

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– FEBRUARY 24, 2021
FREEPORT HIGH SCHOOL - CAFETERIA
6:30 P.M. REGULAR SESSION
AGENDA

Due to the public health emergency, Board members may participate in this meeting on a hybrid basis, with members having the option to attend in person or via remote participation, as authorized by 1 M.R.S.A. § 403-A. Members of the public may participate in this meeting in person or remotely. <https://networkmaine.zoom.us/j/88633809814> Webinar ID: 886 3380 9814
Join by telephone: 1 312 626 6799

1. **Call to Order:**
The meeting was called to order at _____ p.m. by Chair Michelle Ritcheson
2. **Attendance:**

____ Jeremy Clough	____ Elisabeth Munsen
____ Candace deCsipkes	____ Maura Pillsbury
____ Lindsey Furtney	____ Michelle Ritcheson
____ Jennifer Galletta	____ Valeria Steverlynck
____ Susana Hancock	____ Madelyn Vertenten
____ Angela King-Horne	____ Liam Hornschild-Bear – Student Representative
	____ Brady Grogan – Student Representative
3. **Pledge of Allegiance:**
4. **Consideration of Minutes:**
A. Consideration and approval of the Minutes of February 3, 2021 and February 10, 2021 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____
5. **Adjustments to the Agenda:**
6. **Good News & Recognition:**
A. Report from Board's Student Representative (10 Minutes)
7. **Public Comments: (10 Minutes)**
Public comment will be taken in person and via Zoom (connection information below)
<https://networkmaine.zoom.us/j/88633809814>
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8. **Reports from Superintendent: (10 Minutes)**
A. Items for Information
 1. District Happenings
 2. Resignations:
Megan Swett - DCS Math Teacher (effective at the end of the school year)
9. **Administrator Reports:**
A. Finance - Rick Kusturin (5 Minutes)

10. **Board Comments and Committee Reports:**
A. Board Information Exchange and Agenda Requests (10 Minutes)
B. Strategic Communications (3 Minutes)
C. Policy Committee (3 Minutes)
11. **Policy Review: (15 Minutes)**
A. Consideration and approval of the following policy (2nd Read).
1. BIA-New Board of Directors Member Orientation
Motion: _____ 2nd: _____ Vote: _____
B. Consideration and approval to rescind the following policy.
1. JLF-R - Reporting Child Abuse and Neglect - Administrative Procedure
Motion: _____ 2nd: _____ Vote: _____
12. **Unfinished Business:**
A. Budget Update – Becky Foley (10 Minutes)
B. School Nutrition - Erin Dow (20 Minutes)
C. Technology - Gayle Wolotsky (20 Minutes)
D. Facilities and Transportation – Dennis Ouellette (20 Minutes)
E. Community Programs – Peter Wagner (20 Minutes)
F. Curriculum, Instruction and Assessment - Cynthia Alexander (20 Minutes)
G. Board Discussion - Results of the Educator Stress Survey (30 Minutes)
13. **New Business:**
NA
14. **Personnel:**
NA
15. **Public Comments: (10 Minutes)**
Public comment will be taken in person and via Zoom (connection information below)
<https://networkmaine.zoom.us/j/88633809814>
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16. **Executive Session:**
A. To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(D) for the purpose of discussing Administrator negotiations for RSU5.
Motion: _____ 2nd: _____ Vote: _____
17. **Action as a Result of Executive Session:**
Motion: _____ 2nd: _____ Vote: _____
18. **Adjournment:**
Motion: _____ 2nd: _____ Vote: _____ Time: _____

Item # 4

**RSU No. 5 Board of Directors Meeting
Wednesday, February 3, 2021 – 6:30 p.m.
Freeport High School - Cafeteria / Hybrid Remote Meeting
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 24, 2021 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:35 p.m.

2. MEMBERS PRESENT: Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Susana Hancock (attended remotely), Angela King-Horne, Elisabeth Munsen, Maura Pillsbury (attended remotely), Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten

MEMBERS ABSENT: None

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

None

5. ADJUSTMENTS TO THE AGENDA:

Item #6 - No report from the student representative. Addition of a celebration of a student

6. GOOD NEWS AND RECOGNITION:

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

B. Celebration of a student - Outstanding community service by Cooper Estes-Jordan

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

None

9. ADMINISTRATOR REPORTS:

None

10. BOARD COMMENTS AND COMMITTEE REPORTS:

None

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

A. Budget Review:

1. Budget Update – Becky Foley
2. Durham Community School – Will Pidden
3. Freeport Middle School – Ray Grogan
4. Freeport High School – Jen Gulko
5. Athletics – Craig Sickels

13. NEW BUSINESS:

A. 2021-2022 Freeport High School Program of Studies - Jen Gulko

14. PERSONNEL:

None

15. PUBLIC COMMENT:

None

16. ADJOURNMENT:

VOTED: To adjourn at 7:59 p.m. (Stevelynck – Munsen) (11 – 0)


Becky J. Foley, Superintendent of Schools

**RSU No. 5 Board of Directors Meeting
Wednesday, February 10, 2021 – 6:30 p.m.
Freeport High School - Cafeteria / Hybrid Remote Meeting
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 24, 2021 meeting).

1. CALLED TO ORDER:

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

2. MEMBERS PRESENT: Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Susana Hancock (attended remotely), Angela King-Horne, Elisabeth Munsen (attended remotely at 7:13 p.m.), Maura Pillsbury (attended remotely), Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Brady Grogan, Student Representative (arrived at 7:19 p.m.)

MEMBERS ABSENT: None

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

VOTED: To approve the minutes of January 27, 2021 (Vertenten – King-Horne) (10 – 0)

5. ADJUSTMENTS TO THE AGENDA:

Move item #6.A. to the student representative's arrival

Add item #13.A. - Board discussion on providing Board comments to the anti-mask resolution to the Androscoggin County Commissioners.

6. GOOD NEWS AND RECOGNITION:

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

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

None

9. ADMINISTRATOR REPORTS:

None

10. BOARD COMMENTS AND COMMITTEE REPORTS:

None

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

A. Budget Update – Becky Foley

B. Morse Street School - Julie Nickerson

C. Pownal Elementary School – Lisa Demick

D. Mast Landing School – Emily Grimm

E. Instructional Support – Bonnie Violette

F. **VOTED:** To approve the 2nd Read of the 2021-2022 School Calendar
(Galletta – Vertenten) (11 – 0) The student representative voted with the majority.

