

*"A Caring School Community Dedicated to Excellence"*

**REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS  
Maranacook Community Middle School & Zoom  
October 20, 2021, 6:30 p.m.**

**AGENDA**

1. Call to order:
2. Pledge of Allegiance:
3. Citizens' Comments: (5 min.)
4. Additions/Adjustments to the Agenda by Board and/or Superintendent: (5 min.)
5. Action Item: Approval of Minutes of October 6, 2021\*
6. Discussion/Informational Items: (20 min.)
  - a. Informational – Update on school work plans for students who are out
  - b. Discussion - MSBA Delegate Assembly Resolutions\*
7. Workshop: Meeting Norms and Goal Setting\* (30 min)
8. Adjournment:

\* Attachments

**Attendees are required to wear face masks while in the school building.**

**The Zoom capability of this meeting is for listening only**

Join Zoom Meeting <https://us02web.zoom.us/j/86016214034>

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.

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**REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS**  
**Maranacook Community Middle School**  
**October 6, 2021**  
**Minutes of Meeting**

Members Present: Chair Cathy Jacobs, Vice Chair David Twitchell, Keltie Beaudoin, Kim Bowie, Tyler Dunn, Patty Gordon, David Guillemette, Rebecca Lambert, Betty Morrell, Jade Parker, Shawn Roderick, Melissa Tobin, Dane Wing

Student Representatives: High School Representatives Cassidy McCormick and Rocco Scott; Middle School Representatives Celia Bergdahl and Joseph Couture

Administrators: Special Education Director Ryan Meserve, Principals Tina Brackley, Dwayne Conway, Janet Delmar, Abbie Hartford, Kristen Levesque, Director of Curriculum, Instruction and Assessment Karen Smith, Adult and Community Education Director Steve Vose, Finance Manager Brigette Williams, Facilities/Transportation Director Shaun Drinkwater

1. Call to order: Chair Jacobs called the meeting to order at 6:30 p.m.
2. Pledge of Allegiance:
3. Student Representative Reports:
  - High School student representatives Cassidy McCormick and Rocco Scott reported on school wide events.
  - Middle School student representatives Celia Bergdahl and Joseph Couture reported on team projects, and school wide events.
4. Citizens' Comments: none
5. Additions/Adjustments to the Agenda by Board and/or Superintendent: none
6. a. Celebration:
  - Principal Conway introduced Spanish Teacher Señorita Barley and student Sarah Muniz. Señorita Barley reported on Hispanic Heritage Month and Sarah Muniz reported on her family heritage and a school project she did on her Spanish heritage.
  - b. Reports: Written reports were included in the Board packet.
  - c. Committees: Committees will begin meeting in November.
7. Action Items:
  - a. Approval of Minutes of September 15, 2021
    - MOTION** by Dunn, second by Twitchell to accept the minutes of September 15, 2021 as presented. **Motion Carried:** 10 in favor, 0 opposed 3 abstained (Lambert, Parker, Tobin)
  - b. Acceptance of Donations
    - MOTION** by Lambert, second by Wing to accept the donations as presented.
    - Motion Carried:** unanimous
  - c. Awarding of Snow plow/sanding contracts for 2021-2022
    - MOTION** by Morrell, second by Lambert to award the snow plow/sand bids for the 2021-2022 year as recommended by the Superintendent.
    - Question was asked about the plowing/sanding contract for the Manchester Elementary campus. Maintenance/ Transportation Director Shaun Drinkwater responded that he is in talks with Lyons Construction and hopes to have more information by the end of the week.
    - Motion Carried:** unanimous
  - d. Awarding of bus lease purchase agreements:

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**MOTION** by Twitchell, second by Dunn to award the municipal lease for the two school buses to Gorham Leasing, as recommended by the Superintendent. **Motion Carried:** unanimous  
e. Health and Safety Procedures and Protocols

Chair Jacobs outlined the process for this agenda item. Special Education Director Ryan Meserve will review the information provided to the Board by Superintendent Charette, the Board will have a discussion, and then the Board will take citizen comments. The Board will then vote on the Superintendent's recommendation.

