional leveling materials as needed.
- Pave 2.5" of asphalt.
- Furnish and install a black vinyl chain link fence on a black vinyl frame with three 4' pedestrian gates.
- Furnish and install the Nova Sports USA Novacrylic Combination Surface (www.novasports.com), per the manufacturers specifications (color/s to be determined).
- Install three sets of 2" tennis playing lines.
- Furnish and install three sets of black Douglas Premier net posts and three Douglas TN36T tennis nets with center straps (douglas-sports.com).

BUDGET ESTIMATE: \$135,000.00

We Propose hereby to furnish material and labor -- complete in accordance with the above specifications for the sum of:

BUDGET

dollars (\$ 135,000.00)

Payment to be made as follows:

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreement contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, theft and other necessary insurance. Our workers are fully covered by Workers Compensation Insurance.

Acceptance
Signature



Note: This proposal may be withdrawn by us if not accepted within 15 days.

I, XXXXXXXXXXXXXXXXXXXX The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature

Signature

Date of Acceptance



Asphalt Impurities

In some parts of the country, the crushed stone or sand aggregate used in asphalt may contain clay balls, wood bits, or other forms of contamination. It is impossible to obtain a guarantee from an asphalt producer or supplier against the presence of this material, particularly if their source has a history of such inclusions. Also, since a producer's source of aggregate may vary from time to time, it is impossible to predict whether a particular batch of asphalt from a producer will contain deleterious materials or to rely on the fact that the asphalt from a given producer or supplier has not contained these materials in the past. Therefore, this condition is beyond the control of the contractor and the contractor cannot assume responsibility. In areas where this occurs, it will affect all contractors equally.

If contaminated materials are present, over time, they may degrade, forming carbon dioxide and/or methane gas, creating bubbles in the surface coating or pitting in the surface. In most cases, these problems are minor and can be repaired using conventional patching methods.

Occasionally, in severe cases, an asphalt overlay, using aggregates from a different source, or a change of surface to a textile, modular or roll goods surface, will be required to permanently correct this problem.

Differences in site, weather and soil conditions require variations in construction and repair methods and materials. Readers are advised to consult a qualified contractor or design professional before undertaking construction or repair of a court. Rev. 03/04



Asphalt Acceptance – Recreational Courts

In the event that the surfacing contractor is not the asphalt contractor or the general contractor, it is the responsibility of the asphalt contractor and/or the general contractor to supply a base that meets the specifications of the designer and the rules of the sport. It is far more difficult and costly to wait until the surface has been installed to identify issues with slope, planarity, elevation or drainage. Additionally, unless the surfacing contractor is also responsible for the paving, it is inappropriate to hold that contractor responsible for such issues if the pavement has not been tested and corrected prior to surfacing. Therefore, it is highly recommended that projects include testing to demonstrate and/or corrective work to achieve compliance at the cost of the asphalt contractor or general contractor. Testing should be completed prior to the installation of court surfacing. An independent testing firm should check the dimensions, slopes and tolerances of the asphalt pavement. Results confirming compliance should be submitted to the surfacing contractor prior to mobilization. If the initial assessment shows non-compliance, the necessary corrective work should be executed and the pavement retested prior to the commencement of surfacing.

- The asphalt mix design should be approved by the design professional and by the asphalt contractor. Tests that verify that the mix as installed meets the approved design should be provided.
- The installed pavement must be at the correct elevation at all edges. Incorrect areas should be repaired or re-installed to correct elevations.
- All bond breakers such as oil, hydraulic fluid, and gasoline must be removed.
- The asphalt should be flooded to check for low areas, high areas and surface drainage. Out of tolerance areas should be repaired or re-installed.

Corrective work should be accomplished using appropriate methods, such as:

- For high spots
 - grinding
 - heating and rolling
- For low spots
 - hiring the surfacing contractor to apply an appropriate leveling compound (only where depth of low spot is less than 1/4", or as specified)
 - milling and asphalt patching
 - removing and replacing
 - asphalt overlay, possibly in conjunction with one or more of the repairs above.

Because of the relatively rigid specifications and tolerances for asphalt pavements intended for tennis court installations, it is recommended that only asphalt paving contractors with prior court building experience be considered. Wherever possible they should have installed a minimum of ten tennis courts that meet the approved tolerances within the past three years.

Differences in site, weather and soil conditions require variations in construction and repair methods and materials. Readers are advised to consult a qualified contractor or design professional before undertaking construction or repair of a track. Rev. 11/10



Birdbaths

"Birdbath" is a term commonly used in the tennis industry to describe a low area on a tennis court that holds water. More precisely, the American Sports Builders Association (ASBA) defines a birdbath as any area where standing water more than 1/16" (2mm) (commonly measured using a nickel) remains after drainage of the area has ceased or after one hour of drying at 70 degrees Fahrenheit in sunlight. Birdbaths delay play on the court after rain and may cause staining and/or peeling of the surface.

Among the causes of birdbaths are:

1. Unsuitable material in the subsoil;
2. Inadequate drainage around the tennis court;
3. Improper slope or grade;
4. Inadequate compaction of the subgrade; or
5. Paving error.

Paving and surfacing, even with laser-guided equipment, involves both skill and judgment. The number of variables impacting the paving and surfacing processes makes it unreasonable to expect perfection. Minor depressions in the surface, those less than 1/16" deep or those that drain or dry in under an hour, are considered within tolerance and are acceptable. In a new or recently resurfaced court, however, the contractor should correct birdbaths.

Because site selection, design and construction can involve compromise, over time, even properly designed and constructed courts may develop birdbaths over time. During design and construction, a proper balance must be struck between the risk of some problems over the long term versus the cost of extensive remediation prior to construction. Tennis courts sometimes are built on sites which are reclaimed or which have been deemed unsuitable for other purposes. In such cases, less than ideal subsoil, grade or drainage conditions may exist. Additionally, over time, new circumstances may arise which lead to settling or drainage problems.

The owner's expectations regarding repair of birdbaths should be based on the nature of the birdbaths that exist to be repaired and the amount of money budgeted for the repair. For example, the owner should understand that birdbaths created by improper compaction or unsuitable materials may reappear later due to further settlement, while repairs to birdbaths caused by improper slope or grade may only move the water to a different area on the court.

Owners also should understand that available repair methods and materials are imperfect. Asphalt resurfacers and acrylic patch binders are water-based materials. After they are installed flush with the surface, they may shrink due to dehydration, allowing the area to once again hold water. Asphalt patches and acrylic repairs require time and proper weather conditions to cure. Further, patching materials can be installed only to an effective depth of approximately 1/2". For these reasons, even a skilled contractor may make several site trips to "fine tune" a repair. Complete removal of standing water may be impossible. Generally, the owner should accept that repair of birdbaths is only a means of reducing the inconvenience they cause and extending the useful life of the court.

The number, size and depth of birdbaths is another consideration. The existence of multiple birdbaths or major depressions of 1/2" or more may indicate more serious problems. Repairing multiple or deeper birdbaths is labor intensive and often results in cosmetic imperfections, which may require resurfacing to correct. The larger the birdbath, the more difficult it can be to repair. Prior to repairing numerous birdbaths or major depressions, the owner should discuss the cost and alternatives, such as installing an overlay. In some cases, only reconstruction will provide a long-term solution.

