

REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS
Maranacook Community High School Gymnasium

March 2, 2022, 6:30 p.m.

AGENDA

Join Zoom Meeting <https://us02web.zoom.us/j/82699219498>

1. Call to order:
2. Pledge of Allegiance:
3. Student Representatives' Reports: (10 min.)
4. Citizens' Comments (not budget related): (10 min.)
5. Discussion/Action: Health and Safety Procedures and Protocols* (10 min.)
6. Additions/Adjustments to the Agenda by Board and/or Superintendent: (5 min.)
7. Reports/Committees: (10 min.)
 - a. Reports:
 - Staff Association*
 - Principals*
 - Adult & Community Education Dir.*
 - Finance Director*
 - Health Center Director
 - Special Education Director*
 - Curriculum, Assessment & Instruction Director*
 - Superintendent of Schools*
 - b. Committees:
 - Communications – first meeting 2/28/22, 6:00 p.m. via zoom
 - Curriculum – next meeting 04/28/22, 4:30 p.m. via zoom
 - Facilities/Transportation* – next meeting, 3/21/22, 6:00 p.m. both via zoom
 - Health Advisory – next meeting 03/31/22, 6:00 p.m. via zoom
 - Policy* – next mtg. 03/22/22 (new date), 6:00 p.m. via zoom
 First Reading Policy*: ABB/GBB, Staff Involvement in Decision Making
 - c. Ad Hoc Committee: Awesome Bear Society (ABS) – 3/9/22, 6:00 p.m.
8. Action Items: (20 min.)
 - a. Approval of Minutes of January 19, 2022 Meeting*
 - b. Acceptance of Donations*
 - c. Second Reading Policies*:
 - i. IHBA, Individualized Education Programs
 - ii. BCB, Conflict of Interest
 - iii. BCC (Also GBCA), Nepotism
 - d. Consideration of Exception to Policy BCC, Nepotism*
 - e. Consideration of overnight trip, MS Acadia Team, Camden Hills State Park, May 24-26, 2022*
9. Budget Workshop: (30 min.)
 - a. Operations & Maintenance, including Bond
 - b. COVID Grants Overview
 - c. Board questions
 - d. Citizens comments regarding budget
 - e. Board discussion
10. Adjournment:

* Attachments

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

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.

Summary Data March 2, 2022

5.

Information from:

[Maine CDC](#)

[Federal CDC](#)

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

1) Case Trends

COVID-19 Case Trends

New cases by date	Cases by age trend	Case rates by county	COVID-19 data by race
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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.

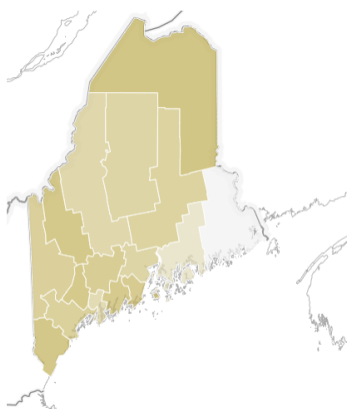
11:59 PM
Dashboard updated:
2/18/2022

Case Status

All	Last 30 Days	Last 60 Days	Last 90 Days	Last 180 Days	Last 365 Days
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Showing: Case rate per 10,000 people
Date Range: November 19, 2021 to February 17, 2022
Case Status: All
Click a county to filter

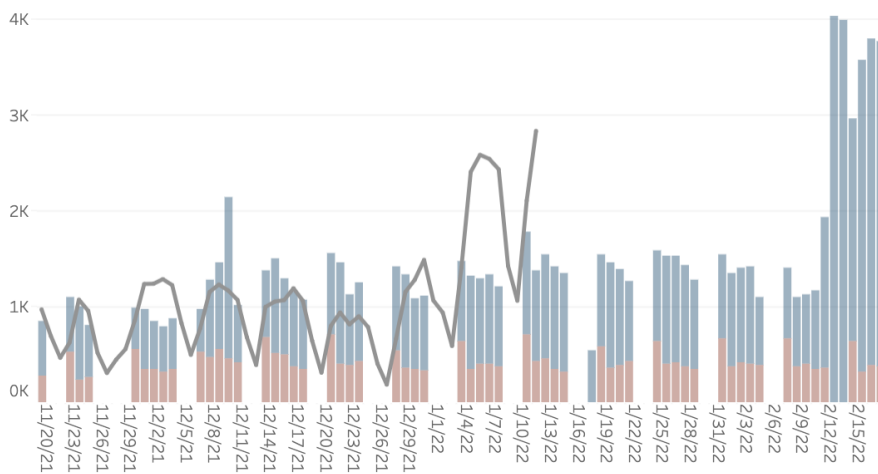
County: All | Case status: All | Date Range: November 19, 2021 to February 17, 2022



© Mapbox © OSM

Cases per 10,000 people

415.4 798.5



Case Count By Date of First Report to Maine CDC

Case Count By Date Case Was Reviewed By Maine CDC

Open and Closed Without Follow-up

Assigned for Follow-up

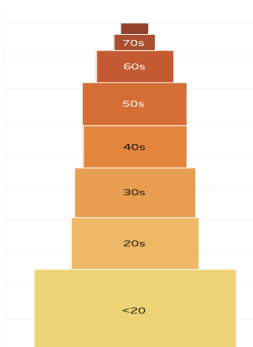
COVID-19 Case Trends

New cases by date	Cases by age trend	Case rates by county	COVID-19 data by race
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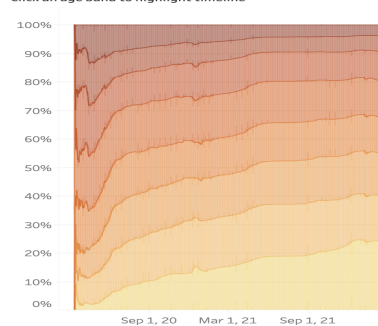
Share of Cases by age
Data as of: February 17, 2022 11:59 pm
Dashboard updated: February 18, 2022

Cases / Deaths

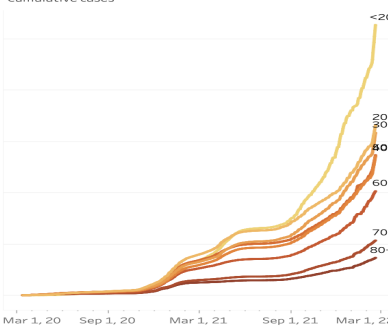
Cases



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



COVID-19 Cases by age
Cumulative cases



← Undo → Redo ↺ Replay ↶ Revert ↻ Refresh ⏸ Pause 🔗 Share 📄 Download 🖥 Full Screen

2) Cumulative Community numbers as of 02-18-22

cases_by_zip_code

Zip_Code	Zip_Population	Case_Count	Patient_City	Patient_County	Data_Snapshot_Date
4351	2648	340	Manchester	Kennebec	2022-02-13
4352	1602	Range of >100	Mount Vernon	Kennebec	2022-02-13
4355	2760	358	Readfield	Kennebec	2022-02-13
4284	1285	Range of >100	Wayne	Kennebec	2022-02-13

3) Cumulative district totals ending as of February 18, 2022 (reflects September thru February data)

- a) Positive Students - 395
- b) Positive Staff - 74

4) Cumulative by County

Cumulative COVID-19 Cases by County

[Export table to PDF](#)

Cumulative COVID-19 Cases by County
Table updated: February 18, 2022
Data through: Thursday, February 17, 2022 11:59 pm

Patient County	Cases	Confirmed cases	Probable cases	Deaths	Hospitalizations	Case rate (per 10K people)
Statewide	209,759	153,849	55,910	1,910	4,230	1,567.2
Cumberland	44,123	33,874	10,249	317	727	1,503.0
York	35,413	28,936	6,477	227	641	1,717.2
Penobscot	23,614	16,486	7,128	286	638	1,562.8
Androscoggin	20,541	13,353	7,188	215	470	1,907.6
Kennebec	20,016	12,267	7,749	201	378	1,639.5
Aroostook	10,110	6,956	3,154	120	211	1,506.5
Oxford	9,980	7,453	2,527	128	218	1,732.1
Somerset	8,403	5,927	2,476	90	252	1,660.9
Hancock	6,295	4,836	1,459	76	131	1,148.5
Waldo	5,364	4,243	1,121	52	96	1,351.3
Knox	5,265	4,747	518	22	71	1,323.8
Franklin	5,119	4,244	875	51	88	1,712.2
Lincoln	4,639	3,980	659	25	65	1,350.8
Sagadahoc	4,508	3,380	1,128	26	71	1,265.1
Washington	3,564	1,773	1,791	47	95	1,131.8
Piscataquis	2,609	1,305	1,304	27	78	1,553.0
Unknown	196	89	107	0	0	

5) County color designations:

Kennebec County, Maine

[State Health Department](#) 

7-day Metrics | [7-day Percent Change](#)

Community Transmission ● High


Everyone in **Kennebec County, Maine** should wear a mask in public, indoor settings. Mask requirements might vary from place to place. Make sure you follow local laws, rules, regulations or guidance.

[How is community transmission calculated?](#)


February 18, 2022

Cases	1,993
Case Rate per 100k	1,629.57
% Positivity	2.93%
Deaths	<10
% of population ≥ 5 years of age fully vaccinated	74.3%
New Hospital Admissions	18


6) RSU #38 Data

Maranacook Area Schools/RSU 38 Covid Dashboard Update: February 4, 2022						
	Level	Student Positive	Staff Positive	Students in Quarantine	Staff in Quarantine	Staff Remote due to others being in quarantine/or outside school exposure
	Elementary	17	2	No longer Reporting	No longer reporting	No longer Reporting
	Middle	7				
	High	5				
		Total student positives to date of Report				359
		Total staff positives as to date of Report				73

Maranacook Area Schools/RSU 38 Covid Dashboard Update: February 11, 2022

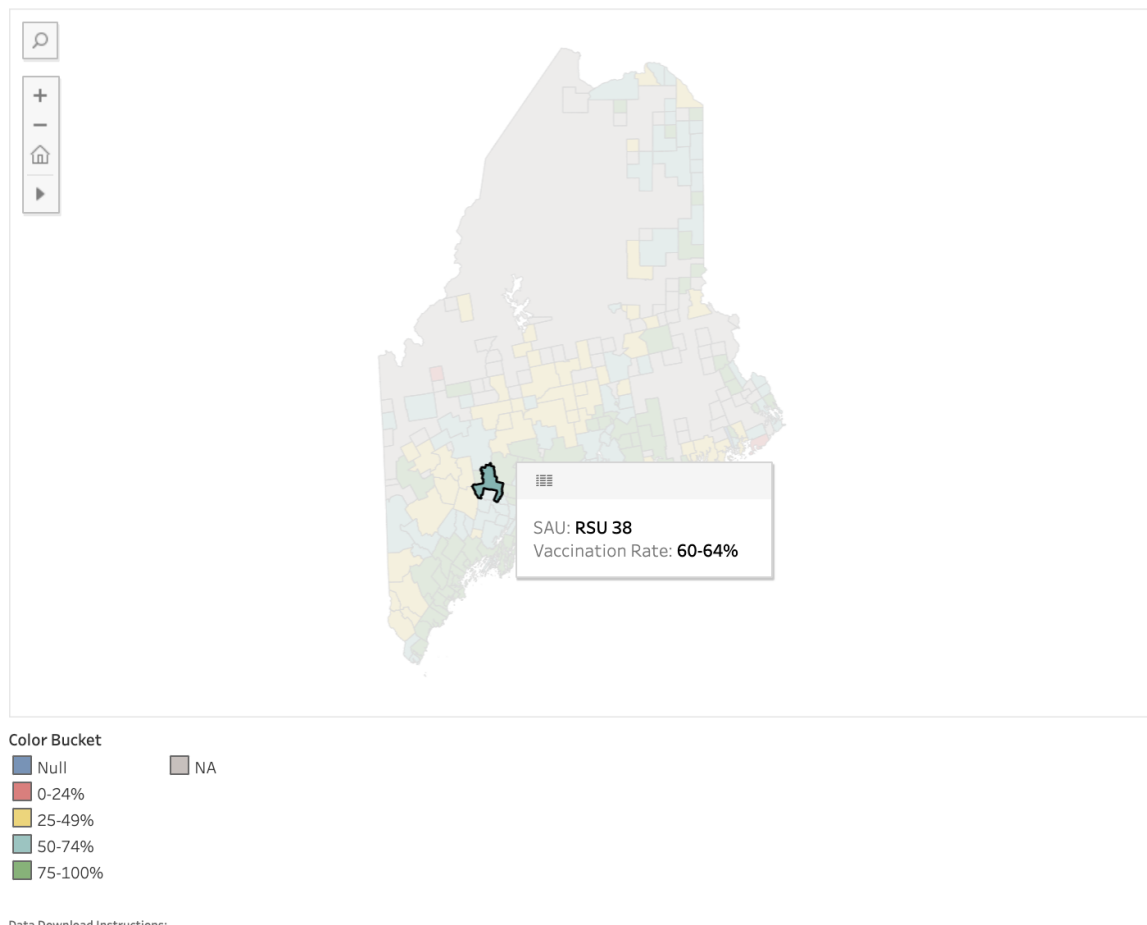
	Level	Student Positive	Staff Positive	Students in Quarantine	Staff in Quarantine	Staff Remote due to others being in quarantine/or outside school exposure	
	Elementary	8	1	No longer Reporting	No longer reporting	No longer Reporting	
	Middle	3					
	High	9					
			Total student positives to date of Report				379
			Total staff positives as to date of Report				74

