

**RSU 56 Board of Directors Minutes**  
**Board Meeting Amended Agenda- October 24, 2023- 6:30pm**  
**(This meeting will be held at Dirigo High School.**  
**The board meeting will also be available via zoom and live streamed on Youtube.)**

School Board Members Present: Barbara Chow, Tim Kelly, Don Whittemore, Carl Lueders,  
Joy Bradbury, Elizabeth Kelly, Larry Whittington, Kathleen  
Szostek, Brad Dyer, Tina Courtway, Natalie Sneller, Diana Cayer  
(Student Rep)

School Board Members Absent: Deanna Dolloff

Staff Attending: Pam Doyen, Cathy Arsenault, Charlie Swan, Kurt Rowley, Brian Keene,  
Jason Long, Gena Cloutier, Beth Edwards, Heidi Broomhall,  
C/M Araujo, Brandy Bordeau, Lisa Sanborn, Stacey Gilbert

Also Attending: Marianne Hutchinson, Darcy Klein

**CALL TO ORDER AND PLEDGE OF ALLEGIANCE**

Barbara Chow, Board Chair, opened the meeting with the Pledge of Allegiance at 6:30pm. Audience introductions were made. Everyone on zoom and Youtube were welcomed.

**ADJUSTMENTS TO THE AGENDA**

Motion to add the following: VII reporting of resignations and new stipend hire

Motion: B. Dyer

Seconded: L. Whittington

Motion Carried

**CONSIDERATION OF THE MINUTES**

1. Minutes of the October 10, 2023 Board Meeting

Motion: T. Kelly

Seconded: J. Bradbury

Not Voting: D. Whittemore, L. Whittington, N. Sneller, C. Lueders

Motion Carried

**PUBLIC COMMENTS**

None

**COMMUNICATIONS**

None

## **NEW BUSINESS**

### **1. BARR Overview (Pam Doyen, Kurt Rowley)**

What is BARR?

BARR is a Researched-Backed Model Focused on Strengthening Relationships, Improving Achievement, and Reducing High-Risk Student Behavior.

The BARR system uses eight interlocking strategies that build intentional relationships (staff to staff, staff to student, and student to student) and utilizes real-time data to enable schools to achieve concrete academic, social, and emotional outcomes for every student.

Interlocking Units:

Focus on Whole Student

Provide professional development

Use BARR I-time curriculum

Create teams

Hold regular meetings

Conduct Community Connect meetings

Partner with families

Engage administrators

So far this year:

All DHS staff were trained in BARR

Small block and Big Block Meetings

I-time lessons

Community Connect Meeting

Blocks:

Small block (Grade level teams)

Tier 1

Discuss identified students, establish goals to work on

Big Block (Full DHS staff)

Tier 2

More support for identified students

Community Connect:

Tier 3

Administrators, social workers, nurse, guidance, outside agencies, parents gather to create a plan to support a struggling student.

I-Time:

Happens weekly

Rotates between English, Math, Science, and Social Studies

Usually takes 15-20 minutes



## How BARR works in Schools

The BARR system starts with a school adopting BARR's eight interconnected strategies that fundamentally change the way not just teachers, but administrators, counselors, and the rest of the school staff interact with students.

The strategies are:

1. Focus on the whole student
2. Provide professional development for teachers, counselors, and administrators
3. Use BARR's curriculum to foster a climate for learning and relationship building
4. Create cohorts to cultivate connections
5. Hold regular meetings of the cohort teacher teams to discuss each student
6. Conduct Community Connect meetings that engage the community
7. Engage families
8. Engage administrators

The BARR Center supports schools with adoption of the model. Specifically, we provide an initial two day in-person BARR implementation training, with two trainers, one of which typically becomes the school's dedicated BARR coach. Through weekly planning, coaching and on-site visits, the BARR coach guides school staff to ensure they get the initial lift towards high fidelity implementation and achievement of their identified school goals.

In secondary schools, BARR's model brings teachers together from core academic areas to form a team that works with many of the same students. A large middle or high school may have multiple teacher teams, each with their own student cohort. In elementary schools, there are both horizontal and vertical teams that meet to discuss students. In all cases, BARR shifts the conversation to a whole-student perspective.

That more complete view of students takes place in weekly team meetings, called block time, where teachers share observations of each student's strengths and challenges. Block time centers on real-time data – both quantitative and qualitative in nature. The team works off a spreadsheet that builds a picture of each student by reviewing a variety of in-school factors, including progress in class, attendance, and behavior. The team also discusses factors outside the school, such as extracurricular interests, personal health, issues with other students, or troubles at home. All this data collection allows the team to flag challenges early and work together to solve problems. Importantly, teachers track not just problems but student strengths to identify achievable goals to get or keep students on track for success.

For students coping with the toughest situations in and out of school, BARR's model requires a weekly Community Connect meeting that involves more specialized staff, such as the school nurse and school psychologist along with school administration. They consider the need for tapping community resources to assist with a range of issues that are not solved in the classroom.

