

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY- OCTOBER 25, 2023
POWNALE ELEMENTARY SCHOOL - CAFETERIA
6:30 P.M. REGULAR SESSION
AGENDA**

1. Call to Order:

The meeting was called to order at _____ p.m. by Vice-Chair Elisabeth Munsen

2. Attendance:

___ Colin Cheney	___ Elisabeth Munsen
___ Candace deCsipkes	___ Maura Pillsbury
___ Malik Farlow	___ Michelle Ritcheson
___ Danielle George	___ Kelly Sink
___ Susana Hancock	___ Madelyn Vertenten
___ Kara Kaikini	___ Phoebe Williamson, Student Representative
	___ Lily West, Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

- A. Consideration and approval of the Minutes of October 11, 2023 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: (30 Minutes)

8. Reports from Superintendent: (10 Minutes)

A. Items for Information

1. District Happenings
2. Resignations: Gabe Wagner, FHS Educational Technician

9. Administrator Reports:

- A. Finance - Kelly Wentworth (5 Minutes)
B. Update from Pownal Elementary School and Goal Review - Holly Johnson (20 Minutes)

10. Board Comments and Committee Reports:

- A. Board Information Exchange and Agenda Requests (10 Minutes)
B. Strategic Communications Committee (5 Minutes)
C. Facilities and Operations Committee (5 Minutes)
D. Policy Committee (5 Minutes)

11. Policy Review: (30 Minutes)

- A. Consideration and approval of 2nd Read of Policy ACAA - Transgender and Gender Expansive Students.

Motion: _____ 2nd: _____ Vote: _____

12. Unfinished Business:

None

13. New Business:

- A. Consideration and approval to employ two Educational Technicians at Mast Landing School for the 2023-2024 school year (one year positions) instead of a 5th Grade Class Size Reduction Teacher. Funding for the Educational Technicians to come from contingency funds.

Motion: _____ 2nd: _____ Vote: _____

14. Personnel:

None

15. Public Comments: (30 Minutes)

16. Executive Session:

- A. Consideration and approval to enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(D) for the purpose of discussing Support Staff Negotiations for RSU No. 5.

Motion: _____ 2nd: _____ Vote: _____

Time In _____ Time Out _____

17. Action as a Result of Executive Session:

- A. Consideration and approval to ratify the Coastal Education Association for Educational Support Professional Unit Bargaining Agreement July 1, 2023 – June 30, 2026.

Motion: _____ 2nd: _____ Vote: _____

18. Adjournment:

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

Item #4.A.

**RSU No. 5 Board of Directors Meeting
Wednesday, October 11, 2023 – 6:30 p.m.
Freeport High 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 October 25, 2023 meeting).

1. CALLED TO ORDER:

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

2. MEMBERS PRESENT: Colin Cheney, Candace deCsipkes, Malik Farlow, Danielle George, Kara Kaikini, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Kelly Sink, Madelyn Vertenten

MEMBERS ABSENT: Susana Hancock. There was no Student Representative in attendance.

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

VOTED: To approve the Minutes of September 27, 2023. (Kaikini – Vertenten) (10 – 0)

5. ADJUSTMENTS TO THE AGENDA:

Additions under Item #8.A.1 and 2- Resignation and Retirement; Addition of an Item #8.B. and Item #13.A. - DCS Guidance position

6. GOOD NEWS AND RECOGNITION:

A. Report from Board's Student Representative - Principal Gulko provided an update.

7. PUBLIC COMMENT:

Durham - Jessica Conley

Freeport - Connie Clifford

Other - Jennifer Curran (Falmouth)

8. REPORTS FROM SUPERINTENDENT:

A. Items for Information

1. Resignations: Bethany Jensen - PES/MLS Speech Language Pathologist
Theresa Allocca - DCS Guidance Counselor
Rick Vachon, Sr. - FMS Custodian
Lila Richards - MLS Ed Tech
2. Retirements: Kristy Johnson - MSS 2nd Grade Teacher

B. Durham Community School Guidance Position - Will Pidden

9. ADMINISTRATOR REPORTS:

A. Update from Freeport Middle School and Goal Review - Ray Grogan

B. Update from Freeport High School and Goal Review - Jen Gulko

10. BOARD COMMENTS AND COMMITTEE REPORTS:

None

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

- A. Discussion of the MSBA 2023 Proposed Resolutions
- B. MSMA Fall Conference Information

