

REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS
Maranacook Community Middle School & Zoom
November 17, 2021, 6:30 p.m.
AGENDA

1. Call to order:
2. Pledge of Allegiance:
3. Student Representative Reports: (10 min.)
4. Citizens' Comments: (5 min.)
5. Additions/Adjustments to the Agenda by Board and/or Superintendent: (5 min.)
6.
 - a. Celebration (10 min.)
 - b. Reports: (10 min.)
 - Staff Association
 - Principals*
 - Adult & Community Education Dir.*
 - Finance Manager*
 - Health Center Director
 - Special Education Director*
 - Curriculum, Assessment & Instruction Director*
 - Superintendent of Schools*
 - c. Committees:
 - Curriculum – next meeting 12/15/21, 4:30 p.m. via zoom
 - Facilities/Transportation – next meeting 11/15/21, 6:00 p.m. via zoom
 - Policy* – next meeting 11/9/21, 6:00 p.m. via zoom
 - Policy First Readings* – GBGB, Workplace Bullying; IHBAC, Child Find; JKAA, Use of Physical Restraint & Seclusion
 - d. Ad Hoc Committee: Awesome Bear Society (ABS) – 12/8/21, 6:00 p.m.
7. Action Items: (30 min.)
 - a. Approval of Minutes of October 20, 2021 Meeting*
 - b. Acceptance of Donations*
 - c. Acceptance of teacher resignation effective 12/22/21, MES Grade K, Brianna Holmquist
 - d. Health and Safety Procedures and Protocols*
8. Discussion/Informational Items: (15 min.)
 - a. Discussion – Sample Policy BED, Remote Participation in School Board Meetings*
 - b. Reports from Board members who attended MSMA Fall Conference
9. Adjournment:

* Attachments

NOTES:

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

Join Zoom Meeting <https://us02web.zoom.us/j/87104726560>

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

6b.

November 3, 2021

Janet Delmar (MTV)

Abbie Hartford (MES)

Tina Brackley (WES)

Jeff Boston (RES)

	Pre-K	K	1	2	3	4	5	Total
MES	5/6	14/13	19	16/15	21	15/16	17/18	175
RES	13/8	8/9	16/16	15/15	18/19	18/19	11/12	197
MTV	9	15	13	14	8	13	14	86
WES	8@ RES	6	13	10	10	20		59

Parent/Teacher Conferences

Virtual Parent/Teacher Conferences are just around the corner! Paul McGovern, the elementary technology integrationist, has sent out Pick-A-Time information electronically to all parents. Conferences will be taking place on November 18th (Thursday) and November 22nd (Monday). Our time spans will be from 3:00 – 7:00 pm. Each faculty will be prepared to review student academic progress with parents via zoom. In the event that parents cannot attend conferences, they are asked to contact their child's teacher to arrange for another date and time that is mutually agreeable. We are looking forward to this opportunity and building an educational partnership with our parents to benefit their child.

October 8th

Faculty participated in a plethora of different professional development opportunities through cluster groups (K-2 at MTV and Gr. 3-5 at MES). It ranged from remote and tech-based resources, Illustrative Mathematics/Bridges, grade level meetings, Literacy Footprints Digital Reader, and Subject Area Committee (SAC) meetings.

Second Step - SEL Curriculum - Skills for Learning

During the month of October, the schoolwide theme focused on skills for learning. In our morning announcements and through classroom lessons, we have been working with students on how to listen, focus their attention, and use self-talk to stay on task, and to be assertive when asking for help with learning. These skills will help every student be a successful learner. Families also receive Home Links describing why these skills are important and including fun activities to do together to practice them at home. We hope you enjoy them!

Skills for Learning

Focus Attention



Listen

Be Assertive



Use Self-Talk

NWEA Testing

All students in grades 3-5 are currently being administered the NWEA tests in reading and math. These student scores will provide instructional information as well as provide an overall picture of student growth. This data will be reviewed and discussed by administrators, curriculum coordinator, and grade level teachers. Additionally, this information will allow teachers and interventionists to target additional support for students who show scores below grade level.

MES

Wolf Day at MES! In keeping with our annual end of October theme celebration (avoiding Halloween distractions), October 29th we celebrated all about Wolves. Students learned about wolves: their habits and habitats. Wolves appear in many stories from fairy tales to fables. Non-fiction reading about real wolves is informative and provides for comparisons between genres.

MES plans to hold it's 2nd annual TURKEY TROT on November 23rd. Students will participate by class in an outdoor Turkey Trot obstacle course activity. This is a fund raiser for the Robin Rankin Fund. This fund supports local families faced with the financial challenges of a family member undergoing cancer treatment or other unexpected financial needs. Turkey costumes are highly encouraged!

Student Gourd Awards at MtVES

At Mt. Vernon Elementary School we are recognizing students' positive words and actions with our Positive Pumpkin Recognition program. Staff members complete an orange pumpkin card with a positive comment about a student in grades K-5 to be posted on the hallway pumpkin patch bulletin board. Each week one student in K-2 and one student in grades 3-5 have their name and positive comment read over the announcement and they are given a gourd (Gourd Award) to take home. Congratulations to all of our students for being safe, responsible, and respectful school citizens.

CONGRATULATIONS TO OUR WINNERS OF



THE GOURD AWARD!

Skylar
and
Samira,
your
looking
gourd!

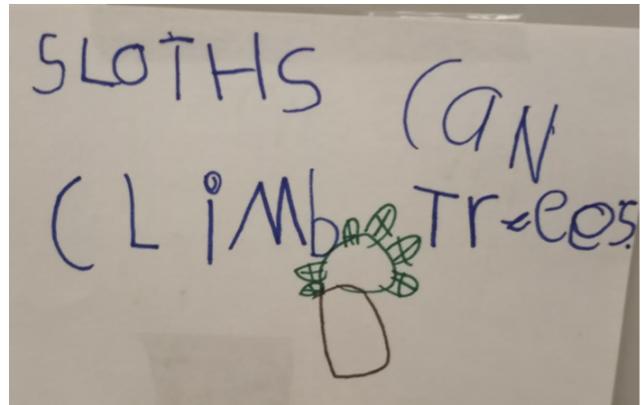
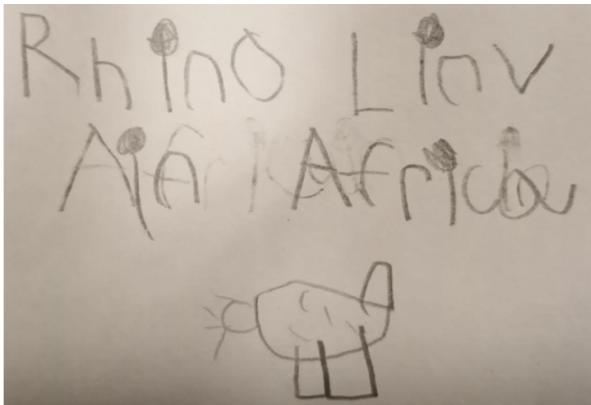


MTVES Students Love

Fun Fact Friday!

Students in grades K-2 have been invited to read or listen to non-fiction books during the week either at home or at school. If they hear a fact that is surprising, cool, or interesting they may write it down on a card that will be posted on our display. They will also have the opportunity to share their learning with peers at Friday's lunch. Students have been very excited to take part and share their learning!

Happy Reading!



