

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– NOVEMBER 6, 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:

____ Freeport Vacant
____ Candace deCsipkes
____ Malik Farlow
____ Cheyenne Farrell
____ Danielle George
____ Carolyn Jensen

____ Freeport Vacant
____ Elisabeth Munsen
____ Maura Pillsbury
____ Michelle Ritcheson
____ Kelly Sink
____ Moon Tussing, Student Representative
____ Phoebe Williamson, Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

- A. Consideration and approval of the Minutes of October 23, 2024 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. Adjustments to the Agenda:

6. Good News & Recognition:

- A. Report from Board's Student Representative (10 Minutes)

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (5 Minutes)

1. Resignations: Kasee Solis, DCS Ed Tech
2. Support Staff New Hires: Kossi Kouwonou - FHS Custodian
Patrick Conley - FMS Ed Tech III

9. Administrator Reports:

- A. Update from Transportation Department and Goal Review - Jeremy Arsenault (20 Minutes)
- B. Update from Nutrition Department and Goal Review - Erica Mullally (20 Minutes)
- C. Update from Mast Landing School and Goal Review - Emily Grimm (20 Minutes)

10. Board Comments and Committee Reports:

None

11. Policy Review:
None

12. Unfinished Business:
None

13. New Business:
None

14. Personnel:
None

15. Public Comments: (10 Minutes)

16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, October 23, 2024 – 6:30 p.m.
Pownal Elementary 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 November 6, 2024 meeting).

1. CALLED TO ORDER:

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

2. MEMBERS PRESENT: Colin Cheney (arrived at 6:40 p.m.), Candace deCsipkes, Malik Farlow, Danielle George, Kara Kaikini, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Kelly Sink and Phoebe Williamson Student Representative (left at 8:22 p.m.)

MEMBERS ABSENT: Cheyenne Farrell, Carolyn Jensen

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. **VOTED:** To approve the Minutes of October 9, 2024. (Pillsbury – George) (8 – 0) The Student Representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:

None

6. GOOD NEWS AND RECOGNITION:

A. Report from Board's Student Representative - Phoebe Williamson

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

A. Superintendent's Report

B. Resignations: Megan Peacock - Laugh & Learn; Stephanie Allen - DCS Ed Tech;
Erin Thibeault - FMS Office Secretary

C. Literacy Curriculum - Cynthia Alexander

D. School Properties Disposition

9. ADMINISTRATOR REPORTS:

A. Finance - Kelly Wentworth

B. Update from Pownal Elementary School and Goal Review - Holly Johnson

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Board Information Exchange and Agenda Requests

- Danielle George requested truancy data.
- Maura Pillsbury and Danielle George spoke about the very informative Curriculum and Program Development Committee meeting. Requested the presentation be posted on the website.
- Michelle Ritcheson mentioned a K-12 STEM presentation she attended.

- B. Finance Committee
- C. Facilities and Operations Committee
- D. Policy Committee

11. POLICY REVIEW:

- A. **VOTED:** To approve 2nd Read of Policy GBEC - Drug Free Workplace.
(Munsen – Farlow) (9 – 0)
- B. **VOTED:** To approve 1st Read of the following policies (Pillsbury – Munsen) (9 – 0):
 - 1. ACAA - Harassment and Sexual Harassment of Students
 - 2. ACAA-R - Student Discrimination and Harassment Complaint Procedure (Revise into two new procedures ACAA-R1 and ACAA-R2)
 - 3. JIE - Pregnant Students (New)

12. UNFINISHED BUSINESS:

None

13. NEW BUSINESS:

None

14. PERSONNEL:

None

15. PUBLIC COMMENT:

None

16. EXECUTIVE SESSION:

- A. **VOTED:** To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing a personnel matter. (Pillsbury – George) (9 – 0)

Time In: 9:05 p.m.

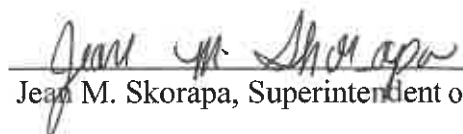
Time Out: 9:45 p.m.

