

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– OCTOBER 11, 2023
FREEPORT HIGH SCHOOL - CAFETERIA
6:30 P.M. REGULAR SESSION
AGENDA

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

___ Colin Cheney	___ Elisabeth Munsen
___ Candace deCsipkes	___ Maura Pillsbury
___ Malik Farlow	___ Michelle Ritcheson
___ Danielle George	___ Kelly Sink
___ Susana Hancock	___ Madelyn Vertenten
___ Kara Kaikini	___ Student Representative
	___ Student Representative
3. Pledge of Allegiance:
4. Consideration of Minutes:
 - A. Consideration and approval of the Minutes of September 27, 2023 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: (30 Minutes)
8. Reports from Superintendent: (10 Minutes)
 - A. Items for Information
 1. Resignations: Bethany Jensen - PES/MLS Speech Language Pathologist
Theresa Allocca - DCS Guidance Counselor
Rick Vachon, Sr. - FMS Custodian
9. Administrator Reports:
 - A. Update from Freeport Middle School and Goal Review - Ray Grogan (20 Minutes)
 - B. Update from Freeport High School and Goal Review - Jen Gulko (20 Minutes)
10. Board Comments and Committee Reports:
None

11. Policy Review:

None

12. Unfinished Business:

A. Discussion of the MSBA 2023 Proposed Resolutions (30 Minutes)

B. MSMA Fall Conference Information (10 Minutes)

13. New Business: (20 Minutes)

A. Strategic Communications - Workplace Satisfaction Survey Executive Summary

14. Personnel:

None

15. Public Comments: (30 Minutes)

16. Adjournment:

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

Item #4A.

**RSU No. 5 Board of Directors Meeting
Wednesday, September 27, 2023 – 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 October 11, 2023 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:31 p.m.

2. MEMBERS PRESENT: Colin Cheney, Candace deCsipkes, Malik Farlow, Danielle George, Susana Hancock, Kara Kaikini, Elisabeth Munsen (arrived at 7:20 p.m.), Maura Pillsbury, Michelle Ritcheson, Kelly Sink, Madelyn Vertenten

MEMBERS ABSENT: There was no Student Representative in attendance.

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

VOTED: To approve the Minutes of September 13, 2023. (Sink – Hancock) (10 – 0)

5. ADJUSTMENTS TO THE AGENDA:

Move Item #14.A. to after Item #7

6. GOOD NEWS AND RECOGNITION:

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

7. PUBLIC COMMENT:

Durham - Mary Pennington, Emily Moker, Nathan Leger, Phyllis Brannon, Anthony Pringle, Jill Gastonguay, Alyssa O'Brien, Michelle Allen, Melanie Wyman, Matt Tiffany, Claire Ross, Chris Pulk, Adam Stone, Jessica Conley

Freeport - Ben Jensen, Karen Breer, Evergreen Johnson, Jonas Werner, Jackie Priestly, Brenda Laverdiere, Ben Crawford, Mitch Rouda, Val Maxwell, Shondra Jin Robbins, Sarah Doten, Nicky Heart, Samantha Miles, Hugh Bowen, Joe Migliaccio

Pownal - Melissa Schulz, Kate Sansom, Todd Mellins, Rita Thacker, Mary Todd, Orion Breen

Other - Rev. Sean Patrick Coady (Portland), Jennifer Curran (Falmouth), Nick ? (Portland)

14. PERSONNEL:

VOTED: To employ Emma Everett as a 3rd Grade Teacher at Pownal Elementary School for the 2023-2024 school year. (Sink – Vertenten) (11 – 0)

8. REPORTS FROM SUPERINTENDENT:

A. Items for Information

1. School Properties Disposition

9. ADMINISTRATOR REPORTS:

A. Finance - Kelly Wentworth

B. Update from Morse Street School and Goal Review - Julie Nickerson

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Board Information Exchange and Agenda Requests:

- Kelly Sink provided a Meetinghouse Arts update. There will be an exhibition open to the public on Oct. 20th. They will also have a workshop for teachers on Oct 23rd.
- Susana Hancock gave an update on the Cable TV position. The board makes a recommendation to the town for appointment.
- Michelle Ritcheson attended a round table discussion hosted by MSMA that included the Commissioner and Deputy Commissioner of Education along with several Board Chairs regarding the Office of New Americans and what they could provide. There will be another discussion in October with area superintendents.
- Maura Pillsbury requested an update regarding the literacy curriculum.
- Colin Cheney requested an update regarding drug use in schools and what is being done to address the issue. He also requested hearing about AI and ChatGPT and the impact on education.

B. Finance Committee

C. Policy Committee

11. POLICY REVIEW:

- A. VOTED:** To approve 1st read of Policy ACAA - Transgender and Gender Expansive Students. (Pillsbury – Sink) (11 – 0)

12. UNFINISHED BUSINESS:

None

13. NEW BUSINESS:


- A. Discussion of the MSBA 2023 Proposed Resolutions - This item was Tabled**
- B. MSMA Fall Conference Information - This item was Tabled**

15. PUBLIC COMMENT:

Durham - Adam Stone

16. ADJOURNMENT:

VOTED: To adjourn at 10:34 p.m. (Hancock – deCsipkes) (11 – 0)


Jean M. Skorapa, Superintendent of Schools

Item # 9.A.

