

A Caring School Community Dedicated To Excellence
REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS
Maranacook Middle School & via Zoom
May 5, 2021, 6:30 p.m.
AGENDA

Join Zoom Meeting <https://us02web.zoom.us/j/82591535191>

1. Call to order:
 2. Student Representatives' Reports: (10 min.)
 3. Presentation: Maranacook Alternative Program (MAP), Year 2 Curriculum (15 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
 - i. Curriculum* - C. Jacobs
 - ii. Facilities* - 05/11/21, 6:00 p.m. via Zoom – R. Lambert
 - iii. Policy Committee* - 05/18/21, 6:00 p.m. via Zoom – P. Gordon
 - c. Ad Hoc Committee – Awesome Bear Society (ABS) – B. Morrell
 7. Action Items: (40 min.)
 - a. Approval of Minutes of April 14, 2021*
 - b. Acceptance of donations*
 - c. Acceptance of teacher resignation effective June 30, 2021, WES, Jo Ann Larino-Greves
 - d. Acceptance of teacher resignation effective June 30, 2021, RES, Tricia Hill
 - e. Acceptance of teacher resignation effective June 30, 2021, RES, Katie Smith
 - f. Appointment of Second Probationary Contract Teachers*
 - g. Appointment of Third Probationary Contract Teachers*
 - h. Appointment of First Continuing Contract Teachers*
 - i. Appointment of First Probationary Contract Teacher, MS Spanish, Rodrigo Palacios
 - j. Consideration of Maranacook Alternative Program (MAP) Year 2 Curriculum: Earth and Biological Systems, Chemical and Earth Systems, World History and Literature*
 - k. Policy Second Readings*: IK, Student Achievement/Evaluation of Student Proficiency; JICIA, Weapons, Violence and School Safety; JLCD, Administration of Medication to Students; JLCDA, Medical Marijuana in Schools
 - l. Consideration of adjustment to SY22 School Calendar (Pre-K Start Date)*
 - m. Consideration of Approval of Facilities Bond Project – HS Industrial Arts Dust Collector, \$100,000.00*
 - n. Review Covid data*
 - o. Report on May 19, 2021 Annual Meeting process
 8. Informational – Upcoming meeting via Zoom – Health Center Advisory – 05/12/21, 6:00 p.m.
 9. Adjournment:
- * Attachments

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.

Elementary Principals' Report
 May 5, 2021
 Janet Delmar (WES & MTV)
 Abbie Hartford (MES)
 Jeff Boston (RES)

6a.

	Pre-K	K	1	2	3	4	5	Total
MES	7/8	16	13/13	19	15/15	18/16	17	157
RES	6/7	11/12	15/15	15/15	15/16	11/12	15/15	180
MTV	8	11	12	8	11	16	16	82
WES	3 @RES	12	11	7	8	9	8	55

Elementary Spring Assessments

Spring marks the warming of the weather, blooming of the flowers, and the singing of the birds. It also marks the beginning of our spring assessments at the elementary schools, which are as follows:

K-5 Developmental Reading Assessment (DRA) from May 3rd through May 28th.

K-5 NWEA for Reading and Mathematics from May 3rd through May 28th. For students in Gr. 3-5, this assessment has been adopted by the state as the state assessment for the next two years.

Gr. 5 MEA Science Assessment to be administered online during the weeks of May 17th through June 11th.

5th Grade Transition to Middle School Events

Dr. Levesque and the Middle School teachers provided the fifth grade teachers with a Virtual Fifth Grade Transition Fair and Restorative Practices documents to be shared with current 5th grade students and families. Middle School teachers will also be doing some “get to know you” activities with their incoming students in May through virtual meetings so that 5th graders can meet their teams.

5th Grade Celebrations

The RSU #38 5th grade teachers and the elementary principals are planning 5th grade send-off celebrations in each of the elementary schools. Our hope is to celebrate our students as they end their educational journey in elementary school and move on to middle school. Plans are still in the formative stages and are subject to change in case of any Covid-19 concerns or challenges. Each school may celebrate on their own date/time but we are looking for similarities across the elementary schools including t-shirts for all 5th grade students, class special days and a brief evening event for small groups of family members.

Maranacook Community Middle School
Regional School Unit 38
2100 Millard Harrison Drive
Readfield, ME 04355



Kristen Levesque, Principal
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“A Caring School Community Dedicated to Excellence”

May 1, 2021

Dear RSU 38 Board Members,

We are nearing the end of this school year- it has been quite a rollercoaster year but our students and staff have been resilient and have persevered throughout this year. This month, I have the honor of sharing with you some major accomplishments that have happened here at MCMS- including Quarter 3 Honor Roll and finalist status for a university- based, statewide competition. Finally, I would like to update you on the Transition activities happening at MCMS this spring!

Quarter 3 Honor Roll Recognition

8th High Honors

Jonathan Bell, Kendra Bor, Melanie Chalmers, Anna Clauson, Carter Conway, Emerson Davis, Lucas Drillen, Cobey Dunn, Claire Dwyer, Noah Easter, Gabrielle Galbreath, Brayden Giacomuzzi, Carlyne Maceda, Luke McLaughlin, Sarah Muniz, Mason Pare, Hunter Perry, Thatcher Riley, Emma Roesner, Rocco Scott, Max Stevens, Cooper Tarbuck, Hope Webb, Madison West, Molly Woodford.

8th Honors

Brody Badeau, Avery Black, Lillian Brosey, River Fallos, Cameron Foster, Cameron Griffey, Joshua Hall, Easton Howard, Quentin James, Mya Jespersen, Charles (Chase) Knight, Mitchell Maceda, Paris MacIsaac, James Marr, Eleanor (Nori) Morrill, Leslie Moulton, Elizabeth O'Donoghue, Konnor Powers, Parker Rand, Trevor Robertson, Ethan (Eli) Smith, Justin Stein, Gavin Tweedie.

7th High Honors

Eliyah Ames, Kyra Audet, Phoebe Bell, Celia Bergdahl, Summer Brackett, Fox Brigham, Ethan Chilton, Abigail Easterby, Sophia (Gracie) Farrell, Alice Ferran, Elijah Freeman, Nicholas Harper, Anwen Kane, Jeffrey Lemieux, Avery Loiko, Elijah Mason, Madox Murtha, Kate Parker, Sawyer Rooney, Hannah Sniffen, Mya St. Pierre, Grace Tweedie, Olivia Whitcomb, Jules Wing.

7th Honors

Johnathin Beane, Krystal Braithwood, Alexis Chicoine, Shane Clements, William Connors, Joseph Couture, Dillan Cullens, Jayden Delano, Danika Dunn, Hadley Farwell, Samuel Hayes, Hali Isaacson, D'Allo Jefferson, Megan Larchar, Blaike MacFarland, Taylor McBurney, Amelia McGowan, Caleb Morgan, Quinn Murray, Elias Philbrook, Anna Reay, Abbey Sirois, Jack Thaller, Riley Williams, Madeline Wilson, Shawn Woessner.

6th High Honors

Isabel Alvarado, Nadezhda Ariskin, Greta Barnes-Bukher, Aidan Bechard, Carter Bennett, Ella-Jean Broskowitz, Mia Conway, Cooper Davis, Emerson Dunlap, Reagan Dwelley, Jack Fontaine, Isabelle Gannett, Willow Groenhout, Lilah Gurney, Lena Hannon, Connor Hebert, Leah Hildebrandt, Grady Hreben, Camden Jackman, Cadence Luce, Jacob Lyons, Mia Mahoney, Kaden Neptune, Katherine Payne, Will Perry, Dana Poulin, Tristan Riley, Emily Saunders, Hailey Tibbetts, Kolby Webb, Dillon Williams, Milo Winter.

6th Honors

Jackson Boucher, Brennan Boyd, Luke Bridgham, Benjamin Ciampa, Nicholas Ciampa, Jack Clark, Casey Gosselin, Abigail Hagenars, Katelyn Hall, Trent Jamison, Ryland Knight, Gabriel Kronen, Madison Lajoie, Taylor O'Donoghue, Ava Pare, Michael Parks, Mason Pepper, Asher Pond, Myles Roesner, Penelope Russell, Aubrie Schencks, Eve Simcock, Evelyn Stevenson, Isaac Stevenson, Stella Stewart, Natalie Stroot, Chloe Struck, Lane Tilton, Katie Tims, Taylor Townley.

CubeSAT: Statewide Finalists!



**What would astronauts eat on a long space mission?
Algae, of course!**

Jonathin Beane, Emma and Myles Roesner, Natalie Stroot, and Cooper Tarbuck have been working with **Dr. Scott Eaton from the University of Southern Maine and Jean Roesner**, to design a CubeSat, a 10 cm by 10 cm cube that is a satellite.

That design has been chosen to represent Maine as one of three middle school designs to be built for prototype testing!

(Mission Patch, designed by **Emma Roesner**)

The designed mission would send Maine-native algae into space to determine how being in space impacts algal growth. Ideally, our mission would prove that algae can serve as a viable food source for long-duration space missions. While monitoring for temperature, humidity, barometric pressure, radiation, and carbon dioxide concentration, we will observe algae growth rates in response to being in space versus a control sample which remains on Earth. Data will be collected and transmitted back to Earth to determine how to make algae a viable food source, albeit one with an acquired taste, for astronauts. Prototype testing will include the actual building of the CubeSat design, which must stay within a \$1000 budget. Students and families will be invited to attend a balloon launch to test the feasibility of the design as a proof of concept around June 26, 2021. **Congratulations to this dedicated group of students!**

Athletics

Our spring season for athletics started on April 26th. This spring we are offering baseball, softball, track & field, and girls lacrosse.

Transition Activities

Throughout May and June, we will be very busy with our transition activities. In May, we will be having our incoming 6th graders join us virtually for their Step Up Day, during the week of May 17th. In June, our 8th graders will be heading to the high school for their Step Up Day; we will hold our Step Up Day in the evenings during the week of June 1st; and finally, during the week of June 14th, we will be offering MCMS tours to all our incoming students!

As always, please do not hesitate to reach out if you have any questions or comments. Have a wonderful May.

Sincerely,
Kristen Levesque, EdD

Student Enrollment Counts:

6th: 99	7th: 95	8th: 89	Total: 283
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MARANACOOK COMMUNITY HIGH SCHOOL

RSU#38

2250 Millard Harrison Drive

Readfield, Maine 04355

Office (207)685-4923

Fax (207)685-9597

Dr. Dwayne Conway, Principal

Tina Brackley, Assistant Principal

Kelly Thompson, Office Coordinator

Sara Chisholm, Guidance

Dear RSU #38 Board Members

The end of the year is approaching quickly and feels like it's only a few hours away. We have a lot of activities planned for the final six weeks of school to finish the year strong and lay the groundwork for next year. On Saturday, May 8th, we will hold our Spring Formal here at the high school. The formal is for Maranacook Juniors and Seniors only and will include distanced dancing, food and a bonfire. We have been busy meeting with students, parents and advisors to plan the formal. Our goal is to make the event as special as possible while ensuring we stick to safety guidelines.

Story Walk Project: The Readfield library and Readfield Elementary School received a grant from the Healthy Communities of the Capital Area (HCCA)/Let's Go to build a Story Walk at the elementary school and one on the trail behind the library. Story walks feature published picture books or student work along trails for walkers to view. The honors wood design class at the high school has designed 18 signs to be installed at the Readfield Elementary School. They initially built a prototype, created build plans, came up with a materials list, and they are currently working to mass produce all 18 signs. This has been a great opportunity for students to see the entire design process through, from start to finish.

Sound Room (Recording Booth): During quarter 3, the Honors Wood Design class designed and built a 7'X8' recording room in Mr. Gilbert's office. This space will allow students to gain experience working with recording technology and capture their creative musical work digitally. This project allowed the Honors Wood Design students to work with a unique set of requirements, learn some valuable construction skills, and experience the entire design process.

