

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– FEBRUARY 9, 2022
FREEPORT HIGH SCHOOL - CAFETERIA
4:45 P.M. SPECIAL SESSION
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	____ Valeria Steverlynck
____ Elisabeth Munsen	____ Madelyn Vertenten
____ Dung Nguyen	____ Brady Grogan – Student Representative
	____ Piper Williams – Student Representative

3. Pledge of Allegiance:

4. Training: 4:45 p.m. - 6:15 p.m.
Reducing Bias in the Hiring Process - Lawrence Alexander
(This is a required training for the Board and members of the Community Search Committee for the next Superintendent of Schools. This portion of the meeting will not be live streamed)

5. Consideration of Minutes:
 - A. Consideration and approval of the Minutes of January 26, 2022 as presented barring any errors or omissions.

Motion: _____ 2nd : _____ Vote: _____

6. Adjustments to the Agenda:

7. Good News & Recognition:
 - A. Report from Board’s Student Representative (10 Minutes)

8. Public Comments: (10 Minutes)

9. Reports from Superintendent:
NA

10. Administrator Reports:
NA

11. Board Comments and Committee Reports:
NA

12. Policy Review:
NA

13. Unfinished Business:

A. Budget Review:

1. Budget Update – Cynthia Alexander (10 Minutes)
2. Instructional Support - Bonnie Violette (20 Minutes)
3. Pownal Elementary School – Lisa Demick (20 Minutes)
4. Morse Street School - Julie Nickerson (20 Minutes)
5. Durham Community School – Will Pidden (20 Minutes)

14. New Business:

NA

15. Personnel:

NA

16. Public Comments: (10 Minutes)

17. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, January 26, 2022 – 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 February 9, 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, Jennifer Galletta, Susana Hancock (arrived at 7:22 p.m.), Elisabeth Munsen, Dung Nguyen, Jill Piker, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten

MEMBERS ABSENT: There was no student representative in attendance.

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the minutes of January 12, 2022. (Steverlynck – Piker) (10 – 0)

5. ADJUSTMENTS TO THE AGENDA:

None

6. GOOD NEWS AND RECOGNITION:

A. Report from Board's Student Representative – No report

7. PUBLIC COMMENT:

Lynn Shea, Freeport
Heather Roy, Durham

8. REPORTS FROM SUPERINTENDENT:

A. Items for Information

1. District Happenings

Retirement: Susan Simmons, MLS Ed Tech

9. ADMINISTRATOR REPORTS:

A. Finance - Peggy Brown

B. District Scorecard- Cynthia Alexander & Administrators

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Board Information Exchange and Agenda Requests:

1. Michelle Ritcheson provided an update on the superintendent search. Michelle also asked members for their availability for 2nd round interviews on March 10th or March 8th.
2. Maura Pillsbury reported we are in legislative session and the MSBA legislative committee meets weekly to go over bills. If Board members would like to know MSBA's position on a bill, Maura can find out more information.

Maura also noted members should have received an email from MSBA on infographics and information around intellectual freedom from Educate Maine.

3. Valy Steverlynck asked Superintendent Foley how her letter about the Freeport racial incident will be shared with the community.

B. Finance Committee

C. Policy Committee

11. POLICY REVIEW:

- A. **VOTED:** To approve 1st Read of policy GBCC - Employee Use of Cell Phones.
(Steverlynck – Munsen) (11 – 0)

12. UNFINISHED BUSINESS:

None

13. NEW BUSINESS:

- A. **VOTED:** To approve 1st Read of the 2022-2023 School Calendar.
(Hancock – Galletta) (11 – 0)

B. Presentation of Superintendent's 2022-2023 Recommended Budget.

14. PERSONNEL:

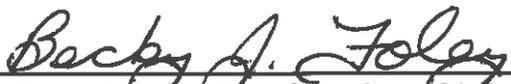
- A. **VOTED:** To employ Cole Phillips as a .5 English Teacher/.5 RTI Teacher at Freeport High School for the 2021-2022 school year (one year position). (Hancock – Cheney) (11 – 0)

15. PUBLIC COMMENT:

None

16. ADJOURNMENT:

- VOTED:** To adjourn at 9:03 p.m. (Munsen – Vertenten) (11 – 0)


Becky J. Foley, Superintendent of Schools

FY 2023 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

Building/Program: Department of Instructional Support

What key issues and priorities are you trying to address in your proposed budget? (Administrators identified the following three focus areas: maintain class sizes, increased student support, and maintaining adequate staffing)

Increased student support to provide early intervention services to students with disabilities in pre-K; and increased support for English Language Learners.