In secondary schools, team teachers also take turns facilitating a weekly class activity called I-Time that focuses on relationship building among classmates and between teachers and students. In elementary schools, classroom teachers deliver U-Time activities weekly. BARR coaches them on how to facilitate conversations that tap into social and emotional skill development.



The BARR model uses eight interlocking strategies that build intentional relationships, utilize real-time data, and enable schools to achieve concrete academic, social and emotional outcomes for all students.

[www.BARRcenter.org](http://www.BARRcenter.org)



# BARR™

Same Students. Same Teachers.  
Better Results.



STRATEGY

1

## Focus on the whole student

In every interaction with—or discussion about—students, educators address students' academic, emotional, social, and physical needs. Teachers work to better understand and build on students' strengths, proactively address the non-academic reasons why they may fall behind in school, and identify what they need to thrive.



STRATEGY

2

## Provide professional development for teachers, counselors, and administrators

BARR's professional development focuses on building strength-based relationships to ensure every student thrives. BARR educators participate in yearly in-person trainings and coaching and receive unlimited remote support throughout the school year focused on the importance of building student-teacher relationships and using relationships to enhance achievement.

In-person training topics include BARR model implementation, promoting equity, reducing substance abuse, increasing meeting effectiveness and addressing trauma. These trainings begin prior to implementation and continue with daily, weekly, and monthly team meetings and coaching.



STRATEGY

3

## Use BARR's I-Time Curriculum to foster a climate for learning

I-Time is a weekly lesson that students take with others in their cohort as a supplement to the school curriculum. Facilitated by the cohort's core-subject teachers, I-Time's social/emotional focus helps students build strong relationships with teachers and each other—and practice essential life skills, such as communicating effectively and setting personal goals. I-Time also addresses important issues for adolescents, including grief and loss, bullying, and substance use.



STRATEGY

4

## Create cohorts of students

In the BARR Model, students take a group of core courses as part of a block, or cohort. Each cohort typically has three core-subject teachers (typically math, English, and science or social studies), and the teachers' and students' schedules are aligned so the students take these three core subjects only with other students in their cohort.

This structure helps educators cultivate connections—with students and with each other—that allow for more effective education. For example, in a school with an average of 30 students per class, a cohort typically would include three teachers and 90 students. Each of the three teachers (English, math, and social studies, for example) would teach three 9th grade sections of his or her class—30 students per class to make up the cohort of 90 students. In some schools, cohorts have four teachers.



STRATEGY

5

## Hold regular meetings of the cohort teacher teams

The teachers in a cohort have a shared meeting time. Teacher team meets weekly to discuss each student in the cohort using student-level data that is updated weekly. The teacher team evaluates each student's progress as well as academic and non-academic barriers to learning. In these collaborative sessions, teachers identify students who are struggling and determine how to intervene to support them as well as students who should be accelerated. Each teacher provides a unique lens on the student and these perspectives combine during the meeting to create a more holistic view of the student.



STRATEGY

6

## Conduct risk review meetings

Cohort teacher teams identify the most at-risk students and move them into a structured Risk Review process that engages the community to determine the most effective response.

This team includes the school's BARR coordinator, a school administrator, a school social worker/counselor, and other professionals as needed. They are trained to use this process to identify and execute interventions to get essential external support for these students. Moreover, because the highest-risk students are getting additional support, the cohort teachers have more time for their students who need support but are not in crisis.



STRATEGY

7

## Engage families in student learning

BARR improves communication with families, treating them as active partners. Families are invited to participate in an initial orientation and a parent advisory council. Teachers also regularly call and meet with the families or guardians of students who need more support so the educators and families can share successes, assess challenges, and work together more effectively.



STRATEGY

8

## Engage administrators

As a school implements the BARR Model, administrators learn how they can integrate BARR into their school culture and use it to reach their specific school goals. Throughout the school year, administrators regularly communicate with and provide ongoing support to the BARR teams in their schools.

BARR—**Building Assets, Reducing Risks**—is a strengths-based model that provides schools with a comprehensive approach to meeting the academic, social, and emotional needs of all students. Schools within the BARR Network harness the power of relationships and data to become more equitable, ensure that no student is invisible, and remove both academic and non-academic barriers to learning.

B.Dyer: What is this costing the district? Pam: This is not costing anything, this is something that the DOE put out as an opportunity for all schools across the state of Maine. We decided this is

what we wanted to do at DHS. We knew we wanted to improve ourselves and our students' outcome so it seemed like a good opportunity that wasn't going to cost us anything.

L. Whittington: What is the RSU 56 final outcome? Pam: We want to strengthen the academic outcome for our students at DHS. We want to make sure that more and more students are successful at the end of their DHS careers and know what they want to go on and do and feel like they are confident to go on and do something post high school. L. Whittington: Are you getting positive reinforcements from the families or is there a little bit of a fight that "we don't want to be involved?" Pam: There are times when we call the family that we get immediate and full support and then there are times when it is hard for that parent because of their work schedule or such. I do believe that all parents want their kids to be the best possible so it's up to us to try to figure out if they can't get into us. How do we continue to ask and continue to invite them in until they feel comfortable doing so.

