

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– NOVEMBER 18, 2015
FREEPORT HIGH SCHOOL– LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

I. The meeting was called to order at ____p.m. by Vice-Chair Michelle Ritcheson

II. Attendance:

____ Louise Brogan	____ John Morang
____ Kathryn Brown	____ Beth Parker
____ Jeremy Clough	____ Brian Pike
____ Candace Decsipkes	____ Michelle Ritcheson
____ Naomi Ledbetter	____ Lindsay Sterling
	____ Valeria Steverlynck

III. Pledge of Allegiance:

IV. Consideration and approval of the Minutes of October 28, 2015 and November 4, 2015.

A. Consideration and approval of the Minutes of October 28, 2015 and November 4, 2015 as presented barring any errors or omissions.

Motion:_____2nd:_____Vote:_____

V. Adjustments to the Agenda:

VI. Good News & Recognition:

- A. Report from FHS Student Government
- B. National Merit Commended Student
- C. Boys Cross Country Team – MPA Class B State Champions

VII. Public Comments:

VIII. Superintendent's Report

A. Items for Information

- 1. *Board and Administrator*, November 2015
- 2. Professional Learning Communities: Key Questions and Example
- 3. Moors & Cabot information on FHS project savings

B. Administrator Reports

- 1. Morse Street School – Julie Nickerson, Principal
- 2. Freeport High School – Brian Campbell, Principal
- 3. Athletics – Craig Sickels, Director
- 4. Finance – Kelly Wentworth, Director

IX. Unfinished Business:

A. Discussion of Maine Region Ten Technical High School

- B. Consideration and approval of the following policies (2nd Read: Packet #2)
1. JLF – Reporting Child Abuse and Neglect
 2. JLF-R – Reporting Child Abuse and Neglect – Administrative Procedure
 3. EBAA – Chemical Hazards
 4. ECB – Pest Management in School Facilities and on School Grounds
 5. IGA – Curriculum Development and Adoption

Motion:_____2nd:_____Vote:_____

X. New Business:

- A. Consideration of action to approve the following stipend positions:

1. Middle School Green/Environmental Team
2. Middle School Writing Club
3. Middle School coding Club
4. Mast Landing Drama Club
5. Mast Landing Student Council
6. District Odyssey of the Mind Coordinator
7. Ropes Course Coordinator
8. K-8 Music Enrichment (4 positions)
9. K-8 Art Enrichment (4 positions)
10. Chair of Professional Certification Committee
11. FMS/FHS Band Director (split into two positions)
12. FHS Band Director

Motion:_____2nd:_____Vote:_____

- B. Consideration and approval to appoint a Chair for RSU No. 5 Board of Directors (effective for the December 9, 2015 meeting).

Motion:_____2nd:_____Vote:_____

- C. Consideration and approval to make committee appointments.

1. Safety Committee (_____, Pike)

Motion:_____2nd:_____Vote:_____

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

- A. Strategic Communications

XII. Adjournment:

Motion:_____2nd:_____Vote:_____Time:_____

W. A.

RSU No. 5 Board of Directors Meeting
Wednesday, November 4, 2015 – 6:30 p.m.
Durham Community School - Cafeteria
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 November 18, 2015 meeting).

CALLED TO ORDER:

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

MEMBERS PRESENT: Louise Brogan, Kathryn Brown, Jeremy Clough, Candace deCsipkes, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck

MEMBERS ABSENT:

III. PLEDGE OF ALLEGIANCE:

IV. ADJUSTMENTS TO THE AGENDA:

V. GOOD NEWS & RECOGNITION: NICK LYONS – MAHPERD TEACHER OF THE YEAR
The Board recognized Nick Lyons for being named Teacher of the Year.

VI. SPECIAL PRESENTATION:

- A. Durham Community School: Accountable Talk and Shared Thinking
Assistant Principal Hiram Sibley and 4th Grade Teacher Tina Whalen shared the school's efforts to provide children skills and opportunities to practice accountable talk.

VII. PUBLIC COMMENTS:

VIII. UNFINISHED BUSINESS:


- A. Discussion of Maine Region Ten Technical High School Options with MSAD#75: Peter Dawson
Interim Director Peter Dawson spoke about the option of moving toward a full day Comprehensive High School and also joining with MSAD#75's building project and become a Center.
- B. PG&E Update: Mike Lafortune
Curriculum Director Mike Lafortune provided an update on the professional growth and evaluation system.

IX. WORKSHOP:

- A. Superintendent's Evaluation
The Board discussed what they would like to see in an evaluation tool for the Superintendent. An ad hoc sub-committee of Beth Parker, Michelle Ritcheson and Valy Steverlynck will assist the Superintendent in bringing back a process to pilot in spring of 2016.

X. ADJOURNMENT:

VOTED: (1) To adjourn at 8:57 p.m. (Steverlynck – Parker) (10 – 0).



Edward R. McDonough
Superintendent of Schools

RSU No. 5 Board of Directors Meeting
Wednesday, October 28, 2015, 2015 – 6:30 p.m.
Freeport High School - Library
Meeting Minutes

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the November 18, 2015 meeting).

CALLED TO ORDER:

Chairman Nelson Larkins called the meeting to order at 6:34 p.m.

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

MEMBERS ABSENT: Brian Pike

III. PLEDGE OF ALLEGIANCE:

Chair Larkins thanked outgoing Board member Karin VanNostrand for her service the past four years.

IV. MINUTES:

A. VOTED: (1) To approve the Minutes of September 23, 2015 and October 14, 2015.
(Parker – Morang) (10 – 0)

V. ADJUSTMENTS TO THE AGENDA:

VI. GOOD NEWS & RECOGNITION: Report from FHS Student Government
Chair Larkins read an update on recent and upcoming events taking place at Freeport High School.

VII. PUBLIC COMMENTS:
None

VIII. SPECIAL PRESENTATIONS:
A. 5 Year Capital Plan – Dennis Ouellette
Mr. Ouellette reviewed completed 14-15 and 15-16 capital projects and upcoming projects for the next 5 years.

IX. SUPERINTENDENT'S REPORT:
A. Items for Information
1. *Board and Administrator*, October 2015
2. *Superintendent's Update*, October 2015
B. Correspondence
1. Letter from Olivia Botting
C. Administrator Reports
1. Mast Landing School – Beth Willhoite, Principal
Ms. Willhoite reported on grade level SMART goals, celebrations, and opportunities for students.

2. Freeport Middle School – Ray Grogan, Principal
Mr. Grogan reported on each team's SMART goals, things to look forward to at FMS, and celebrations.
3. Finance, Ms. Wentworth, Director
Ms. Wentworth provided an update on finances including bonding of FHS.

X. UNFINISHED BUSINESS:

- A. **VOTED: (2)** To approve a FY 17 Budget Process Calendar.
(Parker – Steverlynck) (10 – 0)
- B. **VOTED: (3)** To approve Policy ADC, Tobacco Use and Possession (2nd reading: Packet #1)
(Parker – Steverlynck) (10 – 0)

XI. NEW BUSINESS:

- A. **VOTED: (4)** To approve the following Policies (1st reading: Packet #2)
 1. JLF – Reporting Child Abuse and Neglect
 2. JLF-R – Reporting Child Abuse and Neglect – Administrative Procedure
 3. EBAA – Chemical Hazards
 4. ECB – Pest Management in School Facilities and on School Grounds
 5. IGA – Curriculum Development and Adoption

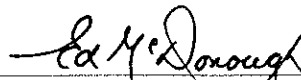
(Brown – Steverlynck) (10 – 0)

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

- A. Finance – Chair John Morang provided the Board with a summary of the October 14, 2015 meeting.
- B. Strategic Communications – Chair Candy deCsipkes provided the Board with a summary of the September 30, 2015 meeting.

XIII. ADJOURNMENT:

VOTED: (5) To adjourn at 8:07 p.m. (Parker – Ledbetter) (10 – 0)



Edward R. McDonough
Superintendent of Schools

Board & Administrator

FOR SCHOOL BOARD MEMBERS

November 2015 Vol. 29, No. 7

Editor: Jeff Stratton

What is the board's response to a candidate with a vendetta?

Too often, candidates run for the school board with a single-issue: firing a teacher, a coach, or in some cases, the superintendent.

When the board has a member who sees this as his one job on the board, the body needs to be prepared to ask a pointed question: What will be your next act if you are successful in your desire to oust an individual from the district?

The board should stress to its members that the position of board member requires the board to represent the best interests of all the district's stakeholders.

The key here is for the board to work at professionalism in its approach to school governance. This is an expectation that the community has of its board: Professional behavior, with no distracting sideshows at board meetings, no members using

their board seat to pursue a vendetta, and no member seeking personal gain from board service.