Mr. Meserve reviewed the general information in the packet and provided an update on how the work on pool testing is proceeding. Superintendent Charette recommends that the health and safety protocols continue as is for the next month, and that the Board review again at the November 3<sup>rd</sup> Board meeting.

**MOTION** by Morrell, second by Twitchell, that the RSU 38 health and safety protocols remain unchanged, and be reviewed again at the first November board of directors meeting.

The Board discussed concerns around pool testing, the strain it will put on staff, the ability to fill the covid nurse position, and low buy-in by parents to take part in the program.

Question was about whether the ESSER 3 funds could be reallocated. Finance Manager Williams responded that there will be opportunities to reallocate funds as needed. She reminded the Board that the district will have almost 3 years to use the funds.

It was noted that whether or not the district pursues pool testing, the additional covid nurse is still needed.

It was noted that the pool testing option was added by the Board because it adds another layer of keeping more students in school.

Question was asked whether or not pool testing would be up and running before the November 3<sup>rd</sup> meeting. Mr. Meserve responded that it is the plan, but there are a number of things that need to be in place before it can be started, including having the nurse position filled.

Suggestion was made to get more information out to parents that better explains what pool testing would mean for children, and how it would help keep children in school.

Chair Jacobs opened the meeting up for citizen comments. Citizens spoke supporting masking but expressed concerns about the additional work that will be required for the staff who are already at a breaking point. A parent asked for the Board to review when students need to wear masks, such as, is it necessary for them to be masked when sitting at their desks taking tests. She also asked the board to poll the community to see what they want. She also asked about the monies coming into the district for covid and what that looks like per child.

A parent asked for the Board to leave things as they are a little longer, stating masks are working; everyone just needs to give it more time.

Chair Jacobs asked for a vote on the motion.

**Motion Carried:** 10 in favor, 3 opposed (Beaudoin, Lambert, Parker)

8. Information Item: Fall Coaching and Co-Curricular Appoints – no questions

Chair Jacobs noted that a sheet was added to the folders with the draft RSU 38 Norms. She asked that board members review the sheet prior to the next meeting, when the Board will have a workshop on the Norms and Goals. She asked that members reach out to her with any changes or questions prior to the next meeting.

9. Adjournment: **MOTION** and second to adjourn at 7:44 p.m.

Respectfully submitted,  
Ryan Meserve, Special Education Director  
D.Foster, recorder

6b.

**Maine School Boards Association  
49 Community Drive  
Augusta, Maine 04330**

**Proposed Resolution Revisions and Additions  
As approved by the MSBA Board of Directors  
July 17, 2021**

**A. Resolutions that were reviewed; no action recommended**

1. 2.A.2.c. Child Abuse Reporting
2. 2.A.2.h. Administration of Medication
3. 2.B.3.g. Labor Relations Legislation
4. 3.B.3.a. Alternatives to Property Tax
5. 3.B.4.a. Court-ordered Placements of Students with Disabilities
6. 3.B.5.c. Probationary Employment Period

~~Grey~~ = to be deleted

**Yellow** = New - Proposed

**B. Revisions**

**1. 2.A.2.g. / 2.A.7.a – Revise/Change/Remove Teacher/Student Absenteeism and Child Safety**

**Current:**

~~2.A.2.g. **Teacher/Student Absenteeism** – The Maine School Boards Association encourages local school boards to examine, in detail, the rates of absenteeism among teachers and students in order to enable them to consider the implications that findings may have for board policy. (Adopted 1991 – Amended 1999)~~

~~2.A.7.a. **Child Safety** – The Maine School Boards Association encourages local boards to consider effective means of parent/guardian school communications regarding absent students to help ensure the safety of absentee students. (Adopted 1985 – Amended 1999, 2008)~~

