

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS  
WEDNESDAY– OCTOBER 12, 2022  
FREEPORT HIGH SCHOOL - LIBRARY  
6:30 P.M. REGULAR SESSION  
AGENDA**

1. Call to Order:

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

2. Attendance:

___ Colin Cheney	___ Jill Piker
___ Candace deCsipkes	___ Maura Pillsbury
___ Jennifer Galletta	___ Michelle Ritcheson
___ Susana Hancock	___ Valeria Steverlynck
___ Kara Kaikini	___ Madelyn Vertenten
___ Elisabeth Munsen	___ Teagan Davenport – Student Representative
	___ Piper Williams – Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

A. Consideration and approval of the Minutes of September 28, 2022 as presented barring any errors or omissions.

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

5. Adjustments to the Agenda:

6. Good News & Recognition:

- A. Report from Board’s Student Representative (10 Minutes)
- B. Good News from Mast Landing School - Emily Grimm (10 Minutes)

7. Public Comments: (10 Minutes)

8. Reports from Superintendent:

- A. Items for Information
  - 1. Resignation: Dennis Ouellette - Director of Facilities and Transportation
  - 2. School Properties Disposition

9. Administrator Reports:

- A. Mast Landing School - Goal Review - Emily Grimm (20 Minutes)
- B. Capital Improvement Plan and Goal Review - Dennis Ouellette (20 Minutes)

10. Board Comments and Committee Reports:

NA

11. Policy Review: (15 Minutes)

A. Consideration and approval of 2<sup>nd</sup> Read of Policy FFA - Memorials and Remembrances.

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

12. Unfinished Business:

NA

13. New Business:

NA

14. Personnel:

NA

15. Public Comments: (10 Minutes)

16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting  
Wednesday, September 28, 2022 – 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 October 12, 2022 meeting).

**1. CALLED TO ORDER:**

Chair Michelle Ritcheson called the meeting to order at 6:36 p.m.

- 2. MEMBERS PRESENT:** Colin Cheney, Candace deCsipkes, Kara Kaikini, Elisabeth Munsen, Jill Piker, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, and Madelyn Vertenten, **MEMBERS ABSENT:** Susana Hancock, Jennifer Galletta. There was no Student Representative in attendance.

**3. PLEDGE OF ALLEGIANCE:**

**4. CONSIDERATION OF MINUTES:**

**A. VOTED:** To approve the minutes of September 14, 2022 (Vertenten – Munsen) (9 – 0)

**5. ADJUSTMENTS TO THE AGENDA:**

Remove Item #11.A.

Item #6.A. - No student representative report

Addition of Item #14.A.

**6. GOOD NEWS AND RECOGNITION:**

**A.** Report from Board's Student Representative – No report

**B.** Good News from Morse Street School - Julie Nickerson

**7. PUBLIC COMMENT:**

None

**8. REPORTS FROM SUPERINTENDENT:**

**A.** Items for Information

1. Update on Vacancies

**9. ADMINISTRATOR REPORTS:**

**A.** Finance - Peggy Brown

**B.** Morse Street School Goal Review - Julie Nickerson

**10. BOARD COMMENTS AND COMMITTEE REPORTS:**

**A.** Board Information Exchange and Agenda Requests

- Maddy Vertenton appreciates everything being done for staff, students and the community.
- Maura Pillsbury reported on the recent MSBA meeting. Items discussed included: resolutions, book and curriculum challenges, public comment periods, school based health centers, MSSA October discussion on comprehensive emergency management plans, and MSBA new school Board member/Board chair training.

**11. POLICY REVIEW:**

**This item was removed from the agenda.**

A. Consideration and approval of 2<sup>nd</sup> read of Policy FFA - Memorials and Remembrances.

**12. UNFINISHED BUSINESS:**

None

**13. NEW BUSINESS:**

A. Discussion of the MSBA 2022 Proposed Resolutions

B. MSMA Fall Conference Information

**14. PERSONNEL:**

A. **VOTED:** To employ Ryan Redka as a Special Education Teacher at Morse Street School for the 2022-2023 school year (one year only) (deCsipkes – Vertenten) (9 – 0)

**15. PUBLIC COMMENT:**

None

**16. EXECUTIVE SESSION:**

**VOTED:** To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) to discuss a personnel matter. (Piker – Pillsbury) (9 – 0)

Time In: 8:31 p.m.