Maranacook Area Schools/RSU 38 Covid Dashboard Update: February 18, 2022

	Level	Student Positive	Staff Positive	Students in Quarantine	Staff in Quarantine	Staff Remote due to others being in quarantine/or outside school exposure	
	Elementary	6	1	No longer Reporting	No longer reporting	No longer Reporting	
	Middle	3					
	High	7					
			Total student positives to date of Report				395
			Total staff positives as to date of Report				75

7) Student vaccine information - (Unchanged since last month)

COVID-19 Vaccination Rates for Youth by SAU



8) Staff Vaccine information -

Due to the recent court decisions this information is being eliminated.

8) Pool testing information (unchanged since last month)

School	# participating	Total Population	Percentage participation
Manchester Elem	60	178	33.7%
Mt. Vernon Elem	23	85	27%
Readfield Elem.	76	197	38.5%
Wayne Elem.	38	59	64.4%
Middle School	97	304	31.9%
High School	46	366	12.5%

Superintendent Recommendation:

Forthcoming

Sample motion:

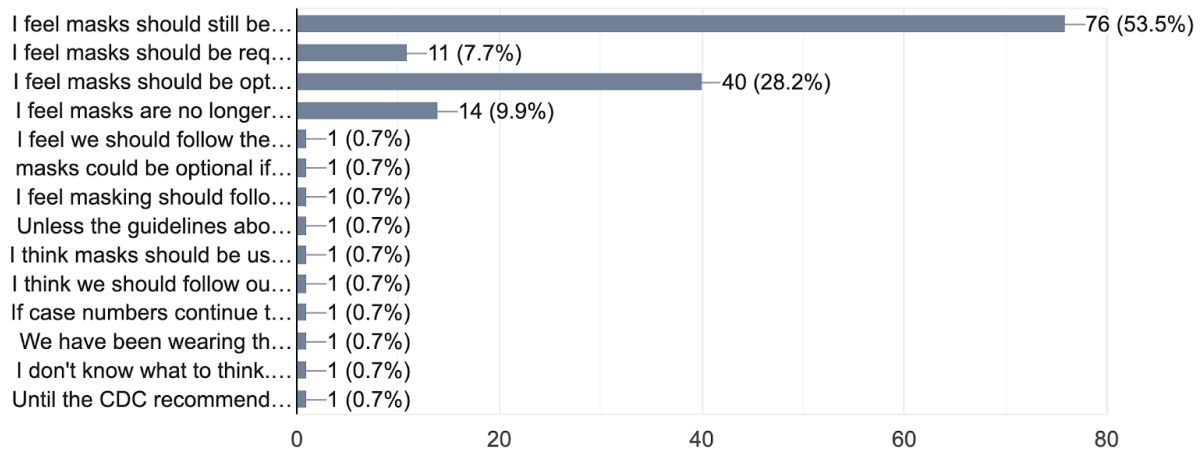
Forthcoming

7a.

Staff Covid SOP Survey - February 2022

Masking

142 responses



I feel masks should be required for ALL- 76

I feel masks should be required for unvaccinated people- 11

I feel masks should be optional-40

I feel masks are no longer necessary- 14

I feel we should follow the CDC recommendations for masking especially as long as it is connected to things like quarantine times-1

Masks could be optional if that did not require resuming contact tracing and quarantining students.-1

I feel masking should follow CDC recommendations, it should not be opinions-1

Unless the guidelines about universal masking and contact tracing are to change then I think it have to be careful about making this change. If we make a change it could potentially put more stress and work back on our nurses' plates.-1

I think masks should be used and I think the district should be providing medical-grade masks to everyone. If the district is doing this already, share the information and require that they be worn.-1

I think we should follow our state CDC guidance on masking in indoor, public places. Right now, our top health advisors feel it's best to continue to mask in indoor, public places due to high transmission rates. If these metrics and guidelines change significantly by March 2nd, I'd be open to a change in our policy. But I don't feel the need to be quick with foregoing masks.-1

If case numbers continue to decline I could see a gradual transition to optional masking-1

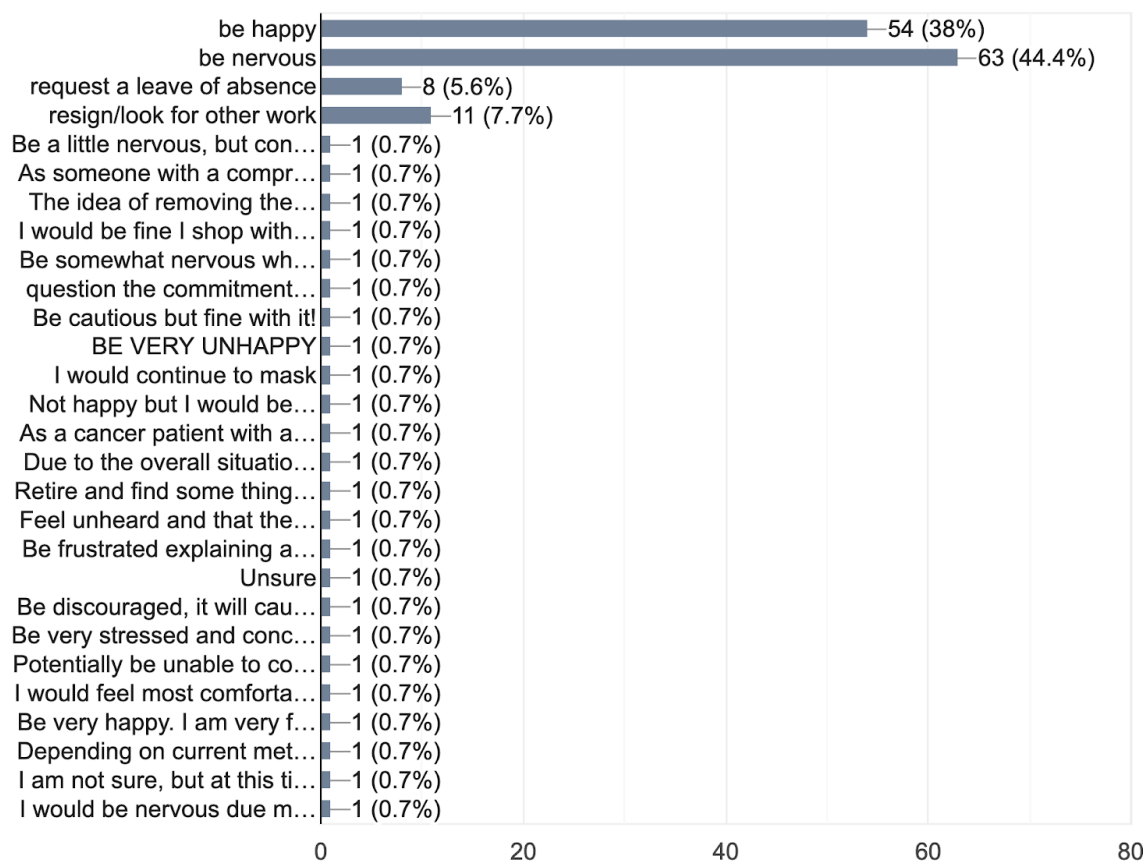
We have been wearing these for way too long. It would be crazy for us to consider wearing these any longer.-1

I don't know what to think. I choose to follow the CDC recommendation to mask and will continue to follow their guidance. In the summer when they lifted masks for the vaccinated I followed and then also followed when they advised to wear them again. The transition to not masking makes me nervous.-1

Until the CDC recommends shifting away from masking in public spaces I would be uncomfortable making this change.-1

If masking was made optional I would

142 responses



be happy - 54

be nervous- 63

request a leave of absence- 8

resign/look for other work- 11

Be a little nervous, but continue to follow the CDC recommendations. If the CDC recommends vaccinated people no longer wear masks, I would not wear one myself.-1

As someone with a compromised immune system, I am not sure what I would do. I would be extremely disappointed if the board voted to make masks optional right now. I strongly feel that we should finish out this school year with them.-1

The idea of removing the mask mandates in the winter months is a reckless decision which in my opinion will create more harm than good to the overall population, both in school and in the community. We are struggling to keep staffing to a workable level and unmasking now may create an even greater shortage. I personally believe that if mask mandates are lifted in the warmer months to allow more time outside, have windows open, and create a safer environment would be a potential realistic option.-1

I would be fine I shop without one and the students hang out not wearing one-1

Be somewhat nervous whether it is too soon even though case numbers are going down.-1

question the commitment RSU 38 has to the safety of students and staff-1

Be cautious but fine with it!-1

BE VERY UNHAPPY-1

I would continue to mask-1

Not happy but I would be ok with the decision-1

As a cancer patient with an immunocompromised grandchild this would be of great concern to me-1

Due to the overall situation and feelings of being under-supported and undervalued, I will likely look for other work for the next school year. This is not dependent on any upcoming masking decision; this is the larger situation.-1

Retire and find something else to do-1

Feel unheard and that the health of our community is less a concern to the board than loud voices. Feeling less valued by the board and the community loosens ties and encourages teachers to look elsewhere where they may be more valued... which may be outside of education.-1

Be frustrated explaining and working with those students who still do need to wear a mask.-1

Unsure-1

Be discouraged, it will cause a lot of issues between students depending on whether they are masking or not, teachers can't enforce masking for parents who want their children to mask at school-1

Be very stressed and concerned when this is working-1

Potentially be unable to complete my student teaching-1

I would feel most comfortable if we wait to remove masks until the federal and state DoEs change their recommendations on masking. Basically, I think that we should be following the recommendations of our public health officials. They are the experts on these matters.-1

