

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS**  
**WEDNESDAY– OCTOBER 28, 2020**  
**FREEPORT HIGH 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:

____Jeremy Clough ____Candace deCsipkes ____Dwight Ely ____Lindsey Furtney ____Jennifer Galletta ____Susana Hancock	____Elisabeth Munsen ____Maura Pillsbury ____Michelle Ritcheson ____Valeria Steverlynck ____Madelyn Vertenten ____Liam Hornschild-Bear – Student Representative ____Brady Grogan – Student Representative
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3. Pledge of Allegiance:
4. Consideration of Minutes:  
A. Consideration and approval of the Minutes of October 14, 2020 as presented barring any errors or omissions.  

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_
5. Adjustments to the Agenda:
6. Good News & Recognition:
  - A. State Class B Golf Champions
  - B. Report from Board's Student Representative (10 Minutes)
  - C. Good News from Pownal Elementary School – Lisa Demick (10 Minutes)
7. Public Comments: (10 Minutes)  
*Public comment will be taken in person and via Zoom (connection information below)*  
<https://networkmaine.zoom.us/j/88483577394>  
Webinar ID: 884 8357 7394  
Join by telephone: 1 301 715 8592
8. Reports from Superintendent: (10 Minutes)
  - A. Items for Information
    1. District Happenings
    2. Resignations:  
    Leanne Swilley - Bus Driver
9. Administrator Reports:
  - A. Finance - Rick Kusturin (5 Minutes)
  - B. Pownal Elementary School Goal Review - Lisa Demick (20 Minutes)
  - C. Capital Improvement Plan/Goal Review - Dennis Ouellette(20 Minutes)

10. **Board Comments and Committee Reports:**  
A. Board Information Exchange and Agenda Requests (10 Minutes)  
B. Finance Committee (3 Minutes)  
C. Strategic Communications (3 Minutes)  
D. Policy Committee (3 Minutes)
11. **Policy Review: (10 Minutes)**  
A. Consideration and approval to rescind the following policies.  
1. JJIAA-E1-Private School Student Application for Participation in RSU5 CoCurricular Activities  
2. JJIAA-E2-Private School Student Application For Participation In Extracurricular Activities  
3. JJIAA-E3-Verification of Private School Student Eligibility For Participation in RSU5 CoCurricular Activities  
4. JJIAA-E4 Verification of Private School Student Eligibility For Participation in RSU5 ExtraCurricular Activities

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

12. **Unfinished Business: (10 Minutes)**  
A. Consideration and approval to appoint members to the Diversity, Equity and Inclusion Advisory Committee.

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

B. Discussion on the 2021-2022 School Calendar (10 Minutes)

13. **New Business:**  
NA

14. **Personnel:**  
1. Consideration and approval to employ a Social Studies Teacher at Freeport High School for the 2020-2021 School Year (one-year position).

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

15. **Public Comments: (10 Minutes)**  
*Public comment will be taken in person and via Zoom (connection information below)*  
<https://networkmaine.zoom.us/j/88483577394>  
Webinar ID: 884 8357 7394  
Join by telephone: 1 301 715 8592

16. **Adjournment:**

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

**RSU No. 5 Board of Directors Meeting  
Wednesday, October 14, 2020 – 6:30 p.m.  
Freeport High School - Cafeteria  
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the October 28, 2020 meeting).

**1. CALLED TO ORDER:**

Chair Michelle Ritcheson called the meeting to order at 6:34 p.m.

**2. MEMBERS PRESENT:** Jeremy Clough, Candace deCsipkes, Dwight Ely, Lindsey Furtney, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Brady Grogan, Student Representative

**MEMBERS ABSENT:**

**3. PLEDGE OF ALLEGIANCE:**

**4. CONSIDERATION OF MINUTES:**

**A. VOTED:** To approve the Minutes of September 23, 2020. (Hancock - Clough) (11 – 0) The student representative voted with the majority.

**5. ADJUSTMENTS TO THE AGENDA:**

None

**6. GOOD NEWS AND RECOGNITION:**

**A.** Report from Board's Student Representative - Brady Grogan

**B.** Good News from Mast Landing School – Emily Grimm

**7. PUBLIC COMMENT:**

Andrew Morrissey, Freeport (Student)

Geoff Dyhrberg, FHS Teacher

Jamie Palmer, MSS Teacher

**8. REPORTS FROM SUPERINTENDENT:**

None

**9. ADMINISTRATOR REPORTS:**

**A.** Mast Landing School Goal Review - Emily Grimm

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

None

**11. POLICY REVIEW:**

**A.** A motion was made by Munsen, seconded by deCsipkes to approve the 2<sup>nd</sup> Read of the following policies:

1. AC Nondiscrimination/Equal Opportunity and Affirmative Action

2. ACAA Harassment and Sexual Harassment of Students

3. ACAA-R Student Discrimination and Harassment Complaint Procedure

4. ACAB Harassment and Sexual Harassment of School Employees

5. ACAB-R Employee Discrimination and Harassment Complaint Procedure

An amendment was made by Steverlynck, seconded by Hancock to approve the 2<sup>nd</sup> Read and continue to revisit. **VOTED** (11 - 0) The student representative voted with the majority.

Main motion as amended: **VOTED:** (11 - 0) The student representative voted with the majority.

**12. UNFINISHED BUSINESS:**

- A. Discussion on Opening Schools in the Green Level
- B. MSMA Fall Conference
- C. Discussion of the MSBA 2020 Proposed Resolutions
- D. **VOTED:** To approve Maura Pillsbury as delegate and Susana Hancock as alternate to the Maine School Boards Association Annual Delegate Assembly at the Annual Fall Conference. (Munsen – Furtney) (11 – 0) The student representative voted with the majority.

**13. NEW BUSINESS:**

None

**14. PERSONNEL:**

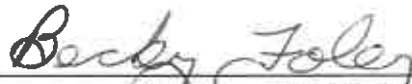
None

**15. PUBLIC COMMENT:**

None

**16. ADJOURNMENT:**

**VOTED:** To adjourn at 9:16 p.m. (Furtney – Hancock) (11 – 0)



Becky J. Foley, Superintendent of Schools

Item #9,A.

RSU 5 Budget Summary Report 10/31/20

	2021 Budget	2021 Budget Adj	October 2021 Expenses	2021 Expenses YTD	2021 Encumbrances YTD	Balances YTD	% Remaining
Article 1 Total	\$15,107,880.00	\$0.00	\$1,138,539.77	\$2,337,300.16	\$10,638,233.84	\$2,132,346.00	14.11%
Article 2 Total	\$4,688,560.00	\$0.00	\$330,403.41	\$702,155.00	\$3,184,204.29	\$802,200.71	17.11%
Article 3 Total	\$101,706.00	\$0.00	\$8,475.45	\$33,901.82	\$67,803.58	\$0.60	0.00%
Article 4 Total	\$858,926.00	\$0.00	\$57,402.75	\$120,450.97	\$123,182.84	\$615,292.19	71.64%
Article 5 Total	\$3,160,872.00	\$0.00	\$189,426.72	\$635,374.59	\$1,595,491.65	\$930,005.76	29.42%
Article 6 Total	\$1,013,211.00	\$0.00	\$81,834.98	\$295,707.52	\$339,819.48	\$377,684.00	37.28%
Article 7 Total	\$1,727,711.00	\$0.00	\$133,200.74	\$487,741.02	\$1,139,121.10	\$100,848.88	5.84%
Article 8 Total	\$1,473,419.00	\$0.00	\$106,146.28	\$193,919.70	\$702,542.29	\$576,957.01	39.16%
Article 9 Total	\$5,028,523.00	\$0.00	\$1,176,929.10	\$1,834,045.98	\$1,595,950.50	\$1,598,526.52	31.79%
Article 10 Total	\$1,427,247.00	\$0.00	\$131,845.44	\$131,845.44	\$0.00	\$1,295,401.56	90.76%
Article 11 Total	\$294,645.00	\$0.00	\$0.00	\$73,311.24	\$219,933.72	\$1,400.04	0.48%
Expense Totals:	\$34,882,700.00	\$0.00	\$3,354,204.64	\$6,845,753.44	\$19,606,283.29	\$8,430,663.27	24.17%