Maranacook Alternative Program: Over the months of March and April two students from the Maranacook Alternative Program, Logan Gould and Tanner Sirois, competed in the USM CubeSat Design Competition - 'UCDC 2021'. The students submitted their comprehensive design just before break and are hoping to hear back soon! Their design idea was to design a CubeSat (which is a small satellite) that would be able to detect forest fires. The students researched and discussed all appropriate parts, power sources, data collection and sharing, and laws and regulations to meet the competition criteria and also complete their mission.

If Logan and Tanner are one of the top three finalists they will have the opportunity to work with USM and other organizations to build their design and do a trial balloon launch! Regardless of how they place they should be proud of the work they put into this. It was a very challenging competition but they learned so much and rose above the obstacles of being remote and completing much of this work via Zoom.

Honor Roll:

Grade 12

High Honors: Madelyn Ballard, Rocco Beane, Eljas Bergdahl, Marie Brosey, Lily Cannell, Michael Cirello, Casey Cormier, Natalie Costa, Emma-leigh Cushing, Alexis Delisle, Yevgenia Doorenbos, Kevin Dyer, Katherine Gasper, Gabrielle Green, Abygail Jacques, Anna Laberge, Cashman McClure, Kate Mohlar, Ashael

Plum, Thomas Poling, Marah Rand, Paige Rice, Trevor Rioux, Shelby Smith, Brooke Stratton, Michael Tamborini, Thomas Trafton, Brooke Trask, Timothy Worster

Grade 12

Honors: Isaiah Barden, Collin Bean, Bridget Brown, Hannah Brown, Kathlyine Chabot, Delaney Crocker, Anna Drillen, Andrew Dupuy, Garrett Fine, Andrea Harmon, Guinevere Kane, Reeghan Manseau, Maree Meranda, Alex Montagna, Jared Philbrook, Bradley Russell, Evelyn St. Germain, Daniel Taylor, Avery Townsend, Micah Wormell

Grade 11

High Honors: Jenna Badeau, Zachary Berg, Isaac Berry, Cade Chicoine, Evelyn Dearborn, Daisy Dodge, Anna Erb, Emily Harper, Claire Holman, Tyler Hreben, Andrew Lemieux, Emily Lucas, Madeleine MacDonald, Julia Riley, Ella Schmidt, Macy Schneider, Riley Shacter, Sara St. Clair, Ella Stevens, Thomas Struck, Alexander Trafton, McKade Wing, Isabel Zirtidis

Grade 11

Honors: Rylan Arbour, Seth Badeau, Genevieve Cirello, Alexander Clark, Thomas Clauson, Dwight Cochrane, Alexandra Cushing, Ella Delisle, Grace Dwyer, Ryan Emerson, Nicholas Florek, Nathan Foster, Evan Gourley, Hannah Guillemette, Elizabeth Hildebrandt, Brandin Jasper, Merielle Kane, Marjorie Knight, Wyatt Lyons, Connor Maul, Dylan McGarr, Dessie Murphy, Trenton Murray, Baylee Perkins, Molly Poulin, Christopher Reid, Kara Schneider, Sarah Stokes, Aliyah Stubbs, Eric Vining, Winter Webb, Sophia Zirtidis

Grade 10

High Honors: Tatiana Ames, Morgan Boynton, Rosemary Branagan, Emma Brosey, Charlotte Bryant, Jordan Carr, Gabrielle Galouch, Dylan Gray, Monique Green, Mary Hatt, Anna Hussey, Esme Jamison, Kaleigh Kubicki, Allie LaBelle, Sophie Marr, Ruby Nelson, Tobias Olsen, Eliza Pattershall, Jaylie Roy, Katherine Seagers, Sophia Tweedie, Addie Watson Shylah Woodford

Grade 10

Honors: Annabelle Brann, Lily Caban, Theo Colvin, Nathalie Deane, Coralee Graves, Eli Hopkins, Myah Ladd, Stella Lauter, Matthew McGillicuddy, Haley McKenna, Chase McLaughlin, Parker McRobbie, Alexis Michaud, Alissa Michaud, Elia Morgan, Jared Mrazik, Eric Nelson, Jacob Nisby, Stella Pattershall, Tucker Pelletier, Lauren Pepper, Madison Shaw, Cody Smith, Brayden St. Pierre, Nicolas Wilson

Grade 9

High Honors: Abigail Allen, Silas Bartol, Gillian Berdan-Stouch, Elsa Bergdahl, Brandon Chilton, Christian Dunlap, Olympia Farrell, Kody Goucher, Keirstin Gray, Molly Mahoney, Keagan McClure, Cassidy McCormack, Jacob McLaughlin, Natalie Mohlar, Margaret Morrill, Lilly Mushlit, Samuel Sessler, Jacob Steinmeyer, Wyatt Stevenson, Casidy Tims, Robert Vivenzio, Hailey Woessner

Grade 9

Honors: Anna Albert, Mila Barnes-Bukher, Mia Chicoine, Rory Delano, Isaac Easterby, Charles Feagin, Spencer Fike, Wyatt Folsom, Hayden Freeman, Stella Hildebrandt, Natalia Landaeta, Owen Lyons, Hannah McAdam, Ryder Michaud, Katherine Nolette, Madison Peters-Knightly, Owen Poisson, Kelsey Ross, Bailey Shink, Tanner Sirois, Lilee Tibbetts, Tilden Tinkham, Sierra Tondreau, Ariana Tully, Josephine Walker, Katya Wurth

Sincerely,
Dr. Conway

Enrollment: 355

9th Grade: 87, 10th Grade: 88, 11th Grade: 97, 12th Grade: 83

GO BEARS

Maranacook Adult and Community Education

April/May 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!



Summer CDL Class: *Given the extremely high need for licensed CDL class B truck and bus drivers all across the nation, we are excited to be able to offer CDL training this summer. The class will be taught by our new hire Patti Springer, a certified CDL driving instructor who has many years of driving experience. Classes will meet on the following dates and times: Monday, Tuesday, Thursday, 4 pm to 9 pm, JUNE 21st, 22nd, 24th, 28th, 29th, JULY 1st, 5th, 8th, 12th, 13th. Individual driving time arranged with students. Registration: \$2,700.*

**Because of the current unprecedented need for financial assistance, a payment plan is available for this class. A \$250 deposit will reserve a class seat with the remaining balance made payable before the student begins their required driving instruction.*

Summer Athletic Programs: *Due to relaxing COVID restrictions, Maranacook's summer athletic programs (soccer, basketball, track, gymnastics and others) will be returning! After missing out on these opportunities last summer, I'm sure that the various programs will fill fast. Be sure to check our website (<https://maranacook.maineadulted.org>) in the next few weeks as we will be posting registration information.*

Enrichment Programs and Activities: *Believe it or not, we are already organizing our fall virtual brochure and loading it with a wide variety of programming choices. We continue to expand our online opportunities and are planning to see a return of many of our most popular classes like ceramics, welding, small engine repair, upholstery repair, stained glass making and yoga!*

Thanks!!

Stephen Vose

Director, Maranacook Adult and Community Education

A Caring School Community Dedicated To Excellence

4/26/2021

**WARRANT ARTICLE RECONCILIATION
REGIONAL SCHOOL UNIT NO. 38
2020-2021
April 26, 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	5,956,710.19	13,773.47	1,842,109.34	23.58%
Special Education	2,666,998.00		2,666,998.00	1,921,423.93	415.00	745,159.07	27.94%
Career & Technical Educ.	0.00		0.00	0.00	0.00	0.00	#DIV/0!
Other Instruction	473,961.00		473,961.00	258,826.72	769.02	214,365.26	45.23%
Student & Staff Support	1,858,100.00		1,858,100.00	1,367,151.12	4,778.56	486,170.32	26.16%
System Administration	678,548.00		678,548.00	530,260.63	2,120.00	146,167.37	21.54%
School Administration	1,146,077.00		1,146,077.00	891,986.29	4,487.34	249,603.37	21.78%
Transportation	1,089,759.00		1,089,759.00	678,340.82	80,558.62	330,859.56	30.36%
Facilities/Maintenance	2,530,881.00		2,530,881.00	1,962,076.93	69,783.21	499,020.86	19.72%
Debt Service	541,743.00		541,743.00	541,742.98	0.00	0.02	0.00%
All Other Expenses	114,159.00		114,159.00	108,426.16	0.00	5,732.84	5.02%
TOTAL BUDGET	18,912,819.00	0.00	18,912,819.00	14,216,945.77	176,685.22	4,519,188.01	23.89%

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.

SBHC Board Report - 5/5/21

Submitted by Sarah Morrill RN BSN, School-Based Health Center Director

Since my last report, both the Middle and High Schools have been fully remote due to Covid-19 and then on April vacation. We are grateful to be back this week (writing this 4/28) and for all of the students and families who have complied with covid guidelines for testing and travel. While the county is experiencing a higher number of cases than elsewhere in the state, we have been successful at preventing transmission within the school. The school nurses and the SBHC support team continue to respond with the highest levels of competence and compassion to rapidly identify and isolate cases.

Otherwise, the Health Center continues to offer a full array of in-person services, as well as telehealth options for family planning visits and behavioral health counseling. Medical visit numbers are lower than previous years, related to less students in-person due to covid, and strong discouragement of any sick kids coming to school. Behavioral health counseling visits remain in high demand and are on-track to be comparable with pre-covid years.

The Health Center has great support from its student advisors, as well as from the community. The Student Health Committee meets weekly with HC Director Sarah Morrill. Current projects include a collaboration with Healthy Communities of the Capital Area to design new, student-made, messaging materials to support drug and alcohol prevention, and advocacy for legislation to expand oral health access in schools. The committee also remains engaged in sharing covid vaccine information with students and staff.

Our community-based Health Advisory Committee will meet again May 12th. This group is working on updating the SBHC Expanded Services forms to make them as appealing and user-friendly for parents as possible. In addition, the School Health Leadership Council met April 7th (minutes attached) and will meet one more time before the end of the year.

The state still has not released the next School-Based Health Center Grant Request for Proposals (RFP). There has been limited communication from the state to explain the long delay, but there is apparently a backlog of RFPs to be approved before they can go public. The state has reassured us that there will be no gap in funding related to the delay in release. Maranacook is well positioned for success with this application.

Partnership talks are ongoing with Maine General Health for next school year (and beyond). Sarah Morrill and Carol Mansfield, Medical Director, have been meeting with MGHA administration and feel optimistic about the prospects for next year. The Health Center has contracts with Kennebec Behavioral Health and Maine Family Planning for continued partnerships next year.