Be very happy. I am very frustrated it has taken this long-1

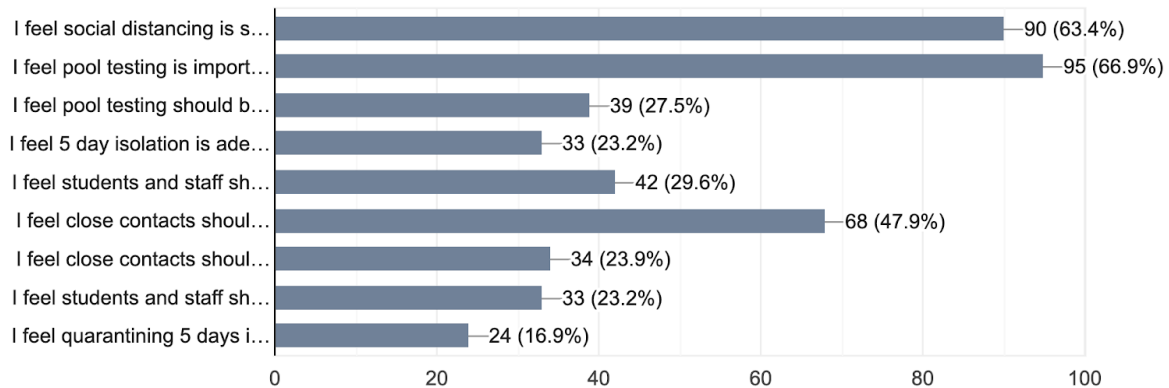
Depending on current metrics would strongly consider resigning-1

I am not sure, but at this time masking is one of the only things that helps to ease the worry of infection.-1

I would be nervous due to my family's health conditions.-1

CDC/DOE recommendations

142 responses



I feel social distancing is still important to do whenever possible-90

I feel pool testing is important to continue-95

I feel pool testing should be expanded-39

I feel 5 day isolation is adequate when someone tests positive-33

I feel students and staff should have a negative test before returning to school-42

I feel close contacts should be notified-68

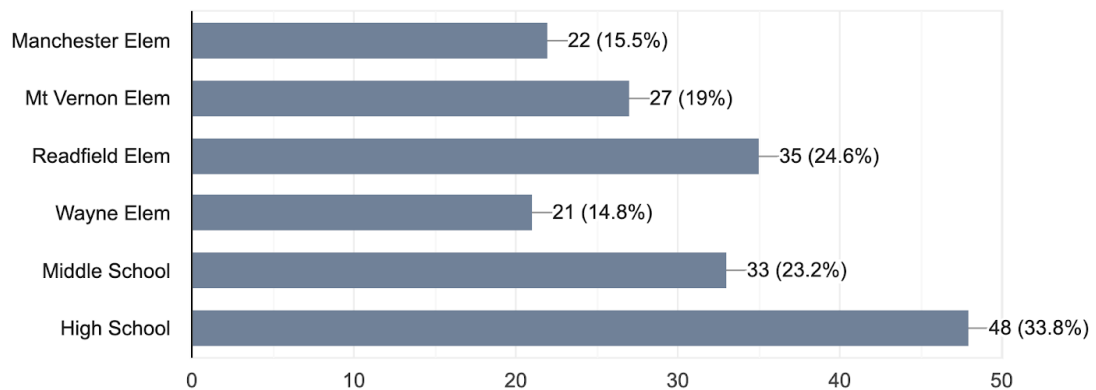
I feel close contacts should be tested or be required to quarantine-34

I feel students and staff should have a negative PCR test before returning to school-33

I feel quarantining 5 days is adequate-24

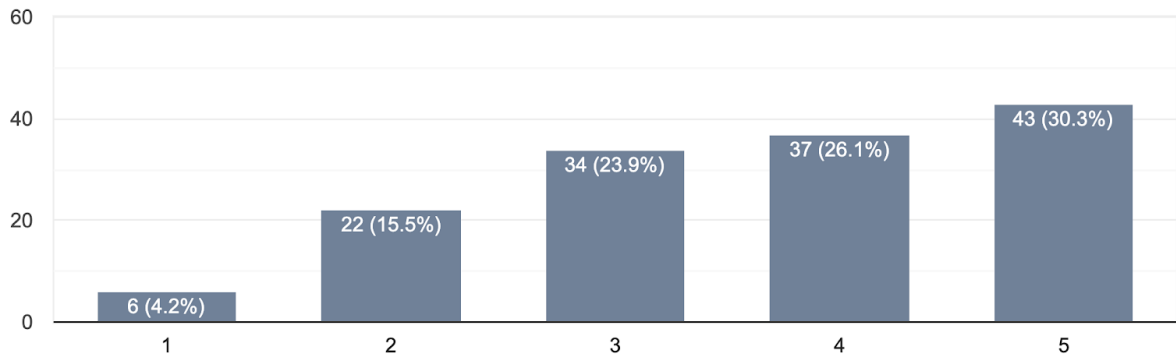
Which building(s) do you work in?

142 responses



I feel physically safe from covid in my school

142 responses



I feel physically safe in my school.

I appreciate that we're still masking but I think we could be doing more to protect our vulnerable populations and that students do not take our health seriously.

I think that we should have invested money into buying child size masks that fit appropriately.

I can keep myself socially distanced most of the time and universal masking makes me feel safe and that I am keeping my family safe at home.

I have a spouse with an autoimmune disorder and will be thinking long and hard about continuing my career here if the mask mandate is lifted. It's bad enough I have now been required to do lunch duty, increasing my contact with non-masked students, but now I'll be required to spend all day with unmasked students.

Even with trying to enforce students to wear masks correctly it is difficult to police. I personally am concerned because I have conditions which puts me at a greater risk.

What does the science say? All of your statements begin with "I feel." Let's lean in to the science and trust it as the best possible knowledge we currently have. It will shift, and that's ok. We do the best we can with the knowledge we have. When we know better, we will do better.

I'm safer here than I am at the Grocery store

I am triple vaccinated and am in good health and have no compromised students in my classroom.

I continue to work in a very small unventilated space with young students. I am certain that masking has helped prevent me from getting COVID.

I feel safe as long as we are masking.

we try to mask and social distance but are constantly telling kids to pull their masks up.

We have over 300 students moving through the halls between classes with no way to socially distance them. The majority are not vaccinated. Not requiring masks would move my answer to a 1, for not safe.

I have already gotten COVID at school this year, so I know it could easily happen again.

I think guidelines we have in place are helping feelings of safety. Students struggle with keeping masks on, but if the district provided well fitting KN95's or medical grade masks, this would be a nonissue.

physical safety for covid is a risk where ever crowds are - grocery store etc but necessary to live

I feel relatively safe because I'm fully vaccinated, because Omicron is less deadly than Delta and also have already had Covid. I don't feel safe because we are 'universally masked' or spacing students out according to regulations. We're not. Masks are often down and spacing is a nightmare.

With a mask mandate at school I have the power to work to protect myself and my students by reminding students to wear their masks.

With the current guidelines in place I feel safe, I would feel safer if we notified close contacts

This is really hard for me to gauge. I feel safer since I spent \$100 to upgrade my masks because I could not rely on my employer to help, and even then, I need to reuse my masks so I'm not sure if they're as effective. I also know how transmissible COVID can be, despite best efforts.

There is no safety. It is a concern for many including myself. And if more safety protocols are pulled it would play a part in a lot of us looking elsewhere.

With the current policies in place, I feel somewhat safe in school. My answer would have been very different in late fall when most of our staff was out with covid or close contacts and Covid was rampant in the school.

I would not wear a mask, I don't think it's possible to avoid it.

Several students don't wear mask properly.

I would feel happy if we dropped all safety protocols. I would dance with joy. Please, please, please.

I make sure that my classroom is cleaned daily, my students still continue to use separate work materials.

I am nurse, I accept a certain level of risk and know I take adequate precautions.

It is a challenge to feel like we are "universally masking" when we are still reminding the SAME students to wear masks appropriately

I feel like we have done everything we need to throughout this pandemic and with high vaccination rates and allowing those that want to wear masks to protect themselves, we are able to meet everyone's needs.

Due to masks.

With masks I feel safe (4), without 2.

When wearing a KN95 mask, I feel safe

I do in our current circumstances but will not if this changes

I feel that if you believe in the mask and want to be protected that you should have the right to do so.

I feel that I am fortunate to work in a building where everyone is respectful and understanding of others. I personally do NOT want to wear a mask, however, if my coworkers choose to wear a mask then I am completely understanding. I would even wear a mask out of respect when meeting with them. I feel as though we should all use this same respect and courtesy with others. There has to be a middle ground where we can all find some peace. I would also like to state that students are being forced to wear masks all day for a virus with an over 99% survivability rate. At what point do we decide that masking of students does more harm than good?

It feels like there is nothing being done to notify staff when they are close contacts. This has kept me from making informed decisions about who to associate with in the larger community.

I am a fully vaccinated and boosted adult, and I still have some concerns about students who do not honor our SoPs. For the most part, students are doing a wonderful job, but some students are definitely beginning to show fatigue with masking and other COVID19 prevention SoPs. It is this group of students who cause me to have concern about my safety in school.

As safe as anywhere else at this point.

I wear a mask, but I constantly feel like I am reminding students to wear their masks correctly and crowding makes me nervous.

I would have ranked it higher but I recently contracted Covid so it's hard to feel protected when you do everything you can and still get sick.

I have done everything I can, but my wife is Immunocompromised due to medications she has to take. That means if I catch Covid and bring it home, it could be very bad.

I got Covid, so I don't feel 100% safe, but I had no symptoms, so I am not really worried about my own safety.

I would feel better if everyone was vaccinated or the unvaccinated would be required to mask

Disregard my answer to the CDC question. I don't feel any of these are necessary, but could not proceed to submit this because I HAD to answer a question!

I don't feel entirely safe in a public space, but I do feel we are taking steps to ensure we reduce spread as much as possible.

Students and staff need to do a better job with masking.

I think that current mitigation strategies (in accordance with CDC recommendations) is working well to keep schools open, and students/staff safe. I feel like if we go against CDC recommendations, and lift restrictions too soon, we will have to go remote which is not ideal for anyone.

I wear a KN95 everyday and desk is located near an open door which is kitty corner to an outside door. I have incredible airflow in my room. What worries me is that a few students need frequent reminders about proper mask wearing.

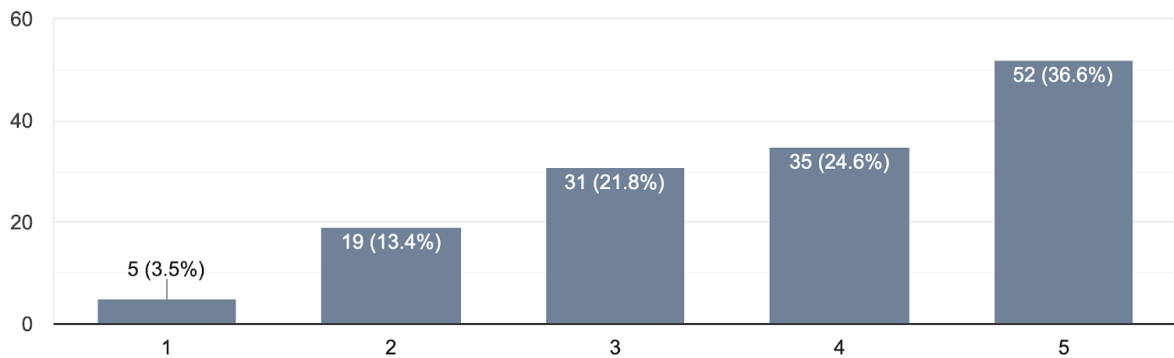
Staff are consistently still testing positive after day 5 and not being allowed back to work. We are constantly being exposed. I have a toddler at home who can't be vaccinated.

I think the masks are limiting the education the students are receiving and they have a negative impact on their social well being

With masking, I feel somewhat safe.

I feel emotionally safe in my school

142 responses



I feel that if masking was optional those who choose not to wear a mask would be outcasted from those that do choose to wear a mask. For example, I would not wear a mask, but I feel that my coworkers would not respect my choice the same way that I would respect their choice to continue to wear one.

I feel emotionally safe in my school.