13. NEW BUSINESS:

A. Board discussion on providing Board comments to the anti-mask resolution to the Androscoggin County Commissioners.

14. PERSONNEL:

None

15. PUBLIC COMMENT:

None

16. ADJOURNMENT:

VOTED: To adjourn at 7:49 p.m. (Galletta – Vertenten) (11 – 0) The student representative voted with the majority.



Becky J. Foley, Superintendent of Schools

Item #9.A

Article Report - January 2021

	2021 Budget	2021 Budget Adj	January 2021 Expenses	2021 Expenses	2021 Encumbrances	Balances YTD	% Remaining
1000 - GENERAL FUND							
Art 1 - Reg Inst Total	15,107,880.00	0	1,064,468.26	6,099,689.79	7,164,715.45	1,843,474.76	12%
Art 2 - Special Ed Total	4,688,560.00	0	319,895.21	1,810,157.37	2,280,382.58	598,020.05	13%
Art 3 - CTE	101,706.00	0	8,475.45	59,328.17	42,377.23	0.6	0%
Art 4 - Oth Inst Total	858,926.00	0	107,162.36	350,077.26	84,430.64	424,418.10	49%
Art 5 - Stu/Stf Sup Total	3,160,872.00	0	238,708.35	1,249,674.49	1,223,106.28	688,091.23	22%
Art 6 - Sys Admin Total	1,013,211.00	0	53,551.52	498,951.10	212,979.79	301,280.11	30%
Art 7 - Sch Admin Total	1,727,711.00	0	129,854.30	948,821.33	685,866.99	93,022.68	5%
Art 8 - Trans Total	1,473,419.00	0	113,197.21	576,229.84	602,410.56	294,778.60	20%
Art 9 - O&M Total	5,028,523.00	0	201,446.61	2,683,428.34	1,398,930.40	946,164.26	19%
Art 10 - Debt Svc Total	1,427,247.00	0	0	131,845.44	0	1,295,401.56	91%
Art 11 - All Oth Total	294,645.00	0	0	73,311.24	219,933.72	1,400.04	0%
1000 - GENERAL FUND Totals:	34,882,700.00	0	2,236,759.27	14,481,514.37	13,915,133.64	6,486,051.99	19%



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

Strategic Communications Committee Report

Committee: Strategic Communications

Meeting date: January 22, 2021

Chair: Candy deCsipkes

Committee Members in attendance: Susana Hancock, Becky Foley, Valy Steverlynck, Candy deCsipkes

Guests: Rick Kusturin

Agenda Items and Discussion:

1. Budget Communications

Rick Kusturin attended and reviewed the documents that will be used to communicate about the budget. The committee gave him discretion on which items to highlight in the packet around increases/decreases. There was a suggestion to place an asterisk next to some of the lines with big changes on the budget document. A couple of small revisions were suggested for the budget booklet, including decreasing the data on the special education page, and replacing it with some other district-wide data.

2. Student Exit Survey

The majority of the meeting was used to compile the results from the student exit survey from the past two years. Becky will create a google doc for committee members to provide feedback where needed. This will be shared with the Board at a future date.

The next meeting will be held on April 9, 2021 at 8:30 a.m.



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Policy Subcommittee Report

Committee: Policy

Zoom Meeting date: February 5, 2021

Chair: Candy deCsipkes

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

Absent: N/A

Guests: Dennis Ouellette

Review/Revise Policies:

The following policy was brought back to committee and was revised. It will be brought to the Board for 2nd read on February 24, 2021.

BIA New Board of Directors Member Orientation

The following policies were reviewed with no substantive changes.

EBAA Chemical Hazards

ECB Pest Management in School Facilities and on School Grounds

IKFC Credit for Private Tutoring

The following policy was revised and will be brought to the Board for rescinding and moved to procedures on the website.

JLF-R Reporting Child Abuse and Neglect Procedures

The next meeting will be held by Zoom on March 5, 2021 by Zoom at 8:30 a.m.

Submitted by: Cynthia Alexander



Regional School Unit 5
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Item #11.A&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

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

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

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

DATE: February 11, 2021

RE: Review/Update of Policies

At the February 24, 2021 Board of Directors Meeting, the following policies will be on the agenda for 1st Read and to rescind:

2nd Read

BIA - New Board of Directors Member Orientation

Policy to Rescind (move to Administrative Procedures)

JLF-R - Reporting Child Abuse and Neglect - Administrative Procedure

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

EBBA - Chemical Hazards

ECB - Pest Management in School Facilities and on School Grounds

IKFC - Credit for Private Tutoring

NEW BOARD OF DIRECTORS MEMBER ORIENTATION

In order that newly elected Board of Director members may cast informed votes and function effectively as Board members, the Board and Superintendent will extend to them the fullest measures of courtesy and cooperation and will make every reasonable effort to assist newly elected Board members in understanding the Board's functions, policies, procedures and current issues.

- A. In the interim between a new member's election or appointment and ~~his/her~~ their assuming office, the Board of Directors, through the Superintendent, will invite new members to attend meetings, except those held in executive session, and provide new members with agenda, minutes and reports applicable to those meetings. During the time between election or appointment and the assumption of office, the status of the future-member remains that of a private citizen and not that of an elected or appointed official.
- B. The Board of Directors, through the Superintendent/designee, will provide new members with copies of information on how to access appropriate publications, such as the Board of Directors policy manual, student handbook(s), collective bargaining agreements and current budget documents.
- C. The Board of Directors, through the Superintendent, will remind Board members of their obligation to complete, not later than the 120th day after the date of taking the oath of office, training on the requirements of Maine's Freedom of Access Law. The ~~Chair~~ Superintendent will provide Board members with information regarding available training options. Each Board member shall attest by means of a written or electronic record that ~~he/she has~~ they have completed the training and provide a copy of such record to the Superintendent's Office. To facilitate documentation of training, the Superintendent will make available to Board members copies of the State's sample Certification of Completion of Access Training form.
- D. The Board of Directors will encourage new members to attend appropriate in-district and out-of-district orientation and/or School Boardsmanship workshops. Reimbursement for such activities must be approved in advance by the Board of Directors Chair, in consultation with the Superintendent, and is subject to the availability of funds.
- E. Each new Board member will be paired with a mentor from the Board.
- F. The Chair and Superintendent will schedule and arrange for an orientation session for new Board members as soon as practicable after election or appointment. A reasonable amount of time will be provided for discussion of:

1. The roles and responsibilities of the Board of Directors and individual members;
2. Basic operational procedures of the Board of Directors;
3. Placement of items on the agenda;
4. The role of committees, subcommittees and advisory committees;
5. How and why executive sessions may be held;
6. What is considered confidential or privileged information;
7. Appropriate responses of an individual member when a request or complaint is made directly to ~~him/her~~ them by a student, parent or member of the community;
8. How the Board of Directors responds to complaints involving personnel;
9. General information about the school system and its resources;
10. How Board of Director members, in fulfilling their duties, may request information concerning schools and District operations, finances and personnel;
11. How to use social media appropriately as a member of the Board:
- ~~11-12.~~ How Board of Director members may make arrangements to visit schools, and the protocol for such visits;
- ~~12.~~ 13. Protocol for dealing with the media; and
- ~~13.~~ 14. Other relevant topics.

All Board of Director members will be invited to the orientation session and encouraged to attend. The orientation is intended to serve as a useful review of basic boardsmanship concepts for experienced members as well as an opportunity to provide information and counsel to new Board members.

Legal Reference: 1 MRSA § 412

Cross Reference: BIC - Board of Directors Member Freedom of Access Training

Adopted: November 18, 2009
Reviewed: April 27, 2011
Reviewed: March 26, 2014

REPORTING CHILD ABUSE AND NEGLECT- ADMINISTRATIVE PROCEDURE

This procedure implements the Board's policy JLF – Reporting Suspected Child Abuse and Neglect. It summarizes the steps to be taken when a school employee suspects that a child has been or is likely to be abused or neglected.

The “notifying person” refers to the person who has the information that gives rise to the suspicion that a child has been, or is likely to be abused or neglected and is required by law to report it, such as a teacher, principal, guidance counselor or bus driver.

- A. The notifying person should immediately notify the principal or other designated agent of the suspected abuse or neglect. The person may notify the Department of Health and Human Services (DHHS) directly, or if appropriate, the District Attorney (DA).
- B. ~~The principal or designated agent should immediately directly report it to DHHS and, if appropriate, to the DA.~~ The building principal or designated agent should immediately notify the Superintendent. The building principal/designated agent or Superintendent should immediately make a report by telephone to DHHS, and if requested by DHHS, should provide a written report of the suspected abuse or neglect to DHHS within 48 hours. If the person suspected of abuse or neglect is not the parent, guardian or other custodian of the child, the building principal or Superintendent shall also make a report to the DA.
- C. The principal or designated agent should send a written confirmation containing the name of the person reporting, the date and time of the report and a summary of the information to the notifying person.
- D. The notifying person should acknowledge in writing that he/she has received the confirmation that the report has been made by the principal or designated agent.
- E. The confirmation and acknowledgement should be retained in the school's records.
- F. If the notifying person has not received written confirmation within 24 hours of making his/her report to the principal or designated agent has caused a report to be made to DHHS and, if appropriate, the DA, the notifying person shall immediately make a report to DHHS and, if appropriate, the DA.

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

Adopted: November 18, 2015

Item # 12.B

FY 2022 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

Building/Program: School Nutrition Program

Erin M. Dow, School Nutrition Director

What key issues and priorities are you trying to address in your proposed budget?

RSU 5's School Nutrition Program has adapted to best serve its students as school schedules, attendance models and needs have changed throughout FY 2020 and 2021. The department's proposed FY 2022 budget prioritizes enhanced and equitable accessibility to nutritional support for the district's students, whether learning in-person or remotely.

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

RSU 5 Strategic Goal 4: *RSU 5 has well developed and refined finance, human resource, facilities, transportation and food service system to support the learning of all students.*

The department continues its mission to support the academic and social development of its students by providing a robust variety of healthy and delicious foods each school day.

Adjustments to Budget in FY 21	Staffing Adjustments to Budget in FY 22
<p><u>Staffing:</u> We were adequately staffed for our production levels in program goals, so no changes were planned for FY 2021..</p> <p>We had three resignations during FY 2020 that we have not filled. FY 2020 funds that were remaining for these positions, as well as those same funds budgeted for FY 2021, have been used to cover labor costs associated with the Summer Food Service Program, remote meal preparation and for extra hours for our current staff roster in the positions marked with an asterisk (*) to the right.</p> <p><u>Equipment Repairs:</u> Additional \$5,000 budgeted went to:</p> <ul style="list-style-type: none"> • Repairs to FMS coolers in the Fall of 2020 • Rebuilding/refurbishing FHS dishwasher and booster to use as backup for when the next district machine needs replacement - this 	<p><u>Increase Hours:</u></p> <ol style="list-style-type: none"> 1. One Kitchen Manager position and one Kitchen Assistant position at MLS increased from 30 to 35 hours per week. 2. One Kitchen Manager position at MSS increased from 35 to 37.5 hours per week. * 3. One Kitchen Assistant position at FMS increased from 31.25 to 35 hours per week. * 4. One Kitchen Assistant position at DCS increased from 30 to 35 hours per week. * 5. One Kitchen Assistant position at FHS increased from 32.5 to 35 hours per week. * 6. Serving Assistant position at PES from 2.5 to 5 hours per week. *

<p>will save the district ~\$20,000 when replacement is required.</p> <p><u>Employee Training/Development:</u> Unexpended due to COVID-related cancellations in summer of 2020. Some went to cover in-district travel during Summer Food Service Program.</p>	
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Other significant FY 22 requests in budget and need (Supplies, Equipment, etc).

1. +\$15,000 local support to offset increase in cost to program from student meal debt forgiveness. (Ref: EFC-R)

FY 2022 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**Building/Program: Technology Department**

What key issues and priorities are you trying to address in your proposed budget?
(Administrators identified the following four focus areas: maintain class sizes, equity, increased student support, and increased support in Finance Office)

Equity and Increased Student Support (*add a district technician, refresh devices in grades 9-12*)

- Our focus remains on making sure that all of our students have equitable access to technology. We'd like to ensure that all students and staff are supported in their access to and use of technology. We expect to receive funding from the state MLTI 2.0 program to purchase devices for students and staff in grades 7 and 8. We propose a purchase of new devices for grades 9-12 to replace the 5 year old devices they currently are using.