17. ACTION AS A RESULT OF EXECUTIVE SESSION:

- A. **VOTED:** To approve a half year unpaid leave of absence and a half year sabbatical leave for the 2025-2026 school year for Kimarie Soule. (Kaikini – George) (9 – 0)

18. ADJOURNMENT:

- VOTED:** To adjourn at 9:46 p.m. (Cheney – Munsen) (9 – 0)


Jean M. Skorapa, Superintendent of Schools

Transportation Department Goals 2023-2024 Review

Goal Worksheet			
Department: Transportation			
Department Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
1. Complete evaluation of the fleet including buses and vans.	Collaborate with the district mechanic to evaluate age, mileage, and condition of each vehicle.	December 2023	Fleet Documentation Work started and will continue for accuracy in 2024-2025.
2. Develop a timeline for replacement of vehicles.	Based on the evaluation of the fleet, develop a comprehensive timeline for replacement of all vehicles.	December 2023	Replacement Timeline In process
3. Increase recruitment and retention of drivers.	- Attend job fairs to recruit new drivers - Collaborate with Human Resource Coordinator to strategize advertisement methods.	December 2023	Retention of Drivers Addition of Drivers 1 new driver hired

Transportation Department Goals 2024-2025

Goal Worksheet			
Department: Transportation			
Department Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
1. Dispose of vehicles no longer adequate for inclusion in the fleet.	● Follow procedures outlined in Policy DN: School Properties Disposition	October - December 2024	Successful disposal of vehicles
2. Develop a timeline for replacement of vehicles.	● Based on the evaluation of the fleet, develop a comprehensive timeline for replacement of all vehicles.	May 2024	Articulated plan
3. Increase recruitment and retention of drivers.	● Attend job fairs/district hiring fair to recruit new drivers ● Collaborate with Human Resource Coordinator to strategize advertisement methods.	May 2024	Retention of Drivers Addition of New Drivers

Nutrition Department Goals 2023-2024 Review

Goal Worksheet			
School/Department: Nutrition			
Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<u>Department Goal #1</u> Evaluate school meal equity and access all schools, grades, and circumstances.	A. Review reimbursable meal participation and a la carte sales to ensure equitable access for all students and that operations are aligned with all program regulations and district policies. B. Identify areas of success and consider opportunities for improvement and make recommendations to the Superintendent. C. Modify operations and adjust the School Nutrition budget to ensure school meal equity and access.	January 2024 June 2024	A. An analysis of program statistics and district policies, along with feedback from various stakeholders, will identify areas of success and opportunities for improvement. ● COMPLETE: Triennial Wellness assessment was completed and findings were addressed with the School Board and Superintendent. B. Report areas of success and opportunities for improvement to the Superintendent. ● COMPLETE C. The FY 2025 School Nutrition Budget will reflect any budgetary needs related to ensuring school meal equity and access. ● COMPLETE: FY25 staff hours were increased to aid in the rise of student meal participation.

<u>Department Goal #2</u> Ensure that all Nutrition Program facilities are operating efficiently and effectively. (Ref: Strategic Goal 4, Objective 4.6)	A. Work with Director of Facilities to develop recommendations for improvements to the Nutrition Program's facilities and major equipment systems. B. Assist with the revision of the Capital Plan to reflect these recommendations. C. Make recommendations to the Superintendent.	June 2024	A. An updated kitchen equipment replacement schedule will inform district Capital Planning and Nutrition program budget priorities. ● COMPLETE: Created a master list of all kitchen equipment and updated major upgrades or repairs. B. The Capital Plan will reflect updated Nutrition Program practices and priorities to ensure efficient and effective operation. ● COMPLETE: Updated the equipment on the capital plan to reflect the actual longevity of equipment to inform future capital planning. C. Recommendations are provided to the Superintendent. ● COMPLETE
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Nutrition Department Goals 2024-2025

