

A Caring School Community Dedicated To Excellence
REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS
Maranacook Community Middle School & Zoom
February 3, 2021, 6:30 p.m.
AGENDA

1. Call to order:
2. Student Representative Reports: (10 min.)
3. Presentation: K-12 Visual & Performing Arts Curriculum (20 min.)
4. Citizens' Comments: (5 min.)
5. Additions/Adjustments to the Agenda by Board and/or Superintendent: (5 min.)
6. a. Reports: (20 min.)
 - Staff Association
 - Principals*
 - Adult & Community Education Dir.*
 - Finance Manager*
 - Health Center Director
 - Special Education Director*
 - Curriculum, Assessment & Instruction Director*
 - Superintendent of Schools*
- b. Committees (10 min.)
 - Curriculum* - 4/28/21, 4:00 p.m. via Zoom (P.Gordon)
 - Policy* - 02/23/21, 6:00 p.m. via zoom (P.Gordon)

Policy First Readings: JJE – Student Fundraising Activities
7. Action Items: (30 min.)
 - a. Approval of Minutes of January 20, 2021 Meeting*
 - b. Acceptance of Donations*
 - c. Approval of Visual and Performing Arts Curriculum (see item 3 above)
 - d. Acceptance of teacher resignation effective June 30, 2021, HS Spanish, Kelly Frey
 - e. Policy Second Readings* - EEA, Student Transportation Services; KCD, Gifts/Donations to the Schools; KJA, Use of School Name and Logo
 - f. Review COVID data/increase in-person learning
8. Informational – upcoming meetings:
 - a. Facilities/Transportation – 02/09/21, 6:00 p.m. via Zoom
 - b. Ad Hoc Committee: Awesome Bear Society (ABS) 02/10/21 via zoom
9. Budget Workshop: (45 min.)
 - a. Elementary, Middle & High Schools
 - b. Special Education
 - c. English Language Learners (ELLs), Gifted & Talented
 - d. Board questions
 - e. Citizens comments regarding budget
 - f. Board discussion
10. Adjournment:

* Attachments

Join Zoom Meeting <https://us02web.zoom.us/j/89287343186>

Any citizen who wishes to add an item to the agenda may do so by notifying the Board Chair or the Superintendent's Office, in writing, ten days prior to the Board's next scheduled meeting.

6a.

Elementary Principals' Report
February 3, 2021
Janet Delmar (WES & MTV)
Abbie Hartford (MES)
Jeff Boston (RES)

	Pre-K	K	1	2	3	4	5	Total
MES	7/8	14	13/13	20	14/15	17/15	17	153
RES	6/7	8/11	15/15	15/15	15/16	11/11	14/15	174
MTV	8	10	12	5	11	16	16	78
WES	3@ WES	12	12	7	8	9	8	59

MES Remote Learning

MES moved into remote teaching/learning January 11-15th. Teachers implemented plans that were created ahead of time including during professional development/planning days. We learned new technology and tools, created weekly schedules and taught students how to access the technology for productive learning. The transition into remote teaching was fairly seamless, any glitches with technology were able to be solved with support from our tech team. Teachers followed their typical teaching day schedule; M, T, Th and Fr. On Wednesday teachers provided at home learning expectations for students. Lessons and assigned work were expected to be completed between 8:30 and 1:00 each day with teachers spending the afternoons providing feedback to completed student work. During remote teaching/learning days, teachers meet with students via Zoom for morning meetings and often a brief lesson in math or literacy. Other lessons were provided by teachers recording lessons. Specialists provided a combination of live lessons via Zoom and recorded lessons in SeeSaw. All communication; sending schedules, providing assigned classwork and students returned completed assignments through SeeSaw. Teachers reported fairly strong engagement with students.

Love of Literacy Week

During the faculty meeting on January 19th, all four elementary schools designated time for faculty to plan for a "Love of Literacy" week. This is a collaborative effort to promote the enjoyment of reading with students and enhance their literacy skills. At RES, the PreK-5 faculty has identified the week of March 1st as "Love of Literacy Week". It will be a themed based approach "Welcome to the Jungle - Animals", in which teachers will integrate the Chickadee and KVBA books. Students can provide their classmates with book recommendations in various ways: virtual, book trailer, or drawing a picture of their favorite book. In addition, students will be able to participate in virtual class field trips to learn more about particular animals, a scavenger hunt, mystery guest readers (virtual), and opportunities for students to dress up (wearing animal print, "wild" hair day, favorite animal, and fuzzy PJ day).

Family Involvement at MtVES and WES

Teachers from both Mt. Vernon and Wayne met via Zoom on January 19th to begin planning Parent Involvement Nights. This meeting focused on literacy and math instruction and how parents and the school can work together to further support student learning both at school and at home. During this meeting the staff at each school brainstormed ideas, developed a timeline, and proposed dates for hosting virtual Family Involvement events. Both MtVES and WES are Title I schools as well as Tier III schools. Schools are identified as Tier III Title I schools due to a need to improve one or more of the following: student attendance and student achievement in literacy and/or math on state assessments (MEA). Specific plans are developed, implemented, and monitored to address each school's specific needs. Family Involvement is an important component of Title I and Tier III planning.

Literacy Footprints

All students in kindergarten and first grade throughout the district have been working hard during their guided reading groups with the support of their teachers, the Literacy Footprints framework, and its engaging resources. Daily sessions include reading, writing and word study that is tailored to the needs of the group and provides opportunities for students to transfer their new learning to authentic reading and writing opportunities. This program has enabled us to increase the collaboration opportunities between classroom teachers, the literacy specialist, and our literacy educational technicians. The team meets regularly to discuss student progress, problem-solve, and make plans for identified students. The systematic approach allows us to build a strong foundational base that will benefit these readers as they continue to learn and grow at our Elementary Schools. At MtVES, we interviewed grade 1 students about the best part of reading groups and this is what they had to say: We like "learning new things, spending time with the teacher, learning new sight words, learning about text features like the table of contents, writing on white boards, getting new books, and reading is FUN!"

SEL Theme

This month, our schoolwide theme is problem solving. In our morning announcements we'll be reminding students to use the *Second Step* Problem-Solving Steps:

- S: Say the problem
- T: Think of solutions
- E: Explore consequences
- P: Pick the best solution

As you can see, the first letter of each step spells the word "step." Remembering "step" helps students solve problems with each other in safe and respectful ways.

Second Step lessons specifically teach students to use each step and reinforce the message that solutions need to be safe and respectful. Parents will be receiving Home Links about the steps that describe why solving problems is important and including fun activities to do with your child to help him or her learn and practice the steps. We hope the steps will be helpful for families when there are problems at home.

Maranacook Community Middle School
Regional School Unit 38
2100 Millard Harrison Drive
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“A Caring School Community Dedicated to Excellence”

January 29, 2021

Dear RSU 38 Board Members,

I hope you are all doing well as we enter into the middle of winter! It has been a turbulent month for MCMS, as we have transitioned from vacation to in-person learning (1/4-1/8/21), to remote learning (1/11-1/15/21), back to in-person learning (1/19-1/22; 1/25/21), and back to remote learning (1/26-1/29/21). With all this change, I am incredibly proud of the hard work, responsibility and respectfulness of our students in each setting, as well as the staff’s dedication to their students. In addition the support from our MCMS families and greater community has been phenomenal.

Remote Learning at MCMS

Here is a copy of our [Remote Learning Plan](#). This has been shared with you before as well, but I wanted to share it as it represents the structure and responsibilities that are required from our students during remote learning. Throughout each period of remote learning, students were expected to be up and ready to attend their classes via Google Classroom. What is wonderful about remote learning is that our students are able to continue in the progression of their learning. This has allowed MCMS teachers to continue their learning progression plan, following the MCMS curriculum maps seamlessly from being in-person to being remote.