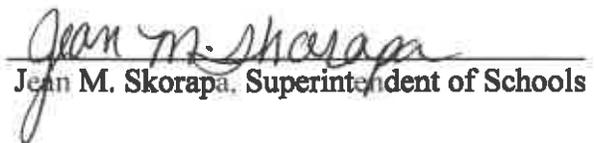
Time Out: 9:20 p.m.

**17. ACTION AS A RESULT OF EXECUTIVE SESSION:**

**VOTED:** To approve a leave of absence for an employee as discussed in Executive Session. (Vertenten – Pillsbury) (9 – 0)

**18. ADJOURNMENT:**

**VOTED:** To adjourn at 9:21 p.m. (Kaikini – Munsen) (9 – 0)

  
Jean M. Skorapa, Superintendent of Schools

## SCHOOL PROPERTIES DISPOSITION

The Superintendent is authorized to determine, through procedures he/she develops, when personal property (supplies, materials, equipment), as distinguished from real property is obsolete or no longer of use to the school unit and to declare it surplus.

The Board of Directors is to be informed of any property declared surplus by the Superintendent prior to its disposal. Procedures for disposal of all surplus personal property shall be in accordance with the following:

- A. All member municipalities are to be informed in writing of property declared surplus and are to have first option to purchase. The charges for municipal purchases shall be determined by the Superintendent after consultation with the Board.
- B. Surplus property, including books, to be offered for sale shall be disposed of by sealed bid, public auction, or public sale. Public notice of any sale of surplus property shall be given at least one week in advance of an auction, sale or opening of sealed bids.
- C. Library books, textbooks and instructional materials are to be disposed of by a means most likely to offer promise of continuing educational benefit, first to citizens of the school unit, then to others.
- D. Any surplus property which is offered for public sale and is not sold may be disposed of in a manner deemed advisable by the Superintendent, including donation to non-profit agencies.
- E. Any property determined to be worthless, or for any reason is considered to be inappropriate for sale, shall be disposed of in a manner the Superintendent deems appropriate after so informing the Board, with recycling as a priority where feasible.
- F. Any school unit identification that has been applied to the surplus property shall be removed or, if not possible to remove, be further identified to indicate the intended disposition and surplus nature (i.e., "SOLD BY", "SURPLUS").

All revenues which result from the sale of surplus property shall be credited as miscellaneous income except in any instance where law requires that it be credited to a specific account.

Legal Reference: Title 20A MRSA Sec. 7

Adopted: January 27, 2010

Reviewed: December 14, 2011

Reviewed: April 30, 2014; June 12, 2019

Item #9.A.

**2021-2022 Goals**

<b>School: Mast Landing School</b>
<b>District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning</b>

