

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS**  
**WEDNESDAY– JANUARY 25, 2023**  
**FREEPORT HIGH SCHOOL - LIBRARY**  
**6:30 P.M. REGULAR SESSION**  
**AGENDA**

1. Call to Order:

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

2. Attendance:

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

3. Pledge of Allegiance:

4. Consideration of Minutes:

A. Consideration and approval of the Minutes of January 11, 2023 as presented barring any errors or omissions.

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

5. Adjustments to the Agenda:

6. Good News & Recognition:

A. Report from Board's Student Representative (10 Minutes)

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (10 Minutes)

A. Items for Information

1. District Happenings

2. Resignations: Katy Bizier, Adult Education Coordinator

Ray Soucy, Custodian

Jamie Palanza, Food Service Assistant

Christine MacDonald, MLS STEM Teacher (end of the school year)

9. Administrator Reports:

A. Finance - Peggy Brown (5 Minutes)

10. Board Comments and Committee Reports:

A. Board Information Exchange and Agenda Requests (10 Minutes)

B. Strategic Communications (5 Minutes)

C. Finance Committee (5 Minutes)

D. Policy Committee (5 Minutes)

11. Policy Review: (20 Minutes)

A. Consideration and approval of 1<sup>st</sup> Read of the following policies:

IHBAC - Child Find

JRA - Student Education Records and Information

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

B. Consideration and approval of 2<sup>nd</sup> Read of the following policies:

IHBEA - Program for Multilingual Learners (old title - Program for English Language Learners)

IHBEA-R - LAU Plan

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

12. Unfinished Business:

None

13. New Business:

A. Consideration and approval of 1<sup>st</sup> Read of the 2023-2024 School Calendar. (15 Minutes)

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

14. Personnel:

None

15. Public Comments: (10 Minutes)

16. Executive Session:

A. To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing a personnel matter.

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

17. Action as a Result of Executive Session:

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

18. Adjournment:

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

**RSU No. 5 Board of Directors Meeting  
Wednesday, January 11, 2023 – 6:30 p.m.  
Freeport High School - Library  
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the January 25, 2023 meeting).

**1. CALLED TO ORDER:**

Chair Michelle Ritcheson called the meeting to order at 6:31 p.m.

- 2. MEMBERS PRESENT:** Colin Cheney, Candace deCsipkes, Jennifer Galletta, Kara Kaikini, Elisabeth Munsen, Jill Piker (arrived at 6:37 p.m.), Maura Pillsbury, Michelle Ritcheson, Kelly Sink, Madelyn Vertenten, and Teagan Davenport, Student Representative (left at 8:00 p.m.)  
**MEMBERS ABSENT:** Susana Hancock

**3. PLEDGE OF ALLEGIANCE:**

**4. CONSIDERATION OF MINUTES:**

**A. VOTED:** To approve the minutes of December 14, 2022 and December 19, 2022.  
(Vertenten – Munsen) (9 – 0) The Student Representative voted with the majority.

**5. ADJUSTMENTS TO THE AGENDA:**

None

**6. GOOD NEWS AND RECOGNITION:**

A. Report from Board's Student Representative – Teagan Davenport

**7. PUBLIC COMMENT:**

None

**8. REPORTS FROM SUPERINTENDENT:**

A. Items for Information

1. Resignations: Victoria Cousino, DCS Classroom Teacher
2. Retirements (effective at the end of the school year unless noted otherwise):
  - a. Meg Albright - MSS 2nd Grade Teacher
  - b. Lynn Meader - PES Special Education Teacher
  - c. Deanna Coro - MLS Kitchen Manager (February 17, 2023)

**9. ADMINISTRATOR REPORTS:**

- A. Update on 2022-2023 District Goals - Jean Skorapa
- B. District Scorecard - Cynthia Alexander & Principals

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

None

**11. POLICY REVIEW:**

None

**12. UNFINISHED BUSINESS:**

None

**13. NEW BUSINESS:**

None

**14. PERSONNEL:**

**A. VOTED:** To employ Julia Grocholl as a 1<sup>st</sup> Grade Teacher at Durham Community School for the 2022-2023 school year. (Kaikini – Pillsbury) (10 – 0)

**B. VOTED:** To employ William Thompson as a Social Studies Teacher at Durham Community School for the 2022-2023 school year (one year only). (Cheney – Sink) (10 – 0)

**15. PUBLIC COMMENT:**

None

**16. EXECUTIVE SESSION:**

**VOTED:** To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent's Evaluation Performance Goals. (Galletta – Colin) (10 – 0)

Time In: 9:03 p.m.


