

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS**  
**WEDNESDAY– FEBRUARY 14, 2024**  
**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:

<p>___ Colin Cheney</p> <p>___ Candace deCsipkes</p> <p>___ Malik Farlow</p> <p>___ Cheyenne Farrell</p> <p>___ Danielle George</p> <p>___ Carolyn Jensen</p>	<p>___ Kara Kaikini</p> <p>___ Elisabeth Munsen</p> <p>___ Maura Pillsbury</p> <p>___ Michelle Ritcheson</p> <p>___ Kelly Sink</p> <p>___ Phoebe Williamson, Student Representative</p> <p>___ Lily West, Student Representative</p>
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3. Pledge of Allegiance:
  
4. Consideration of Minutes:  
None
  
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:  
None
  
9. Administrator Reports:
  - A. Mental Health Support for Students - June Sellers (20 Minutes)
  
10. Board Comments and Committee Reports:  
None
  
11. Policy Review:  
None
  
12. Unfinished Business:
  - A. Budget Review
    1. Curriculum Development and Improvement of Instruction - Cynthia Alexander (20 Minutes)
    2. Morse Street School - Julie Nickerson (20 Minutes)
    3. Pownal Elementary School - Holly Johnson (20 Minutes)
    4. Mast Landing School - Emily Grimm (20 Minutes)
    5. Instructional Support - June Sellers (20 Minutes)

13. New Business:

A. Consideration and approval to adjust the 2023-2024 school calendar by adding one student day in June at Durham Community School.

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

14. Personnel:  
None

15. Public Comments: (10 Minutes)

16. Adjournment:

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

Multi-Tiered System of Supports (MTSS) for Positive Behavior & Emotional Wellbeing				
Risk Reduction	Prevention	Early Intervention	Individual Intervention	Therapeutic Support
<b>Tier 1 - Universal Behavioral Supports</b> School-Wide & Classroom Expectations for Positive Pro-Social Behavior (adult/student and student/student)		<b>Tier 2</b> Targeted Small Group or 1:1 Support	<b>Tier 3</b> Very Small Group, 1:1 Support, Therapeutic Support	
		 INCREASED INTENSITY (GROUP SIZE) FREQUENCY (X PER WEEK) AND/OR DURATION (X PER SESSION)		
<b>ALL ENVIRONMENTS ENGINEERED TO BE TRAUMA INFORMED-TRAUMA SENSITIVE</b>				

Tier 1	Tier 2	Tier 3
School-Wide & Classroom Expectations and Norms for Positive Pro-Social Behavior for everyone across all settings. Establishes the foundation for proactive support and prevention of behavior that is not in alignment with community expectations and norms. Tier 1 emphasizes teaching, modeling, and acknowledging positive social, emotional, and behavioral (SEB) skills. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.	Targeted intervention, support, and Social-Emotional Learning (SEL) for students who are not successful with Tier 1 support alone, and who demonstrate a consistent pattern of mild-moderate behavior dysregulation. Focused on identifying and addressing student needs, and providing students with instruction, tools, and strategies to self-regulate their own behavior. Support at this level is more focused than Tier 1 and less intensive than Tier 3.	More intensive, individualized intervention and support for students who are not successful with Tier 1 and 2 support, and who demonstrate a consistent pattern of significant-severe behavior dysregulation including dangerous, and/or highly disruptive behavior that interferes with their learning and/or the learning of others

## RSU 5 Multi-Tiered System of Supports (MTSS) for Positive Behavior & Emotional Wellbeing

Risk Reduction	Prevention	Early Intervention	Intensive Individual Intervention	Therapeutic Support
<p><b>Tier 1 – Universal School-Wide &amp; Classroom Supports</b></p> <ul style="list-style-type: none"> <li>Responsive Classroom</li> <li>Guidance Units on Bullying PK-5</li> <li>Student Civil Rights Teams</li> <li>Mental Health Supports in Advisory 6-12</li> <li>Mind Your Mind (FMS &amp; FHS)</li> <li>Active Minds (9-12)</li> <li>School Counselors address Mental Health Supports in Advisory</li> <li>Wellness Course Addressing Bullying (FMS)</li> </ul>		<p><b>Tier 2 – Small Group or 1:1</b></p> <ul style="list-style-type: none"> <li>RTI-B</li> <li>BRIDGES K-5</li> <li>In-the-moment Coaching</li> <li>Collaborative &amp; Proactive Solutions</li> <li>Social Skills Groups</li> <li>Weekly Check-Ins w/Identified Students</li> <li>Bullying Investigations</li> </ul>	<p><b>Tier 3 – Very Small Group, 1:1, Therapeutic Support</b></p> <ul style="list-style-type: none"> <li>RTI-B</li> <li>BRIDGES K-5</li> <li>Reentry Meetings**</li> <li>Safety Plans</li> </ul>	
		<p style="text-align: center;"><b>Tier 2 &amp; 3</b></p> <ul style="list-style-type: none"> <li>Access to Licensed Clinical Professional Counselors (LCPC)</li> <li>Access to Licensed Clinical Social Workers (LCSW)</li> <li>Cognitive Behavioral Therapy (CBT)</li> <li>Dialectical Behavioral Therapy (DBT)</li> <li>Out-Patient Therapy (Health Affiliates*)</li> <li>Access to Licensed Alcohol &amp; Drug Counselor (LADC-parent consent required)</li> <li>Increasing Levels of Family Involvement &amp; Planning</li> <li>Functional Behavior Assessment (FBA)</li> <li>Positive Behavior Support Plans (PBSP)</li> </ul>		

