

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– JANUARY 24, 2024
FREEPORT HIGH SCHOOL - LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

1. Call to Order:

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

2. Attendance:

___ Colin Cheney	___ Kara Kaikini
___ Candace deCsipkes	___ Elisabeth Munsen
___ Malik Farlow	___ Maura Pillsbury
___ Cheyenne Farrell	___ Michelle Ritcheson
___ Danielle George	___ Kelly Sink
___ Carolyn Jensen	___ Phoebe Williamson, Student Representative
	___ Lily West, Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

- A. Consideration and approval of the Minutes of January 10, 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: (15 Minutes)

- A. Superintendent's Report

9. Administrator Reports:

- A. Finance - Kelly Wentworth (5 Minutes)
B. Mental Health Support for Students - 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. Stipend Committee (5 Minutes)
D. Facilities and Operations Committee (5 Minutes)
E. Policy Committee (5 Minutes)

11. Policy Review: (15 Minutes)

A. Consideration and approval of 2nd Read of the following Policies:

1. EFE - Competitive Food Sales - Sale 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:

A. Consideration and approval of the following stipend positions: (10 Minutes)

- FMS Photography Club (new stipend) - No Budget Impact
- MSS Academic Leadership Team (1 additional position) - Budget Impact
- DCS Academic Leadership Team (1 additional position) - No Budget Impact

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and approval of 1st Read of the 2024-2025 School Calendar. (15 Minutes)

Motion: _____ 2nd: _____ Vote: _____

C. Presentation of the Superintendent's 2024-2025 Recommended Budget (20 Minutes)

14. Personnel:

None

15. Public Comments: (10 Minutes)

16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, January 10, 2024 – 6:30 p.m.
Freeport High School - Library
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the January 24, 2024 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:30 p.m.

- 2. MEMBERS PRESENT:** Colin Cheney, Candace deCsipkes, Malik Farlow, Cheyenne Farrell, Danielle George, Carolyn Jensen, Kara Kaikini, Elisabeth Munsen, Maura Pillsbury (arrived at 6:33 p.m.), Michelle Ritcheson and Lily West, Student Representative (left at 6:40 p.m.)
MEMBERS ABSENT: Kelly Sink

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

VOTED: To approve the Minutes of December 13, 2023. (Kaikini – Munsen) (9 – 0) The student representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:

Item #8.A.1. Additional resignation
Item # 8.A.3. School start times

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. Resignations:

Brenda Anderson - Bus Driver/Custodian
John Rundin - Mechanic
Lindsey Laverriere - MSS Ed Tech
Mallory Stilkey - MSS Custodian

2. Retirements (effective at the end of the school year):

Melinda Carr - Instructional Strategist
Melissa Cousins - Speech and Language Pathologist

3. School Start Time Discussion - The Board would like the Superintendent to explore the topic.

9. ADMINISTRATOR REPORTS:

A. 2024-2025 Freeport High School Program of Studies – Jen Gulko
B. Update on 2023-2024 District Goals - Jean Skorapa
C. District Scorecard - Cynthia Alexander

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Finance Committee Cost Sharing Presentation

There was consensus among the Board members to leave the Cost Sharing formula as is.

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

None

13. NEW BUSINESS:

None

14. PERSONNEL:

None

15. PUBLIC COMMENT:

None

16. EXECUTIVE SESSION:

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

Time In: 9:58 p.m.

Time Out: 10:41 p.m.

17. ACTION AS A RESULT OF EXECUTIVE SESSION:

None

18. ADJOURNMENT:

VOTED: To adjourn at 10:42 p.m. (Farlow – Pillsbury) (10 – 0)


Jean M. Skorapa, Superintendent of Schools

RSU No. 5

Item #9.A.