Time Out: 10:07 p.m.

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

None

**18. ADJOURNMENT:**

**VOTED:** To adjourn at 10:08 p.m. (Vertenten – Pillsbury) (10 – 0)

  
Jean M. Skorapa, Superintendent of Schools

## Warrant Articles For the Period 12/01/2022 through 12/31/2022

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>	
<b>INCOME</b>							
GENERAL FUND REVENUES							
REQUIRED LOCAL FUNDS (-)	\$18,334,330.00	\$421,552.65	\$8,070,314.23	\$10,264,015.77	\$0.00	\$10,264,015.77	56.0%
ADDITIONAL LOCAL FUNDS (-)	\$10,982,547.64	\$307,808.83	\$4,815,690.04	\$6,166,857.60	\$0.00	\$6,166,857.60	56.2%
ADDLN SHARED REVENUE (-)	\$131,830.36	\$10,424.50	\$62,547.02	\$69,283.34	\$0.00	\$69,283.34	52.6%
INTEREST REVENUE (-)	\$25,000.00	\$0.00	\$74,020.99	(\$49,020.99)	\$0.00	(\$49,020.99)	-196.1%
STATE REVENUES (-)	\$6,460,443.00	\$454,757.26	\$2,703,027.86	\$3,757,415.14	\$0.00	\$3,757,415.14	58.2%
MISC REVENUES (-)	\$0.00	\$0.00	\$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)	(\$1,194,543.24)	(\$15,725,630.14)	(\$21,385,520.86)	\$0.00	(\$21,385,520.86)	57.6%
<b>Total : INCOME</b>	(\$37,111,151.00)	(\$1,194,543.24)	(\$15,725,630.14)	(\$21,385,520.86)	\$0.00	(\$21,385,520.86)	57.6%
<b>EXPENSES</b>							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$16,401,257.00	\$1,170,927.45	\$5,486,665.71	\$10,914,591.29	\$7,876,313.40	\$3,038,277.89	18.5%
ARTICLE 2 SPECIAL EDUCATION (+)	\$4,972,716.00	\$373,245.96	\$1,644,651.83	\$3,328,064.17	\$2,385,634.74	\$942,429.43	19.0%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$184,596.00	\$15,383.00	\$107,681.00	\$76,915.00	\$76,915.00	\$0.00	0.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$919,069.00	\$44,491.45	\$316,522.39	\$602,546.61	\$323,337.17	\$279,209.44	30.4%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$3,594,805.00	\$260,613.72	\$1,475,477.17	\$2,119,327.83	\$1,560,444.51	\$558,883.32	15.5%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,082,988.00	\$58,586.51	\$492,401.06	\$590,586.94	\$291,453.31	\$299,133.63	27.6%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$1,942,616.00	\$145,598.45	\$901,179.72	\$1,041,436.28	\$796,097.59	\$245,338.69	12.6%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$1,438,023.00	\$132,137.95	\$587,597.38	\$850,425.62	\$473,482.52	\$376,943.10	26.2%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,100,233.00	\$202,492.65	\$2,626,512.76	\$2,473,720.24	\$942,240.02	\$1,531,480.22	30.0%
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 12/01/2022 through 12/31/2022

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	\$2,403,477.14	\$13,747,524.02	\$23,363,626.98	\$14,725,918.26	\$8,637,708.72	23.3%
Total : EXPENSES	\$37,111,151.00	\$2,403,477.14	\$13,747,524.02	\$23,363,626.98	\$14,725,918.26	\$8,637,708.72	23.3%

End of Report

Operating Statement with Encumbrance

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**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

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**Strategic Communications Committee**  
**December 21, 2022**

**Committee:** Strategic Communications

**Meeting date:** December 21, 2022

**Submitted by:** Jean Skorapa, Superintendent

**Committee Members in attendance:** Candy deCsipkes, Kara Kaikini, Maddy Vertenten

**Members absent:**

**Agenda Items and Discussion:**

**Agenda:**

**1. Future Meetings:**

Friday, March 24, 2023 @ 8:30 a.m.

Friday, April 28, 2023 @ 8:30 a.m.