No, it is clear that I am only seen as a tool to be utilized by admin and the school board -- if I needed to leave for my own health I would just be replaced without a second thought. As a parent of a young child I have not been supported at all from having to zoom during snow days to being told to do more without any support or understanding. I feel the caring community is only for the students and

that staff are expected to sacrifice themselves so students and families have no concerns. We are not treated like professionals; we are not believed when we say what we or students need. Since I'm not on learning leaders I have no voice and no avenue to affect change.

I would have so much anxiety if masks were not required. Every time someone sneezed or coughed near me without a mask I would be scared that they may have COVID and just passed it onto me.

This whole thing is so politicized and everyone has such strong opinions...

Perhaps "emotionally safe" isn't the correct phrase. I think "valued" or "respected" would be more appropriate and no, I do not feel valued or respected by this current board as a whole. I know there are some board members that have been supportive of staff, but again, as a whole, this board continues administer gut punches every meeting.

I am emotionally drained. I love working with students but I feel that the constant elephant in the room is taking its toll. I feel the anxiety from some students and staff regarding COVID as well as the fatigue of others who are tired or the restrictions. It seems that there is no way to please everyone which makes me concerned for the mental/physical sustainability. I am worried that the pressures of the media is skewing decisions that will create more harm than good in the end just to please the masses.

I am fine I do not let anyone give me or others grief

This has been a taxing year to say the least and see how it is affecting students and staff.

I do not feel supported by administration when dealing with lack of specials, behaviors, and following protocols in these covid times.

We are having to cover extra stuff all the time to make the school day work. I am exhausted from trying to get my work and other people's work done. There are days when I just don't have it in me to go to school, but yet I suck it up and go because we are short staffed and I don't want to let people down so I do not put my or my families needs first. Hopefully I will make it through the year. It is one day at a time for me.

I feel supported by my administration and colleagues. I do not feel supported by the board.

I feel like I can't be honest with how I am feeling. I feel like we are taking things VERY personally

It is a rough situation when from month to month, you are aware the guidelines in place to try to mitigate spread of a virus could be removed for reasons that don't seem to take into account the well being of a school full of people. I appreciate that some people have kids who are sick of wearing masks and I agree that cloth masks worn five days a week are not doing a thing to prevent Covid.

We have a very supportive staff and administrators in this building.

There are strong opinions on either side. Some of the teachers/staff at the school make comments belittling and blaming people that have the same position I have regarding Covid and sickness in general.

Its very stressful keeping kids apart and It feels awful constantly reprimanding them for not wearing masks correctly when they are not provided with masks that fit them correctly.

I feel like the board is making decisions without putting staff concerns in the forefront- I need to feel better about this or will be looking for a new job next year. Kids are fine with masks- I don't want this to be opened up to please a few.....

It is worrisome and discouraging to me that some students still frequently wear their masks improperly, and some of those who do so reply or comment rudely when it is brought to their attention and they're reminded to wear their masks properly.

If masks were to become optional I feel this number would dramatically change because people will be very judgmental of those still wearing masks or not wearing masks. Both staff and students.

I really get along with and value so many colleagues and I cherish my students, and I know that I am a "safe" person for some of my students facing significant challenges. However, I simply personally don't feel very emotionally safe. This is due to poor communication (in my opinion) and a lack of truly centering emotional well-being in our policies and approach this year.

Don't even know what to say.

Our staff has always been very close and supportive of each other no matter what the problems within the building has been.

Concerned about the impact of no masks on kids, Students struggle to social distance and frankly don't do it unless teachers are constantly repeating themselves, this in turn effects the time dedicated to teaching and the students attitude toward their teacher.

The climate in my building does not make me feel safe. A few staff members do not follow the mask mandate. It creates confusion among students. It upsets me to see adults being divided when this issue is related to our community safety.

I feel staff would be supportive here no matter what the outcome.

I feel as the students & staff are missing emotional connections wearing a mask all day.

I know there is strong staff support for each other, but it has been challenging to emotional safety when decisions are considered/ made that impact staff's safety without including the perspective of those who are impacted.

This year is hard. Removing masks would make it even less emotionally safe.

I do not feel supported or appreciated by the School Board. I do not feel safe speaking at a board meeting.

The thought of our schools going maskless at this time with the contagiousness of the Omicron so high would truly make me more anxious about working.

I do now but am now comfortable with the board's authority to change my working conditions so drastically. They are not in the schools with us.

I work in a positive environment and feel supported. However I AM concerned for STUDENT emotional safety! Students in K-3 have spent ALL of their school years with masks covering their faces. We teach about feelings and emotions but students can not even SEE emotions on our faces. I am saddened that I have not been able to see my students smile and laugh and they have not been able to see my smiles and joy as they excel in my classroom. In primary grades as language is being taught, we accentuate sounds of letters and digraphs. Students are struggling to decipher these as we hold reading groups behind muffled masks! I implore you to think of the emotional health and educational well being of these young students.

I put a 3 because adults are disrespectful to each other when they don't agree.

I have heard several students say "Well I had COVID so I'm good" but that seems dismissive of those of us who haven't and are still worried. It may be mild for some people, but I still don't want it and I resent board members who say I should "check it off my list and move in." I also don't feel safe knowing that some people are willing to let teachers leave at the expense of masks.

Its very strssful.

On the edge from COVID, trying to keep a normal classroom/school routine while everything is stacked against that.

I feel emotionally safe with students and staff. Parent volatility has been difficult to deal with at times. There have been many days throughout the pandemic that parent conversations have been confrontational, rude or disrespectful.

Yes, I do feel safe to express my feeling around Covid-19, but also in general.

NA

I am in a place where I never eat near students or others nor do I need to supervise groups of students who are maskless. I also have sinks in my room to wash my hands and this is great. For other staff that don't have the adequate size, have students in rows and struggle to be able to access students when working, I do have concerns. Physical distancing is really hard when we want students to collaborate.

Coworkers and admin are very supportive, but the stress is unmanageable and unhealthy. Hearing things from the board like "getting COVID is something to check off your list" causes mental distress.

I would feel very safe if masks were eliminated

I feel more comfortable knowing that all are masking and required to social distance as well as other protocols that we have in place. I believe that Jay and the administration are truly doing what they can do to support us all in the face of this difficult journey, but we are all weary. The thought of having optional masking takes my emotional security away. I will not be able to function in the same way if I am presented with students/staff who are not masking. We have staff and students who are compromised and it is our responsibility morally and ethically to provide a Free and Appropriate Education to all staff in an environment where they are not afraid of catching Covid and then dying.

Is there anything else related to covid you would like shared with the School Board?

I think we should follow CDC recommendations. They aren't perfect, they might lag behind the changes at times but if anyone is an expert on the science it's them. When they recommend masking is no longer necessary I will support that.

If masks are removed, students who are not vaccinated, not enrolled in pooled testing and/or not in their 90-day positive window will have to quarantine from school. This would require the return of contact tracing and quarantining. The school nurses are not willing to do this, it is impossible to keep up with.

Until the CDC changes their recommendations, we should LISTEN to the EXPERTS! The school board are NOT experts and NEED to listen to those who are EXPERTS! Wearing masks is NOT an infringement of people's rights. It is a public necessity at this point. At some point, we won't need to wear masks, but that time hasn't happened yet.

Masking has taken a toll on the students and their ability to hear words, letter sounds, and stretch out letters. I work with kindergarten students and their ability to write words and recognize letter sounds is the worst it has ever been. Students mistake f's for v's, m's for n's, etc. Yes, these things did happen before COVID, but students were able to read out lips and us educators could over exaggerate out mouth movements to help. With masks we cannot do that. Students are afraid to be too close to one another, take a drink in the classroom, and eat snack. Five year olds should not feel this way.

i see many children wearing dirty mask and feel that is just not healthy. they fall on the floor , off and on with hands that have touched other things .just don't see the point

As someone who has vulnerable people in my life, being extra cautious seems like a small price to pay. I feel it is best to be as cautious as possible.

Masks are not the cause of the decline in the mental health of our students

COVID is still a huge concern. Just because it has run through my building heavily three times doesn't mean we should stop using masks or social distancing. Some of us have been able to remain safe and avoid it, but without masks or social distance I fear that I will get COVID, too. My elderly mother lives with us because she has health concerns. I don't want to bring it home to her.

I understand that other places are unmasking and removing safety protocols and it seems like what you're deciding is a face covering; I can assure you that for most of us you are deciding how much you value us -- our safety, our feeling of worth and value to the board and community, and us as humans who have families, many of whom are at risk. I don't see the harm in having people wear masks for a few more months. I see great harm in removing them -- students having to be out for longer quarantines, staff and student mental health, staff even further questioning if they want to work in a school, further division between those who prioritize safety vs those who prioritize comfort (in staff and students), strained relationships, etc. Now is not the time to add another change -- students and staff are already struggling.

I feel as though it is time to loosen up the requirements as other states are doing so around us.

Please don't just listen to just the loud voices asking to get rid of masks.

Why remove something that is proven to be effective? It is clear after vacations/extended breaks where people are most likely not masking, when we return from those we have our highest case amounts.

I think we should wait before lifting the mask mandate. Let's let the other states do the experiment and see what happens to their numbers and make our decisions then.

We are still in a pandemic, that has not changed. We are having more cases now than at the beginning of the pandemic but there is now an extreme push to ease restrictions. In a rational mind this logic is backwards. Wearing masks is not fun; I do not enjoy it personally however I feel that it is creating more protection than if we did not have them. I am able to complete my work with a mask on, students are able to do their work with a mask on, I have school age children. I feel like the pressures of the outside are weighing on the decisions rather than the reality of the situation. I am concerned that board members will succumb to the mob mentality rather than looking at what is really in the best interest of the school community as a whole.

We all know the students are hanging out with on another un masked outside of school so why are we forcing them to wear masks in the building? honestly these mask are muzzles and the students

are not communicating as much as they have in the past. As soon as they get the chance the masks are ripped off and then they turn back into kids again laughing and joking.

I believe the loosening of the SOPs over the past couple months, in conjunction with the quick-spreading Omicron variant, led to our school being in outbreak status. If we are not monitoring close contacts and allowing students and staff who are close contacts to come to school, then masking must stay in place. We still need to consider the most vulnerable in our population, and masking is an easy way to help prevent the spread of COVID.

There are students and staff that are medically fragile and we would be doing a disservice to them if we were to make masks optional. If masks are made optional, more students and staff would be out due to illness, COVID or not due to the strict guidelines around symptoms.

As an elementary employee, I have not witnessed any negative feedback from staff/peers or students in regard to wearing masks. Masks further enforce the initiative to keep children in school, and prevent absenteeism. As it stands, it is less intrusive to enforce masking than vaccination for COVID to keep the schools and community safe.

I get that we need normal, but we also need to be safe. Safety comes before what we want for ourselves.

I feel that our(staff) comments have been summarily ignored by the board in the past, concerning COVID. I do not feel that the board has been even remotely concerned with the safety of the staff or students during this pandemic. Decisions have been made based on political pressures, not based on research and recommendations from the CDC or other medical experts. We were allowed to keep the mask mandate this year due to a parent outcry, not due to anything else.

I hope they continue to recognize and appreciate the amount of work this and are aware of the amount of educators considering leaving.

Boots on the ground give you the most accurate information. Stop making up information in your heads and listen to what teachers are telling you.

If changes are made I hope that the recommendations of the CDC or new SOP's are developed to support our nurses. Continuing to have to contact trace and quarantine students all the time has a greater impact than continuing masking if necessary.

Please view the guidelines with a whole school community lens and not the viewpoint of solely your own child or relatives in the school. I appreciate this is a challenge to do, but as a representative of the community serving on the school board of directors, you are tasked with operating from a lens of what is best for all.

I think it's time to consider scaling back masks. Perhaps not yet, but soon.

