

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS  
WEDNESDAY– MARCH 22, 2017  
FREEPORT HIGH SCHOOL– LIBRARY  
6:30 P.M. REGULAR SESSION  
AGENDA**

1. The meeting was called to order at \_\_\_\_\_p.m. by Chair Michelle Ritcheson

2. Attendance:

\_\_\_\_ Kathryn Brown  
\_\_\_\_ Jeremy Clough  
\_\_\_\_ Candace deCsipkes  
\_\_\_\_ Naomi Ledbetter  
\_\_\_\_ John Morang

\_\_\_\_ Beth Parker  
\_\_\_\_ Brian Pike  
\_\_\_\_ Michelle Ritcheson  
\_\_\_\_ Lindsay Sterling  
\_\_\_\_ Valeria Steverlynck  
\_\_\_\_ Sarah Woodard

3. Pledge of Allegiance:

4. Consideration and approval of Minutes:

A. Consideration and approval of the Minutes of February 8, 2017, March 1, 2017 and March 8, 2017 as presented barring any errors or omissions.

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

5. Adjustments to the Agenda:

6. Good News and Recognition:

A. Report from Freeport High School Student Government

7. Public Comments:

8. Superintendent's Report:

A. Items for Information

1. District Happenings

2. Resignations:

a) Bill Cash – FHS Custodian

B. Administrator Reports:

1. Finance – Michelle Lickteig

9. Unfinished Business:

A. Consideration and approval on the 2017-2018 School Calendar (2<sup>nd</sup> Read).

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

B. Consideration and adoption of the Superintendent's FY18 Recommended Budget as presented.

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

10. New Business:

A. I move pursuant to sections 1747 and 1748 of Title 5 of the Maine Revised Statutes, that this Board, having reviewed the reasoning, findings, and decisions of the Prequalification Subcommittee (the "Subcommittee") of the RSU5 Freeport High School Track and Field Design Committee regarding the prequalification of contractors for the Freeport High School Track and Field Project at its meeting on March 13, 2017, as outlined in the report of the Chair of the Freeport High School Track and Field Design Committee dated March 15, 2017, and having received the approval, concurrence, and recommendation of the Superintendent of Schools with respect to that work and that report, find that the submissions of the following contractors are sufficient to satisfy the criteria to be prequalified and no others: Clark Companies, FieldTurf, R. A. D Sports, R. J. Grondin & Sons, Sargent Corporation and Shaw Brothers Construction; authorize the project architect to release plans and specifications only to these prequalified contractors; authorize the Superintendent to notify all relevant parties of this decision; and ratify and confirm in all respects the notifications previously sent to contractors notifying them of the prequalification decisions.

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

B. Consideration and approval on the design of the track and field.

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

C. Consideration and approval of the guidelines for the use of the track and field.

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

D. Consideration and approval to employ a Principal at Mast Landing School for the 2017-2018 school year.

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

E. Consideration and approval to extend the term of the following Administrator contracts for one year: Will Pidden, Ray Grogan, Lisa Demick, Julie Nickerson, Jen Gulko, Charlie Mellon, Hiram Sibley, Emily Grimm, Bonnie Violette, Dennis Ouellette, Craig Sickels, Seth Thompson, Michelle Lickteig, Kim Austin, Cynthia Alexander and David Watts

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

F. Discussion on a recommendation to the Freeport Town Council regarding marijuana social bars in Freeport.

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

- A. Finance Committee
- B. Strategic Communications
- C. Policy Sub-Committee

12. Policy Review:

A. Consideration and approval of the following Policies (2<sup>nd</sup> Read: Packet 17-5)

1. EHB – Records Management
2. EGAD – Copyright Compliance
3. EGAD-R – Copyright Compliance Administrative Procedure

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

B. Consideration and approval of the following Policies (1<sup>st</sup> Read: Packet 17-6)

1. EBCB - Emergency Evacuation Drills
2. IKAB - Report Cards/Progress Reports
3. EFBA – Menu Development/Options-Offer vs. Serve Lunch Concept
4. IHBEA – Program for Limited English Proficient Students
5. IHBEA-R – LAU Plan
6. EEBA - Van Use

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

13. Public Comments:

14. Adjournment:

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_ Time: \_\_\_\_\_

4.A.

RSU No. 5 Board of Directors Meeting  
Wednesday, February 8, 2017 – 6:30 p.m.  
Freeport High School - Library  
Meeting Minutes

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the March 22, 2017 meeting).

**CALLED TO ORDER:**

Chair Michelle Ritcheson called the meeting to order at 6:30 p.m.

**MEMBERS PRESENT:** Kathryn Brown (arrived at 6:35 p.m.), Jeremy Clough, Candace deCsipkes, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Sarah Woodard

**MEMBERS ABSENT:**

**3. PLEDGE OF ALLEGIANCE:**

**4. ADJUSTMENTS TO THE AGENDA:**

**5. PUBLIC COMMENTS:** None

**6. NEW BUSINESS:**

A. 2017-2018 Program of Studies –Jen Gulko

**7. UNFINISHED BUSINESS:**

A. Workshop: Budget Review

1. Morse Street School – Julie Nickerson
2. Mast Landing School – Emily Grimm
3. Pownal Elementary School – Lisa Demick

**8. PUBLIC COMMENTS:**

None

**9. ADJOURNMENT:**

**VOTED: (1)** To adjourn at 8:12 p.m. (Brown – Parker) (11 – 0)

  
Becky J. Foley  
Superintendent of Schools

RSU No. 5 Board of Directors Meeting  
Wednesday, March 1, 2017 – 6:30 p.m.  
Freeport High School - Library  
Meeting Minutes

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the March 22, 2017 meeting).

**CALLED TO ORDER:**

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

**MEMBERS PRESENT:** Kathryn Brown, Jeremy Clough, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Sarah Woodard (arrived at 6:37 p.m)

**MEMBERS ABSENT:** Candace deCsipkes

**3. PLEDGE OF ALLEGIANCE:**

**4. CONSIDERATION AND APPROVAL OF MINUTES:**

**A. VOTED: (1)** To approve the Minutes of January 25, 2017 and February 1, 2017 as presented barring any errors or omissions. (Morang – Steverlynck) (9 – 0)

**5. ADJUSTMENTS TO THE AGENDA:**

Item 9. Reorder of budget reports.

**6. GOOD NEWS AND RECOGNITION:**

- A. Mast Landing School Math Team
- B. Scholastic Art and Writing Award Recipients
- C. Congressional Art Competition Honorable Mention

**7. PUBLIC COMMENT:**

None

**8. SUPERINTENDENT'S REPORT:**

**A. Items for Information**

**1. Resignations:**

- a) Kelly Mulkern – MLS Educational Technician (effective February 16, 2017)
- b) Kim Ordway – PES Educational Technician (effective April 21, 2017)
- c) Chrissy Pierson – DCS Kindergarten Teacher (effective at the end of the School Year)

**9. UNFINISHED BUSINESS:**

**A. Workshop: Budget Review**

- 1. Athletics – Craig Sickels
- 2. Facilities and Transportation – Dennis Ouellette
- 3. Technology: Budget Review & Report – Seth Thompson
- 4. Curriculum, Instruction and Assessment – Cynthia Alexander
- 5. Instructional Support – Bonnie Violette
- 6. Nutrition – Kim Austin
- 7. Community Programs – David Watts

**10. NEW BUSINESS:**


- A. VOTED: (2)** To approve the 230417-2018 School Calendar. (1<sup>st</sup> Read)  
(Steverlynck – Sterling) (10 – 0)

**11. PUBLIC COMMENTS:**

None

**12. ADJOURNMENT:**

- VOTED: (3)** To adjourn at 9:20 p.m. (Ledbetter – Woodard) (10 – 0)

  
Becky J. Foley  
Superintendent of Schools

RSU No. 5 Board of Directors Meeting  
Wednesday, March 8, 2017 – 6:30 p.m.  
Freeport High School - Library  
Meeting Minutes

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the March 22, 2017 meeting).

**CALLED TO ORDER:**

Chair Michelle Ritcheson called the meeting to order at 6:34 p.m.

**MEMBERS PRESENT:** Kathryn Brown, Jeremy Clough, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Sarah Woodard

**MEMBERS ABSENT:** Candace deCsipkes

**3. PLEDGE OF ALLEGIANCE:**

**4. ADJUSTMENTS TO THE AGENDA:**

**5. GOOD NEWS AND RECOGNITION:**

- A. Cheering – Western Maine Conference Champions
- B. Boys Nordic Skiing – Western Maine Conference Champions
- C. Boys and Girls Nordic Skiing – MPA Sportsmanship Banners

**6. PUBLIC COMMENT:**

None

**7. SPECIAL PRESENTATION:**

- A. Review of FY18 Superintendent's Recommended Budget - Superintendent Foley provided an overview of the budget.

**8. PUBLIC HEARING:**

- A. Public Hearing on the FY18 Budget

The following community members spoke on the budget:


Freeport – John Egan, Marie Gunning, Peter Anzuini and Jenny Davidson

**9. UNFINISHED BUSINESS:**

- A. Board Deliberations on the FY18 Budget - Board members reviewed the proposed budget and asked questions.

**10. ADJOURNMENT:**

**VOTED: (1)** To adjourn at 9:23 p.m. (Parker – Ledbetter) (10 – 0)

  
Becky J. Foley  
Superintendent of Schools

8.B.1.

[illegible]



9.A

Draft #3 - 3/22/17

## RSU5 School Calendar 2017-2018

AUGUST/SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER					JANUARY				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
		PLD	PLD		2	3	4	5	PLD			1	2	3					1					
1	5	6	7	8	9	10	11	12	13	6	7	8	PLD	10	4	5	ER	7	8	1	PLD	3	4	5
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17	11	12	13	14	15	8	9	10	11	12
18	19	20	21	22	23	24	25	26	27	20	21	PC	23	24	18	19	20	21	22	15	16	17	18	19
25	26	27	28	29	30	31				27	28	29	30		25	26	27	28	29	22	23	24	25	26
																				29	30	31		
19					20					17					16					20				
8/30 & 8/31 Professional Learning Days					6 Professional Learning Day					9 Professional Learning Day					6 ER Early Release - Half Day					1 New Years Day				
4 Labor Day					9 Columbus Day					10 Veterans Day Observed					25-29 December Vacation					2 - Professional Learning Day (1/2)				
9/5 First Student Day K-9										22 Professional Compensation Day										15 Martin Luther King Day				
9/6 All K-12 Students										23-24 Thanksgiving Break														
FEBRUARY					MARCH					APRIL					MAY					JUNE				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
			1	2				1	2	2	3	4	5	6		1	2	3	4					1
5	6	7	8	9	5	6	7	8	9	9	10	11	12	PC	7	8	9	10	11	4	5	6	7	8
12	13	14	15	16	12	13	14	15	PLD	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
19	20	21	22	23	19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	19	20	21	22	23
26	27	28			26	27	28	29	30	30					28	29	30	31		26	27	28	29	30
15					21					15					22					10				
19 Presidents' Day					16 Professional Learning Day					13 Professional Compensation Day					28 Memorial Day					10 Graduation				
20-23 February Vacation										16 Patriots' Day										14 Last day - If No Snow Days				
										17-20 April Vacation										Half Day Schedule				



NO SCHOOL - Holiday/Vacation



PROFESSIONAL LEARNING DAY - No Students (5 1/2)



PROFESSIONAL COMPENSATION DAY - No Students (2)



EARLY RELEASE FOR STUDENTS - Half Day Schedule



LAST DAY OF SCHOOL-(if no snow days)-PK-12 HALF DAY

Storm Make-up days if needed: 6/15-6/22

175

9.B.

2017-2018  
Superintendent Recommended Warrant Articles  
Regional School Unit No. 5

<b>ARTICLE : 1</b>	To see what sum the Board will authorize RSU No. 5 to expend for Student and Staff Support (Guidance, Health, Curriculum Development, Improvement of Instruction, Library and Technology).
	Superintendent      Recommend      \$ <u>3,171,672</u>
<b>ARTICLE : 2</b>	To see what sum the Board will authorize RSU No. 5 to expend for School Administration (School Administration).
	Superintendent      Recommend      \$ <u>1,537,851</u>
<b>ARTICLE : 3</b>	To see what sum the Board will authorize RSU No. 5 to expend for Facilities Maintenance (Operation of Plant, Capital Improvements, Shared Capital Enhancement Projects, Non Shared Capital Renewal Projects, Shared Capital Renewal Projects).
	Superintendent      Recommend      \$ <u>4,880,282</u>
<b>ARTICLE : 4</b>	To see what sum the Board will authorize RSU No. 5 to expend for Career and Technical Education (Maine Region 10 Technical High School).
	Superintendent      Recommend      \$ <u>574,091</u>
<b>ARTICLE : 5</b>	To see what sum the Board will authorize RSU No. 5 to expend for All Other Expenditures (School Nutrition, Crossing Guards).
	Superintendent      Recommend      \$ <u>474,829</u>
<b>ARTICLE : 6</b>	To see what sum the Board will authorize RSU No. 5 to expend for Regular Instruction (Elementary and Secondary, Secondary Tuition, Gifted & Talented and Contingency).
	Superintendent      Recommend      \$ <u>12,627,768</u>
<b>ARTICLE : 7</b>	To see what sum the Board will authorize RSU No. 5 to expend for Other Instruction (ESL, Co-Curricular, and Athletics).
	Superintendent      Recommend      \$ <u>764,097</u>
<b>ARTICLE : 8</b>	To see what sum the Board will authorize RSU No. 5 to expend for System Administration (Board of Directors, Superintendent, and Business Office).
	Superintendent      Recommend      \$ <u>841,731</u>
<b>ARTICLE : 9</b>	To see what sum the Board will authorize RSU No. 5 to expend for Transportation and Buses (Regular and Special Ed Transportation).
	Superintendent      Recommend      \$ <u>1,516,226</u>
<b>ARTICLE : 10</b>	To see what sum the Board will authorize RSU No. 5 to expend for Debt Service and Other Commitments (State Supported Debt Service and non Shared Debt).
	Superintendent      Recommend      \$ <u>1,644,542</u>
<b>ARTICLE : 11</b>	To see what sum the Board will authorize RSU No. 5 to expend for Special Education (Special Education).
	Superintendent      Recommend      \$ <u>4,379,996</u>
Total Operating Budget Articles 1-11	
	\$      32,413,085
Adult Education	
	\$      103,000
Total RSU5 Operating Budget including Adult Education	
	<u>\$      32,516,085</u>

John Simoneau, Chair  
FHS Track & Field Design Committee  
March 15, 2017

10.A.

