

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS  
WEDNESDAY – FEBRUARY 13, 2019  
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:

|                      |  |
|----------------------|--|
| __ Kathryn Brown     | __ Michelle Ritcheson                        |
| __ Jeremy Clough     | __ Lindsay Sterling                          |
| __ Candace deCspikes | __ Valeria Steverlynck                       |
| __ Jennifer Galletta | __ Madelyn Vertenten                         |
| __ Erica Giddinge    | __ Clay Canterbury – Student Representative  |
| __ John Morang       | __ Rhea Fitzpatrick - Student Representative |
| __ Maura Pillsbury   |  |
  
3. Pledge of Allegiance:
  
4. Consideration of Minutes:  
NA
  
5. Adjustments to the Agenda:
  
6. Good News & Recognition:  
A. Report from Board’s Student Representative (10 Minutes)
  
7. Public Comments: (10 Minutes)
  
8. Reports from Superintendent:  
NA
  
9. Administrator Reports:  
NA
  
10. Board Comments and Committee Reports:  
NA
  
11. Policy Review:  
NA
  
12. Unfinished Business:  
A. Budget Review:
  1. Budget Update – Becky Foley (10 Minutes)
  2. Morse Street School – Julie Nickerson (20 Minutes)
  3. Pownal Elementary School – Lisa Demick (20 Minutes)
  4. Mast Landing School – Emily Grimm (20 Minutes)
  5. Instructional Support– Bonnie Violette (20 Minutes)  
B. Consideration and approval of the 2019-2020 School Calendar (2<sup>nd</sup> Read). (15 Minutes)

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

- 13. New Business:
  - A. Student Emotional/Social Well-being (60 Minutes)

- 14. Personnel:
  - A. Consideration and approval to employ a Health/PE Teacher at Freeport Middle School for the 2019-2020 school year. (2 Minutes)

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

- 15. Public Comments: (10 Minutes)

- 16. Executive Session: (30 Minutes)
  - 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: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

- 17. Action as a Result of Executive Session:

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

- 16. Adjournment:

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

**FY 2020 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**

**Building/Program: Morse Street School**

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

**Maintain Class Sizes:**

Due to increased enrollment, we are requesting an additional first grade teacher. If we maintained 4 classes we would start the year with class sizes of 22 exceeding the target number in the Class Size Policy.

**Support for Differentiation:**

The proposed budget enables us to provide a more responsive model to support students who have skill deficits with behavioral and/or emotional regulation. We are requesting a full time RTI-B Ed-tech III. This Ed-tech would work collaboratively with our social worker and classroom teachers to support the instruction of new skills, the implementation of Positive Behavior Support Plans (PBSP), monitor/supervise sensory breaks, monitor/supervise earned breaks and reinforcers as well as collect data so that we can progress monitor and adjust plans accordingly.

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

Addressing the behavioral and emotional regulation gaps for identified students will enable them to more effectively access the academic programming available and work to create a positive culture and climate for all students. Creating more systemic opportunities to support students' behavioral and emotional growth recognizes that different students will need varying amounts of time and support for success, a component of proficiency-based learning pre-K through 12.

**FY 2020 Projected Enrollment / Class Size Ratio by Grade**

| Grade | Students | Teachers | Class Size |
|-------|----------|----------|------------|
| PK    | 48       | 1.6      | 16         |
| K     | 80       | 5        | 16         |
| 1     | 87       | 5        | 17/18      |
| 2     | 75       | 4        | 18/19      |

| Staffing Adjustments to Budget in FY 19  | Staffing Adjustments to Budget in FY 20  |
|--|--|
| <ul style="list-style-type: none"> <li>• Additional 0.25 Regular Ed Social Work</li> <li>• Reallocation 15 hours Regular Ed-tech to Special Ed-tech</li> <li>• Additional hours for 3 Regular Ed Techs change from 30 to 32.5 per week.</li> <li>• Change 1 Regular Ed-tech II to Ed-tech III</li> </ul> | <ul style="list-style-type: none"> <li>• Additional Grade 1 teacher 1.0 FTE</li> <li>• Additional RTI-B Ed-tech III 32.5 hours/week</li> </ul> |