**Replace with:**

**2.A.2.g. Student Absenteeism** - The Maine School Boards Association supports the Department of Education’s goal of having all students be in attendance at least 95% of their academic year. This goal can only be achieved if there are interventions and supports for those students who are too often absent. Communication with parents/guardians around chronic absenteeism is critical as are school-based supports such as mentoring, counseling and tutoring. Alternative programs for at-risk students either on a local or regional level also should be supported. Should efforts not be successful through traditional communication with parents/guardians, MSBA urges proactive efforts for communication and supports through DHHS and other local or state agencies.

**2. 2.A.4.g. – Add the underlined portion within the current resolution:**

**School Board Training** – The Maine School Boards Association is committed to sharing and expanding training opportunities, utilizing, in part, a regional approach and tapping local board members and others as trainers. MSBA encourages local

- boards to adopt policies that incorporate the local board's commitment to the education of its board members and reflect its need to annually budget the funds necessary to fulfill this important responsibility. Possible areas of discussions include equity in education, FOAA, explanation of MSBA services, board governance, local committees' purpose and structure, board leadership training, and other items of interest and concern within local school boards. (Adopted 1989 – Amended 1999, 2017)
3. **2.B.1.c. – Add the underlined portion to the current resolution:**  
**Curriculum Policy** – School boards are legally responsible for adopting policies with respect to curriculum. Therefore, the Maine School Boards Association urges local school boards to recognize that it is imperative they develop and implement curriculum policies that reflect the best interests of the students and the community, and include in-person, remote and regional collaborative learning opportunities. Recognizing the importance of a rigorous core curriculum for all students, MSBA urges local school boards to establish policies which require continuous evaluation of curriculum and graduation requirements. Such policies should reflect the goal of creating and maintaining rigorous standards designed to provide students with the skills necessary for them to succeed in a global society. Furthermore, these policies should lead to curriculum designed to achieve specific learning outcomes. MSBA also encourages local school boards to regularly review and revise these policies. (Adopted 1963 - Amended 1982, 1993, 1999)
  4. **2.B.1.i. – Revise/Change/Remove**  
**Remove Alternative Programs resolution**  
**Replace with:**  
**Multiple Pathways** – The Maine School Boards Association urges local school boards to approve educational programs that interest, engage and motivate each student to realize their potential and result in successful completion of their high school experience while equipping them with a high school diploma or equivalency.
  5. **2.B.3.d. – Rewrite and Combine resolutions**  
**Proposed replacement:**  
**Teacher Evaluation** – The Maine School Boards Association urges local school boards to develop a comprehensive teacher evaluation policy designed to measure and improve the effectiveness of instruction on a continuous basis. Feedback is critical for all educators regardless of where they are at in their career. Evaluation systems need to be based on high performance standards and supported by ongoing professional development and mentorship. The process should address all aspects of teaching performance and recognize the fulfillment of student needs is of primary importance.  
**To delete (see deletions):**  
~~**2.B.3.a. Improving Instruction Through Administrative Supervision and Evaluation** – The Maine School Boards Association urges local school boards to recognize the importance of formal administrative supervision and evaluation to the improvement of the instructional program by requiring, through policy, a planned and systematic program tied to educational outcomes. Minimum standards for the~~

number and frequency of formal supervisory experiences, observations, and evaluative summaries should exist. Variations in such standards should recognize the crucial need for closer support and performance review during the probationary status of a teacher or administrator, while requiring other assessment criteria which recognize valued service and experience, and expectations related to trust, leadership and exemplary performance. Supervision and evaluation policies are not negotiable in collective bargaining. (Adopted 1993—Amended 1999)