Differences in site, weather and soil conditions require variations in construction and repair methods and materials. Readers are advised to consult a qualified contractor or design professional before undertaking construction or repair of a court. Rev. 11/10



Birdbaths on Older Courts

"Birdbath" is a term commonly used in the tennis industry to describe a low area on a tennis court that holds water. More precisely, the American Sports Builders Association (ASBA) defines a birdbath as any area where standing water more than 1/16" (2mm) (commonly measured using a nickel) remains after drainage of the area has ceased or after one hour of drying at 70 degrees Fahrenheit in sunlight. Birdbaths delay play on the court after rain and may cause staining and/or peeling of the surface.

Minor depressions in the surface, those less than 1/16" deep or those that drain or dry in under an hour, are considered within tolerance and are acceptable.

Over time, even properly designed and constructed courts may develop birdbaths. The owner's expectations regarding repair of birdbaths should be based on the nature of the birdbaths that exist to be repaired and the amount of money budgeted for the repair. For example, the owner should understand that birdbaths may reappear later due to further settlement or the water may be moved to a different area of the court.

Owners also should understand that available repair methods and materials are imperfect. Asphalt resurfacers and acrylic patch binders are water-based materials. After they are installed flush with the surface, they may shrink due to dehydration, allowing the area to once again hold water. Asphalt patches and acrylic repairs require time and proper weather conditions to cure. Further, patching materials can be installed only to an effective depth of approximately 1/2". For these reasons, even a skilled contractor may make several site trips to "fine tune" a repair. Complete removal of standing water may be impossible. Generally, the owner should accept that repair of birdbaths is only a means of reducing the inconvenience they cause and extending the useful life of the court.

The number, size and depth of birdbaths is another consideration. The existence of multiple birdbaths or major depressions of 1/4" or more may indicate more serious problems. Repairing multiple or deeper birdbaths is labor intensive and often results in cosmetic imperfections, which may require resurfacing to correct. The larger the birdbath, the more difficult it can be to repair. Prior to repairing numerous birdbaths or major depressions, the owner should discuss the cost and alternatives, such as installing an overlay. In some cases, only reconstruction will provide a long-term solution.

Differences in site, weather and soil conditions require variations in construction and repair methods and materials. Readers are advised to consult a qualified contractor or design professional before undertaking construction or repair of a court. Rev. 11/10



Cracking of Asphalt Tennis Courts

The most common problem with asphalt tennis courts is pavement cracking. Cracking in asphalt is caused, at least in part, by the natural tendency of asphalt to shrink as it weathers, oxidizes and ages. In addition, asphalt loses its flexibility as it ages, making it more brittle. Since shrinking and becoming more brittle with age are properties of the material, cracking in asphalt tennis courts is inevitable.

Quality design and construction can minimize or delay cracking but cannot eliminate it. Once cracking begins, no matter which method is used for the potential exists for cracks to reappear.

There are many types of asphalt cracks. Surface cracks include hairline cracks (small irregular cracks present over large areas of the court), alligator cracks (a pattern of interlocking cracks over the surface resembling an alligator hide) and shrinkage cracks (a random pattern of interconnected cracks with irregular angles and sharp corners). In most cases, surface cracks do not affect the play of the game; however, if untreated, they will develop into more serious cracks and will require more extensive repair.

Pavement cracks include heat checking (a hairline crack pattern which follows the direction of rolling), structural cracks (large cracks which penetrate the asphalt pavement), reflection cracks (which occur in asphalt surface overlays and mirror a crack pattern in the pavement underneath), radial cracks (which appear at the point where the concrete net post, light pole or fence post footings meet the asphalt court surface) and settlement cracks (which result from paving over a poorly compacted or poorly drained subbase).

There are at least four methods of crack repair – crack filler, infrared patching, proprietary fabric repair system and full depth repair with either crack filler or hot mix asphalt. Repairing many cracks may leave the court with an unattractive, freckled appearance; however, resurfacing will correct this unsightly condition.

Because there are various causes of cracking, differences in sizes and numbers of cracks, and various options for crack repair, an owner would be wise to consult an experienced contractor or design professional to determine the best options for repair. It is important to note, however, that eventually cracks will reappear or new cracks will form. All methods of repair will provide some additional life for the court and some methods will extend the useful life of the court by many years, but if the owner is seeking a long term solution, the court should be reconstructed.

Differences in site, weather and soil conditions require variations in construction and repair methods and materials. Readers are advised to consult a qualified contractor or design professional before undertaking construction or repair of a court. Rev.11/10

RSU5 Athletics – High School and Middle School

Goal 1: Provide guidance and supervision regarding the organization, design and implementation of a systematic and sequential progression and program of philosophy, terminology, drills, skills teaching and applications within each athletic program.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
<p>a) Meet with sub-varsity and middle school coaches (pre, during & post).</p> <p>b) Develop a working relationship with coaches conducive to the development and maintenance of specific programs.</p> <p>c) Work with coaches to organize, design and implement a systematic and sequential progression and program of philosophy, terminology, drills, skills teaching and applications.</p> <p>d) Develop and maintain an open and clearly defined communications system with coaches and athletes.</p> <p>e) Develop a working relationship with RSU5 Recreation & Community Education staff and other local youth organizations in regard to the implementation, organization and maintenance of related youth/feeder programs.</p> <p>f) Maintain general supervision of the above areas with the intent being to insure the success, development and maintenance of athletic programs.</p>	<p>Time</p>	<p>Athletic Administrator</p> <p>Varsity Coaches</p> <p>Assisted by:</p> <p>Director of Community Programs</p> <p>Community Programs Recreation Coordinator</p>	<p>Yearly and Seasonal review</p> <p>No completion date - ongoing</p>	<p>Part of varsity coach's evaluation process</p>

RSU5 Athletics – High School and Middle School

Goal 2: Explore extra-curricular choices that respond to students' interests and needs.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
<p>Review all current RSU5 extra-curricular offerings.</p> <p>Explore and evaluate possible new options for additional program components.</p> <p>Develop and recommend a plan to the Superintendent to add extracurricular choices.</p> <p>Implement recommendations per details in the plan.</p> <p>Evaluate and adjust as necessary.</p>	<p>Staff time</p> <p>Financial resources to support new programs (staff, equipment, space.)</p>	<p>Athletic Administrator</p> <p>Middle School Asst AD's</p>	<p>Began 2004-2005</p> <p>Yearly review</p> <p>Budget Phase in Plan began 2010-2011 & yearly review</p> <p>No completion date - ongoing</p> <p>New programs added since 2004</p> <p><u>HS</u></p> <ul style="list-style-type: none"> - football - indoor track - outdoor track - girls ice hockey - boys ice hockey - fall cheering - winter cheering <p><u>FMS & DCS</u></p> <ul style="list-style-type: none"> football cheering indoor track outdoor track 	<p>Observations of new programs</p> <p>Sufficient student participation and interest to maintain programs</p> <p>Sufficient RSU5 funding to maintain programs</p> <p><u>FMS</u></p> <p>volleyball intramurals</p>