K. Szostek: How many students are involved in this BARR program? Pam: All of them. There may be a Tier 1, needing nothing from us, but we would just go through, like the freshman class we would go through every student, initially..they're good. We talk about all students. The number of students, probably not more than 10 or 12 students in each grade level that are getting Tier 1, 2 or 3. 2 & 3 are a little more indepth.

B. Dyer: Is this a redundancy of Restorative Practices with George Conant? Pam: We don't do Restorative Practices per say at the high school level. We haven't had that training. I feel that Restorative Practices at the middle school will support this as students move up. The students won't be surprised that we're looking at them, talking about them, have them help us figure out a goal they're working on.

L. Kelly: Have we ever had anything like this before in one form or another? Pam: Back years ago, pre Pam Doyen but Mr. Rowley was here, they had a student assistance team, which was similar. This is a little more concrete and strategic on how we do it.

L. Whittington: If a student had special needs and has a social worker or such, would they be included? Would it be part of an IEP? Pam: We have not put it in an IEP at this point. We don't exclude students with an IEP. Yes, those people, social workers, would be invited to the meetings.

L. Kelly: Is this a take off from Social, Emotional Learning? Pam: It really is not. It's not touchy, feely..it's more about building relationships. How to function in a group, how to have those group skills. How to work together as a team. How to interact in a school setting or a work setting after they get out of high school. This is more about being a functional student and being a part of DHS.

B. Chow: Who is doing the data? Pam: Kurt is the BARR coordinator. Kurt does some of it, the guidance dept does other parts. It is a combination of a couple of them. It does go together with RTI. The BARR coordinator does have a lot that goes into it.

Kurt Rowley: He is really sold on this. It's really comprehensive, the training was very indepth. Any teacher can bring up any student at any time. They then had a very indepth 5 minute discussion about the strengths of the student, identify areas of concern. They take a look at all their grades and try to come up with a SMART goal for them. No kid will fall through the cracks, because even the slightest change may prompt a discussion with a team of about 10 teachers.

2. Review of Tier II school determination and subsequent plans for improvement (Pam Doyen, Jason Long, Charlie Swan)

### **Understanding the Tiers**

Background, Data, and Plans Moving Forward

#### **Tiers of Support: Basics**

Maine has developed three Tiers of Support designed to categorize levels of assistance provided by the Maine DOE.

Tier III supports are designated specifically for schools receiving Title I funding and experiencing the most significant challenges across all eligible individual student groups.

Tiers I and II are designed to support both Title I and non-Title I schools.

Support levels are determined based on individual student groups that have ten or more students representing that student population. Tier II supports are determined based on the performance of all eligible individual student groups, while Tier I and II supports are determined based on individual student groups. Student groups with fewer than ten students are not included as part of the indicators for the school; this is consistent with federal FERPA regulations.

To be identified as Tier I, a school must have at least one “subgroup” fall behind state expectations in Attendance (measured by the rate of Chronic Absenteeism, which means missing 18 total days for ANY reason) AND fall behind state expectations for achievement or growth in at least one academic category measured by the state assessment system.

To be identified as Tier II, a school must have at least one subgroup not meeting State expectations (as described above) over time.

Officially: “Tier II identified schools are Maine public schools receiving Title I funding where all eligible individual student groups have not met state expectations in all indicators.” Tier III has its own three levels, all of which are designated as the highest level of need and come with special additional federal requirements and some additional funding.

#### **The Spring 2023 Tier Designations**

Spring 2023 designations are based on Spring 2022 assessment and attendance data.

Due to COVID 19, they ignored 2019-2020 and 2020-2021; using the 2018-2019 school year.

Maine used a totally different set of assessments in 2019 than in 2022, and then started using a yet another different test in Spring of 2023.

According to the MDOE, they understand that comparing assessment data from the Empower assessments (used in 2018-2019) and the NWEA MAP growth assessments (used in 2020-2021) is NOT comparing apples to apples.

**Nevertheless, the Federal Government demanded that the comparison be made for reporting and identification purposes.**

**495** Maine public schools are listed in ESSA Full Data Set as eligible for performance indicators. Although ESEA “Tier” designations are public information, the Maine Department of Education does not publish information by region or otherwise aggregated in any other way. This can make understanding the bigger context difficult.

Cheryl Lang, the Maine ESEA Federal Programs Director, estimated on 10/17/23 that **167** schools have a Tier III designation and another **100** have a Tier II designation in Maine today.

So, out of **495** eligible schools, an estimated **267** have a Tier II or III designation; **54%**.

There are **29** schools in Oxford County eligible for a Tier designation.

**None** of these schools meet the Attendance Expectations. In fact, 28 out of 29 are in the lowest possible category for chronic absenteeism.

Only **6** out of the **29** schools are labeled online as “not identified for tier support.”

It is important to also note that whenever a school changes its configuration, it impacts its status.

Also, schools with subgroups under a certain size are not considered.

Under the newest reporting model, all but one high school in Oxford County are identified as Tier II or III, and all but one middle school in Oxford County are identified as Tier II or III.

### **Maine System of School Support: Criticism**

The state identified areas for inspection based on a different test (with different criteria, cutoffs, etc) given in 2017-2018.

