

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS  
WEDNESDAY– NOVEMBER 30, 2022  
DURHAM COMMUNITY SCHOOL - CAFETERIA  
6:30 P.M. REGULAR SESSION  
AGENDA**

**1. Call to Order:**

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

**2. Attendance:**

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

**3. Pledge of Allegiance:**

**4. Consideration of Minutes:**

A. Consideration and approval of the Minutes of November 9, 2022 as presented barring any errors or omissions.

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

**5. Adjustments to the Agenda:**

**6. Good News & Recognition:**

- A. Report from Board's Student Representative (10 Minutes)
- B. Good News from Durham Community School - Will Pidden (10 Minutes)

**7. Public Comments: (10 Minutes)**

**8. Reports from Superintendent: (10 Minutes)**

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

**9. Administrator Reports:**

- A. Finance - Peggy Brown (5 Minutes)
- B. Nutrition Goal Review - Erin Dow (20 Minutes)
- C. Athletics Goal Review - Craig Sickels (20 Minutes)
- D. Durham Community School Goal Review - Will Pidden (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)

11. Policy Review: (20 Minutes)

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

GBN - Family and Medical Leave

ACAB - Harassment and Sexual Harassment of School Employees

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

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

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

JLCD - Administration of Medication to Students

GCFB - Recruiting and Hiring of Administrative Staff

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

12. Unfinished Business:

None

13. New Business:

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

14. Personnel:

None

15. Public Comments: (10 Minutes)

16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting  
Wednesday, November 9, 2022 – 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 November 30, 2022 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, Kara Kaikini, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Kelly Sink, Madelyn Vertenten, and Teagan Davenport, Student Representative

**MEMBERS ABSENT:** Susana Hancock, Jennifer Galletta, Jill Piker

**3. PLEDGE OF ALLEGIANCE:**

**4. CONSIDERATION OF MINUTES:**

**A. VOTED:** To approve the minutes of October 26, 2022 (Vertenten – Munsen) (8 – 0)  
The Student Representative voted with the majority.

**5. ADJUSTMENTS TO THE AGENDA:**

Addition of Golf Championship under Item #8.A.1  
Additional resignation under Item #8.A.2.

**6. GOOD NEWS AND RECOGNITION:**

- A. Report from Board's Student Representative – Teagan Davenport
- B. Good News from Freeport Middle School - Ray Grogan

**7. PUBLIC COMMENT:**

Tara McDonald, Freeport

**8. REPORTS FROM SUPERINTENDENT:**

**A. Items for Information**

- 1. Cross Country Class B State Champions and New England Golf Champion
- 2. Resignations:
  - Danielle Gismondi, Childhood Education Coordinator
  - Kelsey Donohue, MSS Educational Technician

**9. ADMINISTRATOR REPORTS:**

- A. Community Programs Goal Review - Peter Wagner
- B. Freeport Middle School Goal Review - Ray Grogan
- C. Freeport High School Goal Review - Jen Gulko

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

NA

**11. POLICY REVIEW:**  
NA

**12. UNFINISHED BUSINESS:**  
NA

**13. NEW BUSINESS:**

- A. **VOTED:** To appoint the following members to committees:  
(Vertenten – Munsen) (8 – 0) The Student Representative voted with the majority.
1. Wellness - Kelly Sink
  2. Sustainability Committee - Colin Cheney
  3. Strategic Communications - Kara Kaikini

**14. PERSONNEL:**  
None

**15. PUBLIC COMMENT:**  
Tara McDonald - Freeport

**16. ADJOURNMENT:**  
**VOTED:** To adjourn at 9:04 p.m. (Pillsbury – Vertenten) (8 – 0) The Student Representative voted with the majority.

  
Jean M. Skorapa, Superintendent of Schools

## RSU No. 5

## Warrant Articles For the Period 10/01/2022 through 10/31/2022

Fiscal Year: 2022-2023

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
<b>INCOME</b>							
GENERAL FUND REVENUES							
REQUIRED LOCAL FUNDS (-)	\$18,334,330.00	\$1,527,860.85	\$6,280,887.40	\$12,053,442.60	\$0.00	\$12,053,442.60	65.7%
ADDITIONAL LOCAL FUNDS (-)	\$10,982,547.64	\$904,787.80	\$3,717,096.67	\$7,265,450.97	\$0.00	\$7,265,450.97	66.2%
ADDLN SHARED REVENUE (-)	\$131,830.36	\$10,424.50	\$41,698.02	\$90,132.34	\$0.00	\$90,132.34	68.4%
INTEREST REVENUE (-)	\$25,000.00	\$0.00	\$35,584.60	(\$10,584.60)	\$0.00	(\$10,584.60)	-42.3%
STATE REVENUES (-)	\$6,460,443.00	\$451,353.00	\$1,802,803.64	\$4,657,639.36	\$0.00	\$4,657,639.36	72.1%
FUND BALANCE (-)	\$1,177,000.00	\$0.00	\$0.00	\$1,177,000.00	\$0.00	\$1,177,000.00	100.0%
Sub-total : GENERAL FUND REVENUES	(\$37,111,151.00)	(\$2,894,426.15)	(\$11,878,070.33)	(\$25,233,080.67)	\$0.00	(\$25,233,080.67)	68.0%
<b>Total : INCOME</b>	(\$37,111,151.00)	(\$2,894,426.15)	(\$11,878,070.33)	(\$25,233,080.67)	\$0.00	(\$25,233,080.67)	68.0%
<b>EXPENSES</b>							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$16,401,257.00	\$1,217,177.63	\$3,134,707.08	\$13,266,549.92	\$9,959,833.05	\$3,306,716.87	20.2%
ARTICLE 2 SPECIAL EDUCATION (+)	\$4,972,716.00	\$347,539.94	\$896,455.05	\$4,076,260.95	\$2,929,883.35	\$1,146,377.60	23.1%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$184,596.00	\$15,383.00	\$76,915.00	\$107,681.00	\$0.00	\$107,681.00	58.3%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$919,069.00	\$55,285.92	\$180,232.16	\$738,836.84	\$374,247.49	\$364,589.35	39.7%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$3,594,805.00	\$260,100.48	\$1,016,584.01	\$2,578,220.99	\$1,907,382.46	\$670,838.53	18.7%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,082,988.00	\$57,149.87	\$375,302.98	\$707,685.02	\$388,569.37	\$319,115.65	29.5%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$1,942,616.00	\$146,616.05	\$609,889.28	\$1,332,726.72	\$1,053,056.87	\$279,669.85	14.4%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$1,438,023.00	\$129,240.27	\$343,670.84	\$1,094,352.16	\$507,259.22	\$587,092.94	40.8%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,100,233.00	\$502,398.02	\$1,322,857.39	\$3,777,375.61	\$1,157,053.71	\$2,620,321.90	51.4%
ARTICLE 10 - DEBT SERVICE & OTHER COMMITMENTS (+)	\$1,181,603.00	\$108,835.00	\$108,835.00	\$1,072,768.00	\$0.00	\$1,072,768.00	90.8%
ARTICLE 11 - ALL OTHER EXPENDITURES (+)	\$293,245.00	\$0.00	\$0.00	\$293,245.00	\$0.00	\$293,245.00	100.0%
Sub-total : GENERAL FUND EXPENSES	\$37,111,151.00	\$2,839,726.18	\$8,065,448.79	\$29,045,702.21	\$18,277,285.52	\$10,768,416.69	29.0%

