

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY- DECEMBER 13, 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 Vice-Chair Elisabeth Munsen

2. Attendance:

___ Colin Cheney
___ Candace deCsipkes
___ Malik Farlow
___ Cheyenne Farrell
___ Danielle George
___ Carolyn Jensen

___ Kara Kaikini
___ Elisabeth Munsen
___ Maura Pillsbury
___ Michelle Ritcheson
___ Kelly Sink
___ Phoebe Williamson, Student Representative
___ Lily West, Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

A. Consideration and approval of the Minutes of November 29, 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: (10 Minutes)

8. Reports from Superintendent:

A. Presentation of a FHS Diploma to a Veteran

B. Region 10 Technical High School Feasibility Study - Shawn Chabot & John Stivers (30 Minutes)

C. Resignations: Katie Goodell, DCS Nutrition Assistant
Daniel Henton, FHS Custodian

9. Administrator Reports:

A. Finance - Kelly Wentworth (5 Minutes)

B. Update from Technology Department and Goal Review - Sam Rigby (20 Minutes)

C. Update from Instructional Support Department, including Multilingual services, and Goal Review - June Sellers (20 Minutes)

10. Board Comments and Committee Reports:

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

11. Policy Review: (15 Minutes)

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

- 1. EFE - Competitive Food Sales - Sales of Foods in Competition with the School Food Service Program
- 2. JKAA - Use of Physical Restraint and Seclusion
- 3. JKAA-R - Procedures on Physical Restraint and Seclusion

Motion: _____ 2nd: _____ Vote: _____

12. Unfinished Business:

None

13. New Business:

None

14. Personnel:

None

15. Public Comments: (10 Minutes)

16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, November 29, 2023 – 6:30 p.m.
Durham Community School - Cafeteria
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the December 13, 2023 meeting).

- 1. CALLED TO ORDER:**
Chair Michelle Ritcheson called the meeting to order at 6:34 p.m.
- 2. MEMBERS PRESENT:** Candace deCsipkes, Malik Farlow, Danielle George, Carolyn Jensen, Kara Kaikini, Maura Pillsbury, Michelle Ritcheson, Kelly Sink and Lily West, Student Representative
MEMBERS ABSENT: Colin Cheney, Cheyenne Farrell, Elisabeth Munsen
- 3. PLEDGE OF ALLEGIANCE:**
- 4. CONSIDERATION OF MINUTES:**
VOTED: To approve the Minutes of November 8, 2023. (deCsipkes – Peterson) (8 – 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 - Lily West
- 7. PUBLIC COMMENT:**
None
- 8. REPORTS FROM SUPERINTENDENT:**
A. Items for Information
 1. Superintendent's Report
 2. Resignation: Ashley Blouin, MSS 2nd Grade Teacher
- 9. ADMINISTRATOR REPORTS:**
A. Finance - Kelly Wentworth
B. Update from Nutrition Department and Goal Review - Erin Dow
C. Update from Athletics Department and Goal Review - Eric Hall
D. Update from Durham Community School and Goal Review - Will Pidden
- 10. BOARD COMMENTS AND COMMITTEE REPORTS:**
A. Board Information Exchange and Agenda Requests
 - Maura Pillsbury informed the Board that all resolutions passed. Maura also mentioned a newspaper article about high school later start times.
 - Michelle Ritcheson mentioned that DCS is having a craft fair on December 2, 2023.
B. Finance Committee
C. Policy Committee

- D. Strategic Communications Committee
- E. Facilities and Operations Committee

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

None

13. NEW BUSINESS:

A. **VOTED:** To appoint Carolyn Jensen to the Freeport Cable TV Board.

(Pillsbury – Farlow) (8 – 0) The student representative voted with the majority.

14. PERSONNEL:


None

15. PUBLIC COMMENT:

Chris St. Pierre, Durham

16. ADJOURNMENT:

VOTED: To adjourn at 8:11 p.m. (Sink – Pillsbury) (8 – 0) The student representative voted with the majority.



Jean M. Skorapa, Superintendent of Schools

GRADUATION REQUIREMENTS

Before entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal. Having some flexibility with credit requirements allows students to pursue unique and alternative pathways for learning. Learning is personalized to challenge students and explore their passions. Students choose from a variety of diverse and engaging experiences, including opportunities for active, experiential, real-world learning.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year, and as soon as practicable when there is any change in State-imposed standards that must be met before students may be awarded a high school diploma. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection and will also be included in every edition of the high school student handbook.

The school unit's instructional program is aligned with the standards of Maine's system of Learning Results. A diploma from Freeport High School signifies that the graduate has completed the requirements described in Maine law and Board policy and that they are ready to enter a postsecondary educational program or a career as a clear and effective communicator, a self-directed and life-long learner, a creative and practical problem solver, a responsible and involved citizen and an informed and integrative thinker.

Students earn credits toward graduation through successful completion of courses/ learning experiences as specified in this policy.

The Board has approved the following schedule of minimum requirements for graduation, which includes requirements specified by the State of Maine.

The Board expects the Superintendent/designee to inform students and parents/guardians as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

Students must be enrolled in a minimum of the equivalent of six full credits or integrated equivalents in each of their high school years.

I. ACADEMIC REQUIREMENTS FOR AN RSU No. 5 DIPLOMA

The student must successfully complete a minimum of 20 full year courses/learning experiences.

A. Total course requirements include the 11 credits set forth in 20-A MRSA §4722(2), 1.5 credits set forth in DOE rule chapter 127.7.0, and an additional 7.5 credits. They are specified below.

1. English/language arts – 4 credits
2. Mathematics – 4 credits

3. Social studies and history, including American history, government, civics, and personal finance – 3 credits
4. Science, including at least one year each of Earth Science, Biology and a physical science – 3 credits
5. Fine arts, which may include art, music, forensics or drama – 1 credit
6. Physical education - 1 credit
7. Health - .5 credit
8. World Language - 1 credit *
9. Electives - 2.5 credits

*May apply for a waiver to substitute with an elective credit for special circumstances. Must have sound rationale and administrative, World Language department and parent approval as part of the waiver process.

- B. The student must demonstrate computer skills according to the RSU No. 5 standards for computer literacy, proficiency, and performance.
- C. The remaining courses/learning experiences may be selected by the student based on his/her interest, satisfaction of course prerequisites, and requirements of the field that they plan to enter upon graduation.

II. MULTIPLE PATHWAYS: ALTERNATIVE METHODS OF EARNING CREDITS
Students may also opt to earn credits toward a high school diploma through multiple additional pathways including:

Early college/dual enrollment courses

Career and technical education programming

Online/virtual learning

Apprenticeships, internships, and/or field work

Community service

Exchange programs

Independent study

Alternative education

Adult education

Each pathway must provide a quality learning experience comparable in rigor to the school unit's own educational offerings.

In order to pursue one or more of the multiple/alternative pathways, a student must have a written plan detailing how the student will demonstrate achievement toward the graduation credit. The plan must be approved by the Guidance Counselor, and/or Principal.

III. STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

All secondary students must achieve the content standards of the parameters for essential instruction of the system of Learning Results and graduation requirements established pursuant to Maine law. A student with a disability, as defined in 20-A MRSA § 7001(1-B) who satisfies the local diploma requirements in the manner specified by the student's IEP must be awarded a high school diploma.

IV. STUDENTS IN DUAL ENROLLMENT CAREER AND TECHNICAL EDUCATION PROGRAMS

A secondary student who has satisfactorily completed their junior and senior years in a dual enrollment career and technical education program formed pursuant to 20-A MRSA §6971-6975 may be eligible to receive a high school diploma from Freeport High School.

V. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM FREEPORT HIGH SCHOOL

A. Transfer Students

For students who transfer to Freeport High School from another state or from an educational program that is not required to be aligned with the content standards of the system of Learning Results, the Freeport High School principal shall determine the value of the student's prior educational experience towards meeting graduation requirements.

B. Home-Schooled Students

For previously home-schooled students wishing to receive a diploma from Freeport High School, the principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements. A home-schooled student must have been enrolled for 2 semesters as a full-time student and be currently enrolled at Freeport High School in order to receive a Freeport High School diploma.

C. Delayed Awarding of Diplomas

A student who leaves Freeport High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

D. Early Awarding of Diplomas

A student who has met the State's and the Board's diploma requirements in fewer than four years of high school will be awarded a diploma.

- E. **Middle School Student Earning High School Credit**
Middle School students successfully completing high school level courses offered at a high school and taught by high school staff or through a program approved by a high school administration in consultation with the appropriate department head will be given one (1) credit for each class toward graduation.
- F. **Extended Study**
Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's IEP.
- G. **Participation in Graduation Ceremony**
A student must complete all Board requirements for a high school diploma in order to participate in graduation exercises.
- H. **Honors and Awards at Graduation**
Student academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include three Honor Bands, which will identify those graduating seniors who at the end of the 7th semester have a Grade Point Average of:
- Summa Cum Laude (with distinction): a minimum GPA of 95.5
 - Summa Cum Laude (with highest honors): a minimum GPA of 92.5
 - Magna Cum Laude (with great honors): a minimum GPA of 88.5
 - Cum Laude (with honors): a minimum GPA of 84.5

Veterans of World War II, the Korean Conflict and Vietnam War Era

The School Board recognizes that Maine law provides that a secondary school may award a high school diploma, provided that certain requirements are met, to a person who left secondary school prior to graduation to serve in the Armed Forces during World War II or in the Korean Conflict, or in the Armed Forces during the Vietnam era (February 28, 1961-May 7, 1975). The Board authorizes the Superintendent to develop and implement procedures regarding applications for diplomas, including timelines, and for determining whether veterans have met the criteria established by law. The Superintendent may also determine the time and manner in which a veteran's diploma may be presented.

Legal Reference: 20-A MRSA § 4502(8), 4722, 6209
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross Reference: IHCD – Post-Secondary Enrollment Options
IKFB- Graduation Exercises

Adopted: February 24, 2010

Revised: December 14, 2011; June 11, 2014; January 13, 2016; June 14, 2017; June 10, 2020

RSU No. 5

Item #9.A.

Warrant Articles For the Period 11/01/2023 through 11/30/2023

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	\$1,693,835.85	\$7,772,430.95	\$11,281,922.72	\$0.00	\$11,281,922.72	59.2%
ADDITIONAL LOCAL FUNDS (-)	\$11,319,982.05	\$1,015,436.12	\$4,548,093.80	\$6,771,888.25	\$0.00	\$6,771,888.25	59.8%
ADDLN SHARED REVENUE (-)	\$149,911.00	\$20,396.18	\$50,990.45	\$98,920.55	\$0.00	\$98,920.55	66.0%
INTEREST REVENUE (-)	\$100,000.00	\$0.00	\$143,210.85	(\$43,210.85)	\$0.00	(\$43,210.85)	-43.2%
STATE REVENUES (-)	\$7,444,322.28	\$539,225.43	\$4,096,282.90	\$3,348,039.38	\$0.00	\$3,348,039.38	45.0%
MISC REVENUES (-)	\$0.00	\$159.75	\$11,921.86	(\$11,921.86)	\$0.00	(\$11,921.86)	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)	(\$3,269,053.33)	(\$16,622,930.81)	(\$22,345,638.19)	\$0.00	(\$22,345,638.19)	57.3%
Total : INCOME	(\$38,968,569.00)	(\$3,269,053.33)	(\$16,622,930.81)	(\$22,345,638.19)	\$0.00	(\$22,345,638.19)	57.3%
EXPENSES							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$17,072,759.00	\$1,244,449.92	\$4,493,053.75	\$12,579,705.25	\$10,854,108.82	\$1,725,596.43	10.1%
ARTICLE 2 SPECIAL EDUCATION (+)	\$5,366,821.00	\$399,382.21	\$1,341,728.23	\$4,025,092.77	\$3,136,923.45	\$888,169.32	16.5%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$272,017.00	\$22,668.08	\$136,008.48	\$136,008.52	\$136,008.52	\$0.00	0.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$1,044,071.00	\$102,419.36	\$304,898.49	\$739,372.51	\$356,740.79	\$382,631.72	36.6%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$3,867,554.00	\$255,344.73	\$1,295,142.96	\$2,572,411.04	\$2,148,387.87	\$424,023.17	11.0%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,074,251.00	\$69,570.53	\$468,179.25	\$606,071.75	\$425,366.10	\$180,705.65	16.8%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$2,067,029.00	\$169,887.92	\$791,743.65	\$1,275,285.35	\$1,204,237.18	\$71,048.17	3.4%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$1,551,608.00	\$135,199.83	\$563,300.46	\$988,307.54	\$497,461.36	\$490,846.18	31.6%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,219,819.00	\$264,189.86	\$2,022,542.43	\$3,197,276.57	\$1,695,472.40	\$1,501,804.17	28.8%
ARTICLE 10 - DEBT SERVICE & OTHER COMMITMENTS (+)	\$1,139,395.00	\$0.00	\$1,015,554.52	\$123,840.48	\$0.00	\$123,840.48	10.9%
ARTICLE 11 - ALL OTHER EXPENDITURES (+)	\$293,245.00	\$0.00	\$0.00	\$293,245.00	\$0.00	\$293,245.00	100.0%

Operating Statement with Encumbrance

RSU No. 5

Warrant Articles For the Period 11/01/2023 through 11/30/2023

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	\$2,663,112.44	\$12,431,952.22	\$26,536,616.78	\$20,454,706.49	\$6,081,910.29	15.6%
Total : EXPENSES	\$38,968,569.00	\$2,663,112.44	\$12,431,952.22	\$26,536,616.78	\$20,454,706.49	\$6,081,910.29	15.6%
NET ADDITION/(DEFICIT)	\$0.00	(\$605,940.89)	(\$4,190,978.59)	\$4,190,978.59	\$20,454,706.49	(\$16,263,727.90)	0.0%

