

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– DECEMBER 14, 2022
FREEPORT HIGH SCHOOL - LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

1. Call to Order:

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

2. Attendance:

____ Colin Cheney
____ Candace deCsipkes
____ Jennifer Galletta
____ Susana Hancock
____ Kara Kaikini
____ Elisabeth Munsen

____ Jill Piker
____ Maura Pillsbury
____ Michelle Ritcheson
____ Kelly Sink
____ Madelyn Vertenten
____ Piper Williams – Student Representative
____ Teagan Davenport – Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

A. Consideration and approval of the Minutes of November 30, 2022 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: (10 Minutes)

A. Items for Information

1. Resignations: JoAnn Bourgoïn, MSS Ed Tech
Janet Daigle, Facilities and Transportation Administrative Assistant

9. Administrator Reports:

- A. Finance - Peggy Brown (5 Minutes)
- B. Technology Goal Review - Gayle Wolotsky (20 Minutes)
- C. Instructional Support Goal Review - June Sellers (20 Minutes)
- D. MIYHS Report - Jen Gulko, Ray Grogan, Will Pidden (30 Minutes)

10. Board Comments and Committee Reports:

- A. Board Information Exchange and Agenda Requests (10 Minutes)
- B. Policy Committee (5 Minutes)

11. Policy Review: (20 Minutes)

A. Consideration and approval of 1st Read of the following policies:

**IHBEA - Program for English Language Learners
IHBEA-R - LAU Plan**

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and approval of 2nd Read of the following policies:

**GBN - Family and Medical Leave
ACAB - Harassment and Sexual Harassment of School Employees
ACAB-R-Employee Discrimination/Harassment and Title IX Sexual Harassment
Complaint Procedures**

Motion: _____ 2nd: _____ Vote: _____

**C. Consideration and approval to reconsider and revise Policy JLCD - Administration of
Medication to Students.**

Motion: _____ 2nd: _____ Vote: _____

12. Unfinished Business:

NA

13. New Business:

A. School Finance/Cost Sharing 101 (60 Minutes)

14. Personnel:

NA

15. Public Comments: (10 Minutes)

16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, November 30, 2022 – 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 14, 2022 meeting).

1. CALLED TO ORDER:

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

- 2. MEMBERS PRESENT:** Colin Cheney, Candace deCsipkes, Jennifer Galletta, Kara Kaikini, Elisabeth Munsen, Jill Piker, Michelle Ritcheson, Kelly Sink (arrived at 6:37 p.m.), Madelyn Vertenten, and Piper Williams, Student Representative
MEMBERS ABSENT: Susana Hancock, Maura Pillsbury

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the minutes of November 9, 2022 (Cheney – Munsen) (8 – 0) The Student Representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:

Addition of Item #14.A. Personnel
Table Item #13.A. New Business

6. GOOD NEWS AND RECOGNITION:

- A. Report from Board's Student Representative – Piper Williams
- B. Good News from Durham Community School - Will Pidden

7. PUBLIC COMMENT:

Heather Roy, Durham

8. REPORTS FROM SUPERINTENDENT:

- A. Items for Information
 - 1. District Happenings
 - 2. Resignations: Julie McCabe - DCS Social Studies Teacher

9. ADMINISTRATOR REPORTS:

- A. Finance - Peggy Brown
- B. Nutrition Goal Review - Erin Dow
- C. Athletics 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
 - Jen Galletta would like to see ALICE training updates.

- Colin Cheney inquired about the context for sharing wellness; reported on a session from the MSMA given by NAMI about suicide prevention and the higher incidences of bullying toward students that are of color, or LGBTQ+.
- Maddy Vertenten encouraged all new members to attend the MSMA conference next fall; commented on a NAMI session she attended and the importance of sharing your pronouns.
- Elisabeth Munsen echoed Maddy's comments about attending the MSMA fall conference.

B. Finance Committee

C. Policy Committee

11. POLICY REVIEW:

A. **VOTED:** To approve 1st Read of the following policies:

(Munsen – Vertenten) (9 – 0) The Student Representative voted with the majority.

GBN - Family and Medical Leave

ACAB - Harassment and Sexual Harassment of School Employees

ACAB-R-Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedure

B. **VOTED:** To approve 2nd Read of the following policies:

(Cheney – Munsen) (8 – 1 Sink) The Student Representative voted with the majority.

JLCD - Administration of Medication to Students

GCFB - Recruiting and Hiring of Administrative Staff

12. UNFINISHED BUSINESS:

NA

13. NEW BUSINESS:

A. School Finance/Cost Sharing 101 - **This Item was Tabled**

14. PERSONNEL:

VOTED: To employ Sean Kirk as Director of Facilities and Transportation.

(Vertenten – Kaikini) (9 – 0) The Student Representative voted with the majority.

15. PUBLIC COMMENT:

None

16. ADJOURNMENT:

VOTED: To adjourn at 9:16 p.m. (Piker – deCsipkes) (9 – 0) The Student Representative voted with the majority.


Jean M. Skorapa, Superintendent of Schools

Item #9.A.

RSU No. 5

Warrant Articles For the Period 11/01/2022 through 11/30/2022

Fiscal Year: 2022-2023

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
INCOME							
GENERAL FUND REVENUES							
REQUIRED LOCAL FUNDS (-)	\$18,334,330.00	\$1,367,874.18	\$7,648,761.58	\$10,685,568.42	\$0.00	\$10,685,568.42	58.3%
ADDITIONAL LOCAL FUNDS (-)	\$10,982,547.64	\$790,784.54	\$4,507,881.21	\$6,474,666.43	\$0.00	\$6,474,666.43	59.0%
ADDLN SHARED REVENUE (-)	\$131,830.36	\$10,424.50	\$52,122.52	\$79,707.84	\$0.00	\$79,707.84	60.5%
INTEREST REVENUE (-)	\$25,000.00	\$0.00	\$54,544.03	(\$29,544.03)	\$0.00	(\$29,544.03)	-118.2%
STATE REVENUES (-)	\$6,460,443.00	\$445,466.96	\$2,248,270.60	\$4,212,172.40	\$0.00	\$4,212,172.40	65.2%
MISC REVENUES (-)	\$0.00	\$30.00	\$30.00	(\$30.00)	\$0.00	(\$30.00)	0.0%
FUND BALANCE (-)	\$1,177,000.00	\$0.00	\$0.00	\$1,177,000.00	\$0.00	\$1,177,000.00	100.0%
Sub-total : GENERAL FUND REVENUES	(\$37,111,151.00)	(\$2,614,580.18)	(\$14,511,609.94)	(\$22,599,541.06)	\$0.00	(\$22,599,541.06)	60.9%
Total : INCOME	(\$37,111,151.00)	(\$2,614,580.18)	(\$14,511,609.94)	(\$22,599,541.06)	\$0.00	(\$22,599,541.06)	60.9%
EXPENSES							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$16,401,257.00	\$1,181,031.18	\$4,315,738.26	\$12,085,518.74	\$8,838,134.37	\$3,247,384.37	19.8%
ARTICLE 2 SPECIAL EDUCATION (+)	\$4,972,716.00	\$374,950.82	\$1,271,405.87	\$3,701,310.13	\$2,611,879.64	\$1,089,430.49	21.9%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$184,596.00	\$15,383.00	\$92,298.00	\$92,298.00	\$0.00	\$92,298.00	50.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$919,069.00	\$91,798.78	\$272,030.94	\$647,038.06	\$330,448.97	\$316,589.09	34.4%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$3,594,805.00	\$220,888.82	\$1,214,872.74	\$2,379,932.26	\$1,749,199.88	\$630,732.38	17.5%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,082,988.00	\$57,649.57	\$433,068.05	\$649,919.95	\$333,388.86	\$316,531.09	29.2%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$1,942,616.00	\$145,691.99	\$755,581.27	\$1,187,034.73	\$913,926.72	\$273,108.01	14.1%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$1,438,023.00	\$111,753.29	\$455,424.13	\$982,598.87	\$552,354.66	\$430,244.21	29.9%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,100,233.00	\$246,037.72	\$2,424,020.11	\$2,676,212.89	\$993,017.81	\$1,683,195.08	33.0%
ARTICLE 10 - DEBT SERVICE & OTHER COMMITMENTS (+)	\$1,181,603.00	\$0.00	\$108,835.00	\$1,072,768.00	\$0.00	\$1,072,768.00	90.8%
ARTICLE 11 - ALL OTHER EXPENDITURES (+)	\$293,245.00	\$0.00	\$0.00	\$293,245.00	\$0.00	\$293,245.00	100.0%

Operating Statement with Encumbrance

RSU No. 5

Warrant Articles For the Period 11/01/2022 through 11/30/2022

Fiscal Year: 2022-2023

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
Sub-total : GENERAL FUND EXPENSES	\$37,111,151.00	\$2,445,185.17	\$11,343,274.37	\$25,767,876.63	\$16,322,350.91	\$9,445,525.72	25.5%
Total : EXPENSES	\$37,111,151.00	\$2,445,185.17	\$11,343,274.37	\$25,767,876.63	\$16,322,350.91	\$9,445,525.72	25.5%

End of Report

RSU 5 Technology Department Goals 2021-22 *(review/update)*

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

Technology Goal #1 (2021-22)	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<p><u>Department Goal:</u> 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.) 	<p>June 2022 <i>(completed)</i></p>	<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.

Technology Goal #2 (2021-22)	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 (continue in '22-'23)</p> <p>June 2022 (majority complete, production and shipping delays on some items)</p> <p>June 2022 (shift in team's focus, continue in '22-'23)</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

RSU 5 Technology Department Goals 2022-23

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

Technology Goal #1 (2022-23)	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<p><u>Department Goal:</u> Strengthen and align systems to meet the needs of all learners in RSU 5.</p> <p><i>(Ref: Strategic Goal 1, Objective 1.1: Action Strategies)</i></p>	<p>Deepen understanding of practices within the technology department that support safety and accessibility for all members of the RSU 5 community.</p> <ul style="list-style-type: none"> ● Support the technology-related needs of the multi-disciplinary Student Threat Assessment Team (STAT) ● Establish practice of securing signed vendor agreements to protect student data and privacy ● Utilize our new website platform(Finalsite) to ensure our school and district websites are compliant with ADA(Americans with Disabilities Act) in terms of digital accessibility 	<p>December, 2022, Ongoing</p> <p>December 2022</p> <p>Ongoing as RSU 5 partners with new vendors</p> <p>January 2023</p> <p>June 2023</p>	<ul style="list-style-type: none"> ● Ensure STAT team members' access to training, facilitate software implementation and PowerSchool integration ● Join Student Data Privacy Consortium and complete onboarding ● Take inventory of digital resources used in RSU 5, pursue signed Student Data Privacy agreements with all vendors that provide these digital resources ● Complete Digital Accessibility training through Finalsite ● Implement recommendations from training (utilize Accessibility Checker, configure website settings to ensure new content is compliant, etc.)

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.

Technology Goal #2 (2022-23)	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<p><u>Department Goal:</u> 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 	Ongoing	<ul style="list-style-type: none"> ● Multiple team members will be proficient in systems to provide support for each other
	<ul style="list-style-type: none"> ● Network and security improvements - continued from last year 	<p>March 2023</p> <p>Ongoing</p> <p>January 2023</p>	<ul style="list-style-type: none"> ● Project completion of replacing network equipment across all buildings (access points, switches, routers, etc.) ● Continue ongoing cyber risk assessment(KYND Premium) to prevent data breach and protect against ransomware ● Attend METDA Security Workshop

	<ul style="list-style-type: none"> • Form a district tech team with focus on Computer Science Integration 	<p>November 2022</p> <p>December 2022</p> <p>Throughout 2023</p> <p>Throughout 2023</p>	<ul style="list-style-type: none"> • Secure Computer Science Mobile Lab Grant from Dept. of Ed. • Nominate CSI Educators at each school to form team (<i>with input from principals</i>) • Team participates in ongoing “train the trainer” style PD with DOE to encourage CS access for all students K-12 in RSU5 • Team members provide PD to staff with the goal of computer science integration opportunities across all grade levels in RSU 5
--	---	---	--

2021-2022 Reflection**School/Department: Instructional Support****District Goal:**

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)

Goal	Strategies & Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>1. Consistent use of language to support students based on social-emotional learning</p> <p>2. Implement positive behavior support plans (PBSP) consistently</p>	<p>1. Use PATHS curriculum in grades K-5 to provide instruction in replacement behaviors to students</p> <p>2. Support students to function and learn independently</p>	Director of Instructional Support, Instructional Strategists, and Staff	Fall 2021-Spring 2022	<p>1a. Consistent use of PATHS curriculum in grades K-5.</p> <ul style="list-style-type: none"> PATHS curriculum was purchased based on the assessed need to 1) provide specially designed instruction to students with disabilities in grades K-5, 2) ensure a consistent, systematic development approach for enhancing social and emotional competence in learners with consistent use of language (terminology) to support emotional learning The goal for 2022 was to use the PATHS curriculum consistently in grades K-5. Evaluation of implementation revealed that the PATHS curriculum is in use at DCS & PES. One (1) kit was purchased for MSS. PATHS is not in use at MLS <p>1b. Assess effectiveness of SEL instruction at middle school level and make changes if needed.</p> <ul style="list-style-type: none"> DCS and FMS using Everyday

				<p>Speech</p> <ul style="list-style-type: none"> ● DCS using Middle School Smarts and Mind Up <p>1c. Continue 2nd year of providing courses in SEL instruction at FHS.</p> <ul style="list-style-type: none"> ● Course still being taught at FHS to students in the Choices program. <p>2. Consistent use of positive behavior support plans (PBSP):</p> <ul style="list-style-type: none"> ● Positive Behavior Support Plan (PBSP) template created ● BCBA consultants provide professional learning and support to school teams to assist with FBAs and complex PBSPs and build capacity among the school team
--	--	--	--	--