Operating Statement with Encumbrance

**RSU 5 Nutrition Program Goals 2021-22**

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness Progress Indicators/Goal Disposition
<b>Department Goal 1:</b> Revise the district Wellness and nutrition-related policies to reflect the district's continued commitment to social/emotional development and strengthen its diversity, equity and inclusion practices.  (Ref: Strategic Goal 1, Objective 1.1 & 1.4, Action Strategy D.)	A. Work with the Wellness Committee and Board of Directors Policy Sub-Committee to craft a social-emotional component to the Wellness Policy.  B. Revise Nutrition Program policies up for review in SY 22 to reflect the diversity of the students and families that the Nutrition Program serves.	Nutrition Director	January 2022	A. Wellness Policy includes a social/emotional development component and associated goals. <ul style="list-style-type: none"> <li>● <b>COMPLETE: Wellness Committee added a social/emotional development component and associated goals to the district's Wellness Policy</b></li> </ul> B. Adopted language of Nutrition Program policies up for review will be more inclusive. <ul style="list-style-type: none"> <li>● <b>COMPLETE: Wellness Committee conducted a full review of the Wellness Policy and adopted changes to the language of the policy to ensure inclusiveness.</b></li> </ul>

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<b>Department Goal 2:</b> Undergo the 5-year state administrative review successfully and with minimal disruption to district operations.	A. Attend all trainings and utilize all available resources to be prepared for the review process.  B. Provide training to all nutrition personnel to minimize disruptions and ensure readiness.  C. Report review results and impacts to the Superintendent.	Nutrition Director	March 2022	State administrative review report results and district impacts will be reported to the Superintendent and the Board of Directors. <ul style="list-style-type: none"> <li>● <b>COMPLETE: State administrative review was successfully completed with no findings and report results and district impacts were reported to the Superintendent and the Board of Directors.</b></li> </ul>

### RSU 5 Nutrition Program Goals 2021-2022

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Department Goal 3:</u></b> Inventory and evaluate major equipment in all schools, resulting in an updated capital improvement schedule.</p> <p>(Ref: Strategic Goal 4, Objective 4.3, Action Strategy 4D)</p>	<p>Inventory all major appliances in all district kitchens and centralize and formalize physical asset information for use by multiple district departments (e.g., IT &amp; Facilities) and its contractors, when appropriate.</p> <p>Create an annual appliance and system maintenance schedule to improve equipment lifespans and ensure maximum energy efficiency and safety.</p> <p>Make recommendations to the Superintendent.</p>	Nutrition Director	June, 2022	<p>A. RSU 5 will have a central database of its major kitchen equipment that enables the district to keep the capital improvement plan in line with the Nutrition Program's operations and priorities.</p> <ul style="list-style-type: none"> <li>● <b>IN PROCESS:</b> Numerous kitchen improvements were scheduled for SY 23, so the decision was made to delay inventory until all changes were in place.</li> <li>● Conversations with IT and Facilities about resource tracking/management plans, technology and inter-departmental cooperation occurred during SY 22 and are ongoing.</li> </ul> <p>B. The Nutrition Director will schedule routine maintenance and coordinate inspections with the Facilities department and contractors.</p> <ul style="list-style-type: none"> <li>● <b>IN PROCESS:</b> Vendors were consulted during SY 22 about annual maintenance agreements and similar arrangements are being negotiated during the bid process for the capital improvements planned for SY 23.</li> </ul> <p>C. Written recommendations to the Superintendent.</p>

### RSU 5 Nutrition Program Goals 2022-23

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Department Goal 1:</u></b> Expand the Nutrition Program's continued efforts to address student hunger and ensure access to healthy school meals to include student-led voice and initiatives and community partnerships.</p> <p>(Ref: Strategic Goal 1, Objective 1.2)</p>	<p>A. Work with student groups, student-led initiatives and community partners to identify areas of concern.</p> <p>B. Create formal opportunities for students to make suggestions about their priorities and preferences for the meals they are served during the school day.</p> <p>C. Report the results of these efforts to the Superintendent.</p>	Nutrition Director	June 2023	<p>A. Student and community partnerships will strengthen the program's ability to address student hunger</p> <p>B. Student voice will be a formal aspect of the Nutrition Program's continued work to provide healthy and accessible meals during each school day.</p> <p>C. A report will be provided to the Superintendent about the results of these efforts.</p>

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Department Goal 2:</u></b> Work with the district's Wellness Committee to use the results of the parent survey and identify other available metrics to support and enhance its goal planning and improve communication about wellness with its stakeholders.</p> <p>(Ref: Strategic Goal 3, Objective 3.1)</p>	<p>A. Survey parents about their perceptions and awareness of the district's wellness initiatives and the district's communication about the Wellness Policy and its implementation.</p> <p>B. Develop future goals for the Wellness Committee and the methods by which information about the district's wellness initiatives are communicated to the community</p> <p>C. Report the Wellness Committee's new goals to the Superintendent.</p>	Nutrition Director	April 2023	<p>A. The results of a parent survey about the Wellness Policy and its initiatives will guide the Wellness Committee's goal planning for SY 23 and beyond.</p> <p>B. The Wellness Committee will have new goals and new communication methods that will reflect the results of the parent survey and other available metrics.</p> <p>C. A report will be provided to the Superintendent about the results of these efforts.</p>