How do these priorities align with the district's four strategic objectives?**Climate/Culture**

- Equity (*All learners and staff have access to quality technology to allow them to do their best.*)

Teaching and Learning

- Meaningful student-centered learning, implementation of student-centered instructional practices (*supported by access to reliable technology and district technicians*)

Finance and Operations

- Attract and retain highly effective staff (*new district technician*)

Staffing Adjustments to Budget in FY 21	Staffing Adjustments to Budget in FY 22
<ul style="list-style-type: none"> • MLTI buyout - purchased devices from the state for all students in grade 6-12 for this "bridge year" • Elementary staff received new Macbook Air laptops. • Finished projector and audio system installs at FMS and FHS 	<ul style="list-style-type: none"> • Additional 1.0 district technician • Refresh devices in grades 9-12

Other significant FY 22 requests in budget and need (Supplies, Equipment, etc).

- Google Enterprise for Education (new charge this year that was covered under covid funds, but will be a new charge in 21-22. Provides us with anti-plagiarism tools, new security and management features.
- Jamf licenses - including the cost of extra licenses since we've added devices this year and it is unknown if MLTI will pay for this licensing next year.

FY 2022 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

Item #121D

Building/Program: Facilities & Transportation

What key issues and priorities are you trying to address in your proposed budget? (Administrators identified the following four focus areas: maintaining class sizes, equity, increased student support, and increased support in Finance Office)

Covering all bus runs has been a challenge throughout the past few years. We are requesting an additional bus driver/custodian to help ensure that we have the manpower to cover bus runs and clean schools when people are unable to work due to various issues.

Additionally, there is a need to upgrade the ventilation system at MSS. This will be addressed using capital funds and reallocating the savings from the bus leasing line.

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

Goal 4.1 Ensure that all staff and students have quality facilities to meet their needs.

A facilities audit is being conducted which began in August with a ventilation study at all of our school buildings.

Goal 4.4: Provide all students transportation that supports their participation in curricular and co-curricular programs. Our bus fleet is now at 23 buses up from 21 in previous years. We were able to purchase 3 buses over the past year using CRF monies and a grant through the VW settlement. The additional bus driver/custodian will allow us to provide transportation for curricular and co-curricular programs as needed.

Staffing Adjustments to Budget in FY 21	Staffing Adjustments to Budget in FY 22
There were no new staff requests in 2021	We are requesting a full time bus driver/custodian for 2022 to cover bus and custodial duties in a substitute role.

Other significant FY 22 requests in budget and need (Supplies, Equipment, etc)

There were no significant increases in other lines due to the purchase of needed equipment with Covid funds.

FY 2022 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

Building/Program: **COMMUNITY PROGRAMS**

In FY22 Community Programs is prioritizing the following in regard to its budget:

- Continue growing the adult education program to increase state & federal subsidy dollars, which relieves pressure on local share and enrichment revenues.
- Rebounding recreation, enrichment, and Laugh & Learn revenue streams that have been crippled by the pandemic.
- Creating programmatic opportunities that allow us to keep our core staff members employed at their current weekly hours and avoiding any further reductions in the hours of other (primarily Laugh & Learn) staff.

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

1. **All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.** Our 2020 plans were derailed by the pandemic, but are valid and ready for application in 2021. Our traditional summer camp will continue its path toward its roots as a more active, nature-focused program; other youth programs will follow suit.
2. **All RSU5 students regularly engage in meaningful student-centered learning.** Our Childhood Education Coordinator continues to work closely with our L&L staff, particularly at our preschool, to offer student-centered, responsive care. In addition, before/aftercare staff are being trained to more effectively create structured plans for the children in their care.
3. **All RSU5 school-parent-community partnerships are based on strong communication and active involvement to support student success.** The Community Programs' Advisory Committee has extended our reach into the community, our six schools, and the three RSU5 towns. This committee has been assigned into three working groups to focus on each of our main programmatic areas. We continue to build partnerships with local non-profits with similar missions to our own.
4. **RSU5 has well-developed and refined finance, facilities, transportation, and food service systems to support the learning of all students.**

N/A

Staffing Adjustments to Budget in FY 21	Staffing Adjustments to Budget in FY 22
<ul style="list-style-type: none"> ● Increased, but then reduced again, the hours of the Rec Program Assistant. ● Reduced/eliminated hours for three Laugh & Learn teachers. ● Hired new Adult Education Coordinator at 30hrs/wk, then reduced to 10hrs/wk. 	<ul style="list-style-type: none"> ● Return Rec Program Assistant to 30hrs/wk. ● Return L&L teachers to regular hours.

Other significant FY 22 requests in budget and need (Supplies, Equipment, etc).

Community Programs' annual budget request from the local share is solely for use in Adult Education (equivalency studies, ESOL, and college and vocational advising). The request for FY21 had remained flat from FY20, but was then reduced by \$10,000 so that we could participate in the call for a reduction in the District's budget (we specified that this would be a one-time reduction). For FY22 it may appear to be a \$10,000 increase from FY21, but it is in fact a return to the flat figure from FY20. All other program expenses for Enrichment, Recreation, and Childhood Education (Laugh & Learn and Camp Seaside), along with salaries, is funded by registrant fees for our programs.

FY 2022 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**Building/Program: Curriculum Development and Improvement of Instruction**

What key issues and priorities are you trying to address in your proposed budget?
(Administrators identified the following four focus areas: maintain class sizes, equity, increased student support, and increased support in Finance Office)

Professional development and support for equity work.

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

Climate/Culture

Strategic Goal 1: All RSU5 students experience a joyful learning climate that is safe, nurturing and fosters curiosity.

FY 2022 Projected Enrollment / Class Size Ratio by Grade: N/A

Staffing Adjustments to Budget in FY 21	Staffing Adjustments to Budget in FY 22
There were no requests for FY 21	None

Other significant FY 22 requests in budget and need (Supplies, Equipment, etc).

*\$25,000 for year 2 of Mid Atlantic Equity Consortium contract to include professional development for all staff.

FY 2022 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

Building/Program: GaTE

What key issues and priorities are you trying to address in your proposed budget?
(Administrators identified the following four focus areas: maintain class sizes, equity, increased student support, and increased support in Finance Office)

We are requesting to maintain the current level of staffing for GaTE.