School: Freeport Middle School - 2022-2023 Building Goals

District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Improve mainstream instruction for ESOL students	Learn computer-based translation skills for content and communication acquisition	Apple provided training, FMS tech leaders	Fall 2022 (and ongoing)	Teachers are able to translate necessary material for students, teachers able to communicate with students
	Work to determine essential learnings in each stage of language acquisition	FMS teaching strategist, admin, teachers	All year as students enter different stages of learning	Students are doing more in English as the year progresses and requiring less support in the classroom
	Outside professional development to focus specifically on instruction for where our kids presently are	Admin	2022-23 school year	Multiple DOE, SPPS, Rebecca Carey all provided training to FMS staff
	Creating a phased progression of learning targets for students, linked to data (WIDA/NWEA)	FMS teaching strategist, admin, teachers	2022-23 school year	NWEA / WIDA test score improvement for the limited number of kids who were enrolled for pre and post testing
Improved communication to students and parents at Freeport Middle School	Review parent / teacher conference set up and make changes as needed	Admin	2022-23 school year	Parents and teachers were surveyed on multiple different options to do PT conferences and the school switched PT conf to line up with survey data
	New students support team	Admin	2022-23 school year	Multiple staff joined team, worked worked to connect kids socially and connect families/kid with resources
	Weekly emails with news and information sent to parents and students	Teachers, Admin (teaching staff to use Bright Arrows)	2022-23 school year	A minimum of one weekly emails was sent from the office
	Teachers/teaching teams sending monthly communications to parents	Teachers	2022-23 school year	Communication from teams most months with updates
	Google Classroom updated in advance of classes so all students know the plan for the class	Teachers	2022-23 school year	All Google Classroom assignments entered regularly

School: Freeport Middle School 2023-2024

District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Implement Responsive Classroom in our Advisory classes	<ul style="list-style-type: none"> Some staff will be trained by RC in the summer of 23 to help train FMS staff All staff will participate in professional learning opportunities to learn Responsive Classroom methods and practices to help use in the classroom Provide staff with materials for implementing teaching practices and activities. Staff is provided PD time to learn more about RC and plan advisory lessons accordingly. Staff will use multiple RC lessons Staff will use multiple RC-like lessons 	Admin will set up training Admin will set up in-house training opportunities Admin Admin Teachers Teachers	Summer 23 23-24 SY Fall 23 23-24 SY 23-24 SY 23-24 SY	<ul style="list-style-type: none"> Some staff attend RC summer training All staff participate in RSU5-based /lead RC training Staff receives needed materials Documented time given monthly All staff use RC lessons in Advisory All staff develop RC-like lessons
Improve our Multi-Language Learner instruction in the mainstream classes	<ul style="list-style-type: none"> Work to determine essential learning needed for MLs in the content area Work to improve exposure to English in the classroom and translate less as the year progresses Improve student ability computer-based translation skills for content and communication Increase number of reading levels of the materials for content 	Admin, all teachers Admin, all teachers All teachers All teachers	23-24 SY 23-24 SY 23-24 SY 23-24 SY	<ul style="list-style-type: none"> Prioritized standards are determined Teacher feedback Students can translate as needed independently Increased number of reading materials at all levels.

Item #9.B.

Freeport High School Goals 2022-2023

Goal Worksheet			
School: Freeport High School			
School Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
<p>District Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>FHS 2022-23 Goal #1: We believe that focusing on our FHS Strategic Plan will enable us to provide meaningful learning opportunities for our students while supporting both their academic and personal, social-emotional growth.</p> <p>Our FHS Goal is to make significant progress and/or meet the goals of the 2022-23 Action Steps of the FHS Strategic Plan.</p>	<p>FHS Strategic Plan: Theory of Action: IF FHS develops engaging instruction, purposeful assessments and supports equity and inclusion with strong connections to our community ... THEN, all FHS learners will be empowered to learn and grow.</p> <ol style="list-style-type: none"> Engaging Instruction Action Steps <ul style="list-style-type: none"> Update/revise/create year-long plans Use and reflect on differentiation strategies Begin learning about & discussing instructional and grading practices w/ a lens of equity (Habits of Work) Purposeful Assessment Action Steps: <ul style="list-style-type: none"> Develop and/or revise common summative assessments. Score and reflect on data from at least one common assessment Equity & Inclusion Action Steps <ul style="list-style-type: none"> Equity Team: Access/Data review, Student Voice, Professional development for staff 	2022-2023 School year	<p>Measurements of each of the 2022-2023 FHS Strategic Plan Action Steps</p> <p>Evidence of action steps for 2022-23:</p> <ul style="list-style-type: none"> -Year-long plans -PLC & Faculty mtg agendas -HOW process documents <p>-Common assessments</p> <p>-Equity team agendas</p> <p>-Social Studies 9-12 curriculum work</p> <p>-Student Leadership Committee work</p>

	<ul style="list-style-type: none"> ● Formal process to review and revise our FHS Social Studies curriculum. ● Opportunities for student leaders to participate in and/or lead discussions about school culture, policies and practices <p>4. Community Connections Action Steps</p> <ul style="list-style-type: none"> ● Support and/or promote opportunities for community connections such as field trips, virtual or in-person guest speakers, showcasing student work, etc. ● In-school Senior Project/Senior Seminar opportunity for the last month of school for Seniors <p>5. Support For Learning And Growth</p> <ul style="list-style-type: none"> ● Targeted Student Support meetings and action steps ● Use faculty and PLC meetings to support faculty in preparing for activities dedicated to SEL or DEI. ● Continue to learn about and implement strategies to proactively support students with anxiety 		<p>-Field trip and guest speakers -“May term” program description and plans/work</p> <p>-Targeted Student support agendas and data -JED foundation work for supporting mental health</p>
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<p>District Goal : All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>FHS 2022-23 Goal #2: We believe that working on the action steps of the FHS Strategic Plan will enhance student learning and achievement, including increasing the total number of students in the 9th and 10th grade students meeting their individual growth target in both math and reading as measured by the NWEA.</p>	<p>2022-23 FHS Goal:</p> <p>The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA <u>math test</u> will increase to 59% for 9th grades and 56% for 10th graders.</p> <p>The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA <u>reading test</u> will increase to 50% for 9th grades and 52% for 10th graders.</p> <p><i>**Change of test for 10th graders to the Maine Through Year Assessment has impacted our ability to calculate growth targets. Shifted to focus on achievement scores.</i></p>	<p>Fall 2023 testing session for 10th graders</p> <p>Spring 2023 testing sessions for 9th and 10th graders</p>	<p>**Change of test for 10th graders to the Maine Through Year Assessment</p> <p>Spring 2023 NWEA data Analysis of Fall 2022 to Spring 2023 data for 10th graders</p> <p>Spring 2023 NWEA data Spring 2022 to Spring 2023 data for both 9th and 10th graders</p> <p>NWEA math: 49% of 9th grade students met or exceeded their growth target in math (*goal not met by 10%)</p> <p>54% of 10th grade students met or exceeded the <u>ACHIEVEMENT</u> target in reading</p> <p>NWEA reading: 68% of 9th grade students met or exceeded their growth target in reading</p> <p>76% of 10th grade students met or exceeded the <u>ACHIEVEMENT</u> target in reading</p>
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Freeport High School Goals 2023-2024