### **RSU 5 Nutrition Program Goals 2022-23**

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b>Department Goal 3:</b> Inventory and evaluate major equipment in all schools, resulting in an updated capital improvement schedule.</p> <p>(Ref: Strategic Goal 4, Objective 4.3, Action Strategy 4D)</p>	<p>Inventory all major appliances in all district kitchens and centralize and formalize physical asset information for use by multiple district departments (e.g., IT &amp; Facilities) and its contractors, when appropriate.</p> <p>Create an annual appliance and system maintenance schedule to improve equipment lifespans and ensure maximum energy efficiency and safety.</p> <p>Make recommendations to the Superintendent.</p>	<p>Nutrition Director</p>	<p>June, 2023</p>	<p>A. RSU 5 will have a central database of its major kitchen equipment that enables the district to keep the capital improvement plan in line with the Nutrition Program's operations and priorities.</p> <p>B. The Nutrition Director will schedule routine maintenance and coordinate inspections with the Facilities department and contractors.</p> <p>C. Written recommendations to the Superintendent.</p>

**RSU5 Athletics – High School and Middle School 2021-2022 - Reflection**
**Goal 1: Explore extra-curricular choices that respond to students' interests and needs.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>Review all current RSU5 extra-curricular offerings.</p> <p>Explore and evaluate possible new options for additional program components.</p> <p>Develop and recommend a plan to the Superintendent to add extracurricular choices.</p> <p>Implement recommendations per details in the plan.</p> <p>Evaluate and adjust as necessary.</p>	<p>Staff time</p> <p>Financial resources to support new programs (staff, equipment, space)</p>	<p>Athletic Administrator</p> <p>Middle School Asst AD's</p>	<p>Began 2004-2005 Yearly review</p> <p>Budget Phase in Plan began 2010-2011 &amp; yearly review</p> <p>No completion date - ongoing</p> <p>New programs added since 2004</p> <p><u>HS</u></p> <ul style="list-style-type: none"> <li>- football (7v7 2020)</li> <li>- indoor track</li> <li>- outdoor track</li> <li>- girls ice hockey</li> <li>- boys ice hockey</li> <li>- fall cheering</li> <li>- winter cheering</li> <li>- swimming (B&amp;G)</li> </ul> <p><u>FMS &amp; DCS</u></p> <p>football cheering</p> <p>indoor track</p> <p>outdoor track</p>	<p>Observations of new programs</p> <p>Sufficient student participation and interest to maintain programs</p> <p>Sufficient RSU5 funding to maintain programs</p> <p>No completion date - ongoing</p> <p>Added Co-Op Cheering with Bruns &amp; Mt Ararat</p>

## RSU5 Athletics – High School and Middle School. 2021-2022 - Reflection

**Goal 2: Ensure that all student athletes have quality facilities to meet their needs.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>A Explore options for athletic facilities expansions/renovations.</p> <p>B Make recommendations to Board.</p> <ul style="list-style-type: none"> <li>• Reconfigure field layout</li> <li>• Resurface outdoor basketball courts</li> </ul> <p>C Implement recommended improvements.</p>	<p>Staff time</p> <p>Costs associated with recommendations</p>	<p>Superintendent</p> <p>Director of Transportation and Facilities</p> <p>Athletic Administrator</p>	<p>A May 2022</p> <p>B Dec 2022</p> <p>C May 2023</p>	<p>A Written documentation of options</p> <p>FMS Reconfigure Field Layout:  <i>Still ongoing</i>  <i>Retrieving existing plans</i>  <i>Will have "ballpark" estimates for 11/30</i></p> <p>FMS Outdoor Basketball Courts:  <i>Local business leaders looking at revitalizing courts &amp; fundraising</i>  <i>Will have report/info for 11/30</i></p>

## RSU5 Athletics – High School and Middle School 2021-2022

### Goal 3: Broaden and Enhance Athletic Department Technology

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>1.) Assess effectiveness of New athletic website - rSchoolToday</p> <ul style="list-style-type: none"> <li>• MPA</li> <li>• Mobile app</li> <li>• Message center</li> </ul> <p>2.) Compare effectiveness of New online athletic forms - rSchoolToday</p> <ul style="list-style-type: none"> <li>• rSchoolToday vs PowerSchool</li> </ul>	<p>Staff time</p>	<p>Athletic Administrator &amp; Administrative Assistant</p>	<p>June 2022</p>	<p>- Communication of platform selected</p> <p><b>Completed:</b></p> <ul style="list-style-type: none"> <li>• Though still working out kinks with provider</li> <li>• Can't access usable info as well as with PowerSchool</li> <li>• Mobile App still a work on progress</li> <li>• Difficult to use message center with Mobile App - some coaches still using TeamSnap</li> <li>• Admins can use message center with no issues</li> </ul>

## RSU5 Athletics – High School and Middle School 2022-2023

### Goal 1: Explore extra-curricular choices that respond to students' interests and needs.

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>Review all current RSU5 extra-curricular offerings.</p> <p>Explore and evaluate possible new options for additional program components.</p> <p>Develop and recommend a plan to the Superintendent to add extracurricular choices.</p> <p>Implement recommendations per details in the plan.</p> <p>Evaluate and adjust as necessary.</p>	<p>Staff time</p> <p>Financial resources to support new programs (staff, equipment, space.)</p>	<p>Athletic Administrator</p> <p>Middle School Asst AD's</p>	<p>Began 2004-2005 Yearly review</p> <p>Budget Phase in Plan began 2010-2011 &amp; yearly review</p> <p>No completion date - ongoing</p> <p>New programs added since 2004</p> <p><u>HS</u></p> <ul style="list-style-type: none"> <li>- football (7v7 2020)</li> <li>- indoor track</li> <li>- outdoor track</li> <li>- girls ice hockey</li> <li>- boys ice hockey</li> <li>- fall cheering</li> <li>- winter cheering</li> <li>- swimming (B&amp;G)</li> </ul> <p><u>FMS &amp; DCS</u></p> <p>football cheering indoor track outdoor track</p>	<p>Observations of new programs</p> <p>Sufficient student participation and interest to maintain programs</p> <p>Sufficient RSU5 funding to maintain programs</p> <p>No completion date - ongoing</p> <p>23-24 Budget Request:</p> <ul style="list-style-type: none"> <li>• JV Golf</li> <li>• First Team Baseball</li> </ul>

## RSU5 Athletics – High School and Middle School. 2022-2023

### Goal 2: Ensure that all student athletes have quality facilities to meet their needs.

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>A Explore options for athletic facilities expansions/renovations.</p> <p>B Make recommendations to Board.</p> <ul style="list-style-type: none"> <li>• Reconfigure field layout               <ul style="list-style-type: none"> <li>- Do we proceed?</li> <li>- Allocate funding for design &amp; engineering</li> </ul> </li> <li>• Resurface outdoor basketball courts               <ul style="list-style-type: none"> <li>- work with local business leaders</li> <li>- assist with fundraising efforts</li> <li>- assist with design, engineering, permitting as RSU5's representative</li> </ul> </li> </ul> <p>C Implement recommended improvements.</p>	<p>Staff time</p> <p>Costs associated with recommendations</p>	<p>Superintendent</p> <p>Director of Transportation and Facilities</p> <p>Athletic Administrator</p> <p><i>FMS Principal</i></p> <p><i>Group of Local Businessmen</i></p>	<p>A May 2022</p> <p>B Dec 2022</p> <p>C May 2023</p> <p>D. Fall 2023</p>	<p>A Written documentation of options</p> <p>FMS Reconfigure Field Layout: Fields Reconfigured</p> <p>FMS Outdoor Basketball Courts: Courts Resurfaced</p>