WES

It has been a great month at WES. The staff has been working to implement the goals set under their Tier III plan. One of these goals is around implementing high impact strategies to help students improve achievement. The staff met as a whole and determined that it was important to build strong relationships with all students not only in the classroom but as a whole school. As a school we will be instituting "Shout Outs". Shout Outs will be given by staff for students who demonstrate something out of the ordinary, examples could be an older student helping a younger student, a student who persevered through something that was challenging, or a student who does something wonderful outside of school that should be recognized. Students will be recognized at morning meetings and at the end of the week can choose to have lunch with a teacher of their choice or the Principal.

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



Kristen Levesque, EdD., Principal
 Phyllis Cote, Office Coordinator
 Office Phone: 207-685-3128 x1114
 Office Fax: 207-685-9876
www.maranacook.org/mcms

“A Caring School Community Dedicated to Excellence”

October 29, 2021

Dear RSU 38 Board Members,

It has been a busy month here at MCMS. We started the month completing the MEA NWEAs. The bulk of the students tested October 5th and 6th, with make-up testing, and additional time provided for students throughout the remainder of the month. Our math and literacy interventionists have already started to use the results from these assessments to help pinpoint interventions needed for individual students.

We completed the MIYHS survey this month, which is the Maine Integrated Youth Health Survey. It is a biennial survey of Maine students in grades 5 through 12 that monitors the health behaviors and attitudes regarding: substance use, mental health, nutrition, physical activity and availability of protective factors. We will use this data to check in on the overall physical, social and mental health of our students (cumulatively) and to determine what steps we should take in order to make any improvements.

Our fall sports season has come to a close, with both our boys and girls A- soccer teams making it to the regional playoffs. Congratulations to Coach Amy Jones and the girls A soccer team for winning the Capital Area League Championship on Monday, 10/25/21, over Gardiner 5 to 2. Phoebe Bell scored 3 goals and Alice Ferran and Eve Simcock each had one. Girls finished the season undefeated!

Academic Updates

Core Classes

Teams are halfway through the first trimester, with progress reports being emailed home on 10/19/21. Literature, writing and core classes (science and social studies) are based around the student selected themes for the trimester. Many students are in the midst of a large writing assignment and are deep into research projects about survival, history and our ecosystem. Field trips have been happening throughout this fall, with unique changes in how we have done them. On the Acadia team, they held a field trip at the Readfield Beach, where students had an opportunity to go canoeing (for some students this was their first time ever in a canoe!), learning survival techniques, and participating in team building games. The Royal team has spent a lot of time outside on our campus trying out fun ways to explore our universe. They recently did a lab experiment with string, water and balloons to better understand the gravitational force on earth, for their Survival in the Universe class. Katahdin team also had a “field trip” on-campus with Maine Local Living School (Koviashuvik), who came to the school to teach students about survival for Mr. Aspinall’s class.

Mathematics

Math classes are busy finishing up and starting new lessons. In 6th grade math, students are finishing work on area, perimeter, and volume of rectangular prisms with fractional lengths, deconstructing irregular shapes into manageable pieces to find area. Next up are lessons on surface area. In 7th grade math, students recently finished the rational number unit and are now learning about expressions, equations, and inequalities. In 8th grade math, students are finishing their unit about functions. Upcoming units 3 and 4 build on this one. There is also a focus on slope-intercept form of lines. ($y=mx+b$).

World Language and Unified Arts

World language classes are busy learning how to say greetings, weather patterns in their language, then moving on to feelings, colors and descriptions. For unified arts, students are finishing up the first quarter

classes. Our second quarter for Unified Arts will start on Monday, November 8th. The band, chorus and ensembles are busy preparing for their first concert since winter of 2019!

Gifted and Talented Program

Currently, in the GT ELA classes, students are working on their narrative reading and writing standards. We have extended our knowledge in the narrative elements, enjoyed writing stories with mixed up Fairy Tale characters and plots, and imagined who has walked a mile in these shoes. Students will finish the trimester with a narrative story of their own. In math class, students are working through the Illustrative Math accelerated middle school program with the goal of covering all 6-8 grade standards in 2 years. It is great seeing all the different ways students work through a math problem and still arrive at the same end.

Make A Difference Week

We participated in the campus wide Make A Difference Week October 25th-29th. Make A Difference Week is the annual food drive put on by the middle and high school Advisory Programs. In collaboration with the high school, we helped to raise food and money for our local pantries. [Here is a video about our very own food pantry](#), housed at MCMS, this slideshow was shared with our students.

Halloween Costume Contest on 10/28/21

Our Student Government hosted a Halloween Contest for the entire school on Thursday 10/28/21. Many students and staff dressed up for the event, and it was a lot of fun! Prizes went out for Best Overall, Creepiest, Funniest, Most Creative/Unique, and the best Teacher's costume! Prizes included \$5 gift cards and Full-sized candy bars!



Fall Advisee Day

We held our Advisee Day on Friday, 10/29/21. The 6th graders stayed on campus for team building exercises, including baking activities and fun games. In an effort to raise money for Make A Difference Week, our 7th graders had a Walk-A-Thon on 10/29/21. The students walked, with their advisee group, on the Hallowell Rail Trail. All money raised went directly to our area food pantries. The 8th graders participated in Junior Achievement- a program that helps students prepare for life after middle school. All of these activities directly relate to their grade level themes for the Advisory Program:

- 6th Grade- Transition/ group building activities emphasizing communication, listening skills, respect, & diversity
- 7th Grade- Self-advocacy, group membership, and community service
- 8th Grade- Making healthy choices and transition to high school

As always please reach out to me if you have any questions or concerns.

Sincerely

Kristen Levesque, EdD
Principal

Student Count, as of 10/21/21: 6th-101 7th-104 8th-99 Total- 304

MARANACOOK COMMUNITY HIGH SCHOOL

2250 Millard Harrison Drive
Readfield, Maine 04355

Dr. Dwayne Conway, Principal



Tel. No.: (207) 685-4923

www.mcs.maranacook.org/o/mchs

Dear RSU #38 Board Members

October 2021

You Matter and You Belong

At the start of the year, the high school leadership team, which is made up of 11 teachers, elected by their departments, Mrs. Graziano, Mr. Dorman and myself met to discuss school goals and how to best support students emotionally and academically this year. Along with our district goals we chose as a high school to really focus on the one goal of equity. For us, equity includes:

- Restorative Practices used to support students in seeing the bigger picture and understand that we are a community and our actions often impact others beyond ourselves.
- Social Emotional Learning used weekly to support students in better understanding their emotions as well as comprehending them more fully. This also helps students to have more empathy for others and ultimately be a better team member and work collaboratively.
- Positive Behavior Intervention System, which is used to reinforce the multitude of positive behaviors we see from students everyday. Within this, we recognize students school wide by grade level as evidenced below, daily with Awesome Bear Cards for crushing our Habits of Work. Also, several departments recognize students individually for outstanding content achievement such as the math Ninja Award and Fine Arts Award.
- Instructional practices and beliefs that all students want to learn. A belief that all students should have access to and can take part in rich classroom discussions along with the understanding that all students want to be engaged and need to be challenged academically. We also believe all students should be empowered to take control of their own learning when entering high school and all students should be able to distinguish their learning academically when appropriate.

Maranacook September Students of the Month

9th Grade

- **Cameron Griffey:** Cameron completed all of his work while not in school. He also remained engaged and participated in class. Cameron is a self-directed learner and helps other students in class.
- **Layton Moulton:** Layton is friendly, hard-working, engaged, and asks good questions in class.

