

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS**  
**WEDNESDAY– SEPTEMBER 29, 2021**  
**FREEPORT HIGH SCHOOL - LIBRARY**  
**6:30 P.M. REGULAR SESSION**  
**AGENDA**

1. Call to Order:

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

2. Attendance:

\_\_\_ Jeremy Clough  
\_\_\_ Candace deCsipkes  
\_\_\_ Lindsey Furtney  
\_\_\_ Jennifer Galletta  
\_\_\_ Susana Hancock  
\_\_\_ Elisabeth Munsen

\_\_\_ Jill Piker  
\_\_\_ Maura Pillsbury  
\_\_\_ Michelle Ritcheson  
\_\_\_ Valeria Steverlynck  
\_\_\_ Madelyn Vertenten  
\_\_\_ Brady Grogan – Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

A. Consideration and approval of the Minutes of September 15, 2021 as presented barring any errors or omissions.

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

5. Adjustments to the Agenda:

6. Good News & Recognition:

A. Report from Board's Student Representative (10 Minutes)

B. Good News from Morse Street School – Julie Nickerson (10 Minutes)

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (10 Minutes)

A. Items for Information

1. District Happenings
2. Resignations: Kelli Hanson - MSS Ed Tech
3. September 2021 Student Enrollments
4. MSMA Fall Conference

9. Administrator Reports:

A. Finance - Rick Kusturin (5 Minutes)

B. Morse Street School Goal Review - Julie Nickerson (20 Minutes)

10. Board Comments and Committee Reports:

A. Board Information Exchange and Agenda Requests (10 Minutes)

B. Policy Committee (5 Minutes)

- 11. Policy Review: (15 Minutes)
  - A. Consideration and approval of 1<sup>st</sup> Read of the following Policies.
    - 1. BED - Remote Participation in School Board Meetings
    - 2. BEDH - Public Participation at Board Meetings
    - 3. JLCB - Immunization of Students
    - 4. JLCC - Communicable/Infectious Diseases

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

- 12. Unfinished Business: (45 Minutes)
  - A. RSU5 Enrollment Projections and Demographic Enhancement by NESDEC
- 13. New Business: (10 Minutes)
  - A. Discussion on 2021-2022 Calendar and Snow Days
- 14. Personnel:  
NA
- 15. Public Comments: (10 Minutes)
- 16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting  
Wednesday, September 15, 2021 – 6:30 p.m.  
Freeport High School - Library  
Meeting Minutes**

Item # 4.A.

(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 September 29, 2021 meeting).

**1. CALLED TO ORDER:**

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

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

**MEMBERS ABSENT:** None

**3. PLEDGE OF ALLEGIANCE:**

**4. CONSIDERATION OF MINUTES:**

**A. VOTED:** To approve the minutes of June 9, 2021 and August 25, 2021.

(Hancock – Vertenten) (11 – 0). The student representative voted with the majority

**5. ADJUSTMENTS TO THE AGENDA:**

Move Item #'s 13 A. & B. before Item #12.

**6. GOOD NEWS AND RECOGNITION:**

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

**7. PUBLIC COMMENT:**

None

**8. REPORTS FROM SUPERINTENDENT:**

A. Items for information

1. Opening of School
2. Summer Resignations/Retirements/Professional Staff Hires
3. Board of Directors Member Code of Ethics Annual Acknowledgement

**9. ADMINISTRATOR REPORTS:**

None

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

None

**11. POLICY REVIEW:**

None

Item #'s 13 A.& B. were moved prior to Item #12

**13. NEW BUSINESS:**

MLTI

**A. VOTED:** To authorize and approve the execution and delivery of a master lease purchase agreement; and approving the execution and delivery of Schedule No. 1 of the master lease purchase agreement as attached. (Pillsbury – Steverlynck) (11 – 0) The student representative voted with the majority.

**B. VOTED:** To authorize and approve the execution and delivery of a master lease purchase agreement; and approving the execution and delivery of Schedule No. 2 of the master lease purchase agreement as attached. (Hancock – Vertenten) (11 – 0) The student representative voted with the majority.

**12. UNFINISHED BUSINESS:**

A. Board's Workplan for 2021-2022

**B. VOTED:** To approve the RSU5 District Goals for 2021-2022 (Hancock – Furtney) (11 – 0) The student representative voted with the majority.

**13. NEW BUSINESS:**

C. FY23 Budget Timeline

**D. VOTED:** To appoint Jill Piker as delegate and Maura Pillsbury as alternate to the Maine School Boards Association Annual Delegate Assembly at the Annual Fall Conference. (Galletta – Furtney) (11 – 0) The student representative voted with the majority.

E. Discussion of the MSBA 2021 Proposed Resolutions.

**14. PERSONNEL:**

None

**15. PUBLIC COMMENT:**

None

**16. EXECUTIVE SESSION:**

**VOTED:** To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent's evaluation. (Munsen – Hancock) (11 – 0) The student representative voted with the majority.

Time In: 9:09 p.m.

Time Out: 9:33 p.m.

**17. ACTION AS A RESULT OF EXECUTIVE SESSION:**

None

**18. ADJOURNMENT:**

**VOTED:** To adjourn at 9:33 p.m. (Vertenten – Munsen) (11 – 0)

  
Becky J. Foley, Superintendent of Schools

Item #8.A.3.

**Student Enrollments  
September 2021**

	<b>September 2020</b>	<b>Projected 2021 (from Budget Documents)</b>	<b>September 2021</b>
<b>Freeport High School</b>	<b>606</b>	<b>610</b>	<b>602</b>
<b>Freeport Middle School</b>	<b>314</b>	<b>302</b>	<b>295</b>
<b>Mast Landing School</b>	<b>213</b>	<b>227</b>	<b>235</b>
<b>Morse Street School</b>	<b>284</b>	<b>333</b>	<b>300</b>
<b>Pownal Elementary School</b>	<b>104</b>	<b>110</b>	<b>108</b>
<b>Durham Community School</b>	<b>433</b>	<b>457</b>	<b>462</b>
<b>Grand Total</b>	<b>1954</b>	<b>2039</b>	<b>2002</b>

**September 2021**

	<b>Morse Street School</b>	<b>Pownal Elementary School</b>	<b>Mast Landing School</b>	<b>Durham Community School</b>	<b>FMS</b>	<b>FHS</b>
<b>PK</b>	53 (4 sessions) 2 Teachers (12-11-16-12)	11 (1 session) .5 Teacher (11)		34 (3 sessions) 1.5 Teachers (11-12)		
<b>K</b>	74 5 Teachers (14-15)	20 1 Teacher (20)		48 3 Teachers (16)		
<b>1</b>	86 5 Teachers (17-18)	15 1 Teacher (15)		44 2 Teachers (22)		
<b>2</b>	87 5 Teachers (17-18)	16 1 Teacher (16)		50 3 Teachers (16 - 17)		
<b>3</b>		16 1 Teacher (16)	81 4 Teachers (20-21)	57 3 Teachers (19)		
<b>4</b>		14 1 Teacher (14)	75 4 Teachers (18-19)	48 3 Teachers (16)		
<b>5</b>		16 1 Teacher (16)	79 4 Teachers (19-20)	38 2 Teachers (19)		
<b>6</b>				47 3 Teachers (15-16)	91 5.33 Teachers (16-20)	
<b>7</b>				46 3 Teachers (15-16)	100 5.33 Teachers (18-21)	
<b>8</b>				50 3 Teachers (16-17)	104 5.33 Teachers (18-22)	
<b>9</b>						134
<b>10</b>						166
<b>11</b>						141
<b>12</b>						161
<b>Total</b>	<b>300</b>	<b>108</b>	<b>235</b>	<b>462</b>	<b>295</b>	<b>602</b>

SAVE THE DATE!



## MSMA's 48th Annual Fall Conference

**Today's Vision: Tomorrow's Reality**

October 28 & 29, 2021— Virtual

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*40+ clinics offering a range of topics covering board leadership, school law, innovative practices, negotiations, policy issues, and more.*

### Vendors

*Visit the virtual booths to learn more about their products, sign up for door prizes, etc.*

### Contests

*Participate in our virtual games for a chance to win a L.L. Bean or Amazon gift card! Join Passport, Leaderboard, Photo, and Caption contests during the event for your chance to win a prize!*

### Thursday Keynote Speaker

#### George Couros

Innovative Teaching, Learning, Leadership  
Consultant, Speaker and Author



**Keynote:**  
The Innovator's Mindset  
Thursday, October 28, 2021  
at 9:00 a.m.

George is a worldwide leader in the area of innovation, yet his focus is always on the development of leadership and people and what is best for learners. His belief that meaningful change happens when you first connect to people's hearts, is modeled in his writing and speaking.

George will discuss the idea and characteristics of "The Innovator's Mindset" (as discussed in the book of the same title) and share persuasive examples on why this is so crucial for all educators. George's presentations are known to be emotional, humorous, all while pushing your thinking, and will connect to your heart first, in a way that will last with you long after this keynote.

Item # 8.A.4.