End of Report

Operating Statement with Encumbrance

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Report: rptGLOperatingStatementwithEnc

2023.1.26

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RSU 5 Technology Department Goals 2022-23

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

Technology Goal #1 (2022-23)	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<p>Department Goal: Strengthen and align systems to meet the needs of all learners in RSU 5.</p> <p><i>(Ref: Strategic Goal 1, Objective 1.1: Action Strategies)</i></p>	<p>Deepen understanding of practices within the technology department that support safety and accessibility for all members of the RSU 5 community.</p> <ul style="list-style-type: none"> • Support the technology-related needs of the multi-disciplinary Student Threat Assessment Team (STAT) • Establish practice of securing signed vendor agreements to protect student data and privacy 	<p>December, 2022, Ongoing</p> <p>December 2022</p> <p>Ongoing as RSU 5 partners with new vendors</p>	<ul style="list-style-type: none"> • Ensure STAT team members' access to training, facilitate software implementation and PowerSchool integration Continued support was provided throughout 2022-23 school year • Join Student Data Privacy Consortium and complete onboarding Completed as planned • Take inventory of digital resources used in RSU 5, pursue signed Student Data Privacy agreements with all vendors that provide these digital resources Work has continued into 23-24 school year, but progress has been made

	<ul style="list-style-type: none"> ● Utilize our new website platform(Finalsite) to ensure our school and district websites are compliant with ADA(Americans with Disabilities Act) in terms of digital accessibility 	<p>January 2023</p> <p>June 2023</p>	<ul style="list-style-type: none"> ● Complete Digital Accessibility training through Finalsite ● Implement recommendations from training (utilize Accessibility Checker, configure website settings to ensure new content is compliant, etc.) <p>Started but not completed in 2022-23 School Year</p>
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RSU 5 Strategic Goal #4: RSU 5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

Technology Goal #2 (2022-23)	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<p>Department Goal: Provide quality technology access for students and staff at each building to support the learning of all students.</p> <p><i>(Ref: Strategic Goal 4, Objective 4.1: Ensure that staff and students have quality facilities to meet their needs.)</i></p>	<ul style="list-style-type: none"> ● Cross training the tech team in order to provide consistency and reliable support 	Ongoing	<ul style="list-style-type: none"> ● Multiple team members will be proficient in systems to provide support for each other <p>Completed but is on-going due to turnover within staff (and because it is best practice across the industry)</p>
	<ul style="list-style-type: none"> ● Network and security improvements - continued from last year 	<p>March 2023</p> <p>Ongoing</p> <p>January 2023</p>	<ul style="list-style-type: none"> ● Project completion of replacing network equipment across all buildings (access points, switches, routers, etc.) Not yet complete, several older network switches remain unreplaced ● Continue ongoing cyber risk assessment (KYND Premium) to prevent data breach and protect against ransomware Completed as planned ● Attend METDA Security Workshop Completed as planned

	<ul style="list-style-type: none"> ● Form a district tech team with focus on Computer Science Integration 	<p>November 2022</p> <p>December 2022</p> <p>Throughout 2023</p> <p>Throughout 2023</p>	<ul style="list-style-type: none"> ● Secure Computer Science Mobile Lab Grant from Dept. of Ed. Completed as planned ● Nominate CSI Educators at each school to form team (<i>with input from principals</i>) ● Team participates in ongoing “train the trainer” style PD with DOE to encourage CS access for all students K-12 in RSU5 ● Team members provide PD to staff with the goal of computer science integration opportunities across all grade levels in RSU 5 <p>Each partially completed across the district</p>
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RSU 5 Technology Department Goals 2023-24

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

Technology Goal #1 (2023-24)	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<p><u>Department Goal:</u> Engage in and complete district-wide technology needs assessment. Focus on projects that can be completed without additional funding, and identify educational, operational, and financial priorities in future years.</p>	<p>Network and Infrastructure Assessment and Improvements</p>	August 2023	<ul style="list-style-type: none"> ● Performance map across buildings
		October 2023	<ul style="list-style-type: none"> ● Replace network switches from pre-existing E-Rate projects ● Begin transition of six independent networks to one cross-district network
		December 2023 - January 2024	<ul style="list-style-type: none"> ● Prepare for security improvements
		February 2024	<ul style="list-style-type: none"> ● Transition to new secure network
		March-June 2024	<ul style="list-style-type: none"> ● Measure and monitor network performance across buildings
	<p>Devices and Classroom Equipment</p>	Ongoing 2023-24 School Year	<ul style="list-style-type: none"> ● Assess classroom projectors and audio equipment across all buildings ● Assess computer, tablet, and Chromebook devices across all buildings ● Develop updated inventory of all

		<p>equipment to the best of our abilities, ensuring accuracy as new devices are enrolled and deployed</p> <ul style="list-style-type: none">● Plan for new inventory management software in FY25
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RSU 5 Strategic Goal #4: RSU 5 has well developed and refined finance, human resources, facilities, transportation, and food service systems to support the learning of all students.

Technology Goal #2 (2023-24)	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
Engage in school technology and network safety and security evaluation and identify areas of need across all buildings.	Safety, Security, and Access Control Assessment - Security cameras, door access control, paging and intercom, phones and phone systems	July-August 2023	<ul style="list-style-type: none"> ● Take stock of existing equipment and performance
		October - November 2023	<ul style="list-style-type: none"> ● Meet with school administrators, school resource officer, building administrative assistants to assist in assessing needs
		December 2023 - January 2024	<ul style="list-style-type: none"> ● Assess availability of funding in FY24 ● Plan for FY25 budget process
		Spring 2024	<ul style="list-style-type: none"> ● Apply for COPS SVPP grants as available
	Network and Cybersecurity	Ongoing 2023-24 School Year	<ul style="list-style-type: none"> ● Take stock of existing equipment and security practices in place ● Evaluate previous work w/r/t cybersecurity ● Work with outside consultant on incident response plan and steps to be taken to ensure greater network security

