

Positions for Board Consideration 2023-2024

Grant Funded Positions	School	Funding stream	Year position began	Cost to add to the General Budget	Notes	Superintendent Recommendation 1 =High Importance 2 = medium importance 3 = Low Importance
Elementary School Nurse	WES & MTVES	50% ESSER - 50% - GENERAL BUDGET	2021 - 2022 SY	\$43,000	Reduction of 1 position by 50% - possible with no increase.	3
Elementary Principal	WES	ESSER	2021 - 2022 SY	\$110,000	Removal impacts 2 principal positions	2
Elementary Guidance	All schools	ESSER	2021 - 2022 SY	\$78,000	Do we need 3 now that we have an elementary Social Worker?	2
Literacy Specialist	WES	ESSER & General Fund	2021 - 2022 SY	\$77,000	Return to pre-pandemic staffing levels of 50% each position	3
Math Interventionist	WES	Tier III & General fund	2021 - 2022 SY	\$34,000		
Technology Ed Tech	High School	ESSER	2021 - 2022 SY	\$39,000		3
Math Ed Tech	MTVES	Tier III	2021 - 2022 SY	\$52,000		3
Transportation Admin Asst.	District	General Fund	Spring 2022	\$22,000	Tasks re-assigned to other staff	3
Positions to be added to General Budget						
Math Interventionist TEAM TEACHER	Middle		2023 - 2024 SY	\$75,000	This position became a team teacher position due to student numbers in the Middle School.	In budget

Student Resource Officer	District		2023 - 2024 SY	\$140,000 (Tentative number)		Not yet in the budget
Adult Education Director	District		2023 - 2024 SY	\$16,000	From 80% to 100% - Funding through generation of revenue associated with CDL courses.	Pending Funding
Math teacher	High		2023 - 2024 SY	\$75,000		In budget
ELL	District		2023 - 2024 SY	\$6,900	Current position is 50% pre-k and 40% ELL	In budget
School Psychologist Stipend	District		2023 - 2024 SY Stipend	\$33,000	1 year position - stipend only	Special education to share March 1st In budget

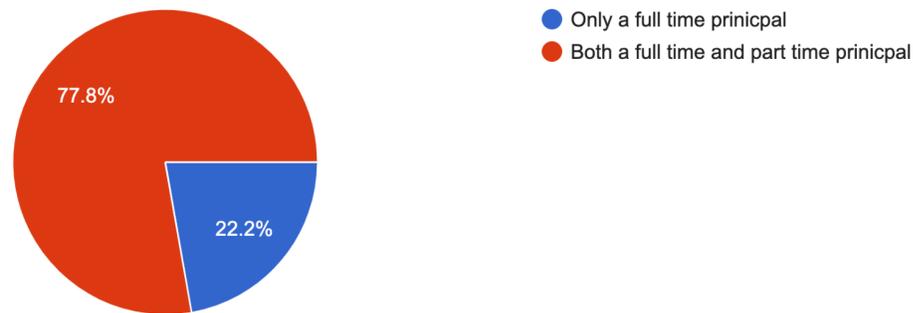
These positions will be reviewed at the Feb. 15th board meeting so that a first draft of the RSU 38 budget is available at the March 1st Board of Directors meeting.

Grant Funding position totals:	New Request through Budget Process:	Other position:
\$455,000	\$205,900	\$140,000

MTVES & WES Staff Survey Data

I have experienced the following as a staff member in the last 5 years:

18 responses



What do you see as the benefits of having a full time Principal in your building?

17 Responses follow:

Better moral, more recognition verbally, less student behavior problems, I can talk to my principal regularly, students see the principal on a more day to day basis so have a better relationship with her, and less overall stress.

* A full time principal has a chance to come into classrooms and see firsthand the learning that is happening

* A full time principal has a chance to see students as learners and people

* The children have a chance to see the principal as another trusted person they can turn to if they need anything

* Problems and concerns are dealt with in a timely manner (This is not a criticism of the person doing the job.

Covering two schools is an unrealistic job.)

Because of a variety of daily needs of both staff and students - including behavior management, professional development, budget questions, as well as parent/ staff interactions. I believe it's in the best interest of the school to have a full time principal.