Virtual Artist Residency Pilot Program

Art teacher Hope Lord has been selected to participate in the Virtual Artist Residency Pilot Program with DOE. This pilot program will include \$3500 in grant money to pay for art supplies and materials needed to create and install the collaborative textile art project, titled "SEE HOPE," Social Emotional Expressions of Hope. Hope will be collaborating with textile artist, Pamela Moulton, through Zoom meetings. Pamela will be providing a virtual tour of her studio and virtually teaching art students techniques to create textile art. Students will be expressing their feelings about being a student during a pandemic and will be using old jeans as the media for their projects. Students will be able to create words with ink stamps to express how they feel and communicate their frustrations for all they have lost due to COVID-19.

Supporting Students through Connection, Instruction & Engagement

In an analysis of 46 educational research studies, it has been concluded that strong teacher-student relationships are associated with improvements on nearly every school improvement measure, including higher student academic engagement, attendance, grades, less negative student behaviors, and lower school dropout rates. It is for this reason that MCMS has such a strong focus on relationships and student emotional wellbeing.

During the month of January, we participated in a school-wide study to check in on what we were doing with student engagement and building relationships with students. Our first step was to participate in a multifaceted student connection activity.

Step 1: At a staff meeting in early January, we created an electronic spreadsheet that had a list of all the students in the school. Staff were instructed to identify which students they had a positive relationship with and mark this on the spreadsheet. From this, we were able to identify the students who might be in the “middle” and may be missing having a network of adults at the school that they could reach out to.

Step 2: After collecting this data, we analyzed the students who had the least amount of adult connections to school and those who failed one or more classes in Quarter 1. What we observed is that students were more likely to fail a class if they did not have many adult connections at school.

Step 3: Our next step was to check in with our students on how they felt in regard to connection to school. Students completed an “MCMS Student Check In” survey in which they were asked to identify adults at school whom they felt connected to. Of the over 200 responses, 92% of our students said they did have a strong, positive connection with at least one staff member at school. While this is a great statistic, we also want to better support our 8% of the students that stated they did not feel connected to an adult at school. As such, staff have stepped up to be a “silent mentor” for those students. This means they will be keeping an extra eye on these students and checking in with them periodically to make sure they are doing alright.

Step 4: At the January 19th staff meeting, staff read an article regarding engagement and instruction (“2020 State of Engagement”). The report provides various strategies and ideas staff can add to their pedagogical briefcase in order to engage students and foster positive relationships. After reading the article, they completed a reflection that involved an identification of different instructional strategies they use to support their students. Of the staff community, 97% of them identified the best instructional practice, to support student social academic learning, is to “Build Positive Teacher-Student Relationships and Student-Student Relationships.”

As a staff, we often complete professional development involving an analysis of current best practices. From this, staff are reminded of things they likely already know, but benefit from remembering the importance of. If someone asked a teacher about student engagement, they would presumably talk about positive classroom climate, zone of proximal development, etc. However, this article reminded staff of the importance of engagement in building positive relationships, which allows for successful academic growth for all students.

Portrait of Grad

RSU 38 has successfully completed Phases 1 and 2 of the Portrait of the Graduate process! All staff, selective community members and businesses, board members and students in grades 6-12 in the district have had the opportunity to participate in the first two phases of this process. A total of 128 people completed this process. Our top 5 attributes identified were: Communication, Critical Thinking, Empathy, Perseverance and Adaptability. Phase 3 and 4 will be starting shortly. In these phases, we will be starting the design process for our portrait. It will be an asynchronous presentation and we will share it with you as soon as it is ready!

There is also a small group of people associated with the middle and high school in a national program called “Designing at the Margin.” This program embarks on a journey of better understanding equity issues in our nation. Those participating in this unique professional development will engage with key concepts in designing for equity, learn how to create transformative empathy, and iterate on equitable design solutions. This has been an eye opening experience which will help us better design our Portrait of a Graduate, as well as support us in our overall work with RSU 38 students.

Sincerely,
Kristen Levesque, EdD
Principal

Student Enrollment Counts (as of 1/27/21):

6th:	98	7th:	96	8th:	88
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References:

Sparks, Sarah D. “Why Teacher-Student Relationships Matter.” *Education Week*, Education Week, 9 Dec. 2020, www.edweek.org/teaching-learning/why-teacher-student-relationships-matter/2019/03.

“State of Engagement 2019.” *GoGuardian*, www.goguardian.com/research-and-insights/state-of-engagement-2019/.

Maranacook Community Middle School

2020-21 Remote Learning Expectations

Daily Attendance

- ❖ Students have advisee time at 8:30am via Google Classroom
 - If there are extenuating circumstances and a student cannot attend the Google Classroom, then they need to email their advisor by 8:35AM with a brief summary of work accomplished the day before and their plan for the upcoming day.
- ❖ Advisors will mark “present” only if they have contact with the student by 8:35AM
 - If an advisor does not have contact then the student will be marked as “Unexcused Absent.”
 - Parents/ Guardians: please email the school if your child will not be participating in school on a particular day so we can mark attendance accordingly.

Grading

We will continue to provide an extensive level of academic and behavioral support. Remote learning experiences will have the same expectations and rigor. Classes will have virtually meeting time. If there are extenuating circumstances preventing a student's ability to attend virtual classes, please email the advisor and team.

PowerSchool Grading Platform

- ❖ Teachers will go into PowerSchool, the online grading database, at a minimum of every two weeks to update traditional grades (50-100). Habits of Work will also be included in PowerSchool.

Grade Equivalents

97-100 = A+	93-96 = A	90-92 = A-	87-89 = B+	83-86 = B	80-82 = B-
77-79 = C+	73-76 = C	70-72 = C-	68-69 = D+	65-67 = D	0-64 = NC

2020-21 Quarter Schedule

Quarter 1: September 8th - November 6th Quarter 2: November 9th - January 22
 Quarter 3: January 25th - April 2nd Quarter 4: April 5th - Last Day

Privacy Statement for Remote Learning

The content is for educational purposes only. By accessing this material students agree not to share the content with anyone not enrolled in the class or assisting an enrolled student. Unauthorized distribution of any distance learning content, including sharing video recordings or screenshots on the internet or social media, is strictly prohibited and could result in disciplinary action or impact the students ability to access certain distance learning materials.

Monday, Tuesday, Thursday & Friday Expectations

Instructional Expectations

- Classes will be designed to have up to 30 min of teacher directed instruction (either synchronously or asynchronously) with the remainder of the time being for feedback, individual support, assignments and practice (based on the lesson)
- Class and homework will be assigned regularly in Google Classroom.
- Assessments will be included in classes. Information about these, and how to access them, will be provided via email or Google Classroom.
- Students are expected to complete all assignments as scheduled by their teachers.
- Students will have access to their advisee group and Social Emotional Learning (SEL) curriculum through their advisor (by email and Advisee Group Google Classroom).
- When students have questions from class, they should email or private message on Google Classroom their teachers as needed.

Google Meets Video Conferencing

- Classes will be designed to have up to 30 min of teacher directed instruction (either synchronously or asynchronously) with the remainder of the time being for assignments and practice (based on the lesson). This will largely be done through the use of Google Meets or video options embedded within Google Classroom
- Advisee time will happen through Google Classroom and Google Meets at a designated time.
- Teachers have specific office hours which are an opportunity for students to ask the teacher questions.
- Students may be asked to participate in Google Meets with school specialists. This will be arranged ahead of time via communication from the specialist.

Wednesday Expectations

Instructional Expectations

- All work will be posted in Google Classroom.
- Appx. 40 min of work per period. (240 min total/ 4 hours). This work will likely be a continuation of work done in class on Monday and Tuesday. Some students may choose to complete work earlier to have less on the actual day
- Some classes may have a little more work and some may have a little less
- Students should email teachers with questions. Advisee time will be done by having the student contact their advisor to check in.

