



**TO:** Kate Brown, Candy deCsipkes, Maddy Vertenten

**CC:** Becky Foley, Peter Wagner

**FROM:** Cynthia Alexander

**DATE:** October 18, 2019

**RE:** Policy Review – November 1, 2019 Meeting

The Policy Sub-Committee is scheduled to meet on Friday, November 1, 2019 at 8:30 a.m. at the RSU5 Central Office.

**Agenda**

1. KF – Community Use of School Facilities
2. BBA – Board of Directors Powers and Responsibilities
3. BB – School Board Legal Status
4. BBAA – Board of Directors Member Authority and Responsibilities
5. BBAB – RSU No. 5 Board of Directors Self-Evaluation
6. BBBDA – Board of Directors – Declared Vacancy Caused by Absenteeism
7. BBBE – Unexpired Term Fulfillment/Vacancies

Regional School Unit No. 5

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## COMMUNITY USE OF SCHOOL FACILITIES

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

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

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

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

These factors are to further guide community use:

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

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

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

### III. Use of Facilities for School-Sponsored Activities

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

### IV. Use of Facilities for All Groups

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

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

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

#### V. Rental and Other Fees

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

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

Adopted: August 25, 2010

Reviewed: April 24, 2013

Revised: January 10, 2018

## **BOARD OF DIRECTORS POWERS AND RESPONSIBILITIES**

The Board of Directors, in partnership with the Superintendent, shall have overall responsibility for RSU No. 5 which includes general charge of all the public schools of this unit and shall exercise such other responsibilities as specifically provided by law.

The Board, in partnership with the Superintendent, is responsible for providing leadership to guide the mission and direction of RSU No. 5. Board members will act as stewards of RSU No. 5 to ensure dedication to and use of assets and resources for the benefit of all schools in the RSU No. 5 system. The Board ensures that all RSU No. 5 Board-sponsored or supported activities are consistent with ~~the Board's mission to promote educational excellence throughout the unit.~~ RSU No. 5's educational mission and vision.

The Board shall concern itself with questions of policy and objectives rather than with administrative details. The application of policies and objectives is an administrative task to be performed by the Superintendent and ~~his/her~~ staff, who shall be held responsible for the effective administration of board policies and objectives and supervision of the entire school system.

The Board, functioning within the framework of laws, court decisions, attorney generals' opinions, and similar mandates from the state and national levels of government, and recognizing the authority of the state, fulfills its duties:

- A. Sets and enacts policy;
- B. Selects, employs and evaluates the Superintendent;
- C. Provides for the planning, expansion, improvement, financing, construction and maintenance of the physical plant facilities and grounds of the school system;
- D. Prescribes the minimum standards needed for the efficient operation and improvement of the school system;
- E. Requires the establishment and maintenance of records, accounts, archives, management methods, and procedures incidental to the conduct of school business;
- F. Approves the budget, financial reports, audits, major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business;
- G. Estimates the funds necessary from taxes for the operation, support, maintenance and improvement of the school system;

- H. ~~Adopts courses of study;~~ Approves recommended Program of Studies;
- I. Provides staff and instructional materials aids;
- J. Evaluates how effectively the educational program to determine the effectiveness with which the schools are achieving the educational purposes of the district school system;
- K. Provides for the dissemination of information relating to the schools necessary for creating a well informed public;
- L. Approves/disapproves personnel nominations from the Superintendent and determines (where appropriate via collective bargaining) compensation and working conditions of all staff; and
- M. ~~Monitors~~ Oversees the activities of the Board sub-committees, and task forces, ~~and vested.~~ maintains awareness of relevant community groups.

Legal Reference: 20A MRSA § 100 1

Cross Reference: Policy: AD Educational Mission and Vision

Adopted: July 8, 2009  
Revised: October 28, 2009  
Reviewed: January 26, 2011  
Reviewed: December 18, 2013



## SCHOOL BOARD LEGAL STATUS

Recognizing that “a general diffusion of the advantages of education [is] essential to the preservation of rights and liberties of the people,” the Constitution of the State of Maine declares that the Legislature has the duty to require communities to provide for the support and maintenance of public schools in order to further this objective. Maine law establishes a State Department of Education to supervise a coordinated system of public education, a Commissioner to enforce regulatory requirements and to provide technical assistance and educational leadership, and a State Board of Education to act as a body with certain policymaking, administrative and advisory functions, but places the responsibility for control and management of public schools with locally elected School Committees, School Boards or Boards of Directors. Thus, Regional School Unit No. 5 derives its legal authority from the State’s Constitution, state statutes and regulations of the State Board of Education, as well as Federal laws and regulations.

By custom and tradition, local School Boards have responsibilities to the local citizenry they serve and which elect them to office. Recognizing this parallel concept of authority and responsibility, the Board becomes a policy-making body for the school district serving within the framework provided by law and responding to the will of the local citizenry.

There shall be 11 members on the Board of Directors, 3 from Durham, 6 from Freeport, and 2 from Pownal. Each Director serves for three years and these terms overlap so that in each year three or four directorships are vacated and must be resupplied by election. As required by law, Board members will cast weighted votes as follows:

Each Director from Durham 98 votes  
 Each Director from Freeport 98 votes  
 Each Director from Pownal 58 votes

Each year as a part of the Board reorganization procedure, one director is elected to serve as Chair and is the presiding officer at all its meetings.