<b>Goal</b>	<b>Strategies and Action Steps (Responsibility)</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p><b>Reading (BAS):</b> Goal: 60% students meet grade-level benchmark</p> <p>BAS % Meeting Grade-Level Benchmark Baseline Fall 2021: 47.7%</p> <p>Goal: 80% of students will make one year's growth as measured on the BAS Baseline Spring 2021: 69.0%</p> <p><b>Reading (NWEA) - % Students Meeting Growth Target:</b> Goal: 60% of students will meet annual growth target</p> <p>Baseline: 55.9% (Spring 2021)</p>	<p><b>Deepen content area knowledge to inform planning for and writing instruction</b></p> <ul style="list-style-type: none"> <li>● Engage in reflection of current practices through a revisit of the writing process and fundamental elements of writing workshop and identify areas for refinement and growth (<i>grade-level teachers, special education teachers, Susan Dee</i>)</li> <li>● Deepen understanding of writing progression (with unit and across grade) through professional learning days facilitated by literacy strategist and Teachers College coach (<i>grade-level teachers, special education teachers, Susan Dee</i>)</li> <li>● Grow understanding of the teaching and learning reciprocity between reading and writing to strengthen literacy instruction (<i>grade-level teachers, special education teachers, Susan Dee</i>)</li> <li>● Increase student agency in writers' work through implementation of identified strategies (<i>grade-level teachers, special education teachers</i>)</li> </ul>	<p>Fall/Winter 2021</p> <p>Fall 2021-Spring 2022</p> <p>Fall 2021-Spring 2022</p> <p>Winter/Spring 2022</p>	<p>Shifts in instructional practices as reflected in classroom observations</p> <p><b>BAS Data</b> % Meeting Grade-Level Benchmark Goal: 60% Baseline Fall 2021: 47.7% <b>Spring 2022: 57.96%</b></p> <p>% Making One Year's Growth Goal: 80% Baseline Spring 2021: 69.0% <b>Spring 2022: 86.41%</b></p> <p><b>NWEA Data</b> % Students Meeting Growth Target Goal: 60% Baseline Spring 2021: 55.9% <b>Spring 2022: 53.88%</b></p>
	<p><b>Strengthen Tier I instruction through development and implementation of targeted, responsive small-group instruction with a focus on students reading below-benchmark</b></p> <ul style="list-style-type: none"> <li>● Utilize incoming BAS reading data to identify student learning needs and target students for sustained small-group instruction (<i>grade-level teachers, special education teachers, Susan Martling, Susan Dee</i>)</li> </ul>	<p>Fall 2021</p>	

	<ul style="list-style-type: none"> <li>● Utilize PLCs to collaboratively plan small-group instruction and interactive read alouds that target identified needs (<i>grade-level teachers</i>)</li> <li>● Engage in team-based student-centered coaching cycles with literacy strategist to target areas of student learning need (<i>PLC teams</i>)</li> <li>● Utilize increased 0.2 FTE of literacy specialist to support implementation of short-cycle Tier I classroom interventions (<i>Susan Martling</i>)</li> </ul>	<p>Fall 2021-Spring 2022</p> <p>Fall 2021-Spring 2022</p> <p>Fall 2021-Spring 2022</p>	<p>Implementation of small-group instruction</p>
<p>RSU5 Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>Goal: Increase awareness of and implement practices that promote equity, diversity, and inclusion in our classrooms and school community.</p>	<p><b>Implement practices that cultivate a culture of inclusion, promote diversity, and support equity across the school community</b></p> <ul style="list-style-type: none"> <li>● Engage in unit unpacking with a lens for equity and access (<i>all teachers</i>)</li> <li>● Review and refine the current social studies curriculum with a lens towards diversity, equity, and inclusion (<i>grade-level teachers, Emily Grimm</i>)</li> <li>● School team participation in the Leadership Equity &amp; Accountability Practice Courageous Dialogue course to facilitate the conditions for dialogue the promotes equity and inclusion for students (<i>Emily Grimm, Susan Albertini, Emily Robinson</i>)</li> <li>● Implement drafted school guidance curriculum (grounded in ASCA and Teaching for Justice standards) for all students (<i>Susan Albertini</i>)</li> </ul>	<p>Fall 2021-Spring 2022</p> <p>Fall 2021-Spring 2022</p> <p>Fall 2021</p> <p>Fall 2021-Spring 2022</p>	<p>Unit plans</p> <p>Social studies grade 3-5 scope and sequence</p> <p>Scope and sequence, lesson plans</p>