Dr. Becky Foley, Superintendent  
Regional School Unit 5  
17 West Street  
Freeport ME 04031

Dear Dr. Foley:

This letter will outline and summarize the findings of the Contractor Prequalification Subcommittee of the FHS Track & Field Design Committee, which met on the morning of March 13, 2017. The Subcommittee received eight responses to the request for qualifications. Copies of the contractor's qualification packages were distributed to nine individuals who read each packet. The meeting had seven members in attendance, written comments from one member and a conference call with another member. The sub-committee included John Simoneau-Chair of the FHS Track & Field Design Committee, Dennis Ouellette - RSU 5 Director of Facilities and Transportation, Dr. Becky Foley-Superintendent, Craig Sickles- Director of Athletics, Kim LaMarre, Todd Coffin, Rob Pontau, Pat Carroll- Carroll Associates Landscape Architects and Andrew Johnston- Atlantic Resource Consultants.

The criteria used for reviewing the ten packages was as follows:

1. Contractors that regularly work on projects in the \$2-\$5M range.
2. Contractors with experience on projects with High School or College Athletics Fields, Artificial Turf Fields, Tracks, School Sites, Stormwater system and urban sites.
3. Experience of Proposed Project Managers and Superintendents.
4. Contractors that have sufficient bonding capacity for the project.
5. Contractors that have an acceptable Safety record as demonstrated by worker's compensation experience rating, OSHA injury log and violation history.

The Subcommittee paid particular attention to item N-2 because this project has a tight schedule, so experience with the sequencing and phasing of the work related to the track & field surface installation will be critical if this project is to be completed in the specified construction period. The Subcommittee found that six general contractors met their criteria for prequalification. The firms listed are Clark Companies, FieldTurf, R. A. D Sports, R. J. Grondin & Sons, Sargent Corporation and Shaw Brothers Construction. The other two firms are quality construction companies with good reputations, but their experience did not match criteria established by the Subcommittee. Those firms are Dearborn Brothers Construction and Alvin J. Coleman & Son. All responding firms have been notified if they were found to be prequalified or not prequalified.

Please do not hesitate to call should you have any questions.

Regards,

John Simoneau, Chair

FHS Track & Field Design Committee

# Track & Field Milestone Schedule

3/15/17

## Permitting

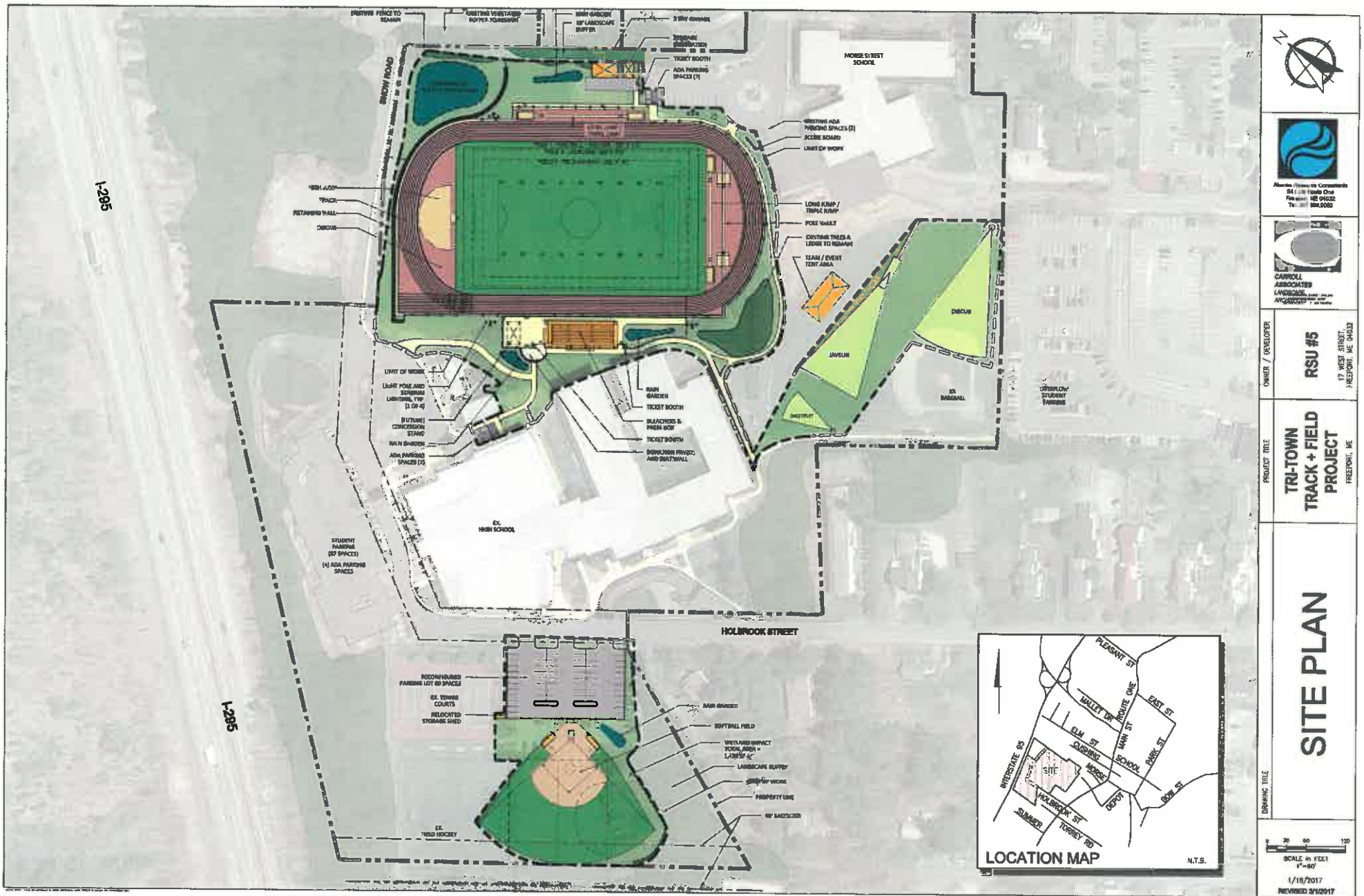
- Maine DEP Review- October 2016- March 2017
- **Army Corp Permit- Received February 16**
- Town of Freeport
  - ~~Traffic and Parking Committee February 21st 7:30 AM~~
  - ~~Planning Board Lighting Ordinance Presentation March 1~~
  - **Project Review Board Approval- March 8**
  - Traffic & Parking Committee- March 21, 7:30 AM @ Town Council Chambers
  - Planning Board- Lighting Ordinance - April 5, 6 PM @Town Council Chambers.
  - Planning Board & Public Hearing- Lighting Ordinance- May 3, 6 PM
  - Town Council- Lighting Ordinance 1<sup>st</sup> read- May?
  - Town Council- Lighting Ordinance Public Hearing- June?
  - Project Review Board- Lighting Amendment- July?

## Construction Documents & Bidding

- Construction Documents- January – February 24, 2017
- Prequalify Bidders
  - Announce Request for Qualifications- February 17
  - Pre-Qualification Packages Due- March 3
  - Board Approval of Pre-Qualified Contractors- March 22
- Bidding
  - Release Bids– March 30
  - Bids Due- April 20
  - Recommend Bidder to Board- April 26<sup>th</sup>
- Award Contract – No later than April 28, 2017

## Construction

- Mobilization- May 2017
- Site Construction Earthwork- May-June 2017
- Turf Install- July 2017
- Track Surface- August 2017
- Site Improvement- August- September 2017
- **Substantial Completion- September 8, 2017**



Carroll Associates, Inc.  
5411 1st Street One  
Freeport, ME 04532  
Tel: 207.868.5000



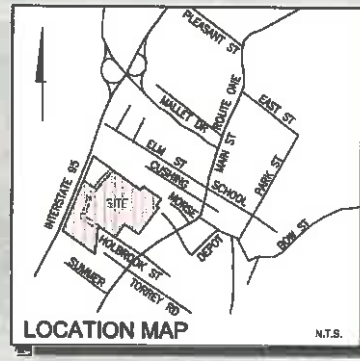
Carroll Associates, Inc.  
5411 1st Street One  
Freeport, ME 04532  
Tel: 207.868.5000