## RSU5 Athletics – High School and Middle School 2022-2023

### Goal 3: Broaden and Enhance Athletic Department Technology

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>1.) Assess effectiveness of New athletic website - rSchoolToday</p> <ul style="list-style-type: none"><li>• MPA</li><li>• Mobile app</li><li>• Message center</li></ul> <p>2.) Work with rSchoolToday to make it more effective &amp; user friendly for both front end users (parents/students) and administration from the back end</p> <p>3.) Decision from the Maine Principals' Association - 1 year notice</p>	Staff time	Athletic Administrator & Administrative Assistant	June 2023	- Ongoing process





**FREEPORT MIDDLE SCHOOL - CONCEPT B**

## **ATHLETIC FIELD EVALUATION**

**19 KENDALL LANE  
FREEPORT, MAINE**

**MARCH 23, 2000**

**MAINE & MICHIGAN**

**MAINE & MICHIGAN**





# RSU No. 5 ATHLETICS

## PARTICIPATION NUMBERS

<b>FHS</b>	<b>YEAR</b>	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>	<b>Total</b>	<b>% total enrollment</b>
	00-01	158	145	134	233	57% (408)
	01-02	159	138	154	242	59% (409)
	02-03	190	161	150	264	64% (420)
	03-04	186	151	164	260	60% (440)
	04-05	225	152	170	293	65% (450)
	05-06	222	151	167	296	66% (450)
	06-07	185	124	153	255	60% (440)
	07-08	168	118	125	226	51% (440)
	08-09	141	106	148	220	52% (420)
	09-10	190	125	156	253	59% (427)
	10-11	220	150	185	297	60% (500)
	11-12	226	170	196	312	60% (520)
	12-13	211	155	204	311	60% (520)
	13-14	215	169	177	298	59% (515)
	14-15	196	173	186	281	57% (489)
	15-16	210	190	210	313	61% (511)
	16-17	220	204	215	318	63% (505)
	17-18	226	192	230	334	64% (525)
	18-19	242	180	226	345	59% (580)
	19-20	234	198	0	307	53% (580)
	20-21	223	168**	215	319	52% (584)
	21-22	230	161	246	357	58% (618)
	22-23	231				

<b>DMS</b>	<b>YEAR</b>	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>	<b>Total</b>
	09-10	50	45	44	87
	10-11	69	61	52	99
	11-12	73	64	67	109
	12-13	64	68	63	80
	13-14	59	62	60	89
	14-15	45	56	53	79
	15-16	67	57	52	100
	16-17	72	61	81	88
	17-18	65	59	70	93
	18-19	89	53	57	90
	19-20	57	38	0	76
	20-21	28	26**	?	?
	21-22	52	51	43	88
	22-23	41			

<b>FMS</b>	<b>YEAR</b>	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>	<b>Total</b>	
	00-01	140	110	118	191	
	01-02	128	92	130	187	
	02-03	132	107	134	195	
	03-04	138	113	147	211	
	04-05	131	112	138	200	
	05-06	122	109	125	179	
	06-07	121	108	102	185	
	07-08	117	78	110	167	
	08-09	113	92	111	163	
	09-10	129	102	107	186	
	10-11	131	104	113	207	
	11-12	128	115	128	214	
	12-13	151	157*	120	245	(*added indoor track)
	13-14	139	136	121	219	
	14-15	143	126	111	212	
	15-16	182	124	122	246	
	16-17	142	128	116	213	
	17-18	158	117	124	213	
	18-19	147	120	121	199	
	19-20	157	125	0	202	
	20-21	123	72**	107	171	
	21-22	116	94	109	147	
	22-23	122				

\*\* Does not include indoor track, adjusted schedule for basketball & skiing

## Freeport High School

Season Results - Fall 2022

Varsity Cross Country	South Regional Finals	Boys - <b>Champlons</b>	Girls 5 <sup>th</sup>
	- Henry Horne 1st		
	State Championship	Boys <b>STATE CHAMPS!</b>	Girls 4 <sup>TH</sup>
Field Hockey	South Regional <b>Champlons!</b>		
	State Championship <b>Runners Up!</b>		
Football	State Semi Finals		
Boys Varsity Soccer	Regional Semi Finals		
Girls Varsity Soccer	Regional Semi Finals		
Varsity Golf	Eli Spaulding Class B Individual <b>State Champion!</b>		
	Eli Spaulding <b>New England Champion!</b>		
	- Best HS golfer in New England!		

**DCS School Goal Reflection 2021-2022****School: Durham Community School****Team Members: DCS Staff****District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning**

Goals	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
<p><b>Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</b></p> <p>DCS Goal 1: (Year 2 of 2) To implement a school wide model that nurtures a positive culture and enhances academic and social-emotional skills across our PK-8 community.</p>	Continue to implement and refine Responsive Classroom practices	Whole staff	<p>100% of classroom teachers and specialists will be trained in Responsive Classroom practices.</p> <ul style="list-style-type: none"> <li>7 Staff meetings devoted to RC Professional Development using Power of Our Words</li> <li>Middle School Responsive Classroom Training</li> </ul> <p>Morning meeting and Responsive Advisory will be used in all PK-8 classrooms daily.</p> <ul style="list-style-type: none"> <li>All classrooms, PK-8, implement either responsive classroom morning meeting or responsive classroom advisory models.</li> <li>Specialists also worked to implement components of morning meeting into specials classes to build and establish clear routines and expectations</li> </ul>

	School focus on use of teacher language when interacting with students and development of school wide norms through reading the book <i>The Power of Our Words</i> and implementing the practices described in the book.	Leadership Team helps facilitate staff discussions on new learning from <i>Power of Our Words</i> and then how to apply the learning in practice.	<p>Staff consistently using similar language across the school and consistent use of reinforcing language, reminding language, and open-ended questioning.</p> <ul style="list-style-type: none"> <li>• School-wide book study focusing on <i>Power of Our Words</i> - 7 Staff meetings dedicated to professional practice/growth, collaboration, reflection and transfer of skills</li> <li>• PLC's dedicated ongoing time to set a related goal and regularly reflect upon practice and provide each other with feedback</li> </ul> <p>Student responses demonstrate understanding.</p>
	Develop new ways to celebrate students and develop culture under restrictions of Covid-19.	Administrators and guidance with SLT input.	<p>Alternative models for assemblies established that build and celebrate grade level and school culture.</p> <ul style="list-style-type: none"> <li>• Grade level assemblies were implemented following a "morning meeting" structure for grades K-4 leaning heavily on supporting the development and celebration of our Core Values.</li> <li>• Grade level assemblies were implemented for 5-8 - leaning heavily on the development and celebration of work habits.</li> </ul>

- As part of hosting a Responsive Classroom Institute the school gets a one day audit / feedback from a R/C staff member. This audit was done in the spring and the feedback was very positive. After observing everything from drop off to pick up, including classes at each grade level and recesses and lunches, the overall theme was that there is a strong evidence or universal commitment to the Responsive Classroom practices.