Let Ginny Know by October 4, 2021

If you would like her to Register you for the Conference

## RSU No. 5

## Warrant Articles For the Period 08/01/2021 through 08/31/2021

Fiscal Year: 2021-2022

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
<b>INCOME</b>							
GENERAL FUND REVENUES							
REQUIRED LOCAL FUNDS (-)	\$19,038,605.00	\$0.00	\$1,864,710.97	\$17,173,894.03	\$0.00	\$17,173,894.03	90.2%
ADDITIONAL LOCAL FUNDS (-)	\$9,454,550.13	\$0.00	\$512,893.83	\$8,941,656.30	\$0.00	\$8,941,656.30	94.6%
ADDLN SHARED REVENUE (-)	\$98,835.00	\$0.00	\$0.00	\$98,835.00	\$0.00	\$98,835.00	100.0%
INTEREST REVENUE (-)	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.0%
STATE REVENUES (-)	\$6,249,855.76	\$2,584.91	\$466,760.26	\$5,783,095.50	\$0.00	\$5,783,095.50	92.5%
MISC REVENUES (-)	\$31,018.00	\$0.00	\$0.00	\$31,018.00	\$0.00	\$31,018.00	100.0%
FUND BALANCE (-)	\$700,000.00	\$0.00	\$0.00	\$700,000.00	\$0.00	\$700,000.00	100.0%
Sub-total : GENERAL FUND REVENUES	(\$35,602,863.89)	(\$2,584.91)	(\$2,844,365.06)	(\$32,758,498.83)	\$0.00	(\$32,758,498.83)	92.0%
<b>Total : INCOME</b>	(\$35,602,863.89)	(\$2,584.91)	(\$2,844,365.06)	(\$32,758,498.83)	\$0.00	(\$32,758,498.83)	92.0%
<b>EXPENSES</b>							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$15,697,006.02	\$26,821.80	\$90,129.13	\$15,606,876.89	\$13,945,031.29	\$1,661,845.60	10.6%
ARTICLE 2 SPECIAL EDUCATION (+)	\$4,781,322.85	\$31,380.67	\$72,551.05	\$4,708,771.80	\$4,396,614.03	\$312,157.77	6.5%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$142,979.00	\$35,744.76	\$35,744.76	\$107,234.24	\$107,234.28	(\$0.04)	0.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$902,450.58	\$16,469.39	\$27,268.29	\$875,182.29	\$239,464.77	\$635,717.52	70.4%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$3,458,441.14	\$101,553.61	\$188,996.97	\$3,269,444.17	\$2,751,036.34	\$518,407.83	15.0%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,067,818.68	\$100,108.76	\$184,551.82	\$883,266.86	\$548,991.55	\$334,275.31	31.3%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$1,767,262.80	\$104,665.97	\$213,574.95	\$1,553,687.85	\$1,537,606.05	\$16,081.80	0.9%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$1,187,344.61	\$60,086.34	\$88,326.87	\$1,099,017.74	\$810,396.23	\$288,621.51	24.3%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,094,643.99	\$310,135.15	\$479,177.31	\$4,615,466.68	\$1,808,538.02	\$2,806,928.66	55.1%
ARTICLE 10 - DEBT SERVICE & OTHER COMMITMENTS (+)	\$1,208,949.22	\$0.00	\$0.00	\$1,208,949.22	\$0.00	\$1,208,949.22	100.0%
ARTICLE 11 - ALL OTHER EXPENDITURES (+)	\$294,645.00	\$0.00	\$0.00	\$294,645.00	\$0.00	\$294,645.00	100.0%

Operating Statement with Encumbrance

## RSU No. 5

### Warrant Articles For the Period 08/01/2021 through 08/31/2021

Fiscal Year: 2021-2022

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
Sub-total : GENERAL FUND EXPENSES	\$35,602,863.89	\$786,966.45	\$1,380,321.15	\$34,222,542.74	\$26,144,912.56	\$8,077,630.18	22.7%
<b>Total : EXPENSES</b>	<b>\$35,602,863.89</b>	<b>\$786,966.45</b>	<b>\$1,380,321.15</b>	<b>\$34,222,542.74</b>	<b>\$26,144,912.56</b>	<b>\$8,077,630.18</b>	<b>22.7%</b>
<b>NET ADDITION(DEFICIT)</b>	<b>\$0.00</b>	<b>\$784,381.54</b>	<b>(\$1,464,043.91)</b>	<b>\$1,464,043.91</b>	<b>\$26,144,912.56</b>	<b>(\$24,680,868.65)</b>	<b>0.0%</b>

End of Report

Operating Statement with Encumbrance



Morse Street School Goals 2020-2021

Goal Worksheet				
School: Morse Street School				
School Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b>RSU5 Strategic Goal 2:</b> All RSU5 students regularly engage in meaningful student centered learning.</p> <p><b>MSS Goal 1:</b> By May/June 2021 at least 75% of students K-2 will make expected growth as measured by the F &amp; P Reading Assessment.</p> <p>June 2018 - 55% June 2019 - 65% June 2020 - June 2021 - 75% (Goal)</p> <p>100% of students K-2 will make expected growth as measured by the Math SLO Assessment.</p> <p><b>Baseline:</b> <b>Reading</b> F &amp; P spring 2017 47% (96/205) students met or exceeded expected growth targets.</p> <p>F &amp; P spring 2018 56% (119/212) students met or exceeded expected growth targets</p> <p>F &amp; P spring 2019</p>	<ul style="list-style-type: none"> <li>TC Staff Developer and Literacy Strategist will provide targeted professional development in text band characteristics, reciprocity of reading and writing, and comprehension strands to ensure that all students are able to provide higher level responses to demonstrate comprehension of text and the connection with becoming stronger writers. (Susan Dee)</li> <li>All teachers K-2 will receive Student Centered Coaching Cycles to improve instruction in data driven identified areas of need. (Classroom Teachers and Literacy Strategist)</li> <li>Implement Units of Study in phonics in Grade 1 (year 2) and Grade 2 (Year 1).</li> <li>Literacy and Math Strategists continue to support differentiated small group work and increased student discourse with embedded PD in their content area. (Susan Dee and Talya Edlund)</li> <li>Use assessment data to focus differentiated small group instruction and individual conferences in both reading and math. (Classroom Teachers)</li> <li>Grade level teams collaborate and analyze student work using protocols focused around goals and next steps for learning in both reading and math. (Grade Level Teams)</li> </ul>		<p>Ongoing 2019-2020 We had virtual visits from our TC staff developer that focused on the reciprocity of reading and writing</p> <p>Ongoing 2020-2021 Some but not all teachers were involved in a student centred coaching cycle - they will this coming year though</p> <p>This was completed</p> <p>Ongoing 2020-2021 Due to the pandemic and the commitment to give all PD time back to the teachers - this did not happen</p> <p>Small groups were a focus for instruction as we were hybrid</p> <p>Ongoing 2020-2021 This happened in some teams but not all depending on where people were in</p>	<p>F &amp; P Reading Assessment</p> <p><b>June 2021 - K-2 59% (Hybrid):</b></p> <p>Growth K - 48/79 - 60% 1 - 48/75 - 64% 2 - 32/62 - 51%</p> <p>Benchmark K - 54/79 - 68% 1 - 41/75 - 55% 2 - 21/62 - 34%</p> <p><b>Math Assessments</b> SLO - was not administered</p> <p>Acadience Math (DIBELS) Met or exceeded Benchmark K - not all data collected 1 - 26/78 - 33% 2 - 26/61 - 42%</p> <p>NWEA (Grade 2 only) 31/58 - 53% average or higher</p>

<p>67% (149/222) students met or exceeded expected growth targets</p> <p><b>Math</b> SLO spring 2017 93% (190/205) students met or exceeded expected growth targets.</p> <p>SLO spring 2018 96% (204/212) students met or exceeded expected growth targets.</p> <p>SLO spring 2019 99% (224/226) students met or exceeded expected growth targets</p> <p>NWEA math achievement data: 2017 77.3% students average or above 2018 79.2% students average or above 2019 74% students average or above</p>	<ul style="list-style-type: none"> <li>● Grade level teams use four high leverage practices to improve student achievement: Plan Instruction, Practice Teaching, Study Student Work and Discuss Own Reading/Writing.</li> <li>● Conduct peer observations with a focus on student learning to provide support and insight to improve instruction. (All Teachers)</li> <li>● Provide PD to Pre-K teachers in early literacy practices that improve foundational skills in reading, writing and ways to embed literacy and language development in play.</li> <li>● All Pre-k teachers participate in a coaching cycle driven by a chosen area of need to improve practice.</li> </ul>	<p>handling planning around the hybrid schedule</p> <p>Ongoing 2020-2021 This did not happen due to pandemic</p> <p>Ongoing 2020-2021 This happened during remote PLC sessions with the district wide Pre-k team and continues to be ongoing work</p> <p>Ongoing 2020-2021 Pre-k coaching cycle did not happen</p>	<p>Pre-K Observational Assessment Tool</p> <p>MELDS Standards: Early Language and Literacy: 39/45 - 77% met or exceeded the standard</p> <p>Raising Standards for Literature 40/45 - 89% met or exceeded the standard</p> <p>Math 34/45 - 75% met or exceeded the standard</p> <p>Pre-K Phonics Assessment Data</p>
<p><b>RSU5 Strategic Goal 1:</b> All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p><b>MSS Goal 2:</b> By May/June 2021, implement a data</p>	<ul style="list-style-type: none"> <li>● Utilize SSBD (Systematic Screener for Behavioral Disorders) screening tool to identify vulnerable</li> </ul>	<p>Ongoing 2020-2021</p>	<p>Collect and analyze Data collected from SSBD</p>