To achieve this:

- Come to meetings prepared.
- Contact your superintendent before the meeting with any questions you might have about the agenda.
- Make a commitment to keep board meetings orderly and business-focused.
- Never become verbally abusive of another board member, school staff or the superintendent.
- Maintain confidentiality.
- Communicate. Practice "no surprises."
- Keep your focus on students.
- Respect the chain of command.
- Review and sign a conflict-of-interest statement annually as a reminder to the board. ■

Don't let personnel issues create confusion

Staff problems often create conflict between the board and superintendent. To clear up any confusion surrounding the relationship between the board and employees, keep these thoughts in mind:

1. Who manages individual staff members?

The superintendent hires, disciplines, fires, and evaluates employees. She is the person ultimately responsible for actions in these areas. The board manages only one employee: the superintendent. The board gives the superintendent a contract to manage the district.

2. What problems can occur when board members give direction to employees? Giving orders to school staff is a sure-fire way to disrupt the chain of command and compromise the superintendent's authority. To compound the problems, interfering with staff sends them the wrong message: "I can

turn to a board member anytime I have a problem."

When this occurs, it wastes board time and diverts the board from its proper role. To many board members and potential board members, this is a colossal waste of time.

3. What are some productive ways for board members and staff to interact?

It's always informative and engaging when teachers and other staff address the board about their work, and give examples of their accomplishments with students, for example. The board should also recognize employees for their achievements.

Finally, when the board and superintendent engage in strategic planning for the district, it is a good idea to gather thoughts from employees about what they consider the top challenges the schools face going forward. ■

Serve your board as a general, not a detail-focused sergeant

By Paul Vranish

Why is micro-management a problem with some boards? Most people who have been elected to a school board have not held a position on a corporate board; they have no experience in strategic or philosophical management. However, they may hold a mid-management position themselves, and have experience in task management.

It is quite natural that such people will gravitate to a mode where their life experience provides a foundation for their actions. Unfortunately, even a small school district is a multi-million-dollar business. Like any similar business, the district functions best when its corporate board is providing guidance, values, philosophies, and direction at the level of a general, not a sergeant.

Consider the following two examples.

Military

A sergeant will gather his men before going on patrol and disseminate instructions similar to these orders. "People, we will be on patrol for two days, with a high possibility of enemy contact. Each of you should carry eight clips of ammunition, two frag grenades, one smoke grenade, and a two-day supply of water and rations. Are there any questions?"

While these orders are critical for a unit on patrol, a general would never get involved in such "down the ladder" information. A general would focus his efforts in a more global mode: deciding which military units to deploy in which situations, ensuring that supply chains are established and maintained, and seeking overly privileges from foreign countries. The big stuff.

School District

A trustee leans on the fence at a football game and converses with a friend. They agree that the football

coach should be fired. After this conversation, the trustee pursues an agenda to fire the coach; nagging and lobbying the superintendent and the remainder of the board. Well, we have a small-thinker here; actually, beneath the operational smarts of a sergeant.

Another trustee is also concerned about the football program, but this trustee thinks like a general. At the next board meeting, during an appropriate time, she poses the following questions to her colleagues and the superintendent:

- What do we expect from our football program?
- If we had the program to the level we wish, what would that look like?
- By what parameters is the football coach evaluated? How are all coaches, and their programs evaluated? And, who conducts these evaluations?
- How much of our resources, within the budget, are we willing to commit?
- How long, reasonably, would it take to achieve this desired state?

This trustee is a general, and an effective board member. The students and the taxpayers are the ultimate winners when this type of high-level thinking is prevalent on a school board.

If you, as a trustee, find yourself wanting to be on the campus to "check on things," giving directives to school employees, or needing to directly command the operations, then you are a "sergeant." The best way to fulfill your attraction to this mode of operation is to get off the board and into a school position.

Until you are ready to be a strategic thinker, a "general," you will reduce the effectiveness of your board, harm the students' school experience, and live in a state of perpetual personal frustration.

Vranish is a retired superintendent and school board consultant. ■

Establish guidelines for communicating with the public

Between board meetings, trustees can expect questions. Usually, the board president serves as spokesman when official board comment is requested. But as a board member, you may need to speak to the news media at some point in your service. Remember these three tips when dealing with the media:

1. Know the facts and have them ready. When interviewed by a reporter, provide accurate information. If you have any doubts, tell the reporter

you need time to check your information and will get back to him.

2. Don't finger-point. Remember that you have an obligation to support the majority's decision. Bad-mouthing other board members does your position no good and damages board teamwork.

3. Don't feel you have to talk to the media. If you are unsure of what to say, refer the reporter to the superintendent or board president. ■

Professional Learning Communities (PLCs)

Four (4) Key Questions

1. What do we want our students to learn?
2. How will we know when they have learned it?
3. How do we respond when they haven't learned it?
4. How do we extend and enrich the learning for those who have demonstrated they have learned?

1. What do we want our students to learn?

2. How will we know when they have learned it?

3. How do we respond when they have not learned it?

4. How do we extend or enrich the learning for those who have demonstrated they have learned?

SMART Goals

Specific
Measurable
Attainable
Results-oriented
Time-bound

EXAMPLE

from *Learn by Doing*

Last year, 18% of third graders were unable to meet grade level proficiency standards in reading and comprehension as measured on the MEA

CURRENT REALITY

4th grade teachers recognize this gap in essential skill.

SMART Goal

This year, 100% of 4th grade students will demonstrate proficiency in reading fluency and comprehension as measured on the MEA reading assessment.

Action Steps

Develop a series of ongoing assessments of reading fluency and comprehension and analyze results.

Use PLC time to work with literacy strategist to identify specific and precise strategies to address needs of learners.

Students in need of intensive support will work in small groups with reading teacher.

Monitor progress with common assessments, aligned to MEA, in September, January & May.

Work with principal to create a schedule allowing for 30 minute intervention time where groups below, at and exceeding target improve.

Create a variety of enrichment activities for proficient readers, a list of Junior Great Books reading circles and group research projects.

Why are Professional Learning Communities a key strategy?

The four key questions of PLC work ensures the focus shifts from teaching to learning.

Data inquiry is fundamental; knowledge of the current performance levels to learn where there is a gap in essential knowledge sets the stage for goal-setting.

Setting goals for student learning is a key characteristic of high performing schools.

Teachers collaborate and learn for one another; monitor student progress frequently and establish systemic intervention / enrichment opportunities.

PLC teams are accountable for results.

RSU 5 Goal

The goal for this year is to get to scale with this practice and develop internal accountability, which is to say, we expect 100% of professional staff will go through the process and deepen their understanding of the cyclical process. We will no doubt learn as we go and get better at data analysis, draft goals that better meet the SMART goal test, and most importantly, improve outcomes for learners in key areas through careful monitoring of student learning and timely intervention / enrichment.



MOORS & CABOT

INVESTMENTS

Banking & Advisory Group

To: Bill Stockmeyer
Fr: Joe Cuetara
Date: October 20, 2015
Re: Sale Results

Bidder Name	TIC
Roosevelt & Cross, Inc.	2.677475
Raymond James & Associates, Inc.	2.712603
Piper Jaffray & Company	2.762191
Robert W. Baird & Co., Inc.	2.857253
Bank of America Merrill Lynch	2.878767
Hutchinson, Shockey, Erley & Co.	3.020519

We received six (6) bids from underwriting syndicates comprised of more than 40 dealers. The bids are at the left.

A Premium of approximately \$1,091,644 was applied to the winning bid. Of this amount, \$80,000 will be used to pay for Costs of Issuance; \$1,000,000 is applied to reduce the issuance of Bonds; leaving a balance of \$11,644.64 in net excess proceeds.

To measure relative value, vis-à-vis "going to the Bond Bank" we look at the yields at which bonds are sold to investors, for each financing, relative to Municipal Market data's ("MMD") AAA baseline yields. This shows where the issue is placed against a common denominator. As you will see to the right, our sale today "outperformed MMBB" by 29 bps to 46 bps, Spring 2015 SrA; 29 bps to 54 bps, Fall 2015 SrC.

The MMBB charged 3.272% TIC for a 20-year financing in its fall sale. Our financing is @ 2.6774751% TIC. A \$14,638,000, 20-year financing at a 2.6774751% vs. 3.272% equates to a lower cost of approximately \$931,366.

