3-year-old Task Force

RSU 5
Early Childhood Special Education
Meeting 1

Pownal Elementary School
STEM Room

09/02/2026

While we settle

If you require any adjustments to the room to maximize your visual or auditory access to the presentation and the speakers, please come to see Donna Casavant before we begin.





5:30-5:40

Welcome and Thank you

– Our hosts: Pownal Elementary School facilitated by Holly Johnson and the PES staff

– Returning 4-year-old task force members

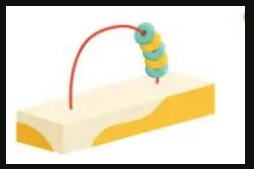
– New 3-year-old task force members



5:30-5:40

Introductions: Recapturing our preschool selves; please introduce yourself by sharing:

- Your **name** and **role/area of expertise**
- **Whether you are a new** or **former** task force member
- A quick **memory** of your 3-year-old self or that of a child you know



5:30-5:40

Meeting Norms: Collaboration expectations

- **Stay student centered:** Keep our focus on what will best serve children and families, especially our youngest learners, as we explore options for the district's future responsibilities.
- **Honor all perspectives:** We come from different roles and experiences. Listen with curiosity and respect.
- **Assume positive intent:** Everyone in the room is here because they care about children and want to do what is right. Approach differences in opinion with generosity.
- **Speak from experience; listen for understanding:** Use "I" statements to share your perspective. When others speak, listen to understand, not to reply.



5:30-5:40

Meeting Norms: Collaboration expectations

- **Be present and engaged:** Limit side conversations, multitasking, and phone use, as they may interfere with others' access to information.

- **Keep it constructive and solution-oriented:** Our charge is to identify possibilities and options, not to assign blame. Let's focus on what we can do and what's within our control.

- **Be mindful of time and space:** Help to ensure everyone's voice is heard by being concise when speaking and inviting quieter voices.



- **Work towards transparency and trust:** We will share information openly and ensure that processes are clear to all. What we learn together will be communicated accurately and respectfully.

5:30-5:40

Meeting Norms: Collaboration expectations

- **One conversation at a time:** Respect the facilitator and each other by allowing one person to speak at a time.

- **End with commitment to the work:** Leave each meeting with a shared understanding of next steps and a spirit of collaboration as we move toward our common goal.



5:40-6:10

A Reminder: Our Scope

- Advisory Task Force
- Not decision making entity
- Sharing informed perspectives
- Presenting recommendations



5:40-6:10

A Reminder:



5:40-6:10

2025-26 Task Force

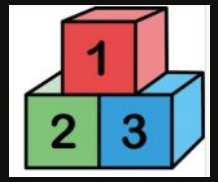
- Joined cohort 3 for 2026-27
- Free Appropriate Public Education for RSU 5 4 year olds means:
  - Enrollment in RSU 5 preK
  - Services within pre K classrooms
  - Special education classroom
  - Continuation of MTSS supports to preK to the extent possible after providing special education and related services



5:40-6:10

How are we doing? 2026–27 students

- Days of school: 3
- ECSE special purpose classroom: 5
- Established IEPs: 25
- In referral: 1 new eligibility, 9 established
- Out of district placements: 2





How are we doing? 2026–27 services

- Child Find: screening, referrals, forwards from CDS
- Specially designed instruction/classroom: 14
- Speech/Language: 21
- Occupational therapy: 7
- Physical therapy: 2



5:40-6:10

Clarifying Today's Objective:

- Meeting the mandate as members of cohort 3
  - ✅ 4-year-olds
  - 3-year-olds: 2027-28

Let's think **BIGGER**...



5:40-6:10

Clarifying Today's Objective: Let's think bigger...

How can we move beyond the mandate and strive to create a high quality system that provides exceptional services to our youngest learners, supports families, and builds a powerful foundation for future success across the district?