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

Teaching and Learning

All RSU5 students regularly engage in meaningful student-centered learning.

FY 2022 Projected Enrollment / Class Size Ratio by Grade

5% of our students are identified under intellectual and/or artistic ability.

Staffing Adjustments to Budget in FY 21	Staffing Adjustments to Budget in FY 22
None	None

Other significant FY 22 requests in budget and need (Supplies, Equipment, etc).

To: RSU 5 Board of Directors
From: Becky Foley, Superintendent
Re: Summary of Staff Stress Survey
Date: February 24, 2021

A survey was administered to teachers at the end of November to try and assess staff stress. The pre survey was given at the end of November. The post survey closed on February 10. At the end of November, we began implementing the following strategies in an attempt to lower staff stress:

- More staff meeting time devoted to teacher planning;
- Limiting new professional development to equity work, or work that could make planning more effective/efficient, i.e. compacting curriculum, identifying essential skills, increasing technology skills.
- All snow days this school year are not to be made up. Instead, they will be used for additional teacher planning time. There have been two snow days thus far this year used for this purpose.
- Two additional early release days identified for teacher planning time: Friday, December 11 and Friday, January 15.
- Much of the district and building goal work identified in September has been delayed until next year, with the exception of the equity work.
- Providing needed technology and technology training.
- Collaborating with building leadership teams to provide opportunities for staff wellness.

There are 226 educators on the teacher's contract. On the pre-survey, 181 staff completed the survey (80%). On the post-survey, 171 staff completed the survey (76%). This is an excellent response rate for a survey and should allow the reader to believe that the results are statistically significant.

On the post survey there was an open ended question for further feedback. On all questions, the stress level was lowered. Individual school results have been distributed to principals for their review with their leadership teams. The administrative team will continue to implement the noted strategies throughout the remainder of the year.

Educator Stress Survey Pre and Post Results
February 24, 2021

Survey Questions	Pre Survey Results (November 2020 Before Recommended Changes Implemented) 181 Responses	Post Survey Results (February 2021 After Recommended Changes Implemented) 171 Responses	Change
Q1: On a scale of 1-5 (1 low to 5 high), please respond to the following question: My stress level related to having adequate planning time.	3.69	3.11	-.58
Q2: On a scale of 1-5 (1 low to 5 high), please respond to the following question: My stress level related to having the needed technology.	2.49	1.94	-.55
Q3: On a scale of 1-5 (1 low to 5 high), please respond to the following question: My stress level related to having the ability to use technology effectively.	3	2.43	-.57
Q4: On a scale of 1-5 (1 low to 5 high), please respond to the following question: My stress level related to planning and providing synchronous learning.	3.62	3.16	-.46
Q5: On a scale of 1-5 (1 low to 5 high), please respond to the following question: My stress level related to my current workload at school.	3.85	3.46	-.39
Q6: On a scale of 1-5 (1 low to 5 high), please respond to the following question: My overall stress level related to Covid 19, societal/political events, and managing the unknowns.	4.13	3.78	-.35
Q7: Comments/Feedback	N/A	See attached comments	

Comments/Feedback:

School feels like safe place to be! I think students and teachers are doing a great job following protocols. I am pleased with the support from each other, admin, and the community. Children are coming to school with masks daily! They are great about wearing them and washing their hands. Families are doing a great job keeping their children home when they are sick. I couldn't score a 1 for stress related to current workload at school because teaching is never a 1!

I think more of my stress level is seeing how my own child is reacting to the online learning. She is in some of the top classes and sometimes feels overwhelmed with the amount of work this year. Part of it is being isolated at home every other day.

Thank you Becky for the extra planning time, it has done its job reducing the level of stress in the district.

I appreciate the survey check-ins and having student schedules rearranged to help increase prep time at school this year.

My primary concern is the mental health of my students. Not their academics... these kids are struggling.

As a teacher... too many meetings, too much busywork. We all have so much to do all the time.

As a community member... the district administration is tone-deaf. Things are not normal. The business as usual approach devalues the anguish and struggle of all stakeholders.

I really appreciate the extra time we have been given to plan and grade. I feel like I have used it effectively and it has reduced my stress a lot. I am still stressed about the unknown but recognize how we cannot control that. Societal/ political events are crazy but the most stressful part is hearing staff members talk about it with only their opinion. My students have been wonderful through it all and I could not be more grateful for them. My stress levels have definitely decreased since the beginning of the year and I cannot stress how much I appreciate the help from the administration in making that happen.

At FMS, we have been reworked our schedules to give us more planning time during the day. It has been a lifesaver; I would be drowning without it.

We are all experiencing Covid Fatigue. Some of us have been quarantined due to contact with kids in building and it is exhausting. Exhausting in that it is more work to be remote and exhausting because you find yourself just waiting for the next exposure and the next quarantining. Emotionally many of us (students and teachers) are spent.

I cannot THANK YOU enough for the added time. TIME has made the most significant difference in being able to function and do my job well. This pandemic has been a good wake-up that "more" is not "better". This applies to both students and staff. We don't need more added to our plates. We need more time to put into making what we do really good. I've been able to be more creative and more engaging this year with delivering material and in coming up with various ways students can show what they've learned. I would not have been able to accomplish this if I had been tapped out mentally and emotionally due to having to do so much planning at home (which was last year and honestly, many years not in a pandemic as well). Ray managed to give us 2 prep periods/day. Some days, both prep periods are spent providing feedback on work, returning emails and reaching out to kids at home, resulting in planning happening outside of the school day. Other days, I can spend one period issuing feedback and another planning so that I don't have as much at-home work. Please consider keeping what you took off our plates. I feel like we are treated like professionals and are all much healthier.

Very much appreciate seeking feedback and adapting the school calendar to allow for more time to prepare. Some anecdotes:

I've used the additional time to convert my units to remote lessons. As it looks like we will continue with the hybrid model for awhile this is a continual process. As I move through my curriculum I am adjusting/converting EVERY week. And I need to do this for 3 separate preps. All time consuming and tiring... and sort of depressing...