2021-2022 Reflection

School/Department: Instructional Support

District Goal:

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

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

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>1. Collect academic and functional data consistently</p> <p>2. Review data monthly to monitor student progress</p> <p>3. Review data each trimester to determine instructional effectiveness</p> <p>4. Compile data each trimester to monitor student progress and growth</p> <p>5. Evaluate effectiveness of academic and functional instruction</p>	<p>1. Formalize process of data collection and analysis to monitor student progress in reading and math 3X per year</p>	<p>Director of Instructional Support, Instructional Strategists, and Staff</p>		<p>1. Continue to use the data collection template to monitor student progress in reading.</p> <ul style="list-style-type: none"> Use of Spire and OG; Teachers College levels, Gestalt -Ellis Test of Coding Skills, and NWEA data used to progress monitor and measure progress <p>2 & 3. Review data monthly and at each trimester to determine instructional effectiveness</p> <ul style="list-style-type: none"> Instructional Strategists & Dir. of Instructional Support continue to meet with teachers bi-weekly in PLC meetings & every trimester to review data <p>4 & 5. Data is compiled each trimester to monitor student progress and growth</p> <ul style="list-style-type: none"> Special ed. Teachers use DIBELS/Acadience Math and Reading measures Special Ed. teachers use

				<p>specific assessments aligned to curriculum(CBA)</p> <p>2. Provide math template and PD to use the template</p> <ul style="list-style-type: none"> • Template was not rolled out as it was found to be redundant since there was a form already in use “Student Data Review Template” <p>3. Special educators will attend DOE training on how to do math running records</p> <ul style="list-style-type: none"> • Not implemented <p>4. Lisa Demick will provide consultation to special ed staff on math content and progression of skill acquisition</p> <ul style="list-style-type: none"> • In progress & ongoing • 10/7/22 - Developing Mathematical Reasoning in Striving Learners <ul style="list-style-type: none"> ○ Teachers identified hallmarks of the developmental stages of mathematical reasoning. ○ Teachers explored tools and strategies to advance students’ stages of development ○ Numeracy & the progression of mathematical reasoning ○ Tools,activities, and routines to build numeracy ○ Analysis of What Does Math Support Look Like in RSU 5? (Dot graph
--	--	--	--	---

				<p>activity)</p> <ul style="list-style-type: none"> ○ Teachers engaged in grade level unpacking in groups to better understand upcoming units. ○ Review of K-5 EM4 Unit progression & analysis of implications for students with shared time between settings. ○ Review current curriculum materials and student performance to determine next steps <p>5. Determine appropriate interventions/programs to teach math to students with disabilities</p> <ul style="list-style-type: none"> ● 11/10/22 - Addressing the Specialized Language Challenges in Mathematics <ul style="list-style-type: none"> ○ Teachers analyzed curriculum materials and upcoming lessons to identify and troubleshoot challenges for students that struggle with language and mathematics. <p>6. Provide PD on using above resources to identify IEP math goals based on essential mastery expectations</p> <ul style="list-style-type: none"> ● Math Professional Learning sessions addressed: <ul style="list-style-type: none"> ○ Exploring the roadblocks ○ Three levels of vocabulary ○ Contextualizing Mathematical Concepts
--	--	--	--	---

				<ul style="list-style-type: none">○ Expanding supports○ Cracking open number stories○ Sense making before solving-○ Numberless word problems○ Sorting and classifying by type○ Storytelling/ student generated number stories
--	--	--	--	--

2022-2023 Goals

School/Department: Instructional Support

District Goal:

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

Objective 1.1F: Evaluate the effectiveness of improved or new practices/structures and adjust as necessary.

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>1. Review/evaluate all specialized programs (i.e., Functional Life Skills (Autism/InD), Choices, Bridges, etc.)</p> <p>2. Review and evaluate the process for determining the need for Adult Support, and all adult support assignments using a rubric to ensure we are meeting student needs and optimizing district resources</p>	<p>1a. Complete walk-throughs & observations of specialized programs using <i>Essential Elements Checklist</i> to review elements of:</p> <ul style="list-style-type: none"> - Classroom Culture & Environment - Instructional Delivery - Content Area Literacy - Multi-Tiered System of Student Supports (MTSS) <p>1b. Convene workgroup to</p> <ul style="list-style-type: none"> i. review and update all internal Choices Program (behavior) documents (DCS, FMS, FHS) to ensure that philosophy & approach is trauma-informed ii. ensure continuity of programming and consistency of care throughout programs 	<p>Director of Instructional Support, Instructional Strategists, and Staff</p>	<p>1. Fall/Winter 2022/23</p> <p>2. Spring - Summer</p>	<p>1a. Program observation and evaluations completed and needs assessed</p> <ul style="list-style-type: none"> ● Bright spots and strengths identified ● Opportunities identified ● Next Steps determined <ul style="list-style-type: none"> ○ Degrees of support, Professional Learning, etc. <p>1b.</p> <ul style="list-style-type: none"> i. & ii. Updated Choices Program Manual: Purpose, Philosophy, Instructional Model & Support Plan iii. Creation & launch of <i>District Guide for Responding to Classroom Disruptive Behavior</i> <p>2. Creation & launch of <i>District Special Circumstance</i></p>

	<p>iii. develop district-wide expectations for adult interactions with students in response to student behavior that are:</p> <ul style="list-style-type: none"> • trauma-sensitive and trauma-informed • function-sensitive and function-informed • honor student's right to body autonomy • honor the student's right to communicate (vocal, sign, symbols or technology) their refusal or rejection of undesired objects, actions, or events <p>2. Develop process for systematically conducting a <i>Special Circumstance Instructional Assistance (SCIA)</i> assessment for a student with a disability</p>			<p><i>Instructional Assistance (SCIA) Assessment Resource Guide</i></p>
--	--	--	--	---

2022-2023 Goals

School/Department: Instructional Support

District Goal:

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

Objective 1.4: Objective 1.4: Strengthen diversity, equity and inclusion practices.

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>1. Ensure that all special education staff learn and understand:</p> <ul style="list-style-type: none">• the expectation and conceptual model for providing Access, Participation, and Progress in the General Education Curriculum for all Students with Disabilities• the K-12 Curricular and Assessment pathways for Students with Disabilities• the concept of the least restrictive environment.	<p>1. Disseminate and establish the <i>Communication Bill of Rights</i> as a social justice imperative</p> <p>2a. Disseminate Approved Models of Service Delivery to define Inclusive Models of Service Delivery and ensure that Restrictive placements are based on data and evidence</p> <p>2b. Provide professional development and technical assistance for administrators and teachers regarding the continuum of Special Education Service Delivery</p> <p>2c. Review and analyze Least Restrictive Environment (LRE) data</p> <p>2d. Convene workgroup to review and analyze the quality of programming in</p>	<p>Director of Instructional Support, Instructional Strategists, and Staff</p>	<p>Fall 2022 - Spring 2023</p>	<p>1a., 2a & 2b. Observations using the Essential Elements observation tool indicated program improvements in:</p> <ul style="list-style-type: none">• Classroom Culture and Environment• Instructional Delivery• Content Area Literacy• Multi-Tiered System of Student Supports (MTSS) <p>2a. Program observation and evaluations completed and needs assessed:</p> <ul style="list-style-type: none">• Bright spots and strengths identified• Opportunities identified• Next Steps determined• Degrees of support, Professional Learning, etc.

	<p>RSU5 <i>functional life skills</i> (FLS) classrooms using resources created by the National Center and State Collaborative (NCSC)</p> <p>i. Rebrand FLS program as LiFT (Learning, Independent Functioning & Transition) to ensure that this program is identified in a way that is respectful and ensures that students with complex learning, behavioral, cognitive and/or neurodevelopmental profiles, including significant cognitive disabilities, learn the academic, independent functioning, communication, and social emotional skills to graduate from high school ready for post-secondary transition, including college, career, community and full participation in civic life.</p> <p>ii. Develop Program Purpose, Philosophy, Instructional Model & Support Plan to include:</p> <ul style="list-style-type: none"> ● Instructional Model: Standards-Based and Person-Centered Instruction ● Curricular Pathways for Students in the LiFT Program ● Support for Teaching 			<p>2c. LRE data indicates that the majority of students with disabilities are education in inclusive settings</p> <p>2d. Creation & launch of <i>LiFT Program Purpose, Philosophy, Instructional Model & Support Plan</i></p>
--	---	--	--	---

	<p>& Learning in LIFT Classrooms</p> <ul style="list-style-type: none"> ● Multi-Disciplinary Assessment <p>iii. Review disability labels for all students served in FLS classrooms to ensure that placement is the LRE and curricular pathway is appropriate and students have appropriate level of access to general ed. curriculum.</p>			
--	---	--	--	--



National Center and State Collaborative

COLLEGE AND CAREER READINESS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

All students should aim to leave high school ready for college and careers. The NCSC definition of college and career readiness includes community readiness. Increasing numbers of students with significant cognitive disabilities are going to college programs, taking both credit and non-credit courses. See <http://www.thinkcollege.net>. Also, many of these students are getting long-term paid employment and living fulfilled lives in their communities. Every student should have the opportunity to work towards these goals.

Academic instruction designed for college and career readiness has value for every student. The learning process itself results in benefits because it improves critical thinking (e.g. comparing and applying information) and problem solving. The Common Core State Standards (CCSS) represent the academic content being used by most states. These standards are designed for college and career success. The National Center and State Collaborative is developing an alternate assessment (AA-AAS) and curriculum/instructional resources based on the CCSS for students with the most significant cognitive disabilities. The knowledge and skills associated with college and career readiness are closely related to the knowledge and skills that students with significant cognitive disabilities need to be successful in their community. Almost all “functional skills” can be addressed while teaching academics. The most important “functional” skills in the 21st century are:

- communication skills;
- math and English Language Arts (ELA), which includes reading and writing;
- independent and team work skills;
- age appropriate social skills; and
- skills for identifying and requesting supports.

Students with significant cognitive disabilities are likely to continue to need supports to live and work as independently as possible throughout their adult lives after high school.

However, the level of those supports is expected to be lower for students who are prepared for college, career and community. Every step closer to independence enriches the quality of life for these students.

NCSC Parent Materials September 2013. This work was supported by a grant from the US Department of Education, Office of Special Education Programs (H373X100002, Project Officer: Susan.Weigert@ed.gov). The contents do not necessarily represent the policy of the US Department of Education, and no assumption of endorsement by the Federal government should be made.

Math is important for telling time; scheduling; managing money; taking medication; planning and making meals; arranging transportation; shopping; attending college and being employed.

ELA is important for comparing information; making choices; self-advocacy; voting; traveling in the community; understanding books, movies, TV shows and songs; communicating with friends, family, support staff, medical personnel and co-workers; attending college and being employed.

The foundation of the NCSC model for achieving college and career readiness is communicative competence. With the help of early intervention services and other supports from the school system, students with significant cognitive disabilities should have effective communication systems in place by kindergarten. These systems may involve assistive technology and/or forms of communication other than oral speech.

It is important for students to be able to express personal needs. However, they must also be able to share information, ideas, questions, and comments about daily life, the world in which they live and the academic content in their classes. For students who have not yet developed communicative competence, this must be an immediate objective. Communication at some level is possible and identifiable for all students regardless of functional “level.” Communicative competence is the basis for learning and necessary for active community participation. It is essential that school staff work with families and students to develop a meaningful communication system for students to be used daily across settings. Communication needs must be addressed during the Individualized Education Program (IEP) process to ensure routine use of the communication system during instruction and assessment.

Failure to provide an education based on college and career readiness for students with significant cognitive disabilities does more than lower their chances for success after high school. They may also be easier to victimize. As adults they will be less prepared to communicate effectively and seek help if they are suffering abuse and/or neglect. Also, research shows they are more likely to be in segregated settings¹. In these settings, there may not be anyone to speak up on their behalf.

Some people believe that students with significant cognitive disabilities cannot successfully learn academic content. Studies show that this is a misperception. The education system should start with the assumption that every child can learn. This is called “the least dangerous assumption” because exposing students to learning is not harmful, but keeping them from it is.

¹ Wagner, M., Newman, L., Cameto, R., Garza, N., and Levine, P. (2005). After High School: A First Look at the Postschool Experiences of Youth with Disabilities. A Report from the National Longitudinal Transition Study-2 (NLTS2) Menlo Park, CA: SRI International. Available at www.nlts2.org/reports/2005_04/nlts2_report_2005_04_complete.pdf.



Communication Bill of Rights
National Joint Committee for the
Communication Needs of Persons
With Severe Disabilities (NJC)

All students – including students with a disability of any extent or severity – have a basic right to affect, through communication, the conditions of their existence.

In accordance with the National Joint Committee for the Communication Needs of Persons with Severe Disabilities (NJC), beyond this basic right, a number of specific communication rights should be ensured in all daily interactions and interventions involving students who have severe and profound disabilities.

**To participate fully in communication interactions,
each student has these fundamental communication rights:**

- The right to interact socially, maintain social closeness, and build relationships.
- The right to request desired objects, actions, events, and people even when the desired outcome cannot be realized.
- The right to have communication acts acknowledged and responded to even when the desired outcome cannot be realized.
- The right to have clear, meaningful, and culturally and linguistically appropriate communications.
- The right to refuse or reject undesired objects, actions, or events.
- The right to express personal preferences and feelings.
- The right to make choices from meaningful alternatives.
- The right to make comments and share opinions.
- The right to ask for and give information, including information about changes in routine and environment.
- The right to be informed about people and events in one's life.
- The right to access interventions and supports that improve communication.
- The right to have access to functioning augmentative and alternative communication (AAC) and other assistive technology (AT) services and devices at all times.
- The right to access environmental contexts, interactions, and opportunities that promote their participation as full communication partners with other people, including peers.
- The right to be treated with dignity and addressed with respect and courtesy.
- The right to be addressed *directly* and not be spoken for or talked about in the third person while present.