OWNER / DEVELOPER  
**RSU #5**  
17 WEST STREET  
FREEPORT, ME 04532

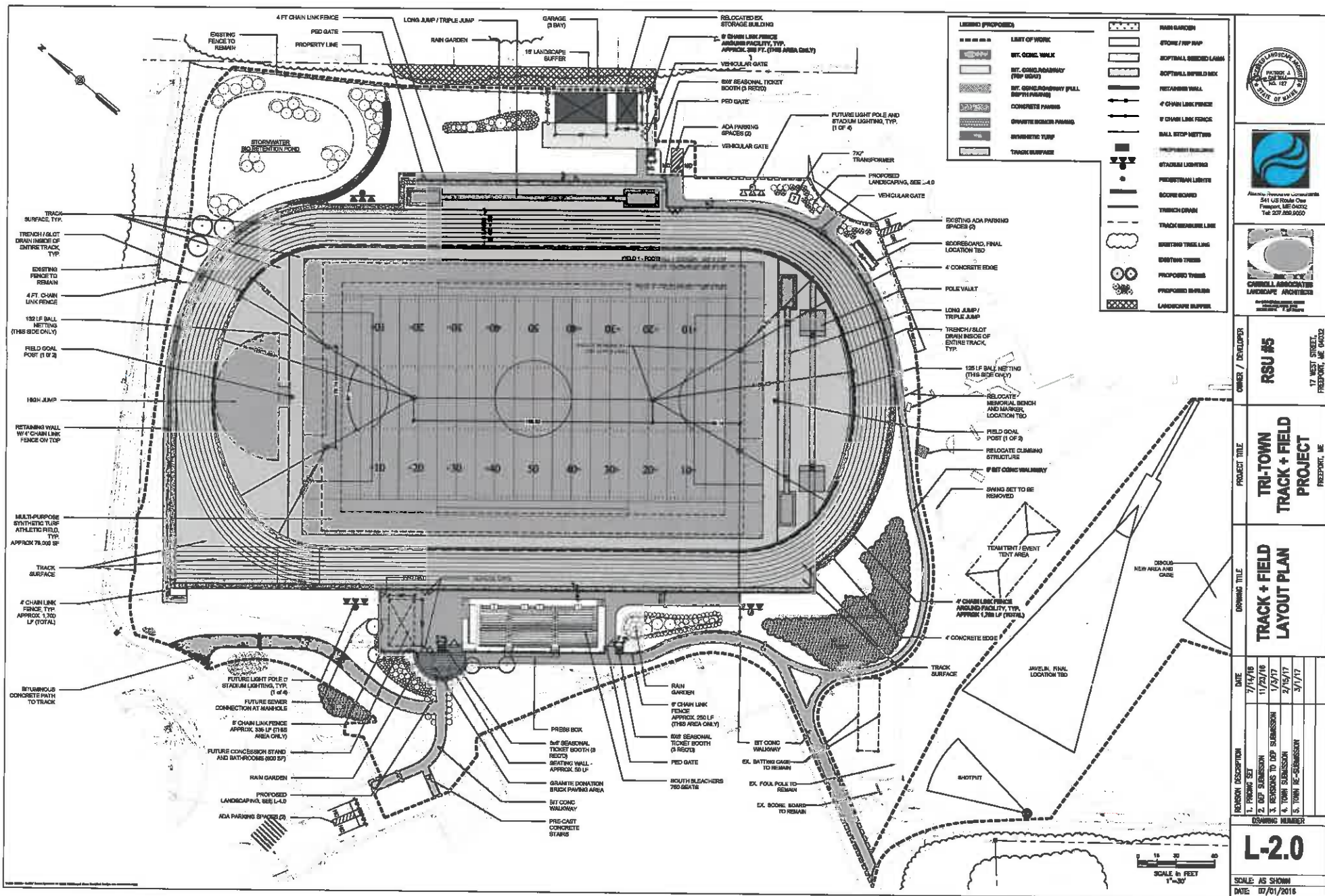
PROJECT TITLE  
**TRI-TOWN  
TRACK + FIELD  
PROJECT**  
FREEPORT, ME

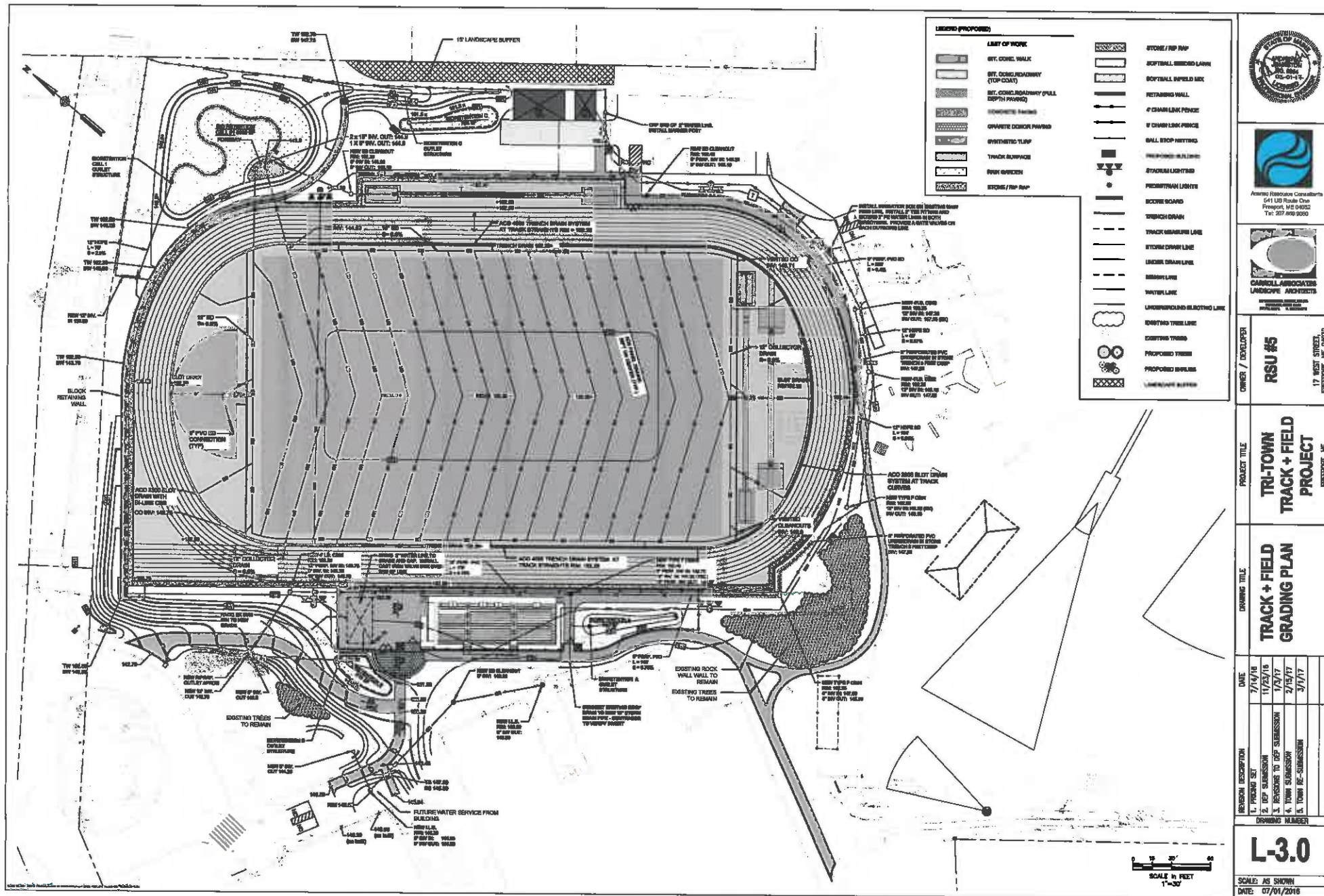
DRAWING TITLE  
**SITE PLAN**

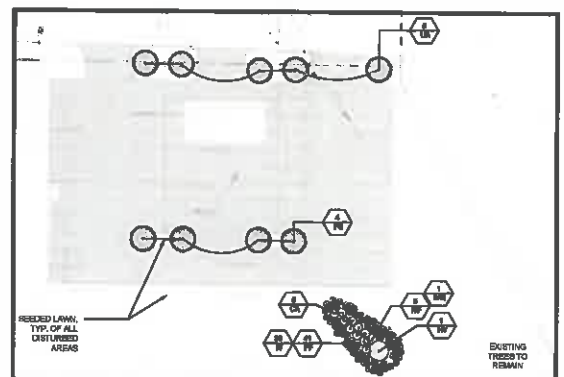
SCALE IN FEET  
1"=50'  
1/18/2017  
REVISED 3/12/2017











# SOFTBALL FIELD LANDSCAPE PLAN



**TRI-TOWN  
TRACK + FIELD  
PROJECT**

# LANDSCAPE PLAN

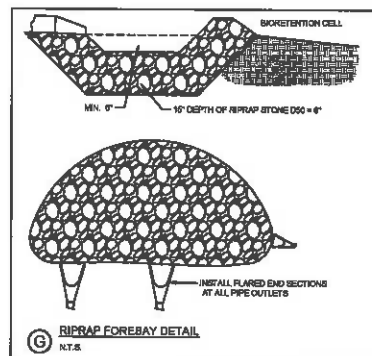
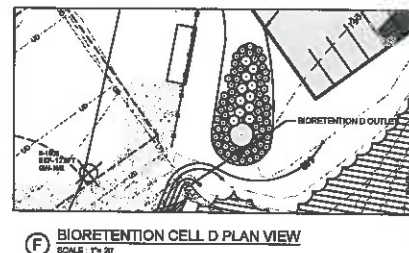
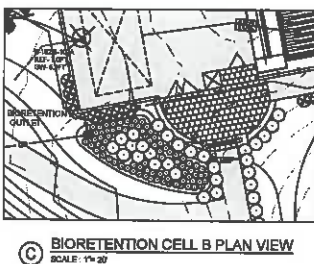
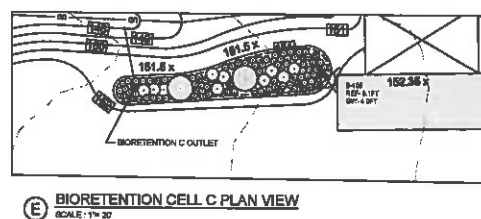
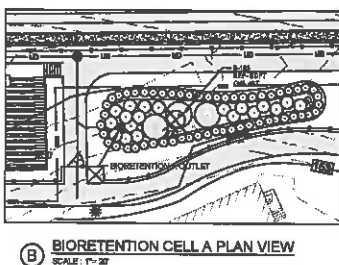
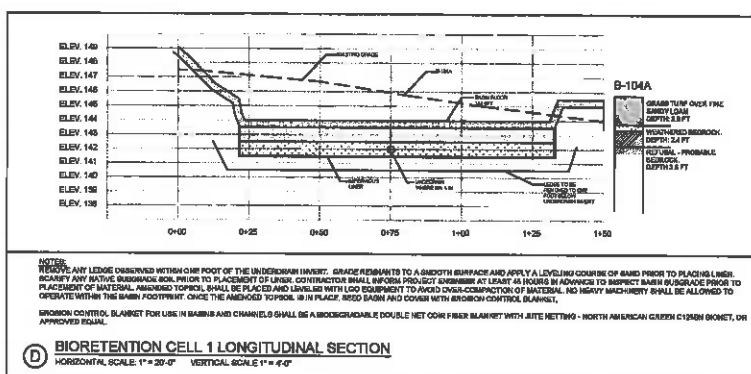
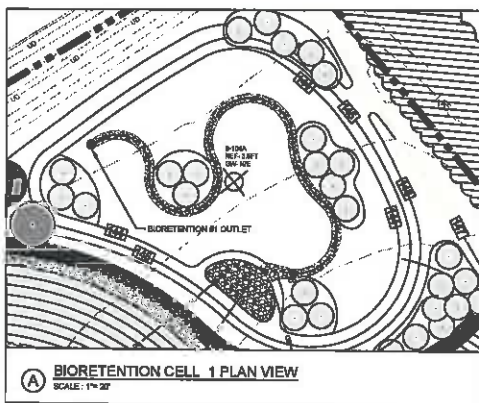
REVISION DESCRIPTION	DATE
1. PRICING SET	7/14/16
2. DEP SUBMISSION	11/23/16
3. REVISIONS TO DEP SUBMISSION	2/5/17
4. TOWN SUBMISSION	2/16/17
5. TOWN RE-SUBMISSION	3/1/17

## L-4.0

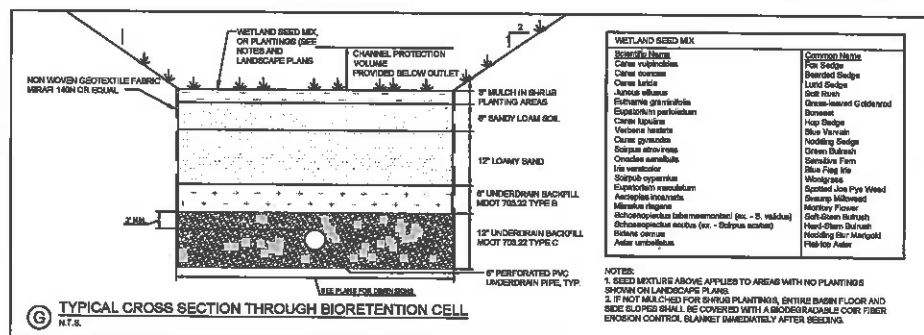
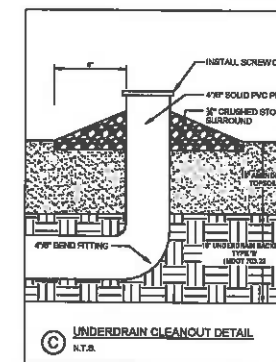
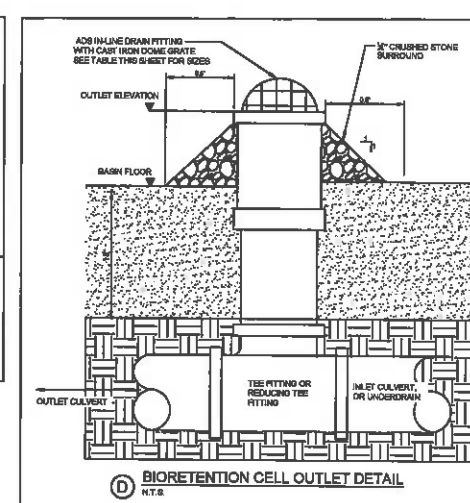
SCALE: AS SHOWN  
DATE: 07/01/2018







CELL NUMBER	FLOOR EL.	OUTLET GRATE EL.	GRATE SIZE	OUTLET CULVERT EL.	OUTLET CULVERT SIZE	U/D SIZE
1	144	144.5	24"	141	12"	6"
A	131	131.5	24"	128.5	8"	4"
B	149.5	150	8"	146.5	12"	6"
C	150.5	151	8"	148	8"	4"
D	147	147.5	10"	144.5	8"	4"



#### BIORETENTION CELL CONSTRUCTION NOTES

**CONSTRUCTION OVERSIGHT**  
THE APPLICANT WILL RETAIN THE SERVICES OF A PROFESSIONAL ENGINEER TO SUPERVISE THE CONSTRUCTION AND STABILIZATION OF ALL STORMWATER MANAGEMENT STRUCTURES. IF NECESSARY, THE INSPECTING ENGINEER WILL INTERFERE WITH THE CONSTRUCTION PLAN FOR THIS CONSTRUCTION. ONCE ALL STORMWATER MANAGEMENT STRUCTURES ARE CONSTRUCTED AND FINISH CDS, THE INSPECTING ENGINEER WILL NOTIFY THE COUNTY IN WRITING WITHIN 30 DAYS TO STATE THAT THE POND HAS BEEN COMPLETED. ACCOMPANYING THE ENGINEERING NOTIFICATION MUST BE A LOG OF THE ENGINEER'S INSPECTIONS SHOWING THE DATE OF EACH INSPECTION, THE TYPE OF EACH INSPECTION, AND THE ITEMS INSPECTED ON EACH VISIT, AND INCLUDE ANY TESTING DATA OR BEST ANALYSIS DATA OF SOILS, MINERAL SOIL, AND SOIL MEDIA SPECIFIED IN THE PLANS AND USED ON SITE.

**BASEC STRANDER - BEDROCK CONTROL BEARINGS**  
MINIMUM EROSION CONTROL BEARINGS WILL NEED TO BE REPLACED AND THIS APPLICANT WILL BE RESPONSIBLE TO MAINTAIN ALL COMPONENTS OF THE EROSION CONTROL. PLAN UNTIL THE SITE IS FULLY STABILIZED. HOWEVER, BASED ON SITE AND WEATHER CONDITIONS DURING CONSTRUCTION, ADDITIONAL EROSION CONTROL MEASURES MAY NEED TO BE IMPLEMENTED. ALL AREAS OF DETAILITY AND EROSION MUST BE MONITORED DURING CONSTRUCTION AND NEED TO BE MAINTAINED UNTIL THE SITE IS FULLY STABILIZED OR VEGETATION IS ESTABLISHED. A CONSTRUCTION LOG MUST BE MAINTAINED FOR THE EROSION AND BIODEGRADABLE CONTROL INSPECTIONS AND MAINTENANCE.

THE SAME EROSION AND BIODEGRADABLE CONTROL HANDBOOK FOR CONSTRUCTION BEST MANAGEMENT PRACTICES AS PUBLISHED BY 1991 BY THE CUMMILAND COUNTY SOIL AND WATER CONSERVATION DISTRICT AND THE SAME DOCUMENT BY THE CUMMILAND COUNTY SOIL AND WATER CONSERVATION DISTRICT HAS BEEN CHANGING TO THE SAME EROSION AND BIODEGRADABLE CONTROL BMP PUBLISHED BY THE SAME DISTRICT IN 2004. ALL REFERENCED SHOULD BE CHANGED TO THE NEW MANUAL. [HTTP://WWW.CUMC.ORG/EROSION/BMP/BMPINDEX.HTM](http://www.cumc.org/erosion/bmp/bmpindex.htm)



ASAP CONSULTANTS  
541 US Route One  
Pawcatuck, CT 06252  
Tel: 203-889-0000

CANROLL ASSOCIATES  
LANDSCAPE ARCHITECTS  
1000 N. 10TH ST.  
ANN ARBOR, MI 48106

PROJECT #5  
RSU #5

TRI-TOWN  
TRACK + FIELD  
PROJECT

BIORETENTION  
CELL DETAILS  
AND NOTES

DATE	7/12/24	1/10/24	1/10/24	1/10/24	1/10/24	1/10/24
DESIGNER	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS
DESIGNED BY	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS
DESIGNED BY	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS
DESIGNED BY	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS
DESIGNED BY	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS	ASAP CONSULTANTS

**C-7.0**

SCALE: AS SHOWN  
DATE: 07/10/2024

**~ RSU5 ~**  
**Guidelines for the Use of the**  
**Joan Benoit-Samuelson Track and Field**

Approved by the RSU5 Board of Directors: \_\_\_\_\_

## Table of Contents

I.	Objectives.....	3
II.	Definitions.....	3
III.	Usage Priority.....	3
IV.	General Track and Field Use Rules & Restrictions.....	4
V.	Limitations on Use of Facility - When Field Lights are NOT Required.....	5
	A. Scheduling and Use	
	B. Time Constraints	
	C. Use by Freeport High School	
	D. Use by Freeport Middle School	
	E. Use by RSU5 Community Recreation Programs, Other groups	
VI.	Limitations on Use of Facility - When Field Lights ARE Required.....	6
	A. General Rules – Night Scheduling	
	B. Limitations	
VII.	Use of Public Address Systems.....	6
VIII.	Parking and Signage.....	7
IX.	Communication, Reviews and Updates to these Guidelines.....	7

### *Appended items:*

*Table 1 Allowable Facility Use Schedule*

*Table 2 Freeport High School Athletic Teams Facility Use Summary Schedule*

*Table 3 Summary of Allowable Events “Under the Lights”*

*Figure 1 Parking and Wayfinding Exhibit*

## **I. Objectives**

The Objectives of these Guidelines, listed in no order of priority, are:

- A. Maximize RSU5's use of our athletic facilities and the opportunities for RSU5 students, citizens, and teams to practice team sports, play competitive games and meets, and host tournaments, championships, league/conference events, and to enjoy both organized and unorganized (pick-up) fitness and recreational use of facilities.
- B. Preserve and protect RSU5's investment from excessive use, misuse, or neglect, and to provide scheduling boundaries that allow proper, efficient, and regular maintenance of the facilities.
- C. To control facility schedules and activities in order to reduce undue impacts on neighboring properties, residential, and commercial properties, through noise, light, traffic, and trespassing.