School/Department: Instructional Support**District Goal:**

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

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

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>1. Review/evaluate all specialized programs (i.e., Functional Life Skills (Autism/InD), Choices, Bridges, etc.)</p> <p>2. Review and evaluate the process for determining the need for Adult Support, and all adult support assignments using a rubric to ensure we are meeting student needs and optimizing district resources</p>	<p>1a. Complete walk-throughs & observations of specialized programs using <i>Essential Elements Checklist</i> to review elements of:</p> <p>1b. Convene workgroup to</p> <p>i. review and update all internal Choices Program (behavior) documents (DCS, FMS, FHS) to ensure that philosophy & approach is trauma-informed</p> <p>ii. ensure continuity of programming and consistency of care throughout programs</p> <p>iii. develop district-wide expectations for adult interactions with students in response to</p>	Director of Instructional Support, Instructional Strategists	<p>1. Fall/Winter 2022/23</p> <p>2. Spring - Summer</p>	<p>1a. Program observation and evaluations COMPLETED & NEEDS ASSESSED</p> <ul style="list-style-type: none"> • Bright spots & strengths identified • Opportunities identified • Next Steps determined <ul style="list-style-type: none"> ○ Degrees of support & Professional Learning plan established <p>1b. Choices Community of Practice Established i. & ii. Updated Choices Program Manual: Purpose, Philosophy, Instructional Model & Support Plan</p> <p>IN PROGRESS & ONGOING</p> <ul style="list-style-type: none"> - 2/3/23 K-12 Choices Program Team Collaboration & Work Session; Established CHOICES Community of Practice <p>COMPLETED:</p> <ul style="list-style-type: none"> - Overview of Choices Programming & Enrollment - Overview of DCS K-4 Bridges Programming & Enrollment - Plan to enact District-wide Launch of Bridges program at all K-5 schools for the 2023-2024 SY - 3/17/23: Choices Community of Practice

	<p>student behavior</p> <p>2. Develop process for systematically conducting a <i>Special Circumstance Instructional Assistance (SCIA)</i> assessment for a student with a disability</p>			<p>PD: Maintaining Ethical Standards when Designing Student Behavior Strategies</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> - UPDATE Choices Behavior Program Manual w/updated standards for consistency of implementation/care throughout levels of the program - Identify RSU5's MTSS for positive behavior and social/emotional wellbeing <p>iii. <i>RSU-5 Guide to Responding to Student Behavior</i></p> <p>DRAFT COMPLETED & BEING VETTED BY WORKGROUP</p> <p>Establishes district-wide expectations for adult interactions with students in response to student behavior that are:</p> <ul style="list-style-type: none"> • trauma-sensitive and trauma-informed • function-sensitive and function-informed • honor student's right to body autonomy • honor the student's right to communicate (vocal, sign, symbols or technology) their refusal or rejection of undesired objects, actions, or events <p>2. Creation & launch of District <i>Special Circumstance Instructional Assistance (SCIA) Assessment Resource Guide</i></p> <p>SCIA Assessment Resource Guide COMPLETED</p> <ul style="list-style-type: none"> - First piloted at MSS w/new request for 1:1 adult support - Used for all requests for 1:1 adult support to ensure that such a significant programmatic decision is only made after other lesser restrictive options are considered, implemented, and documented.
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2022-2023 Goals

School/Department: Instructional Support

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

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

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>1. Ensure that all special education staff learn and understand:</p> <ul style="list-style-type: none"> • the expectation and conceptual model for providing Access, Participation, and Progress in the General Education Curriculum for all Students with Disabilities • the K-12 Curricular and Assessment pathways for Students with Disabilities • the concept of the least restrictive environment. 	<p>1. Disseminate and establish the <i>Communication Bill of Rights</i> as a district-wide social justice imperative</p> <p>2a. Disseminate Approved Models of Service Delivery to define Inclusive Models of Service Delivery and ensure that Restrictive placements are based on data and evidence</p> <p>2b. Provide professional development and technical assistance for administrators and teachers regarding the continuum of Special Education Service Delivery</p> <p>2c. Review and analyze Least Restrictive</p>	<p>Director of Instructional Support, Instructional Strategists & Instructional Support Staff</p>	<p>Fall 2022 - Spring 2023</p>	<p>1. COMPLETED & PUBLISHED ON DISTRICT WEBSITE</p> <p>2a & 2b. TECHNICAL ASSISTANCE COMPLETED - Provided professional development & technical assistance for administrators and teachers regarding the continuum of service delivery model</p> <ul style="list-style-type: none"> - Service Models Defined - Application to practice <p>2c. COMPLETED & ONGOING LRE data indicates that the majority of students with disabilities are education in inclusive settings</p> <p>2d. COMPLETED & ONGOING i. LIFT Community of Practice established and grounded in program philosophy</p> <ul style="list-style-type: none"> - Bright spots & strengths identified - Opportunities identified - Degrees of support & Professional Learning plan established for 2022-23 <ul style="list-style-type: none"> - four (4) days of face to face coaching, mentoring & modeling for teachers of students with significant cognitive disabilities using alternate achievement

	<p>Environment (LRE) data</p> <p>2d. Convene workgroup to review and analyze the quality of programming in RSU5 <i>functional life skills</i> (FLS) classrooms using resources created by the National Center and State Collaborative (NCSC)</p> <p>i. Rebrand FLS program as LiFT (Learning, Independent Functioning & Transition) to ensure that this program is identified in a way that is respectful and ensures that students with complex learning, behavioral, cognitive and/or neurodevelopmental profiles, including significant cognitive disabilities, learn the academic, independent functioning, communication, and social emotional skills to graduate from high school ready for post-secondary transition, including college, career, community and full participation in civic life.</p> <p>ii. Develop Program</p>			<p>standards</p> <ul style="list-style-type: none"> - twelve (12) hours of virtual mentoring and training for staff - Degrees of support & Professional Learning plan established for 2023-24 <ul style="list-style-type: none"> - 3 full days of training & coaching (1 virtual and 2 onsite) - twelve (12) hours of virtual mentoring and training for staff <p>ii. COMPLETED & ONGOING Creation & launch of <i>LiFT Program Purpose, Philosophy, Instructional Model & Support Plan</i></p> <ul style="list-style-type: none"> - Instructional Model: Standards-Based and Person-Centered Instruction - Curricular Pathways for Students in the LiFT Program - Support for Teaching & Learning in LiFT Classrooms <p>iii. COMPLETED & ONGOING Disability labels analyzed for all students served in LiFT classrooms to ensure that placement is the LRE, curricular pathway is appropriate, and students have appropriate level of access to general ed. Curriculum.</p>
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	<p>Purpose, Philosophy, Instructional Model & Support Plan to include:</p> <ul style="list-style-type: none"> ● Instructional Model: Standards-Based and Person-Centered Instruction ● Curricular Pathways for Students in the LIFT Program ● Support for Teaching & Learning in LIFT Classrooms ● Multi-Disciplinary Assessment <p>iii. Review disability labels for all students served in LiFT classrooms to ensure that placement is the LRE and curricular pathway is appropriate and students have appropriate level of access to general ed. Curriculum.</p>			
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2023-24 Goals

School/Department: Instructional Support

District Goal:

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

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

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
1. Develop special ed. scheduling guidelines and grades 7-12+ Transition continuum	1. Review current Elementary, Middle, and High School Course progression - academic core - specials, electives - expected instructional minutes	1. Director of Instructional Support, Instructional Strategists & Instructional Support Staff	1. Fall 2023-Winter/Spring 2024	1. Completion & Roll-out of Scheduling Guidelines Winter/Spring 2024
2. Review the roles of the instructional strategists to ensure they are being utilized to the best of their abilities.	2a. Collaborate w/Principals to accurately identify role, scope of practice & responsibilities 2b. Collaborate on revision of job description	2. Director of Instructional Support & Principals	2. Fall 2023-Winter/Spring 2024	2. Completion & Publishing of Revised Instructional Strategist Job Description that is accurately aligned to scope of practice
3. Review, Analyze and Optimize Day-to-Day Budget Flow & Processes for Planning and Forecasting	3a. Collaborate w/Director of Finance to identify opportunities for improving day-to-day budget flow 3b. Collaborate	3. Director of Instructional Support & Director of Finance	3. Fall 2023-Winter/Spring 2024	3. Creation of Schema for Day-to-Day Budget Flow & Processes for Planning and Forecasting - Effective budget cycle management - Improved ability to make strategic fiscal decisions - Save time, minimize errors & nurture a

	w/Director of Finance to establish a process for communicating and managing information and changes during the fiscal year that may result in adjustments to the budget			collaborative, disciplined work environment.
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2023-2024 Goals

School/Department: Instructional Support

District Goal:

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

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

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
1. Support the district's goal to strengthen diversity, equity and inclusion practices.	<p>1a. Research and adopt common definitions for:</p> <ul style="list-style-type: none">- Diversity- Equity- Inclusion- Belonging <p>1b. Review submitted ideas and establish a DEI District Theory of Action</p> <p>1c. Seek student feedback on the work of the committee, and clarity on the work & outcomes of the committee</p>	Director of Instructional Support, DEI Committee, Building Leaders	Fall 2023 - Spring 2024	DEI Committee actively cultivates a culture in RSU 5 where diversity, equity, and inclusion are respected and celebrated through the implementation of thoughtful, iterative, and innovative strategies that inspire an inclusive mindset in RSU5 employees, students, and community members.



Regional School Unit 5
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Item # 10.B.

"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

Finance Committee Minutes
November 29, 2023
Durham Community School Library

In Attendance: Chair, Maura Pillsbury, Michelle Ritcheson, Jean Skorapa, Kelly Wentworth

Director of Finance, Kelly Wentworth, called the meeting to order at 5:10 P.M.

FY23 Audit Update:

Kelly updated the Committee on the status of the FY23 audit. The Business Office continues to work through the requests of the auditor. Kelly will reach out to the Auditor to keep making forward progress.

FY24 Budget Update- Community Budget Brochure:

The Committee reviewed the Strategic Communications Committee's revised Community Budget Brochure Template. Recommendations were recorded by Superintendent Skorapa who will work with Ginny to get the recommendations incorporated. The Finance Committee will review the revised template at the December 13, 2023 Finance Committee meeting.

Cost Sharing Review and Possible Recommendations:

Discussion of next steps took place. The Finance Committee members will review the Consultants spreadsheets before our next meeting to familiarize themselves with the figures used. An additional meeting will be scheduled at the Central Office on December 6, 2023 from 4-6 to review, discuss, and consider possible recommendations to be submitted to the Board of Directors at the January 10, 2024 meeting.

Other:

Next meeting topics: Review of Cost Sharing 101 and Consultant's Cost Sharing Findings.

Meeting adjourned at 6:26 P.M.



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Kelly Wentworth, Director of Finance & Human Resources

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

Finance Committee Minutes
December 6, 2023
RSU5 Central Office Conference Room

In Attendance: Beth Munsen Chair, Maura Pillsbury, Michelle Ritcheson, Jean Skorapa, Kelly Wentworth

Chair Munsen called the meeting to order at 4:06 P.M.

Cost Sharing Review and Possible Recommendations:

Discussion of cost sharing possibilities.

Other:

The Committee rescheduled the Wednesday, December 13, 2023 meeting to Monday, December 18th at 4:00 P.M. and moved the location to the Central Office Conference Room. Topic: Review of possible cost sharing scenarios that Michelle Ritcheson will draft.

Meeting adjourned at 5:37 P.M.



Regional School Unit 5
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Item # 10.C.

"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: December 1, 2023

Chair: Colin Cheney

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

Administrator: Cynthia Alexander

Guests: June Sellers, Director of Instructional Support

Erin Dow, Director of School Nutrition

Review/Revise Policies:

1. Policy Review

The following policy was reviewed with no changes.

EFBA Menu Development/Options Offer vs. Serve Lunch Concept

The following policy was revised and will be brought to the Board for 1st read on December 13, 2023.

EFE Competitive Food Sales- Sale of Foods in Competition with the School Food Service

2. At Board/Superintendent Request

The following policy was not discussed and will be brought back to the Policy Committee on January 5, 2024.

IMG Animals in School

3. Required Changes by law:

The following policies were revised. They will be brought to the Board for 1st read on December 13, 2023.

JKAA Use of Physical Restraint and Seclusion

JKAA-R Procedures on Physical Restraint and Seclusion

The next meeting will be held on January 5, 2024 at 8:45 a.m. by Zoom.

Submitted by: Cynthia Alexander



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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

Strategic Communications Committee
November 29, 2023
8:45 a.m. - Superintendent's Office
Minutes

Committee: Strategic Communications

Meeting Date: November 29, 2023

Submitted By: Jean Skorapa, Superintendent

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

Members absent: None

Agenda Items and Discussion:

1. **Budget Brochure** - The committee reviewed a draft template for the FY25 Budget Brochure. The brochure is being referred to the Finance Committee.
2. **Strategic Planning Process** - The committee discussed the need for funding to be budgeted to begin the process in FY25. Firms would need to be interviewed by the board prior to selection to facilitate the process.
3. **Upcoming Meetings**

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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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, Cheyenne Farrell, Danielle George, Carolyn Jensen, Elisabeth Munsen, Kara Kaikini, Maura Pillsbury, Michelle Ritcheson, Kelly Sink, Phoebe Williamson, Lily West

CC: Julie Nickerson, Amanda Marsden, Holly Johnson, Kate Harrison, Ray Grogan, Erin Dow, Jeremy Arsenault, 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: December 1, 2023

RE: Review/Update of Policies

At the December 13, 2023 Board of Directors Meeting, the following policies will be on the agenda:

1st Read

EFE - Competitive Food Sales-Sales of Foods in Competition with the School Food Service Program
JKAA - Use of Physical Restraint and Seclusion
JKAA-R - Procedures on Physical Restraint and Seclusion

The following policy was reviewed with no changes.

EFBA - Menu Development/Options Offer vs. Serve Lunch Concept

COMPETITIVE FOOD SALES—SALES OF FOODS IN COMPETITION WITH THE SCHOOL FOOD SERVICE PROGRAM

~~The~~ RSU No. 5 School Department supports good nutrition as part of a school environment that contributes to student health and encourages positive food choices and eating habits. The Board of Directors believes that nutrition influences a student's ability to take full advantage of the school system's educational program and is, therefore, related to student achievement.

