

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– DECEMBER 9, 2020
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 remotely.
<https://networkmaine.zoom.us/j/89213893347> Webinar ID: 892 1389 3347
Join by telephone: 1 301 715 8592

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
____ Pownal Vacant	____ Michelle Ritcheson
____ Lindsey Furtney	____ Valeria Steverlynck
____ Jennifer Galletta	____ Madelyn Vertenten
____ Susana Hancock	____ 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 November 18, 2020 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. Adjustments to the Agenda:

6. Good News & Recognition:
A. FHS Mock Trial Team - State Champions
B. 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)
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8. Reports from Superintendent: (10 Minutes)
A. Items for Information
 1. District Happenings
 2. Resignations:
 - Jim Grant, Technology Director
 - Danielle Peterson, FHS Office Secretary

- 9. Administrator Reports:
 - A. Instructional Support Report/Goal Review – Bonnie Violette (20 Minutes)

- 10. Board Comments and Committee Reports:
 - A. Board Information Exchange and Agenda Requests (10 Minutes)

- 11. Policy Review: (10 Minutes)
 - A. Consideration and approval of the following policy (2nd Read).
 - 1. JHB - Truancy

Motion: _____ 2nd: _____ Vote: _____

- 12. Unfinished Business:
NA

- 13. New Business: (10 Minutes)
 - A. Consideration and approval to see if the Board of Directors of RSU5 will vote:

To add coverage for the position of Food Service Director under its MainePERS, Regular Plan AC effective January 1, 2021 and:

To authorize Superintendent Foley to sign the Amended Agreement between RSU5 and the Maine Public Employees Retirement System.

To allow its Food Service Director who is currently employed by RSU5 on January 1, 2021, upon electing to join MainePERS, to purchase prior service upon the employee's full payment of all associated costs. RSU5 will not participate in the purchase of prior service and so the employee is responsible for paying the full liability associated with this service.

Motion: _____ 2nd: _____ Vote: _____

- 14. Personnel:
NA

- 15. Public Comments: (10 Minutes)
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- 16. Adjournment:

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

Item # 4

**RSU No. 5 Board of Directors Meeting
Wednesday, November 18, 2020 – 6:30 p.m.
Freeport High School - Cafeteria
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the December 9, 2020 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:32 p.m.

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

MEMBERS ABSENT: Jeremy Clough, Maura Pillsbury

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

VOTED: To approve the minutes of October 28, 2020 and November 4, 2020.
(Hancock – Furtney) (9 – 0) The student representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:

New Business Item 13 - Hybrid Board Meetings and Solar Agreement Update

6. GOOD NEWS AND RECOGNITION:

- A. Report from Board's Student Representative - Brady Grogan
- B. Good News from Durham Community School – Will Pidden and Kelli Rogers

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

- A. Items for Information
 - 1. District Happenings
 - 2. Resignations: Pierre Martin - Learning Lab Instructor

9. ADMINISTRATOR REPORTS:

- A. Finance - Rick Kusturin
- B. Durham Community School Goal Review - Will Pidden
- C. Nutrition Report/Goal Review - Erin Dow
- D. Athletics Report/Goal Review - Craig Sickels

10. BOARD COMMENTS AND COMMITTEE REPORTS:

- A. Board Information Exchange and Agenda Requests
 - Maddy Vertenten - The FPAC Advisory Committee has met.
 - Michelle Ritcheson - The Board learning opportunity was helpful and appreciates the effort of administration.
- B. Finance Committee
- C. Policy Committee

11. POLICY REVIEW:

A. VOTED: To approve 1st Read of the following policy. (Galletta – Steverlynck) (9 – 0) The student representative voted with the majority.

1. JHB - Truancy

12. UNFINISHED BUSINESS:

A. Workshop on next steps to address staff survey results.

VOTED: To revise the 2020-2021 school calendar by adding two Early Release Days on Friday, December 11, 2020 and Friday, January 15, 2021 (Steverlynck – Galletta) (9 – 0) The student representative voted with the majority.