## **II. Definitions**

The following definitions apply throughout this document:

- 1. *Facility*: the Joan Benoit Samuelson Track & Field
- 2. *Scheduled event*: a group event scheduled through the Freeport High School athletic or district calendar or RSU5 community calendar. This does not apply to "pick-up" play.
- 3. *daytime*: approximately 6AM to 5PM, unless lights are required
- 4. *nighttime*: approximately 5PM to 8:00 PM, and requiring the use of lights (with the exception of football games which extend to 8:30PM)
- 5. *night game*: game that requires the use of lights throughout the competition

## **III. Usage Priority**

Gates to the facility will remain unlocked and it will be open to all RSU5 residents and their guests for unscheduled individual use for recreation, physical fitness and "pick-up" play. RSU5 reserves the right to restrict or limit use of the facility when: 1) the facility is being used by students for class time, 2) during routine track or field maintenance, and 3) RSU5 scheduled events may compromise the safety of the users.

To meet the needs of RSU5, the prioritized scheduled use of sports activities is in the following order:

- 1. Freeport High School sports teams;
- 2. Freeport High School physical education programming;
- 3. RSU5 Middle Schools sports teams;
- 4. All other RSU5 school physical education classes;
- 5. RSU5 Community Programs sponsored activities, teams, and sport camps;
- 6. RSU5 based and operated youth sports programs designed to primarily provide development and competitive athletic programming for RSU5 youth (i.e. Freeport United, Freeport Gridiron Club);
- 7. RSU5 based and operated adult sports programs designed to primarily provide recreational athletic programming for RSU5 adults;
- 8. Hosting of Maine Principal Association sponsored tournaments, championship games, meets, and showcases where Freeport High School teams may be eligible to play if their regular season win-loss or

play-off results provide Freeport High School teams an equal (or better) opportunity to compete in such tournaments, championships, or meets. Generally such hosting commitments will be made at the beginning of the "regular" season before Freeport High School's eligibility to compete in any "post-season" play can be established;

9. Daytime (only) games and exhibitions by and between teams not necessarily from or associated with the RSU5, RSU5 Community Programs, or RSU5 based adult or youth sports programs only with the express permission of the Freeport High School Athletic Administrator and Recreation Coordinator of RSU5 Community Programs. An example of such an event would be a Western Maine Conference member in need of our facility due to their own extenuating field circumstances. Such events must adhere to the use and limitations outlined in these Guidelines.

Additionally, per the Agreement between the Town of Freeport and the RSU, the Facility is available to the Town of Freeport for a minimum of two (2) events.

#### **IV. General Track and Field Use Rules and Limitations**

- A. The Facility will not be used for concerts or other non-athletic events or non-academic events unless approved by the Superintendent of Schools and directly supervised by a designated RSU5 School Department employee.
- B. Below are general rules and restrictions regarding use and play on the track and field.
  1. Refer to Sections V and VI for scheduling times
  2. Refer to Section VI for Use of Field Lights
  3. Refer to Section VII for Use of PA System
  4. Trash, gum, sunflower seeds, sports drinks and soda are not permitted on the field or track. All food and drink, excluding water, is limited to the concession area and bleachers.
  5. Absolutely no unauthorized vehicles on the field or track.
  6. Gear must be carried not dragged.
  7. Scoreboard consoles, scorer's table, public address system and lighting are under the strict control of the Athletic Administrator and use shall be strictly limited.
  8. Personal "boom boxes", loudspeakers, PA systems are prohibited
  9. Artificial noisemakers, such as but not limited to, air horns, bull horns and sirens are not allowed at the facility.
  10. No metal or screw-in cleats are allowed. Track spikes limited to ¼ inch maximum.
  11. Keep storage shed and concession/toilet facilities locked when not in use; and supervised when open.
  12. DOGS ARE NOT ALLOWED on the track or turf field.
  13. Roadway gate must be kept locked at all times. Carry, do not drive, equipment to the field.
  14. Access is open for maintenance and emergency vehicles only.
  15. No unauthorized painting or marking on the field - use of cones for corner markers only.
  16. NO SMOKING on any school grounds - this facility is no exception.
  17. Phone service is not available at the field - coaches are advised to carry a cell phone.
  18. Athletes intending to use the field should cross the track only at designated location (on mat).
  19. Teams and spectators are responsible to patrol areas, including the bench areas, to remove all trash, debris. Trash receptacles will be available for use.
  20. Bikes, skateboards, hover boards, and in-line skates are prohibited.
  21. As with all RSU5 property, alcoholic beverages are prohibited.

**V. Limitations on Use of Facilities - When Use of Field Lights is NOT Required.**

Allowable Uses of the Facility are summarized on Table 1 appended to this document. Consideration to amend this schedule from year to year may be discussed during annual reviews, as outlined in Section IX of this document.

**A. Scheduling and Use:**

1. Limitations on scheduled uses and activities which do not utilize the field lighting system shall be determined by cooperative efforts between Freeport High School's Athletic Administrator and the Recreation Coordinator of RSU5 Community Programs, consistent with the priority list above and the requirements of these guidelines. Citizens wanting more information about the use of the facilities should contact RSU5 Community Programs or reference Board Policy, Community Use of School Facilities, Policy KF.
2. Due to heavy traffic in the Freeport Village district, scheduling of group events/competitions (excluding regular season high school competition games) with anticipated crowds larger than those in attendance at regular high school functions, or when the Traffic Control Plan needs to be implemented, should be avoided during days of peak tourist traffic and when other large events are taking place in town.
3. The Freeport Performing Arts Center and the RSU5 Athletic Administrator will work collaboratively to minimize/avoid scheduling events such that both the FPAC and the track and field have concurrent events, particularly on busy tourist weekends when possible.

**B. Time Constraints:**

1. No scheduled uses, events or activities will be permitted to begin before 8:00 AM on any regular business day Monday through Friday, (not including holidays), nor be permitted to continue after 8:00PM (excluding high school football games).
2. No scheduled uses, events or activities will be permitted to begin before 9:00 AM on Saturdays, nor be permitted to continue after 8:00PM (excluding high school football games).
3. No scheduled group uses, events or activities will be permitted to begin before 10:00 AM on Sundays, nor be permitted to continue after 6:00PM.
4. No scheduled uses, events or activities will be permitted to begin before 9:00 AM on weekday holidays, nor be permitted to continue after 8:00PM.
5. Notwithstanding these provisions, Freeport High School Physical Education (generally first academic period of each school day), and RCE fitness programs may use the facilities prior to 8:00 AM weekdays for non-competitive activities.
6. RSU5 retains the right to respond responsibly, and with flexibility, to requests for non-competitive activities with start and end times that are outside of these time restraints.

**C. Use by Freeport High School:**

1. Table 2 appended to this document provides a schedule of Freeport High School fall and spring sports teams that will be using the field and track for practices and competitions.
2. Freeport High School physical education and/or wellness classes may use the facility during school hours, 7:45AM to 2:20PM.
3. Freeport High School games will start no later than 6:00PM

**D. Use by RSU5 Middle School:**

The turf field or track may be used by RSU5 Middle School teams during daylight hours, provided the scheduling falls within the limitations outlined in this Section and is approved by the RSU5 Athletic Administrator. It is anticipated that the Middle School teams may play up to four (4) games on the field, with or without the use of field lights.

**E. Use by RSU5 Community Programs and others:**

The facility is available for use by RSU5 Community Programs, as well as other youth or adult recreational programs provided they are scheduled within the limits outlined in this document.

## **VI. Limitation on Use of Facilities - When Use of Field Lights IS Required.**

Nighttime or evening activities and use of the lights place additional concerns regarding impacts on neighboring properties and homes. Therefore, the following limitations are established for activities, events, games, and meets that are scheduled for those hours when use of the lights may be required. Any scheduled event that may reasonably be expected to continue beyond sunset or 8:00PM, whichever is the earlier, shall be included in this category. Allowable night events (with lights) are summarized in Table 3 appended to this document.

### **A. General Rules - Night Scheduling.**

1. Nighttime use of the facilities shall be permitted only when:
  - a. A Freeport High School team is directly participating in an interscholastic competition during the athletic season for that sport during the MPA established season, pre-season, and post-season play period; or when
  - b. Official practices of RSU5 High School Teams are required; or when
  - c. An RSU5 8th grade girls and boys Middle School team is directly participating in one (1) interscholastic competition each during the athletic season for that sport during the MPA established season, or post-season play period.
2. Any night games or activities authorized under this policy shall be scheduled such that they may reasonably be expected to be completed by 8:00PM, unless otherwise approved by the Athletic Administrator. All athletes and spectators should be asked to leave the facilities immediately following the games, meets, and every attempt will be made to turn off the field lights within 20 minutes of the completion of the game, meet or event.
3. It is understood that four (4) varsity football games will start no later than 6:00PM and will conclude at approximately 8:30PM. Every attempt will be made to turn off the field lights within 20 minutes of the completion of the game.
4. Any school team practices which require the use of lights shall be completed by 7:15PM and the lights should be turned off no later than 7:30PM, unless otherwise approved by the Athletic Administrator. Night practices shall be permitted Monday through Friday only.
5. No Saturday night games will be scheduled unless a makeup game is required.
6. No night games will be scheduled for Sunday nights.

## **VII. Use of Public Address System**

- A. Any public address system shall be used for official Freeport High School varsity games and events only and shall not be used for practice sessions. The public address system will be used by adults only. All other PA will be limited for emergency or public safety announcements.
- B. The public address system may be used for pre-game announcements, post-game announcements, meet announcements, playing the national anthem, and half time routines. "Play by play" will only be utilized for home varsity football games. The speakers shall be aimed away from the adjoining neighborhood.
- C. Special, scheduled events which require the use of a PA system (and which fall outside these guidelines) will require approval for use from the Athletic Administrator and/or the Recreation Coordinator of the RSU5 Community Programs Director.



## **VIII. Parking and Signage**

- A. For football games and other large events when spectator attendance is expected to be larger than normal, Freeport High School will implement the “Large Event parking Management Plan”. Figure 1, “parking and Way-Finding Exhibit” and appended to this document provides general parking available to visitors as well as pathways to the facility.

## **IX. Communication, Reviews and Updates to These Guidelines**

- A. RSU5 will establish a Track and Field Advisory Board. The board will be comprised of the RSU5 Athletic Administrator, RSU5 Recreations Program Director, Freeport High School Neighborhood liaison, and other necessary parties. The Board will meet up to two times per year to discuss scheduled downtown, town, and community events, in consideration of proposed scheduled uses of the track and field. The Board will also be tasked with implementing necessary revisions to this document.

Any comments or concerns regarding the field use may be communicated directly with the RSU5 Athletic Administrator (tel. 207-865-4706) and the Superintendent of Schools (tel. 207-865-0928).

**Table 1**  
**Allowable Facility Use Schedule**

User Group	Facility Hours <sup>1)</sup>			Lights <sup>2)</sup>			PA/Sound <sup>3)</sup>		
	Weekdays	Saturdays/ preseason	Sunday	Weekdays	Saturday	Sunday	Weekdays	Saturday	Sunday
FHS Sports Team <sup>4)</sup> Practices	2:45 to 7:15pm	Varies	Rarely/Varies	sunset to 7:30 (fall only)	No	Prohibited	Prohibited	Prohibited	Prohibited
Games	4:15 to 7:45pm	9am to 6:30pm	Prohibited	sunset to 8:05 (fall only)	Prohibited unless makeup game	Prohibited	Yes	Yes	Prohibited
	6 to 8:30PM (Football only)	1 to 3:30PM		sunset to 8:50 (Football only)			Yes	Yes	
FHS Physical education/wellness classes	7:45AM to 2:20PM	NA	NA	NA	NA	NA	NA	NA	NA
RSU5 Middle School teams Practices	Track practice with FHS	NA	NA	NA	NA	NA	Prohibited	NO	Prohibited
Games	One game per 8 <sup>th</sup> grade team/Middle School track/1 or 2 meets	NA	NA	1 game per 8 <sup>th</sup> grade team (lights required fall only)	NA	NA	Football only	NO	Prohibited
RSU5 Community sponsored events	TBD	TBD	TBD	NO	NO	NO	Public Service/Emergency Only		
RSU5 Competitive Youth Sporting events	TBD	TBD	TBD	NO	NO	NO			
RSU5 Adult Sporting event	TBD	TBD	TBD	NO	NO	NO			
MPA post season tournament	Varies/when qualified	Varies/when qualified	NO	Varies/when qualified	Varies/when qualified	NO	Varies/when qualified	Varies/when qualified	Prohibited
Conference, Regional or State post-season Competition, (max. 2/season)	Varies	Varies	NA	NO	NO	NO	Yes	Yes	Prohibited
Town of Freeport 2 events per year	Varies	Varies	TBD	TBD	TBD	TBD	TBD	TBD	NO
Non-RSU5 sponsored events	TBD	TBD	TBD	NO	NO	NO	Public Service/Emergency Only		

Notes:

- 1) General Scheduled facility hours: Weekdays 8AM to 8PM; Saturdays: 9AM to 8PM; Sundays: 10AM to 6PM
- 2) Lights are only permitted for school sports practices and games
- 3) PA system only allowed for school sporting events
- 4) See Table 2 for specific FHS Athletic team schedules
- 5) NA- Not applicable
- 6) TBD- to be determined. Not enough information at this time