Consistency in the school building for students and staff and support for all.

* Staff feel like we are all more "on the same page" because the principal has time to communicate with us much more often.

* Students have much more of a relationship with the principal.

* The principal has more knowledge and understanding of both staff and students' needs.

* By far the biggest benefit is that staff feel more supported when there is a full time principal. It is a totally different climate.

They're able to deal with parent issues, emergencies, behavior issues. They can also participate in school celebrations, staff celebrations leading to a larger and deeper connection to both students and staff which boosts morale because we feel that the principal truly understands the day in and day out "stuff" that the school is dealing with. Please retain full time principals in all buildings!

An effective full-time principal is extremely important at the elementary level to provide consistency with behavior concerns. Teachers and students know that a full-time principal is available to encourage and support appropriate behavior as well as addressing inappropriate behavior immediately .

It is important for each school to have an effective, reliable, consistent leader in the school to address the staff and student needs.

Having a principal in the building daily creates an environment of consistency and predictability for students. Celebrations as well as discipline are experienced with the same leader and this allows for emotional and academic growth to happen on any day. A caring community is much more easily created with a full-time leader looking after students and staff alike, supporting and challenging and appreciating all who are regularly in the school. It then becomes a much safer environment. And learning on all levels can occur.

I believe it is very important to have a full-time principal on sight. Every day is different and unpredictable. Having a full-time principal gives everyone a feeling of security when situations arise and need to be addressed immediately . Sometimes decision making is difficult "on the spot" and it's important to have this security at all times during school hours. .

There are many benefits. 1. Consistency for both students and staff. 2. A leader who has the time to visit classrooms to build a feeling of collaboration with teachers and students, provide feedback and share her genuine interest in student learning. 3. The opportunity to be a consistent part of our data meetings and MTSS meetings and NOT be spread thin by being expected to do this critical work at both schools. 4. The ability to run staff meetings that are meaningful and allow staff a chance to collaborate and problem-solve together and NOT be burnout by having to do this in two schools.

Principal is available for students and parents concerns and questions constantly.

Principal is a valuable and visible part of the school community daily.

Lead teachers have less of their very full plates.

Principal is there to support staff and students will challenging behaviors as needed.

I work in both schools, and there is ALWAYS a need for the administrative support of a principal in each of these schools. The principal leads and supports the staff and acts in a dynamic capacity to step into the roles that are needed. It changes daily, and the students are still navigating the impact and disruption of school and social effects from the pandemic. This results in an almost daily need for a principal to make decisions and actions for

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the safety and well being of the students and the staff. The staff needs the principal as much as the students, and I fear that the loss of the position in a full-time capacity will increase the stress and demand on the teachers and Ed Techs and they will seek employment elsewhere. This adds another layer of concern since there is a shortage of teachers/teaching support and these positions have become increasingly difficult to fill as noted with the difficulty replacing teaching staff at the elementary level this year and the ripple effect it caused in shifting staff to take on the deficit.

Looking at the students need in our school it would benefit to have a full time principal. If there are issues then it would have to take other staff away from their schedule/students.

Consistency is very important with students and with staff. Having a consistent administrator here makes a big difference in how student behave and how classrooms are managed. I feel so much more support with a full time principal. When we had a part time principal, I felt like I never had someone there to answer my questions or help out when I really needed it. The morale at WES has been AMAZING this year and I would be very disappointed if we took steps backwards. Having a full time principal is crucial to the success of students at WES. Having a consistent principal will keep consistent staff. I think it would be detrimental for staff and students if we had to ever go back to a part time principal.

I think it is important to have a Principal in the building that is present full time. The presence of having a leader in the building for both staff and students is very helpful. Having one person tuned in for SOPs and disciplinary needs and district policies is important and helps to alleviate confusion when things arise. This can help with overall school culture, moral, and safety. Having more than one person or people filling in for others when the principal is out might contribute to a lack in consistency in how things are done and followed through on. There are multiple support staff that float between buildings and having a principal who can be aware of all the ongongs and inform the floating staff as necessary is also of great benefit.