Google Meets Video Conferencing

- Classes and assignments will be presented primarily asynchronously on Wednesdays
- Teachers will have Office Hours at specific times on Wednesday (except first Wednesday of the month)

Maranacook Community Middle School**2020-21 Remote Learning Schedule**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:30	<p style="text-align: center;">Breakfast and Planning</p> <ul style="list-style-type: none"> • Time to check Google Classroom and check school email • Use the Student Planning Template to help you organize your day • Students, please reach out to teachers via email or Google Classroom at this time with specific questions! 				
8-8:30	<p style="text-align: center;">Team Based Office Hours</p> <ul style="list-style-type: none"> • Available for any student who needs to check in with a team teacher. Check your Google Classroom and Maranacook Email for the Google Meets link! 				
8:30-9	<p style="text-align: center;">Advisee Time on Google Meets</p> <p>Students have advisee time at 8:30am via Google Classroom</p> <ul style="list-style-type: none"> ❖ If there are extenuating circumstances and a student cannot attend the Google Classroom, then they need to email their advisor by 8:35AM with a brief summary of work accomplished the day before and their plan for the upcoming day. <p>Advisors will mark "present" only if they have contact with the student by 8:35AM</p> <ul style="list-style-type: none"> ❖ If an advisor does not have contact then the student will be marked as "Unexcused Absent." ❖ Parents/ Guardians: please email the school if your child will not be participating in school on a particular day so we can mark attendance accordingly. 	<p>Advisee Time (asynchronous)</p>		<p style="text-align: center;">Advisee Time on Google Meets</p> <p>Students have advisee time at 8:30am via Google Classroom</p> <ul style="list-style-type: none"> ❖ If there are extenuating circumstances and a student cannot attend the Google Classroom, then they need to email their advisor by 8:35AM with a brief summary of work accomplished the day before and their plan for the upcoming day. <p>Advisors will mark "present" only if they have contact with the student by 8:35AM</p> <ul style="list-style-type: none"> ❖ If an advisor does not have contact then the student will be marked as "Unexcused Absent." ❖ Parents/ Guardians: please email the school if your child will not be participating in school on a particular day so we can mark attendance accordingly. 	
9-9:25	Black P. 1	Gold P. 1	Black P.1 Work	Black P. 1	Gold P. 1
9:25-9:50	Google Meets with class starting at 9	Google Meets with class starting at 9	Gold P.1 Work	Google Meets with class starting at 9	Google Meets with class starting at 9
9:50-10	<i>Break</i>				
10-10:25	Black P. 2	Gold P. 2	Black P.2 Work	Black P. 2	Gold P. 2
10:25-10:50	Google Meets with class starting at 10	Google Meets with class starting at 10	Gold P.2 Work	Google Meets with class starting at 10	Google Meets with class starting at 10
10:50-11	<i>Break</i>				
11-11:25	Black P. 3	Gold P. 3	Black P.3 Work	Black P. 3	Gold P. 3
11:25-11:50	Google Meets with class starting at 11	Google Meets with class starting at 11	Gold P.3 Work	Google Meets with class starting at 11	Google Meets with class starting at 11

11:50-12	Work Check: <i>Did you email your teachers or talk to them with any questions you have? Did you submit any assignments that were due?</i>
12-12:40	Lunch and Clubs: <i>If you are in any clubs, refer to your club advisor for specific days and times (these are currently being scheduled and will start in the next few weeks).</i>
12:30-12:50	UA, GT, RtI and World Language Office Hours

MARANACOOK COMMUNITY HIGH SCHOOL

RSU#38

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Dr. Dwayne Conway, Principal

Tina Brackley, Assistant Principal

Kelly Thompson, Office Coordinator

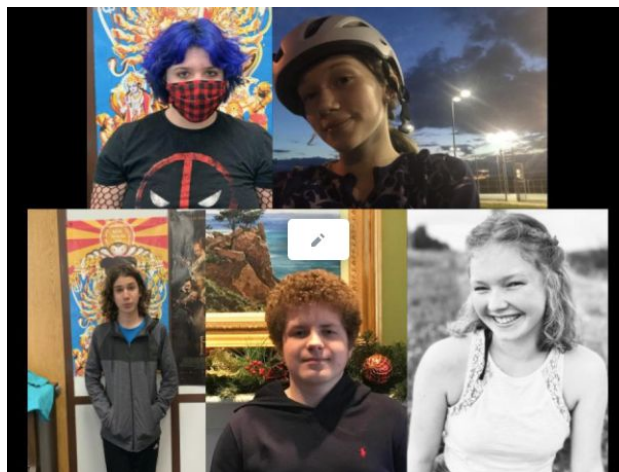
Sara Chisholm, Guidance

Dear RSU #38 Board Members,

Since coming back from break the high school has been extremely busy. As I'm finishing my report we are currently remote and hoping to be back to our hybrid schedule by Thursday 1/28. It was determined late Sunday night that we needed to be remote for Monday and Tuesday. Given this we smoothly transitioned to remote learning the next morning. Our Remote Learning Plan is [Here](#).

It's interesting to compare our current nimbleness to last year when we had much debate and consternation about having a remote learning day in place of a snow day. The high school and district have come a long way in an incredibly short period of time.

I'm proud that at the high school we have been able to offer all our Pre-COVID course offerings and continue to provide our students with as many opportunities as possible. It's been a lot of work and a huge learning curve for students, staff and families, but we've risen up to the challenge and moved forward. This can be evidenced by the 5 students below who auditioned and made the All-State Music Festival. As Mr. Gilbert, their music teacher said, "in the face of uncertainty, they were determined to continue performing and improving."



Pictured are: Silas Bartol (Viola), Christian Dunlap (Bass Voice), Mary Hatt (Soprano Voice), Emily Hayes (Soprano Voice), and Cassidy McCormack (Soprano Voice).

Despite all the positive happenings we have numerous challenges and areas we are working to improve. At our first team meeting in January, we focused on student

Connection, Instruction and Engagement. It was a positive learning experience for all and helped to cement current best practices along with creating conversations and sharing aspects on how best to support students. The article we read and discussed is [Here](#) if you would like to read it.

Portrait of Graduate

As you know we are in the process of completing the Portrait of a Graduate for the district. We have successfully completed Phases 1 and 2 of the process and will be starting phases 3 and 4 in the coming months. All staff in the district were asked to contribute to the portrait along with students and families in grades 6-12, as well as selective community members, businesses, educational leaders, religious leaders and board members. In all 128 participants have contributed to the portrait.

As part of the portrait work, which is being funded by the BARR Association, we are also participating in a national program called “Designing at the Margin.” This program is designed around creating an equitable portrait and school. Board member Brotherlin, Dr. Levesque, Mrs. Bickford and Mrs. Tucker have joined me in the experience. In the experience all participants complete the course [equityXdesign](#). The course helps participants to focus on bringing the voices of the marginalized, such as students, into the design process. This is done by engaging with key concepts in designing for equity, learning how to create transformative empathy, explore the intersection of COVID-19 and racism, and iterate on equitable design solutions.