I've also used the time to figure out how to upload pdf of my documents to Goodnotes on the new iPad (generously supplied to me) and how to use my iPencil to give a lesson I normally would do in person remotely to kids at home. This is tricky and I'm not that good at it yet. Thank goodness our students are awesome and willing to bear with me as I fumble though at times.

Having the extra planning time have been extremely helpful and has taken my school stress level way down. Being able to count on that extra time for planning is truly a gift and is much appreciated.

One of the biggest school-related stressors is figuring out how to adequately give the students of my fully synchronous classes a solid learning experience without being able to do so many of the things we would normally do. So many of the interactive activities that get the kids talking, working creatively together, and problem solving together are impossible to do right now. I use Google Meets instead of Zoom, and the breakout room feature is incredibly unreliable. Putting on the persona of "everything is totally fine and it's going to be great" each day for the kids while I feel like I'm crumbling inside is beyond exhausting.

At this point in the school year I feel as though burnout is hitting. Teaching synchronously and basically making sure you have two plans for every lesson is draining and I am feeling as though I don't know how much longer I can handle this.

Trying to keep up with not only planning but assessing students with more than just multiple choice summatives is difficult. There is more to do at home around COVID, more to deal with there, so there is less time to do meaningful assessment at home...and at school.

There have been some things put in place at the middle school to help with extra time that is needed and I appreciate that immensely. However, keeping up this pace is going to be difficult to maintain for the remainder of the year. The burnout is real!

The above steps that have been implemented are incredibly helpful & appreciated! It has really made me feel heard &, most importantly, be a more effective teacher for my students. The workload stress that I do feel mostly comes from teaching all subjects & not necessarily COVID related. Having said that, teaching in these times - trying to keep my students & my family safe is very stressful!

I feel safe coming to school because of the phenomenal job that students and staff are doing by following the safety protocols for our building.

I REALLY appreciate the extra time you have given us this year. Although my stress is not gone (so I don't want to put "1") it is much alleviated because we have time to work individually and we have time to work with colleagues. I only wish I had more time with students in the building as I need to conference with them far more than they are available, but that is not something within our control. I am grateful that when we can make changes to give more time, we have done so. Thank you.

I am exhausted after a day of synchronous learning. We are pushed to do it daily and the amount of things you have to juggle is insane. Starting a call, taking attendance, dealing with behaviors at home, technology issues, students don't have paperwork because they are quarantining, planning engaging lessons for virtual students, unsupportive parents, plus COVID stress. Each week has been more stressful than the last and I am tired of not being compensated for all the additional work we are doing.

I really appreciate the extra planning time. Thank you.

I would prefer to teach remotely the week after each extended break as those are the weeks I am most uncomfortable with students coming back into the classroom. I have already heard students share that they are going to hotels with indoor water parks during February break. Yikes!

I feel like the administrators here at FMS have done a fantastic job around finding time for planning. I feel like I have an okay plan for synchronous learning, but feel I could be teaching more effectively, but I'm not sure how to go about it. I spend a great deal of time making slides, creating engaging (I hope) tasks for my students, and developing meaningful assessments. I just don't feel like what I'm doing is as good/effective as it could be...Perhaps that is the lot of the educator in the time of COVID...

My stress level regarding keeping kids connected, completing work their and emotionally well is high.

Specialists are still required to provide at school learning as well as remote learning. Lessons are expected to be posted on google classroom biweekly. There has not been enough time allotted for planning for the remote students. More time for the spring portion would be appreciated.

Specialists now have only 10 minutes in between classes to sanitize and reset the classroom for the next group of students. Before January - we had 15 minutes that allowed for deeper cleaning and better set ups.

I am grateful for the additional time we've been given in place of full staff meetings. However, my teaching team winds up using that time to meet on most days, so it hasn't actually turned into more planning time, per se. My stress level is still pretty high considering everything we need to keep in mind in terms of teaching different cohorts and 5 day students. It's a lot to manage logistically, more so than in other years. I don't feel like teaching and employee responsibilities have lessened at all, and that's challenging for me. The half-days we've been given wound up being huge stress relievers for me. My fingers are crossed we will get more of those if it doesn't cause a huge negative impact to families. With all that said, I appreciate teaching in a district that continues to think outside the box for what is best for students.

The snow-day = prep day is SUPER helpful. I am extremely grateful for the additional planning day before we jumped into the Red Schedule (at the high school), in addition to the remote afternoons to catch-up/plan curriculum and assessment.

While daily synchronous classes are still crazy to plan and teach, I feel much more prepared because of the additional time I have that used to be dedicated to PLC meetings. I also really appreciate the staff wellness in place of standard faculty meetings. Seriously, thank you such much to the administration for being flexible this year. In a time where we, as teachers, literally don't know when we are going to be quarantined, etc. being empathetic to our planning time has been really helpful this year. Thank you!

I really appreciate the extra time provided for planning. The extra time for planning has decreased my overall stress level. I am no longer in hybrid so I am not sure if the additional planning time provided would have reduced my stress level as much if I still needed to plan for at-home learning.

The extra planning time you have provided and the snow day planning time has been a huge factor in the reduction of stress in these past weeks. I appreciate the care and effort that has been put in place to help us as teachers so we can be at our best for our students.

Differentiating for the students who are 5 days a week versus every other day is still a challenge.

I very much appreciate that we have snow days as planning time (and not remote learning)! Thank you!

I am still feeling overwhelmed with the transitions between remote and hybrid learning. It is very difficult to change lessons and restructure for our remote (red) schedule from in-person and synchronous lessons, especially when given notice so shortly before we change. If we could say that remote learning will always last (from its start until the end of the week, for at least one week, etc.) that might be helpful.

Some students are not taking their remote work seriously and there isn't really a consequence to missing remote class (besides being marked absent). This is adding to my stress level because now I have to work even harder to get those students back on the same page as the ones who do participate. I wish there was more accountability.

I greatly appreciate the additional planning time and can attest to the fact that it has been extremely helpful in managing the workload that this year has presented. It has also allowed us to have more team time to "divide and conquer" and collaboratively problem solve.

The additional planning time has been really helpful, along with the other steps implemented two months ago. Please continue these measures through this school year.

