

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– FEBRUARY 1, 2023
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:

___ Colin Cheney
___ Candace deCsipkes
___ Jennifer Galletta
___ Susana Hancock
___ Kara Kaikini
___ Elisabeth Munsen

___ Jill Piker
___ Maura Pillsbury
___ Michelle Ritcheson
___ Kelly Sink
___ Madelyn Vertenten
___ Piper Williams – Student Representative
___ Teagan Davenport – Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

NA

5. Adjustments to the Agenda:

6. Good News & Recognition:

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

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (10 Minutes)

A. Items for Information

9. Administrator Reports:

NA

10. Board Comments and Committee Reports:

NA

11. Policy Review:

NA

12. Unfinished Business:

NA

13. New Business:

A. Presentation of the Superintendent's 2023-2024 Recommended Budget (20 Minutes)

B. Durham Community School Budget Review– Will Pidden (20 Minutes)

- C. Freeport Middle School Budget Review – Ray Grogan (20 Minutes)
- D. Freeport High School Budget Review – Jen Gulko (20 Minutes)
- E. Athletics Budget Review – Craig Sickels (20 Minutes)
- F. 2023-2024 Freeport High School Program of Studies – Jen Gulko (20 Minutes)

14. Personnel:
NA

15. Public Comments: (10 Minutes)

16. Adjournment:

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

FY 24 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

Building/Program: Durham Community School

What key issues and priorities are you trying to address in your proposed budget? (Administrators identified the following two focus areas: maintain class sizes and student support)

- These requests maintain class sizes, increase student support, and maintain adequate staffing.

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

Our student population is anticipated to be 479 which is an increase of 16 from the current year or 4%. The school has slowly grown over the past six years from 420 students to 479, which is a 14% increase. Some of this is due to the addition of a third Pre-K section in 2021 and some is across the grade level increases. Over this period we have gone from having 5 of 10 grades in three sections to now having 9 of 10 grades in three sections.

6th grade teacher - (maintain class size) - \$90,000

There are currently two positions in 6th grade with a larger class coming up from 5th grade. We need an additional staff member to accommodate the shift.

0.5 Wellness / Health teacher - (increased student support) - \$45,000.

Add a 0.5 Wellness/Health teacher - this will be to provide specific health and wellness classes to students in grades 5-8. We are unable to provide the health required classes AND the physical education classes in these grades as one staff member delivers both curriculums and there is not time or capacity to meet these needs. Proactive instruction in Wellness and Health for students entering adolescence is an area that already exists at FMS but is lacking at DCS. The most recent MIYHS data showed a concerning increase in the number of students reporting “*feeling sad and hopeless*” and even have “*considered suicide*.”

0.5 Social Worker - (increased student support) - \$45,000.

Add a 0.5 social worker to support non-special education students. There is no social work support for non special ed needs at DCS and as mentioned above we saw a dramatic increase in the number of students experiencing mental health issues as evidenced on the MIYHS.

FY 24 Projected Enrollment / Class Size Ratio by Grade

Grade	Students	Teachers	Class Size
Pre-K	48	1.5	16
K	48	3	16
1	44	3	14-15

2	50	3	16-17
3	45	3	15
4	52	3	17-18
5	55	3	18-19
6	51	3	17
7	38	2	19
8	48	3	16
Total	479	27.5	

Staffing Adjustments to Budget in FY 23	Staffing Adjustments to Budget in FY 24
One teacher (this is a position funded by Federal funds this year, switching to local funds) - \$87,000	6th grade teacher - \$90,000
Early intervention team - 0.4 - \$62,640	0.5 Wellness / Health teacher - \$45,000
Yoga club stipend - \$1272	0.5 social worker to support non-special education students. - \$45,000
3 leadership team stipends (grades 1,3,5) - \$7065	
2 technology integrator stipends (K-2; 3-5) - \$2544	
Ed Tech III - to support staff shortages - \$37,000	
Add 3 days of guidance work for summer work: \$840	

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

Regular Instruction Purchased Professional:

- \$1500 for a second author visit. This will allow for a PK-4 option and a 5-8 option.