Then, they took a diagnostic test (the NWEA) and counted as “meets” any score within the one standard deviation of the national norm at grade levels. (Huge margin). Then, the state said that to “meet” in 2022 each group (grade, demographics, etc) had to meet or exceed the statewide percentage of students at meets+. BUT - they created that figure using as a denominator the number of students assessed and not all students.

This inflated the state average because only 93.5% of students tested. Schools with high participation rates were then at a disadvantage because our figures truly include the score of almost all students.

### **DES 2019 Information**

In 2018-2019, DES did not meet State Expectations in attendance data plus insufficient achievement and growth according to the Empower Assessments in **ELA with students in the Economic Disadvantage** category as well as **ELA and Math with students in the Students with Disabilities** category.

It is interesting to note that prior to becoming RSU 56, Dirigo Elementary School had once been identified as a Tier III School with a focus on Math needs. RSU 56 NWEA records indicate that (when averaging the grades assessed) only 24% of 3-5 DES students met or exceeded the nationally normed NWEA standards in 2016-2017, and that figure increased in 2018-2019 to 42% in the early work of RSU 56. Since then, according to the longitudinal NWEA, DES has plateaued with similar performance. This helped to inform the decision to pursue a new math curriculum K-5.

### **DES Tier II Designation**

In 2021-2022, the State calculated a goal of 75.1% of DES students in the **Economic Disadvantage** category to earn the State’s cut score of “meets” on the NWEA MAP **ELA** assessment, however 67.1% of students met. There were 76 students in that subgroup who completed the test. **DES missed the requirement by 6 students.**

In 2021-2022, the State calculated a goal of 54% of DES students in the **Students with Disabilities** category to earn the State’s cut score of “meets” on the NWEA MAP **ELA** assessment, however 33.5% of students met. There were 19 students in that subgroup who completed the test. **DES missed the requirement by 4 students.**

In 2021-2022, the State calculated a goal of 46.8% of DES students in the **Students with Disabilities** category to earn the State’s cut score of “meets” on the NWEA MAP **Math** assessment, however 33.5% of students met. There were 19 students in that subgroup who completed the test. **DES missed the requirement by 3 students.**

### **DES 2023 Improvement Plan Summary**



### **ELA: Part 1**

- 2016/17- Special Education incorporated Corrective Reading & Reading Mastery
- 2017/18- Hired a School Psychologist to manage our Title 1 program - Organizing, training, data analysis and making our interventions more efficient and effective.
- 2020/21- redesigned our approach to intervention. Began a data-focused referral process to Tier II Title 1 intervention & restructured our Student Success Team to better assist teachers with supporting students.
- 2021/22- Began initial training (in-house) with Science of Reading

### **ELA: Part 2**

- 2022/23- Implemented CKLA Amplify's reading program Pre-K to grade 5 - this is a robust and rigorous program which is Science of Reading based and incorporates Science and Social Studies content.
- 2022/23- Began LETRS training for K and Grade 1 staff.
- 2023/24- Began LETRS training for Pre-K, Grades 2-5, and Title 1
- 2020-2023/24- On going training from our School Psychologist on screening, diagnostic, and progress monitoring assessments and how to use them to identify and support students struggling in the area of Reading.
- 2018-2023- Increased Social Work/Counseling support.
- 2021/22- contracted with a professor from UMF to provide Math PD and support for DES staff.
- 2022/23- formed a Math leadership team designed to continue to examine math data and provide professional development related to identified math topics. This leadership team consists of one representative from each of the grade levels.
- 2022/23 - Title 1 & Special Education received training and began implementing Connecting Math Concepts as a Tier 3 intervention.
- 2020-2023/24- On going training from our School Psychologist on screening, diagnostic, and progress monitoring assessments and how to use them to identify and support students struggling in the area of Math.
- 2018-2023- Increased Social Work/ Counseling support.

### **TWKDMS 2019 Information**

In 2018-2019, TWKDMS did not meet State Expectations in attendance data plus insufficient achievement and growth according to the Empower Assessments in **Math with two student categories: Economically Disadvantaged Students and White Students.**

It is interesting to note, that overall NWEA MAP math score percentages at TWKDMS in **2021-2022 were HIGHER than in 2018-2019.** We know this because although the state used the Empower Assessment in 2018-2019, we also used the NWEA MAP test.

In other words, the school IMPROVED since 2019, but the state changed not only its test but changed how it determined the goals it sets for schools.