**2. Review Budget Brochure - In addition to changes made at the 9-29-22 meeting the following changes were suggested by the committee:**

- *Cover - Replace the photo with the RSU 5 logo; clean up heading*
- *Remove all pictures from the brochure as they are unclear*
- *Page 2 - Update community data*
- *Page 3 - Add Early Intervention Team to Points of Pride*
- *Page 4 - Strategic Goals – these are goals, not objectives*
- *Move page 3 to page 4 and page 4 to page 3*
- *Page 5 - Pre-K - 8 Anticipated Teachers/Class Sizes Per Grade - Change header for clarity*
- *Page 6 - Remove large paragraphs; add QR code "for more information"....*
- *Consolidate pages 5 and 6 if possible*
- *Page 7 - Change header for Free/Reduced ... for clarity*
- *Page 7 - Subsidy statement - change for clarity*
- *Page 8 - if possible from consolidating other pages, warrant articles and budget processes moved to single pages*

**3. Staff Satisfaction Survey - Review/Timeline**

- *To be more inclusive, a drop down menu will be added to indicate work location and role (i.e., teacher or support staff (educational technician, secretary, school nutrition, facilities, transportation))*
- *Question 14: What other suggestions relating to your prior feedback do you have to increase workplace satisfaction?*
- *The B-Team will asked to review changes*



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

Item #10C.

*"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

**Finance Committee Minutes**  
**December 14, 2022**  
**Freeport High School Library**

**In Attendance:**

Beth Munsen, Chair  
Michelle Ritcheson  
Maura Pillsbury  
Jean Skorapa  
Peggy Brown

Chair Munsen called the meeting to order at 5:06 p.m.

**FY23 Financial Update:**

Peggy reviewed the November financial document with the committee. She reported that we are in sound financial condition with 42% of the fiscal year completed.

**Property & Casualty Update:**

Peggy provided an update to previous requests for clarification regarding the amount of increase to our bill. Peggy did research and although conversations last spring revolved around a 20% increase to be budgeted for, truly only an 18% increase was in the budget. Therefore, the FY23 bill increase initially seemed higher than expected. The P&C bill was truly a 19% increase over last year's bill. There is no indication yet of what increase we should anticipate for FY24.

The Finance Committee discussed reasons for the increase which included the need for cyber liability coverage which is new this year and due to School Board insurance claims. The Finance Committee inquired about those claims and what type of notifications they would receive. Jean provided answers and that if a matter was to result in a significant dollar amount, she would notify the School Board via Executive Session.

**S&P Rating Update:**

Jean and Peggy were contacted by Joe Cuetara of Moors & Cabot as our district's rating was being reviewed by Standard & Poors. Jean and Peggy provided requested information and Joe also requested information from our towns for this review. The review report is attached. Our district was downgraded to an A+/Stable rating.

**Audit Update:**

Peggy informed the committee that our auditing firm (Berry Talbot Royer) recommended we obtain a three-month audit extension from the DOE. The reasons were due to the change of RSU5's accounting system, changes in RSU5 Business Office staff, and staffing issues



at Berry Talbot Royer. An Audit Extension request was submitted. The Department of Education granted a two-month extension until the end of February, noting that subsidy could be affected if the audit was later.

The Finance Committee discussed this issue and Michelle Ritcheson suggested we may want to seek bids from several auditing firms for future audits who could deliver by the December deadline.

**FY24 Budget Planning Update:**

Department budget meetings have been underway since November 28<sup>th</sup> with the remaining department meetings upcoming in the next few weeks. Peggy and Jean worked together to create similar budget spreadsheets for each department to utilize, streamlining the process. This updated process will also provide utilization of shared reference of budget details by departments throughout the upcoming fiscal year.

**Adjournment:**

Chair Munsen requested a motion to adjourn at 6:10 p.m. The motion was provided by Michelle Ritcheson and was seconded by Maura Pillsbury. Vote was unanimous (Munsen, Ritcheson, Pillsbury).

