

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– MARCH 25, 2020
FREEPORT HIGH SCHOOL - LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

Due to COVID-19 and the need for social distancing, the meeting **WILL NOT BE PHYSICALLY OPEN TO THE PUBLIC.** Therefore, we will not hold the 6:00-6:30 p.m. Q&A on the FY21 Budget as originally planned. If you have questions on the budget, please e-mail them to board@rsu5.org and they will be addressed at the meeting. As always, the meeting will be livestreamed on the RSU5 website under the top menu bar “Board and Policies” - Board Meeting Video (Youtube) <https://www.youtube.com/channel/UC97VXXLhRFRjSPv1wfo1ACA/>

In addition, you will have the opportunity to join the meeting live online remotely and ask questions or provide comments during public comment. The link to the live video conference will be posted on the home page of the RSU5 website under “District News” before the start of the meeting.

1. Call to Order:
The meeting was called to order at _____p.m. by Chair Michelle Ritcheson
2. Attendance:

___ Kathryn Brown	___ Maura Pillsbury
___ Jeremy Clough	___ Michelle Ritcheson
___ Candace deCsipkes	___ Valeria Steverlynck
___ Lindsey Furtney	___ Madelyn Vertenten
___ Jennifer Galletta	___ Rhea Fitzpatrick – Student Representative
___ Susana Hancock	___ Liam Hornschild-Bear – Student Representative
___ Elisabeth Munsen	
3. Pledge of Allegiance:
4. Consideration of Minutes:
A. Consideration and approval of the Minutes of March 11, 2020 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____
5. Adjustments to the Agenda:
6. Good News & Recognition:
A. Report from Board’s Student Representative (10 Minutes)
7. Public Comments: (10 Minutes)
8. Reports from Superintendent:
A. Items for Information
1. District Happenings (10 Minutes)
B. Review of FY21 Superintendent’s Recommended Budget (15 Minutes)

9. **Public Input:**
 - A. Public Input on the FY21 Budget (30 Minutes)
10. **Administrator Reports:**
 - A. Finance - Ann Cromer (3 Minutes)
11. **Board Comments and Committee Reports:**
 - A. Board Information Exchange and Agenda Requests (10 Minutes)
 - B. Finance Committee (10 Minutes)
 - C. Policy Committee (10 Minutes)
12. **Policy Review:**
 - A. Consideration and approval of the following Policies (1st Read) (15 Minutes)
 1. JICK - Bullying
 2. JICK-R Bullying Administrative Procedure

Motion: _____ 2nd: _____ Vote: _____
 - B. Consideration and approval of the following Policies (2nd Read) (10 Minutes)
 1. BEDB - Agenda
 2. BEDI - Board Relations with the Media

Motion: _____ 2nd: _____ Vote: _____
 - C. Consideration and approval to rescind the following Policies (10 Minutes)
 1. BIC-E - Certification of Completion of Freedom of Access Training
 2. JICK-E1 - RSU No. 5 Bullying Report Form
 3. JICK-E2 - RSU No. 5 Bullying Investigation Form
 4. JICK-E3 - Documentation of Disciplinary and Remedial Actions Taken
 5. JICK-E4 - RSU No. 5 Bullying Reporting, Investigation and Intervention/Resolution Process

Motion: _____ 2nd: _____ Vote: _____
13. **New Business:**
 - A. Consideration and approval of the RSU5 Distance Learning Plan (15 Minutes)

Motion: _____ 2nd: _____ Vote: _____
 - B. Consideration and approval of RSU5 support for the Meeting House Arts Project. (20 Minutes)

Motion: _____ 2nd: _____ Vote: _____
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, March 11, 2020 – 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 March 25, 2020 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:34 p.m.

2. MEMBERS PRESENT: Kathryn Brown, Jeremy Clough, Candy deCsipkes, Lindsey Furtney, Susana Hancock, Elisabeth Munsen, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten
Also in attendance, Liam Hornschild-Bear, Student Representative.

MEMBERS EXCUSED: Jennifer Galletta, Maura Pillsbury

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the Minutes of February 26, 2020. (Hancock - Steverlynck) (9 – 0)
The student representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:

Move Item 13.A. after Item 11.A.

6. GOOD NEWS AND RECOGNITION:

A. Maine Scholastics Art Competition Gold and Silver Key Recipients

B. MPA Class B Boys Nordic Skiing State Champions

C. Report from Board's Student Representative - Liam Hornschild-Bear, Student Representative

7. PUBLIC COMMENT:

Jessica Sturges - RSU5 Teacher

Sara Davis - RSU5 Teacher

Tom McKibben - Freeport Resident and RSU5 Teacher

8. REPORTS FROM SUPERINTENDENT:

None

9. ADMINISTRATOR REPORTS:

None

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Policy Committee

11. POLICY REVIEW:

A. VOTED: To approve the 1st Read of the following Policies. (Vertenten - Hancock) (9 – 0)
The student representative voted with the majority.

1. BEDB - Agenda

2. BEDI - Board Relations with the Media

3. JJIB - Sponsorship and Evaluation of Athletic Programs

The agenda was adjusted to move New Business ahead of Unfinished Business.

13. NEW BUSINESS:

A. Presentation from the Sustainability Committee

12. UNFINISHED BUSINESS:

A. Budget Review:

1. Budget Update - Becky Foley

Retirements:

Becky Christie - MLS Art Teacher

Eugenia O'Brien - FMS Science Teacher

Janice Murphy - FMS Language Arts Teacher

2. Board Deliberations on the FY21 Budget

14. PERSONNEL:

None

15. PUBLIC COMMENT:

None

16. ADJOURNMENT:

VOTED: To adjourn at 9:26 p.m. (Steverlynck – Hancock) (9 – 0)