Goals	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
<p><b>Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</b></p> <p><b>DCS Goal #2</b> By June 2022, DCS faculty will apply new learnings on DEI issues to daily practices.</p>			
	Civil Rights Teams in grades 4-5 and grades 6-8 will be established and high functioning.	<ul style="list-style-type: none"> <li>- Civil Rights Team leaders</li> </ul>	<p>Civil Rights Team will be sharing learning opportunities with peers and providing student voice in school practices.</p> <ul style="list-style-type: none"> <li>• Civil Rights team was established and had regular meeting times.</li> <li>• Implemented “Day of Welcome”</li> </ul>
	Continue to work on classroom libraries to ensure books are relevant, engaging and reflect diversity.	<ul style="list-style-type: none"> <li>- Literacy coach</li> <li>- Classroom teachers</li> </ul>	<p>Classroom libraries will continue to demonstrate better representation of diverse cultures and social topics.</p> <ul style="list-style-type: none"> <li>• Literacy strategist worked with grade level teams to grow lens for diverse representation within classroom library collections</li> </ul>
	Develop an action plan based on format of “Leadership Equity and Accountability Practice Courageous Dialogue” that meets staff PD priorities.	<ul style="list-style-type: none"> <li>- Guidance team</li> <li>- School Leadership Team</li> </ul>	<p>PD for staff planned and delivered during the year. This outcome changed as the process for reflecting on current practices evolved and the focus of conversations was on developing understanding equity and inclusion in school.</p>

	<p>Build understanding with families of DCS students about what Diversity, Equity and Inclusion means at DCS.</p>	<ul style="list-style-type: none"> <li>- School Leadership Team</li> <li>- Staff</li> <li>- PTA</li> </ul>	<p>Documentation of strategies used.</p> <ul style="list-style-type: none"> <li>• Worked closely with consultant to develop a plan to identify shared understanding of what an inclusive and equitable school environment should include</li> <li>• Held round tables with staff and community members to solicit input through the affinity protocol</li> <li>• Used a similar protocol with students in grades 6-8 through advisory to solicit their input</li> <li>• Created our “success criteria” for what equity and inclusion means at our school</li> <li>• Solicited feedback from students, staff and families about our current functioning on the final criteria</li> <li>• Established goals for the upcoming year based on this data.</li> </ul>
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## DCS School Goals 2022-23

<b>School: Durham Community School</b>
<b>Team Members: DCS Staff</b>
<b>District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning</b>

<b>Strategic Goal 2: All RSU5 students regularly engage in meaningful student centered learning.</b>			
<b>DCS Goal #1 (Year 1 of 2)</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Evidence of Effectiveness</b>
<p>From the 2021/22 DEI work this was identified as one of the priority needs to address for equity and inclusion.</p> <p><i><b>Learning opportunities are flexible and accessible for all students.</b></i></p> <p><i>38% of staff indicated this area as a strength on feedback data from Spring 2022 based on DEI indicators. We would like to see this number increase by 10% or more. This survey will be readministered in Spring 2023.</i></p> <p>Impacts of this work will be:</p> <ul style="list-style-type: none"> <li>• Differentiating instruction so all students have access to instruction and practice in their appropriate learning zone.</li> <li>• Structures and systems are in place and utilized that address learning gaps students have.</li> </ul>	Identify the most impactful instructional assessments and assessment/progress monitoring schedule.	Administration / Strategists	Clarity across teams about impactful progress monitoring items aligned to priority goals at each grade level and across content
	Implement grade level data meetings and refine intervention round meetings.	Administration / Team leaders / reading and math specialists	Schedule of grade level meetings across the year.  Action plan items identified by teams.
	PD focuses on differentiation strategies and priority skills within the workshop model.	Administration / Strategists	Student engagement at their “just right” level
	Math and reading specialists increase collaboration with classroom teachers.	Administration / Specialists / Team Leaders	Implement specialist PLC structure  Effective facilitation of data review meetings  Effective consultations with classroom teachers on tier one interventions and plans

	PD for school leadership team on effective facilitation of PLCs focusing on high leverage learning structures	Administration	SLT meeting times dedicated to professional learning and implementation reflection/debriefing
	Staff professional development on “How Learning Works.” <i>A book study that translates the science of learning into strategies for maximum learning impact in the classroom</i>	Administration / Team Leaders	Transfer of learning into teaching practices



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

<b>DCS Goal #2</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Evidence of Effectiveness</b>
<p>After two and half years of limited social opportunities we have seen a significant impact in two particular areas:</p> <ul style="list-style-type: none"> <li>• Student social problem solving skills.</li> <li>• Student social / emotional wellbeing</li> </ul> <p>Our goal is to increase opportunities for children to experience a joyful learning climate that helps build social problem solving skills and helps students' sense of value and belonging at school.</p>	Use Interactive Learning Structures from Responsive Classroom practices PK-8	All staff	Evident in class visits and discipline log
	Identify and implement ways for students to connect across grade levels	Leadership team / teachers / administrators	Examples of learning opportunities implemented.
	Reinstate after school activities Eg. socials etc	Administrators / parent group	Calendar of events
	Guidance classes reinforce and practice social problem solving skills	Counselors	
	Kindergarten specials include "Purposeful Play" based opportunities.	Administrators / Specials team	Schedule. Teacher reflections
	Implement "Fun Friday" community activities for Middle School students	Middle school team	Student feedback from activities



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

Item # 10.B.

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

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

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

**Finance Committee Minutes**  
**November 9, 2022**  
**Freeport High School Library**

**In Attendance:**

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

Chair Munsen called the meeting to order at 5:17 p.m.