**Table 2**  
**Freeport High School**  
**Athletic Teams Facility Use**  
**Summary Schedule**

Freeport High School Sports Teams	Practices		Home Games		
	Frequency	Practice Times (approximate)	Frequency	Game Times (start to end)	Maximum Games Proposed "Under the Lights" <sup>(3)</sup>
<b>Fall (mid August thru end of October)</b> Soccer (includes Boy and Girls varsity, Junior Varsity and First Teams)  Field Hockey (includes Varsity and JV)	5 to 6 days per week	3 Slots available: 2:45 to 4:15/4:15 to 5:45/5:45 to 7:15pm <sup>(1)</sup> /weekdays 9am to 4pm Saturday	2-3 preseason 7 regular season Post season (unknown)	4:15 to 7:45pm <sup>(1)</sup> (weekdays) else 9am to 6pm Saturdays  4:30 to 7:30pm (weekdays) <sup>(2)</sup> 9am to 6pm Saturdays	5 Girls 5 Boys  5
Football (includes Varsity and JV)		NA (practice at Pownal Road field)	1 preseason, 4 regular season (JV 1-2 home games).Post season unknown	6pm to 8:30pm(Friday night, excluding overtime) <sup>(1)</sup> 1 to 3:30pm (Saturdays)	4 (Varsity only)
<b>Spring (April thru 1<sup>st</sup> week in June)</b>  Lacrosse(includes Boy and Girls Varsity and Junior Varsity)  Track & Field (high school and middle school practice together)	5 to 6 days per week	3 Slots available: 2:45 to 4:15/4:15 to 5:45/5:45 to 7:15pm <sup>(2)</sup> weekdays/9am to 6pm Saturdays	2-3 preseason 6 regular season; post season unknown  2-3 regular season Post season unknown	4:30 to 7pm <sup>(2)</sup> , else 10am to 12:30pm Saturdays  3:30pm start, weekdays/9am start, post season only	None <sup>(4)</sup>  None

Notes:

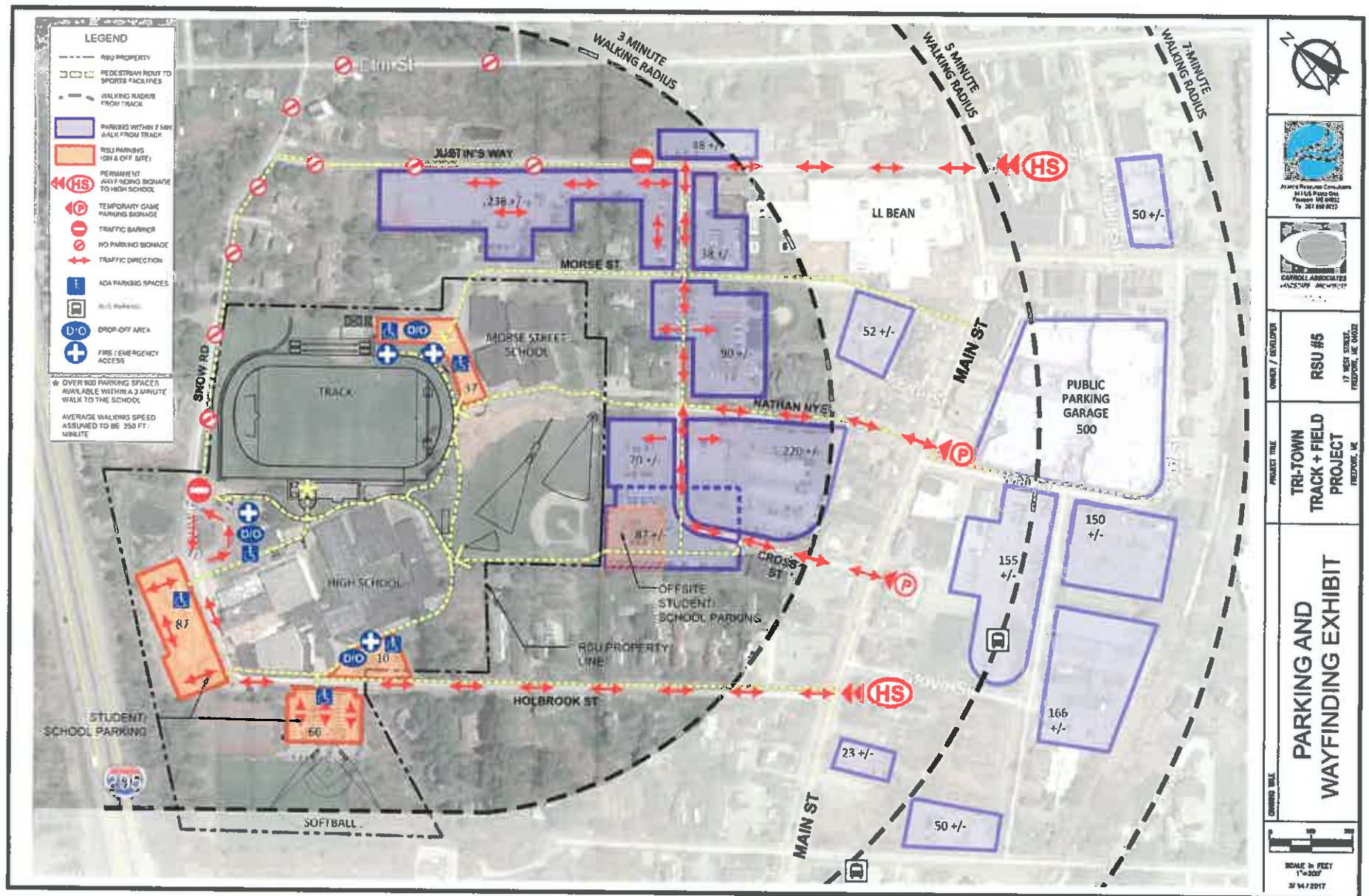
1. Lights will be required to complete the practice or game beginning in mid-September
2. Lights not anticipated: April sunset 7pm or later
3. Excluding makeup or post season competitions
4. Lights may be utilized if limited natural light (overcast skies) creates a safety issue for players

**Table 3**  
**Summary of Allowable Events "Under the Lights"**

<b>User Group</b>	<b>Maximum Events Under the Lights<sup>(1)</sup></b>
<b>Freeport High School</b>	
Team practices	as outlined in Table 2 <sup>(2)</sup>
Team Games:	
Girls Varsity Soccer	5
Boys Varsity Soccer	5
Varsity Field Hockey	5
Varsity Football	4
Post Season	TBD
<b>Freeport Middle School</b>	
Team Games:	
8th Grade Girls Soccer	1
8th Grade Boys Soccer	1
8 <sup>th</sup> Grade Field Hockey	1
8th Grade Football	1
<b>Town of Freeport</b>	TBD

Notes:

- 1) With the exception of Varsity Football Games and 3 potential existing varsity events, all events under the lights will be completed by 8:00PM
- 2) Night practices allowed Monday through Friday only. Practices shall be completed by 7:15 with lights turned off no later than 7:45PM





Durham • Freeport • Pownal

11.A.

---

### Finance Subcommittee Report

Date: March 6, 2017

Committee: Finance Committee

Chair: John Morang

In attendance: Kate Brown, Michelle Ritcheson, Michelle Lickteig and Dr. Becky Foley

Guests:

Meeting Date: February 15, 2017

#### **Agenda Items and Discussion:**

##### **Audit Review by Marge Hall from Berry, Talbot:**

Marge went through the audit of the 2015-2016 financial statements. There were two major findings. First, filings for reimbursements for grant funds were behind two years. These should be filed monthly. Second, school activity accounts had high balances and high deposits and expenditures that is not typical of activity funds. It is requested that these deposits and expenditures run through the General Fund. Marge gave us the final numbers including the fund balance.

##### **Options for use of Fund Balance:**

Various options for use of fund balance were discussed. It was agreed that some would be used to increase the Capital Reserve Fund and some to offset the prior year's negative balance in Nutrition.

##### **Next Meeting:**

March 8, 2017

Submitted by: Michelle Lickteig, Director of Finance



Durham • Freeport • Pownal

---

### **Finance Subcommittee Report**

Date: March 14, 2017

Committee: Finance Committee

Chair: John Morang

In attendance: Michelle Ritcheson, Michelle Lickteig and Dr. Becky Foley

Guests:

Meeting Date: March 8, 2017

#### **Agenda Items and Discussion:**

##### **Approval of bus purchase:**

Michelle L. talked to the finance committee about paying the lease of a bus off in the current year with savings we are recognizing in the current year from reduced gasoline pricing. We would like to do this in order to get on a schedule of replacing buses over a 14 year timeframe. The Finance Committee agreed to this, as we currently have two inoperable buses and buses as old as 17 years.

##### **Discuss update of budget and timeline:**

Michelle L. presented to the Finance Committee the updated Superintendent's Recommended Budget and tax impact. Discussion of when voting on the budget would or should take place was discussed and determined the current timeline did not need to be adjusted for the Governor's budget that has not passed yet.

##### **Discuss Option of Flexible Spending Account:**

Michelle L. has heard from several people about whether a flexible spending account is an option. Our HR Coordinator, Sandrine, did a preliminary call to MSMA about their 3<sup>rd</sup> party offer of running the flexible spending account. Since it was only one option and the Finance Committee had nothing to compare it to, it was determined that the HR Coordinator would look for a few options to compare pricing and offers before making a decision.

##### **Next Meeting:**

April 12, 2017 at Pownal Elementary School

Submitted by: Michelle Lickteig, Director of Finance



Durham • Freeport • Pownal

11.B.

---

### Strategic Communications Subcommittee Report

Committee: Strategic Communications

Meeting date: February 10, 2017

Chair: Candy deCsipkes

Committee Members in attendance: Candy deCsipkes, Becky Foley, Kate Brown, Lindsay Sterling

Guests: Naomi Ledbetter

#### Agenda Items and Discussion:

1. Exit Survey – Finished revising survey; will place on March Board meeting for review by the Board
2. Reviewed Unity and Pride Goal
  - a. Began reviewing action steps remaining for the year
  - b. Discussed creating a brochure to assist in marketing the District

Next Agenda: Review of Unity and Pride Board Goal

Submitted by: Becky Foley





### **Strategic Communications Subcommittee Report**

**Committee:** Strategic Communications

**Meeting date:** March 10, 2017

**Chair:** Candy deCsipkes

**Committee Members in attendance:** Valy Steverlynck, Lindsay Sterling, Becky Foley

**Guests:** Naomi Ledbetter

#### **Agenda Items and Discussion:**

Reviewed the strategic objective of creating pride, unity, engagement, excitement and a sense of belonging in RSU5.

#### **Strategies Completed:**

- Identify future areas for growth to create uniqueness in the District,
- Explore issues of renaming of high school,
- Gathering input from stakeholders,
- Create plan from information obtained from stakeholders,

#### **In Progress:**

- Identify/define areas of strengths for RSU5
- Marketing RSU5 (all completed except for the brochure)
- Identify & expand opportunities for students from three communities to learn together
- Create a position on the Board for a student rep
- Migration of student population

#### **Future Work in 2017-2018:**

- Five Year Strategic Plan

#### **Next agenda:**

- Review draft of executive summary of unity and pride survey

**Submitted by:** Becky Foley



Durham • Freeport • Pownal

---

H.C.

### **Policy Subcommittee Report**

Committee: Policy

Meeting date: February 10, 2017

Chair: Candy deCsipkes

Committee Members in attendance: Candy deCsipkes, Naomi Ledbetter, Cynthia Alexander

#### **Agenda Items and Discussion:**

*The following policies were reviewed with no changes recommended.*

EEAEF- Video Cameras on Transportation Vehicles

EEAEC (JICC- recoded only) - Student Conduct on School Buses

EEBA- Van Use

*The following policy was not brought forward at this meeting. It will be on the next Policy Committee agenda.*

IHBEA - Program for Limited English Proficient Students.

*The following school procedures were discussed.*

Co-Curricular Eligibility Process for middle school.

#### **Review/Revise Policies:**

*The following policies were reviewed and revised and will be sent to the Board for 1<sup>st</sup> Read on March 22, 2017.*

EEBB Use of Private Vehicles for School Business

EBCB Emergency Evacuation Drills

IKAB Grading System-Reporting Student Proficiency

The next meeting will be held on March 10, 2017 at 10:30 a.m.

Submitted by: Cynthia Alexander



Durham • Freeport • Pownal

---

### **Policy Subcommittee Report**

Committee: Policy

Meeting date: March 10, 2017

Chair: Candy deCsipkes

Committee Members in attendance: Naomi Ledbetter, Cynthia Alexander

#### **Agenda Items and Discussion:**

*The following policies were reviewed with no changes recommended.*

EFE- Competitive Food Sales- Sales of Foods in Competition with the School Food Service Program  
FF Naming Facilities

*The following policy will be discussed with administrators and brought back to the Policy Committee on April 7, 2017.*

IJOC School Volunteers

*The following school procedures were discussed and will go to the Board for Policy Adoption on March 22, 2017*

IHBEA-R - LAU Plan

#### **Review/Revise Policies:**

*The following policies were reviewed and revised and will be sent to the Board for 1<sup>st</sup> Read on March 22, 2017.*

IHBEA - Program for Limited English Proficient Students

EFBA- Menu Development/Options- Offer vs. Serve

EEBA- Van Use

The next meeting will be held on April 7, 2017 at 8:30 a.m.

Submitted by: Cynthia Alexander



Durham • Freeport • Pownal

12.A.

TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Sarah Woodard

CC: Julie Nickerson, Lisa Demick, Hiram Sibley, Ray Grogan, Kim Austin, Dennis Ouellette, Will Pidden, Craig Sickels, Seth Thompson, David Watts, Jen Gulko, Bonnie Violette, Emily Grimm, Sarah Duffy, Darren Carter, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Diana Passmore, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Diane Atwood, Linda Pritchard, Nancy Drolet, Nancy Dyer, Jessica Sturges, Karen Sylvain, Tiffany Blanchard, Laurie Allen, Tom McKibben, Pauline Gillis

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

DATE: March 8, 2017

RE: Review/Update of Policies – Policy Packet 17-5

At the March 22, 2017 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 2<sup>nd</sup> Read/Adoption. The policies are attached.