Enrollment: 9th Grade: 88, 10th Grade: 88, 11th Grade: 98, 12th Grade: 83

Sincerely,
Dwayne Conway, Ed.D
Principal

MCHS Remote Learning Plan

Hybrid Model

- All students will be required to engage in class work Monday through Friday
 - **Cohort A** will consist of grades 9-12, with last names starting with the letters A-K.
 - On **Mondays and Thursdays Cohort A will attend school in-person.**
 - § School will open each morning at 8:00AM for student drop off. The student school day will begin at 8:30AM and run until 1:00PM.
 - On **Tuesdays and Fridays, Cohort A will learn remotely** by accessing their teacher's lesson that will be posted in Google Classroom.
 - On **Wednesdays, all students will access class assignments**, posted by their teacher, in Google Classroom.
 - **Cohort B** will consist of grades 9-12, with last names starting with the letters L-Z.
 - On **Tuesdays and Fridays Cohort B will attend school in-person.**
 - § School will open each morning at 8:00AM for student drop off. The student school day will begin at 8:30AM and run until 1:00PM.
 - On **Mondays and Thursdays, Cohort B will learn remotely** by accessing their teacher's lesson that will be posted in Google Classroom.
 - On **Wednesdays, all students will access class assignments**, posted by their teacher, in Google Classroom.
 - **Cohort C** will consist of students whose parents indicated they wanted the all-remote option in grades 9-12.
 - On **Mondays, Tuesdays, Thursdays and Fridays, Cohort C will learn remotely** by accessing their teacher's lesson that will be posted in Google Classroom.
 - On **Wednesdays, all students will access class assignments**, posted by their teacher, in Google Classroom.
- § All CATC students **will be in attendance at both MCHS and CATC on Monday, Tuesday, Thursday and Friday.**
- On Wednesdays, students will be working remotely from home.
 - Morning CATC students must use MCHS provided transportation as required by the Technical Center unless a parent chooses to drive them. Please contact the school if you plan to drive your student. Morning CATC students must be **on campus by 8:15AM to board the bus.**

- **Cohort D** will consist of grades 9-12, with last names starting with the letters A-Z.
 - On **Mondays, Tuesdays, Thursdays and Fridays Cohort D will attend school in-person.**
 - § School will open each morning at 8:00AM for student drop off. The student school day will begin at 8:30AM and run until 1:00PM.

Cohort Schedule for MCHS

Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
A (Last name A-K)	In person	Remote	Remote	In person	Remote
B (Last name L-Z)	Remote	In person	Remote	Remote	In person
C (MCHS Completely Remote Supported Learning)	Remote	Remote	Remote	Remote	Remote

Daily Bell Schedule, Quarter 1-4

Time	In Person	Remote
8:00AM	School doors open	
8:30-8:42AM	Advisee Time	Advisee Time (student to check in with Advisee Group)
8:47- 9:35AM	Black 1	
9:40-10:28AM	Black 2	
10:33-11:21AM	Black 3	
11:26-12:06PM	Lunch (Advisor's Room)	Lunch at Home
12:11-12:59PM	Black 4	
12:59-1:07PM	Dismissal:	
	12:59-1:06PM	Bus Students
	1:07PM	All others

Student Learning Expectations

Please know that student expectations for learning will be similar to previous years. This is a change from the spring emergency remote learning. With this, we will continue to provide an extensive level of academic and behavioral supports. All learning experiences, whether remote or in-person, will have the same expectations and rigor:

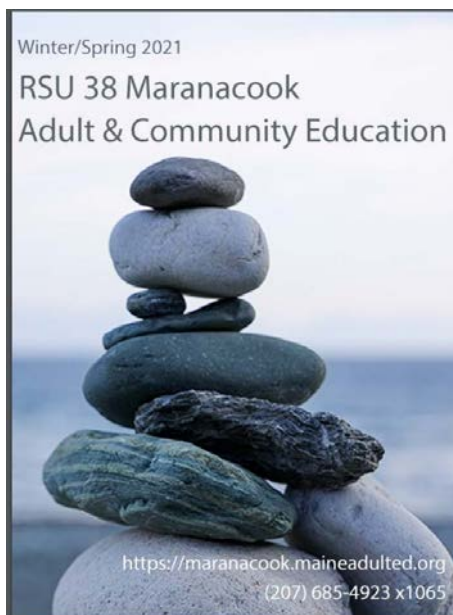
- Attendance will be taken for all classes (remote and in-person). Remote students need to log onto their teacher's Google Classroom for their attendance to be taken.
- Summative assessments will be included in classes, as it is part of the curriculum.
 - Teachers will be using the MCHS Grading Guide to assess students:
 - Letter grades, using a 100 point grading scale, will be issued for all classes
 - Habits of Work scores will be issued for all classes.
 - Academic grades and Habits of Work scores will be updated every two weeks.
- Academic credit will be awarded for all classes in which the student receives a passing letter grade (A-D).

Maranacook Adult and Community Education

February 2021

Board Report

Whether your dream is to get a high school diploma, go to college, get your license in commercial truck driving or take an enrichment class, we take great pride at Maranacook Adult and Community Education in supporting our local community members by helping expand their career choices and improve their quality of life!



Winter/Spring Brochure

Maranacook adult education released its winter/spring 2021 brochure the week of January 18th. Since that time, we have been thrilled by the number of students we are seeing signing up for our many and diverse Online offerings. After struggling with securing high enough class enrollments during the fall semester, it seems that many students are beginning to realize how fun and easy it is to enjoy our classes from the comfort of their homes. We are proud to be able to offer 35 online classes this semester and have plans to continue to expand these offerings in the future. To explore our online catalog and to sign up for classes, please visit our website located at:

<https://maranacook.maineadulted.org>.

CDL Update

Our CDL class for the winter/spring semester will be running from February 16th - March 16th and is being taught by our long time driving instructor Nancy Frost. After students complete their 42 hours of classroom instruction, they will then work throughout the month of April and May to complete their required 30 hours of driving instruction. The class is filling fast so if you have anyone who could benefit from this training, please forward them this information. Because Maranacook Adult Education is a non-profit educational entity, we are able to keep our course fees low (\$2,500) to provide a cost structure that is friendly to school system budgets and also reasonable to those students who are unemployed or suffering from financial hardship. Below is the link to the dates and times of the spring class, which will take place at our Professional Development Center in Readfield. I have also added to the link, information about our payment plan option and the HOPE scholarship, which allows qualified applicants an opportunity to take the class for free. Those interested should call me at 242-8795 if they have any additional questions.

<https://maranacook.maineadulted.org/course/cdl-class-b-spring-2021/>

Thanks and Be Safe!!

Stephen Vose

Director, Maranacook Adult and Community Education

A Caring School Community Dedicated To Excellence

1/29/2021

**WARRANT ARTICLE RECONCILIATION
REGIONAL SCHOOL UNIT NO. 38
2020-2021
January 29, 2021**

<u>DESCRIPTION</u>	<u>APPROVED</u>	<u>TRANSFER</u>	<u>REVISED</u>	<u>EXPENDED</u>	<u>ENCUMBERED</u>	<u>REMAINING</u>	<u>% REMAIN</u>
Regular Instruction	7,812,593.00		7,812,593.00	4,190,155.67	30,787.17	3,591,650.16	45.97%
Special Education	2,666,998.00		2,666,998.00	1,323,326.78	0.00	1,343,671.22	50.38%
Career & Technical Educ.	0.00		0.00	0.00	0.00	0.00	#DIV/0!
Other Instruction	473,961.00		473,961.00	152,481.23	203.85	321,275.92	67.79%
Student & Staff Support	1,858,100.00		1,858,100.00	988,259.05	9,506.89	860,334.06	46.30%
System Administration	678,548.00		678,548.00	394,803.68	2,364.36	281,379.96	41.47%
School Administration	1,146,077.00		1,146,077.00	641,979.90	2,900.21	501,196.89	43.73%
Transportation	1,089,759.00		1,089,759.00	476,093.45	95,734.44	517,931.11	47.53%
Facilities/Maintenance	2,530,881.00		2,530,881.00	1,495,464.83	185,550.15	849,866.02	33.58%
Debt Service	541,743.00		541,743.00	536,424.31	0.00	5,318.69	0.98%
All Other Expenses	114,159.00		114,159.00	110,712.05	0.00	3,446.95	3.02%
TOTAL BUDGET	18,912,819.00	0.00	18,912,819.00	10,309,700.95	327,047.07	8,276,070.98	43.76%

As of today's date we are optimistic that the overall budget for Regional School Unit No. 38 remains sound as budgeted for fiscal year 2020-2021

Please do not hesitate to contact me with any questions, comments or suggestions through e-mail at brigitte_williams@maranacook.com or telephone at 685-3336.