RSU 38 Student Health Leadership Committee

April 7, 2021 - 2:00-3:00

Meeting Objectives:

- Updates from District Schools
- Review updated Wellness Policy
- Complete District Action Plan for 2020-2021

Time	Agenda Item	Action Steps
2:00 – 2:15	<p>Updates : District Schools Maranacook MS Maranacook HS Readfield Elementary Manchester Elem. Mt. Vernon Wayne Nutrition Director Jen Hall</p>	<p>Check in / Updates – updates in bold Sarah Morrill – Student Health Center Director Kim Bowie- parent, school board rep. John Harker – community member, Kent’s Hill Orchard, Ag in the Classroom Jay Charette- Superintendent – appreciative of working as a team with staff and students to weather the storm of COVID this year. Kelsea Bickford – Alt. Ed Program, Teen Issues HS; Mindful movement session under discussion; students liked yoga at Teen issues day Nancy Martin – Elementary PE Justin Easter – Nurse Mt. Vernon – Wayne - Taste Testing Sessions @ Wayne – 1 Friday a month w/ Diane Soiett Kitchen Manager Jada Clark – Nurse Readfield – Readfield Elem. Let’s Go!/HCCA Mini Grant w/ Readfield Library Melissa Small permanent Storywalks at school and library in progress Tess Cote- Health teacher at MS. - SEL Curriculum each week; students are benefitting and will continue next year. Angela Palmer- Nurse at MS – Let’s Go! /HCCA Mini Grant bought snowshoes for advisee groups and staff to use Kate Taylor – HR Manager; SEL Committee – Positive things coming out of this group Nancy Harriman – Curriculum Director – Appreciate staff reaching out to students with positive messaging during COVID. Jen Hall – Nan will reach out to Jen</p>

2:15 – 2:25	Review revised Wellness Policy – 3/04/20	Updated policy reviewed by the group; revised policy posted on school website
2:25 – 2:35	Nutrition Curriculum – John Harker	<p>John presented a proposal to the School Board two months ago. The proposal is a request for funding for a consultant who would oversee the process of reviewing the present school nutrition curriculum, explore current programs to consider adopting (California curriculum) and build on knowledge of students around nutrition. John wants to explore how we can change the mindset of students early on to help them learn more about the values and research information about nutrition and personal health.</p> <p>Tess is teaching nutrition to MS students 1x every three years for 3-4 weeks; interested in looking at K-12 curriculum – she is very interested in being a part of this project.</p> <p>Kelsea – school gardens and school kitchen gardens; need a point person; tap into advisee groups; money becomes an issue when learning about nutrition, she too would very much like to be a part of this project.</p> <p>Farm to School can provide consultant</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Wait to hear how Board responds to John’s proposal - Board meeting tonight 4/7/21 - Jay will convey staff interest to SB - Sarah will communicate outcome and put on next meeting agenda. 6/2/21 - Suggestion: Form a sub committee to review nutrition curriculum

2:35 – 2:55	District Action Plan 2020-2021 – Student Health Issues: <ul style="list-style-type: none">• Vaping• substance abuse – marijuana/alcohol,• dating abuse,• suicide awareness,• staff wellness	Carry over to next meeting agenda – 6/2/21
2:55 – 3:00	Next Meeting Date	June 2, 2021 @ 2:00

Parking List:



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

May Board Report

Dear RSU #38 School Board:

With the end of the school year fast approaching I wanted to let you all know that we are in full swing to plan for Extended School Year Services (ESY). This will run during the month of July and is a K-12 program that will take place at the Middle School. For many years our ESY coordinator was Kristen Davis, who did a fantastic job and was ready to now transition the role to Mary Conlon. Mary and Kristen worked together last summer to help with the transition and Mary is now preparing how ESY will look for students who qualify for that special education service per their Individualized Education Programs (IEPs). Here is a brief overview of what ESY is from the Maine Unified Special Education Regulation (Chapter 101), and how students may be eligible for it through the IEP Team process:

Extended School Year Services: Extended school year (ESY) means special education and related services that are provided to a child age three to twenty with a disability beyond the normal school year.

The need for the particular services is demonstrated by means of:

- (a) A review by the child's IEP Team of relevant information including, but not limited to, progress reports and relevant assessments, parent report, observations or documentation;*
- (b) Consideration by the child's IEP Team of the significance of the child's disability, progress toward IEP goals; and*
- (c) Consideration of the impact of previous service interruptions, if applicable, and the probability that the child is unable to recoup, in a reasonable amount of time, skills previously mastered.*

The Individualized Educational Program Team makes a determination about extended school year services at every Individualized Educational Program Team meeting.

Mary is well on her way to having the staffing, logistics, transportation and program components in place for what we hope will be a very productive ESY session. My thanks go out to her, the related service providers and educational technicians for working so hard to develop such a great opportunity for students.

If you have any questions, please feel free to let me know.

Sincerely,

Ryan Meserve

To: RSU #38 Board of Education
 RE: May Board Report
 4/29/21

With all the COVID Relief funds piggybacking on the Every Student Succeeds Act (ESSA) structure and title, it can feel like alphabet soup! In this report I'll review the accountability aspects of ESSA including the identification of "Tier 3" schools and upcoming changes in state accountability testing.

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)

Accountability Provisions 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.

Individual schools are identified by the state as needing additional supports when their overall performance (or that of any "subgroups" i.e., 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 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.

Other accountability provisions include requiring a 95% participation rate in each state assessment at each school and sharing the results of state assessments with the public (see [MDOE's Data Dashboard.](#))

State Assessment Changes

The Maine Department of Education has awarded the contract for Science Assessment to a new vendor, New Meridian. The new online only test will be given for the first time in May of this year ("in school" sessions only). Very limited information has been provided to educators yet about the new Science MEA but we do know it will once again be administered to grades 5, 8, and 11, and will now require 3 60 minute sessions and a 20 minute session for a survey. The content will be based on Next Generation Science Standards (as is our science curriculum, adopted by the Board in 2016).

For this school year and next Maine has contracted with NWEA to use the MAP Growth Reading and Math (and perhaps English language usage, also, next year) in lieu of the performance-based updated MEA used in recent years. RSU #38 has used the NWEA as a district assessment and universal screener for over 10 years, so staff are familiar with the tool, although now that it will also count as “the state assessment” there are some additional administrative restrictions with which to comply. For the upcoming MAY administration of the NWEA, students who have been enrolled as “supported learners at home” may choose to come to campus for specially scheduled test sessions OR to participate from home in a synchronous remote session. More information will be forthcoming to families of those students, but as a district we will still be expected to have a 95% participation rate in the NWEA and MEA Science tests.

From educators’ perspectives, while these changes may result in more useful data to strengthen students’ learning over time, at the moment they feel like one more thing that is stressful to implement during a pandemic!



MARANACOOK AREA SCHOOLS

A Caring School Community Dedicated to Excellence

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Superintendent of Schools

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Superintendent Report – May, 2021

As I write this report I realized there are 6 weeks of school left! Even with the many challenges we have faced, the school year has continued along and we are now looking at upcoming end of year celebrations with a renewed belief that better days are just around the corner.

The CDC and Maine Department of Education are releasing an updated Standard Operating Procedure on Friday, April 30th, and as has been reported locally and nationally, masks are no longer required outside as long as social distancing can be maintained. We are working to have this implemented as soon as possible at all levels. The MPA has followed suit and will not require masks during practice or competition but again when social distancing cannot be maintained, masks must still be worn (on the benches, in huddles etc.). We will be applying this same standard to outdoor activities that take place during the academic day.

A reminder that Maranacook Community High School and Manchester Elementary School remain identified in outbreak status. Outbreak status does not necessarily equate with necessitating schools moving to remote instruction. I am happy to report that our schools are all open to in person instruction and our goal is to stay in person for the remainder of the school year. We are paying attention to the yellow designation for schools in Kennebec County and following all protocols to make sure important end of the year activities stay on course. We do need to be cautious, however, as of this writing we have had 10 positive student cases representing 4 out of 6 of our school buildings in the return from the spring break. We still need everyone's help in adhering to safety protocols for the rest of the school year as I mentioned earlier so traditional end of school celebrations can be planned and carried out.

A few important updates to share with you. Pre-Kindergarten will be returning to the 4 half-day a week schedule. For students in Kindergarten thru 12th grade we are looking to return to a traditional school day of 5 days a week with regular hours at all levels. We will work through the challenges for food service and transportation in the next couple of months as the changes to the standard operating procedures are allowing us to look at more options. We are also looking at screening and testing options that would help the nursing team with earlier detection of possible student cases. Also, we are well on our way with planning for summer programming for students currently in Kindergarten through grade 11. We are advertising for a coordinator, letters and phone calls are going out to parents from all schools, and summer teaching staff is being organized. It will begin on Tuesday, July 6th and run 4 weeks ending on Friday, July 30th. We will be looking to provide breakfast and lunch to participating students as well as transportation. Please know that Maine DOE is providing guidance for summer programming related to Covid-19 that we will follow.

What follows is the truancy information through April. Please remember these numbers represent NEW truancy cases by month. The administrators are following our protocols and setting up plans with the students and families. Many of the plans have been successful across the levels and have resulted in improved attendance. The total number at the end of each column represents the total cases; not all are active cases.

	Elementary	Middle	High
September - October	0	2	11
Nov.	0	1	7
Dec.	1	1	11
Jan.	2	2	2
Feb.	2	2	2
March	4	1	6
April	3	0	11
May			
Totals	12	9	50

RSU #38 Curriculum Committee
Weds., April 28, 2021
4:00 pm

6b.

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

Welcome

Year 2 MAP Courses - Kelsea Bickford & Hannah Moran (Approval of new courses)

Each science course addresses two science standards (example course 1 includes Earth/Space Science and Life Science) – our approach will be concrete content snippets followed by investigations and real life problem solving.

MAP: Earth and Biological Systems

MAP: Chemical and Earth Systems – GIS and local geography (water testing, energy sources, field projects (ex. this year two students in our program entered a statewide competition to design a cube satellite – an extensive design process!))

MAP: World History and Literature – This year: Who gets to tell our story? Encouraging students to be more inclusive. Next year: World map and building their understanding of how world cultures evolved through a study of early civilizations, then colonialism, etc. as cultures interacted more; up to current times – what happens when countries don't agree? Using memoirs and other types of literature as a reflection of history from a particular point of view. Cross cutting concepts.

Feedback: It's an amazing blend of what you need to develop a rigorous course – the scaffolding evident from the course guides and then your explanation of the types of activities and resources you'll use to deliver the courses. It sounds great! We want to come!

These courses look great, it would be nice if the district invested in a few engineering and design projects that align with your units so your students are well prepared for that dimension of science that will be assessed more heavily in new MEA Science.

APPROVED by 2 members present.

Update from K-5 Math Curriculum Review Committee – Abby Shink & Cathy Jacobs (Update)

Discussion & Feedback: *How will you choose which grade level for the Bridges pilot?*

A: Multiple factors including looking at student achievement at that level over the last few years compared to other grades; considering needs of Tier III schools; at K-2 teachers are also currently implementing a new reading program, Literacy Footprints; at 3-5 administrative burden to change all the units and standards for reporting for just one year.

What could happen in the future if the committee recommends a longer pilot period for Bridges? Would you continue to use IM in the interim? Why? A: Yes, for consistency and stability for staff and students. For any program there is a learning curve for staff as they learn to fluently implement a program and for students who have experienced so much disruption in instruction due to Covid, continuity in approach will be important.

What was the purpose of requesting further surveys of stakeholders at this time? A: One factor is parents' concerns about how to support their students in the program. Whatever

program is being taught or eventually adopted, communicating clearly and regularly with families about the approach is critical. Perhaps in October next year a survey of families and what additional info/support they'd like about the math program; also send home the parent letters that go with each unit in program.

Diversity in our Curriculum & Libraries – Kim Bowie, Nancy Harriman (Discussion)

How is this currently being addressed?

Examples: VPA, Math, PreK, Social Studies, Middle School: Stamped (Nancy provided examples from PreK-12, most of which originated from teachers!)

Hannah Moran stayed and contributed to this discussion. *We are intentionally addressing it in the MCHS English Dept., but it warrants further discussion.*

Feedback: It's important for staff to be sensitive to the types of diversity that exist in our district, and know how to objectively facilitate discussions among students about uncomfortable or controversial topics. Organizations like Learning for Justice (formerly Teaching Tolerance) and others may have resources that are helpful for planning or professional development.

Jay, could you ensure that the K-12 Library staff have opportunities to access PD re: implications for collections and review practices together regularly on early release days.

Next Steps – Put this topic on future agendas to revisit again next year.

State and District Assessments (Update)

Changes in the State Assessment Landscape

FMI: [MEA English Language Arts & Math](#)

FMI: [MEA Science](#)

Implications for RSU #38 District Assessments?

i.e.: Universal Screening for RtI

Universal Screening for GT

HS assessment that reflects growth for all students

HS assessment that can inform instruction across content areas

Feedback: This issue isn't as urgent now that the State has adopted NWEA as the state test for next year, but needs of HS students may not be equitably met. We should keep district assessments on our future agenda list for next year.

Future Agendas (This was our LAST COMMITTEE MEETING for this year!)

Cathy Jacobs thanked Nancy for her service to the Curriculum Committee.

District Assessment (NWEA?)