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>PES Goal 1: Implement year 1 of 3 year shift to <i>Multi Tiered System of Support</i> (Whole school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems).</p>	<p><b>Tier 1: Implement and refine Responsive Classroom practices</b></p> <ul style="list-style-type: none"> <li>● Conduct a staff book study using <u>Teaching Self-Discipline</u> <u>Complete</u></li> <li>● Dedicate one staff meeting a month to Responsive Classroom implementation and learning <u>Complete</u></li> <li>● Staff walkthroughs focused on demonstrating reminding/redirecting language <u>Partially complete</u></li> </ul> <p><b>Tier 2: Implement RTI B</b></p> <ul style="list-style-type: none"> <li>● Establishment of RTI B screening/progress monitoring tool <u>Complete</u></li> <li>● Implement SMARTS curriculum <u>Pilot Complete; alternatives explored.</u></li> <li>● Increase staff awareness of trauma sensitive practices <u>Leaders completed training. Staff inservice rescheduled for November 2020.</u></li> </ul>	<p>Lisa Demick, PES Leadership Team</p> <p>Hilary Massicotte, Trevor Donoghue</p> <p>Nancy Rochat, Cathryn Bigley</p>	<p>100% of classroom teachers and specialists will be trained in Responsive Classroom practices. <u>Complete</u></p> <p>80% of staff will see an increase in Responsive Classroom self-assessment score by one level. <b>Not assessed due to COVID shutdown</b></p> <p>Increase academic achievement in at least one content area for RTI B SMARTS curriculum group. <b>October results: 60% of identified RTI B students met this target</b></p>

<p><b>Strategic Goal #2 All RSU 5 students regularly engage in meaningful student centered learning.</b></p> <p>Increase percentage of K-3 students meeting reading progress as demonstrated by a 10% increase in the percentage of students meeting their growth targets in reading.</p>	<ul style="list-style-type: none"> <li>● Establish DCS/PES common staff meeting time to create collegial support for responsive planning <i>Complete</i></li> <li>● Restructure PLCs to include resource room and RTI teachers for monthly progress monitoring review/action steps <i>Complete</i></li> <li>● Implement TC Phonics Units of Study in grade 1 and continue phonics implementation in prekindergarten and kindergarten with a focus on differentiation <i>Complete</i></li> <li>● Progress monitor monthly student growth <i>Complete</i></li> <li>● Attend Teachers' College Leadership Institute/ share practices upon return <i>Complete</i></li> <li>● K-5 text band study <i>Complete</i></li> </ul>	<p>Lisa Demick, Will Pidden, Kelli Rogers</p> <p>PES Leadership Team</p> <p>Lisa Demick, Gigi MacAllister, classroom teachers, Hilary Massicotte, Sara Martin</p>	<p>Satisfaction survey comments will reflect more responsive planning time. <i>Satisfaction survey not completed due to COVID; Informal responses favorable- consensus to continue</i></p> <p>Increase K-3 students who meet their Fountas &amp; Pinnell reading targets from 42% to 52%. <i>Fall 2020 results: 38%</i></p> <p><i>3-5 Met NWEA Growth targets 67%</i></p>
<p>Increase percentage of 4th and 5th grade students meeting their NWEA growth targets in math from 44% to 54%.</p>	<ul style="list-style-type: none"> <li>● Participate in University of Chicago Lab Classrooms <i>Complete</i></li> <li>● Use coaching cycle to identify strategies for small group instruction <i>Cycles focused on grade 3 and 4</i></li> <li>● Increase use of math vocabulary unique to NWEA</li> <li>● Coordinate IEP goals with grade level targets to</li> </ul>	<p>Lisa Demick, Tayla Edlund, Tess Hoffmann, Jen Winkler, Chelsea Cekutis, Hilary Massicotte</p>	<p>Student centered coaching plans</p> <p>NWEA growth results Math 35%</p>

	<b>accelerate progress</b> Complete		
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## 2020-2021 PES School Goals

**School: Pownal Elementary School**

### Team Members: PES staff

**District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning**

[illegible]

	<p><b>Academic Action Items:</b></p> <ul style="list-style-type: none"> <li>● Implement TC Phonics Units of Study in grade 2 and continue phonics implementation in prekindergarten, kindergarten, and grade 1 with a focus on differentiation.</li> <li>● Establish PLC protocols to review student work to set goals and progress monitor student growth.</li> <li>● Participate in TC staff development sessions focused on reading/writing.</li> <li>● Access TC Virtual Units of Study and University Of Chicago Virtual Learning Community and <u>The Distance Learning Playbook</u> to increase knowledge and skill with technology tools to deliver instruction.</li> <li>● Implement Freckle, online adaptive practice platform.</li> <li>● Use coaching cycles to identify strategies for small group instruction.</li> </ul>	<p>Lisa Demick, Gigi MacAllister, classroom teachers, Hilary Massicotte, Kelly Howard</p> <p>Classroom Teachers, Gigi McAllister, Talya Edlund Gigi McAllister Classroom Teachers</p> <p>All staff, Talya Edlund, Gigi McAllister, TC staff Developers</p>	<p>65% of K-5 students will meet or exceed 1 year's growth in reading and writing learning progression in 2 of three categories (structure, elaboration, conventions).</p> <p>65% of K- 5th grade students will meet their Dibels or NWEA growth targets in math.</p>
<p><b>Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</b></p> <p>BY MAY/JUNE 2021 PES faculty will identify a pathway of sustainable practice for diversity, inclusion, and equity</p>	<ul style="list-style-type: none"> <li>● Establish a building committee to identify and share resources with staff to build awareness.</li> <li>● Continue to audit and expand classroom and school libraries and media to ensure relevance and reflect diversity.</li> <li>● Access Teachers College Professional Development opportunities to deepen knowledge of culturally responsive practices.</li> <li>● Develop an action plan based on the district equity audit.</li> </ul>	<p>All staff</p>	<p>Action plan</p>

2020-2021

Capital  
Completed Projects

# 2020-2021 FY 21 Capital Projects

<u>2020-2021 (FY 21)</u>	2020-2021	
Item 1	Bus (1) 77 passenger (funded through retired bus debt)	0.00
Item 2	Pownal roof over office	\$35,000.00
Item 3	Durham heat pump replacement (3)	\$180,000.00
Item 4	Repair tennis courts	\$25,000.00
Item 5	Pownal windows	\$130,000.00
Item 6	Central office windows business office	\$10,000.00
Item 7	Pownal split system in kitchen (AC)	\$15,000.00
Item 8	Capital reserves	\$5,000.00
		<u>\$400,000.00</u>

# Buses for Replacement





# Repair Tennis Courts





# Pownal Elementary New Windows





# Pownal Kitchen Heat Pump Split System





# Durham Heat Pumps Replacement (4)



# Pownal Roof Over Office





# Central Office Windows Business Office



# 2021-2022 FY 22 CAPITAL BUDGET PROJECTS

2021-2022 (FY 22)	2021-2022	
Item 1	MSS heating controls	\$110,000.00
Item 2	Mast Landing roof entire building	\$360,000.00
		\$470,000.00



# Mast Landing Roof Replacement



# 2022-2023 FY 23 Capital Budget Projects

2022-2023 (FY 23)	2022-2023	
Item 1	Bus (2) 77 passenger (funded through retired bus debt)	0.00
Item 2	High school elevator upgrade	\$65,000.00
Item 3	Pownal steamer	\$7,000.00
Item 4	Mast Landing steam kettle	\$30,000.00
Item 5	Middle school increase parking	\$75,000.00
Item 6	Morse Street elevator upgrade	\$65,000.00
Item 7	Middle school pave outdoor basketball court	\$25,000.00
Item 8	Mast Landing exterior doors	\$60,000.00
Item 9	Middle school replace siding on additions	\$60,000.00
Item 10	Capital reserves	\$13,000.00
		<hr/> \$400,000.00