Goal Worksheet			
School/Department: Nutrition Department			
School Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
<u>Department Goal #1</u> Identify ways to reduce added sugar in all school meals ahead of the SY26 final ruling per USDA guidelines.	A. Conduct nutrient analysis of meals served in RSU 5. Identifying areas for improvement and making adjustments to stay ahead of the curve. B. Attend all trainings and utilize available resources to be prepared to implement the final ruling. C. Hold nutrition education sessions for students and offer taste tests of new products/recipes showcasing items which are compliant with the new USDA guidelines. D. Make recommendations to the Superintendent.	June 2025	A. The Nutrition Director will provide support and guidance to all school nutrition staff regarding the implementation of decreasing the added sugar content in order to meet school nutrition standards. B. Changes to the amount of added sugar served daily in school meals will be in effect by the start of the Final Ruling. C. A report will be provided to the Superintendent about the results of these efforts.

<u>Department Goal #2</u> Provide meaningful professional development for staff to implement more scratch cooking and better serve our students.	A. Identify areas of improvement for our kitchens that would enhance the production of more scratch cooking (i.e. equipment, space, tools, staff). B. Utilize increased staff working hours to produce more scratch cooking. C. Provide scratch cooking training opportunities offered to school nutrition staff	June 2025	A. RSU 5 will have a database of the scratch cooking recipes which are ready to be scaled for production. B. Nutrition director will provide ongoing training opportunities for nutrition staff to make continued improvements to our menu offerings. C. Community partnerships with local farms and vendors will strengthen the program's ability to increase scratch cooking with fresh and quality ingredients.
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2023-2024 Goals

School: Mast Landing School

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

Goal	Strategies and Action Steps (<i>Responsibility</i>)	Timeline	Evidence of Effectiveness
RSU5 Strategic Goals: - All RSU 5 students regularly engage in meaningful student centered learning. - All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Goal: Reduce chronic absenteeism rate to >10% Baseline Data: 2021-2022 17.62% 2022-2023 13.85% 2023-2024 11.2%	Strengthen students' connections to the school community to support regular school attendance (Tiers 1 and 2) - Continue to provide sustained opportunities for students to build connections to peers and adults in the school community (<i>leadership team, all staff</i>) - Continue to identify students at risk of chronic absenteeism and identify relevant interventions, which may include mentorship, participation in the BOUNCE program, or other opportunities (<i>SAT team, Susan Albertini, Emily Grimm</i>) Strengthen universal supports for student well-being (Tier 1) - Implement 15-minute/day school wide walk/run block (the "daily mile") to increase the volume of physical activity students engage in each day and create increased opportunity for social connection and belonging Refine systems for consistent and thorough monitoring of student attendance and response to absenteeism (Tier 2) - Utilize monthly attendance team meetings to review aggregated data of chronically absent and at-risk students and implement proactive and responsive strategies (<i>Susan Albertini, Emily Grimm, Sara Handspicker, Erika Skiff</i>) - Identify additional Tier 2 strategies (targeted support) for chronically absent students - Continue to alert families when a student reaches threshold of chronic absenteeism and partner with	August 2023- June 2024 September 2023- June 2024 August 2023 September 2023- June 2024 October 2023- June 2024	Attendance data: >10% chronic absenteeism Strategies identified and evidence of implementation Expanded interventions for chronically absent students Daily schedule that includes daily mile block Implemented school-wide daily mile (10:05-10:20) Attendance tracking document Tracked monthly data at both the school and individual student level

