

## REGIONAL SCHOOL UNIT 19



TO: RSU 19 Board of Directors  
FR: Robin McNeil / Mike Hammer  
DT: June 16, 2021  
RE: **Policy Committee Meeting Agenda**

DAY: **Tuesday**  
DATE: **June 22, 2021**  
TIME: 6:30 PM  
PLACE: **ZOOM ONLY**

Join Zoom Meeting:

<https://us02web.zoom.us/j/83223038055?pwd=Ky9lVUN2Q0xkSTV0NTk3akp3bnhYUT09>

Join by Phone: 1-646-558-8656 Meeting ID: 832 2303 8055

### AGENDA

- I. **Public Comment**
  
- II. **Policy Review**
  - A. *NEW* JLFA Child Sexual Abuse Prevention and Response
    - 1. MSMA Sample Policy
    - 2. DOE Sample Policy
  
- III. **Job Description Review**
  - A. School Nurse
  - B. *New* Garden Coordinator
  
- IV. **Other**
  
- V. **Adjournment**

**A.D.A. Notice:** If you have a special need that must be met to allow you to fully participate in this meeting, please contact the Office of the Superintendent at least two (2) days prior to this meeting.

**CHILD SEXUAL ABUSE PREVENTION AND RESPONSE - MSMA**

The Board recognizes that Maine law requires every school unit with a Pre-K through 5<sup>th</sup> grade program to adopt a policy for child sexual abuse prevention education and response. The Board adopts this policy in the interest of promoting the well-being of students and providing a supportive learning environment as well as compliance with the law.

For the purpose of this policy, “child sexual abuse” means any sexual engagement either through “hand on” or “hands off” activities between an adult and a child. Sexual engagement between children can also be sexual abuse when there is a significant age difference between the children involved or if the children are very different in development, size, or other power differential.

**[Note: There is no universal definition of “child sexual abuse.” For the sake of simplicity, MSMA has elected to use the definition in the DOE’s model policy.]**

I. REPORTING CHILD SEXUAL ABUSE

- A. Any employee of the school unit who has reason to suspect that a child has been sexually abused is to immediately notify the building principal or designated agent.
1. In addition to notifying the building principal/designated agent, the employee may also make a report directly to the Department of Health and Human Services (DHHS).
  2. School volunteers who have reason to suspect that a child has been sexually abused may report their suspicions directly to DHHS.
  3. Neither the employee or volunteer nor the building principal/designated agent should attempt to further question or interview the child nor otherwise undertake an investigation.
- B. If the reporting employee or volunteer does not receive written confirmation from the building principal/designated agent or Superintendent within 24 hours of his/her report that a report has been made to DHHS, the employee or volunteer shall make an immediate report directly to DHHS. In such cases, the employee or volunteer shall then

complete a copy of the school unit's Suspected Child Abuse and Neglect Reporting Form (JLF-E).

- C. If the reporting employee or volunteer does receive written confirmation from the building principal/designated agent or Superintendent within 24 hours of his/her report (i.e., a copy of the Suspected Child Abuse and Neglect Reporting Form (JLF-E)), he/she shall sign the form as acknowledgement that the report was made and return it to the building principal/administrator or Superintendent.
- D. The administrator reporting and confirmation duties shall be the same as provided in Section III of the Board's policy JLF, Reporting Child Abuse and Neglect.

II. CHILD SEXUAL ABUSE AWARENESS AND PREVENTION EDUCATION FOR SCHOOL PERSONNEL

All school personnel [**OR: All school personnel who are required to be certified, authorized or approved by the DOE**] shall be required to complete a minimum of one hour of training in child sexual abuse awareness and prevention, with training to be updated at least once every four years thereafter. New employees must complete training within six months of hire.

**[NOTE: Although the alternative language is used in the DOE model policy, the Board may wish to "go wider" with the training requirement, since bus drivers and custodians may also be in a position to suspect child sexual abuse based on their own contacts with students.]**

Training must be "evidence-informed" (i.e., based on research and best practices) and delivered by a qualified instructor (i.e. a person with appropriate knowledge, skills, and experience or training in child sexual abuse awareness and prevention). The trainer may be an employee or volunteer with an agency/organization specializing in sexual assault and/or child sexual abuse or an employee of the school unit (e.g., school social worker, guidance counselor, school nurse, health educator) who has received appropriate training from such an agency/organization.