October 15, 2015						MMBB 2015 Sr A		MMBB 2015 Sr C	
		MMD	RSU 5			Aa2/AA+		Aa2/AA+	
		AAA	Aa3/AA-	Variance		MMBB	vs MMD	MMBB	vs MMD
1	2016	0.23	0.40	0.17		0.37	(0.05)	0.30	0.07
2	2017	0.55	0.70	0.15		0.90	0.18	0.78	0.22
3	2018	0.78	0.85	0.09		1.21	0.21	1.05	0.25
4	2019	0.96	1.10	0.14		1.43	0.24	1.30	0.27
5	2020	1.20	1.35	0.15		1.62	0.26	1.57	0.29
6	2021	1.38	1.50	0.12		1.84	0.30	1.82	0.35
7	2022	1.57	1.75	0.18		1.99	0.29	2.03	0.38
8	2023	1.77	1.95	0.18		2.14	0.28	2.20	0.39
9	2024	1.90	2.05	0.15		2.29	0.30	2.32	0.40
10	2025	2.01	2.20	0.19		2.39	0.30	2.48	0.45
11	2026	2.13	2.45	0.32		2.61	0.40	2.72	0.57
12	2027	2.24	2.60	0.36		2.80	0.48	2.92	0.67
13	2028	2.34	2.75	0.41		2.96	0.53	3.09	0.75
14	2029	2.43	2.85	0.42		3.17	0.69	3.20	0.77
15	2030	2.52	2.95	0.43		3.27	0.72	3.35	0.83
16	2031	2.59	3.05	0.46		3.33	0.72	3.45	0.86
17	2032	2.65	3.10	0.45		3.39	0.72	3.51	0.86
18	2033	2.70	3.15	0.45		3.43	0.72	3.51	0.81
19	2034	2.75	3.20	0.45		3.47	0.72	3.56	0.81
20	2035	2.80	3.25	0.45		3.57	0.79	3.61	0.81
21	2036	2.86							
22	2037	2.89							
23	2038	2.93							
24	2039	2.96							
25	2040	2.99				3.67	0.77		
26	2041	3.01							
27	2042	3.03							
28	2043	3.04							
29	2044	3.05							
30	2045	3.06							
				0.29					
							0.46		
								3.50	0.46
									0.54

ADDENDUM Nov 5, 2015:

Comparing the actual annual yields that MMBB is charging (attached) the comparison shows that the RSU saved an actual amount of \$1,044,590.41, or 5.2272% PV Savings.

To: The RSU5 School Board
 From: Julie Nickerson – Principal, Morse Street School
 Date: November 12, 2015
 Re: School Update

It has not taken me long to realize that Morse Street School is filled with dedicated, experienced and skilled staff, wonderful children and very supportive families. The first part of the school year has been filled with enriching learning experiences and events that not only benefits our students, but our whole school community. We changed the format of our Open House this year, we made it a family focused event where students proudly 'showed off' their school by acting as tour guides, leading introductions to different teachers and sharing their learning. In September we were lucky enough to enjoy a multi-disciplinary performance of the arts by Annegret Baier. She shared her knowledge of African culture through music, dance and art. Our first grade students took an active role in preparing our Harvest Lunch by shucking corn, and have learned 'hands-on' how food travels many steps to get from the farm to our tables during a field trip to Wolfe's neck farm. Second grade visited Old Fort Western in Augusta, where students experienced a multi-sensory educational program that enriched their learning about life in Colonial times. Morse Street PTC has planned and organized several events already this year: our first annual Jog-a-thon which was a complete hit with our students, a Book Fair with a fun family Wildlife Encounters evening show and our annual Dine and Dance all fabulous opportunities for students and families to be involved at the same time as raising additional funds for our school.

We have an overarching whole school goal to improve our school climate for both student and adult learners. To achieve this goal we are working on ways to create positive classroom communities in tandem with creating a positive adult learning community. Building based professional learning days this summer were spent learning more about the *Responsive Classroom* approach. *"It is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. It is a widely used research-based approach to elementary education that increases academic achievement, decreases problem behaviors, and improves social skills."* (Center for Responsive Schools) Each professional staff member is part of a Professional Learning Community within our school. In addition to our school-wide goals each team has set a SMART goal to focus their work for academic improvement. Please see attached sheet for specific goals. As a K-2 school we are in our second year of implementing the new edition of our Everyday Math program. The first year provided an opportunity to learn about the new demands and expectations and now teams have set student learning goals based on initial reflections and learning.

Over the next week as a school we look forward to supporting our local community by collecting food items for our annual Thanksgiving Food Drive. In the New Year we will once again enjoy a Kinderkonzert presented by the Portland Symphony Orchestra, The Woodwind Quintet will perform *Peter and the Wolf*. As the year progresses we will continue to celebrate our learning through assemblies and community building events.

Morse Street School PLC SMART Goals 2015-2016

District Goal:

- To get to scale across RSU5 with Professional Learning Communities by setting SMART Goals and reviewing results

School Goal:

- To create a positive school climate for student and adult learners and build a cohesive community.
- By June 2016 100% of classrooms at Morse Street School will implement a Morning Meeting with all four parts (Greeting, share, activity, message) with fidelity

	Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Kindergarten	<p>Baseline: The % of Kindergarten Students who scored a 5 or 6 on each subtest of the Phonological Awareness Skills Test (P.A.S.T):</p> <p>37% Concept of Spoken Word 84% Rhyme Recognition 60% Rhyme Production 81% Syllable Blending 66% Syllable Segmentation 41% Syllable Deletion 50% Phoneme Isolation of Initial Sounds 7% Phoneme Isolation of Final Sounds</p> <p>Goal: By June 2016, 90% of kindergarten students will attain a score of 5 or 6 on each subtest on the P.A.S.T.</p>	<ol style="list-style-type: none"> 1. All kindergarten teachers will give instruction of pre-literacy skills through the use of resources such as Words Their Way and Fountas and Pinnell Phonics. 2. Kindergarten team will support each other through monthly discussions at PLC meetings. 3. Students who are in the lowest 20% will receive regular needs-based intervention. 4. Phonics instruction will be whole group, small group and individual as needed. 5. Consult with MSS Literacy Strategist and Interventionist for ideas to support phonological awareness. 	Kindergarten Team	October 2015 to June 2016	Results of June 2016 P.A.S.T. will show 90% of kindergarten students passing with a score of 40 to 48.
	<p>Baseline: 25% of kindergarten students met the expectation for Understanding conservation of number on the EM Beginning of Year assessment</p> <p>Goal: By June 2016, 90% of</p>	<ol style="list-style-type: none"> 1. All kindergarten teachers will implement Everyday Mathematics, 4th edition in their classrooms. 2. All kindergarten teachers will provide daily opportunities for students to practice oral counting. 	Kindergarten Team	October 2015 to June 2016	The End-of-Year EM Math assessment

	kindergarten students will meet or exceed the expectation for conservation of number on the EOY EM assessment.	<p>3. All kindergarten teachers will use <i>Assessment Check-Ins</i> to monitor student progress.</p> <p>4. Kindergarten team will support each other through monthly discussions at PLC meetings.</p> <p>5. Students who are in the lowest 20% will receive regular needs-based intervention.</p> <p>6. Mathematics instruction will be whole group, small group, and individual based on student need.</p>			
Grade 1	<p>Baseline: 47% of students met or exceeded SMP items for the EOY EM assessment from school year 2014-15.</p> <p>Goal: At least 80% of first grade students will meet or exceed the SMP items on the EOY EM assessment.</p>	<p>1.Create rubrics for what a good explanation of thinking would look like.</p> <p>2.Develop strategy group lessons.</p> <p>3.Use PLC time to backwards plan by using end-of-unit assessments and then designing explicit lessons.</p> <p>4.Use PLC time to look at student work and coordinate cross-classroom groupings for targeted instruction</p> <p>5.After administering Day 1 of Open Response lesson, bring student work to PLC and use to plan Day 2 re-engagement lesson</p>	First Grade Team Consultation with Math Strategist	October 2015 to June 2016	EM End of Unit assessments, Mid-year assessment and End of Year assessment
Grade 2	<p>Baseline: 50% of students met or exceeded the expectation on the Unit 1 EM Open Response assessment.</p> <p>1% scored a 1</p> <p>48% scored a 2</p> <p>36% scored a 3</p> <p>14% scored a 4</p>	<p>1. Consult with our math strategist every 3 weeks during PLC time.</p> <p>2. Provide explicit instruction during mid-unit O.R. lessons.</p> <p>3. Schedule Day 1 O.R.'s before PLC to review student performance, misconceptions, and to choose student</p>	Second Grade Team Consultation with Math strategist	October 2015 to June 2016 We will begin strategy groups starting the 3rd week of October to work with students who received a 1 or a 2 on the unit 1 assessment. We will chart progress after unit 3, 5, 7 and 9	<p>At the end of unit 7, 65% of children will score a 3 or 4.</p> <p>On the End of Year EM Math assessment At least 85% of students will score a 3 or above</p>

	Goal: By June 2016 at least 85% of our students will score a 3 or above	examples for re-engagement. 4. Schedule Day 2 O.R.'s for the day after PLC's 5. Create a child friendly rubric 6. Plan for strategy groups for students who need additional support			
Specialists	Goal: By June 2016 100% of Specialists teachers will consistently use positive reinforcing and reminding language and score 5 on the <i>Responsive Classroom</i> assessment tool for teachers in these two sections.	1. Reading <i>Responsive Classroom</i> book <u>The Power of our Words</u> independently and discuss at PLC. 2. Meeting with consultant at one of our PLC meetings to discuss what <i>Responsive Classroom</i> would look like in specials classrooms. 3. Develop consistent phrases that might be used in all content areas. 4. Self-assess using the rubric <i>Responsive Classroom</i> assessment tool for teachers	The Specialists Team Members	October 2015 to June 2016. Check in 3-5x per year	Assessed using the rubric <i>Responsive Classroom</i> assessment tool for teachers (through observation and self-assessment)

EOY – End of Year

EM – Everyday Math

PLC – Professional Learning Communities

SMP – Standards of Mathematical Practice

OR – Open Response

November 11, 2015

The start of each school year is always accompanied with excitement as well as some anxiety around the initiatives of focus. Our initiatives this year are many, although tightly interrelated, and have created, for some, more uneasiness than in past years. Our work is weighty. Our teachers are dedicated professionals who are committed to the well-being and success of all students.