13. NEW BUSINESS:

- A. **VOTED:** To employ a PE Teacher instead of a Guidance Counselor at Durham Community School for the 2023-2024 School Year. (deCsipkes – Munsen) (10 – 0)

14. PERSONNEL:

None

15. PUBLIC COMMENT:

Freeport - Maddy Vertenten

16. ADJOURNMENT:

VOTED: To adjourn at 9:49 p.m. (Pillsbury – Farlow) (10 – 0)



Jean M. Skorapa, Superintendent of Schools

RSU No. 5

Item #9.A

Warrant Articles For the Period 09/01/2023 through 09/30/2023

Fiscal Year: 2023-2024

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 (-)	\$19,054,353.67	\$1,315,006.67	\$4,323,849.19	\$14,730,504.48	\$0.00	\$14,730,504.48	77.3%
ADDITIONAL LOCAL FUNDS (-)	\$11,319,982.05	\$733,256.49	\$2,481,949.10	\$8,838,032.95	\$0.00	\$8,838,032.95	78.1%
ADDLN SHARED REVENUE (-)	\$149,911.00	\$0.00	\$20,396.18	\$129,514.82	\$0.00	\$129,514.82	86.4%
INTEREST REVENUE (-)	\$100,000.00	\$38,324.75	\$107,312.54	(\$7,312.54)	\$0.00	(\$7,312.54)	-7.3%
STATE REVENUES (-)	\$7,444,322.28	\$528,233.65	\$1,584,700.95	\$5,859,621.33	\$0.00	\$5,859,621.33	78.7%
MISC REVENUES (-)	\$0.00	\$9,368.67	\$11,762.11	(\$11,762.11)	\$0.00	(\$11,762.11)	0.0%
FUND BALANCE (-)	\$900,000.00	\$0.00	\$0.00	\$900,000.00	\$0.00	\$900,000.00	100.0%
Sub-total : GENERAL FUND REVENUES	(\$38,968,569.00)	(\$2,624,190.23)	(\$8,529,970.07)	(\$30,438,598.93)	\$0.00	(\$30,438,598.93)	78.1%
Total : INCOME	(\$38,968,569.00)	(\$2,624,190.23)	(\$8,529,970.07)	(\$30,438,598.93)	\$0.00	(\$30,438,598.93)	78.1%
EXPENSES							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$17,072,759.00	\$1,294,734.09	\$2,007,219.02	\$15,065,539.98	\$13,065,397.03	\$2,000,142.95	11.7%
ARTICLE 2 SPECIAL EDUCATION (+)	\$5,366,821.00	\$364,058.03	\$565,864.92	\$4,800,956.08	\$3,771,867.78	\$1,029,088.30	19.2%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$272,017.00	\$22,668.08	\$90,672.32	\$181,344.68	\$181,344.68	\$0.00	0.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$1,044,071.00	\$107,329.96	\$147,777.64	\$896,293.36	\$446,503.42	\$449,789.94	43.1%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$3,867,554.00	\$288,693.34	\$755,048.44	\$3,112,505.56	\$2,603,625.22	\$508,880.34	13.2%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,074,251.00	\$68,023.46	\$325,622.23	\$748,628.77	\$565,302.84	\$183,325.93	17.1%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$2,067,029.00	\$156,720.09	\$463,226.05	\$1,603,802.95	\$1,391,272.42	\$212,530.53	10.3%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$1,551,608.00	\$142,630.21	\$252,119.41	\$1,299,488.59	\$536,391.47	\$763,097.12	49.2%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,219,819.00	\$1,070,535.32	\$1,568,626.51	\$3,651,192.49	\$1,865,620.02	\$1,785,572.47	34.2%
ARTICLE 10 - DEBT SERVICE & OTHER COMMITMENTS (+)	\$1,139,395.00	\$0.00	\$0.00	\$1,139,395.00	\$108,835.00	\$1,030,560.00	90.4%
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 09/01/2023 through 09/30/2023

Fiscal Year: 2023-2024

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	\$38,968,569.00	\$3,515,392.58	\$6,176,176.54	\$32,792,392.46	\$24,536,159.88	\$8,256,232.58	21.2%
Total : EXPENSES	\$38,968,569.00	\$3,515,392.58	\$6,176,176.54	\$32,792,392.46	\$24,536,159.88	\$8,256,232.58	21.2%
NET ADDITION(DEFICIT)	\$0.00	\$891,202.35	(\$2,353,793.53)	\$2,353,793.53	\$24,536,159.88	(\$22,182,366.35)	0.0%