The goals of the training for school personnel are:

- Increased awareness of developmentally appropriate and inappropriate sexual behaviors in children;
- Increased ability to recognize indicators of child sexual abuse;
- Enhanced ability to respond effectively when a student or student's friend or peer discloses sexual activity or the staff member suspects child sexual abuse has occurred; and
- Awareness of local resources available to students, parents, schools, and community members, and how these resources may be accessed.

Training should also address confidentiality/disclosure concerns (beyond the mandated reporting).

**[NOTE: This last bullet is not in the DOE model policy, but is an important issue.]**

III. CHILD SEXUAL ABUSE PREVENTION EDUCATION IN THE PRE-K THROUGH 5<sup>TH</sup> GRADE CURRICULUM

The school unit will provide child sexual abuse prevention programming to its Pre-K through grade 5 students. Such instruction will be aligned with the health education standards of Maine's system of Learning Results for this grade span, and incorporated into the written school health education curriculum.

Programming of appropriate scope and sequence will be delivered by qualified instructors, who may be from a local or regional agency/organization with experience and expertise in sexual assault and child sexual abuse or by a school unit employee deemed competent by the Superintendent/designee to deliver such instruction. If the instructor is a school unit employee, the Board anticipates that this will be a person with the knowledge, skills, sensitivity and "comfort level" necessary to deliver the curriculum in the classroom setting, i.e., school nurse, school social worker, guidance counselor, or teacher with experience in health education. Any instructor who is a school employee is expected to take full advantage of the evidence-informed educational resources available on websites hosted by the DOE and/or MECASA. Any instructor who is a school employee should be familiar with the local community-based agencies/organizations that provide assistance or services to children and families that are experiencing or have experienced sexual assault or child sexual abuse.

It is the intent that the curriculum, as delivered in the classroom, will:

- Include age-appropriate education regarding physical and personal boundaries; including biologically accurate body terminology;
- Help children identify unsafe or uncomfortable situations including a range of feelings, touches, or violations of physical boundaries;
- Help children identify safe adults with whom they can talk about unsafe or uncomfortable situations; and
- Help children identify and develop skills to support a friend who may be experiencing safe or uncomfortable situations.

**\*Local Resources**

Penquis Cap Sexual Assault Response Services 262 Harlow Street, Bangor, ME 04401  
[www.penquis.org/services/sexual-assault-response](http://www.penquis.org/services/sexual-assault-response) 973-3500

Children's Safety Partnership  
[www.childrenssafetypartnership.org](http://www.childrenssafetypartnership.org)

Maine Coalition Against Sexual Assault  
[www.mecasa.org](http://www.mecasa.org)

Maine Human Rights Commission 19 Union Street, Augusta, ME 04330  
624-6290

Prevent Child Abuse Vermont  
[www.pcavt.org](http://www.pcavt.org)

Legal Reference: 20-A MRSA §§ 254(18), 4502(5-C)  
22 MRSA §4011-A  
20-A MRSA §§ 5051-A(1)(C); 5051-A(2)(C)  
20 USC § 1232g, Family Educational Rights and Privacy Act

Cross Reference: JLF – Reporting Suspected Child Abuse and Neglect  
JLF-E – Suspected Child Abuse/Neglect Report Form

**[NOTE: The Board should be aware that JLF-E is for documenting and confirming to a school employee that the principal or other designated agent has in fact made a report to DHHS based on the employee's reporting his/her suspicions to that principal or designated agent. This form is not to be sent to DHHS. If DHHS wants more information, it will initiate contact.]**

## **Child Sexual Abuse Prevention Education and Response - DOE**

The Maine legislature requires schools to implement a policy to address the prevention, response, and reporting of child sexual abuse within the school setting (20-A MRS §254, sub-§18). The RSU 19 Board is committed to implementing best practices to prevent and respond to child sexual abuse, and to ensure that all children attend a school which is a safe and secure learning environment. The policy herein is consistent with 20-A MRS §4502, sub-§5-C.