FY 24 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

Building/Program: Freeport Middle School

What key issues and priorities are you trying to address in your proposed budget?
(Administrators identified the following two focus areas: maintaining class sizes and student support)

The Freeport Middle School budget for FY 23-24 will continue focusing on several priorities from the past few years. The proposed budget will allow for class sizes at Freeport Middle School to remain below 20 students per class. This school year we added .5 social worker to support our students, paid for with COVID money. In next year's budget, we request the .5 social worker be in the regular budget.

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

The FMS budget requests focus on RSU5 strategic goals one and two. The added .5 social worker is specifically linked to goal one, objective 1:3 (Objective 1.1 Strengthen and align all social/emotional supports and systems to meet the needs of all learners in RSU 5. The budget provides for class sizes under 20 students in all grades. The added social worker allows us to better support some of our students most in need. The current social worker (paid for with COVID funds) filled their schedule immediately with students needing additional support.

FY 24 Projected Enrollment / Class Size Ratio by Grade

Grade	Students	Teachers	Class Size
6	88	5.33	16-19
7	101	5.33	18-20
8	93	5.33	16-19
Total	282	16	

<p>Staffing Adjustments to Budget in FY 23</p> <ul style="list-style-type: none"> • 1 RTI Ed tech (\$37,000) • Two Leadership Team stipends (\$4710) • Drama Technical Director stipend (\$1270) 	<p>Staffing Adjustments to Budget in FY 24</p> <ul style="list-style-type: none"> • .5 Social Worker (\$45,000)
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Other significant FY 24 requests in budget and need (Supplies, Equipment, etc.).

FY 24 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**Building/Program: Freeport High School**

What key issues and priorities are you trying to address in your proposed budget?
(Administrators identified the following two focus areas: maintain class sizes and student support)

The budget for FHS prioritizes increasing our social/emotional support for students We are requesting the following:

- 0.5 Social Worker position

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

We believe that the priority of increasing our social worker position aligns closely to the goal of engaging students in meaningful learning by increasing student support. The Covid Relief funds allowed us to expand the Social Worker position last year at FHS and it has been incredibly valuable and supportive of our students to do so. We now have two full time social workers for our 620 students and we have been able to increase the number of students who are able to access the social workers. As mental health and wellness is a priority at FHS, this budgetary request supports that priority directly.

Our budget increases in supplies, equipment and fees continue to help FHS support our goals of equitable access and support for all students. We have included funds to pay for the PSAT exam for all 10th graders and the SAT exam for all 11th graders as well as funds that enabled us to eliminate lab fees and provide equitable access to all FHS courses. We have included funds for an added feature to our summer school classes which will connect students to a "live" teacher for support during their online courses. Our increase in our purchased professional line increases support to our FHS performing arts as we are incorporating the cost of a choreographer into the budget. We believe that our requests will continue to enable FHS to provide a high-quality academic and personal experience for all of our students.

FY 24 Projected Enrollment / Class Size Ratio by Grade

Grade	Students
9th	156
10th	172
11th	143
12th	162
Total	633

Staffing Adjustments to Budget in FY 23	Staffing Adjustments to Budget in FY 24
0.5 Ed Tech (RTI to full time position) \$18,500 Jazz Band Stipend \$1641	.5 Social Worker

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

SAT Exam for 11th Graders: \$8760
 PSAT Exam for 10th graders: \$2934
 PLATO EdOptions online support: \$2000
 Choreographer: \$1272

FY 2024 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

Building/Program: Athletics – High School & Middle School

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

(Administrators identified the following two focus areas: maintain class sizes and student support)

- Continue to fund and support all sports/teams efficiently and effectively.
- Continue to support and champion the benefits of education-based athletics.

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

Continued support and funding from the RSU community allows for student athletes to experience joyful learning in a safe and nurturing environment. Student athletes regularly engage in meaningful student-centered learning and work together every day towards the attainment of a group goal, fully realizing the need to successfully live up to and fulfill the individual’s role and responsibilities within a group/team setting. Partnerships with community youth programs allow our young people to serve as role models for the community and ambassadors for our programs. They serve as volunteers for our youth programs, helping RSU5’s younger players develop. As coaches, instructors, and referees, their influence on the District’s youth is a powerful educational tool. Coaches and administrators work closely with the numerous booster, parent, and community groups to provide a great environment for education based athletics and school and community pride.