**FY23 Financial Update:**

Peggy informed the committee that our financial standing is sound with 33.3% of the fiscal year completed. She also let them know:

- 1) Peggy attended a Dept. of Labor Wage & Hour conference on this day. She also recently updated the Administrative team regarding cost savings of black & white vs. color printouts and that even a blue hyperlink on a printout incurs the color print price. The team plans to raise awareness with staff of the significant savings we will see if they default to black & white prints unless color is truly needed.
- 2) Marge Hall, our auditor, returns next week and will be on-site most of the week. Her goal is to have the audit completed by January. The committee discussed the preference of it being completed in December so an extension will not be needed. Jean will discuss this matter with the auditor.
- 3) S& P credit rating review is in process. Jean and Peggy will have another meeting regarding this with representatives from S&P and Moors & Cabot on Thursday.
- 4) Solar credits continue to be received which will help with winter CMP bills.
- 5) Michelle Ritcheson asked if there was an update regarding our Property & Casualty insurance bill, particularly about the amount of credits we received and the reason for our increase above what we had budgeted. Peggy had received a response from MSMA and Jean and Peggy will reach out again to our representative for further clarification.

**Cost Sharing Presentation Preparation:**

Beth Munsen shared the document she created to explain cost sharing at the November 30<sup>th</sup> board meeting. The committee members reviewed and discussed her document.

The committee will meet again on Monday, November 14<sup>th</sup> at 6pm (virtually) to continue the presentation preparation.

**Other:**

n/a; no further items discussed.

**Adjournment:**

Chair Munsen requested a motion to adjourn at 6:21 p.m. The motion was provided by Maura Pillsbury and was seconded by Beth Munsen. Vote was unanimous (Munsen, Ritcheson, Pillsbury).

Respectfully submitted,

Peggy Brown  
Interim Director of Finance & HR



***Regional School Unit 5***  
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Peggy Brown, Interim Director of Finance & Human Resources

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

**Finance Committee Minutes**  
**November 14, 2022**  
**(Virtual)**

**In Attendance:**

Beth Munsen, Chair  
Michelle Ritcheson  
Maura Pillsbury  
Peggy Brown

Chair Munsen called the meeting to order at 6:02 p.m.

**Cost Sharing Presentation Preparation:**

The committee met virtually to work on their presentation which they will share at the November 30, 2022 School Board meeting.

**Adjournment:**

Chair Munsen requested a motion to adjourn at 7:49 p.m. The motion was provided by Maura Pillsbury and was seconded by Michelle Ritcheson. Vote was unanimous (Munsen, Ritcheson, Pillsbury).

Respectfully submitted,

Peggy Brown  
Interim Director of Finance & HR



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

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**Policy Committee Report**

**Committee:** Policy

**Zoom Meeting date:** November 4, 2022

**Chair:** Maddy Vertenten

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

**Absent:** N/A

**Guests:** Ashley Rand, HR Coordinator  
Julie Nickerson, Principal, Morse Street School

**Review/Revise Policies:**

*The following policies were revised and will be brought to the Board for 1st read on November 30, 2022.*

GBN Family Medical Leave

ACAB Harassment and Sexual Harassment of School Employees

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

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

ACAAA Transgender and Gender Expansive Students

*The following policy was discussed:*

IJJ Instructional and Library-Media Materials Selection

The next meeting will be held by Zoom on December 2, 2022 at 8:45 a.m.

Submitted by: Cynthia Alexander



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

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

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

**DATE:** November 15, 2022

**RE:** Review/Update of Policies

At the November 30, 2022 Board of Directors Meeting, the following policies will be on the agenda:

**1<sup>st</sup> Read**

GBN - Family and Medical Leave

ACAB - Harassment and Sexual Harassment of School Employees

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

**2<sup>nd</sup> Read**

JLCD - Administration of Medication to Students

GCFB - Recruiting and Hiring of Administrative Staff

## FAMILY AND MEDICAL LEAVE

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

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

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

### I. THE FEDERAL EMPLOYEE ELIGIBILITY PERIODS

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

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

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

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

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

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

B. Federal 12-Month Period for Military Caregiver Leave

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

II. MAINE REQUIREMENTS

A. Leave Amount and Eligibility

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

B. Qualifying Purposes

Leave may be used for the following qualifying purposes:

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



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

C School Employee Family Medical Leave

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

III. NOTICE BY EMPLOYEE

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

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

IV. COORDINATION WITH OTHER LEAVE

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

V. FITNESS FOR DUTY CERTIFICATE

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

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

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

## **HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES**

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

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

### **A. Harassment**

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

### **B. Sexual Harassment**

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

#### **1. Title IX Sexual Harassment**

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

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

## **2. Sexual Harassment Under Title VII and Maine Law**

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

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

### **C. Reports and Complaints of Harassment or Sexual Harassment**

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

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

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

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

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

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

## **EMPLOYEE DISCRIMINATION/HARASSMENT AND TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES**

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

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

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

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

**Cynthia Alexander, AAO/Title IX Coordinator**

**17 West Street**

**Freeport, ME 04032**

**207-865-0928**

**[alexanderc@rsu5.org](mailto:alexanderc@rsu5.org)**

**OR**

**Conor Walsh, AAO/Title IX Coordinator**

**19 Kendall Lane**

**Freeport, ME 04032**

**207-865-6051**

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### **Section 1. Definitions**

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

**A. Discrimination/Harassment Complaint Procedure Definitions**

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

**B. Title IX Sexual Harassment Complaint Procedure Definitions**

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

**Section 2. Discrimination/Harassment Complaint Procedure**

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

**A. How to Make A Complaint**

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



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

## **B. Complaint Handling and Investigation**

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

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

4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the AAO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.

5. The investigator shall consult with the AAO/Title IX Coordinator as agreed during the investigation process.

6. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent, but may choose to do so as part of an informal resolution process.

7. The complainant and the respondent may suggest witnesses and/or submit materials they believe are relevant to the complaint.

8. If the complaint is against an employee of RSU No. 5, any rights conferred under an applicable collective bargaining agreement shall be applied.

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

10. The investigation shall be completed within 40 business days of receiving the complaint, if practicable. Reasonable extensions of time for good reason shall be allowed.

11. The investigator shall provide a written report and findings to the AAO/Title IX Coordinator.

### **C. Findings and Subsequent Actions**

1. The AAO/Title IX Coordinator shall consult with the Superintendent concerning the investigation and findings.

2. If there is a finding that discrimination or harassment occurred, the AAO/Title IX Coordinator, in consultation with the Superintendent:

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

#### **D. Appeals**

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

#### **E. Records**

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

#### **Section 3. Title IX Sexual Harassment Complaint Procedure**

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

## **A. How to Make A Report**

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

## **B. How to Make A Formal Complaint**

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

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

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

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

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

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

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

**C. Administrative Leave**

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

**D. Notice to Parties of Formal Complaint**

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

**E. Informal Resolution Process**

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

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

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

**F. Investigation**

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

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

5. The investigator will:

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

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

Reasonable extension of time for good reason shall be allowed.