Diversity & Inclusion in our Curriculum & Libraries

RSU 38 Facilities/Transportation Committee Minutes
April 13, 2021

Present: Rebecca Lambert, Gary Carr, Betty Morrell, Jay Charette, Brigette Williams, Shaun Drinkwater

Absent: Alex Wright

- 1) Track discussion -
 - a) Shaun Drinkwater reported on the condition of the track and how any decision about resurfacing was delayed due to it possibly being part of an Awesome Bear Society project. Unfortunately, we are past the life of the track and need to consider resurfacing options. Committee members suggested we get an updated quote, begin temporary patching, and consider limiting summer events dependent upon the track condition at the end of the spring sport season. Committee did not reach consensus, but cost could come from the bond due to a 12 year life span with resurfacing.
 - b) LED Lights - Shaun gave an update to the LED lights and the lighting poles. Lights and poles are different manufacturers and neither is willing to certify safety for installation. Committee recommends a structural engineer to evaluate the poles capacity for the purchased lights. This will delay the bids and the work. Will report at the next meeting where we are in the process.
- 2) Bond Requests
 - a) Jay gave an update to the requests from the Visual Performing Arts department. The committee thanked the staff for providing estimates and will consider the requests as some of the previously committed projects are finalized and remaining funds are available.
 - b) Forge Hood for IA - Fume extractors priced at \$42,420 still waiting on the forge price.
 - c) Dust collector for IA - priced at \$98,500 does not include electrical work and wall for welding separation.
 - d) Total cost for IA estimated to be \$200,000
- 3) ESSERF 3 Grant Update - This grant will be available to be used through 2024. The application and funds are not yet available. The timeline to open up the application is mid-May. One of the requirements will be to mark 20% of the award for "learning loss" but this has not been clearly defined at this point. DOE to provide guidance ahead of the application process. New requirement will be to maintain maintenance of equity across schools. Superintendent Charette will provide the committee with more details as they become available.
- 4) Transportation Update-
 - a) New driver to begin after April vacation.
 - b) Kelly Thompson to be transitioned into the position in May as soon as a replacement is found for high school office coordinator. A transition plan will be developed and implemented based on availability. Thank you to Julie Greenleaf for continuing to lead the transportation team during this interim period.

RSU #38 Policy Committee Meeting Minutes
April 27, 2021

Present: Cathy Jacobs, Patty Gordon, Gary Carr, Jay Charette
Absent: Dane Wing, Alex Wright

1) Policy Review for second Reading:

- a) IK - Discussion ensued about the last “new” paragraph and if this was a procedure and where notification concerning achievement is also referenced. Committee decided to remove the previously added paragraph as this procedure is included in policy IE-R. No further feedback provided. Bring to board for second reading.
- b) JICIA - Add on 3rd paragraph on page 3 the following, “including those produced with 3D printers.” Superintendent will check with the Technology Director about capabilities of 3D printing and procedures for use of printing on the equipment. No further feedback provided. Bring to board for second read.
- c) JLCD - No further feedback provided. Bring to board for second reading.
- d) JLCDA - No further feedback provided. Bring to board for second reading

2) Continued Policy Review/Discussion

- a) JICI - Superintendent shared an idea to reference school handbooks within the policy as a way to provide flexibility for age appropriate enforcement. It was asked to check language in the policy and within the handbook to make sure it aligns. It was also discussed to bring the policy to advisory so students can provide feedback about the effectiveness of the policy. Add “smartwatches/ devices” to section A. After this is completed the student feedback on this policy will be brought back to this committee for further discussion.
- b) Remote policy - Superintendent reported that this work continues. He has been in touch with MSMA and Drummond Woodsum about work they have been doing to craft policy language around Remote Learning. He recommended we await further guidance which is expected next fall. Committee agreed to table this discussion into the next school year as we await guidance from these policy experts.

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REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS
Maranacook Community Middle School & Zoom
April 14, 2021
Minutes of Meeting

Members Present: Chair Cathy Jacobs, Vice Chair Wendy Brotherlin, Kim Bowie, Gary Carr, Patty Gordon, Rebecca Lambert, Betty Morrell, Shawn Roderick, Melissa Tobin (6:55), David Twitchell
Members absent: Dane Wing, Alexander Wright, (one vacant position)
Administrators: Superintendent James Charette, Technology Director Diane MacGregor, Principals Jeff Boston, Dwayne Conway, Janet Delmar, Abbie Hartford, and Kristen Levesque, Curriculum, Instruction & Assessment Director Nancy Harriman, Special Education Director Ryan Meserve, Finance Manager Brigette Williams

1. Call to Order: Chair Jacobs 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.

Due to the change in format of this Board of Directors meeting, please be aware that during the course of this meeting the “microphones” of the viewing audience will be muted except during the identified portions of public comments at this meeting. For today’s agenda, Item 2 is the part of the meeting for citizen general comments, and Item 5b for citizen comments on the budget. There is a chat 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. Attendance and all votes will be done through roll call.

2. Citizens Comments:

Mt. Vernon resident John Harker addressed the Board, thanking Superintendent Charette for his response to his concerns and ideas shared at a previous meeting. Mr. Harker shared additional information from South Dakota and Wyoming where schools have been open and urged the board to reach out to see how some of those schools were able to be open.

3. Additions/adjustments:

Mr. Roderick asked about where we are with school openings and plans; he has had questions about having an earlier start time. Superintendent Charette responded he will provide an update at the May 5th meeting.

4. Action Items:

a. Approval of Minutes of April 7, 2021

MOTION by Carr, second by Brotherlin to approve the minutes of April 7, 2021 as presented. **Roll Call Vote – Motion Carried:** 9 in favor, 0 opposed

b. Consideration of approval of long-term leave of absence, MES Art Teacher, Rachael Wilson

MOTION by Morrell, second by Brotherlin to approve the long-term leave of absence for Rachael Wilson as recommended by the Superintendent.

Roll Call Vote – Motion Carried: 9 in favor, 0 opposed

5. Budget Workshop

a. Updates:

Superintendent Charette provided an update. The elementary teacher position mentioned last week will be needed at Manchester Elementary School. The budget is being recommended at a

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.93% increase, or \$175,513.93 from last year. On the Local Dollar Calculation Sheet he noted the overall change for 2021-2022 total local contribution at district level and for each town.

The Adult & Community Education proposed budget was presented, with the local share remaining at \$65,000.00.

b. Citizens' Comments (budget related): none

c. Deliberations, follow-up and decision making:

Discussion ensued surrounding the grants received associated with Covid-19. Concern was raised because the grants are not outlined in the budget and the use of funds from the facilities improvement bond to reduce the proposed budget are not listed. Explanation was given that those funds do not belong in the General Summary Budget. Care was given to use the funds for one-time items, and projects listed in the architect's facilities analysis report. For positions hired with the ESSER funds, they were positions clearly advertised and hired for the 2 year grant period. Notations have been made in the superintendent letters for the RSU 38 Annual Report as well as the 4 town annual reports. Also, Article 20 of the RSU 38 Budget Warrant includes the total of ESSERF and CRF grant funds. Information will be added to the Annual Report providing a link and telephone number for citizens wanting more details of the Covid related grants as well as the facilities improvement bond money use to reduce the proposed budget. Discussion also ensued about the carry over funds.

d. Vote on 2021-2022 RSU 38 Budget:

MOTION by Morrell, second by Gordon to approve the FY22 budget in the amount of \$19,088,333.00, as presented.

Roll Call Vote: **Motion Carried**: 9 in favor, 1 opposed (Carr)

e. Vote on 2021-2022 RSU 38 Adult Education Budget:

MOTION by Morrell, second by Brotherlin, to approve the FY22 Adult and Community Education budget in the amount of \$213,000.00, as presented.

Roll Call Vote: **Motion Carried**: 9 in favor, 1 opposed (Carr)

f. Vote to Call and Approve the Warrants for the Budget Meeting and the Validation Referendum and to Authorize the Notice of Amounts Adopted

MOTION by Morrell that the vote entitled, "Vote to Call and Approve the Warrants for the Budget Meeting and the Validation Referendum and to Authorize the Notice of Amounts Adopted, "be approved in form presented to this meeting and that a copy of said Vote be included with the minutes of this meeting." The motion was seconded by Lambert. (Attachment A)

Roll Call Vote: **Motion Carried**: 10 in favor, 0 opposed

6. Executive Session to consider labor contract discussions between the RSU #38 Board of Directors and the Maranacook Area School Staff Association pursuant to 1 M.R.S.A. §405(6)(D)

MOTION by Morrell, second by Twitchell to enter Executive Session to consider labor contract discussions between the RSU #38 Board of Directors and the Maranacook Area School Staff Association pursuant to 1 M.R.S.A. §405(6)(D)

Roll Call Vote: **Motion Carried**: 10 in favor, 0 opposed

The Board entered Executive Session at 7:15 and returned to public session at 7:30.

7. Action Following Executive Session

MOTION by Morrell, second by Twitchell to approve the agreement between the RSU #38 Board of Directors and the Maranacook Area School Support Staff as presented.

Roll Call Vote: **Motion Carried**: 10 in favor, 0 opposed

8. Adjournment: **MOTION** to adjourn at 7:34 p.m.

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

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April 14, 2021

Attachment A

Motion: I move that the Vote entitled, "Vote to Call and Approve the Warrants for the Budget Meeting and the Validation Referendum and to Authorize the Notice of Amounts Adopted," be approved in form presented to this meeting and that a copy of said Vote be included with the minutes of this meeting.

VOTE TO CALL AND APPROVE THE WARRANTS FOR THE BUDGET MEETING AND THE VALIDATION REFERENDUM AND TO AUTHORIZE THE NOTICE OF AMOUNTS ADOPTED

VOTED: That the warrant for the Regional School Unit Budget Meeting presented to the meeting be and is hereby approved and that the Regional School Unit budget meeting be and is hereby called for May 19, 2021 for the purpose of voting on the annual budget for the Regional School Unit for the 2021-2022 fiscal year;

That the Warrant and Notice of Election for the Regional School Unit Budget Validation Referendum presented to the meeting be and is hereby approved, and that the Regional School Unit budget validation referendum be and is hereby called for June 8, 2021 for the purpose of approving the budget adopted at the Regional School Unit budget meeting for the 2021-2022 fiscal year; and

That the form of Notice of Amounts Adopted at Budget Meeting presented to this meeting be and is hereby approved, and that the Superintendent of Schools of the Regional School Unit is hereby authorized and directed to complete said Notice by adding the amounts approved by the voters for each expenditure category and the total school budget summary expenditure amount, all in accordance with the Regional School Unit budget meeting on May 19, 2021, and to cause copies of said notice, as completed, to be delivered to the municipal clerks of each municipality of the Regional School Unit for posting at the polling places for the June 8, 2021 Regional School Unit budget validation referendum.

Acceptance of Donations

7b.

May 5, 2021

Donor	Amount	Department
Maranacook Education Foundation	\$415.00	Maranacook Food Pantry
Joan Lee Wiebe	\$100.00	Maranacook Food Pantry
G. Marianne & John Perry	\$100.00	Maranacook Food Pantry
Anonymous	\$10,000.00	HS Alpine Ski Team Account

**Regional School Unit #38
Teacher Appointments 2021-2022**

SECOND PROBATIONARY CONTRACT TEACHERS:

7f.

The following teachers are being presented for second probationary contracts for the 2021-2022 school year:

Name	School	Subject
Kerry Anderson	High School	Teacher
Tabitha Bickford	Middle School	Teacher
Wendy Bingaman	Manchester	Teacher
Benjamin Brigham	High School	English
Holly Daigle	Manchester	Teacher
Justin Easter	Mount Vernon/Wayne	Nurse
Mary (Katie) Jones	High School	English
Kristin McLaren	High School	French
Elizabeth Nelson	Wayne	Teacher
Morgan Wellman	Wayne	Teacher

THIRD PROBATIONARY CONTRACT TEACHERS:

7g.

The following teachers are being presented for third probationary contracts for the 2021-2022 school year:

Name	School	Subject
Kelsey Barrett	Wayne	Teacher
Trudi Cormier	Readfield	Teacher
Erin Foth	Manchester/Mount Vernon	Nurse
Daniel Gilbert	High School	Music
Carolyn Gross	High School	PE/Health
Eric Hathaway	Readfield	Teacher
Rachael Holland-Mathieu	Middle School	Special Education
Jeanette Jacobs	District	Literacy Coach
Katie Jewett	Middle School	Teacher
Amanda Levesque	Readfield	Teacher
Dawn Maceda	Wayne	Teacher
Karen Magnusson	Middle School	PE
Katie Reed	Mount Vernon/District	Teacher
Rachael Smith	Middle/High School	GT
Elaine Swimm	Mount Vernon	Teacher
Sarah Tackett-Nelson	High School	Special Education
Samuel Watson	Middle School	French

FIRST CONTINUING CONTRACT TEACHERS:

7h.