\* Health Affiliates offer summer services for students who are receiving therapy

\*\* \*Students released from the hospital w/o a discharge/safety plan or referrals for therapy

## DEFINITIONS

MTSS Access Point	Description
Responsive Classroom	Evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness to create safe, joyful, and engaging classrooms and school communities where students develop strong social and academic skills, and every student can thrive.
Student Civil Rights Teams	Engages the school community in thinking and talking about civil rights issues, including sexual orientation, race and skin color, national origin and ancestry, religion, disabilities, and gender (including gender identity and expression).
Mind Your Mind	Evidence-based education about mental health: stress, anxiety, depression, mood disorders, suicide ideation, disordered eating, addictive behavior, trauma, self-harm, and bullying for the purpose of changing attitudes and increasing help-seeking behavior
Active Minds	Student-led, school-based group that leads conversation, culture change, and advocacy, serves the needs of their communities and creates cultures that are more supportive of mental health through policy change, promotion of services, awareness, community-building, and social connection.
Cognitive Behavioral Therapy (CBT)	School-based CBT is designed to prevent or reduce depression and anxiety symptoms among school-aged children and adolescents. Targeted support is directed toward children and adolescents who are assessed to be at increased risk for depression or anxiety.
Dialectical Behavioral Therapy (DBT)	School-based DBT treatment is designed to prevent or reduce extreme emotional instability or dysregulation (the inability to manage intense emotions which can lead to impulsive, self-destructive, or self-harming behaviors. DBT teaches adolescents techniques to help them understand their emotions without judgment and teaches them skills and techniques to manage those emotions and change behaviors in ways that will make their lives better.
Weekly Check-Ins	20-30 min weekly check-in with students who are identified as having issues w/ depression, sadness, withdrawal, family dysfunction, grief & loss, chronic absenteeism, substance abuse
RTI-B	Students receive social-emotional learning and interventions that are matched to student need, along with progress monitoring to make decisions about changes in instruction or goals.
BRIDGES	Bridges Program provides a space for students to access in-the-moment behavioral coaching, problem-solving, positive reinforcement of behavior, regulation activities. The purpose of this environment is to provide predictable people, places, and responses to behavior.
Collaborative & Proactive Solutions	Construct in which students and staff collaboratively solve the problems that are causing student dysregulation. Problem solving is collaborative (not unilateral) and proactive (not reactive). Research has shown that the model is effective not only at solving problems and improving behavior but also at enhancing skills.
Functional Behavior Assessment (FBA)	A process for collecting and studying behavior data to better understand what may be prompting the behavior and understand the true function of the behavior
Positive Behavior Support Plans/Behavior Intervention Plan (PBSP/BIP)	A formalized plan created for a student based on the outcome of the functional behavior assessment (FBA), which outlines a student's interfering behaviors (what action(s) is the student taking that may be disruptive to their learning or their peers' ability to learn?), hypothesizes the reasons behind the behaviors (why is the student doing the behavior? Is it in response to a particular task or activity? What are they trying to communicate?), identifies interventions to replace and reduce the behaviors (What skills or behaviors can be taught to the student to replace the interfering behaviors?), identifies measurable behavior goals and strategies to teach and reinforce appropriate behaviors that are appropriately tailored to the student's needs and abilities and should set reasonable and realistic measurements for success.

## Student Services Staff\*

Morse Street School	Mast Landing School	Pownal Elementary School	Durham Community School	Freeport Middle School	Freeport High School
School Counselor  Social Worker	School Counselor  Social Worker	School Counselor  Social Worker	School Counselor  School Counselor  Social Worker	School Counselor  Social Worker	School Counselor  School Counselor  School Counselor  Social Worker  Social Worker

\*As of January 1, 2024

**FY 25 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**

**Building/Department:** Curriculum Development and Improvement of Instruction

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

Professional development and support for equity work through curriculum materials.