Becky J. Foley, Superintendent of Schools

RSU #5	General Budget Report		2/29/2020			2019-2020			
New Article #	Prior Article #	Description	2019-2020 Budget	Transfers	Revised Budget	Expenses YTD	Encumb YTD	Balances YTD	% Remaining
Article 1	Article 6	Instruction K - 12	\$ 14,218,224.00	\$ -	\$ 14,218,224.00	\$ 7,138,644.51	\$ 44,982.90	\$ 7,034,596.59	49.48%
Article 2	Article 11	Special Education Services	\$ 4,592,878.00	\$ -	\$ 4,592,878.00	\$ 2,199,636.36	\$ 962.13	\$ 2,392,279.51	52.09%
Article 3	Article 4	Voc. E. Assessment	\$ 99,419.00	\$ -	\$ 99,419.00	\$ 74,564.10	\$ 24,854.75	\$ 0.15	0.00%
Article 4	Article 7	Co-Curr. & Athletics	\$ 829,237.00	\$ -	\$ 829,237.00	\$ 467,722.60	\$ 14,438.64	\$ 347,075.76	41.85%
Article 5	Article 1	Support Staff	\$ 3,567,564.00	\$ -	\$ 3,567,564.00	\$ 1,870,337.77	\$ 53,333.32	\$ 1,643,892.91	46.08%
Article 6	Article 8	District Adminitstration	\$ 950,098.00	\$ -	\$ 950,098.00	\$ 569,860.13	\$ 2,203.56	\$ 378,034.31	39.79%
Article 7	Article 2	School Administration	\$ 1,617,920.00	\$ -	\$ 1,617,920.00	\$ 1,043,775.34	\$ 1,018.83	\$ 573,125.83	35.42%
Article 8	Article 9	Transportation Services	\$ 1,533,555.00	\$ -	\$ 1,533,555.00	\$ 1,042,315.67	\$ 253,085.99	\$ 238,153.34	15.53%
Article 9	Article 3	Operation of Plant	\$ 4,819,999.00	\$ -	\$ 4,819,999.00	\$ 3,446,637.89	\$ 436,452.67	\$ 936,908.44	19.44%
Article 10	Article 10	Debt Services	\$ 1,581,756.00	\$ -	\$ 1,581,756.00	\$ 1,370,997.21	\$ 210,758.79	\$ -	0.00%
Article 11	Article 5	School Nutrition/Crossing Guard	\$ 269,645.00	\$ -	\$ 269,645.00	\$ 201,183.75	\$ 67,061.25	\$ 1,400.00	0.52%
		Totals	\$ 34,080,295.00	\$ -	\$ 34,080,295.00	\$ 19,425,675.33	\$ 1,109,152.83	\$ 13,545,466.84	39.75%

3/25/2020



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Finance Subcommittee Report

Date: March 12, 2020

Committee: Finance Committee

Chair: Kate Brown

In attendance: Kate Brown, Michelle Ritcheson, Jeremy Clough, Becky Foley, Ann Cromer

Meeting Date: March 11, 2020

Agenda Items and Discussion:

Cost Sharing Options & Search for consultant:

The Committee discussed three potential consultants who could help the district develop a new cost sharing formula. The Committee is seeking someone with school finance experience in Maine, as well as having direct experience with RSUs. The most promising-sounding candidate of the three who were identified will be invited to come to the Finance Committee meeting in May for an interview. If needed, the Committee will meet with the other potential candidates.

Warrant Signing:

The Committee approved accounts payable and payroll warrants.

Other:

The Committee briefly discussed the growing impact of the Coronavirus. RSU5 is seeking a corporate credit card, and Michelle has arranged for People's bank to contact Ann to discuss what they offer. Ann and her team are also reaching out to Gorham Savings Bank to explore their offerings. Lastly, the Committee reviewed the new presentation of the Budget Impact Summary to be shared with the Board later in the evening. Edits were suggested and it was agreed that a section on comparative metrics for the three towns should be added for the next iteration.

Next Meeting:

April 8, 2020, 5:00 pm at Central Office

Submitted by: Ann Cromer, Director of Finance

Regional School Unit No. 5

17 West St, Freeport, ME 04032 Telephone: 865-0928x225 E-mail: cromera@rsu5.org



Policy Subcommittee Report

Committee: Policy

Meeting date: March 6, 2020

Chair: Candy deCsipkes

Committee Members in attendance: Candy deCsipkes, Kate Brown, Maddy Vertenten, Cynthia Alexander

Absent:

Guests: none

Review/Revise Policies:

The following policies were reviewed with no changes recommended.

BIB Board of Directors Member Development Opportunities

BIC Board of Directors Member Freedom of Access Training

BID Board Member Compensation and Expenses

The following policy was revised and will be brought to the Board for 1st read on April 29, 2020

BIA New Board of Directors Member Orientation

The following policies were revised and will be brought to the Board for 1st read on March 25, 2020.

JICK Bullying

JICK-R Bullying Administrative Procedure

The following policies were reviewed or revised and will be brought to the Board for rescinding on March 25, 2020.

BIC-E Certification of Completion of Freedom of Access Training

JICK- E1 RSU No. 5 Bullying Report Form

JICK- E2 RSU No. 5 Bullying Investigation Form

JICK- E3 Documentation of Disciplinary and Remedial Actions Taken

JICK- E4 RSU No. 5 Bullying Reporting, Investigation and Intervention/Resolution Process

The next meeting will be held on April 3, 2020 at 8:30 a.m.

Submitted by: Cynthia Alexander



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Item # 12.A, B, C.

TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Rhea Fitzpatrick, Liam Hornschild-Bear

CC: Julie Nickerson, Lisa Demick, Kelli Rogers, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Jim Grant, Peter Wagner, Jen Gulko, Bonnie Violette, Emily Grimm, Conor Walsh, Charlie Mellon, Ann Cromer, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Pauline Gillis, Shawn McBean, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Lisa Blier, Linda Pritchard, Jennifer Winkler, Nancy Drolet, Nancy Dyer, Jessica Sturges, Nancy Decker, Alicia DeRoche

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

DATE: March 11, 2020

RE: Review/Update of Policies

At the March 25, 2020 Board of Directors Meeting, the following policies will be on the agenda for 1st Read, 2nd Read, Rescind and Review. The policies are attached.

1st Read Policies

JICK - Bullying

JICK-R Bullying Administrative Procedure

2nd Read Policies

BEDB - Agenda

BEDI - Board Relations with the Media

Policies to Rescind (Move to Administrative Procedures)

BIC-E - Certification of Completion of Freedom of Access Training

JICK-E1 - RSU No. 5 Bullying Report Form

JICK-E2 - RSU No. 5 Bullying Investigation Form

JICK-E3 - Documentation of Disciplinary and Remedial Actions Taken

JICK-E4 - RSU No. 5 Bullying Reporting, Investigation and Intervention/Resolution Process

The following policies were reviewed with no recommended revisions and require no Board action.

BIB - Board of Directors Member Development Opportunities

BIC - Board of Directors Member Freedom of Access Training

BID - Board Member Compensation and Expenses

BULLYING

The Board believes that bullying, including cyberbullying, is detrimental to student well-being and to student learning and achievement. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate in and witness such behavior.

Bullying Prohibited

Bullying, including “cyberbullying,” is harassment and sexual harassment are not acceptable conduct in RSU5 and is prohibited.

Retaliation for the reporting of incidents of such behavior is also prohibited.

In adopting this policy, it is not the Board’s intent to prohibit students from expressing their ideas, including religious, political and philosophical views that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that directly interferes with students’ rights at school under applicable laws or with the educational mission, operations, discipline or general welfare of the schools.