Respectfully submitted,

Peggy Brown  
Interim Director of Finance & HR

**Summary:**

**Maine Regional School Unit No. 5;  
General Obligation**

**Primary Credit Analyst:**

Jennifer K Garza (Mann), Dallas + 1 (214) 871 1422; [jennifer.garza@spglobal.com](mailto:jennifer.garza@spglobal.com)

**Secondary Contact:**

Anthony Polanco, Manchester + 1 (617) 530 8234; [anthony.polanco@spglobal.com](mailto:anthony.polanco@spglobal.com)

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## Summary:

# Maine Regional School Unit No. 5; General Obligation

### Credit Profile

Maine Regl Sch Unit No. 5 GO bnds

*Long Term Rating*

A+/Stable

Downgraded

## Rating Action

- S&P Global Ratings lowered its rating to 'A+' from 'AA-' on Maine Regional Unit No. 5's general obligation (GO) debt.
- The rating action reflects our long-term view of the district's financial profile, which we project will decrease to materially lower levels no longer comparable with that of 'AA-' rated peers.
- The outlook is stable.

## Security

The district's full faith and credit pledge, including the district's unlimited taxing authority, secures the bonds.

## Credit overview

The downgrade reflects our view of Maine Regional Unit No. 5's intention to reduce reserve levels to fall to adequate from strong over the long term as the district is managing unassigned fund balance levels to the state maximum of 3%, with limited flexibility to cut expenditures. The district's net performance was negative, with expenses outpacing revenues from fiscal years 2017-2019 in part due to subsidy transfers to the school nutrition fund and an overassessment of the member towns. While fiscal years 2020 through unaudited 2022 results indicate positive net performance due to growth in state and local sources, we understand the district intends to lower reserves and ultimately the cost to taxpayers in the next several fiscal years. Our assessment of the district's strong, diverse underlying tax base and strong economic fundamentals, which provide stability to member town assessments (the district's primary revenue source), are also supporting the rating.

The 'A+' rating is supported by the district's:

- Favorable income levels and market value wealth, coupled with participation in the Portland-South Portland metropolitan statistical area (MSA);
- Reserve position, which has fluctuated from strong to adequate in recent years and is projected to remain at a maximum of 3% reserve level for the unassigned fund balance;
- Standard Financial Management Assessment (FMA), with some formalized practices and policies; and
- Low debt burden, adequate pension funded level, and manageable fixed costs.

## **Environmental, social, and governance**

Although rising sea levels pose a long-term risk for a portion of the district's property tax base, we recognize that the underlying communities and Cumberland County continue to plan and implement resiliency efforts to help reduce the potential effect on the district. We analyzed the district's environmental factors and determined they are credit neutral for coastal communities, but above moderately elevated when compared with noncoastal communities. We have assessed the district's governance and social risks and believe they are credit neutral.

## **Outlook**

The stable outlook reflects the district's plans to use fund balance in the near-to-medium term. We expect the district's economic, management, and debt profile characteristics will remain relatively unchanged during the next two years.

### **Downside scenario**

We could lower the rating if reserves decline below an adequate level, which would indicate reduced flexibility in the event of a contingency. In addition, we could lower the rating within the two-year outlook horizon should any new challenges arise associated with the member town assessments or a lack of stability in the budget due to turnover in the management team.

### **Upside scenario**

We could raise the rating subsequent a multiyear trend of available reserves held at good to strong levels.

## **Credit Opinion**

### **Stable economic profile, with access to the Portland-South Portland MSA**

The district is located just 20 miles northeast of the city of Portland. L.L. Bean Inc. has announced an expansion and there is a notable retail center redevelopment and expansion in the downtown area that could contribute to additional tax and employment base growth in the near term. Our macroeconomic view has softened compared with the previous year, with the S&P Global Economics' recent forecast "Economic Outlook U.S. Q4 2022: Teeter Totter" (published Sept. 26, 2022, on RatingsDirect) projecting slower economic growth in 2022 and a shallow recession in 2023. The district's tax base has grown an annual average rate of 6% per year in the past three years and realized 4% actual growth in 2022.

Student enrollment has trended at about 2,000 students for the past five fiscal years and could experience increases within the next two due to job growth. Following a state reorganization mandate of Maine's public school systems, Maine Regional School District No. 5 became operational on July 1, 2009, and serves the communities of Freeport and Pownal in Cumberland County, and the town of Durham in Androscoggin County. The school district operates four elementary schools, one middle school, and one high school.