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

Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

**FY 25 Projected Enrollment / Class Size Ratio by Grade N/A**

<b>Staffing Adjustments to Budget in FY 24</b>	<b>Staffing Adjustments to Budget in FY 25</b>
none	none

**Other significant FY 25 requests in budget and need (Supplies, Equipment, etc).**

N/A

**FY 25 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**

**Building/Department:** GaTE

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

Professional development and materials/services to support for GaTE students.

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

Strategic Goal 2: All RSU 5 students regularly engage in meaningful student centered learning.

Objective 2.2 Expand curricular and extra-curricular choices that respond to students' interests and needs.

**FY 25 Projected Enrollment / Class Size Ratio by Grade**

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

<b>Staffing Adjustments to Budget in FY 24</b>	<b>Staffing Adjustments to Budget in FY 25</b>
none	none

**Other significant FY 25 requests in budget and need (Supplies, Equipment, etc).**

N/A

**FY 24 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**

*Item # 12.A.2.*

**Building/Program: Morse Street School**

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

The drafted MSS budget has been written to maintain programing.

**Additional Leadership Stipend**

I am requesting an additional Academic Leadership stipend to include Pre-K. We have expanded our Pre-K and are in need of a team leader to collaborate on our leadership team and ensure that all our work is aligned and that all teams are represented on our team.

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

This request supports strategic goal 2, ensuring that students engage regularly in meaningful student centered learning. The additional stipend for a Pre-K Academic Leadership position will ensure that all four grade levels are aligned in our work to improve our instruction.

**FY 24 Projected Enrollment / Class Size Ratio by Grade**

<b>Grade</b>	<b>Students</b>	<b>Teachers</b>	<b>Class Size</b>
Pre-K	64	2 (4 sessions)	16
K	85	5	17
1	88	5	17-18
2	89	5	17-18
<b>Total</b>	<b>326</b>	<b>17</b>	

<b>Staffing Adjustments to Budget in FY 24</b>	<b>Staffing Adjustments to Budget in FY 25</b>
Physical Education Additional 0.2 FTE: \$14,000	1 Academic Leadership Stipend - \$2,355 (Reduction of one other stipend - \$1,272)
Assistant Principal 190 Days: \$100,000	Budget impact - \$1,083

**Other significant FY 24 requests in budget and need (Supplies, Equipment, etc).**

**FY 25 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**

**Building/Department: Pownal Elementary School**

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

The 2024-2025 budget was formed to reflect the school's commitment to continuous student achievement in a joyful learning community.

Pownal has requested an additional \$800.00 dedicated to continuing to add to our nonfiction library collection. An inventory has shown that we have subject areas in which we do not offer any titles and/or we have titles that are outdated.

We are requesting \$1,000.00 to add to the school's Tier 2 literacy instructional resources.

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

Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity:

Strategic Goal 2: All RSU 5 students regularly engage in meaningful student centered learning:

The priority of having a plan to incrementally add new titles to the school library is key in offering our students with more choice of high quality books to foster curiosity and knowledge building.

We continue to refine our instructional practice for literacy at Tier 1 and Tier 2 to ensure all students grow as learners. This past year we added new interventions in literacy that target early phonemic awareness and phonics. The FY24/25 budget request will add to these resources enabling us to support readers as they grow and use more complex phonics to read texts at higher levels (grade 2-5).

**FY 25 Projected Enrollment / Class Size Ratio by Grade**

Grade	Students	Teachers	Class Size
Pre-K	16	.5	(16)
K	10	1	(10)
1	12	1	(12)

<b>2</b>	<b>12</b>	<b>1</b>	<b>(12)</b>
<b>3</b>	<b>17</b>	<b>1</b>	<b>(17)</b>
<b>4</b>	<b>14</b>	<b>1</b>	<b>(14)</b>
<b>5</b>	<b>13</b>	<b>1</b>	<b>(13)</b>
<b>Total</b>	<b>94</b>	<b>6.5</b>	<b>94</b>

<b>Staffing Adjustments to Budget in FY 24</b>	<b>Staffing Adjustments to Budget in FY 25</b>
No staffing adjustments	No staffing adjustments.