VOTED: To continue the meeting past 10:00 p.m. (Steverlynck – Hancock) (7 – 2 Munsen, Steverlynck)

13. NEW BUSINESS:

A. Hybrid Board Meetings

B. Solar Agreement Update

VOTED: To authorize the superintendent to enter into a Consent to Assignment and First Amendment agreement with Acton H Road Solar 1 LLC (Soltage) on such terms as the superintendent, in consultation with legal counsel, deems appropriate. (Hancock – Munsen) (9 – 0)

14. PERSONNEL:

None

15. PUBLIC COMMENT:

Marie Wendt, Pownal

Geoff Dyhrberg, RSU5 FHS teacher

16. ADJOURNMENT:

VOTED: To adjourn at 10:21 p.m. (Hancock – Munsen) (9 – 0)


Becky J. Foley, Superintendent of Schools

Item # 9.A.

**RSU5 Instructional Support Plan
FY 2019-2020**

Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.
Objective 1.1: Strengthen and align social/emotional systems in order to build student confidence and independence in the least restrictive environment. (Grades K-12)
Objective 1.2: Increase opportunities for students to learn real world-skills and improve access to learning. (Grades 9-12)

Strategic Objectives (K-12)	Action Strategies	Person Responsible	Progress Indicators
<ol style="list-style-type: none"> 1. Identify ways to increase and support student engagement in learning 2. Identify students' strengths and interests 3. Identify different pathways for learning based on students' strengths and interests 4. Evaluate effectiveness of instruction based on data and student self-monitoring 	<ol style="list-style-type: none"> 1. Administer preference assessments to identify students' strengths and interests <ol style="list-style-type: none"> a. all teachers are focused on this goal because some students are learning remotely and others are in person b. teachers have assessed ways to engage students and parents remotely 2. Develop meaningful learning pathways for students based on their strengths and interests <ol style="list-style-type: none"> a. various options were provided during remote learning including engagement in virtual classrooms, assignments provided to parents, virtual consultations 	<p align="center">Director of Instructional Support, Instructional Strategists and Staff</p>	<ol style="list-style-type: none"> 1. Completed student preference assessments (annually) <ol style="list-style-type: none"> a. PD provided to ed techs and some teachers in March - May 2020 2. Consistent use of language to support students based on their strengths and interests <ol style="list-style-type: none"> a. SEL curriculum identified to provide instruction to students to ensure consistent use of language b. will continue goal in 20-21 3. Sample of positive behavior support plans

	<p>with parents, online programs to teach reading and math</p> <ul style="list-style-type: none"> b. the opportunity of remote learning spearheaded discussions about student engagement c. meetings held with grade level teams to discuss strategies to engage and motivate students which impacted learning for all students <p>3. Facilitate collaboration between general and special educators to create opportunities to support student engagement</p> <ul style="list-style-type: none"> a. students were involved in virtual general ed classes and received special ed support virtually and in-person b. teachers have collaborated closely this year to provide an combination of remote and in-person learning 		<ul style="list-style-type: none"> a. PBSP template was provided to all staff b. professional development was provided to MSS, MLS, DCS, & FHS staff c. behavioral consultations to FMS staff <p>4. Observation of different instructional approaches that engage students in learning based on strengths and interests</p> <ul style="list-style-type: none"> a. observed teachers providing virtual small group instruction b. observed teachers providing online programs to teach reading and math <p>5. Summary of analyzed data</p> <ul style="list-style-type: none"> a. will continue goal in 20-21 b. ongoing PLC meetings to review student progress
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	<p>4. Analyze data to evaluate and monitor student engagement and participation in learning</p> <ul style="list-style-type: none"> a. teachers collected data on how students engaged in remote learning b. some students were independent and did well with learning remotely c. some students were engaged in virtual small group instruction d. for other students, parent involvement was required at all levels of instruction 		
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Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.2: Increase opportunities for students to learn real world-skills and improve access to learning. (Grades 9-12)