### **Fluctuating reserve trends, with near-term intention to reduce reserves**

During the COVID-19 pandemic, Maine increased the maximum reserve threshold to 9% but has stipulated that any excess reserves must be used to reduce the state and local share during fiscal years 2022-2025. Maine Regional Unit No. 5 intends to manage reserves to the maximum 3% available reserve position, which was the pre-pandemic

maximum reserve level allowed by the state. The district's leading revenue sources are member town assessments and state aid, which account for 75% and 21% of general fund revenues, respectively. The district's relationship with the member towns has remained strong and there are no concerns about their capacity to continue supporting their assessments to the school. In addition, the state aid funding environment has improved in the last two years, and we expect it will remain at least stable in the near term.

We are expecting a controlled use of reserves during the next two years to manage the reserve level and reduce local assessments for residents. Before fiscal 2020, the district drew down available reserves (the assigned and unassigned fund balance) to 3.6% of expenditures in fiscal 2019 from 12.1% in fiscal 2016. District officials attributed the drawdown to overassessment of the member towns during that time frame (remedied in the subsequent fiscal year), subsidy transfers to the school nutrition fund, and management of reserves to the state maximum level of the unassigned fund balance.

In addition, the district was awarded \$1.1 million in American Rescue Plan stimulus funds and has \$450,000 remaining unspent, which could provide additional budget flexibility. We will continue to monitor the district's flexibility to balance the budget and maintain sufficient reserves to maintain the current rating.

#### **Formalized practices and policies in some but not all areas**

Highlights include a conservative budgeting approach rooted in three-to-five years of historical trends for variable costs and communication with the member towns regarding assessments. The district also provides monthly budget-to-actual results to the school board. In addition, management maintains a formal five-year capital improvement plan that is updated annually and derived from a 20-year comprehensive plan (last updated in 2013) that identifies specific capital projects and associated costs. However, specific funding sources are not identified for all projects. The district has formally adopted the state's investment policy, with holdings and earnings reported annually. However, the district does not maintain a long-term financial plan, formal debt management, or fund balance policies as it manages its debt outstanding and reserve position in accordance with state limits.

The district's finance director position experienced turnover during the previous seven-year period. However, the current interim finance director started in December of 2021 and has prior experience, having worked with Regional School Unit No. 5 since 2015. The district has implemented a process that creates more oversight of the member assessment calculation so as not to create errors and overassessments. The finance office proposes the assessment whereas a finance committee, the school board, and an attorney review the calculation for correctness.

#### **Low overall net debt, with no additional debt plans**

The district's total direct debt outstanding amounts to \$17.7 million. Currently, the district does not have any additional bonding plans for the next two years. In our view, amortization is rapid and debt service carrying charges are low.

#### **Pension and other postemployment benefit liabilities**

We do not view pension costs as a long-term credit concern because of the district's high funding, manageable liabilities, and overall low costs. We expect contribution increases will likely remain affordable, as a result of revenue strength, strong reserves, and conservative budgeting.

At June 30, 2021, the district participates in the following plans:

- Maine Public Employees' Retirement System, the state employees' and teachers' plan (SET), which is 91% funded, with a proportionate share of the net pension liability at \$79,000, assuming a 6.5% discount rate.
- Maine Public Employees' Retirement System Local District Consolidation Plan, which is 101% funded, with a proportionate share of the net pension asset of \$4,000, assuming a 6.5% discount rate.

Maine Regional School Unit No. 5 is a member of Maine Education Association Benefits Trust, which provides health care benefits for some retired employees. Eligible retirees are required to pay 100% of health insurance premiums to receive health benefit coverage. Therefore, district contributions represent an implicit rate subsidy; audited district financial statements reflect the percent of premiums subsidizing retiree health care benefits.

The district also provides other postemployment benefits (OPEB) through the group life insurance plans that are part of Maine's SET OPEB plan. The state makes contributions toward the SET OPEB plan.

Maine Regional School Unit No. 5 paid its full required contribution in fiscal 2021 and ultimately exceeded our static- and minimum-funding progress metrics. In general, we expect plan contributions to meet or exceed our view of minimum-funding progress, partially because of the plan's closed nine-year amortization, which should result in timely funding progress. However, we expect the plans' static-mortality projections and level-percent amortization could lead to some contribution volatility. Nevertheless, we expect costs to remain manageable.