10th Grade

- **Sam Sessler:** Sam exhibits persistence in all of his classes. He earns high grades and is a member of the Student Senate on the sustainability committee. Sam works hard to attend all of his classes, is always prepared, and helps other students when possible.
- **Lilly Mushlit:** Lily is an incredibly positive student and advisee who consistently gives her best. She is responsible, honest, and hard-working. She is a role model to all.

11th Grade

- **Zacorie Gervais:** Zacorie consistently overcomes adversity and works hard to do his best in school. He continues to show kindness to all and works to help make those in class better.
- **Allie LaBelle:** Allie is a role model to her classmates. She challenges herself with some of the toughest classes we offer. She is supportive to her peers. She finds learning to learn interesting and engaging.

12th Grade

- **Kusha Kane:** Kusha is quite possibly the world's best friend. She always has a smile on her face and is a pleasure to be around. She volunteers for everything we have to offer and participates in Cross Country, Unified Basketball and Tennis. Kusha is the definition of what it is to be a Maranacook Black Bear. She is a great student in class and follows through on everything she commits to. Kusha is willing to help in any way she can and takes tremendous pride in her work.
- **Tyler Hreben:** Tyler is one of the most focused and kindest students in the senior class. His attention to detail and willingness to help others is always at the forefront in everything he does. His quiet leadership is something that sets him apart. When he speaks he has the attention of everyone. He is at top of his class and is a standout athlete on the basketball team and baseball team.



The MCHS Civil Rights Team is working to spread awareness and celebrate that Maranacook Community High School is an inclusive, welcoming school with this year's **Day of Welcome**. This is a statewide event developed by the [Civil Rights Team Project](#), administered by the Maine Attorney General.

On Friday, November 5th we are asking students and staff to do the following:

- Wear black and gold to support this day
- Promote conversations that support inclusion
- Engage in positive messages about the MCHS community being inclusive

Everyone can make an enormous difference in helping us make the Day of Welcome a success in our school.

Enrollment on 9/24: Freshmen 92, Sophomore 91, Juniors 88, Seniors 94-Plus 1 from last report

Respectfully submitted,

Dwayne Conway

Maranacook Adult and Community Education

November 2021

Board Report

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

The coronavirus pandemic has placed great strain on all educational institutions and adult education programs are certainly no exception. Small programs such as Maranacook adult education rely heavily on highly personalized, sociable and face to face educational and enrichment programs, events that have all but vanished in light of current restrictions. There is however a light at the end of the tunnel and over the past several months we have started to see slow, incremental growth in our enrichment and educational programs. While it will take us several years to rebuild our programs to pre-pandemic levels, it is comforting to see the tide beginning to turn.

One of the biggest success we have seen during the 2021-2022 school year is in our CDL truck driving program. Our September CDL class is finishing up and our November class is set to begin on Thursday the 4th. Working in conjunction with Bangor adult education, we have been able this school year to provide free school bus driver training for 20 students and plan to provide the free training to an additional 10 students in March. If you know of anyone who might be interested in driving a school bus please have them call or text their interest to Steve Vose at 242-8795.

Thanks and Be Safe!!

Steve Vose
Director, Maranacook Adult and Community Education

A Caring School Community Dedicated To Excellence

11/2/2021

**WARRANT ARTICLE RECONCILIATION
REGIONAL SCHOOL UNIT NO. 38
2021-2022
October 31, 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	8,022,007.00		8,022,007.00	2,403,196.50	29,632.54	5,589,177.96	69.67%
Special Education	2,929,750.00		2,929,750.00	760,967.12	0.00	2,168,782.88	74.03%
Career & Technical Educ.	0.00		0.00	0.00	0.00	0.00	0.00%
Other Instruction	483,330.00		483,330.00	91,837.49	9,674.30	381,818.21	79.00%
Student & Staff Support	1,949,854.00		1,949,854.00	578,285.22	11,665.88	1,359,902.90	69.74%
System Administration	721,601.00		721,601.00	261,484.36	4,533.24	455,583.40	63.14%
School Administration	1,171,917.00		1,171,917.00	379,278.47	2,439.27	790,199.26	67.43%
Transportation	1,089,314.00		1,089,314.00	338,309.12	24,047.60	726,957.28	66.74%
Facilities/Maintenance	2,503,638.00		2,503,638.00	1,053,540.64	239,815.49	1,210,281.87	48.34%
Debt Service	102,635.00		102,635.00	99,975.61	0.00	2,659.39	2.59%
All Other Expenses	114,287.00		114,287.00	0.00	0.00	114,287.00	100.00%
TOTAL BUDGET	19,088,333.00	0.00	19,088,333.00	5,966,874.53	321,808.32	12,799,650.15	67.05%

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 2021-2022.

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



MARANACOOK AREA SCHOOLS

A Caring School Community Dedicated to Excellence

James Charette
Superintendent of Schools

Karen G. Smith, Ed.D.
Director of Curriculum, Instruction & Assessment

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Ryan Meserve
Special Education Director

Brigette Williams
Finance Manager

Fax. 207-685-4703

November Board Report

Dear RSU #38 School Board:

Years ago, the Maine Department of Education adopted a comprehensive revision of rules governing restraint and seclusion of students (Rule Chapter 33), which took effect July 1, 2012, and is currently being updated based on new laws impacting the Rule. The Chapter 33 rule governs all students in the schools and has increased our awareness of how to intervene in situations where behavioral disruptions may occur, or are likely to, especially when there is a risk of serious injury or harm to students or staff. One of the requirements of the rule is that certain staff are trained in a state approved crisis prevention program. The Chapter 33 rule is in place for all students and is a requirement for both regular education staff and special education staff.

This year we have continued our commitment to providing professional development and training opportunities to staff in the district in our chosen crisis prevention program, which is Safety-Care from QBS (Quality Behavioral Solutions). We currently have two staff in the district that are trained as trainers, and because of that capacity we can offer in-district training opportunities for many staff. Monica Smith, our Board Certified Behavior Analyst (BCBA) and Cindy Smith are the two district-wide trainers for RSU #38.

In every building we have multiple staff trained in Safety-Care. We are in the process of completing a re-certification in the fall for staff that were already trained last year and are doing so remotely and in-person, when possible. We have also trained new staff to the district, or to the Safety-Care program, in the initial 2-day training of Safety-Care. After these trainings, we now have over forty trained staff within the district. These staff come from all programs and buildings throughout the district and is a wide representation of staff from the K-12 continuum of supports and services.

The Core Principals of Safety-Care include respectful and non-coercive interventions that emphasize prevention over management. The training includes many evidence-based practices, such as: antecedent management, behavioral momentum, and positive reinforcement. Safety-Care focuses on a least-restrictive approach that allows staff to intervene in ways that minimize physical procedures and only allow for restraint when there are no other safe options. Our proactive approach to staff training, and crisis prevention programs, is a testament to the high level of commitment all staff have towards providing a safe and respectful learning environment.

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

Sincerely,

Ryan Meserve
RSU #38 Special Education Director



MARANACOOK AREA SCHOOLS

A Caring School Community Dedicated to Excellence

James Charette
Superintendent of Schools

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Director of Curriculum, Instruction & Assessment

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Special Education Director

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November Board Report

November 10, 2021

Dear RSU #38 Board Members,

October was an eventful month with no letdown so far in November. Teachers, staff, and administrators across the district are working tirelessly to ensure the system functions as smoothly as possible despite the many challenges we face “by the hour,” as I heard someone put it. With that said, I want to take this opportunity to applaud a few of the many unsung heroes during this unprecedented time.