RSU5 Athletics – High School and Middle School

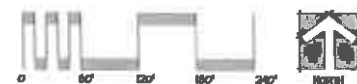
Goal 3: Ensure that all student athletes have quality facilities to meet their needs.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
<p>A Review the existing Capital Improvement Plan (CIP).</p> <p>B Explore options for athletic facilities expansions/renovations.</p> <p>C Make recommendations to Board.</p> <p>D Implement recommended improvements.</p> <p>HS tennis courts (post-tension vs asphalt) baseball scoreboard softball scoreboard softball outfield fence track & turf storage building – siding</p> <p>MS reconfigure FMS fields - eliminate use overlap FMS baseball infield FMS outdoor basketball courts - resurface</p>	<p>Staff time</p> <p>Costs associated with recommendations</p>	<p>Superintendent</p> <p>Director of Transportation and Facilities</p> <p>Athletic Administrator</p>	<p>A December 2019</p> <p>B May 2021</p> <p>C December 2021</p> <p>D May 2022</p>	<p>A Written documentation of existing Capital Improvements Plan along with the review and prioritization of adjustments and additional facility needs</p> <p>B Written documentation of options</p> <p>C Written recommendations</p> <p>D Reports to School Board about improvements</p>



FREEPORT MIDDLE SCHOOL - CONCEPT B
ATHLETIC FIELD EVALUATION
 19 KENDALL LANE
 FREEPORT, MAINE
 MARCH 10, 2009

MILONE & MACBROOM
 Landscape Architecture
 100 Main Street
 Freeport, ME 04035
 Tel: 207.233.1111
 Fax: 207.233.1112



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Item # 9.D.

RSU #5	General Budget Report	10/31/2019			2019-2020			
Article #	Description	2019-2020 Budget	Transfers	Revised Budget	Expenses YTD	Encumb YTD	Balances YTD	% Remaining
Article 1	Support Staff	\$ 3,567,564.00	\$ -	\$ 3,567,564.00	\$ 880,364.86	\$ 57,684.18	\$ 2,629,514.96	73.71%
Article 2	School Administration	\$ 1,617,920.00	\$ -	\$ 1,617,920.00	\$ 529,622.14	\$ 2,604.09	\$ 1,085,693.77	67.10%
Article 3	Operation of Plant	\$ 4,819,999.00	\$ -	\$ 4,819,999.00	\$ 2,046,160.70	\$ 623,135.57	\$ 2,150,702.73	44.62%
Article 4	Voc. E. Assessment	\$ 99,419.00	\$ -	\$ 99,419.00	\$ 33,139.60	\$ 66,279.25	\$ 0.15	0.00%
Article 5	School Nutrition/Crossing Guard	\$ 269,645.00	\$ -	\$ 269,645.00	\$ 89,415.00	\$ 178,830.00	\$ 1,400.00	0.52%
Article 6	Instruction K - 12	\$ 14,218,224.00	\$ -	\$ 14,218,224.00	\$ 2,914,658.95	\$ 46,796.63	\$ 11,256,768.42	79.17%
Article 7	Co-Curr. & Athletics	\$ 829,237.00	\$ -	\$ 829,237.00	\$ 181,080.79	\$ 3,743.19	\$ 644,413.02	77.71%
Article 8	District Adminitstration	\$ 950,098.00	\$ -	\$ 950,098.00	\$ 283,843.78	\$ (8,263.53)	\$ 674,517.75	70.99%
Article 9	Transportation Services	\$ 1,533,555.00	\$ -	\$ 1,533,555.00	\$ 593,508.05	\$ 316,676.58	\$ 623,370.37	40.65%
Article 10	Debt Services	\$ 1,581,756.00	\$ -	\$ 1,581,756.00	\$ 132,974.60	\$ -	\$ 1,448,781.40	91.59%
Article 11	Special Education Services	\$ 4,592,878.00	\$ -	\$ 4,592,878.00	\$ 864,771.19	\$ (3,144.63)	\$ 3,731,251.44	81.24%
	Totals	\$ 34,080,295.00	\$ -	\$ 34,080,295.00	\$ 8,549,539.66	\$ 1,284,341.33	\$ 24,246,414.01	71.14%

11/20/2019



Finance Subcommittee Report

Date: November 14, 2019

Committee: Finance Committee

Chair: Kate Brown

In attendance: Kate Brown, Michelle Ritcheson, Jeremy Clough, Michelle Lickteig, Becky Foley

Meeting Date: November 13, 2019

Agenda Items and Discussion:

Audit Update:

1. Committee spent time discussing the most recent draft audit and an assessment adjustment that is needed.
2. Committee agreed to have the auditor come to the November 20 finance meeting to present draft audit.

Work on information requested by the School board in reference to the Cost Sharing Recommendation:

The Committee spent remainder of the time discussing how to move forward with the cost sharing discussion. Decided to focus the discussion at the next Board meeting on the concepts of fairness.

- a. What is fair? What are the indicators.
- b. What is a reasonable margin, i.e. level of difference that we can tolerate.
- c. Once fairness is defined by the Board, the committee will create alternative solutions to present to the Board at a future date.

Submitted by: Becky Foley, Superintendent



Policy Subcommittee Report

Committee: Policy

Meeting date: November 1, 2019

Chair: Candy deCsipkes

Committee Members in attendance: Candy deCsipkes, Maddy Vertenten, Kate Brown, Cynthia Alexander

Guests: Becky Foley, Peter Wagner

Review/Revise Policies:

The following policies were reviewed with no changes recommended.

KF - Community Use of School Facilities

BBAA - Board of Directors Member Authority and Responsibilities

BBBDA - Board of Directors Declared Vacancy Caused by Absenteeism

BBBE - Unexpired Term Fulfillment/Vacancies

The following policy was revised and will be brought to the Board for 1st read on November 20, 2019.

BBAB - RSU No. 5 Board of Directors Self Evaluation

The following policy was revised and will be brought back to the Policy Committee at a later date.

BBA Board of Directors Powers and Responsibilities

BB School Board Legal Status

The next meeting will be held on December 6, 2019 at 8:30 a.m.

Submitted by: Cynthia Alexander

Memorandum

To: RSU5 Board of Directors and Superintendent Dr. Becky Foley
From: Policy Committee and Cynthia Alexander, Asst. Superintendent
Date: November 20, 2019
Re: *KF Community Use of School Facilities*

On November 1, 2019, the Policy Committee reviewed policy KF Community Use of School Facilities at the request of the Superintendent. This policy was last revised on January 10, 2018.

The Committee specifically focused on section I(f) which states:

Community adults and children are free to use outdoor grounds and facilities outside the school day for recreational purposes whenever the spaces are not otherwise scheduled. However, formal approval of buildings and grounds use will only be granted to recognized organizations and groups.

The Committee's decision was to make no revisions to this section and considered the following:

- Safety - When any of our buildings are open for community use, there is open access to the entire building and not just the utilized space, creating challenges on how to keep the buildings secure.
- Community Groups- The focus of the policy on community use is for organized groups and not individuals.
- Unwieldy - If the policy changed, this precedent would likely become overwhelming and unmanageable due to the volume of individuals that would request RSU facilities and be in competition with the community groups.
- Resources - Community Programs and custodial teams have finite staffing and administrative resources.