MARANACOOK AREA SCHOOLS

A Caring School Community Dedicated to Excellence

James Charette
Superintendent of Schools

Nancy Harriman, Ph.D.
Director of Curriculum, Instruction & Assessment

Tel. 207-685-3336

Ryan Meserve
Special Education Director

Brigette Williams
Finance Manager

Fax. 207-685-4703

February Board Report

Dear RSU #38 School Board:

There has been a lot of discussion around what Wednesdays look like for staff in terms of professional development and given those discussions I wanted to share with you an outline of a training done last week at Readfield Elementary for the Readiness Skills staff. This training was organized and run by Kristie Sniffen (LCSW), Monica Smith (BCBA) and Cindy Smith (Assistant Behavior Consultant). The educational technicians, and other applicable professional staff, in the Readiness Skills program attended the full day training and from what I heard it was a great success.

If you have any questions, please feel free to reach out.

Sincerely,

Ryan Meserve
Special Education Director

Social Skills Training Agenda January 20, 2021

Presentation Information:

1) Mindfulness

Elements of mindfulness: Awareness, non-judgmental observation, present moment

2) Meditation

What can it look like and what are the benefits? Reminder...mindfulness is not meditation, but meditation is a form of mindfulness. Prefrontal cortex activation, decreased anxiety, reduced mood changes, increased immune response, increased in creativity, cognitive flexibility.

Who should do it? Both students and staff. Why? We will look at the data/growing research

3) Accept Identify Move (AIM)

What does it offer to help guide students through mindfulness? 75 activities in total to pull from. Considerations: Can include mind and/or body activities. Adults should actively guide students as they navigate the Mindful Moment activity. Staff should choose a variety of Mindful Moment activities--not just paced breathing. All social skills groups should include a mindfulness activity.

4) Acceptance Commitment Therapy (ACT)

AIM is rooted in ACT and ACT incorporates both mindfulness and behavior analytics. It is also rooted in understanding how humans learn to relate to the world around them. This is called Relational Frame Theory.

5) Socially Savvy Curriculum

Understanding the reason why a child does not demonstrate a social skill should guide the choice of intervention.

Assessment drives instruction

Incidental teaching/social coaching should be used across school environments to support instruction.

Games and stories with social messages should be used.

6) Small Group Practice and Breakout Sessions

7) Debriefing and Next Steps Discussion

To: RSU#38 Board of Education

From: Nancy Harriman, Director of Curriculum, Instruction, and Assessment

Date: 1/28/21

Re: Board Report, February 2021

In this Board Report, I'd like to update you on some activity related to ESSA.

What is ESSA?

ESSA stands for the **Every Student Succeeds Act** (originally called Elementary and Secondary Act when first enacted in the 1960's)

ESSA is a Federal "entitlement grant" that flows through one's state government to one's local school district. Maranacook currently receives federal funding for Title I, Title II, Title IV, and Title V. The purpose of the consolidated ESSA grant system in Maine (according to the MDOE website) is to *ensure that ESEA Federal Programs in Maine provide all children significant opportunity to receive a fair, equitable, and high-quality education and close educational achievement gaps.* (underlines added for emphasis)

- Title IA provides supplementary, academic supports to equalize educational opportunities for *disadvantaged and high needs* students. In our district Title IA funding is used to equalize opportunities in grades K-5.
- Title II provides resources to support targeted professional development needs.
- Title IV Student Support and Academic Enrichment – the last title to emerge as a category, Title IV now includes a variety of areas included in a "well-rounded education."
- Title V Rural and Small Schools - these grants are being phased out, but our district still received a small amount of money in this category for 20-21.

Every year in June the Board is apprised of how the entitlement funds have been spent and what the outcomes of projects have been. Feedback and suggestions for the following school year's proposal are invited from the Board and public.

What are the Accountability aspects of ESSA?

Every state has an accountability system to assess the progress students are making in meeting the state's academic standards. Maine's accountability system includes academic achievement in mathematics and in English language arts (as measured annually in recent years in grades 3-8 through the MEA and SAT in grade 11); chronic absenteeism (K-12); and graduation rate.

Note: Changes are likely in the works for state accountability and testing requirements.

Individual schools are identified by the state as needing additional supports when their overall performance (or that of any "subgroups" ie, students with disabilities, students with socioeconomic disadvantages, or members of a racial subgroup) do not make adequate progress, on any of the above listed measures over a period of three years.

Under Title IA, schools in Maine are identified as needing additional supports are categorized as Tier I, Tier II, or Tier III, depending on their degree of need. Currently, Mt. Vernon Elementary and Wayne Elementary Schools are identified as Tier III schools under Title IA.

Tier III Process for Improvement

The Tier III process for improvement is intense and requires additional work by all involved. In the case of our district the principal of these two schools, Janet Delmar, and the district coordinator of the ESSA grant, Nancy Harriman, have worked extensively on additional grants and plans to support the work.

However, ultimately, it is the school's faculty who must complete an extensive **self-assessment** of performance and practices at each school and determine what evidence-based instructional strategies could best support students' learning, raise overall achievement, and close achievement gaps for students who are struggling in school.

Each school has a **Tier III Leadership Team** which includes interventionists, classroom teachers from K-2 and 3-5, and school leaders. Also, a Tier III Coach is provided by the state who attends team meetings, monitors progress, and provides feedback. Each Leadership team meets at least monthly to discuss indicators for success, and steps to implement their school's Tier III plan for improvement.

[FMI Tier III](#)

[FMI ESSA DATA DASHBOARD](#)



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Superintendent of Schools Report – February 2021

January has been an interesting month. Unfortunately we did see numerous cases of COVID 19 that affected us across the district. The week of January 15th saw 73 students in quarantine and 23 staff in quarantine. Although the numbers are dropping we are still seeing cases that necessitated the move to remote learning for short periods of time at Manchester and Readfield Elementary Schools and Maranacook Middle and High Schools. Even with the hope of vaccines coming over the course of the next four to five months, we face serious challenges due to the pandemic with substitute teachers, transportation, and general wellness across our district. We will continue the discussion of opening schools to increase in-person learning opportunities but need to be cautious and flexible as we move forward.

This month I attended the superintendent convocation sponsored by the Maine School Superintendents' Association. The first day focused on equity (along with a regional discussion with area Superintendents about the work being done around this topic), a discussion with an epidemiologist about COVID 19, and meetings with DOE Commissioner Makin and Assistant Commissioner Chupta about work the Maine Department of Education currently has in progress. The second day focused on discussions around the emergency COVID relief funds that are being offered to school districts, along with two in depth discussions around the upcoming budget development for school year 2021-2022. The day ended with a discussion of legislative bills that will be brought forward to the spring legislative session. The two days were enlightening and set the stage for what will be a busy spring and summer for education in Maine.

What follows in the truancy chart is information through December. Our final numbers for the month of January were not available at the time of the writing of this report but will be ready to be updated at our business meeting on February 3rd.

	Elementary	Middle	High
September - October	0	2	8
Nov.	0	1	7
Dec.	2	1	13
Jan.	TBA	TBA	TBA
Totals (TBA)	2**	4**	28**

**Please note the 2 at the elementary schools are at-home supported learners, at the middle school 3 out of 4 are fully remote students, and at the high school 20 out of 28 are Cohort C fully remote students. The truancy process is in full swing but results tend to be minimally successful for remote learners.

6b.

