

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– DECEMBER 8, 2021
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 ____ Candace deCsipkes ____ Jennifer Galletta ____ Susana Hancock ____ Elisabeth Munsen ____ Dung Nguyen	____ Jill Piker ____ Maura Pillsbury ____ Michelle Ritcheson ____ Valeria Steverlynck ____ Madelyn Vertenten ____ Brady Grogan – Student Representative ____ Piper Williams – Student Representative
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3. Pledge of Allegiance:
4. Consideration of Minutes:
A. Consideration and approval of the Minutes of November 17, 2021 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____
5. Adjustments to the Agenda:
6. Good News & Recognition:
A. Boys' Cross Country Class B State Champions
B. Report from Board's Student Representative (10 Minutes)
7. Public Comments: (10 Minutes)
8. Reports from Superintendent: (10 Minutes)
A. Items for Information
 1. District Happenings
 2. Update on the Freeport High School Scholarship Foundation
9. Administrator Reports:
A. Technology Goals Review - Gayle Wolotsky (20 Minutes)
B. Instructional Support Goals Review - Bonnie Violette (20 Minutes)
10. Board Comments and Committee Reports:
A. Board Information Exchange and Agenda Requests (10 Minutes)
B. Finance Committee (10 Minutes)
C. Policy Committee (10 Minutes)

11. Policy Review: (10 Minutes)

A. Consideration and approval of 2nd Read of the following Policies:

1. BED - Remote Participation in School Board Meetings
2. JL - Student Wellness
3. EFC - Nutrition Services: Meals, Meal Charging and Prohibition Against Food Shaming
(old title - Free and Reduced Price Food Services)

Motion: _____ 2nd: _____ Vote: _____

12. Unfinished Business:

A. NESDEC 2021-2022 School-by-School Analysis (30 Minutes)

13. New Business:

A. COVID Update - Spectators at Indoor Winter Sports (20 Minutes)

14. Personnel:

NA

15. Public Comments: (10 Minutes)

16. Adjournment:

Motion: _____ 2nd: _____ Vote: _____ Time: _____

Item #4.A.

**RSU No. 5 Board of Directors Meeting
Wednesday, November 17, 2021 – 6:30 p.m.
Durham Community School - Cafeteria
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the December 8, 2021 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:33 p.m.

2. MEMBERS PRESENT: Colin Cheney, Candace deCsipkes, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Jill Piker, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten

MEMBERS ABSENT: Dung Nguyen. There was no student representative in attendance.

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the minutes of October 27, 2021 and November 3, 2021.
(Steverlynck – Pillsbury) (10 – 0)

5. ADJUSTMENTS TO THE AGENDA:

None

6. GOOD NEWS AND RECOGNITION:

- A. Report from Board's Student Representative – Superintendent Foley provided the report.
- B. Good News from Durham Community School – Will Pidden and Kelli Rogers

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

A. Items for Information

- 1. District Happenings
- 2. Resignations: Rick Kusturin, Director of Finance and Human Resources
Ryan Redka, MSS Educational Technician
Willam Allen, FHS Educational Technician

9. ADMINISTRATOR REPORTS:

- A. Finance - Rick Kusturin
- B. Nutrition Program Goal Review - Erin Dow
- C. Athletic Program Goal Review - Craig Sickels
- D. Durham Community School Goal Review - Will Pidden

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Board Information Exchange and Agenda Requests:

- 1. Candy deCsipkes reported on happenings at Region Ten:
 - Brunswick School Department is going to continue with oversight of Region Ten's Business Office functions, as they were unable to hire a Business Manager;

- Hiring of a new Superintendent;
- Candy is on Region Ten's Policy Committee;
- Suggested Karin VanNostrand present to the RSU5 Board.

2. Valy Steverlynck asked for an update on finding a consultant to review the cost sharing formula.

- B. Strategic Communications Committee
- C. Policy Committee

11. POLICY REVIEW:

A. VOTED: To approve 1st Read on Policies JL-Student Wellness, EFC-Free and Reduced Price Food Services, and BED-Remote Participation in School Board Meetings. In addition, rescind Policy EFC-R-Free and Reduced Price Food Services Procedures and Table ACAF - Workplace Bullying. (Steverlynck – Hancock) (10 – 0)

12. UNFINISHED BUSINESS:

A. VOTED: To change the DEI and Sustainability Advisory Committees to District Committees (Hancock – Vertenten) (10 – 0)

13. NEW BUSINESS:

None

14. ORGANIZATIONAL BUSINESS:

A. VOTED: To appoint members to committees as follows: (Pillsbury – Steverlynck) (10 – 0)

- 1. Finance Committee - Dung Nguyen
- 2. Dropout Prevention (BOOST) - Jill Piker
- 3. Support Negotiations - Dung Nguyen
- 4. Policy Committee - Colin Cheney
- 5. Safety Committee - Colin Cheney
- 6. DEI Committee - Colin Cheney

15. PERSONNEL:

None

16. PUBLIC COMMENT:

None

17. ADJOURNMENT:

VOTED: To adjourn at 9:11 p.m. (Hancock – Munsen) (10 – 0)



Becky J. Foley, Superintendent of Schools

MISSION STATEMENT



Freeport
High School
Scholarship
Foundation

Item #8A.2.

The Freeport High School Scholarship Foundation addresses inequities in college access among Freeport High School graduates.

For the last several years, U.S. News and World Reports rated Freeport High School in the top 20% of high schools in Maine. And, while public-school enrollment has been declining in Maine, RSU 5's has increased significantly. The community has made substantial investments in and improvements to the school in recent years, such as a new science and technology wing, a performing arts center, and a state-of-the-art track and turf athletic field. The underpinning of RSU 5's success has been the very unique spirit of support and volunteerism within the Freeport, Durham, and Pownal communities, which provide scholarships and assistance to make it possible for every child to go to camp, and for every family to have meals, shelter, and heat in the winter.

One element of assistance is missing though – one that can arguably make the longest-lasting impact on an RSU 5 student's life: need-based financial support for graduates seeking to pursue higher education. In its efforts to support the broad populace, the communities

of Freeport, Durham, and Pownal have yet to address students' inequitable access to post-secondary education, stemming from the region's widening gap between upper and lower household income levels. Of the approximately 560 students who have graduated from Freeport High School in the past four years, 25% enter the workforce with only a high school education. Maine's hallmark industries that formerly could absorb and compensate graduates twenty years ago, have either dissolved, declined, or evolved in terms of the higher education they require. In a world demanding more skills to succeed, this group of students is being left behind. Currently, at Freeport High School, 23% of students are living near or below the poverty level. For those students, college or technical school, even with financial aid, can be out of reach.

FHSscholarships.org
info@fhsscholarships.org
207.776.3995

The Freeport Scholarship Foundation serves as the missing piece to the RSU5s educational spectrum. Although there are many well-intentioned scholarship funds within our community, most fall short of the actual financial support and mentorship a student needs to succeed. The Freeport Scholarship fund has the goal of building a \$2,000,000 endowment with the ability to generate \$40,000 per year for scholarship assistance. If this goal is achieved, each year, a committee comprised of school and community members will award two students up to \$5,000 per year for up to four years. Selection will be based on need. The foundation is also building a support network of community mentors who will guide students through their post-secondary college, certificate, or trade school experience.

By offering life-changing opportunities to a select few students with strong potential but without the means to go on to education or training after high school, we can not only help them, but we can also make their families, and our community stronger. To achieve this ambitious goal, we seek one-time gifts or a multi-year pledge from businesses, individuals, and families within the Freeport, Durham, Pownal communities.

FHsscholarships.org
info@fhsscholarships.org
207.776.3995

Board Members:

Fred Palmer
John Paterson
Jeff Zachau
Kim Wing

Stephanie Paine
Warren Graver
Meghan Palmer
Jen Fox

OUR GOAL:

CREATE AN ENDOWMENT THAT WILL PROVIDE TWO FREEPORT HIGH SCHOOL STUDENTS WITH NEED BASED SCHOLARSHIPS OF UP TO
\$5,000 PER YEAR FOR 4 YEARS



Freeport
High School
Scholarship
Foundation

RSU 5 Technology Department Goals 2021-22

RSU 5 Strategic Goal #1: All RSU 5 students experience a joyful learning climate that is safe, nurturing and fosters curiosity.

Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<p>Department Goal: Strengthen diversity, equity and inclusion practices</p> <p><i>(Ref: Strategic Goal 1, Objective 1.4: Action Strategies)</i></p>	<p>Deepen understanding of practices that support diversity, inclusion and equity within the technology department.</p> <ul style="list-style-type: none"> • Ensure that all students have access to internet at home • Ensure all students have access to a device for learning • Support and look to partner with other RSU 5 departments to use data to reflect on current practices • Participate as a team in quarterly discussions around diversity, inclusion and equity using a variety of resources (articles, podcasts, videos, etc.) 	June 2022	<ul style="list-style-type: none"> • Hotspots available and activated for any student or staff in need of access to the internet at home • Inventory of enough functioning devices at all schools that would allow students to engage in remote learning as needed • Data compiled and shared with other departments from district systems (ie PowerSchool) to analyze our current practices • Document of staff meetings around diversity, equity and inclusion, including plans for improving practices in technology department

RSU 5 Strategic Goal #4: RSU 5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<p>Department Goal: Provide quality technology access for students and staff at each building to support the learning of all students.</p> <p><i>(Ref: Strategic Goal 4, Objective 4.1: Ensure that staff and students have quality facilities to meet their needs.)</i></p>	<ul style="list-style-type: none"> ● Cross training the tech team in order to provide consistency and reliable support ● Network and security improvements ● Form an info-tech district team to create more connections with people on the education side of RSU 5 <ul style="list-style-type: none"> ○ Invite interested people from all schools to join the team with representation from each school ○ Meet quarterly to share big picture tech-related issues 	<p>Ongoing</p> <p>June 2022</p> <p>June 2022</p>	<ul style="list-style-type: none"> ● Multiple team members will be proficient in systems to provide support for each other ● Project completion of replacing network equipment across all buildings (access points, switches, routers, etc.) ● Apply for updated network security enhancements through e-rate program and secure ongoing cyber risk assessment to prevent data breach and protect against ransomware ● List of identified tech leaders at each school and dates met

**RSU5 Instructional Support Plan
FY 2020-2021**

Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.1: Strengthen and align social/emotional systems in order to build student confidence and independence in the least restrictive environment. (Grades K-12)

Increase opportunities for students to learn real world-skills and improve access to learning. (9-12)

Objective 1.2: Ensure that student growth is measured and communicated in meaningful ways (K-12)

Strategic Objectives 1.1 (K-12)	Action Strategies	Person Responsible	Progress Indicators
<ol style="list-style-type: none"> 1. Consistent use of language to support students based on social-emotional learning 2. Implement positive behavior support plans (PBSP) consistently 	<ol style="list-style-type: none"> 1. Use SEL curriculum to provide instruction to students 2. Support students to function and learn independently 	<p>Director of Instructional Support, Instructional Strategists, and Staff</p>	<ol style="list-style-type: none"> 1. Provide adult support template <i>Adult support template was provided to staff.</i> 2. Assess adult support & phase out based on student progress & growth <i>Based on the student schedules last year, it was difficult to determine the level of adult support needed because some students were attending remotely, hybrid, and/or in-person.</i> 3. Consistent data collection that can be shared with staff as students move through the grades <ol style="list-style-type: none"> a. share data with staff as students move to next grade <p><i>*PATHs curriculum was used to provide specially designed instruction to students with disabilities in grades K-8. Since some students did not attend school in-person, it was difficult to provide this instruction remotely. The goal for 2022 will be to use the PATHs curriculum consistently in grades K-8.</i></p> <p><i>At FHS a new course called <i>Interpersonal Development</i> is now offered for 1 credit.</i></p>

			Students receive instruction in emotional regulation, executive functioning, and social skills development. Resources used to teach the skills are from: <i>The Executive Functioning Workbook for Teens</i> by Sharon Hanson and <i>The Growth Mindset Coach</i> by Annie Brock & Heather Hundley.
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Objective 1.1: Increase opportunities for students to learn real world-skills and improve access to learning. (9-12)

Strategic Objectives (9-12)	Action Strategies	Person Responsible	Progress Indicators
<ol style="list-style-type: none"> 1. Formalize technology instruction so that students can use technology as a learning tool 2. Ensure that the curriculum is accessible to all students 3. Evaluate effectiveness of accommodations in supporting students to access the curriculum 	<ol style="list-style-type: none"> 1. Provide ongoing PD in technology use 2. Provide ongoing PD in use of accommodations in classrooms 3. Ongoing data collection and analysis on effectiveness 	<p>Director of Instructional Support, Instructional Strategists, and Staff</p>	<ol style="list-style-type: none"> 1. Classroom observations of accommodations that are beneficial to all students <ol style="list-style-type: none"> a. continue to collect and analyze data <p>Staff became adept at using technology for instruction. The following online programs were purchased: Read/Write, MobyMax, RazKids, All staff used Google Classroom, Google Meet, Google Sheets.</p> <p>Based on IEP team meeting discussions and classroom observations, teachers used all of the above to provide:</p> <ol style="list-style-type: none"> 1. remote instruction 2. In-person instruction 3. Accommodations

Strategic Objectives 1.2 (K-12)	Action Strategies	Person Responsible	Progress Indicators
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<ol style="list-style-type: none"> 1. Collect academic and functional data consistently 2. Review data monthly to monitor student progress 3. Review data each trimester to determine instructional effectiveness 4. Compile data each trimester to monitor student progress and growth 5. Evaluate effectiveness of academic and functional instruction 	<ol style="list-style-type: none"> 1. Formalize process of data collection and analysis 3X per year 	<p>Director of Instructional Support, Instructional Strategists, and Staff</p>	<ol style="list-style-type: none"> 1. Provide data collection template Teachers were given a data collection template and adapted the templates by school to collect data at school. Data is reviewed regularly and shared at IEP meetings to assist IEP teams to make determinations about IEP goals and services. 2. Review student data at weekly PLC meetings Last year reading data was reviewed at PLC meetings and shared with IEP teams. For students who made slow progress, staff met to review data and determine effectiveness of programming and make changes as needed. 3. Determine instructional effectiveness in meeting student needs For students who made slow progress, literacy specialists completed reading assessments and staffings were held to determine appropriate instructional approaches and service levels.
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**RSU5 Instructional Support Plan
FY 2021-2022**

Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.1: Strengthen and align social/emotional systems in order to build student confidence and independence in the least restrictive environment. (K-12)

Objective 1.2: Ensure that student growth is measured and communicated in meaningful ways (K-12).

Strategic Objectives 1.1 (K-12)	Action Strategies	Person Responsible	Progress Indicators
1.Consistent use of language to support students based on social-emotional learning	1.Use PATHS curriculum in grades K-5 to provide instruction in replacement behaviors to students	Director of Instructional Support, Instructional Strategists, and Staff	1. Consistent use of PATHs curriculum in grades K-5.
2. Implement positive behavior support plans (PBSP) consistently	2. Support students to function and learn independently		2. Assess effectiveness of SEL instruction at middle school level and make changes if needed 3. Continue 2nd year of providing course in SEL instruction at FHS.

Objective 1.2: Ensure that student growth is measured and communicated in meaningful ways (K-12).

Strategic Objectives (K-12)	Action Strategies	Person Responsible	Progress Indicators
1. Collect academic and functional data consistently 2. Review data monthly to monitor student progress 3. Review data each trimester to determine instructional effectiveness	1. Formalize process of data collection and analysis to monitor student progress in reading and math 3X per year	Director of Instructional Support, Instructional Strategists, and Staff	1. Continue to use the data collection template to monitor student progress in reading. 2. Provide math template and PD to use the template 3. Special educators will attend DOE training on how to do math running records 4. Lisa Demick will provide consultation to special ed staff on math content and progression of skill acquisition

4. Compile data each trimester to monitor student progress and growth
5. Evaluate effectiveness of academic and functional instruction

5. Determine appropriate interventions/programs to teach math to students with disabilities
6. Provide PD on using above resources to identify IEP math goals based on essential mastery expectations



Regional School Unit 5
Durham • Freeport • Pownal

Item #10.B.

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

Becky Foley, Ph.D., Superintendent of Schools
Rick Kusturin, Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
Bonnie Violette, Ph.D., Director of Instructional Support

Date: November 29, 2021

Committee: Finance

Chair: Beth Munsen

In attendance: Beth Munsen, Rick Kusturin, Michelle Ritcheson, Becky Foley, Peggy Brown

Absent: None

Meeting Date: November 17th, 2021, Durham Community School library.

The Chair of the Finance Committee opened the meeting at 5:23 pm.

The Committee worked on warrant review and signatures.

The Committee was then briefed on the status of the FY22 Budget and reviewed the October report. Of note was a question regarding the available balance remaining. A review of encumbrances and how they affect the available balance was discussed.

A discussion occurred regarding the possible offering of a retention bonus for hard to fill positions within the district. The Committee required more information needed before a decision could be reached, specifically information from other places that have utilized this tool to see how it worked for them and the impact on other employees not receiving the incentives.

Dr. Foley then presented her update on the issue of finding a cost-sharing consultant in accordance with the Board's direction. As of the date of the meeting, there were no interested parties in taking that work. Dr. Foley suggested to engage a Drummond lawyer for the work; also mentioned were a resubmittal of previous Finance Committee work surrounding the issue. The Committee asked the Superintendent to reach back out to the person who appeared most qualified but couldn't take on the work this year to see when they thought they might be able to help, if at all. If she wasn't an option, then the Committee would need to go back to the Board for a conversation on next steps.

The meeting was adjourned at 6:10 pm. The next scheduled meeting of the Finance Committee is December 8th, 2021, at 5:00 pm at the Freeport High School Library.



Item# 10.C.

Regional School Unit 5
Durham · Freeport · Pownal

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

Becky Foley, Ph.D., Superintendent of Schools
Rick Kusturin, Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
Bonnie Violette, Ph.D., Director of Instructional Support

Policy Subcommittee Report

Committee: Policy

Meeting date: November 19, 2021

Chair: Candy deCsipkes

Committee Members in attendance: Candy deCsipkes, Maddy Vertenten, Colin Cheney, Cynthia Alexander

Absent: N/A

Guests: N/A

Review/Revise Policies:

The following policy was drafted for adoption and will be brought back to the Policy Committee on January 7, 2022 for more drafting.

FFA "Memorials"

The following policy was not reviewed and will be brought back to the Policy Committee on December 3, 2021.

GBCC Employee Use of Cell Phones

The next meeting will be held on December 3, 2021 at 8:45 a.m.

Submitted by: Cynthia Alexander



Regional School Unit 5
Durham • Freeport • Pownal

Item # 11.A.1-3.