Source:

National Joint Committee for the Communication Needs of Persons With Severe Disabilities (NJC), 2016
Communication Bill of Rights: <http://www.asha.org/uploadedFiles/NJC-Communication-Bill-Rights.pdf>

Brady, N. C., Bruce, S., Goldman, A., Erickson, K., Mineo, B., Ogletree, B. T., Paul, D., Ronski, M., Sevcik, R., Siegel, E., Schoonover, J., Snell, M., Sylvester, L., & Wilkinson, K. (2016). Communication services and supports for individuals with severe disabilities: Guidance for assessment and intervention. *American Journal on Intellectual and Developmental Disabilities*, 121(2), 121-138.

Maine Integrated Youth Health Survey

Bullying / Violence, Suicide / Depression, Tobacco, Alcohol, Marijuana, Prescription Drugs, Nutrition & Physical Activity

- Survey every 2 years
- Closer together due to Covid (fall of 2021, winter of 2023)
- Survey will be given again in January/February of 2023
 - Will likely receive that data in Jan. of 2024

Maine Integrated Youth Health Survey

Bullying / Violence, Suicide / Depression, Tobacco, Alcohol, Marijuana, Prescription Drugs, Nutrition & Physical Activity

- Review of Middle and High School Data
- Highlights of the Survey by Category
- Interventions/responses to the data

7th & 8th Grade Celebrations

- Our students report significantly higher levels of "feeling safe at school," than the State average.
- Our students report significantly higher levels of physical exertion than the State average. ("...physically active for a total of 60 minutes per day in a way that increases your heart rate and made you breathe hard. At least 5 of the last 7 days")
- Our students report great family support from "talking about what you are doing in school" to "providing love and support."

7th and 8th Grade Bullying / Violence

Question: Do you agree or disagree with the following statement? I feel safe at my school.
2021 - 95.4% (strongly agree/agree) State: 87.7%(strongly agree/agree)

Question: Have you ever been bullied on school property?
2021 - 40.5% (yes) State: 41.1 % (yes)

7th and 8th Grade - Tobacco/Vaping Use

Question: In the past 30 days, how many days did you smoke cigarettes?
2021: FMS/DCS data small -(at least one day) State: 1.4%

Question: Have you ever used an electronic vapor product?
2021: 5.4% yes State: 10.2%

Question: In the past 30 days, how many days did you (vape)?
2021: FMS/DCS data too small (at least one day) State: 4.4%

7th and 8th Grade - Suicide and Depression

Question: During past 12 months, % of students who felt so sad or hopeless for 2 weeks or more in a row that you stopped doing some usual activities?

2021: 29.3 % (yes) State: 29.6% (yes)

Question: Have you ever seriously thought about killing yourself?

2021: 23.1% (Yes) State: 20.0% (Yes)

7th and 8th Grade - Alcohol Use

Question: Have you ever had a drink of alcohol, other than a few sips?

2021: 10% Yes State: 12.4 % Yes

Question: During the past 30 days, on how many days did you have at least one drink of alcohol?

2021: FMS/DCS data too small % State: 3.2%

Question: If you wanted to get some alcohol, how easy would it be for you to get some? (percentage of students who answered "Sort of easy or very easy")

2021: 34.2% State: 34.1%

7th and 8th Grade - Marijuana

Question: Have you ever used marijuana?

2021: FMS/DCS data too small - yes State: 6.7%

Question: How wrong do your parents feel it would be for you to use marijuana? (percentage of students who answered "A little bit wrong" or "not wrong at all.")

2021: FMS/DCS Data too small State: 6.8%

Question: How much do you think people risk harming themselves if they use marijuana once or twice a week?

2021: 34.8% no risk or slight risk State: 38.8%

7th and 8th Grade Prescription Drugs

Question: During the past 30 days, how many times did you take a prescription drug without a prescription?

2021: FMS/DCS Data too small - at least once

State: 6.5% at least once

7th and 8th Grade- Covid

Question: Schoolwork was more difficult during the COVID pandemic than before the pandemic started?

2021: 59.3%

State: 67.7

7th & 8th Grade

- 94.6% of our students have never vaped.
- Data too small to register for students who have smoked a cigarette, drank alcohol, vaped or used prescription drugs in last 30 days
- Even though alcohol and marijuana are seen as accessible by a number of students, a low percentage of our students have never tried marijuana.
 - 89.7% of our students have never had a drink other than a few sips, and 34.3% feel it is easy to get alcohol
 - Very low percentages of students have tried marijuana, but 15.2% report it would be easy to get

7th & 8th Grade

- Our students report significantly higher levels of "feeling safe at school." than the State average.
- Our students report significantly higher levels of physical exertion than the State average. ("...physically active for a total of 60 minutes per day in a way that increases your heart rate and made you breathe hard. At least 5 of the last 7 days")
- Our students report great family support from "talking about what you are doing in school" to "providing love and support."

7th & 8th Next Steps

- Continue to refine/improve/add Health and Wellness curriculum along with mental health supports for students.
- Provide educational opportunities for families to learn about challenges of early adolescence and ways to support their children.
- Continue to develop strong connections between staff and students. Every student needs to feel connected to a significant adult at school.
 - Continue to build advisory programs
 - Increased use of ropes courses and other hands on learning activities to focus on SEL.
- Continue to proactively address mean/unkind behavior and "bullying."

Maine Integrated Youth Health Survey

Bullying/ Violence, Suicide / Depression, Tobacco, Alcohol, Marijuana, Prescription Drugs, Nutrition & Physical Activity.

High School Results

Nutrition

We are higher than the state average for our percentages of eating fruits and vegetables and for engaging in physical activity!



FHS Identity

Question: Which best describes you? (*percentage of students who answered gay or lesbian, bisexual or I describe my sexual identity in some other way)

2021 FHS: 15.5%

2021 (HS) State: 21.3%

Question: "...Are you transgender?"

2021 FHS: 2.8% (Yes I am transgender) 2021 (HS) State: 3.6%

FHS Bullying / Violence

Question: Do you agree or disagree with the following statement?
I feel safe at my school.

2021 FHS: 94% (strongly agree/agree) (HS) State: 88% (strongly agree/agree)

Question: Have you ever been bullied on school property?

2021 FHS: 16.7% (yes) (HS) State: 16.1% (yes)

Question: In the past 12 months, have you ever been electronically bullied (texting, social media)

2021 FHS: 16% (yes) (HS) State: 18% (yes)

FHS Suicide and Depression

Question: During past 12 months, % of students who felt sad or hopeless almost every day for 2 weeks or more in a row:

2021 FHS: 34% (yes) (HS) State: 33.9% (yes)
(increase from 2019 data)

Question: During the past 12 months when you felt sad or hopeless from whom did you get help?

2021 FHS: 21% got help from an adult (HS) State: 24%

2021 FHS: 1.8% got help from a teacher or school staff (HS) State: 2.3%

FHS Suicide and Depression

Question: Have you ever seriously thought about attempting suicide?

2021: 16.8% (Yes)
(increase from 2019 data)

(HS) State: 18.5% (Yes)

FHS Tobacco/Vaping

Question: In the past 30 days, how many days did you smoke cigarettes?
2021: 9% (at least one day)

(HS) State: 5.5%

Question: Have you ever used an electronic vapor product?
2021: 32% yes

(HS) State: 32%

Question: In the past 30 days, how many days did you (vapo)?
2021: 21% (at least one day)

(HS) State: 29%

FHS Alcohol

Question: During the past 30 days, on how many days did you have at least one drink of alcohol?

2021 FHS: 31%
(increase from 2019 data)

(HS) State: 19%

Question: During the past 30 days, what is the largest number of alcoholic drinks you had in a row within a couple of hours?

2021 FHS: 43% (5 or more drinks)

(HS) State: 34% (5 or more drinks)

Question: If you wanted to get some alcohol, how easy would it be for you to get some?

2021 FHS: 67%

(HS) State: 59%

FHS Alcohol

Question: How much do you think people risk harming themselves if they have 1 or 2 drinks of alcohol nearly every day?

2021 FHS: 42% believe no risk or slight risk HS State: 38%

Question: How much do you think people risk harming themselves if they have 5 or more drinks of alcohol in a row once or twice a week?

2021 FHS: 19% believe no risk or slight risk HS State: 17%

FHS Marijuana

Question: During your life, how many times have you used marijuana?

FHS 2021: 33% at least 1 time HS State: 31% at least 1 time

Question: During the past 30 days, how many times did you use marijuana?

FHS 2021: 21% at least 1 time HS State: 18% at least 1 time

Question: How much do you think people risk harming themselves if they use marijuana once or twice a week?

2021 FHS: 63% no risk or slight risk HS State: 65% no risk or slight risk

FHS Prescription Drugs

Question: During the past 30 days, how many times did you take a prescription drug without a prescription?

2021 FHS: 6% at least once (HS) State: 4% at least once

Question: "My family has clear rules about alcohol and drug use."

2021 FHS: 92% said yes (HS) State: 90% said yes

FHS Health

Our district is at or above the state average on questions related to physical activity and nutrition.

**Our students are reporting to be physically active and eating healthy.*

Health Question: Have you ever had sexual intercourse?

2021 FHS: 30.5% (yes)

(HS) State: 30.6%

FHS Assets & Relationships

Question: % of students that believe that at least one teacher really cares and gives help and support when needed:

2021 FHS: 74% strongly agree/agree

(HS) State: 73%

Question: Do you agree or disagree that in your community you feel like you matter to people?

2021 FHS: 60% strongly agree/agree

(HS) State: 52%

FHS Assets & Relationships

Question: How often does your school enforce rules fairly?

2021 FHS: 46% most of the time/always

HS State: 47%

Question: How often do adults in your school address conflict, negative language and bullying in positive ways to help students?

2021 FHS: 28% most of the time/always

HS State: 33%

“Flipping the data”: FHS

*68% of our students have never vaped.

*94% of our students have not taken a prescription drug in the past 30 days without a prescription.

*67% of our students have never tried marijuana.

*81% of our students think that there is a risk or significant risk to drinking 5 or more drinks in the space of a few hours.

Interventions & next steps: FHS



- **Drugs & Alcohol:** Continued education: emails, pamphlets, posters, guest speakers, parent workshops, individual meetings, connections to counselor, (outside counselor 3x/week at FHS)
 - Statewide alcohol awareness day Dec. 7th
 - Parent workshop Dec. 12th: talking about tobacco
- **Mental health:**
 - Building on anxiety/Lynn Lyons work from last year
 - Normalizing anxiety & supports to manage anxiety
 - Building/fostering connections with ALL students in order to increase help-seeking skills & behaviors
 - Student to Staff & Student to Student

Trusted adults at FHS

NAME: _____

Your name (first and last): _____

Have you corresponded with an adult at FHS that you trust and can go to for support? ☐ YES ☐ NOT YET

If yes, what is the name of your trusted adult at FHS (you can write more than one name): _____

If not yet, which school staff members have you corresponded with in the past? (e.g. teacher, guidance counselor, etc.) _____

Trusted adults at FHS



Seniors: 98 of 142 filled out the card in October

91 named a trusted adult at FHS (94% of those who filled one out)

6 could not name a trusted adult

2 of the 6 named a teacher that they connected with last year

Trusted adults at FHS

Freshmen: 138 of 162 filled out the card in October (85% of the class)

89 named a trusted adult at FHS (64% of those who filled one out)

49 could not yet name a trusted adult (filled this out after 7 weeks)

*Many named a teacher that they connected with last year

*Yellow cards completed with 10th & 11th graders as well



JED Foundation



- Will begin in January 2023
- FHS will be the first "JED High School" in Maine
- 3 year contract/relationship
 - Access to all JED resources after the 3 years
- Process begins with an in-depth analysis of the existing resources and support for mental health at FHS and the district
 - Use the data to suggest enhancements, improvements & provide support for implementation







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."

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

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

Policy Committee Report

Committee: Policy

Zoom Meeting date: December 2, 2022

Chair: Maddy Vertenten

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

Absent: N/A

Guests: June Sellers

Review/Revise Policies:

The following policies were revised and will be brought to the Board for 1st read on December 14, 2022.

IHBEA Program for Limited English Proficient Students
IHBEA-R RSU No. 5 Lau Plan

The following policy was reviewed and will be brought back to the Policy Committee for further discussion.

IHABC Child Find

The following policy was not discussed and will be brought back to the Policy Committee on January 6, 2023.

JRA Student Education Records and Information

The next meeting will be held by Zoom on January 6, 2023 at 8:45 a.m.

Submitted by: Cynthia Alexander



Regional School Unit 5
Durham · Freeport · Pownal

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

Jean Skorapa, Superintendent of Schools

Peggy Brown, Interim Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools

June Sellers, Ed.D., Director of Instructional Support

Policy Committee Report

Committee: Policy

Zoom Meeting date: December 8, 2022

Chair: Maddy Vertenten

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

Absent: N/A

Guests: none

Review/Revise Policies:

The following policy was revised and will be brought to the Board on December 14, 2022 for a final vote.

JLCD Administration of Medication to Students

The next meeting will be held by Zoom on January 6, 2023 at 8:45 a.m.

Submitted by: Cynthia Alexander



Regional School Unit 5
Durham · Freeport · Pownal

Item # 11.A. & B

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

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

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

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

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

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

DATE: December 7, 2022

RE: Review/Update of Policies

At the December 14, 2022 Board of Directors Meeting, the following policies will be on the agenda:

1st Read

IHBEA - Program for English Language Learners
IHBEA-R - LAU Plan

2nd Read

GBN - Family and Medical Leave
ACAB - Harassment and Sexual Harassment of School Employees
ACAB-R-Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures

PROGRAM FOR ENGLISH LANGUAGE LEARNERS ~~MULTILINGUAL~~
LEARNERS

The Board of Directors recognizes that there may be some students attending RSU No. 5 schools for whom English is a new or second language. These students may be significantly challenged as they acquire or improve English proficiency at the same time they are learning the knowledge and skills associated with the content standards of the system of Learning Results. In order to ensure equal educational opportunity, the school system will provide a program for students who are limited in English proficiency.