## **G. Determination of Responsibility**

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



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

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

## **H. Remedies, Discipline and Other Actions**

### **1. Remedies**

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

### **2. Discipline and Other Actions**

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

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

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

- Performance improvement plan.
- Counseling.
- Training.
- Loss of leadership/stipend position.
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## **I. Appeals**

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

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

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

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

## **J. Records**

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

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

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

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

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

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

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

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## ADMINISTRATION OF MEDICATION TO STUDENTS

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

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

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

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

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

### I. DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

## II. ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL

### A. Parental Request

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

Requests shall be valid for the current school year only.

**B. Health Care Provider's Order**

All parental requests must be accompanied by a written order from the student's Health Care Provider substantiating the fact that the administration of a particular medication during the school day is necessary for the student's health and attendance in school. Such order must include the:

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

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

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

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

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

**D. Delivery and Storage of Medication**

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

The school nurse or authorized designee is responsible for accepting and properly storing all medications. No more than a 20-day (one month) supply of medication shall be kept at school, excluding inhalers and epinephrine autoinjectors. The parent is responsible for the replenishment of medication kept at school.

If the health care provider's order/prescription is for a medication regulated by Schedule II of the Controlled Substances Act (21 USC §812) (e.g., Ritalin and Adderall) no more than a one week supply shall be kept at school.

~~The school nurse is responsible for accepting all medications, and will determine the amount of medication that will be kept at school to manage the student's health condition.~~

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

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

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

#### E. Recordkeeping

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

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

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

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



**F. Confidentiality**

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

**G. Administration of Medication**

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

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

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

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

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

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

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

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

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

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

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

I. Student Self-Administration of ~~Emergency Medications for Asthma, Anaphylaxis and Diabetes. Asthma Inhalers, Epinephrine Autoinjectors and medication related to the care of insulin dependent diabetes.~~

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

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

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

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

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

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

**J. Administration of Over-the-Counter Medications**

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

**K. Required Training of Unlicensed Personnel to Administer Medication**

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

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

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

**L. Delegation and Implementation**

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

Such procedures/protocols shall include direction regarding:

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

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

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

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

## RECRUITING AND HIRING OF ADMINISTRATIVE STAFF

The RSU No. 5 Board affirms its commitment to the strict prohibition of discrimination in employment on the basis of ~~race, national origin, religion, sex, age, or disability,~~ race, color, sex, sexual orientation, religion, ancestry or national origin, disability, age, pregnancy, or genetic information and to the principle of affirmative action to obtain wide and representative candidate pools.

For the purpose of this policy, "race" includes traits associated with race, including hair texture, Afro hairstyles, and protective hairstyles, including braids, twists, and locs.

In accordance with 20A MRSA, section 1001.13, the Superintendent shall prepare a procedure designed to ensure nondiscriminatory practice in recruitment and hiring for all positions requiring administrator certification, as well as to result in selection of the most qualified candidates. This procedure shall be attached hereto as GCFB-R, and shall be reviewed periodically.

Moreover, upon each occasion of administrative vacancy, the Superintendent shall review the procedure and make appropriate adaptations as may be warranted by special circumstances. In the case of a vacancy in the superintendency, the RSU No. 5 Board shall review the procedure, adapting as appropriate.

RSU No. 5 provides equity training prior to the hiring of administrators. In accordance with 20A MRSA, section 4502.4-A, the RSU No. 5's Affirmative Action Plan shall include: a description of the status of RSU No. 5's nondiscriminatory administrator hiring practice, and plans for in-service training programs on gender equity for teachers, administrators and the Board.

Legal Reference: 5 MRSA § 4576 (Maine Human Rights Act)  
20-A MRSA §§ 6,254 (8-10), 1001(13), 4502(4-A), 13011(6),  
13019-B, 13019-C

Cross Reference: AC – Nondiscrimination/Equal Opportunity  
GBJC – Retention of Application Materials  
GCFB-R – Recruiting and Hiring of Administrative Staff  
Administrative Procedure

Adopted: June 24, 2009  
Reviewed: March 28, 2012  
Revised: November 29, 2017

# Cost Sharing 101:

An explanation of the RSU 5 cost sharing method

**RSU 5 Annual Budget consists of:**

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

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

## Current Cost Sharing Formula

(see Budget Impact Summary Handout)

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

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

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

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

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

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

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

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

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

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

## Mil rates

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

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

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

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

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

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

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

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



**Keep in mind, the cost sharing method *may* be changed, but is *not* required to be changed. If the Board decides to change the existing formula, the Reorganization Plan dictates specific criteria that must be considered<sup>2</sup>.**

**Required criteria:**

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

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

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

## RSU 5 Total Contribution by Municipality, FY 2023

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

### Additional terms and definitions

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

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

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

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

**Other adjustments from ED 279:** such as Regionalization and Efficiency Assistance<sup>7</sup>

<sup>3</sup> Total RLC and ALM numbers from RSU5 Board FY23 Budget Impact Summary

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

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

<sup>6</sup> ED 279 Section 5.A.

<sup>7</sup> ED 279 Section 5.B.