School-wide, our primary focus has been on pursuing academic excellence through the implementation of our proficiency-based framework and its practices. We have structured our professional learning communities to allow grade level teachers to have frequent conversations about our PBE structures while also allowing individual and content pair work time on units, assessments, and grading practices. Our PLC approach has been appreciated by many and the level of conversation and focused work has been outstanding. The administration is present at these meetings to either facilitate conversations, to participate in examining teacher work through structured protocols, or to answer questions. Jen and I feel comfortable about the direction that we are moving and the accomplishments the staff has made to date.

SMART GOALS FOR FHS 2015-2016

Current Reality:

In order to push each and every student to meet all standards in every course and subject area, we must provide students with meaningful learning opportunities where they are asked to demonstrate complex skills and knowledge. Some teachers have been using performance assessments for many years, while for others, this is a shift in the method of assessing student knowledge.

In the past, we have not consistently measured all four grade levels using a standardized assessment, so during the 2015-2016 school year we will gather base-line data and use that data to monitor student progress and growth this year and in upcoming years.

We believe that providing students with regular opportunities to engage in complex performance tasks will prepare them for standardized assessments as well as future rigorous assessments in the various content area classes.

Goals:

9th grade: 100% of 9th grade students will participate in the NWEA test twice during the 2015-2016 school year. At least 80% of students will increase their score by at least 5% from the first to the second test administration. 100% of 9th grade students who were identified as performing below grade level during their 8th grade year will demonstrate at least 10% growth by the spring 2016 NWEA test administration.

10th Grade: 100% of 10th grade students will participate in the NWEA test twice during the 2015-2016 school year. At least 80% of students will increase their score by at least 5% from the first to the second test administration.

11th Grade: 100% of 11th grade students will participate in the SAT during the 2015-2016 school year. 75% will score at above the Maine state average on the SAT test.

12th Grade : 100% of 12th graders will engage in at least 2 performance assessments during the 2015-2016 school year. Student progress and growth will be measured by student work and scores on the content area rubrics for each performance assessment.

School-wide instructional Goal: The goal is to develop summative assessments that are rigorous, complex and require higher order thinking, to use assessment to drive both deeper student learning and teacher daily lessons and instruction, and to see teachers open to and actively reaching out for support in planning, implementation, reflection and revision of their practice.

Action Plan:

Student action: Students in grade 9-11 will participate in at least one standardized test during the 2015-2016 school year in order to assess their academic skills and growth. Students in grades 9-12 will engage in multiple performance assessments over the course of the year and will demonstrate progress and growth on the scoring criteria or content area rubrics that are attached to each performance assessment.

Teacher action: Teachers will plan, implement, reflect on and refine a minimum of two summative performance assessments aligned to standards by June 2016. Teachers will meet two or three times each week on a PLC team to develop the assessments as well as give each other feedback on assessments and lessons. Teachers will also analyze student work in PLCs using protocols in order to refine assessments, inform reteaching and reassessment for students and to inform upcoming assessments.

Moving into the second quarter, we believe that tremendous progress has been made by those implementing PBE this year. Organizationally, we need to continue to have authentic conversations about how to best support our students and staff while educating the larger community of our direction and purpose. Identifying our priorities and clarifying the steps to reach our goals is an important next step.

RSU No. 5 ATHLETICS

VIII.B.3.

Durham - Freeport - Pownal

PARTICIPATION NUMBERS

DMS	YEAR	FALL	WINTER	SPRING	Total
	09-10	50	45	44	87
	10-11	69	61	52	99
	11-12	73	64	67	109
	12-13	64	68	63	80
	13-14	59	62	60	89
	14-15	45	56	53	79
	15-16	67			

FMS	YEAR	FALL	WINTER	SPRING	Total	
	00-01	140	110	118	191	
	01-02	128	92	130	187	
	02-03	132	107	134	195	
	03-04	138	113	147	211	
	04-05	131	112	138	200	
	05-06	122	109	125	179	
	06-07	121	108	102	185	
	07-08	117	78	110	167	
	08-09	113	92	111	163	
	09-10	129	102	107	186	
	10-11	131	104	113	207	
	11-12	128	115	128	214	
	12-13	151	157*	120	245	(*added indoor track)
	13-14	139	136	121	219	
	14-15	143	126	111	212	
	15-16	182				

FHS	YEAR	FALL	WINTER	SPRING	Total	% total	
enrollment			00-01	158	145	134	233
57%	(408)						
	01-02	159	138	154	242	59%	(409)
	02-03	190	161	150	264	64%	(420)
	03-04	186	151	164	260	60%	(440)
	04-05	225	152	170	293	65%	(450)
	05-06	222	151	167	296	66%	(450)
	06-07	185	124	153	255	60%	(440)
	07-08	168	118	125	226	51%	(440)
	08-09	141	106	148	220	52%	(420)
	09-10	190	125	156	253	59%	(427)
	10-11	220	150	185	297	60%	(500)
	11-12	226	170	196	312	60%	(520)
	12-13	211	155	204	311	60%	(520)
	13-14	215	169	177	298	59%	(515)
	14-15	196	173	186	281	57%	(489)
	15-16	208					

Freeport High School – Post Season

Field Hockey

MPA Regional Prelim Playoff Game
#9 Freeport @ #8 Gray NG
Lost in double overtime

Boys Soccer

MPA Regional Prelim Playoff Game
#10 Freeport @ #7 Cape Elizabeth
Lost in overtime

Girls Cross Country

WMC Championship Meet	5 th
MPA Regional Meet	5 th
MPA State Championship Meet	6 th

Boys Cross Country

WMC Championship Meet	1 st Place – WMC Champions (1 st time in school history)
MPA Regional Meet	1 st Place – Regional Champions
MPA State Championship Meet	1 st Place – State Champions! (2 nd fastest time in State – all classes)

Chandler Vincent	1 st	Individual State Champion!
Henry Jaques	2 nd	
Erik Brobst	6 th	
Alex Les	19 th	
Tom Doyle	30 th	

Liam Gallagher
Evan Donald

VIII.B.4.

RSU #5	General Budget Report	as of 10/31/2015			2015-2016			
Article #	Description	2015-2016 Budget	Transfers	Revised Budget	Expenses YTD	Encumb. YTD	Balances YTD	% Remaining
Article 1	Support Staff	\$2,837,476.00	\$34,000.00	\$2,871,476.00	\$690,857.48	\$52,403.18	\$2,128,215.34	74%
Article 2	School Administration	\$1,365,040.00	\$0.00	\$1,365,040.00	\$440,209.11	\$1,455.10	\$923,375.79	68%
Article 3	Operation of Plant	\$3,541,592.00	\$0.00	\$3,541,592.00	\$1,473,271.60	\$435,883.97	\$1,632,436.43	46%
Article 4	Voc. Ed. Assessment	\$512,001.00	\$0.00	\$512,001.00	\$213,333.36	\$298,666.76	\$0.88	0%
Article 5	School Nutrition/Crossing Guards	\$189,552.00	\$0.00	\$189,552.00	\$78,980.00	\$110,572.00	\$0.00	0%
Article 6	Instruction K - 12	\$12,362,716.00	(\$34,000.00)	\$12,328,716.00	\$2,088,785.02	\$50,203.04	\$10,189,727.94	83%
Article 7	Co-Curr. & Athletics	\$676,475.00	\$0.00	\$676,475.00	\$129,547.99	\$22,401.59	\$524,525.42	78%
Article 8	District Administration	\$778,805.00	\$0.00	\$778,805.00	\$268,791.09	\$8,701.57	\$501,312.34	64%
Article 9	Transportation Services	\$1,421,847.00	\$0.00	\$1,421,847.00	\$376,085.16	\$372,747.23	\$673,014.61	47%
Article 10	Debt Service	\$1,701,717.00	\$0.00	\$1,701,717.00	\$1,432,695.52	\$0.00	\$269,021.48	16%
Article 11	Special Education Services	\$4,019,982.00	\$0.00	\$4,019,982.00	\$737,293.08	\$4,288.75	\$3,278,400.17	82%
	Totals	\$29,407,203.00	\$0.00	\$29,407,203.00	\$7,929,849.41	\$1,357,323.19	\$20,120,030.40	68%

11/18/2015

SB 1X.A.
11/15/15

MAINE REGION TEN TECHNICAL HIGH SCHOOL
EXPENDITURES/ESTIMATED REVENUE/ASSESSMENTS

EXPENDITURES	FY 2014-2015	FY 2015-2016	DIFFERENCE	
Gross Operating Budget	\$2,052,828.00	\$2,076,290.00	\$23,462.00	
Carry Over/ Revenue	\$22,539.00	\$22,539.00	\$0.00	
Unit Assessment Net Budget	\$2,030,289.00	\$2,053,751.00	\$23,462.00	% 1.16%

ESTIMATED REVENUE	
Carry Over	\$0.00
Tuition	\$12,539.00
Misc. Rev.	\$10,000.00
Total	\$22,539.00

ASSESSMENT BREAKDOWN					
	FY 2014-2015	FY 2015-2016	DIFFERENCE		%
Brunswick (38.29%)	\$777,397.66	\$786,381.26	\$8,983.60		1.16%
RSU 5 (24.93%)	\$506,151.05	\$512,000.12	\$5,849.08		1.16%
M.S.A.D.#75 (36.78%)	\$746,740.29	\$755,369.62	\$8,629.32		1.16%
Total Unit Assessments	\$2,030,289.00	\$2,053,751.00	\$23,462.00		1.16%

Per Student Cost

Brunswick → 7B → \$ 10,081.81
 RSU 5 → 57 → \$ 8,982.46
 MSAD 75 → 95 → \$ 7,451.26



Durham • Freeport • Pownal

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

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

FROM: Edward R. McDonough Superintendent of Schools

DATE: November 12, 2015

RE: Policy Adoption

At the November 18, 2015 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 2nd Read/Adoption. The Policies are attached.