Covid is still here and very much apart of life and as a mom and teacher I feel we have little control over keeping safe outside the home. But if something as simple as wearing a mask and safely distancing are signs of keeping safe then they should be followed. Why wouldn't we want to protect the children and others around us. A mask is so simple and it saves lives.

Virtual conferences were not allowed last week from home(which caused them to all be rescheduled- impacting staff and families- stating "an issue last year created a reason for the decision" This issue should be handled individually and NOT impact the rest of the staff. We do not punish one for the behavior of others- This does not feel equitable, supportive or like we are being treated professionally- Impacting climate.

I feel the school board should publicly and emphatically support our nurses in the district. I know our school nurse has been verbally abused over the phone for Covid-related issues and that is absolutely unacceptable.

We are not out of the water yet. Please continue to let us have a mask mandate in the classroom to keep us safe and allow us to stay in school. It does not take a lot for an outbreak to happen. At least until the weather gets warmer and we can have the windows open and kids are spending more time outside outside of school. Just because this wave is calming down doesn't mean it wont come back again. Especially with breaks coming up and people are traveling!!!

If it isn't broke, don't fix it! We can't afford to loose teachers and nurses over this issue!

This has been so incredibly hard for everyone, regardless of perspective on masking, political viewpoint, etc. I just wish for more open dialogue, more respectful dialogue. It has been so deeply disturbing to know that community members have harassed our health center staff. I hope our health center staff's opinions and experiences are taking into TOP consideration when making health-related decisions.

It is pretty sad that we never went remote when we have had upwards of 13 staff members out at a time. But we were told there is no "magic number". We might get by with that many staff out but we aren't teaching during that time, we are babysitting our own classes plus multiple more while students roam the halls and are put into study halls in the library. And the emotional, mental and physical damage it does to all of us having to work in an environment like this is huge. And if it gets worse I am not sure how much more we can take.

Given that we now know that both vaccinated and unvaccinated individuals can both contract and spread COVID, we should not put requirements on only one group of individuals based on their vaccination status.

As a vaccinated person I feel quite confident that I personally will not get terribly sick or add a burden to the health care system. Unfortunately the unvaccinated are influencing this decision for me. I have a compromised person in my family who cannot get a vaccine and I want to be able to see them. If I am exposed continuously to people who are more likely to get the virus (because of no vaccine)and we are not masked I would not be able to see my loved one. I would leave my job.

Please get rid of masking, it would bring so much joy to myself and my students.

I look forward to the end of masking.. but it is too soon to do this. Covid infection rates remain high in our communities. If masks can prevent any transmission, they are worth keeping. I wish the board wanted to hear from the district nurses.

The challenges we have this year will not get better (and may get much worse) if we make masks optional. There are larger (and less predictable) gaps in student knowledge that we are trying to fill while proceeding with our "normal" grade level expectations. We are working hard to ensure that

students remain distanced (and please don't remove this layer of protection), which makes group work much more challenging.

Our classrooms are PACKED with students. In an attempt to enforce social distancing, we have desks in rows. We are constantly trying to engage students in new ways while keeping them as healthy as we can. We are rethinking what we are doing every day, and it takes MUCH longer to plan lessons. On top of that, with staff absences and very few subs, we are losing planning time regularly. We have meetings during our prep time to accomplish many of the things that need to be done, so our planning/grading/feedback is more limited than it has been (and we need more than usual... although "usual" was also already unwieldy and too difficult to do without numerous hours of night and weekend work). At the middle school, we seem to be mostly holding it together, but all of this is taking a toll, and staff are making things work. Some days are better than others, but there is a clear and present sense of stress and being overwhelmed. The strongest teachers I know, who will power through anything, are starting to crack.

The change in contact tracing and close contact notifications, though a huge relief for nurses, is also stressful. (Many of us, when informed that we were close contacts, made sure to test to remain here and keep our kids and community safe; now we have been told to consider ourselves ALWAYS close contacts, which comes with a lot of second-guessing if you have allergies, asthma, fatigue, headaches....) If you are not aware, we are no longer doing these (at least temporarily), so we may have staff and students with covid (and without symptoms) who are here; unless they have a test that is positive, they remain in school. The only quarantines we have now are those who test positive. Therefore, we have more students in school, and this has been helpful (and mandatory masking has made this more consistent). We are worried that making masking optional will increase absences and cases, AND will affect our community.

If we make masking optional, it seems that our nurses will once again be pushed to their limits and beyond, contact-tracing. I am worried that this would push them to resign, essentially forcing us to be remote for extended periods of time. The things we are doing to allow a little freedom and collaboration would increase risk exponentially (not hyperbole).

Students are mostly used to wearing masks, and we are ALL looking forward to days when it is safer for everyone to not wear them. But it feels like this is not yet that time. It feels like we can remain cautious a while longer. There are thoughtful, scientific proposals which take into consideration a

community's metrics to make informed decisions about when it makes the most sense to make masks optional (though still encouraged), and we should listen to scientists and health professionals.

There is also a difference when we argue that we attend sports events, shop, etc., unmasked. School is compulsory; we are REQUIRED to be here (unlike any of these other activities), AND we are here with kids for 7 hours each day, in one hour increments. It is not brief like going to Hannaford.

Our students have beautiful eyes. Even in a pandemic, we can see the beauty, the confusion, the laughter, the wonder in their eyes. We are making eye contact, and though their smiles (and frowns and funny faces) might be covered, we can see their emotions in their eyes.

I think our high rate of vaccinations is great. We asked for those to get vaccinated and the majority did. Those that continue to need protection have it with masks and vaccination choices and can still socially distance. I think this is a great time to make some new accommodations that will benefit the SEL of our students and staff and allow for protection and begin to restore the struggles we have been facing.

People should be able to have an option to wear masks. I understand some are nervous of no masks but those individuals shouldn't determine those who aren't. Vaccines were suppose to give a sense of security. If you want a mask wear one or three, but don't make it a mandate for those who are comfortable without one. Cause some people aren't afraid to get covid and just want to live their lives normally. Especially the kids.

In the fall, I consistently had multiple students absent each day due to quarantines. Since the CDC minimized quarantines and lifted contact tracing in January, I have had more students present in school. If we go to optional masking, under current CDC guidelines, we will be returning to quarantining more students and will have fewer students in school.

To remember there are compromised students and staff that we need to do everything we can to protect them. Also, the CDC still recommends mask wearing and with the contagiousness of the Omicron why wouldn't we do everything we can to keep healthy. We do not have enough subs as it is and if we go maskless surely the spread would be worse than now.

I think that we will NEVER be able to make everyone happy. I feel that it is time to find some middle compromise. Masking choice is respectful for both sides. If you feel unsafe then you should wear a mask and shield of your choice. Students have paid the price for this FEAR for long enough. We need to make their emotional well being a priority. Students as young as four years old should not be spending their entire school days void of seeing emotions and feelings of others. These students are

struggling with anxiety, restlessness and lack of focus. We need to give them facial cues and feedback!

I believe changing the existing policy half-way through the year will create unnecessary confusion for staff, students, and families.

We have been in this for 2 years and I think this has been the most mishandled thing I have seen. What we have done to kids is unfair and will have repercussions for many years. It's time to get rid of all social distancing, mandatory testing, and masks. I can not even describe how frustrating these two years have been. I have considered getting out of teaching because of how this was handled by so many people that are suppose to put kids first. We have not put kids first at all. We have scared them and we have tried to make them follow our feelings for the most part. If you want to get vaccinated you can. The risk level for kids have always been low and we took away so many memories and experiences that make high school special. It is time to give them their HS experiences back. The majority of students dislike school more than I have ever seen right now. I also have to answer one question here that I don't agree with any. All CDC recommendations should go away but it won't let me leave it blank.

Please follow the CDC guidelines and scientist and not your own personal Google research.

I have done everything I can, but my wife is Immunocompromised due to medications she has to take. That means if I catch Covid and bring it home, it could be very bad.

Vaccines are the most important when it comes to safety.

Please reach out to the medical providers in our school community and our nursing staff when medical decisions such as choosing to forgo masking are on the table. They are our experts.

I feel that maintaining our current SOP's until the CDC has issued more clarifying guidance is what is safest for all those in our district.

There are numbers of students that have family members who are risk of catching covid and having severe issues. This includes unvaccinated infant siblings and elderly caregivers.

There is still a valid concern with the contagiousness of covid.

Maybe board members would be willing to substitute for a week in an elementary school to get a better picture of the struggles that everyone faces every day? None of us like masking BUT we do love our students, friends, families, colleagues and greater community members and so we mask so that we don't leave anyone behind. COVID is invisible and yet we are to consider ourselves exposed to it everyday. We don't know where this enemy lies and yet we are both ethically and morally responsible to protect the students in our care. How are we to fight against this invisible enemy without the tools to do so? Masks are tools to This is a life and death choice for some and we have lost a parent in our community due to COVID. These 4 children will NEVER have their mother back due to the invisible enemy. Please think beyond comfort and your own perceived right to not mask and consider the right that people have to life and a workplace free from fear of the invisible enemy.

7a.

Elementary Principals' Report
 March 2, 2022
 Janet Delmar (MTV)
 Abbie Hartford (MES)
 Tina Brackley (WES)
 Jeff Boston (RES)

	Pre-K	K	1	2	3	4	5	Total
MES	6/7	16/14	19	16/15	21	14/16	18/18	180
RES	13/9	8/9	16/16	15/16	18/19	19/19	11/12	200
MTV	8	15	13	14	8	13	14	85
WES	8@RES	6	13	10	10	10	9	58

Parent/Teacher Conferences

Believe it or not, the second trimester ends on March 4th. Where has the time gone? Parent/Teacher conferences have been set aside to have these important conversations with our students' parents on their child's academic, behavioral and social progress as well as our continued partnership between school and home in support of our students. The time for conferences, which will be held virtually, are from 3-7 pm and the dates are March 10th and March 14th for all four elementary schools.

Family Involvement at RSU #38 Elementary Schools

We want to acknowledge the enormous challenges facing parents, families, and children over the last (almost) two years. While the pandemic has placed a strain on all of us, we know it has been uniquely difficult for parents and families of school-aged children. This school year, you have adapted to quickly changing information, adjusted to evolving safety protocols, and extended grace and patience to teachers and school/district staff as we have navigated through these unprecedented times together.

With that said, we believe that all students can achieve success through the commitment of parents, teachers, and the students themselves. To encourage parent and family involvement, we had hoped to offer in-person family nights and activities like in years past; however, given the current challenges, we have had to find alternative family engagement activities.

We launched a district-wide project called “*Learn With Me*,” beginning on Friday, February 4. Every week we will post a new take-home activity on your child’s SeeSaw Classroom and include it in the school Newsletter. In addition, we will track the combined grade-level participation across the four elementary schools and display the progress for all to see on a theme-based bulletin board located centrally at each building. Finally, once we have met our district goal, we will have a small celebration with students and staff at each school.

Thank you, parents and families, for supporting your child’s learning this year. We feel strongly about families engaging in activities with students and encourage as much participation as possible. We value your role as equal partners, as nothing we do as educators could be accomplished without you!



MtVES Kindergartners Celebrate 100 Days of Learning

Kindergarten students at MtVES had a full day of activities focused on 100 days of learning! Congratulations to Ms. Walsh’s class for all your hard work.



RES 100th Day Celebration with K-2 Students

On Friday February 11th, Readfield Elementary School celebrated their 100th day of school. The K-2 classrooms implemented theme days to engage students in learning while also recognizing their hard work over the past 100 days.

In kindergarten, the students made 100 day crowns, wrote what they would do with \$100, counted out 100 legos, and let them build with them and disguised the number 100 in a drawing.

In first grade, the students had a spy day and glow day! They participated in activities such as 100 sight word jenga, base 10 bowling, wrote about what they would do when they are 100 years old, 100 cup stacking, fingerprint dusting, and counting out 100 snacks with tens frames for trail mix.