- See attached Sports, Schools, & the Maine Learning Results
- See attached Athletics & Activities

FY 2023 Projected Enrollment / Class Size Ratio by Grade

- See attached participation numbers

Staffing Adjustments to Budget in FY 23	Staffing Adjustments to Budget in FY 24
None	Added: \$42,500 - FT Athletic Trainer \$1800 - JV Golf Coach \$4500 - FT Baseball Coach (Officials, Equip)

- See attached Budget Phase in Plan

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

- GIHOC - increase from 9 to 11 participants (\$1600)
- MPA Officials Agreement (HS increase approx. \$7900) (MS increase approx. \$4730) (\$12,626)

New stipends off set by eliminating: FHS Girls FT Basketball, FMS & DCS Cheering

SPORTS, SCHOOL & THE LEARNING RESULTS

The State of Maine Learning Results has had a tremendous impact on education. The Six Guiding Principles have affected many schools' program of studies, individual and cooperative teaching styles, curricula, testing and assessment, staffing needs, and school budgets. Many connections and strong parallels can be made between the athletic program goals and Maine's Learning Standards aimed to ensure students are prepared for work, higher education, and citizenship. The Maine Learning Results provide a ready framework for linking the contributions of education based interscholastic athletics to educational objectives.

A collaborative and quality worker:

Student athletes work together every day towards the attainment of a group goal, fully realizing the need to successfully live up to and fulfill the individual's role and responsibilities within a group / team setting.

An integrative and informed thinker - A creative and practical problem solver:

In the academic setting, the teacher constructs a test so the students can pass. In athletics, the opposing coach devises the questions so the athletes can fail. The athletes don't even know what the questions are going to be until the game begins, and once they figure them out, the opposing coach can change them in the middle of the contest. The changing nature and variables of sports' activities demand that student athletes be creative and integrated thinkers. How student athletes respond, individually and collectively, are important factors when facing uncertain and ever-changing obstacles.

A responsible and involved citizen:

No program draws such criticism and praise as student athletic programs. Athletics are a focal point of our community, and our sporting events continue to provide a great environment for school and community pride. Our young people serve as role models for the community and ambassadors for our programs. They serve as volunteers for our youth programs helping RSU5's younger players develop. As coaches, instructors, and referees, their influence on the districts' youth is a powerful educational tool.

A clear and effective communicator:

Every coach and every classroom teacher will tell you that effective communication is essential to success. Our athletes are placed in situations where communication and the ability to relate to others are extremely important and vital. Communication skills are strengthened and tested at each practice and game throughout the season.

A self-directed and lifelong learner:

Self-discipline and self-motivation are the cornerstones of success. In no other co-curricular discipline, do you hear words like commitment, dedication, desire, loyalty, and sacrifice spoken so often or meaningfully. Participation in athletics fosters the development of these positive characteristics. The educational concept of "a healthy body - a healthy mind" certainly speaks volumes towards the benefits of physical activity. Student athletes develop an appreciation of the value of exercise, sports and the wise use of leisure time.

STUDENT - ATHLETE HANDBOOK

(The following excerpts are taken directly from the Student-Athlete Handbook)

PHILOSOPHY

To strive for excellence, while in and out of the arena of athletic competition. Interscholastic athletic competition is a privilege reserved for individuals aspiring to the highest intrinsic values of pride, integrity, sportsmanship, fair play, combined with a mastery performance of physical, mental, and emotional skills.

The athletic arena is a forum used to challenge athletes, to test their expectations and to provide an avenue for success, thus enhancing individual lifelong attributes of confidence, self-discipline, accomplishment and responsibility to oneself, one's school and ones community.

EDUCATIONAL MISSION

1. To contribute to the multi-dimensional development of the student's mental, social, physical, and emotional wants and needs.
2. To develop the whole person: to expedite positive personality development through the participation in activities which foster characteristics of sportsmanship, loyalty, cooperation, commitment, dedication, self discipline, sacrifice, respect for authority and respect for the rights of others.
3. To provide opportunities that will allow the athletic program to serve as a laboratory where students may cope with the problems and handle situations similar to those encountered in the contemporary world. The laboratory should provide adequate and natural opportunities for:
 - understanding the individual's role and responsibilities within a group/team setting;
 - directed leadership and supervision that stresses self-discipline, self-motivation, excellence and the ideals of good sportsmanship that make for winning and losing graciously;
 - provisions for the appreciation of the value of exercise, sports and the wise use of leisure time, both as a participant and spectator;
 - participation in situations that develop emotional maturity in learning to make decisions under pressure;
4. To develop an understanding of the value of athletics in a balanced educational program.
5. To establish and maintain a positive image of Freeport High School and Freeport Athletics.
6. To create a desire to always strive for excellence that will provide success in and out of the athletic arena.