There is still no way near enough planning time for the amount of work we teachers are still expected to do. When every other system around us who are in hybrid learning, has one planning day a week to help relieve the stress level of teachers, then I have to wonder why RSU5 isn't concerned about the workload of their teachers? For the very few half day planning times provided, they are starting to become booked with meetings, hence taking away what I thought that half day was intended. Having a PLC every week, even though the meetings aren't as long as last year, is additional time taken away, especially when we need as much time as possible to write a daily agenda for the following remote day. Remote day agendas take up a good portion, if not all, of what little planning time we do have. Because of this, any planning for actual lessons, and any grading, has to be done completely on our own time, which is an additional 2-3 hours/day. So the stress level is high and will remain that way, under the current RSU5 policy. This is unhealthy for the staff, and for our students.

We really appreciated the half days to plan/prep for all the at home work.

The further we get into synchronous learning (and I've been doing it with all of my classes since Sept), the more concern I have about time to find and learn to use technology that lets me know how students at home are participating in class. My content requires students to be active participants, doing pencil and paper work, and I don't have an efficient way (for students or me) to monitor that yet. My technology integrator just recently introduced us to a service that seems to facilitate this (Classkick), but I may not be able to implement it until I get to spend some time during February break.

I'm concerned about our class sizes getting so large that it is no longer the hybrid (or even hybrid-plus) model. Distancing is getting more and more difficult as more students are coming 5 days. It's making school more stressful and risky for everyone involved.

I appreciate the efforts that have been made to alleviate some of the workload and stress on teachers! Thank you for hearing the concerns and taking action.

*The snow day as teacher prep day is awesome.

*The two early release days were very helpful.

*The 1.5 hour staff meetings with DCS have been challenging this year as we are often in different places and the time does not feel as productive as it did last year. Next year I would like to create a more robust plan made by the teachers on the team. I think there is value in this collaboration but the meetings in a Covid year haven't been the best use of our time.

*Teaching is a profession that comes with constant stress. When our school was in hybrid in the fall and during the remote learning time last spring, I was extremely stressed and overwhelmed with trying to get everything done. Now that we've been in green since October I feel like my work stress has returned to the normal level of stress that I usually have as a teacher. I really feel for my colleagues who are still working in the hybrid/synchronous format.

*Thank you to Dr. Foley, the administrative team, and the Board for working to find creative ways to find extra time for teacher planning. We are the only district in Southern Maine working on a hybrid 2 day rotating 3rd day schedule. Please keep that in mind and consider how to help our staff still operating under hybrid with a little extra time to manage it all.

I am so grateful for the excellent leadership and hard work of district and building administrators in navigating RSU5 through this stressful and unknown time.

Stress remains very high on all fronts and I anticipate that will continue through to the end of the school year. However, the steps taken to alleviate stress have been amazing, highly appreciated, and definitely helpful. Thank you so much.

Thank you for providing the additional half days and snow days. They have been incredibly helpful. I hope that as vaccines become more available, the stress of managing the unknowns will continue to go down.

Really appreciate the opportunity to use PLD time for planning and processing assessments.

It is a challenge to juggle so many things during covid - and there a lot more balls in the air this year with covid, surrounding planning and scheduling, in addition to everything else we normally do - every piece of the work we do has added elements and constraints that take more time. As a school counselor, I feel like my job has become very secretarial - I would guess that over 50% of my time is spent managing emails & schedule changes. Students are struggling right now and I believe mental health should be prioritized for students, teachers, and staff.

I am uncomfortable with our class sizes continuing to INCREASE since September. It is very difficult to maintain social distancing among young children, and the smaller cohorts were supposed to help with that. Sure, when kids are seated, it is somewhat easier to enforce, but the reality is our classrooms are busy, active spaces with kids and adults moving about. Also, many classrooms have students who require adult support per IEPs, and those additional people in the room don't seem to be taken into consideration. We have had more cases in our district since December, more cases statewide, there are new variants of the coronavirus that are said to be more contagious, no indication of when we will be able to get vaccinated, and yet we are bringing more and more people into classroom spaces. Lastly, the expectation of teachers remains the same as any other year, if not more so. We are still in a global pandemic dealing with a disease that we don't know the long-term health impacts it will have, and teachers are doing the best we can under stressful, risky circumstances. Responsively speaking, we would never hold our students to the same expectations under such extreme, unprecedented conditions. The two early release days honestly didn't help much - we still have to be in teach mode in the morning, the change in schedule is more disruptive for the kids, and by Friday afternoon, we are spent. Teachers are worn out, breaking down, losing hope, and frankly giving up on voicing their concerns because no one seems to really be listening. When we are observed teaching our students, I'm sure it looks like nothing is wrong (because we are professionals and good at compartmentalizing for the kids), but we are struggling.

the modifications that have been made have helped greatly. It feels good to know that our hard work is appreciated and being supported.

I appreciate the additional planning time RSU5 has provided. Dedicating many of our staff meetings to PLC time has been hugely beneficial for my team and I. Using snow days as planning time has been a tremendous gift!

I'm not comfortable being honest on this survey since it's going back to my boss. I just deleted literally five paragraphs of comments when I realized this wasn't coming directly from the board.

All of the things implemented have been SO helpful: snow days, extra planning time for the 1/2 days. This has really helped staff morale too. Please continue to show staff that health and safety still has to be the #1 priority. Everyone wants all students to go to school 5 days and have equal opportunities for education, but safety of staff and students and following the CDC guidelines have to remain at the forefront!

The additional time provided for PLC and the half days were greatly appreciated. Knowing that assessment season is upon us, along with report cards and parent conferences, the value of teachers time continues to be precious. I hope that the same thought and balance will be reflected in plans for the spring trimester as the outside pressures to have all students in school continues to mount, it is important to know that the district continues to put teacher and student safety as priority 1 and not change standards to appeal to pressures from parents to get kids in school.

For nurses, the amount being asked of us this year is extreme. We need to be available at almost any time in case we have a positive COVID case at school, which takes hours to deal with (usually outside of school hours which we are not compensated for). The constantly changing rules and regulations make it almost impossible to keep up with.

It is never easy to be a working parent, in particular a working parent of a child with special needs. That being said, I have felt supported with my unique situation this year. While YES there is a great deal of stress when you look at the larger picture, I feel like the district and the supervisors I report to have been kind, supportive and fair with accommodations they have made so that I can do my job to the best of my ability when I am being pulled in multiple directions (two schools, home, etc). I have felt supported financially when new equipment or technology is needed/requested and emotionally when I had to flex my schedule due to family concerns or needs that I have personally, keeping in mind that I have children who are also learning in a hybrid model in a different district. Thank you for all that you have done and all that you continue to do!