Goal Worksheet			
School: Freeport High School			
School Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
<p>District Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>FHS 2023-24 Goal #1: We believe that focusing on our FHS Strategic Plan will enable us to provide meaningful learning opportunities for our students while supporting both their academic and personal, social-emotional growth. Our FHS Goal is to make significant progress and/or meet the goals of the 2023-24 Action Steps of the FHS Strategic Plan.</p>	<p>FHS Strategic Plan: Theory of Action: IF FHS develops engaging instruction, purposeful assessments and supports equity and inclusion with strong connections to our community ... THEN, all FHS learners will be empowered to learn and grow.</p> <p>Selection of action steps for 2023-24:</p> <ol style="list-style-type: none"> 1. Engaging Instruction Action Steps <ul style="list-style-type: none"> • <u>Grading practices with a lens of equity</u> <ul style="list-style-type: none"> ○ Reassessment vs. relearning ○ Numeric grading scale 2. Purposeful Assessment Action Steps: <ul style="list-style-type: none"> • Common summative assessments: plan and implement, calibrate scoring 3. Equity & Inclusion Action Steps <ul style="list-style-type: none"> • Equity Team: areas of focus: -Equitable access/Data review -Student Voice -Professional Development 4. Community Connections Action Steps 	<p>2023-2024 School year (ongoing through PLC meetings, Department meetings, PLD days and Faculty meetings)</p>	<p>Measurements of each of the 2023-2024 FHS Strategic Plan Action Steps</p> <p>Evidence to assess progress:</p> <ul style="list-style-type: none"> -Year-long plans -PLC & Faculty mtg agendas -HOW process documents -Equity team agendas -"May term" program description and plans/work -JED foundation work for supporting mental health

	<ul style="list-style-type: none"> • May Term: reflect on year 1 & revise/plan for year 2. <p>5. Support For Learning And Growth</p> <ul style="list-style-type: none"> • JED Foundation action steps 		
<p>District Goal : All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>FHS 2023-24 Goal #2: We believe that working on the action steps of the FHS Strategic Plan will enhance student learning and achievement, including increasing the total number of students in the 9th and 10th grade students meeting their individual growth target in both math and reading as measured by the NWEA.</p>	<p>2023-24 FHS Goal: Achievement goals</p> <p>The total number of students in the 9th and 10th grade who meet the achievement target on the NWEA <u>math test</u> will be 77% for 9th graders and 59% for 10th graders.</p> <p>The total number of students in the 9th and 10th grade who meet meet the achievement target on the NWEA <u>reading test</u> will be to 87% for 9th graders and 78% for 10th graders.</p>		<p>Analysis of Spring 2022 to Spring 2023 data</p> <p>Baseline data:</p> <p>2022-23 NWEA math: 9th Achievement: 77%</p> <p>10th Achievement: 54%</p> <p>NWEA reading: 9th Achievement: 86%</p> <p>10th Achievement: 76%</p>

Item # 12 A.

**Maine School Boards Association
49 Community Drive
Augusta, Maine 04330**

**Proposed Resolution Deletions, Revisions and Additions
Approved for presentation to Delegate Assembly by MSBA Board of Directors
July 19, 2023**

A. Resolutions that were edited with no substantive changes - FYI

1. 1.1 MSBA Mission Statement
2. 1.6 School Board Leadership
3. 2.A.2.c. Child Abuse Reporting
4. 2.A.2.c. Advertising in Schools
5. 2.A.2.f. Violence in Schools
6. 2.A.2.g. Student Absenteeism
7. 2.A.2.i. Board Fiduciary Responsibility
8. 2.A.2.j. School Safety
9. 2.A.2.k. Gun-Free Schools
10. 2.A.3.e. Business Employment of Students
11. 2.A.4.d. Board-Teacher Relations
12. 2.A.4.o. District-Sponsored Email Accounts
13. 2.A.5.a. Facilities
14. 2.B.1.e. Bilingual Education
15. 2.B.1.m. Dropout Prevention
16. 2.B.2.a. Accountability
17. 2.B.4.a. Freedom of Expression (Students and Teachers)
18. 2.B.4.b. Students' Rights/Conduct
19. 2.B.4.c. Equal Educational Opportunity
20. 3.B.1.f. DOE Workshop Scheduling
21. 3.B.2.b. Funding of the Universal School Meals Act of 2021
22. 3.B.4.a. Court-ordered Placements of Students with Disabilities
23. 3.B.5.a. Binding Arbitration
24. 3.B.6.e. Professional Development to Support Learning Results

Grey = to be deleted

B. Resolutions Proposed for Deletion: No longer needed and not incorporated into other resolutions during revision as in Section C.

- 2.A.6.e. ~~Union Security—The Maine School Boards Association urges local school boards to reject bargaining proposals on “union security” which would place them in the position of requiring membership in a union, or which would require contributions in lieu of membership by non union employees. (Adopted 1983—Amended 1999)~~

2.B.3.c. **Teacher Evaluation**—The Maine School Boards Association urges local school boards to develop a comprehensive systematic teacher evaluation policy designed to measure and improve the effectiveness of instruction on a continuous basis. Feedback is critical for all teachers regardless of where they are in their career. Evaluation systems need to be based on high performance standards and supported by ongoing professional development and mentorship. The process should address all aspects of teaching performance and recognize the fulfillment of student needs and achievement of educational outcomes are of primary importance. (Adopted 1979 Amended 1983, 1999, 2021)

4.9 **Sequestration**—The Maine School Boards Association (MSBA) is opposed to the pending federal government budget sequestration action. Federal Impact Aid cuts would become effective during this school year. Other federally funded education programs budget cuts are scheduled to take place during 2013-14 school year. School districts will see a reduction in Title I grants for disadvantaged students, a reduction in special education grants, a reduction in English Language Acquisition grants and a reduction in federal subsidy payments on certain school bond programs.