Definition of Bullying

“Bullying” and “cyberbullying” have the same meaning in this policy as in Maine law:

Bullying

“Bullying” includes, but is not limited to a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

- A. Has, or a reasonable person would expect it to have, the effect of:
 - 1. Physically harming a student or damaging a student’s property; or
 - 2. Placing a student in reasonable fear of physical harm or damage to his/her property;
- B. Interferes with the rights of a student by:
 - 1. Creating an intimidating or hostile educational environment for the student; or
 - 2. Interfering with the student’s academic performance or ability to participate in or benefit from the services, activities or privileges provided by the school; or
- C. Is based on:
 - a. A student’s actual or perceived characteristics identified in

5 MRSA § 4602 or 4684-A (including race; color; ancestry; national origin; sex; sexual orientation; gender identity or expression; religion; physical or mental disability) or other distinguishing personal characteristics (such as socioeconomic status; age; physical appearance; weight; or family status); or

- b. A student's association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics; and that has the effect described in subparagraph A. or B. above.

Under Maine law:

"Sexual orientation" means a person's actual or perceived heterosexuality, bisexuality, homosexuality, or gender identity or expression.

"Gender Identity" means gender-related identity, appearance, mannerisms, or other gender-related characteristics of an individual, regardless of the individual's assigned sex at birth.

Cyberbullying

"Cyberbullying" means bullying through the use of technology or any electronic communication, including but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device including, but not limited to, a computer, telephone, cellular telephone, text messaging device or personal digital assistant.

Application of Policy

This policy applies to bullying that:

- A. Takes place at school or on school grounds, at any school-sponsored or school-related activity or event or while students are being transported to or from school or school-sponsored activities or events; or
- B. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in the definition of "bullying."

Consequences for Policy Violations

Students

Students who violate this policy may be subject to disciplinary action which may include suspension, expulsion or a series of graduated consequences including alternative discipline or other behavioral interventions.

The Board retains the right to impose disciplinary consequences for bullying and other conduct that occurs at any time or place that substantially disrupts the instructional program, operations of the schools or welfare of students.

Any student violating this policy may also be subject to civil or criminal penalties.

School Employees and Others

Administrators, professional staff and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal, and in accordance with any applicable collective bargaining agreements.

Volunteers, contractors and visitors who violate this policy will be ~~excluded~~ barred from school property until the Superintendent is satisfied that the person will comply with Maine's bullying law and this policy.

Any person violating this policy may also be subject to civil or criminal penalties.

Any school-affiliated organization that authorizes or engages in bullying or retaliation is subject to forfeiture of Board approval/sanctioning and/or suspension or revocation of its permission to operate on school grounds.

Staff Training

RSU5 will provide professional development and staff training in bullying prevention and response.

Delegation of Responsibility

The Superintendent will designate the school principal and/or other school personnel to be responsible for implementation/enforcement of this policy and associated procedures on the school level.

The Superintendent/designee will be responsible for developing and implementing procedures in accordance with applicable law to implement this policy.

Dissemination of Policy

This policy, any associated administrative procedures and the names of the person(s) responsible for implementing the policy/procedure at the school level will be provided, in writing to students, parents, school employees and volunteers in handbooks, and on the school unit's website and by such other means (if any) as may be determined by the Superintendent.

Legal Reference: 20-A M.R.S.A. § 1001(15), 6554

Cross Reference: AC - Nondiscrimination, Equal Opportunity
RSU No. 5 School Department
Page 3 of 4

AD - Educational Mission and Vision

ADAA - School System Commitment to Standards for Ethical and Responsible Behavior

ACAA-R - Harassment and Sexual Harassment of Students

ACAD - Hazing

ADF - School District Commitment to Learning Results

CHCAA - Student Handbooks

GCI - Professional Staff Development Opportunities

IJNDB-R - Student Technology, Internet Use, and Internet Safety Rules

JI - Student Rights and Responsibilities

JIC - Student Code of Conduct

JICC - Student Conduct on Buses

JICIA - Weapons, Violence and School Safety

JK - Student Discipline

JKD - Suspension of Students

JKE - Expulsion of Students

KLG - Relations with Law Enforcement Authorities

Adopted: July 8, 2009

Revised: March 27, 2013

BULLYING – ADMINISTRATIVE PROCEDURE

This procedure is intended as guidance for school administrators in carrying out their responsibilities when bullying is alleged to have occurred. It provides important definitions as well as steps for reporting, investigating and responding to allegations of bullying.

Bullying behavior alleged to be based on race, color, ancestry, national origin, sex, sexual orientation, religion or disability should be addressed under the procedures set forth in the Student Harassment and Sexual Harassment procedure, ACAA-R, rather than under this procedure.

Definitions

~~The following terms are defined in Maine law (20-A MRSA § 6554):~~

~~_____ Bullying~~

~~_____ “Bullying” includes, but is not limited to a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:~~

~~A. _____ Has, or a reasonable person would expect it to have, the effect of:~~

~~_____ 1. _____ Physically harming a student or damaging a student’s property; or~~

~~_____ 2. _____ Placing a student in reasonable fear of physical harm or damage to his/her property;~~

~~_____ B. _____ Interferes with the rights of a student by:~~

~~_____ 1. _____ Creating an intimidating or hostile educational environment for the student; or~~

~~_____ 2. _____ Interfering with the student’s academic performance or ability to participate in or benefit from the services, activities or privileges provided by the school; or~~

~~_____ C. _____ Is based on:~~

~~a. _____ A student’s actual or perceived characteristics identified in 5 MRSA § 4602 or 4684-A (including race, color, ancestry, national origin, sex, sexual orientation, gender identity or expression, religion, physical or mental disability) or other distinguishing personal characteristics (such as socioeconomic status, age, physical appearance, weight, or family status); or~~

~~b. _____ A student’s association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics;~~

~~_____ and that has the effect described in subparagraph A. or B. above.~~

~~Cyberbullying~~

~~“Cyberbullying” means bullying through the use of technology or any electronic communication, including but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device including, but not limited to, a computer, telephone, cellular telephone, text messaging device or personal digital assistant.~~

~~For the purpose of this policy, bullying does not mean mere teasing, put-downs, “talking trash,” trading of insults, or similar interactions among friends, nor does it include expression of ideas or beliefs so long as such expression is not lewd, profane or does not interfere with students’ opportunity to learn, the instructional program or the operations of the schools. This does not preclude teachers or school administrators from setting and enforcing rules for civility, courtesy and/or responsible behavior in the classroom and the school environment.~~

~~The determination whether particular conduct constitutes bullying requires reasonable consideration of the circumstances, which include the frequency of the behavior at issue, the location in which the behavior occurs, the ages and maturity of the students involved, the activity or context in which the conduct occurs, and the nature and severity of the conduct.~~

~~Retaliation~~

~~“Retaliation means” an act or gesture against a student for asserting or alleging an act of bullying. “Retaliation” also includes reporting that is not made in good faith on an act of bullying (i.e., the making of false allegations or reports of bullying).~~

~~School Grounds~~

~~“School grounds” means a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. “School grounds” also includes school-related transportation vehicles.~~

~~Alternative Discipline~~

~~“Alternative discipline” means disciplinary action other than suspension or expulsion from school that is designed to correct and address the root causes of a student’s specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student’s misbehavior.~~

Bullying Reports

Students and Parents/Guardians

Students who believe they have been bullied, or who have witnessed or learned about an act of bullying should report this behavior to the building principal.