# High School Elevator Upgrade



# Pownal Kitchen Steamer

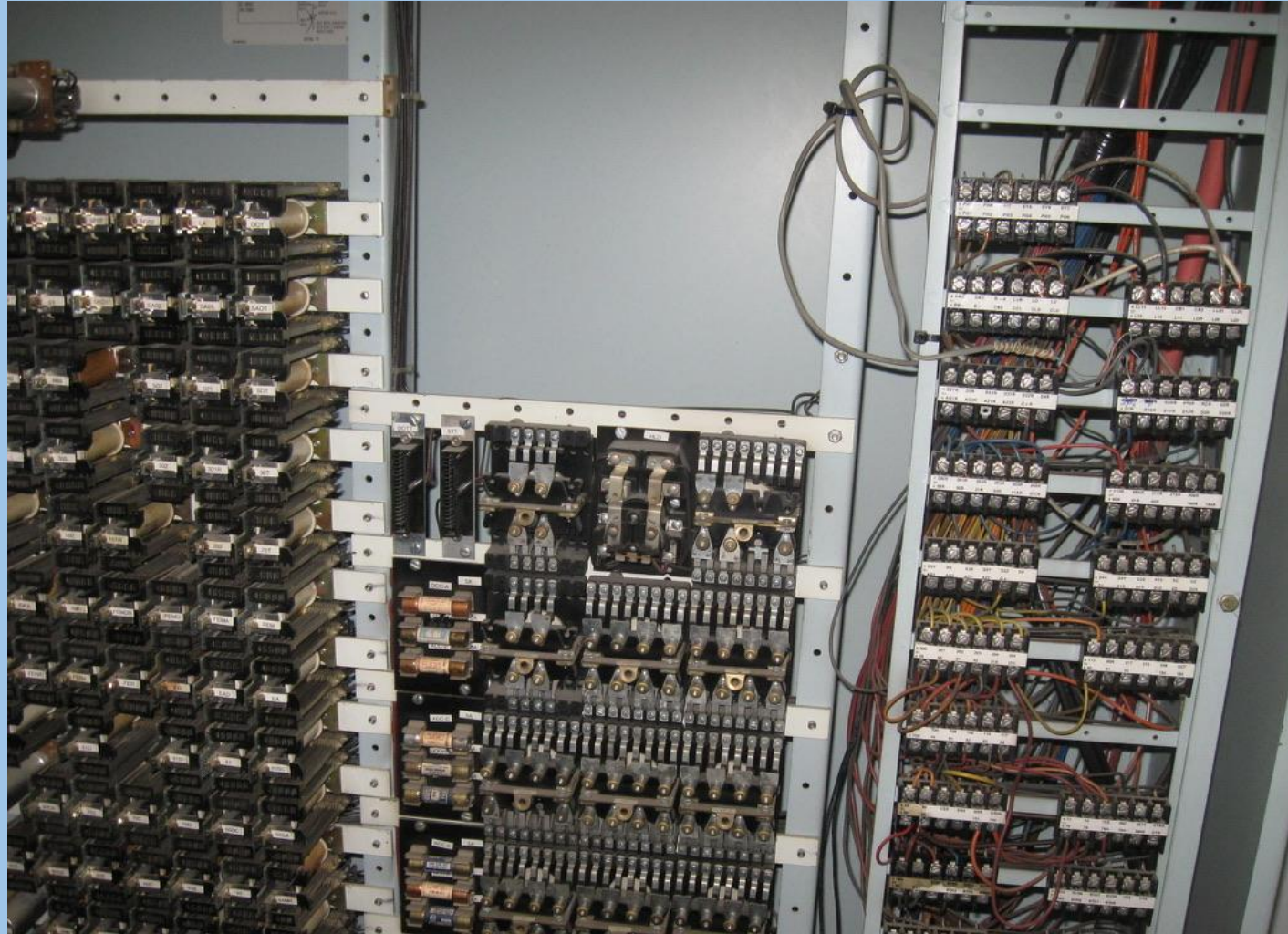




# Mast Landing Steam Kettle



# Morse Street Elevator Upgrade

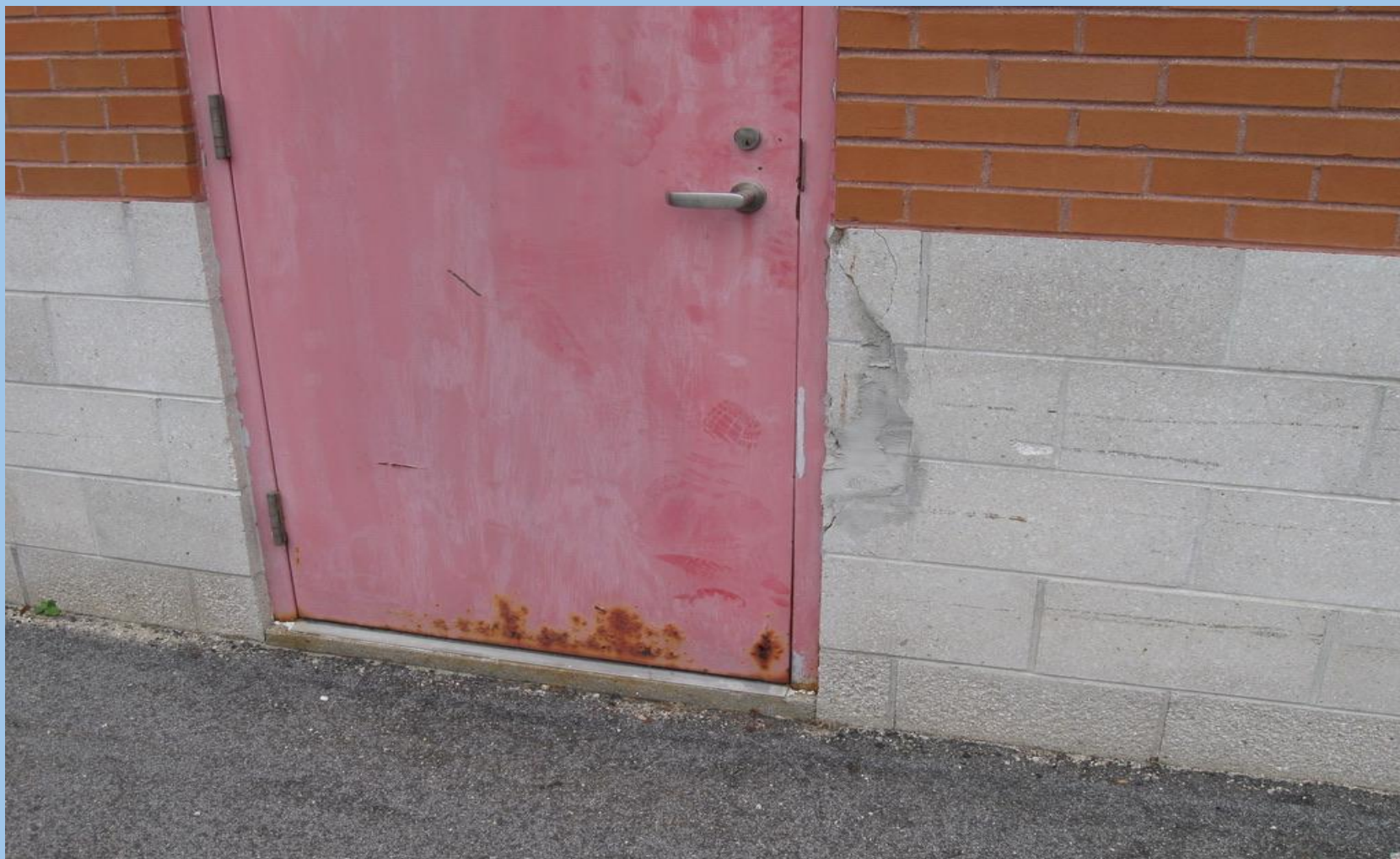




# Middle School Pave Outdoor Basketball Court



# Mast Landing Exterior Doors



# Middle School Siding on Additions





# 2023-2024 FY 24 Capital Budget Projects

2023-2024 (FY 24)	2023-2024	
Item 1	Bus (1) 84 passenger (funded through retired debt)	0.00
Item 2	High school reside portable building	\$8,000.00
Item 3	High school add siding to sports garage	\$8,000.00
Item 4	Durham School field irrigation	\$20,000.00
Item 5	High school auditorium carpet	\$25,000.00
Item 6	Morse Street pave back path to bus circle	\$15,000.00
Item 7	Pownal phone system	\$30,000.00
Item 8	Morse Street phone system	\$35,000.00
Item 9	Maintenance mower	\$45,000.00
Item 10	Mast Landing phone system	\$60,000.00
Item 11	Morse Street pave playground	\$25,000.00
Item 12	Pownal restroom remodel gym area	\$25,000.00
Item 13	Central office carpet business office	\$12,000.00
Item 14	Middle school and Mast Landing key card entry	\$50,000.00
Item 15	Capital reserves	\$42,000.00
		<hr/> \$400,000.00