First, October was the designated window to administer the required State assessment in Grades 3 through 8 and 11. As a district, we additionally assessed Grades K through 2 and Grades 9 and 10. Led by Director Diane MacGregor, the district Technology Team worked remarkably at setting up and administering the NWEA testing. Norm Robichaud pushed the NWEA testing App out to all student MacBook Airs in Grades 5 through 11 and the K through 4 iPads. The team set up and refined the syncing of student data from PowerSchool into NWEA for rostering purposes using Clever. Technology Integrators and Technology Ed Techs worked on scheduling, training staff, setting up testing sessions, and administering the tests. They also played a pivotal role in conducting the many makeup sessions needed due to the pandemic and quarantining of students. The team was quick to adjust and help each other out at a moment's notice! Special thanks to Paul McGovern for filling in at the elementary schools in many different capacities. Denise Churchill, Mary Ann Florek, and Lori Twiss all did tremendous work at the middle school and the high school supporting the NWEA testing and makeup sessions. Also notable was the fast speed of the new networks that held strong to produce optimal testing! The information gained from these assessments will be invaluable as stakeholders sift through the data, make determinations about student achievement and growth, and determine short and long-term instruction and programming decisions accordingly.

Second, Paul McGovern and Trisha Cote supported the use of technology for the October 8th workshop. Sessions were done in groups at two schools using the Meeting Owl Pro 360-degree camera, mic, and speaker. Paul also ran a session to support remote learning using SeeSaw. He showed teachers how to create and tag their SeeSaw activities with skills, organize the class into folders, and assign them to the appropriate folder. Third, the entire tech team's focus is on how they can support remote instruction. The team monitors TechSupport to fix emergent issues and has emailed or called parents to troubleshoot problems at home. They have worked with elementary teachers and their classes to practice logging into Zoom while at school to prepare for remote learning. The high school and middle school technology integrators work directly with students to reset passwords and troubleshoot issues.

Finally, I would be remiss not to mention the flexibility and hard work of the Literacy and Math Coordinators Jeanette Jacobs and Abby Shink. Both have graciously adjusted their schedules to accommodate the literacy and math needs at the high school and Readfield Elementary. The district is fortunate to have them as part of the team, and Principals Conway and Boston are incredibly grateful for their willingness to go up and beyond to help out in their schools.

Sincerely,

Karen G. Smith

Karen G. Smith, Ed.D.
Director of Curriculum, Instruction, and Assessment



MARANACOOK AREA SCHOOLS

A Caring School Community Dedicated to Excellence

James Charette
Superintendent of Schools

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Superintendent Report - November 2021

As another month has passed it seems like the more things change the more they stay the same. We continue to grapple with issues around transportation and COVID-19 while trying to keep an eye focused on offering opportunities for ALL students to continue to learn and grow. No easy task and I am grateful for the exceptional team of student focused professionals that makes up RSU #38.

I would like to take this opportunity to thank all of the individuals that picked up some of my responsibilities while I had to be away. This meant calls and work after school hours and on the weekends interrupting their much needed personal time. In particular I would like to say thank you to Ryan Meserve for his assistance and sacrifices during my absence. I can't express my deep appreciation enough for his leadership during my absence.

Finally, here is the truancy report for the month of October. 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	1	0	2
October	0	0	5
November			
December			
January			
February			
March			
April			
May			
Cumulative Totals	1	0	7

Sincerely,

Jay Charette

RSU #38 Policy Committee Meeting via ZOOM
November 9, 2021, 6:00 p.m.
Meeting Minutes

6c.

Present: Keltie Beaudoin, Patty Gordon, Dane Wing, Jay Charette

Excused: Cathy Jacobs

1. Policy Making Role of the Board (from MSBA Handbook)
The Committee reviewed the MSBA information on the policy making role of the Board.
2. BG, Policy Review – review of policy listing
The Committee reviewed the policy making process and discussed the amount of policies RSU 38 has as a district.
3. Consideration of New Policies:
 - a. Policy BED, Remote Participation in School Board Meetings – This policy was developed in response to the legislature’s enactment of LD 32, An Act Regarding Remote Participation in Public Proceedings. The Committee reviewed the sample policy and agreed to hold a discussion with the full board before making a recommendation. This item will be added to the November 17th board agenda.
 - b. Policy GBGB, Workplace Bullying – This policy was developed in response to the legislature’s enactment of LD 880, An Act to Protect School Employees from Workplace Bullying. The Committee reviewed the MSMA sample policy and recommends the policy for first reading.
4. Review:
 - a. Policy IHBAC, Child Find (clarification) – The Committee reviewed the clarifying edits as recommended by MSMA, and recommends Policy IHBAC for first reading as presented.
 - b. Policy JKAA, Use of Physical Restraint & Seclusion – The Maine legislature recently passed a law which substantively changed much of Chapter 33. These revisions are in response to the changes in Chapter 33. The Committee reviewed the MSMA/Drummond Woodsum sample policy as well as the District’s current policy. The Committee recommends the revised policy for first reading.
5. Work plan for the year – The Committee agreed to review policies older than 2017 by section, in addition to policies that may require revisions as recommended by MSMA and/or Drummond Woodsum.
6. Identify representative to report at Board meetings – Patty Gordon will report at the school board meetings.
7. Schedule meetings for the year – suggest 2nd Tuesday of the month, 6-7 p.m.

12/14	3/8
1/11	4/12
2/8	5/10

This schedule was approved.

NEW POLICY – FIRST READING

Policy: GBGB

**REGIONAL SCHOOL UNIT #38
WORKPLACE BULLYING**

The Board is committed to providing a respectful, safe, and inclusive workplace for employees, one that is free from bullying conduct. All employees and students in the school unit, as well as parents, community members, and others involved with the schools are prohibited from engaging in workplace bullying as defined in this policy.

DEFINITION

For the purposes of this policy, “workplace bullying” means intentional behavior that a reasonable person would expect to interfere with an employee’s work performance or ability to work. Generally, workplace bullying will involve repeated conduct. However, a single incident of egregious conduct could constitute workplace bullying.

Examples of workplace bullying include, but may not be limited to:

- Humiliating, mocking, name-calling, insulting, maligning, or spreading rumors about an employee;
- Shunning or isolating an employee or encouraging others to do so;
- Screaming or swearing at an employee, slamming doors or tables, aggressively invading an employee’s personal space; placing an employee in reasonable fear or physical harm; or other types of aggressive or intimidating behavior;
- Targeted practical jokes;
- Damaging or stealing an employee’s property;
- Sabotaging an employee’s work or purposely misleading an employee about work duties (e.g., giving incorrect deadlines or intentionally destroying an employee’s work);
- Harassing and/or retaliating against an employee for reporting workplace bullying;
- Cyberbullying, which is defined in Maine law as bullying occurring through the use of technology or any electronic communication, including but not limited to, a transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device, or personal digital assistant.

EXCLUSIONS

Workplace bullying does not include the following:

- When supervisors set reasonable performance goals or provide verbal or written counseling, direction, feedback, or discipline to employees in the workplace when the intent is to address unsatisfactory work performance or violations of law or school policy;
- When supervisors make personnel decisions designed to meet the operational or financial needs of the school unit or the needs of students. Examples include, but are not limited to changing shifts, reassigning work responsibilities, taking steps to reduce overtime costs, transferring or reassigning employees to another building or position.
- Discrimination or harassment based on protected characteristics (race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, familial status, disability, or genetic information). Such conduct is prohibited under separate policies and complaints shall be addressed under ACAB-R – Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedure.