RSU #38 Curriculum Committee Meeting 1/27/21

Present: Gary Carr, Patty Gordon, Cathy Jacobs, Kim Bowie, Jay Charette,
Nancy Harriman

Agenda items:

1. **Visual and Performing Arts Curriculum, K-12 Approval.** *(Approved by the Curriculum Committee when it was brought a year ago, but due to the pandemic it was never presented to the full board for approval.)*

SLIDE SHOW shared by Visual and Performing Arts K-12 teachers:

HS Music: Dan Gilbert

MS Music: Adam Scarpone

ES Music: Amanda Shively

HS Art: Jeremy Smith

MS Art: “

ES Art: Nicole Blake

The Committee unanimously approved the VPA Curriculum to go to the full Board for approval at the next meeting (2/3/21).

Feedback:

From the last time you presented a year ago until now, you have completed SO much more work! Thank you.

Thank you for all you do!

Can you tell us more about the online program for music at the high school that was mentioned? *(See the last section of the VPA Curriculum Proposal that was attached to agenda. The last section on Professional Development and Resources needed to implement the curriculum has been updated too and you may want to discuss that further with full board when curriculum is shared.)*

How large are class sizes? *Yes, they meet the school minimum requirements except for one grade level class at an elementary school that has only 4 (numerous learn at home students in that class.)*

2. **Update from K-5 Math Curriculum Review Committee** This program review committee will not complete its work of reviewing and recommending a program for future use in gr. K-5 until at least the end of this school year. However, Abby Shink, K-12 Mathematics Coach will update us on the committee's process (including use of the IMET, attached) and progress to date.

SLIDE SHOW shared by Abby Shink, K-12 Mathematics Coach

3. **Future Agenda Topics**

Clarification re: approval of new Art courses included in Curriculum Proposal – Jeremy Smith provided more details about those courses (mostly to offer a 2nd level of study for a media. Committee approves. No need to bring them back a second time.

Comments: The nested approach of offering multiple levels during a single class period (i.e. Ceramics I & II) is a creative solution to small class sizes.

Next Meeting date **4/28/21** 4:00pm

Agenda Items:

District Assessment Plan updates

(Concerns: Timing during the year, Less Testing?, More curriculum embedded assessments?)

State Assessment Update

Approval of New MAPS courses for 21-22

RSU #38 Policy Committee Meeting
ZOOM
January 19, 2021, 6:00 p.m.

Minutes of Meeting

Members Present: Gary Carr, Patty Gordon, Cathy Jacobs, Alexander Wright, Jay Charette

Member Absent: Dane Wing

Guests: Dwayne Conway; Brant Remington; Brigette Williams; Kristen Levesque; Kathy Tarbuck, MS PTCO; Chris Bennett, WES PTCO; Heather Keegan, RES PTCO; Rachael Jones, ABS

1. Continued Discussion: Policy JJE, Student Fundraising Activities*

Members of the schools' PTCOs and ABS were invited to the meeting so that Committee members could get a better understanding of the fundraising efforts in the district. Discussion ensued around the types of fundraisers each of the groups hold as well as what the funds go towards.

The Committee further reviewed the current policy as well as the MSMA sample policy. The Committee prefers the MSMA sample policy adding items A2 and A3 from the current policy. The Policy Committee recommends the revised Policy for first reading.

2. Policy Review – First Reading Policies:

- a. Policy EEA, Student Transportation
- b. KCD, Gifts/Donations to the Schools
- c. KJA, Use of School Name and Logo

No comments/questions were brought to the committee. No additional revisions were made. The Committee recommends Policies EEA, KCD, and KJA for Second Readings as presented.

Next Meetings, 6:00 p.m.

February 23

March 16

April 27

May 18

**REGIONAL SCHOOL UNIT #38
STUDENT FUNDRAISING ACTIVITIES**

The Board recognizes that it is responsible for providing through the budget process the resources necessary to support the school unit's instructional program. However, the Board acknowledges that student organizations may wish to engage in fundraising in order to support their activities, to provide funding for social events and/or student travel, to benefit the school or community, or for humanitarian purposes.

It is the purpose of this policy to provide guidelines for student participation in fundraising activities.

A. Fundraising Guidelines

The following general guidelines apply to fundraising by student organizations. These guidelines and additional considerations shall apply to student participation in fundraising conducted for other purposes.

1. All student fundraising activities must be approved in advance by the building principal. There must be sufficient educational or financial benefits to the school and/or students to justify the fundraising activity.
2. Student fundraising activities must be supervised by a building administrator, teacher or activity advisor.
3. The activity must be one in which schools and students may appropriately engage, and must not subject the schools or students to unnecessary risk or responsibility. In the event there is a question regarding the appropriateness of a proposed activity or the proposed fundraising activity is one that is new to the school system, the building principal shall consult with the Superintendent.
 - a. Fundraising activities must be consistent with the district wellness policy (JL).
 - b. Fundraising projects with projected revenues in excess of \$1,000 must be submitted to the superintendent (with copies to the principal) for final approval at least 30 days prior to the fund raising activity. The superintendent shall exercise discretion in approving requests and may impose reasonable limitations to ensure that the frequency of these activities will not have a negative impact on the relationship between the schools and the communities. The superintendent shall present to the School Board, for informational purposes, a brief description of such proposals.
4. Participation by students shall be voluntary.

REVISED POLICY – FIRST READING

5. The activity must not be unduly demanding of student or staff time or work. Neither students nor staff should miss instructional time to plan or implement fundraising activities, acquire, demonstrate or distribute products, solicit sales, or to collect or record monies. Students may participate in fundraising activities during non-instructional time, such as lunch periods and before and after school.
6. There shall be no mandatory quotas for product sales or donations.
7. Class time will not be used for distribution of promotional materials.
8. Students participating in fundraising activities are expected to conduct themselves in accordance with Board policies, school rules and the student code of conduct.
9. In the interest of student safety, activities involving door-to-door solicitation by elementary level students are prohibited.
10. Club and class dues shall be determined by the club or class officers in consultation with the club or activity advisor. The building principal shall have final authority over the setting of club and class dues.
11. The building administrator and teachers or advisors supervising fundraising activities will be responsible for the collection, monitoring, deposit into student activity accounts, and disbursement of funds raised in accordance with the Board's policy DFF, Student Activities Funds Management (or other applicable policy code and title).

B. Solicitation of Funds By and From Students for Humanitarian or Charitable Organizations

Student fundraising may be conducted to benefit humanitarian or charitable organizations or purposes only as follows:

1. The fundraising activity or charity drive must be sponsored by a recognized school club or student organization and approved in advance by the building principal.
2. The activity or drive must be supervised by a building administrator or teacher.
3. Instructional time should not be used for planning or soliciting funds.
4. Class time should not be used for distribution of promotional materials.
5. Participation in or donation to any fundraising activity shall be optional. Under no circumstances will any student be compelled to participate or donate, or be penalized for not participating or donating.

REVISED POLICY – FIRST READING

6. Fundraising activities must be conducted in accordance with the guidelines in Section A of this policy.
7. The building administrator or teacher charged with supervising the fundraising activity or drive will be responsible for the collection, monitoring and disbursement of funds raised. Use of any student activity account must be in accordance with the Board's policy DFF (or other code), Student Activities Funds Management.

C. Use of Students in PTO/Parent Group Fundraisers

The Board recognizes that PTOs and other parent groups may wish to involve students in fundraising activities. The following provisions apply to student participation in such activities:

1. Any fundraising activity sponsored by a PTO or other parent group that involves student participation must be approved in advance by the building principal and be conducted in consultation with the building principal and staff.
2. Participation should provide a positive experience for students.
3. Participation by staff and students shall be voluntary.
4. Instructional time will not be used for fundraising activities or solicitations.
5. All activities must be conducted in accordance with the fundraising guidelines in Section A of this policy.

D. Coordination of Fundraising Activities

PTOs, boosters and other parent groups are encouraged to coordinate their fundraising activities with student organization-initiated fundraisers in order to avoid burdening local businesses and the community.

The Board encourages the use of a fundraising calendar at each school to assist in spreading fundraisers over the school year.