Strategic Objectives (9-12)	Action Strategies	Person Responsible	Progress Indicators
<ul style="list-style-type: none"> 1. Develop real world learning opportunities in which students can apply new learning. 2. Encourage students to design their learning 	<ul style="list-style-type: none"> 1. Create and implement instructional approaches to support hands-on learning <ul style="list-style-type: none"> a. community based learning provided to students in specialized programs, including having students 	<p>Director of Instructional Support, Instructional Strategists, and Staff</p>	<ul style="list-style-type: none"> 1. Classroom observations that use hands-on approaches <ul style="list-style-type: none"> a. observed teachers in virtual small group instruction b. students engaged in learning

3. Encourage students with disabilities to participate in extracurricular activities
4. Expose students to practical skills such as employment skills
5. Formalize technology instruction so that students can use technology as a learning tool
6. Encourage general ed teachers to implement strategies to support all students
7. Ensure that the curriculum is accessible to all students
8. Evaluate effectiveness of strategies in supporting students to access the curriculum

volunteer at animal shelter, LLBean events, & local businesses

2. Develop and implement individual plans that consider student strengths and interests
 - a. transition assessments are administered to all students
 - b. teachers get to know students individually and learn their strengths and interests
 - c. courses and instruction are provided to students based on their strengths and interests
3. Create and implement opportunities for students to learn real world practical skills
 - a. students experienced riding public transportation
 - b. students identified & purchased items, and prepared meals
 - c. students assisted businesses in sponsored community events

2. Courses that teach real world practical skills
 - a. Region 10 provides real world skills
 - b. FHS instruction offers students real world skills
3. Classroom observations of students using technology
 - a. observed students in virtual classes, using online programs (Kahn), and participating in virtual sessions with teachers
 - b. goal will continue into 20-21
4. Classroom observations of accommodations that are beneficial to all students
 - a. professional development provided
 - b. will continue goal in 20-21
5. data will continue to be collected and analyzed in 20-21

	<ul style="list-style-type: none">d. Division of Voc Rehab offered job club, provided a curriculum to address employment skillse. DVR sponsored transition career and exploration workshop <p>4. Provide ongoing professional development to staff to use technology as a learning tool</p> <ul style="list-style-type: none">a. Use of Google Platformb. Google Extension - Read-Write Programc. Achieve Readingd. Envision Math <p>5. Provide ongoing professional development to facilitate the use of accommodations for all students</p> <ul style="list-style-type: none">a. staff provided ongoing consultations to staff to offer accommodations to all students <p>6. Collect data to evaluate and monitor student engagement and participation in learning</p> <ul style="list-style-type: none">a. academic and functional data collected in specialized classrooms		
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	b. data analyzed and programming adjustments made as needed		
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Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.2: Ensure that student growth is measured and communicated in meaningful ways (K-12)

Strategic Objectives (K-12)	Action Strategies	Person Responsible	Progress Indicators
<ol style="list-style-type: none"> 1. Collect academic and functional data consistently 2. Review data monthly to monitor student progress 3. Review data each trimester to determine instructional effectiveness 4. Compile data each trimester to monitor student progress and growth 	<ol style="list-style-type: none"> 1. Develop and implement a systematic way to collect data that measures students' academic & functional progress <ol style="list-style-type: none"> a. in process 	<p>Director of Instructional Support, Instructional Strategists, and Staff</p>	<ol style="list-style-type: none"> 1. Develop and implement a systematic way to collect data <ol style="list-style-type: none"> a. data template provided to all staff b. consultations provided to MSS, PES, MLS, DCS, & FMS, FHS staff c. continue goal into 20-21 2. Consistent data collection that can be shared with staff as students move through the grades <ol style="list-style-type: none"> a. continue goal into 20-21 3. Common goals related to progress monitoring <ol style="list-style-type: none"> a. continue goal into 20-21