NEW POLICY – FIRST READING

- Disrespectful conduct by students directed at school employees that can be addressed through enforcement of classroom rules, school rules, and applicable Board policies.

REPORTS AND INVESTIGATIONS

Employees who believe they have been bullied in the workplace, and other persons who believe they have witnessed an incident of an employee being bullied in the workplace, are expected to report the issue to the building administrator.

If the report is about the building administrator, the report should be made to the Superintendent.

The building principal shall promptly notify the superintendent of all workplace bullying reports.

Any workplace bullying report about the Superintendent should be made to the Board Chair.

All reports of workplace bullying shall be investigated promptly and documented in writing. The person who was the subject of the alleged workplace bullying and the person alleged to have engaged in workplace bullying will be notified of the outcome of the investigation, consistent with confidentiality and privacy laws.

DISCIPLINARY ACTION

Any employee who is found to have engaged in workplace bullying will be subject to disciplinary action up to and including termination of employment.

Students who are found to have engaged in bullying of an employee will be subject to disciplinary action in accordance with applicable student discipline procedures.

Parents and others who are found to have engaged in bullying of an employee will be dealt with in a manner appropriate to the particular circumstances.

APPEALS

If dissatisfied with the resolution of the matter, the subject of the alleged workplace bullying or the person alleged to have engaged in workplace bullying may file a written appeal within five (5) business days with the superintendent stating the reason for the appeal. The superintendent will review the matter and issue a written decision within ten (10) business days. The Superintendent's decision shall be final.

If the matter involves employees covered by a collective bargaining agreement, any disagreement with the results of the investigation may be resolved through the agreement's dispute resolution process.

RETALIATION PROHIBITED

Retaliation for reporting workplace bullying is prohibited. Employees and students found to have engaged in retaliation shall be subject to disciplinary action.

SUPERINTENDENT'S RESPONSIBILITY

The Superintendent shall be responsible for implementing this policy and for the development of any necessary procedures to enforce it.

NEW POLICY – FIRST READING

Legal References: 20-A MRSA §1001(21); 6544(2)(C)

Cross References: AC – Nondiscrimination, Equal Opportunity and Affirmative Action
ACAB – Harassment/Sexual Harassment of School Employees
ACAB-R – Discrimination/Harassment and title IX /Sexual Harassment of School Employees

Adopted: _____

**REGIONAL SCHOOL UNIT #38
CHILD FIND**

Regional School Unit #38 (RSU #38) seeks to ensure that all children within its jurisdiction are identified, located, and evaluated who are school-age (~~age 5 through the school year in which they turn 20~~), and who are under the age of 22 and who are in need of special education and supportive assistance, ~~including~~ This includes homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

RSU #38 shall provide Child Find during the first 30 days of the school year or during the first 30 days of enrollment for transfer children. If evidence of child find activities and a statement of the results can be found in a child's cumulative record, or RSU #38 has reason to believe the child has previously been identified as a child with a disability by another SAU, in state or out of state, Child Find is not necessary.

RSU #38's Child Find responsibility shall be accomplished through a unit-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

This Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. RSU #38 may schedule Child Find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to school entry, RSU #38 will refer the child to the regional Child Development Services (CDS) site within 10 school days.

If the Child Find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, agency representatives, or other individuals with knowledge of the child, may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

Legal Reference: 34 C.F.R. § 300.111 (2012)
 MUSER IV(2) (2017)
 Me. Dept. of Educ. Administrative Letter 1 (January 21, 2021)

Revised: April 1, 2008

Revised: December 7, 2016

Revised: February 6, 2019

**REGIONAL SCHOOL UNIT NO. 38
USE OF PHYSICAL RESTRAINT AND SECLUSION**

The Regional School Unit No. 38 School Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents ~~a~~ an imminent risk of serious physical injury or harm to the student or others.

State law and MDOE Rule Chapter 33 do not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as he/she deems appropriate.

1. Definitions

The following definitions apply to this policy and procedure:

- A. **Physical restraint:** ~~An intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.~~ A personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, or head freely.

Physical restraint does not include any of the following:

- ~~1a.~~ Physical escort: A temporary voluntary touching or holding of the hand, wrist, arm, shoulder or back to induce a student to walk to a safe location. ~~inducing a student to walk to another location, including assisting the student to the student's feet in order to be escorted.~~
- ~~2b.~~ Physical prompt: A teaching technique that involves voluntary physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
- ~~c.~~ The use of adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement than would be possible without the use of such devices or supports.
- ~~d.~~ The use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.
- ~~3.~~ Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.
- ~~4.~~ A brief period of physical contact necessary to break up a fight.
- ~~5.~~ Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful or dangerous to the student or others.

REVISED POLICY – FIRST READING

- ~~6. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.~~
- ~~7. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.~~
- ~~8. Restraints used by law enforcement officers in the course of their professional duties are not subject to this policy/procedure or DOE Rule Chapter 33.~~
- ~~9. DOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure. (similar statement included on page 1, paragraph 2)~~

- B. **Seclusion:** The involuntary isolation or confinement of a student alone in a room or clearly defined area from which the student does not feel free to go or is physically prevented from leaving, with no other person in the room or area with the student denied exit.

Seclusion does not include:

1. Timeout: An intervention where a student requests, or complies with an adult request for, a break.

2. Procedures for Implementing Physical Restraint and Seclusion

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

3. Annual Notice of Policy/Procedure

RSU No. 38 shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

4. Training Requirements

- A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.
- B. RSU No. 38 will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Superintendent's Office, in each school office and in the school unit's Comprehensive Emergency Management Plan.

5. Parent/Legal Guardian Complaint Procedure

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Superintendent as soon as possible. The Superintendent/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days, if practicable.

REVISED POLICY – FIRST READING

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within 60 calendar days of receiving the complaint.

Legal References: 20-A M.R.S.A. §§ 4014, 4502(5) (M); 4009
Me. DOE Reg., ch. 33

Cross References: JKAA-R – Procedures on Physical Restraint and Seclusion
JKAA-F – Incident Report Form
JK – Student Discipline
EBCA – Comprehensive Emergency Management Plan

Revised by RSU #38 Board of Directors: December 4, 2013

Reviewed: 11/06/18

Revised: _____

DRAFT

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DRAFT 7a.