How do these priorities align with the district's four strategic objectives?

Strategic Goal 2: All RSU 5 students regularly engage in meaningful student centered learning.*

Objective 2.1 Review, research, and explore options for the implementation of student centered instructional practices.

Objective 2.3 Provide strong support for professional practices that foster collaboration and staff voice, and strengthen instruction to meet the needs of all learners.

FY 2023 Projected Enrollment / Class Size Ratio by Grade

Year	ELL Students	Teachers of ELL Students
FY 2021	5	.5
FY 2022	28	.5
FY 2023	45	1.5

Staffing Adjustments to Budget in FY 22	Staffing Adjustments to Budget in FY 23
None	Special Ed Teacher Pre-K .4FTE \$34,800. Speech Therapist Pre-K .4FTE 34,800. Occup. Therapist Pre-K .4 FTE 34,800. Total: \$104,400. ELL Teacher 1 FTE \$87,000.

Other significant FY 23 requests in budget and need (Supplies, Equipment, etc).

None

FY 2023 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

Building/Program: Pownal Elementary School

What key issues and priorities are you trying to address in your proposed budget?
(Administrators identified the following three focus areas: maintain class sizes, increased student support, and maintaining adequate staffing)

The request for Pownal Elementary is to increase student support. This request is to meet several needs across the three schools.

- We are experiencing an increased number of children starting school who have Individual Education Plans (IEP). Child Development Services (CDS) are responsible for these IEPs, but have been increasingly inconsistent in providing services due to their staffing shortages.
- Students who have not attended our prekindergarten are entering our system in kindergarten with developmental needs that have not been addressed.
- After a child turns five, they no longer can qualify for specially designed instruction under the category of developmental delay. The need for services still exists and the student requires intense early intervention before a special education referral is appropriate. These positions are designed to ensure that this gap in services is addressed.
- Universal prekindergarten gives us the opportunity to identify learning and behavioral gaps early in a student's school career and intervene to maximize opportunities for success.
- Challenges of testing requirements at this young age for qualifying a student for special education increases the likelihood that a few students who need intensive behavioral support are not receiving them. Specialized training increases the opportunity for early intervention to impact success.
- There is the potential for reimbursement from CDS for costs associated with RSU 5 providing instruction for IEP requirements.

The request is as follows:

- To create an district wide early Intervention team to service PK/K
 - Occupational therapist - \$87,000
 - Sped teacher - \$87,000
 - Speech pathologist - \$87,000
 -
- 60% would be charged to regular Instruction for a cost of \$156,600
 - MSS: \$78,300
 - DCS: \$62,640
 - PES: \$15,660
- 40% would be charged to Instructional support for a cost of \$104,400

How do these priorities align with the district’s four strategic objectives?

This intervention team aligns with Strategic Goal 2:

- All RSU 5 students regularly engage in meaningful student centered learning.
- Specifically Objective 2.1:
 - Review, research, and explore options for the implementation of student centered instructional practices.

FY 2023 Projected Enrollment / Class Size Ratio by Grade

Grade	Students	Teachers	Class Size
PreK	16	.5	16
Kindergarten	14	1	14
First Grade	20	1	20
Second Grade	15	1	15
Third Grade	16	1	16
Fourth Grade	16	1	16
Fifth Grade	14	1	14
Total	111	6.5	

Staffing Adjustments to Budget in FY 22	Staffing Adjustments to Budget in FY 23
.2 additional math RTI support	.1 of District Early Intervention Team: Cost of \$15,660

Other significant FY 23 requests in budget and need (Supplies, Equipment, etc).