The sequestration budget cuts to education programs would likely mean increased class sizes and less access to programs for children with special needs, summer school, college counselors, early childhood education and after school programming. (Adopted 2012)

4.10 **Enhanced Circuit Breaker**—In light of evidence that there is a correlation between the amount districts can spend on education and student achievement, the Maine School Boards Association supports the use of additional state funding for an enhanced circuit breaker program in Maine that would give tax relief to low income homeowners, while maintaining appropriate levels of local property tax support for schools. (Adopted 2013)

4.14 **Department of Education Leadership**—In recognition of the important relationship between school districts and the state Department of Education, the Maine School Boards Association is calling on the governor's office to outline the process and qualifications it wants in a permanent commissioner and to nominate a candidate for legislative approval in the upcoming session. The absence of a permanent commissioner has left the state without an official leader to articulate education policy and direction and has caused disruption and turnover among DOE staff, whom districts rely on for information and guidance. If the governor's office does not put forth a permanent commissioner nominee, the next Legislature needs to express and advance viable options for filling this key position. (Adopted 2016)

4.25 **Board Meeting Remote Participation**—The Maine School Boards Association believes what we have learned about remote participation in board meetings during the coronavirus pandemic supports a law change allowing such

~~participation absent a health emergency. The technology is available to allow robust discussion on issues and real time face to face deliberations not only with fellow board members, but with the public. MSBA supports introducing legislation in the 130th Legislature that would allow such meetings under the public records law if the local School Board votes to adopt the practice. (Adopted 2020)~~

C. Proposed Revisions to Existing Resolutions

2.B.1.g. Career and Technical Education Opportunities – With a growing demand that public schools better prepare students for work as well as college, the Maine School Boards Association supports expanded opportunities for students to participate in Career and Technical Education (CTE) classes. Early exposure to hands-on skills helps students discover interests and visualize career paths. CTE also makes traditional learning more relevant and keeps students engaged. We support efforts to make CTE classes more available, understanding it will take local coordination efforts and greater flexibility in scheduling to make it work. It also is critical that our CTE programs form alliances with local businesses to support this effort, and that the state provides adequate funding to support CTE services and programs to include transportation and equipment. (Adopted 2017)

Accepting the above would delete the following resolutions:

~~**2.B.1.f. Career and Technical Education**—The Maine School Boards Association (MSBA) recognizes the continued importance of providing students with meaningful learning opportunities through career and technical education (CTE). MSBA urges the Maine Department of Education, through its rulemaking authority, to assure the integration of CTE content within the Maine System of Learning Results. The MSBA further urges the DOE to provide adequate funding within the EPS funding formula and the allocation model to support CTE programs and services, to include transportation and equipment. (Adopted 1975—Amended 1976, 1982, 1999, 2007) Combined in REVISED 2.B.1.g.~~

~~**3.B.3.j. CTE Funding Restoration**—This resolution calls for the state to fund CTE using an equitable and transparent formula and to increase funding for this program important to our schools and economy. (Adopted 2019) Combined in REVISED 2.B.1.g~~

~~**3.B.1.b. Scheduling of Career and Technical Education Programs (CTE)**—The Maine School Boards Association believes there is a continuing need to examine ways in which the scheduling and delivery of CTE programs can be more responsive to the needs of students, school officials parents/guardians and other adult citizens at the local level. We feel this goal can be achieved by the advancement of legislation that would: a) provide for a greater opportunity for shared funding and decision-making responsibilities within units served by career and technical centers and regions; b) improve~~

~~coordination between secondary and post-secondary CTE programs and facilities, and e) expand business internships and apprenticeships. (Adopted 1979—Amended 1982, 2017, 2022) Combined in REVISED 2.B.1.g~~

- 2.A.6.a. Staff relationships** – The Maine School Boards Association urges school boards to enact and publicize procedures that give voice to district employees. While boards have the final say in matters of policy, staff impacted by policy should have the means to provide input through a robust meet and consult process. School Board Policy Committee members, through administrators who attend policy committee meetings, should seek input from affected staff.

Accepting the above would replace the following resolution:

~~**2.A.6.a. Staff relationships**—The Maine School Boards Association urges school boards to set up definite policies and procedures whereby communications may be fostered between the board of district employees. Such procedures should be publicized. School boards shall make the final decision on policy matters, but those affected by the policy should have a voice in its formulation. (Adopted 1969—Amended 1999, 2020)~~

- 2.B.3.a. Professional Development**—The Maine School Boards Association urges local school boards to ensure the continuing professional development needs of the education professionals with whom they share the responsibility for school improvement are met. MSBA believes in better preparation of instructional staff and encourages professional development that will exemplify the highest ideals in education through: a) development of in-service programs related to the specific needs of their school systems; b) encouragement of full utilization of such programs; and c) compensation for additional credits if such additional training is in the area of competency of the individual staff, or as otherwise deemed appropriate by the school board. School boards should work to ensure maximum opportunities are provided for all staff so that year by year their effectiveness increases as educators and as leaders in the community. Attainment of the Maine System of Learning Results requires sustained devotion of time, effort, and financial resources to the continuing education of the instructional staff. (Adopted 1972 – Amended 1982, 1983, 1999)

Accepting the above would delete the following resolutions:

~~**2.B.3.b. Professional Status**—The Maine School Boards Association urges local school boards to maintain and improve the professional status of the teaching profession, and to encourage potential candidates for teaching those persons who will exemplify the highest ideals. School boards should work to provide maximum opportunities for teachers at all levels of training and experience to grow in-service so that year by year their effectiveness increases as teachers and as leaders in the community. (Adopted 1963—Amended 1982, 1999) Combined within 2.B.3.a.~~