# 2024-2025 FY 25 Capital Budget Projects

2024-2025 (FY25)	2024-2025	
Item 1	Bus (2) 77 passenger (funded through retired bus debt)	0.00
Item 2	Middle school motorize bleachers	\$35,000.00
Item 3	Pownal security system upgrade	\$10,000.00
Item 4	Morse Street fire alarm upgrade	\$15,000.00
Item 5	Morse Street door replacement exterior	\$125,000.00
Item 6	Morse Street heat controls	\$45,000.00
Item 7	Pownal heating control upgrade	\$24,000.00
Item 8	DCS replace clock system	\$10,000.00
Item 9	Middle school windows rear of school	\$45,000.00
Item 10	Durham parking lot repairs	\$20,000.00
Item 11	Capital reserves	\$71,000.00
		<hr/> \$400,000.00

# 2025-2026 FY 26 Capital Budget Projects

2025-2026 (FY 26)	2025-2026	
item 1	Bus (2) 77 passenger (funded through retired bus debt)	\$0.00
item 2	Truck with dump body	\$40,000.00
item 3	Mower with cab and snow blower	\$42,000.00
item 4	Pownal and Morse Street key card control	\$50,000.00
item 5	Middle school replace all exterior doors	\$95,000.00
item 6	Fields and grounds gator	\$20,000.00
item 7	High school replace exterior doors 100 400 200	\$25,000.00
item 8	High school replace millwork 100, 200, 300	\$40,000.00
item 9	Middle school outside lunch pavilion	\$60,000.00
item 10	Capital reserves	<u>\$28,000.00</u>
		\$400,000.00





**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."*

Becky Foley, Ph.D., Superintendent of Schools  
Rick Kusturin, Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools  
Bonnie Violette, Ph.D., Director of Instructional Support

Date: October 16, 2020

Committee: Finance

Chair: Michelle Ritcheson

In attendance: Michelle Ritcheson, Jeremy Clough, Beth Munsen, Becky Foley, Rick Kusturin, Erin Dow, Dennis Ouellette.

Absent: None

Meeting Date: October 14th, 2020 via Zoom

The Chair of the Finance Committee opened the meeting at 5:00 pm and proceeded into elections for the new chair of the Committee.

Motion: Nominate Jeremy Clough as Chair of the Finance Committee – Michelle

Second: Beth Munsen

Vote: 3-0 in the affirmative

The Committee was then briefed on the current status of the FY21 Budget and was informed about a change in the format as well as an addition of the encumbrances column for payroll to better reflect the financial status of the District.

The Committee was briefed on the particulars of food service financials and engaged in a discussion with administration regarding the use of undesignated funds to make the program whole, in accordance with DOE policy, at the end of the fiscal year. The final amount of transfers into the program would be determined by the audit process. This approach ensures the program does not obtain a surplus nor incur a deficit as a result of the transfer.

The Committee was briefed on the release of an RFQ to initiate action for the replacement of the ventilation and heating plant at Morse Street School. No action with regards to the final disposition of the project was taken.

Lastly, the Committee was briefed on the FY22 change-out of the District's financial system. The change will take place at the earliest possible time as determined by the vendor, Tyler Technologies, and corrects a long-standing dissatisfaction of the performance of the financial management.

The meeting was adjourned at 6:00 pm. The next scheduled meeting of the Finance Committee is November 4<sup>th</sup>, 2020 at 5:00 pm.



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

Item #10.C.

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

Becky Foley, Ph.D., Superintendent of Schools  
Rick Kusturin, Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools  
Bonnie Violette, Ph.D., Director of Instructional Support

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**Strategic Communications Committee Report**

Date: October 19, 2020

Committee: Strategic Communications

Chair: Candy deCsipkes

In attendance: Candy deCsipkes, Valy Steverlynck, Susana Hancock, Becky Foley

Absent: None

Meeting Date: October 16, 2020

1. Meeting Dates for the year - Meetings will start at 8:30 a.m. and be held in the conference room at Central Office

October 16, 2020

January 15, 2021

April 9, 2021

2. Student Exit Survey

Distributed raw data to the committee members

Each committee member will code the student exit data on their own and bring results to the January meeting. Committee will then compile the results with the chart that was used in 2017-2018.

The 18/19 year will be combined with the 19/20 data set.

Blank data sheets will be given to committee members.

There will be an overall comment made in the summary about the 19-20 year including the remote learning/covid period.

3. Satisfaction Survey

Don't send this out due to the anomaly of the COVID situation.

21-22: Parent Satisfaction Survey will be given

22-23: Staff Satisfaction Survey will be given

4. Communication List

5. Other:

Request from a Board member to do a staff survey that is different from the Satisfaction Survey

The RSU 5 Board of Directors is interested in hearing how the beginning of the school year has gone. We realize because of COVID that this year has been particularly challenging. We appreciate the efforts you continue to make to educate our students in RSU 5. We would appreciate you taking a few minutes to give us your feedback.

What school/department do you work in?

PES

Central Office

Check the group that you most closely work with:

Teacher

Educational Technician

1. What has gone well so far since September?
2. What have been your biggest challenges?
3. What are your ideas for improvement?
4. What are your other comments or concerns?



Item #10.D.

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

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

Becky Foley, Ph.D., Superintendent of Schools  
Rick Kusturin, Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools  
Bonnie Violette, Ph.D., Director of Instructional Support

**Policy Subcommittee Report**

**Committee: Policy**

**Chair: Candy deCsipkes**

**Committee members in attendance: Candy deCsipkes, Maddy Vertenten, Lindsey Furtney, Cynthia Alexander**

**Absent: N/A**

**Guests: N/A**

**Review/Revise Policies:**

*The following policies were reviewed with no substantive changes.*

ACAD Hazing

ADAA School System Commitment to Standards for Ethical and Responsible Behavior

ADF School District Commitment to Learning Results

JJIAA Private School Students- Access to Public School CoCurricular, Interscholastic and ExtraCurricular Activities

*The following policies were reviewed and will be brought to the Board to rescind on October 28, 2020.*

JJIAA-E1 Private School Student Application for Participation in RSU5 Co Curricular Activities

JJIAA-E2 Private School Student Application for Participation in RSU5 CoExtracurricular Activities

JJIAA-E3 Verification of Private School Student Eligibility For Participation in RSU5 CoCurricular Activities

JJIAA-E4 Verification of Private School Student Eligibility For Participation in RSU5 ExtraCurricular Activities

The next meeting will be held on November 6, 2020 at 8:30 a.m.

Submitted by: Cynthia Alexander



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

Item # 11.A.