Cynthia Alexander,
Assistant Superintendent

COMMUNITY USE OF SCHOOL FACILITIES

DEFINITION: "School Facilities" are buildings and grounds, parking lots, playing fields and fixed or movable equipment.

It is the Board of Director's desire that the local taxpayers should be able to obtain maximum use of the facilities, to the extent consistent with the primary educational function of the school. It is intended that community uses for educational, recreational, social, civic, philanthropic and like purposes be approved by the administration, in accordance with this policy, the regulations, and the fee schedule.

The Superintendent is responsible for developing administrative procedures which provide for the following: timely applications, uses which do not interfere with educational or extracurricular programs of the public school students, preference to local, not-for-profit organizations, and the acceptance of appropriate responsibility and liability.

The policies, procedures and any fees referred to herein apply to all RSU No. 5 facilities with the exception of the Freeport Performing Arts Center and the Joan Benoit Samuelson Track and Field. For policies, procedures and fees related to the FPAC, please see KF-R1: Guidelines for the Freeport Performing Arts Center, and KF-R2: Guidelines for School Use of the Freeport Performing Arts Center. For policies and procedures related to the Track and Field, please see "Guidelines for the Use of the Joan Benoit-Samuelson Track and Field."

These factors are to further guide community use:

- I. Groups that may use School Facilities include the following:
 - a. RSU No. 5 school curricular-related groups;
 - b. RSU No. 5 Board of Director's sanctioned co-curricular and extra-curricular groups;
 - c. RSU No. 5 Board of Director's sanctioned Community Programs groups;
 - d. School-related organizations, such as booster groups or parent-teacher associations;
 - e. Municipal-sponsored groups and organizations from within Durham, Freeport or Pownal;
 - f. RSU No. 5 based non-profit organizations. Such groups are considered district-based if greater than 75% of members are RSU No. 5 residents.
 - i. Community youth groups
 - ii. Community adult groups
 - g. Non-RSU No. 5 based non-profit groups
 - i. Youth groups
 - ii. Adult groups
 - h. Commercial, profit-making groups
- II. Availability of Facilities and Scheduling:
 - a. Use of RSU No. 5 School Facilities beyond the end of the school day shall be at the sole discretion of RSU No. 5 Community Programs in conjunction with the Superintendent. Use may be denied when groups cannot meet the requirements

set forth in the policy or when it is not in the interests of RSU No. 5 to offer these spaces or facilities for public or private use.

- b. Application for use of School Facilities is to be made through RSU No. 5 Community Programs.
- c. In order to attain the highest and best use of the facilities, consideration may be given to the following factors:
 - i. Intended use; length of use; number of participants served; length of time since reservation of space has been approved; building-based programs; RSU No. 5-based programs; curricular versus extra- or co-curricular use; history/longevity of user within the space; other factors as deemed necessary for consideration.
- d. Application for building use will ideally be submitted a minimum of twenty working days in advance.
- e. A master schedule of all events scheduled in all of the School Facilities will be maintained by RSU No. 5 Community Programs and made available to district administrators.
- f. Community adults and children are free to use outdoor grounds and facilities outside the school day for recreational purposes whenever the spaces are not otherwise scheduled. However, formal approval of buildings and grounds use will only be granted to recognized organizations and groups.
- g. Repeat use may be denied to any group that has not demonstrated appropriate conduct and care.

III. Use of Facilities for School-Sponsored Activities

- a. The use of any facility by a school activity or directly related co-curricular activity is dependent upon faculty advisorship. Each activity shall have a faculty advisor present and in attendance during all building/facility uses. The advisor is responsible for preserving order and compliance with the provisions for facility use as outlined within this policy or related form KF-R. The advisor shall be responsible for controlling and restricting entry and exit to one entrance during rehearsals and other activities. The advisor shall provide for unlocking and locking of doors as necessary. The participants shall be required by the advisor to remain in the immediate area for which he/she has received prior permission to use.
- b. Athletic events and extracurricular activities shall be planned, executed and controlled by the appropriate principal, athletic director, coaches or appropriate approved school personnel.

IV. Use of Facilities for All Groups

- a. Insurance: Any non-RSU No. 5 group requesting to use a facility must provide proof of insurance naming Regional School Unit No. 5 as an additional insured in an amount deemed appropriate to the particular use. The superintendent or his/her designee has the sole right to determine the amount of insurance for each event;
- b. No Alcohol: No alcoholic beverages may be brought onto school property at any time;
- c. No Tobacco: Tobacco use shall not be allowed on school property;
- d. Illegal Uses: School facilities may not be used for any illegal purposes;

- e. No Marijuana: No marijuana may be brought onto school property at any time;
- f. Billing: RSU No. 5 Community Programs will bill Applicants at the appropriate rate. Payment of charges will be forwarded promptly after receipt of billings, in any case no later than 30 days;
- g. Use of Special Equipment: A minimum of one-week advance notice shall be given for any special equipment required. Additional charges may apply;
- h. Use of Electrical Equipment: Approved school personnel shall supervise or control all electrical arrangements and use of equipment as deemed necessary;
- i. Use of Technology: A member of the technology staff shall be consulted to determine the availability of technology;
- j. Preserving Order: Applicant is responsible for preserving order and shall detail in advance supervisory plans for school authorities, which retain final authority. Police security will be provided and arranged for by Applicant at Applicant's expense when required by the school administration and/or by state/local regulations;
- k. Staff Member Present: A staff member must be present during the entire time the facilities are in use. The building administrator and RSU No. 5 Community Programs must approve any exception to this rule in advance. No keys will be provided; instead, building must be secured and opened by a staff member. If the facility is being used during a time when no such staff is present, the applicant will assume all expenses related to the costs of having staff present;
- l. Kitchen Facilities may not be used for non-school purposes unless approved by the Director of Nutrition. A member of the kitchen staff will be on duty for supervisory purposes and any expense involved must be paid by the user in addition to any other charges;
- m. Gambling: Gambling on school property is prohibited unless allowed as an approved, legal, fundraiser (i.e. casino nights, fifty-fifty raffles and bingo) for school or community booster groups. Such activities must be approved by the superintendent (or his/her designee);
- n. Weapons/Flames: The use of weapons, open flames or other incendiary special effects is prohibited at all facilities unless approved in advance by the superintendent (or his/her designee).
- o. Animals on Premises: Individuals seeking to bring animals into school facilities shall follow RSU No. 5 Board policy IMGA: Service Animals in Schools;
- p. Loss or Damage: Any non-RSU No. 5 group shall assume liability for the loss or damage of articles brought to the facility and any damage to the building, grounds or equipment that may occur during use;
- q. School Furnishings or Fixtures may be moved only with prior approval. It is the responsibility of the user to restore the facility to its original condition or to pay custodial staff for this service;
- r. Responsible Party: The individual whose signature appears on the facility use form application will be considered the person responsible for supervision of the facility requested. He/she will also be responsible for the safety and well-being of all people at the facility. In the case of non-RSU No. 5 users, he/she will also be the contact to resolve disputes related to costs incurred due to damages to the facility or equipment during the permitted time period;