Warrant Articles For the Period 12/01/2023 through 12/31/2023

Fiscal Year: 2023-2024

☐ Include Pre Encumbrance

	Budget	Range To Date	Year To Date	Balance	Encumbrance	Budget Balance	
INCOME							
GENERAL FUND REVENUES							
REQUIRED LOCAL FUNDS (-)	\$19,054,353.67	\$1,587,862.81	\$9,360,293.76	\$9,694,059.91	\$0.00	\$9,694,059.91	50.9%
ADDITIONAL LOCAL FUNDS (-)	\$11,319,982.05	\$945,184.16	\$5,493,277.96	\$5,826,704.09	\$0.00	\$5,826,704.09	51.5%
ADDLN SHARED REVENUE (-)	\$149,911.00	\$10,198.09	\$61,188.54	\$88,722.46	\$0.00	\$88,722.46	59.2%
INTEREST REVENUE (-)	\$100,000.00	\$0.00	\$179,926.34	(\$79,926.34)	\$0.00	(\$79,926.34)	-79.9%
STATE REVENUES (-)	\$7,444,322.28	\$542,237.27	\$4,638,520.17	\$2,805,802.11	\$0.00	\$2,805,802.11	37.7%
MISC REVENUES (-)	\$0.00	\$449.70	\$12,371.56	(\$12,371.56)	\$0.00	(\$12,371.56)	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)	(\$3,085,932.03)	(\$19,745,578.33)	(\$19,222,990.67)	\$0.00	(\$19,222,990.67)	49.3%
Total : INCOME	(\$38,968,569.00)	(\$3,085,932.03)	(\$19,745,578.33)	(\$19,222,990.67)	\$0.00	(\$19,222,990.67)	49.3%
EXPENSES							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$17,072,759.00	\$1,253,028.96	\$5,745,991.70	\$11,326,767.30	\$9,705,818.41	\$1,620,948.89	9.5%
ARTICLE 2 SPECIAL EDUCATION (+)	\$5,366,821.00	\$409,709.01	\$1,751,437.24	\$3,615,383.76	\$2,828,417.82	\$786,965.94	14.7%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$272,017.00	\$0.00	\$136,008.48	\$136,008.52	\$136,008.52	\$0.00	0.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$1,044,071.00	\$50,905.00	\$355,328.49	\$688,742.51	\$345,839.09	\$342,903.42	32.8%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$3,867,554.00	\$254,089.57	\$1,549,295.23	\$2,318,258.77	\$1,932,960.37	\$385,298.40	10.0%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,074,251.00	\$72,308.47	\$540,987.72	\$533,263.28	\$375,297.89	\$157,965.39	14.7%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$2,067,029.00	\$163,504.45	\$955,168.10	\$1,111,860.90	\$1,064,804.32	\$47,056.58	2.3%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$1,551,608.00	\$156,207.52	\$719,474.98	\$832,133.02	\$447,477.82	\$384,655.20	24.8%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,219,819.00	\$202,200.59	\$2,224,743.02	\$2,995,075.98	\$1,558,944.53	\$1,436,131.45	27.5%
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 12/01/2023 through 12/31/2023



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	\$2,561,953.57	\$14,993,989.48	\$23,974,579.52	\$18,395,568.77	\$5,579,010.75	14.3%
Total : EXPENSES	\$38,968,569.00	\$2,561,953.57	\$14,993,989.48	\$23,974,579.52	\$18,395,568.77	\$5,579,010.75	14.3%
NET ADDITION/(DEFICIT)	\$0.00	(\$523,978.46)	(\$4,751,588.85)	\$4,751,588.85	\$18,395,568.77	(\$13,643,979.92)	0.0%

End of Report

Operating Statement with Encumbrance

Multi-Tiered System of Supports (MTSS) for Positive Behavior & Emotional Wellbeing				
Risk Reduction	Prevention	Early Intervention	Individual Intervention	Therapeutic Support
<u>Tier 1 - Universal Behavioral Supports</u> School-Wide & Classroom Expectations for Positive Pro-Social Behavior (adult/student and student/student)		<u>Tier 2</u> Targeted Small Group or 1:1 Support	<u>Tier 3</u> Very Small Group, 1:1 Support, Therapeutic Support	
		 INCREASED INTENSITY (GROUP SIZE)  FREQUENCY (X PER WEEK) AND/OR DURATION (X PER SESSION)		
ALL ENVIRONMENTS ENGINEERED TO BE TRAUMA INFORMED-TRAUMA SENSITIVE				