**Other significant FY 20 requests in budget and need (Supplies, Equipment, etc).**

**FY 2020 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**

**Building/Program: Pownal Elementary School**

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

The proposed budget enables us to provide a responsive model to support students who have skill deficits with behavioral and/or emotional regulation. At PES, we are requesting a .5 RTI-B Ed-tech III. This Ed-tech would work collaboratively with our social worker, guidance counselor and classroom teachers to support the instruction and transfer of new skills, the implementation of Positive Behavior Support Plans (PBSP), supervise sensory breaks, supervise earned breaks and reinforcers as well as collect data so that we can progress monitor and adjust plans accordingly.

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

This goal aligns with the first strategic objective of continuing to develop proficiency practices, specifically the indicator, “Recognition that different students will need varying amounts of time for success.” By developing prosocial behaviors and self-regulation skills, students are more able to access their academics.

**FY 2020 Projected Enrollment / Class Size Ratio by Grade**

| Grade           | Students | Teachers | Class Size |
|-----------------|----------|----------|------------|
| Prekindergarten | 16       | 1        | 16         |
| Kindergarten    | 17       | 1        | 17         |
| First Grade     | 18       | 1        | 18         |
| Second Grade    | 15       | 1        | 15         |
| Third Grade     | 19       | 1        | 19         |
| Fourth Grade    | 17       | 1        | 17         |
| Fifth Grade     | 10       | 1        | 10         |

| Staffing Adjustments to Budget in FY 19 | Staffing Adjustments to Budget in FY 20 |
|---|---|
| None Requested                          | .5 RTI B Ed tech                        |

**Other significant FY 20 requests in budget and need (Supplies, Equipment, etc).**

NA

**FY 2020 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**

**Building/Program: Mast Landing School**

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

The proposed budget enables us to provide a responsive model to support students who have skill deficits with behavioral and/or emotional regulation. We are requesting a full time RTI-B Ed-tech III. This Ed-tech would work collaboratively with our social worker and classroom teachers to support the instruction and transfer of new skills, the implementation of Positive Behavior Support Plans (PBSP), supervise sensory breaks, supervise earned breaks and reinforcers as well as collect data so that we can progress monitor and adjust plans accordingly.

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

Addressing the behavioral and emotional regulation gaps for identified students will enable them to more effectively access the academic programming available and work to create a positive culture and climate for all students. Creating more systemic opportunities to support students' behavioral and emotional growth recognizes that different students will need varying amounts of time and support for success, a component of proficiency-based learning.

**FY 2020 Projected Enrollment / Class Size Ratio by Grade**

| Grade | Students | Teachers | Class Size |
|-------|----------|----------|------------|
| 3     | 67       | 4        | 16-17      |
| 4     | 74       | 4        | 18-19      |
| 5     | 88       | 5        | 17-18      |

| Staffing Adjustments to Budget in FY 19                    | Staffing Adjustments to Budget in FY 20                |
|--|--|
| Addition of a 0.25 regular education social worker         | Addition of a 32.5 hour/week RTI B ed tech             |
| Addition of one classroom teachers (5th) due to enrollment | Addition of drama stipend due to student participation |
| Shift from one ed tech II role to an ed tech III role      |  |

**Other significant FY 20 requests in budget and need (Supplies, Equipment, etc).**

**FY 2020 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**

**Building/Program:** Department of Instructional Support

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

Approximately 5-6 students transitioning from Morse Street School to Mast Landing School next year require a highly structured, intensive level of programming. This necessitates creating a new classroom at MLS which will require an additional special education teacher and an educational technician III.

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

This priority aligns with goal one: 1. Continued implementation of proficiency-based learning, specifically the recognition that different students will need varying amounts of time for success.