The following teachers are being presented for first continuing contracts for the 2021-2022 school year:

<u>Name</u>	<u>School</u>	<u>Subject</u>
Ernest Colvin	High School	Science
Kelli Corrigan	Middle School	Teacher
Tess Cote	Middle School	Health
Audrey Danforth	Manchester	Literacy Specialist
Margot Gyorgy	Middle School	German
Heather Lewis	Readfield	Teacher
Paul McGovern	Elementary	Technology
Robbie Morin	High School	Math
Amanda Shively	Mount Vernon/Wayne	Music
Marissa Tarrío	Readfield	Teacher
Dylan Sirois	High School	Social Studies
Tyne Turcotte	Middle School	Teacher
Colleen Walsh	Mount Vernon	Teacher
Suzanne Whitney	Manchester	Teacher

MAP: Biological and Chemical Systems **RSU 38 Curriculum Guide**

4/15/21

Unit Title	Graduation Standards	Outcomes
I. Human Systems	Life Sciences	Use a model to explain how cellular division (mitosis) and differentiation produces and maintains complex organisms. (HS-LS1-4)
	Science Practices	Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or components of a system. (HS.SP2)
	Life Sciences	Use a model to explain how cellular division (mitosis) and differentiation produces and maintains complex organisms. (HS-LS1-4)
II. Biological & Chemical Interactions	Life Sciences	Given a model, describe how decomposition and synthesis reactions work together in cellular respiration and photosynthesis, to result in a transfer of energy. (HS.LS1-7)
	Physical Sciences	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. (HS-PS1-4)
	Life Sciences	Develop a claim, based on evidence, to explain how DNA structure determines the structure and function of proteins essential to life. (HS.LS.1-1)
	Life Sciences	Show how photosynthesis and cellular respiration are essential to the carbon cycle. (HS-LS2-5)
IV. Agriculture Project	Life Sciences	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. (HS-LS2-7)
	Engineering and Design	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. (HS-ETS1-2)

MAP: Chemical and Earth Systems

RSU #38 Curriculum Guide

4/15/21

Unit Title	Graduation Standards	Outcomes
I. Chemistry of the Earth	Physical Sciences	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. (PS1-1)
	Physical Sciences	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. (HS-PS1-7)
	Life Sciences	Describe, given a model, how photosynthesis changes light energy to chemical energy. (HS.LS1-5)
	Physical Sciences	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS1-2)
	Earth and Space Sciences	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection. (HS-ESS2-3)
	Physical Sciences	Use representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. (HS-PS4-1)
II. Energy Sources	Physical Sciences	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. (HS-PS1-8)
	Life Sciences	Use a model to illustrate how energy flows through the ecosystem. (HS.LS.1b)
	Earth and Space Sciences	Evaluate variations in the flow of energy into and out Earth's systems may result in changes in climate. (HS.ESS2-4)
III. Agriculture Project	Life Sciences	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. (HS-LS2-7)
	Engineering and Design	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. (HS-ETS1-2)

**RSU 38 Unit Map MAP: Biological and Chemical Systems
Human Systems GRADES 9-12**

Essential Questions/ Big Ideas	Standards	Priority Content Outcomes	Activities/ Resources	Common Assessments & Rubrics	Key Vocabulary/ Concepts
How does an understanding of Chemical and Biological Systems help us understand the foundations of life?	Life Sciences	HS-LS1-4 Use a model to explain how cellular division (mitosis) and differentiation produces and maintains complex organisms	Human Body Systems Escape Room	Human Body Systems Research Project	Food and Nutrition Genetics
	Science Practices	HS.SP2 Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or components of a system	Human Body Systems Timeline	Human Body Systems Post/Google Slides Project	Human Body Systems: Muscular, Skeletal, Nervous, Endocrine, Digestive, Circulatory, Respiratory, Exocrine, Immune/Lymphatic, Renal/Urinary, Reproductive
	Life Sciences	HS-LS1-4 Use a model to explain how cellular division (mitosis) and differentiation produces and maintains complex organisms			Energy Transport

**RSU 38 Unit Map MAP: Chemical and Earth Systems
Chemistry of the Earth GR. 9-12**

Essential Questions/ Big Ideas	Standards	Priority Content Outcomes	Activities/ Resources	Common Assessments & Rubrics	Key Vocabulary/ Concepts
<p>Why is Maine the way Maine is?</p> <p>Why does Maine have the rocks it has?</p>	Physical Sciences	PS1 -1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.	GIS survey of the Maranacook region <ul style="list-style-type: none"> • Aquifers • Eskers 		Plate Tectonics Earth's Elements Periodic Table
	Physical Sciences	HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.	Soil testing - fall Add soil amendments?		Earth's History refresher Geologic features - types of rocks, minerals in this area
	Life Sciences	HS.LS1-5. Describe, given a model, how photosynthesis changes light energy to chemical energy	40 second video - plate tectonics Elements experiments - building models		Chemicals within the rocks
	Physical Sciences	HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties	Citizen Science water testing - MDI biolabs		Chemical elements and how they show up in nature
	Earth and Space Sciences	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection. (HS-ESS2-3)	Crowd the Tap		Water testing
	Physical Sciences	HS-PS4-1. Use representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.	Story Maps - could the students create a story map of the region		How soil and rock formation influence the ecosystems above the ground

MAP: World History and Literature RSU #38 Curriculum Guide

4/16/21

Unit Title	Graduation Standards	Outcomes
Unit 1: The Origins of Civilization	Reading	Cite strong and thorough textual evidence to support analysis of a text. (9-12.R.1)
	Reading	Analyze the development of a theme or central idea of a text. (9-12.R.2)
	Writing	Write arguments developing an analysis of substantive topics/texts with valid reasoning. (9-12.W.1)
	Writing	Structure writing coherently for audience, purpose, and task. (9-12.W.4)
	Writing	Revise and edit writing for language, punctuation and spelling. (9-12.W.5)
	History	Identify and analyze factors that fueled the growth of complex societies. (HS.SS.Eg)
	History	Describe the significant attributes and themes within specific historical eras (HS.SS.Eh)
	Application of Social Studies	Research and develop positions on social studies issues (HS.SS.A1)
Unit 2: Patterns of Growth and Interaction (600 BC to 1450)	Speaking and Listening	Present information, findings, and supporting evidence clearly, concisely, and logically. (9-12.SL.4)
	Research	Conduct short as well as more sustained research projects to answer a self-generated question; synthesize multiple sources on the subject, demonstrate an understanding of the subject under investigation. (9-12.W.7)
	Reading	Cite strong and thorough textual evidence to support analysis of a text. (9-12.R.1)
	Reading	Analyze the development of a theme or central idea of a text. (9-12.R.2)
	Writing	Write arguments developing an analysis of substantive topics/texts with valid reasoning. (9-12.W.1)
	Writing	Structure writing coherently for audience, purpose, and task. (9-12.W.4)
	History	Compare and contrast patterns of change and continuity within different historical eras (including unity and diversity) (HS.SS.Ee)
	Geography	Analyze the dynamic relationship between geographic features and various cultures (HS.SS.D2f)
	History	Describe the significant attributes and themes within specific historical eras (HS.SS.Eh)
	History	Identify and analyze factors that fueled the growth of complex societies (HS.SS.Eg)
	Application of Social Studies	Research and develop positions on social studies issues (HS.SS.A1)

Unit 3 : Impact of Interaction - the road to globalization (1450-1900's)	Research	Conduct short as well as more sustained research projects to answer a self-generated question; synthesize multiple sources on the subject, demonstrate an understanding of the subject under investigation. (9-12.W.7)
	Reading	Analyze the development of a theme or central idea of a text. (9-12.R.2)
	Writing	Write arguments developing an analysis of substantive topics/texts with valid reasoning. (9-12.W.1)
	Writing	Structure writing coherently for audience, purpose, and task. (9-12.W.4)
	Economics	Identify and explain various economic indicators and how they represent and influence economic activity (HS.SS.C1a)
	Application of Social Studies	Research and develop positions on social studies issues (HS.SS.A1)
	History	Describe the significant attributes and themes within specific historical eras (HS.SS.h)
	History	Identify and analyze factors that fueled the growth of complex societies (HS.SS.g)
Unit 4: A Globalized World	Reading	Cite strong and thorough textual evidence to support analysis of a text. (9-12.R.1)
	Reading	Analyze the development of a theme or central idea of a text. (9-12.R.2)
	Writing	Write arguments developing an analysis of substantive topics/texts with valid reasoning. (9-12.W.1)
	Writing	Structure writing coherently for audience, purpose, and task. (9-12.W.4)
	Writing	Revise and edit writing for language, punctuation and spelling. (9-12.W.5)
	History	Analyze multiple and complex causes and effects of events in the Past] (HS.SS.Ea)
	History	Describe the significant attributes and themes within specific historical eras (HS.SS.Eh)
	Application of Social Studies	Research and develop positions on social studies issues (HS.SS.A1)

Literary Reflections of Global Interactions and Connections
Unit 4: A Globalized World (1900s to Present)

4/15/21

Essential Questions/ Big Ideas	Standards	Priority Content Outcomes	Activities/ Resources	Common Assessments & Rubrics	Key Vocabulary/ Concepts
<p>How does literature shape culture over time?</p> <p>Who tells the story?</p> <p>Whose story survives?</p> <p>How do personal stories balance the traditional narrative of history?</p>	Reading	Cite strong and thorough textual evidence to support analysis of a text. (9-12.R.1)		<p>Individual book study: A single person or a single narrative</p> <p>Examination of art and culture that has risen up through the “ashes”</p>	<p>Revolution</p> <p>Nationalism</p> <p>Fascism</p> <p>Inequality</p> <p>WWI</p> <p>WWII</p> <p>Civil Rights Movement</p> <p>Anti-War Movement</p> <p>War on Terror</p> <p>Memoir</p> <p>Theme</p> <p>Voice</p> <p>Perspective</p>
	Reading	Analyze the development of a theme or central idea of a text. (9-12.R.2)			
	Writing	Write arguments developing an analysis of substantive topics/texts with valid reasoning. (11-12.W.1)			
	Writing	Structure writing coherently for audience, purpose, and task. (9-12.W.4)			
	Writing	Revise and edit writing for language, punctuation and spelling. (9-12.W.5)			
	History	Analyze multiple and complex causes and effects of events in the Past] (HS.SS.Ea)			
	History	Describe the significant attributes and themes within specific historical eras (HS.SS.Eh)			
	Application of Social Studies	Research and develop positions on social studies issues (HS.SS.A1)			

REGIONAL SCHOOL UNIT #38
EVALUATION OF STUDENT ACHIEVEMENT/EVALUATION OF STUDENT PROFICIENCY

Effective evaluation of student achievement is essential to the instructional process, the certification of student progress towards meeting the content standards of the system of Learning Results, the tracking of progress toward individual and district learning goals, and communication between schools and parents.

Evaluation of student achievement provides staff with information important to assessing students' individual educational needs, providing appropriate instruction, and identifying learning problems and areas in which remediation is required. Sharing of information among parents, staff and students is an integral part of the evaluation process.

Consistent with its local assessment system, RSU #38 will use multiple assessments, both informal and formal, at the classroom, school, and district levels to evaluate each student's achievement and to monitor his/her progress toward meeting proficiency in the content standards and the *Guiding Principles* of the Learning Results. Assessments over the course of each school year shall include formats that allow students to demonstrate in different ways what they know and are able to do. Students should have multiple and varied opportunities to practice, apply, and demonstrate their knowledge and skills.