To that end, the Superintendent/designee shall be responsible for developing and implementing the school unit's "Lau Plan." The Lau Plan will describe:

- A. How students will be identified as being from a non-English language background;
- B. How such students will be assessed to determine their English language proficiency level and their need for support in content areas;
- C. The types of services the school system will provide ~~English Language~~ Multilingual Learners to meet their English language acquisition needs and support in content areas;
- D. How ~~English Language~~ Multilingual Learners will be evaluated for the purpose of determining when to reduce services or exit them from the language support services when they are ready to benefit from an all-English Learning Results aligned curriculum, and how their progress will be monitored after they have stopped receiving ~~ESL~~ Multilingual services; and
- E. How the school system will evaluate the effectiveness and appropriateness of the language support program for ~~English Language~~ Multilingual Learners.

The Lau Plan will also describe how the school unit will communicate with the parents/guardians of ~~English Language~~ Multilingual Learners ~~parents~~.

The school unit will comply with all applicable federal laws and/or regulatory requirements if federal funds or grants are utilized for ~~English Language~~ Multilingual Learners.

Legal References: Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d
P.L. 107-110 (No Child Left Behind Act of 2001)
20-A M.R.S.A. § 15670(18)
Ch. 127 § 3.02 (Me. Dept. of Ed. Rule)
Commissioner's Administrative Letter No. 24 (December 9, 2003)

Adopted: February 24, 2010

Reviewed: April 25, 2012
Revised: April 26, 2017

RSU No. 5 School Department LAU PLAN

RSU No. 5 School District ~~English Language~~ Multilingual Learners (~~ELL~~ML) Program

A Lau Plan, named after the landmark Lau vs. Nichols U.S. Supreme Court Decision of 1974, is an equal access plan that protects ~~English Language~~ Multilingual Learners (~~ELL~~ML).

The RSU No. 5 ~~School Department~~ does not discriminate against ~~English Language~~ Multilingual Learners (~~ELL~~ML). In accordance with the Equal Education Opportunities Act (1974), the School Department makes an effort to do whatever is educationally appropriate to address the English language and educational needs of the ~~English Language~~ Multilingual Learners so that ~~she~~ they can participate with ~~her/his~~ their English ~~speaking~~ background peers in the educational program of RSU No. 5 schools. Eligible students will be identified and placed in programs and services in accordance with statutory guidelines. ~~The RSU No. 5 School Department~~ strives to provide a linguistically and culturally rich teaching and learning environment. It is the policy of ~~the RSU No. 5 School Department~~ to comply with all Federal and State laws prohibiting discrimination against students on the basis of all civil rights categories. The district ML services program for ~~ELL~~ will be overseen by the Director of Instructional Support.

Part I: STUDENT ASSESSMENT

A. Identification of ~~English Language~~ Multilingual Learners

The Maine Department of Education conducts an annual home language survey to determine the number of language minority children who are enrolled in Maine schools. Schools collect the completed surveys from the parents/guardians of new kindergarten students and newly transferring students. In order to provide English as a Second Language (ESOL) services in a timely manner, potential ~~ELL~~ Multilingual Learners should be tested and placed within one month.

RSU No. 5 ~~School Department~~ will use the following instruments to identify ~~English Language~~ Multilingual Learners (~~ELL~~MLs):

- Home Language Surveys
- Maine DOE approved WIDA Screener
- Review of all relevant educational documents and student records
- Teacher observations

B. Assessment for English Language Proficiency

Once a child has been identified as being from a non-English language background or having spent considerable amount of time in a non-English speaking country (and that stay has affected the child's ability to comprehend and express in English), RSU No. 5 ~~School Department~~ will

ensure that the following instrument is administered annually to determine the English language proficiency of ~~EL~~MLs:

- Annual administration of the ACCESS for ~~EL~~MLs English Language Proficiency Test
- Teacher observations and recommendations

C. District Language Assessment Committee (DLAC)

The District Language Assessment Committee (DLAC) is a group of district-wide school staff and parents of students that meets to discuss and develop an appropriate and effective structured ESOL program for ~~English Language~~ Multilingual Learners. The District Language Assessment Committee will:

- Oversee RSU5's ESOL program and advise on identifying, serving, assessing, and exiting an ~~English Language~~ Multilingual Learner from the program.
- Serve to notify parents about upcoming World-Class Instructional Design and Assessment (WIDA)-ACCESS testing.
- Recommend revisions to the Lau Plan for action by the Superintendent and School Board.

The DLAC will meet twice per year in fall and spring, to review the Multilingual Learner ~~ESL~~ Program, the effectiveness of the program, and to redirect certain instructional activities, if necessary. It is the responsibility of the ESOL teacher to convene the DLAC Committee and schedule meeting dates.

D. An RSU No. 5 Language Assessment Committee (LAC) is established at each school to coordinate and oversee the educational program of ~~English Language~~ Multilingual Learners enrolled in the RSU No. 5 ~~School Department~~. LAC members will include the Director of Instructional Support or Building Administrators, classroom teacher(s) and an ESOL teacher.

The LAC responsibilities will include the following:

- To make determinations based on either the WIDA-ACCESS, or WIDA Screener about placement, programming services and delivery of services.
- To meet annually, or more frequently if needed, to monitor ~~English Language~~ Multilingual Learner's language and academic progress.
- To meet with school staff to provide information about ~~English Language~~ Multilingual Learners and the ESOL Program.
- To recommend modification of ESOL support services or reclassification of a ~~students English Language~~ Multilingual Learners.
- To develop an Individual Language Acquisition Plan for each eligible ~~English Language~~ Multilingual Learner.
- To continue annual monitoring for two years after ~~English Language~~ Multilingual Learner's reclassification to full English proficiency.

PART II: STUDENT PLACEMENT (ENTRY AND EXIT)

A. Factors that Affect Program Design

There are many factors that must be considered when determining the most appropriate and effective structured language support program. Some of those factors are:

- Age of the child
- English language proficiency level
- Native or preferred language proficiency level
- Amount of interrupted schooling in the child's background
- The amount of native or preferred language literacy skills the child possesses
- ~~Amount of trauma (if any) in the child's background, especially from refugees~~
- Complications from trauma associated with refugee status, e.g. histories of war, persecution, resettlement & acculturation
- Amount of literacy readiness/exposure in child's background

B. Classification of Student's English Fluency Level

The English language proficiency level of language minority students can be translated to classification categories. These categories are:

- Level 1 – Entering
- Level 2 – Beginning
- Level 3 – Developing
- Level 4 – Expanding
- Level 5 – Bridging
- Level 6 – Reaching

C. Grade-level Placement

Based on the results of the LAC meeting, the building principal will place the **English Language Multilingual** Learner in an appropriate grade. An **English Language Multilingual** Learner will not be placed in a grade level that is more than one year below their ~~his/her~~ chronological age.

D. Criteria for Reclassification, Transfer and Exit

If a structured language support program is effective and appropriate, the **English Language Multilingual** Learner will eventually be: (a) reclassified at a higher level of proficiency, or (b) exited from the structured language support program entirely. Students will be exited from the program based on achieving a WIDA ACCESS composite score of 4.5.

If and when the child is found to be eligible for reclassification or exit, the LAC will need to monitor the child's academic performance and psychosocial well being after the reclassification or exit is made. In the case of a student who is reclassified, the decreased ESOL instructional time should be monitored in terms of: continued academic success; adjustment to a longer time period in the mainstream classroom; and, instructional needs being met in the structured language support program. In the case of exit from the program, the full mainstreaming should

be monitored for academic success; adjustment to the full-time mainstream classroom; and, any emerging language skills needs that may surface once mainstreaming has occurred.

After a child has been exited from a structured language support program, that child's language performance and growth must be monitored for two years (if the child is still in school). During those two years of monitoring, if the child experiences a pattern of difficulty with language or content skills, the LAC ~~can~~ may re-enter the child into the structured language program.

In the event that a parent/guardian refuses ESOL services for a student, a signed letter of refusal is to be placed in the student's file. These ESOL services will be offered yearly, and a letter of refusal must be signed annually. The parent may withdraw refusal of services at any time.

PART III: PROGRAM INSTRUCTION

A. Teacher Skills and Credentials

Just as with any other teaching specialization, ESOL teachers require special pedagogies to provide the best services for their students. The State Board of Education in 1988 adopted an ESOL endorsement for teachers. ESOL language support services may be provided in two personnel configurations:

1. An ESOL-endorsed teacher provides direct ESOL instruction
2. An educational technician supervised by an ESOL-endorsed teacher

The presence of an ESOL-endorsed professional is imperative for an effective and appropriate program to be implemented. The recommended configuration is the former; recommended by the Office of Civil Rights and the Maine Department of Education.

B. Service Delivery Models

There are several types of structured language support programs ~~that the~~ RSU No. 5 School Department believes can be beneficial to ~~English-Language~~ **Multilingual** Learners. This system's ability to provide some of these programs depends on both availability of native or preferred language speaking personnel and availability of native or preferred language instructional materials for sheltered content. The keys to an effective and appropriate program choice will include careful consideration of the child's needs, full research into the resources available (personnel, materials), and full understanding of the possible program configurations.

Some of the likely structured language support programs to be used in RSU No. 5 schools will include:

English as a Second Language: A structured language learning program or curriculum designed to teach English to students whose native or preferred language is not English. Pullout and

push-in services are provided based on individual student's need. Services are provided by or supervised by a State certified teacher endorsed in ESOL.

Sheltered English: An approach that utilizes the simplification of the English language to teach ESOL and subject area content simultaneously (sometimes called "content ESOL"). Although the actual content is the same as that taught to non-~~ELL~~ Multilingual Learners, key concepts and vocabulary are targeted to fit the Multilingual Learners ~~ESL~~ student's English language proficiency level.

A structured language support program encompassing the above models will be provided in a time allocation that will most benefit the ~~ELL~~ Multilingual Learners. The consideration of many factors must take place when a program is being developed. However, the ultimate goal is to provide effective and appropriate services to the student so that ~~s/he~~ they may benefit fully from and succeed in an education conducted in English.

The determination of a time allotment for structured language support programs will be made by the Language Assessment Committee with assessment information available.

PART IV: PROGRAM EVALUATION AND RECORDKEEPING

In order to ensure the most effective and appropriate structured language support programming for ~~English Language~~ Multilingual Learners, a model for overall program evaluation must be developed and utilized. An annual program evaluation will illustrate the following: attainment of program outcomes; attainment of learner outcomes; school climate and support for the program and children; the quality of instructional materials; the maintenance of information about students; the effectiveness of staff development activities; the amount and effectiveness of mainstream – ESOL collaboration; the effectiveness of school and program communication with parents/guardians; and the implementation of the district's Lau Plan itself approved by its Board.

In all the procedures involving the identification, assessment, provision of services, and exit from services for ~~English Language~~ Multilingual Learners, thorough record keeping must be implemented and maintained.

It is the responsibility of the ESOL teacher to maintain accurate files for each ~~English Language~~ Multilingual Learner. Items included in student files (but not limited to) would consist of:

- Copy of the Home Language Survey
- Copy of the WIDA-ACCESS/MODEL tests
- Test scores
- Copy of ILAP
- Any other pertinent information

Part V: STATUTE

Legal Obligation of Schools toward ~~English Language~~ Multilingual Learners

1. Civil Rights Act of 1964

Title VI: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance."

2. Office for Civil Rights Memorandum (1970):

"(1) Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

(2) School districts must not assign national origin minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparatory courses on a basis directly related to the failure of the school system to inculcate English language skills.

(3) Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead end or permanent track.

(4) School districts have the responsibility to adequately notify national origin minority group parents of school activities, which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English."

3. Lau v. Nichols: U.S. Supreme Court decision of 1974

"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by –

- (f) the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."*

Administrative Procedure Adopted: 4/13/10

Administrative Procedure Reviewed: 4/3/12

Adopted by Board: 4/26/17

FAMILY AND MEDICAL LEAVE

~~The RSU No. 5 Board of Directors shall comply with all applicable provisions of the federal Family and Medical Leave Act of 1993 (FMLA), the Maine Family Medical Leave Law, and any other Board policies and collective bargaining agreements regarding family and medical leave.~~

~~The Superintendent is responsible for implementing administrative procedures to comply with this policy.~~

Employees are entitled to family and medical leave under the federal Family and Medical Leave Act of 1993 ("FMLA") or the Maine Family Medical Leave law when they meet all of the eligibility requirements of these laws. This policy sets forth several rules that must be applied uniformly to all employees who may be eligible for family and medical leave. As used in this policy, "family and medical leave" means leave available under both the federal and state laws.

I. THE FEDERAL EMPLOYEE ELIGIBILITY PERIODS

Employees who have been employed for at least 12 months and have worked at least 1,250 hours in the previous 12 months are eligible for FMLA leave under the federal law. (See Section III for additional school employees who are eligible for these federal FMLA benefits.)

There are two types of eligibility periods under the federal law as described below.

A. 12-Month Period for Birth, Adoption or Foster Care; Serious Health Condition Purposes; Qualifying Exigency

There is a 12-month eligibility period for 12 weeks of FMLA leave taken for the following qualifying purposes:

1. Birth and care of the newborn child of the employee;
2. Placement with the employee of a son or daughter for adoption or foster care;
3. Care for an immediate family member (spouse, child, or parent) with a serious health condition;
4. Medical leave when the employee is unable to work because of a serious health condition; or
5. Qualifying exigency leave for an employee whose spouse, child or parent is a regular member of the Armed Forces on covered active duty deployed to a foreign country or a reserve member of the Armed Forces (including National Guard) on

covered active duty deployed to a foreign country under a call or order to active duty in a contingency operation. The 12-month period used to determine employee eligibility for FMLA for the purposes described above shall be the 12-month period measured rolling backwards.