~~2.B.3.e. Professional Staff Development—The Maine School Boards Association urges local school boards to assess the continuing professional development needs of the education professionals with whom they share the responsibility for school improvement. It is generally recognized that the Maine Learning Results will only be attainable with sustained devotion of time, effort and financial resources to the continuing education of the instructional and administrative staff. (Adopted 1992—Amended 1999)—Combined within 2.B.3.a.~~

2.B.3.d. Teacher Preparation Programs – The Maine School Boards Association believes there should be ongoing review of teacher preparation programs through collaboration with colleges and universities, local school boards, the Department of Education and MSBA along with other groups and individuals as appropriate. The goal of the collaboration is to determine if teachers are being prepared appropriately with best practices to help all students achieve the standards within the Maine System of Learning Results, improving the quality of teaching and certification procedures. Additionally, MSBA recommends that approved teacher preparation programs include best practice training to help teachers assist in the identification of students who may have behavioral health (substance use or mental health) or academic issues. (Adopted 2012 – Amended 2022) (there is a need for teacher preparation in both academic standards instruction and identification of students who may have behavioral health or academic issues and will know where to go for referral of students).

Accepting the above would delete the following resolutions:

~~2.B.3.d. Improvement of Teaching Skills—The Maine School Boards Association believes that school boards should work with teacher preparation institutions and the State Board of Education to improve the quality of teaching through improved teacher preparation and more productive certification procedures and requirements with input from the Maine Department of Education. (Adopted 1982—Amended 1999, 2020)~~

~~4.8—Teacher Preparation Programs—The Maine School Boards Association recommends the convening of a special collaborative to examine the current state of approved teacher preparation programs to determine if they are appropriately preparing teachers with best practices to help all students achieve the standards within the Maine System of Learning Results.~~

~~Additionally, MSBA recommends that approved teacher preparation programs include best practice training to help teachers assist in the identification of students who may have behavioral health (substance use or mental health) or academic issues.~~

~~MSBA believes that such a collaborative should include membership from the State Board of Education, Maine Department of Education, the MSBA, Maine School Superintendents Association, Maine Principals' Association, Maine Education Association, and Maine Administrators of Services for Children with~~

~~Disabilities, Maine School Counselors Association, Maine Association of School Psychologists, the National Association of Social Workers—Maine Chapter, as well as representation from the colleges and universities. (Adopted 2012—Amended 2022)~~

- 2.B.5.d. School District Collaboration (Previously “School Choice”) –** The Maine School Boards Association applauds the efforts of many local school boards to establish programs that allow students options to learn in a manner that is most productive to them. Therefore, MSBA encourages and supports continuation of efforts to provide multiple pathways via inter-district choices for voluntary efforts among public school units to establish and maintain regional programs for the benefit of their students. MSBA opposes mandated inter-district choice. (Adopted 1989 – Amended 1991, 1999)

Accepting the above would replace the following resolutions:

~~2.B.5.d. — School Choice — The Maine School Boards Association applauds the efforts of many local school boards to establish programs that allow students options to learn in a manner that is most productive to them. Therefore, MSBA encourages and supports continuation of efforts to provide intra district choices for school programs and voluntary efforts among school units to establish and maintain regional programs for the benefit of their students. MSBA opposes mandated inter district choice. (Adopted 1989 — Amended 1991, 1999)~~

D. New – Proposed 2023

Non-Partisan School Board Members

The Maine School Boards Association recognizes and supports the non-partisan practice of the election of local school board members. As determined by the school district structure statute in 1 MRSA, Title 20-A, school board members are elected on a general ballot, without party designation, and once elected are to focus on what’s in the best interest of the students and the school district.

Rationale

This resolution underscores our obligation as school board members to make decisions based on what is best for the students we serve and make decisions through that lens, regardless of an individual’s party affiliation.

Parental/Guardian Engagement in the Education of Their Children

The Maine School Boards Association believes parents/guardians are pivotal partners in the education of their children. MSBA supports the opportunities for parents/guardians to be involved in their children’s education as described and designated within federal and state laws and school district policies, handbooks, procedures, and other guidance related to parental involvement and engagement. These times for engagement include the opportunity to be heard by school district leadership, opportunities for consultations with teaching staff about what is being

taught, and the opportunity to receive and review information about school budgets and spending. Parents/guardians also have the ability to opt their child(ren) out of programming they do not feel is appropriate for their child. These opportunities for involvement should be communicated clearly and consistently through documentation in school district policies, school websites, handbooks and through other forms of communication, which are publicly available and easily accessible. Times to raise questions of school personnel about these engagement opportunities should be offered to all parents/guardians. MSBA also believes that parental/guardian opportunities for involvement in the education of their own child(ren) should not inhibit the education of other children.

Rationale

The public education of students is most effective when parents are actively engaged. Opportunities for that engagement should be communicated to parents, with appropriate parameters that accommodate school schedules and parent schedules. That communication can and should include public forums on topics of great interest, as well as one-on-one conversations when needed.

State Funding to Support Students' Mental and Behavioral Health

The Maine School Boards Association believes that additional funding needs to be allocated to school districts to support students' mental and behavioral health. The legislature needs to dedicate additional funding that can be distributed to all districts, including minimum receivers, through targeted funds within the EPS formula to support students. Action at the state level to help address waitlists, barriers to access, and the shortage of staff equipped to help address the needs is essential as is support for the provision of resources besides personnel, including best practices and other specialized trainings.

Rationale

Schools saw concerns with students' mental and behavioral health made worse during the shutdown of schools due to COVID, and they still persist today. We need to address this mental and behavioral health concern which affects how students feel about themselves and how they relate to others. We need to seek ways to provide greater resources to support students with these needs.

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Item # 12.B.

* If you are interested in attending the Conference, please let Ginny (mcmanusg@rsus.org) know By October 13, 2023



MSMAWEB.COM

(800) 660-8484

WEB VERSION

UNSUBSCRIBE

September 18, 2023



It is time to register for the 50th Annual MSMA Fall Conference! We are very pleased with the speakers, number and content of "clinics", and new and returning exhibitors.