End of Report

2022-2023 PES School Goals Summary

School: Pownal Elementary School
Team Members: PES staff
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Goals	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
<p>Strategic Goal #1 All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>Strategic Goal #2 All RSU5 students regularly engage in meaningful student centered learning</p> <p>PES Goal 1: Our school learning community will be safe and nurturing enabling all students to take risks and engage more fully in their learning.</p>	<p>Social Emotional Action items:</p> <p>Tier 1:</p> <ol style="list-style-type: none"> 1. Implement and refine Responsive Classroom practices. Establish School-wide Expectations (Cafeteria, Hallways, Bathrooms, and Playground) All areas completed <ul style="list-style-type: none"> • 3 Staff members will attend 4 day RC workshops • Ongoing professional Learning centered on Responsive Classroom • Leadership Team book study: <u>How Learning Works</u> by Fisher & Frey (team will lead winter and spring PD for all staff) • <u>Staff assessment of student engagement</u> and <u>Walkthroughs</u> to target professional learning of strategies to implement and monitor progress 2. Establish Student Advisory to increase student voice 3. Monthly student-centered all school assemblies to celebrate achievements, share learning, and build school community. <p>Tier 2:</p> <ol style="list-style-type: none"> 1. As part of our RTI restructuring, RTI B will support 	<p>Holly Johnson, PES Leadership Team, Nancy Rochat, Cathryn Bigley</p>	<p>Course Completion 5 staff participated in 2-day home grown workshop Decrease in the number of Office referrals Number of office referrals less than 2 per month Walkthrough Tool</p> <p>Pre & Post assessment of student engagement by staff. We did not complete a post Spring district-wide engagement walkthrough by math and literacy coaches</p>

	<p>teachers in growing stronger relationships with students as they support students with classroom-based behavior plans using a variety of strategies.</p>		
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	<p align="center">-Student Self-assessments Continue this year</p>		Fall 2022
<p>Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>PES Goal 3: Increase awareness and establish more practices that create a pathway for sustainable diversity, equity, and inclusion practices.</p>	<ol style="list-style-type: none"> 1. School-based learning focused on disability awareness with Cromwell Center, Portland ME Grades 1-5 participated and they return this year 2. Author Visit with MaryAnn Cocoa-Leffler Not scheduled- we had another author visit 3. Equity <u>Walkthroughs</u> 4. Civil Rights Team <ul style="list-style-type: none"> -Day of Welcome (November 4, 2022) -Awareness and Inclusion of individuals with disabilities <p>Team was very involved; November 4th was a very successful day. Will continue this year under different leadership.</p>	All staff	<p>Civil Rights Team input and feedback Team met regularly and had several projects throughout the school year</p> <p>Walkthrough Pre & Post data; Fall 2022 Spring 2023 Data not collected in spring</p>

2023-2024 PES School Goals

School: Pownal Elementary School
Team Members: PES staff
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Goals	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
<p>Strategic Goal #1 All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>Strategic Goal #2 All RSU5 students regularly engage in meaningful student centered learning</p> <p>PES Goal 1: Our school learning community will be safe and nurturing enabling all students to take risks and engage more fully in their learning.</p>	<p>Social Emotional Action items: Tier 1:</p> <ol style="list-style-type: none"> 1. Implement and refine <i>Responsive Classroom</i> practices. <ul style="list-style-type: none"> ● 5 Staff members attended a 2 day RC workshop. ● Ongoing professional learning centered on <i>Responsive Classroom</i> - Staff Meetings and with our district RC consultant x3 with coaching 2. Student Engagement <ul style="list-style-type: none"> ● Continue our Leadership Team book study: <u>How Learning Works</u> by Fisher & Frey with staff ● Habits of Work (HOWs): School-wide use of HOWs to support student engagement and ownership of learning ● Math and Science curriculum and instruction: <u>Building Thinking Classrooms</u> in grades 3-5; <i>NGSS</i> in grades 2-5 3. Community Building <ul style="list-style-type: none"> ● Monthly student-centered all school assemblies to celebrate achievements, share learning, and build school community. ● Buddy Classrooms: K & 5, 1 & 4, 2 & 3 ● Awareness and Inclusion of individuals with disabilities: School-based sessions with Cromwell Center, Portland ME. 	<p>Holly Johnson, PES Leadership Team, Nancy Rochat, Cathryn Bigley</p> <p>Prek-5 Staff</p>	<p>Course Completion</p> <p>Decrease in the number of Office referrals</p> <p>Walkthroughs during Morning Meetings and Closing Circles</p> <p>PEPG Goal Reflections</p> <p>Admin Walkthroughs - Responsive Classroom focus</p>