B. Federal 12-Month Period for Military Caregiver Leave

There is a separate 12-month period for employees eligible for military caregiver leave of up to 26 weeks. Such leave may be taken to care for a spouse, child, parent or next of kin of an eligible service member or veteran with a serious injury or illness. This leave is calculated from the first day that leave is taken for this purpose and does not track the employer's designated 12-month FMLA tracking period as described above. Any military caregiver leave that is not taken within the specific 12-month period is forfeited. This leave period may overlap with the usual 12-month leave period designated by the employer and in certain circumstances, this may impact the employee's eligibility to take other types of FMLA leave.

II. MAINE REQUIREMENTS

A. Leave Amount and Eligibility

The amount of family and medical leave available to employees under the Maine law is 10 work weeks in any two-year period.

B. Qualifying Purposes

Leave may be used for the following qualifying purposes:

1. Serious health condition of the employee;
2. Serious health condition of the employee's spouse, domestic partner, child (or child of domestic partner), grandchild (or grandchild of domestic partner), parent or sibling;
3. Birth of the employee's child or child of their domestic partner;
4. Placement of a child 16 years of age or younger with the employee or the employee's domestic partner for adoption;
5. Donation of an organ for human transplant by the employee;
6. Death or serious health condition of the employee's spouse, domestic partner, parent, sibling or child as a member of the

state military forces or United States Armed Forces (including National Guard and Reserves) while on active duty.

C School Employee Family Medical Leave

Employees who have been employed for at least 12 consecutive months are eligible for leave under the Maine Family Medical Leave law. Beginning August 8, 2022, school employees who have worked at least 900 hours in the previous 12 months are also eligible for federal FMLA benefits under the same conditions as other employees eligible to receive such benefits. (See federal guidelines for qualifying purposes.)

III. NOTICE BY EMPLOYEE

Employees requesting leave shall provide at least 30 days' notice to the Employer whenever the need for such leave is foreseeable. The employee shall provide appropriate medical certification (or other certification appropriate to the particular request) supporting the leave request.

When the Employer has reason to believe that an employee is or will be absent for an FMLA-qualifying purpose, the Employer should request the appropriate information from the employee to determine the employee's eligibility for family and medical leave.

IV. COORDINATION WITH OTHER LEAVE

When leave is taken that qualifies both as FMLA and as permitted leave under any employment contract, collective bargaining agreement or policy, the employee shall use FMLA and the other type of leave concurrently, provided that the employee meets all of the eligibility requirements for each type of leave. Types of leave that shall run concurrently with FMLA include, but are not necessarily limited to accrued sick leave, vacation, personal leave, unpaid leave, absence for work-related injuries, and any other applicable types of leave.

V. FITNESS FOR DUTY CERTIFICATE

Before returning to work, employees taking FMLA for their own serious health condition shall submit a certificate from a health care provider indicating that they are able to return to work and perform the essential functions of the position.

Legal Reference: 26 U.S.C. § 2601 et seq.; 29 CFR Part 825
26 MRSA § 843 et seq.

Adopted: June 9, 2010
Reviewed: February 29, 2012
Reviewed: October 25, 2017
Revised:

HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES

Harassment of RSU No. 5 employees because of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, familial status, genetic information or disability is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

Any employee who engages in harassment or sexual harassment shall be subject to disciplinary action, up to and including discharge.

A. Harassment

Harassment includes, but is not limited to, verbal abuse, threats, physical assault and/or battery based on race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, genetic information or disability. Under the Maine Civil Rights Act, violence or threats of violence against a person or their property based on their sexual orientation are also illegal.

B. Sexual Harassment

Sexual harassment is addressed under federal and state laws and regulations. The scope and definitions of sexual harassment under these laws differ, as described below.

1. Title IX Sexual Harassment

Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of RSU No. 5's education programs and activities:

- a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a promotion or favorable evaluation) on an individual's participation in unwelcome sexual conduct;
- b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual's equal access to RSU No. 5's education programs and activities; or
- c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.

2. Sexual Harassment Under Title VII and Maine Law

Under another federal law, Title VII, and under Maine law/regulations, sexual harassment is defined differently. Maine Human Rights Commission regulations define sexual harassment as conduct on the basis of sex which satisfies one or more of the following:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- b. Submission to or rejection of such conduct by an employee is used as the basis for employment decisions affecting the employee; or
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

C. Reports and Complaints of Harassment or Sexual Harassment

Any employee who believes they have been harassed or sexually harassed is encouraged to make a report to the Affirmative Action Officer/Title IX Coordinator. The Affirmative Action Officer/Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints regarding harassment or sexual harassment of employees shall be addressed through the Employee & Third-Party Unlawful Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (ACAB-R).

Legal References: Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.);
34 C.F.R. Part 106
Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)
Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition of stalking; 34 U.S.C. §12291(a)(8) – definition of domestic violence)
Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d)
Americans with Disabilities Act (42 U.S.C § 12101 et seq.), as amended

Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.), as amended
Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e, et. seq.; 29 C.F.R. § 1604.11)
Age Discrimination in Employment Act (29 U.S.C. § 623 et seq.)
Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)
5 MRSA § 4551 et seq.
MHRC Rule Chapter 94-348, ch. 3
26 MRSA §§ 806-807

Cross Reference: ACAB-R- Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedure
AC - Nondiscrimination/Equal Opportunity and Affirmative Action
ACAD - Hazing

Adopted: May 27, 2009
Reviewed: December 8, 2020
Reviewed: November 20, 2013; June 12, 2019
Revised: October 14, 2020

EMPLOYEE DISCRIMINATION/HARASSMENT AND TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

The Board has adopted these employee procedures in order to provide prompt and equitable resolution of employee complaints of discrimination and harassment, including sexual harassment, as described in policies AC – Nondiscrimination/Equal Opportunity and Affirmative Action and ACAB – Harassment and Sexual Harassment of School Employees.

The complaint procedure in Section 2 may also be used, to the extent applicable, by visitors, including parents, volunteers and others having lawful access to the schools who wish to make a complaint of discrimination or harassment.

Complaints alleging harassment or discrimination against students based on a protected category should be addressed through the Board's Student Discrimination/ Harassment and Title IX Sexual Harassment Complaint Procedures (ACAA-R).

Any individual who is unsure about whether discrimination or harassment has occurred and/or or which complaint procedure applies is encouraged to contact the Affirmative Action Officer/Title IX Coordinator.

Cynthia Alexander, AAO/Title IX Coordinator
17 West Street
Freeport, ME 04032
207-865-0928
alexanderc@rsu5.org

OR

Conor Walsh, AAO/Title IX Coordinator
19 Kendall Lane
Freeport, ME 04032
207-865-6051
walsbc@rsu5.org

Section 1. Definitions

For purposes of these complaint procedures, the following definitions will be used. The Affirmative Action Officer/Title IX Coordinator shall assess all reports and complaints to ensure that they are addressed under the appropriate policy and complaint procedure.

A. Discrimination/Harassment Complaint Procedure Definitions

1. “Discrimination or harassment”: Discrimination or harassment on the basis of an individual’s membership in a protected category, which, for employees, includes race, color, sex, sexual orientation, gender identity, age, familial status, religion, ancestry, national origin, genetic information or disability.
2. “Discrimination”: Treating individuals differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.
3. “Harassment”: Oral, written, graphic, electronic or physical conduct relating to an individual’s actual or perceived membership in a protected category that is sufficiently severe, pervasive or persistent so as to interfere with or limit that individual’s ability to participate in the RSU No. 5’s programs or activities by creating a hostile, intimidating or offensive environment.
4. Under Title VII and under Maine law/regulations, sexual harassment is defined differently than under Title IX. Maine Human Rights Commission regulations define sexual harassment as conduct on the basis of sex which satisfies one or more of the following:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
 - b. Submission to or rejection of such conduct by an employee is used as the basis for employment decisions affecting the employee; or
 - c. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive working environment.
5. “Sexual orientation”: Under Maine law, this means a person’s “actual or perceived heterosexuality, bisexuality, homosexuality or gender identity or expression.”
6. “Gender identity”: Under Maine law, this means “the gender-related identity, appearance, mannerisms or other gender-related characteristics of an individual, regardless of the individual’s assigned sex at birth.”
7. “Complaint” is defined as an allegation that an employee or other third party has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, gender identity, age, familial status, religion, ancestry, national origin, genetic information or disability (and in regard to sex, conduct not otherwise addressed in the Title IX regulations and Section 3 of ACAB-R).
8. “Employee”: Whenever the term “employee” is used in Section 2, it includes visitors or others who have a lawful basis to make a complaint of discrimination or harassment.

B. Title IX Sexual Harassment Complaint Procedure Definitions

1. "Title IX sexual harassment": Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of RSU No. 5's education programs and activities:
 - a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a promotion or favorable evaluation) on an individual's participation in unwelcome sexual conduct;
 - b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual's equal access to the RSU No. 5's education programs and activities; or
 - c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.
2. "Report": Under the Title IX regulations, any individual may make a report of sexual harassment involving an employee, whether the individual is the alleged victim or not. A report must be made to the Affirmative Action Officer/Title IX Coordinator. A report triggers certain actions by the AAO/Title IX Coordinator for the alleged victim of sexual harassment, but an investigation is not conducted unless a "Formal Complaint" is filed.
3. "Formal Complaint": Under Title IX, the alleged victim of sexual harassment can file a written complaint that triggers the complaint procedure in Section 3 of ACAB-R. Only a school employee (and in certain circumstances, the AAO/Title IX Coordinator) may file a formal complaint.
4. "Employee": For the purpose of this procedure, "employee" means an applicant for employment or a current employee of RSU No. 5.

Section 2. Discrimination/Harassment Complaint Procedure

This procedure should be used for any complaint of unlawful harassment or discrimination based on a protected category which does not involve Title IX sexual harassment.

A. How to Make A Complaint

1. An employee who believes they have been unlawfully harassed or discriminated against (as such terms are defined in Section 1.A.1-3) is encouraged to try to resolve the problem by informing the individual(s) that the behavior is unwelcome or offensive, and requesting that the behavior stop. This shall not prevent the employee from making an immediate complaint to the AAO/Title IX Coordinator.

2. Any employee who believes they have been harassed or discriminated against should report their concern promptly to the AAO/Title IX Coordinator. A written complaint must include basic information concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who alleged engaged in harassment or discrimination, description of allegation).
3. Employees who are unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, are encouraged to discuss the matter with the AAO/Title IX Coordinator.
4. Employees will not be retaliated against for reporting suspected discrimination or harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary measures, up to and including discharge.
5. Any employee who believes they have been discriminated against or harassed is encouraged to utilize the RSU No. 5's complaint procedure. However, employees are hereby notified that they also have the right to report incidents of discrimination or harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, Maine 04333 (telephone: 207-624-6290) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

B. Complaint Handling and Investigation

1. The AAO/Title IX Coordinator will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.
2. The AAO/Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether the resolution is in the best interest of RSU No. 5 and the parties in light of the particular circumstances and applicable policies and laws.
3. The AAO/Title IX Coordinator may implement supportive measures (consistent with any applicable collective bargaining agreement provisions) to reduce the risk of further discrimination or harassment while an investigation is pending. Examples of

supportive measures include, but are not limited to, ordering no contact between the individuals involved; changing a work location or changing a work schedule.

4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the AAO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
5. The investigator shall consult with the AAO/Title IX Coordinator as agreed during the investigation process.
6. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent, but may choose to do so as part of an informal resolution process.
7. The complainant and the respondent may suggest witnesses and/or submit materials they believe are relevant to the complaint.
8. If the complaint is against an employee of RSU No. 5, any rights conferred under an applicable collective bargaining agreement shall be applied.
9. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
10. The investigation shall be completed within 40 business days of receiving the complaint, if practicable. Reasonable extensions of time for good reason shall be allowed.
11. The investigator shall provide a written report and findings to the AAO/Title IX Coordinator.

C. Findings and Subsequent Actions

1. The AAO/Title IX Coordinator shall consult with the Superintendent concerning the investigation and findings.
2. If there is a finding that discrimination or harassment occurred, the AAO/Title IX Coordinator, in consultation with the Superintendent:

- a. Shall determine what remedial action, if any, is required to end the discrimination or harassment, remedy its effect and prevent recurrence; and
 - b. Determine what disciplinary action should be taken against the individual(s) who engaged in discrimination or harassment, if any.
3. Inform the complainant and the respondent in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

D. Appeals

1. After the conclusion of the investigation, the complainant or respondent may seek an appeal of the findings solely on the basis of either: (a) prejudicial procedural error or (b) the discovery of previously unavailable relevant evidence that could significantly impact the outcome.
2. Appeals must be submitted in writing to the Superintendent within five business days after receiving notice of the resolution.
3. Upon receipt of a valid appeal, the Superintendent shall provide notice to the other party, along with an opportunity to provide a written statement within five business days.
4. The Superintendent shall review the available documentation and may conduct further investigation if deemed appropriate.
5. The Superintendent's decision on the appeal shall be provided to the parties within 10 business days, if practicable. The Superintendent's decision shall be final.

E. Records

The AAO/Title IX Coordinator shall keep a written record of the complaint process.

Section 3. Title IX Sexual Harassment Complaint Procedure

This section should be used only for complaints of Title IX sexual harassment as defined in Section 1.B.1.