The Board also recognizes that proceeds from the sale of foods and beverages outside of the School Breakfast and Lunch Programs ("Competitive Foods") are a significant source of funds for student activities that RSU No. 5 School Department might not otherwise be able to provide. These foods and beverages may be made available for sale to students on the school campus during the school day and the Board has adopted this policy to govern the sale of these items ~~foods and beverages~~ on school property.

RESTRICTION ON SALE OF COMPETITIVE FOODS

~~Maine Department of Education Rule Chapter 51 mandates that~~ Any food or beverage sold at any time on school property of a school participating in the National School Lunch or School Breakfast Programs shall be a planned part of the total food service program¹ of the school and shall include only those items which contribute both to the nutritional needs of children and the development of desirable food habits, and shall not include foods of minimal nutritional value as defined in applicable federal regulations², except as provided for by Board policy in certain circumstances.

~~As allowed by Rule Chapter 51, the Board permits the sale of food and beverages outside the total food program:~~

- ~~A. To school staff;~~
- ~~B. To attendees at school-sponsored community events held on school property; (i.e., school-sponsored events that are open to the public)~~
- ~~C. To the public at community events held on school property in accordance with the Board's facilities use policy;~~

¹ According to DOE Rule Chapter 51 (1)(b), the "Total Food Service Program" includes the federal Milk Program as defined in 7 C.F.R. § 215; the federal Breakfast Program, which means the federal program under which a breakfast that meets the nutritional requirements set forth in 7 C.F.R. § 220 is offered; the National School Lunch Program (including the After-School Snack), which means the federal program under which the school operates a nonprofit lunch program that meets the requirements of 7 C.F.R. § 210; or any combination of these programs.

² "Foods of minimal nutritional value" as defined in 7 C.F.R. § 210.11(a)(2) means: (a) In the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intake (RDI) for each of the eight specified nutrients per serving; (b) in the case of all other foods, a food which provides less than five percent of the RDI for each of eight specified nutrients per 100 calories and less than five percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are: protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium, and iron. This definition is applicable to foods that are part of the total food service program of the school and to foods and beverages sold at food sales, school stores, and in vending machines. A listing of "Categories of Foods of Minimal Nutritional Value" is in Appendix B to 7 C.F.R. Part 210 (National School Lunch Program).

~~D. — In State-approved instructional Career and Technical Education (CTE) Programs; and/or~~

~~E. — By a school, approved student organization or program if consistent with the requirement that such sales not include foods of minimal nutritional value as defined in 7 C.F.R. § 210.11(a)(2).~~

~~The policy applies to~~ During the school day, non-Food Service Program sales and nutrition requirements of foods and beverages at any time on school property by any person, group or organization: as must comply with defined in 7 CFR § 210.11.

~~When foods and beverages are sold to attendees at community events sponsored by the school or held on school property, students, staff, parents, or school-sponsored organizations involved in such sales are encouraged to include at least some healthy food choices.~~

FUNDS FROM SALES OF COMPETITIVE FOODS

Funds from all food and beverage sales made at any time on school property shall accrue to the benefit of the school's non-profit school food service program, except that funds raised through authorized sales outside the total food service program shall accrue to the sponsoring school or approved student organization in accordance with applicable policies, cash-management procedures and administrative directives, or to the sponsor of a community event that is held on school property in accordance with the Board's facilities use policy.

DELEGATION OF RESPONSIBILITY

The Superintendent/designee shall be responsible for enforcement of this policy. A school unit employee who observes conduct ~~he/she~~ they believes to be a violation of this policy or is informed of such conduct by a parent, student or community member should contact the building administrator or Superintendent/designee.

Legal Reference: ~~Ch. 51 (Dept. of Ed. Rule) (Child Nutrition Programs in Public Schools and Institutions)~~
20-A MRSA §§. 7 CFR § 210.11

Cross References: ~~DFF - Income From School Sales and Services~~
JJE - Student Fundraising Activities
JJF - Student Activities Funds
JL - Student Wellness
KF - Community Use of School Facilities
KJA - Relations With Booster Organizations

Adopted: June 24, 2009
Reviewed: January 25, 2012
Reviewed: April 12, 2017

USE OF PHYSICAL RESTRAINT AND SECLUSION

The Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents a an imminent risk of serious physical injury or harm to the student or others, and less intrusive interventions have failed or been deemed inappropriate.

State law and MDOE Rule Chapter 33 do not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as he/she deems appropriate.

I. DEFINITIONS.

The following definitions apply to this policy and accompanying procedure:

- A. **Physical restraint:** A personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, or head freely. An intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.

Physical restraint does not include any of the following:

1. **Physical escort:** A temporary voluntary touching or holding of the hand, wrist, arm, shoulder or back to induce a student to walk to a safe location. ~~inducing a student to walk to another location, including assisting the student to the student's feet in order to be escorted.~~
2. **Physical prompt:** A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
3. **Protective Physical Interventions:** Brief physical contact with a student in response to potentially harmful student action that serves to deflect, block, or redirect the student's actions or disengage from a student's inappropriate grip, but from which the student could freely move away.
Physical contact: ~~When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.~~

4. ~~A brief period of physical contact necessary to break up a fight.~~
 5. ~~Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful or dangerous to the student or others.~~
 6. The use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle. ~~The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.~~
 7. The use of adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement than would be possible without the use of such devices or supports. ~~The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.~~
 8. ~~Restraints used by law enforcement officers or school resource officers employed by a police department in the course of their professional duties are not subject to this policy/procedure or DOE Rule Chapter 33.~~
 9. ~~DOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.~~
- B. **Seclusion:** The involuntary isolation or confinement of a student alone in a room or clearly defined area from which the student does not feel free to go or is physically denied exit. ~~The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student.~~

Seclusion does not include:

1. Timeout: A timeout, which is an intervention where a student requests, or complies with an adult request for a break. ~~An intervention where a student requests, or complies with an adult request for, a break.~~

C.

1. **Serious physical injury:** Any impairment of the physical condition of a person, whether self-inflicted or inflicted on someone else, that is beyond the care of routine first aid, and if the injury had occurred, would require a medical practitioner to evaluate and/or treat the victim.

2. Voluntary: Voluntary means that a student cooperates with a request, independent of staff using physical force for the purpose of overcoming a student's resistance.

II. PROCEDURES FOR IMPLEMENTING PHYSICAL RESTRAINT AND SECLUSION.

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

III. ANNUAL NOTICE OF POLICY/PROCEDURE.

RSU No. 5 shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

IV. TRAINING REQUIREMENTS.

- A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.
- B. RSU No. 5 will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Superintendent's Office, in each school office and in the school unit's Comprehensive Health and Emergency Management Plan.

V. PARENT/LEGAL GUARDIAN COMPLAINT PROCEDURE.

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Superintendent as soon as possible. The Superintendent/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days of receiving the complaint, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within 60 calendar days of receiving the complaint.