1. EHB – Records Management
2. EGAD – Copyright Compliance
3. EGAD-R – Copyright Compliance Administrative Procedure

Regional School Unit No. 5

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

## RECORDS MANAGEMENT

~~Proper retention of school records is essential to conduct the business of the schools, to protect the legal interests of the schools, students and employees, and to comply with state and federal law and regulations concerning document retention. It is also important for purposes of efficiency and management of physical and digital storage resources that unneeded records be disposed of on a timely basis.~~

~~The Board will comply with all applicable laws and rules concerning the routine retention, storage and disposal of records, as well as its preservation obligation when litigation is threatened or pending. The Superintendent is responsible for implementing this policy and for developing appropriate administrative procedures and guidelines for managing school department records consistent with the applicable laws and rules. The Superintendent may delegate specific responsibilities to administrators or other school staff as he/she deems appropriate.~~

~~Employees shall be informed of this policy and the accompanying procedures/guidelines through a means determined by the Superintendent and are expected to comply with them.~~

The Board is aware that records of various kinds are created and received as the school unit educates its students and manages the operations of its schools.

For the purpose of this policy, "records" are all documentary materials made or received and maintained by the school unit in accordance with law or rule, or in the transaction of its business. Records may be created and received in multiple formats including but not limited to print, handwriting, audio and videotapes, and in various digital forms (on hard drives, servers, CDs, disks, flash drives, etc.). Records specifically include email, instant messages, and other electronic communications that are created, sent, and received.

Attention to the proper retention and disposal of the school unit's records is essential not only for compliance with laws and regulations, but to protect the legal interests of the school, staff, and students and to ensure that the school unit is managed effectively.

The school unit will comply with all applicable laws and rules pertaining to the routine retention, storage, and disposal of records and with its obligation to preserve records when litigation is reasonably anticipated or has commenced.

The Superintendent shall be responsible for developing administrative procedures for the cataloging/classification, storage, and disposal of the school unit's records that are consistent with applicable laws and rules and which allows for retrieval of records when necessary. The Superintendent will also be responsible, by methods he/she deems appropriate, for informing school unit employees of this policy, making them aware of the kinds of documents, data, and

materials that must be saved and those which may be disposed of or deleted, and of any specific procedures employees need to follow. The Superintendent may delegate records management responsibilities to the Technology Director, school administrators, or other school unit personnel as he/she deems appropriate in order to facilitate the implementation of this policy.

**Board Records**

The Board shall keep such records as are necessary for the transaction of its business. The Superintendent shall act as custodian of Board records in his/her role as Secretary of the Board and will be responsible for storing Board and subcommittee minutes, reports, and studies commissioned by the Board, and other Board documents, data, and materials in a manner consistent with this policy and with applicable laws and rules.

Legal Reference:     5 M.R.S.A. § 91 et seq. (Archives and Records Management Law)  
                              Maine Secretary of State, Maine State Archives Rule Chapter 10  
                              (Rules for Disposition of Local Government Records)  
                              Maine Department of Education Rule Chapter 125 (Basic School  
                              Approval)

Cross Reference:    BEA - Board Use of Electronic Mail  
                              GBJ - Personnel Records and Files  
                              GBJC - Retention of Application Materials  
                              GCSA - Employee Computer and Internet Use  
                              JRA - Student Education Records

Adopted:            November 30, 2011

Revised: \_\_\_\_\_

## COPYRIGHT COMPLIANCE

It is the intent of the Board that all employees and students of the RSU No. 5 School Department adhere to the provisions of federal copyright law. Employees and students who willfully disregard the law and ~~the school unit's~~ RSU No. 5's copyright policy and administrative procedure(s) do so at their own risk. ~~The school unit~~ RSU No. 5 will not extend legal and/or insurance protection to employees or students for willful violations of this policy. Such violations may also result in disciplinary action.

The Superintendent is responsible for implementing this policy and the accompanying administrative procedure. The Superintendent may develop additional administrative procedures and/or delegate specific responsibilities to building principals and others as he/she deems appropriate.

At a minimum, the following steps shall be taken in an effort to discourage violation of the copyright law in the school unit.

- A. ~~Employees shall be informed of this policy/administrative procedure.~~ All instructional staff and school administrators shall receive a copy of this policy and accompanying administrative procedures.
- B. ~~Notices shall be posted in reasonable proximity of equipment that may be used for copying materials.~~ Copyright notices shall be posted within view of copying equipment.
- C. Teachers and library media specialists shall be responsible for informing students about the legal, ethical and practical problems caused by copyright infringement and illegal use of materials.

Legal Reference: Public Law 94-553, The Copyright Act of 1976, 17 U.S.C.  
§ 101 et seq.  
P.L. 107-273 (The TEACH Act of 2002)

Cross Reference: EGAD-R - Copyright Compliance Administrative Procedure  
GCSA – Employee Computer and Internet Use  
IJNDB – Student Computer and Internet Use and Internet Safety  
IJNDC – School System Website/Web Pages

Adopted: April 28, 2010  
Reviewed: January 25, 2012  
Revised: \_\_\_\_\_

## **COPYRIGHT COMPLIANCE ADMINISTRATIVE PROCEDURE**

This administrative procedure summarizes the major provisions found in the federal copyright law and guidelines concerning reproduction of copyrighted works by educators. This summary is not intended to replace the law/guidelines, which should be referred to when questions regarding implementation arise.

Instructional staff teaching distance learning or online courses must comply with Section III ~~of this procedure in addition to parts.~~ in addition to all other parts of this procedure.

### **I. GENERAL RULE AND COPYRIGHT OWNERSHIP**

- A. **Presumption of copyright.** Works, in any medium (written, recorded, digitally-stored, etc.) should generally be presumed to be protected by copyright law, regardless of whether the work displays a copyright notice, the symbol, “©,” or other express reservation of rights.
- B. **Rule against copyright violations.** Except as otherwise permitted by this policy and applicable law, school employees shall not reproduce, perform or display copyrighted works without permission of the owner.
- C. **U.S. Government works.** United States government works are not subject to copyright protection, and may freely be copied.
- D. **Public domain.** Works that are in the public domain due to expiration of copyrights, as provided by law, may be freely reproduced, performed, or displayed.
- E. **Student works.** Students are the owners of exclusive rights in works that they create.
- F. **Works made for hire.** Works created by school employees in the course and scope of their employment are “works made for hire,” and the school unit retains exclusive rights in such works, unless otherwise agreed in writing by the School Board.
- G. **Distance learning.** All rights in works created by school employees in the course of teaching distance learning courses are owned by the school unit that employs the individual(s) who created the work, unless otherwise agreed in writing by the employing school unit.



## II. DEFINITIONS

### A. “FAIR USE”

A copyright provides the owner with the exclusive rights of reproduction, adaptation, publication, performance and display of the covered work. The copyright law contains certain “fair use” provisions that permit *limited* reproduction of materials based on four criteria:

1. The purpose and character of the use, including whether such is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

### B. “FACE-TO-FACE INSTRUCTION”

Performance or display of any copyrighted work by teachers or students without permission from the copyright holder is permissible under the following circumstances:

1. The work must be performed or displayed in a face-to-face setting by a teacher or by students; and
2. The performance or display must be in the course of teaching activities, in a classroom or a similar educational setting.

Examples of performances or displays falling under this exception include reading a play in the classroom, singing a song in a classroom or showing a filmstrip or video (provided that it has been purchased or lawfully copied).

The following sections summarize the permissible or “fair use” of different types of copyrighted works. Because the law and technological applications continue to evolve, school unit employees are responsible for ensuring that the intended use of materials does

not conflict with copyright law/guidelines and for informing students of such issues as appropriate.

### **III. DISTANCE EDUCATION: TRANSMISSION OF PERFORMANCES AND DISPLAYS TO REMOTE SITES**

The following may be transmitted by any device or process, including the DOE Distance Learning Network, interactive television, or Internet courses:

- Performance of nondramatic literary works (e.g., novels, short stories, poems); or
- Reasonable and limited portions of any other work; or
- Display of a work in an amount comparable to that which is typically displayed in the course of a live classroom only if:
  - A. The performance or display is made by, at the direction of, or under the actual supervision of an instructor as an integral part of a class session offered as a regular part of instructional activities;
  - B. The performance or display is directly related and of material assistance to the teaching content of the transmission;
  - C. The transmission is made solely for, and, to the extent technologically feasible, the reception of such transmission is limited to students officially enrolled in the particular course and employees of the school unit as part of their duties;
  - D. Technological measures are implemented that reasonably prevent retention of the work in accessible form by recipients of the transmission for longer than the class session and prevent unauthorized further dissemination of the work in accessible form by such recipients to others;
  - E. There is no interference with technological measures used by copyright owners to prevent such retention or unauthorized further dissemination of materials; and
  - F. Students in such courses must be given notice that materials used in connection with the course may be subject to copyright protection.

### **IV. PRINT MATERIALS**

- A. Permissible Uses
  - 1. A single copy of the following made for use in teaching or in preparation to teach a class:

- a. A chapter from a book;
  - b. An article from a periodical or newspaper;
  - c. A short story, short essay or short poem, whether or not from a collective work; and
  - d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.
2. Multiple copies made for classroom use (not to exceed one copy per student in a course) from the following:
- a. A complete poem, if it has fewer than 250 words and does not exceed two printed pages in length, or an excerpt of not more than 250 words from a longer poem;
  - b. A complete article, story or essay of less than 2,500 words;
  - c. Prose excerpts not exceeding 10 percent of the whole or 1,000 words, whichever is less;
  - d. One chart, graph, diagram, cartoon or picture per book or per issue of a periodical; and
  - e. An excerpt from a children's book containing up to 10 percent of the words found in the text and not more than two printed pages of the published work.
3. One transparency for classroom instruction may be made from consumable materials such as workbooks, exercises, activity sheets, etc.
4. All permitted copying must include appropriate credits, including the author, title, date, copyright notice and any other pertinent information.

B. Prohibited Uses

1. More than one ~~word-work~~ or two excerpts from a single author copied during one class term;

2. More than three works from a collective work or periodical volume copied during one class term;
3. More than nine sets of multiple copies made for distribution to students in one class term;
4. Copies made to create, replace or substitute for purchasing anthologies or collective works;
5. Copies made of “consumable” works, such as workbooks, exercises, standardized tests and answer sheets (except as noted in A.3 above);
6. The same work copied from term to term;
7. The same material copied for more than one particular course, or copied every time a particular course is offered, unless permission is obtained from the copyright owner;
8. Copies made when there is sufficient time prior to the intended use to obtain permission from the copyright owner; and
9. No charges may be made to students beyond the actual cost of photocopying.

## **V. COMPUTER SOFTWARE**

All software purchased for use in the school unit must be approved by the building principal. Only the Superintendent may obtain and sign software licensing agreements and duplication rights agreements. All terms of such licensing/duplication agreements must be observed by all school unit employees and students.

Software purchased by the school unit for classroom, lab, media center, and office use remains the property of the school unit and may be used only in school-sponsored programs and activities.

### **A. Permissible Uses**

1. One archival (back-up) copy of copyrighted software may be made by authorized employees (unless a licensing agreement prohibits copying for any purpose);

2. Software may be used on a networked computer system if written permission is obtained or a version intended for network is used;
3. Software may be loaded on multiple equipment if it is specifically advertised as multi-load or written permission has been obtained; and
4. Preview software may be evaluated for a reasonable evaluation period before being purchased or returned.

**B. Prohibited Uses**

1. Illegal copies of copyrighted software programs made or used on school equipment;
2. Copies made of preview software;
3. Use of software on a networked computer system not intended for network use without written permission;
4. Multiple loading of software not specifically licensed for multi-loading without written permission;
5. Multiple copies made of copyrighted software (beyond an authorized archival copy);
6. Multiple copies made of printed documentation accompanying copyrighted software;
7. Copies made of software for sale, loan, transmission, or gift to other users; and
8. Copies made of locally produced adaptations or modifications of copyrighted software for any purpose.

**VI. INTERNET**

The rights of the owner of copyrighted material on the Internet are the same as the rights of the owner of traditional materials. Unless there is a clear statement that art, photos, text, and sounds are “public domain” and available for free use, it should be assumed that the material is copyrighted. All the criteria for “fair use” apply to works on the Internet just as they apply to other

materials. The ease of copying materials from the Internet should not be used as an excuse for violating copyrights.

## **VII. OFF-AIR TELEVISION RECORDING**

### **A. Permissible Uses**

1. Off-air recordings may be made only at the request of and used by individual teachers;
2. Off-air recording of broadcast programs available to the general public without charge may be made and retained for a period not to exceed 45 calendar days after the date of recording. The following additional requirements must also be met:
  - a. The recording may be used *once* by individual teachers in the course of relevant teaching activities and repeated *once* during the first 10 consecutive school days in the 45-day retention period.
  - b. Following the first 10 consecutive school days, the recording may only be used for teacher evaluation purposes (i.e., to determine whether the broadcast program should be included in the curriculum).
  - c. Following the 45-day retention period, the recording must be erased or destroyed immediately unless written permission is obtained from the copyright owner to keep and use the program in teaching/learning activities.
3. A limited number of copies may be produced from each off-air recording to meet the legitimate educational needs of teachers. Such copies are subject to the same guidelines as the original copy.
4. An off-air recording need not be used in its entirety, but the recording may not be altered, edited, combined, or merged. All copies must include the copyright notice of the broadcast program.

### **B. Prohibited Uses**

1. Recording broadcast programs in anticipation of requests;

2. Recording broadcast programs when there is sufficient time prior to the scheduled program to obtain permission from the copyright owner;
3. Recording programs from pay/satellite television channels (HBO, Cinemax, Disney, etc.);
4. Using or retaining recordings beyond the 45-day retention period without written permission;
5. Recording the same program more than once for the same teacher (regardless of how many times the program may be broadcast); and
6. Altering the program from the original content in any way (although the entire program need not be viewed).

#### **VIII. USE OF PRE-RECORDED VIDEOS**

Pre-recorded videos include commercially available videos marked "For Home Use Only" (such as feature films), including VHS tapes, DVD disks, filmstrips, etc.