**2022-2023 Goals**

**School: Mast Landing School**

**District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning**

Goal	Strategies and Action Steps ( <i>Responsibility</i> )	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p><b>Goal: Reduce chronic absenteeism rate to &gt;10%</b></p> <p>Baseline 2021-2022 School Year 17.62%</p>	<p><b>Disaggregate attendance to better understand trends and patterns</b></p> <ul style="list-style-type: none"> <li>• Calculate volume of partial day and early dismissal absences and examine early dismissal based on both time of day and day of the week (<i>Susan Albertini, Emily Grimm, Sara Handspicker</i>)</li> <li>• Identify responsive strategies in response to patterns identified (<i>leadership team, SAT team, Emily Grimm, Susan Albertini</i>)</li> </ul> <p><b>Improve universal communication to parents regarding expectations for school attendance</b></p> <ul style="list-style-type: none"> <li>• Include regular reminders and expectations about the importance and impact of school attendance in family communication (<i>Emily Grimm</i>)</li> </ul> <p><b>Develop responsive strategies to support regular school attendance for students at risk of chronic absenteeism</b></p> <ul style="list-style-type: none"> <li>• Engage in weekly review of school-wide attendance data (<i>Susan Albertini, Emily Grimm, Sara Handspicker, Erika Skiff</i>)</li> <li>• Alert families when a student reaches threshold of chronic absenteeism and partner with these families to develop a plan to support consistent school attendance (<i>Susan Albertini, Emily Grimm</i>)</li> </ul> <p><b>Strengthen students' connections to the school community to support regular school attendance</b></p> <ul style="list-style-type: none"> <li>• Provide sustained opportunities for students to build connections to peers and adults in the school community (<i>leadership team, all staff</i>)</li> </ul>	<p>Fall 2022</p> <p>Fall 2022-Spring 2023</p>	<p>Disaggregated attendance data (but weekday, time of day, grade, etc.)</p> <p>School newsletters and communication</p> <p>Strategies identified and evidence of implementation (SAT minutes, weekly attendance tracking, etc.)</p> <p>Attendance data: &gt;10% chronic absenteeism</p>

	<ul style="list-style-type: none"> <li>● Identify students at risk of chronic absenteeism and identify relevant interventions, which may include mentorship, participation in the BOUNCE program, or other opportunities (<i>SAT team, Susan Albertini, Emily Grimm</i>)</li> </ul>	Fall 2022-Spring 2023	
<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>Reading Goal: 60% students meet grade-level benchmark</p> <p>Baseline: 45.7% at grade-level benchmark fall 2022</p> <p>Writing Goal: Establish grade-level baseline writing data</p>	<p><b>Deepen content area knowledge to inform planning for and writing instruction (carryover from 2021-2022)</b></p> <ul style="list-style-type: none"> <li>● Refine practices for small group instruction and conferring work to support the development of targeted skills in writing through partnership with Teachers College professional developer (<i>grade-level teachers, special education teachers, Susan Dee</i>)</li> <li>● Engage in vertical grade collaboration to deepen understanding of writing skill development across grades and calibrate understanding of grade-level expectations (<i>grade-level teachers, Susan Dee</i>)</li> <li>● Utilize collaborative time to plan for conferring and small-group work in writing (<i>grade-level teachers</i>)</li> <li>● Engage in grade-level team coaching cycles to inform instruction (<i>grade-level teachers, Susan Dee</i>)</li> </ul> <p><b>Build understanding of phonics and effective word study instruction</b></p> <ul style="list-style-type: none"> <li>● Staff read of <i>Making Sense of Phonics</i> to develop foundational and collective understanding (<i>grade-level teachers, special education teachers, Emily Grimm, Susan Martling and Susan Dee</i>)</li> <li>● Identify word study curricula to pilot (<i>word study pilot team including grade-level teacher representatives and literacy strategists</i>)</li> <li>● Pilot word study curricula and collect data to inform selection of a word study curriculum (<i>word study pilot grade-level teacher representatives</i>)</li> </ul> <p><b>Create protocol for more systematic progress monitoring of school-wide writing data</b></p> <ul style="list-style-type: none"> <li>● Collect representative writing samples across classrooms and grades (<i>Emily Grimm, Susan Dee</i>)</li> </ul>	<p>Fall 2022-Spring 2023</p> <p>Fall 2022-Spring 2023</p> <p>Fall 2022-Spring 2023</p> <p>January-April 2023</p> <p>Fall 2022</p> <p>Winter/Spring 2023</p>	<p>Implementation of targeted small-group instruction in writing</p> <p>Identified word study curricula to pilot and selection of curriculum to implement</p> <p>Systematic process for progress monitoring writing data</p>