In second grade, the students in both classrooms had a pirate themed 100 day celebration! They created their own pirate vests, used white crayons and paint to reveal their numbers they wrote to 100, all the activities had clues which revealed a treasure chest at the end!

Overall, it was a day that celebrated all the learning that has happened thus far and got students excited for the learning to come!



MES Celebrated 100th

MES kindergarten, first and second graders, celebrated 100 with many counting projects and writing predictions about life when they are 100 years old. Many K-5 students dressed as if 100 years old. 100 is an important landmark number to conceptualize for young mathematicians, celebrating the day provides the perfect opportunity for learning. And it's fun!

WES 100th Day Celebration

WES had a schoolwide celebration for the 100th day of school. We celebrate the day with many activities in the morning. It was a fun morning by all students and staff. They made lego structures with only 100 legos, saw what they would look like at 100, did different exercises 100 times, used 100 tennis balls, built many things with 100 pieces, and had a special 100 snack. It was an amazing day where students had so much fun but were engaged in learning too!



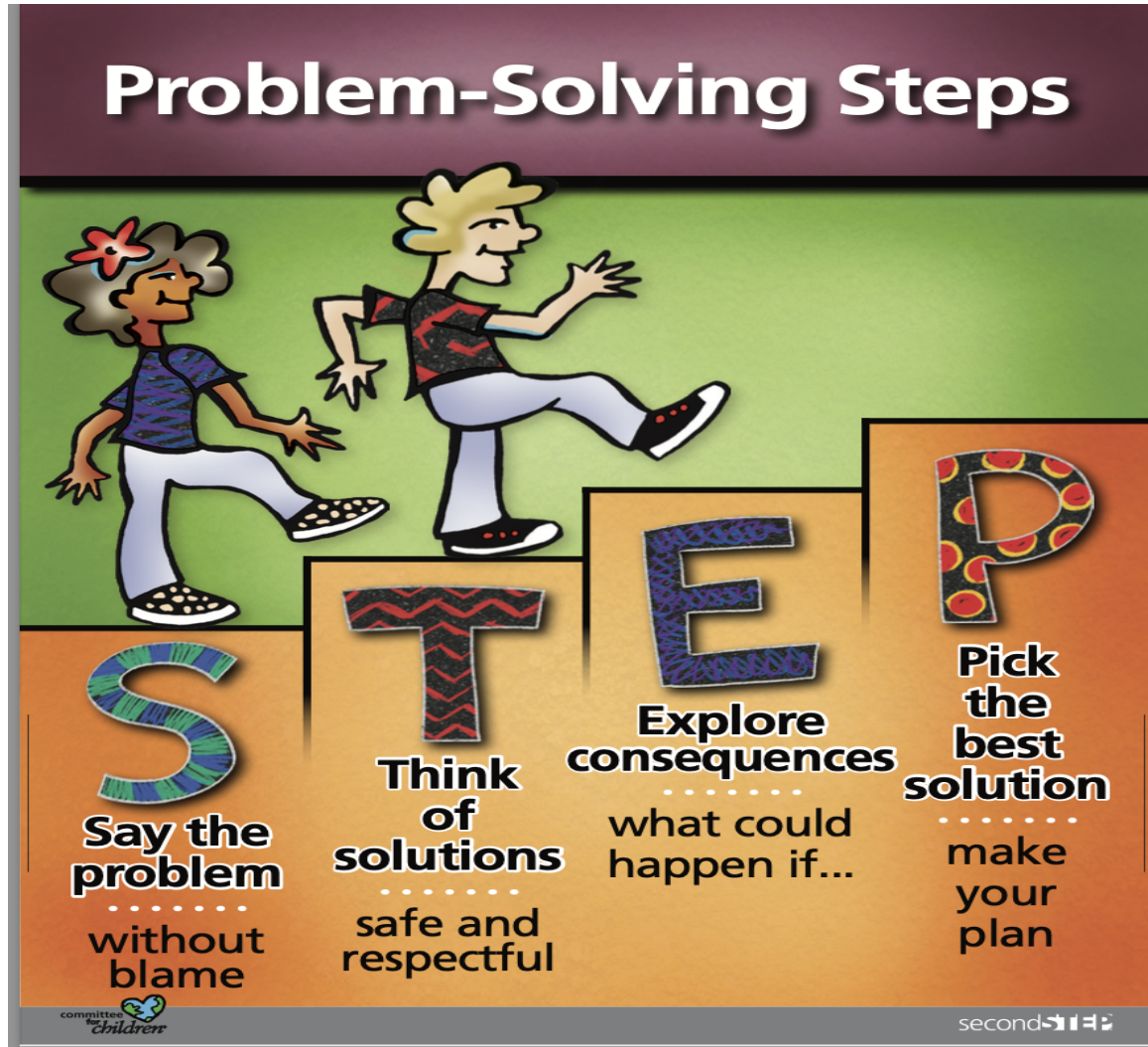


SEL Theme of the Month

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

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

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



MtVES Fifth Graders Learn About Matter

By Mrs. Boyce's Class

For the past several weeks, the 5th grade students at Mt Vernon have been working on a Science Unit involving the structures and properties of matter. One of the main take-aways for this unit is the law of conservation of matter. Last week we completed a Mystery Science lesson on explosions, and were able to see chemical reactions first hand (VERY exciting and more than just a little messy). The students were very engaged throughout the lab, mixing baking soda and vinegar in a sealed baggie and watching as the baggie expanded (oftentimes to the point of popping). They were able to discuss with lab partners what was happening inside the baggie, make hypotheses about whether or not they thought matter was being conserved when a chemical reaction had taken place, justify their reasoning and alter the experiment so that a

different outcome would occur (if, for example, the baggie popped the first time, how might they change it so the baggie expanded without popping?). This was certainly an engaging, educational and enjoyable lesson!



PS1.b Conduct an investigation producing a chemical reaction

5.ETS.1-3 Analyze an investigation to show how the total weight of matter is conserved

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“A Caring School Community Dedicated to Excellence”

7a.

February 18, 2022

Dear RSU 38 Board Members,

I hope everyone has had a wonderful February and great vacation! The month of February went by very quickly here at the middle school and we are now looking forward to our Winter Carnival coming up in March. Below are a few highlights of academics and events from MCMS.

Magic the Gathering Annual Tournament

On February 9th, our Magic the Gathering/ Dungeons & Dragons club advisor, Mr. Tom Radcliff, held the annual MCMS D&D Tournament. The tournament was originally scheduled for December 22nd, but it was postponed due to the snow day.

Many interested students at the middle school take part in the Magic/D&D activity period each day. The group plays Magic the Gathering and Dungeons & Dragons. The focus is on learning the rules, playing to have fun and showing good sportsmanship. The event on Wednesday the 9th was a fun opportunity for the group to get together for a tournament-like afternoon (after school).

Parent/Teacher Conferences

Our spring Parent/Teacher conferences have begun! Our first conference was scheduled for 2/8/22, but was postponed to 3/3/22 (due to the snow day). Our other conference was scheduled for 2/17/22 and was a success. There were many discussions with 8th grade families about the high school registration process for their 8th grader. The PTO also provided a wonderful dinner for staff, which was very appreciated!

Valentine Day Carnations

On Valentine’s Day our amazing PTO provided a carnation to each of our students on Valentine’s Day. They were given to the students during their afternoon advisee time and the students all seemed very happy to receive a flower. A big thank you to our PTO who purchased these flowers for our students!

Successful Food Pantry Fundraiser on 2/15/22

Thanks to our district’s incredible support and the outstanding generosity of the folks at the Red Barn, our area food pantry made \$1681.86 at the food pantry fundraiser on Tuesday, 2/15/22. This will be equivalent to about 5 weeks of groceries for the pantry! The Food Pantry team would like to thank the Red Barn for their generosity, and for being just a great group of human beings to hang out with! Despite the chilly evening, our intrepid team of volunteers braved the cold to thank everyone who came and to sell 50/50 tickets. The 50/50 winner, Victoria Scott, donated her earnings back to the food pantry as well! The pantry volunteers also had some wonderful people donate directly and they want to thank them as well. The support that they have had from their communities is humbling and they thank you all on behalf of our food pantry families!

Math Team’s MathCounts Competition

On Thursday, 2/17/22, our math team participated in a Math Team competition virtually! The Competition Series has four levels of competition—school, chapter, state and national. Each level of competition consists of four rounds, which are called, “Sprint, Target, Team and Countdown Round.” Altogether the rounds are designed to take about 3 hours to complete. Our math team did a great job persevering through the different math rounds!

Academic Highlights

Sebago

Sebago is learning about Newton's Laws and experimenting with everyday objects. They have done a number of in-classroom experiments, including the "Tablecloth Trick," to better understand Newton's Laws of Motion. Hands On Projects, which is a student-favorite class, has them currently working on chairs, sewing cornhole bean bags, and wood carving. Students have also made small tables! For all projects, students do reflections to help them critically think back on what they learned with the hands on project.

Katahdin

In Mysterious DNA class, the students have been researching the different scientists that first discovered cells and formed the cell theories. We have also been studying the different and similar parts of animal and plant cells. Students have been assigned a web quest where they had to draw, label and explain the functions of the different organelles that make up these cells. In Mr. A's CSI/Forensics we have been learning about the different ways to analyze evidence from a crime scene. Trace chemistry (hair, blood, and fabric samples), fingerprinting, toxicology (poisons and foreign substances), microscopy are some topics they are learning about!

Royal

Students have recently moved from physics to data science and probability. Students took a sports survey and they have begun to really examine what data can and can not tell us. They have also started to scratch the surface of what jobs exist in the field of data science, particularly as it relates to sports. Students have been working on meeting their reading goal and examining how authors use figurative language. They have found different types of figurative language in their current reading book and analyzed what they add to a reader's experience. Based on this information, they are creating a slideshow to share with their peers.

Acadia

Currently, students are learning about nutrition and food science. This includes a segment on food safety which is greatly enhanced by refrigeration and the availability of ice. Since the team has completed the ice harvest on Maranacook lake, they will talk about how diets changed over time based on the availability of ice, ice boxes, and refrigeration. Students are also working on a bit of chemistry. Students will address how atoms in solids are moving at a slower rate than those same atoms would in liquid or gas form. Students will be learning that solids typically have atoms that are closer together - meaning they are more dense - than their liquid counterparts except for some things, most importantly water. They will learn that ice is on the top of lakes because of how water has a molecular structure that makes the atoms in the solid form (ice) further apart than in its liquid form (water).

Moose

Students have discussed the proper use and types of microscopes, fingerprint patterns, how fingerprints are left on surfaces, how they are used to solve crimes, and the variety of professions that are involved in crime scene processing. They have also finished up their first round of book groups and are going into their second book groups. Students will be focusing on the theme for this round!

Math

- In **6th grade**, students are currently working on Equivalent Expression stations, with the unit assessment they finished up. Students are becoming experts with the distributive property.
- In **7th grade**, students are currently working on Scale Projects. For this, students are drawing by enlarging or reducing an image to show their understanding of scale and proportion.
- In **8th grade**, students are finishing our unit "Deepening the Understanding of Functions" applying our learning to real life examples(pricing candy for maximum profit and using pattern blocks to see growth patterns and build equations, with a unit assessment they just completed.



New Club Highlight: MCMS Newspaper Club

The new *Maranacook Gazette* is a student-run newspaper at MCMS. The goal is to produce a weekly, electronic newspaper for our students, with a special print edition once a month. They will be highlighting news at the middle school, reporting on sports and activities, highlighting students and staff, even offering an advice column from anonymous readers. Students can suggest topics for articles and send in artwork contributions for publication. Stay tuned and be sure to check out the inaugural edition of the *Maranacook Gazette* after February vacation!