Tier 1	Tier 2	Tier 3
School-Wide & Classroom Expectations and Norms for Positive Pro-Social Behavior for everyone across all settings. Establishes the foundation for proactive support and prevention of behavior that is not in alignment with community expectations and norms. Tier 1 emphasizes teaching, modeling, and acknowledging positive social, emotional, and behavioral (SEB) skills. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.	Targeted intervention, support, and Social-Emotional Learning (SEL) for students who are not successful with Tier 1 support alone, and who demonstrate a consistent pattern of mild-moderate behavior dysregulation. Focused on identifying and addressing student needs, and providing students with instruction, tools, and strategies to self-regulate their own behavior. Support at this level is more focused than Tier 1 and less intensive than Tier 3.	More intensive, individualized intervention and support for students who are not successful with Tier 1 and 2 support, and who demonstrate a consistent pattern of significant-severe behavior dysregulation including dangerous, and/or highly disruptive behavior that interferes with their learning and/or the learning of others

RSU 5 Multi-Tiered System of Supports (MTSS) for Positive Behavior & Emotional Wellbeing

Risk Reduction	Prevention	Early Intervention	Intensive Individual Intervention	Therapeutic Support
	Tier 1 – Universal School-Wide & Classroom Supports Responsive Classroom Guidance Units on Bullying PK-5 Student Civil Rights Teams Mental Health Supports in Advisory 6-12 Mind Your Mind (FMS & FHS) Active Minds (9-12) School Counselors address Mental Health Supports in Advisory Wellness Course Addressing Bullying (FMS)	Tier 2 – Small Group or 1:1 RTI-B BRIDGES K-5 In-the-moment Coaching Collaborative & Proactive Solutions Social Skills Groups Weekly Check-Ins w/Identified Students Bullying Investigations	Tier 3 – Very Small Group, 1:1, Therapeutic Support RTI-B BRIDGES K-5 Reentry Meetings** Safety Plans	
		Tier 2 & 3 Access to Licensed Clinical Professional Counselors (LCPC) Access to Licensed Clinical Social Workers (LCSW) Cognitive Behavioral Therapy (CBT) Dialectical Behavioral Therapy (DBT) Out-Patient Therapy (Health Affiliates*) Access to Licensed Alcohol & Drug Counselor (LADC-parent consent required) Increasing Levels of Family Involvement & Planning Functional Behavior Assessment (FBA) Positive Behavior Support Plans (PBSP)		