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

REPORTING CHILD ABUSE AND NEGLECT

I. DEFINITIONS

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

II. EMPLOYEES’ DUTY TO REPORT

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

III. ADMINISTRATOR REPORTING AND CONFIRMATION DUTIES

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

- A. If a building administrator/other building designee receives the report, he/she shall notify the Superintendent immediately.
- B. The building administrator/other building designee shall then make a verbal and written report(s) of suspected abuse or neglect to DHHS. In addition, if the person suspected is not the parent, guardian or other custodian of the child, the building administrator/other building designee shall also make a report to the District Attorney.
 - 1. The law requires the reporting employee to make his/her own report to DHHS and/or the District Attorney if he/she has not received confirmation within 24 hours that such a report has been made by the building administrator/other building designee.
- C. The person making the report to DHHS and/or the District Attorney shall complete the Suspected Child Abuse or Neglect Form (JLF-E).
- D. The building administrator/other building designee shall provide a copy of the Suspected Child Abuse or Neglect Form to the reporting employee within 24 hours of the employee's initial report. The reporting employee shall sign the report and return it to the building administrator.
- E. The form will be forwarded to DHHS and/or the District Attorney, and shall be retained by the school unit for ten years, as specified in the Maine Archives Rules, along with any other information relevant to the case.

IV. INTERNAL INVESTIGATIONS AND DISCIPLINE

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

V. INTERVIEWS OF CHILD AND SCHOOL PERSONNEL

DHHS personnel shall be permitted to meet with and interview the child named in the report when the child is present at the school as provided in this section.

The building administrator or designee shall:

- A. Require the DHHS employee requesting to interview the child to provide written certification that in the Department's judgment, the interview is necessary to carry out its duties;
- B. Require the DHHS caseworker to discuss the circumstances of the interview and any relevant information regarding the alleged abuse or neglect with the child's teacher or guidance counselor or the school nurse, social worker or building administrator, as the caseworker determines is necessary to provide needed emotional support to the child prior to and following the interview;
- C. Not place conditions on how the interview is conducted, including, but not necessarily limited to requiring that certain persons be present during the interview; prohibiting certain persons from being present during the interview; and requiring notice to or consent from a parent or guardian.
- D. Provide an appropriate, quiet and private place for the interview; and
- E. Not disclose any information about DHHS's intention to interview the child except to school officials or the school's attorney who need the information to comply with the interview request.

VI. CONFIDENTIALITY OF INFORMATION AND RECORDS

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

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

VII. GOOD FAITH IMMUNITY FROM LIABILITY

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

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

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

Adopted: March 24, 2010

Reviewed: March 27, 2013

Revised: _____

REPORTING CHILD ABUSE AND NEGLECT- ADMINISTRATIVE PROCEDURE

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

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

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

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

Adopted: _____

CHEMICAL HAZARDS

The Board is committed to providing a safe environment for students and employees. It is the policy of the RSU5 School Department to follow safe practices in regard to the storage and handling of hazardous chemicals in its schools. The school unit will comply with all applicable Maine and federal laws and regulations concerning hazardous chemicals.

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

HAZCOM (HAZARD COMMUNICATION) STANDARDS

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

LABORATORY SCIENCE CHEMICALS

The school unit will comply with OSHA standard 29 CFR 1910.1450, as adopted and enforced by the Maine Department of Labor, which addresses science laboratory chemicals. This standard applies to science laboratory chemicals commonly found in chemistry and biology laboratories in schools.

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

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

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

Cross Reference: EBCA – Comprehensive Emergency Management Plan

Cross Reference: EBCA – Crisis Response Plan

Adopted: April 28, 2010

Reviewed: December 14, 2011

Revised: _____

PEST MANAGEMENT IN SCHOOL FACILITIES AND ON SCHOOL GROUNDS

The RSU5 Board of Directors recognizes that structural and landscape pests can pose significant problems for people and school unit property, but that use of some pesticides may raise concerns among parents, students and staff. It is therefore the policy of RSU5 School Department to incorporate Integrated Pest Management (IPM) principles and procedures for the control of structural and landscape pests. A copy of this policy shall be kept in every school and made available upon request to staff, parents, students and the public.

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

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

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

RESPONSIBILITIES OF THE IPM COORDINATOR

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

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

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

NOTIFICATION OF PESTICIDE APPLICATIONS

When school is in session the school shall provide notification of each application not exempted by rule, whether inside a school building or on school grounds, to all school staff and parents/guardians of students. Such notices shall state, at a minimum: a) the trade name and

EPA registration number of the pesticide to be applied; b) the approximate date and time of the application; c) the location of the application; d) the reasons for the application; and e) the name and phone number of person to whom further inquiry regarding the application may be made. Notices must be provided at least five days prior to the planned application. In addition, signage will be posted at each point of access to the treated area and in a common area of the school at least two working days prior to the application and for at least 48 hours following the application.

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

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

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

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

Cross Reference: EBAA - Chemical Hazards

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

CURRICULUM DEVELOPMENT AND ADOPTION

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

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

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

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

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

- A. School administrators and staff will be sensitive to initiatives such as the *Common Core* and *Next Generation Science Standards*, and other changing conditions that may require modifications in curriculum.
- B. All programs will be subject to ongoing review and evaluation to ensure that they meet the instructional needs of students.
- C. The school system will undertake curriculum revision as needed.
- D. The Superintendent/designee will take the lead in the ongoing curriculum development and review process and in aligning the alignment of curriculum with educational standards and with advances in knowledge, educational research and “best practices.”
- E. Curriculum development and revision will be achieved with appropriate involvement of administrators, instructional and support staff, students, parents, community and the Board.
- F. The Board recognizes the need to identify and develop the special gifts that each child may possess, whether the child be talented academically, artistically, vocationally or athletically, through a program of instruction that includes diagnosis and prescription in terms of needs and talents in order to accommodate every student.

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

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

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

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

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

Adopted: February 24, 2010

Reviewed: April 25, 2012

Revised: _____



TO: Liza Moore, Beth Parker, Brian Pike, Jay Thomas
FROM: Mike Lafortune
DATE: June 22, 2015
RE: Stipend Committee – Notes from June 26, 2015 Meeting

The Stipend Committee met on June 26, 2015 at the Central Office. All members were in attendance. The following positions were approved and a point value assigned:

The following positions have been budgeted in the 2015-2016 budget. The Board will need to act on these positions. If approved, the positions will be posted immediately

Position	Points
FHS The Falcon Outlet	4-5
FHS Operations Team (5 positions)	2-3
FHS Advisory Coordinator (2 positions)	6-7 (changed to 4-5 at 8/26/15 BOD Meeting)

Board
Approved
8/26/15

The following positions have not been budgeted in the 2015-2016 budget. The Board will need to act on these positions. If approved, the administration would need to request funding in a future budget before the positions can be posted.

Position	Points
Middle School Green/Environmental Team	2-3
Middle School Writing Club	2-3
Middle School Coding Club	2-3
Mast Landing Drama Club	4-5
Mast Landing Student Council	2-3
District Odyssey of the Mind Coordinator	2-3
Ropes Course Coordinator (2 positions)	2-3
K-8 Music Enrichment (4 positions)	4-5
K-8 Art Enrichment (4 positions)	4-5
Chair of Professional Certification Committee	6-7

In addition, the Band Director position was split into two positions. The Board will need to act on these new positions. If approved, the administration would need to request funding in a future budget. The one position will be split 60/40 for the 2015-2016 school year as it has been in previous years. Longevity will be included if positions are held by same person in 2015-2016

Position	Points
FHS Band Director	8-9
FMS Band Director	4-5

"Is it good for kids?"