As the ESL teacher, most of my concern is making sure my remote students are able to meet. Some of them are currently watching younger siblings and cannot tend to their own school work.

* I am not "stressed" as much as I am feeling "inadequate" in terms of the quality and quantity of the instruction I am able to provide to my students. My teaching practice this year feels way below the level that I am accustomed to having it and I find that that is not so much stressful as it is discouraging.

* I am appreciating the extra planning time provided by the district. Adapting lessons and assessments for remote/hybrid learning has forced me to update and revise MANY of these activities...some things I had been putting off for a longer than I should have due to lack of planning time. I'm going to have some good stuff to use when we get back to full-time learning!

* I appreciate the trust that the district has placed in the teachers to use the extra planning time in an honest and wise manner, as a professional should. Personally, I find myself extremely productive when I have these chunks of time available to me and am proud of what I am able to accomplish.

I appreciate all the support that Julie has given us. Thanks to Dr. Foley and the board for helping us and supporting us through all of these unknowns.

thank you for the help and varied resources that we are given. Still need to have all teachers and support staff communicating better to meet the needs of all students, and remember what's best for students.

There is a new stress, which doesn't seem to be addressed in this survey, which concerns how much students and staff are on their laptops and using technology during this time. It's amazing the stuff we can do and it makes things easier in a lot of ways, but I feel like there is no break from it with how we're doing things currently and I worry that it will have some negative long-term effects.

Stress level related to juggling so many different schedules and groups of students given all of the exceptions (some fully remote, some 5 days a week, some with early release, some of them without, etc.): 5

I appreciate the steps the district has taken since November to address teacher stress. Having snow days as planning days makes a lot of sense for teachers and students. I also think delaying work on district goals is important as many teachers would not have been able to fully engage in that work. The early release days are a nice gesture. A full day in the place of two half days would be even better so teachers could devote their full energy and focus to that time.

It is hard knowing that every other district around us has one day per week to devote to office hours. Being online in synchronous classes all day is exhausting for both staff and students, and it puts a lot on teachers to plan for that every day. Having one day a week for office hours to plan and meet with students, or implementing the "red" schedule where instruction was happening in the morning and callbacks and planning could happen in the afternoon would help to alleviate some of this exhaustion and would put us in line with what our neighboring districts are already doing.

Again, teachers appreciate that the district has acknowledged the burden and stress that teachers are facing, and the steps that have been taken thus far have been welcome. My hope is that this continues for the remainder of the year.

Thank you for continuing to check in with staff. It has been so wonderful to have time given to us for planning purposes. My current stress for work is related to the work load. This year has proven to be so tricky in so many ways. I am thankful to work in a district that supports teachers, but there is only so much support that can be given in this situation I suppose. A teacher's job on a normal year has it's stressors but COVID has thrown so many additional things our way that make our jobs quite stressful this year. I think that sometimes teachers appear to have everything under control and all appears to run like a well-oiled machine, but under the surface there is so much happening to keep that machine running. I think we are ALL doing the best we can do for our children! Thank you for your support.

none

Thank you so much for giving teachers extra planning time. Every minute is helpful!

I really appreciate all the responsive steps that have been taken to provide teachers with more planning time. It has been helpful. With the upcoming changes at DCS, my stress level has definitely risen regarding having adequate time to plan for all of the changes and implementing and managing new technological requirements. Overall, I have concerns about managing the number of changes we are implementing simultaneously and about how best to support my students as these changes impact them.

The only stress I'm feeling now is just the uncertainty of things. Wondering if we are going to have to go red again or when the next case will be and if I'll have to quarantine. Besides that, I've learned to manage my workload and focus on the things I can control.

I feel as if all I do is change schedules and change more schedules and change schedules again and reply to way too many emails a day, and manage 504 plans, and and I hardly see my students anymore because most of my time is spent on administrative tasks. Just being honest. Thanks.

I'm very grateful to be back in "green" for most of the year. I'm only stressed about doing my best to push my class who is historically on the lower end of achievement.

I'm very appreciative of the snow days being remote working days for teachers, and I appreciate the two 1/2 days to catch up with work. As we continue to navigate the spring semester, all of my units are being revamped in order to adapt to hybrid. In addition, the students who were having a tough time semester 1 now are in dire need of an extra support semester 2 in order to pass. Wherever you can carve out time to 1) let teachers adapt their lessons/learn new techniques in order to give their best instruction and 2) Give opportunity to meet with struggling students and 3) give teachers the chance to communicate with each other about struggling students and gameplan ways to help them, it would be so, so, so needed and appreciated. Thank you.

The sheer volume of content that we have to create for digital access is really overwhelming, but I don't see how this could be rectified outside of what's already being done. I do appreciate not having to attend PLCs for now though, that planning time is invaluable. Also, any planning time offered on Wednesday is amazing.

I genuinely appreciate the steps our district has taken to help ensure that teachers and staff members are supported during this challenging time. I feel like we are doing our best to meet students' needs despite the difficult circumstances. It is impossible to make all staff members and families happy, but I think we're doing as well as humanly possible to continue important teaching while valuing the safety and well-being of our staff and students at the same time. Thank you!

I appreciate the support and flexibility the district and my school are providing as we strive to support students and families during a challenging time.

I am still finding the stress of having to prepare at-home work for students still in the cohort model to be substantial. The reality is that getting these materials together takes up most of my planning blocks, leaving little time to feel like I can get ahead on anything else. I'm also finding it confusing and stressful to navigate our hybrid plus model. At this point, a majority of my students come everyday. It doesn't always seem to make sense to teach "repeat" days, but I also worry about keeping track of which kids have had which lesson if I teach new content each day. I'm also noticing behaviors that seem linked to many students sitting through the same lessons two days in a row. Finally, I'm feeling a ton of pressure to cram as much academic content into each day as possible, which just isn't responsive to the needs of young students. It doesn't feel like we are adequately addressing the social and emotional needs of our students. We spoke at the beginning of the year how this year more than ever we need to take care of our students' SEL needs, but now it feels like the message is that academics are the priority (at the expense of SEL because there's only so much time in a day) because we're not with students as often. I can feel this leading to frustration and burnout for myself and my colleagues.