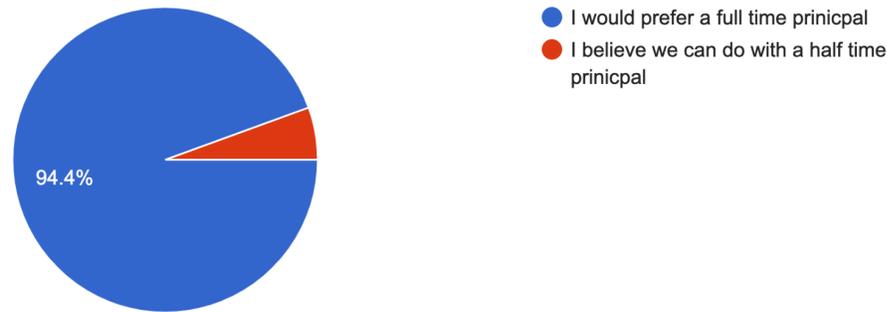
A full-time principal has the knowledge and opportunities on a daily basis to interact with individual students, families, and staff. This builds a strong relationship within the school community.

Principal is not stretched too thin. Focus is built on a productive school climate that allows time for management of personnel, student achievement/academic growth (data), working with teachers on instructional practices, and professional learning.

Without a full time Principal, teachers and support staff end up filling in and are sometimes required to do things outside of their job descriptions. In our larger schools, it does not seem possible to function safely without a full time principal.

What is your view of the Principal staffing discussion?

18 responses



Please add any other thoughts around this topic here:

11 Responses:

Please!

The thought that a principal can cover two schools because they are "smaller" is a misconception. In the past, the lead teacher was to cover issues on the days the principal was not there. Speaking from experience, when there was an issue the lead teacher was taken away from their students. The person covering for the lead teacher was taken away from their students or planning time. A part time principal puts added responsibilities onto staff members.

Having had a part time principal for about 17 years I feel I need to also speak up for the principal. I have had many different part time principals in that time period but one thing is always the same, they always do WAY more work than they are being paid for. It can be labeled as a half time job but there is no way to cut most of the responsibilities in half. It's not fair to the person trying to do the job and it's not fair to the staff and students.

We need to have ALL buildings FULLY STAFFED. We may want to save money (I get it! I'm a local tax payer) and we may think that we can make our small schools go back to pre-covid staffing numbers to save money, but we are not pre-covid! We have greater issues, not less! We staff are being stretched too thin and it's making some of us greatly consider resigning.

The Wayne elementary school has benefited from the effective leadership of Tina Brackley. Before Tina's arrival, that school struggled to maintain staff (when there was a shared principal). Since Tina's arrival, she has made WES a desirable place to teach for dedicated teachers. Also, WES has many needy students who need a strong leader consistently to improve the school climate and encourage learning.

A full-time principal in each building needs to be of highest priority.

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I have heard from many parents outside of school that they could not be happier having a full-time principal at the school. Our current principal is very caring and engaged in all activities of the school and gives the teachers, students and parents the support they need on a daily basis.

Looking at student numbers on paper is not enough to make this decision. Requiring one principal to do double the amount of meetings is not okay. It puts even more expectations on staff. It diminishes the role of a principal as an educational leader because they have no extra time to breathe let alone visit classrooms regularly, provide feedback and support to all staff - not just those on probation.

I started working in my building and for the first 3 years had a principal that was split between two schools. The principal was a strong leader but seemed spread very thin. It wasn't until they were able to work in our school full time I realized how much things could improve. In the last few years that the principal has been full time in our building I have seen stress levels with all staff improve. The students are able to see her as a consistent part of the school community and I believe she is able to be fully invested in one school. Students behaviors have gone way down, staff moral has improved, and stress-levels have lessened across the board.

Please take this opportunity to consider the needs of the staff and the students.

Good leadership improves teacher motivation and collaboration. Research has shown the critical importance of principal leadership and student growth. This is difficult to achieve if the principal is overwhelmed and burnout ensues.