RSU #38 Board of Directors
 Maranacook Community Middle School
 October 20, 2021
 Minutes of Meeting

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

Members Absent: Keltie Beaudoin, Melissa Tobin

Administration Present: Special Education Director Ryan Meserve, Principals Jeff Boston, Tina Brackley, Janet Delmar, and Abbie Hartford, Finance Manager Brigitte 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. Citizens' Comments: none
4. Additions/Adjustment to the Agenda by Board and/or Superintendent: none
5. Action Items:
 - a. Approval of Minutes of October 6, 2021
MOTION by Morrell, second by Lambert to approve the minutes of October 6, 2021 as presented.
Motion Carried: unanimous
 - b. Acceptance of resignation effective October 29, 2021, Elementary Nurse, Justin Easter
MOTION by Twitchell, second by Morrell to accept the resignation of Justin Easter with deep regret. **Motion Carried:** unanimous
 - c. Appointment of first probationary contract nurse (Covid 1-yr. position), Daniel Rand
MOTION by Twitchell, second by Lambert to approve the appointment of Daniel Rand to a first probationary contract for nurse (Covid 1-yr. position).
Motion Carried: unanimous
 - d. Appointment of first probationary contract teacher, Gifted/Talented (40%), Mary Freeman
MOTION by Morrell, second by Gordon to approve the appointment of Mary Freeman to a first probationary contract, Gifted/Talented (40%) teacher, as recommended.
Motion Carried: unanimous
 - e. Awarding of Snow Plow/Sanding Contract for Manchester Elementary School for 2021-2022, Scott Lyon Construction, Inc. \$9,800.00
MOTION by Dunn, second by Lambert to approve awarding of the snow plow/sanding contract for Manchester Elementary School to Scott Lyon Construction, Inc. for the 2021-2022 school year in the amount of \$9,800.00. **Motion Carried:** unanimous
6. Discussion/Informational Items:
 - a. Informational – Update on school work plans for students who are out
 Board members thanked the principals for the work plans. Principal Hartford shared that there is variation grade by grade. When requested, parents have been provided with paper packets. Principal Boston added this plan was prepared for the board; it still needs to be discussed with teachers. It is a lot more work for teachers this year since there are more students in the classroom and it takes more thought to prepare home packets. Another concern is that there are many families who have not filled out the necessary papers to get at-home learning in place. Dr. Levesque added that the middle school continues to update their remote plan based on feedback.
 Discussion ensued about ways to make sure that the students that may not have an environment to learn don't fall through the cracks. Question was asked about whether there have been thoughts about transferring some of the money from the ESSERF 3 grant to provide more help

DRAFT

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for students. Finance Manager Williams reminded the board that \$80,000 was moved from facilities projects to student assistance in the grant application.

Question was asked about the capability of zooming or recording classes so no students are left out. Principal Hartford noted that this is the expectation if the entire class is remote, but there are many constraints.

Question was asked about the reasons for the quarantines. Mr. Meserve responded that it is a combination of everything; lunch, busing and sports are impacting the most out of school quarantines.

Discussion ensued about pool testing; the confusion around it, and how staff is doing with preparing a FAQ sheet for parents. Mr. Meserve responded the nurses are working on a document while trying to balance all responsibilities.

Regarding educational plans for students, principals are addressing how to execute a plan in a manner that will best suit where we are educationally. Even in the last 10-14 days that he has been filling in, the landscape has changed. The ATeam will be meeting to move a plan forward.

Recommendation was made to reach out to other districts to see what they are doing.

Chair Jacobs urged members and families to write to the CDC and the DOE, letting them know how their families are impacted by the procedures that are in place.

Mr. Meserve and the ATeam were asked to pass along to staff that the board wants to support them and they feel that staff is doing a great job.

b. Discussion – MSBA Delegate Assembly Resolutions

The Board reviewed the MSBA Delegate Assembly resolutions. Each of the resolution revisions and additions were supported by the board members present.

7. Workshop: Meeting Norms and Goal Setting

Meeting Norms and Goals were discussed.

Ideas were shared about having a process observer for meetings.

Chair Jacobs will take suggestions into consideration and provide an updated draft for the board to review and approve.

Request was made to add something regarding recognizing staff and students for the good things that are happening. It is already happening, but might fit well in the goals.

Chair Jacobs reminded the Board that if there are things they would like to see on an agenda to let either the Superintendent, Vice Chair, or Chair know before they meet to develop the agenda (typically 1 week before scheduled meeting).

8. Adjournment: **MOTION** and second to adjourn at 8:20 p.m.

Respectfully submitted,

Ryan Meserve, Director of Special Education

D. Foster, Recorder

Acceptance of Donations

7b.

November 17, 2021

Donor	Amount	Department
Awesome Bear Society	\$1,034.55 \$1,330.00	Student Support – XC Duffle Bags Student Support – Nordic ski groom
Maranacook Education Foundation	\$1 480.00	Maranacook Food Pantry
Readfield Insurance Agency, LLC	\$100.00	Maranacook Food Pantry
ML & W Enterprises, Inc.	\$250.00 \$500.00	Maranacook Food Pantry MCS Nordic Team
Robert & Deborah Peale	\$100.00	Maranacook Food Pantry
Lacy & Carl Badeau	\$100.00	Groomer/Equipment
Laura Flight	\$250.00	Maranacook Food Pantry
Mulligan's	\$200.00	Maranacook Food Pantry
Dunkin', Manchester	\$160.00	Gift Cards for Staff Appreciation
Anne & Jason Seyfried	\$772.45	Buddy Bench at RES
Marc Loiselle	\$250.00	Maranacook Food Pantry
Jane Matrisciano	\$100.00	Maranacook Food Pantry
Patrick & Shirley Allen	\$100.00	Maranacook Food Pantry
Highbrow (Canna Claus)	\$200.00	Maranacook Food Pantry

Summary Data as of 10-26-21

7d.

Information from:

[Maine CDC](#)

[Federal CDC](#)

[COVID-19 Vaccination Rates for Youth by SAU](#)

[School staff vaccination rates](#)

1) Cases in last 30 days and by age groups

[Daily lab results](#) |
 [New cases by date](#) |
 [Cases by age trend](#) |
 [Case rates by county](#) |
 [COVID-19 data by race](#) |
 [Maine v. other states](#)

New daily COVID-19 cases

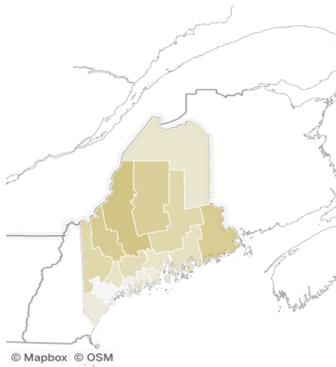
Positive lab results are reviewed by Maine CDC as soon as possible to determine if it is a new case of COVID-19 and whether or not it meets the criteria for follow-up by Maine CDC. The bars on this chart show case counts according to the date they were reviewed, and whether or not they were assigned for follow-up. The gray line on this chart shows the case count according to the date Maine CDC received the initial information. This metric is only available for dates before the oldest date in the existing backlog of lab results that Maine CDC has yet to review to determine case status.

11:59 PM
Dashboard updated:
10/26/2021

Case Status

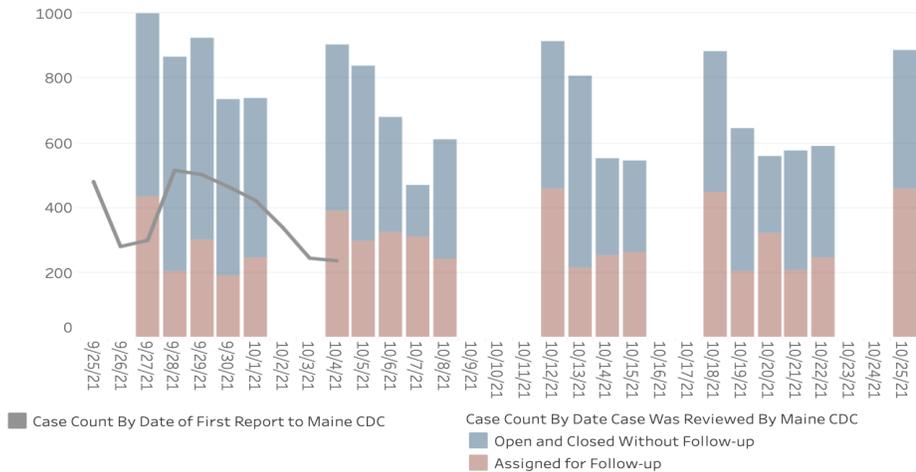
|
 |
 |

Showing: Case rate per 10,000 people
Date Range: September 25, 2021 to October 25, 2021
Case Status: All
[Click a county to filter](#)