~~Legal Reference: 20-A M.R.S.A. §§ 4502(5) (M); 4009~~

~~Me. DOE Rule, Ch. 33 (April 2013)~~

Legal References: 20-A MRSA §§ 4014, 4502(5)(M); 4009

Chapter 33 (Maine Department of Education Rules)

Cross Reference: EBCA – Comprehensive Health and Emergency Management Plan

NEPN/NSBA Code: JKAA
JKAA-R – Procedures of Physical Restraint and Seclusion
JK – Student Discipline
KLG/KLG-R – Relations with Law Enforcement

Adopted: June 24, 2009
Reviewed: March 24, 2010
Revised: January 26, 2011
Revised: November 28, 2012
Revised: June 12, 2013
Reviewed: January 24, 2018

PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

These procedures are established for the purpose of meeting the obligations of RSU No. 5 under state law/regulations and Board Policy JKAA governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

I. DEFINITIONS.

~~For purposes of these procedures, the terms “physical restraint” and “seclusion” shall have the meanings defined in Policy JKAA. Definitions for other important terms in this procedure include:~~

- ~~A. **Emergency:** A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.~~
- ~~B. **Risk of injury or harm:** A situation in which a student has the means to cause physical harm or injury to him/herself or others and such injury or harm is likely to occur, such that a reasonable and prudent person would take steps to protect the student and others against the risk of such injury or harm.~~
- ~~C. **Dangerous behavior:** Behavior that presents a risk of injury or harm to a student or others.~~
- ~~D. **Serious bodily injury:** Any bodily injury that involves: (1) A substantial risk of death; (2) Extreme physical pain; (3) Protracted and obvious disfigurement; or (4) Protracted loss or impairment of the function of a bodily member, organ or mental faculty.~~

H. L. PHYSICAL RESTRAINT.

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

A. Permitted Uses of Physical Restraint

1. Physical restraint may be used only when the behavior of a student presents an imminent risk of serious physical injury to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate. The physical restraint must end immediately upon the cessation of the imminent risk of serious physical injury to the student or another person, and should involve the least amount of force necessary to protect the student or other person. Physical restraint may be used only

~~as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.~~

2. Serious physical injury is any impairment of the physical condition of a person, whether self-inflicted or inflicted on someone else, that is beyond the care of routine first aid, and if the injury were to occur, would require a medical practitioner to evaluate and/or treat the victim. Physical restraint may be used to move a student only if the need for movement outweighs the risk involved in such movement.
3. Prescribed medications, harnesses, and other assistive or protective devices may be used as permitted by law Rule Chapter 33, and described in Policy JKAA.
4. Parents/legal guardians may be requested to provide assistance with their child at any time.

B. Prohibited Forms and Uses of Physical Restraint

1. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Physical restraint used to prevent property destruction or disruption of the environment in the absence of a risk of injury or harm.
3. Physical restraint that is life threatening, restricts breathing or restricts blood flow to the brain, including prone restraint. Physical restraint that restricts the free movement of a student's diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia).
4. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.
5. Physical restraint that is contraindicated based on the child's disability, health care needs, or medical or psychiatric condition if appropriately documented in:
 - A health care directive or medical management plan;
 - A school-approved behavior plan;
 - An IEP or an Individual Family Service Plan (IFSP); or
 - A school-approved 504 or ADA plan.
56. Aversive procedures and mechanical and chemical restraints.

- a. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.
- b. Mechanical restraints are defined as any restraint that uses a device to restrict a student's freedom of movement. Such restraints do not include adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement, or the use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle. ~~Mechanical restraints are defined as any item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards.~~
- c. Chemical restraints are defined as the use of drug or medication that is not prescribed as the standard treatment of a student's medical or psychiatric condition by a licensed physician or other qualified health professional acting under the scope of the professional's authority under state law that is used on a student to control behavior or restrict freedom of movement. ~~Chemical restraints are defined as the use of medication, including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student's health care plan.~~

C. Monitoring Students in Physical Restraint

1. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.
2. The student must be continuously monitored until he/she no longer presents a risk of injury or harm to the student ~~him/herself~~ or others.
3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Physical Restraint

1. The staff involved in the use of physical restraint must continually assess for signs that the student is no longer presenting an imminent risk of serious injury or harm to themselves him/herself or others, and the physical restraint must be discontinued immediately after it is determined that the imminent risk of serious physical harm has ended. ~~emergency intervention must be discontinued as soon as possible.~~
 - a. The time a student is in physical restraint must be monitored and recorded.
 - b. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.
 - c. If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that create an imminent risk of serious physical injury or harm to the student him/herself or to others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

III. II. SECLUSION.

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

A "timeout" where a student requests, or complies with an adult request for, a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or defined area with the student (including but not limited to classrooms, offices and other school locations).

A. Permitted Uses and Location of Seclusion

1. Seclusion may be used only as an emergency intervention when the behavior of a student presents an imminent risk of serious bodily injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate. The seclusion must end immediately upon the cessation of the imminent risk of serious physical injury to the student or another person.

2. Serious physical injury is any impairment of the physical condition of a person, whether self-inflicted or inflicted on someone else, that is beyond the care of routine first aid, and if the injury were to occur, would require a medical practitioner to evaluate and/or treat the victim.
23. Seclusion may ~~occur~~ be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height.
 - a. Seclusion may not take place in a locked room.
 - b. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous materials and objects which the student could use to self-inflict bodily injury.
3. Parents/legal guardians may be requested to provide assistance at any time.

B. Prohibited Uses of Seclusion

1. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Seclusion used solely to prevent property destruction or disruption of the environment in the absence of imminent risk or harm of serious physical injury.
3. Seclusion that is life threatening.
4. Seclusion that is contraindicated based on the child's disability, health care needs, or medical or psychiatric condition if appropriately documented in:
 - A health care directive or medical management plan;
 - A school-approved behavior plan;
 - An IEP or IFSP; or
 - A school-approved 504 or ADA plan.

C. Monitoring Students in Seclusion

1. At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.
2. The student must be continuously monitored until they ~~he/she~~ no longer presents a risk of injury or harm to ~~him/herself~~ or others.
3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Seclusion

1. The staff involved in the seclusion must continually assess for signs that the student is no longer presenting an imminent risk of serious physical injury to the student or harm to him/herself or others, and the seclusion must be discontinued as soon as the imminent risk ceases. emergency intervention must be discontinued as soon as possible.
 - a. The time a student is in seclusion must be monitored and recorded.
 - b. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the seclusion restraint is terminated.
 - c. If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create an imminent risk of injury to the student ~~or harm to him/herself~~ or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

IV. III. NOTIFICATION AND REPORTS OF PHYSICAL RESTRAINT AND SECLUSION INCIDENTS.

For the purposes of this procedure, an "incident" consists of all actions between the time a student begins to create an imminent risk of serious physical injury harm and the time the student ceases to pose that imminent a risk of harm and returns to their ~~his/her~~ regular programming.