None

FY 2023 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**Building/Program: Morse Street School**

What key issues and priorities are you trying to address in your proposed budget?
(Administrators identified the following three focus areas: maintain class sizes, increased student support, and maintaining adequate staffing)

The drafted budget includes the request for an Early Intervention Team (Special Education teacher, Speech Therapist and Occupational Therapist) that will increase student support for our PK/K students - district wide -

This request is to meet several needs across the three schools.

- We are experiencing an increased number of children starting school who have IEPs Child Development Services (CDS) are responsible for these IEP's but have been increasingly inconsistent in providing services due to their lack of staffing.
- Students who have not attended our prekindergarten are entering our system in kindergarten with developmental needs that have not been addressed.
- After a child turns 5 they no longer can qualify for specially designed instruction under the category of developmental delay. The need for services still exists and the student requires intense early intervention before a special education referral is appropriate. These positions are designed to ensure that this gap in services is addressed.
- Universal prekindergarten gives us the opportunity to identify learning and behavioral gaps early in a student's school career and intervene to maximize opportunities for success.
- Challenges of testing requirements at this young age for qualifying a student for special education increases the likelihood that a few students will need intensive behavioral support. Specialized training increases the opportunity for early intervention to impact success.
- There is the potential for reimbursement from CDS for costs associated with RSU 5 providing instruction for IEP requirements.

The request is as follows:

- **To create an district wide early intervention team to service PK/K**
 - **Occupational therapist - \$87,000**
 - **Sped teacher - \$87,000**
 - **Speech pathologist - \$87,000**
- **60% would be charged to regular Instruction for a cost of \$156,600**
 - **MSS: \$78,300**
 - **DCS: \$62,640**
 - **PES: \$15,660**
- **40% would be charged to Instructional support for a cost of \$104,400**

How do these priorities align with the district’s four strategic objectives?

This request supports strategic goal 2, ensuring that students engage regularly in meaningful student centered learning. Our youngest learners need the best possible chance of success, having their social/emotional and developmental needs addressed using a consistent and reliable team approach will help our PK/K students be better prepared for learning.

FY 2023 Projected Enrollment / Class Size Ratio by Grade

Grade	Students	Teachers	Class Size
PK	64	2	(16, 16, 16, 16)
K	76	5	(15 -16)
1	82	5	(16-17)
2	88	5	(17-18)
Total		17	

Staffing Adjustments to Budget in FY 22	Staffing Adjustments to Budget in FY 23
<p>Additional Grade 2 Teacher</p> <p>Additional Stipend for Community Helpers (Civil Rights)</p>	<p>.5 of District Early Intervention Team: \$78,300</p> <p>Increase Office Secretary by 3 hours/week (from 15 to 18) to ensure adequate office support daily. - \$3,469</p> <p>Additional six work days for administrative secretary to support summer and school break work (enrollment of new students, ordering materials, preparation for opening of school, etc.) \$1225</p>

Other significant FY 23 requests in budget and need (Supplies, Equipment, etc).

FY 2023 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**Building/Program: Durham Community School**

What key issues and priorities are you trying to address in your proposed budget?
(Administrators identified the following three focus areas: maintain class sizes, increased student support, and maintaining adequate staffing)

These requests maintain class sizes, increase student support, and maintain adequate staffing.

How do these priorities align with the district's four strategic objectives?

Our student population is anticipated to be 466 which is similar to the current year. The school has slowly grown over the past five years from 420 students to 466, which is a 10% increase. Some of this is due to the addition of a third Pre-K section and some is across the grade level increases. Over this period we have gone from having 5 of 10 grades in three sections to now having 8 of 10 grades in three sections.

1st Grade Teacher - (maintain class size) - \$87,000

Increase of one teaching position in 1st grade. This will not increase the total number of staff at DCS but one position was paid for from grant money this year.