Cases per 10,000 people
66.7 194.5

County: All | Case status: All | Date Range: September 25, 2021 to October 25, 2021



COVID-19 Case Trends

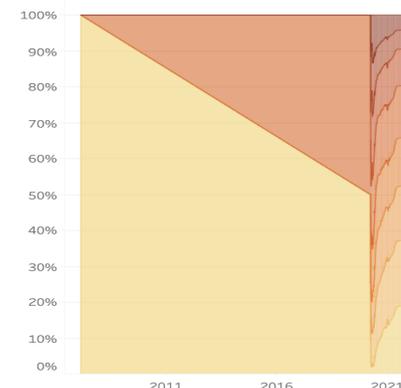
[Daily lab results](#) |
 [New cases by date](#) |
 [Cases by age trend](#) |
 [Case rates by county](#) |
 [COVID-19 data by race](#) |
 [Maine v. other states](#)

Share of Cases by age
Data as of: October 25, 2021 11:59 pm
Dashboard updated: October 26, 2021

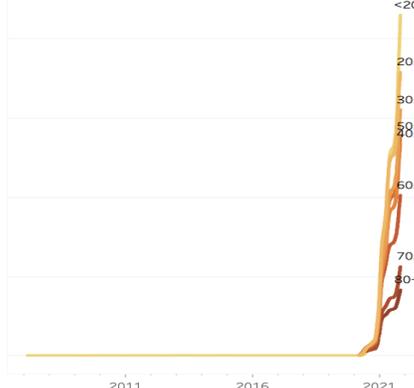
Cases / Deaths



Share of Cases by age, by day
Click an age band to highlight timeline



COVID-19 Cases by age
Cumulative cases



← Undo → Redo ⏪ Revert 🔄 Refresh ⏸ Pause ⚙ Metrics 🌐 Share 📄 Download 🖨 Full Screen

Download csv files with the most recent cumulative case data by [zip code](#), [county](#), [age](#), [sex](#), [race](#), and [ethnicity](#).

2) Cumulative by County

[Export table to PDF](#)

Cumulative COVID-19 Cases by County
Table updated: October 26, 2021
Data through: Monday, October 25, 2021 11:59 pm

Patient County	Cases	Confirmed cases	Probable cases	Deaths	Hospitalizations	Case rate (per 10K people)
Statewide	101,849	72,649	29,200	1,147	2,747	761.0
Cumberland	21,782	16,272	5,510	230	552	742.0
York	17,870	14,074	3,796	157	458	866.5
Penobscot	12,115	8,187	3,928	181	404	801.8
Androscoggin	10,726	7,228	3,498	99	298	996.1
Kennebec	9,720	5,712	4,008	102	221	796.2
Oxford	5,105	3,604	1,501	81	143	886.0
Somerset	4,318	2,941	1,377	48	128	853.5
Aroostook	3,854	2,633	1,221	79	129	574.3
Hancock	2,753	2,000	753	49	71	502.3
Waldo	2,443	1,847	596	33	66	615.5
Franklin	2,277	1,797	480	25	53	761.6
Sagadahoc	1,973	1,466	507	13	35	553.7
Knox	1,954	1,748	206	13	50	491.3
Washington	1,844	991	853	20	58	585.6
Lincoln	1,798	1,466	332	6	35	523.6
Piscataquis	1,311	679	632	11	46	780.4
Unknown	6	4	2	0	0	

[Download a csv file with the most recent cumulative case data by county.](#)

[Download a csv file with historical case data by county and date.](#)

3) Cumulative by zip code

cases_by_zip_code

Zip_Code	Zip_Population	Case_Count	Patient_City	Patient_County	Data_Snapshot_Date
4355	2760	174	Readfield	Kennebec	2021-10-17
4351	2648	182	Manchester	Kennebec	2021-10-17
4352	1602	Range of >100	Mount Vernon	Kennebec	2021-10-17
4284	1285	Range of 50-99	Wayne	Kennebec	2021-10-17

4) County color designations:

Maine

[State Health Department](#) 

7-day Metrics

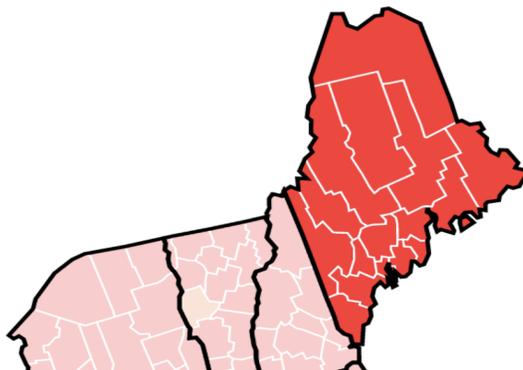
Community Transmission ● High

[How is community transmission calculated?](#)

October 26, 2021

Cases	2,803
% Positivity	5-7.9%
Deaths	24
% Eligible Population Fully Vaccinated	79.5%
New Hospital Admissions (7-Day Moving Avg)	20.86

Level of Community Transmission in Maine



5) RSU #38 Data (October)

10/08/21

Maranacook Area Schools/RSU 38 Covid Dashboard Update: October 08, 2021

	Level	Student Positive	Staff Positive	Students in Quarantine	Staff in Quarantine	Staff Remote due to others being in quarantine/or outside school exposure
	Elementary	2	0	8	0	1
	Middle	2	0	15	1	0
	High	0	0	5	0	0
	Total student positives to date of Report					22
	Total staff positives as to date of Report					4

10/15/21

Maranacook Area Schools/RSU 38 Covid Dashboard Update: October 15, 2021

	Level	Student Positive	Staff Positive	Students in Quarantine	Staff in Quarantine	Staff Remote due to others being in quarantine/or outside school exposure
	Elementary	3	1	56	1	2
	Middle	1	1	17	1	0
	High	0	1	2	0	0
	Total student positives to date of Report					26
	Total staff positives as to date of Report					7

10/22/21

Maranacook Area Schools/RSU 38 Covid Dashboard Update: October 22, 2021

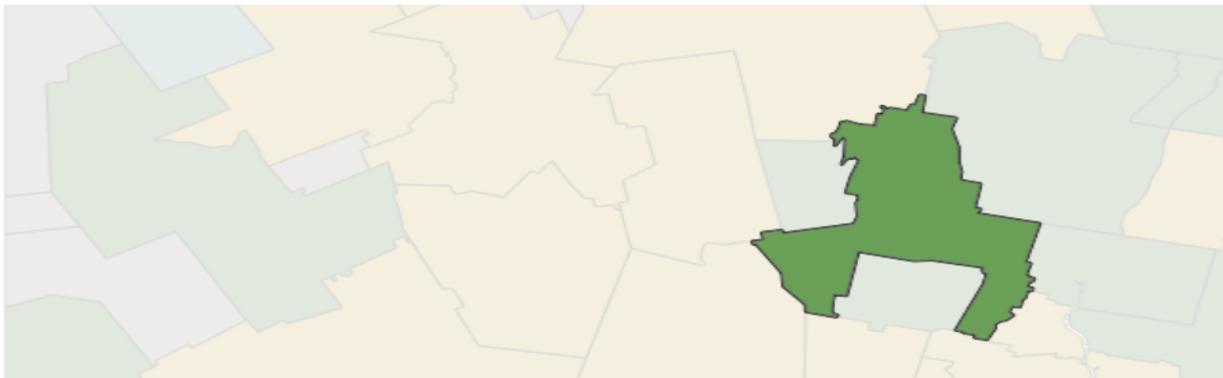
 MARANACOOK AREA SCHOOLS	Level	Student Positive	Staff Positive	Students in Quarantine	Staff in Quarantine	Staff Remote due to others being in quarantine/or outside school exposure
	Elementary	12	1	31	1	2
	Middle	1	1	21	1	0
	High	1	1	2	1	0
	Total student positives to date of Report					40
	Total staff positives as to date of Report					10