	<ul style="list-style-type: none"><li>● Use representative samples to calibrate writing samples using grade-level rubrics (<i>grade-level teachers, Susan Dee</i>)</li><li>● Continue collection of representative sample across the school year to progress monitor and inform instruction (<i>grade-level teachers, Susan Dee, Emily Grimm</i>)</li></ul>		<p>Baseline writing data</p> <p>Reading (BAS) Spring 2023: 60% students meet grade-level benchmark</p>
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## Facilities & Transportation Goals 2021-2022

### Objective 1.4 Diversity, Equity and Inclusion

- All bus drivers, custodians and Maintenance personnel will continue training on diversity and inclusion at several meetings throughout the year

Bus drivers, custodians, and maintenance personnel have all attended several training sessions and have watched several films on the topic of Diversity and inclusion at operation meetings this past year.

### 4.6A Conduct Energy Audit to identify needed improvements in RSU 5 facilities

- Lighting audit to identify areas for improvement such as replacing older fluorescent fixtures with newer technology.

Lighting audit is underway with applications to Efficiency Maine underway. A new lighting vendor has agreed to conduct this audit, the timeline for completion of the audit is Early December

### Objective 4.1 Ensure that all staff and students have quality facilities to meet their needs.

- Prioritize capital improvements within the five and twenty year plans to ensure that necessary repairs are completed.
- Continue to ensure that schools are stocked with cleaning and disinfectant supplies

Both the twenty year and five year capital budgets have been reviewed and prioritized. In the next round of annual repairs for 2023-2024 safety upgrades are the main objective.

## Goals for 2022-2023

### Objective 1.4 Diversity, Equity and Inclusion

- We will continue to train on diversity and inclusion at upcoming meetings throughout the coming year.

### 4.6A Conduct Energy Audit to identify needed improvements in RSU 5 facilities

- Complete lighting audit
- Water savings

Once the lighting audit is complete we will conduct a water use and savings audit. This audit will be planned to begin in early December.

### Objective 4.1 Ensure that all staff and students have quality facilities to meet their needs.

- Continue to prioritize the five year capital plan collaborating with all stakeholders.

## 2022-2023 CAPITAL PROJECTS

### TRANSPORTATION:

- **FLEET UPGRADE:**
- **ONE 77 Passenger bus**
  - Powered using gasoline
  - Cleaner burning than diesel fuel
  - Better life span than diesel fuel
  - Gasoline available at bus garage
- **MAINTENANCE DROP TRAILER**
  - Ordered in summer for a 5 month delivery time
  - To be used to transport the lift
  - Safer alternative than using our ramp trailer and blocking
- **MAINTENANCE DUMP TRUCK BODY**
  - Body is being picked up by us in new hampshire
  - In final stages of completion
  - Stainless steel construction for long life span

### FACILITIES:

- **POWNALE STEAMER**
  - Nutrition is investigating switching to natural gas which is available at this school
- **POWNALE SECURITY SYSTEM UPGRADE**
  - Products to complete this job are on order
  - Company will complete this work over winter break
- **POWNALE PAVE WALKWAY REAR OF SCHOOL**
  - This item has been moved to fy2024 due to other repairs needed over the past few months
- **MAST LANDING STEAMER AND FOUR BURNER RANGE**
  - Nutrition is exploring the current needs of several schools. equipment will be selected on these needs and may be purchased for use with natural gas instead of electric units to save energy

- **MAST LANDING EXTERIOR DOORS**
  - All exterior doors and frames have been replaced
  - Glass in new doors are laminated
  - All doors and frames are designed for future access control (key cards)
  
- **MORSE STREET ELEVATOR UPGRADE**
  - Complete upgrade of controls including microprocessor
  - This unit will be brought to current ada standards
  - Many upgrades including cosmetics, safety devices and operators
  
- **MIDDLE SCHOOL REPLACE SIDING ON ADDITIONS**
  - Older siding was falling and cracking allowing moisture to permeate building envelope
  
  - The newer wings at the middle school are now complete as well as the entire school