<p>informed RTI-B process for supporting students with social-emotional needs, and collect baseline data to monitor the effectiveness of the system.</p>	<p>students early, and provide targeted intervention. (whole school team)</p> <ul style="list-style-type: none"> <li>● Grade level teams use PLC to collaborate over student social-emotional needs and suggested intervention. plans (Grade Level Teams)</li> <li>● Grade level teams, together with SAT members, collaborate and analyze student data to ensure students are being Identified for intervention. (Grade Level Teams)</li> <li>● Grade level teams collaborate and analyze student data using protocols. (Grade Level Teams)</li> <li>● Implement Tier 1 intervention plans and progress monitor to determine next steps for each student. (Classroom Teachers)</li> <li>● Implement Tier 2 Positive Behavior Support Plans (PBSP) and monitor to determine next steps for each student. (Cindy Kivler and Classroom Teacher)</li> </ul>		<p>Completed by our SAT team. Tool used to identify goals for small group work with students.</p> <p>Data collected from PBSPs (Positive Behavior Support Plans)</p> <p>Individual plans are monitored by the team, and adjusted based on the data collected</p> <p>9 students being supported under RTI-B -</p> <p>2 needed 1:1 support to monitor safety</p>
<p><b>RSU5 Strategic Goal 1:</b> All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p><b>MSS Goal 3:</b> By May/June 2021, identify a pathway of sustainable practice for diversity, inclusion, and equity.</p>	<ul style="list-style-type: none"> <li>● Partner with MLS to form a focus group to spearhead this work across both schools.</li> <li>● Principals of both schools participate in Maine's Cultural Competence Institute.</li> <li>● Develop an action plan based on the findings of the district audit.</li> <li>● Continue work on classroom libraries to ensure books are relevant, engaging and reflect diversity.</li> </ul>	<p>September 2020</p> <p>Yearlong 2020-21</p> <p>December 2020</p> <p>Ongoing 2020-21</p>	<p>Action plan created and action steps started</p> <p>The group met multiple times and participated in a book study as well as other training.</p> <p><b>Learnings:</b></p> <ul style="list-style-type: none"> <li>● Equity and inclusion work exists throughout all that we do in classrooms</li> </ul>

	<ul style="list-style-type: none"> <li>● Deepen knowledge of social justice through the partnership with Teacher's College and Center for Responsive Schools.</li> </ul>	Ongoing 2020-21	<p>and our school community</p> <ul style="list-style-type: none"> <li>● Our social studies curriculum needs revision</li> <li>● Continue our RC work and strengthen practices to support equity, diversity and inclusion</li> <li>● Question our own bias and how it shows up in decision making</li> </ul>
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## Morse Street School Goals 2021-2022

Goal Worksheet				
<b>School: Morse Street School</b>				
School Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b>RSU5 Strategic Goal 2:</b> All RSU5 students regularly engage in meaningful student centered learning.</p> <p><b>MSS Goal 1 (Part 1):</b> By May/June 2022 at least 75% of students K-2 will make expected growth as measured by the F &amp; P Reading Assessment.</p> <p><b>MSS Goal 1 (Part 2):</b> By May/June 2022 at least 75% of students K-2 will meet benchmark as measured by Acadience Math assessment</p> <p><b>MSS Goal 1 (Part 3):</b> By May/June 2022 at least 75% of students in Grade 2 will score average or above on the NWEA math assessment</p>	<ul style="list-style-type: none"> <li>Reading teaching staff Book study <u>Shifting the Balance</u>. Literacy strategist will lead staff through PD related to the six shifts of reading instruction.</li> <li>TC Staff Developer and Literacy Strategist will provide targeted professional development in identified areas of need.</li> <li>All teachers K-2 will participate in team based coaching cycles to improve instruction on data driven areas of need.</li> <li>Use assessment data to focus differentiated small group instruction and individual student conferences in literacy and math</li> <li>Provide RTI support outside of the school day for some students</li> <li>Focus PD for Pk - 2 on number sense including the instructional practice of counting collections and choral counting.</li> <li>Utilize new assessment tools for progress monitoring in literacy and math</li> </ul>		<p>September to December 2021</p> <p>October 2021 to May 2022</p> <p>September 2021 to May 2022</p> <p>On going</p> <p>September 2021 to May 2022</p> <p>Starting September 2021</p>	<p><b>Baseline data</b> <b>Reading:</b> <b>F &amp; P Benchmark</b> <b>2019</b> 67% (149/222) students met or exceeded expected growth targets</p> <p><b>2021</b> 59% (128/216) students met or exceeded expected growth targets</p> <p><b>2022</b></p> <p><b>Math:</b> <b>Acadience -Math</b> <b>2021</b> 37% (52/139) Grade 1 &amp; 2 met expected benchmark</p> <p><b>2022</b></p> <p><b>NWEA Math</b> <b>2019</b> 74% Grade 2 students average or above</p> <p><b>2021</b> 53% Grade 2 students average or above</p> <p><b>2022</b></p>

<p><b>RSU5 Strategic Goal 1:</b> All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p><b>MSS Goal 2:</b> By May/June 2021, revisit and strengthen responsive classroom practices to ensure continued strong Tier 1 social emotional instruction and support</p>	<ul style="list-style-type: none"> <li>● 11 Staff participate in Advanced Response Classroom Training</li> <li>● 10 new staff participate in The four day Responsive Classroom training</li> <li>● Revisit common practices and reinforce the importance through classroom observations and providing feedback</li> </ul>	<p>June 2021</p> <p>August 2021</p> <p>On going</p>	<p>Observational Feedback</p>
<p><b>RSU5 Strategic Goal 1:</b> All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p><b>MSS Goal 3:</b> By May/June 2021, increase awareness of and implement equity, diversion and inclusion practices in our classrooms and throughout the school.</p>	<ul style="list-style-type: none"> <li>● Professional Development on Identity work to open school</li> <li>● Create a Community Survey - to get more information to better understand family values, traditions and needs.</li> <li>● Whole staff book study <u>Start Here Start Now: A Guide to Antibias and Antiracist work In your school community</u></li> <li>● All staff Unit Planning with a lens for equity</li> <li>● District review of Social Studies Curriculum: <ul style="list-style-type: none"> <li>○ Rewrite Grade 2 Social studies unit replacing colonial history with Wabanaki Studies.</li> </ul> </li> <li>● Comprehensive school guidance curriculum for all students PK-5 that aligns with ASCA and Social Justice standards</li> </ul>	<p>August 2021</p> <p>September 2021</p> <p>October 2021 to January 2022</p> <p>Summer 2021</p> <p>September 2021 to June 2022</p>	<p>Data collected from survey</p> <p>Unit plans</p> <p>Implementation this year</p>



**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

**Policy Subcommittee Report**

**Committee:** Policy

**Zoom Meeting date:** September 10, 2021

**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.*

None

*The following policies were revised and will be brought to the Board for 1st read on September 29, 2021.*

BEDH Public Participation at Board Meetings  
JLCB Immunization of Students  
JLCC Communicable/Infectious Diseases

*The following policy is being proposed as a new policy and will be brought to the Board for 1st read on September 29, 2021.*

BED Remote Participation in School Board Meetings

The next meeting will be held on October 1, 2021 at 8:45 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, Lindsey Furtney, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Jill Piker, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Brady Grogan

**CC:** Julie Nickerson, Lisa Demick, Kelli Rogers, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Peter Wagner, Jen Gulko, Bonnie Violette, Emily Grimm, Conor Walsh, Charlie Mellon, Rick Kusturin, Gayle Wolotsky, Anne-Marie Spizzuoco, Jen Winkler, Nancy Dyer, Lisa Blier, Tim Grivois, Nancy Decker, Kristy Johnson, Shawn McBean, Alicia Deroche, Jill Hooper, Dorothy Curtis, Lynn Shea

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

**DATE:** September 16, 2021

**RE:** Review/Update of Policies

At the September 29, 2021 Board of Directors Meeting, the following policies will be on the agenda  
For 1<sup>st</sup> Read:

1<sup>st</sup> Read

BED - Remote Participation in School Board Meetings  
BEDH - Public Participation at Board Meetings  
JLCB - Immunization of Students  
JLCC - Communicable/Infectious Diseases



## **REMOTE PARTICIPATION IN SCHOOL BOARD MEETINGS**

The RSU No. 5 Board of Directors allows members of the Board to participate in a public meeting of the Board by remote methods in limited circumstances as provided in 1 MRSA §403-B.

For the purpose of this policy, “remote methods” means telephonic or video technology allowing simultaneous reception of information and may also include other means necessary to provide reasonable accommodations to individuals with disabilities. Remote participation by board members cannot be by text-only means such as email, text messages, or chat functions.

Members of the Board are expected to be physically present for board meetings except when being physically present is not practicable.

Circumstances in which physical presence for public meetings is not practicable include:

1. The existence of an emergency or other issue that requires the Board itself to meet by remote methods.

An emergency may be a State-declared emergency, where there has been a declaration of a state of emergency by the Governor that applies to the school unit, or a local emergency (e.g., adverse weather conditions) or urgent issue requiring Board action.