Regional School Unit No. 5

SCHEDULE B

NON-ATHLETIC STIPENDS

Points **Position**

10+ Band Director (6-12) \$3,721

PET Chair (9-12) \$3,721

Yearbook Advisor (9-12) \$3,721

Choral Director (6-12) \$3,721

> 220+ hrs

8-9 PET / 1 Middle \$3,132

PET / 1.5 Morse \$3,132

PET / 1.5 Mast \$3,132

6-7 Drama One Acts (9-12) \$2,154

Musicals/Plays (9-12) \$2,154

Drama Club (PK-8) \$2,154

Peer Mediation (PK-8) \$2,154

Math Team Advisor (9-12) \$2,154

Academic Leadership Team Member (9-12) \$2,154

avg 4-6 hrs/wk
150-220 hrs/yr

4-5 Certification (PK-12) \$1,502

Senior Class Advisor \$1,502

Art Club (9-12) \$1,502

Art Club (PK-8) \$1,502

Team Building Club (PK-8) \$1,502

Yearbook Advisor (PK-8) \$1,502

Math Team (PK-8) \$1,502

Home Ec Club (Travel Club) (PK-8) \$1,502

Musical (PK-8) \$1,502

Clarion (9-12) \$1,502

Fishing Club (9-12) \$1,502

Outing Club (PK-8) \$1,502

Music Director (9-12) \$1,502

Model UN (9-12) \$1,502

Academic Leadership Team Member (PK-8) \$1,502

Music Club (PK-8) \$1,502

Technology Team Coordinator (9-12) \$1,502

avg 3-4 hrs/wk
+ 4-6 hrs Summer
100-150 hrs/yr

2-3 Junior Class Advisor \$1,164

Sophomore Class Advisor \$1,164

Freshman Class Advisor \$1,164

National Honor Society (9-12) \$1,164

Student Council (9-12) \$1,164

Student Council (PK-8) \$1,164

Applied Science (PK-8) \$1,164

Speech / Debate (PK-8) \$1,164

Technology Club (PK-12) \$1,164

World Quest (9-12) \$1,164

Design Club (PK-8) \$1,164

Video Club (PK-8) \$1,164

avg 1-2 hrs/wk
School Year
50-72 hrs

(Schedule B Page 2 of 6)

2-3 (con't)

8 th Grade Advisor	\$1,164
Technology Integrator (6-8)	\$1,164
Content Area Leader (K-12)	\$1,164
Senior Projects Coordinator	\$1,164
SWWA Team Coordinator	\$1,164
Theatrical Technical Director (9-12)	\$1,164

Other	Intramurals for 3 rd & 4 th Grade	\$700
	Odyssey of the Mind	\$700

New Stipend Request Form

Activity: Green / Environmental Team *Grades 6-8 DCS & AMS*

Purpose: To help lead students and school in being more aware of local physical environment including; concerning environmental issues, species identification, local advocacy. Students will do service learning in the school to help the school recycle, reduce and reuse as much of our waste as possible. The students will help lead the school in these areas.

Responsibilities: One teacher will facilitate regular club meetings and field experiences

Length of activity/Period of Responsibility: Annual / School Year

Number of Students: 10 - 20

Parent volunteers or other adult help: Parents and local adults will have an open invitation to participate or co-facilitate Green / Environmental Team endeavors.

Number of Hours Required of Advisor/Coach per week (on average): 2-3 / week, 100 hours a year

Breakdown of Hours: The categories of work hours will include the following; activity planning, resource gathering, creation of collaborative contacts, local promotion/awareness in RSU 5, meeting time with members.

Of above, number of hours during school day: The teacher may decide to do some of the work for this during the school day during their unscheduled time.

Special Event(s) Required? (All day event, weekend activity, etc.): Team events will be held after school, events will conclude in time for students to access the late bus.

OTHER FACTORS:

Does activity require a budget? Yes. The budget is in the proposed 2015-16 budget. ** Not Funded In 15-16 Budget*

How is job being done/funded currently?

The group meets occasionally based on student interest and is led by one teacher, paid per hour.

Comments:

Submitted by: Darren Carter

Date: March 15, 2015

Administrator:

Ray Aronson

Approved:

✓

Denied:

New Stipend Request Form

Activity: Middle School Writing Club *Grades 6-8 DCS & FMS*

Purpose: The writing club will be offered for all middle school students who have a passion for writing that extends beyond the goals of the regular classroom curriculum and the regular school day. The club will offer the opportunity for like-minded students to gather and create a community of writers to support each other as they work toward a goal of publishing for a real audience and submitting to local and national contests.

Responsibilities: One teacher will facilitate regular club meetings and field experiences in writing.

Length of activity/Period of Responsibility: Annual / School Year

Number of Students: 15 - 20

Parent volunteers or other adult help:

Number of Hours Required of Advisor/Coach per week (on average): 2-3 / week, 100-150 / year

Breakdown of Hours:

1 hour planning

1 ½ hour meetings with possible ½ hour editing/coach for individuals.

Of above, number of hours during school day: None

Special Event(s) Required? (All day event, weekend activity, etc.):

OTHER FACTORS:

Does activity require a budget? Yes. The budget is in the proposed 2015-16 budget. **Not funded in 15-16 Budget*

How is job being done/funded currently?

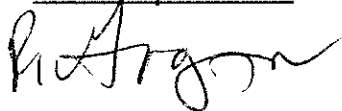
The group meets occasionally based on student interest and is led by one teacher, paid per hour.

Comments:

Submitted by: Kim Cowperthwaite

Date: March 15, 2015

Administrator:



Approved: 

Denied:

Please return this form to the Superintendent's Office

New Stipend Request Form

Activity: Coding Club

Purpose: To help students in grades 6-8 be introduced to computer coding. Students will meet after school throughout the school year and work on computer programming projects.

Responsibilities: One teacher will facilitate regular club meetings and field experiences

Length of activity/Period of Responsibility: Annual / School Year

Number of Students: 10 - 20

Parent volunteers or other adult help: Parents and local adults will have an open invitation to participate or co-facilitate.

Number of Hours Required of Advisor/Coach per week (on average): 2-3 / week, 100 hours a year

Breakdown of Hours: The categories of work hours will include the following; activity planning, resource gathering, creation of collaborative contacts, local promotion/awareness in RSU 5, and mostly meeting time with members.

Of above, number of hours during school day: The teacher may decide to do some of the work for this during the school day during their unscheduled time.

Special Event(s) Required? (All day event, weekend activity, etc.): None

OTHER FACTORS:

Does activity require a budget? No

How is job being done/funded currently?

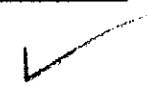
The group meets occasionally based on student interest and is led by two parents. We get between 10-20 kids per meeting.

Comments:

Submitted by: Sarah Duffy

Date: June 19, 2015

Administrator: 

Approved: 

Denied:

Please return this form to the Superintendent's Office

New Stipend Request Form

Activity: Mast Landing Drama Club

Purpose: Drama Club is an after school activity open to all student who are interested in acting and/or set and/or prop design

Responsibilities of Advisor/Coach: plan, coordinate and lead drama club

Length of activity/period of responsibility: school year 2015-2016

Number of Students: 75-100

Parent volunteers or other adult help? Volunteers to help with costumes and props/scenery

Number of Hours Required of Advisor/Coach per week (on average): 3 hours per week from Jan 1 to end of year

Breakdown of Hours:

(Examples: practices, games, student meetings, organizing activities, publicizing, activities)

2 hours per week practice/rehearsal; 1 hour per week planning

Of above, number of hours during school day:

No hours during school day

Special event(s) required? (all day event, weekend activity, etc)

1 evening performance in the spring

OTHER FACTORS:

Travel: none

Overnight: none

Does activity require a Budget? minimal

How is job being done/funded currently? Teachers volunteer time; Bradley Foundation for supplies

Fundraising: no

Comments:

Submitted by: Beth Willhoite
(Please Print)

Date: 4/2/2015

Administrator: B Willhoite

Approved ☒ Denied ☐

Please return this form to the Superintendent's Office

New Stipend Request Form

Activity: Mast Landing Student Council Advisor

Purpose: the student council provides an opportunity for students to develop their leadership skills and to work with classmates to plan activities to benefit the wider school community

Responsibilities of Advisor/Coach: to plan, organize and facilitate student council meetings

Length of activity/period of responsibility: school year 2015-2016

Number of Students: 20 - 40

Parent volunteers or other adult help? occasionally

Number of Hours Required of Advisor/Coach per week (on average): 2 hours

Breakdown of Hours:

(Examples: practices, games, student meetings, organizing activities, publicizing, activities)
1 hour meeting; 1 hour preparing and organizing for meeting

Of above, number of hours during school day:

30 mins (lunch meeting)

Special event(s) required? (all day event, weekend activity, etc)

NA

OTHER FACTORS:

Travel: NA

Overnight: NA

Does activity require a Budget? no

How is job being done/funded currently? Teachers have been volunteering

Fundraising: no

Comments:

Submitted by: Beth Willhoite
(Please Print)

Date: 4/2/2015

Administrator: B. Willhoite

Approved ✓ Denied _____

Please return this form to the Superintendent's Office

New Stipend Request Form

Activity: District Odyssey of the Mind - Coordinator

Purpose: Will be the district coordinator of OM teams. Help recruit, establish and maintain OM teams in the district.