One director is elected to serve as Vice-chair. In the absence of the Chair, the Vice-chair will assume the role of Acting Chair with all rights and responsibilities of the Chair contained therein.

Legal Reference: 20-A MRSA §§ 1001, 1251 et seq.  
 20-A MRSA §§ 1451; 1471 (RSU)

Cross Reference: BDB - Board Officers

Adopted: March 24, 2010  
 Reviewed: January 26, 2011  
 Reviewed: December 18, 2013

**BOARD OF DIRECTORS MEMBER AUTHORITY AND RESPONSIBILITIES**

Members of the Board of Directors have authority only when acting as a Board of Directors legally in session. The Board shall not be bound in any way by any action or statement on the part of any individual Board member except when such statement or action is in pursuance of specific instructions from the Board.

Legal Reference: 20-A MRSA §§ 1001- 1003

Adopted: October 28, 2009  
Reviewed: January 26, 2011  
Reviewed: December 18, 2013

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

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

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

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

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

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

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

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



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

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



**RSU5 Board of Directors  
Self-Evaluation**

*Pilot  
Evaluation  
used  
July 2019*

**Introduction**

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

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

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

**Timeline**

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

## PART I: Standards of Leadership

These standards are rated using the following scale:

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

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

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

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

### Standard 1: Vision, Leadership & Accountability

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

**Possible Data Sources:**

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

### Rating for Standard 1: Vision, Leadership & Accountability

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board develops a shared mission and vision that reflects student achievement and community priorities, and communicates it to the community.				
B. The Board develops annual District goals in alignment with the District vision and mission and adopts a strategic plan developed by the Superintendent to meet those goals. Goals are communicated to the community.				
C. The Board regularly monitors progress on District goals, effective instruction, and student achievement with data-based information.				
D. The Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extra-curricular activities.				

E. The Board annually evaluates the job performance of the Superintendent and monitors the progress made on the Superintendent's goals.				
F. The Board conducts a self-evaluation to monitor its own performance and participates in professional development, including Board training and seminars.				

**Comments:**

### Standard 2: Board Governance & Policy

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

**Possible Data Sources:**

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

### Rating for Standard 2: Board Governance & Policy

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

**Comments:**

### Standard 3: Communication & Community Relations

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

**Possible Data Sources:**

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

#### Rating for Standard 3: Communication & Community Relations

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

**Comments:**

### Standard 4: Fiscal Resources, Staff Recruitment & Environment

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

**Possible Data Sources:**

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

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

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

**Comments:**

### Standard 5: Ethical Leadership

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

**Possible Data Sources:**

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

### Rating for Standard 5: Ethical Leadership

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

**Comments:**



**RSU5 School Board of Directors Evaluation**

**Annual Evaluation Rating Form**

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

**BOARD OF DIRECTORS - DECLARED VACANCY CAUSED BY  
ABSENTEEISM**

When a member must be absent from a regular meeting of the Board of Directors for any reason, that member shall contact the Board Chair and request to be excused from the meeting; if the Chair must be absent, he/she shall contact the Vice Chair. The Chair (or Vice Chair) shall determine whether or not the request shall be granted, unless otherwise ruled by a majority of the Board of Directors. The minutes of each meeting shall reflect the names of the members present, those absent with excuse (if any) and those absent without excuse (if any).

- A. After two consecutive unexcused absences from regular meetings, the member shall be notified in writing by certified mail by the Board informing him/her that a third consecutive unexcused absence from a regular meeting will constitute cause for the Board to consider declaring his/her seat on the Board of Directors vacant.
- B. After three (3) consecutive unexcused absences from regular meetings, the Board of Directors shall notify said member in writing by certified mail that the Board of Directors will consider declaring his/her seat vacant at the next regular meeting of the Board of Directors or at a special meeting called for the purpose of considering this matter.
- C. At the meeting where the declaration of a vacancy, in accordance with this policy, is being considered, the Board member who is the subject of the action shall be provided the opportunity to present his/her reasons why the Board of Directors should not declare a vacancy.
- D. Following the deliberation outlined in sections B and C of this policy, the Board of Directors shall vote whether or not to declare a vacancy.
- E. Should a vacancy be declared in accordance with this policy, the vacancy shall be filled in accordance with the appropriate provisions of MRSA Title 20-A.
- F. An absence for any of the following reasons shall be routinely considered an excused absence: Illness of the member or members of his/her immediate family, death in the member's family, a short-term family obligation, or an unavoidable commitment related to the member's employment (so long as such a commitment is not of the type which prevents the member from attending on a regular basis). Absences for reasons other than those identified above shall be considered by the Board of Directors on an individual basis.

Legal Reference: 20-A MRSA § 2305

Adopted: October 28, 2009  
Reviewed: January 26, 2011  
Reviewed: December 18, 2013

## **UNEXPIRED TERM FULFILLMENT/VACANCIES**

### **Board of Directors**

A vacancy shall be declared when the term of office of a Director expires, when a Director changes residency from the municipality, upon the death of a Director, or when a Director resigns, or, except in municipalities having a municipal charter, when a Director is absent without excuse from three (3) consecutive regular Board meetings. The Board shall notify the municipal officers of the municipalities within RSU No. 5 of a vacancy before the annual town meetings or before the regular municipal election. The municipal officers shall then select an interim Director to serve until the next election.

Legal Reference: 20-A MRSA § 1474

Adopted: October 28, 2009  
Revised: March 24, 2010  
Reviewed: January 26, 2011  
Reviewed: December 18, 2013