The Board Chair, in consultation with the Superintendent, will determine whether there is a local emergency or urgent issue that requires a remote meeting of the Board.

2. Illness, or other physical condition, or temporary unexpected absence from the area governed by the Board that causes a Board member to face significant difficulties traveling to and attending in person at the designated physical location of the Board meeting.

Prior notice of the Board member’s absence and the reason for it, with indication that the Board member plans to participate remotely, should be communicated to the Board Chair as far in advance of the meeting as practicable.

3. The area of the Board’s jurisdiction includes geographic characteristics that impede or slow travel, including but not limited to islands not connected by bridges.

A member of the Board who participates remotely in a public meeting of the Board is considered present for purposes of a quorum and voting.

All votes taken during a public meeting of the Board using remote methods must be taken by roll call vote that can be seen and heard if using video technology, and heard if using only audio technology, by the other members of the board and the public.

## PUBLIC PARTICIPATION DURING REMOTE BOARD MEETINGS

The opportunity for the public to comment at Board meetings (20-A MRSA §1002(20)) applies to remote public meetings. If the Board allows or is required to provide an opportunity for public participation/public input during the meeting, an effective means of communication between the members of the Board and the public must be provided (e.g., raising hand on Zoom, submitting written comments to the Superintendent's office at least 24 hours in advance). Individuals with disabilities seeking a reasonable accommodation should contact the Board Chair as far in advance of the Board meeting as practicable.

Members of the public participating in public meetings of the board are expected to comply with the guidelines for public participation provided in the Board's policy BEDH, or in such rules as the Board may develop specifically for remote meetings.

Notice of all Board meetings is required (1 MRSA § 406). When the public may attend by remote methods, notice must include the means by which members of the public may access the meeting using remote methods. The notice must also identify a location for members of the public to attend in person. The Board may not determine that public attendance at a meeting will be limited solely to remote methods except under the conditions in subparagraph 1 above (emergency or urgent issue meetings).

The Board will make all documents and other materials to be considered by the Board available electronically or otherwise, to members of the public who attend remotely to the same extent customarily available to members of the public who attend public meetings of the Board in person, as long as additional costs are not incurred by the Board.

Remote participation is not permitted for meetings where voters of the RSU meet to vote as a legislative body, such as budget meetings.

Legal Reference:     1 MRSA § 403-B, 406  
                          20 MRSA §1001(20)

Cross Reference:    BEC – Executive Session  
                          BE – Board of Directors Meetings  
                          BEDA – Notification of Board of Directors Meetings  
                          BEDB – Agenda  
                          BEDD – Rules of Order  
                          BEDH – Public Participation at Board of Directors Meetings  
                          BID – Board Member Compensation  
                          KE – Public Concerns and Complaints

Adopted:           \_\_\_\_\_

## **PUBLIC PARTICIPATION AT BOARD OF DIRECTORS MEETINGS**

Board of Director meetings are conducted for the purpose of carrying on the official business of the school system. All ~~regular, special and emergency~~ meetings of the RSU No. 5 Board are open to the public. The public is cordially invited to attend and participate in Board meetings as provided in this policy. This policy applies only to meetings of the full Board, not to meetings of Board subcommittees.

Although Board of Director meetings are not public forums, the Board will provide appropriate opportunities at its meetings for citizens members of the public to express opinions and concerns related to the matters under consideration by the Board concerning education and the RSU No. 5 schools. The intent is to allow a fair and adequate opportunity for the public to be heard and to provide adequate time for the Board to obtain information and opinion on subjects before it, while ensuring that the time allowed for public discussion does not interfere with the fulfillment of the scheduled agenda.

The Board will designate a portion of its agenda as an opportunity for public participation. During the time allotted for public participation, members of the public may speak on any subject directly related to the operations of the schools, except for personal matters or complaints concerning specific employees or students, which shall be addressed through established policies and procedures.

Members of the public may address the Board within the guidelines provided in this policy. The Chair shall be responsible for maintaining proper order and compliance with these guidelines.

~~Time permitting, members of the community may comment on other school-related matters.~~

The following guidelines shall apply to public participation at Board meetings.

- A. Citizens and employees of the school unit are welcome to participate as provided in this policy. Others may be recognized to speak at the Chair's discretion. Individual employees and/or employee groups will not be permitted to discuss matters for which complaint or grievance procedures are provided.
- B. The Chair may limit the time allotted for comments on a particular topic as well as the time each individual may speak.
- C. In the event of a sizeable audience, the Chair may require persons interested in speaking to sign up so they may be called on in a fair and efficient manner.
- D. During the time set aside for public participation, the Chair will be responsible for recognizing all speakers, who must identify themselves as they begin talking.

Speakers will be encouraged to disclose whether or not they will personally have a financial impact as a result of the budget item they address.

- E. Speakers are not permitted to share gossip, make defamatory comments, or use abusive or vulgar language.
- F. All speakers are to address the Chair and direct questions or comments to particular Board members or the Superintendent only with approval of the Chair. Requests for information or questions may be answered by the Board Chair. If further research is needed, the Board Chair may defer to the Superintendent for follow-up.
- G. Members of the Board of Directors and the Superintendent may ask clarifying questions of any person who addresses the Board, but are expected to refrain from arguing or debating issues. Questions must be addressed through the Chair.
- H. No complaints or allegations will be allowed at Board meetings concerning any person employed by the school system or against particular students.

Personal matters or complaints concerning student or staff issues will not be considered in a public meeting but will be referred through established policies and procedures.

- I. In order to make efficient use of meeting time, the Board discourages duplication or repetition of comments to the Board. The Board requests that groups or organizations be represented by designated spokespersons.
- J. The Chair has the authority to stop any presentation that violates these guidelines or the privacy rights of others.
- K. Persons who disrupt the meeting may be asked to leave, and the Chair may request law enforcement assistance as necessary to restore order.

An agenda shall be published in advance of each meeting in accordance with Board policy. Copies will be posted and/or available prior to regular meetings, at the Superintendent's Office, in each school, town hall, and is sent to local publications. It is also posted on the RSU No. 5 website. Anyone desiring additional information about an agenda item should direct such inquiries to the Office of the Superintendent.

Opportunity for public participation at Board subcommittee meetings is not required, but may be permitted at the discretion of the subcommittee chair.

- Legal Reference: 1 MRSA § 401 et seq.  
20 MRSA § 1001 (20)
- Cross Reference: BEC – Executive Session  
BEDA – Notification of Board of Directors Meetings  
BEDB – Agenda

BEDD – Rules of Order  
KE – Public Concerns and Complaints

Adopted: November 18, 2009  
Revised: March 23, 2011  
Reviewed: February 26, 2014  
Revised: November 14, 2018

## **IMMUNIZATION OF STUDENTS**

~~All students who enroll in the RSU No. 5 School Department schools are required by Maine law to present a certificate of immunization or evidence of immunization or immunity against poliomyelitis, diphtheria, pertussis (whooping cough), tetanus, measles, varicella, mumps and rubella.~~

~~Pre-Kindergarten students must have a certificate of immunization or evidence of immunization against IPV, MMR, Varicella, and polio~~

~~Non-immunized students shall not be permitted to attend school unless one of the following conditions are met:~~

- ~~\_\_\_\_\_ A. The parents/guardians provide to the school written assurance that the child will be immunized within 90 days of enrolling in school or his/her first attendance in classes, whichever date is earlier. This option is available only once to each student during their school career; or~~
- ~~\_\_\_\_\_ B. The parents/guardians provide a physician's written statement each year that immunization against one or more diseases may be medically inadvisable (as defined by law/regulation); or~~
- ~~\_\_\_\_\_ C. The parents/guardians state in writing each year that immunization is contrary to their sincere religious or philosophical beliefs.~~

~~The Superintendent shall exclude from school activities any non-immunized student when there is a clear danger to the health of others as provided by law.~~

~~The Superintendent/designee is directed to develop such administrative procedures as are necessary to carry out this policy and comply with statutory requirements.~~

## **IMMUNIZATION OF STUDENTS**

All students who enroll in the RSU No. 5 schools are required by Maine law to present a certificate of immunization or evidence of immunization or immunity against poliomyelitis, diphtheria, pertussis (whooping cough), tetanus, measles, mumps, rubella and varicella (chicken pox).

One dose of Tetanus/Diphtheria/Pertussis (Tdap) is required for students entering 7<sup>th</sup> grade.

Immunization against meningococcal disease is required as follows:

- A. One dose of meningococcal vaccine MCV4 is required for students entering 7<sup>th</sup> grade.

- B. Students entering 12<sup>th</sup> grade are required to have received two doses of MCV4. The first dose shall have been received on or after the 11<sup>th</sup> birthday, and the second dose shall have been received on or after the 16<sup>th</sup> birthday, at least eight weeks after the first dose. Only one dose is required if the first dose is administered when the student is 16 years of age or older.