Individual classroom assessments may include but are not limited to student tests, quizzes, reports, demonstrations, presentations, artifacts, laboratory work, writing samples, teacher observations, portfolio constructions, and student self-assessments.

School and district assessments may include "common assessments" designed to provide consistent evaluation and reporting of student knowledge and skills in the same content areas across same-grade classrooms within the school and same-grade classrooms and grade spans within the district.

Large-scale assessments will include those required for the purpose of determining whether the school has achieved "annual measurable objectives" for federal reporting purposes, and may include other nationally normed standardized achievement tests.

COMMUNICATING INFORMATION CONCERNING STUDENT ACHIEVEMENT

Teachers should provide students and parents with timely information concerning student performance and, if applicable, the need for the student to participate in remediation and/or additional instruction.

Parents shall be informed at regular intervals of their child's academic progress through report cards or other written means.

~~The Principal will provide written notification to students and parents by the end of the third quarter if the student may not advance to the next grade because he/she has not met the content standards of the Learning Results for the student's grade span and/or other reasons, or if the student may not qualify for a high school diploma because he/she has not met the required standards.~~

Legal Reference: 20-A M.R.S.A. § 6209
 Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: ADF – School System Commitment to Learning Results
 IE – Grade Placement

REVISED POLICY – SECOND READING

IE-R Retention Criteria

IKF – Graduation Requirements

ILA – Student Assessment/Local Assessment System

Revised: 05/02/05

Adopted by RSU #38 Board of Directors: 04/27/09

Revised: 04/06/16

Revised:

REVISED POLICY – SECOND READING

Code: JICIA

**RSU #38
WEAPONS, VIOLENCE AND SCHOOL SAFETY**

The RSU #38 Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to immediately report incidents of prohibited conduct by students to the building administrator/designee for investigation and appropriate action.

I. PROHIBITED CONDUCT

Students, staff and all other persons are prohibited from engaging in the following conduct on school property, while in attendance at school or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school.

- A. Possession and/or use of articles commonly used as weapons or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nunchucks.
- B. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of any sort, and replicas of weapons (including toys).
- C. Violent or threatening behavior including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats).
- D. Verbal or written statements (including those made using computers or other electronic communications devices or technologies) which threaten, intimidate, or harass others, or which tend to incite violence and/or disrupt the school program.
- E. Willful and malicious damage to school or personal property.
- F. Stealing or attempting to steal school or personal property.
- G. Lewd, indecent or obscene acts or expressions of any kind.
- H. Violations of the school unit's drug/alcohol and tobacco policies.

REVISED POLICY – SECOND READING

- I. Violations of state or federal laws.
- J. Any other conduct that may be harmful to persons or property.

As in the case of students who violate this policy, all firearm violations by adults would be referred to law enforcement authorities and other use or possession of weapons on school grounds referred to law enforcement authorities at the Superintendent's discretion.

II. EXCEPTIONS TO PROHIBITIONS ON POSSESSION AND DISCHARGE OF FIREARMS ON SCHOOL PROPERTY

The prohibition on the possession and discharge of firearms on school property does not apply to law enforcement officials acting in the performance of their duties.

Through this policy, the Board authorizes the following additional exceptions to the possession and discharge of firearms on school property:

A. Possession of firearms used in educational programs

The prohibition on the possession of a firearm does not apply to a person who possesses an unloaded firearm for use in a supervised educational program approved and authorized by the Board and for which the Board has adopted appropriate safeguards to ensure student safety.

Nothing in this policy shall prevent the school system from offering or approving instructional activities related to firearms (e.g., hunter safety). Any proposal to introduce an instructional activity involving firearms must be submitted in writing to the Superintendent, who will make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety.

No firearms may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.

B. "Hunters' Breakfast" exception

The prohibition on possession of a firearm does not apply to a person who possesses an unloaded firearm that is stored inside a locked vehicle in a closed container, a zipped case or a locked firearms rack while the person is attending a "hunter's breakfast" or similar event that:

1. Is held during an open firearm season established by Maine law for any species of wild bird or wild animal;
2. Takes place outside of regular school hours; and
3. Has been authorized by the Board.

III. USE OF OTHER WEAPONS IN INSTRUCTIONAL ACTIVITIES

Nothing in this policy shall prevent the school system from offering instructional activities using

REVISED POLICY – SECOND READING

objects other than firearms that are generally considered weapons (e.g., bows and arrows) or from allowing an object generally considered a weapon to be brought to school for supervised instructional activities (e.g., archery, boat building) approved by the Board so long as the Board has adopted appropriate safeguards to ensure student and staff safety.

Any proposal to introduce an instructional activity involving such objects must be submitted in writing to the Superintendent, who may make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety.

No weapons or objects that are generally considered weapons may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance, including those produced with 3D printers.

IV. DISCIPLINARY ACTION

Principals may suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA § 1001(9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing, and trafficking of scheduled drugs.

A student who is determined to have brought a firearm to school or to have possessed a firearm at school shall be expelled for a period of not less than one year, except that this requirement may be modified by the Superintendent on a case-by-case basis.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent.

Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations and Board Policy JFK.

V. NOTIFICATION TEAM/CONFIDENTIALITY

Maine law authorizes law enforcement officers and criminal justice agencies to share with a superintendent or principal information pertaining to a juvenile when the information is credible and indicates an imminent danger to the safety of students or school personnel on school grounds or at a school function. Maine law requires the District Attorney to notify the superintendent when a juvenile is charged with use or threatened use of force or is adjudicated as having committed one or more juvenile crimes that involve the use or threatened use of force.

Within ten days or immediately if necessary for school safety, the Superintendent shall convene a notification team. The notification team must include the administrator/designee of the school building where the student attends, at least one classroom teacher to whom the student is assigned, a guidance counselor, and the student's parent/guardian. The notification team shall

REVISED POLICY – SECOND READING

determine on this basis of need which school employees are entitled to receive information concerning allegations or adjudications of use or threatened use of force. Information received by the Superintendent/designee and disclosed to the notification team and/or disclosed to school employees is confidential and may not become part of the student’s educational record.

The Superintendent shall ensure that confidentiality training is provided to all school employees who have access to this information.

As the composition of a specific notification team depends upon the individual students (one student will have different teachers than another, for example), and because teams are convened only as needed, the teams are not static. While determining who should be on a team is an easy matter, the determination of who has the “need to know” and, therefore, should be given or have access to confidential information is not necessarily so easy. Boards and Superintendents should contact MSMA or their school attorney when questions concerning confidentiality arise.

Legal References: 5 MRSA § 4681 et seq.
 15 M.R.S.A. §§ 3301-A; 3308(7)(E); 3009
 17-A MRSA §§ 2(9); 2(12-A)
 20 USCA § 7151 (Gun-Free School Zones Act of 1990)
 20 USC § 7961 (Gun-Free Schools Act)
 20-A MRSA §§ 1001(9); 1001(9-A); 1055(11); 6552

Cross References: ACAA - Harassment and Sexual Harassment of Students
 ADAA – School System Commitment to Standards for Ethical and Responsible Student Behavior (Code of Conduct)
 ADC - Tobacco Free Schools: Use & Possession of Tobacco & Electronic Smoking Devices
 EBCA – Comprehensive Emergency Management Plan
 JICH - Drug and Alcohol Use by Students
 JIH – Questioning and Searches of Students
 JK - Student Discipline
 JKD - Suspension of Students
 JKE - Expulsion of Students
 JKF – Disciplinary Removals of Students with Disabilities

Adopted: 04/04/04

Adopted by RSU #38 Board of Directors: 04/27/09

Revised: 12/07/16

Revised: _____

Policy: JICIA

**REGIONAL SCHOOL UNIT #38
WEAPONS, VIOLENCE AND SCHOOL SAFETY**

The Regional School Unit #38 (RSU #38) Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to immediately report incidents of prohibited conduct by students to the building administrator/designee for investigation and appropriate action.

I. PROHIBITED CONDUCT

Students, staff and all other persons are prohibited from engaging in the following conduct on school property, while in attendance at school or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

- A. Possession and/or use of articles commonly used as weapons or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person, regardless of possessing a concealed weapons permit. Examples of such articles include but are not limited to firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nunchucks;
- B. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of any sort, and replicas of weapons (including toys);
- C. Violent or threatening behavior including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);
- D. Verbal or written statements (including those made using computers or other electronic communications devices or technologies) which threaten, intimidate, or harass others, or which tend to incite violence and/or disrupt the school program;
- E. Willful and malicious damage to school or personal property;
- F. Stealing or attempting to steal school or personal property;

- G. Lewd, indecent or obscene acts or expressions of any kind;
- H. Violations of the school unit's drug/alcohol and tobacco policies;
- I. Violations of state or federal laws; and
- J. Any other conduct that may be harmful to persons or property.

II. USE OF OTHER WEAPONS IN INSTRUCTIONAL ACTIVITIES

Nothing in this policy shall prevent the school system from offering instructional activities using objects other than firearms that are generally considered weapons (e.g., bows and arrows) or from allowing an object generally considered a weapon to be brought to school for supervised instructional activities (e.g., archery) approved by the Board so long as the Board has adopted appropriate safeguards to ensure student and staff safety.

Any proposal to introduce an instructional activity involving such objects must be submitted in writing to the Superintendent, who may make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety.

No weapons or objects that are generally considered weapons may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.

III. DISCIPLINARY ACTION

Principals may suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA § 1001(9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing, and trafficking of scheduled drugs.

A student who is determined to have brought a firearm to school or to have possessed a firearm at school shall be expelled for a period of not less than one year, except that this requirement may be modified by the Superintendent on a case-by-case basis.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent.

Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations and Board Policy JKF.

IV. NOTIFICATION TEAM/CONFIDENTIALITY

Maine law authorizes law enforcement officers and criminal justice agencies to share with a superintendent or principal information pertaining to a juvenile when the information is credible and indicates an imminent danger to the safety of students or school personnel on school grounds or at a school function. Maine law requires the District Attorney to notify the superintendent when a juvenile is charged with use or threatened use of force or is adjudicated as having committed one or more juvenile crimes that involve the use or threatened use of force.

Within ten days or immediately if necessary for school safety, the Superintendent shall convene a notification team. The notification team must include the administrator/designee of the school building where the student attends, at least one classroom teacher to whom the student is assigned, a guidance counselor, and the student's parent/guardian. The notification team shall determine on this basis of need which school employees are entitled to receive information concerning allegations or adjudications of use or threatened use of force. Information received by the Superintendent/designee and disclosed to the notification team and/or disclosed to school employees is confidential and may not become part of the student's educational record.

The Superintendent shall ensure that confidentiality training is provided to all school employees who have access to this information.

Legal References: 5 MRSA § 4681 et seq.
15 M.R.S.A. §§ 3301-A; 3308(7)(E); 3009
17-A MRSA §§ 2(9); 2(12-A)
20 USCA § 7151 (Gun-Free Schools Act)
20-A MRSA §§ 1001(9); 1001(9-A); 1055(11); 6552

Cross References: ACAA - Harassment and Sexual Harassment of Students
ADC – Use of Tobacco on School District Premises Prohibited
EBCA - Emergency Response Plan
JIC – Student Discipline
JICH - Drug and Alcohol Use by Students
JIH - Questioning and Searches of Students
JKD - Suspension of Students
JKE - Expulsion of Students
JKF – Disciplinary Removals of Students with Disabilities

Adopted: March 4, 2004
Revised: December 7, 2016

**REGIONAL SCHOOL UNIT #38
ADMINISTRATION OF MEDICATION TO STUDENTS**

Although the Board discourages the administration of medication to students during the school day when other options exist, it recognizes that in some instances a student's chronic or short-term illness, injury, or disabling condition may require the administration of medication during the school day. The school will not deny educational opportunities to students requiring the administration of medication in order to remain in attendance and participate in the educational program.

The intent of this policy is to promote the safe administration of medications to students by school personnel and to provide for authorization of student emergency self-administration of medication from asthma inhalers and epinephrine pens. The Board encourages collaboration between parents/guardians and the schools in these efforts.

This policy does not apply to medical marijuana, which is addressed in the Board's policy JLCDA, Medical Marijuana in Schools.