* Health Affiliates offer summer services for students who are receiving therapy

** *Students released from the hospital w/o a discharge/safety plan or referrals for therapy

DEFINITIONS

MTSS Access Point	Description
Responsive Classroom	Evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness to create safe, joyful, and engaging classrooms and school communities where students develop strong social and academic skills, and every student can thrive.
Student Civil Rights Teams	Engages the school community in thinking and talking about civil rights issues, including sexual orientation, race and skin color, national origin and ancestry, religion, disabilities, and gender (including gender identity and expression).
Mind Your Mind	Evidence-based education about mental health: stress, anxiety, depression, mood disorders, suicide ideation, disordered eating, addictive behavior, trauma, self-harm, and bullying for the purpose of changing attitudes and increasing help-seeking behavior
Active Minds	Student-led, school-based group that leads conversation, culture change, and advocacy, serves the needs of their communities and creates cultures that are more supportive of mental health through policy change, promotion of services, awareness, community-building, and social connection.
Cognitive Behavioral Therapy (CBT)	School-based CBT is designed to prevent or reduce depression and anxiety symptoms among school-aged children and adolescents. Targeted support is directed toward children and adolescents who are assessed to be at increased risk for depression or anxiety.
Dialectical Behavioral Therapy (DBT)	School-based DBT treatment is designed to prevent or reduce extreme emotional instability or dysregulation (the inability to manage intense emotions which can lead to impulsive, self-destructive, or self-harming behaviors. DBT teaches adolescents techniques to help them understand their emotions without judgment and teaches them skills and techniques to manage those emotions and change behaviors in ways that will make their lives better.
Weekly Check-Ins	20-30 min weekly check-in with students who are identified as having issues w/ depression, sadness, withdrawal, family dysfunction, grief & loss, chronic absenteeism, substance abuse
RTI-B	Students receive social-emotional learning and interventions that are matched to student need, along with progress monitoring to make decisions about changes in instruction or goals.
BRIDGES	Bridges Program provides a space for students to access in-the-moment behavioral coaching, problem-solving, positive reinforcement of behavior, regulation activities. The purpose of this environment is to provide predictable people, places, and responses to behavior.
Collaborative & Proactive Solutions	Construct in which students and staff collaboratively solve the problems that are causing student dysregulation. Problem solving is collaborative (not unilateral) and proactive (not reactive). Research has shown that the model is effective not only at solving problems and improving behavior but also at enhancing skills.
Functional Behavior Assessment (FBA)	A process for collecting and studying behavior data to better understand what may be prompting the behavior and understand the true function of the behavior
Positive Behavior Support Plans/Behavior Intervention Plan (PBSP/BIP)	A formalized plan created for a student based on the outcome of the functional behavior assessment (FBA), which outlines a student's interfering behaviors (what action(s) is the student taking that may be disruptive to their learning or their peers' ability to learn?), hypothesizes the reasons behind the behaviors (why is the student doing the behavior? Is it in response to a particular task or activity? What are they trying to communicate?), identifies interventions to replace and reduce the behaviors (What skills or behaviors can be taught to the student to replace the interfering behaviors?), identifies measurable behavior goals and strategies to teach and reinforce appropriate behaviors that are appropriately tailored to the student's needs and abilities and should set reasonable and realistic measurements for success.

Student Services Staff*

Morse Street School	Mast Landing School	Pownal Elementary School	Durham Community School	Freeport Middle School	Freeport High School
School Counselor	School Counselor	School Counselor	School Counselor	School Counselor	School Counselor
Social Worker	Social Worker	Social Worker	School Counselor	Social Worker	School Counselor
			Social Worker		School Counselor
					Social Worker
					Social Worker

*As of January 1, 2024



Regional School Unit 5
Durham · Freeport · Pownal

Item #10.B.

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

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

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

Finance Committee Minutes
January 3, 2024
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 4:38 P.M.

Cost Sharing Review and Possible Recommendations:

The Committee reviewed the cost sharing research presented by Michelle Ritcheson. The Committee then had a discussion of the cost sharing possibilities and selected what materials would be presented to the full Board of Directors at their next meeting scheduled for January 10, 2024.

Other:

None

Meeting adjourned at 6:42 P.M.



Regional School Unit 5
Durham · Freeport · Pownal

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

Stipend Committee
January 2, 2024
Meeting held via Zoom
Minutes - Revised

Committee Members in Attendance: Lisa Blier, Kara Kaikini, Beth Munsen, Anne-Marie Spizzuoco
Guests: Ray Grogan
Submitted By: Jean Skorapa, Superintendent

Agenda Items and Discussion:

1. Review of New Stipend Request - Photography Club

Ray Grogan spoke about his request for a new stipend, Photography Club.
This stipend is budget neutral as it will replace the Peer Mediators stipend currently in the budget.
FMS has not filled that position in many years.

Anne-Marie Spizzuoco made a motion, seconded by Beth Munsen to approve the request for the new Photography Club stipend. By unanimous vote, the committee voted to approve the stipend.

2. Review request to add additional positions to an established stipend - Academic Leadership

Will Pidden requested to add an additional leadership position at DCS to include coach/strategist on the leadership team. This stipend is budget neutral as it will replace the Green/Environmental Team and one of the Tech Integrator positions which haven't been filled for multiple years.

Beth Munsen made a motion, seconded by Kara Kaikini to approve the request for an additional Leadership position at DCS. By unanimous vote, the committee voted to approve the stipend.

Julie Nickerson requested to add an additional leadership position at MSS to include PreK representation. This stipend will replace the Civil Rights stipend position as they have had no one interested in running that at MSS and Civil Rights teams are not supported at the State level below 3rd grade. Not budget neutral, Civil Rights stipend is a lower amount.