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

Becky Foley, Ph.D., Superintendent of Schools
Rick Kusturin, Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
Bonnie Violette, Ph.D., Director of Instructional Support

TO: Colin Cheney, Candace deCsipkes, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Dung Nguyen, Jill Piker, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Brady Grogan, Piper Williams

CC: Julie Nickerson, Lisa Demick, Kelli Rogers, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Peter Wagner, Jen Gulko, Bonnie Violette, Emily Grimm, Conor Walsh, Charlie Mellon, Peggy Brown, Gayle Wolotsky, Anne-Marie Spizzuoco, Jen Winkler, Nancy Dyer, Lisa Blier, Tim Grivois, Nancy Decker, Kristy Johnson, Shawn McBean, Alicia Deroche, Jill Hooper, Dorothy Curtis, Lynn Shea

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

DATE: November 29, 2021

RE: Review/Update of Policies

At the December 8, 2021 Board of Directors Meeting, the following policies will be on the agenda for 2nd Read:

1st Read

BED - Remote Participation in School Board Meetings

JL - Student Wellness

EFC - Nutrition Services: Meals, Meal Charging and Prohibition Against Food Shaming
(Old title - Free and Reduced Price Food Services)

REMOTE PARTICIPATION IN SCHOOL BOARD MEETINGS

The RSU No. 5 Board of Directors allows members of the Board to participate in a public meeting of the Board by remote methods in limited circumstances as provided in 1 MRSA §403-B.

For the purpose of this policy, “remote methods” means telephonic or video technology allowing simultaneous reception of information. Remote participation by board members cannot be by text-only means such as email, text messages, or chat functions. A reasonable accommodation provided to an individual with a disability for participation in a meeting, may include remote methods or other means. That accommodation does not create a right to remote participation by other individuals, even if that accommodation involves remote methods.

Members of the Board are expected to be physically present for board meetings except when being physically present is not practicable.

Circumstances in which physical presence for public meetings is not practicable are limited to:

1. The existence of an emergency or other issue that requires the Board itself to meet by remote methods.

An emergency may be a State-declared emergency, where there has been a declaration of a state of emergency by the Governor that applies to the school unit, or a local emergency (e.g., adverse weather conditions) or urgent issue requiring Board action.

The Board Chair, in consultation with the Superintendent, will determine whether there is a local emergency or urgent issue that requires a remote meeting of the Board.

All votes taken during a public meeting of the Board using remote methods must be taken by roll call vote that can be seen and heard if using video technology, and heard if using only audio technology, by the other members of the board and the public.

PUBLIC PARTICIPATION DURING REMOTE BOARD MEETINGS

The opportunity for the public to comment at Board meetings (20-A MRSA §1002(20)) applies to remote public meetings. If the Board allows or is required to provide an opportunity for public participation/public input during a remote public meeting, an effective means of communication between the members of the Board and the public must be provided (e.g., raising hand on Zoom, submitting written comments to the Superintendent’s office at least 24 hours in advance). Individuals with disabilities seeking a reasonable accommodation should contact the Board Chair as far in advance of the Board meeting as practicable.

Members of the public participating in public meetings of the board are expected to comply with the guidelines for public participation provided in the Board’s policy BEDH, or in such rules as the Board may develop specifically for remote meetings.

Notice of all Board meetings is required (1 MRSA § 406). Under this policy, meetings will be either all in-person or all remote, and not both. Accordingly, notice for remote participation meetings (emergency or urgent issue meetings) must include the means by which members of the public may access the meeting using remote methods, and notice for in-person meetings must identify the location for members of the public to attend in person.

The Board will make all documents and other materials to be considered by the Board available, electronically or otherwise, to members of the public who attend remotely to the same extent customarily available to members of the public who attend public meetings of the Board in person, as long as additional costs are not incurred by the Board.

Remote participation is not permitted for meetings where voters of the RSU meet to vote as a legislative body, such as budget meetings.

Legal Reference: 1 MRSA § 403-B, 406
20 MRSA §1001(20)

Cross Reference: BEC – Executive Session
BE – Board of Directors Meetings
BEDA – Notification of Board of Directors Meetings
BEDB – Agenda
BEDD – Rules of Order
BEDH – Public Participation at Board of Directors Meetings
BID – Board Member Compensation
KE – Public Concerns and Complaints

Adopted: _____

STUDENT WELLNESS

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

Nutrition Standards

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

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

Water

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

Nutrition Education

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

Nutrition Promotion

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

Staff Qualifications and Professional Development

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

Physical Activity

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

Social and Emotional Wellness

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

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

Other School-Based Wellness Activities

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

~~The Board delegates to the Superintendent/designees the responsibility for developing regulations or guidelines for "healthy celebrations" (refreshments served at parties or celebrations during the school day), and the use of food as rewards in the instructional program.~~

~~The school unit may develop programs that encourage staff to learn and engage in healthy lifestyle practices.~~

Leadership

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

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

Annual Notification of Policy

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

Triennial Progress Assessments

Every three years, the Director of School Nutrition will:

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

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

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

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

The school unit's priorities change;

Community needs change;

Wellness goals are met;

New evidence-based health science emerges; or

New or updated federal or State regulations are issued.

Parent/Guardian Communications

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

Food and Beverage Marketing in Schools

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

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

Displays, such as vending machine exteriors;

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

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

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

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

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

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

Appointment and Role of the Wellness Committee

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

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

F. School nurse and/or other school health professional.

The Wellness Committee may also include:

A. ~~School nurse and/or other school health professional;~~

B. Physical education teacher;

C. ~~Guidance counselor;~~ School counselor;

D. Social worker;

E. ~~Community organization or agency representative;~~

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

G. Other persons, as designated by the Board.

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

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

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

Wellness Goals

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

Goals for Nutrition Education

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

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

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

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

Appropriate professional development will be provided for food services staff.

Goals for Nutrition Promotion

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

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

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

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

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

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

Goals for Physical Activity

The physical education program will provide students with the knowledge and skills needed to ~~be physically fit and take part in healthful physical activity on a regular basis.~~ optimize their physical health.

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

~~Students will demonstrate responsible, personal and social behaviors in physical activity settings.~~

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

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

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

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

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

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

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

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

Goals for Social and Emotional Well-Being

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

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

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

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

Goals for Other School-Based Activities

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

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

Schools will encourage maximum participation in school meal programs.

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

~~The schools will encourage parents to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.~~

~~As feasible, school physical activity facilities will be made available after school hours for student, parent and community use to encourage participation in physical activity.~~

~~School administrators, staff, parents, students and community members will be encouraged to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.~~

~~Student organizations will be encouraged to engage in fundraising projects that are supportive of healthy eating and student wellness. Fundraising projects will be supportive of healthy eating and student wellness.~~

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

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

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

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

NUTRITION SERVICES: MEALS, MEAL CHARGING AND PROHIBITION AGAINST FOOD SHAMING

The RSU No. 5 Board or Directors recognizes that good nutrition is related to students' physical and ~~psychological~~ social-emotional well-being and their readiness to learn. RSU No. 5 shall participate, as feasible, in the National School Breakfast and Lunch and other food programs that may be available. However, the Board also recognizes that unpaid meal charges impose a significant financial burden on RSU No. 5.

The provisions of this policy pertain to priced reimbursable school breakfasts and lunches. Items outside of reimbursable meals (e.g. a la carte items, adult meals) must be paid upon purchase or be prepaid; no charging will be permitted.

The purpose of this policy is to ensure compliance with federal requirements for the school unit's Child Nutrition Program, to provide oversight and accountability in the collection of outstanding student meal balances, and to ensure that students are not shamed or stigmatized for having unpaid meal charges.

MEAL BENEFITS

Students eligible for free meals will be allowed to receive a free breakfast and lunch meal of their choice each day.

Students eligible for reduced price meal benefits will be allowed to receive a breakfast or lunch meal of their choice each day at the reduced rate.

Full-pay students are expected to pay for meals at the school's published meal charge rate each day or in advance.

RSU No. 5 will provide such a meal to any student who requests the meal and is otherwise eligible for the meal regardless of the student's inability to pay for the school meal or failure in the past to pay for school meals. The student's meal account will be charged accordingly. Any meals charged to students under this section will be the same reimbursable meals available to all students.

PROHIBITION ON PUNISHMENT RELATED TO UNPAID MEAL CHARGES

- A. Students with unpaid meal charges will not be required to do chores or work as a means of paying for one or more meals or as punishment for not paying for one or more meals.
- B. Staff will not require a student to throw away a meal after it has been served to the student.
- C. Staff will not refuse a meal to a student as a form of disciplinary action.
- D. Student debt will carry over from year to year. Contact will be made with the parent/guardian to recoup the debt.

PROHIBITION ON FOOD SHAMING AND STIGMATIZATION

The school will not openly identify or otherwise stigmatize a student who cannot pay for a meal or who has payments due for previous meals.

- A. Staff will not identify or stigmatize any student in line for a meal or discuss any outstanding meal debt in the presence of other students.
- B. A student with unpaid meal charges will not be required to wear a wristband or anything that differentiates him/her from other students.
- C. Staff communication about a student's meal debts must be made to the parent/ guardian of the student rather than directly to the student, except that if a student asks about their meal debt, staff may answer the student's inquiry. Staff may ask a student to carry to their parent/guardian a letter regarding the student's meal debt.

PARENT OUTREACH

The Nutrition Program will provide parents/guardians with a free and reduced price application and instructions at the beginning of each school year, including eligibility guidelines.

The Nutrition Program will provide additional information about free and reduced price applications to families identified as owing meal charges.