The Board disclaims any and all responsibility for the diagnosis, prescription of treatment, and administration of medication for any student, and for any injury arising from a student's self-administration of medication.

I. DEFINITIONS

“Administration” means the provision of prescribed medication to a student according to the orders of a health care provider.

“Health care provider” means a medical/health practitioner who has a current license in the State of Maine with a scope of practice that includes prescribing medication.

“Indirect supervision” means the supervision of an unlicensed school staff member when the school nurse or other health care provider is not physically available on site but immediately available by telephone.

“Medication” means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a health care provider. It includes over-the-counter medications prescribed through a standing order by the school physician or prescribed by the student's health care provider.

“Parent” means a natural or adoptive parent, a guardian, or a person acting as a parent of a child with legal responsibility for the child's welfare.

“School nurse” means a registered professional nurse with Maine Department of Education certification for school nursing.

“Self-administration” is when the student administers medication independently him/herself under indirect supervision of the school nurse.

REVISED POLICY – SECOND READING

“Unlicensed school personnel” are persons who do not have a professional license that allows them, within the scope of that license, to administer medication.

II. ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL

A. Parental Request

In the event that no reasonable alternative exists, the parent/guardian may request in writing that medication be administered to the student during the school day. The written request must include an acknowledgement and agreement that unlicensed personnel may administer the medication as per the health care provider’s instructions. In addition, the request shall indicate that information regarding the student’s medication may be shared with appropriate school personnel. Parents may provide the reason (diagnosis) requiring the administration of medication.

Requests shall be valid for the current school year only.

B. Health Care Provider’s Order

All parental requests must be accompanied by a written order from the student’s health care provider substantiating the fact that the administration of a particular medication during the school day is necessary for the student’s health and attendance in school. Such order must include:

1. The student’s name;
2. The name of the medication;
3. The dose;
4. The route of administration (e.g., tablets, liquid, drops); and
5. Time intervals for administration (e.g., every four hours, before meals);
6. Any special instructions; and
7. The name of the prescribing health care provider;
8. Ibuprofen and Tylenol may be administered upon completion of the emergency form by parents/legal guardian annually, and with prior written parent permission, pursuant to a standing order from the school physician/school health advisor.

It is the responsibility of the school nurse to clarify any medication order that he/she believes to be inappropriate or ambiguous. In accordance with Department of Education Rule Chapter 40 § 2(B), the school nurse may decline to administer a medication if he/she believes such administration would jeopardize student safety. In this case, the school nurse must notify the parent, the student’s health care provider and the school administrator (i.e., building principal or designated administrator).

C. Renewal of Parent Permission Requests/Forms and Health Care Provider Orders

Written parental permission requests/forms and health care provider orders must be renewed at least annually. Health care provider orders must be renewed whenever there are changes in the order.

REVISED POLICY – SECOND READING

D. Delivery and Storage of Medication

The student's parent shall deliver any medication to be administered by school personnel to the school in its original container. In the event that this is not practical, the parent must contact the school to make alternate arrangements.

All medications will be kept in a double-locked cabinet.

If the health care provider's order/prescription is for a medication regulated by ~~the Federal Narcotics Act~~ Schedule II of the Controlled Substance Act (21 USC §812), no more than a ~~one-weeks~~ 20-day (one month) supply of medication shall be kept at school, excluding inhalers and epinephrine autoinjectors. The parent is responsible for the replenishment of medication kept at school.

The parent is responsible for notifying the school, in writing, of any changes in or discontinuation of a prescribed medication that is being administered to the student at school. The parent must remove any medication no longer required or that remains at the end of the school year.

The school nurse shall be responsible for developing and implementing procedures for the appropriate and secure storage of medications kept at school, and all medications shall be stored in accordance with this procedure.

E. Recordkeeping

School personnel and the student's parent shall account for all medication brought to school. The number of capsules, pills or tablets, and/or the volume of other medications brought to school shall be recorded.

School staff administering medication shall document each instance the medication is administered including the date, time, and dosage given.

The school nurse shall oversee all procedures in maintaining records, including the parent's request, physician's order, details of the specific medications (including dosage and timing of medication), and documentation of each instance the medication is administered.

Records shall be retained according to the current State schedules pertaining to student health records.

F. Confidentiality

To the extent legally permissible, staff members may be provided with such information regarding medication and its administration as may be in the best interest of the student.

G. Administration of Medication

Medication may be administered during the school day by licensed medical personnel acting within the scope of their licenses.

The school nurse, under the administrative supervision of the Superintendent, will provide direction and oversight for the administration of medication to students.

REVISED POLICY – SECOND READING

All unlicensed personnel (principals, teachers, education technicians, school secretaries, coaches, bus drivers, etc.) who administer medication must receive training before being authorized to do so.

Based upon the documentation of training and competency in the administration of medication, the school nurse will make recommendations to the Superintendent pertaining to authorization of unlicensed persons to administer medication. Training that shall be acceptable for the purpose of authorization of unlicensed personnel is addressed under the section of this policy titled “Required Training of Unlicensed Personnel to Administer Medication.”

H. Administration of Medication During Off-Campus Field Trips and School-Sponsored Events

The school will accommodate students requiring administration of medication during field trips or school-sponsored events as follows:

The school nurse, principal, and, as appropriate, the school unit’s Section 504 Coordinator and/or IEP, will determine whether an individual student’s participation is contraindicated due to the unstable/fragile nature of his/her health condition, the distance from emergency care that may be required, and/or other extraordinary circumstances. The student’s parent and primary care provider will be consulted in making this determination. The decision will be made in compliance with applicable laws, including the IDEA, Section 504, and the Americans with Disabilities Act (ADA).

The parent must provide the appropriate number of doses needed for the duration of the field trip or school-sponsored event.

When there are no contraindications to student participation, an appropriately trained staff member will be assigned by the school nurse to administer medication. The parent will be encouraged to accompany the student, if possible, to care for the student and administer medication.

All provisions of this policy shall apply to medications to be administered during off-campus field trips and school-sponsored events. As practicable, the DOE’s “Policy for Medication Administration on School Trips” will be followed.

I. Required Training of Unlicensed Personnel to Administer Medication

Unlicensed school personnel who administer medication to students in a school setting (at school, on school transportation to or from school, on field trips, or during school-sponsored events) must be trained in the administration of medication before being authorized to carry out this responsibility. Such training must be provided by a registered professional nurse or physician and include the components specified in Department of Education Rules Chapter 40 and other applicable Department of Education standards, recommendations, programs, and/or methodologies.

REVISED POLICY – SECOND READING

The trainer shall document the training and competency of unlicensed school personnel to administer medication. Based upon a review of the documentation of training and competency in the administration of medication, the school nurse will make recommendations to the Superintendent/designee pertaining to authorization of such unlicensed personnel pertaining to authorization to administer medication.

Following the initial training, a training review and information update must be held at least annually for those unlicensed school personnel authorized to administer medication.

J. Delegation and Implementation

The Superintendent/designee shall be responsible for developing administrative procedures and/or protocols to implement or supplement this policy.

Such procedures/protocols shall include direction regarding:

1. Safe transport of medication to and from school by parent/guardian;
2. Administration of medication during field trips and school-sponsored events;
3. Accountability for medications, particularly those regulated by the Federal Narcotics Act;
4. Proper storage of medication at school;
5. Training of appropriate staff on administration of emergency medications;
6. The procedure to follow, as prescribed by standing orders by the school physician, in the event of anaphylaxis;
7. Access to emergency medications, including school emergency bags, in case of a disaster;
8. The process for documenting medications given and medication errors; and
9. The proper disposal of medications not retrieved by parents.

III. SELF-ADMINISTRATION OF MEDICATIONS

Student Self-Administration of Asthma Inhalers and Epinephrine Pens

Students with allergies or asthma may be authorized by the building principal, in consultation with the school nurse, to possess and self-administer emergency medication from an epinephrine pen (EpiPen) or asthma inhaler during the school day, during field trips, school-sponsored events, or while on a school bus. The student shall be authorized to possess and self-administer medication from an epinephrine pen or asthma inhaler if the following conditions have been met.

1. The parent (or student, if 18 years of age or older) must request in writing authorization for the student to self-administer medication from an epinephrine pen or asthma inhaler.
2. The student must have the prior written approval of his/her primary health care provider and, if the student is under the age of 18, the prior written approval of his/her parent/guardian. The written notice from the student's primary care provider must specify the name and dosage of the

REVISED POLICY – SECOND READING

- medication, frequency with which it may be administered, and the circumstances that may warrant its use.
3. The student's parent/guardian must submit written verification to the school from the student's primary care provider confirming that the student has the knowledge and the skills to safely possess and use an epinephrine pen or asthma inhaler.
 4. The school nurse shall evaluate the student's technique to ensure proper and effective use of an epinephrine pen or asthma inhaler as deemed necessary by the school nurse.
 5. The parent will be informed that the school cannot accurately monitor the frequency and appropriateness of use when the student self-administers medication, and that the school unit will not be responsible for any injury arising from the student's self-medication.

Authorization granted to a student to possess and self-administer medication from an epinephrine pen or asthma inhaler shall be valid for the current school year only and must be renewed annually.

A student's authorization to possess and self-administer medication from an epinephrine pen or asthma inhaler may be limited or revoked by the building principal after consultation with the school nurse and the student's parent if the student demonstrates inability to responsibly possess and self-administer such medication.

To the extent legally permissible, staff members may be provided with such information regarding the student's medication and the student's self-administration as may be in the best interest of the student.

Sharing, borrowing, or distribution of medication is prohibited. The student's authorization to self-administer medication may be revoked and the student may be subject to disciplinary consequences for violation of this policy.

~~IV. ADMINISTRATION OF MEDICAL MARIJUANA~~

~~The following procedure must be followed for the administration of medical marijuana to students at school. In accordance with the applicable law, this section only applies to students under the age of 18. Students 18 years of age and older may not possess or use medical marijuana at school.~~

- ~~1. The student's designated primary caregiver (who must be a parent, guardian, or legal custodian) shall obtain a copy of the RSU #38 Request/Permission to Administer Medical Marijuana in School Form and Board Policy JLCD from the school nurse or school office. The administration reserves the authority to request documentation that the individual is the student's primary caregiver.~~
- ~~2. The primary caregiver and the student's authorized medical provider (physician or certified nurse practitioner) shall complete and sign the Request/Permission Form, and attach a copy of the current written certification for the use of medical marijuana. The original certification must~~

REVISED POLICY – SECOND READING

- be shown to the school employee processing the request for the primary caregiver to administer medical marijuana at school.
3. ~~Arrangements will be made between the school administration and the primary caregiver to schedule the administration of medical marijuana in a manner that will minimize disruption to school operations and the student's educational program.~~
 4. ~~Medical marijuana must be brought to school by the primary caregiver, and may not be held, possessed, or administered by anyone other than the primary caregiver. The student may only possess the medical marijuana during the actual administration process. Medical marijuana administered in school must be in nonsmokeable form.~~
 5. ~~The primary caregiver must check in at the school office upon arrival for the administration of medical marijuana. Medical marijuana may only be administered in the nurse's office.~~
 6. ~~The primary caregiver must check out at the school office following administration of the medical marijuana and transport any remaining medical marijuana with him/her off school premises.~~

See New Draft Policy JLCDA

Legal Reference: 20-A M.R.S.A. §§ 254; 4009(4); 4502 (5) (N); 6305; ~~6306~~
~~22 MRSA §2426~~
 Maine Public Law 369 (2015)
~~Ch. 40; 125 § 10.01(e) (Me. Dept. of Ed. Rule)~~
Me. Dept. of Ed. Rule Ch. 40 (2016)
21 USC §801 et. Seq. (Controlled Substances Act)
 28 C.F.R. Part 35 (Americans with Disabilities Act of 1990)
 34 C.F.R. Part 104 (Section 504 of the Rehabilitation Act of 1973)
 34 C.F.R. Part 300 (Individuals with Disabilities Education Act)

Cross Reference: JLCD-E, Medication Administration on School Field Trips (Me. DOE)
JLCDA, Medical Marijuana in Schools

Effective Date: 05/04/06

Adopted by RSU #38 Board of Directors: 04/27/9

Revised: 03/02/16

Revised: _____

**REGIONAL SCHOOL UNIT #38
MEDICAL MARIJUANA IN SCHOOLS**

The Board recognizes that there may be some students in the RSU #38 schools who rely on the use of medical marijuana to manage a medical condition and who may be unable to effectively function at school without it.