**FY 2020 Projected Enrollment / Class Size Ratio by Grade**






N/A

| <b>Staffing Adjustments to Budget in FY 19</b> | <b>Staffing Adjustments to Budget in FY 20</b>  |
|--|---|
| 1 Educational Technician III                   | 1 special education teacher at MLS<br>1 educational technician III at MLS<br>.2FTE Occupational Therapist |

**Other significant FY 20 requests in budget and need (Supplies, Equipment, etc).**

### RSU5 School Calendar 2019-2020

| 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   |
|  |    | PLD | PLD |     |   | 1  | 2  | 3  | 4   |  |    |    |    | 1   | 2   | 3  | 4  | 5  | 6  |  |     | 1   | 2   | 3   |
| 2  | 3  | 4   | 5   | 6   | 7   | 8  | 9  | 10 | PLD | 4  | 5  | 6  | 7  | PLD | 9   | 10 | 11 | 12 | 13 | 6  | 7   | 8   | 9   | 10  |
| 9  | 10 | 11  | 12  | 13  | 14  | 15 | 16 | 17 | 18  | 11   | 12 | 13 | 14 | 15  | 16  | 17 | 18 | 19 | 20 | 13   | 14  | 15  | 16  | 17  |
| 16   | 17 | 18  | 19  | 20  | 21  | 22 | 23 | 24 | 25  | 18   | 19 | 20 | 21 | 22  | 23  | 24 | 25 | 26 | 27 | 20   | 21  | 22  | 23  | 24  |
| 23   | 24 | 25  | 26  | 27  | 28  | 29 | 30 | 31 |     | 25   | 26 | PC | 28 | 29  | 30  | 31 |    |    |    | 27   | 28  | 29  | 30  | 31  |
| 30   |    |     |     |     |   |    |    |    |     |  |    |    |    |     |   |    |    |    |    |  |     |     |     |     |
| 20   |    |     |     |     | 21  |    |    |    |     | 16   |    |    |    |     | 15  |    |    |    |    | 21   |     |     |     |     |
| 8/28&29 Professional Learning Day<br>2 Labor Day<br>9/3 First Student Day PreK-9<br>9/4 All PreK-12 Students |    |     |     |     | 11 Professional Learning Day<br>14 National Holiday |    |    |    |     | 8 Professional Learning Day (1/2)<br>11 Veterans Day<br>27 Professional Compensation Day<br>28-29 Thanksgiving Break |    |    |    |     | 23-31 December Vacation                       |    |    |    |    | 1 New Years Day<br>20 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   |
|  |    |     |     |     | 2   | 3  | 4  | 5  | 6   |  |    | ER | 2  | 3   |   |    |    |    | 1  | 1  | 2   | 3   | 4   | 5   |
| 3  | 4  | 5   | 6   | 7   | 9   | 10 | 11 | 12 | PLD | 6  | 7  | 8  | 9  | 10  | 4   | 5  | ER | 7  | 8  | 8  | 9   | 10  | 11  | 12  |
| 10   | 11 | 12  | 13  | PLD | 16  | 17 | 18 | 19 | 20  | 13   | 14 | 15 | 16 | PC  | 11  | 12 | 13 | 14 | 15 | <del>15</del>  | *16 | *17 | *18 | *19 |
| 17   | 18 | 19  | 20  | 21  | 23  | 24 | 25 | 26 | 27  | 20   | 21 | 22 | 23 | 24  | 18  | 19 | 20 | 21 | 22 | *22  | 23  | 24  | 25  | 26  |
| 24   | 25 | 26  | 27  | 28  | 30  | 31 |    |    |     | 27   | 28 | 29 | 30 |     | 25  | 26 | 27 | 28 | 29 | 29   | 30  |     |     |     |
| 14   |    |     |     |     | 21  |    |    |    |     | 16   |    |    |    |     | 20  |    |    |    |    | 11   |     |     |     |     |
| 14 Professional Learning Day<br>17 Presidents' Day<br>18-21 February Vacation                                |    |     |     |     | 13 Professional Learning Day                        |    |    |    |     | 1 Early Release - Half Day<br>17 Professional Compensation Day<br>20 Patriots' Day<br>21-24 April Vacation           |    |    |    |     | 6 Early Release - Half Day<br>25 Memorial Day |    |    |    |    | 14 Graduation<br>15 Last day - If No Snow Days<br>Half Day Schedule Students<br>* Storm Make up Days (16-22) |     |     |     |     |