Cross Reference: DFF – Student Activities Funds
 JL – Student Wellness
 KCD – Gifts/Donations to the Schools

Revised: 01/07/15

Revised: _____

REGIONAL SCHOOL UNIT NO. 38 STUDENT FUNDRAISING ACTIVITIES

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1. All student fundraising activities must be approved in advance by the building principal. There must be sufficient educational or financial benefits to the school and/or students to justify the fundraising activity.
2. Fundraising activities must be consistent with the district wellness policy (JL).
3. Fundraising projects with projected revenues in excess of \$1,000 must be submitted to the superintendent (with copies to the principal) for final approval at least 30 days prior to the fund raising activity. The superintendent shall exercise discretion in approving requests and may impose reasonable limitations to ensure that the frequency of these activities will not have a negative impact on the relationship between the schools and the communities. The superintendent shall present to the School Board, for informational purposes, a brief description of such proposals.
4. Student fundraising activities must be supervised by a building administrator, teacher or activity advisor.
5. The activity must be one in which schools and students may appropriately engage, and must not subject the schools or students to unnecessary risk or responsibility. In the event there is a question regarding the appropriateness of a proposed activity or the proposed fundraising activity is one that is new to the school system, the building principal shall consult with the Superintendent.
6. Participation by students shall be voluntary.
7. The activity must not be unduly demanding of student or staff time or work. Neither students nor staff should miss instructional time to plan or implement fundraising activities, acquire, demonstrate or distribute products, solicit sales,

CURRENT POLICY

or to collect or record monies. Students may participate in fundraising activities during non-instructional time, such as lunch periods and before and after school.

8. There shall be no mandatory quotas for product sales or donations.
9. Class time will not be used for distribution of promotional materials.
10. Students participating in fundraising activities are expected to conduct themselves in accordance with Board policies, school rules and the student code of conduct.
11. In the interest of student safety, activities involving door-to-door solicitation by elementary level students are prohibited.
12. Club and class dues shall be determined by the club or class officers in consultation with the club or activity advisor. The building principal shall have final authority over the setting of club and class dues.
13. The building administrator and teachers or advisors supervising fundraising activities will be responsible for the collection, monitoring, deposit into student activity accounts, and disbursement of funds raised in accordance with the Board's policy DFF, Student Activities Funds.

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2. The activity or drive must be supervised by a building administrator or teacher.
3. Instructional time should not be used for planning or soliciting funds.
4. Class time should not be used for distribution of promotional materials.
5. Participation in or donation to any fundraising activity shall be optional. Under no circumstances will any student be compelled to participate or donate, or be penalized for not participating or donating.
6. Fundraising activities must be conducted in accordance with the guidelines in Section A of this policy.
7. The building administrator or teacher charged with supervising the fundraising activity or drive will be responsible for the collection, monitoring and

CURRENT POLICY

disbursement of funds raised. Use of any student activity account must be in accordance with the Board's policy DFF, Student Activities Funds.

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The Board recognizes that PTO's and other parent groups may wish to involve students in fundraising activities. The following provisions apply to student participation in such activities:

1. Any fundraising activity sponsored by a PTO or other parent group that involves student participation must be approved in advance by the building principal and be conducted in consultation with the building principal and staff.
2. Participation should provide a positive experience for students.
3. Participation by staff and students shall be voluntary.
4. Instructional time will not be used for fundraising activities or solicitations.
5. All activities must be conducted in accordance with the fundraising guidelines in Section A of this policy.

D. Coordination of Fundraising Activities

PTO's, boosters and other parent groups are encouraged to coordinate their fundraising activities with student organization-initiated fundraisers in order to avoid burdening local businesses and the community.

The Board encourages the use of a fundraising calendar at each school to assist in spreading fundraisers over the school year.

Cross Reference: DFF-Student Activities Funds
EFE-Competitive Food Sales
JL – Student Wellness

Revised: January 7, 2015

REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS
Maranacook Community Middle School & Zoom
January 20, 2021
Minutes of Meeting

Members Present: Chair Gary Carr, Vice Chair Wendy Brotherlin, Kim Bowie, Patty Gordon, Cathy Jacobs, Rebecca Lambert, Shawn Roderick, Melissa Tobin, David Twitchell, Dane Wing, Alexander Wright (one vacant position)

Member absent: Betty Morrell

Administrators: Superintendent James Charette, Technology Director Diane MacGregor, Principals Jeff Boston, Dwayne Conway, Janet Delmar, Abbie Hartford, and Kristen Levesque, Assistant Principal Tina Brackley, Curriculum, Instruction & Assessment Director Nancy Harriman, Special Education Director Ryan Meserve, Adult & Community Education Director Steve Vose, Finance Manager Brigitte Williams

1. Call to Order: Chair Carr called the meeting to order at 6:30 p.m.
Superintendent Charette stated, in accordance with An Act to Implement Provisions Necessary to the Health, Welfare and Safety of the Citizens of Maine in Response to the Covid-19 Public Health Emergency as enacted to read Sec. G-1 MRSA Subsection 403-A Public proceeding through remote access during declaration of state of emergency due to Covid-19 this business meeting is being held with a mix of in person and virtually, through zoom. The meeting is being recorded and will be posted on the maranacook.org YouTube channel.
This meeting has a public comment portion, Item 3. We respectfully ask that the virtual audience with the exception of the board members mute their microphones. There is a chat box feature in zoom but we will not be utilizing this feature for this meeting. If you have questions or comments we respectfully ask that you contact the central office or email the superintendent or any board member and an answer will be provided as soon as possible. We ask for the public's patience during these highly unusual circumstances. Attendance and all votes will be done through roll call.
2. Presentation: Suicide Prevention by Wellness Staff
District Wellness Staff presented MS Counselor Gwen Mohlar, HS Counselors Kim Ray and Sara Chisholm, Elementary Counselors Tara Wicks and Becky Vining presented to the Board on how staff is staying in touch with students and families in support of students' emotional wellness. They reviewed the intervention work they are doing and the training staff takes part in to recognize warning signs. All staff are trained to recognize warning signs. All staff took part in a Suicide Prevention Training on December 9th, which is required every 5 years. Each school has trained gatekeepers, and there are protocols for staff to follow, so they know what steps to take if they have a concern for a student. The schools also have very active emergency and crisis teams. A review of the types of supports available to students was reviewed.
3. Citizens Comments
Superintendent Charette noted a letter and attachments from John Harker. A copy of Mr. Harker's letter is in the board folders, but the email and attached reference materials were sent to the Board members electronically.
4. Additions/adjustments
Superintendent Charette requested the addition of 5d, information regarding the recent testing letter and information regarding vaccines received at a recent superintendents meeting.

5. Action Items:

a. Approval of Minutes of January 6, 2021

MOTION by Brotherlin, second by Wright to approve the Minutes of January 6, 2021 as presented. Roll Call Vote, **Motion Carried:** unanimous

b. Acceptance of Teacher Resignation effective February 5, 2021, HS German, Justin Fecteau

MOTION by Brotherlin, second by Wright to accept the resignation of HS German teacher Justin Fecteau with regret. Roll Call Vote, **Motion Carried:** unanimous

c. Appointment of First Probationary Contract Teacher, HS German, Kerry Anderson

MOTION by Brotherlin, second by Wright to approve the appointment of First Probationary Contract Teacher Kerry Anderson as recommended. Roll Call Vote, **Motion Carried:** unanimous

d. Superintendent’s Testing Letter and Recent Information Regarding Vaccines

Superintendent Charette reported on the basis for his sending out the most recent letter outlining the new procedure for those students and staff going for testing for the COVID19 virus. Students and staff opting to have the rapid test will need to quarantine for 14 days, and those choosing to have the PCR test will need to quarantine for 10 days. This is a higher safety measure than required by the CDC, but this recommendation came from the nursing professionals for the district after discussions with DOE officials. This is an additional measure to try to keep school open. He will send another update on Friday with more specific information about testing for this area. In addition, at a Superintendents’ meeting he attended last week, they heard from Commissioner Makin, and she announced that the Governor has moved teachers from vaccine group 1B to 1C.