A. Notice Requirements

After each incident of physical restraint or seclusion:

1. A staff member involved in the incident shall make an oral notification to the administrator/designee as soon as possible, but no later than the end of the school day.
2. An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical, but within the school day in which the incident occurred. The administrator/designee must utilize all available phone numbers or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal

guardian must be informed that written documentation will be provided within seven (7) calendar days.

3. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with RSU No. 5 usual emergency notification procedures.
4. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the RSU No.5 emergency notification procedures shall be followed and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

B. Incident Reports

Each use of physical restraint or seclusion must be documented in an incident report. The incident report must be completed and provided to an administrator/designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident.

The incident report must include the following elements:

1. Student name;
2. Age, gender and grade;
3. Does the student have an Individualized Education or 504 Plan
4. Location of the incident;
5. Date of the incident;
6. Date of report;
7. Person completing the report;
8. Beginning and ending time of each physical restraint and/or seclusion;
9. Incident start and end time:
10. Total time of incident;
11. Total number of uses of seclusion within the incident period:
 - a. Beginning and ending time of each use of seclusion within the incident period:
 - b. A detailed description of each use of seclusion within the incident period:
12. Total number of uses of physical restraint within the incident period:
 - a. Beginning and ending time of each use of physical restraint within the incident period:
 - b. A detailed description of each use of physical restraint within the incident period:
13. Description of prior events and circumstances;

14. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, explain the reasons why;
15. The student behavior justifying the use of physical restraint or seclusion;
16. A detailed description of the physical restraint or seclusion used;
17. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
18. Description of the incident, including the resolution and process of returning the student to his/her program, if appropriate;
19. Whether the student has an IEP, 504 Plan, behavior plan, IHP (individual health plan) or any other plan;
20. If a student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification and any treatment administered;
21. The date, time and method of parent/legal guardian notification;
22. The date and time of administrator/designee notification; and
23. Date and time of staff debriefing.

Copies of the incident reports shall be maintained in the student's file and in the school office.

IV. SCHOOL UNIT RESPONSE FOLLOWING THE USE OF PHYSICAL RESTRAINT OR SECLUSION.

- A. Following each incident of physical restraint or seclusion, an administrator/designee shall take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day):
 1. Review the incident with all staff persons involved to discuss: (a) whether the use of physical restraint or seclusion complied with state and school board requirements and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.
 2. Meet with the student who was physically restrained or secluded to discuss: (a) what triggered the student's escalation and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.
- B. Following the meetings, staff must develop and implement a written plan for response and de-escalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purposes of this procedure, "de-escalation" is the use of behavior management techniques intended to cause a situation involving problem behavior of a student to become more controlled, calm and less dangerous, thus reducing the risk of injury or harm.

VI. PROCEDURE FOR STUDENTS AFTER EVERY THIRD INCIDENT ~~WITH THREE INCIDENTS~~ IN A SCHOOL YEAR.

The school unit will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

A. Special Education/504 Students

1. After the third incident of physical restraint and/or seclusion in one school year, the student's IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.
2. Schools are not required to hold more than one meeting within any 30-school-day period to address restraints or seclusion, notwithstanding the "after every third incident" standard noted above.

B. All Other Students

1. After every third incident of physical restraint and/or seclusion in one school year, a team consisting of the parent/legal guardian, administrator/designee, a teacher for the student, a staff member involved in the incident (if not the administrator/designee or teacher already invited), and other appropriate staff shall meet within ten (10) school days to discuss the incidents.
2. Schools are not required to hold more than one meeting within any 30-school-day period to address restraints or seclusion, notwithstanding the "after every third incident" standard noted above.
- 2.3 The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavior assessment) and/or develop a BIP (behavior intervention plan).

VII. CUMULATIVE REPORTING REQUIREMENTS

A. Reports within the School Unit

Each building administrator must report the following data on a quarterly and annual basis:

1. Seclusion:

a total number of incidents that include the use of seclusion:

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b. the aggregate number of uses of seclusion;

c. the aggregate number of students placed in seclusion;

d. the aggregate number of students with disabilities and an individualized education program under state and federal special education laws or a plan pursuant to Section 504 federal Rehabilitation Act of 1973, placed in seclusion;

e. the aggregate number of serious physical injuries to students related to seclusion;

f. the aggregate number of serious physical injuries to staff related to seclusion;

2. Physical Restraint

a. total number of incidents that include the use of physical restraints;

b. the aggregate number of uses of physical restraint;

c. the aggregate number of students placed in physical restraint;

d. the aggregate number of students with disabilities and an individualized education program under state and federal special education laws or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, placed in physical restraints;

e. the aggregate number of serious physical injuries to students related to physical restraint;

f. the aggregate number of serious physical injuries to staff related to physical restraint;

g. aggregate number of uses of physical restraint;

h. aggregate number of students placed in physical restraint;

i. aggregate number of uses of seclusion;

j. aggregate number of students placed in seclusion;

k. aggregate number of serious bodily injuries to students related to the use of restraint and seclusions; and

l. aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.

B. Superintendent Review of Reports.

1. The superintendent/designee shall review cumulative reports received as set forth in this section and identify those areas that can be addressed to reduce the future use of physical restraint and seclusion. These cumulative reports may be requested by the Department of Education at any time.

~~2. The Superintendent shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.~~

BC. Reports to Maine Department of Education

~~1. The Superintendent shall submit an annual report to the Maine Department of Education on an annual basis that includes the information required in Section 7.A.1 above.~~

Each covered entity shall submit to the department an annual report on incidents of physical restraint and seclusion of students of that covered entity that includes:

1. Seclusion:

a. total number of incidents that include the use of seclusion;

b. the aggregate number of uses of seclusion;

c. the aggregate number of students placed in seclusion;

d. the aggregate number of students with disabilities and an individualized education program under state and federal special education laws or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, placed in seclusion;

e. the aggregate number of serious physical injuries to students related to seclusion;

f. the aggregate number of serious physical injuries to staff related to seclusion;

2. Physical Restraint:

a. total number of incidents that include the use of physical restraints;

b. the aggregate number of uses of physical restraint;

c. the aggregate number of students placed in physical restraint;

d. the aggregate number of students with disabilities and an individualized education program under state and federal special education laws or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, placed in physical restraints;

e. the aggregate number of serious physical injuries to students related to physical restraint;

f. the aggregate number of serious physical injuries to staff related to physical restraint.

~~e. Aggregate number of serious bodily injuries to students related to the use of physical restraints and seclusions; and~~

~~f. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.~~

Legal Reference: 20-A MRSA §§ 4014, 4502(5)(M); 4009
Chapter 33 (Maine Department of Education Rules)
Me. DOE Rule Ch. 33

Cross Reference: EBCA – Comprehensive Health and Emergency Management Plan
JKAA – Use of Physical Restraint and Seclusion
JK – Student Discipline
KLG/KLG-R – Relations with Law Enforcement

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