NOTIFICATION AND COLLECTION OF UNPAID MEAL CHARGES

The Nutrition Program will not take any action directed at a student to collect unpaid meal charges.

The Nutrition Program will regularly notify a student's parent/guardian that the student has accrued meal charges.

The Nutrition Program will offer assistance with completion of the application and will use any available or necessary administrative/direct certification methods to maximize student eligibility for free and reduced price meals if the school's efforts to obtain a completed application from the parent/guardian have been exhausted. If the debt continues to remain unpaid, the school will follow such guidelines as may be developed by the Maine Department of Education for the collection of student meal debt, or take such action as deemed appropriate within the limits of applicable law and/or regulations.

Parents/guardians who are carrying a debt will have the debt forgiven if they complete the free and reduced lunch application.

Legal Reference: 20-A MRSA §6601-6602
20-A MRSA §6681

Adopted: April 28, 2010
Reviewed: January 25, 2012
Revised: November 30, 2016
Revised: _____



New England School Development Council

RSU #5

Freeport, ME

2021-22 School-by-School Analysis

Increased residential construction

Addendum to September 2021 Demography Project

11/16/2021



Summary

Enclosed is the school-by-school with increased residential construction, an addendum to the RSU #5 Enhanced Demography completed in September of 2021.

You will see increases at Morse Street School, Mast Landing School, Freeport Middle School and Freeport High School. These moderate increases are based on the residential construction that was reported in the September 2021 and NESDEC's analysis of the impact of this construction to the enrollments of these schools. The increases are noted in Freeport as that is where the bulk of construction is at this time.



RSU #5, ME School-By-School Totals

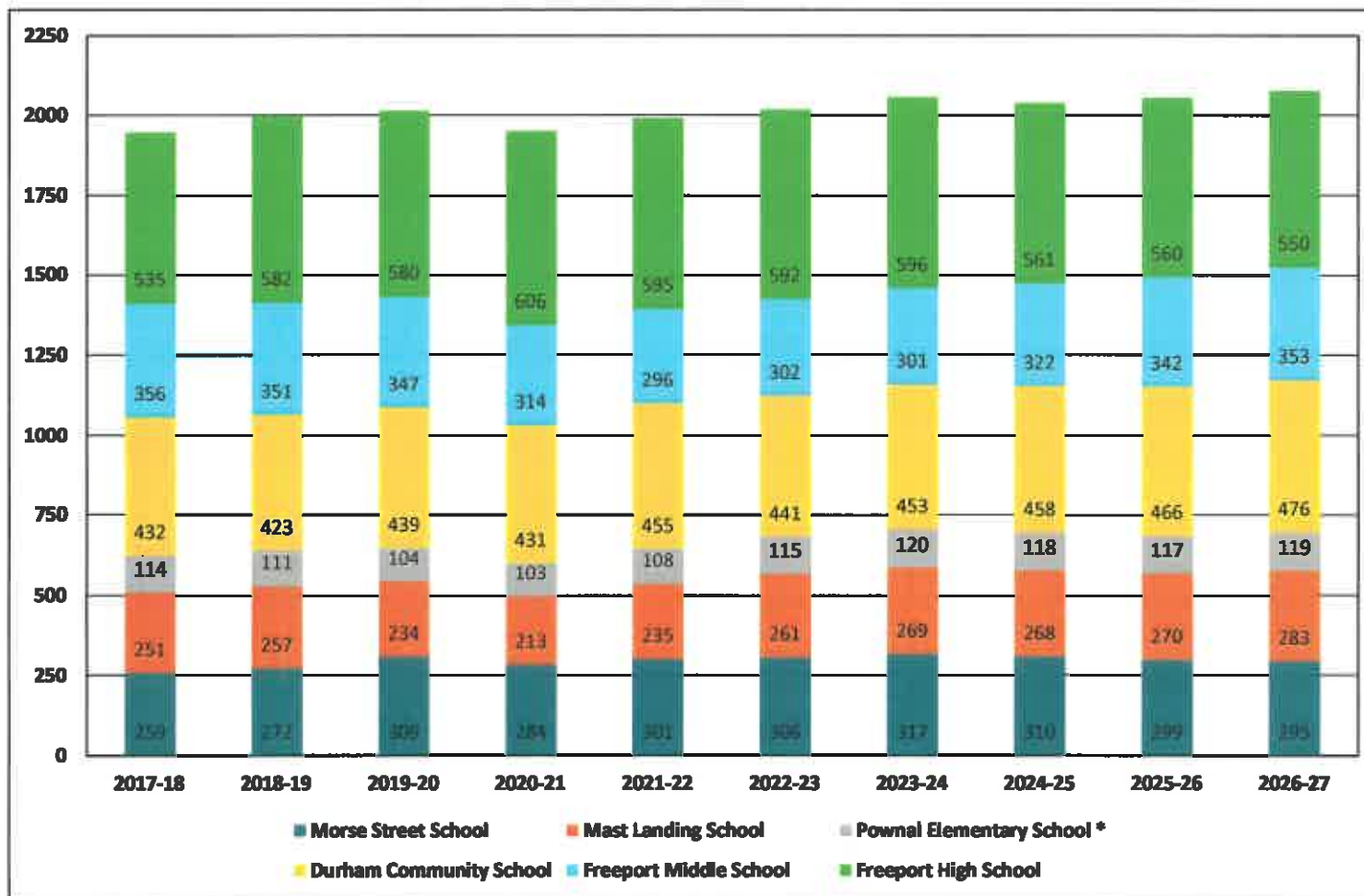
Assumes increased residential construction

School Yr.	Morse Street School	Mast Landing School	Pownal Elementary School *	Durham Community School	Freeport Middle School	Freeport High School
2017-18	259	251	114	432	356	535
2018-19	272	257	111	423	351	582
2019-20	309	234	104	439	347	580
2020-21	284	213	103	431	314	606
2021-22	301	235	108	455	296	595
2022-23	306	261	115	441	302	592
2023-24	317	269	120	453	301	596
2024-25	310	268	118	458	322	561
2025-26	299	270	117	466	342	560
2026-27	295	283	119	476	353	550

* Lower grade level enrollments are less statistically reliable due to the small grade level cohort size

Projections assume no changes in method of assigning students to schools. District projections are more reliable than School-by-School projections due to the larger numbers of students in the cohort ("N"). SBS totals may differ slightly from District projections due to rounding of numbers. District and SBS projections are more reliable for Years #1-5 and less reliable in the "out-years."

RSU #5 Historical and Projected Enrollments

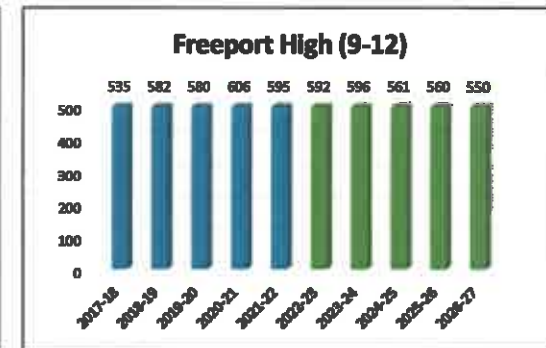
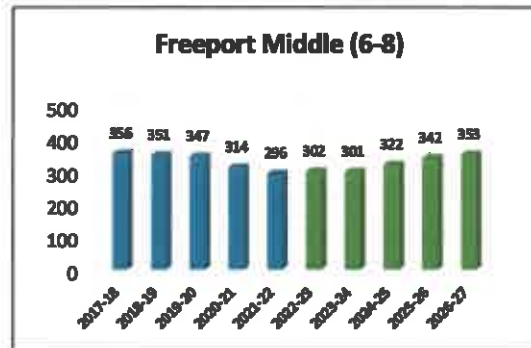
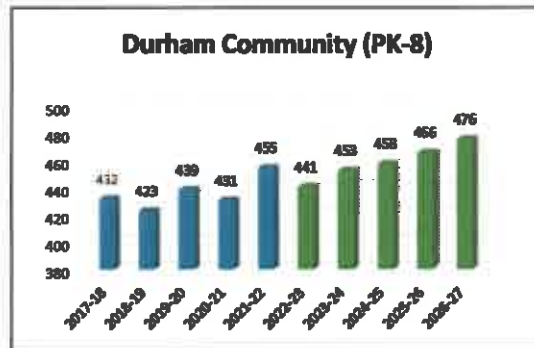
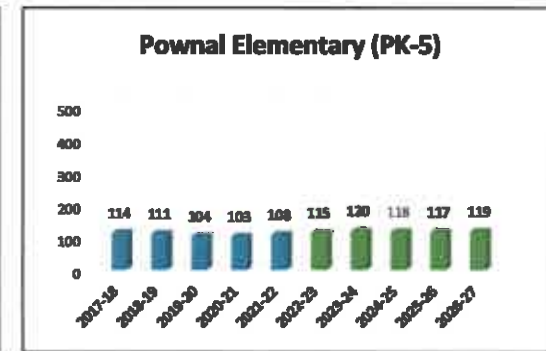
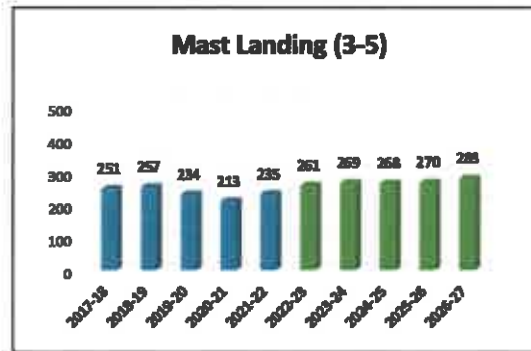
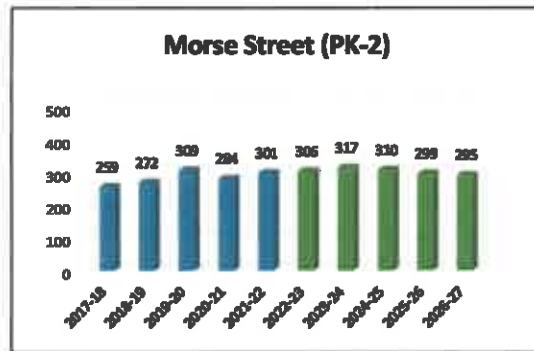


RSU #5 Historical and Projected Enrollments by School

Assumes increased residential construction

 Historical Enrollments

 Projected Enrollments





New England School Development Council

RSU #5

Freeport, ME

2021-22 Enrollment Projection Report

with School-by-School Projections

11/16/2021



Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you the past, present, and projected enrollments for your District. New this year, we have added graphs that highlight Historical and Projected Enrollments in Grade Combinations. We have received the figures given to us by the District and we assume that the method of collecting the enrollment data has been consistent from year to year.