##### **A. Permissible Uses**

Pre-recorded videos may be used in "face-to-face instruction" provided that the viewing utilizes a lawfully-made copy rented or purchased by the school unit.

##### **B. Prohibited Uses**

1. Videos may not be used for entertainment, filler, assemblies, fundraising, public viewing, or any other purpose without written permission of the copyright owner.
2. Videos may not be used when a written contract specifically prohibits use in classroom or direct instruction situations.
3. Videos may not be borrowed from individuals or other schools.
4. Videos may not be copied.

#### **IX. MUSIC AND THEATER PERFORMANCES**

Prior written permission must be obtained whenever copyrighted plays and musical numbers are to be performed or whenever copyrighted music is used as part of a performance.

## **X. EDUCATIONAL USES OF MUSIC**

### **A. Permissible Uses**

1. Emergency copies to replace purchased copies that for any reason are not available for an imminent performance provided that purchased replacement copies shall be substituted in due course.
2. For academic purposes other than performance, multiple copies of excerpts of works may be made provided that:
  - a. The excerpts do not constitute a performable unit (section, movement, or aria) or more than 10 percent of the entire work;
  - b. No more than one copy per student in the class is made; and
  - c. The copyright notice appears on the copies.
3. For academic purposes other than performance, a single copy of an entire performable unit (section, movement, or aria) may be made by the teacher for scholarly research or in preparation to teach a class provided that:
  - a. The work is confirmed by the copyright owner to be out of print;
  - b. The work is unavailable except in a larger work; and
  - c. The copyright notice appears on the copy.
4. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted. Lyrics may not be altered or added, if none exist.
5. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the school unit or an individual teacher.



6. A single copy of a sound recording (album, tape, cassette, or CD) or copyrighted music may be made from sound recordings owned by the school unit or an individual teacher for the purpose of constructing aural exercises or examinations. The copy may be retained by the school unit or an individual teacher.
  - a. This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.

B. Prohibited Uses

1. Copy to create, replace, or substitute for purchasing anthologies, collective works, and compilations;
2. Copy “consumable” works, such as workbooks, exercises, standardized tests, and answer sheets;
3. Copy for the purpose of performance (except as noted in A.(1)); and
4. Copy to substitute for the purchase of music (except as noted in A. (1-2)).

Legal Reference: 17 U.S.C. § 101 et seq.  
P.L. 107-273 (The TEACH Act of 2002)

Cross Reference: EGAD - Copyright Compliance

Adopted: April 28, 2010  
Reviewed: January 25, 2012  
Revised: \_\_\_\_\_



Durham • Freeport • Pownal

12.B.

TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Sarah Woodard

CC: Julie Nickerson, Lisa Demick, Hiram Sibley, Ray Grogan, Kim Austin, Dennis Ouellette, Will Pidden, Craig Sickels, Seth Thompson, David Watts, Jen Gulko, Bonnie Violette, Emily Grimm, Sarah Duffy, Darren Carter, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Diana Passmore, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Diane Atwood, Linda Pritchard, Nancy Drolet, Nancy Dyer, Jessica Sturges, Karen Sylvain, Tiffany Blanchard, Laurie Allen, Tom McKibben, Pauline Gillis

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

DATE: March 14, 2017

RE: Review/Update of Policies – Policy Packet 17-6

At the March 22, 2017 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 1<sup>st</sup> Read. 2<sup>nd</sup> Read/Adoption will take place at the April 26, 2017 Meeting. The policies are attached.

1. EBCB - Emergency Evacuation Drills
2. IKAB - Report Cards/Progress Reports
3. EFBA – Menu Development/Options-Offer vs. Serve Lunch Concept
4. IHBEA – Program for Limited English Proficient Students
5. IHBEA-R – LAU Plan
6. EEBA - Van Use

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

1. EEAEF - Video Cameras on Transportation Vehicles
2. EEAEF - Student Conduct on School Buses (recoding to JICC)
3. FF – Naming Facilities
4. EFE – Competitive Food Sales – Sales of Foods in Competition with the School Food Service Program

Regional School Unit No. 5

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

## EMERGENCY EVACUATION DRILLS

In order to protect the safety of students and school personnel and in compliance with Maine Department of Education regulations, schools at all levels K-12 are required to hold two emergency evacuation drills during the first two weeks of school. Schools enrolling grades K-4 will hold an additional eight emergency evacuation drills during the year; schools enrolling grades 5-8 an additional six emergency evacuation drills; and schools enrolling grades 9-12 an additional four emergency evacuation drills. Schools enrolling any combinations of these grade levels will hold the additional number of emergency evacuation drills required of the lowest grade level within the span, except that the local fire chief may increase the number of drills required. Results shall be recorded and deficiencies noted and corrected.

Emergency evacuation procedures will be incorporated into the school unit's emergency management plan. Building principals may seek the advice of local fire, emergency management and law enforcement officials to identify routes that will accomplish the evacuation of their individual school buildings as quickly and efficiently as possible.

Principals shall keep a record of all emergency evacuation drills held in their schools, stating the date and time the drill was held and the time required for evacuation of the building. This information will be reported to the Superintendent or his/her designee after each drill. Fire officials will be notified before each drill.

Written procedures for emergency evacuation drills shall be posted in all buildings.

The Superintendent/designee will be responsible for ensuring that school personnel receive an annual orientation concerning emergency evacuation procedures. The building principal will be responsible for ensuring that teachers familiarize students with designated evacuation routes prior to the first emergency evacuation drill of the school year.

### LOCKDOWN DRILLS

Some high-risk situations may result in a lockdown of the school rather than an evacuation. Each school will hold at least one lockdown drill during the school year. A lockdown drill should be held by October 15<sup>th</sup> to familiarize students with the procedure.

Written procedures for emergency evacuation drills shall be posted in each building.

### BUS EVACUATION DRILLS

Maine Department of Education regulations require that, at least twice a year, students who are transported in school buses be instructed in safe riding practices and participate in emergency evacuation drills. The building principal/designee will be responsible for arranging the times and locations of such drills. Bus evacuation drills must be conducted in the school parking lot or other safe location. The principal/designee, in consultation with the ~~Director of Student Services~~ Director of Instructional Support and/or Section 504 Coordinator, will determine appropriate evacuation procedures for students with disabilities. The first bus evacuation drill will occur within the first ~~two~~ three weeks of the school year.

Legal Reference: Ch. 125 § 10.2 (Me. Dept. of Ed. Rule)  
Ch. 81 § 2(B) (Me. Dept. of Ed. Rule)  
Resolve Ch.2, 127<sup>th</sup> Leg., 1<sup>st</sup> Session (Me 2015)

Cross Reference: EBCA – Comprehensive Emergency Management Plan  
(Crisis Response Plan)

Adopted: April 28, 2010  
Revised: December 14, 2011  
Revised: \_\_\_\_\_

## **REPORT CARDS/PROGRESS REPORTS**

~~The Board of Directors authorizes the Superintendent to develop a system for communicating information regarding student achievement and academic progress to students and parents. Within this system, grades, proficiency levels, performance notations, narratives, and other forms of reporting should be understandable to parents and should indicate how the student is progressing relative to achievement of the content standards of the Learning Results as well as performance in specific courses or content areas.~~

~~As a component of the system, a report card will be issued for each student at regular intervals to be reviewed and signed by the student's parent/guardian.~~

~~Interim progress reports indicating deficiency, need for remedial intervention, or improvement in performance may be issued at any time.~~

~~The principal/designee will provide written notification to students and parents by the end of March, except in very unusual circumstances, if the student may not advance to the next grade or if the student may not qualify for a high school diploma because he/she has not met the required standards.~~

## **GRADING SYSTEM-REPORTING STUDENT PROFICIENCY**

The purpose of RSU No. 5's grading and reporting system is to provide students and parents with timely information concerning student progress toward, and achievement of, proficiency in the content areas of Maine's system of Learning Results and the cross-curricular Guiding Principles of the Learning Results.

The Superintendent will be responsible for ensuring the development of a system for communicating information regarding student achievement and academic progress to students and parents. This system shall be approved by the Board.

Students and parents will be informed at regular intervals of their academic progress through reporting and other written/digital means.

Reports to parents will indicate the proficiency standards within the various content areas upon which the grades are based. Grades will be reported by level of proficiency and descriptions of proficiency, but the grading system must include at least the following levels of proficiency:

<u>Proficiency Level</u>	<u>Proficiency Description PK-5</u>	<u>Proficiency 6-12</u>
4	Extending	Exceeds the Standards
3	Achieving	Meets the Standards
2	Developing	Partially Meets Standards
1	Beginning	Does Not Meet Standards

Standards and proficiency indicators will be expressed consistently at each grade level and each school in the school unit.

Grading will reflect an aggregation of information gleaned from multiple and varied opportunities for student demonstration of proficiency.

For pre-K-grade 5 students, the Board encourages narratives and other forms of reporting as well as proficiency levels in order to make student progress more readily understandable to parents.

For grades 6-12, reporting will list each course by name and the pathway through which it was completed (e.g., course, honors, AP, vocational, dual enrollment, independent study) as well as the proficiency level.

Grade point average will be included in the final reporting of the year in grades 9-12.

For the class of 2021 and beyond, at all levels, "Habits of work" will be reported separately from academic proficiency.

Interim progress reports indicating deficiency or a need for remedial intervention, or a significant improvement in performance may be issued at any time.

The principal or designee will provide written notification to students and parents by February 15 if the student may not advance to the next grade level or if the student may not qualify for a high school diploma because he/she has not met the required standards.

Cross Reference:     IK — Student Achievement/Evaluation of Student Achievement  
                               IKE — Promotion, Retention and Acceleration  
                               ILA — Student Assessment/Local Assessment System

Adopted: February 24, 2010

Reviewed: December 12, 2012

Revised:

## **MENU DEVELOPMENT/OPTIONS-OFFER VS. SERVE LUNCH CONCEPT**

The "Offer vs. Serve Option" is designed to be more economical for the school unit and result in less waste. All lunches offered must contain five food items, ~~but students have the freedom of choice in selecting the three, four or five items they intend to consume. They may refuse up to two items.~~ components. Students have the freedom of choice in selecting a minimum of three components, one of which has to be a fruit or vegetable. All breakfasts offered must contain four food items, but students have the freedom to refuse one food item. offered must contain four food components. Students have the freedom of choice in selecting three components, one of which must be a fruit.

The Offer vs. Serve concept shall be implemented in RSU No. 5 schools. The Superintendent/designee shall be responsible for implementing appropriate administrative procedures and communications to carry out this policy in conformance with state and federal regulations and applicable Board policies.

Adopted: April 28, 2010  
Reviewed: January 25, 2012  
Revised: \_\_\_\_\_

**PROGRAM FOR ~~LIMITED ENGLISH PROFICIENT STUDENTS~~ LANGUAGE LEARNERS**

The Board of Directors recognizes that there may be some students attending RSU No. 5 schools for whom English is a new or second language. These students may be significantly challenged as they acquire or improve English proficiency at the same time they are learning the knowledge and skills associated with the content standards of the system of Learning Results. In order to ensure equal educational opportunity, the school system will provide a program for students who are limited in English proficiency.

To that end, the Superintendent/designee shall be responsible for developing and implementing the school unit's "Lau Plan." The Lau Plan will describe:

- A. How students will be identified as being from a non-English language background;
- B. How such students will be assessed to determine their English language proficiency level and their need for support in content areas;
- C. The types of services the school system will provide ~~limited English proficiency students~~ Language Learners to meet their English language acquisition needs and support in content areas;
- D. How ~~limited English proficiency students~~ Language Learners will be evaluated for the purpose of determining when to reduce services or exit them from the language support services when they are ready to benefit from an all-English Learning Results aligned curriculum, and how their progress will be monitored after they have stopped receiving ~~LEP~~ ESL services; and
- E. How the school system will evaluate the effectiveness and appropriateness of the language support program for ~~limited English proficiency students~~ Language Learners.

The Lau Plan will also describe how the school unit will communicate with ~~limited English proficient~~ Language Learners parents.

The school unit will comply with all applicable federal laws and/or regulatory requirements if federal funds or grants are utilized for ~~limited English proficiency programs~~ Language Learners.

Legal References: Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d  
P.L. 107-110 (No Child Left Behind Act of 2001)  
20-A M.R.S.A. § 15670(18)  
Ch. 127 § 3.02 (Me. Dept. of Ed. Rule)  
Commissioner's Administrative Letter No. 24 (December 9, 2003)



Adopted: February 24, 2010  
Reviewed: April 25, 2012  
Revised: \_\_\_\_\_

## RSU No. 5 School Department LAU PLAN

### RSU No. 5 School District English Language Learners (ELL) Program

A Lau Plan, named after the landmark Lau vs. Nichols U.S. Supreme Court Decision of 1974, is an equal access plan that protects English Language Learners (ELLs)

The RSU No. 5 School Department does not discriminate against ~~limited English proficient students~~ Language Learners (ELL). In accordance with the Equal Education Opportunities Act (1974), the School Department makes an effort to do whatever is educationally appropriate to address the English and educational needs of the ~~limited English proficient student~~ Language Learners so that s/he can participate with her/his English background peers in the educational program of RSU No. 5 schools. Qualifying Eligible students will be identified and placed in programs and services in accordance with statutory guidelines. The RSU No. 5 School Department strives to provide a linguistically and culturally rich teaching and learning environment. It is the policy of the RSU No. 5 School Department to comply with all Federal and State laws prohibiting discrimination against students on the basis of all civil rights categories. The district program for ELL will be overseen by the Director of Instructional Support.

### Part I: STUDENT ASSESSMENT

#### A. Identification of ~~Language Minority Students~~ English Language Learners

The Maine Department of Education conducts an annual home language survey to determine the number of language minority children who are enrolled in Maine schools. Schools collect the completed surveys from the parents/guardians of new kindergarten students and newly-transferring students. In order to provide English as a Second Language (ESL) services in a timely manner, potential ~~LEP~~ ELLs students should be tested and placed within one month.