Linked below is registration information as well as a preliminary list of clinic offerings for the 50th Annual MSMA Fall Conference.

"Maine Public Schools - They Connect Us" is the theme of this year's Fall Conference to be held on Thursday and Friday, October 26 and 27, at the Augusta Civic Center. The two days being planned will be informative and inspiring. Highlights include the following:

KEYNOTE: Lessons Learned from Learning 2025: Creating Future Focused Schools

Dr. Bill Daggett is the founder of both the Successful Practices Network and the International Center for Leadership in Education. He recently co-chaired the AASA LEARNING 2025: National Commission for Student-Centered, Equity-Focused, Future-Driven Education and is now leading the National Demonstration Network for AASA.

Dr. Daggett, who is the author of 26 books, is recognized worldwide for his proven ability to move preK-12 education systems towards more rigorous and relevant skills and knowledge for all students. For 30 years, he has crisscrossed our nation, as well as the industrialized world, to lead school reform efforts to effectively prepare students for their future.

Keynote Description

Today's students need to be prepared for their future. Living in a rapidly evolving global economy, students need to be able to think at higher levels, employ strong literacy and analytical skills, and solve problems in unpredictable situations. There is currently a gap between what students need and what our schools provide. To be prepared for success in today's increasingly technology-focused and information-based society, ALL students need a rigorous and relevant learning experience.

Equity, social justice, Social-Emotional Learning, mental health, and a rigorous and relevant instructional program for all students are recent but critical issues that schools today are required to address. Meanwhile, the demands of the past have not gone away. The brick-and-mortar school model of the last century with the bell schedule, boundaries, rules, regulations, certifications, tenures, contracts, and a hyper-focus on meeting proficiency on high-stakes tests continue to demand attention. While the demands continue to compound, a silver lining is emerging through the hardships brought on by COVID. It has created a tipping point for many educators, policy makers, business leaders, and parents around the immediate need to transform our education system. The pandemic has also taught us that change is possible in the ways we had not imagined even one year ago.

Dr. Bill Daggett will share emerging solutions and evidence-based practices to these challenges that have proven to be most effective and will provide suggestions on how school districts can implement these practices from classroom to boardroom.

CONTENT:

More than 60 clinics will be offered this year, as well as recognition of years of board service and awards of the Maine School Boards Association. Lunch entertainment will be provided by the Windham Chamber Singers and Friday brunch by Cape Elizabeth Band Chamber Ensembles. Take time to visit over 40 vendors to see the latest products, publications, technologies, and services for use in your buildings, board meetings, classrooms, and offices. Sign up to win fabulous door prizes and be sure to attend the MSMA reception on Thursday, starting at 4:15 p.m. Winners will be announced, light refreshments will be served and music will be provided by Belmont Radio!

Registration for the Fall Conference should be made through the superintendent's office—please see online event registration instructions included in this email. ~~*Purchase Orders only, please—no pre-payments will be accepted this year. Your District will be billed after the Conference.~~

*Student Board Members are encouraged to attend the Conference. The cost is just \$25/day - to cover the cost of meals only. The registration fee for Presenters is waived - we ask only that they pay for the cost of their meal (\$25) on the alternate day that they present.

The MSMA staff is looking forward to seeing you on October 26 and 27!

Please contact Angie Audette via email aaudette@msmaweb.com with any registration questions.

Online events registration instructions

Registration Form

Hotel Information

Agenda

Preliminary Clinic Outline



49 Community Drive, Augusta ME 04330 • Telephone: (207) 622-3473 • Toll Free: (800) 660-8484 • Fax: (207) 626-2968

 **higher logic**

50th ANNUAL MSMA FALL CONFERENCE
AUGUSTA CIVIC CENTER
October 26 - 27, 2023

A G E N D A

THURSDAY, OCTOBER 26

7:30 - 4:00	REGISTRATION <i>A.M. Continental Breakfast</i>	Lobby
7:30 - 8:30	VENDOR VISITS	Main Auditorium
8:30 - 9:00	WELCOME and INTRODUCTIONS	Main Auditorium
9:00 - 10:15	KEYNOTE SPEAKER: Dr. Bill Daggett, founder of both the Successful Practices Network and the International Center for Leadership in Education Keynote Description: Today's students need to be prepared for their future. Living in a rapidly evolving global economy, students need to be able to think at higher levels, employ strong literacy and analytical skills, and solve problems in unpredictable situations. There is currently a gap between what students need and what our schools provide. To be prepared for success in today's technology-focused and information-based society, ALL students need a rigorous and relevant learning experience.	Main Auditorium
10:30 - 11:30	CLINICS I	
11:45 - 12:45	LUNCH/VENDOR VISITS: ENTERTAINMENT, MSBA SCHOOL BOARD AWARDS	Main Auditorium
12:50 - 1:50	CLINICS II	
2:00 - 3:00	CLINICS III	
3:10 - 4:10	CLINICS IV	
4:15 - 6:00	RECEPTION – VENDOR VISITS <i>Visit the exhibitors, mingle with other attendees, and enjoy refreshments. GREAT DOOR PRIZES donated by our exhibitors!!! You must be present to win a prize.</i>	Main Auditorium

FRIDAY, OCTOBER 27

7:30 - 11:00	REGISTRATION <i>A.M. Coffee/Tea and light snacks</i>	Lobby
8:00 - 9:00	CLINICS V	
9:10 - 10:10	CLINICS VI	
10:15 - 12:15	BRUNCH: INTRODUCTION of OFFICERS/SERVICE AWARDS ENDNOTE: Kristi Swett, President, National School Boards Association	Main Auditorium
12:20 - 1:20	CLINICS VII	
1:30 - 2:30	CLINICS VIII	

NOTE: Our Thursday, Keynote Speaker Presentation is from 9:00 a.m. – 10:15 a.m. Visit our vendors in the Main Auditorium and register for Door Prizes to be awarded Thursday (4:15 p.m.).

50th ANNUAL MSMA FALL CONFERENCE
October 26-27, 2023
PRELIMINARY CLINIC PROGRAM

* Please note that the date/time of clinics may change. *

CLINICS I — Thursday, 10:30-11:30 A.M.