Responsibilities:

Advertise for students and coaches, Hold a parent and coaches meeting, Help set up teams, Hold coaches orientation, Help coaches get judges for regional and states, Stay in touch with state OM officials, Work with students and coaches in all three towns

Length of activity/Period of Responsibility:

November to March

Number of Students:

The stipend is not to work directly with students, but to help support coaches and establish teams for the RSU.

Parent volunteers or other adult help:

Will be required to work with parent volunteers who coach

Number of Hours Required of Advisor/Coach per week (on average):

November - 5 hours a week

December - 5 hours a week

January - 2 hours a week

February - 2 hours a week

March - 5 hours a week

Plus 15 hours at competitions

20 total weeks / 95 total hours

Breakdown of Hours:

Parent and student meeting - 3 hour planning each,

15 hours at competitions

35 hours organizing and recruiting coaches and students

25 Hours submitting and organizing required paperwork

35 hours supporting coaches

Of above, number of hours during school day:

None

Special Event(s) Required? (All day event, weekend activity, etc.):

Evening parent and student meeting in November

March regional and state competitions on Saturdays

OTHER FACTORS:

Does activity require a budget?

Budget already part of building budgets

How is job being done/funded currently?

We started pushing OM 2 years ago through the GT program, but it is not truly a GT only program. This should not be part of the GT teachers job. The work is all outside of the school day.

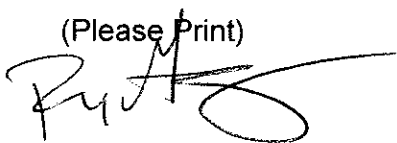
Comments:

Submitted by: Sarah Duffy

Date: March 15, 2015

(Please Print)

Administrator:



Approved:

Denied:

Please return this form to the Superintendent's Office

New Stipend Request Form

Activity: Ropes Course Coordinator *FMS & DCS (2 positions)*

Purpose: Supervise ropes course use and equipment, and set up opportunities for students and teachers to use ropes course.

Responsibilities:

Make sure all equipment is currently inspected. Make sure all adults supervising students on the course are certified. Schedule use of ropes course. Run ropes course sessions for students. Order new equipment as needed.

Length of activity/Period of Responsibility:

School Year

Number of Students: 5-10 kids per session, open to all middle school students

Parent volunteers or other adult help:

Will be required to work with parent volunteers who help

Number of Hours Required of Advisor/Coach per week (on average):

Fall, Spring 3-4 hours a week with organization and student sessions

Winter - 5 hours total for inventory organization and ordering

Breakdown of Hours:

About 100 hours is required per school year, 40% is for organization, scheduling, equipment upkeep and organization. 60% working with students.

Of above, number of hours during school day:

None

Special Event(s) Required? (All day event, weekend activity, etc.):

OTHER FACTORS:

Does activity require a budget?

Budget already part of building budget

How is job being done/funded currently?

Teachers and principal are trying our best to keep everything inspected and safe. We are not offering after school student programs.

Comments:

Submitted by: Ray Grogan

Date: March 15, 2015

Administrator: 

Approved: 

Denied:

New Stipend Request Form

Activity: K-8 Music Enrichment (4 positions)

Purpose: Provide enriching musical opportunities for students in their school and community

Responsibilities: Coordinate with building GT teacher and music teacher

Create opportunities for enriching musical offerings

Bringing the musical community into the school and bringing the students into the community to experience musical enrichment

Working with parents to help support the opportunities

Length of activity/Period of Responsibility: Annual / School Year

Number of Students: 5-50

Parent volunteers or other adult help: Recruiting parent help would be very beneficial

Number of Hours Required of Advisor/Coach per week (on average):

2-3 / week, 100-150 / year

Breakdown of Hours:

70% working directly with students

30% recruiting community/parents to provide enrichment activities, working with teachers

Of above, number of hours during school day: None

Special Event(s) Required? (All day event, weekend activity, etc.):

OTHER FACTORS:

Does activity require a budget? Yes. The budget is in the proposed 2015-16 budget. **Not Funded in 15-16 Budget*


How is job being done/funded currently? It is not currently being done, this is being added to support or GT and high ability music students with enriching opportunities.

Comments:

Submitted by: Sarah Duffy

Date: March 15, 2015

Administrator: 

Approved: 

Denied:

Please return this form to the Superintendent's Office

New Stipend Request Form

Activity: K-8 Art Enrichment (4 positions)

Purpose: Provide enriching artistic opportunities for students in their school and community

Responsibilities: Coordinate with building GT teacher and art teacher

Create opportunities for enriching artistic offerings

Bringing the art community into the school and bringing the students into the community to experience art enrichment

Working with parents to help support the opportunities

Length of activity/Period of Responsibility: Annual / School Year

Number of Students: 5-50

Parent volunteers or other adult help: Recruiting parent help would be very beneficial

Number of Hours Required of Advisor/Coach per week (on average):

2-3 / week, 100-150 / year

Breakdown of Hours:

70% working directly with students

30% recruiting community/parents to provide enrichment activities, working with teachers

Of above, number of hours during school day: None

Special Event(s) Required? (All day event, weekend activity, etc.):

OTHER FACTORS:

Does activity require a budget? Yes. The budget is in the proposed 2015-16 budget. ^{* Not funded in 15-16 Budget}

How is job being done/funded currently? It is not currently being done, this is being added to support or GT and high ability music students with enriching opportunities.

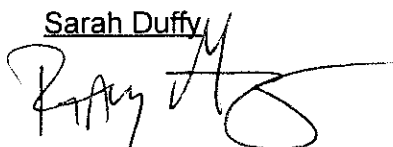
Comments:

Submitted by:

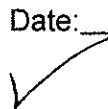
Sarah Duffy

Date: March 15, 2015

Administrator:



Approved:



Denied:

Please return this form to the Superintendent's Office

New Stipend Request Form

Activity: Chair of Professional Certification Committee

Purpose: The PCC is the State required district committee that approves educators' certification plans

Responsibilities of Advisor/Coach:

Chair monthly PCC meetings; sign State and district forms and plans; serve as liaison to State certification office; meet with the superintendent on occasion; available during the summer to help new hires with certification needs; meet with new hires during orientation time prior to start of new year.

Length of activity/period of responsibility: year round

Number of Students: n/a

Parent volunteers or other adult help? n/a

Number of Hours Required of Advisor/Coach per week (on average):

2-3 hrs. per month and 10 - 20 hrs during the summer

Breakdown of Hours:

(Examples: practices, games, student meetings, organizing activities, publicizing, activities)
chair monthly meetings, sign State blue forms and district plans, maintain PCC website, available throughout the school year and summer to respond to certification issues that can't be handled during our monthly meetings

Of above, number of hours during school day: Mostly before and after school or during lunch break.

Special event(s) required? (all day event, weekend activity, etc) n/a

OTHER FACTORS:

Travel: n/a

Overnight: n/a

Does activity require a Budget? n/a

How is job being done/funded currently? I have been the chair for the past four years and not received an additional stipend for the significantly more responsibilities of the chair.

Fundraising: n/a

Comments:

For the past 4 years, in addition to being an MLS PCC building rep, I have been the committee chair with no additional compensation. Because of the additional responsibilities and time demands, I think this position qualifies for additional compensation.

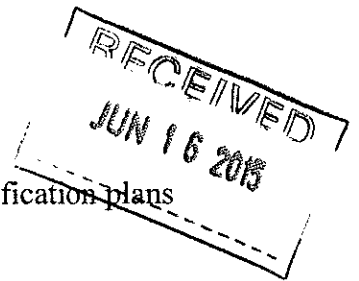
Submitted by: Liza Moore
(Please Print)

Date: 6/12/15

Administrator: B. W. Moore

Approved ☒ Denied ☐

Please return this form to the Superintendent's Office



New Stipend Request Form

Activity: FMS Band Director

Purpose: Offer additional instrumental opportunities for band students in grades 6-8 through festivals, parades, and concerts

Responsibilities: Prepare and lead students in various performances

Length of activity/Period of Responsibility: Annual / School Year

Number of Students: Between 115 and 140 annually

Parent volunteers or other adult help: Some for concerts and parades

Number of Hours Required of Advisor/Coach per week (on average): 2-3 / week, 100-150 / year

Breakdown of Hours:

DIII 7th & 8th Grade Honors Festival Auditions/Preparation- 6 hours

Sparkle Parade- 3 hours

FMS Winter Concert- 3 hours

7-12 Jazz Concert-3 hours

7-12 Band Concert- 3 hours

5th&6th Grade RSU5 Concert- 3 hours

7th & 8th Grade Honors Festival-10 hours

Memorial Day Parade-3 hours

Dirty 30's Presentations-2 hours

After school lessons - 1-2 / week

Of above, number of hours during school day: Some concert prep is during the school day, but those hours are not included in total.