### **Definitions**

Child sexual abuse – All sexual engagement either through hands-on or hands-off activities between an adult and a child is sexual abuse. Sexual engagement between children can also be sexual abuse when there is a significant age difference between the children or if the children are very different in development, size, or other power differential.

Evidence-informed practice or program - Programs that use the best available knowledge and research to guide program design and implementation; the program has clearly identified intended outcomes and conducts evaluations to measure those outcomes.

Qualified instructor – An individual who has the knowledge, skills and comfort level necessary to professionally address child sexual abuse prevention education, aligned to research and best practices. A qualified instructor may be school personnel or from a community-based organization.

School personnel – Any individual required to be certified, authorized, or approved by the Department of Education under Chapter 501 or 502 of Title 20-A.

### **Procedures for Reporting Suspected or Disclosed Child Sexual Abuse**

School personnel receiving a report of or suspecting child sexual abuse, including but not limited to school faculty, staff, coaches and advisors for extracurricular and co-curricular activities, are required to either report directly to Department of Health and Human Services (DHHS) or to confirm in writing that a report was made on their behalf by a school's designated reporter, pursuant to 22 MRS §4011-A Reporting of Suspected Abuse or Neglect and §4012 Reporting Procedures. Reports should be consistent with Maine School Management Association sample school board policy JLF, Reporting Child Abuse and Neglect.

School volunteers who are aware of incidents or suspect child sexual abuse must report to school personnel designated in the RSU 19 policy or directly to DHHS as noted above.

Any individuals associated with the school who are not mandated reporters, but who know of or suspect child sexual abuse are encouraged to make a report directly to DHHS.

Individuals suspecting or knowing of child sexual abuse should not ask additional questions or engage in interviewing techniques with the child, and should limit written documentation to the information required by 22 MRS §4012. Training for unbiased documentation methods is recommended.

Acts of reprisal or retaliation against any person who reports an incident of child sexual abuse are prohibited.

### **Child Sexual Abuse Awareness and Prevention Education for School Personnel**

Child sexual abuse awareness and prevention education for all RSU 19 personnel shall be:

1. Required for all school personnel;
2. Delivered by a qualified instructor(s);
3. A minimum of one hour;
4. Evidence-informed;
5. Completed within 6 months of hire; and
6. Updated every four years pursuant to 22 MRS §4011-A, sub §9.

The training will:

1. Increase awareness of developmentally appropriate and inappropriate sexual behaviors in children, and
2. Increase ability to identify indicators of sexual abuse, including physical and psychosocial indicators on a spectrum (including lower to higher probability);
3. Increase ability to effectively respond to sexual behavior or disclosures or suspicions of child sexual abuse; and
4. Includes \*local resources listed at the end of this policy.

### **Child Sexual Abuse Prevention Education Pre-K through Grade 5 Curriculum Programs**

Age-appropriate child sexual abuse prevention education curriculum programs shall be:

1. Delivered by qualified instructors;
2. Part of the written comprehensive school health education curriculum;
3. Aligned to the Maine Learning Results Health Education Standards for grades Pre-K through 5 (pursuant to 20-A MRS §6209); and
4. Follow an appropriate scope and sequence.

The classroom curriculum will be consistent with evidence-informed, age-appropriate child sexual abuse prevention education for students, and include:

1. Age-appropriate education regarding physical and personal boundaries, including biologically accurate body terminology;
2. Helps children identify unsafe or uncomfortable situations including a range of feelings, touches or violations of physical boundaries;
3. Helps children identify safe adults with whom they could discuss unsafe or uncomfortable situations; and
4. Helps children identify and develop skills to support a friend who may be experiencing unsafe or uncomfortable situations.

### **Resources and Services**

Service providers related to local and statewide child sexual abuse and sexual assault can be found at:

1. The Maine Department of Health and Human Services;
2. The Maine Coalition Against Sexual Assault ([www.mecasa.org](http://www.mecasa.org)); statewide sexual assault support line: 1- 800-871-7741); and



3. \*Local resources listed at the end of this policy.

