



TO: Kate Brown, Candy deCsipkes, Maddy Vertenten

FROM: Cynthia Alexander

CC: Jen Gulko, Michelle Lickteig

DATE: January 3, 2019

RE: Policy Review – January 11, 2019 Meeting

The Policy Sub-Committee is scheduled to meet on Friday, January 11, 2019 at 8:30 a.m. at the RSU5 Central Office.

**Agenda**

1. DJ – Bidding/Purchasing Requirements
2. DFF – Student Activities Funds
3. AD – Educational Mission and Vision
4. IKB – Homework
5. IKFA – Early Graduation
6. IKFB – Graduation Exercises
7. JLDBG – Reintegration of Students from Juvenile Correctional Facilities

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## BIDDING/PURCHASING REQUIREMENTS

The Board of Directors expect all purchases made by the school unit to be consistent with applicable laws and sound business practices. The Superintendent shall be responsible for developing and implementing administrative procedures for bidding and purchasing consistent with this policy.

This policy is intended solely as an internal guide to purchasing by the school unit. It does not afford any vendor any property or contractual rights against the school unit. No vendor shall have any enforceable rights against the school unit based upon this policy or alleged violations of this policy. No vendor shall have any rights against the school unit until such time as a written contract between the vendor and the school unit is executed by the vendor and an authorized representative of the school unit.

### A. Bidding Required by Law

Maine law requires the Board to competitively bid property and casualty insurance; school bus and transportation contracts in excess of \$4,000; school building construction, alterations and repairs over ~~\$25,000~~ \$250,000 (except contracts for professional architectural and engineering services); and bond anticipation notes for state-subsidized school construction projects.

### B. Competitive Bidding of Other Purchases

Where bidding is not required by law, it shall be the policy of the school unit to competitively bid purchases of equipment, supplies, materials or services over \$10,000.00 provided that it is practical and cost-effective to specify the materials or services with sufficient particularity to allow meaningful comparison of bids.

If competitive bidding is not utilized, the Superintendent may seek Requests for Proposals (RFP) for purchases over \$10,000.00. An RFP identifies the need the school unit intends to meet, but permits the vendor to propose the manner in which the work is to be performed and the materials to be used.

The Superintendent may forego the competitive bid or RFP process only when he/she determines that quality, expertise, time factors, or other important considerations outweigh the possible benefits of bidding or requesting proposals. In each such case, the Board shall be informed of the Superintendent's decision and the reasons for it in advance of entering into a contract.

### C. Procedures for Bidding and Requesting Proposals

The method of notification that the school unit uses to solicit bids and proposals shall be reasonably designed to attract qualified vendors. Depending upon the circumstances, such notification may include public advertising and/or mailing of notices to potential vendors. The Board shall be notified prior to solicitation of bids or proposals in excess of \$25,000.

**Bid Procedures**

- A. The notification shall specify the deadline for submitting bids and the time and place of bid opening. Bid alternates shall be permitted at the discretion of the Superintendent. The notice shall reserve the right of the school unit to reject any or all bids, and to waive technical or immaterial non-conformities in bids if in the best interest of the school unit, and to exercise judgment in evaluating bids.
- B. **Written bids.** Bids shall be in writing, sealed with outside envelope or wrapper plainly marked "Bid, not to be opened until (insert appropriate date)," and mailed or filed with the Superintendent of the unit.
- C. **Time of opening.** A Board member or employee of the school unit may not open a bid until the appointed time.
- D. **Public opening.** At the time and place stated in the public notice, and open to the public, all bids shall be opened by the Superintendent/*designee* or, in the Superintendent's absence or disability, by any Board member designated for the purpose by the Chair of the Board of Directors.
- E. **Reading.** If any citizens who are not Board members or employees of the school unit or if any representatives of the press are present, bids shall, at that time, either be made available for examination by them or shall be read aloud in a manner to be heard plainly by those in attendance.
- F. In general, the Board will award contracts to the lowest bidder which the Superintendent and Board deem can satisfactorily fulfill the contract.

**RFP Procedures**

- A. Proposals should be submitted in plain envelopes clearly marked "Proposal, not to be opened until (state time and date)." The RFP shall state the time and date that proposals shall be opened, and no proposals shall be opened before that time. Public opening is not required.
- B. Proposals are to be evaluated based on criteria appropriate for the project in question, and the contract will be awarded to the vendor whom the Superintendent and Board deem best able to meet the requirements of the school unit.