### **TWKDMS 2023 Tier II Designation**

In 2021-2022, the State calculated a goal of 82.7% of TWKDMS students in the **White** category to earn the State's cut score of "meets" on the NWEA MAP **Math** assessment, however 74.5% of students met. There were 157 students in that subgroup who completed the test. **TWKDMS missed the requirement by 13 students.**



In 2021-2022, the State calculated a goal of 70.1% of TWKDMS students in the **Economically Disadvantaged** category to earn the State's cut score of "meets" on the NWEA MAP **Math** assessment, however 69.2% of students met. There were 91 students in that subgroup who completed the test. **TWKDMS missed the requirement by 1 student.**

#### **TWKDMS 2023 Improvement Plan Summary**

1. Adopted a new core Math program aligned with district-wide Math program's scope and sequence.
2. Adopted a new Math intervention program (Connecting Math Concepts)
3. Reorganized Math Intervention to reach more students by creating a daily 45 minute RtI Block for all 6th graders needing intervention, and prioritizing students needing targeted math intervention based on EasyCBM, IXL Diagnostics, and other assessment data.
4. Reorganized Math Intervention to reach more students by providing in-class math intervention support to every regular education 7th and 8th grade math class.
5. Reorganized Math Intervention to reach the neediest students by creating additional 7th and 8th grade Math Intervention groups based on EasyCBM probes and other assessment data.

#### **DHS 2019 Information**

In 2018-2019, DHS did not meet State Expectations in attendance data plus insufficient achievement and growth according to the Empower Assessments in **ELA** and **Math** with student categories: **Economically Disadvantaged** and **White**.

At that time, DHS did not have the required assessment participation rate for Students with Disabilities.

#### **DHS 2023 Tier II Designation**

In 2021-2022, the State calculated a goal of 83.7% of DHS students in the **White** category to earn the State's cut score of "meets" on the NWEA MAP **ELA** assessment, however 40.5% of students met. There were students in that subgroup who completed the test. **DHS did not meet the required participation rate.**

In 2021-2022, the State calculated a goal of 88.1% of DHS students in the **White** category to earn the State's cut score of "meets" on the NWEA MAP **Math** assessment, however 54.7% of students met. There were students in that subgroup who completed the test. **DHS did not meet the required participation rate.**

In 2021-2022, the State calculated a goal of 76.2% of DHS students in the **Economically Disadvantaged** category to earn the State's cut score of "meets" on the NWEA MAP **ELA** assessment, however 27.7% of students met. There were students in that subgroup who completed the test. **DHS did not meet the required participation rate.**

In 2021-2022, the State calculated a goal of 77.9% of DHS students in the **Economically Disadvantaged** category to earn the State's cut score of "meets" on the NWEA MAP **Math** assessment, however 44.3% of students met. There were students in that subgroup who completed the test. **DHS did not meet the required participation rate.**

#### **DHS 2023 Improvement Plan Summary**

Participation Rate: Encouraged more students to participate- at public event (assembly) as well as small groups and individually. Offering make-up times repeatedly to get as many students as possible to participate.

Tried prizes and enticements, ex: free ticket to Homecoming Dance, door prizes, etc.

Grant for a SRO to help mitigate chronic absenteeism and truancy.  
 Implementing BARR at DHS  
 Clear syllabi with standards attached for each course  
 Adopted new math programs to align with the standards.  
 Adopted a new Spanish program  
 After school tutoring and summer school.  
 DHS leadership team focusing on student achievement  
 More strategic use of intervention time (RtI)  
 There were a few questions from the board regarding the school's data

3. Second Reading of Policy JLCD Administering Medication to Students  
 Motion: B. Dyer                                      Seconded: L. Whittington  
 Motion Carried

### **OLD BUSINESS**

1. Region 9 Updates ( Bruce Ross/ Brian Keene/ Wayne Thurston)  
 No Updates
2. Strategic Planning Update ( Pam Doyen)  
 The team met last Monday Oct 16th. A plan was formulated on how they will move forward. On the Nov 20th meeting the team will compile survey questions to collect data from staff, students and community members. A community forum has been set for Dec 16th from 9-11. An invitation will be mailed to all the mailboxes in the four towns so they know when the forum is and how to access the survey.

### **SUPERINTENDENT'S REPORT AND CORRESPONDENCE**

*Superintendent's Report:* Pam Doyen

The fall NWEA assessment testing has occurred in all three schools, with makeups concluding this week. The Administrative team has started preparing for the 24-25 budget process. Mary Dailey provided the team with a calendar of dates today and the roll out of the budget. Pam will be at the MSSA conference tomorrow, Wed 10/25 in Augusta. If anyone needs her she can be reached by email. Barbara and Kathleen will be attending the School Board Association Conference on Thursday & Friday.

*Administrator's Report:* Jason Long (TWK Dirigo Middle School Principal)

Fall 2023 Building Report:

	Grade 6	Grade 7	Grade 8	Total
Enrollment	57	53	57	167

Since July 1st, TWKDMS has had 13 students withdraw/move and 15 students enroll. Enrollment remains steady.

As of 10/23/23, 56.02% of TWKDMS students qualify for FRL.

	Grade 6 F23/F22/F21/F20	Grade 7 F23/F22/F21/F20	Grade 8 F23/F22/F21/F20	Total F23/F22/F21/F20
Truant, Paused Or Resolved	0/0/0/4	0/0/0/4	0/0/0/4	0/0/0/12

Truant, Active	0/0/0/1	0/0/0/0	0/1/0/0	0/1/0/1
Warning, Improved, Or Resolved	0/0/1/6	0/0/2/6	0/1/2/7	0/1/5/19

Currently, TWKDMS has 0 truancy cases and no students have received a warning. However, 29 students appear on track to be recorded as chronically absent with at least 4 excused absences. That figure is down from 36 last year at this time. 12 of the 29 students have missed 6 or more days already, with reasons like working at the fair, family hunting trips, medical issues greater than just “sick days”, and bereavement. The state does not differentiate.