**2.B.3.d. (current version) Teacher Evaluation and Compensation**—The Maine School Boards Association urges local school boards to develop comprehensive teacher evaluation policies that are designed to measure and improve the effectiveness of instruction on a continuous basis and to consider compensation that will recognize and reward meritorious teaching performance. While the adoption of such policies is the responsibility of local boards, their development should recognize the need for constructive input from teachers, in order to help establish the firm basis of mutual understanding and respect that is essential to a productive teacher evaluation program. The evaluation procedure should address all aspects of teaching performance and recognize that the fulfillment of student needs is of primary importance. (Adopted 1979—Amended 1983, 1999)

**3.B.5.d. Performance Standards for Teachers**—The MSBA encourages the State Board of Education to consider the feasibility of establishing performance standards for teachers. Among the questions to be considered are: Should standards be established at all? Should standards be established by the state or local school units? How can performance be assessed to determine whether or not standards are met? (Adopted 1991)

6. **3.A.3. – Add the underlined portion to the current resolution: Administrator Shortage** – The Maine School Boards Association recognizes the significant decline in the number of qualified candidates for administrative positions at all levels but particularly in the areas of school superintendency and the high school principalship. MSBA believes that the urgency of this matter should be addressed jointly by the Department of Education, the State Board of Education, the University of Maine System and other higher education institutions and the Maine Legislature. It also recommends the support and re-establishment of Leadership Academies to enhance this effort. (Adopted 1996 - Amended 2002, 2008)
7. **3.B.3.e. – Funding of Services to Students with Severe Disabilities** – Maine School Boards Association strongly urges the Commissioner of Education, the State Board of Education and other commissioners in the Children’s Cabinet to ~~develop a~~ maintain the mechanism for increased financial assistance to schools faced with high costs for students with severe disabilities and/or students who may need out-of-district placements. Furthermore, the Governor and Legislature are urged to provide full funding on an annual basis, and to add a provision to the law which would allow these reimbursable costs to be excluded from local school budgets. (Adopted 1988 - Amended 1989, 1992, 1998)

### C. Deletions

1. **2.A.7.a. – Child Safety** – will be incorporated as part of a Revised **2.A.2.g. Student Absenteeism** Resolution.
2. **2.B.3.a. - Improving Instruction Through Administrative Supervision and Evaluation** – will be incorporated within the Revised **2.B.3.d. Teacher Evaluation** Resolution.
3. **2.B.3.d. – Teacher Evaluation and Compensation** – parts of this resolution will be incorporated within the Revised **2.B.3.d. Teacher Evaluation** Resolution.

4. **3.A.2. - Regional Service Centers** – no longer required. Purpose for resolution has been removed due to changes in legislation.

~~**Current: Regional Service Centers**—The Maine School Boards Association has serious concerns about the legislation passed by the 128<sup>th</sup> Legislature regarding Chapter 123 and the Development of Regional Service Centers. MSBA urges the legislature and the governor to review the impact on Maine schools before implementation begins. We urge the legislature to delay the implementation by at least one year in order to simplify the implementation process and to provide a mechanism for withdrawal if the projected savings are not realized. Furthermore, MSBA requests a review of the penalties assessed for non-participation with participation consideration given for existing regional efforts, including municipal and school district programs, and the present level of school district efficiencies. (Adopted 1995—Amended 1998, 2003, 2005, 2017)~~

5. **3.B.5.a. - Binding Interest Arbitration/Right to Strike** – being replaced by two separate resolutions

~~**Current: Binding Interest Arbitration/Right to Strike**—We strongly oppose changing the teacher negotiations law to include binding arbitration on salaries, pensions and insurance or the right to strike. (Adopted 1977—Amended 1982 and 1983)~~

6. **3.B.5.d. – Performance Standards for Teachers** - will be incorporated within the Revised **2.B.3.d. Teacher Evaluation** Resolution.