-  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: 6/16-6/22

Date Adopted by Board of Directors:

Draft #3 1-8-19

## Columbus Day Teachings

### Elementary Level

| Grade | PES     | MSS     | MLS   | DCS                              |
|-------|---------|---------|---|----------------------------------|
| PK    |         | Nothing |   | nothing                          |
| K     | Nothing | Nothing |   | A story was read in kindergarten |
| 1     |         | Nothing |   | nothing                          |
| 2     | Nothing | Nothing |   | nothing                          |
| 3     | Nothing |         | Teachers did not provide instruction on this holiday  | nothing                          |
| 4     | Nothing |         | Four of the five teachers did not provide instruction on this holiday; the fifth did a lesson using the holiday as an example of understanding perspective when studying history (perspective of Europeans vs. Natives, etc.) | nothing                          |
| 5     | Nothing |         | Teachers did not provide instruction on this holiday  | nothing                          |



## Middle Level

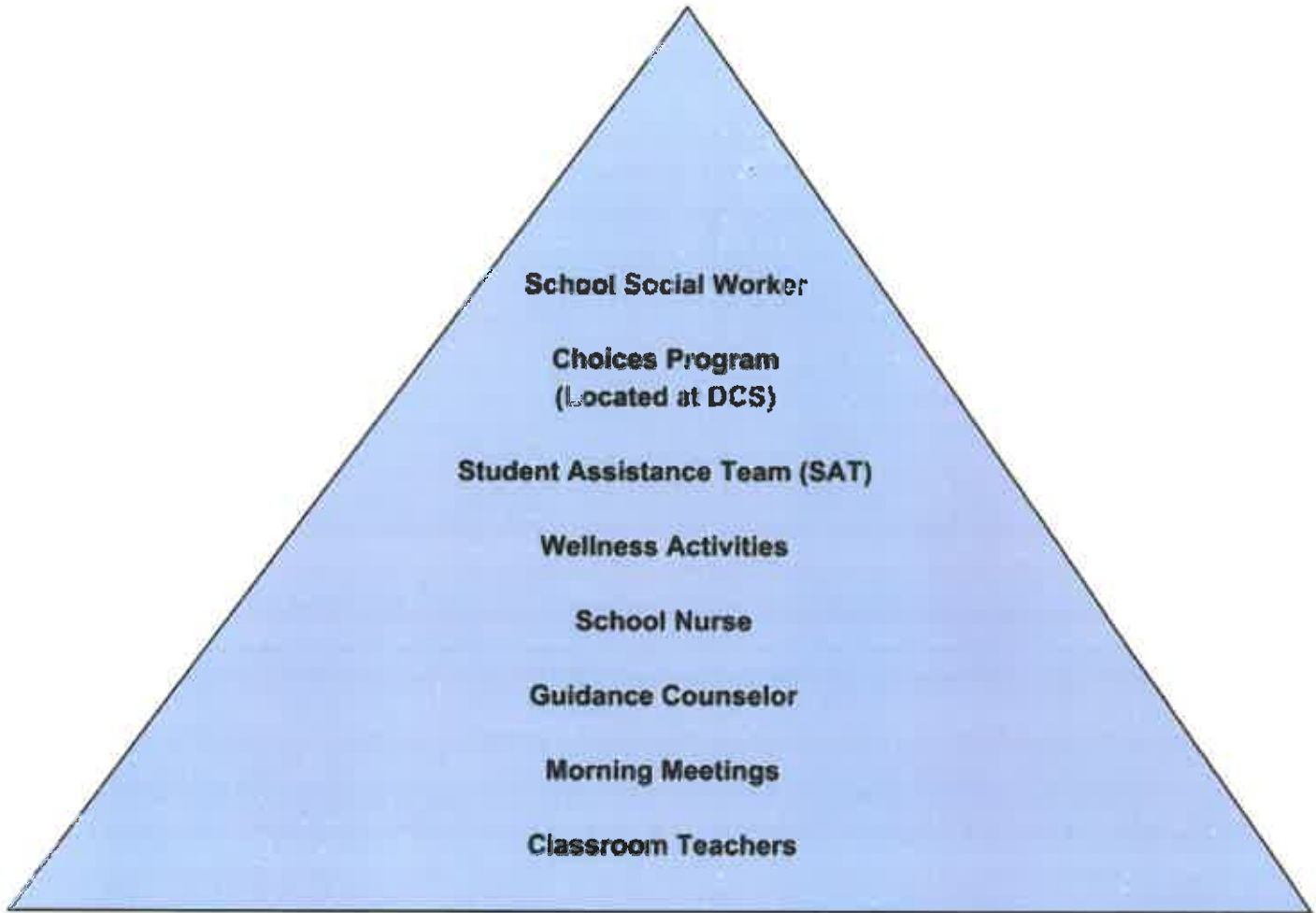
| Grade | FMS  | DCS   |
|-------|--|---|
| 6     | In ELA students read some informational articles looking at both sides of what people believe about Columbus and had a discussion. | nothing   |
| 7     | It will be covered when we get to explorers. They will talk about what most people believe he really did.                          | Spanish Class: mentioned Columbus to 7th grade when we talk about where Spanish is spoken and how the European languages arrived to the Americas.                   |
| 8     | no mention or conversation   | 8th grade does a brief 2 day activity with ancient civilizations in the Americas and there is reference made to conquistadors (not just Columbus, but Cortes, etc.) |