**Other significant FY 25 requests in budget and need (Supplies, Equipment, etc).**

**FY 25 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**

**Building/Department: Mast Landing School**

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

Over recent years, our enrollment has steadily increased. Within the past five school years, our enrollment has increased from 234 in 2019 to 281 in the current school year. Alongside this increase in enrollment (and corresponding increase in homeroom classrooms), we have also expanded programming through RTI B (targeted intervention and behavioral support for students) as well as expanded our special education programming to host a specialized program (LiFT). The combined growth in the number of students we serve, the needs students bring to school, the supervision of specialized programming and overall supervision of forty-five staff has hindered the ability to consistently prioritize instructional leadership in the role of principalship. The addition of an assistant principal will enable us to respond to the day-to-day needs required to support our students and families, as well as engage in the proactive instructional leadership essential to a strong school community.

The addition of a fourth grade teacher reflects the enrollment trends noted above, ensuring we are able to keep class sizes at 22 students or below.

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

Maintaining current class sizes alongside the addition of an assistant principal will support the strategic goal of ensuring all students regularly engage in meaningful student-centered learning (goal 2), as it will provide the capacity to more effectively respond to the needs of each of our learners. Additionally, the addition of an assistant principal will create the opportunity to more effectively support new staff and cohesive teaching teams, which creates a more equitable learning environment for students, part of ensuring all students experience a joyful learning climate that is safe, nurturing, and fosters curiosity (goal 1).

**FY 25 Projected Enrollment / Class Size Ratio by Grade**

Grade	Students	Teachers	Class Size
3	91	5	18-19
4	103	4	25-26
5	85	4	21-22
<b>Total</b>	279	13	

<b>Staffing Adjustments to Budget in FY 24</b>	<b>Staffing Adjustments to Budget in FY 25</b>
None	Assistant Principal (190 day contract)- \$127,000 4th Grade Teacher - \$95,000

**Other significant FY 25 requests in budget and need (Supplies, Equipment, etc).**

\$6,500 in equipment funds and \$2,000 in book funds were added to establish a new grade-level classroom and classroom library.

**FY 25 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**

**Building/Program: Instructional Support**

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

An additional Special Education teacher was needed for the 2023-2024 school year to balance class sizes and provide the level of support needed for an increasing number of students with more significant needs at Mast Landing School. The increased number was due to new student enrollments and students newly referred and found eligible for special education services in grades 3-5.

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

Strategic Goal 1 - All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.1 - Strengthen and align all social/emotional supports and systems to meet the needs of all learners in RSU 5.

Strategic Goal 2: All RSU 5 students regularly engage in meaningful student centered learning.

Objective 2.1 Review, research, and explore options for the implementation of student centered instructional practices.

Objective 2.3 Provide strong support for professional practices that foster collaboration and staff voice, and strengthen instruction to meet the needs of all learners.

An additional teacher was able to provide specially designed instruction to a range of learners with disabilities to ensure they receive educational benefit, access, participation, and progress, in standards-based learning, and a Free and Appropriate Public Education (FAPE)

**FY 22-25\* Special Program Enrollment / Class Size Grade**

Special Ed. Program	LiFT Program Student Enrollment			LiFT Program Teachers			Choices Program Student Enrollment			Choices Program Teachers		
	22/23	23/24	24/25*	22/23	23/24	24/25*	22/23	23/24	24/25	22/23	23/24	24/25*
K-2	8	5	10	1	1	1	3*	7	2	1*	2	1**
3-5	7	10	6	1	1	1	5*	6	4	1*	1	1**
6-8	6	4	8	1	1	1	7	6	4	1	1	1
9-12	4	6	5	1	1	1	11	14	12	1	1	1
<b>Total</b>	<b>25</b>	<b>25</b>	<b>29</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>25</b>	<b>32</b>	<b>22</b>	<b>3*</b>	<b>4</b>	<b>4</b>

\*Projected

\*\*K-5 Choices Program has one (1) teacher

Staffing Adjustments to Budget in FY 24	Staffing Adjustments to Budget in FY 25
<u>Early Intervention Team</u> - \$82,159	<u>Special Education Teacher - \$95,000</u> This position was previously paid by Local Entitlement grant funding allocations in FY24. In addition to student need, this funding change helps ensure Maintenance of Effort (MOE). MOE is the federal requirement for school districts to budget and spend at least the same amount of local — or state and local — funds for the education of children with disabilities on a year-to-year basis.
<u>Educational Technician</u> - \$45,000	<u>6 Special Ed. Technicians \$240,000</u> These positions were previously paid by Local Entitlement. In addition to student need, this funding change helps ensure Maintenance of Effort (MOE). MOE is the federal requirement for school districts to budget and spend at least the same amount of local — or state and local — funds for the education of children with disabilities on a year-to-year basis.
<u>Board Certified Behavior Analyst</u> - \$90,000	

**Other significant FY 25 requests in budget and need (Supplies, Equipment, etc).**

NONE	
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