Non-immunized students shall not be permitted to attend school unless one of the following conditions is met:

- A. The student's parent/guardian provides to the school written assurance that the child will be immunized within 90 days of enrolling in school or their first attendance in classes, whichever date is earlier. This option is available only once to each student during their school career; or
- B. The parent/guardian provides a written statement each year from a licensed physician, nurse practitioner or physician assistant that, in their professional judgment, immunization against one or more of the diseases may be medically inadvisable (as defined by law/regulation).
- C. Effective September 1, 2021, there are no longer immunization exemptions for religious or philosophical beliefs.

The Superintendent shall exclude from school any non-immunized student when there is a clear danger to the health of others as provided by law.

The Superintendent/designee is directed to develop such administrative procedures as are necessary to carry out this policy and comply with statutory requirements.

Legal Reference: 20-A MRSA § 6352-6359  
~~Chapter 126 (Me. Dept. of Ed. Rules)~~  
Me. Dept. of Education Rule Ch. 126 (May 10, 2018)

Cross Reference: JLCC – Communicable/Infectious Diseases  
JRA – Student Educational Records

Adopted: July 8, 2009  
Reviewed: October 26, 2016

## **COMMUNICABLE/INFECTIOUS DISEASES**

~~Teachers shall be alert to signs of illness and communicable disease and refer students who show such symptoms to the school nurse.~~

~~All students under quarantine shall be excluded from school and school activities. Quarantine regulations established by the Bureau of Health shall be observed. The school nurse shall be responsible for notifying the local health department of all students having a communicable disease as required by law and Department of Education rules. The building principal shall be notified of all communicable disease cases and contacts in the school.~~

~~Students who have other types of communicable diseases shall be excluded from school as prescribed by law, or shall observe other protective procedures according to recommendations issued by the Maine Center for Disease Control and Prevention and in accordance with laws of confidentiality.~~

~~When a student returns to school after having had a communicable disease, a certificate from the attending physician may be required. The building principal and/or the school nurse must give permission before the student is readmitted to class.~~

## **COMMUNICABLE/INFECTIOUS DISEASES**

Teachers should be alert to signs of illness and communicable disease and refer students who show such symptoms to the school nurse.

The Superintendent/school nurse shall be responsible for notifying the Maine Center for Disease Control and Prevention (CDC) of any student suspected of having a communicable disease, the occurrence of which is required to be reported pursuant to law and/or Maine Department of Health and Human Services (DHHS) rules.

The building principal will be notified when a report of communicable disease has been made.

Any student for whom the CDC has prescribed isolation or quarantine shall be excluded from school and school activities.

Students who have other types of communicable diseases shall be excluded from school and school activities as prescribed by law, or shall observe other protective procedures according to recommendations issued by the school physician/school nurse.

The Superintendent is encouraged to consult with the school nurse if a teacher informs the Superintendent that they have reason to believe that a student is a public health threat due to a communicable disease.



A certificate from the student's health care provider shall be required before a student who has had a "notifiable" communicable disease may return to school or participate in school activities. The building principal and/or school nurse must give permission before the student is readmitted to class.

Legal Reference:     5 MRSA § 19201 et.seq.  
                          20-A MRSA §§ 1001(11)(A), 6301  
                          22 MRSA §§ 801, 802, 806, 823, 824  
                          Maine Dept. of Health and Human Services Rule Ch. 258(2015)

Adopted:     July 8, 2009  
Revised:     March 24, 2010  
Reviewed:    October 26, 2016



*New England School Development Council*

**RSU #5**  
**Enrollment Projections and**  
**Demographic Enhancement**

**AUGUST 2021**

# NESDEC Project Team

- **John H. Kennedy, M.A., Consultant**
- **Karen LeDuc, Ph.D., Consultant**
- **Nancy Gustafson, CAGS, Consultant**
- **Arthur L. Bettencourt, Ed.D., Executive Director**

# Introduction



## **Scope of the Report**

**NESDEC entered into an agreement with the RSU #5 School District to conduct a Demographic Enhancement and Enrollment Projections.**

### **Enrollment Trend Analysis**

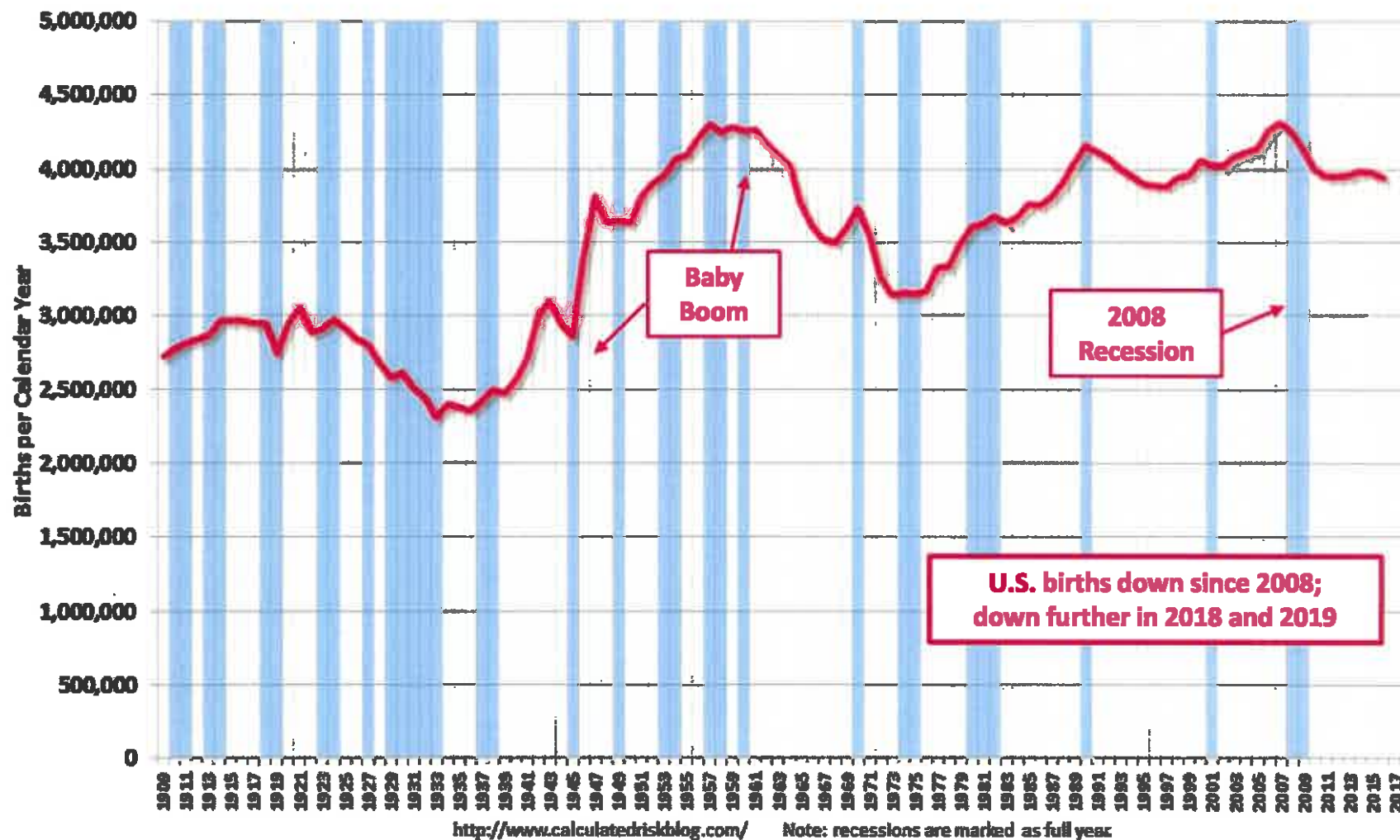
**The NESDEC Team analyzed District and municipal records as well as data provided by Town Officials, HUD, and local realtors.**

# Demographic Information



# U. S. Births And Economic Cycles

(Source: [www.cdc.gov](http://www.cdc.gov))



# **Demographic Analysis**

## **RSU #5 Births – Data from Maine DPH**

- Between 2005 and 2008 the average number of births to residents of RSU #5 was 133.
- Between 2009 and 2013 the number of births decreased to an average of 128 children.
- Between 2014 to 2019 the births increased slightly to an average of 130.



## **Demographic Analysis – Cont.**

### **Residential Growth Outlook - National and Regional Factors**

#### **Boomers**

On the national level, the “Baby Boomer” generation has begun turning 65 years of age at the rate of 10,000 per day. This trend is projected to continue for the next eight years. Information gained by NESDEC indicates that, if current home sales prices continue to return to or exceed the levels that existed during 2004-2007, many from this age cohort are likely to take advantage of the increased home equity and downsize to smaller homes.

## **Demographic Analysis - Cont.**

### **Residential Growth Outlook - National and Regional Factors – Cont.**

#### **Millennials**

- There is a pent-up demand for homes among those Millennials who are planning to raise families.
- Many have been putting off purchasing homes for several years and are now entering their early- to mid-thirties.
- Inventory of housing that Millennials can afford is very tight.

# **Demographic Analysis - Cont.**

## **Residential Permit Information**

### **Pownal**

- SF Multi-Lot
- Meadow Brook Estates: 12 single-family units, all 2 or more bedrooms. Site development has begun, but construction materials are reported to be in short supply. Building construction has not yet begun.
- No condo or apartment permits are reported.