A. How to Make A Report

1. Any individual who believes an employee has been sexually harassed (as this term is defined in Section 1.B.1) may make a report to the AAO/Title IX Coordinator.
2. If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the AAO/Title IX Coordinator will meet with the alleged victim to discuss supportive measures that may be appropriate in the particular circumstances and explain the process for filing a formal complaint.
 - a. Supportive measures are individualized measures designed to ensure the employee can continue to access and perform their work (such as requiring no contact between individuals, temporarily moving work locations or changing schedules, etc.).
 - b. Supportive measures may be continued even if the alleged victim chooses not to file a formal complaint, if appropriate under the particular circumstances.
3. RSU No. 5 cannot provide an informal resolution process for resolving a report until a formal complaint is filed.
4. Employees will not be retaliated against for reporting sexual harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary actions, up to and including discharge.
5. Any employee who believes they have been the victim of sexual harassment is encouraged to utilize RSU No. 5's complaint procedures. However, employees are hereby notified that they also have the right to report sexual harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, Maine 04333 (telephone: 207-624-6290) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).
6. The Superintendent shall be informed of all reports and formal complaints of sexual harassment.

B. How to Make A Formal Complaint

1. An alleged victim may file a formal written complaint requesting investigation of alleged Title IX sexual harassment. The written complaint must include basic information concerning the allegation of sexual harassment (i.e., date, time, location, individual(s) who alleged engaged in sexual harassment, description of allegation).

Employees who need assistance in preparing a formal written complaint, are encouraged to consult with the AAO/Title IX Coordinator.

2. In certain circumstances, the AAO/Title IX Coordinator may file a formal complaint even when the alleged victim chooses not to. Examples include if the respondent (person alleged to have engaged in sexual harassment) has been found responsible for previous sexual harassment or there is a safety threat within RSU No. 5). In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.

3. In accordance with the Title IX regulations, the AAO/Title IX Coordinator must dismiss a formal complaint under this Title IX procedure if: a) the conduct alleged in the formal complaint does not constitute sexual harassment under the Title IX regulations and this policy; b) if the conduct alleged did not occur within the scope of RSU No. 5's education programs and activities, or c) did not occur in the United States.

4. In accordance with the Title IX regulations, the AAO/Title IX Coordinator may dismiss a formal complaint under this Title IX procedure if: a) a complainant withdraws the formal complaint, or withdraws particular allegations within the complaint; b) the respondent is no longer employed by RSU No. 5; or c) there are specific circumstances that prevent RSU No. 5 from gathering evidence sufficient to reach a determination regarding the formal complaint.

5. If a formal complaint is dismissed under this Title IX procedure, the AAO/Title IX Coordinator will promptly and simultaneously send written notices to the parties explaining the reasons. Parties have the opportunity to appeal dismissals in accordance with subsection I below.

6. If the conduct alleged potentially violates other laws, Board policies and/or professional expectations, RSU No. 5's may address the conduct under Section 2 or another applicable policy/procedure.

C. Administrative Leave

1. The Superintendent may place an employee respondent on administrative leave during the complaint procedure in accordance with any applicable State laws, school policies and collective bargaining agreement provisions.
2. Any decision to place an employee respondent on administrative leave shall be made in compliance with any applicable disability laws, including Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

D. Notice to Parties of Formal Complaint

1. The Title IX Coordinator will provide to the parties written notice of the formal complaint and allegations of sexual harassment potentially constituting prohibited conduct under the Title IX regulations and this procedure. The notice will include:
 - a. Notice regarding the complaint procedure and the availability of an informal resolution process;
 - b. Sufficient details known at the time (including identities of parties, if known; the conduct alleged; and the date and location of the alleged incident, if known), with sufficient time to prepare before any initial interview (not less than five business days);
 - c. As required by the Title IX regulations, a statement that the respondent is presumed not responsible for the alleged conduct and that a determination of responsibility will be made at the conclusion of the complaint); and that the parties may inspect and review evidence;
 - d. Notice that the parties may each have an advisor of their choice (who may be an attorney), and that the parties may inspect and review evidence;
 - e. Notice that knowingly making false statements or submitting false information during the complaint procedure is prohibited and may result in disciplinary action; and
 - f. Notice of the name of the investigator, with sufficient time (no less than three business days) to raise concerns of conflict of interest or bias.
2. If additional allegations become known at a later time, notice of the additional allegations will be provided to the parties.
3. The AAO/Title IX Coordinator will discuss supportive measures with each party and implement such measures as appropriate.

E. Informal Resolution Process

After a formal complaint has been filed, and if the AAO/Title IX Coordinator believes the circumstances are appropriate, the AAO/Title IX Coordinator may offer the parties the opportunity to participate in an informal resolution process to resolve the complaint without completing the investigation and determination process. Informal resolutions cannot be used to resolve a formal complaint where a student is the complainant and the respondent is an employee.

Informal resolutions can take many forms, depending on the particular case. Examples include, but are not limited to, facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent; apologies; disciplinary actions against a respondent or a requirement to engage in specific services; or supportive measures. Both parties must voluntarily agree in writing to participate in an informal resolution process, and either party can withdraw from the process at any time. The Superintendent must agree to the terms of any informal resolution reached between the parties. If an informal resolution agreement is reached, it must be signed by both parties and RSU No. 5. Any such signed agreement is final and binding according to its terms.

If an informal resolution process does not resolve the formal complaint, nothing from the informal resolution process may be considered as evidence in the subsequent investigation or determination.

F. Investigation

1. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and AAO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
2. The investigator shall consult with the AAO/Title IX Coordinator as agreed during the investigation process.
3. If the complaint is against an employee of RSU No. 5, rights conferred under an applicable collective bargaining agreement shall be applied, to the extent they do not conflict with the Title IX regulatory requirements.

4. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

5. The investigator will:

- a. Meet with each party after they have received appropriate notice of any meeting and its purpose, with sufficient time to prepare.
- b. Allow parties to have their advisor at all meetings related to the complaint, although advisors may not speak on behalf of a party or interfere with the process.
- c. Allow parties a reasonable opportunity to identify witnesses and submit favorable and unfavorable evidence.
- d. Interview witnesses and conduct such other activities that will assist in ascertaining facts (site visits, review of documents, etc.).
- e. Consider evidence that is relevant and directly related to the allegations in the formal complaint.
- f. During the course of the investigation, provide both parties with an equal opportunity to inspect and review any evidence that is obtained in the investigation that is directly related to the allegations in the formal complaint (including evidence which RSU No. 5 does not intend to rely upon in reaching a determination of responsibility), and favorable and unfavorable evidence.
- g. Prior to completion of the investigation report, provide each party and advisor (if any) the evidence subject to inspection and review, and provide the parties with ten business days to submit a written response.
- h. Consider the parties' written responses to the evidence prior to completing the investigation report.
- i. Create an investigative report that fairly summarizes relevant evidence and send the report to the parties and advisors (if any), for their review and written responses within ten business days of receipt.
- j. After receipt of the parties' written responses (if any), forward the investigation report and party responses to the assigned decision maker.

6. The investigation shall be concluded within 40 business days if practicable.

Reasonable extension of time for good reason shall be allowed.

G. Determination of Responsibility

1. The decision maker shall provide the parties with the opportunity to submit written, relevant questions that the party wants asked of another party or witness within five business days of when the decision maker received the investigation report and party responses.

- a. The decision maker shall explain to a party proposing questions if the decision maker excludes a question as not relevant.
2. Each party shall be provided the opportunity to review the responses of another party and/or witness, and to ask limited written follow-up questions within five business days of receiving the answers.
3. Each party will receive a copy of the responses to any follow-up questions.
4. The decision maker shall review the investigation report, the parties' responses and other relevant materials, applying the preponderance of the evidence standard ("more likely than not").
5. The decision maker shall issue a written determination, which shall include the following:
 - a. Identification of all the allegations potentially constituting sexual harassment as defined in the Title IX regulations and this policy;
 - b. A description of the procedural steps taken from receipt of the formal complaint through the determination, including notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and meetings held;
 - c. A determination regarding responsibility as to each allegation and findings of fact supporting the determinations;
 - d. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions RSU No. 5 imposes on the respondent, and whether remedies designed to restore or preserve equal access to RSU No. 5's programs and activities will be provided to the complainant;
 - e. RSU No. 5's appeal procedure and permissible bases for the parties to appeal the determination.
6. The written determination shall be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that RSU No. 5 provides the parties with the written determination of the results of the appeal,

if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.

H. Remedies, Discipline and Other Actions

1. Remedies

Remedies are measures used to ensure that the complainant has equal access to RSU No. 5's education programs and activities following the decision maker's determination. Such remedies may include supportive measures, and may include other appropriate measures, depending upon the determination and the needs of the complainant. The Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the Complainant.

2. Discipline and Other Actions

The following are examples of the types of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations involving sexual harassment:

- Written warning.
- Probation.
- Demotion.
- Suspension without pay.
- Discharge.

The following are examples of other types of actions that may be imposed on an employee when there is a determination of responsibility:

- Performance improvement plan.
- Counseling.
- Training.
- Loss of leadership/stipend position.
-

I. Appeals

The parties have the opportunity to appeal a determination regarding responsibility, and from dismissals of formal complaints. Under the Title IX regulations, appeals are allowed on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the formal complaint was made, that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent that affected the outcome of the matter.

An appeal must be filed in writing within five business days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

1. Appeals must be filed with the Superintendent, who will consider the appeal.
2. The Superintendent shall conduct an impartial review of the appeal, including consideration of the written record of the matter, and may consult with legal counsel or other RSU No. 5 officials in making their decision.
3. The Superintendent shall issue a written decision describing the result of the appeal and rationale for the result, and provide the written decision simultaneously to the parties. The decision will either deny the appeal; grant the appeal and remand to the decision maker for further consideration; or grant the appeal by revising the disciplinary action(s).

J. Records

Records in connection with sexual harassment reports and the complaint process shall be maintained for a minimum of seven years.

Legal References: Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.);
34 C.F.R. Part 106
Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)
Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition of stalking; 34 U.S.C. §12291(a)(8) – definition of domestic violence)
Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d)
Americans with Disabilities Act (42 U.S.C § 12101 et seq.), as amended

Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.), as amended

Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e, et. seq.; 29 C.F.R. § 1604.11)

Age Discrimination in Employment Act (29 U.S.C. § 623 et seq.)

Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)

Cross Reference: AC – Nondiscrimination/Equal Opportunity and Affirmative Action
ACAB – Harassment and Sexual Harassment of School Employees

Adopted: May 27, 2009

Revised: December 8, 2010

Revised: April 25, 2012

Reviewed: November 20, 2013

Revised: October 14, 2020

ADMINISTRATION OF MEDICATION TO STUDENTS

The intent of this policy is to promote the safe administration of medications to students by trained school personnel. The Board discourages the administration of medication to students during the school day when other options exist, but recognizes that in some instances it may be necessary for a student to have medication administered to them while the student is in attendance at school. The school will not deny educational opportunities to students requiring the administration of medication in order to remain in attendance and participate in the educational program.

Medications will only be administered to students by trained school personnel. This policy provides exceptions for authorization of student emergency self-administration of medication.

This policy does not apply to medical marijuana, which is addressed in RSU No. 5 Board's policy JLCDA, Medical Marijuana in Schools.

The Board encourages collaboration between parents and the schools in matters involving student medication.

The Board disclaims any and all responsibility for the diagnosis, prescription of treatment, and administration of medication for any student, and for any injury arising from a student's self-administration of medication.

I. DEFINITIONS

"Administration" means the provision of prescribed medication to a student according to the orders of a healthcare provider.

"Collaborative practice agreement" means a written and signed agreement between a physician licensed in Maine or a school health advisor, as defined in 20-A MRSA §6402-A, and a school nurse. Such an agreement can provide for the prescription of epinephrine autoinjectors by the physician or school health advisor and administration of epinephrine injectors by the school nurse or designated school personnel to students during school or a school-sponsored activity under emergency circumstances involving anaphylaxis, or and, as defined in 20-A MRSA §6307, provide for the prescription of naloxone by the physician or school health advisor and the administration of naloxone by the school nurse or designated school personnel to students, staff, or visitors during school or a school-sponsored activity or otherwise on school grounds under emergency circumstances involving an opioid overdose or apparent opioid overdose.

"Designated school personnel" are unlicensed school personnel who have completed such training in administration of medication as may be required by Maine statutes or DOE rules, and who have been authorized by the school nurse to administer medication.

"Health care provider" means a medical/health practitioner who has a current license in the State of Maine with a scope of practice that includes prescribing medication.

“Indirect supervision” means the supervision of an unlicensed school staff member when the school nurse or other health care provider is not physically available on site, but immediately available by telephone.

“Individual Health Plan” means a plan developed by the school nurse, student and family to provide care coordination and facilitate the management of the student’s health condition in the school setting and to inform school educational plans.

“Medication” means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a healthcare provider. It includes over-the-counter medications prescribed through a standing order by the school physician or prescribed by the student’s health care provider. For the purpose of this policy, “medication” includes asthma inhalers, epinephrine autoinjectors, naloxone hydrochloride, and medication related to the management of insulin dependent diabetes but does not include medical marijuana.

“Parent” means a natural or adoptive parent, a guardian, or a person acting as a parent of a child with legal responsibility for the child’s welfare.

“School nurse” means a registered professional nurse with Maine Department of Education certification for school nursing.

“Self-administration” is when the student administers medication independently to themself/themselves under indirect supervision of the school nurse.

“Unlicensed school personnel” are persons who do not have a professional license that allows them, within the scope of that license, to administer medication.

II. ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL

A. Parental Request

In the event that no reasonable alternative exists, the parent may request in writing that medication be administered to the student during the school day. The written request must include an acknowledgement and agreement that unlicensed personnel may administer the medication as per the health care provider’s instructions. In addition, the request shall indicate that information regarding the student’s medication may be shared with appropriate school personnel. Parents may provide the reason (diagnosis) requiring the administration of medication.

Requests shall be valid for the current school year only.