**RSU5 Instructional Support Plan
FY 2020-2021**

Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing and fosters curiosity.
Objective 1.1: Strengthen and align social/emotional systems in order to build student confidence and independence in the least restrictive environment. (Grades K-12)
Increase opportunities for students to learn real world-skills and improve access to learning. (Grades 9-12)
Goal 2: All RSU5 students regularly engage in meaningful student centered learning.
Objective 2.4: Ensure that student growth is measured and communicated in meaningful ways (K-12)

Strategic Objectives 1.1 (K-12)	Action Strategies	Person Responsible	Progress Indicators
<ol style="list-style-type: none"> 1. Consistent use of language to support students based on social-emotional learning 2. Implement positive behavior support plans (PBSP) consistently 	<ol style="list-style-type: none"> 1. Use SEL curriculum to provide instruction to students 2. Support students to function and learn independently 	<p>Director of Instructional Support, Instructional Strategists, and Staff</p>	<ol style="list-style-type: none"> 1. Provide adult support template 2. Assess adult support & phase out based on student progress & growth 3. Consistent data collection that can be shared with staff as students move through the grades <ol style="list-style-type: none"> a. share data with staff to plan for students moving to next grade

Objective 1.1: Increase opportunities for students to learn real world-skills and improve access to learning. (Grades 9-12)

Strategic Objectives (9-12)	Action Strategies	Person Responsible	Progress Indicators
<ol style="list-style-type: none"> 1. Formalize technology instruction so that students can use technology as a learning tool 2. Ensure that the curriculum is accessible to all students 3. Evaluate effectiveness of accommodations in supporting students to access the curriculum 	<ol style="list-style-type: none"> 1. Provide ongoing PD in technology use 2. Provide ongoing PD in use of accommodations in classrooms 3. Ongoing data collection and analysis on effectiveness 	<p>Director of Instructional Support, Instructional Strategists, and Staff</p>	<ol style="list-style-type: none"> 1. Classroom observations of accommodations that are beneficial to all students <ol style="list-style-type: none"> a. continue to collect and analyze data

Objective 2.4: Ensure that student growth is measured and communicated in meaningful ways (K-12)

Strategic Objectives 1.2 (K-12)	Action Strategies	Person Responsible	Progress Indicators
<ol style="list-style-type: none"> 1. Collect academic and functional data consistently 2. Review data monthly to monitor student progress 3. Review data each trimester to determine instructional effectiveness 4. Compile data each trimester to monitor student progress and growth 5. Evaluate effectiveness of academic and functional instruction 	<ol style="list-style-type: none"> 1. Formalize process of data collection and analysis 3X per year 	<p>Director of Instructional Support, Instructional Strategists, and Staff</p>	<ol style="list-style-type: none"> 1. Provide data collection template 2. Review student data at weekly PLC meetings 3. Determine instructional effectiveness in meeting student needs



Regional School Unit 5
Durham • Freeport • Pownal

Item # 11

"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, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Liam Hornschild-Bear, Brady Grogan

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

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

DATE: December 2, 2020

RE: Review/Update of Policies

At the December 9, 2020 Board of Directors Meeting, the following policy will be on the agenda for 2nd Read:

JHB - Truancy

TRUANCY

TRUANCY DEFINED

A student is truant if ~~he/she is~~ they are required to attend school or alternative instruction under Maine compulsory attendance law (20-A MRSA § 5001-A) and ~~he/she~~ they:

- A. ~~Has~~ Have completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; or
- B. Is at least ~~7~~ 6 years of age and has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year.
- C. A child 5 years of age or older and under 6 years of age who is enrolled in and who has not withdrawn from a public day school is required to attend that school during the time it is in session. Such a child will be considered truant if they have the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year.

ATTENDANCE COORDINATORS

In accordance with Maine law, the Superintendent shall appoint one or more attendance coordinators. The duties of the attendance coordinator include, but are not limited to:

- A. Interviewing a student whose attendance is irregular and meeting with the student and the parents to determine the cause of the irregular attendance and filing a written report with the principal;
- B. Filing an annual report with the Superintendent summarizing school year activities, findings and recommendations regarding truants;
- C. Serving as a member of the dropout prevention committee; and
- D. Serving as the liaison between the school and the local law enforcement agency in matters pertaining to student absenteeism under Maine law.