#### Maine Regional School Unit No. 5--Key Credit Metrics

	Characterization	Most recent	Historical information		
			2021	2020	2019
Economic indicators					
Population (no.)			13,877	13,605	13,635
Median household EBI % of U.S.	Strong		126	130	133
Per capita EBI % of U.S.	Strong		128	127	129
Market value (\$000)		2,867,050	2,756,100	2,578,150	2,412,650
Market value per capita (\$)	Extremely strong	209,626	201,513	189,500	176,945
Top 10 taxpayers % of taxable value	Very diverse		9.5	11.5	12.3
Financial indicators					
Total available reserves (\$000)			3,624	2,053	1,245
Available reserves % of operating expenditures	Strong		10.4	5.9	3.7
Total government cash % of governmental fund expenditures			16.6	15.6	13.6
Operating fund result % of expenditures			4.5	2.3	-2.2
Financial Management Assessment	Standard				
Enrollment (no.)			2,039	1,949	2,012
Debt and long-term liabilities					
Overall net debt % of market value	Low	0.6	0.7	1.3	1.5
Overall net debt per capita (\$)	Low	1,299	1,442	2,527	2,687
Debt service % of governmental fund noncapital expenditures	Low		3.5	4.2	4.2
Direct debt 10-year amortization (%)	Rapid	85	83	78	76

Maine Regional School Unit No. 5--Key Credit Metrics (cont.)

	Characterization	Most recent	Historical information		
			2021	2020	2019
Required pension contribution % of governmental fund expenditures			0	1.9	1.8
OPEB actual contribution % of governmental fund expenditures			0	0.5	0
Minimum funding progress, largest pension plan (%)			136.8	110.6	106.8

EBI--Effective buying income. OPEB--Other postemployment benefits.

## Related Research

Through The ESG Lens 3.0: The Intersection Of ESG Credit Factors And U.S. Public Finance Credit Factors, March 2, 2022

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***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

**Finance Committee Minutes**  
**January 11, 2023**  
**Freeport High School Library**

**In Attendance:**

Beth Munsen, Chair  
Michelle Ritcheson  
Maura Pillsbury  
Jean Skorapa  
Peggy Brown

Chair Munsen called the meeting to order at 5:07 p.m.

**FY23 Financial Update:**

Peggy reviewed the December financial document with the committee. She noted it shows 42% of revenues received and 37% of the budget spent with 50% of the fiscal year completed. She pointed out that the true picture is 47% of revenues received. At the time the December financial report was printed, the Freeport required local and additional local payments had not been recorded. These had been received in time and have subsequently been recorded for the month of December.

Peggy informed the committee that she and Jean are watching the financials closely in Article 8 Transportation. Our staff position of Mechanic is being utilized to drive a bus. Therefore, many bus repairs are being done by an outside company.

**Audit Update:**

Jean expressed to our auditor, Marge Hall, that news of an extension being needed was not received well at the last Finance Committee. Michelle Ritcheson requested that Jean reach out to other Superintendents in Cumberland County to inquire which firms they use. The possibility of going out to bid was discussed in order to have future audits completed by the December deadline. Maura will be seeing state DOE leaders at an upcoming meeting and will inquire about the audit situation with other districts.

**FY24 Budget Planning Update:**

Meetings with department heads have been completed. Peggy will compile data for the draft budget and present it to Jean on Friday. Peggy noted good news that one of the bonds will be completed during FY23 so we will not need to budget for that \$200,000.00+ payment in the upcoming FY24 budget.

Property and Casualty insurance was discussed. Peggy will calculate an estimate of 15% increase from this year's bill for FY24 budgeting purposes. Michelle noted the average increase for all districts was 11% for FY23 yet ours was higher. The committee discussed the bid process for insurance. They discussed Maine Statute 20-A M.R.S. which 'provides that a school board shall oversee the purchasing of insurance by competitive bid at least every five years'. Jean and Peggy had received updated information from

MSMA that if we were to switch companies, MSMA requires a one-year notice so if we were to change for 2024-2025, for example, they have to be notified by June 30, 2023. Beth inquired about the length of the bid process and when it last happened.

Now that a full year has passed since solar credits began, Jean and Peggy will review the solar credits in comparison to the payments made to the Iris company and CMP. This will help determine property electricity budgeting for FY24.

**Adjournment:**

Chair Munsen requested a motion to adjourn at 6:10 p.m. The motion was provided by Michelle Ritcheson and was seconded by Maura Pillsbury. Vote was unanimous (Munsen, Ritcheson, Pillsbury).