~ ATHLETICS & ACTIVITIES ~

The function of school is not to help kids do well in school.

The function of school is to help kids do well in life.

Elliot Eisner

Professor, School of Education, Stanford University

Studies conducted by the American College Testing Service, the Educational Testing Service and the College Board attempted to determine whether a student's success later in life could be predicted. The studies looked at the:

- College Entrance Examination Board's Scholastic Aptitude Test (SAT's)
- participation and achievement in school athletics/activities
- high school grades
- college grades
- ACT scores

They found that the only significant indicator and best predictor of future success was a student's participation and achievement in student athletics/activities.

The study goes on to say that teens who were active in school athletics/activities were found to be most likely to succeed at their chosen profession and make creative contributions to their communities. Not useful as predictors were high grades in high school, high grades in college, high ACT scores, or the educational level of a student's parents.

Other Benefits and Implications

Studies performed by the National Federation of State High Schools, as well as, independent state associations and organizations have shown that participation in athletics/activities reflect the following benefits:

- lower drop out rates
- fewer discipline problems
- higher school attendance
- higher grade point averages
- attend college more often than non athletes
- greater involvement in community after graduation
- greater parental involvement in student's school life
- tend to focus on long-term accomplishments rather than short-term goals

In a word, participants in school athletics/activities are motivated to stay in school, like school and do well in school.

In addition, A study by University of Oregon economist Glen Waddell and other researchers found that former student athletes earned between 12 and 31 percent more at age 32 than their peers who had not participated in sports. Former athletes also were more likely to find themselves in supervisory roles than their non-athletic peers.

"Nowhere do you find it in education like you find it in activities: That teachers are teaching what they want to teach to students who are learning what they want to learn. Both are willing to work hour upon hour on their own time after school so that everything that can be taught is taught and everything that can be learned is learned."

Al Burr, Principal, Clayton, Missouri

**THERE'S MORE TO BE LEARNED FROM ATHLETICS,
THAN ATHLETICS ITSELF.**

RSU No. 5 ATHLETICS

PARTICIPATION NUMBERS

FHS	YEAR	FALL	WINTER	SPRING	Total	% total enrollment
	00-01	158	145	134	233	57% (408)
	01-02	159	138	154	242	59% (409)
	02-03	190	161	150	264	64% (420)
	03-04	186	151	164	260	60% (440)
	04-05	225	152	170	293	65% (450)
	05-06	222	151	167	296	66% (450)
	06-07	185	124	153	255	60% (440)
	07-08	168	118	125	226	51% (440)
	08-09	141	106	148	220	52% (420)
	09-10	190	125	156	253	59% (427)
	10-11	220	150	185	297	60% (500)
	11-12	226	170	196	312	60% (520)
	12-13	211	155	204	311	60% (520)
	13-14	215	169	177	298	59% (515)
	14-15	196	173	186	281	57% (489)
	15-16	210	190	210	313	61% (511)
	16-17	220	204	215	318	63% (505)
	17-18	226	192	230	334	64% (525)
	18-19	242	180	226	345	59% (580)
	19-20	234	198	0	307	53% (580)
	20-21	223	168	215	319	52% (584)
	21-22	230	161	246	357	58% (618)
	22-23	231	197			

DMS	YEAR	FALL	WINTER	SPRING	Total
	09-10	50	45	44	87
	10-11	69	61	52	99
	11-12	73	64	67	109
	12-13	64	68	63	80
	13-14	59	62	60	89
	14-15	45	56	53	79
	15-16	67	57	52	100
	16-17	72	61	81	88
	17-18	65	59	70	93
	18-19	89	53	57	90
	19-20	57	38	0	76
	20-21	28	26	?	?
	21-22	52	51	43	88
	22-23	41	45**		