- s. **Cancellations:** The superintendent, or his/her designee, has sole authority to determine whether the facilities should be closed for reasons of public safety. Notification will be made as soon as possible. Contracts in force for periods during which the school is closed for reasons of public safety are cancelled automatically without penalty to either party. However, every effort will be made to reschedule any cancelled event to a mutually acceptable date. If the user finds it necessary to cancel an event, RSU No. 5 Community Programs must be notified at least 24 hours prior to the event. If no notice is received, the person or group renting the space will pay the costs of any expenses incurred.
- t. **Hold Harmless:** Any individual or group utilizing RSU No. 5 School Facilities for any purpose (including non-permitted walk-on use) agrees to save, indemnify and hold harmless RSU No. 5 and all its employees, RSU No. 5 Board of Directors and all of its members, and RSU No. 5 Community Programs and all of its employees or designees, from and against, any and all liabilities, actions, courses of action and damages arising out of any negligent or tortuous acts on the part of the facilities' applicant, applicants' employees or agents, and from any and all fines, suits, claims, demands and actions of any kind or nature of any and all persons by virtue of or arising from the use of said facilities, equipment, or activity participation. It is also important to note that participation in recreational and athletic activities can cause bodily injury, sickness, disease, or death or injury to or destruction of tangible property, including the loss or use thereof. Therefore, all of the aforementioned groups and individuals shall also be held harmless from and against all claims, damages, losses, and expenses, just or unjust, including but not limited to costs of defense, including attorney's fees arising out of or resulting from the performance of any facility use agreement.

V. Rental and Other Fees

- a. **Rental Fees.** Users shall pay rent on a multi-increment scale that reflects highest amounts for groups engaging in a profit-making enterprise on school grounds, as shown on Procedure KF-R: School Facilities Rate Chart.
- b. **User Fees.**
 - i. Custodial fees and other staff costs will be charged when necessary to the use of the facility for users as shown on Procedure KF-R and/or KF-R1.
 - ii. Equipment use fees will be charged as deemed appropriate. Requests for the use of equipment must be made to RSU No. 5 Community Programs at least 10 working days prior to the requested date. Not all equipment is available for public use.
 - iii. To the extent feasible, the hours during which school facilities are used shall coincide with the hours during which custodians are on regularly scheduled duty. To the extent after-hour use results in overtime pay for custodians or other staff, additional costs will be the permitted user's expense. Custodial services may include set-up, breakdown, locking/unlocking doors, and general maintenance.
 - iv. A regular RSU No. 5 food services worker shall be required when renting any school kitchen facility. Associated costs shall be charged at the existing contract rate, and overtime may be assessed as appropriate.

- c. Regional educational organizations that are led by RSU No. 5 staff members may be granted waivers from room use fees provided that no expenses are incurred by RSU No. 5 as a result of the use of the facilities and no fee is collected from participants to attend the meeting or event. Such waivers must be requested in writing to RSU No. 5 Community Programs prior to the event.

Adopted: August 25, 2010

Reviewed: April 24, 2013

Revised: January 10, 2018



TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten, Rhea Fitzpatrick, Liam Hornschild-Bear

CC: Julie Nickerson, Lisa Demick, Kelli Rogers, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Jim Grant, Peter Wagner, Jen Gulko, Bonnie Violette, Emily Grimm, Conor Walsh, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Pauline Gillis, Shawn McBean, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Lisa Blier, Linda Pritchard, Jennifer Winkler, Nancy Drolet, Nancy Dyer, Jessica Sturges, Nancy Decker, Alicia DeRoche

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

DATE: November 12, 2019

RE: Review/Update of Policies

At the November 20, 2019 Board of Directors Meeting, the following policies will be on the agenda for 1st Read, 2nd Read, and Review. The policies are attached.

1st Read Policies

1. BBAB – RSU No. 5 Board of Directors Self-Evaluation

2nd Read Policies

1. IMGA – Service Animals in Schools

The following policies were reviewed with no recommended revisions and require no Board action.

1. KF – Community Use of School Facilities
2. BBAA – Board of Directors Member Authority and Responsibilities
3. BBBDA – Board of Directors – Declared Vacancy Caused by Absenteeism
4. BBBE – Unexpired Term Fulfillment/Vacancies

**RSU No. 5 BOARD OF DIRECTORS
SELF-EVALUATION**

This evaluation is based on dimensions of Board competency. Annually in August, Board members will complete this self-evaluation and submit to the Board Chair for compilation. The Board will review the compiled results at a meeting in August or September. The results will be used by the Board as part of its annual goal setting and planning for the year. Listed under each of the major headings are statements describing a variety of related Board actions. Score each action according to how frequently it occurs. At the end of each section, tabulate the scores for each of the dimensions of competency. At the end of the evaluation, assign your Board an overall score.

DIMENSION I: CONTEXTUAL				
This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.	10 9 8	— 7 6 5	4 3 2	1 0
2. Board discusses and researches events and trends in the larger community that may affect schools.	10 9 8	— 7 6 5	4 3 2	1 0
3. Board reviews district's mission statement.	10 9 8	— 7 6 5	4 3 2	1 0
4. Board recognizes the superintendent as chief executive officer and educational leader of the district.	10 9 8	— 7 6 5	4 3 2	1 0
5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.	10 9 8	— 7 6 5	4 3 2	1 0
6. Board communicates its decisions to all affected by them.	10 9 8	— 7 6 5	4 3 2	1 0
7. Board keeps abreast of policies mandated by state and federal law, Department of Public Instruction, attorney general opinions, and the courts.	10 9 8	— 7 6 5	4 3 2	1 0
8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	10 9 8	— 7 6 5	4 3 2	1 0
9. Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.	10 9 8	— 7 6 5	4 3 2	1 0

10. Board stays aware of its debt limitations and sets priorities based on total financial needs of the system and maintaining an adequate financial reserve.	10 9 8 7 6 5 4 3 2 1 0
DIMENSION I SCORE:	<div>_____/100</div> <div>_____%</div>
COMMENTS OR CONCERNS:	

DIMENSION II: EDUCATIONAL				
This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board assigns new members a mentor to help them learn the ropes.	10 9 8	7 6 5	4 3 2	1 0
2. Board provides new members with detailed explanation of the Board's mission.	10 9 8	7 6 5	4 3 2	1 0
3. Board is comfortable requesting a decision be postponed until further information can be obtained, if needed.	10 9 8	7 6 5	4 3 2	1 0
4. At least once every two years, the board has a retreat or special session to examine its performance.	10 9 8	7 6 5	4 3 2	1 0
5. Board is given and reads the agenda and background materials well in advance of meeting.	10 9 8	7 6 5	4 3 2	1 0
6. Board is invited to participate in in-service programs and/or conferences.	10 9 8	7 6 5	4 3 2	1 0
7. Board is willing to hold discussions about what the board should do differently as a result of the mistakes made, if needed.	10 9 8	7 6 5	4 3 2	1 0
8. Board leadership goes out of its way to make sure that all members have the same information on important issues.	10 9 8	7 6 5	4 3 2	1 0
9. I read and reference the Board's policies, procedures, and employee contracts.	10 9 8	7 6 5	4 3 2	1 0
10. Board has discussions about the effectiveness of its performance.	10 9 8	7 6 5	4 3 2	1 0
DIMENSION II SCORE:	<div>===== /100</div> <div>===== %</div>			
COMMENTS OR CONCERNS:				

