



Regional School Unit 5
Durham · Freeport · Pownal

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

Becky Foley, Ph.D., Superintendent of Schools
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TO: Colin Cheney, Candy deCsipkes, Maddy Vertenten

CC: Anne-Marie Spizzuoco, Jennifer Winkler

FROM: Cynthia Alexander

DATE: February 7, 2022

RE: Policy Meeting – February 11, 2022

The Policy Committee is scheduled to meet on Friday, February 11, 2022 at 8:45 a.m. via Zoom at the following link: <https://networkmaine.zoom.us/j/88179232220> Meeting ID: 881 7923 2220 or join by telephone at 1-646-876-9923

Agenda

1. JL - Student Wellness
2. ACAF - Workplace Bullying
3. FFA - Memorials
4. New Policy on Sustainability

STUDENT WELLNESS

The Board recognizes that student wellness and good nutrition are related to students' physical and social-emotional well-being and their readiness to learn. The Board is committed to providing a school environment that supports student wellness, healthy food choices, nutrition education, and regular physical activity. The Board believes that students who learn and practice healthy lifestyles in their formative years may be more likely to be conscious of the importance of good nutrition and exercise as adults, practice healthy habits, and reduce their risk of illness and/or other chronic diseases.

Nutrition Standards

The school unit will ensure that meals provided by its Food Services Program meets or exceeds the nutrition standards established by the National School Lunch Program, the School Breakfast Program, and other applicable federal child nutrition programs.

Other foods and beverages sold or available to students during the school day ("competitive foods") will meet or exceed the federal Smart Snacks guidelines.

Water

To promote hydration: free, safe, unflavored drinking water will be available to students throughout the school day, including mealtimes, at every school.

Nutrition Education

Nutrition education will be integrated into the instructional program through the health education program and/or the curriculum as aligned with the content standards of Maine's system of Learning Results. Nutrition education should focus on necessary skills to adopt and maintain healthy eating behaviors. Students should receive consistent nutrition messages throughout the schools, including classrooms, cafeteria, and school-home communications.

Nutrition Promotion

Schools will support healthful eating by students and encourage parents/guardians to provide healthy meals for their children by providing consistent nutrition messages and information and by cooperation with other agencies and organizations.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA standards for school nutrition professionals.

Physical Activity

The school unit will strive to provide all students developmentally appropriate opportunities for physical activity through physical education classes, recess periods for elementary school students, and extracurricular activities (clubs, intramural and interscholastic athletics). School programs are intended to promote healthy lifestyles. The schools will provide opportunities for parents/guardians to support student participation in physical activities, including available before- and after-school programs.

Social and Emotional Wellness

Programs and services that support student social and emotional competence create an environment most conducive to a student's ability to learn and thrive.

The school unit will identify, operationalize and integrate social emotional learning priorities in each school using age and grade-appropriate methods, as determined by each school's leadership. Collaboration among students, families, schools, communities, and outside agencies, as well as integration with academic learning, will be encouraged.

Other School-Based Wellness Activities

The schools, with prior approval of the Superintendent/designee, may implement other appropriate programs that support consistent wellness messages and promote healthy eating and physical activity.

Leadership

The Superintendent/designee shall be responsible for the oversight of development and implementation of the wellness policy in the schools. This includes ensuring that the school unit evaluates its schools' compliance with the wellness policy and progress in attaining wellness goals and making required information available to the public.

The evaluation process must include a comparison of the wellness plan with model wellness policies (e.g. MSMA), and it may include surveys or solicitation of input from students, parents/guardians, staff, and school administrators, including suggestions for improvement in specific areas.

Annual Notification of Policy

The school unit will annually inform families and the public of basic information about the wellness policy, including its content, any updates, and implementation status. This information will be made available on the school unit's website. It will include the contact information for the person coordinating the wellness committee, as well as information about opportunities for the public to get involved with the wellness committee.

Triennial Progress Assessments

Every three years, the Director of School Nutrition will:

Assess the extent to which the school unit's schools are in compliance with the wellness policy;

Assess the extent to which the school unit's wellness policy (e.g. MSMA) compares to model wellness policies; and

Provide a description of the progress made in attaining the goals of the school unit's wellness policy.