Of note, projections are generally more reliable when they are closest in time to the current year. Projections four to ten years out may serve as a guide to future enrollments. In light of this, NESDEC has added a "Second Semester refresher" enrollment projection at no cost to affiliates.

The NESDEC enrollment projection fell within 1 student of the K-12 total, 1,890 students projected vs. 1,891 enrolled. One variance of -29 students occurred at Kindergarten, where 171 students were projected vs. 142 enrolled, and at Grade 10, where 153 students were projected vs. 165 enrolled. Ratios have been adjusted.

Births have increased by +3 from a ten-year average of 128 to an average of 131 annually. Enrollment in Grades 1-8 is usually pretty stable and a good predictor. For the past eight years, grades 1-8 were adding an average of +4 net "move-ins" of students in the following year.

The District should continue to monitor the 127 K-12 homeschooled students for potential return to the district. Over the next three years, K-5 enrollments are projected to increase by 26 students, Grades 6-8 enrollments are projected to decrease by -5, and 9-12 enrollments are projected to decrease by -33 students, as students move through the grades.

Historical Enrollment

School District: **RSU #5, ME**

11/16/2021

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2006	116	2011-12	30	155	146	165	153	140	156	130	140	143	128	137	131	127	0	1851	1861
2007	154	2012-13	36	133	164	142	178	161	150	159	132	143	136	127	136	141	0	1902	1938
2008	131	2013-14	29	143	133	157	146	179	154	140	156	131	133	124	125	137	0	1858	1887
2009	143	2014-15	37	138	143	130	161	138	168	141	137	153	113	123	116	132	0	1793	1830
2010	142	2015-16	59	132	135	142	135	171	141	165	146	134	141	106	123	120	0	1791	1850
2011	113	2016-17	63	119	139	136	143	142	170	149	166	144	129	146	112	126	0	1821	1884
2012	118	2017-18	95	128	123	137	143	150	143	176	150	167	141	126	148	119	0	1852	1947
2013	125	2018-19	95	151	128	125	137	147	158	149	170	154	163	139	131	149	0	1901	1996
2014	121	2019-20	109	144	155	131	129	140	148	161	149	167	146	166	136	132	0	1904	2013
2015	124	2020-21	92	137	146	139	126	128	135	148	154	140	155	141	163	145	0	1857	1949
2016	153	2021-22	99	142	144	152	152	138	131	138	145	154	133	165	139	158	0	1891	1990

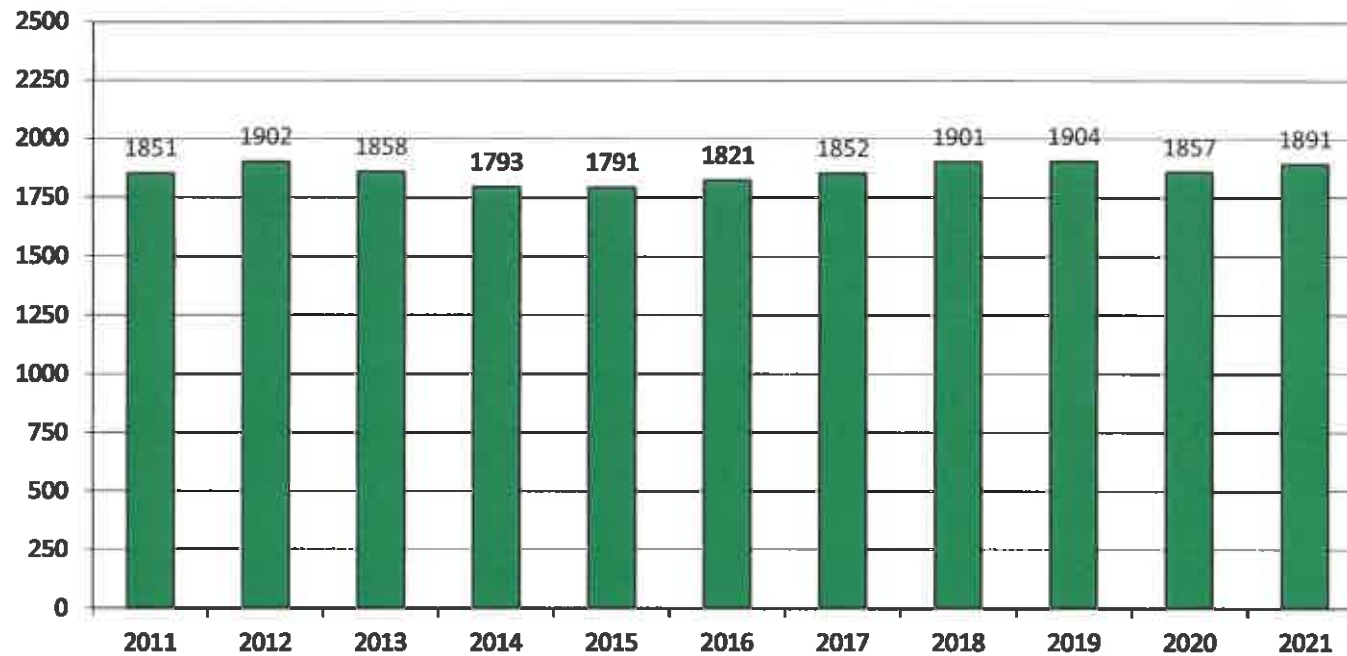
*Birth data provided by Public Health Vital Records Departments in each state.

Historical Enrollment in Grade Combinations									
Year	PK-2	K-2	3-5	PK-5	K-5	6-8	PK-8	6-12	9-12
2011-12	496	466	449	945	915	413	1358	936	523
2012-13	475	439	489	964	928	434	1398	974	540
2013-14	462	433	479	941	912	427	1368	946	519
2014-15	448	411	467	915	878	431	1346	915	484
2015-16	468	409	447	915	856	445	1360	935	490
2016-17	457	394	455	912	849	459	1371	972	513
2017-18	483	388	436	919	824	493	1412	1028	535
2018-19	499	404	442	941	846	473	1414	1055	582
2019-20	539	430	417	956	847	477	1433	1057	580
2020-21	514	422	389	903	811	442	1345	1046	604
2021-22	537	438	421	958	859	437	1395	1032	595

Historical Percentage Changes			
Year	K-12	Diff.	%
2011-12	1851	0	0.0%
2012-13	1902	51	2.8%
2013-14	1858	-44	-2.3%
2014-15	1793	-65	-3.5%
2015-16	1791	-2	-0.1%
2016-17	1821	30	1.7%
2017-18	1852	31	1.7%
2018-19	1901	49	2.6%
2019-20	1904	3	0.2%
2020-21	1857	-47	-2.5%
2021-22	1891	34	1.8%
Change		40	2.2%

Historical Enrollment

K-12, 2011-2021





Projected Enrollment

School District: RSU #5, ME

11/16/2021

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2016	153		2021-22	99	142	144	152	152	138	131	138	145	154	133	165	139	158	0	1891	1990
2017	133		2022-23	101	142	146	145	155	158	140	134	135	143	149	135	167	143	0	1892	1993
2018	140		2023-24	103	150	146	147	148	161	160	143	131	133	138	151	137	172	0	1917	2020
2019	110		2024-25	105	116	154	147	150	153	163	163	140	129	128	140	153	141	0	1879	1984
2020	120	0	2025-26	107	178	121	155	150	155	155	166	160	138	124	130	142	158	0	1882	1989
2021	131	(est.)	2026-27	109	140	132	122	158	155	157	158	162	157	133	126	132	146	0	1878	1987
2022	127	(est.)	2027-28	111	136	144	133	125	164	157	160	155	159	152	135	128	136	0	1884	1995
2023	126	(est.)	2028-29	113	134	140	145	136	130	166	160	157	152	153	154	137	132	0	1896	2009
2024	123	(est.)	2029-30	115	131	138	141	148	141	132	169	157	154	147	155	156	141	0	1910	2025
2025	125	(est.)	2030-31	117	134	135	139	144	153	163	135	165	154	149	149	157	161	0	1918	2035
2026	126	(est.)	2031-32	119	135	138	136	142	149	155	146	132	162	149	151	151	162	0	1908	2027