Special Event(s) Required? (All day event, weekend activity, etc.):

7th & 8th Grade Honors Festival

Evening concerts

OTHER FACTORS: Breakdown of hours does not include extra rehearsals and extra help that are often needed to put on performances.

Does activity require a budget? Yes. The budget is already in place at FMS.

How is job being done/funded currently? Currently the contract has one band director for FMS and FHS. In past years we have had two people split this stipend (one from each school). We would like to create a stipend for FMS. We are not asking for more money, just split FMS band director position away from FHS/FMS band director stipend, to more accurately reflect what we are doing. Currently two people split the position 60/40 (40 at FMS).

Comments:

This position would line up well with the number of hours and responsibilities of other stipends at the 4-5 point level.

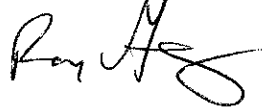
Submitted by: Erin York

Date: March 15, 2015

(Please Print)

Administrator:

Denied:



Approved:



Please return this form to the Superintendent's Office

New Stipend Request Form

Activity: High School Band Director

Purpose: to review the current status of the stipend and to provide separate stipends for FMS and FHS Band Directors.

History: There had always been a stipend listed as High School Band Director. However, when I was hired in 2003, the stipend was split at the same time that the teaching position was split (one full-time position between HS and MS, to two part-time positions). I began receiving 60% of the FHS band director position stipend while working a 0.5 salaried position.

Since that time, the salaried teaching job has grown from a 0.5 position to full-time, and from 30 performing students to nearly 80 students, also with an increase in the number of after school commitments. However, there has never been an adjustment made to the stipend, and the High School Band Director stipend continues to be split manually each year.

My request is that the High School Band Director position be reviewed on its own, and a separate review be made for the Middle School Band Director position. And that separate stipends be set on the points scale based on time and responsibility – one for FHS Band Director, and one for FMS Band Director.

With this Stipend Request Form, I am only submitting information that pertains to the High School position.

Responsibilities of Advisor/Coach:

To teach, supervise, coordinate and manage all band students, equipment, music for concerts and other performances and competitions. Represent FHS and RSU 5 at various civic events. Provide enrichment opportunities for those students who succeed to the regional, state and national competition level.

Another unique aspect of this stipended position, is that it MUST be filled by the certified teacher. There is no way that anyone outside of the school, or outside of the high school instrumental program, can take over the responsibilities of the teacher, even though the time commitment is after school.

Specific responsibilities include:

- planning for and running rehearsals and concerts
- managing a 600+ title music library and maintaining equipment (maintenance and repairs as well as inventory)
- providing opportunities for students in honors festivals – district and all-state, by preparing students for auditions, preparing selected students for festivals, and then chaperoning the students at the festivals
- scheduling building spaces for after school rehearsals and concerts, and managing the use of the spaces and equipment
- scheduling transportation for students to attend field trips and festivals

Specific events and performing groups include:

- All-State Jazz Auditions
- District Band Auditions
- All-State Band Auditions
- All-State Jazz Festival

- District Honors Band Festival
- District Large Group Jazz Festival
- State Jazz High School Instrumental Festival
- All State Band Festival
- FHS Concert Band, dress rehearsals, after school and evenings
- FHS Jazz Band (weekly from early October through graduation)
- FHS Wind Ensemble, twice-monthly rehearsals, quarter 2 through end of year.
- Chamber Ensembles (clarinet ensemble, string ensemble, jazz combos, sax ensemble), weekly rehearsals, second semester.
- Winter Concert, all instrumental groups
- Spring Concert, all instrumental groups
- Memorial Day Parade, all students
- Performing Arts Awards
- Senior Recital, all seniors (soloists), all chamber ensembles and all jazz ensembles
- Candlelight, soloists
- Graduation, jazz groups and concert band
- Community events – library coffee houses, benefits, school performances (through district)
- Field trips – as scheduled, no more than two per year and may range from all day to 5 days in length.

Length of activity/period of responsibility:

Student activities occur 10 months per year, September through June. Management and other activities occur year round.

Number of Students:

Concert Band – 60 to 80

Jazz Band – 22 - 27

Jazz Combos, multiple groups – varied, 5+

Wind Ensemble – varied 15+

Chamber Ensembles – varied, 2, 3, 4, 5, or 6 students each, typically 4 to 6 different ensembles

District and All-State festivals – Honors festivals depend upon event and can range from 2 to 20 students.

Parent volunteers or other adult help? - none

Number of Hours Required of Advisor/Coach per week (on average):

8 hours

Breakdown of Hours:

(Examples: practices, games, student meetings, organizing activities, publicizing, activities)

HIGH SCHOOL BAND DIRECTOR	HOURS								
jazz band rehearsals	28	28 rehearsals per year							
district auditions and rehearsals	10	5 hours auditions, evening/traveling, 5 hours prep/rehearsals							
District Band festival	22	2 full days, traveling							
District Jazz Honors auditions & festival	20	2 full day festival with concert, traveling, 1 evening auditions, after sch preparation							
District Jazz Group Festival	8	1 full afternoon and evening							

		festival							
State Jazz Group Festival	16	1 full day with travel							
All State Jazz Honors auditions	8	1 full day							
All State Jazz Honors Festival	35	3 full days with overnight, Bangor							
all state auditions	4	1 day auditions, Gorham							
all state festival	46	3 full days with overnight, Gorham or Orono							
holiday concert	7	1 afternoon/evening							
Wind Ensemble Rehearsals	8								
Chamber Ensemble Rehearsals	20								
Senior College Applications (recordings only)	4	evenings							
Music Department meetings, K-12	6	6 meetings per year.							
April Spring Concert	8	1 afternoon/evening							
PAB meetings	20	10 meetings per year							
Parade	4	Memorial Day							
management for use of space, buses	2	annually, time outside of school							
graduation, awards nights	11	Performances for graduation, candlelight, PAB awards night							
equipment management	12	inventory and equipment repair							
Library management	24	DIII and FHS music library, after school and summer work							
Jazz combo performances	8	2 weekend performances per year, 1 fall, 1 spring							
senior recital + rehearsals	11	after school rehearsals 3 hrs, evening concert first week of June							
TOTAL HOURS	342								

The above total does not include any field trips.

Of above, number of hours during school day:

None

Special event(s) required? (all day event, weekend activity, etc)

These are all evening, full day, full weekend or holiday commitments:

District Band Auditions, District Jazz Auditions, All-State Band Auditions, All-State Jazz Auditions, District Jazz Group Festival, State Jazz Group Festival, District Jazz Honors Festival, All-State Festival, Holiday Concert, Spring Jazz Concert, Spring Concert, Senior Recital, Chamber Ensembles Concert, Candlelight, Graduation, PAB Awards Night, Memorial Day Parade, Jazz Coffee Houses.

OTHER FACTORS:

Travel:

Yes – two DIII auditions, two all-state auditions, three DIII festivals, three All-State festivals, any field trips taken by the groups

Overnight:

All-State – 2 nights; All-New England – 1 night; All-State Jazz – 2 nights: out of state field trips

Does activity require a Budget?

Yes, that would be wonderful! But we don't. Currently, any costs are taken out of the general curriculum budget for instrumental and general music, with most traveling costs paid for out of my pocket.

How is job being done/funded currently?

Paid for through the District budget and my personal funds.

Fundraising:

While I coordinate fundraising through the Performing Arts Boosters, all of their funds go toward workshops, scholarships and equipment for the students. None of their fundraising goes toward teacher salaries or stipends.

Comments:

Submitted by: David A. Watts
(Please Print)

Date: June 23, 2010

Administrator: Muri Campbell Approved ✓ Denied

Please return this form to the Superintendent's Office



Date: 11/10/15

Committee: Strategic Communications

Chair: Candice Decsipkes

In attendance: Candy, Lindsay, Valy, Kate, Mike, Ed

Meeting Date: 11/5/15

Agenda Items and Discussion:

1. Committee Role

Good discussion around the role and responsibilities of this committee. General agreement that this committee should get information needs to Ed and let his office handle specifics. Committee should play a more advisory role in communications.

Example: Committee recommends that we do information piece about our high school in November around recruitment time. Ed takes this information and organizes communications.

Example: Committee recommends that we provide budget information. Ed has plans to create budget booklets that that go to each citizen.

2. Current Proficiency Article

Referring to item one, the committee does not feel it should be drafting and editing communications.

Ed will review latest version and make recommendation to Candy for publication.

3. Tri-County Board Column will terminate.

Ed will be forwarding his weekly district updates to this newspaper.

4. Website

Will be getting major overhaul in spring.

5. Leadership Group

Meeting Nov. 12th Consider inviting budget chairman in the future

Attending selectman/council meetings. Ed to provide bullets for discussions.

He will verify that attendance is needed and when it is most appropriate.

6. Other

In the future Ed plans to provide district information in Adult Education booklet.

Strive to include information about our faculty and staff when appropriate in some of our communications.

We discussed surveys Ed has included in induction plan. Suggestions for improvement were made.

Press release recommended? No

Submitted by: Mike Lafortune