B. Health Care Provider’s Order

All parental requests must be accompanied by a written order from the student’s Health Care Provider substantiating the fact that the administration of a particular

medication during the school day is necessary for the student's health and attendance in school. Such order must include the:

1. Student's name
2. Name of the medication
3. Dose
4. Route of administration (e.g., tablets, liquid, drops)
5. Time intervals for administration (e.g., every four hours, before meals)
6. Special instructions; and
7. Name of the prescribing Health Care Provider

It is the responsibility of the school nurse to clarify any medication order that they believe to be inappropriate or ambiguous. In accordance with Department of Education Rule Chapter 40 § 2(B), the school nurse may decline to administer a medication if they believe such administration would jeopardize student safety. In this case, the school nurse must notify the parent, the student's health care provider and the school administrator (i.e., building principal or designated administrator).

If the student's parent or health care provider indicates that they do not want a medication administered by unlicensed personnel, a meeting or telephone conference will be held involving the school nurse, the building administrator, the parent(s), and appropriate professionals to discuss alternative options for administration of medication to the student.

C. Renewal of Parent Permission Requests/Forms and Health Care Provider Orders

Written parental permission requests/forms and health care provider orders must be renewed at least annually. Health care provider orders must be renewed whenever there are changes in the order.

D. Delivery and Storage of Medication

The student's parents shall deliver any medication to be administered by school personnel to the school in its original container and properly labeled. In the event that this is not practical, the parent must contact the school to make alternate arrangements. The parent is responsible for the replenishment of medication kept at school.

The school nurse or authorized designee is responsible for accepting and properly storing all medications. No more than a 20-day (one month) supply of medication

shall be kept at school, excluding inhalers and epinephrine autoinjectors. The parent is responsible for the replenishment of medication kept at school.

If the health care provider's order/prescription is for a medication regulated by Schedule II of the Controlled Substances Act (21 USC §812) ~~(e.g., Ritalin and Adderall)~~ no more than a one week supply shall be kept at school., with the exception of controlled substances designated for the treatment of ADHD in which case, no more than a 20 day supply shall be kept at school.

Scheduled medications (regulated by the Federal Narcotics Act) will not be accepted at school unless it is part of a student's Individual Health Plan agreed upon by the physician, parent, school nurse and administrator.

The parent is responsible for notifying the school of any changes in or discontinuation of a prescribed medication that is being administered to the student at school. The parent must remove any medication no longer required or that remains at the end of the school year. Any medication remaining will be appropriately discarded by the school nurse.

The school nurse in conjunction with principal and/or designated school official shall be responsible for developing and implementing procedures for the appropriate and secure storage of medications kept at school, and all medications shall be stored in accordance with this procedure.

E. Recordkeeping

School personnel and the student's parent shall account for all medication brought to school. The number of capsules, pills, tablets, and/or volume of scheduled medications brought to school shall be recorded.

School staff administering medication shall document each instance the medication is administered including the date, time, and dosage given.

The school nurse shall maintain a record including the parent's request, physician's order, details of the specific medications (including dosage and timing of medication), and documentation of each instance the medication is administered.

Records shall be retained according to the current State of Maine schedules pertaining to student health records.

F. Confidentiality

To the extent legally permissible, staff members may be provided with such information regarding medication and its administration as may be in the best interest of the student.

G. Administration of Medication

Medication may be administered during the school day by licensed medical personnel acting within the scope of their licenses.

The school nurse, under the administrative supervision of the Superintendent, will provide direction and oversight for the administration of medication to students.

All unlicensed personnel (principals, teachers, education technicians, school secretaries, coaches, bus drivers, etc.) who administer medication must receive training before being authorized to do so.

Based upon the documentation of training and competency in the administration of medication, the school nurse will communicate to the Superintendent/designee pertaining to authorization of unlicensed persons to administer medication.

Training that shall be acceptable for the purpose of authorization of unlicensed personnel is addressed under the section of this policy titled "Required Training of Unlicensed Personnel to Administer Medication."

H. Administration of Medication During Off-Campus Field Trips and School-Sponsored Events

The school will accommodate students requiring administration of medication during field trips or school-sponsored events as follows:

The school nurse, principal, and, as appropriate, the school unit's Section 504 Coordinator and/or IEP, will determine whether an individual student's participation is contraindicated due to the unstable/fragile nature of their health condition, the distance from emergency care that may be required, and/or other extraordinary circumstances. The student's parent and primary care provider will be consulted in making this determination. The decision will be made in compliance with applicable laws, including the IDEA, § 504 and the Americans with Disabilities Act (ADA).

The parent must provide the appropriate number of doses needed for the duration of the field trip or school-sponsored event.

When there are no contraindications to student participation, an appropriately trained staff member will be assigned to administer medication. The parent will be encouraged to accompany the student, if possible, to care for the student and administer medication.

All provisions of this policy shall apply to medications to be administered during off-campus field trips and school-sponsored events. As practicable, the DOE's "Procedure for Medication Administration on School Field Trips" will be followed.

- I. **Student Self-Administration of Asthma Inhalers, Epinephrine Autoinjectors and medication related to the care of insulin dependent diabetes.**
Students with allergies or asthma or type one diabetes may be authorized by the building principal, in consultation with the school nurse, to possess and self-administer emergency medication from an epinephrine autoinjector or asthma inhaler during the school day, during field trips, school-sponsored events, or while on a school bus. The student shall be authorized to possess and self-administer medication from an epinephrine autoinjector, asthma inhaler or medication related to the care of their insulin dependent diabetes if the following conditions have been met:

1. The parent (or student, if 18 years of age or older) provides a written request for the student to possess and self-administer medication from an epinephrine autoinjector or asthma inhaler.
2. The student must have the prior written approval from their primary health care provider and, if the student is under the age of 18, the prior written approval of their parent. The written notice from the student's primary care provider must specify the name and dosage of the medication, frequency with which it may be administered, and the circumstances that may warrant its use.
3. The student's parent must submit written verification to the school from the student's primary care health provider confirming that the student has the knowledge and the skills to safely possess and use an epinephrine auto-injector or asthma inhaler.
4. The school nurse shall evaluate the student's technique to ensure proper and effective use of an epinephrine auto-injector or asthma inhaler taking into account the maturity and capability of the student and the circumstances under which the student will or may have to self-administer the medication.
5. The parent will be informed that the school cannot accurately monitor the frequency and appropriateness of use when the student self-administers medication, and that the school unit will not be responsible for any injury arising from the student's self-medication.

Authorization granted to a student to possess and self-administer Emergency Medication for Asthma, Anaphylaxis and Diabetes shall be valid for the current school year only and must be renewed annually.

A student's authorization to possess and self-administer these medications may be limited or revoked by the building principal after consultation with the school nurse and the student's parents if the student demonstrates inability to responsibly possess and self-administer such medication.

To the extent legally permissible, staff members may be provided with such information regarding the student's medication and the student's self-administration as may be in the best interest of the student.

Sharing, borrowing, or distribution of medication is prohibited. The student's authorization to self-administer medication may be revoked and the student may be subject to disciplinary consequences for violation of this policy.

J. Administration of Over-the-Counter Medications

With prior written parent permission, students may receive certain over the counter medications at school, e.g., Tylenol, Ibuprofen, Tums, cough drops, etc. pursuant to a standing order from the school physician/school health advisor.

K. Required Training of Unlicensed Personnel to Administer Medication

Unlicensed school personnel who administer medication to students in a school setting (at school, on school transportation to or from school, on field trips, or during school-sponsored events) must be trained in the administration of medication before being authorized to carry out this responsibility. Such training must be provided by a registered professional nurse or physician and include the components specified in Department of Education Rules Chapter 40 and other applicable Department of Education standards, recommendations, programs, and/or methodologies.

The trainer shall document the training and competency of unlicensed school personnel to administer medication. Based upon a review of the documentation of training and competency in the administration of medication, the school nurse will communicate recommendations to the Superintendent/designee pertaining to authorization of such unlicensed personnel pertaining to authorization to administer medication.

Following the initial training, a training review and information update must be held at least annually for those unlicensed school personnel authorized to administer medication.

L. Delegation and Implementation

The Superintendent/designee shall be responsible for developing administrative procedures and/or protocols to implement or supplement this policy.

Such procedures/protocols shall include direction regarding:

1. Safe transport of medication to and from school;
2. Administration of medication during field trips and school-sponsored events;

3. Accountability for medications, particularly those regulated by Schedule II of the Controlled Substances Act;
4. Proper storage of medication at school;
5. Training of appropriate staff on administration of emergency medications including the standards for the signs and symptoms of anaphylaxis and the use of epinephrine auto-injectors for students with known anaphylaxis allergies.
6. The procedure to follow in the event of a medication reaction;
7. Access to medications in case of a disaster;
8. The process for documenting medications given and medication errors; and
9. The proper disposal of medications not retrieved by parents.

Legal Reference: 20-A M.R.S.A. §§ 254(5); 4009(4); 4502 (5)(N); 6305
Me. Dept. of Ed. Rule Ch. 40 (2016)
21 USC §801 et.seq. (Controlled Substances Act)
28 C.F.R. Part 35 (Americans with Disabilities Act of 1990)
34 C.F.R. Part 104 (Section 504 of the Rehabilitation Act of 1973)
34 C.F.R. Part 300 (Individuals with Disabilities Education Act)

Cross Reference: JLCD-E – Medication Administration on School Field Trips
(Me. DOE)
JLCDA – Medical Marijuana in Schools

Adopted: July 8, 2009
Revised: December 8, 2010
Revised: May 24, 2017
Revised: November 30, 2022

Cost Sharing 101:

An explanation of the RSU 5 cost sharing method

RSU 5 Annual Budget consists of:

$$\begin{array}{c}
 \textbf{Required Local Contribution} \\
 + \\
 \textbf{Local Cost Sharing} \\
 + \\
 \textbf{Total Outside Contribution to the RSU} \\
 = \\
 \textbf{Total RSU 5 Budget}
 \end{array}$$

- **Required Local Contribution (RLC)**, the amount required to be raised locally to qualify for state subsidy. Each town's **RLC** is communicated in the ED 279 Section 4.C.
- **Local Cost Sharing** includes:
 - **Additional Local Money (ALM)** is locally determined education spending beyond the minimum required by the state.
 - Any additional amount raised to meet the **Mil Expectation** beyond the **RLC** (currently only applicable for Freeport). In the Reorganization Plan, the committee agreed that the total **RLC** for each town was set by the ED 279 Section 4.B to achieve an equalized mil.
- **Total Outside Contribution to the RSU (TOC)** includes all revenue from the state (except state funded debt service) and all other revenues received by the RSU from sources other than municipal tax revenues.
 - **State subsidy** - amounts determined annually by the state
 - **Minimum Special Education Adjustment** - amount determined annually by the state
 - Any **Other adjustments from ED 279**

Current Cost Sharing Formula

(see Budget Impact Summary Handout)

The RSU 5 cost sharing formula only applies to the ***Additional Local Money (ALM)*** portion of the budget.

Example: FY 22-23 the total ***ALM*** was \$10,969,455 (about 29%) of the total operating budget of \$37,223,151.

$$\begin{array}{r} \text{Total RSU Spending Budget : } \$37,223,151 \\ - \\ \text{Total Outside Contribution: } \$7,919,366 \\ - \\ \text{Total Required Local Contribution: } \$18,334,330 \\ = \\ \text{Additional Local Money: } \$10,969,455 \end{array}$$

Current breakdown of how the ***ALM*** is funded pursuant to the cost sharing formula:

- Durham: 21.42%
- Freeport: 65.98%
- Pownal: 12.60%

These are NOT the percentages of each town's *total contribution* to the budget - the above are only applied to ***ALM***.

Example: FY 22-23 ***ALM*** total is \$10,969,455, then Pownal's ***ALM*** is calculated as follows:

$$\begin{array}{r} \$10,969,455 \\ \times \\ .1260 \\ = \\ \$1,382,151 \end{array}$$

The Reorganization Planning Committee (RPC) used the percentages of ***ALM*** each town contributed to their respective school budgets prior to consolidation, in the base year (2007-2008). In other words, each town pays the same percentage of ***ALM*** costs that it incurred the year before the RSU was formed.¹

¹ Reorganization Planning Committee FAQ's 9/28/08, p.1-2

Mil rates

Mil rate: tax rate per \$1,000 of valuation

The state uses a standard **Mil Expectation** to calculate **RLC** for each town, based upon a 3 year average of the town's determined valuation according to the State. This State valuation *differs* from the valuations the towns calculate individually. (See ED 279 Handout)

Example: FY 22-23 State valued Durham at \$442,083,333 and applied the **Mil Expectation** of 7.10 to equal Durham's **RLC** of \$3,138,791.66.

$$\begin{array}{r} \$442,083,333 \\ \times \\ .0071 \\ \hline \\ \$3,138,791.66 \end{array}$$

Mil expectation: is the full value education **Mil rate** listed in Section 4.B of the ED 279.

Calculated mil rate: listed in ED 279 Section 4.C (the lesser of section 4.A and 4.B)

Town mil rate: Each town determines its own mil rate annually based on its own town valuation, in order to raise the funds needed for municipal, county, and school expenditures. These rates are listed on individual property tax bills.

- As of April 1, 2022 the rates are as follows:
 - Durham **Town mil rate** \$20.70
 - Freeport **Town mil rate** \$13.35
 - Pownal **Town mil rate** \$18.00

Keep In mind, the cost sharing method *may* be changed, but is *not* required to be changed. If the Board decides to change the existing formula, the Reorganization Plan dictates specific criteria that must be considered².