Parents/guardians may report bullying on behalf of their children or when they have witnessed or are aware of the occurrence of bullying.

Reports of bullying may be made anonymously, but no disciplinary action shall be taken against a student solely on the basis of an anonymous report.

Any student who has been determined to have made a false report of bullying will be subject to disciplinary consequences.

School Employees

For the purposes of this procedure, “school employees” includes coaches, advisors for cocurricular or extracurricular activities and volunteers.

All school employees are expected to intervene when they see acts of bullying in progress and are required to report incidents of bullying they have witnessed or become aware of to the building principal as soon as practicable.

School employees who fail to report bullying or who have made a false report of bullying will be subject to disciplinary consequences up to and including termination, in accordance with any applicable collective bargaining agreement.

Others

Contractors, service providers, visitors or community members who have witnessed or become aware of bullying are encouraged to report such incidents to the building principal.

Form of Reports

Complaints or reports of bullying may be made orally or in writing, but all reports will be recorded in writing by school personnel authorized to receive complaints or reports, using the school unit’s reporting form (JICK-E1).

School employees are required to make reports of bullying to the principal in writing. Although students, parents and others, as identified above, may make bullying reports anonymously, all persons reporting incidents of bullying are encouraged to identify themselves.

Bullying reports may be made anonymously, but in no instance will action be taken against any person or organization affiliated with the schools solely on the basis of an anonymous report.

The building principal will forward a copy of the report to the Superintendent by the end of the next school day.

Interim Measures

The building principal may take such interim measures as he/she deems appropriate to ensure the safety of the targeted student and prevent further bullying and will inform the parents of the targeted student of measures taken.

Investigation

The principal will ensure that all reports of bullying and retaliation are investigated promptly and that documentation of the investigation, including the substance of the complaint or report and the outcome of the investigation is prepared and forwarded to the Superintendent within a reasonable period of time.

The determination of whether particular conduct constitutes bullying requires reasonable consideration of the circumstances, which include the frequency of the behavior at issue, the location in which the behavior occurs, the ages and maturity of the students involved, the activity or context in which the conduct occurs, and the nature and severity of the conduct.

Response to Bullying by Students

If bullying has been substantiated, the building principal or designee as appropriate under the circumstances will determine the appropriate disciplinary consequences, which may include detention, suspension or expulsion; alternative discipline; remediation; and/or other intervention.

~~Alternative discipline includes but is not limited to:~~

In order to remediate any substantiated incident of bullying to counter the negative impact of the bullying and reduce the risk of future bullying incidents, the principal may consider the following alternatives which include but are not limited to:

- A. Meeting with the student and the student's parents;
- B. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
- C. Mediation when there is mutual conflict between peers, rather than one-way negative behavior, and when both parties freely choose to meet;
- D. Counseling;
- E. Anger management;
- F. Health counseling or intervention;
- G. Mental health counseling;
- H. ~~Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;~~

Participation in appropriate social emotional cognitive skill building and resolution and restorative conferencing:

- I. Community service; and
- J. In-school detention or suspension, which may take place during lunchtime, after school or on weekends.

If the bullying behavior appears to be a criminal violation, the building principal will notify local law enforcement authorities.

If bullying has been substantiated, the building principal will provide written notification to:

- A. The parents/guardians of the targeted student, including the measures being taken to ensure the student's safety; and to
- B. The parents/guardians of the student found to have engaged in bullying, including the process for appeal.

All communications to parents must respect the confidentiality of student and employee information as provided by federal and Maine law and regulations.

Appeals

Any appeal of the building principal's decisions in regard to consequences for bullying must be submitted, in writing, within 14 calendar days of the parental notification. The Superintendent will review the investigation report and actions taken and decide whether to sustain or deny the appeal. The Superintendent's decision shall be final.

Cross Reference: ACAA-R – Student Harassment and Sexual Harassment Procedure
 JICK – Bullying
 JRA-R – Student Education Records and Student Information

Adopted: March 27, 2013

AGENDA

Agenda Preparation and Dissemination

The Superintendent, in consultation with the Chair, shall prepare an agenda for each meeting of the Board of Directors. Board members, school unit staff, groups or organizations, and members of the public may submit written requests to the Board through the Chair or the Superintendent for items to be placed on the agenda. The request must be received a minimum of seven days prior to the meeting at which the group or individual wishes the item to be addressed by the Board in order for it to be considered for the agenda of that meeting. The Chair and Superintendent shall make the final decision regarding placement of items on the agenda.

The agenda will be distributed to Board members, the media, and to designated school-affiliated organizations no later than five days prior to a regular meeting of the Board of Directors and no later than 24 hours prior to a special meeting. Copies of the agenda will be posted and/or available at the Superintendent's Office, town hall, and school unit website. Anyone desiring additional information regarding an agenda item should direct inquiries to the Office of the Superintendent. Copies of the agenda will also be available at the Board meeting.

In the case of an emergency meeting, notice of the agenda will be given as early as practicable and will be provided to the media at the same time and in the same manner that it is given to Board members.

Dissemination of Supporting Materials

As an accompaniment to the agenda, the Superintendent will provide to the Board such background materials and data that in their judgment are necessary for the Board to give informed consideration to agenda items. The Superintendent will also provide to the Board the draft minutes of Board meetings that will be presented for approval.

Additions and Adjustments to the Agenda

After the meeting has been called to order, the Superintendent or Board Chair may recommend additions and/or adjustments to the agenda of a regular meeting or, unless otherwise prohibited by Board policy, to the agenda of a special meeting.

Any Board member who wishes to add an item to the agenda may offer a motion to that effect. Such a motion shall require a second to proceed to a vote. All ~~Any~~ such additions to the agenda by a Board member must be approved by a majority vote of the members present and voting.

In order to facilitate its business or to accommodate groups in attendance, the Board of Directors may adjust the agenda by changing the order of business. Such adjustments shall require the consent of the Board by majority vote.

Legal Reference: 20-A MRSA § 1477 (RSU)

Cross Reference: BE—Board of Directors Meetings
BEDB-R—Agenda Format
BEDH - Public Participation at Board Meetings
KE - Public Concerns and Complaints

Adopted: November 18, 2009

Reviewed: March 23, 2011

Reviewed: January 22, 2014

Revised: _____

BOARD OF DIRECTORS RELATIONS WITH THE MEDIA

The Board of Directors believes that it has a responsibility to keep the public informed about the operations, programs, progress, and problems of the public schools. Consequently, Board of Directors meetings are open to the news media and public. In the event that representatives of the news media are unable to attend a meeting, upon request, the Superintendent shall provide a summary of important Board actions.