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

Becky Foley, Ph.D., Superintendent of Schools  
Rick Kusturin, Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools  
Bonnie Violette, Ph.D., Director of Instructional Support

TO: Jeremy Clough, Candace deCsipkes, Dwight Ely, Lindsey Furtney, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Liam Hornschild-Bear, Brady Grogan

CC: Julie Nickerson, Lisa Demick, Kelli Rogers, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Jim Grant, Peter Wagner, Jen Gulko, Bonnie Violette, Emily Grimm, Conor Walsh, Charlie Mellon, Rick Kusturin, Anne-Marie Spizzuoco, Beth Daniels, Shawn McBean, Dorothy Curtis, Lisa Blier, Jennifer Winkler, Nancy Drolet, Nancy Dyer, Nancy Decker, Alicia DeRoche, Kristy Johnson, Deborah Koval, Linda Pritchard, Tim Grivois, Tom McKibben, Treavor Bean, Jen Winkler

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

DATE: October 19, 2020

RE: Review/Update of Policies

At the October 28, 2020 Board of Directors Meeting, the following policies will be on the agenda:

Rescind

JJIAA-E2-Private School Student Application For Participation In Extracurricular Activities  
JJIAA-E3-Verification of Private School Student Eligibility For Participation in RSU5 CoCurricular Activities  
JJIAA-E4 Verification of Private School Student Eligibility For Participation in RSU5 ExtraCurricular Activities

Policy to rescind and move to Administrative Procedures

JJIAA-E1-Private School Student Application for Participation in RSU5 CoCurricular Activities

The following policies were reviewed with no recommended revisions and require no Board action.

ACAD-Hazing  
ADAA-School System Commitment to Standards for Ethical and Responsible Behavior  
ADF-School District Commitment to Learning Results  
JJIAA-Private School Students-Access to Public School CoCurricular, Interscholastic and ExtraCurricular Activities

**~~PRIVATE SCHOOL STUDENT APPLICATION FOR PARTICIPATION IN  
RSU NO. 5 COCURRICULAR ACTIVITIES~~**

~~The parent (or student if 18 years of age or older) must submit a separate application for each activity in which participation is desired.~~

**~~STUDENT INFORMATION~~**

~~Student's Name:~~

~~Student's Date of Birth:~~

~~Grade in Private School: \_\_\_\_\_~~

~~Student's Address: \_\_\_\_\_~~

~~Phone Number:~~

~~Parent/Guardian's Name:~~

~~Private School Name:~~

~~Private School Address:~~

~~Private School Phone Number:~~

~~Private School Principal/Head's Name:~~

~~Student is Applying for Participation in the Following Activity: \_\_\_\_\_~~

**~~VERIFICATION OF ELIGIBILITY~~**

~~I authorize \_\_\_\_\_ [Private school name] to provide to  
RSU No. 5 upon its request all information necessary to verify that my son/daughter,  
\_\_\_\_\_ [Student's name] meets the eligibility requirements for participation in  
the cocurricular activity that is the subject of this application.~~

~~\_\_\_\_\_  
Parent's Signature (or Student's, if 18 or older) \_\_\_\_\_ Date~~

## **STUDENT PARTICIPATION AGREEMENT**

~~I agree to comply with all RSU No. 5 policies, administrative procedures, and behavioral, disciplinary, attendance and other rules that apply to RSU No. 5 students participating in the co-curricular activity that is the subject of this application.~~

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

Adopted: November 28, 2012

Reviewed: June 11, 2014

**~~PRIVATE SCHOOL STUDENT APPLICATION FOR PARTICIPATION IN RSU NO. 5  
EXTRACURRICULAR ACTIVITIES~~**

~~The parent (or student if 18 years of age or older) must submit a separate application for each activity in which participation is desired. RSU No. 5 will verify eligibility before the student is allowed to try out for the requested activity.~~

**~~STUDENT INFORMATION~~**

~~Student's Name:~~

~~Student's Date of Birth:~~

~~Grade in Private School: \_\_\_\_\_~~

~~Student's Address: \_\_\_\_\_~~

~~Phone Number:~~

~~Parent/Guardian's Name:~~

~~Private School Name:~~

~~Private School Address:~~

~~Private School Phone Number:~~

~~Private School Principal/Head's Name:~~

~~Student is Applying for Participation in the Following Activity: \_\_\_\_\_~~

**~~THE FOLLOWING DOCUMENTATION WILL BE REQUIRED FOR VERIFICATION OF  
ELIGIBILITY TO TRY OUT FOR PARTICIPATION:~~**

~~Evidence that the student currently meets the same behavioral, disciplinary, attendance and other eligibility applicable to all students in RSU No. 5~~

~~Student's written agreement to comply with the same behavioral, disciplinary, attendance and other eligibility applicable to all students in RSU No. 5~~

~~Documentation of sports physical (if applicable) and clearance to play;~~

~~Documentation of immunization presented;~~

~~Evidence of insurance;~~

~~Documentation of age eligibility;~~

~~Documentation of academic standing (grades or other evidence that academic eligibility standards have been met); and~~

~~Student's written agreement to abide by the same transportation rules that apply to regularly enrolled students.~~

#### **VERIFICATION OF ELIGIBILITY**

I authorize \_\_\_\_\_ [Private school name] to provide to RSU No. 5 upon its request all information necessary to verify that my son/daughter, \_\_\_\_\_ [Student's name] meets the eligibility requirements for participation in the extracurricular activity that is the subject of this application.

I agree to provide to RSU No. 5 documentation of immunization, insurance and sports physical and clearance to play (if applicable) if such information is not maintained at \_\_\_\_\_ [Private school name].

\_\_\_\_\_  
Parent's Signature (or Student's, if 18 or older) \_\_\_\_\_ Date

#### **STUDENT PARTICIPATION AGREEMENT**

~~I agree to comply with all RSU No. 5 policies, administrative procedures, and behavioral, disciplinary, attendance and other rules that apply to RSU No. 5 students participating in the extracurricular activity that is the subject of this application.~~

~~I also agree to abide by the same transportation rules that apply to all RSU No. 5 participants in this activity.~~

\_\_\_\_\_  
Student's Signature \_\_\_\_\_ Date

Adopted: November 28, 2012

Reviewed: June 11, 2014



**~~VERIFICATION OF PRIVATE SCHOOL STUDENT ELIGIBILITY FOR  
PARTICIPATION IN RSU NO. 5 COCURRICULAR ACTIVITIES~~**

~~A separate application must be received for each activity in which participation is desired. This form is used to verify eligibility and to approve/deny participation.~~

**~~STUDENT INFORMATION~~**

~~Student's Name:~~

~~Student's Date of Birth:~~

~~Grade in Private School: \_\_\_\_\_~~

~~Student's Address: \_\_\_\_\_~~

~~Phone Number:~~

~~Parent/Guardian's Name:~~

~~Private School Name:~~

~~Private School Address:~~

~~Private School Phone Number:~~

~~Private School Principal/Head's Name:~~

~~Student is Applying for Participation in the Following Activity: \_\_\_\_\_~~

**~~FOR COCURRICULAR ACTIVITIES~~**

~~\_\_\_\_\_ Written application received \_\_\_\_\_ [Date]~~

~~\_\_\_\_\_ Student's written agreement to comply with behavioral, disciplinary, attendance and other rules applicable to all students in RSU No. 5~~

~~Student participation in the desired activity is \_\_\_\_\_ approved \_\_\_\_\_ not approved~~

~~Decision by: \_\_\_\_\_ (Name and Title) Date: \_\_\_\_\_~~

~~Student/parent notified of decision: Date: \_\_\_\_\_ Method: \_\_\_\_\_~~

~~Adopted: \_\_\_\_\_ November 28, 2012~~

~~Reviewed: \_\_\_\_\_ June 11, 2014~~

**~~VERIFICATION OF PRIVATE SCHOOL STUDENT ELIGIBILITY FOR  
PARTICIPATION IN RSU NO. 5 EXTRACURRICULAR ACTIVITIES~~**

~~A separate application must be received for each activity in which participation is desired. This form is used to verify eligibility and to approve/deny participation.~~

**~~STUDENT INFORMATION~~**

~~Student's Name:~~

~~Student's Date of Birth:~~

~~Grade in Private School: \_\_\_\_\_~~

~~Student's Address: \_\_\_\_\_~~

~~Phone Number:~~

~~Parent/Guardian's Name:~~

~~Private School Name:~~

~~Private School Address:~~

~~Private School Phone Number:~~

~~Private School Principal/Head's Name:~~

~~Student is Applying for Participation in the Following Activity: \_\_\_\_\_~~

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**~~FOR EXTRACURRICULAR ACTIVITIES~~**