## 2023-2024 CAPITAL BUDGET

- This budget has been developed with enhancing safety in our schools

### 2023-2024 FY 24

2023-2024		
Item 1	Freeport High School upgrade public address system	\$75,000.00
Item 2	Freeport Middle School upgrade P/A system	\$47,000.00
Item 3	Morse Street school upgrade P/A system	\$50,000.00
Item 4	Durham Community School upgrade door lock software	\$80,000.00
Item 5	Outdoor speaker system (playground area)	\$5,000.00
Item 6	Pownal Elementary P/A system parts of school	\$22,000.00
Item 7	Shades for classroom doors	\$32,000.00
Item 8	locking/latching mechanism for classroom doors	\$25,000.00
Item 9	Middle School Outside Doors and Frames	\$60,000.00
Item 10	Capital reserves	\$4,000.00
		<b>\$400,000.00</b>

## **PUBLIC ADDRESS SYSTEMS UPGRADE**

**Freeport High School  
Freeport Middle School  
Pownal Elementary School  
Morse Street School**

- **ITEMS 1,2,3,6**
  - **The P/A Systems in our schools have been controlled over the phone system many times relying on small phone speakers in very large areas**
  - **Schools have turned storage rooms into offices and meeting rooms as well as other uses and P/A sound was not added to these rooms**
  - **New system will be installed as a designed P/A system not extra duty for our phone system**
  - **New P/A system will be designed to reach all areas of the schools**
- **DURHAM COMMUNITY SCHOOL UPGRADE DOOR LOCKING SYSTEM**
  - **Upgrade current system using new technology**
  - **Added capability to help with deliveries**
- **OUTDOOR SPEAKERS DURHAM POWNAL AND MORSE STREET SCHOOLS**
  - **To improve contact with teachers and students while on the playgrounds**
- **SHADES FOR CLASSROOM INTERIOR DOORS**
  - **Enables visibility during school per OSHA and privacy when needed.**
- **SUPPLEMENTAL LOCKING/LATCHING MECHANISM FOR CLASSROOM DOORS**
  - **This device will provide added strength when doors are locked**
- **MIDDLE SCHOOL EXTERIOR DOORS AND FRAMES**
  - **Older doors and frames are rusted out and in need of replacement**
  - **Doors and frames will be replaced with frames that include provisions to install access control at a later date**

## 2024-2025 FY 25

2024-2025	ORIGINAL BUDGET FROM 2023-2024	
Item 1	Bus (2) 77 passenger (funded through retired debt)	\$60,000.00
Item 2	Middle school pave outdoor basketball court	\$35,000.00
Item 3	Middle School double oven	\$20,000.00
Item 4	Middle School increase Parking	\$100,000.00
Item 5	Pownal HVAC controls	\$65,000.00
Item 6	Morse Street pave back path to bus circle	\$15,000.00
Item 7	Pownal phone system	\$30,000.00
Item 8	Pownal pave rear walkway	\$28,000.00
Item 9	Mast landing single oven	\$10,000.00
Item 10	Central office carpet	\$12,000.00
Item 11	Capital Reserves	\$25,000.00
		<b>\$400,000.00</b>

## 2025-2026 FY 26

2025-2026 (FY26)	2025-2026	
Item 1	Bus (2) 77 passenger (funded through retired bus debt)	\$60,000.00
Item 2	Morse Street door replacement exterior	\$100,000.00
Item 3	High school reside portable building	\$10,000.00
Item 4	High school add sliding to sports garage	\$8,000.00
Item 5	Middle school reach in cooler	\$10,000.00
Item 6	Pownal 6 burner range	\$11,000.00
Item 8	Durham school field irrigation	\$20,000.00
Item 9	Pownal single oven	\$10,000.00
Item 10	Middle school replace exterior doors	\$95,000.00
Item 11	Pownal restroom remodel gym area	\$25,000.00
Item 11	Middle school key card entry	\$20,000.00
Item 12	Capital Reserves	\$31,000.00
		<b>\$400,000.00</b>