# of student awaiting tests results	19	# of student awaiting tests results	21	# of student awaiting tests results	37
# of staff awaiting tests results	2	# of staff awaiting tests results	1	# of staff awaiting tests results	2
# of student awaiting tests results	15	# of student awaiting tests results	14	# of student awaiting tests results	7
# of staff awaiting tests results	0	# of staff awaiting tests results	2	# of staff awaiting tests results	2
# of student awaiting tests results	10	# of student awaiting tests results	2	# of student awaiting tests results	
# of staff awaiting tests results	0	# of staff awaiting tests results	1	# of staff awaiting tests results	

Close contacts who did not quarantine for school and/or community quarantine

	# of vaccinated students who are close contacts but stayed in school	# of vaccinated staff who are close contacts but stayed in school
09/03/21	15	0
09/10/21	14	7
9/17	29	9
9/24/21	28	8
10/01/21	30	10
10/08/21	29	7
10/15/21	21	10
10/22/21	41	5
10/28/21		

6) Student vaccine information (of eligible students)



Color

- 0-24%
- 25-49%
- 50-74%
- 75-100%
- NA

7) Staff Vaccine information -

Maine Individual School Staff Vaccination Rates

Reporting Period <input type="text" value="(All)"/>	School Name <input type="text" value="(All)"/>	School Type <input type="text" value="(All)"/>
School Entity Name Lookup <input type="text" value="RSU 38"/>	County <input type="text" value="(All)"/>	City <input type="text" value="(All)"/>

Statewide Percentage of Fully Vaccinated School Staff

79.7%

Statewide Percentage of Fully Vaccinated Central Operations Staff

70.7%

Individual School Vaccination Rates

	August 2021	September 2021
Manchester Elementary School	76.9%	84.6%
Maranacook Community High Sch	79.0%	94.1%
Maranacook Community Middle Sch	67.4%	87.2%
Mt Vernon Elementary School	88.9%	88.9%
Readfield Elementary School	69.4%	82.9%
Wayne Elementary School	76.9%	85.7%

* suppression rules applies to all data displayed for School Staff and Central Office Staff with 5 or less total staff. No data will display in these cases.

Superintendent Recommendation:

I recommend that our health and safety protocols continue as is for the months of November and December and should be reviewed again at our January Board of Directors business meeting.

Sample motion:

I move that our the RSU #38 health and safety protocols remain unchanged through the months of November and December and be reviewed again in January at the Board of Directors business meeting.

REMOTE PARTICIPATION IN SCHOOL BOARD MEETINGS

The [School Board Name] allows members of the Board to participate in a public meeting of the Board by remote methods in limited circumstances as provided in 1 MRSA §403-B.

For the purpose of this policy, “remote methods” means telephonic or video technology allowing simultaneous reception of information and may also include other means necessary to provide reasonable accommodations to individuals with disabilities. Remote participation by board members cannot be by text-only means such as email, text messages, or chat functions.

Members of the Board are expected to be physically present for board meetings except when being physically present is not practicable.

Circumstances in which physical presence for public meetings is not practicable include:

1. The existence of an emergency or other issue that requires the Board itself to meet by remote methods.

An emergency may be a State-declared emergency, where there has been a declaration of a state of emergency by the Governor that applies to the school unit, or a local emergency (e.g., adverse weather conditions) or urgent issue requiring Board action.

The Board Chair, in consultation with the Superintendent, will determine whether there is a local emergency or urgent issue that requires a remote meeting of the Board.

2. Illness, or other physical condition, or temporary absence from the area governed by the Board that causes a Board member to face significant difficulties traveling to and attending in person at the designated physical location of the Board meeting.

Prior notice of the Board member’s absence and the reason for it, with indication that the Board member plans to participate remotely, should be communicated to the Board Chair as far in advance of the meeting as practicable.

3. **[For bodies with statewide membership only]** Significant distance a member must travel to be physically present at the designated meeting location.
4. The area of the Board’s jurisdiction includes geographic characteristics that impede or slow travel, including but not limited to islands not connected by bridges.

The opportunity for the public to comment at Board meetings (20-A MRSA §1002(20)) applies to remote public meetings. If the Board allows or is required to provide an opportunity for public participation/public input during the meeting, an effective means of communication between the members of the Board and the public must be provided (e.g., submitting comments or questions by chat, raising hand on Zoom, submitting written comments to the Superintendent's office at least 24 hours in advance). Individuals with disabilities seeking a reasonable accommodation should contact the Board Chair **[OR: ____]** as far in advance of the Board meeting as practicable.

Members of the public participating in public meetings of the board are expected to comply with the guidelines for public participation provided in the Board's policy BEDH, or in such rules as the Board may develop specifically for remote meetings.

Notice of all Board meetings is required (1 MRSA § 406). When the public may attend by remote methods, notice must include the means by which members of the public may access the meeting using remote methods. The notice must also identify a location for members of the public to attend in person. The Board may not determine that public attendance at a meeting will be limited solely to remote methods except under the conditions in subparagraph 1 above (emergency or urgent issue meetings).

A member of the Board who participates remotely in a public meeting of the Board is considered present for purposes of a quorum and voting.

All votes taken during a public meeting of the Board using remote methods must be taken by roll call vote that can be seen and heard if using video technology, and heard if using only audio technology, by the other members of the board and the public.

The Board will make all documents and other materials to be considered by the Board available, electronically or otherwise, to members of the public who attend remotely to the same extent customarily available to members of the public who attend public meetings of the Board in person, as long as additional costs are not incurred by the Board.

Remote participation is not permitted for meetings where voters of the School Administrative Unit meet to vote as a legislative body, such as budget meetings.

[NOTE: We caution Boards to ensure that appropriate measures are taken to secure the confidentiality of executive sessions when the board is meeting remotely as a whole or when one or more members of the Board are participating remotely, especially when the Board is expected to return to public session to vote on a matter discussed in executive session.]

Legal Reference: 1 MRSA § 403-B, 406
20 MRSA §1001(20)

Cross Reference: BEC – Executive Session
 BE – Board Meetings
 BEDA – Notification of Board Meetings
 BEDB – Agenda
 BEDD – Rules of Order
 BEDH – Public Participation at Board Meetings
 BIC – Board Member Compensation
 KE – Public Concerns and Complaints

Adopted: _____

PLEASE NOTE MSMA sample policies and other resource materials do not necessarily reflect official Association policy. They are not intended for verbatim replication. Sample policies should be used as a starting point for a board's policy development on specific topics. Rarely does one board's policy serve exactly to address the concerns and needs of all other school units. MSMA recommends a careful analysis of the need and purpose of any policy and a thorough consideration of the application and suitability to the individual school system.

MSMA sample policies and other resource materials may not be considered as legal advice and are not intended as a substitute for the advice of a board's own legal counsel.