	<ul style="list-style-type: none">● School-Wide Study in the Spring: Maine and our Community● School Vision and Beliefs About Learning development with school staff <p>4. SEL Professional Learning</p> <ul style="list-style-type: none">● <i>Zones of Regulation</i> curriculum & tools● Growth Mindset- Book Study with all staff: <u><i>A Mindset for Learning-Teaching the Traits of Joyful, Independent Growth</i></u>		
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Strategic Goal #2 All RSU 5 students regularly engage in meaningful student centered learning.

PES Goal 2:

Accelerate overall academic achievement in reading and math by achieving:

72% of K-5 students will meet or exceed district achievement targets on both the BAS and NWEA.

70% of K-2 & 3-5 students will meet or exceed 1 year's **growth** in reading on the BAS & NWEA.

75% of 3-5 students will meet achievement targets on NWEA in math

English Language Arts

- Assess at-risk students in phonics K-3 to target instruction and monitor progress.
- Participate in Reading Writing Project staff development sessions focused on new units of study reading/writing.
- Continue Summer School tutoring for students identified a year below grade level in reading
- Build reading stamina by hosting Reading Challenges throughout the year.
- Implement *Partner Readers* program (parent volunteers trained to support K-2 readers).
- Use *Really Great Reading Phonics* Tier 2 & 3 intervention
- PLC's regular intervals for data meetings and time to plan for instruction
- *How Learning Works* - Staff professional learning hosted by school's Leadership Team

Mathematics

- Math RTI focus on math fluency
- 3-5 PLC focus on math fact fluency
- Math RTI and special education teachers will work with the district's consultant to increase knowledge, understanding of cognitive profiles, and diagnostic tools to increase identified students' achievement.
- Summer Math Olympics
- Increase Math engagement through:
 - Weekly Math Question
 - Increasing Math Discourse/*Building Math Thinking* Protocols
 - Increasing Collaborative Grouping
 - Student Self-assessments
- PLC's regular intervals for data meetings and time to plan for instruction

Holly Johnson, Danielle Gauthier, classroom teachers

Holly Johnson, Trevor Donahue, Kelly Howard, Kelsey Williams

Spring 23 Baseline: Fountas and Pinnell Benchmark Assessment System (BAS):

23 K-2 Achievement 64%
Growth 74%
Grade 2 NWEA Reading Achievement 78%

NWEA Math Achievement 86%
NWEA Maine Through Year Reading 23 3-5 Achievement 69%
Growth 72%

NWEA Maine Through Year Math 23 3-5 Achievement 69%
Growth 71%

Reading Stamina Data

Fall: Grades 2-5 averaged 23 minutes per day of Independent Reading (first week of school, this data was only 14 minutes!)

Summer Math Olympics

Summer of 2023

18 students participated



Regional School Unit 5
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"To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions."

Jean Skorapa, Superintendent of Schools
Kelly Wentworth, Director of Finance & Human Resources

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

Strategic Communications Committee
September 27, 2023
9:45 a.m. - Superintendent's Office
Minutes

Committee: Strategic Communications

Meeting Date: September 27, 2023

Submitted By: Jean Skorapa, Superintendent

Committee Members in Attendance: Candy deCsipkes, Kara Kaikini, Kelly Sink

Members absent: None

Agenda Items and Discussion:

1. Elect a Chair for the 23-23 SY - Candy deCsipkes was elected chair.
2. Work on finalizing the Workplace Satisfaction Survey Executive Summary- The committee discussed and finalized the executive summary. The report is ready to be presented to the board at the October 11, 2023 meeting.
3. 23-24 Workplan - Items for discussion include the following:
 - a. Budget Brochure
 - b. Strategic Planning Process
 - c. Parent Satisfaction Survey
 - d. Mechanisms for Community Engagement - Current and Future
4. Meeting Dates for the Year

October 31, 2023	8:45a.m.
November 29, 2023	9:45a.m.
January 30, 2024	8:45a.m.
March 27, 2024	9:45a.m.
April 30, 2024	8:45a.m.
May 22, 2024	9:45a.m.