The school unit's wellness committee will update the wellness policy based on the results of the triennial assessment and/or as:

The school unit's priorities change;

Community needs change;

Wellness goals are met;

New evidence-based health science emerges; or

New or updated federal or State regulations are issued.

Parent/Guardian Communications

The school unit will inform parents/guardians of improvements that have been made to school meal standards; availability of child nutrition programs and how to apply; the school unit's meal charging policy; and a list of healthy celebration party ideas (including a list of foods and beverages that meet the Smart Snacks standards).

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks standards. Food and beverage marketing includes, but is not limited to:

Brand names, logos or tags, except those that are present as labels on the food or beverage product or its container;

Displays, such as vending machine exteriors;

Corporate brands' logos, names, or trademarks on school equipment such as message boards or scoreboards;

Corporate brands' logos, names, or trademarks on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment;

Corporate brands' logos, names, or trademarks on posters, book covers, or school supplies distributed or offered by the school unit; or

Advertisements in school publications or school mailings; or on product coupons or free samples.

Corporate brand names, logos, and trademarks for *companies* that market products that comply with the USDA Smart Snacks in School nutrition standards will not be prohibited solely because they offer some noncompliant food or beverage items in their product line.

~~Nothing in this policy shall require immediate replacement of scoreboards or other durable equipment. When reviewing existing contracts or replacing these items over time when necessary and/or financially feasible, decisions should reflect the marketing considerations articulated in this policy.~~

Appointment and Role of the Wellness Committee

The Board shall appoint a district-wide Wellness Committee comprised of at least one of each of the following:

- A. Board member;
- B. School administrator;
- C. Food Services Director/designee;
- D. Student representative;
- E. Parent/guardian representative and/or community representative;
- F. School nurse and/or other school health professional.

The Wellness Committee may also include:

- A. Physical education teacher;
- B. School counselor;
- C. Social worker;

D. Other staff, as designated by the Board; and/or

E. Other persons, as designated by the Board.

The Wellness Committee shall serve as a committee in regard to student wellness issues and will be responsible for making recommendations related to the wellness policy, wellness goals, administrative or school regulations and practices, and raising awareness of student health issues.

With the prior approval of the Superintendent/designee, the Wellness Committee may survey parents/guardians, students, and the community and/or conduct focus groups or community forums.

The Wellness Committee shall provide periodic reports to the Superintendent/ designee and, as requested, to the Board.

Wellness Goals

The Board has identified the following goals associated with student wellness:

Goals for Nutrition Education

The schools will provide nutrition education that focuses on the skills students need to adopt and maintain healthy eating behaviors.

The schools' nutrition education will be provided in a sequential, comprehensive health education program aligned with the content standards of the Maine system of Learning Results.

Nutrition education will be integrated into other subjects as appropriate to complement, not replace, the health education program.

The school unit will provide foods that meet or exceed the federal nutrition standards, adequate time for students to obtain food and eat, lunch scheduled at appropriate hours of the day, adequate space to eat, and a clean and safe meal environment.

Appropriate professional development will be provided for food services staff.

Goals for Nutrition Promotion

School unit staff will cooperate with agencies and community organizations to provide opportunities for nutrition-related student projects and learning experiences.

Consistent nutrition messages will be disseminated throughout the school unit in the classroom, the cafeteria, and school-home communications.

Administrators and staff will be encouraged to model nutritious food choices and eating habits.

Schools will encourage parents/guardians to provide healthy meals and snacks for their children through take-home materials or other means.

Students will have access to clean and safe drinking water throughout the school day and during school activities.

Schools will promote consumption of water as an essential element in maintaining overall health and wellness.

Goals for Physical Activity

The physical education program will provide students with the knowledge and skills needed to optimize their physical health.

Students will have the opportunity to develop motor skills and apply them to enhance their coordination and physical performance.

The physical education curriculum will be aligned with the content standards of the Maine system of Learning Results.

Physical education classes will keep all students involved in purposeful activity for a majority of the class period.

Physical education classes will provide opportunities to learn for students of all abilities.