DIMENSION III: FINANCE				
This action occurs:	Frequently	Occasionally	Rarely	Never
1. Equates the income and expenditures of the school system in terms of the quality of education that should be provided and the ability of the community to support such a program.	10 9 8	— 7 6 5	4 3 2	1 0
2. Takes the leadership securing community support for district priorities.	10 9 8	— 7 6 5	4 3 2	1 0
3. Understands the basic principles of school finance, including state, federal, and local sources of revenue.	10 9 8	— 7 6 5	4 3 2	1 0
4.a. Provides the opportunity for public input during the budgetary process.	10 9 8	— 7 6 5	4 3 2	1 0
4.b. Engages in a process of establishing budget priorities that includes the public.	10 9 8	7 6 5	4 3 2	1 0
5.a. Provides formal and informal opportunities for employees to have input during the budgetary process.	10 9 8	— 7 6 5	4 3 2	1 0
5.b. Engages in a process of establishing budget priorities that includes teachers and administrators.	10 9 8	7 6 5	4 3 2	1 0
6. Monitors the financial status of the school system monthly.	10 9 8	— 7 6 5	4 3 2	1 0
7. Assures the development of long-range fiscal forecasts based on clearly identified assumptions.	10 9 8	— 7 6 5	4 3 2	1 0
8. The district has found a proper balance among competing claims: fiscal responsibility, responsiveness to the community, and meeting the needs of all students.	10 9 8	— 7 6 5	4 3 2	1 0
9. Board identifies liabilities and addresses those through strategic planning.	10 9 8	— 7 6 5	4 3 2	1 0
10. Board assesses financial strategies from strategic framework and analyzes progress toward targets.	10 9 8	— 7 6 5	4 3 2	1 0
DIMENSION III SCORE:	<div>_____ /100</div> <div>_____ %</div>			
COMMENTS OR CONCERNS:				

DIMENSION IV: INTERPERSONAL				
This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board's split decisions do not result in a split board.	10-9-8	7-6-5	4-3-2	1-0
2. Board members are able to hold confidential items in confidence.	10-9-8	7-6-5	4-3-2	1-0
3. Board Chair and superintendent confer so that differences of opinion are identified.	10-9-8	7-6-5	4-3-2	1-0
4. Board members are able to speak their minds without fear of being ostracized.	10-9-8	7-6-5	4-3-2	1-0
5. Board promptly communicates all expectations and concerns, of the school system to the superintendent with the expectation of feedback when appropriate.	10-9-8	7-6-5	4-3-2	1-0
6. Board refrains from infringing on the superintendent's area of administration and redirects specific complaints and requests to the superintendent.	10-9-8	7-6-5	4-3-2	1-0
7. Once a decision is made, the Board works together to see that it is accepted and carried out.	10-9-8	7-6-5	4-3-2	1-0
8. Board has adopted some explicit goals for itself, distinct from district goals.	10-9-8	7-6-5	4-3-2	1-0
9. Board handles conflict openly and constructively.	10-9-8	7-6-5	4-3-2	1-0
10. Board is comfortable encouraging the administrative staff to present options the Board may consider in its decision-making role, including probable consequences of each alternative, if needed.	10-9-8	7-6-5	4-3-2	1-0
DIMENSION IV SCORE:	<div> <div></div> <div>/100</div> </div> <div> <div></div> <div>%</div> </div>			
COMMENTS OR CONCERNS:				

DIMENSION V: ANALYTICAL				
This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board considers subtleties of issues under consideration.	10 9 8	7 6 5	4 3 2	1 0
2. Board explicitly examines the "downside" or possible pitfalls of any important decision it is about to make.	10 9 8	7 6 5	4 3 2	1 0
3. Board is comfortable questioning administrative proposals and requiring the superintendent to defend or reconsider his/her recommendations, if needed.	10 9 8	7 6 5	4 3 2	1 0
4. Board is attentive to how it reaches conclusions.	10 9 8	7 6 5	4 3 2	1 0
5. Decisions of the board on one issue tend to influence how it handles other issues.	10 9 8	7 6 5	4 3 2	1 0
6. When faced with an important issue, the board is comfortable generating a list of creative approaches or solutions to the problem, if needed.	10 9 8	7 6 5	4 3 2	1 0
7. Board seeks outside assistance from consultants or other districts when considering its work.	10 9 8	7 6 5	4 3 2	1 0
8. Board does not present new issues of a complex nature for immediate action.	10 9 8	7 6 5	4 3 2	1 0
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.	10 9 8	7 6 5	4 3 2	1 0
10. Board handles issues that are ambiguous and complicated by appointing committees to conduct in-depth research.	10 9 8	7 6 5	4 3 2	1 0
DIMENSION V SCORE:	<div>_____ /100</div> <div>_____ %</div>			
COMMENTS OR CONCERNS:				

DIMENSION VI: POLITICAL				
This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board shows an awareness of the impact its decisions will have on the community.	10 9 8	— 7 6 5	4 3 2	1 0
2. Board encourages the public to attend board meetings.	10 9 8	— 7 6 5	4 3 2	1 0
3. Board actively cooperates with the news media to spread information about schools programs.	10 9 8	— 7 6 5	4 3 2	1 0
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.	10 9 8	— 7 6 5	4 3 2	1 0
5. Board offers committees referenced in #4 opportunities to report at meetings.	10 9 8	— 7 6 5	4 3 2	1 0
6. Board and its members maintain channels of communication with key community leaders.	10 9 8	— 7 6 5	4 3 2	1 0
7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision.	10 9 8	— 7 6 5	4 3 2	1 0
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.	10 9 8	— 7 6 5	4 3 2	1 0
9. Board withstands the pressure of special interest groups.	10 9 8	— 7 6 5	4 3 2	1 0
10. Board is actively involved in state and federal education legislation.	10 9 8	— 7 6 5	4 3 2	1 0
DIMENSION VI SCORE:	<div>_____ /100</div> <div>_____ %</div>			
COMMENTS OR CONCERNS:				

DIMENSION VII: STRATEGIC				
This action occurs:	Frequently	Occasionally	Rarely	Never
1. A majority of the Board's time is devoted to preparing for the future.	10 9 8	7 6 5	4 3 2	1 0
2. Board sets clear organizational priorities for the year ahead.	10 9 8	7 6 5	4 3 2	1 0
3. Board discusses where the school district will be five years from now.	10 9 8	7 6 5	4 3 2	1 0
4. Within the past year, board has reviewed school district strategies for attaining long term goals.	10 9 8	7 6 5	4 3 2	1 0
5. I have been at board meetings where discussion focused on identifying or overcoming school district weaknesses.	10 9 8	7 6 5	4 3 2	1 0
6. Board makes explicit use of long-term priorities of the school district in dealing with current issues.	10 9 8	7 6 5	4 3 2	1 0
7. Board compares reports on schools' progress with the district's long term goals.	10 9 8	7 6 5	4 3 2	1 0
8. Board has a procedure in place for conducting superintendent evaluations.	10 9 8	7 6 5	4 3 2	1 0
9. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.	10 9 8	7 6 5	4 3 2	1 0
10. Provides, through policy, a clear set of expectations of performance and personal qualities against which the superintendent will be measured.	10 9 8	7 6 5	4 3 2	1 0
DIMENSION VII SCORE:	<div> <div></div> <div>/100</div> </div> <div> <div></div> <div>%</div> </div>			
COMMENTS OR CONCERNS:				

BOARD OF DIRECTORS SELF-EVALUATION

Annually in August, Board members will complete a self-evaluation and submit to the Board Chair for compilation. The Board will review the compiled results at a meeting in August or September. The results will be used by the Board as part of it's annual goal setting and planning for the year. Consistent with the Freedom of Access Act, the Board's self-evaluation will be held in open session. The Board encourages all of its members to attend. The Superintendent is expected to participate in the process.