~~\_\_\_\_\_ Written application received \_\_\_\_\_ [Date]~~

~~\_\_\_\_\_ Student's written agreement to comply with behavioral, disciplinary, attendance and other rules applicable to all students in RSU No. 5~~

~~\_\_\_\_\_ Sports physical (if applicable) performed on \_\_\_\_\_ [Date]; Cleared to play? Yes/No~~

~~\_\_\_\_\_ Documentation of immunization presented~~

~~\_\_\_\_\_ Documentation of insurance~~

~~\_\_\_\_\_ Documentation of age eligibility~~

~~\_\_\_\_\_ Documentation of academic standing (principals may ask to see grades or other evidence that academic eligibility has been met)~~

~~\_\_\_\_\_ Student's written agreement to abide by same transportation as regularly enrolled students~~

~~\_\_\_\_\_ Student has completed tryout~~

~~\_\_\_\_\_ Student has been selected/not selected for the activity (circle one)~~

Decision by: \_\_\_\_\_ (Name and Title) Date: \_\_\_\_\_

Student/parent notified of decision: Date: \_\_\_\_\_ Method: \_\_\_\_\_

Adopted: ~~November 28, 2012~~

Reviewed: ~~June 11, 2014~~

**Teachers (2)**

Allie Edwards

Erin Abbott

**Building Administrators (2)**

Jen Gulko

**Community Members - One from each town (3)**

Julie Labbay (Durham)

Katie West (Freeport)

Karen Breer (Freeport)

Michelle Tussing (Pownal)

**Students (2)**

Adeline Benica

TruHeart Peebles

**Board Members (2)**

Lindsey Furtney

Susana Hancock

**Superintendent (1)**

Becky Foley

**Assistant Superintendent of CIA (1)**

Cynthia Alexander

**Member of the Tri-Town Equity & Inclusion Committee (1)**

Victoria Winters

Teacher

September 24, 2020

To Whom It May Concern,

I am writing to express my interest in joining the Diversity, Equity and Inclusion Advisory Committee.

Growing up in Northern Virginia, right outside Washington, DC I was lucky enough to experience a strong multicultural education. My classmates were from all over the world, with different cultures and customs. This was a norm, and I thought nothing of it. With over 4,000 students at my high school, the sheer amount of different countries represented made it feel as though were the United Nations.

It wasn't until I went to college in rural Pennsylvania at Susquehanna University, that I realized how unique my experience truly was. My university was a private school, with only about 2,000 students. The diversity was extremely limited, and something that was being considered and worked on.

Moving to Maine also cemented this understanding that not everyone has an appreciation for the diversity of the world around us. Finding new ways to share the depth of the cultures in the world around has always been something that I believe is extremely important.

In 2014 I began my master's degree with the University of New England. Being a music teacher, I am blessed to work with students from all abilities. Finding ways to include all students in music has always been a passion of mine. I choose to pursue a master's in education focusing on inclusion studies. Learning about the challenges that all students can encounter in their educational journey was eye opening.

In the world around us, equity, inclusion and diversity are pressing issues. Learning to be appreciate differences yet be impartial and fair is a challenging concept. In order to do this, we a human beings need to share empathy and kindness to those around us, and be willing to learn.

In our schools we as leaders can work to share with our students that being different and coming from different places is truly what makes us human beings. The unique cultures from around the world, and the distinct traits that make us individuals should be celebrated and not shied away from. I truly feel that with my experiences, and willingness to learn, I would be a great asset to this committee.

I appreciate your consideration!

Sincerely,

  
Allie Edwards

# Teacher-FHS

Ginny McManus  
RSU 5 Schools  
Freeport Maine  
04032

## To Whom It May Concern:

I am very interested in applying for a position on the Diversity, Equity, and Inclusion Advisory Committee. I think that my background, educational experiences, and overall life experiences could serve the committee and the community well in taking steps towards a future with more awareness towards racial, religious, financial, and familial diversity.

I am a non-white female who majored in mathematics, which, even for today, is uncommon. I see and feel prejudices and racism that many others think are normal thoughts and questions. Throughout the majority of my adult life, I have been asked by many strangers, friends, highly respected colleagues, and supervisors "Why are you brown", as if it's a normal question. How strange it sounds, when you flip it and ask "Why aren't you brown?" That being said, I don't think any less of these people who have asked me these questions and still very happily continue to be friendly with the vast majority of them. However, it has made me realize how secluded we are as a large community, and how much about other cultures is therefore inherently learned from the media and pop culture. I would love an opportunity to challenge those "pop/media lessons" and instead show the community that everyone is able, though some already have much greater leverage than others. Equality and equity are not the same, and the repression of others for many years means a significant change needs to occur to make things equitable once again.

I would love to have a position on this committee, though I'm not sure it's even logistically possible. I am a teacher at the high school and our classes begin at 7:50. We are required to be in our classrooms, supervising our students starting at 7:40 each morning. If the meeting schedule could be altered, I would proudly serve on the committee to better our school community. Please reach out if you have any further questions. Thank you for your consideration.

Erin Abbott

Durham  
Community

Greetings Dr. Foley, Ginny McManus, and Members of the Board,

My name is Julie Labbay and I am writing to be considered for membership of the Diversity, Equity, and Inclusion Advisory Committee. My family and I moved to Durham over three years ago and my husband and I have two kids at Durham Community School, 2<sup>nd</sup> and 4<sup>th</sup> grade. We love this community and are grateful to raise our family here.

This year has certainly been one of firsts and one of significant social change in our country. Between COVID19, the political climate, and the BLM movement, many people have felt a renewed importance to educate themselves and get involved. I am one of those people. Ever since joining the civil rights team back in high school, I have been passionate about civil liberties and celebrating diversity. My parents also worked as therapeutic foster parents during my adolescence and so I was brought up with a very strong sense of the value of inclusion and understanding, regardless of background.

The strengths that I can bring to this committee are great communication skills, organizational management, and conflict resolution. At the core of all these things is empathy, which is probably my biggest strength (humility is a big one too so this is particularly difficult to write). Professionally, I am a business development manager at large car dealership. I lead a team of people to work together towards a common goal. They must not only work cohesively with one another but also with many other people in our organization. There are a lot of strong personalities, varied backgrounds, and unique dynamics which lead to frequent interpersonal conflicts. I strive every day to understand the perspective of those around me so that I can maintain a happy and productive work environment. It's no secret that the car industry is stereotypically rife with sexism, unfair profiling, racial discrimination and basic unprofessionalism. I have witnessed all of these things in my 13 year career in this business and believe that my foundation and passion for civil rights helped prepare me to overcome them to lead by example to change that stigma in my company.

While there has been much progress in this industry, I am still just one of two women in an otherwise all male 10 person executive team. But this is just one example. There is still so much work to be done in our communities to make sure that we are providing equal opportunity to everyone, regardless of race, sex, or orientation. No one is going to agree on everything all the time and we, as a society, need to be ok with that. Teaching our children the "why" behind points of view and learning to see through different lenses is essential to embracing our differences. It will prepare them to recognize adversity in any form and know how to handle it, taking us one step closer to a free and equal society.

Admittedly, I have never served on a committee in my adult life, nor had the opportunity to join an organization. Motherhood and career have always been strong distractions. However, like many of us these days, it feels wrong to let anything continue to distract from trying to make a difference. I would love to serve as a member of the DEI committee and if selected, will do everything I can to help cultivate these values throughout our school district.

Thank you for your consideration!

Respectfully,  
Julie Labbay





Freeport Community

Ginny McManus <mcmanusg@rsu5.org>

## Letter for Position at DEI Advisory Committee

1 message

Katherine West  
To: mcmanusg@rsu5.org

Tue, Sep 29, 2020 at 10:02 PM

Dear Diversity, Equity, and Inclusion Advisory Committee:

My name is Katie West, and I am writing to introduce myself and request a position on your committee. My stakeholder role is as a member of the Freeport community and as a parent of students at FMS and FHS. Additionally, I was the director of The Port Teen Center when it first re-opened. I was delighted and energized when I saw this request as I feel that conversations about diversity, equity, and inclusion are critical in our predominately white and dominant culture community.