The schools will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude toward health and fitness.

The schools will provide facilities adequate to implement the physical education curriculum for the number of students served.

Schools will provide opportunities for students to engage in age-appropriate activities on most days of the week in both school and community settings.

The schools will provide opportunities for physical activity through a variety of before- and/or after-school programs including, but not limited to, intramural sports, interscholastic athletics, and physical activity clubs.

Appropriate professional development will be provided for physical education staff and other staff involved in the delivery of such programs.

Goals for Social and Emotional Well-Being

PLAN: Each school will respond to the social and emotional needs of students and provide tiered support as needed. RSU No. 5 will recognize students' individual and collective social and emotional needs to inform programming, scheduling, and other opportunities.

TRAIN: Licensed and trained professionals, as well as mental health support staff within RSU No. 5, will help to implement programming and train staff on ways to support all students' social and emotional wellness with a lens of understanding of individual needs and perspectives.

SUPPORT: Social and emotional learning will promote student self-awareness, self-advocacy, social awareness, self-regulation, and support life-long healthy lifestyles.

CONNECT: RSU No. 5 staff will connect students and families to resources and supports in school and in the community as appropriate.

Goals for Other School-Based Activities

Goals of the wellness policy will be considered when planning school or classroom parties, celebrations, or events.

Parents/guardians will be encouraged to provide nutritionally sound snacks from home and food for classroom parties or events.

Schools will encourage maximum participation in school meal programs.

Schools will encourage parents/guardians and students to take advantage of developmentally appropriate community-based after-school programs.

Fundraising projects will be supportive of healthy eating and student wellness.

School-based marketing of foods and beverages, such as through advertisements in school publications, school buildings, athletic fields, and other areas accessible to students should support the goals of the wellness policy.

The schools are encouraged to cooperate with agencies and community organizations to support programs that contribute to good nutrition and physical activity.

Legal Reference: 42 U.S.C. § 1751 (Healthy, Hunger-Free Kids Act)
7 CFR Parts 210 and 220
20-A MRSA § 6662

Adopted: July 8, 2009
Revised: November 28, 2012
Revised: June 13, 2018
Revised: December 8, 2021

WORKPLACE BULLYING

The RSU No. 5 Board is committed to providing a respectful, safe, and inclusive workplace for employees, one that is free from bullying conduct. All employees and students in the school unit, as well as parents, community members, and others involved with the schools are prohibited from engaging in workplace bullying as defined in this policy.

DEFINITION

For the purposes of this policy, “workplace bullying” means intentional behavior that a reasonable person would expect to interfere with an employee’s work performance or ability to work. Generally, workplace bullying will involve repeated conduct. However, a single incident of egregious conduct could constitute workplace bullying.

Examples of workplace bullying include, but may not be limited to:

1. Humiliating, mocking, name-calling, insulting, maligning, or spreading rumors about an employee,
2. Shunning or isolating an employee and/or encouraging others to do so,
3. Screaming or swearing at an employee, slamming doors or tables, aggressively invading an employee’s personal space; placing an employee in reasonable fear or physical harm; or other types of aggressive or intimidating behavior,
4. Targeted unwanted practical jokes,
5. Damaging or stealing an employee’s property,
6. Sabotaging an employee’s work or purposely misleading an employee about work duties (e.g., giving incorrect deadlines or intentionally destroying an employee’s work,)
7. Harassing and/or retaliating against an employee for reporting workplace bullying,
8. Cyberbullying, which is defined in Maine law as bullying occurring through the use of technology or any electronic communication, including but not limited to, a transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device, or personal digital assistant.

EXCLUSIONS

Workplace bullying does not include the following:

1. When supervisors set reasonable performance goals or provide verbal or written counseling, direction, feedback, or discipline to employees in the workplace when the intent is to address unsatisfactory work performance or violations of law or school policy,

2. When supervisors make personnel decisions designed to meet the operational or financial needs of the school unit or the needs of students. Examples include, but are not limited to changing shifts, reassigning work responsibilities, taking steps to reduce overtime costs, transferring or reassigning employees to another building or position,
3. Discrimination or harassment based on protected characteristics (race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, familial status, disability, or genetic information). Such conduct is prohibited under separate policies and complaints shall be addressed under ACAB-R – Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedure,
4. Disrespectful conduct by students directed at school employees that can be addressed through enforcement of classroom rules, school rules, and applicable Board policies.