Legal Reference: 5 MRSA § 1743-A (ALL)  
20-A MRSA §§ 1001(14), 5401(13)(D); 5402 (ALL)  
20-A MRSA § 1314 (MSAD)  
§ 13 c (Maine State Committee of Education Rules for School  
Construction Projects) (ALL)

Adopted: January 27, 2010  
Revised: November 30, 2011  
Reviewed: April 30, 2014

## STUDENT ACTIVITIES FUNDS

Revenues collected from ~~gate receipts from athletic competitions~~, admissions to school entertainment events, profits from school stores, club and class dues, and student organization fundraising activities shall be deposited and accounted for in a student activities fund maintained for each school. Within this fund, separate accounts will be maintained for accounting purposes. Revenues collected from gate receipts from athletic competitions shall be deposited into a separate fund for track and field maintenance. These revenues will be considered school unit funds under the direct control of the Superintendent, who may develop and implement procedures relative to these funds, and delegate specific responsibility for deposits, expenditures, and record keeping to the building principals and/or appropriate staff. Procedures for management of student activities funds shall be consistent with sound business and accounting practices.

Student activity funds are to be used only for student activities that augment the school unit's programs; they are not intended to replace school unit funding for school unit programs and activities. Funds raised by approved student clubs or organizations or from classes shall be expended to benefit the specific club or organization or class. All expenditures from student activities funds must be approved in advance by the administrator/designee.

Remaining funds from the Grade 8 class account shall remain with the school.

The senior class may decide how to disburse funds remaining in its class account after graduation. Such disbursements may include gifts to the school, to a scholarship fund, or used for an activity approved in advance by the principal. All of the class's outstanding obligations must be paid before the class may expend its remaining funds. Unexpended remaining funds at the end of the calendar year five years after the class has graduated and any interest earned on these funds will be transferred to a scholarship fund from which any graduating student is eligible to benefit.

Student activity funds are part of the total fiscal operation of the District and shall be audited as part of the District's annual audit.

Cross Reference:     DI-Fiscal Accounting and Reporting  
                          JJE-Student Fundraising Activities

Adopted:            January 27, 2010

Reviewed:          April 30, 2014

## EDUCATIONAL MISSION AND VISION

### **Our Mission:**

To provide our students with a world-class education that will challenge minds, engage creativity, develop self-discipline, and advance inherent strengths.

### **Our Vision:**

- Our schools provide a safe, engaging environment that fosters a passion for life-long learning.
- Our educators are mentors dedicated to providing our students with the knowledge and skills that will help them adapt to our changing world.
- Our community supports the concept that each individual—be they student, educator, parent, or community member—bears responsibility to the success of our mission.
- All stakeholders understand that financial responsibility is a facet of each decision that is made and tirelessly seek the resources to support our mission and vision.

Legal Reference: TITLE 20-A MRSA SEC. 4511.3, A

Adopted: April 28, 2010  
Reviewed: December 8, 2010  
Reviewed: November 20, 2013

## HOMEWORK

The RSU No. 5 Board believes that there are several reasons for assigning meaningful homework:

- A. Homework is an avenue for families to become involved with education. We know that for schools to do the best possible job educating each student, parents and schools must work together. Homework is one way parents can make a meaningful contribution to helping their sons and daughters achieve. When students see that their parents think education is important, their performance improves.
- B. Appropriately designed homework communicates the value of learning as an integrative reflective process. Assigning meaningful homework is one way of letting students develop confidence in their own abilities.
- C. In addition to applied learning opportunities homework has the potential to help students develop self-discipline, initiative, and organizational skills. Homework also provides the opportunity to further develop individual interests. Through homework, students learn how to manage their time. Students learn the importance of setting goals and working to achieve them.
- D. Homework helps students apply the skills they have been taught in school.

The amount of homework assigned should be gradually increased from grade to grade. As a child advances through school, it is reasonable to expect that the amount of homework can be increased using the following guidelines for homework an average of 4 nights per week:

Grades K-5: Gradually adding minutes with each grade to a maximum of 60 minutes in grade 5 for all subjects combined;

Grades 6-8: A maximum of two hours per night for all subjects combined; and

Grades 9-12: A maximum of three hours per night for all subjects combined.

Homework should be meaningful, engaging, process oriented, and integrative, while being mindful of the diverse capacities of students.

Legal Reference: CH. 125.23, B, 5, 1 (Maine Dept. of Ed. Rule)

Adopted: February 24, 2010

Reviewed: December 12, 2012

## EARLY GRADUATION

All students are required to enroll in a minimum of 6 full-time subjects each school year. However, this does not eliminate the possibility of students graduating after completing three years of high school.

Junior students who acquire credits in all courses required by the state and the school unit, which gives a total accumulation of 22 units, may receive their high school diplomas at the end of the junior year.

Before registration for the junior year, the student and parent/guardian must notify the high school administration, in writing, that they wish the student to complete his/her high school requirements at the conclusion of the student's junior year.

After this notification, and prior to registering for courses, the student and parent/guardian will have a conference with the Principal/designee and guidance counselor to discuss the request.

The student will be awarded a high school diploma at the conclusion of the student's junior year if all courses are successfully completed, if the student has met State standards and other local requirements, and if the student and parent or guardian fully approve at that time.