FMS	YEAR	FALL	WINTER	SPRING	Total	
	00-01	140	110	118	191	
	01-02	128	92	130	187	
	02-03	132	107	134	195	
	03-04	138	113	147	211	
	04-05	131	112	138	200	
	05-06	122	109	125	179	
	06-07	121	108	102	185	
	07-08	117	78	110	167	
	08-09	113	92	111	163	
	09-10	129	102	107	186	
	10-11	131	104	113	207	
	11-12	128	115	128	214	
	12-13	151	157*	120	245	(*added indoor track)
	13-14	139	136	121	219	
	14-15	143	126	111	212	
	15-16	182	124	122	246	
	16-17	142	128	116	213	
	17-18	158	117	124	213	
	18-19	147	120	121	199	
	19-20	157	125	0	202	
	20-21	123	72	107	171	
	21-22	116	94	109	147	
	22-23	122	97**			

** Does not include Indoor track

RSU 5 ATHLETICS - PROPOSED BUDGET PHASE IN

2010-11	\$2500	Stipend - HS Asst. Nordic Ski Coach		
	\$1333	Travel Expenses for Varsity / JV football		
	\$1333	Travel Expenses for Indoor Track Meets		
	\$1333	Travel Expenses for Outdoor Track Meets		\$6500
2011-12	\$4827	* Stipend - Head Varsity Football Coach		
	\$3935	* Stipend - Head Varsity Indoor Track Coach		
	\$3525	* Stipend - Head Varsity Outdoor Track		
	\$2600	50% Travel Costs - Indoor Track to Bowdoin		
	\$2100	50% Travel Costs - Outdoor Track to Bowdoin		\$16,987
2012-13	\$3353	* Stipend - Asst Varsity Football Coach		
	\$2929	* Stipend - JV Football Coach		
	\$2500	* Stipend - Asst Varsity Indoor Track Coach		
	\$2500	* Stipend - Asst Varsity Outdoor Track Coach		
	\$2600	50% Travel Costs - Indoor Track to Bowdoin		
	\$2100	50% Travel Costs - Outdoor Track to Bowdoin		\$15,982
2013-14	\$1500	WMC Indoor Track Assessment		
	\$800	WMC Outdoor Track Assessment		
	\$1500	HS Football Reconditioning		
	\$3090	* Stipend - Varsity Winter Cheering		
	\$2929	* Stipend - Middle School Football		
	\$2500	* Stipend - HS Asst Alpine Coach		\$17,619
2014-15	\$4000	Football Officials HS/MS (3000/1000)(actual \$3400)		
	\$3000	Supplies & Equip - Football HS/MS (2000/1000)		
	\$500	Supplies & Equip - Indoor/Outdoor Track		
	\$2500	* Stipend - Varsity Fall Cheering		\$10,000
2015-16	\$2500	* Stipend - Asst Middle School Football		
	\$1900	* Stipend - FMS Indoor Track		
	\$1900	* Stipend - DCS Indoor Track		
	\$4000	Girls Ice Hockey - Co-op w/ Yarm & GNG		
	\$1500	Supplies & Equipment - HS/MS Football (1000/500)		
	\$250	Supplies & Equipment - HS Cheering		\$12,050
2016-17	\$1900	* Stipend - HS PT Indoor Track Asst		
	\$1900	* Stipend - HS PT Outdoor Track Asst		\$3800
2017-18	\$250	Supplies & Equip – Indoor & Outdoor Track (total \$750)		
	\$250	HS Football Reconditioning (total \$1750)		
	\$4000	Boys Ice Hockey - Co-op w/ S. Port & Waynflete		
	\$1500	* Stipend - Head Coach Unified Basketball		
	\$1000	* Stipend - Asst Coach Unified Basketball		\$7000
2018-19	\$4000	B & G Swimming - Co-Op w/ Yarm		\$4000
2021-2022	\$2217	* Stipend - Varsity Swim Coach (4 th yr)		\$2217
2022-2023	\$3341	Swim meets (3): officials, timing, pool rental, scorer, etc.		\$3341
2023-2024	\$8100	JV Golf Stipend, FT Baseball Coach		\$8100
2024-2025	\$80/hr	22-23 Indoor Track Rental Fee (Agreement Expires)	@ \$80	\$1680
	\$90/hr	23-24 If share only half that	@ \$90	\$1890

Revised Dec. 2022