Nurse positions Current staffing (as of 02/13/23)

	MES	MTVES	RES	WES	Middle	High
Nurses	1	.50	1	.50	.50 - .50 2 people	1

Interventionist Current Student Numbers (as of 02/13/23)

	MES	MTVES	RES	WES	Middle	High
Math Interventionist	22	9	20	24	X	20
Math Ed Tech	X	11	X	X	22	X
Literacy Interventionist	15	14	18	18	35	16
Lit Ed Tech	13	X	14	X	X	X
Lit Ed Tech	X	X	12	X	X	X

Dear RSU School Board,

We are writing to urge you to keep all three school counselor positions in the budget. At the height of the pandemic and reentry into school, we requested a third counselor as the two of us were inundated with requests to meet with children and consult with parents and teachers. The rate of anxiety and depression we were seeing in our students was remarkable, although it actually had started to rise prior to the pandemic. Our rationale was that having another skilled counselor in the district would increase our ability to reach more children on a more regular basis. One year later the question on the table is “do we need three school counselors if we have a social worker”. We say, unequivocally, “yes” and the data supports this opinion.

Currently, enrollment at the elementary schools is 561. The school counselors see approximately 74 students individually, see between 6-12 students daily in lunch bunches and other small groups and teach bi-weekly lessons in the district's 35 classrooms, K-5. We also attend many meetings and consult with teachers on a daily basis. Our district's counseling team demonstrates how a tiered system of mental health services can function.

MTSS can be looked at as a pyramid: Tier 1 serves 85% of the population, Tier 2 serves 10% of the population; Tier 3 supports 5% of the population.

In our district the numbers show we are doing just that: 100% of the students access classroom counseling lessons at prevention level Tier 1; 13%+ students receive Tier 2 interventions with individual or small group counseling. Lastly, about 5% of our students see our Social Worker or a Kennebec Behavioral Health clinician as a Tier 3 intervention.

Societal changes continue to stress our families and students. With the addition of another counselor we have moved much closer to serving those who benefit from extra support. We are finally beginning to see how MTSS can work. To remove a position from this scenario means removing direct support for children. We urge you to consider the data and our own professional thoughts as you make decisions in this budget season.

Thank-you

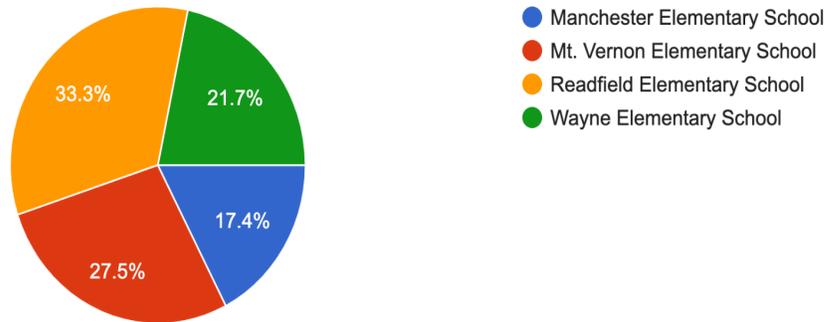
Becky Vining , MES & RES school counselor