Students who enroll after the junior year in a college from which credits are transferred back to the high school are also eligible to receive a high school diploma after all credits have been earned. Prior to the conclusion of the junior year, the student and parent/guardian will notify the high school administration, in writing, that they wish the student to complete his/her high school requirements at a college where the student has been accepted. The student and parent/guardian will confer with the Principal and guidance counselor to agree on a course of study that will fulfill high school requirements. On successful completion of the courses, the student will be awarded a high school diploma.

Cross Reference:     IKF – Graduation Requirements  
                          IKFC – High School Credits for Pre-High School Courses

Adopted:     February 24, 2010  
Reviewed:    December 12, 2012

## GRADUATION EXERCISES

It is the policy of the Board of Directors that only students who have fulfilled all requirements for graduation be permitted to participate in the annual diploma ceremony of Freeport High School.

Students who are not eligible to participate in the diploma ceremony for reasons beyond their control or responsibility may apply to the High School Administrator, including Guidance for a limited waiver of this policy in order to attend other activities centered around graduation. In order to be granted this waiver the student must demonstrate all of the following:

- 1) That the student had consistently utilized his or her best efforts to comply with the rules and policies of the school;
- 2) That the student has a firm plan for completing his or her studies at the earliest possible time; and
- 3) That the student brought a written request for a waiver to the Principal at the earliest possible opportunity.

If the High School Administrator, including Guidance find that the student has met these requirements and that granting the waiver would be in the best interest of both the student and his or her class, then the Principal may waive the policy to the extent that the student may participate in any or all senior activities other than the diploma ceremony.

Any appeal of an action pursuant to this policy is to the Superintendent.

Adopted: February 24, 2010

Reviewed: December 12, 2012



## **REINTEGRATION OF STUDENTS FROM JUVENILE CORRECTIONAL FACILITIES**

Maine law requires the establishment of a reintegration team to assist a student entering a public school from a juvenile correctional facility. The Board of Directors recognizes the need for advance planning and appropriate confidentiality in these circumstances.

The Superintendent shall be responsible for determining whether a student will be accepted or denied access to school based on compliance with the juvenile's rehabilitation plan as it affects reintegration. Access may be denied until the Superintendent is satisfied that conditions have been met.

The school unit will comply with reintegration standards established by the Maine Department of Education. The Superintendent will be responsible for overseeing the transition of students from juvenile correctional facilities based on the following guidelines.

- A. Within ten days of receiving information from the Department of Corrections concerning the release of the juvenile offender, the Superintendent shall establish and convene a meeting of a reintegration team to review information received from the Department of Corrections, evaluate the student's individual educational needs, and determine what additional information may be relevant.
- B. The reintegration team shall include at a minimum the principal/designee of the school to which the student will be admitted, at least one classroom teacher to which the student will be assigned or who is involved in the school's student assistance team, the student's parent/guardian/custodian, and a guidance counselor. The student's juvenile correctional officer or other representative from the Department of Corrections may be invited to attend.
- C. The reintegration team will determine, on the basis of need, which school employees should have access to information that would otherwise be considered confidential. The nature and extent of information provided should be limited to that needed to implement the student's reintegration plan and ensure the health and safety of the student, the safety of the school's students and staff, and the integrity of school property.
- D. The Superintendent/designee will be responsible for ensuring that confidentiality training, including a review of the school unit's policy and administrative procedures pertinent to records from the juvenile criminal justice system, including the juvenile correctional facility, and to all student educational records under the Family Education Records and Privacy Act (FERPA), is provided to all school employees who have access to this information.

- E. Before the student enters school, at least one additional meeting of the reintegration team should be held to develop an individualized plan for the student's reintegration based on the student's educational needs and the options available within the school system. This meeting should include the student as well as the members of the reintegration team. The reintegration plan will address the student's educational program, participation in activities (including co-curricular and extracurricular activities), and access to school facilities (including transportation).
- F. Placement in grade, class, and/or school programs will be based on the student's abilities and academic achievement demonstrated in prior educational settings, including the student's stay at the juvenile correctional facility. The principal will be responsible for evaluating the student's transcript and portfolio from the juvenile correctional facility to assess progress toward meeting the content standards of the Learning Results. The principal may require the student to participate in additional tests or other demonstrations of skill or knowledge, consistent with the local assessment system, for the purpose of determining appropriate placement.
- G. The Superintendent/designee will be responsible for developing and implementing a process for monitoring and reporting a student's progress and compliance with the reintegration plan and for modifying the plan as needed.
- H. A student who violates Board policy or school rules will be subject to the disciplinary consequences described in policy, administrative procedures, and/or the student handbook/student code of conduct.
- I. The Superintendent/designee shall make any reports that may be required by the Department of Education concerning numbers of students entering the local school unit from juvenile correctional facilities.

Legal Reference: 20-A M.R.S.A. §§ 254(12), 1055(12), 2902(10), 4502(5)(O),  
6001-B(1), 6001-B(2), 6001-B(3-A)  
15 M.R.S.A. § 3009

Adopted: July 8, 2009  
Reviewed: March 27, 2013