During self-evaluation, the Board will evaluate itself as a whole. The self-evaluation should emphasize areas of strength as well as those identified for improvement. Board members are encouraged to use the evaluation process as an opportunity to reflect on their own personal contributions.

The Board will select an evaluation instrument that includes a reasonable number of criteria or performance indicators by which to appraise the Board's functioning and effectiveness. The areas to consider during the self-evaluation may include but are not limited to:

- A. Board "visioning," strategic planning, and long-range planning skills and processes;
- B. Board meeting management, conduct, and decision-making processes;
- C. Policy development and implementation;
- D. Fiscal oversight and resource allocation;
- E. Oversight of curriculum and instruction;
- F. Monitoring of student achievement;
- G. Board subcommittee structure, responsibilities, and processes;
- H. Board member development;
- I. New Board member orientation;
- J. Board-Superintendent relations;
- K. Board-community relations and communications;

A different instrument may be used from year to year, but must be agreed upon by a majority of the Board.

Cross Reference: BBAB-E Board of Directors Self-Evaluation Instrument

Adopted: February 24, 2010

Revised: January 26, 2011

Revised: December 18, 2013

Revised:

BOARD OF DIRECTORS SELF-EVALUATION INSTRUMENT

Introduction

The Board of Directors Evaluation System is based upon the National School Boards Association Standards of Practice.

There are five key standards of Board leadership incorporated into this model:

- Vision, Leadership & Accountability
- Board Governance & Policy
- Communication & Community Relations
- Fiscal Resources, Staff Recruitment & Environment
- Ethical Leadership

Timeline

Month	
End of July	Distribution of evaluation (electronically)
July/August	Individual board members complete the self-evaluation electronically for compilation by the Board Chair or designee.
August/September	Board reviews compiled results. Results will be used by the Board as part of its annual goal setting and planning for the year.

PART I: Standards of Leadership

These standards are rated using the following scale:

4 - Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few Boards are expected to demonstrate Exemplary performance on more than a small number of targets.

3 - Proficient ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced Boards and the goal for new Boards performing at the basic level. Proficient Boards demonstrate acceptable leadership practice and meet or make progress on all outcome targets.

2 - Basic ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected.

1 - Does Not Meet ratings indicate performance that is unacceptably low on one or more standards and makes little or no progress. Ratings of *ineffective* are always cause for concern.

Standard 1: Vision, Leadership & Accountability

Descriptor: The Board of Directors commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.

Possible Data Sources:

- Alignment with District vision and mission statement
- Adherence to Standards of Ethics
- Established goals
- Board agendas
- Board presentations
- Board retreats
- Board communications
- Annual evaluation of the Superintendent
- Board self evaluation

Rating for Standard 1: Vision, Leadership & Accountability

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board develops a shared mission and vision that reflects student achievement and community priorities, and communicates it to the community.				
B. The Board develops annual District goals in alignment with the District vision and mission and adopts a strategic plan developed by the Superintendent to meet those goals. Goals are communicated to the community.				
C. The Board regularly monitors progress on District goals, effective instruction, and student achievement with data-based information.				
D. The Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extra-curricular activities.				
E. The Board annually evaluates the job performance of the Superintendent and monitors the progress made on the Superintendent's goals.				
F. The Board conducts a self-evaluation to monitor its own performance and participates in professional development, including Board training and seminars.				

Comments:

Standard 2: Board Governance & Policy

Descriptor: The Board of Directors works effectively as a team and collaborates with the Superintendent, exhibits a shared understanding of Board and Superintendent roles, maintains a set of Board operating procedures, and leads/governs the District through policy.

Possible Data Sources:

- Date and agenda of annual orientation
- Policy review and updates
- Board policy manual
- Board orientation materials
- Attendance and state-mandated trainings

Rating for Standard 2: Board Governance & Policy

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board and Superintendent participate in an annual retreat to build team relationships, review roles, responsibilities, and Board operations, and orient new Board members.				.
B. The Board has a procedure in place for regularly reviewing existing policies and developing new ones.				.
C. The Board closely adheres to its own procedures, protocols, and policies for effective Board operations.				
D. The Board clearly understands its governance role and responsibilities, adheres to open meeting laws, and delegates district operation responsibilities to the Superintendent.	.			
E. Board members publicly support the decision of the majority and speak with a unified voice.				
F. Board leadership acts as a mentor to new members to help them learn the ropes and provides new members with a detailed explanation of the Board's mission.				

Comments:

Standard 3: Communication & Community Relations

Descriptor: The Board of Directors effectively communicates with the Superintendent and the local community, represents community interests and values, and ensures District information and decisions are communicated to the community.

Possible Data Sources:

- Communication policies or procedures
- Schedules or invitations to community forums
- Reports or presentations on programs that demonstrate community partnerships
- Legislative meetings. Letters or advocacy efforts
- Newsletters and website
- Survey results

Rating for Standard 3: Communication & Community Relations

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board develops a collaborative relationship with the Superintendent, keeping cooperation and respectful discussions at the center of its deliberations.				
B. The Board establishes effective communication with parents, students, staff, and community members while respecting the chain of command and lines of responsibility.				
C. The Board works with the Superintendent to gain input from the community using forums, surveys, or other vehicles, following agreed-upon procedures.				
D. The Board actively promotes support for the District through its vision and promoting educational opportunities for all students.				
E. The Board is an advocate for the District's interests with legislators and other elected officials.				

Comments:

Standard 4: Fiscal Resources, Staff Recruitment & Environment

Descriptor: The Board of Directors oversees the fiscal conditions of the District, aligns resources to meet District goals, ensures appropriate policies for staff recruitment and retention, supports district wide learning and promotes conditions for health and safety.

Possible Data Sources:

- Process for budget development and adoption
- Communication materials, website, newsletters
- Facilities plan and schedule for updates
- Audit report
- Policy on recruitment and hiring
- Professional development plans

Rating for Standard 4: Fiscal Resources, Staff Recruitment & Environment

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board adopts an annual budget that adheres to the provisions of the law and allocates resources based upon the District's vision, goals, and priorities for student achievement.				
B. The Board keeps the community informed about the financial needs of the District, seeks cost savings and operational efficiencies, and invites community input.				
C. The board monitors a facilities plan that meets student and staff health and safety regulations and guidelines.				
D. The Board ensures that the finance committee functions in accordance with regulatory requirements, reviews internal audit findings, and responds appropriately.				
E. The Board supports the recruitment of highly effective teachers, administration, and staff and provides professional development and support.				