### D. New/Revised – Proposed 2021

#### Learning Loss

Concern about learning loss due to summer vacation or the disruption caused by the pandemic is discussed but seldom quantified. The Maine School Boards Association believes a student-centered approach, which looks at individual academic achievement and informs what support systems are needed and for whom, is a more effective approach. The Department of Education needs to be involved in this work, in terms of developing appropriate measurement tools and sharing effective interventions developed by their curriculum experts, with consideration of appropriate funding.

### **Rationale**

Addressing learning loss with individual students is not a new concept, but we need to continue to support individual student growth in critical subject areas and identify and address individual student needs. This work also needs to be supported by the Department of Education

### **Dropout Prevention**

The Maine School Boards Association supports the Department of Education's goal of a 90 percent or better graduation rate. MSBA recognizes there are many factors that can lead to a student dropping out of school. There needs to be early interventions for at risk students and support both at the state and local level for multiple pathways, such as adult education, to earn a diploma. This is an imperative not only for our students but for our society, which needs an educated and engaged workforce and citizenry. MSBA additionally and proactively urges MDOE and US Education Department to redefine high school dropouts so that high school graduates are inclusive of students who attain that achievement within 6 years of initiating grade 9 including those that have utilized an alternative pathway within the 6-year timeline also be considered a high school graduate.

### **Rationale**

A high school diploma or its equivalency through adult education or alternative education programs is critical when a student leaves public education and goes out into the workforce. As policy makers, we need to explore and define pathways that allow students to get the credits they need. For some, what they need is more time. We believe a 6-year timeframe is appropriate for those who have other obligations and extenuating circumstances that don't allow completion in the traditional four years.

### **Binding Arbitration**

The Maine School Boards Association opposes any legislation that would allow binding arbitration on salaries, pensions and insurance because the fiscal impact of these significant cost drivers in the school budget should be decided by locally elected School Boards, not outside arbitrators who have no stake in the community.

### **Rationale**

Labor law has banned arbitration on salaries, pensions and insurance for 40 years based on the sound belief that elected board members should make decisions on school budgets and ultimately their impact on property taxes, and not outside arbitrators.

### **Right to Strike**

The Maine School Boards Association opposes any legislation that would give school personnel the right to strike. Strikes severely disrupt the education of children and the lives of their families. Even a short strike could upend an academic year, breaking educational continuity for students and throwing off school calendars for instruction and in-school and after-school activities. Strikes also could put our students at risk, if they are in unsupervised settings at school or at home.

### **Rationale**

The Right to Strike currently is prohibited in 35 states because it puts the demands of the adults in the building ahead of the needs of students. Teachers at school provide safety and care for students. Our most vulnerable children are at the greatest risk during a strike because their support system at school is disrupted.



RSU#38 Norms

7.

Keep kids at the center!

Share your ideas

- \*share air time
- \* everyone speaks before someone goes again

Be solutions oriented while assuming positive intent

Listen openly to all opinions and possibilities to understand

Show respect to each other

- \*don't interrupt
- \* Agree to disagree
- \* Be responsible for positive tone of voice and body language

**2021- 2022 School Year Goals for the RSU #38 Administrative Team (Summarized board version)**  
[RSU #38 Strategic Plan 2019-2024](#)

**This school year, we will face many challenges directly connected to the past year’s events of the pandemic. We must use district resources in an extensive strategic fashion to address needs arising from learning loss and behavioral challenges with returning to full-time, in-person instruction, including social adjustments and emotional growth. Reintegration and re-engaging all students will be a primary focus that will require us to evaluate past practices and implement impactful systematic strategies. We will leverage services provided by EAB Global Inc. to help us with identifying proven best practices and using data to make informed decisions.**

**To do this, we must consider the following:**

- **How do we best use our resources to provide equitable learning opportunities for all students?**
- **How do we best support our students’ behavioral, academic, social, and emotional growth this coming year?**
- **What best practices can we implement that develop collegial growth used consistently and directly and positively affect student performance across our district staff?**

The Portrait of a Graduate represents RSU #38's vision for the 21st-century skills, character traits, and social-emotional competencies students need to succeed in college, career, and life. The efforts to establish the portrait this past school year show the district community's commitment to investing in educational experiences that educate the whole child. The goals targeted from the [RSU # 38 Strategic Plan 2019-2024](#) embedded this vision into the Administrative Team's Goals for the 2021-2022 school year by identifying the initiatives and programs that will help students develop these competencies and begin designing learning processes that integrate these traits into the classroom for all grade levels.