## RSU 5 Superintendent's Recommended Budget Impact - Summary

	Assessed 2021-2022	Adopted 2022-2023	Difference	
Total Operating Budget	\$ 35,602,864	\$ 37,111,151	\$ 1,508,287	
Adult Education Budget	112,000	112,000	-	
<b>Total Operating Budget w/Adult Ed</b>	<b>\$ 35,714,864</b>	<b>\$ 37,223,151</b>	<b>\$ 1,508,287</b>	Total RSU 5 Spending Budget
<b>Less: Shared Revenues*</b>	<b>\$ 909,856</b>	<b>\$ 1,363,829</b>	<b>\$ 453,973</b>	
<b>Less: Shared State Aid (Educ. Service Cntr. Member Alloc.)</b>	<b>\$ 54,905</b>	<b>\$ 56,118</b>	<b>\$ 1,213</b>	
<b>A - Operating Budget less Shared Revenue/Aid</b>	<b>\$ 34,750,103</b>	<b>\$ 35,803,204</b>	<b>\$ 1,053,101</b>	
<b>Less: State Aid Allocation by Town</b>				State Subsidy (ED279 4.C, Durham & Pownal) and Min. Special Education Adj. (Freeport ED279 5A.4.)
Durham	\$ 4,785,401	\$ 4,997,167	\$ 211,766	
Freeport (incl. Min Spec. Ed. Adj)	1,073,800	938,654	(135,146)	
Pownal	285,749	438,504	152,755	
<b>B - Total State Aid Allocation</b>	<b>\$ 6,144,950</b>	<b>\$ 6,374,325</b>	<b>\$ 229,375</b>	
<b>Less: Non-Shared Debt</b>				
Durham Non-Shared Debt Assessment	\$ 126,381	\$ 125,094	\$ (1,287)	
Freeport Non-Shared Debt Assessment	-	-	-	
<b>C - Total Non-Shared Debt</b>	<b>\$ 126,381</b>	<b>\$ 125,094</b>	<b>\$ (1,287)</b>	
<b>Less: Required Local Contribution (RLC)</b>				Required Local Contribution (RLC) per Reorganization Plan (ED279 4.B.)
Durham	\$ 3,313,918	\$ 3,138,792	\$ (175,126)	
Freeport	13,691,358	13,275,698	(415,660)	
Pownal	2,033,328	1,919,840	(113,488)	
<b>D - Total Required Local Contribution</b>	<b>\$ 19,038,605</b>	<b>\$ 18,334,330</b>	<b>\$ (704,275)</b>	
<b>E - Additional Local Monies Required (A - B - C - D)</b>	<b>\$ 9,440,166</b>	<b>\$ 10,969,455</b>	<b>\$ 1,529,289</b>	
<b>Net Impact to Taxation Districtwide (C+D + E)</b>	<b>\$ 28,605,152</b>	<b>\$ 29,428,879</b>	<b>\$ 825,014</b>	<b>2.88%</b>
<b>Additional Local Monies (ALM) Required Distribution per RSU Cost Sharing Plan</b>				
Durham (21.42% x E)	\$ 2,022,084	\$ 2,349,657	\$ 327,573	Add'l Local Monies (ALM) per Cost Sharing Formula
Freeport (65.98% x E)	6,228,622	7,237,646	1,009,024	
Pownal (12.60% x E)	1,189,461	1,382,151	192,690	
	<b>\$ 9,440,166</b>	<b>\$ 10,969,455</b>	<b>\$ 1,529,289</b>	
<b>*Shared Revenue</b>	<b>2021-2022</b>	<b>2022-2023</b>		
Town of Freeport Hunter Road Field Maintenance	\$ 98,838	\$ 100,811		
Town of Freeport Contribution for Shared Employee	25,518	25,518		
State Agency / Medicaid	50,000	30,000		
Additional 2021-2022 State Subsidy Received	-	388,329		
Misc / Interest	30,000	25,000		
Laugh & Learn	5,500	5,500		
Undesignated Fund Balance	700,000	788,671		
<b>Total Shared Revenue</b>	<b>\$ 909,856</b>	<b>\$ 1,363,829</b>		

## Summary of Total Contribution by Town:

	Assessed 2021-2022	Adopted 2022-2023	\$ Difference	
<b><u>DURHAM</u></b>				
Durham 2020 taxable valuation (per 1.25.21 ED279)	\$ 419,483,333	\$ 442,083,333		
State mil rate	7.90	7.10		
Durham RLC	3,313,918	3,138,792		
Durham ALM	2,022,084	2,349,657		
Durham Non-Shared Debt	126,381	125,094		
Durham State Aid	4,785,401	4,997,167		
<b>Durham Total Contribution</b>	<b>\$ 10,247,784</b>	<b>\$ 10,610,710</b>		
<b>Durham Net Tax Impact (Total Contribution less State Aid)</b>	<b>\$ 5,462,383</b>	<b>\$ 5,613,543</b>	<b>\$ 151,160</b>	
Estimated Impact based on 2021 Mil of \$20.70 and a taxable valuation of \$363,029,800*			\$0.22	2.01%
<b><u>FREEPORT</u></b>				
Freeport 2020 taxable valuation (per 1.25.21 ED279)	\$ 1,733,083,333	\$ 1,869,816,667		
State mil rate	7.90	7.10		
Freeport RLC	13,691,358	13,275,698		
Freeport ALM	6,228,622	7,237,646		
Freeport Non-Shared Debt	-	-		
Freeport State Aid (or Min. Spec. Ed. Adj.)	1,073,800	938,654		
<b>Freeport Total Contribution</b>	<b>\$ 20,993,780</b>	<b>\$ 21,451,999</b>		
<b>Freeport Net Tax Impact (Total Contribution less State Aid)</b>	<b>\$ 19,919,980</b>	<b>\$ 20,513,345</b>	<b>\$ 593,365</b>	
Estimated Impact based on 2021 Mil of \$13.35 and a taxable valuation of \$2,067,067,634*			\$0.29	2.15%
<b><u>POWNA</u></b>				
Pownal 2020 taxable valuation (per 1.25.21 ED279)	\$ 257,383,333	\$ 270,400,000		
State mil rate	7.90	7.10		
Pownal RLC	2,033,328	1,919,840		
Pownal ALM	1,189,461	1,382,151		
Pownal Non-Shared Debt	-	-		
Pownal State Aid	285,749	438,504		
<b>Pownal Total Contribution</b>	<b>\$ 3,508,538</b>	<b>\$ 3,740,495</b>		
<b>Pownal Net Tax Impact (Total Contribution less State Aid)</b>	<b>\$ 3,222,789</b>	<b>\$ 3,301,991</b>	<b>\$ 79,202</b>	
Estimated Impact based on 2021 Mil of \$18.00 and a taxable valuation of \$252,769,660*			\$0.31	1.74%

Mil Expectation  
(ED279 4.B.)

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

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

ORG ID : 1449

RSU 05

2022 - 2023

## Section 4 : Calculation of Required Local Contribution - Mill Expectation

## Section : 4

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

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

## B) State Valuation by Member Municipality

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

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

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

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

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

ORG ID : 1449

RSU 05

2022 - 2023

## Section 5: Totals and Adjustments

## Section : 5

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

Min. Special Education  
Adjustment

## Section F: Adjusted Local Contribution by Town

## \*\*\*\*\* WARRANT ARTICLE \*\*\*\*\*

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

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

# Suzan Beaudoin Consulting LLC

14 Philips Ave. Box 1, Augusta, ME 04330, 207-620-0058, [sbeaudoinllc@gmail.com](mailto:sbeaudoinllc@gmail.com)

March 31, 2022

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

Dear Ms. Foley:

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

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

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

Sincerely,



Suzan C. Beaudoin