Comments:**Standard 5: Ethical Leadership**

Descriptor: The Board of Directors promotes the success of all students and staff, and conducts District business in a fair, respectful and responsible manner.

Possible Data Sources:

- Articulation or publication of plans and programs for student success
- Code of Ethics Policy
- Standards of Ethics

Rating for Standard 5: Ethical Leadership

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. Board members are able to speak their minds without fear of being ostracized.				
B. Board handles conflict openly and constructively.				
C. Board members actively promote the belief in the success of all students in the district.				
D. Board members act as conscientious role models and exhibit professionalism.				
E. Board members exercise authority only as a board as a whole and recognize that no individual board member has authority to take individual action on behalf of the Board.				
F. Board members avoid conflicts of interest and appropriately disclose if one arises.				
G. Board has adopted and annually reaffirms its code of ethics.				

Comments:

Board of Directors Self-Evaluation**Annual Evaluation Rating Form**

Standards	SUMMATIVE SCORE			
Standard 1: Vision, Leadership and Accountability	4	3	2	1
Standard 2: Board Governance and Policy	4	3	2	1
Standard 3: Communications and Community Relations	4	3	2	1
Standard 4: Fiscal Resources, Staff Recruitment & Environment	4	3	2	1
Standard 5: Ethical Leadership	4	3	2	1
ANNUAL EVALUATION SCORE	4	3	2	1

Approved:

SERVICE ANIMALS IN SCHOOLS

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

DEFINITION

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

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

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

USE OF SERVICE ANIMALS IN SCHOOLS

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

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

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

Parents or animal handlers who will be present in school for the purpose of assisting a student with his/her service animal will be required to submit to a sex offender registry and criminal background check. In addition, parents and handlers must comply with all standards of conduct that apply to school employees and volunteers.

The school unit may impose additional conditions on the presence of a service animal, depending upon the circumstances.

The building principal may remove or exclude a service animal from the school or school property if the presence of the animal poses a direct threat to the health and safety of others or the student, employee or handler is unable to fully control the animal; or the animal fails to consistently perform the function(s)/service(s) for which it has been trained and brought to school.

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

SERVICE ANIMALS AT SCHOOL-SPONSORED EVENTS

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

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

Legal Reference: 42 USC § 12101 et seq.
36 CFR § 104.302
5 MRSA §§ 4553, 4592
Me. Human Rights Commission Rule Chapter 7

Cross References **AC - Nondiscrimination, Equal Opportunity, and Affirmative Action**

Adopted: **December 14, 2011**

Reviewed: **December 12, 2012**

Revised:

Executive Summary of Workplace Satisfaction Survey
(Completed by Staff spring of 2019)

Item # 12.B.

RSU 5 Satisfaction Survey 2018-2019
(Percent that are somewhat, quite, or extremely positive)

	A1 Overall, how positive is the working environment at your school?	A2 How positive are the attitudes of your colleagues?	A3 Would you recommend your school as a workplace for someone seeking employment?	B1 How supported do you feel in your professional growth in your role?	B2 How useful are the professional development opportunities offered to you?	C1 How positive is the influence of the school leaders on the quality of your school?	C2 How effective are the communication structures in your school?	C3 Does staff feedback impact decision making at your school?	D1 How effective is your school's evaluation system in helping you improve?	E1 How effective are the structures in your school that support the social-emotional needs of all students?	E2 How effective are the structures in your school that support the academic learning needs of all students?	F1 How often do you feel you have adequate material resources to support your students' learning?
PES Teacher (13 Resp. - 59%)	100	100	92	85	69	100	100	100	85	100	100	100
PES Ed Techs (2 Resp. - 40%)	100	100	100	100	100	100	100	100	100	100	100	100
DCS Teacher (34 Resp. - 68%)	74	77	62	71	80	71	71	68	88	65	77	100
DCS Ed Techs (8 Resp. - 73%)	87	87	75	75	75	100	100	50	75	100	100	100
MSS Teacher (19 Resp. - 51%)	95	89	84	95	100	89	89	89	89	100	100	95
MSS Ed Techs (7 Resp. - 54%)	100	100	86	100	100	100	100	86	86	100	100	86
MLS Teacher (24 Resp. - 71%)	92	96	92	92	79	91	79	87	79	71	87	100
MLS Ed Techs (3 Resp. - 75%)	67	67	67	67	100	100	67	67	100	67	100	100
FMS Teacher (25 Resp. - 60%)	92	92	88	84	68	92	80	88	64	84	92	100
FMS Ed Techs (12 Resp. - 92%)	100	100	100	91	73	100	100	100	91	91	91	82
FHS Teacher (43 Resp. - 73%)	84	88	76	75	47	72	72	72	49	84	98	79
FHS Ed Techs (6 Resp. - 50%)	100	100	100	83	83	100	83	100	83	100	100	100

Executive Summary of Workplace Satisfaction Survey

(Completed by Staff spring of 2019)

On the question (F2), “which of the following factors most influence your satisfaction in the workplace,” all schools and subgroups rated colleagues, leadership, and culture as most important, but sometimes in varying order. The only exception to this were the ed techs at the high school who chose salary, culture, and colleagues as their top three factors influencing their satisfaction.

Summary of Individual Schools:

PES:

Overall Strengths:

- Overall, responses were positive in all categories.

Opportunities for Growth

- Creating professional development opportunities that are useful (31% report not at all useful or slightly useful).

DCS:

Overall Strengths:

- Resources, professional development, and the evaluation system were strengths.

Opportunities for Growth:

- Creating a workplace that others would recommend for employment (38% reported that they would sometimes recommend)
- Creating more opportunities for staff feedback to impact decision making at the school (32% report that staff feedback almost never or once in a while impacts decision making).

MSS:

Overall Strengths:

- Staff were very satisfied with their Professional Development opportunities.
- Staff were very satisfied with their social emotional and academic supports provided to the students.

Opportunities for Growth:

- Creating a workplace that others would recommend for employment (16% reported that they would sometimes recommend).

MLS:

Overall Strengths:

- Staff reported that the attitudes of colleagues is very positive, and that there is a positive working environment.

Opportunities for Growth:

- Staff reported that there are not enough structures that support the social-emotional needs of all students (29% reported as inadequate or needs to improve).

FMS:

Overall Strengths:

- Staff reported that the attitudes of colleagues is very positive, and that there is a positive working environment.
- Staff reported on the positive influence of school leaders.

Executive Summary of Workplace Satisfaction Survey
(Completed by Staff spring of 2019)

Opportunities for Growth:

- Staff reported their evaluation system not being effective in helping them to improve (36% reported that it is not at all effective or slightly effective).
- Creating professional development opportunities that are useful (32% reported that it is not at all useful or slightly useful).

FHS:

Overall Strengths:

- Staff reported that the attitudes of colleagues are very positive.

Opportunities for Growth:

- Staff reported their evaluation system not being effective in helping them to improve (51% reported that it is not at all effective or slightly effective).
- Creating professional development opportunities that are useful (53% reported that it is not at all useful or slightly useful).

Districtwide:

- Overall there was a positive response to there being effective structures in the schools to support the academic learning of all students.
- Overall all schools feel they have adequate material resources to support learning for students.

The data will be used by principals and their leadership teams to reflect on the survey responses and determine action steps needed to strengthen their schools.