Prevention education resources related to child sexual abuse can be found at:

1. The Maine Department of Education Health Education website ([www.maine.gov/doe/healthed/areas/index.html](http://www.maine.gov/doe/healthed/areas/index.html));
2. The Maine Coalition Against Sexual Assault ([www.mecasa.org](http://www.mecasa.org)); and
3. \*Local resources listed at the end of this policy.

Resources related to mandatory reporting of child sexual abuse can be found at the Maine Department of Health and Human Services Office of Child and Family Services:  
(<http://www.maine.gov/dhhs/ocfs/mandated-reporters.shtml>)

#### \*Local Resources

1. Penquis Cap Sexual Assault Response Services                      262 Harlow Street, Bangor, ME 04401  
[www.penquis.org/services/sexual-assault-response](http://www.penquis.org/services/sexual-assault-response)                      973-3500
2. Children's Safety Partnership  
[www.childrenssafetypartnership.org](http://www.childrenssafetypartnership.org)
3. Maine Coalition Against Sexual Assault  
[www.mecasa.org](http://www.mecasa.org)
4. Maine Human Rights Commission                                      19 Union Street, Augusta, ME 04330  
624-6290
5. Prevent Child Abuse Vermont  
[www.pcavt.org](http://www.pcavt.org)

Legal Reference:        20-A MRSA §§ 254(18), 4502(5-C)  
                                  22 MRSA §4011-A  
                                  20-A MRSA §§ 5051-A(1)(C); 5051-A(2)(C)  
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Cross Reference:        JLF – Reporting Suspected Child Abuse and Neglect  
                                  JLF-E – Suspected Child Abuse/Neglect Report Form

REGIONAL SCHOOL UNIT 19  
JOB DESCRIPTION

TITLE: School Nurse

QUALIFICATIONS: 1. Valid state license to practice as a registered nurse. Bachelors, RN  
2. Certificate as required by the state of Maine – 524 Certification  
3. Three years as a school nurse or actively in the process of receiving the 524 certification in conjunction with the Bachelors RN degree

REPORTS TO: Superintendent/Designee

JOB GOAL: ~~To~~ School nurses should provide the fullest possible educational opportunity by ~~creating~~ maintaining a climate of health and well-being in the ~~district schools~~ RSU. They treat student injuries or illnesses and advise students and their parents or guardians on health issues. Apart from student injuries and sudden ailments, they support students with chronic illnesses and disabilities, by administering medication. School nurses also promote health related habits and ensure compliance with national and local health policies.

PERFORMANCE RESPONSIBILITIES:

1. Conducts school health services, including but not limited to, physical examinations, tests for hearing and vision ~~and scoliosis as required.~~
2. Refers students in need of medical and dental care.
3. Advises parents, school personnel, physicians, clinics, and other agencies on school medical matters.
4. Maintains up-to-date cumulative health records on all students by updating their medical history annually.
5. Must be able to use a computer for files, reports, web navigation, district email and required training, to the degree necessary, to effectively perform all required functions of a school nurse.
- ~~6. — Advises school staff in school health program and health matters.~~
- ~~7. — Advises on modification of the educational program to meet health needs of individual students.~~
8. Recommends the exclusion of students with infectious and contagious diseases and recommends their return once recovered.

9. Advises school personnel regarding sanitary conditions at school, in regards to students.
10. ~~Attends~~ Consults with committees ~~meetings and conferences~~ regarding health service and health curriculum.
11. Participates in in-service training programs when appropriate.
12. Maintains and updates students' vaccination records.
13. Performs such other duties and assumes such other responsibilities as may be required by the Superintendent of Schools.