REPORTS AND INVESTIGATIONS

Employees who believe they have been bullied in the workplace, and other persons who believe they have witnessed an incident of an employee being bullied in the workplace, are expected to report the issue to the building administrator.

If the report is about the building administrator, the report should be made to the Superintendent/designee.

The building administrator shall promptly notify the superintendent of all workplace bullying reports.

Any workplace bullying report about the Superintendent should be made to the Board Chair.

All reports of workplace bullying shall be investigated promptly and documented in writing. The person who was the subject of the alleged workplace bullying and the person alleged to have engaged in workplace bullying will be notified of the outcome of the investigation, consistent with confidentiality and privacy laws.

DISCIPLINARY ACTION

Any employee who is found to have engaged in workplace bullying will be subject to disciplinary action up to and including termination of employment.

Students who are found to have engaged in bullying of an employee will be subject to

disciplinary action in accordance with applicable student discipline procedures.

Parents and others who are found to have engaged in bullying of an employee will be dealt with in a manner appropriate to the particular circumstances.

APPEALS

If dissatisfied with the resolution of the matter, the subject of the alleged workplace bullying or the person alleged to have engaged in workplace bullying may file a written appeal within five (5) business days with the superintendent stating the reason for the appeal. The superintendent will review the matter and issue a written decision within ten (10) business days. The Superintendent's decision shall be final.

If the matter involves employees covered by a collective bargaining agreement, any disagreement with the results of the investigation may be resolved through the agreement's dispute resolution process.

RETALIATION PROHIBITED

Retaliation for reporting workplace bullying is prohibited. Employees and students found to have engaged in retaliation shall be subject to disciplinary action.

SUPERINTENDENT'S RESPONSIBILITY

The Superintendent shall be responsible for implementing this policy and for the development of any necessary procedures to enforce it.

Legal References: 20-A MRSA §1001(21); 6544(2)(C)

**Cross References: AC – Nondiscrimination, Equal Opportunity and Affirmative Action
ACAB – Harassment/Sexual Harassment of School Employees
ACAB-R – Discrimination/Harassment and title IX /Sexual
Harassment of School Employees**

Adopted: _____

DRAFT “MEMORIALS AND REMEMBRANCES”

PURPOSE

The RSU No. 5 Board recognizes that when a school community experiences the death of a student or staff member, it is important to the school community and to those who are personally affected by the death to acknowledge the event.

The social and emotional well-being of the staff and student body is important. With an understanding that our responsibility is to serve all students of the school unit, the intention of this policy is to create an environment where we treat all losses equitably.

The purpose of this policy is to set forth guidelines when responding to the death of a student or staff member. This policy will outline guidelines for expression of grief in the school community which is caring and respectful yet minimizes disruption to learning. Because schools are designed primarily to support learning, school sites should not serve as the primary venue for memorializing a student or staff member.

GUIDELINES

The following outlines how the school may provide space to mourn the loss of students or staff equitably and appropriately, and provide a template for how requests for memorials will be decided upon.

SCHOOL response

Following the death of a student or staff member or other traumatic event, the principal is responsible for determining the school response in consultation with the superintendent, and as appropriate the family of those affected.

The principal shall consider questions of student equity and discretion in consideration of the social and emotional well-being of the student body when determining approved activities. *Activities that will not detract from regularly scheduled classroom or school activities. Activities or events may be rescheduled or canceled with prior superintendent approval only.*

The following guidelines shall be used by the principal to determine appropriate response(s):

The following responses are permissible:

- Remembrances of flowers, personal messages and mementoes may be allowed near lockers, parking spaces and other areas on district property. The display of all remembrances shall be temporary in nature, removed after an appropriate period of time, and may be offered to the family.
- Memorializing an individual in school yearbooks (may be allowed),
- Acknowledgment at graduation ceremonies and other district activities (may be allowed),
- Schools may observe a moment of silence,
- Additional district counseling services may be made available to provide support.