### **Durham**

- Truman Day Estates: 13 single-family units, all 2 or more bedrooms

### **Freeport**

- Winding Ridge: 7 single-family units; completed
- Baird Landing Phase I: 5 single-family units; completed
- Baird Landing Phase II: 6 single-family units, 5 completed and 1 under construction
- CCS Subdivision: 14 single-family units; under construction

# Demographic Analysis – Cont.

## Freeport – Cont.:

- Fletcher Property: 4 lots, 14 units (6 single-family and 4 duplexes); under construction
- Falcon Way: 4 single-family units on 4 lots; no construction yet
- Granite Park: 5 single-family units on 5 lots; construction completed; awaiting final paving and landscaping
- The Beacon Residences: 144 apartment units; 1/2/3 bedrooms; under construction; 6 buildings each with twelve 2-BR, six 1-BR, three 3-BR, and three studio units
- Habitat for Humanity: 3 single-family lots; under construction
- Hanscome Woods: 6 single-family lots; no construction yet
- Freeport Heights Retirement Community: 85 retirement units, assisted-living and 73 cottages; 2010 approval maintained, but not yet under construction

## **Demographic Analysis – Cont.**

**Local Realtors reported the following concerning the current RSU #5 real estate market:**

- Over the past several years there has been an uptick in single-family existing home demand vs. earlier years.
- Days on the market have diminished.
- **Inventory is low.**
- If a home is properly priced, there are multiple offers (sometimes as many as 30).
- Millennials with or planning to have children are often the buyers of the single-family homes.
- Many Millennials have been putting off purchasing for several years and are now entering their early- to mid-thirties.

## **Demographic Analysis – Cont.**

**Local Realtors reported the following concerning the current RSU #5 real estate market (cont.):**

- Inventory of housing that Millennials can afford is very tight.
- Many buyers are coming from out of state and are able to work from home if there is Internet access.
- The current low interest rates are a stimulant to the market.
- Additional Realtor Info:
  - Increasing single-family home prices are causing an increase in Boomer downsizing.
  - Few condo or apartment units are available.
  - Buildable land is in short supply.
  - Realtors were not aware of any major employer coming or going.

# Enrollment Projections



## **Adjustments for Pandemic Economy**

**This NESDEC Report and its enrollment projections are based upon data, interviews and the most up-to-date information available as of our completion date in August, 2021.**

**As districts prepare for the 2021-22 school year in the COVID-19 era, administrators remain sensitive to the changing budget landscape and the uncertainty that the next year or two may bring.**

**Many of the decisions currently being made relate to the start of the new school year, which begins in about one week. However, the NESDEC Report can provide insight into more complex organizational issues that can take several years to implement. In the fall we look forward to providing a revised set of enrollment projections based upon updated data, including the October 1, 2021 resident enrollments.**



## **Assumptions of The NESDEC Enrollment Projections**

The NESDEC enrollment forecast for the RSU #5 District is based upon the cumulative effect of several factors, including:

- A firm real estate market as confirmed by local realtors
- Realtor and Planning Department information indicating that there will continue to be a strong demand for housing, supporting a continuation of the current boom in RSU #5's residential construction projects, specifically single-family homes
- Strong constant numbers of single-family permits since 2016 and continuing through 2020 (HUD): see Slide 23
- Student migration into or out of the schools
- Projections for student enrollment based upon the current construction (see Slide 19), and without the recent uptick in residential construction (see Slide 24)
- Unknown effects of the global pandemic

# Historical Enrollment

School District: RSU #5, ME - Consolidated

8/12/2021

## Historical Enrollment By Grade

Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2005	132	2010-11	0	143	173	149	141	152	138	136	142	128	141	125	116	108	0	1792	1792
2006	116	2011-12	30	155	146	165	153	140	156	130	140	143	128	137	131	127	0	1851	1881
2007	154	2012-13	36	133	164	142	178	161	150	159	132	143	136	127	136	141	0	1902	1938
2008	131	2013-14	29	143	133	157	146	179	154	140	156	131	133	124	125	137	0	1858	1887
2009	143	2014-15	37	138	143	130	161	138	168	141	137	153	113	123	116	132	0	1793	1830
2010	142	2015-16	59	132	135	142	135	171	141	165	146	134	141	106	123	120	0	1791	1850
2011	113	2016-17	63	119	139	136	143	142	170	149	166	144	129	146	112	126	0	1821	1884
2012	118	2017-18	95	128	123	137	143	150	143	176	150	167	141	126	149	119	0	1852	1947
2013	125	2018-19	95	151	128	125	137	147	158	149	170	154	163	139	131	149	0	1901	1996
2014	121	2019-20	109	144	155	131	129	140	148	161	149	167	146	166	136	132	0	1904	2013
2015	124	2020-21	92	137	146	139	126	128	135	148	154	140	155	141	163	145	0	1857	1949

## Historical Enrollment in Grade Combinations

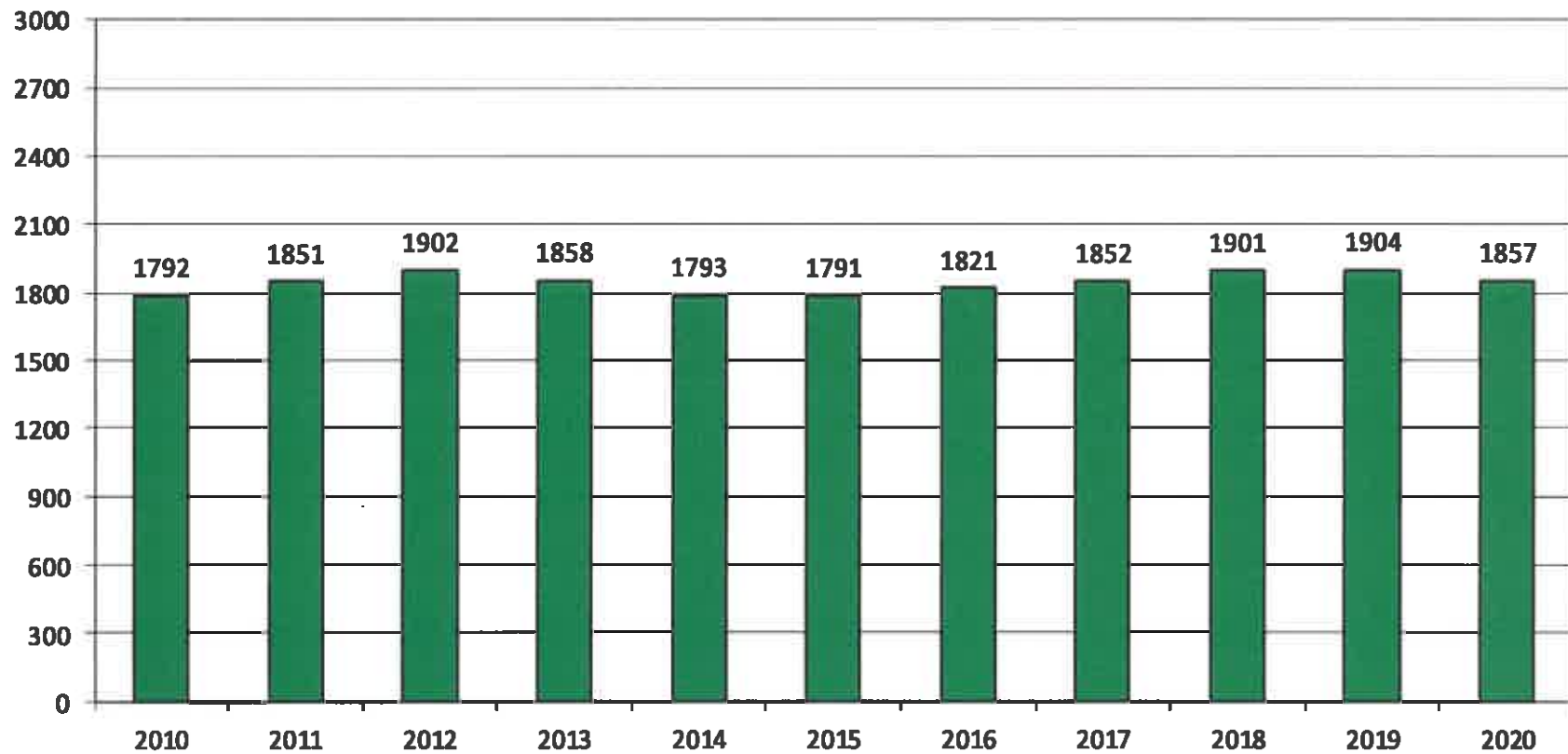
Year	PK-2	3-5	K-5	K-8	5-8	6-8	7-8	7-12	9-12
2010-11	465	431	896	1302	544	406	270	760	490
2011-12	496	449	915	1328	569	413	283	806	523
2012-13	475	489	928	1362	584	434	275	815	540
2013-14	462	479	912	1339	581	427	287	806	519
2014-15	448	467	878	1309	599	431	290	774	484
2015-16	468	447	856	1301	586	445	280	770	490
2016-17	457	455	849	1308	629	459	310	823	513
2017-18	483	436	824	1317	636	493	317	852	535
2018-19	499	442	846	1319	631	473	324	906	582
2019-20	539	417	847	1324	625	477	316	896	580
2020-21	514	389	811	1253	577	442	294	898	604