5:40-6:10

Focused Scope: It is key to remember some differences between 3s and 4s.

- School year admission
- Birthdates and rolling admission
- School vs community or a hybrid
- Daycares and ⭐⭐⭐ Quality stars
- Part C to B transitions (Crib/Bed)
- EI to ECSE (not all)



6:10-6:30

Taking Stock: What can we say right now about our readiness to take on the three-year-olds?

P M I =

- PLUS +
- MINUS –
- INTERESTING I



RSU 5

6:10-6:30

PMI: What is (+/-/I) about RSU 5's ability to provide ECSE to three year olds in 2027-28?

- Small groups (Around 4 members per group)
- Assign roles:
  - Scribe
  - Timer
  - Checker
  - Reporter
- Allow **2 minutes** for brainstorming each perspective: **+ - I**





6:10-6:30

PMI: What is (+/-/I) about RSU 5's ability to provide ECSE to three year olds in 2027-28?

- **Important hints:**
  - **Begin with the positives:** Negatives quickly derail positive assumptions, so get the positives out first.
  - **Checkers:** Please keep the group focused on the task.



6:10-6:30

PMI: What is (+/-/I) about RSU 5's ability to provide ECSE to three year olds in 2027-28?

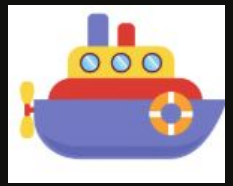
- **Important hints continued: Record all ideas voiced:**
  - Holding onto thoughts will jam your thought process, so let them out.
  - Do not discuss at this time. Simply capture the ideas.
  - Challenge yourselves to make the P+ or I lists longer than the M- list: It's human nature to see problems before benefits.



6:10-6:30

PMI: What is (+/-/I) about RSU 5's ability to provide ECSE to three year olds in 2027-28?

- **Important hints continued:** Take the last few minutes to review lists
    - Revise only for clarity
    - Make minor adjustments
    - Have you missed anything you consider essential?
    - If so, add it now.



6:30-6:40

BREAK

- Take a short break.
- Grab a snack or water.
- Feel free to discuss in pairs or small groups related to our first hour.



6:40-6:50

PMI: What is (+/-/I) about RSU 5's ability to provide ECSE to three year olds in 2027-28?

- Group sharing
- Aha's!
- What are the summary pros, cons, and interesting points?



6:50-7:10

Where do we go from here?: What are our next steps? Large group guiding questions

- Who may be helpful in solving issues?
- Where are the gaps/roadblocks?
- How can we reasonably support EIT/ECSE as currently structured?
- What if we do think beyond minimal – what will that look like and what will we need to proceed into the future?



7:10-7:20

Where do we go from here?: What are our next steps? Large group discussion guiding questions

- Questions for the next meeting?
- Service delivery models
- What has been successful from the previous cohorts?
- Community resources
- What else? What will we consider next?



- Space

7:20-7:30

Closing: One sentence answer to the question below that most matches your thinking style:

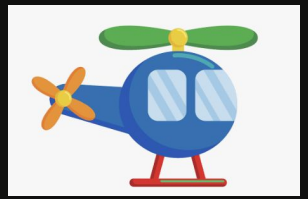
- **Why** is it appropriate for us to expand special education services in RSU 5 to three-year-olds?
- **What** do you now understand more clearly than you did at 5:30?
- **How** will this work help us to create a high quality system for our youngest learners?
- **What if** we develop a system that thinks beyond the mandate?



7:20-7:30

Closing: Please remember

We, at RSU 5, aspire to create a high quality system that provides exceptional services to our youngest learners, supports families, and builds a powerful foundation for future success across the district.



7:20-7:30

Thank you!



September 16, 2026

5:30-7:30

Durham Community School in the Cafe



If you would have appreciated any adjustments to the room to maximize your visual or auditory access to the presentation and the discussion, please let Donna Casavant know so changes can be made before our next meeting. ank you.