## Freeport High School

None of the social studies teachers did any teaching about Columbus that was connected to Columbus Day.

RSU 5 Elementary Schools  
PYRAMID OF SOCIAL/EMOTIONAL SUPPORT  
(Tiered approach)

Item 13.A.



**Program Descriptors:**

**Guidance Counselor:** All students in grades PreK-5 have access and receive guidance counselor services that provide social/emotional support. Many students will receive a daily check in/out as needed. The guidance counselor is also responsive to peer conflicts or issues from home that might impact the school day. There is a comprehensive school counseling curriculum driven by ASCA standards. These standards are focused on raising social/emotional healthy children. Among the many areas covered are the following:

- Social thinking - learning how to be part of a group, listening,
- Self-regulation - managing feelings, impulse control, mindfulness
- Problem solving - decision making
- Conflict resolution
- Mindset for learning
- Friendship skills - cooperation

**RSU 5 Elementary Schools**  
**PYRAMID OF SOCIAL/EMOTIONAL SUPPORT**  
**(Tiered approach)**

- Building Empathy
- Bullying prevention
- Safe touches (Personal Safety)
- Peer pressure
- Leadership
- Career and aspirations
- Supporting transitions between schools

Guidance Counselors also facilitate small groups that focus on a specific topic such as friendship groups, social thinking/skills groups, family changes groups, or worry/anxiety groups.

**School Nurse:** All students in grades PreK-5 are able to access the school nurse for wellness and general health support. The nurse also supports students with diagnosed illnesses.

**Wellness Activities:** All schools offer wellness activities that promote and support personal wellness and self care through physical education classes and various experiential learning experiences.