The following responses are not permissible:

- School will not be dismissed early or canceled on the day of a memorial or funeral service,
- Flags are only lowered only in accordance with state and federal law.
- The school unit will not hang plaques commemorating the deceased or install permanent living memorials, such as planting trees.
- No items will be accepted by the district in memory of an individual or event.

COMMUNITY REQUESTS

In the event of a loss, requests will be entertained. These requests will go to the superintendent.

Requests from ~~students, staff,~~ parents and/or others for remembering or memorializing a person or event may be approved by the Board, superintendent or designee, subject to the provisions of this policy.

Permitted activities that will be entertained:

- Contributions may be made to a general scholarship fund established by the school unit memorializing a member or members of the school community or in memory or recognition of certain events;
- Contributions to the memorial garden for all district RSU loss, without particularly naming the individual lost;

If people are dissatisfied

District property (e.g., buildings, rooms, fields, gymnasiums, etc.) may be named or renamed to memorialize an individual with Board approval only.

[OPTIONAL: The Board regards the use of district property for memorial services as generally inappropriate. Any such request will be considered in accordance with Board policy KF – Community Use of School Facilities and applicable administrative procedures].

Grandfathering

Memorials that are currently in existence, shall remain.

Cross Reference: EBCA – Emergency Management Plan
KF – Community Use of School Facilities

Adopted: _____

SUSTAINABILITY POLICY

The RSU No. 5 Board of Directors is committed to environmental leadership through the incorporation of sustainability principles and practices throughout the district. Accordingly, the Superintendent or designee shall develop guidelines, procedures or strategies to:

1. Prepare students for the future by providing a high-quality curriculum that supports concepts and practices of environmental responsibility and sustainability;
2. Maintain a healthy learning and working environment by adopting sustainable practices that protect students, staff and community from environmental harm;
3. Provide quality professional development to staff to facilitate the effective transition to sustainability planning and practices.

Plant and operations:

4. While considering fiscal responsibility, when possible, emphasize the use of sustainably sourced materials, renewable energy sources, energy efficient building design, and other environmentally sensitive best practices.

For example:

- a. Monitor and analyze energy consumption while continuing to invest in proven energy efficient technologies for heating/cooling, air filtration, lighting, transportation, and equipment/ appliances used in the operation of the district's operations.
- b. Develop building facility and grounds maintenance plans that are committed to addressing indoor and outdoor environmental concerns in a proactive manner;
- c. Promote environmentally sustainable cleaning practices by minimizing the use of potentially harmful or toxic substances and by encouraging the use of products that save energy and water and that reduce waste;

Nutrition:

5. Strive to serve locally sourced, sustainable foods that are healthy and nutritious. Support the creation of school gardens and encourage composting in all the schools;
6. Minimize the amount of waste sent to landfills and maximize the amount of waste that gets composted or recycled;
7. Purchase products with little packaging, and products made of recycled, recyclable or compostable materials when possible. Minimize the use of single-use products such as paper cups and plates, plastic utensils and straws;

Transportation:

8. Reduce RSU5's carbon footprint by encouraging the use of school buses, carpooling, biking and/or walking to school;
9. When possible purchase fuel efficient vehicles, particularly buses, which have a reduced impact on the health of students and the environment.
10. Practice a no idling policy unless 20 degrees or below.

Appointment and Role of the Sustainability Committee

The Board shall appoint a district-wide Sustainability Committee comprised of at least one of each of the following:

- A. Two Board members,
- B. Two administrators,
- C. One teacher,
- D. Two student representatives, and
- E. Three community representatives.

The Sustainability Committee shall serve as an advisory committee in regard to sustainability-related issues and will be responsible for making recommendations related to the sustainability policy, sustainability goals, administrative or school regulations and practices, and raising awareness of sustainability issues. With the prior approval of the Superintendent/designee, the Sustainability Committee may survey parents, students and the community and/or conduct focus groups or community forums. The Sustainability Committee will meet a minimum of twice a year to review current practices and provide periodic reports to the Superintendent/ designee and, as requested, to the Board.