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

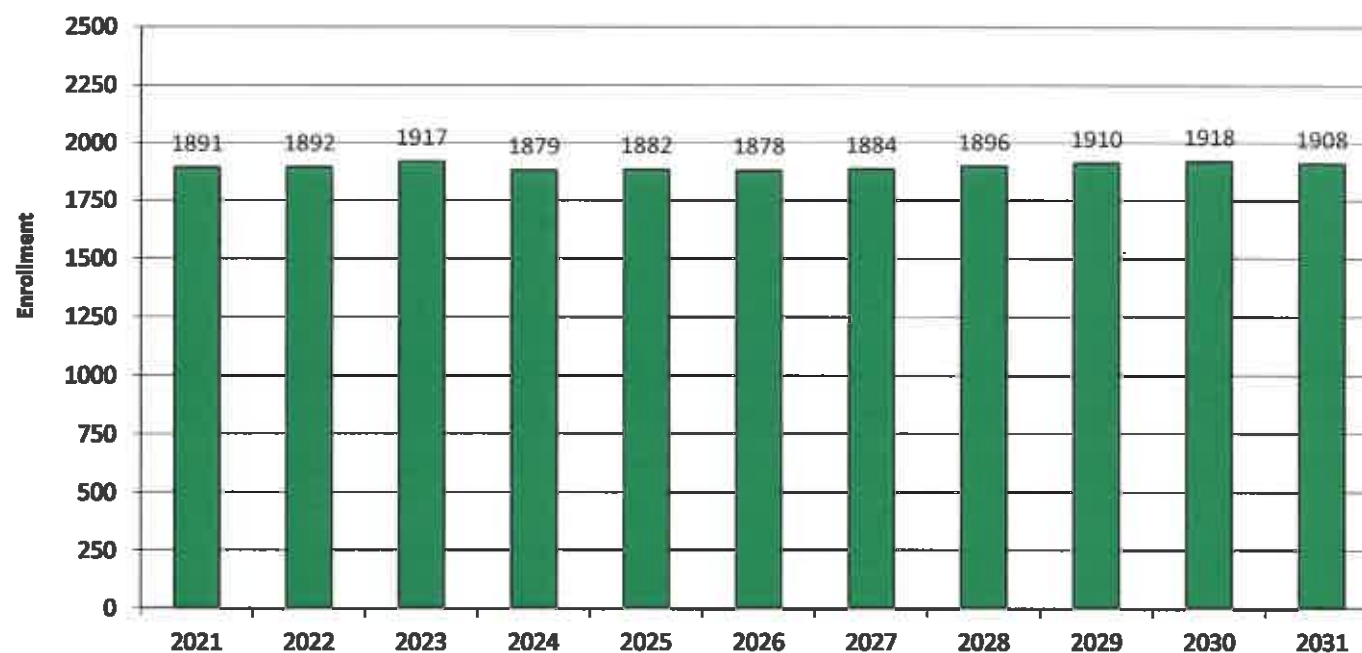
Projected Enrollment in Grade Combinations*									
Year	PK-2	K-2	3-5	PK-5	K-5	6-8	PK-8	6-12	9-12
2021-22	537	438	421	958	859	437	1395	1032	595
2022-23	534	433	453	987	886	412	1399	1006	594
2023-24	546	443	469	1015	912	407	1422	1005	598
2024-25	524	419	466	990	885	432	1422	994	562
2025-26	511	404	460	971	864	464	1435	1018	554
2026-27	503	394	470	973	864	477	1450	1014	537
2027-28	524	413	446	970	859	474	1444	1025	551
2028-29	532	419	432	964	851	469	1433	1045	576
2029-30	525	410	421	946	831	480	1426	1079	599
2030-31	525	408	440	965	848	454	1419	1070	616
2031-32	528	409	446	974	855	440	1414	1053	613

Projected Percentage Changes			
Year	K-12	Diff.	%
2021-22	1891	0	0.0%
2022-23	1892	1	0.1%
2023-24	1917	25	1.3%
2024-25	1879	-38	-2.0%
2025-26	1882	3	0.2%
2026-27	1878	-4	-0.2%
2027-28	1884	6	0.3%
2028-29	1896	12	0.6%
2029-30	1910	14	0.7%
2030-31	1918	8	0.4%
2031-32	1908	-10	-0.5%
Change		17	0.9%

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

Projected Enrollment

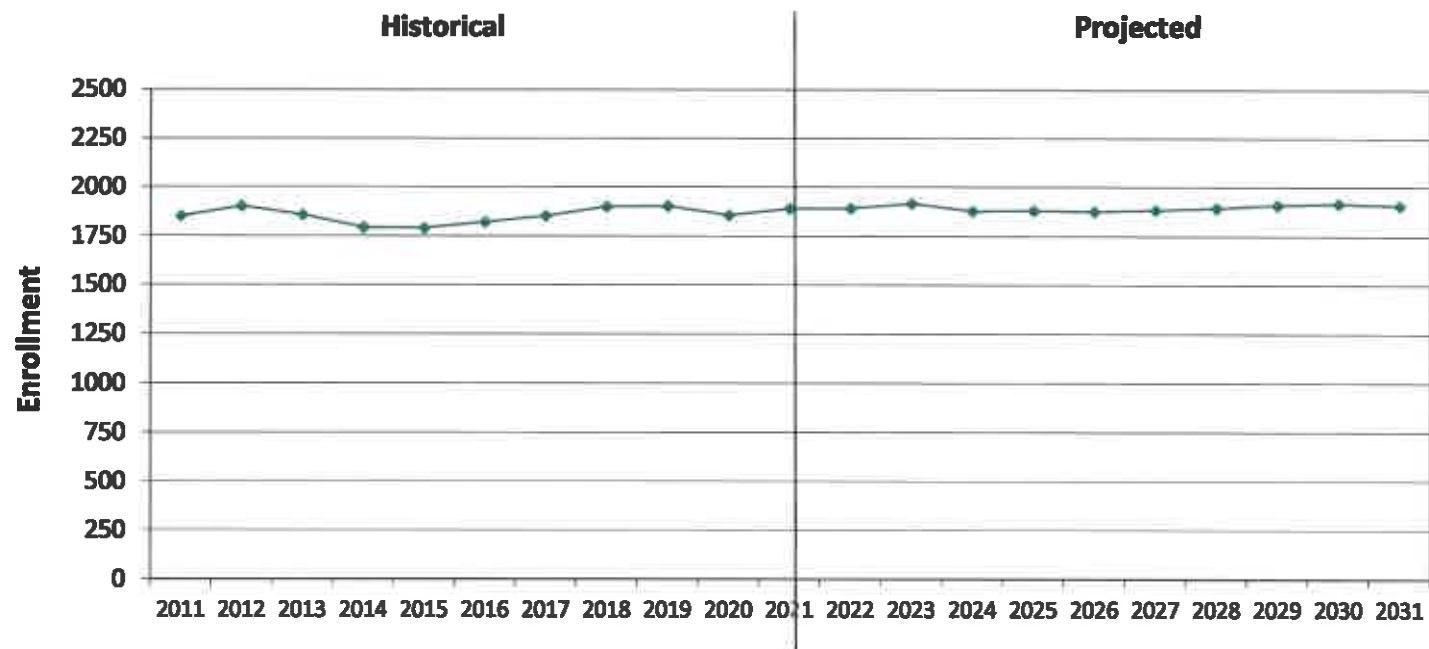
K-12 To 2031 Based On Data Through School Year 2021-22



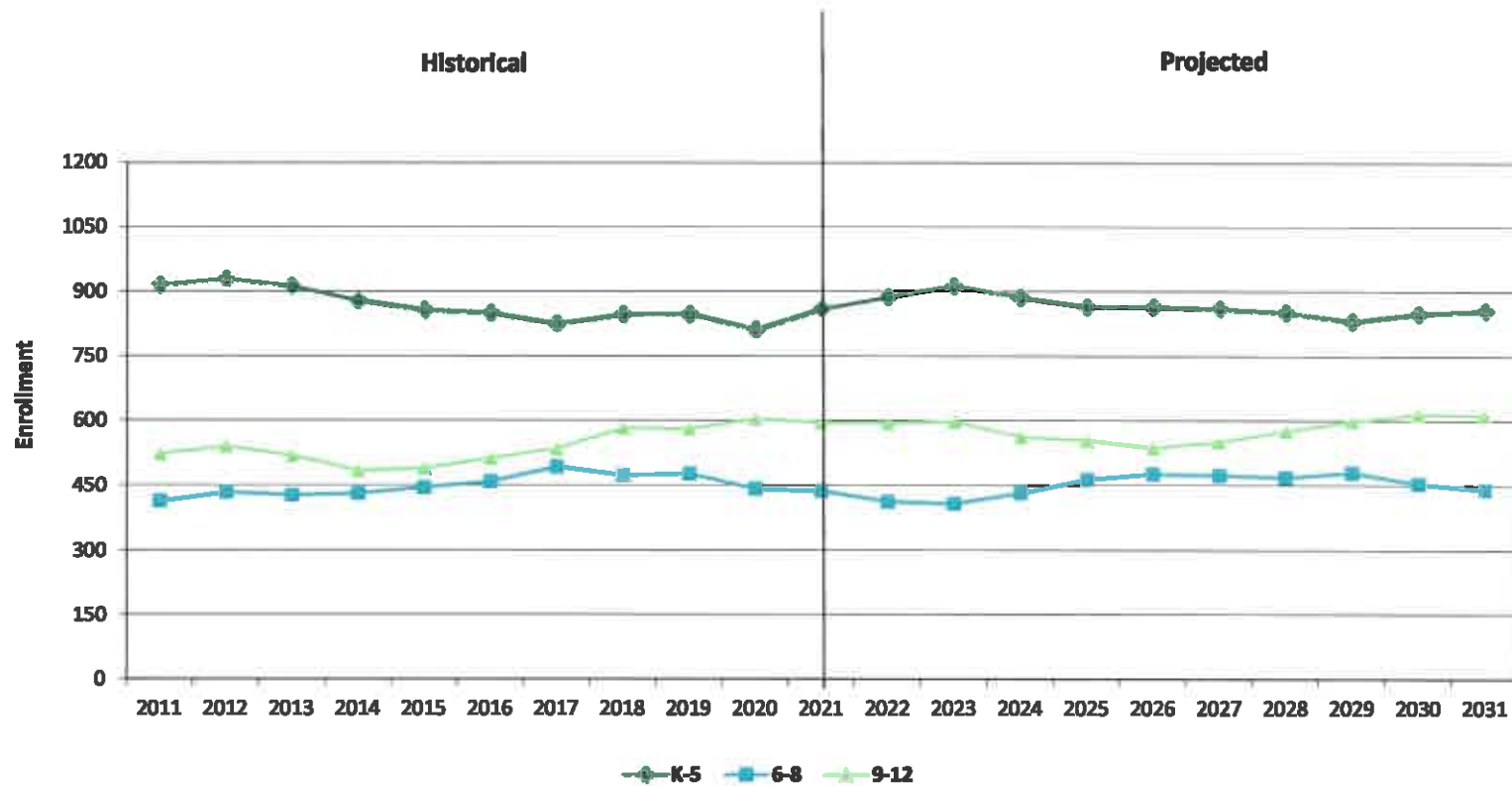
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Historical & Projected Enrollment