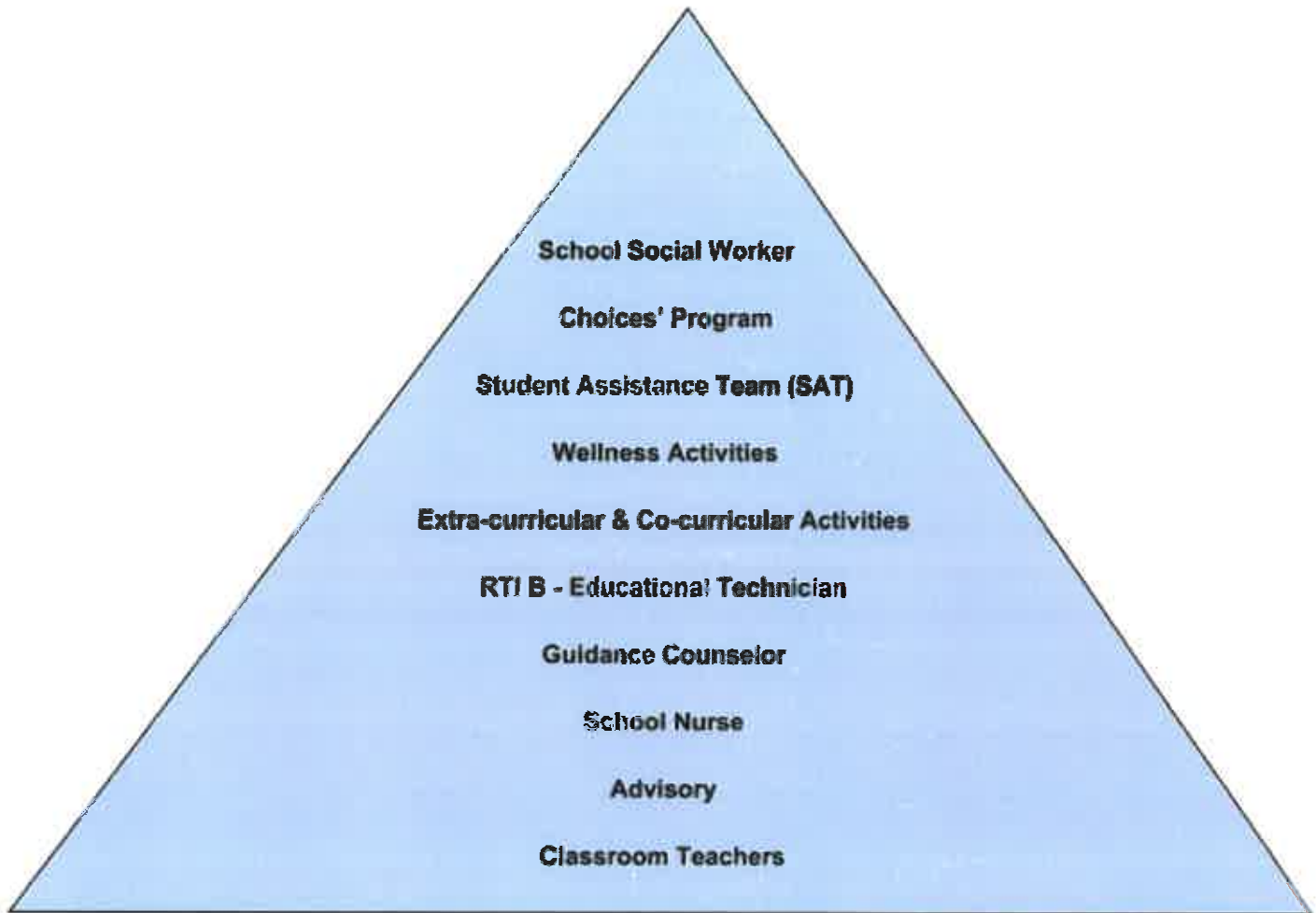
**Choices' Program:** Alternative program for students with disabilities that are in need of more intense support surrounding social/emotional well being.

**School Social Worker:** Various students in grades PreK-5 are able to access our social worker for personal, social/emotional support. Primarily, these are the students with identified disabilities, but some students without disabilities are also able to access the services, depending upon the need. Additionally, the social worker may make referrals to outside consultants and will connect families with needed outside and community resources.

**SAT (Student Assistance) Team:** The team focuses on students who are struggling with attendance, academics, behavior or a combination of factors. Students are referred to the team and the team initiates a process to monitor the progress of students referred to the team.

**Morning Meetings:** At the youngest levels, (PreK-5) classrooms regularly begin the day with a morning meeting. The meetings provide an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. They are designed to support students' social and emotional skill building.