## 2026-2027 FY 27

2026-2027 (FY 27)	2026-2027	
item 1	Bus (2) 77 passenger (funded through retired bus debt)	\$60,000.00
item 2	High school elevator upgrade	\$70,000.00
item 3	Mower with cab and snow blower	\$48,000.00
item 4	Pownal reach in cooler	\$10,000.00
item 5	Pownal outdoor B-ball court repave	\$25,000.00
item 6	Pownal and Morse Street key card control	\$45,000.00
item 7	Middle school windows rear of school	\$45,000.00
item 8	Fields and grounds Gator	\$20,000.00
item 9	High school Replace exterior doors 400 200	\$25,000.00
item 10	High school replace millwork 100, 200, 300	\$40,000.00
item 11	Capital reserves	\$12,000.00
		<b>\$400,000.00</b>

## 2027-2028 FY 28

2027-2028 (FY28)	2027-2028	
item 1	Bus (2) 77 passenger (funded through retired bus debt)	\$60,000.00
item 2	High school auditorium carpet	\$25,000.00
Item 3	Van 4 & 5 Replace	\$75,000.00
item 4	Morse Street phone system	\$35,000.00
item 5	Morse Street fire alarm upgrade	\$15,000.00
Item 6	High school oven	\$28,000.00
Item 7	Durham steamer	\$18,000.00
item 8	Durham parking lot repairs	\$20,000.00
item 9	Condenser/evaporator MLS FMS MSS	\$30,000.00
item 10	Freezer condenser/evap MSS	\$10,000.00
item 11	Morse Street. pave playground	\$25,000.00
item 12	Milk coolers FMS PES MSS	\$15,000.00
item 13	DCS replace clock system	\$10,000.00
item 14	Capital Reserves	\$34,000.00
		<b>\$400,000.00</b>



**Regional School Unit 5**  
Durham · Freeport · Pownal

Item # 11.A.

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

Jean Skorapa, Superintendent of Schools  
Peggy Brown, Interim Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools  
June Sellers, Ed.D., Director of Instructional Support

**TO:** Colin Cheney, Candace deCsipkes, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Kara Kaikini, Jill Piker, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Teagan Davenport, Piper Williams

**CC:** Julie Nickerson, Holly Johnson, Kelli Rogers, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Peter Wagner, Jen Gulko, June Sellers, Jean Skorapa, Emily Grimm, Conor Walsh, Charlie Mellon, Peggy Brown, Gayle Wolotsky, Jen Winkler, Nancy Doherty, Anne-Marie Spizzuoco, Lynn Shea, Kristy Johnson, Lisa Blier, Heidi Cook, Jill Hooper, Dorothy Curtis, Grace Marley, Alicia DeRoche, Julie McCabe

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

**DATE:** October 5, 2022

**RE:** Review/Update of Policies

At the October 12, 2022 Board of Directors Meeting, the following policy will be on the agenda:

**2<sup>nd</sup> Read**  
FFA - Memorials and Remembrances

## 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 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, our intention is to create an environment where losses are treated equitably.

Schools are designed primarily to support learning. The purpose of this policy is to set forth guidelines for responding to the death of a student or staff member.

### GUIDELINES

These guidelines allow for the expression of grief in the school community which is caring and respectful, yet minimizes disruption to learning. They show how the school may provide an opportunity to mourn the loss of students or staff equitably and appropriately.

### SCHOOL RESPONSE

Following the death(s) of a student or staff member, 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. Care should be taken not to detract from regularly scheduled classroom or school programs. Rescheduling or canceling events, will only occur with prior Superintendent approval.

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

#### ***Allowable***

- Additional district counseling services may be made available to provide support.
- Schools may observe a moment of silence.
- 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.
- School yearbooks, graduation ceremonies, and other district activities may memorialize an individual.
- Memorial scholarships may be established in collaboration with the school unit. Refer to *scholarship procedures* on the RSU No. 5 website.
- Contributions (such as money, plants, and service) may be made to existing memorial gardens for all district RSU loss, without particularly naming the lost individual.

***Not Allowable***

- Classes will not be dismissed early or canceled on the day of a memorial or funeral service.
- Flags may be lowered only in accordance with state and federal law.
- The school unit will not install permanent memorials in memory of an individual or event.
- District property (e.g., buildings, rooms, fields, gymnasiums, etc.) must comply with Board policy *FF – Naming Facilities*.
- The Board discourages the use of district property for memorial services. Any such request will only 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, although relocated if necessary.

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

Adopted: \_\_\_\_\_