### SERVICES OF THE SCHOOL NURSE - STATE REQUIREMENTS

1. Keeping health records
2. Certification of immunization, reporting of communicable diseases
3. Vision and hearing testing
- ~~4. T.B. testing personnel as directed by law~~
4. Certification

### SERVICES TO SCHOOL

1. Maintains up-to-date school health records on students
2. Gives Provides emergency emergent care to all personnel the RSU
3. Serves as a resource person for education programs
4. Inspects Assesses for communicable diseases
5. Identifies potential health problems in students
- ~~6. Resource Is a health information -students and teachers- resource~~
- ~~7. Participates in P.E.T. as required~~
- ~~8. Coordinates all nursing care - catheters, monitoring blood pressure, etc.~~
9. Monitorings communicable diseases
- ~~10. Offers immunizations in school~~
11. Serves as a resource for programs for that promotinge good health habits
12. Pre-school registration and follow-ups
13. Participates in workshops training for teachers as required needed
14. Completes reports for the state of Maine
15. Works with Public Health and Department of Human Services and other agencies as needed/when necessary.
16. Attends Board and PTO meetings as needed/when invited
- ~~17. Acts as a consultant regarding the management~~ Manages student medication
18. Provides healthcare to students with acute or chronic health problems
19. Conducts screenings and writes referrals for health services

20. Develops and monitors health plans for students
21. Coordinates and oversees school nurse clinical rotations during the school year.

FAMILY SERVICES

1. ~~Home visits~~
2. ~~Resource for~~ May make referrals to the student's PCP, ophthalmologist, audiologist etc.
3. Interprets screening results
4. Advises of community services available
5. Liaison for teacher and parent in health-related matters of students of students
6. Updates parents about their children's immunizations

EQUIPMENT USED: ~~A-V equipment, instructional (sometimes), medical (as appropriate, i.e.,~~  
Audiometer), BP cuff, ophthalmoscope, thermometer, pulse oximeters,  
scale, stadiometer, otoscope

WORKING CONDITIONS

Mental Aspects

implementing  
communicating  
consulting  
planning  
advising  
documenting  
presenting  
recording  
reporting  
inspecting (for communicable disease)

Physical Aspects

writing  
adjusting  
connecting  
lifting (maximum of 50 lbs.)

Environmental Conditions:

inside  
works alone/with individuals  
or with small groups

TERMS OF EMPLOYMENT: School year. Salary and work year to be established by the ~~MSAD #48~~ RSU 19 Board of Directors.

EVALUATION: Performance of this job will be evaluated annually in accordance with Board policy.

Note: This job description is subject to ongoing review and/or revisions.

**Adopted: By SAD 48 Board**  
**Revised: 01/18/00; 06/06/07;**

## **School Garden Coordinator - 2021-2022**

The Etna-Dixmont School is looking for a strong applicant to fill a Garden Coordinator position. The Garden Coordinator will be responsible for coordinating garden activities primarily at EDS but will collaborate with administration and staff at the Somerset Elementary School and the Sebec Valley Elementary School periodically throughout the year.

### **Essential Job Duties:**

Manage the EDS Farm to School garden site for production and educational purposes, working closely and regularly with administration, teachers and students to develop and lead experiential learning activities.

Recruit and work with community volunteers to help with garden maintenance particularly from May through October.

Deliver weekly hands-on lessons related to gardening, local food systems, healthy eating habits and farm ecology to third and fourth graders

Connect school garden stakeholders with needed resources and contacts through monthly check-ins, meetings and site visits

### **Knowledge of:**

- Organic garden practices
- Organizations that provide partnership and garden support (Maine Agriculture in the Classroom; MAITC; Maine Farm to School Network MFSN; Natural Resource Council of Maine NRCM, Maine Organic Farmers and Gardeners Association MOFGA; etc)
- Food safety, food preparation and food service practices

### **Skill in:**

- Effective verbal and written communication
- Establishing and maintaining effective working relationships with administration, school staff, families and representatives from community groups
- Volunteer coordination

- Developing curriculum and educational materials
- Identifying problems and opportunities and developing solutions
- Demonstrated ability to effectively engage and support students

**Minimum qualifications:**

- Direct experience working/teaching in a farm, school garden or similar setting preferred but any combination of experience and education that enables applicant to perform the essential job duties
- Be able to work in all weather conditions.
- Excellent public relations and communication skills: interpersonal, written and oral
- Ability to obtain CHCR