- A. Career Ready Trumps College Ready
- B. Community Schools in Maine: Forward Movement
- C. 2023 Legal Year in Review
- D. Budget and Audit
- E. Relative Age Effect: Ensuring Student Success
- F. Moving the Needle on Inclusive Teaching and Learning
- G. How To Share Your District's Story
- H. Every Day Counts! Supporting Student Attendance

CLINICS II — Thursday, 12:50-1:50 P.M.

- A. Managing Public Engagement in Divisive Times
- B. Collective Bargaining: The Fundamentals
- C. Fostering Trust Between the Superintendent and School Board
- D. Understanding Maine EPS Funding Formula
- E. Rocking it in Rural Schools
- F. Maine Youth Present Substance Use Education
- G. A Policy Primer: The Basics of School Board Policy

CLINICS III — Thursday, 2:00-3:00 P.M.

- A. Title IX Compliance: Investigating and Responding to Sexual Harassment Claims
- B. Seven Lessons Learned from This Year's U.S. Supreme Court Decisions
- C. What's with all the Investigations?
- D. MaineCare in Education
- E. Maine APP Challenge
- F. Board Leadership and Teamwork in Challenging Times
- G. Addressing the Educational Leadership Crisis: The Factors that Lead to Principal Retention
- H. Enhance Your School with Energy Efficiency Upgrades

CLINICS IV — Thursday, 3:10-4:10 P.M.

- A. Freedom of Speech, Parents' Rights, and School Board Responsibilities: Addressing Challenges to Curriculum Content
- B. Labor Negotiations Update
- C. Supporting Special Education in Maine Schools
- D. What Does It Take to Lead Outdoor Learning at the District Level?
- E. The Hard Divide of the Sneeze Guard: Overcoming Division Between School Nutrition and Educational Staff
- F. Maine Loves Public Education
- G. Equity-centered and Trauma-informed McKinney-Vento
- H. Support after a Suicide Loss in Schools: Best Practices and Trends

CLINICS V — Friday, 8:00-9:00 A.M.

- A. Meet the Commissioner
- B. Proficiency-based Learning Through Apprenticeship and Pre-apprenticeship Programs
- C. Leadership Practices Around Fidelity Mandates

CLINICS V — Friday, 8:00-9:00 A.M. (continued)

- D. MIYHS and School Health Profiles: Productive Use of the Data
- E. Digital Ownership: Teaching Gen Alpha's New Literacy
- F. Lessons Learned from a School Swatting Event
- G. Connecting the Dots Between Trauma, SEL, and Student Success
- H. From Digital to Physical: A 360-Degree View of Risk Management—including Updates on Cyber Security, Property & Liability, and Workers' Compensation

CLINICS VI — Friday, 9:10-10:10 A.M.

- A. The "A.I." in M(AI)NE: Impacts of Artificial Intelligence in Maine Schools
- B. School Boards, Transparency, and Communication: What is Achievable/Meaningful in 2023?
- C. How your School Budget gets Approved: An Introduction for School Board Members
- D. CSforAll: Creating Pathways in Computer Science
- E. How Does Your Child Nutrition Program Affect Your Budget?
- F. Communicating with our Critics
- G. Behavioral Threat Assessment Management
- H. Not in My School, PFAS!

CLINICS VII — Friday, 12:20-1:20 P.M.

- A. The Art of Communication: Successfully Navigating the Sharing of Student Related Information in 2023
- B. Maine Educator Apprentice Program
- C. Electric Buses in the Real World: Benefits and Implementation
- D. Planning a School Addition: Here are Some Factors to Consider
- E. Shields Up Maine! State and Local Cyber Security Planning
- F. The Value of Adult Education
- G. Maine Safe Schools Initiative
- H. The Economic Impacts of Inclusion for Students

CLINICS VIII — Friday, 1:30-2:30 P.M.

- A. Trends in Special Education Litigation: A Refresher on Key Concepts
- B. L.D. 1682: Get Help Building Experiential Learning into Your Schools
- C. School Boards and School Leaders: Responsibility, Roles, and Building an Effective Team
- D. Lessons Learned During the Construction of Maine Schools
- E. Why Prioritize Health Promotion and Wellness Programs for All
- F. Supporting Transgender and Gender-Expansive Students: Best Practices and Legal Framework
- G. Building a Restorative School Culture: DOE Fall Training Program Launch
- H. Strengthening PBIS Implementation and Sustainability Through District Level Teaming

**RSU5
Executive Summary of Workplace Satisfaction Survey
Spring 2023**

District Impressions

Number of Respondents: 209

Overall Strengths:

- Positive climate
- Supports for Physical Safety of Students and Staff
- Supports for Students

Opportunities for Growth:

- Professional Development
 - Voice and Choice
 - Targeted to the role/goals
 - Valuable topic/content
 - Use of time
- Resources
 - Targeted to needs
 - Funding differences among schools
 - Resources to support curriculum changes
 - Support for students
- Meeting social/emotional and behavioral needs of students inclusive but not limited to students with special education needs
- Evaluation System
 - Marshall Rubric - How it is utilized at different schools/levels
 - Time intensity - varies
 - Effectiveness

Pownal Elementary School

Number of Respondents: 7

- Educators: 5
- Educational Technicians/Secretarial Staff: 2

Overall Strengths:

- Positive climate
- Morale

Opportunities for Growth:

- Professional Development - Voice and Choice
- Addressing the social/emotional and behavioral needs of students

Most Influential Factors on Satisfaction in the Workplace:

- Educators: Colleagues, School Culture, Salary/Benefits, Leadership
- Educational Technicians/Secretarial Staff: Colleagues, School Culture, Leadership

Durham Community School

Number of Respondents: 47

- Educators: 39
- Educational Technicians/Secretarial Staff: 8

Overall Strengths:

- Leadership
- Positive climate
- Morale

Opportunities for Growth:

- Staffing shortage (substitutes, turnover)
- Evaluation System - Marshall Rubric
- Professional Development: Voice and Choice for Educational Technicians