	these families to develop a plan to support consistent school attendance (<i>Susan Albertini, Emily Grimm</i>) Improve universal communication to parents regarding expectations for school attendance (Tier 1) • Include regular reminders and expectations about the importance and impact of school attendance in family communication (<i>Emily Grimm</i>)		School newsletters and communication Increased communication in both school-wide avenues as well as individual student communication (via report cards, post cards home, etc.)
RSU5 Strategic Goal: • All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Goal: Increase students' opportunities to learn and develop social and emotional skills throughout the school day	Plan for and embed targeted practice of social and emotional skills into the school day • Utilize the Collaborative for Academics, Social and Emotional Learning (CASEL) framework to prioritize areas of need (<i>all teachers</i>) • Utilize collaborative time (faculty meetings, Professional Learning Days) to utilize the Collaborative for Academics, Social and Emotional Learning (CASEL) framework to identify ways to embed social emotional learning into our existing curricular and Responsive Classroom frameworks (<i>all teachers</i>) • Facilitate daily opportunities for students to learn and practice social emotional skills in morning meeting, interactive learning structures, and other parts of the school day (<i>all teachers</i>) • Continue to provide all students with weekly explicit SEL instruction facilitated by the school counselor (<i>Susan Albertini</i>)		Lesson plans developed in response to prioritized skill areas School-wide resource created grounded in the CASEL standards

RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning. Reading Goal: 60% students met grade-level benchmark Baseline: 2023 Spring: 72.7% 2023 Fall: 78.6% 2024 Spring: 73.6%	Deepen content area knowledge to inform planning for and implementation of reading and writing instruction (continued) - Engage in vertical grade collaboration to deepen understanding of writing and reading skill development across grades and calibrate understanding of grade-level expectations (<i>grade-level teachers, Susan Dee</i>) - Continue to refine instructional practices through the effective use of mentor texts, student partnerships, and the writing process (<i>grade-level teachers, Susan Dee</i>) TABLED UNTIL 2024: Build understanding of phonics and effective word study instruction - Pilot word study curricula and collect data to inform selection of a word study curriculum (<i>word study pilot grade-level teacher representatives</i>) TABLED UNTIL 2024: Create protocol for more systematic progress monitoring of school-wide writing data - Collect representative writing samples across classrooms and grades (<i>Emily Grimm, Susan Dee</i>) - Use representative samples to calibrate writing samples using grade-level rubrics (<i>grade-level teachers, Susan Dee</i>) - Continue collection of representative sample across the school year to progress monitor and inform instruction (<i>grade-level teachers, Susan Dee, Emily Grimm</i>)		Implementation of targeted small-group instruction in writing and reading
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Mast Landing School
2024-2025 Goals

School: Mast Landing School

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

Goal	Strategies and Action Steps (<i>Responsibility</i>)	Timeline	Evidence of Effectiveness
RSU5 Strategic Goals: - All RSU 5 students regularly engage in meaningful student centered learning. - All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Goal: Reduce chronic absenteeism rate to >10% Baseline Data: 2021-2022 17.62% 2022-2023 13.85% 2023-2024 11.2%	Improve universal communication with and supports available to parents to promote school attendance (Tier 1) - Increase ongoing communication—including open house, parent/caregiver-teacher conferences and newsletters—regarding expectations for daily school attendance (<i>Emily Grimm, Susan Albertini, homeroom teachers</i>) - Host monthly parent groups to engage in discussion and learning on topics relevant to parenting (<i>Susan Albertini</i>) - Revise and implement a district planned absence form that aligns with expectations for school attendance (<i>Emily Grimm</i>) Refine systems for consistent and thorough monitoring of student attendance and response to absenteeism (Tier 2) - Implement daily, responsive attendance tracking system that ensures that families of targeted students receive a phone call regarding an absence the morning of the absence (<i>Scott Emery, Emily Grimm, Sara Handspicker</i>) - Hold monthly attendance team meetings to review aggregated data of chronically absent and at-risk students and identify proactive and responsive strategies (<i>Susan Albertini, Scott Emery, Emily Grimm, Sara Handspicker, Erika Skiff</i>) - Identify and implement additional targeted support for chronically absent students, including increasing positive communication for students demonstrating	September 2024 - June 2025 October 2024 - June 2025 August 2024 September 2024 - June 2025 October 2024 - June 2025 September 2024 - June 2025	School newsletters and communication Parent group agendas and participation Attendance data: >10% chronic absenteeism