### **School Goals (general)**

Improve academic performance in both reading and math (%?)

Better organize and implement RtI practices

Improve consistency and fidelity to schoolwide academic expectations by staff

Improve school learning climate and safety (10% fewer SWIS)

Introduce and implement classroom discussion “circles”

Improve consistency and fidelity to schoolwide behavior expectations by staff

### **Academic Response to Interventions (RtI) @ TWKDMS**

#### Tier One: Schoolwide and classroom level

Eligibility: School-wide bi-weekly eligibility checks with incentives (such as dances)

Universal screening assessments EasyCBM Grade Level Benchmark assessments

Access to additional in-class support in Reading or Math for all 7th and 8th grade students

#### Tier Two: Additional regular education support

Tutoring is available outside of the school day

45 minutes DAILY RtI for all students via small RtI groups across grade 6

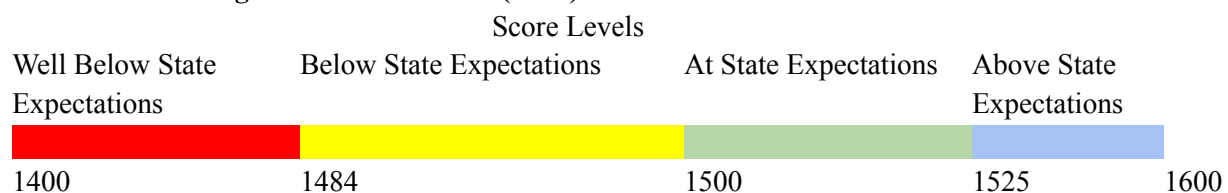
ELA and Math interventionist working with students identified using assessment data Period 8

#### Tier Three: Highly specialized

Specially Designed Instruction (i.e. Connecting Math Concepts and Number Worlds)

Mandatory Summer School

### **The Maine Through Year Assessments (TYA) NWEA**

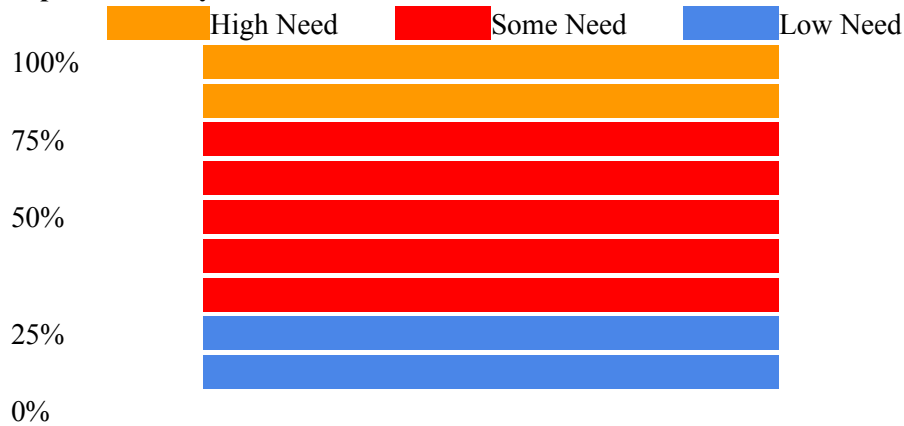


Each grade span and assessment has its own “Score Levels,” and above is an example

District Assessment Coordinators have been asked not to get into the exact statewide averages yet because they are considered preliminary. However, it is worth noting: In Math, all TWKDMS grade levels fell within the “yellow” band and the same goes for the state averages; in ELA, all TWKDMS grade levels fell within the “green” band and the same goes for the state averages. It is difficult to extrapolate clear meaning on the scale scores or data itself, because it is a totally new test.

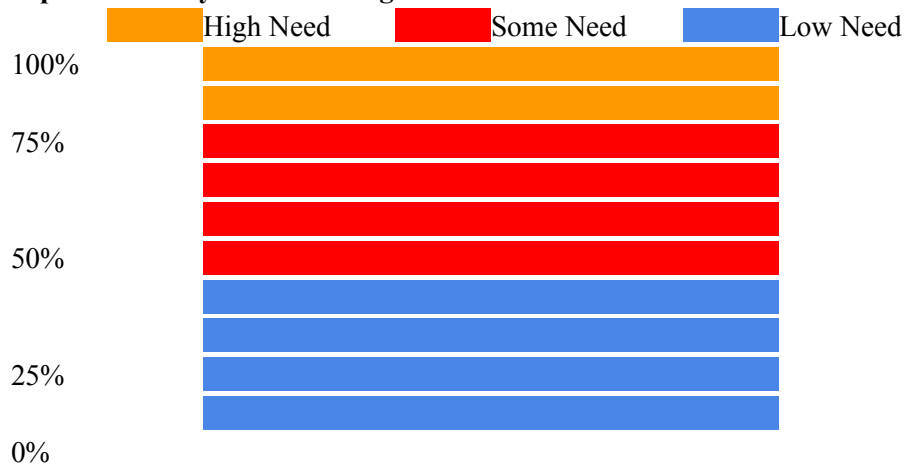
The TYA NWEA RIT scores (what we traditionally use for analysis) seem lower than the normal NWEA MAP Growth RIT scores. They are two different tests even though they use the same vendor and platform.