Discussion ensued about the letter from the Superintendent for parents and staff to obtain the PCR test versus the rapid test, and setting different parameters for those groups. Concerns were raised that the Superintendent is mandating the PCR test and the district is overstepping its boundaries. Superintendent Charette explained that they still have the choice; he is saying that if they chose the rapid test, they will need to stay out of school for 14 days versus 10 days with the PCR test.

MOTION by Twitchell that the Board change the policy to continue the requirement that a test be gotten before returning, and they can get either test, but if it’s the rapid test they would need to stay out 14 days and if it’s the PCR test they can return in 10 days.

It was noted that the board is referring to an administrative policy regarding testing, not a Board policy. Support was in favor of Superintendent Charette’s decision as it was made in consultation with medical staff.

There was no second. Mr. Twitchell withdrew his motion.

MOTION by Jacobs, second by Twitchell to request the Superintendent to rewrite the letter on testing requirements so that the COVID test the students take is represented as a choice to parents. Roll Call Vote, **Motion Carried:** 9 in favor, 1 opposed (Wing), 1 abstained (Bowie)

6. Budget Workshop –

Superintendent Charette outlined the budget process in preparing the FY22 school budget. He reviewed the budget schedule. He provided a Powerpoint presentation outlining the enrollment figures for this year compared to last year, noting the variances attributable to the COVID 19 virus. He discussed how the district has accounted for in-district transfers at the elementary schools in the past as well as superintendent agreement students from other districts. For next year, he is proposing that in-district transfer students will be recorded in their resident towns. Superintendent Agreement students will be backed out so they will no longer be charged to any of the 4 towns.

Chair Carr stated that he thinks there still needs to be some discussion on the per pupil calculation and how superintendent agreements are factored in the formula.

Mrs. Williams responded that she has checked the percentages for each town by moving students to their resident town. Also, superintendent agreement students are not included in the town pro-rations in the State formula. Working with last year's figures, the biggest change in a formula was .42%. She added that it is not the per pupil count that affects each town's cost, it is the valuation that drives the change in the per pupil cost in the towns and the district has no control on the State valuations for each town.

Superintendent Charette added that the district gets an additional subsidy check from the state (which is not part of the formula) for superintendent agreement students, but this amount is not known until spring.

The Superintendent has directed administrators to work toward a budget reflecting a 0% increase.

Request was made to consider budgeting for someone to help with remote learning or to move things around so there is more focus on remote learning.

Community member Tom Molokie commended the administrative staff to put a directive of a 0% increase, and thanked Mr. Charette and the leadership team for looking at the reality and looking at what is best for kids.

7. Adjournment: The meeting was adjourned at 7:59.

Respectfully submitted,
James Charette, Superintendent/Secretary
D. Foster, Recorder

Acceptance of Donations

7b.

February 3, 2021

Donor	Amount	Department
Bruce & Sandra Hunter	\$250.00	Maranacook Food Pantry
Deborah Stahler	\$500.00	Maranacook Food Pantry
Ann Parker	\$200.00	Maranacook Food Pantry
ABS	\$950.00	Alpine Ski Team
Joan Lee Wiebe	\$100.00	Maranacook Food Pantry
Christine & J. Higgins	\$100.00	Maranacook Food Pantry
Glenn & Karen Peterson	\$100.00	Maranacook Food Pantry
Hannaford Helps	\$426.00	Mt. Vernon Elementary

REVISED POLICY – SECOND READING

7e.
Policy: EEA**REGIONAL SCHOOL UNIT #38
STUDENT TRANSPORTATION SERVICES**

The Board will provide transportation for all students living beyond a reasonable distance from their school or from a scheduled bus stop as the Board has determined. This distance is defined as Grades Pre-K – 5, one-quarter mile; Grades 6-12, one-half mile.

Distance shall be measured by the shortest public road from the residence to the bus stop or school door. In cases questioned, distance will be measured and established by the Superintendent.

Exceptions to the above distance shall be made for the following reasons only:

A. Health
Exceptions to established walking distances may be made for students with disabilities as required by their IEP or Individual Health Plan (504 Plan). Exceptions may also be made to accommodate a student's need for transportation with written documentation from the student's physician.

B. Pre-K to Grade 2 Students
Kindergarten bus service will include pick-up and delivery to the home, providing a suitable bus turn is available.

In addition, a designated adult must be in view to pick up or drop off a Pre-K, Grade 1, and Grade 2 child. Pre-K through Grade 2 children without a designated adult for drop off will be returned to their school until a designated adult arrives.

C. Hazardous Walking Conditions
Hazardous walking conditions shall be defined as those which would place a child of a given age in a situation of greater than normal or average danger.

Authorized bus stops will be located so as to load and unload students with the most safety allowed by road conditions. The distance between stops may vary according to safety factors. If possible, students will be loaded and unloaded so that it is not necessary for them to cross a main highway to reach their homes.

Requests for bus stops, inconsistent with this policy must be made in writing and submitted to the Superintendent. There is no expectation for reserved seating on any buses.

Legal Reference: 20-A MRSA § 5401
Cross Reference: EEA-R – Student Transportation Appeal Procedure
EEAEFA – Video Surveillance on School Property and School Buses Policy
RSU #38 School Bus Conduct

Revised: June 3, 1999

Revised: May 28, 2003

Adopted by RSU #38 Board of Directors: April 27, 2009

Revised: April 6, 2016

Revised: _____

**REGIONAL SCHOOL UNIT #38
GIFTS/DONATIONS TO THE SCHOOLS**

The School Board may accept, on behalf of the school unit, any bequest or gift of money or property for a purpose deemed suitable by the School Board in accordance with state law. Gifts shall be accepted in the name of the school unit and become the property of the school unit. Accepted items, which appear to have a monetary value of more than \$100.00, will be officially acknowledged at a School Board meeting.

Only items of legitimate use in the school program shall be accepted. The School Board is under no obligation to replace a gift if it is destroyed, lost, stolen or becomes worn out. Gifts will not be accepted if they involve an excessive cost for maintenance or installation. If installation is required, the gift shall be installed under the supervision of school unit personnel. The ~~Board~~ Superintendent will notify, in writing, prospective donors if their gift cannot be accepted.

The Superintendent shall implement any administrative procedures necessary to carry out this policy.

Legal Reference: 20-A MRSA § 1256 (MSAD)
 20-A MRSA § 4005 (ALL)
 20-A MRSA § 1705 (CSD)

Effective Date: 06/01/00
Adopted by RSU #38 Board of Directors: April 27, 2009
Revised: 03/02/16
Revised: _____

**REGIONAL SCHOOL UNIT #38
USE OF SCHOOL NAME AND LOGO**

The Regional School Unit #38 Board of Directors value the efforts of outside organizations and individuals that conduct activities to support education and school activities in the district. At the same time, it is important that students, parents and the public clearly understand which activities are conducted, sponsored or sanctioned by the school district and which activities are not.

Therefore, the use of the term(s) Regional School Unit No. 38, Regional School Unit #38, RSU #38, Maranacook Community School, Maranacook Area Schools, Maranacook Community School District, Maranacook Community Middle School, Maranacook Middle School, Maranacook Community High School, Maranacook High School, Manchester Elementary School, Mt. Vernon Elementary School, Mount Vernon Elementary School, Readfield Elementary School, and Wayne Elementary School is prohibited without the prior written approval of the school board.

Use of the official district/school logo/mascots by businesses or organizations is prohibited without the prior written approval of the school board.

Adopted: 04/09/96

Reviewed: 04/08/05

Adopted by RSU No. 38 Board of Directors: April 27, 2009

Revised: 06/01/16

Revised: _____