Required criteria:

The RSU5 Board shall consider *all factors* it deems relevant, but is required to consider the following:

- ***Fairness*** of the cost sharing method in light of at least the following factors
 - Relative state valuations (representing each municipality's ability to raise revenue)
 - Relative populations (representing each municipality's board representation in the budgeting process)
 - Student headcounts (representing each municipality's student usage of RSU facilities and programs)
- ***Effect*** of the cost sharing method on the RSU's ability to raise sufficient funds to sustain educational programs deemed to be in the best interest of students
- ***Clarity*** of the method, including easily understood by the public, easily understood and implemented by administration; avoiding uncertainty over the method's application
- ***Consistency*** of the method, with RSU5 operating as a single, cohesive entity
- ***Effect*** of the method on stability of RSU revenue streams and local taxpayer obligations

² Reorganization Plan Section 13.D. p.21 9/16/08

RSU 5 Total Contribution by Municipality, FY 2023

FY 2023	Total RLC ³	ALM	TOC	Total Contribution (Total RLC + ALM + TOC)	% Total Contribution ⁴	%Pupil Count ⁵
Durham	\$3,138,792	\$2,474,751	\$4,997,167	\$10,610,710	29.64%	30.92%
Freeport	\$13,275,698	\$7,237,647	\$938,654	\$21,451,999	59.91%	58.59%
Pownal	\$1,919,840	\$1,382,151	\$438,504	\$3,740,495	10.45%	10.49%

Additional terms and definitions

ED 279: Maine Department of Education form that shows the school funding needed to support Essential Programs and Services (EPS), the programs and resources that are essential for students to have an equitable opportunity to achieve Maine's Learning Results.([NEO- Maine Department of Education](#))

State Subsidy: is the amount of state funding that will be provided to the RSU in order to meet the EPS as long as the **RLC** is approved locally.

Minimum Receiver: A municipality that is able to raise the full amount for EPS based on its valuation, therefore receives no **State Subsidy**.

Minimum Special Education adjustment: For **Minimum Receivers** the state still provides funds to support special education. This is the additional amount above **State Subsidy** necessary to meet the guaranteed minimum state share for special education.⁶ (Currently applicable to Freeport only.)

Other adjustments from ED 279: such as Regionalization and Efficiency Assistance⁷

³ Total RLC and ALM numbers from RSU5 Board FY23 Budget Impact Summary

⁴ Total Contribution divided by Operating Budget less Shared Revenue/Aid, RSU5 Board FY23 Budget Impact Summary (\$35,803,204)

⁵ Percentages based on pupil count per RSU5 data as of 10/1/22 (Durham: 637, Freeport: 1207, Pownal: 216 for Total of 2060)

⁶ ED 279 Section 5.A.

⁷ ED 279 Section 5.B.

RSU 5 Superintendent's Recommended Budget Impact - Summary

	Assessed 2021-2022	Adopted 2022-2023	Difference	
Total Operating Budget	\$ 35,602,864	\$ 37,111,151	\$ 1,508,287	
Adult Education Budget	112,000	112,000	-	
Total Operating Budget w/Adult Ed	\$ 35,714,864	\$ 37,223,151	\$ 1,508,287	Total RSU 5 Spending Budget
Less: Shared Revenues*	\$ 909,856	\$ 1,363,829	\$ 453,973	
Less: Shared State Aid (Educ. Service Cntr. Member Alloc.)	54,905	56,118	1,213	
A - Operating Budget less Shared Revenue/Aid	\$ 34,750,103	\$ 35,803,204	\$ 1,053,101	
Less: State Aid Allocation by Town				State Subsidy (ED279 4.C. Durham & Pownal) and Min. Special Education Adj. (Freeport ED279 5A.4.)
Durham	\$ 4,785,401	\$ 4,997,167	\$ 211,766	
Freeport (incl. Min Spec. Ed. Adj)	1,073,800	938,654	(135,146)	
Pownal	285,749	438,504	152,755	
B - Total State Aid Allocation	\$ 6,144,950	\$ 6,374,325	\$ 229,375	
Less: Non-Shared Debt				
Durham Non-Shared Debt Assessment	\$ 126,381	\$ 125,094	\$ (1,287)	
Freeport Non-Shared Debt Assessment	-	-	-	
C - Total Non-Shared Debt	\$ 126,381	\$ 125,094	\$ (1,287)	
Less: Required Local Contribution (RLC)				Required Local Contribution (RLC) per Reorganization Plan (ED279 4.B.)
Durham	\$ 3,313,918	\$ 3,138,792	\$ (175,126)	
Freeport	13,691,358	13,275,698	(415,660)	
Pownal	2,033,328	1,919,840	(113,488)	
D - Total Required Local Contribution	\$ 19,038,605	\$ 18,334,330	\$ (704,275)	
E - Additional Local Monies Required (A - B - C - D)	\$ 9,440,166	\$ 10,969,455	\$ 1,529,289	
Net Impact to Taxation Districtwide (C+D + E)	\$ 28,605,152	\$ 29,428,879	\$ 823,727	2.88%
Additional Local Monies (ALM) Required Distribution per RSU Cost Sharing Plan				
Durham (21.42% x E)	\$ 2,022,084	\$ 2,349,657	\$ 327,573	Add'l Local Monies (ALM) per Cost Sharing Formula
Freeport (65.98% x E)	6,228,622	7,237,646	1,009,024	
Pownal (12.60% x E)	1,189,461	1,382,151	192,690	
	\$ 9,440,166	\$ 10,969,455	\$ 1,529,289	
*Shared Revenue	2021-2022	2022-2023		
Town of Freeport Hunter Road Field Maintenance	\$ 98,838	\$ 100,811		
Town of Freeport Contribution for Shared Employee	25,518	25,518		
State Agency / Medicaid	50,000	30,000		
Additional 2021-2022 State Subsidy Received	-	388,329		
Misc / Interest	30,000	25,000		
Laugh & Learn	5,500	5,500		
Undesignated Fund Balance	700,000	788,671		
Total Shared Revenue	\$ 909,856	\$ 1,363,829		

Summary of Total Contribution by Town:

	Assessed 2021-2022	Adopted 2022-2023	\$ Difference	
<u>DURHAM</u>				
Durham 2020 taxable valuation (per 1.25.21 ED279)	\$ 419,483,333	\$ 442,083,333		
State mil rate	7.90	7.10		
Durham RLC	3,313,918	3,138,792		
Durham ALM	2,022,084	2,349,657		
Durham Non-Shared Debt	126,381	125,094		
Durham State Aid	4,785,401	4,997,167		
Durham Total Contribution	\$ 10,247,784	\$ 10,610,710		
Durham Net Tax Impact (Total Contribution less State Aid)	\$ 5,462,383	\$ 5,613,543	\$ 151,160	
Estimated Impact based on 2021 Mil of \$20.70 and a taxable valuation of \$363,029,800*			\$0.42	2.01%
<u>FREEPORT</u>				
Freeport 2020 taxable valuation (per 1.25.21 ED279)	\$ 1,733,083,333	\$ 1,869,816,667		
State mil rate	7.90	7.10		
Freeport RLC	13,691,358	13,275,698		
Freeport ALM	6,228,622	7,237,646		
Freeport Non-Shared Debt	-	-		
Freeport State Aid (or Min. Spec. Ed. Adj.)	1,073,800	938,654		
Freeport Total Contribution	\$ 20,993,780	\$ 21,451,999		
Freeport Net Tax Impact (Total Contribution less State Aid)	\$ 19,919,980	\$ 20,513,345	\$ 593,365	
Estimated Impact based on 2021 Mil of \$13.35 and a taxable valuation of \$2,067,067,634*			\$0.29	2.15%
<u>POWNA</u>				
Pownal 2020 taxable valuation (per 1.25.21 ED279)	\$ 257,383,333	\$ 270,400,000		
State mil rate	7.90	7.10		
Pownal RLC	2,033,328	1,919,840		
Pownal ALM	1,189,461	1,382,151		
Pownal Non-Shared Debt	-	-		
Pownal State Aid	285,749	438,504		
Pownal Total Contribution	\$ 3,508,538	\$ 3,740,495		
Pownal Net Tax Impact (Total Contribution less State Aid)	\$ 3,222,789	\$ 3,301,991	\$ 79,202	
Estimated Impact based on 2021 Mil of \$18.00 and a taxable valuation of \$252,769,660*			\$0.31	1.74%

Mil Expectation
(ED279 4.B.)

* April 1, 2022 valuations and mil rates are not known at this time. Actual impact will be determined when taxes are committed in each town.

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

ORG ID : 1449

RSU 05

2022 - 2023

Section 4 : Calculation of Required Local Contribution - Mill Expectation

Section : 4

A) Subsidizable Pupils (Excludes Superintendent Transfers for SADs, RSUs & CSDs) by Member Municipality

Member Municipality	Average Subsidizable Pupils	Percentage of Total Pupils	Oper., Othr Sub, & Tchr. Ret. Allocation Distribution	Municipal Debt Allocation Distribution	Total Municipal Allocation Distribution as a Percentage of Pupils
Durham	626.0	32.06%	7,079,449.50 +	1,056,510.14 =	8,135,959.64
Freeport	1118.0	57.26%	12,644,082.29 +	0.00 =	12,644,082.29
Pownal	208.5	10.68%	2,358,344.38 +	0.00 =	2,358,344.38
Total	1,952.5	100.00%	22,081,876.17	1,056,510.14	23,138,386.31

B) State Valuation by Member Municipality

Member Municipality	3-Yr Average or Previous Yr State Valuation	Mill Expectation	Total Municipal Allocation Distribution per Valuation x Mill Expectation
Durham	442,083,333	7.10	3,138,791.66
Freeport	1,869,816,667	7.10	13,275,698.34
Pownal	270,400,000	7.10	1,919,840.00
Total	2,582,300,000	7.10	18,334,330.00

C) Required Local Contribution = the lesser of the previous two calculations :

Member Municipality	Total Allocation by Municipality	Required Local Contribution by Municipality	Calculated Mill Rate	State Contribution by Municipality (Prior to adjustments)
Durham	8,135,959.64 -	3,138,791.66	7.10	4,997,167.98
Freeport	12,644,082.29 -	12,644,082.29	6.76	0.00
Pownal	2,358,344.38 -	1,919,840.00	7.10	438,504.38
Total	23,138,386.31 -	17,702,713.95		5,435,672.36

Preliminary FY 2022-2023 Governor's Supplemental Budget - Adjustments may be made to these printouts throughout FY 23

STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

ORG ID : 1449

RSU 05

2022 - 2023

Section 5: Totals and Adjustments

Section : 5

	Total Allocation	Local Contribution	State Contribution
A) Total Allocation, Local Contribution, and State Contribution Prior to Adjustment	23,138,386.31	17,702,713.95	5,435,672.36
4) Minimum Special Education Adj. for Towns in a RSU		-938,654.00	938,654.00
Totals after adjustment to Local and State Contributions	23,138,386.31	16,764,059.95	6,374,326.36
B) Other Adjustments to State Contribution Only			
1) Plus Audit Adjustments			0.00
2) Less Audit Adjustments			0.00
3) Less Adjustment for Unappropriated Local Contribution			0.00
4) Less Adjustment for Unallocated Balance in Excess of 3%			0.00
5) Special Education Budgetary Hardship Adjustment			0.00
6) Career & Technical Education Center Allocation			0.00
7) Plus Long-Term Drug Treatment Centers Adjustment			0.00
8) Education Service Center Member Allocation			56,118.00
9) Minimum Teacher's Salary Adjustment			0.00
10) Less MaineCare Seed - Private			0.00
11) Less MaineCare Seed - Public			0.00
C) Adjusted State Contribution			6,430,444.36
Local and State Percentages Prior to Adjustments :	Local Share % = 76.51 %	State Share % = 23.49 %	
Local and State Percentages After Adjustments :	Local Share % = 72.45 %	State Share % = 27.55 %	
FY1 : 100% EPS Allocation	23,138,386.31		

Min. Special Education
Adjustment

Section F: Adjusted Local Contribution by Town

***** WARRANT ARTICLE *****

Member Municipality	Min. Spec. Ed. RSU Towns Adj.Sec.5 Line A4	Total Allocation	Adjusted Local Contribution	Adjusted Percentage	Adjusted Mill Rate
Durham	0.00	8,135,959.64	3,138,791.66	18.72%	7.10
Freeport	938,654.00	12,644,082.29	11,705,428.29	69.82%	6.26
Pownal	0.00	2,358,344.38	1,919,840.00	11.46%	7.10
Totals	938,654.00	23,138,386.31	16,764,059.95	100.00%	

Preliminary FY 2022-2023 Governor's Supplemental Budget - Adjustments may be made to these printouts throughout FY 23

Suzan Beaudoin Consulting LLC

14 Phillips Ave. Box 1, Augusta, ME 04330, 207-620-0058, sbeaudoinllc@gmail.com

March 31, 2022

Becky Foley
Superintendent of Schools
17 West Street
Freeport, ME 04032

Dear Ms. Foley:

As requested, below are the cost and time estimates for my services regarding the RSU 5 cost sharing analysis.

Description of Services to be Performed	Estimated Hours	Rate per hour	Total Cost	Anticipated Completion Date(s)
Historical analysis of the RSU 5 cost-sharing from the first organizational year of the RSU 5 through 2021-22 budget.	10	\$125	\$1,250	1/31/2023
Historical analysis of possible components for use in a cost-sharing formula including but not limited to pupil counts and State valuations.	10	\$125	\$1,250	1/31/2023
Development of possible new cost-sharing formulas for recommendation to the cost sharing committee including possible transition recommendations.	10	\$125	\$1,250	1/31/2023
Analysis and recommendations presented in report form.	5	\$125	\$625	1/31/2023
Presentation of analysis and recommendation(s) to the RSU 5 Board of Directors.	5	\$125	\$625	TBD
Total Services	40	\$125	\$5,000	

Payment would be made to Suzan Beaudoin Consulting LLC. If you have any questions or need more information, please feel free to contact me.

Sincerely,



Suzan C. Beaudoin