#### September EasyCBM Math Baselines



In general, these figures are similar to last year, however the incoming cohort had a much higher percentage of students identified as “high risk” to start.

#### September EasyCBM Reading Baselines



In general, these figures are similar to last year, however the incoming cohort had a much higher percentage of students identified as “high risk” to start.

#### Course Completion Data

Summer	Criteria	Eligible	DNC
<i>Summer 2020</i>	Students needing to recover a T3 grade in ELA, Math, Science or Social Studies	23	6
<i>Summer 2021</i>	Students needing to recover a T1,T2 or T3 grade in ELA, Math Science or Social Studies	54	5
<i>Summer 2022</i>	Students needing to recover a T1, T2, or T3 grade in ANY class at TWKDMS	34	3
<i>Summer 2023</i>	Students needing to recover a T1, T2, or T3 grade in ANY class at TWKDMS	44	0

## Behavior Interventions (PBIS) @ TWKDMS

### Tier One: Schoolwide and classroom level

- Schoolwide Expectations posted throughout the school
- Cougar Paw recognition of exhibiting PBIS values weekly raffles and Celebration Days
- Occasional teacher facilitated “circle” conversations about classroom dynamics
- Teacher-home communication, “minor” documentation of behavior concerns

### Tier Two: Additional regular education support

- Access to social worker or nurse, recommended referrals as needed
- Behavior referrals to the main office with appropriate response and consequences
- Check-In and Check-Out Behavior Plans

### Tier Three: Highly specialized

- Individual Crisis Management Plans
- Outside referrals

Restorative work at TWKDMS is “centered around relationship building and helping students recognize when their words or action have done harm and what they will do to repair it.”

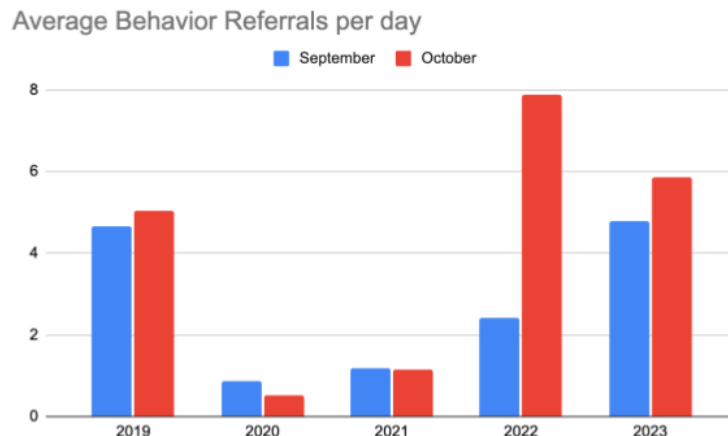
George Conant, Restorative Practices of Maine

### **Traditional Consequences: Comparison**

	Detentions	OSS	ISS	Restorative
Start - 10/22	15	8	4	0
Start - 10/23	14	6	2	4

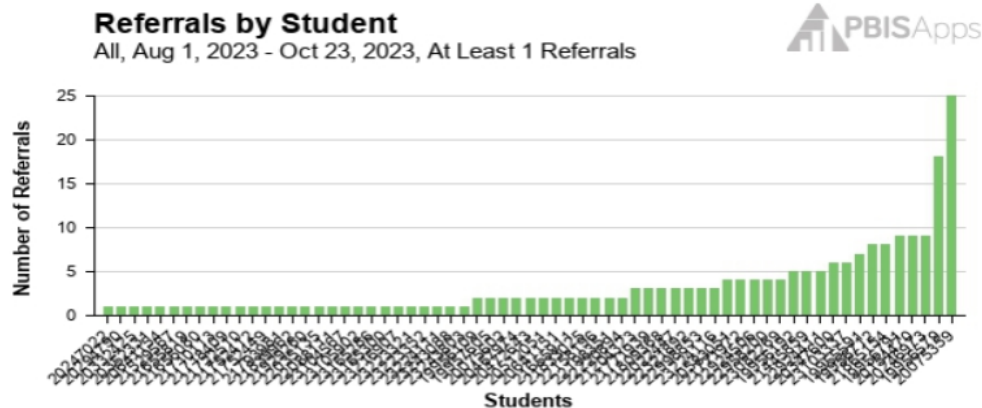
The most common “consequences” of a “major” referral is a conference with the principal and contact home. The number of “major” referrals was high in September, but has begun to decline by comparison with last year. This may be attributed in part to the classroom efforts to settle conflict and teacher consistency.

## Fall SWIS preliminary data: Ave Referrals Per Day



18 students are currently on a Tier Two Check-In Check-Out (CICO) Plan, 6 more than last year at this time. Also, 5 students have an Intervention Crisis Management Plan (ICMP).