RSU No. 5 School Department ~~may~~ will use the following instruments to identify limited English ~~proficient (LEP) students~~ Language Learners (ELLs):

- Home Language Surveys
- Review of all relevant educational documents and student records
- ~~WIDA ACCESS English Language Proficiency Test~~
- ~~LAS Links Language Assessment System~~
- Teacher observations
- ~~Recommendations from guidance counselors~~
- ~~Teacher developed assessments~~

#### B. Assessment for English Language Proficiency

Once a child has been identified as being from a non-English language background or having spent considerable amount of time in a non-English speaking country (and that stay has affected

the child's ability to comprehend and express in English), the next step is to assess the child's English language proficiency.

RSU No. 5 School Department ~~may will~~ use the following instruments to identify the English language proficiency of ~~LEP students~~ ELLs:

- WIDA MODEL English Language Proficiency Test
- Review of all relevant educational documents and student records
- ~~LAS Links Language Assessment System~~
- ~~English Language Proficiency Test~~
- ACCESS for ELLs English Language Proficiency Test
- ~~DRA reading assessment~~
- Teacher observations and recommendations
- ~~Teacher developed assessments~~

### C. District Language Acquisition Assessment Committee (DLAC)

The District Language Acquisition Assessment Committee (DLAC) is a group of district-wide school staff and parents of students that meets to discuss and develop an appropriate and effective structured language support ESL program for limited English proficient children English Language Learners. The District Language Assessment Committee will:

- Oversee RSU5's ESL program and advise on identifying, serving, assessing, and exiting an English Language Learner from the program.
- Serve to notify parents about upcoming WIDA-ACCESS testing.
- Recommend revisions to the Lau Plan for action by the Superintendent and School Board.

~~It is recommended that~~ The DLAC will meet on a regular basis twice per year in fall and spring, to review the student's progress ESL Program, the effectiveness of the program, and to re-direct certain instructional activities, if necessary. It is the responsibility of the ELL ESL Consultant teacher to be the LAC convener convene DLAC Committee and schedule meeting dates.

D. An RSU No. 5 Language Acquisition Assessment Committee (LLAC) is established at each school to coordinate and oversee the educational program of limited English proficient students Learners enrolled in the RSU No. 5 School Department. Each LLAC is composed of LAC members will include the Director of Student Services Instructional Support or Building Administrators, the School Guidance Counselor, classroom teacher(s) and parent/guardian, an ESL teacher. other ELL consultants who may be involved with the committee on an "as needed" basis, and the Curriculum Director. These members will be ongoing. All members of a school team as well as additional teachers of students are invited to attend the meetings.

The LLAC responsibilities will include the following:

- ~~To review the Home Language Surveys to identify potential LEP students who have not already been identified through Special Education screening, Parent/Teacher referral, or LLAC surveys.~~

- ~~To require the administration of multi-criteria evaluations to potential LEP students annually.~~
- To make determinations ~~from multi-criteria evaluations~~ based on either the WIDA-ACCESS, or WIDA-MODEL about placement, programming services ~~time of and~~ delivery of services. ~~and types of programs for LEP students.~~
- To meet annually, or more frequently if needed, to monitor the ~~LEP student's~~ English Language Learner's language and academic progress.
- To meet with the entire school staff to provide information about ~~LEP students~~ English Language Learners and the ESL Program.
- ~~To make recommendations for placement and program type for summer (if necessary) and for the next school year.~~
- To recommend modification of ~~ELL~~ ESL support services or reclassification of a ~~students from limited English proficiency (LEP) to full English proficiency (FEP).~~ English Language Learners
- ~~To recommend and discuss direction and instructional objectives for the ESL teacher.~~
- To develop an Individual Language Acquisition Plan for each eligible English Learner.
- To continue annual monitoring for two years after ~~an LEP student's~~ English Language Learner's reclassification to full English proficiency.
- ~~To meet at least yearly with parents/guardians to develop goals and monitor progress.~~
- ~~To recommend revisions to the RSU No. 5's School Department's *Law Plan* for action by the Superintendent and Board.~~

## PART II: STUDENT PLACEMENT (ENTRY AND EXIT)

### A. Factors that Affect Program Design

There are many factors that must be considered when determining the most appropriate and effective structured language support program. Some of those factors are:

- Age of the child
- English language proficiency level
- Native language proficiency level
- Amount of interrupted schooling in the child's background
- The amount of native language literacy skills the child possesses
- Amount of trauma (if any) in the child's background, especially from refugees
- Amount of literacy readiness/exposure in child's background

### B. Classification of Student's English Fluency Level

The English language proficiency level of language minority students can be translated to classification categories. These categories are:

Level 1 – Entering

- Level 2 – Beginning
- Level 3 – Developing
- Level 4 – Expanding
- Level 5 – Bridging
- Level 6 – Reaching

### C. Grade-level Placement

~~Before making a permanent grade-level placement decision for a language minority student, the LAC will need to have pertinent background information about the child. The information would include:~~

- ~~• The child's chronological age~~
- ~~• The child's educational background~~
- ~~• The child's English language proficiency level~~

~~With this information, which should have been collected as expeditiously as possible, the LAC can decide at what grade level the student should be placed. Under no circumstances should a student be placed in a grade level that is more than one year below his/her chronological age. Although it may seem logical to place a language minority child at a grade level that matches the kind of English skills he/she appears to need to acquire, it would be a great disservice to the child both socially and cognitively to do so. The school is obligated to provide a structured language support program that meets the ESL as well as content area and equal access needs of the student.~~

Based on the results of the LAC meeting, the building principal will place the English Language Learner in an appropriate grade. An English Language Learner will not be placed in a grade level that is more than one year below his/her chronological age.

### D. Exit and Reclassification Criteria—Should be Based on WIDA Access Scores Criteria for Reclassification, Transfer and Exit

If a structured language support program is effective and appropriate, the ~~LEP student~~ English Language Learner will eventually be: (a) reclassified at a higher level of proficiency, or (b) exited from the structured language support program entirely. Any member of the Language ~~Acquisition~~ Assessment Committee or the child him/herself may recommend reclassification or exit.

If and when the child is found to be eligible for reclassification or exit, the LAC will need to monitor the child's academic performance and psycho-social well-being after the ~~placement is~~ reclassification or exit is made. In the case of a student who is reclassified, the decreased ESL instructional time should be monitored in terms of: continued academic success; adjustment to a longer time period in the mainstream classroom; and, instructional needs being met in the structured language support program. In the case of exit from the program, the full mainstreaming should be monitored for academic success; adjustment to the full-time mainstream classroom; and, any emerging language skills needs that may surface once

mainstreaming has occurred. Students will be exited based on achieving a WIDA ACCESS composite score of 6. Based on WIDA recommendations, students scoring 5.9 on the ACCESS will also be exited.

After a child has been exited from a structured language support program, that child's language performance and growth must be monitored for two years (if the child is still in school). ~~This could be done in the regularly scheduled LAC meetings.~~ During those two years of monitoring, if the child experiences a pattern of difficulty with language or content skills, the LAC can re-enter the child into the structured language program.

In the event that a parent/guardian refuses ~~ELL~~ ESL services for a student, a signed letter of refusal is to be placed in the student's file. These ~~ELL~~ ESL services will be offered yearly, and a letter of refusal must be signed annually. The parent may withdraw refusal of services at any time.

### **PART III: PROGRAM INSTRUCTION**

#### **A. Teacher Skills and Credentials**

Just as with any other teaching specialization, ESL teachers require special pedagogies to provide the best services for their students. The State Board of Education in 1988 adopted an ESL endorsement for teachers. If a district has children enrolled who are language minority-limited English proficient, the structured language support services can be provided in two personnel configurations:

1. An ESL-endorsed teacher provides direct ESL instruction
2. A paraprofessional or non-ESL endorsed teacher provides direct ESL instruction and is supervised and guided by an ESL-endorsed teacher

The presence of an ESL-endorsed professional is imperative for an effective and appropriate program to be implemented. The recommended configuration is the former; recommended by Office for Civil Rights and the Maine Department of Education.

#### **B. Service Delivery Models**

There are several types of structured language support programs the RSU No. 5 School Department believes can be beneficial to limited English proficient students. This system's ability to provide some of these programs depends on both availability of native-language speaking personnel and availability of native language instructional materials for sheltered content. The keys to an effective and appropriate program choice will include careful consideration of the child's needs, full research into the resources available (personnel, materials), and full understanding of the possible program configurations.

Some of the likely structured language support programs to be used in RSU No. 5 schools will include:

English as a Second Language: A structured language learning program or curriculum designed to teach English to students whose native language is not English. ~~In low-incidence situations, this instruction may occur through “pull-out” from regular English literacy instruction, and Pull-out and push-in services are provided based on individual student’s need~~ students are supported in mainstream subject areas for most of the school day. Services are provided by or supervised by a State certified teacher endorsed in ESL.

Sheltered English: An approach that utilizes the simplification of the English language to teach ESL and subject area content simultaneously (sometimes called “content ESL”). Although the actual content is the same as that taught to non-LEP ELL students, key concepts and vocabulary are targeted to fit the ESL student’s English language proficiency level.

A structured language support program encompassing the above models will be provided in a time allocation that will most benefit the ELL learner. The consideration of many factors must take place when a program is being developed. However, the ultimate goal is to provide effective and appropriate services to the student so that s/he may benefit fully from and succeed in an education conducted in English.

The determination of a time allotment for structured language support programs will be made by the Language Assessment Committee with assessment information available. ~~The policy of the Language Assessment Committee will be to determine the most appropriate instructional program to achieve fluency in English for each student.~~

### **C. — ~~BICS, CALP, Age and Rate for Language Acquisition~~**

~~The two levels for second language acquisition are: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). These two components encompass many skills, abilities, and cognitive demands. If second language learners are to be fully fluent in English, they must attain proficiency in both these components. Within each component level, there are continua of cognitively demanding and less cognitively undemanding tasks and context embedded — context reduced tasks that a language learner would need to be able to perform to be proficient at that level. ESL instructors can tailor make instructional activities to assist students in working on the skills in each level.~~

~~Research has been conducted on the rate at which second language learners acquire the two BICS and CALP. Many variables contribute to the rapidity with which a learner would acquire these levels; those variables include age of child; previous schooling in first language (interrupted schooling); mastery of literacy skills in the first language; maintenance of the first language in the home; length of residence in the U.S.; family value of education; amount and quality of bilingual instruction in previous schooling; amount and quality of ESL instruction in previous schooling. Under the optimal conditions, it can take up to two years for a student to acquire BICS and from five to seven years or more to acquire the CALP under the very best~~

~~support system. Consensus appears to be that the ideal age for a child to begin learning a second language is between the ages of 8 and 11.~~

~~Parents and guardians need to be apprised of this information so that they can have realistic expectations of the instructional programs and of their children. It will also help them to advocate more effectively for their children in the school setting.~~

~~Mainstream teachers and administrators also need to be apprised of this information so that they, too, can help provide an appropriate and effective structured language support program with realistic expectations for language minority limited English proficient children. The assessment of the English language proficiency of language minority children and their language instructional program, must take into account the two levels of language proficiency. It is not enough for a child to have acquired the BICS component; that child will have difficulty with the cognitive academic demands of the school, which may result in failure.~~

#### **PART IV: PROGRAM EVALUATION AND RECORDKEEPING**

In order to ensure the most effective and appropriate structured language support programming for ~~limited English proficient children~~ Language Learners, a model for overall program evaluation must be developed and utilized. An annual program evaluation will illustrate the following: attainment of program outcomes; attainment of learner outcomes; school climate and support for the program and children; the quality of instructional materials; the maintenance of information about students; the effectiveness of staff development activities; the amount and effectiveness of mainstream – ESL collaboration; the effectiveness of school and program communication with parents; and the implementation of the district's Lau Plan itself approved by its Board.

In all the procedures involving the identification, assessment, provision of services, and exit from services for ~~LEP children~~ English Language Learners, thorough record keeping must be implemented and maintained.

It is the responsibility of the ~~ELL Consultant~~/ESL teacher to maintain accurate files for each ~~LEP student~~ English Language Learner. Items included in student files (but not limited to) would consist of:

- Copy of the Home Language Survey
- ~~Other teacher generated surveys~~ Copy of the WIDA-ACCESS/MODEL tests
- Test scores and actual tests, if available
- ~~Recommendations for individual learning plan~~
- ~~Documentation of parent/guardian contact or parent/guardian meetings~~
- ~~Documentation/minutes of LLAC meetings~~
- ~~Recommendations for reclassification or exit from the ESL program~~
- ~~Copy of report cards~~ Copy of ILAP
- Any other pertinent information



## **Part V: STATUTE**

### **Legal Obligation of Schools toward ~~Language Minority Students~~ English Language Learners**

#### **1. Civil Rights Act of 1964**

Title VI: “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance.”

#### **2. Office for Civil Rights Memorandum (1970):**

“(1) Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

(2) School districts must not assign national origin minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparatory courses on a basis directly related to the failure of the school system to inculcate English language skills.

(3) Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead end or permanent track.

(4) School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.”

#### **3. ~~Equal Educational Opportunities Act of 1974~~ Lau v. Nichols: U.S. Supreme Court decision of 1974**

“No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by –

- (f) the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

#### **4. ~~The Lau Remedies (1975)~~**

~~They specified approved approaches, methods, and procedures for:~~

~~... "identifying and evaluating national origin minority students' English language skills;~~

~~... determining appropriate instructional treatments;~~

~~... deciding when LEP children were ready for mainstream classrooms;~~

~~... determining the professional standards to be met by teachers of language minority children."~~

### **Sources**

~~Strategies for Accommodating Limited English Proficient Students~~

~~(Prepared by Barney Berube, Ph.D. MDOE, IASA Title VII Office, 23 State House Station, Augusta, Maine 04333-0023 1998)~~

Administrative Procedure Adopted: 4/13/10

Administrative Procedure Reviewed: 4/3/12

Adopted by Board: \_\_\_\_\_

## VAN USE

The van is available for activities to enrich the education of the students of RSU No. 5 and programs of ~~Recreation and Community Education~~ Community Programs.

Any driver of the van must be a district employee or approved volunteer, be 21 years of age or older and licensed by the State of Maine.

The Superintendent shall be responsible for developing and administering appropriate procedures to implement this policy.

Adopted: April 28, 2010  
Reviewed: January 25, 2012  
Revised: \_\_\_\_\_