As requested, I would like to share a bit about my background and strengths, which would be useful in this position.

1.) As someone of Middle Eastern descent and someone who identifies as Arab American, I live with an acute awareness of how whiteness is present in almost all speech and action within our culture and our community. In the last year, after facing subtle discrimination and overt hate speech at a teaching position, I realized I do not want to continue my family's legacy of minimizing our origins and cultural importance order to fit in. As I am gaining a voice speaking about my ethnicity, I find insights I can offer given my way of seeing our predominately white community. Being a third-generation American on both sides of my family, I easily relate to newcomers to this culture.

2.) Growing up with a mother raised in foster care in Lewiston speaking mostly French, I know first-hand the effects of poverty and the immensely steep climb for anyone wishing something different for themselves and their family. At times, I feel that people who come from an affluent backgrounds are not fully aware of the internal/external struggles created when there is a rupture in the family system and /or generational history of poverty or trauma. I feel it is essential to have a long-range vision when trying to bring equity to such situations, as well as addressing immediate needs.

3.) I am a visual arts teacher at Lyseth Elementary school in Portland, which has a highly dynamic and diverse student body. Lyseth is in the top 5% of the most diverse schools in Maine. We teach many English language learners. My experience with ELL students at Waynflete and Lyseth has transformed how I teach. I have become more attuned to such students' specific needs, and it is a joy to watch them flourish when supported in a meaningful way.

4.) I am a part of a working study group looking at the underlying causes of racism and oppression in our society. The group is not as concerned with immediate tasks and law changes but is attempting to unravel the systemic institutionalized racist consciousness in which we all find ourselves.

5.) Additional strengths. I feel I bring a positive attitude, active listening skills, and an ability to facilitate and synthesize discussions. I have worked in the educational field in Maine for 25 and have a gift for seeing both the big picture and the immediate steps to take. I am willing to talk to anyone and have hard conversations. I sat on the equity committee at my last place of employment. Due to this experience, I feel it is essential to allow feelings of discomfort to arise in these conversations as they often usher in new thought processes and ways of living. Change is only possible when we are fully willing to things differently when needed.

Thank you for considering me for your committee, and I am grateful that such a group is in Freeport at RSU5!

Katie West

September 27, 2020

Dear Board of Directors of RSU5,

Please accept this letter for consideration to serve as one of the community members for the Diversity, Equity, and Inclusion Advisory Committee for RSU5 district.

I am a white mother to a daughter of color who is domestically adopted and a step mom of a daughter of color who is internationally adopted. Additionally, I am an aunt to a niece of color who is internationally adopted with learning disabilities, and an aunt to a niece who has an intellectual disability who identifies alternatively, and who in high school, was involved with inclusion committees and served for the past two years as a youth ambassador with the US Special Olympics. I have learned and continue to learn about equity, inclusion and race through my family's experiences.

After our daughter started attending daycare and pre-school, we experienced what implicit bias can do to the budding self esteem of a child and left us, as white parents, with questions of what to do. It was then, at our daughter's very young age, that we delved into researching systemic racism, implicit bias, how race affects children at school, learning about our country's history of institutionalized racism and more. I have and continue to advocate for my daughter at school and at large. I am teaching her, in age appropriate ways, to advocate for herself in positive ways.

I have attended trainings, talks and discussions about race and racism hosted by a few Maine schools. The two day Racial Equity Institute (REI) conference in October 2019 left me with many resources and questions. I have been reading recommended books (some of which are: "So you want to talk about race" by Ijeoma Oluo; "Born A Crime" by Trevor Noah, "Teaching For Black Lives" by many editors and contributors), watching documentaries and podcasts, reading on line articles and speaking with friends and family who live these experiences. All this research and in-person discussions have deeply impacted me and is driving my desire to make a difference within and outside of our family.

A few years ago, I became friends with a woman who started a diverse book club to ensure that not only her own children would see families like their own (two mom family) represented in the books they read, but that other marginalized children and families would be able to see their families reflected. Books like these are fairly rare and the books that were (and still are) available sometimes presented the protagonist with an issue or pity for being a child of same sex parents or a child/family from marginalized segments of the population. A wide array of people make up the curation team that chooses books written by and reflect people of color, people who identify in other non-traditional ways, people with disabilities and varying socioeconomic statuses. Since joining the book club, it has made an incredible difference in our family's open and honest discussions, in our daughter's imaginary play and how we, as a family, have grown.

Additionally, I recently resigned from a job I held for the past thirteen years as I am looking forward to a career change. As a Disability Claim Manager and other prior positions, the skills I utilized included my empathy skills, my attention to detail with reviewing policies and contracts, reviewing employer and medical related documentation, collaborating with team members, doctors, nurses and employers, communicating via the phone and in writing, and training/mentoring co-workers. My passions, however, have always been in education and how our educational institutions can grow and change to create more positive outcomes for our young citizens and therefore our country. The skills I learned in prior positions will be useful on this committee and I have the time necessary to become fully involved in this endeavor.

I feel I am a uniquely qualified candidate and one who is already immersed in and continually researching ways to be a better steward to our schools, children, and community regarding race, equity and inclusion. I would be honored to serve on this committee and become part of the positive changes within our public school system.

**We all view and approach the world through our own experiences and the families and communities in which we are raised. As a school community, we should reach, strive and push ourselves outside our comfort levels to learn, raise awareness and create an inclusive environment. Education should assist people in their journeys to becoming global citizens.**

**Thank you,**

**Karen Breer**

**(Mother to**

**who is in first grade with .**

# Community - Pownal

October 1, 2020

Dear RSU5 Board of Directors,

I am writing to express my interest in being considered as a member of the RSU 5 Diversity, Equity, and Inclusion Advisory Committee.

My family is new to the RSU5 community, with children beginning at Pownal Elementary and Freeport Middle this fall. Shortly after buying our first home in Portland five years ago, my husband and I became licensed foster parents -- and this past January, had the privilege of adopting two additional children. We are looking forward to moving to a new home this Sunday that better accommodates our growing family, and putting down roots together in Pownal.

In weighing whether to leave the Portland school district, the factor that gave us most pause was the potential impact of moving our children to schools where fewer peers looked like them, and there was less racial diversity among the professionals they interact with each day. Representation matters. I was so encouraged to learn of efforts to strengthen diversity, equity, and inclusion through both the Tri-Town Equity & Inclusion Committee and the new RSU5 DEI Committee -- and hope to be of service within RSU5.

If selected, my approach as a newer resident would be to first listen and learn to begin to understand where the district is on DEI work, and where we have room to grow. My participation would be informed by experience navigating complex, sensitive topics personally and professionally (e.g., as a foster parent, while living and working in cross-cultural settings, and in my current work for a reproductive health care provider). Finally, my commitment is grounded in the knowledge that our children's experiences are shaped by the broader community, and our willingness to do the work necessary to make it a more equitable and inclusive one.

Thank you for your consideration.

Warmly,  
Michelle Tussing



Student (Dunham)  
DCS

9/29/2020

Dear Ms. McManus,

Please accept this letter as my sincere interest in becoming a student member of the Diversity, Equity, and Inclusion Advisory Committee. When I first learned about this committee I was absolutely ecstatic to have the opportunity to apply. I immediately ran to my parents and told them that this was something I was very interested in.

The first thing that jumped out at me when discovering this committee was its mission. Throughout my life I have been on a quest for fairness and equality. I look forward to collaborating with this group to increase awareness in our schools. I've had many conversations involving diversity with my mother, who works at a university. The scope of those conversations include many forms of diversity such as race, religion, gender, and disability. Based on what I've seen on the news, I know that equality for everyone is not something we have achieved yet. I would love to have the opportunity to have a positive impact on my community.

The other thing that is very exciting to me about this committee is being able to design events. I am very proficient in planning and keeping things organized. Whenever planning things out I pay attention to detail and carefully think through everything. This way I can hopefully stop problems before they happen and find ways that can make things more efficient.

One of my core strengths is my creativity, I've always been able to think critically and find out-of-the-box solutions. Since I am still in middle school, I have a perspective on what will speak to younger students. I feel that perspective could be of value in the meetings.