Most Influential Factors on Satisfaction in the Workplace:

- Educators: School Culture, Colleagues, Salary/Benefits
- Educational Technicians/Secretarial Staff: School Culture, Colleagues, Salary/Benefits

Morse Street School

Number of Respondents: 33

- Educators: 22
- Educational Technicians/Secretarial Staff: 11

Overall Strengths:

- Leadership
- Positive climate
- Morale

Opportunities for Growth:

- Professional Development: Voice and Choice for Educational Technicians
- Special Education: communication, IEP meetings, recognition
- Staffing shortage
- Teacher stress/feelings of being overwhelmed

Most Influential Factors on Satisfaction in the Workplace:

- Educators: Colleagues, School Culture, Salary/Benefits
- Educational Technicians/Secretarial Staff: School Culture, Colleagues

Mast Landing School

Number of Respondents: 24

- **Educators: 18**
- **Educational Technicians/Secretarial Staff: 6**

Overall Strengths:

- **Leadership**
- **Positive climate**
- **Morale**

Opportunities for Growth:

- **Professional Development: Voice and Choice**
- **Workload**
- **Teacher stress/feelings of being overwhelmed**

Most Influential Factors on Satisfaction in the Workplace:

- **Educators: Colleagues, School Culture, Leadership**
- **Educational Technicians/Secretarial Staff: School Culture, Colleagues**

Freeport Middle School

Number of Respondents: 37

- **Educators: 25**
- **Educational Technicians/Secretarial Staff: 12**

Overall Strengths:

- **Leadership**
- **Positive climate**
- **Morale**

Opportunities for Growth:

- **Professional Development: Voice and Choice**
- **Meeting the academic, social/emotional and behavioral needs of students**

Most Influential Factors on Satisfaction in the Workplace:

- **Educators: School Culture, Colleagues, Leadership**
- **Educational Technicians/Secretarial Staff: Colleagues, Leadership, School Culture**

Freeport High School

Number of Respondents: 46

- **Educators: 38**
- **Educational Technicians/Secretarial Staff: 8**

Overall Strengths:

- **Supports for physical safety of students and staff**

- Feedback from educational technicians and secretarial staff overall very positive

Opportunities for Growth:

- Professional Development: Voice and Choice
- Evaluation System
- Collaborative community built on trust

Most Influential Factors on Satisfaction in the Workplace:

- Educators: Colleagues, School Culture, Salary/Benefits
- Educational Technicians/Secretarial Staff: School Culture, Colleagues, Salary/Benefits

Facilities/Transportation

Number of Respondents: 11

Overall Strengths:

- Structures that support all students
- Resources

Opportunities for Growth:

- Climate
- Targeted Professional Development
- Leadership - multiple changes
- Evaluation System

Most Influential Factors on Satisfaction in the Workplace:

- Salary/Benefits, Colleagues

School Nutrition

Number of Respondents: 4

Overall Strengths:

- Climate
- Professional Development
- Leadership

Opportunities for Growth:

- Impact of staff in decision making
- Resources

Most Influential Factors on Satisfaction in the Workplace:

- Colleagues, Leadership, School Culture

G. Which of the following factors most influence your satisfaction in the workplace?	DCS	FHS	FMS	MLS	MSS	PES	FAC TRAN	NUTR	TOTAL
School Culture	37	39	30	20	24	5	2	2	159
Colleagues	33	39	27	19	25	6	4	3	156
Salary/Benefits	25	26	10	10	15	3	7	1	97
Leadership	19	17	21	12	10	4	3	2	87
Professional Development	9	2	3	3	2	0	1	1	21
Community Engagement	5	4	4	3	5	0	3	1	25
School Safety	4	2	4	3	0	0	3	0	15
Mission/Vision	3	3	4	1	3	0	1	1	16
Family Engagement	1	1	0	0	0	0	2	1	5
Other	2	0	0	1	5	0	0	0	8
Blank	3	5	8	0	10	3	7	0	35
RESPONDENTS	47	46	37	24	33	7	11	4	209

Executive Summary of Workplace Satisfaction Survey - Completed May 2023
(Average of all Questions)

[illegible]

Executive Summary of Workplace Satisfaction Survey - Completed May 2023
(Average of all Questions)

	Climate			Professional Learning			Leadership			Evaluation	Supporting All Students			Resources
	A1. Overall, how positive is the working environment in your school/department?	A2. How positive are the attitudes of your colleagues?	A3. Would you recommend your school/department as a workplace for someone seeking employment?	B1. How supported do you feel in your professional growth in your role?	B2. How useful are the professional development opportunities offered to you in your building/department?	B3. How useful are the professional development opportunities offered to you district-wide?	C1. How positive is the influence of the school/department leaders on the quality of your school/department?	C2. How effective are the communication structures in your school/department?	C3. Does staff feedback impact decision making in your school/department?	D1. How effective is your school's/department's evaluation system in helping you improve?	E1. How effective are the structures in your school/department that support the social-emotional needs of all students?	E2. How effective are the structures in your school/department that support the academic learning needs of all students?	E3. How effective are the structures in your school/department that support physical safety of students and staff?	F1. How often do you feel you have adequate material resources to support your students' learning?
PES														
Educators	4.4	4.4	4.8	4	3.8	3.6	4	4.4	3.8	3.8	4	4	3.8	4.8
Ed Techs & Administrative/Office Secretaries	4.5	4.5	4.5	3	2.5	3	4	3.5	3	4	4.5	4	3.5	3.5
Average	4.45	4.45	4.65	3.5	3.05	3.3	4	3.95	3.4	3.9	4.25	4	3.65	4.05
District														
Facilities & Transportation	3.09	2.55	2.82	2.36	2.55	2.45	3.18	2.84	2.91	2.09	3.73	4	3.55	3.5
Nutrition	4	3.75	4	4	3.5	3.5	4	3.75	2.75	3.25	3.67	3.67	4	2.67
Overall District Average	4	3.78	4.82	3.62	3.06	2.9	3.89	3.65	3.37	3.25	3.78	3.89	3.91	3.81