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

Sincerely,

Kristen Levesque, EdD
Principal

Student Count, as of 2/17/22: 6th-99 7th-102 8th-98

MARANACOOK COMMUNITY HIGH SCHOOL

2250 Millard Harrison Drive
Readfield, Maine 04355

Michael Harris, Interim Principal
Sara Chisholm, Guidance Chair
Cal Dorman, Dean of Students
Robyn Graziano, Dean of Students



Tel. No.: (207) 685-4923
www.mcs.maranacook.org/o/mchs

Brant Remington, Director of Student Services
Sarah Morrill, Health Center Director
Julie Orcutt, Office Coordinator

7a.

Dear RSU 38 Board Members,

Since my arrival on 2/10, I have made visibility and communication the priorities. Meeting with students, staff, covering classes, lunches, and bus duty, opens lines of communication and advances my learning curve as a new member of the MCS administrative team.

Bears Are Awesome!

I am truly thankful for the welcome and overwhelming support that I have received. Maranacook Community High School is a caring community of professionals focused on students. It is an honor and privilege to provide the following report on programming and student achievement for MCHS.

Placing students first, the January Students of the Month were announced:

Gloria (Glo) Mrazik has been a leader in the class, assisting others who are struggling and works hard to improve the quality of her work.

Nori Morrill excels in her exploration of new visual artwork approaches. Not only does she have an accurate and discerning eye for detail, she also has an incredible amount of drive to push for originality. Nori's work contains a combination of realism and abstraction to achieve a visual complexity not often glimpsed in high school work.

Josh Hall is commended for turning the corner in math. He was a reluctant learner who demonstrates his desire to learn more about math!

Eric Nelson is conscientious, polite, and compassionate. He has been an ambassador to new students and is always inclusive and considerate. Eric also has a strong work ethic and takes his academic and extracurricular work seriously. He is an avid Nordic skier and has a passion for Social Studies. Eric is willing to take risks academically, stepping outside of his comfort zone in order to present a quality project.

Our **Math Team** finished the fourth meet of the season with 172 points. The top scorer was **Trenton Murray** with 41 points, followed by **Ella Martinez Nocito**, **Zach Berg**, and **Cooper Tarbuck** who each scored over 20 points. Everyone who participated did a great job. The Math Team gives a big thank you to **Ms. Harman**, **Ms. Boucher**, and **Ms. Graziano** who helped the meet run smoothly! The next meet will be on 3/9.

The **Boys Alpine Ski Team** won the **KVAC Championship**.

Girls and Boys Alpine teams are currently at Saddleback Mountain competing for the Class B State Championship.

Boys and Girls Basketball are both playoff-bound to the Portland Expo, Friday 2/18 at 8:30 pm and Saturday 2/19 at 1:30 pm respectively.



Class of 2022

School Counselors completed the calculations to determine **Ranking of the Top 10 Students** for academic achievement based on cumulative grade point average. The students will be announced after the students' families have been notified.

In a meeting with the full **Senior Class**, students and their principal discussed what would make the next four months the best close to their high school experience. Trips and activities were discussed...Everyone wants to have the most normal experiences possible.

February Calendar and Beyond

- Early Release Day for grading and planning (2/4)
- Start of Credit Recovery (2/14)
- Principal's meeting with the Senior Class (2/15)
- **Staff Meeting:** 2022-2023 Course Registration and Principal's Presentation (2/15)
- Advisors work with advisees on 2022-2023 course selections (week of 2/28)
- **Staff Meeting:** OutME presentation Part II 3:00 - 4:00 pm (3/1)
- **8th Grade Parent Night** - An asynchronous, virtual 8th Grade Parent Night is planned. This is an opportunity for students and families to learn about the high school and to ask any questions they have about the transition and course registration (3/3)
- **RHO KAPPA** Social Studies Honor Society debate between **Mr. Gower** and **Mr. DeMillo**, moderated by **Mr. Gilbert** with a series of topics to promote civic engagement (3/4)
- **Early Release Day** for grading and planning (3/4)
- Advisors work with advisees to complete PowerSchool course registration (week of 3/7)
- **Winter Carnival Week** (3/7-3/11)
- **Parent-Teacher Conferences** Wednesday, 3/9 and Monday 3/14
- **Early Release Day** for grading and planning (3/11)
- **"The Little Mermaid"** Mark your calendar for the performances: 3/24 at 7:00 pm, 3/25 at 7:00 pm, 3/26 at 2:00 pm and 7:00 pm, and 3/27th at 2:00 pm.

Teachers and students have worked hard and are ready for the February break.

Respectfully submitted,

Michael Harris
Interim Principal

Enrollment as of 2/18/22 is 364; 92 (9th), 90 (10th), 88 (11th), 94 (12th).

Maranacook Adult and Community Education

March 2022 - Board Report

7a.

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!

Commercial Driving Licensure Classes

On February 7th, the new federal EDLT CDL driving requirements went into effect and made it exceedingly more difficult for students to achieve CDL licensure. The new rules basically stipulate that to receive CDL training recognized by the state and federal government, students must attend a federally certified CDL truck driving school. Fortunately, Maranacook AE has operated a CDL truck driving school for over 19 years and was well prepared to implement the new ELDT requirements. Since we are one of the few certified driving schools in central Maine, business lately has been very good. Our April CDL class is full (16 students) and our August class already has 6 students registered. For those board members who remember our CDL enrollments from just two years ago, we were lucky to fill a classroom with 5 students. It seems that our CDL program may see rapid expansion and growth over the next couple years.

Even as our CDL registrations skyrocket, there still remains the fact that many students who want to take the class struggle to find the funds to cover tuition. To assist these people I work with a wide variety of state agencies and organizations to help qualify students to take the class for free. About 85% of the time I am successful. For the other 15% of the time I attempt to secure grant funds to assist these individuals. A grant that I helped implement last year with Bangor adult education for example put 30 student school bus drivers through our program for free. These grants are obviously HUGE for our financially struggling and so I spend a lot of time writing grants and working with other organizations to implement CDL training supported by outside grant funding.

HiSET

With the number of students that I am personally seeing dropping out of HS or being chronically tardy, I feel that adult education is soon to be seeing large scale growth in the number of HiSET students we support. In the last week, I have received 5 phone calls from interested students who feel that HiSET is their only option to obtaining a HS diploma. We are currently planning to assist these students in achieving their dream of graduating by holding HiSET tutoring session throughout the entire summer. If you know of a student who is currently struggling, it pays to have the conversation now to help put them on a viable pathway to graduation.

Summer Programing: Sports Camps

After over 20 years of running the summer sport camps for RSU 38, we will this summer be discontinuing running these programs. After a lot of thought and coordination with the district's athletic director, we determined that these camps could be more effectively run and managed through the district's athletic department. I was the administrator that promoted this action, as I feel that by ceasing to manage these programs and putting the management (registration, advertising, invoicing, etc.) into the hands of the coaches and athletic director overhead costs will drop, the coaches will ultimately receive more direct pay and the registration costs of the summer camps will decrease for parents. I think it is critically important that to make these summer programs accessible for all students we need to do our best to keep registration costs as low as possible. Maranacook adult education has thoroughly enjoyed running the summer camps and programs and will sadly miss connecting with the local coaches, kids and parents this summer.

Thanks!!



Director, Maranacook Adult and Community Education

A Caring School Community Dedicated To Excellence

7a. 2/23/2022

**WARRANT ARTICLE RECONCILIATION
REGIONAL SCHOOL UNIT NO. 38
2021-2022
March 2, 2022**

<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	4,787,046.11	17,116.88	3,217,844.01	40.11%
Special Education	2,929,750.00		2,929,750.00	1,577,626.63	198.61	1,351,924.76	46.14%
Career & Technical Educ.	0.00		0.00	0.00	0.00	0.00	0.00%
Other Instruction	483,330.00		483,330.00	245,844.64	145.47	237,339.89	49.11%
Student & Staff Support	1,949,854.00		1,949,854.00	1,174,627.11	6,805.45	768,421.44	39.41%
System Administration	721,601.00		721,601.00	484,155.83	1,260.69	236,184.48	32.73%
School Administration	1,171,917.00		1,171,917.00	714,388.07	748.40	456,780.53	38.98%
Transportation	1,089,314.00		1,089,314.00	626,015.76	48,549.60	414,748.64	38.07%
Facilities/Maintenance	2,503,638.00		2,503,638.00	1,723,605.45	124,007.95	656,024.60	26.20%
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	55,000.00	0.00	59,287.00	51.88%
TOTAL BUDGET	19,088,333.00	0.00	19,088,333.00	11,488,285.21	198,833.05	7,401,214.74	38.77%

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

Tel. 207-685-3336

Ryan Meserve
Special Education Director

Mandy Fitzgerald
Finance Director

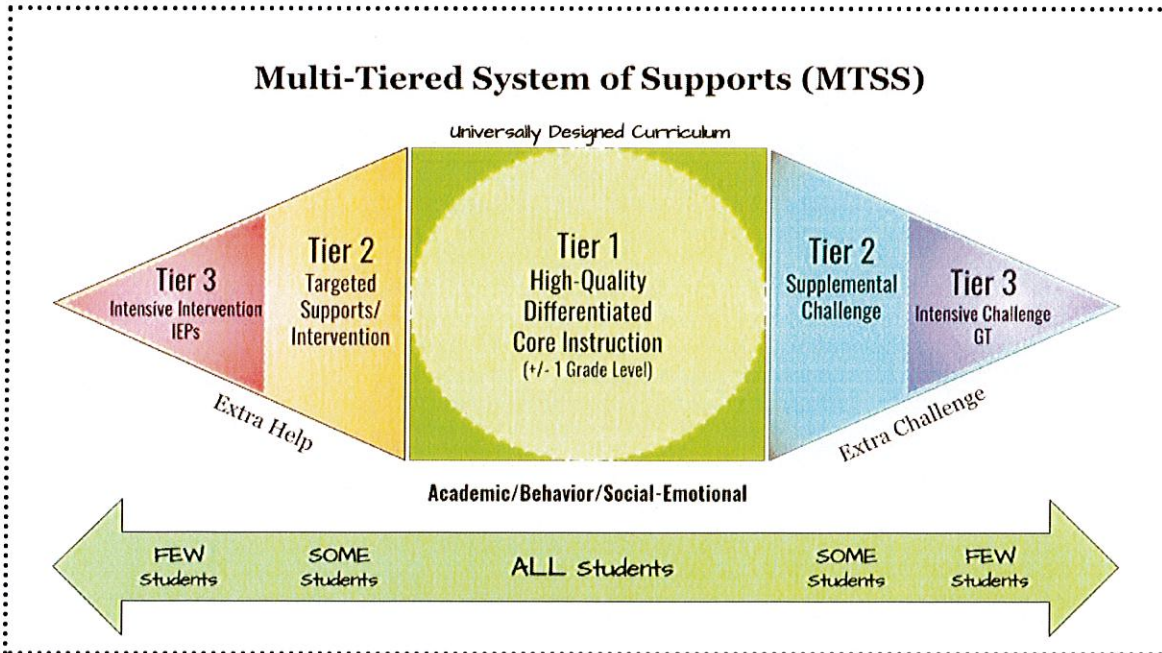
Fax. 207-685-4703

7a.

March 2022 Board Report

Dear RSU #38 Board Members,

This letter provides information about the Multi-Tiered System of Supports (MTSS) framework, which is now part of federal law (*Every Student Succeeds Act* - ESEA 2015). “MTSS is a comprehensive structure designed to address each student's academic, behavioral, and social-emotional needs in the most inclusive and equitable learning environment” (*Maine DOE*). Formerly referred to as Response to Intervention (RtI), MTSS has a much broader scope, including school culture, teacher professional development, and family and community engagement.