**RSU 5 Middle Schools  
PYRAMID OF SOCIAL/EMOTIONAL SUPPORT  
(Tiered approach)**



**Program Descriptors:**

**Advisory:** All students in grades 6-8 are assigned to an advisory led by a faculty member. Students are able to receive academic and emotional support during advisory.

**Guidance Counselor:** All students in grades 6-8 have access and receive guidance counselor services that provide social/emotional support. Students receive lessons on various topics such as dealing with anxiety. Many students will receive a daily check in/out as needed. They are also responsive to peer conflicts or issues from home that might impact the school day

**School Nurse:** All students in grades 6-8 are able to access the school nurse for wellness and general health support. The nurse also supports students with diagnosed illnesses.

**RSU 5 Middle Schools**  
**PYRAMID OF SOCIAL/EMOTIONAL SUPPORT**  
**(Tiered approach)**

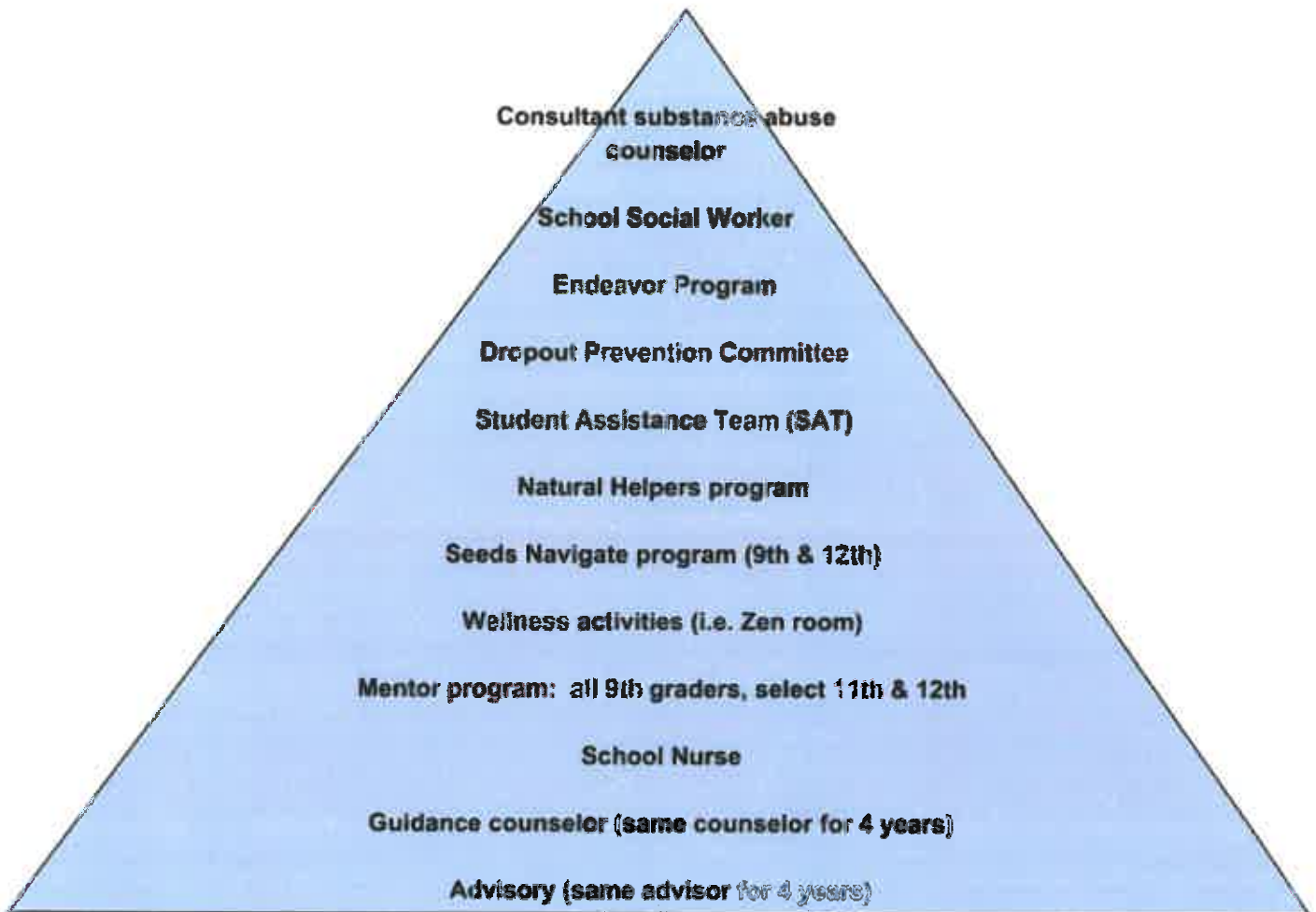
**Wellness Activities:** Both schools offer wellness activities that promote and support personal wellness and self care such as the ropes course and various experiential learning experiences. Many social events that are held at the schools ensure that the students from the other middle school are invited. Students are able to access these activities at various times throughout the year.