<b>Portrait of a Graduate Competencies</b>		
<b>1</b>	<b>Communication</b>	To listen for understanding, strive for accuracy and clarity, and utilize technology and media effectively.
<b>2</b>	<b>Critical Thinking</b>	To be able to reflect critically on learning experiences and processes, reason effectively, and solve problems.
<b>3</b>	<b>Empathy</b>	To have the ability to understand another person's thoughts and feelings in a situation from their point of view.
<b>4</b>	<b>Perseverance</b>	To demonstrate consistent effort to do or achieve something despite difficulties, failure, or opposition. To have steadfastness.
<b>5</b>	<b>Adaptability</b>	To work effectively in a climate of ambiguity and changing priorities, incorporate feedback effectively – deal positively with praise, and setbacks, and criticism.

<b>Priority #1 (RSU #38 Strategic Plan 2019-2024)</b>	
<b>Goal 1:</b> Provide an inclusive and comprehensive educational program that sustains student curiosity and inspires students to be engaged citizens.	
<b>Goal 2:</b> Promote a unique professional culture that attracts and retains dynamic staff.	
<b>Rationale</b>	<i>We believe these two goals work hand-in-hand in raising student achievement and providing growth opportunities for high-quality teachers for all of our students. We must use all our resources as a district to provide equitable learning opportunities for all students by implementing best practices that develop collegial growth that directly and positively affects student performance across our district staff.</i>
<b>SMART Goal</b>	By the end of the 2022 school year, we will have built a system of vertical, grade level, subject area, and MTSS team capacities by identifying structures, protocols, and procedures that center discussions on student needs, equitable use of resources, and ongoing review of student data as evidenced by meeting documents, curriculum reports, and district Curriculum and MTSS Handbooks.
<b>Team Members (District)</b>	Superintendent, Director of Curriculum, Technology Director, Math Coordinator, Literacy Coordinator; District Curriculum and MTSS Leadership Teams

<b>Priority #2 (RSU #38 Strategic Plan 2019-2024)</b>	
<b>Goal 3:</b> Foster a safe and supportive learning environment, in partnership with community organizations and resources.	
<b>Rationale</b>	<i>We must support our students' behavioral, academic, social, and emotional growth this coming year.</i>
<b>SMART Goal</b>	For the 2021-2022 school year, we will survey the social-emotional learning (SEL) opportunities within the district and present recommendations to the School Board of Directors identifying best practices across all grade levels as evidenced by meeting documents, curriculum reports, SEL student survey results, SEL catalog, and district Curriculum and MTSS Handbooks.
<b>Team Members (District)</b>	Superintendent, Director of Curriculum, Director of Technology, Math Coordinator, Literacy Coordinator; District Curriculum and MTSS Leadership Teams

<b>Priority #3 (RSU #38 Strategic Plan 2019-2024)</b>	
<b>Goal 3:</b> Foster a safe and supportive learning environment, in partnership with community organizations and resources.	
<b>Rationale</b>	<i>We must identify and provide access to the available RSU#38 resources supporting the stakeholders within our district community.</i>
<b>SMART Goal</b>	Publish a catalogue/brochure of supportive resources by the spring of 2022 that can be used to identify support structures within RSU #38 that reflect our commitment to our mission and vision, as evidenced by meeting documents, curriculum reports, SEL student survey results, SEL catalog, and district Curriculum and MTSS Handbooks.