Regional School Unit 5
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June Sellers, Ed.D., Director of Instructional Support

Facilities and Operations Committee
Wednesday, October 11, 2023
5:00 p.m. - Freeport High School Cafeteria
Minutes

Committee Members: Malik Farlow, Michelle Ritcheson, Kelly Sink
Administrators: Jean Skorapa, Glen Reynolds
Guests: Bob Stevens

Agenda Items and Discussion:

1. Election of Chair

Michelle Ritcheson nominated Kelly Sink. Malik Farlow seconded the motion. Kelly Sink was unanimously elected chair.

2. RSU5 Sustainability Efforts - Past and Future

Bob Stevens provided an update for the committee regarding the work of RSU5's Sustainability Committee.

3. School Revolving Renovation Fund Application Process

Director of Facilities Glen Reynolds is submitting two applications to the Department of Education for revolving renovation funds. The projects to be addressed include removal of asbestos tiles at Freeport Middle School and Pownal Elementary School.

4. Future Topics

Building Assessment
Analysis of Capital Projects Funding
Capital Improvement Plan
Facilities Tour - Full Board
Single Use Bathrooms - Options and Feasibility

5. Meeting Dates

November 8, 2023
January 10, 2024
February 14, 2024

March 13, 2024

April 10, 2024

May 8, 2024

June 5, 2024

Jean Skorapa, Superintendent

Respectfully Submitted



Regional School Unit 5
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Item # 10.D.

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

Jean Skorapa, Superintendent of Schools
Kelly Wentworth, 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: October 6, 2023

Chair: Colin Cheney

Committee Members in attendance: Colin Cheney, Candy deCsipkes, Kara Kaikini

Administrator: Cynthia Alexander

**Guests: Glen Reynolds, Director of Facilities
Maddy Vertenten (at the request of the Chair)**

Review/Revise Policies:

1. Policy Review

The following policies were reviewed with no substantive changes.

**BBBA Board of Directors Member Qualifications
EBCC Bomb Threats
ECAC Vandalism**

The following policy was reviewed and will be brought to the Policy Committee at a later meeting.

EB Environmental and Safety Program

2. At Board Request

The following draft policy was revised per Board Request from 1st read and will be brought to the Board for 2nd read on October 25, 2023.

ACAAA Transgender and Gender Expansive Students

The next meeting will be held on November 3, 2023 at 8:45 a.m. by Zoom.

Submitted by: Cynthia Alexander



Regional School Unit 5
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Item # 11.A

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

Jean Skorapa, Superintendent of Schools
Kelly Wentworth, Director of Finance & Human Resources

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

TO: Colin Cheney, Candace deCsipkes, Malik Farlow, Danielle George, Susana Hancock, Elisabeth Munsen, Kara Kaikini, Maura Pillsbury, Michelle Ritcheson, Kelly Sink, Madelyn Vertenten, Phoebe Williamson, Lily West

CC: Julie Nickerson, Amanda Marsden, Holly Johnson, Kate Harrison, Ray Grogan, Erin Dow, Jeremy Arsenaault, Will Pidden, Eric Hall, Peter Wagner, Jen Gulko, June Sellers, Jean Skorapa, Conor Walsh, Charlie Mellon, Kelly Wentworth, Sam Rigby, Glen Reynolds, Jen Winkler, Nancy Doherty, Anne-Marie Spizzuoco, Lynn Shea, Grace Marley, Jill Hooper, Lisa Blier, Heidi Cook, Kelli Wedgewood, Amanda Chisholm, Eliza Bowen

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

DATE: October 18, 2023

RE: Review/Update of Policies

At the October 25, 2023 Board of Directors Meeting, the following policy will be on the agenda:

2nd Read
ACAAA - Transgender and Gender Expansive Students

The following policies were reviewed with no substantive changes.
BBBA - Board of Directors Member Qualifications
EBCC - Bomb Threats
ECAC - Vandalism

TRANSGENDER AND GENDER EXPANSIVE STUDENTS

A. PURPOSE

The purposes of this policy are to: (1) foster a learning environment that is safe and free from discrimination, harassment and bullying; and (2) assist in the educational and social integration of transgender and gender expansive students in our schools. This policy is intended to be interpreted in light of applicable federal and state laws/regulations, as well as other applicable Board policies, procedures and school rules.