Public documents, as defined by state statute, will be made available as provided by statute and the school unit's procedures. Requests should be made to the Office of the Superintendent.

When individual Board members receive requests from news media representatives for information or comment as a representative of the Board, they shall refer such inquiries to the Board Chair who shall be public spokesperson for the Board. ~~Members retain the right to speak as a private citizen on any matters.~~

Legal Reference: 1 MRSA § 402

Cross Reference: KI - Visitors to the Schools

Adopted: November 18, 2009
Revised: April 27, 2011
Reviewed: February 26, 2014

**CERTIFICATION OF COMPLETION OF
FREEDOM OF ACCESS TRAINING REQUIRED BY 1 M.R.S.A. § 412**

I, _____, hereby certify that I have met the
(Name of elected official)

training requirements set forth in M.R.S.A. § 412 on _____ by
(Date of training)
completing the following training.

☐ A thorough review of all of the information made available on the Frequently Asked Questions portion of the State Freedom of Access website,
www.maine.gov/foaa/faq

☐ Another training course that includes this information, identified as follows:

(Title of course)

(Name of course provider)

Dated this _____ day of _____, 20xx.

(Signature)

(Printed name)

(Elected office)

NOTE: Training must be completed within 120 days after an elected official takes the oath of office ~~or, for elected officials serving in office on July 1, 2008, by November 1, 2008.~~

Adopted: November 18, 2009

Reviewed: May 25, 2011

Reviewed: March 26, 2014

Moved to Administrative Procedure: _____

RSU NO. 5 BULLYING REPORT FORM

Date the alleged bullying incident(s) is reported: _____

Name of complainant/reporter (by law, reports may be anonymous): _____

Status of reporter: Student Parent School employee/coach/advisor Other _____

Contact information for reporter (if reporter is student, contact information for parent/guardian):

Phone: _____ **Cell phone:** _____ **Email:** _____

Address: _____

Name of alleged target(s): _____

Name of alleged bully(ies): _____

Relationship between alleged target/bully(ies): _____

Time(s) and location(s) of alleged incident(s): _____

Names of witnesses: _____

Description of incident(s) (attached additional pages if more space is needed):

I agree that the information on this form is accurate and true to the best of my knowledge and belief.

Signature of complainant/reporter **Date:** _____

Received by: _____ **Date:** _____

Position/title: _____

Copy to building principal: Date: _____ **Copy to Superintendent: Date:** _____

Adopted: March 27, 2013

Moved to Administrative Procedure: _____

RSU No. 5 School Department

RSU NO. 5 BULLYING INVESTIGATION FORM

Date: _____

1. Name of person investigating alleged incident(s): _____
 Position/title of investigator: _____
 Name of complainant/person reporting bullying: _____
 Name(s) of alleged target(s): _____
 Complainant/reporter is (circle one): Student Parent School employee
 Coach/advisor Volunteer Other _____
 Name(s) of alleged bully(ies): _____
 Name(s) of potential witnesses: _____

2. Relationship between alleged target(s)/bully(ies): _____

3. Did the alleged incident(s) occur (check one or more):
 _____ on school property (including a school bus)
 _____ at a school sponsored activity
 _____ through use of technology
 _____ elsewhere

Time and location(s) of incident(s): _____

4. Is this a first time occurrence or has the same or similar occurred previously?

5. Interview of complainant/reporter's, description of alleged incident(s):

6. Interview of alleged bully(ies): _____

7. Name(s) of potential witnesses, if any: _____

8. Witnesses interviewed and summary of witness information provided:

9. Further evidence of bullying (videos, photos, email, letters, etc.):

10. Is the alleged bullying substantiated, i.e., does the alleged conduct meet the definition of bullying as articulated in Board policy? Yes No

11. Nature of harm incurred:

- ____ Physical harm to student or damage to student's property
____ Student's reasonable fear of physical harm or damage to property
____ Infringement of student's rights at school

12. Conduct resulting in harm (in item 11 above) is on the basis of:

- ____ National origin/ancestry/ethnicity
____ Religion
____ Physical, mental, emotional or learning disability
____ Sexual orientation
____ Gender/gender identity/expression
____ Age
____ Socioeconomic status
____ Family status
____ Physical appearance
____ Weight
____ Other distinguishing personal characteristics

12. Summary of investigation/Explanation of findings:

~~13. Recommended disposition and/or recommended disciplinary action (including
alternative discipline, support for targeted student, other intervention/referral)~~

~~14. Recommendation of report to law enforcement? Yes No~~

~~_____ Potential criminal violation~~

~~_____ Potential civil rights violation~~

Signature of investigator: _____

If investigator is not building principal, copy to principal on [_____]

_____ Date

Copy to Superintendent on [_____]

_____ Date

Adopted: March 27, 2013

BULLYING INVESTIGATION AND RESPONSE FORM

Date the alleged incident of bullying was reported: _____

Name of person investigating alleged incident(s): _____

Position/title of investigator: _____

Name of person reporting bullying incident(s): _____

Person reporting is (circle one) Student Parent School employee
Coach/advisor Volunteer Other _____

Name(s) of alleged target: _____

Name(s) of alleged bully (bullies): _____

Name(s) of potential witnesses: _____

Where did the alleged incident(s) occur (check one or more):

- ☐ on school property
☐ on school bus
☐ at a school sponsored activity
☐ through use of technology ☐ at school ☐ off-campus
☐ elsewhere (be specific)

Time and location(s) of incident(s): _____

Does targeted student have an IEP? ☐ Yes ☐ No (If yes, refer to plan.)

Does targeted student have a 504 plan? ☐ Yes ☐ No (If yes, refer to plan.)

Is the targeted student in the referral process for either? ☐ Yes ☐ No
(If yes, specify) _____

If the targeted student receives special services, when were Special Services Director and/or 504 Coordinator notified of the incident:

Person notified: _____ Date: _____

Does alleged bully have an IEP? ☐ Yes ☐ No (If yes, refer to plan.)

Does alleged bully have a 504 plan? ☐ Yes ☐ No (If yes, refer to plan.)