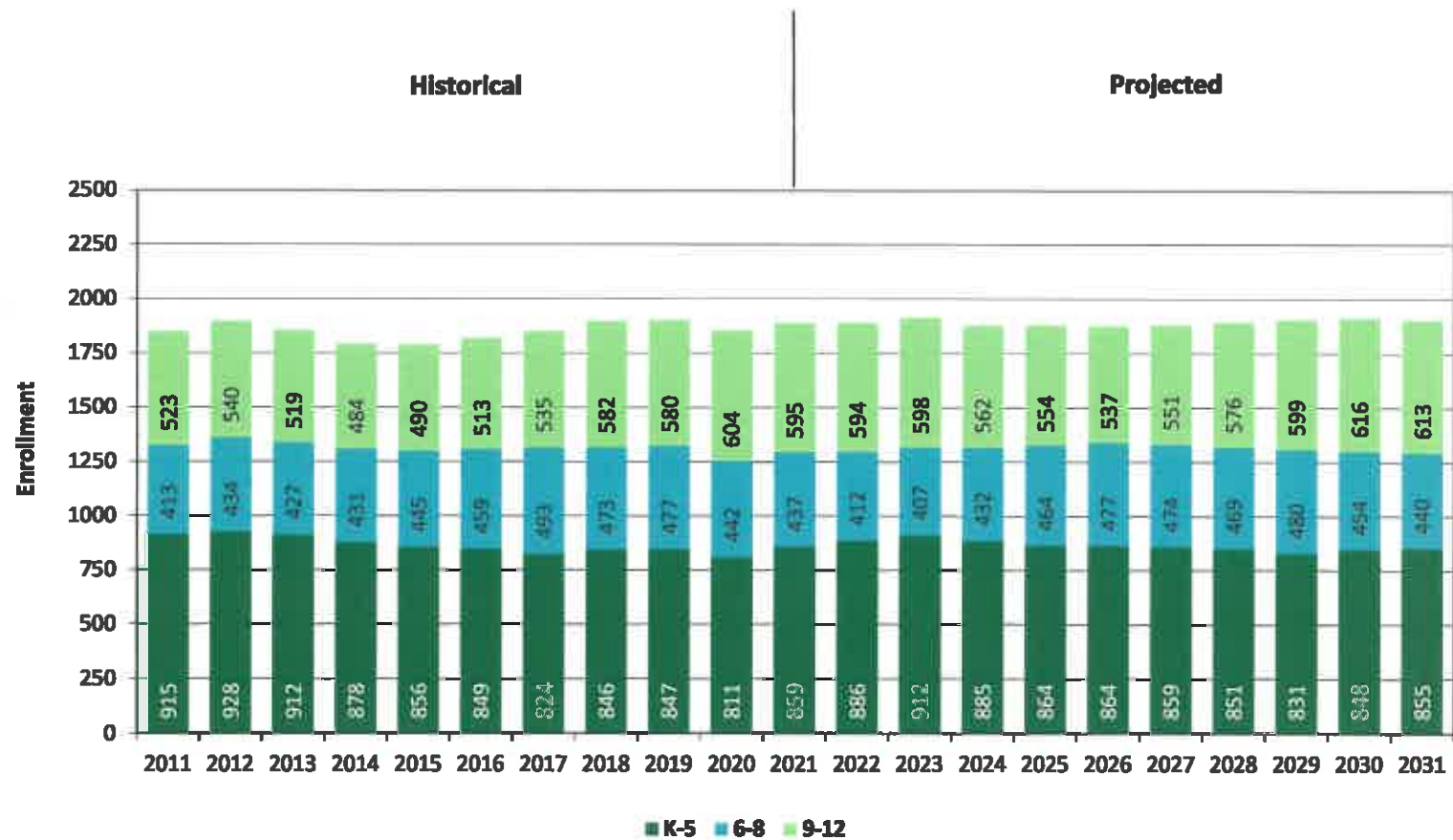
K-12, 2011-2031



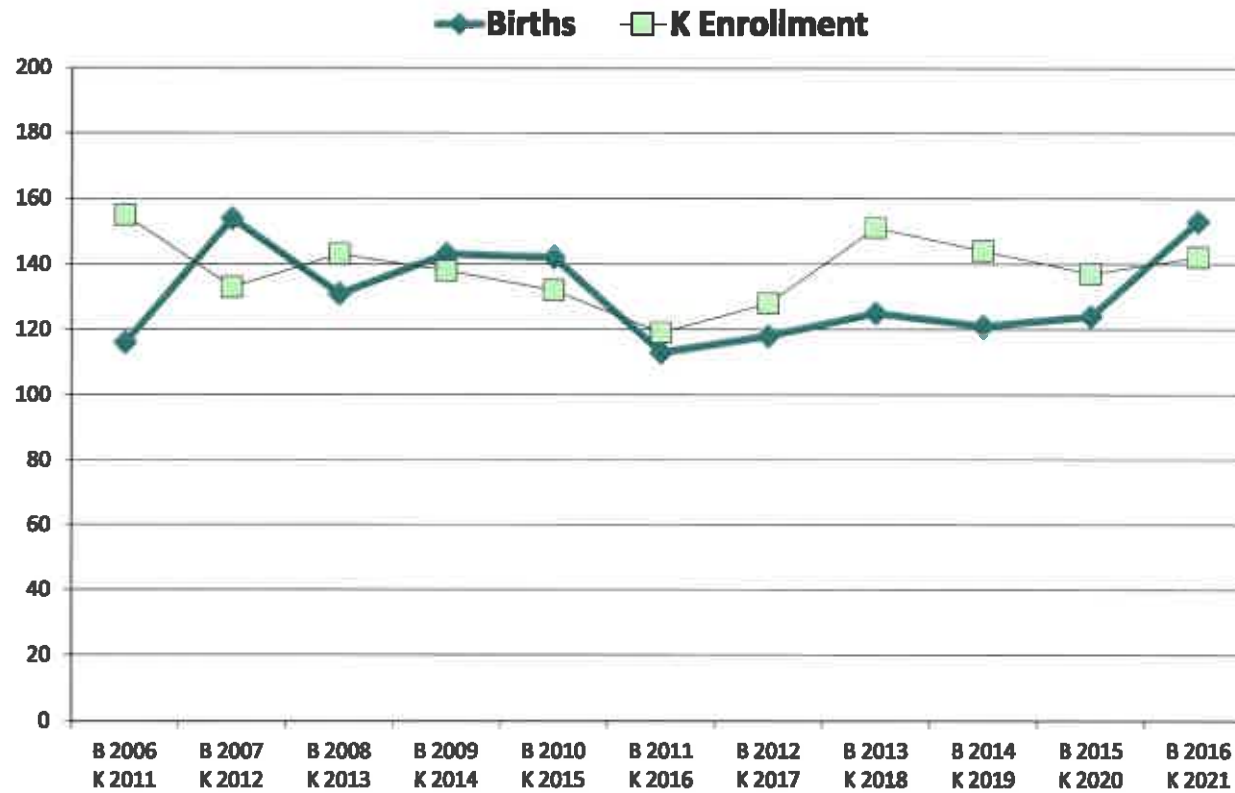
Historical & Projected Enrollments in Grade Combinations



Historical & Projected Enrollments in Grade Combinations



Birth-to-Kindergarten Relationship



Additional Data

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2011	22 to 9/30	25 to 9/30
2017	68	6
2018	70	4
2019	64	0
2020	52	0
2021	24 to date	0 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2011-12	n/a	69 RSU
2017-18	n/a	n/a
2018-19	n/a	n/a
2019-20	n/a	n/a
2020-21	n/a	19
2021-22	64	81

Residents in Non-Public Independent and Parochial Schools (General Education)*														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	8	6	4	5	4	5	5	6	1	18	7	6	6	81

K-12 Home-Schooled Students*	
2021	127

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2021	41

K-12 Special Education Outplaced Students*	
2021	4

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2021	18

*The above data were provided by the district, with the exception of building permit data (provided by HUD).