This policy is not intended to anticipate every possible situation that may occur, since the needs of particular students and families may differ depending on the student's age and other factors. The programs, facilities and resources of each school may also differ. Administrators and school staff are expected to consider the needs of students on a case-by-case basis, and to utilize this policy and other available resources.

B. DEFINITIONS

The following definitions are not intended to provide rigid labels for students, but to assist in discussing and addressing the needs of students. Excepting those which are specifically defined in Maine law (indicated by "*quoted text*"), the terminology in this area is constantly evolving, and preferences for particular terminology vary widely. Administrators, school staff, volunteers, students and others who interact with students are expected to be sensitive to the ways in which individual transgender and gender expansive students may wish to be identified. However, for the sake of brevity, this policy refers to "transgender students" and "gender expansive students."

1. *Sexual orientation* – Sexual orientation is defined in the Maine Human Rights Act as an individual's "*actual or perceived heterosexuality, bisexuality, homosexuality or gender identity or expression.*"
2. *Gender identity* – Gender identity is defined in the Maine Human Rights Act as "*gender-related identity, appearance, mannerisms or other gender-related characteristics of an individual, regardless of the individual's assigned sex at birth.*"
3. *Gender expression* – The manner in which a person represents or expresses gender to others, such as through clothing, hairstyles, activities, voice, behaviors or mannerisms.
4. *Gender expansive* – An umbrella term used to describe a person who expands notions of gender expression and identity beyond a perceived or expected societal gender binary (male/female).
5. *Transgender* – An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.

6. Transition – The process by which a person transitions from presenting as one gender to another. Transgender students under the age of 18 may be in a process of social transition from one gender to another, regardless of whether or not they are undergoing medical interventions.

C. RIGHTS OF TRANSGENDER AND GENDER EXPANSIVE STUDENTS

The Maine Human Rights Act prohibits discrimination, bullying, and harassment against students because they're transgender.

Children have a constitutional right not to have intimate facts about their lives disclosed without their consent. Public school staff have the responsibility of upholding the rights of transgender students to equal access to education under Maine law along with other school policies that maintain the safety and well-being of all our students.

D. SUPPORT PLAN FOR TRANSGENDER AND GENDER EXPANSIVE STUDENTS

Gender identity or expression is a personal decision and does not require public affirmation.

If and when a student requests a support plan or if the administration determines it is necessary, the following procedure will be used:

- 1. The student and/or their parent(s)/guardian(s) should contact the building administrator or the student's school counselor or trusted school staff person. In the case of a student who has not yet enrolled in school, the appropriate building administrator should be contacted.**
- 2. A designated staff person will meet with the student to discuss the student's preferences, needs and accommodations. If requested by the student, a meeting will be scheduled to discuss the student's needs, and may include other participants at the request of the student, such as parents/guardians, other school staff, and/or outside providers and/or support persons.**
- 3. In the case of a student who has not yet discussed a change in their gender identity with their parent(s)/guardian(s), the designated staff person will discuss parent/guardian involvement with the student to ensure that the student feels safe and supported. It is the goal of the RSU to support communication between students and their parents/guardians about the student's gender identity. The RSU will offer support to the parents/guardians and students as needed.**
- 4. The school will develop a support plan in consultation with the student and other relevant meeting participants to address the student's particular needs. If the student has an IEP and/or a 504 Plan, the provisions of these plans should be taken into consideration when developing a plan for addressing transgender and gender expansive issues within the school program.**
- 5. The school administration may request documentation from family/guardians and/or outside providers if deemed necessary to assist in developing a plan appropriate for the student.**

6. Any support plan developed must be reviewed and approved by the building administrator and ensure alignment with other existing plans. If the parties developing the plan cannot reach an agreement about the elements of the student's plan, the Superintendent/designee shall be consulted.

7. School personnel shall not prescribe or suggest medical treatment nor provide tools that promote or conceal gender expression at any time.