Is the alleged bully in the referral process for either? ____ Yes ____ No
(If yes, specify) _____

If the alleged bully receives special services, when were Special Services Director and/or 504 Coordinator notified of the incident:

Person notified: _____ Date: _____

Do school unit's records show prior reports of alleged or substantiated incidents of bullying involving the alleged target or alleged bully? If so, describe incident and outcome(s):

Meeting/interview of student who believes he/she has been bullied, description of alleged incident(s) (dates and details):

Communications with parents(s) of student who believes he/she has been bullied date(s) and details):

Meeting/interview of alleged bully (bullies) (dates and details):

Communications with parent(s) of alleged bully (bullies) (dates and details):

Meeting/interview of persons identified as witnesses (dates and summary of information provided):

Further evidence of bullying examined (videos, photos, email, letters, etc.):

Measures taken pending conclusion of the investigation to ensure the safety of the student who believes he/she has been bullied: _____

Safety measures communicated to parents) of student who believes he/she has been bullied (date and details): _____

Is the alleged bullying substantiated, i.e., does the alleged conduct meet the definition of bullying as articulated in Board policy? ____ Yes ____ No

Nature of harm incurred:

- ____ Physical harm to student or damage to student's property
- ____ Student's reasonable fear of physical harm or damage to property
- ____ Hostile educational environment
- ____ Infringement of student's rights at school

Conduct resulting in harm (in item above) is on the basis of:

- ____ National origin/ancestry/ethnicity
- ____ Religion
- ____ Physical, mental, emotional or learning disability
- ____ Sex
- ____ Sexual orientation
- ____ Gender/gender identity/expression
- ____ Age
- ____ Socioeconomic status
- ____ Family status
- ____ Physical appearance
- ____ Weight
- ____ Other distinguishing personal characteristics
- ____ Other (explain) _____

Summary of investigation/Explanation of findings:

Recommended disposition:

Disciplinary action - alternative discipline: _____
Disciplinary action – suspension (in-school, out-of-school) _____
Expulsion (recommended for expulsion) _____

Recommendations for support services:

Counseling/referral to services (targeted student) _____
Counseling/referral to services (bully) _____

Recommendation to report to law enforcement? ____ Yes ____ No
____ Potential criminal violation ____ Potential civil rights violation

Recommendations in other substantiated bullying situations:

If bully is school employee or administrator, recommendation for action to be taken by Superintendent (any action must be consistent with collective bargaining agreement or individual contract): _____

If bullying is by another adult person associated with the school (e.g., volunteer, visitor, or contractor): _____

If bullying involves a school-affiliated organization: _____

Signature of investigator: _____
If investigator is not building principal, copy to principal on [date] _____

Copy to Superintendent on [date] _____

ACTIONS TAKEN BY PRINCIPAL

The student received/will receive the following discipline actions (consequences):

- ☐ Alternative Discipline
- ☐ Detention
- ☐ Weekend Detention
- ☐ In-school suspension
- ☐ Out-of-school suspension
- ☐ Expulsion/Recommended for expulsion

Alternative discipline imposed for this student (if applicable):

- ☐ Meeting with the student and the student's parent(s) or guardian(s)
- ☐ Reflective activities, such as requiring the student to write an essay about the student's misbehavior
- ☐ Mediation, but only when there is mutual conflict between peers, rather than one-way negative behavior, and both parties voluntarily choose this option
- ☐ Counseling
- ☐ Anger management
- ☐ Health counseling or intervention
- ☐ Mental health counseling
- ☐ Participation in skills building and resolution activities, such as social/emotional/ cognitive skills building, resolution circles and restorative conferencing
- ☐ Community service

Referral to law enforcement? ☐ Yes ☐ No

Written notice has been provided to parent(s)/guardian(s) of the student who has been found to have engaged in bullying, including the process for appeal.

Notification sent by principal: [Date] _____

Copy to Superintendent: [Date] _____

APPEAL OF PRINCIPAL'S DECISION

Date appeal submitted: _____

All appeals to the Superintendent must be submitted, in writing, to the Central Office within 14 calendar days of the building principal's decision. The Superintendent's decision shall be final.

Superintendent's decision: _____

Date parent(s)/guardian(s) notified of Superintendent's decision: _____

ACTIONS TAKEN BY THE SUPERINTENDENT

____ Recommendation to Board for student expulsion

____ Action on student/parent appeal of principal's decision

____ Action taken against employee: (If confidential employment action, in personnel file)

____ Recommendation to Board for suspension/revocation of sanctioning/approval of school-affiliated organization

____ Other: _____

Adopted: March 27, 2013

Moved to Administrative Procedure: _____

**DOCUMENTATION OF DISCIPLINARY AND
REMEDIAL ACTIONS TAKEN**

~~_____ Notification of law enforcement authorities, if warranted (if any question, principal should consult with Superintendent first)~~

~~_____ Date: _____ Reported to: _____~~

~~_____ In school suspension~~

~~_____ Out of school suspension~~

~~_____ Recommendation for expulsion~~

~~_____ Alternative discipline/restorative justice (describe): _____~~

~~_____~~
~~_____~~
~~_____~~

~~_____ Other intervention: _____~~

~~_____ Support for targeted student: _____~~

~~_____ Counseling/referral to services (targeted student), if suitable~~

~~_____ Counseling/referral to services (bully), if suitable~~

~~_____ If bully is school employee or administrator, recommendation for action to be taken by Superintendent (any action must be consistent with collective bargaining agreement or individual contract).~~

~~_____ If bullying by other person (e.g., volunteer, visitor, contractor), action taken: _____~~

~~_____~~
~~_____ If bullying by school-affiliated organization, action taken: _____~~
~~_____~~

~~WRITTEN NOTIFICATION TO PARENTS/GUARDIANS OF TARGETED STUDENT,
INCLUDING MEASURES BEING TAKEN TO ENSURE STUDENT'S SAFETY:~~

~~Date: _____ By: _____ (Attach copy of notification here)~~

~~WRITTEN NOTIFICATION TO PARENTS/GUARDIANS OF STUDENT FOUND TO HAVE
ENGAGED IN BULLYING BEHAVIOR, INCLUDING PROCESS FOR APPEAL:~~

~~Date: _____ By: _____ (Attach copy of notification here)~~

~~Signature of building principal: _____ Date: _____~~

~~Copy sent to Superintendent on [_____] _____
Date~~

~~DOCUMENTATION OF APPEALS OF PRINCIPAL'S DECISION~~

~~Date appeal submitted: _____~~

~~All appeals to the Superintendent must be submitted, in writing, within 14 calendar days of
the building principal's decision, to the Central Office.~~

~~ACTIONS TAKEN BY SUPERINTENDENT~~

~~____ Recommendation to Board for student expulsion~~

~~____ Action taken against employee: (If confidential employment action, in personnel file)~~

~~____ Recommendation to Board for suspension/revocation of sanctioning/approval of school-
affiliated organization~~

~~____ Action on appeal of principal's decision: _____~~

~~____ Other: _____

_____~~

~~Adopted: March 27, 2013~~

BULLYING: SUMMARY OF DISCIPLINARY AND REMEDIAL ACTIONS

This page is for use when a **substantiated** incident of bullying is entered into the Report of Substantiated Incident of Bullying in the Maine Department of Education's NEO data reporting system. It is aligned with the NEO data categories.