Beth Munsen made a motion, seconded by Anne-Marie Spizzuoco to approve the request for an additional Leadership position at MSS. By unanimous vote, the committee voted to approve the stipend.

The RSU5 Board will also need to approve the stipends and they will be placed on an upcoming agenda. The MSS stipend would also need to be approved through the budget process.

It was mentioned that Stipend positions no longer in use should be removed from the list. This will be discussed during Education negotiations.



Regional School Unit 5
Durham · Freeport · Pownal

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

Facilities and Operations Committee
Wednesday, January 10, 2024
5:00 p.m. - Freeport High School Library
Minutes

Committee Members Present: Malik Farlow, Michelle Ritcheson

Committee Members Absent: Kelly Sink

Administrators: Jean Skorapa, Glen Reynolds

Agenda Items and Discussion:

1. Energy Audit Update

- a. Phase I of the energy audit is well underway. Lighting was completed last week. The outside envelope and ventilation audit is in process. Energy Management Consultants (EMC) will provide a written report within 60 days.

2. Analysis of Capital Projects Funding

- a. The district used COVID relief funding for several projects during the last few years in addition to local funding.
- b. During the prior three budget cycles the district used close to the entire \$400,000 that was allocated in addition to the COVID funds.

3. Capital Improvement Plan

a. 2023-2024 Items Addressed

- 1. District-wide: Shades
- 2. Freeport Middle School: Aluminum Doors
- 3. Morse Street School Office Carpet (Tripping Hazard)
- 4. Central Office Carpet (Roof Leak Damage)
- 5. Other items on hold while septic system at Pownal Elementary School is being evaluated

b. 2024-2025 Budget Requests

- 1. Items will be presented to the board during the budget process (\$445,000 proposed)
 - a. Freeport High School
 - 1. Gym Roof - \$200,000

- 2. 3 Additional Single Stall Bathrooms - \$35,000
 - 3. Freeport Performing Arts Painting/Carpet - \$55,500
 - b. Freeport Middle School
 - 1. 3 Additional Single Stall Bathrooms - \$25,000
 - 2. Parking Lot Extension - \$60,000
 - c. Pownal Elementary School
 - 1. Plumbing and Abatement - \$55,000
 - d. Durham Community School
 - 1. Modular Classroom Ceiling - \$15,000
 - e. There are other items that should be completed but are not included in the budget.
- 2. The committee discussed the need to increase the amount allocated for capital projects as the budgeted amount has remained the same for many years.
- c. An articulated multi-year plan will be further developed when the energy audit has been completed.

- 4. Future Agenda Items
 - a. Energy Audit Report

5. Meeting Dates

February 14, 2024

March 13, 2024

April 10, 2024

May 8, 2024

June 5, 2024



Regional School Unit 5
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Item # 10.E.

"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: January 5, 2024
Chair: Colin Cheney
Committee Members in attendance: Colin Cheney, Kara Kaikini
Administrator: Cynthia Alexander
Guests: June Sellers

Review/Revise Policies:

1. Policy Review
none

2. At Board/Superintendent Request

The following draft policy was worked on and will go back to the Policy Committee on Feb. 2, 2024.
IMG Animals in School

3. Required Changes by law:

The following policies were revised per requested changes from the Board. They will be brought to the Board for 2nd read on January 24, 2023.

JKAA Use of Physical Restraint and Seclusion

JKAA-R Procedures on Physical Restraint and Seclusion

The following policy was not discussed and will be brought back to the Policy Committee on February 2, 2024.

JHB Truancy

The next meeting will be held on February 2, 2024 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, 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: January 5, 2024

RE: Review/Update of Policies

At the January 24, 2024 Board of Directors Meeting, the following policies will be on the agenda:

2nd 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

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.

3. **Emergency:** A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.

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
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.~~

II. I. 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~~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. 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 serious physical injuries to students related to the use of restraint; and
- j. aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.