Respectfully submitted,

Peggy Brown  
Interim Director of Finance & HR



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**Policy Subcommittee Report**

**Committee:** Policy

**Zoom Meeting date:** January 6, 2023

**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 January 25, 2023.*

IHABC Child Find

JRA Student Education Records and Information

*The following draft policy was reviewed and will be brought back to the Policy Committee for further discussion on January 25, 2023.*

ACAAA Transgender and Gender Expansive Students

The next meeting will be held by Zoom on January 25, 2023 at 8:45 a.m.

Submitted by: Cynthia Alexander



**Regional School Unit 5**  
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Item # 11.A.&B.

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**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:** January 17, 2023

**RE:** Review/Update of Policies

At the January 25, 2023 Board of Directors Meeting, the following policies will be on the agenda:

1<sup>st</sup> Read

IHBAC - Child Find

JRA - Student Education Records and Information

2<sup>nd</sup> Read

IHBEA - Program for Multilingual Learners (old title - Program for English Language Learners)

IHBEA-R - LAU Plan

## CHILD FIND

RSU No. 5 seeks to ensure that all children within its jurisdiction who are school age and who are in need of special education and supportive assistance –including homeless children, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade– identified, located and evaluated. who are school-age 5 through the school year in which they turn 20 and who are in need of special education and supportive assistance. An effective child find system is an ongoing part of our responsibility to ensure that a Free and Appropriate Public Education (FAPE) is made available to all eligible children with disabilities.

The ~~school unit's~~ Child Find responsibility shall be accomplished through a ~~unit-wide~~ process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the Individualized Education Program (IEP) Team.

~~The school unit~~ RSU No. 5 shall provide Child Find during the first 30 days of the school year or during the first 30 days of enrollment for transfer children, in addition to other Child Find activities provided by the school unit. According to State law, RSU No.5 shall also provide Child Find for children who are experiencing homelessness or are wards of the State, highly mobile and migrant children, English learners, and parentally-placed private school children with disabilities, as well as those suspected of having developmental delays as defined in 34 C.F.R. § 300.8(b). It also includes children who have complex medical needs and who reside in nursing homes because of serious health problems and those who are in correctional facilities. It also includes children who have complex medical needs and who reside in nursing homes because of serious health problems and those who are in correctional facilities. 34 C.F.R. § 300.111(b)-(c). This requirement includes identification of children who are suspected of having a disability, including for example, children suspected of having long COVID or suspected of having post-COVID conditions that meet the definition of a disability under IDEA.

This Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. RSU No. 5 may schedule Child Find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related services at the start of the school year. If screening occurs in the spring prior to school entry, RSU No. 5 will refer the child to the regional Child Development Services (CDS) site within 10 school days.

If the Child Find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of

special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

Legal References: 34 C.F.R. § 300.111 (2006)  
Me. Dept. of Educ. Rule Ch. 101, IV 2(A), (C) (2015)  
Me Dept. of Educ. Administrative Letter 1 (January 21, 2021)  
Long COVID under Section 504 and the IDEA: A Resource to  
Support Children, Students, Educators, Schools, Service Providers, and  
Families (Jul. 26, 2021).

Adopted: June 24, 2009  
Reviewed: April 25, 2012  
Revised: April 24, 2013  
Revised: February 28, 2018

## **STUDENT EDUCATION RECORDS AND INFORMATION**

RSU No. 5 shall comply with the Family Educational Rights and Privacy Act ("FERPA") and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and student information.

### **A. Directory Information**

RSU No. 5 designates the following student information as directory information: name, participation and grade level of students in recognized activities and sports, and height and weight of student athletes, dates of attendance in the school unit, and honors and awards received. RSU No. 5 may disclose directory information if it has provided notice to parents (and eligible students over 18) and has not received timely written notice refusing permission to designate such information as directory information.

### **B. Military Recruiters/Higher Education Access to Information**

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and RSU No. 5 must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent.

### **C. Information on the Internet**

Under Maine law, RSU No. 5 shall not publish on the Internet any information that identifies a student, including but not limited to the student's full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents' names, without written parental consent.

### **D. Transfer of Student Records**

As required by Maine law, RSU No. 5 sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

### **E. Designation of Law Enforcement Unit**

School units may disclose student education records without parental consent to personnel of its law enforcement unit, provided that they have been designated as school officials with legitimate educational interests for the purpose of compliance with FERPA.

The Board hereby designates its School Resource Officer, Freeport Police Department, Cumberland County Sheriff's Department and the Androscoggin Sheriff's Department as RSU No. 5's law enforcement unit for the purpose of disclosure of student education records under FERPA.