This documentation is in reference to the alleged incident of bullying reported on:

[Date of incident] _____

Name of student who was found to have bullied _____

Delineate the specific nature(s) of the incident:

- _____ Cyberbullying
- _____ Electronic expression
- _____ Physical act or gesture
- _____ Retaliation
- _____ Verbal/Oral
- _____ Written

Alternative discipline imposed for this student (actions taken):

- _____ Meeting with the student and the student's parent(s) or guardian(s)
- _____ Reflective activities, such as requiring the student to write an essay about the student's misbehavior
- _____ Mediation, but only when there is mutual conflict between peers, rather than one-way negative behavior, and both parties voluntarily choose this option
- _____ Counseling
- _____ Anger management
- _____ Health counseling or intervention
- _____ Mental health counseling
- _____ Participation in skills building and resolution activities, such as social/emotional/ cognitive skills building, resolution circles and restorative conferencing
- _____ Community service

The student received/will receive the following discipline actions (consequences):

- _____ Alternative Discipline
- _____ Detention
- _____ In-school suspension
- _____ Out-of-school suspension
- _____ Expulsion/Recommended for expulsion

The following serves as a record that a report of substantiated bullying has been submitted to the Maine Department of Education.

Signature and position of person completing this form

Date: _____

Data reported to Maine DOE (NEO) on: _____ by _____
Signature, Position of Reporter

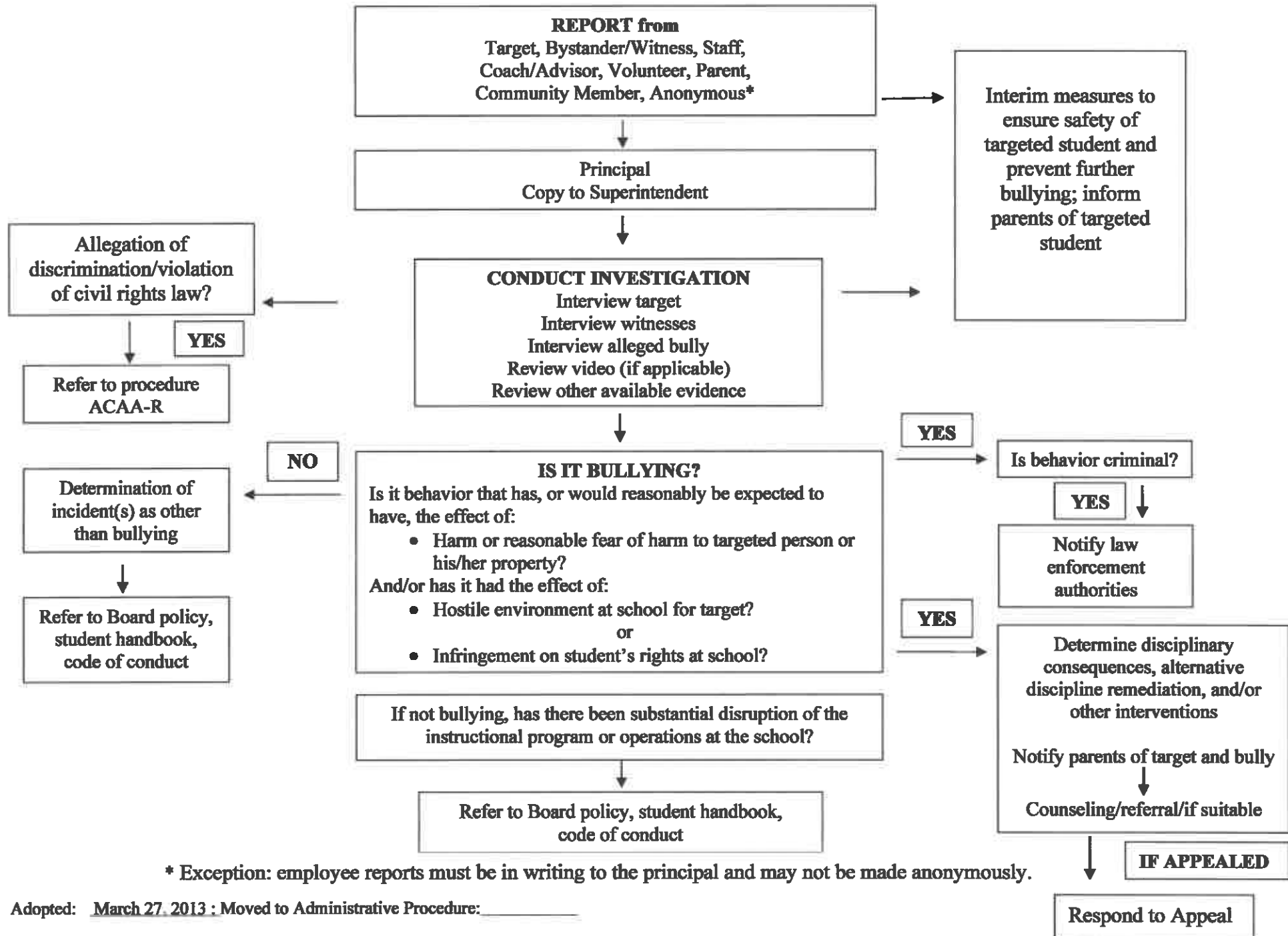
Copy to building principal on [Date] _____

Copy to Superintendent on [Date] _____

Adopted: March 27, 2013

Moved to Administrative Procedure: _____

BULLYING REPORTING, INVESTIGATION AND INTERVENTION/RESOLUTION PROCESS



Extended School Closure: RSU 5 Distance Learning Plan

As we move into a time of extended school closure, the District Leadership Team is working to develop a distance learning plan that works for all students.

The goals of this plan are:

1. To reduce the spread of infectious disease through social distancing and facilities cleaning
2. To provide for continuity of instruction for all students
3. To ensure continued health and well-being of all students, including food security

We recognize that distance learning does not replace the classroom experiences in which students engage each day, and the challenges to meet the needs of all students will be many. Still – we are of the firm belief that it is vital to keep students connected to schools, to continue their learning, and to engage them with one another and with the adults in our schools as best we can on a daily basis. To that end, the following plan has been developed as a starting point, with an understanding that flexibility and problem- solving will be needed as the situation unfolds.

Student Learning

While schools are closed for an extended period of time, our goal will be to provide ongoing instruction in such a manner as to allow for a normal end date to the school year through distance learning days. These days would look different at different grade levels:

1. Grades K-5

- Teachers will use an online learning platform to post assignments for students.
- Teachers will be expected to respond to all parent communication within one day with an aim to respond the same calendar day and to provide virtual contact within 24 hours of request. Students will access lessons through family devices. For those who do not have a family device, a school device will be provided.
- Lessons will be provided for each day of school closure designated by the Superintendent of Schools as a distance learning day.
- Attendance will be taken through a Google form. Staff will monitor attendance and respond accordingly.
- Learning will be assessed periodically.

2. Grades 6-12

- Teachers will use online learning platforms, most likely Google hangouts/classroom, with video capability to post lessons and interact with students.

- Teachers will hold office hours designated by the administration.
- Attendance will be taken through a Google form from each school. Staff will monitor attendance and respond accordingly.
- Learning will be assessed periodically.