2. 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 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;

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. 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.~~

isabilities 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;

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

Administrative Procedure Adopted: March 16, 2010
Administrative Procedure Revised: December 14, 2010
Board of Directors Adopted: November 28, 2012
Revised: June 12, 2013
Revised: January 24, 2018
Revised:

New Stipend Request Form

Name of Activity: Photography Club Leader (k-12)

Qualifications: Photography and Digital Camera experience.

Purpose: To help students develop photography techniques and technical skills using both a digital and phone camera. To help students build confidence in displaying their work publicly in shows and competitions.

Responsibilities of Advisor/Coach:

- Plan a sequence of mini-lessons in both skills and techniques for students to practice at club meetings
- Work with students on editing their photos using editing software
- Participate in workshops or classes to further expertise
- Transport students off-site for extended photography sessions
- Meet with Photoperspectives Board of Directors to discuss club progress and possible projects
- Print, mount, and change hallway display of student photography
- Willingness to network both within and outside of the Freeport Community to find opportunities for students to showcase their work.

Length of activity/period of responsibility (month to month):

9 months

Number of Hours Required of Advisor/Coach per week (on average):

2 hours per week (65 total hours)

***Breakdown of Hours:**

1-1.5 hours/week for club meetings

0.5-1 hour /week for planning and review of student posting of photography

Of above*, percent of hours during school day:

0%

Of above*, percent of hours outside the school day:

100%

Number of Students: open sign-ups, 10-20

Parent volunteers or other adult help? None required, but welcomed

Special event(s) required? (all day event, weekend activity, etc)

Off-site field trips to take pictures (examples - Winslow Park, Freeport downtown, Cumberland Fair, South Freeport docks)

OTHER FACTORS:

Travel: Only to off-site photography locations with RSU5 provided transportation

Overnight: None

Does the activity require a Budget?

Yes, for some supplies (is in FMS budget)

How is this position being done/funded currently?

Photoperspectives.org (\$1500). This was a one-year funded position with the intent to bring photography to Freeport Middle School.

Does this position require Fundraising:

No

Comments:

Will replace Peer Mediators in budget

Submitted by: Ray Grogan

Date: 11/21/2023

Administrator: _____

Approved: X **Denied:** _____

Please return this form to the Superintendent's Office

Approved by the Stipend Committee: January 2, 2024

New Stipend Request Form

Please read Procedures for Requesting a New Stipend before completing this form.

Name of Activity: MSS **ACADEMIC LEADERSHIP TEAM**

Qualifications: (Administrator must complete this section before submitting to the Superintendent)

Strong leadership and teamwork skills, strong communication skills, ability to represent the interests of the greater faculty, ability to engage in strategic, “big picture” thinking and planning in order to create, implement and revise the school’s yearly action plans for academic programming.

Purpose:

- To provide instructional leadership and to support the development and implementation of a school strategic plan.
- To provide leadership in the development of a positive school culture and climate through reflection of current needs and responsive planning and action.

Responsibilities of Advisor/Coach:

- Serve on the building leadership team, advising the principal on the development and implementation of a site-based plan that supports the strategic framework, schedules, procedures, and student-focused culture and climate initiatives, as well as other areas impacting academics.
- Organize and run PLC (grade/program/integrated) team meetings, working to ensure the focus of meetings is on student learning, using data to guide instruction and serving as an advocate and voice for their team/program.
- Analyze student assessment data, plan building based professional development, explore and encourage innovative and effective ways to provide effective and engaging instruction.
- Model leadership and growth mindset perspectives when working with colleagues. Champion school initiatives.
- Help plan and coordinate staff meetings and other professional development time.
- Support new staff on respective PLC
- Act as a lead learner by engaging in independent professional growth opportunities. (professional reading; connection with professional associations and colleagues; action research etc)

Length of activity/period of responsibility (month to month):

This stipend runs from September to August. Includes time in the summer, depending on the needs of the team or the school.

Number of Hours Required of Advisor/Coach per week (on average):

Total Hours: 141 - 210 (6/7 Points)

***Breakdown of Hours:**

(Examples: practices, games, student meetings, organizing activities, publicizing, activities)

Of above*, percent of hours during school day:

During school day (percentage): 50%

Of above*, percent of hours outside the school day:

Outside the school day (percentage): 50%

Number of Students:

326 total in school - additional being requested to include PK representation on the leadership team

Parent volunteers or other adult help?