## Historical Percentage Changes

Year	K-12	Diff.	%
2010-11	1792	0	0.0%
2011-12	1851	59	3.3%
2012-13	1902	51	2.8%
2013-14	1858	-44	-2.3%
2014-15	1793	-65	-3.5%
2015-16	1791	-2	-0.1%
2016-17	1821	30	1.7%
2017-18	1852	31	1.7%
2018-19	1901	49	2.6%
2019-20	1904	3	0.2%
2020-21	1857	-47	-2.5%
Change		65	3.6%

## Historical Enrollment

**K-12, 2010-2020**



# Projected Enrollment

Assumes increased residential construction

School District: RSU #5, ME - Consolidated

8/12/2021

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2015	124		2020-21	92	137	146	139	126	128	135	148	154	140	155	141	163	145	0	1857	1949
2016	153		2021-22	109	173	140	145	144	131	132	140	148	155	135	153	142	167	0	1905	2014
2017	133		2022-23	110	153	177	138	150	149	134	137	141	148	149	134	154	145	0	1909	2019
2018	140		2023-24	111	159	157	174	141	154	152	138	136	142	142	148	135	158	0	1936	2047
2019	110		2024-25	112	123	161	154	178	145	157	157	137	136	136	141	149	138	0	1912	2024
2020	132	(est.)	2025-26	113	148	124	158	158	182	148	162	155	137	131	135	142	153	0	1933	2046
2021	134	(est.)	2026-27	114	150	149	122	162	162	186	152	160	155	132	130	136	145	0	1941	2055
2022	130	(est.)	2027-28	115	145	152	146	125	166	165	192	150	160	149	131	131	139	0	1951	2066
2023	129	(est.)	2028-29	116	145	146	149	150	128	169	170	190	150	154	148	132	134	0	1965	2081
2024	127	(est.)	2029-30	117	142	146	143	153	154	131	174	168	190	144	152	149	135	0	1981	2098
2025	130	(est.)	2030-31	118	146	143	143	147	157	157	135	172	168	182	143	153	153	0	1999	2117

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.



Based on an estimate of births



Based on children already born



Based on students already enrolled

Projected Enrollment in Grade Combinations*									
Year	PK-2	3-5	K-5	K-8	5-8	6-8	7-8	7-12	9-12
2020-21	514	389	811	1253	577	442	294	898	604
2021-22	567	407	865	1308	575	443	303	900	597
2022-23	578	433	901	1327	560	426	289	871	582
2023-24	601	447	937	1353	568	416	278	861	583
2024-25	550	480	918	1348	587	430	273	837	564
2025-26	543	488	918	1372	602	454	292	853	561
2026-27	535	510	931	1398	653	467	315	858	543
2027-28	558	456	899	1401	667	502	310	860	550
2028-29	556	447	887	1397	679	510	340	908	568
2029-30	548	438	869	1401	663	532	358	938	580
2030-31	550	461	893	1368	632	475	340	971	631

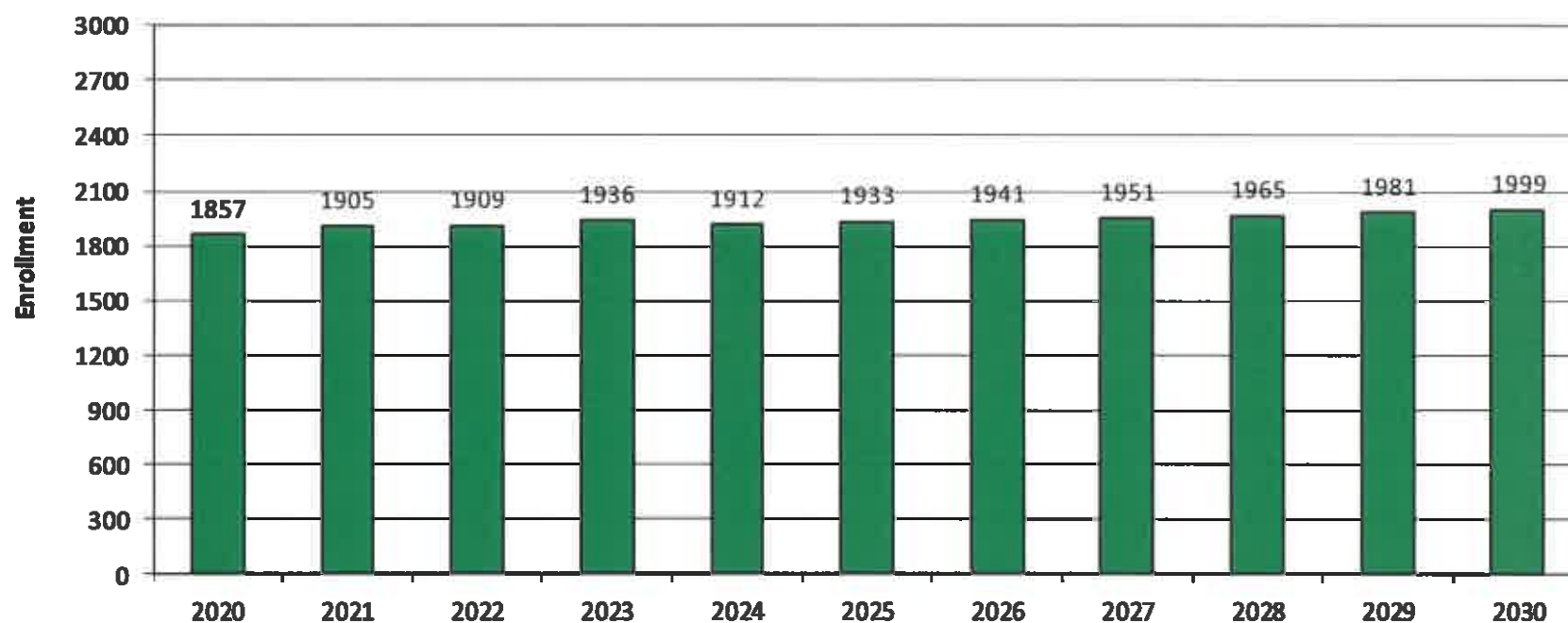
Projected Percentage Changes			
Year	K-12	Diff.	%
2020-21	1857	0	0.0%
2021-22	1905	48	2.6%
2022-23	1909	4	0.2%
2023-24	1936	27	1.4%
2024-25	1912	-24	-1.2%
2025-26	1933	21	1.1%
2026-27	1941	8	0.4%
2027-28	1951	10	0.5%
2028-29	1965	14	0.7%
2029-30	1981	16	0.8%
2030-31	1999	18	0.9%
Change		142	7.6%

\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.