3. Synchronicity

- At all grades, it is likely that the learning opportunities would be asynchronous, although some teachers (specifically at the high school) may organize real-time learning opportunities through Google.

4. Challenges

- Not every student has internet access at home. We are working with families to ensure they have access during this time.
- At the K-4 level, teachers may have to provide the lessons to the parent/guardian's email in addition to using an online platform. We have an email address for at least one adult for every child in the district, so we will utilize that mode of communication as needed.
- At the 6-12 level, teachers will know which of their students do not have internet access at home, and will communicate lessons to those students through parent/guardian email. Adjusting the lesson for those very few who do not have access at home will be part of the "office hours" expectation of teachers.
- Technology devices and platforms may be problematic. Tech integrators, our data support specialist, and our director of technology will hold office hours and will be available to teachers and students for tech support.

5. Instructional Support

- Students with IEPs or 504 plans, and those who receive ELL or GT services, will continue to receive services from teachers and educational technicians. This may involve providing students with learning activities sent home, one-to-one communication (digitally), and when appropriate, direct instruction via digital format (i.e. Google Hangout, Google Meet, etc.). In some cases, students may receive small group instruction at school.
- Students receiving RTI support will continue to receive support from teachers and educational technicians digitally.

6. School Nutrition

- RSU 5's School Nutrition Program will be providing free breakfast and lunch, packaged to take for home consumption, for any child aged 18 and under, starting Wednesday, March 18, 2020 and continuing throughout the district closure.
- Meals can be picked up curbside at any school location from 9:00 am to 11:00 am. If the child is not present for health and safety reasons, a responsible person can pick up the

child's meal. Meals during the closure are free for all children, and you can pick up meals at any of our locations.

- Parents can pick up both breakfast and lunch for multiple days at a time on the following schedule:

Meal Quantities

Monday: 2 breakfasts and 2 lunches per student

Wednesday: 2 breakfasts and 2 lunches per student

Friday: 3 breakfasts and 3 lunches per student

Pickup Locations

- **Durham Community School:** Meals will be served from the double doors into the cafeteria from the playground. Park in the lot adjacent to the service driveway entrance.
- **Pownal Elementary School:** Meals will be served at the rear kitchen door adjacent to the exterior entrance to the gym. Park in the normal parking area near the gym.
- **Freeport High School:** Meals will be served from the rear kitchen door adjacent to the bus circle at the back of the building. Park in the student parking area.
- **Freeport Middle School:** Meals will be served from the rear kitchen door. Drive around the right side of the school and park in the rear parking area.
- **Mast Landing School:** Meals will be served from the rear kitchen door. Drive past the school into the rear lot and park.
- **Morse Street School:** Meals will be served from the rear kitchen door, which is the last door on the building before the playground.

7. Professional Development

- The first two days of the school closure will be used for professional development for all instructional staff to ensure that virtual learning will begin on Wednesday, March 18.
- Tech integrators will be available to assist with PD as needed prior to and throughout any school closure.

8. Employee Expectations

- All administrators will be available during their regularly scheduled work hours. Sometimes this will be on site while for others it will be remotely to allow for the greatest amount of social distancing.
- Central Office Staff will have essential staff working at the office, while other staff will work remotely. Central Office hours will be 7:30 a.m. – 4:00 p.m. at which time staff may be accessed remotely, or when needed in person with an appointment.
- **Laugh & Learn Teachers**
 - From March 16-27 all Laugh & Learn teachers will be paid for the hours they were scheduled to work, but will not report to the classroom.

- Beginning on March 30, we will seek alternative work for which Laugh and Learn employees would be paid.
- **Adult Education Teachers**
 - The teachers will offer remote learning opportunities for HiSET and ESOL students.
 - ESOL students are believed to have devices and home internet to be able to work off site.
 - HiSET students will be offered loaner laptops to those who do not have devices.
 - Distance learning tools will be offered through Google classroom.
- **Members of the Coastal Education Association Teachers' Collective Bargaining Agreement**
 - All members will schedule each work day so that it will, as much as possible, match the regular school day in length, and will check and respond to email at least twice each day (suggested once before noon and once after 2:00 p.m.).
 - Teachers will provide time each day for virtual office hours, instruction, assessments, feedback directly to students (or through parent/guardian, as needed), parent/guardian communication, team meetings, and professional development. Teachers who are specialists (Lead teachers, RTI, Tech integrators, etc.) will interact with students and colleagues electronically, holding office hours as set by the administration.
 - Special education staff will provide support for students and may be expected to meet with students in-person, depending on the student's IEP.
 - Librarians will hold virtual office hours and provide support for students/staff and will complete projects beneficial to the school as defined by the building principal.
 - Counselors/Social Workers – Will hold virtual office hours and communicate directly with students/parents/ staff. May hold in-person office hours. Will complete projects beneficial to the school as defined by the building principal.
 - Nurses will hold virtual office hours and communicate directly with students/parents/ staff. May hold in-person office hours after the first two weeks of closure to provide screening services for students/staff who meet at school. Will complete projects beneficial to the school as defined by the building principal.
 - School Psychologists will hold virtual office hours, communicating with staff, students, and parents/guardians as necessary, complete reports and projects of value to the school as determined by the Director of Instructional Support.
- **Member of the Coastal Education Association Educational Support Professionals Collective Bargaining Agreement**
 - **Educational Technicians**
 - Will perform duties defined by immediate supervisors in support of students. This may include virtual instruction, delivery/pick-up of materials, transportation support, school nutrition support, in-person support for students with IEP/504/ELL/RTI plans, and participation in professional development activities.
 - **Drivers**
 - If driver work is available (driving, cleaning buses, etc) then drivers are expected to work and will be paid their regular wage and hours.

- If driver work is not available, then other paid work will be offered. Other paid work may include but is not limited to cleaning schools.
- Drivers, who are normally full time drivers, may choose to perform other paid work outside of the driver job description and be paid at their driver wage.
- Drivers may choose to not work and be paid from earned sick time OR drivers may choose to not work and not be paid.
- **Custodians**
 - Custodians will remain working and compensated. Will provide deep cleaning as determined by the Director of Operations and the Superintendent.
- **School-based office staff**
 - Staff will remain working and compensated, with schools to remain open as determined by the Superintendent.
 - **School nutrition staff**
 - If nutrition work is available (food prep/serving/delivery) then nutrition workers are expected to work and will be paid their regular wage and hours.
 - If nutrition work is not available, then other paid work will be offered.
 - Nutrition workers may choose to perform other paid work and be paid at their regular wage.
 - Nutrition workers may choose to not work in other capacities and be paid from earned sick time or may choose to not work and not be paid.

9. Cleaning

- Each facility (and all buses) will be thoroughly cleaned and disinfected during this closure. School offices will be closed on Friday, March 20 to allow for thorough cleaning of the office spaces. School administrators will work from other spaces, or remotely, on that date.