	improvements in school attendance (<i>Susan Albertini, Scott Emery, Emily Grimm</i>) Continue to alert families when a student reaches threshold of chronic absenteeism and partner with these families to develop a plan to support consistent school attendance (<i>Susan Albertini, Scott Emery, Emily Grimm</i>)	September 2024 - June 2025	
RSU5 Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Goal: Increase students' opportunities to learn and develop social and emotional skills throughout the school day.	Strengthen and refine tier 1 behavioral supports - Continue to utilize collaborative time (faculty meetings, Professional Learning Days) to utilize the Collaborative for Academics, Social and Emotional Learning (CASEL) framework to identify ways to embed social emotional learning into our existing curricular and Responsive Classroom frameworks (<i>all staff</i>) - Continue to facilitate daily opportunities for students to learn and practice social emotional skills in morning meeting, interactive learning structures, and other parts of the school day (<i>all teachers</i>) - Implement a 3rd and 5th grade buddies program to promote opportunities for multi age interaction and skill building (<i>3rd and 5th grade teachers</i>) - Provide opportunities for reflection and refinement of Responsive Classroom practices that support social emotional learning through classroom observations by and collaboration with Paul White (<i>classroom teachers</i>) Strengthen and refine tier 2 behavioral supports - Create and implement a more systematic process for aggregating data on and responding to student misbehavior (<i>Scott Emery, Emily Grimm</i>) - Reflect on and refine our RTI B referral process to provide more responsive support grounded in student data (<i>SAT B Team</i>) - Offer collaborative opportunities for problem-solving to address students' behavioral needs through both	August 2024 - June 2025 September 2024 - June 2025 September 2024 - June 2025 September 2024 - June 2025 Fall 2024 Fall 2024 September 2024 - June 2025	Shared staff resources for integrating CASEL standards into the school day Documentation of refined RTI B referral process

	informal (Wednesday drop-in support, etc.) and formal structures (<i>SAT B Team</i>) • Create an RTI B space (Sail classroom) that ensures consistent and responsive support for dysregulated students as well as opportunities for positive reinforcement and skill building (<i>SAT B Team</i>) • Engage in consultation with the district BCBA to inform programming and support for students who are not yet making progress with RTI B services (<i>SAT B Team</i>)	September 2024 - June 2025 September 2024 - June 2025	Positive behavior support plans for identified students with aggregated weekly data relevant to individual goals
RSU5 Strategic Goal: • All RSU 5 students regularly engage in meaningful student centered learning. Goals: • Increase teachers' understanding of effective word study instruction • Utilize students' spelling data to inform targeted instructional planning	Utilize student data to inform whole-class and small-group spelling instruction • Administer the Formative Spelling Assessment to all students to identify students' learning needs in spelling instruction (<i>3rd, 4th, and 5th grade teachers, instructional strategist</i>) • Utilize the data collected from the Formative Spelling Assessment to inform the planning for small-group instruction in spelling (<i>3rd, 4th, and 5th grade teachers, instructional strategist</i>) Build understanding of effective and responsive spelling instruction • Collaboratively unpack newly published Reading and Writing Project Spelling Modules and Grammar and Spelling Lessons (<i>3rd, 4th, and 5th grade teachers, instructional strategist</i>) • Utilize <i>Equipped for Reading Success: A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition</i> by David Kilpatrick to build a repertoire of strategies for building students' phonemic awareness skills (<i>3rd grade teachers, instructional strategist</i>) • Engage in ongoing professional learning opportunities at faculty meetings and professional learning days to reflect and share learning and refine implementation of these new curricular resources (<i>3rd, 4th, and 5th</i>	Fall 2024 September 2024 - June 2025 September 2024 - June 2025 Fall/Winter 2024 September 2024 - June 2025	Baseline data across grades 3, 4, and 5 Small-group instruction targeting relevant spelling patterns

	<i>grade teachers, instructional strategist, Emily Grimm, Scott Emery)</i>		
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