**Choices' Program:** Alternative program for students with disabilities that are in need of more intense support surrounding social/emotional well being.

**School Social Worker:** All students in grades 6-8 are able to access our social worker for personal, social/emotional support. Some students with an IEP meet regularly with the social worker. Additionally, the social worker may make referrals to outside consultants and will connect families with needed outside and community resources.

**SAT (Student Assistance) Team:** The team focuses on students who are struggling with attendance, academics, behavior or a combination of factors. Students are referred to the team and the team initiates a process to monitor the progress of students referred to the team.

**FREEPORT HIGH SCHOOL  
PYRAMID OF SOCIAL/EMOTIONAL SUPPORT  
(Tiered approach)**



**Program descriptions:**

**Advisory:** All students in grades 9-12 are assigned to an advisory led by a faculty member. Students stay with the same advisory group and teacher for 4 years. Students are able to receive academic support during advisory through our “callback” system and attend workshops or assemblies led by the advisory coordinators.

**Guidance counselors:** All students in grades 9-12 are assigned to a guidance counselor based on their last name. Students stay with the same counselor for 4 years. Students meet individually as well as in grade level groups with counselors for academic as well as social/emotional support.

**FREEPORT HIGH SCHOOL  
PYRAMID OF SOCIAL/EMOTIONAL SUPPORT  
(Tiered approach)**

**School nurse support:** All students in grades 9-12 are able to access the school nurse for wellness and general health support. The nurse also supports students with diagnosed illnesses.

**Mentor program:** All students in grade 9 are assigned a mentor for the 9th grade year. Mentors are select 11th and 12th grade students who support 9th graders in their transition to high school. Mentors and mentees meet on the first day of school (9th graders and mentors only) as well regularly throughout the school year.

**Wellness activities:** FHS offers wellness activities through our newly created Zen room in order to promote and support personal wellness and self care. Students are able to access these activities before and after school, during advisory and with select teachers.

**Seeds Navigate program:** 9th grade girls and boys are recommended to participate in the this program where they are supported by older students as well as Seeds trained staff in a mentor capacity. Seeds meets weekly during advisory.

**Endeavor program:** Alternative program for current 11th graders who are credit deficient and/or struggling with the traditional format of high school classes and/or struggling in making connections to the school community. This is a half day program where students work to earn past credits as well as current credits for 11th grade ELA, Social Studies and Science.

**School social worker:** All students in grades 9-12 are able to access our social worker for personal, social/emotional support. Some students with an IEP meet regularly with the social worker. Students are also connected to peer mentors by the social worker through the Natural Helpers program.

**SAT (Student Assistance) team:** The team focuses on students who are struggling with attendance, academics, behavior or a combination of factors. Students are referred to the team by FHS staff members and the team initiates a process to monitor the progress of students referred to the team.

**Dropout Prevention:** The committee works to identify students who are in danger of dropping out and collaborates to put interventions in place for dropout prevention.

**Consultant for substance abuse counseling:** Students in grades 9-12 who are referred by the school social worker, guidance counselors, administrators or other faculty are able to meet with a consultant substance abuse counselor for personal support.