On a personal level, I know I will benefit from the chance to work on a team composed mostly of adults. It will help me improve my leadership skills and my confidence. But most importantly, it will expand my own understanding of diversity.

Thank you for considering me for this opportunity.

Cordially,

Adeline Benica  
DCS -

Student (Freeport)  
FAS

October 2, 2020

Dear Dr. Foley,

I'm an open-minded person when it comes to the world, especially being a black male in the US. Freeport High has been good to me so far. However, I do feel I've been misjudged at times. When I first moved to Mast Landing, there were some racial things that happened. There were comments like "Why is there a black kid in my class?" One of the biggest things, even with my friends or people who are no longer my friends, is the "n word." I don't use the word. White people say, "We created the word, we can use it," but I don't like it. I want to be a part of this conversation.

I care about world topics. When it comes to a black man or white man or any race getting shot, it's messed up to me. I pay attention to the news, and I talk about current events with my mom. We discuss how Black Lives Matter isn't always good, like how burning down houses and stores, is a waste of profit. We talk about how they are supporting a good cause, but they are doing it the wrong way.

In general, I feel like young people don't care. They have a vote and they should use it. With friends, we talk about how the world is crumbling. We talk about everything from how we treat our planet to how "power" goes around. We talk about who is in charge, who gets the say, and who gets to make the order (of what goes down). I think about my kids, my grandkids, and what the world will be like for them. I think of the future and how it should be.

Some conversations I've had included my skin color. People think "light skin" is a race. I'm Black; I don't think "light skin" is a race. I ask my friends, "If white people enslaved blacks again, would I be a slave?" I think I would. I consider myself Black. I talk about this with people my age group and generation. When I have that conversation, I want them to know I am proud to be black. I love me and I love myself. I have a lot of pride.

What does Freeport High School need? I'd like to see more inclusion. Lunch, and other places, can be a tough place. Upperclassmen should reach out to you and help you be a part of the school. We read *To Kill a Mockingbird* my freshman year. We also read *Persepolis*, which was a powerful look at power and race. I want to read more books like this. We are reading some short stories in sophomore year, *Fresh Ink*, about characters who are going through a lot; it teaches the students to think about complicated ideas. We need more books like this that deal with real world issues. People are scared of difficult topics, and to talk about them in class. I want to see uncomfortable topics being talked about. People should be more understanding.

Sincerely,  
TruHeart Peebles  
Class of 2023



Board

Ginny McManus <mcmanusg@rsu5.org>

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## DEI Committee

2 messages

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Lindsey Furtney <furtneyl@rsu5.org>  
To: Ginny McManus <mcmanusg@rsu5.org>

Thu, Sep 24, 2020 at 10:17 AM

Ginny,

I would love to be considered for one of the positions on the newly formed DEI committee.

I think I am a natural fit for this committee. Given my passion and belief in this work. Which is evidenced by:

- 1) Helping organize the June 7th March for Justice and Equality held here in Freeport.
- 2) My ongoing efforts to educate myself (and my family) through books, podcasts, movies, and webinars.
- 3) My ongoing participation in the Tri Town Equity and Inclusion Coalition which is a result of the march held here this past June.
- 4) My love of our RSU5 schools and my desire to see us truly live up to the vision we have stated for ourselves.
- 5) My background as a mental health clinician. It's obvious that this work will improve the physical, mental, academic, and social/emotional health of brown and black people. It is less obvious, though a firm belief of mine, that white people will benefit too once we've reconciled with this dark aspect of our history.
- 6) A global perspective. I have lived in Costa Rica. Spain. And Australia. In all of those places I have been the "other." The foreigner. The outsider.

In short, I would dearly love to be a part of this committee. And hope that I will be.

Respectfully,

Lindsey

RSU5 Board Member

Dear Ginny,

I am applying to be one of the board members on the RSU5 Diversity, Equity and Inclusion Advisory Committee.

My first real memory of racism was when I learned my school bus driver, Ahmed, a Kurdish asylee who had lived in Norway for ten years and was just weeks away from receiving citizenship, was being deported. Norway, where I was living at the time, had retroactively announced reductions in asylum quotas based, in part, on concerns over losing its Protestant majority. Within a month, Ahmed's family would be sent back to Kurdistan where their former home town had since been written off by civil war. I didn't understand. In my young mind, Norway was synonymous with freedom, it meant justice. That afternoon, I initiated a taskforce that concluded that the revocation of asylum rights was unconstitutional. Within a week, the local government had put a temporary hold on the planned expulsions, and I set my sights on the regional and national governments. Within six months, Ahmed and his family received an apology in the form of full citizenship. Despite being a green card holder myself in the country, I had power: I was white, I didn't threaten the status quo. In broken Norwegian, I had taken the national government to court, argued for the lives of my neighbors and won. At that point I vowed to use whatever power I have to make the world more just.

I got my first taste of the acrid racism Ahmed had faced a few years later when I moved to the Middle East. The same white skin that had protected me in Norway now made me a target. I had a gun pressed to my chest because I was too slow producing my passport for the police. Later, I just missed being caught in a shooting spree. I watched from across a field as 13 people fell onto blood-soaked pavement while the assailant shouted that "[my] people" are destroying [his] country. It wasn't just the gun-wielder who left me feeling targeted. It was how the ambulance never came when I called to say my roommate hanged himself in our shower. It was how I was followed by police when I took a bus. It was how "I need food" was not an acceptable answer when store employees asked for my motivation to enter the grocery market. It was how I thrice ended up alone in government detention, my crime being that I crossed country borders while white.

My experiences with racism—the vulnerability and hatred I have felt coupled with the empowerment of action—returned with me when I moved back to the US two years ago. I was angry and confused but motivated. As a board member of the League of Women Voters, I designed a civics curriculum that I've taken to students throughout the world to teach them how to be engaged citizens and stand for action. This past year I piloted two year-long national DEI initiatives and have worked with anti-racism facilitators to design DEI retreats for statewide non-profits. Now I am leading a nation-wide speakers' bureau for young people to share their stories about activism to challenge perceptions of racism, democracy and civic engagement.

Prior to returning to Maine in 2018, I accumulated several years of DEI work in educational settings while at the University of Oxford. I joined with faculty and staff to develop my department's first comprehensive equity plan, which involved new policy, reworked vision statements and equity audits. The success of this project led to an unsolicited award for significant "commitment to, and progress on, equality and diversity" from the European Equity Challenge Unit. Recognizing this work is not a one-time deal, although its composition has changed, the committee still meets monthly to identify areas for further progress. At the same time, following a friend's rape, I learned that the university had no adequate system to address grievances related to sexual violence and gender-based harassment, both for students and staff. I met with law-makers, medical and academic professions, initiated an audit, assessed the



results, and later drove the implementation of the first comprehensive system to ensure everyone had access to a harassment-free environment. This was no longer about my friend, but it was about my community. I cared about it, so I did something.

As a former student at Freeport Middle School, I remember specific incidences of racism—themes of which have been voiced in recent months—and I remember being told by my teachers that “racism doesn't affect [me].” Racism does affect me; it affects my community. I was angry then, and I am angry now. However, now I have found my voice. Just as I did as a teenager in Norway, I am not prepared to watch as a bystander.

I believe that my experiences coupled with my work on DEI initiatives to create inclusive environments give me a lot to contribute to the RSU5 Diversity, Equity and Inclusion Advisory Committee. I hope to have a role on this committee as we collectively seek to transform the RSU into a district that inspires inclusivity and makes every member proud.

Thank you for your consideration,

Susana

Susana Hancock  
hancocks@rsu5.org



Tri-Town Equity & Inclusion

Ginny McManus <mcmanusg@rsu5.org>

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**Re: Diversity, Equity and Inclusion Advisory Committee**

2 messages

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**Victoria Winters**

To: mcmanusg@rsu5.org

Thu, Sep 24, 2020 at 11:17 AM

Hi Ginny,

The Tri-Town Equity & Inclusion Committee has requested I sit as the representative. Contact details below:

Victoria Winters

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Thank you,  
Victoria