TRUANCY PROCEDURES

As required by law, the following procedure shall be followed when a student is truant.

- A. The principal, upon determining that a student is truant, shall notify the Superintendent of the student's truancy within five school days of the last unexcused absence.

- B. Within in five school days of notification, the Superintendent/designee will refer the student who has been determined to be truant to the school's student assistance team.
- C. The student assistance team will meet to determine the cause of the truancy and assess the effect of the student's absences, as well as any future absences for the student. If it is determined that a negative effect exists, the student assistance team shall develop an intervention plan to address the student's absences and the negative effect of these absences.

An intervention plan may include, but is not limited to:

1. Frequent communication between the teacher and the family;
2. Changes in the learning environment;
3. Mentoring;
4. Student counseling;
5. Tutoring, including peer tutoring;
6. Placement into different classes;
7. Evaluation for alternative education programs;
8. Attendance contracts;
9. Referral to other agencies for family services; and
10. Other interventions including but not limited to referral to the school attendance coordinator, student assistance team, or dropout prevention committee.

Failure of the student or the student's parent(s)/guardian(s) to appear at scheduled meetings does not preclude school administrators from implementing a plan to address a student's truancy.

- D. The student and ~~his/her~~ their parent(s)/guardian(s) shall be invited to attend any meetings scheduled to discuss the student's truancy and the intervention plan.
- E. If the Superintendent/designee is unable to correct the student's truancy, the Superintendent/designee shall serve or cause to be served upon the parent(s)/guardian(s) in-hand or by registered mail a written notice that the student's attendance is required by law. The notice shall:

1. State that the student is required to attend school pursuant to 20-A MRSA §5001-A (the compulsory attendance law);
 2. Explain the parent's right to inspect the student's attendance records, attendance coordinator's reports, and principal's reports;
 3. Explain that the failure to send the student to school and maintain the student in regular attendance is a civil violation in accordance with 20-A MRSA § 5053-A and will jeopardize the student's status in the grade he/she is they are in;
 4. State that the Superintendent/designee may notify local law enforcement authorities of a violation of 20-A MRSA § 5053-A and the Department of Health and Human Services (DHHS) of a violation under and 20-A MRSA § 5051-A(1)(C); and
 5. Outline the plan developed to address the student's truancy and the steps that have been taken to implement that plan.
- F. Prior to notifying local law enforcement authorities, the Superintendent/ designee shall schedule at least one meeting of the student assistance team as required by law and paragraph B of this policy and may invite a local prosecutor.
- G. If after three school days after the service of the notice described in paragraph E of this policy the student remains truant and the parent(s)/guardian(s) and student refuse to attend the meeting referred to in paragraph F, the Superintendent/designee shall report the facts of the unlawful absence to local law enforcement authorities. Local law enforcement may proceed with enforcement action against the parent unless the student is at once placed in an appropriate school or otherwise meets the requirements of the compulsory attendance law.
- H. When a student is determined to be truant and in violation of the compulsory attendance law, and the student assistance team has made a good faith attempt to meet the requirements, the Superintendent shall notify the Board of the student's truancy.

ANNUAL REPORT TO COMMISSIONER

The Superintendent shall submit an annual report regarding truancy to the Commissioner by October 1. The report must identify the number of truants in the school administrative unit in the preceding school year; describe the school unit's efforts to deal with truancy; account for actions brought to enforce the truancy law; and include any other information on truancy requested by the Commissioner.

Legal Reference: 20-A MRSA §§ 5001-A; 5051-A-5054-A
22 MRSA § 4002

Cross Reference: JEA – Compulsory Attendance
JFC – Dropout Prevention—Student Withdrawal from School
JLF – Reporting Child Abuse and Neglect

Adopted: November 18, 2009
Revised: January 23, 2013
Revised: March 26, 2014
Revised: _____