"n/a" signifies that information was not provided by District.



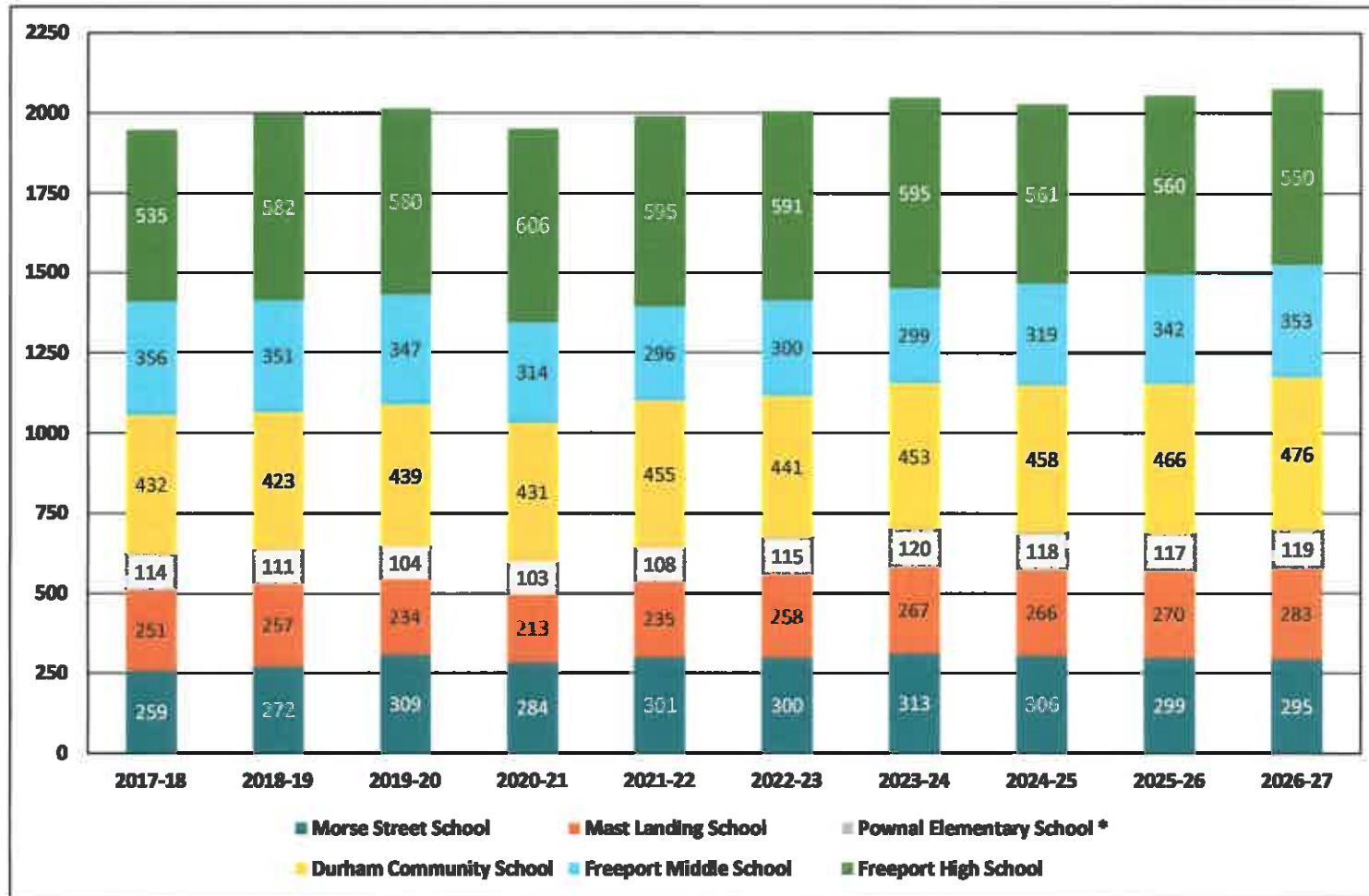
RSU #5, ME School-By-School Totals

School Yr.	Morse Street School	Mast Landing School	Pownal Elementary School *	Durham Community School	Freeport Middle School	Freeport High School
2017-18	259	251	114	432	356	535
2018-19	272	257	111	423	351	582
2019-20	309	234	104	439	347	580
2020-21	284	213	103	431	314	606
2021-22	301	235	108	455	296	595
2022-23	300	258	115	441	300	591
2023-24	313	267	120	453	299	595
2024-25	306	266	118	458	319	561
2025-26	299	270	117	466	342	560
2026-27	295	283	119	476	353	550

* Lower grade level enrollments are less statistically reliable due to the small grade level cohort size

Projections assume no changes in method of assigning students to schools. District projections are more reliable than School-by-School projections due to the larger numbers of students in the cohort ("N"). SBS totals may differ slightly from District projections due to rounding of numbers. District and SBS projections are more reliable for Years #1-5 and less reliable in the "out-years."

RSU #5 Historical and Projected Enrollments

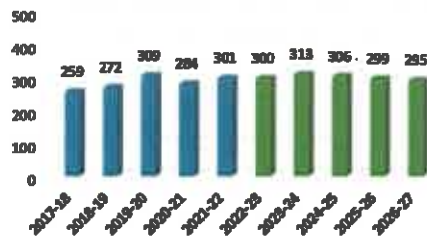


RSU #5 Historical and Projected Enrollments by School

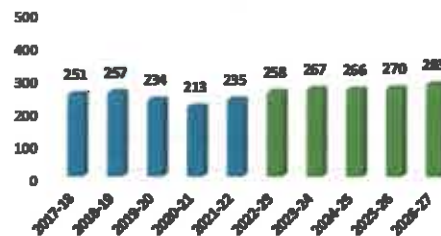
Historical Enrollments

Projected Enrollments

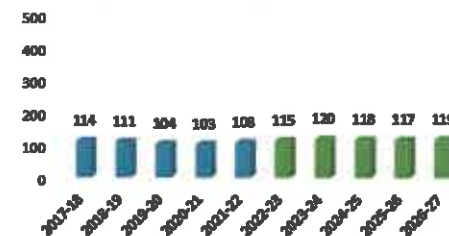
Morse Street (PK-2)



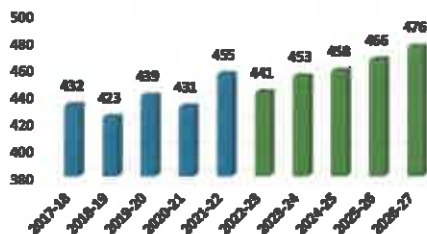
Mast Landing (3-5)



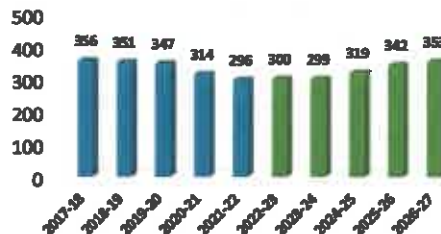
Pownal Elementary (PK-5)



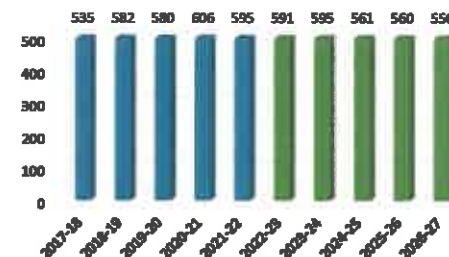
Durham Community (PK-8)



Freeport Middle (6-8)



Freeport High (9-12)





New England's PK-12 Enrollments The "Big Picture"

From 2018 to 2029, the U.S. Department of Education anticipates changes in PK-12 enrollment of +3.3% in the South; +0.9% in the West, -1.8% in the Midwest; and -2.6% in the Northeast.

State	Fall 2018 PK - 12	Fall 2029 Projected	PK-12 Decline	% Change, 2018-2029
CT	526,634	478,000	-48,634	-9.2%
ME	180,461	174,500	-5,961	-3.3%
MA	962,297	945,400	-16,897	-1.8%
NH	178,515	166,100	-12,415	-6.9%
RI	143,436	139,900	-3,536	-2.5%
VT	87,074	82,000	-5,074	-5.8%

SOURCE: U.S. Department of Education, National Center for Education Statistics, Table 203.20, August 2020

Note: Data collected prior to 2020 Coronavirus pandemic.

Although most New England districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from one district to the next. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other districts remaining stable.

Reliability and Use of this Document

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2018-19 increased to 104 students in Grade 2 in 2019-20, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Projections are generally most reliable when they are closest in time to the current year, and the more stable the variables noted above, the easier and more reliable the projections. Projections six to ten years out may serve as a guide to future enrollments and are useful for facility planning purposes, but they should be viewed as subject to change, given the likelihood of changes in the underlying assumptions/trends.

Projections that are based upon the children who already are in the district (the current K-12 population only) will be the most reliable; the second level of reliability will be for those children already born into the community but not yet old enough to be in school. The least reliable category is the group for which an estimate must be made to predict the number of births, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" slide/page.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October. This service is available at no cost to affiliated school districts.

USING THIS INFORMATION ELECTRONICALLY

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email (en@nesdec.org).