No

Special event(s) required? (all day event, weekend activity, etc)

No

OTHER FACTORS:

Travel:

None

Overnight:

None

Does activity require a Budget?

No

How is this position being done/funded currently?

Asking for one additional leadership stipend

Does this position require Fundraising:

no

Comments:

This request is to accommodate an additional grade level leader into our leadership team structure. It could replace the Civil Rights Stipend as we have no one interested in running that at our school as Civil Rights teams are not supported at the State level below 3rd grade.

Submitted by: Julie Nickerson

Date: 11/22/23

Administrator: Julie Nickerson Approved: _____ Denied: _____

Approved by the Stipend Committee; January 2, 2024

New Stipend Request Form

Please read [Procedures for Requesting a New Stipend](#) before completing this form.

Name of Activity: DCS **ACADEMIC LEADERSHIP TEAM**

Qualifications: (Administrator must complete this section before submitting to the Superintendent)

Strong leadership and teamwork skills, strong communication skills, ability to represent the interests of the greater faculty, ability to engage in strategic, “big picture” thinking and planning in order to create, implement and revise the school’s yearly action plans for academic programming.

Purpose:

- To provide instructional leadership and to support the development and implementation of a school strategic plan.
- To provide leadership in the development of a positive school culture and climate through reflection of current needs and responsive planning and action.

Responsibilities of Advisor/Coach:

- Serve on the building leadership team, advising the principal on the development and implementation of a site-based plan that supports the strategic framework, schedules, procedures, and student-focused culture and climate initiatives, as well as other areas impacting academics.
- Organize and run PLC (grade/program/integrated) team meetings, working to ensure the focus of meetings is on student learning, using data to guide instruction and serving as an advocate and voice for their team/program.
- Analyze student assessment data, plan building based professional development, explore and encourage innovative and effective ways to provide effective and engaging instruction.
- Model leadership and growth mindset perspectives when working with colleagues. Champion school initiatives.
- Help plan and coordinate staff meetings and other professional development time.
- Support new staff on respective PLC
- Act as a lead learner by engaging in independent professional growth opportunities. (professional reading; connection with professional associations and colleagues; action research etc)

Length of activity/period of responsibility (month to month):

This stipend runs from September to August. Includes time in the summer, depending on the needs of the team or the school.

Number of Hours Required of Advisor/Coach per week (on average):

Total Hours: 141 - 210 (6/7 Points)

***Breakdown of Hours:**

(Examples: practices, games, student meetings, organizing activities, publicizing, activities)

Of above*, percent of hours during school day:

During school day (percentage): 50%

Of above*, percent of hours outside the school day:

Outside the school day (percentage): 50%

Number of Students:

486 total in school -

Parent volunteers or other adult help?

No

Special event(s) required? (all day event, weekend activity, etc)

No

OTHER FACTORS:

Travel:

None

Overnight:

None

Does activity require a Budget?

No

How is this position being done/funded currently?

Asking for one additional leadership stipend - this is being requested to include coach/strategist on the leadership team as a big component of the leadership team is to plan and coordinate professional learning and support for staff over 10 grade levels at DCS

Does this position require Fundraising:

no

Comments:

Will replace Green/Environmental Team and one Tech Integrator stipend position. No budget impact.

Submitted by: Will Pidden

Date: 12/10/23

Administrator: Will Pidden **Approved:** _____ **Denied:** _____

Approved By Stipend Committee: January 2, 2024

Please return this form to the Superintendent's Office

RSU5 School Calendar 2024-2025

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

175



NO SCHOOL - Holiday/Vacation



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



PROFESSIONAL COMPENSATION DAY - No Students (2)



EARLY RELEASE FOR STUDENTS - Half Day Schedule (2)



LAST DAY OF SCHOOL-(if no snow days) HALF DAY - Storm Make-up days if needed: 6/16-23

Draft - 1/4/24