Tara Wicks , WES & MTVES school counselor

Counseling Referrals (tier 2 & 3) Sept 2022-Jan 2023

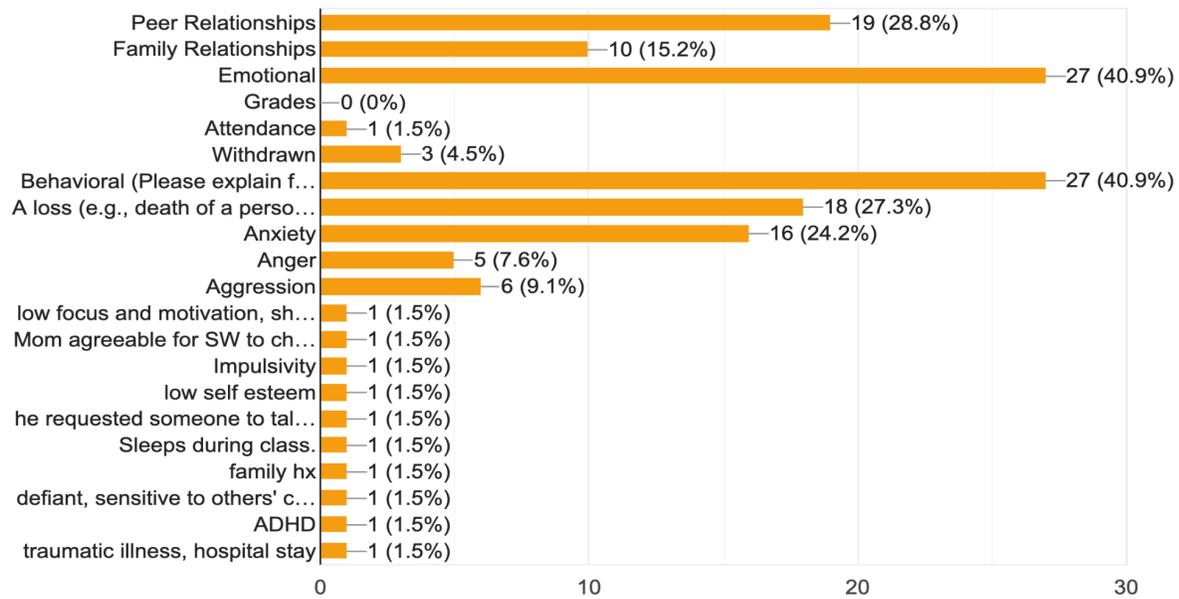
School Student Attends

69 responses



Area(s) of Concern

66 responses



Dear RSU #38 School Board,

In a recent board meeting, the roles of School Counselors and Social Workers came up in discussion in reference to ESSR funding and the budget. While these professionals work closely and cooperatively with each other, we would like to provide clarification on the differences between the two unique positions as the school board continues to make difficult budget decisions. The state of Maine uses a Multi-Tiered System of Supports to “address the academic, behavioral, and social-emotional needs of each student in the most inclusive and equitable learning environment.” (<https://www.maine.gov/doe/MTSS>). Tiered instruction and support includes all students. By having school counselors and school social workers available to our families, the district is providing Tier 1, 2, 3 supports for our students.

School counselors work primarily at the Tier 1 and 2 levels. They are certified educators who improve student success for ALL students. They are responsible for implementing a comprehensive school counseling program which includes teaching and supporting students to:

- apply academic achievement strategies,
- manage emotions
- apply interpersonal skills to foster healthy relationships and
- plan for postsecondary options (ie. workforce, continued education, military)

The day to day duties of a school counselor may include: individual student academic planning and goal setting, individual short-term counseling to students, referrals for long-term support, school counseling classroom lessons, collaboration with families/teachers/ administrators/community for student success, advocacy for students at individual education plan meetings and other student-focused meetings, data analysis to identify student issues, acting as a systems change agent to improve educational equity and access, achievement and opportunities for all students.

Current School Counselor Ratios

High School: 1:176

Elementary Schools: 1:186

Middle School: 1:302

A school social worker works with students primarily at the tier 3 level, sometimes collaborating with school counselors at tier 2 for small group work. A school social worker typically has a degree in social work, (instead of education) and a state licensure. This difference enables a social worker to provide more intensive, therapeutic interventions to a smaller population of students. A social worker typically works more often with the family to coordinate interventions between school and home. A social worker typically does not work in the classrooms with a majority of students. A school social worker may attend student-focused meetings in order to support students’ academic and social-emotional needs. Social Work caseload Average: 1:20

School counselors and school social workers together are actively offering prevention programming as well as interventions to support our students with their academic and social-emotional needs. The two positions enhance each others’ effectiveness and create a team of mental health professionals able to address the multitude of mental health issues that are currently challenging all school districts.

We hope that this helps to clarify the roles of School Counselors and Social Workers and the value of keeping all current positions in future budgets. If you have any questions, please reach out to us.

Respectfully,

KC Beaupain, LCSW
Sara Chisholm, HS School Counselor
Gwen Mohlar, MS School Counselor
Kimberly Ray, HS School Counselor

Kristie Sniffen, LCSW, Clinical Director
Becky Vining, RES/MES School Counselor
Tara Wicks, WES/MVES School Counselor
Molly Zahorik, RES/MVES/WES School Counselor