Ed Tech III - (maintaining adequate staffing) - \$37,000

With the inability to have sufficient coverage on a daily basis from substitute teachers we have the need to have a person on staff who can cover when needed. When this person is not needed to cover staff, they will provide student support to improve student achievement.

District wide Early Intervention Team to Service PK/K

- **Occupational Therapist: \$87,000**
- **Sped Teacher: \$87,000**
- **Speech Pathologist: \$87,000**
-
- **60% would be charged to regular instruction for a cost of \$156,600**
 - **DCS: \$62,640**
 - **PES: \$15,660**
 - **MSS: \$78,300**
- **40% would be charged to instructional support for a cost of \$104,400**

Further rationale:

We are experiencing an increased number of children starting school who have Individual Education Plans (IEP). Child Development Services (CDS) are responsible for these IEPs, but have been increasingly inconsistent in providing services due to their staffing shortages.

- **Students who have not attended our prekindergarten are entering our system in kindergarten with developmental needs that have not been addressed.**

- After a child turns five, they no longer can qualify for specially designed instruction under the category of developmental delay. The need for services still exists and the student requires intense early intervention before a special education referral is appropriate. These positions are designed to ensure that this gap in services is addressed.
- Universal prekindergarten gives us the opportunity to identify learning and behavioral gaps early in a student's school career and intervene to maximize opportunities for success.
- Challenges of testing requirements at this young age for qualifying a student for special education increases the likelihood that a few students who need intensive behavioral support are not receiving them. Specialized training increases the opportunity for early intervention to impact success.
- There is the potential for reimbursement from CDS for costs associated with RSU 5 providing instruction for IEP requirements.

Guidance - (increased student support) - \$840

1.5 days per guidance counselor to prepare during the summer for new students through file reviews, hosting school visits, and parent contacts.

Two Additional Technology Integrator Roles -(increased student support)- 2@ \$1272 = \$2544

We currently have one technology stipend at the 6-8 level to support MLTI. We would like to add a role in 3-5 for chrome books and in K-2 for i-pads to leverage the learning opportunities the devices offer.

Three Additional Leadership Positions - 3@ \$2355 = \$7065

This is to align with the school goal for next year focused on grade level data and would provide for a grade level member in grades 1-6. Pre-K and 7-8 would still be one person.

Yoga Club Stipend - (increased student support) - (anticipated \$1272 needs to go through the stipend committee). We piloted this club this year and it was very successful and popular with students. This will be offered to K-8 students in different sessions.

Library - Additional Book Money \$1500 - (increased student support)

Additional book money to offset the range of grade levels being covered. While the formula is per student, it does not represent the range of books we need to purchase to meet the needs of ten different grade levels. There is less cross over in interest levels than can be achieved in a school with fewer grades to cover.

FY 2023 Projected Enrollment / Class Size Ratio by Grade

Grade	Students	Teachers	Class Size
PK	48	1.5	16,16,16
K	44	3	15,15,14
1	48	3	16,16,16

2	46	3	15,15,16
3	50	3	17,17,16
4	54	3	18,18,18
5	48	3	16,16,16
6	38	2	19,19
7	47	3	16,16,15
8	46	2	23
Total	469	26.5	

<p>Staffing Adjustments to Budget in FY 22</p> <p>0.5 Guidance(moved from grant funds to local)</p> <p>Civil Rights Team stipends (2)</p> <p>Increase administrative assistant hours</p> <p>0.5 RTI literacy (aligned with a 0.5 Ed Tech reduction)</p>	<p>Staffing Adjustments to Budget in FY 23</p> <p>One teacher (this is a position funded by Federal funds this year, switching to local funds) - \$87,000</p> <p>Early intervention team - 0.4 - \$62,640</p> <p>Yoga club stipend - \$1272</p> <p>3 leadership team stipends (grades 1,3,5) - \$7065</p> <p>2 technology integrator stipends (K-2; 3-5) - \$2544</p> <p>Ed Tech III - to support staff shortages - \$37,000</p> <p>Add 3 days of guidance work for summer work: \$840</p>
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Other significant FY 23 requests in budget and need (Supplies, Equipment, etc).