The administration of medical marijuana in Maine schools is governed by the Maine Medical Use of Marijuana Act (MMUMA). The regulatory agency charged with implementing the MMUMA is the Department of Administration and Financial Services (DAFS). The Maine Medical Use of Marijuana Program, located within DAFS, performs administrative duties associated with implementation of the MMUMA, such as issuing of registration cards to “caregivers.”

Administration of medical marijuana should be done in a way that minimizes the interruption of instructional time for the student and with a minimum of disruption of routine school operations.

The following procedure is to be followed for the administration of medical marijuana at school:

- A. The student’s parent/legal guardian/legal custodian must request the school unit’s “Request to Administer Medical Marijuana at School” form and a copy of the Board’s policy JLCDA, Medical Marijuana in Schools from the school nurse.
- B. The parent/legal guardian/legal custodian and the student’s medical provider (physician, certified nurse practitioner, or physician assistant) must complete and sign the Request form, to be submitted to the school with a copy of the student’s current written certification for the use of medical marijuana. The parent/legal guardian/legal custodian must present the original certification to the school employee responsible for processing the request. A copy of the certification will be retained by the school.
- C. The parent/legal guardian/legal custodian must designate a caregiver who will administer medical marijuana to the student in school (including a student who is 18 years of age or older). The designated caregiver must be registered with the Maine Medical Marijuana Program. The original registry identification card and caregiver designation form must be presented to the school employee processing the request. Copies will be retained by the school.
- D. If the designated caregiver is a person other than the student’s parent/legal guardian/legal custodian, the designated caregiver must also provide verification that he/she is authorized by the State of Maine to administer marijuana to the student on school grounds.
- E. An arrangement will be made between the school administration and the designated caregiver to schedule the administration of medical marijuana in a manner that will

NEW DRAFT POLICY – SECOND READING

minimize disruption to the student’s educational program, other students, school personnel, and the operations of the school.

- F. Medical marijuana may be administered only at the school nurse’s office. The designated caregiver must sign in at the school office on arrival at school and proceed directly to the location where the medical marijuana will be administered. The designated caregiver must comply with all Board policies and school rules while on school grounds.
- G. Medical marijuana administered in school must be in a nonsmokeable form. Vaporizers are not permitted.
- H. Only the designated caregiver may bring medical marijuana to school. It may not be held, possessed, or administered by any person other than the caregiver. The student may only hold or possess the medical marijuana during the process of administration and under the supervision of the caregiver.
- I. The designated caregiver must sign out at the school office after the administration of the medical marijuana, taking any remaining medical marijuana with him/her.

Legal Reference: Maine Medical Use of Marijuana Act, 2015 P.L. Ch. 369 (2015)

Cross Reference: JLCD – Administration of Medication to Students
KI – Visitors to the Schools

Adopted: _____



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

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Finance Manager

Fax. 207-685-4703

7l.

TO: RSU #38 Board of Directors

FROM: Jay Charette, Superintendent of Schools

SUBJECT: Consideration of Revised School Calendar – Pre-K Start Date

DATE April 27, 2021

I am recommending we change the first day of school for the Pre-K program to Tuesday, September 7, 2021. This will allow the three elementary schools to hold Pre-K screenings on September 1, 2, and 3, 2021.

Sample motion:

I move to approve the change in the School Year 22 school calendar, changing the first day of Pre-K to Tuesday, September 7, 2021, as recommended by the Superintendent.



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Fax. 207-685-4703

TO: RSU #38 Board of Directors 7m.

FROM: Jay Charette, Superintendent of Schools

SUBJECT: Consideration of Approval of Facilities Bond Project – High School, Industrial Arts Dust Collector

DATE April 29, 2021

As reported at earlier Board meetings, we are working toward facilities improvements for the Industrial Arts program at Maranacook High School. At this time I am requesting the approval of the use of bond funds to purchase the Dust Collector for the IA department, in the amount of \$100,000.00, as reported to the Facilities/Transportation Committee (see item 6b, Facilities minutes). There will be other program purchases including welding hood/forge and electrical costs for rewiring the IA room, but we do not have estimates on those items yet. This project has a projected lifespan of at least 15 years.

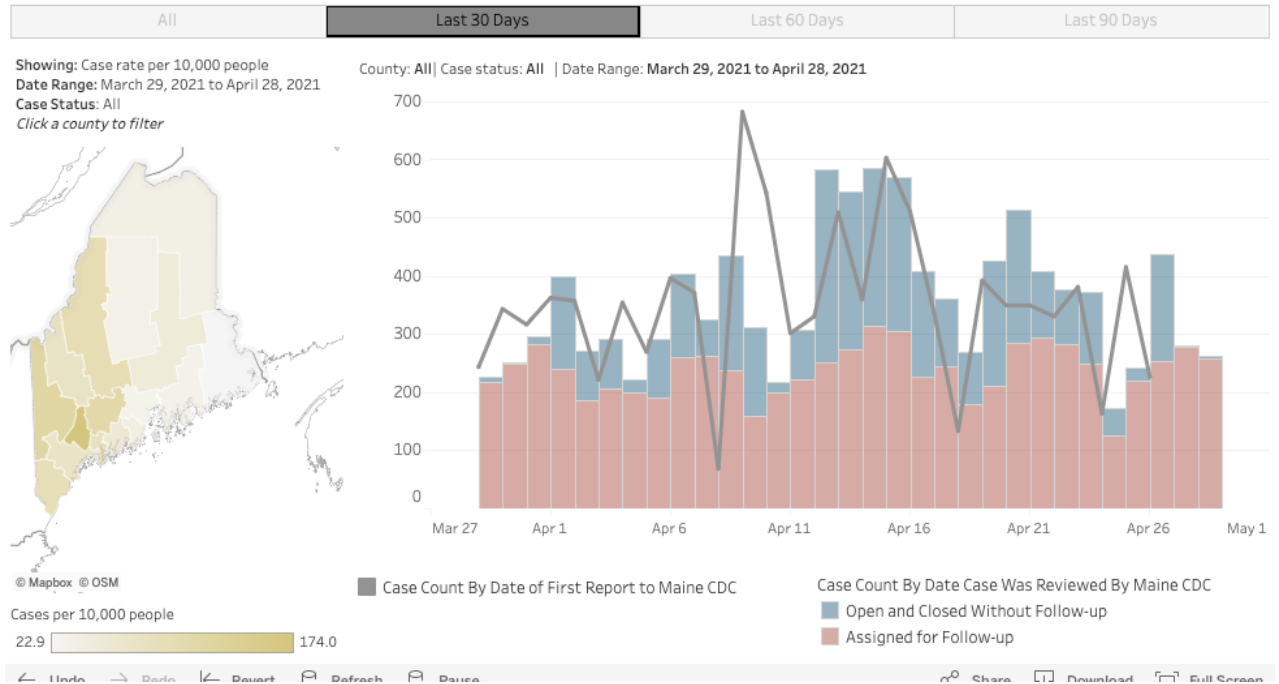
Sample Motion: “I move to accept the recommendation of the Superintendent to approve the purchase of the Dust Collector for the Industrial Arts program using bond funds.”

Agenda Item 7n - Summary and Data (as of 4-29-21)

Information comes from:

<https://www.maine.gov/dhhs/mecdc/infectious-disease/epi/airborne/coronavirus/data.shtml>

<https://www.maine.gov/doe/framework>



1) Community numbers as of 04-25-21

<https://www.maine.gov/dhhs/mecdc/infectious-disease/epi/airborne/coronavirus/data.shtml>

cases_by_zip_code

Zip_Code	Zip_Population	Case_Count	Patient_City	Patient_County	Data_Snapshot_Date
4284	1285	Range of 20-49	Wayne	Kennebec	2021-04-25
4355	2760	110	Readfield	Kennebec	2021-04-25
4351	2648	124	Manchester	Kennebec	2021-04-25
4352	1602	Range of 50-99	Mount Vernon	Kennebec	2021-04-25

2) District totals (04-29-21):

Students - 67

Staff - 5

3) **Our totals as of 04/30/2021 - to be announced**

- a) Positive Students Elementary - Students in Quarantine -
- b) Positive Students Middle - Students in Quarantine -
- c) Positive Students High - Students in Quarantine -
- d) Total number of Students awaiting test results -
- e) Positive Staff - Staff in Quarantine -
- f) Total number of staff awaiting test results -

4)

[Export table to PDF](#)

Cumulative COVID-19 Cases by County
Table updated: April 29, 2021
Data through: Wednesday, April 28, 2021 11:59 pm

Patient County	Cases	Confirmed cases	Probable cases	Deaths	Hospitalizations	Case rate (per 10K people)
Statewide	60,945	45,449	15,496	782	1,840	455.4
Cumberland	16,052	12,250	3,802	189	450	546.8
York	12,450	9,994	2,456	130	356	603.7
Androscoggin	7,110	5,083	2,027	68	213	660.3
Kennebec	5,606	3,579	2,027	66	153	459.2
Penobscot	5,359	3,841	1,518	89	198	354.7
Oxford	3,207	2,317	890	62	105	556.6
Somerset	1,860	1,339	521	29	66	367.6
Aroostook	1,664	1,250	414	45	69	247.9
Sagadahoc	1,260	971	289	8	23	353.6
Hancock	1,224	900	324	36	41	223.3
Franklin	1,215	940	275	13	25	406.4
Knox	972	865	107	5	32	244.4
Lincoln	857	709	148	2	20	249.5
Waldo	832	675	157	19	29	209.6
Washington	830	478	352	15	37	263.6
Piscataquis	442	253	189	6	23	263.1
Unknown	5	5	0	0	0	


5) **County color designations:** <https://www.maine.gov/doe/framework/part-I/#CRL>

County	Next Update: May 7, 2021	April 23, 2021	April 09, 2021	March 26, 2021	March 12, 2021
Kennebec		YELLOW	GREEN	GREEN	GREEN


Next updates are due May 7th, May 21st, June 4th

6) **Dashboard**


Maranacook Area Schools/RSU 38 Covid Dashboard Update: April 2, 2021

 Level	Student Positive	Staff Positive	Students in Quarantine	Staff in Quarantine	Students Remote due to others being in quarantine
Elementary	3	1	54	37	0
Middle	0	1	89		0
High	3	0	98		0
Total student positives From September 14 to date of Report					33
Total staff positives From September 14 to date of Report					4

Maranacook Area Schools/RSU 38 Covid Dashboard Update: April 9, 2021

 Level	Student Positive	Staff Positive	Students in Quarantine	Staff in Quarantine	Students Remote due to others being in quarantine
Elementary	7	0	47	34	0
Middle	4	0	82		0
High	6	0	95		0
Total student positives From September 14 to date of Report					50
Total staff positives From September 14 to date of Report					4

Maranacook Area Schools/RSU 38 Covid Dashboard Update: April 16, 2021

 Level	Student Positive	Staff Positive	Students in Quarantine	Staff in Quarantine	Students Remote due to others being in quarantine
Elementary	2	0	11	3	0
Middle	3	0	2		0
High	1	1	11		0
Total student positives From September 14 to date of Report					56
Total staff positives From September 14 to date of Report					5

7) Testing information

03/12/21		03/18/21		03/26/21	
# of student awaiting tests results	4	# of student awaiting tests results	50	# of student awaiting tests results	6
# of staff awaiting tests results	1	# of staff awaiting tests results	7	# of staff awaiting tests results	2
04/03/21		04/09/21		04/16/21	
# of student awaiting tests results	219	# of student awaiting tests results	116	# of student awaiting tests results	7
# of staff awaiting tests results	36	# of staff awaiting tests results	12	# of staff awaiting tests results	3