**F Health or Safety Emergency Emergencies**

As permitted by FERPA, the school unit may disclose personally identifiable information from a student's educational record to appropriate parties, including parents of an eligible student, if taking into account the totality of the circumstances, it determines that there is an articulable and significant threat to the health or safety of the student or other individuals and that knowledge of the information is necessary to protect the health or safety of the student or other individuals. In the event of disclosure, the school unit will record the ~~articulable~~ specific and significant threat that formed the basis for the disclosure and the parties to whom the school unit has disclosed and maintain such record with the student's educational record.

**G. Administrative Procedures and Notices**

The Superintendent is responsible for developing and implementing any administrative procedures and parent notices necessary to comply with the applicable laws and regulations concerning student education records and information. Notices shall be distributed annually to parents and eligible students concerning their rights under these laws and regulations. A copy of this policy shall be posted in each school.

**Legal Reference:**

20 U.S.C. § 1232g; 34 C.F.R. Part 99  
20 U.S.C. § 7908  
20-A M.R.S.A. §§ 6001, 6001-B  
Ch. 101, 125 (Me. Dept. of Ed. Rules)

**Cross Reference:** JRA-E – Annual Notice of Student Education Records and Information Rights  
JRA-R – Education Records and Information Administrative Procedure  
ILD – Student Surveys

**Adopted:** July 8, 2009  
**Revised:** November 30, 2011  
**Reviewed:** November 30, 2016



**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 (ELML) 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 (ELML).

The RSU No. 5 ~~School Department~~ does not discriminate against English Language Multilingual Learners (ELML). 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 ~~s/he~~ 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 for Speakers of other Languages (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 (ELMLs):

- 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 for Speakers of Other Languages~~: 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



# RSU5 School Calendar 2023-2024

AUGUST/SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER					JANUARY				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
21	PLD	PLD	PLD	25															1					
28	29	30	31	1	2	3	4	5	PLD			1	2	3	4	5	6	7	8	1	2	3	4	5
4	5	6	7	8	9	10	11	12	13	6	7	8	PLD	10	11	12	13	14	15	8	9	10	11	12
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17	18	19	20	21	22	15	16	17	18	19
18	19	20	21	22	23	24	25	26	27	20	21	PC	23	24	25	26	27	28	29	22	23	24	25	26
25	26	27	28	29	30	31				27	28	29	30							29	30	31		
23 8/22,23,24 Professional Learning Days 8/28 First Student Day PreK-9 8/29 All PreK-12 Students 9/1 & 9/4 No School (Labor Day)					20 6 Professional Learning Day 9 Indigenous People's Day					17 9 Professional Learning Day (1/2) 10 Veterans Day (Observed) 22 Professional Compensation Day 23-24 Thanksgiving Break					16 25-29 December Vacation					21 1 New Years Day 15 Martin Luther King, Jr. Day				
FEBRUARY					MARCH					APRIL					MAY					JUNE				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
			1	ER					1	1	2	3	4	5			1	2	3	3	4	5	<del>6</del>	7*
5	6	7	8	9	4	5	6	7	8	8	9	10	11	PC	6	7	ER	9	10	10*	11*	12*	13*	14
12	13	14	15	16	11	12	13	14	PLD	15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
19	20	21	22	23	18	19	20	21	22	22	23	24	25	26	20	21	22	23	24	24	25	26	27	28
26	27	28	29		25	26	27	28	29	29	30				27	28	29	30	31					
16 2 Early Release - Half Day 19 Presidents' Day 19-23 February Vacation					20 15 Professional Learning Day					16 12 Professional Compensation Day 15 Patriots' Day 15-19 April Vacation					22 8 Early Release - Half Day 27 Memorial Day					4 6 Last 1/2 Day If No Snow Days 9 Graduation * Storm Make up Days (7-13) 19 Juneteenth Natl. Independence Day				



NO SCHOOL - Holiday/Vacation



PROFESSIONAL LEARNING DAY - No Students (5 1/2)



PROFESSIONAL COMPENSATION DAY - No Students (2)



EARLY RELEASE FOR STUDENTS - Half Day Schedule (2)



LAST DAY OF SCHOOL-(if no snow days)-PK-12 HALF DAY Storm Make-up days If needed: 6/7-6/13.

1-17-23 Draft