## Projected Enrollment

**K-12 To 2030 Based On Data Through School Year 2019-20  
Assumes Increased Residential Construction**

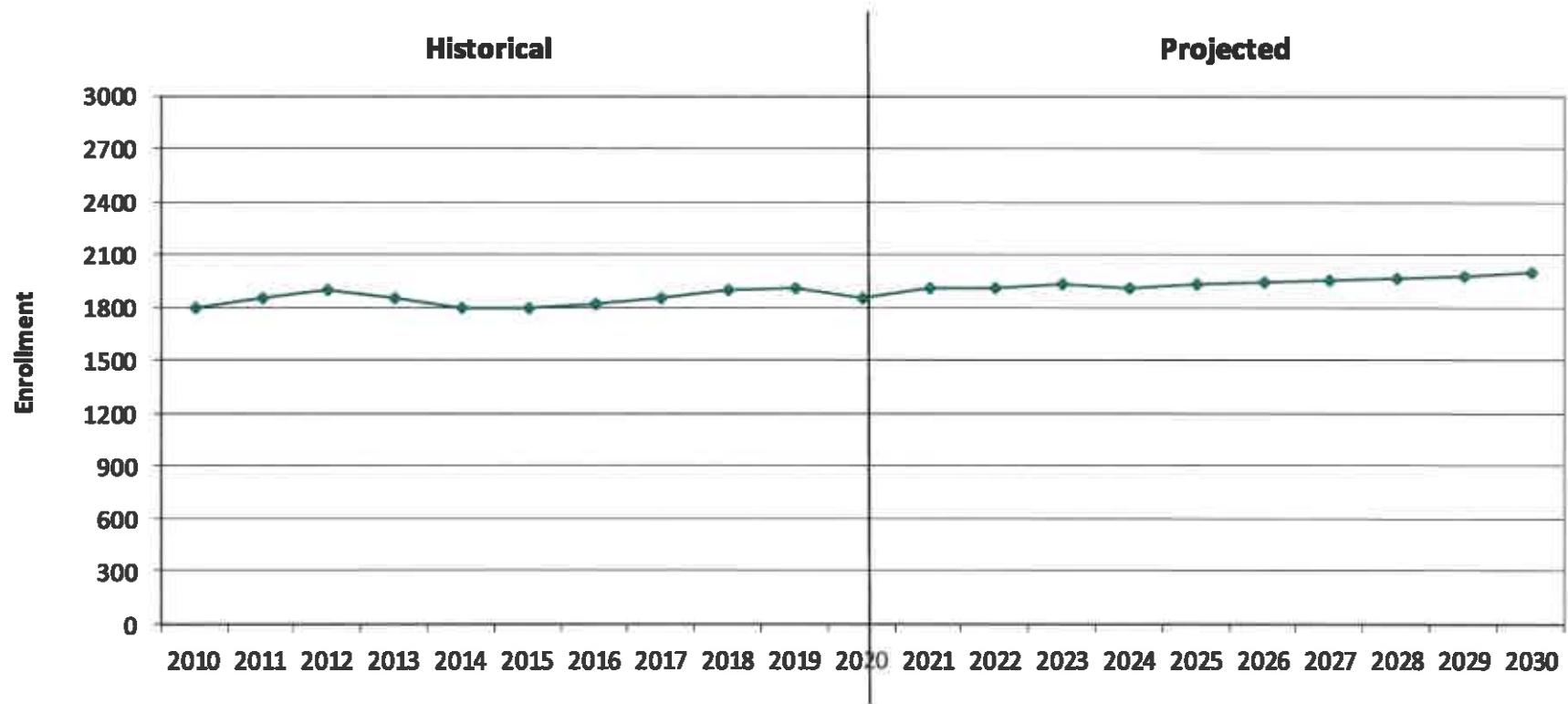




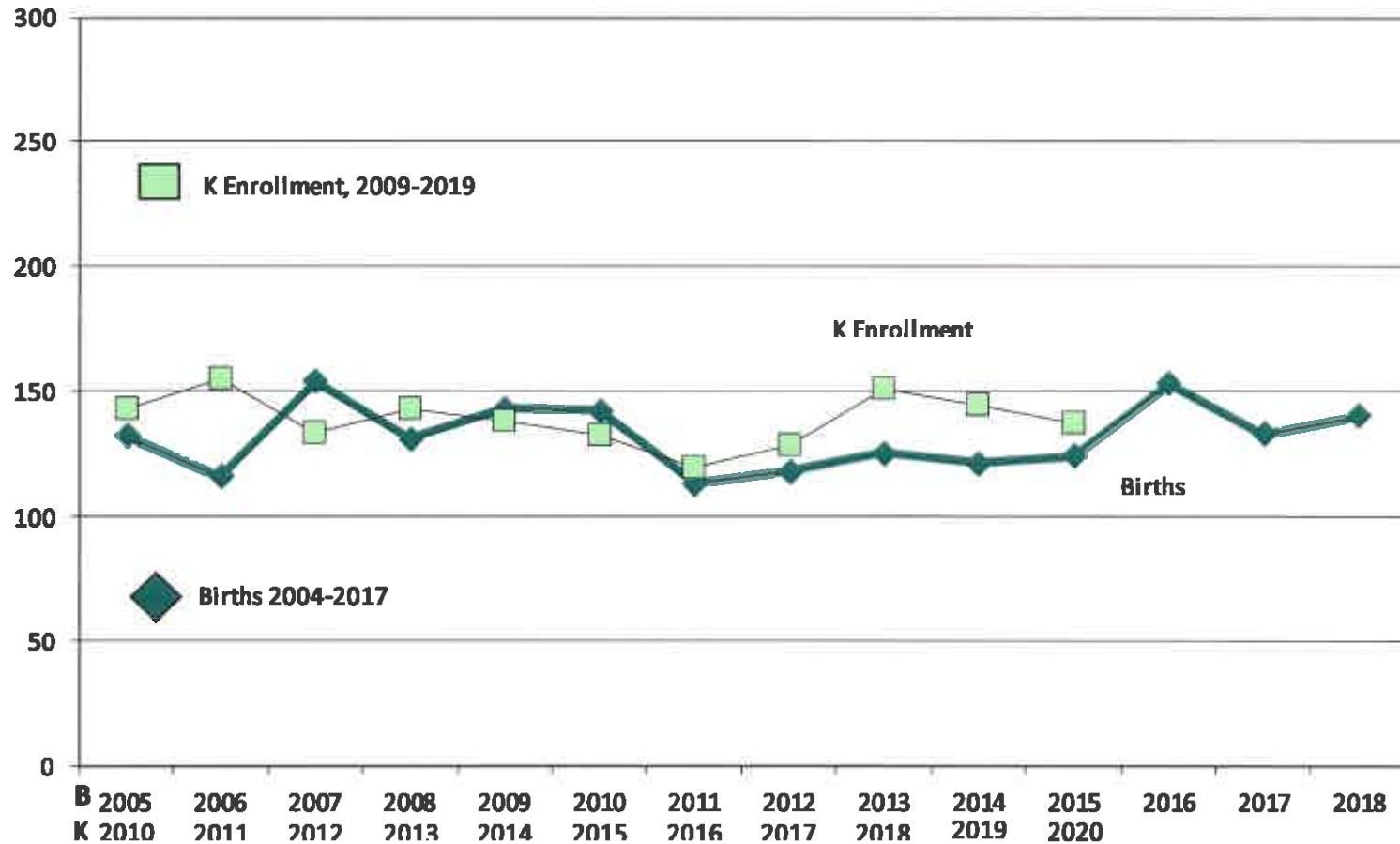
# Historical & Projected Enrollment

**K-12, 2010-2030**

**Assumes increased residential construction**



# Birth-to-Kindergarten Relationship



## Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	146	14
2016	64	2
2017	68	6
2018	70	4
2019	64	0
2020	33 to date	0 to date

Source: HUD and Building Department

Enrollment History		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2005-06	n/a	n/a
2016	n/a	n/a
2017	n/a	n/a
2018	n/a	n/a
2019	n/a	n/a
2020	n/a	19

Residents in Non-Public Independent and Parochial Schools (General Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	8	5	4	5	6	3	7	3	10	5	7	4	13	80

K-12 Home-Schooled Students	
2020	142

K-12 Residents in Charter or Magnet Schools, or "Choiced-out"	
2020	38

K-12 Special Education Outplaced Students	
2020	3

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents	
2020	19

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.



# Projected Enrollment

**Status Quo - Does not include the recently increased pace of residential construction**

**School District: RSU #5, ME - Consolidated**

**2/25/2021**

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2015	124		2020-21	92	137	146	139	126	128	135	148	154	140	155	141	163	145	0	1857	1949
2016	153		2021-22	109	171	138	143	142	129	131	139	147	154	134	153	142	167	0	1890	1999
2017	133		2022-23	110	149	173	135	147	146	132	135	138	147	148	133	154	145	0	1882	1992
2018	140		2023-24	111	157	150	170	138	151	149	136	134	138	141	147	134	158	0	1903	2014
2019	110		2024-25	112	123	159	147	174	141	154	153	135	134	132	140	148	137	0	1877	1989
2020	132	(est.)	2025-26	113	148	124	156	151	178	144	159	151	135	129	131	141	152	0	1899	2012
2021	134	(est.)	2026-27	114	150	149	122	160	155	182	148	157	151	130	128	132	144	0	1908	2022
2022	130	(est.)	2027-28	115	145	152	146	125	164	158	187	147	157	145	129	129	135	0	1919	2034
2023	129	(est.)	2028-29	116	145	146	149	150	128	167	163	185	147	151	144	130	132	0	1937	2053
2024	127	(est.)	2029-30	117	142	146	143	153	154	131	172	161	185	141	149	145	133	0	1955	2072
2025	130	(est.)	2030-31	118	146	141	143	147	157	157	135	170	161	178	140	150	149	0	1976	2094

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on children already born

Based on students already enrolled

Projected Enrollment in Grade Combinations*									
Year	PK-2	3-5	K-5	K-8	5-8	6-8	7-8	7-12	9-12
2020-21	514	389	811	1253	577	442	294	898	604
2021-22	561	402	854	1294	571	440	301	897	596
2022-23	567	425	882	1302	552	420	285	865	580
2023-24	588	438	915	1323	557	408	272	852	580
2024-25	541	469	898	1320	576	422	269	826	557
2025-26	541	473	901	1346	589	445	286	839	553
2026-27	535	497	918	1374	638	456	308	842	534
2027-28	558	447	890	1381	649	491	304	842	538
2028-29	556	445	885	1380	662	495	332	889	557
2029-30	548	438	869	1387	649	518	346	914	568
2030-31	550	461	893	1359	623	466	331	948	617

Projected Percentage Changes			
Year	K-12	Diff.	%
2020-21	1857	0	0.0%
2021-22	1890	33	1.8%
2022-23	1882	-8	-0.4%
2023-24	1903	21	1.1%
2024-25	1877	-26	-1.4%
2025-26	1899	22	1.2%
2026-27	1908	9	0.5%
2027-28	1919	11	0.6%
2028-29	1937	18	0.9%
2029-30	1955	18	0.9%
2030-31	1976	21	1.1%
Change	119		6.4%

\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

**The RSU #5 School District deserves to be commended for commissioning this study. The District is engaged in thoughtful, data-based planning and prudent use of available resources. Planning for municipal and school needs begins with a firm grounding in community data and an accurate forecasting of future population and school enrollments.**

# RSU5 School Calendar 2021-2022

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



NO SCHOOL - Holiday/Vacation



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



PROFESSIONAL COMPENSATION DAY - No Students (2)



EARLY RELEASE FOR STUDENTS - Half Day Schedule (2)



LAST DAY OF SCHOOL-(If no snow days)-PK-12 HALF DAY Storm Make-up days if needed: 6/14-6/20