E. GUIDANCE ON SPECIFIC ISSUES

1. **Privacy:** All students have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. In some cases, a student may want school staff and students to know that they are transgender or gender expansive, and in other cases the student may not want this information to be widely known. Accordingly:

a. The student's support plan shall be kept confidential and shared only with individuals attending the plan development meeting, the Superintendent/designee, others with a bona fide need to know.

b. As part of the development of the student's plan, the discussion should include what information may be shared, to whom the information may be shared, and how the information should be shared.

c. School staff should take care to follow the student's plan and not to inadvertently disclose information that is intended to be kept private or that is protected from disclosure (such as confidential medical information, the student's transgender status, their legal name, or sex assigned at birth).

d. No portion of this policy precludes a student from confidentiality speaking with a school counselor or social worker about transgender or gender expansive issues. Such conversations are confidential to the extent set forth in applicable law.

e. School staff should keep in mind that under FERPA, student records may only be accessed and disclosed to parents/guardians and to staff with a legitimate educational interest in the information. Disclosures to others should only be made with appropriate authorization from the administration and/or parents/guardians.

2. **School Records:** Schools are required to maintain a large number of records for students. If a student makes a legal change in their name and/or gender, appropriate documentation should be provided to the building administrator and records will be changed.

A student who has not legally changed their name and/or gender may still request that the school unit utilize their preferred name and/or gender on school records, and this request will be honored to the extent that the school unit is not legally required to use a student's legal name or gender on particular records. This information should be included in any plan developed for the student.

If a student requests a change to their name and/or gender in school records without parental approval, the Superintendent should be consulted, and the matter resolved on a case-by-case basis. Students should be informed that parents/guardians have a right to access all education records of their child. This information should be discussed in the development of the student's plan.

In the event of a student transferring to a new school unit from RSU5, the building administrator will designate a person who will inform the new school unit or out-of-district school program that the student's records indicate a change in name preference, and what the student's prior and current name preferences are.

3. Names/Pronouns: The student should be addressed by school staff, substitutes, volunteers and other students by the name and pronoun corresponding to their gender identity that is expressed at school.

4. Restrooms: Students are permitted to use the restrooms that most closely match their gender identity. If any student expresses a need for privacy, they will be provided with access to reasonable alternative facilities or accommodations such as a single-occupancy toilet facility or a staff facility. However, the student shall not be required to use a separate non-communal facility over their objection.

5. Locker Rooms: ~~The student is~~ Students are permitted to use the locker room that most closely matches their gender identity. If the any student expresses a need for privacy, they will be provided with access to reasonable alternative facilities or accommodations, such as using a separate stall, a staff facility, or an alternative schedule.

6. Other Gender-Segregated Facilities or Activities: As a general rule, in any other facilities or activities when students may be separated by gender, the student may participate in accordance with their gender identity. Participation in interscholastic athletic activities will be addressed in accordance with current Maine Principals Association guidelines and procedures.

7. Dress Code: Transgender or gender expansive students may dress in accordance with any applicable requirements in the dress code or school rules.

F. SAFETY AND SUPPORT FOR TRANSGENDER AND GENDER EXPANSIVE STUDENTS

1 School staff are expected to comply with any plan developed for a transgender or gender expansive student.

2. School staff are expected to promptly notify the building administrator or other designated support person for the student if there are concerns about the support plan, or about the student's safety or welfare.

3. School staff should be sensitive to the fact that transgender and gender expansive students can be at higher risk for being bullied or harassed, and should immediately notify the appropriate administrator if they become aware of a problem.

4. As part of the support plan development, the concerned parties should discuss safe zones (ex. main office, counselor's office) the student may access at any time the student feels unsafe or uncomfortable. A support person (and possibly a back-up person) should also be identified for each student.

G. STAFF TRAINING AND INFORMATIONAL MATERIALS

1. Teachers and other staff who have responsibilities for a transgender student with a plan will receive support in implementing the plan. The Superintendent and/or building administrators ~~may~~ shall institute in-service training and/or distribute educational materials regarding the legal rights, personal safety and emotional wellbeing of transgender and gender expansive students.

**Legal Reference: 5 MRSA §§ 4553(5-C), (9-C); 4592(9)
Maine Human Rights Act 5MRSA §§ 4602**

**Cross Reference: AC--Non Discrimination/Equal Opportunity and Affirmative Action
ACAA – Harassment and Sexual Harassment of Students
ACAD – Hazing
JICK – Bullying**

Adopted: _____