## Fall SWIS preliminary data: Ave Referrals Per Student



10 students (eight 8th grade, two 7th grade) are responsible for 55% of all major referrals, and 5 students (all 8th grade) make up over a third of all referrals schoolwide.

### Fall Clubs & Activities

Student Council	Chorus
Speech & Debate	Yearbook
Arts and Crafts Club	Drama Club
Civil Rights Team	Technology Club
Positive Cougar Club (RVHCC)	Field Hockey
8th Grade Class Helpers	Cross Country
Band	Boys Soccer
Dixfield Rec Dept Football	Girls Soccer

### School Events

Orientation and Activity Fair	8th Grade Class Raffle
Open House (70% Present)	Fall “Through Year” NWEA
PTO School Swag Fundraiser	Halloween Themed Dance
Student Council Elections	Spirit Week (this week)

### Community Connections

Financial Literacy with OFCU
Guest Speakers for 8th Grade Capstone
Homeless Shelter Donation Project
The GT Cemetery Project

### Upcoming

Scholastic Book Fair 10/30-11/03	Coordinated ALICE drill
Parent Teacher Conferences 11/02 & 11/09	Positive Cougar Club Annual Food Drive
Veterans’ Luncheon and Assembly 11/09	End of First Trimester 12/05/23

A question was asked for Mr. Long to give an example of the “Restorative” plan.

*Stipended and Coaching Position:*

Dean of Students at DES, Erin Wainwright

Co-drama coach Lea Nolette

*Resignations/Retirements:*

Co-drama coach, James Hamalainen

Thomas Virgin, Head Mechanic as of 11/30/23

**COMMITTEE REPORTS**

1. Student Representative Report- D. Cayer: Football won their quarter final game so they advance on Friday. Girls soccer had a playoff game against Madison today, they lost. Field Hockey played against Stearns and they won. Boys soccer plays Telstar tomorrow, Wed for their playoff game. Juniors had their PSAT's today.
2. Policy Committee- Will meet in Nov
3. Finance Committee- Scheduled tentatively for Nov 17 at 12pm
4. Curriculum Committee- Thank you Jason & Charlie..the whole presentation about the Tier status was more indepth for the Curriculum committee. What we heard tonight was just touching the surface and there are many moving parts. Also looking at social studies curriculum and we'll get some more information about specific texts and narrowing things down and how do we make decisions that's going to meet the needs of students.
5. Buildings & Grounds Committee- Will meet Nov 3 at 1pm- Will vote on a chair person
6. Negotiations Committee- Will vote in executive session tonight
7. Personnel Committee- Met on Oct 18th- reviewed policies are personnel management and hiring. There is one clause in particular around hiring and that the personnel committee should help to foster a good work environment. Not really sure if that's a good role for the committee. Barbara is going to do a bit more research on this piece. Once that happens there will be some discussion around keeping some of that wording in the policy. Went over athletic stipend job descriptions. Nick had gone through at both middle & high school, not doing any substance changes but getting them formatted in a way that was consistent. By policy they have to be put forward for the DEA to review as well. As long as there is a green light, those will be brought forward for the full board review & approval at the next meeting. Also had some discussion around job descriptions for AP, PR & HR. 1 staff member in the district that is responsible for all three functions, they are three separate job descriptions. That is an area that we are going to be hiring in the not too distant future so we decided as a committee it will make sense to review all three job descriptions to make sure they are still current and relevant and fit the duties that need to be performed. They want to get this review done before the end of the year. In regards to frequency of meetings, it looks like every couple months will be sufficient. Next meeting will be Jan 9th at 5:30  
Barbara did research. MSMA doesn't have a sample. Found the wording in an old policy from MSAD 43. RSU 56 adopted what the district had previously. Barbara will ask Charlotte from MSMA in regards to this.
8. Ad-hoc Committee- Need to reschedule- will be Nov 2



## BOARD MEMBER COMMENTS

L. Whittington- Tonight he is here as a representative of Mystic Valley Grange in East Dixfield. Granges have been around since 1873. They have been very involved with the local community and education. They have been trying to get involved with the local communities. Larry had made a motion at his meeting that they give money to RSU 56 in the form of school supplies. This will help, hopefully. They have bought some school supplies from a list Pam gave to him and they are in her office. Felt an obligation to help out the schools and it will hopefully help the teachers so they don't have to buy things out of their own pockets. It was their pleasure.

## EXECUTIVE SESSION

1. Enter into executive session pursuant to 1 M.R.S.A. subsection 405(D) for discussion and consideration of the administrative contract.

Motion: B. Dyer                      Seconded: L. Whittington

Motion Carried

Entered into executive session at 8:15pm

Exited executive session at 8:30pm

1. Motion concerning executive session, if appropriate

B. Dyer made a motion to accept the Administrative contract presented for 3 years

Seconded: L. Kelly

Opposed: D. Whittemore

**Motion Carried**

**ADJOURNMENT**

- ## 1. Motion to adjourn

Motion: B. Dyer

Seconded: L. Kelly

Motion Carried

Meeting adjourned at 8:35pm