MTSS helps educators intentionally use resources appropriately and impactfully and use data to make informed decisions. As a result, MTSS is a system-level approach that ensures we support every student's needs. In addition, MTSS streamlines and brings cohesion to the excellent work and best practices that are already happening in the district so that those efforts are no longer occurring in isolation. MTSS also helps us address gaps in our standard practices due to everyday challenges, like limited resources and difficulty collaborating.



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

Tel. 207-685-3336

Ryan Meserve
Special Education Director

Mandy Fitzgerald
Finance Director

Fax. 207-685-4703

The long-term vision is to create an RSU#38 MTSS framework led by a solid and supportive district-level leadership team with equitable policies and practices, innovative and well-supported educators, high-quality instruction, curricula and assessments, and efficient use of data-informed problem-solving. The various collaborative groups within and across the schools are at the heart of a productive structure, including teacher teams, professional learning communities (PLCs), subject area committees (SACs), building-based MTSS leadership teams, and intervention teams.

RSU#38 has several district policies that help support the implementation of an effective MTSS framework. The table below highlights some of these areas.

District Policies

Tier 3	Individualized Education Programs (IEPs, IHBA) – <i>It shall be the policy of the school unit to maintain a complete individualized education program (IEP) for each student who has been identified with a disability and in need of special education services under state and federal special education laws, and who is in attendance at Regional School Unit #38 (RSU #38) schools.</i>
Tier 2	Pre-Referral Procedures (IHBAA-R) – <i>Professional school staff members who observe that a student is encountering academic or functional difficulties in school that interfere with the student's education shall document those specific difficulties through a Pre-Referral process.</i>
Tier 1	Curriculum Development & Adoption (IGA) – <i>Through its curriculum, the schools will provide courses and/or learning experiences that support multiple pathways for learning, accommodate a variety of learning styles, provide multiple options for students to demonstrate proficiency, and prepare students for responsible citizenship and success in a global society.</i>
Tier 2	Gifted and Talented Procedures (IHBB) – <i>The district will implement individualized programming to challenge and further develop the potential of students identified as gifted and talented. Such programming will be aligned with Maine's system of Learning Results.</i>
Tier 3	

Finally, MTSS is an intentional “whole child” framework that fundamentally focuses on growth by collaborating across general, gifted, alternative, and special education. It uses multi-faceted approaches to student support by integrating academic, behavioral, and social-emotional instruction, supports, and services.

Sincerely,

Karen G. Smith

Karen G. Smith & Ryan Meserve



MARANACOOK AREA SCHOOLS

7a.

A Caring School Community Dedicated to Excellence

James Charette
Superintendent of Schools

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

Tel. 207-685-3336

Superintendent Report - March 2022

Ryan Meserve
Special Education Director

Mandy Fitzgerald
Finance Director

Fax. 207-685-4703

I would like to thank the board again for supporting the extra early release days granted back in December. The first day was scheduled on Friday, February 4th and true to form we called a remote day due to inclement weather. However the feedback from staff was overwhelmingly positive. Due to the format only one principal met via zoom for approximately 20 minutes with their staff, which meant that the time was teacher directed during the afternoon. Moving forward the time will be divided for one hour, principals will work with staff on building based initiatives and the second hour and ten minutes be teacher directed. Principals have the option of shortening their allotted time based on the needs within the building.

As you review the health and safety protocols during our meeting I encourage board members to think carefully about health first. We are at a point within this pandemic where the question is no longer “IF” masking will become optional but rather “WHEN” it will become optional. The time for change is quickly approaching and I just want to remind us not to “jump” too soon. We have been guided by our local school data and our regional data. The signals are all looking positive but we aren’t there just yet. I fully expect that school guidance will be changing and trust that the DOE, DHHS and the CDC are focused on making changes that bring back a sense of normalcy to our learning communities. I look forward to that day and want to be proactive and supportive for our students and staff as the changes begin to roll out.

Finally, here is the truancy report through February. 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. We are at the point in the year where plans need revising as students sometimes slip back into old habits thus the low number of new cases. 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	2
November	1	0	3
December	10	1	3
January	3	1	3
February	0	3	0
March			
April			
May			
Cumulative Totals	15	5	10

RSU #38 Facilities/Transportation Committee
February 7, 2022, 6:00 p.m.
Minutes

Present: David Guillemette, Betty Morrell, Shaun Drinkwater, Jay Charette, Mandy Fitzgerald

Absent: Rebecca Lambert

Community members present: Henry Whittlemore, Theresa Kerschner

- 1) Introductions of board members and community members
- 2) Review the cutting of timber on RSU #38 Maranacook Campus
 - a) Shaun Drinkwater gave a brief overview of why this is coming forward and where we are in the process which is reviewing a potential contract to bring to the full board.
 - b) Community members gave suggestions on the need for a forestry plan be developed before any cutting begins.
 - i) Discussion with board members and community members
 - ii) Suggestion was made to articulate the goals of this project at the district level.
 - c) Board members present recommend the following:
 - i) Request for Proposals from licensed forester be discussed as a full board with memo from Superintendent Charette
 - ii) A proposal be brought to the full board about beginning a study to develop a land use plan.
 - iii) Cost could range from \$800 to \$2000 (estimates only)
 - iv) Once a plan is developed and approved the next step would be to start the process of bidding to do the work.
- 3) Adjourned 6:48 pm

RSU #38 Policy Committee Meeting
 ZOOM
 February 8, 2022, 6:00 p.m.
Minutes of Meeting

7b.

Present: Cathy Jacobs, Patty Gordon, Jay Charette, Michael Harris

Absent: Keltie Beaudoin, Dane Wing

1. Review for Second Reading:

- a. IHBAA, Referral and General Education Interventions
- b. BCB, Conflict of Interest
- c. BCC/GBCA), Nepotism

No feedback was submitted on the above policies. The Committee recommends IHBAA, BCB, and BCC/GBCA for second readings.

2. Review:

- a. ABB/GBB, Staff Involvement in Decision Making – The Committee reviewed the district policy, which is the same as the MSMA sample policy. Revisions were made, and recommends the policy for first reading as revised.
- b. ADAA, School System Commitment to Standards for Ethical and Responsible Student Behavior*
- c. ADAB, School System Commitment to Standards for Ethical and Responsible Staff Behavior* (MSMA has one policy ADAA, School System Commitment to Standards for Ethical and Responsible Behavior)
- d. JIC, Student Code of Conduct

The Committee reviewed ADAA, ADAB, and JIC as a group. ADAA and JIC are required policies. In 2017, the decision was made to combine ADAA and JIC as one policy, “School System Commitment to Standards for Ethical and Responsible **Student** Behavior.” At the same time, a new policy was adopted entitled, “School System Commitment to Standards for Ethical and Responsible **Staff** Behavior.” MSMA suggested that the district separate ADAA and JIC, since they are both required policies. ADAB is not a required policy, so the Board can decide whether or not to keep it. The Committee wanted to take additional time to review the policies prior to making a recommendation to the Board. The 3 policies will be added to the March agenda for further review and discussion.

3. Legislative Update:

- a. An Act to Enable Electronic Reporting of Suspected Child Abuse and Neglect for Certain Mandated Reporters
- b. An Act to Amend the Child and Family Services and Child Protection Act
- c. An Act to Protect Teachers’ Privacy While Delivering Remote Instruction
- d. An Act to Amend the Laws Governing Employer Recovery and Overcompensation Paid to an Employee

Superintendent Charette provided updates on the above Acts.

Cathy Jacobs reported on L.D. 1962, An Act To Increase Learning Potential by Providing High-impact Tutoring Grants, and L.D. 1963, An Act To Create the General Purpose Aid Stabilization Fund. She also reported on a conversation she had with Karen Smith about clarifying the role of the Board and asked about the Policy Committee possibly reviewing Policy IJJ, Instructional and Library-Media Materials Selection.

4. Next Meeting: ~~March 8, 6-7 p.m., via zoom~~

NOTE: Since the meeting on 2/8/22, a change in the schedule necessitated moving the Policy Committee Meeting to Tuesday, March 22, 6:00 p.m. via zoom.

REVISED POLICY - FIRST READING

Policy: ABB/GBB

**REGIONAL SCHOOL UNIT #38
STAFF INVOLVEMENT IN DECISION MAKING**

~~The formulation of policy involving the curriculum, instruction and the overall school program is one of the primary responsibilities of the Board of Directors, and the Board reserves the right to make the final decision regarding such policies.~~ The Board believes that the best interests of the district's students should be the principle guiding the adoption of all educational policy. The Board further believes that appropriate input from the professional staff is important to the decision-making process.

The Superintendent shall ensure that there is a process in place to encourage meaningful professional staff input ~~prior to making recommendations regarding curriculum, instruction and the school program to the Board.~~ The process should be conducted in a spirit of cooperation, with a clear focus on student learning as the most important function of the schools, and with the understanding that the staff is collectively responsible for student performance.

Participation in the decision-making process is accompanied with an expectation of accountability by the professional staff. All proposals for changes to the ~~curriculum, instruction or the~~ district's educational goals should incorporate evaluation procedures linked to student outcomes. The Board encourages the use of professional development activities specifically directed to improving staff research, analytical and decision-making abilities.

The Superintendent shall ensure that the administrative team has the appropriate support to lead an effective instructional program with a consistent focus on student learning and outcomes.

Legal Reference: 26 MRSA § 965

Cross Reference: BHC – Board Communications with Staff
GCI - Professional Staff Development Opportunities
GCOA - Supervision and Evaluation of Professional Staff

Adopted: 03/03/05

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

Revised: 03/15/17

DRAFT

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DRAFT

8a,

RSU #38 Board of Directors
 Maranacook Community Middle School & via Zoom
 February 2, 2022
 Minutes of Meeting

Members Present: Chair Cathy Jacobs, Vice Chair David Twitchell, Keltie Beaudoin, Tyler Dunn (remote), Patty Gordon, David Guillemette, Rebecca Lambert, Betty Morrell, Jade Parker, Shawn Roderick

Member Absent: Kim Bowie, Melissa Tobin, Dane Wing

Administration Present: Superintendent Jay Charette, Special Education Director Ryan Meserve, Technology Director Diane MacGregor, Finance Director Mandy Fitzgerald, Principals Jeff Boston, Tina Brackley, Janet Delmar, Michael Harris, Abbie Hartford, and Kristen Levesque, Director of Curriculum, Instruction and Assessment Karen Smith

1. Call to Order: Chair Jacobs called the meeting to order at 6:30 p.m.
 Chair Jacobs reported, this business meeting is being held both in person and virtually, through zoom in compliance with RSU #38 policy BED Remote Participation in School Board Meetings. The meeting is being recorded and will be posted on the maranacook.org YouTube channel.
 The “microphones” of the viewing audience will be muted except during the identified portions of public comments at this meeting. If you would like to speak during any public comment section of the agenda, please use the chat feature to signal to Mrs. MacGregor and she will communicate with the Board Chair. In-person speakers please sign up on the clipboard by the door. All individuals that wish to speak, whether in person or virtual, please identify yourself with first and last name and the town you live in. Please note that individuals that do not live in our member communities may or may not be granted permission to speak at the discretion of the Board Chair. Speakers are asked to limit individual comments to 2 minutes and if someone speaks ahead of you that has a similar view please reference the comment. All votes will be taken by Roll Call.
2. Pledge of Allegiance:
3. Citizens Comments: none
4. Additions/Adjustments to the Agenda by Board and/or Superintendent:
 Mr. Roderick stated that at the next board meeting there will be a discussion about masks and he has full intentions to make the same motion as last time. He asked that everyone who wants to provide input to do so. Mrs. Parker stressed the importance of people to reach out, including teachers.
5. Action Item: Approval of Minutes of February 2, 2022
MOTION by Twitchell, second by Parker to approve the minutes of February 2, 2022 as presented. **Motion Carried:** unanimous
6. Budget Workshop:
 - a. Special Education
 Special Education Director Ryan Meserve reviewed the department’s draft budget for FY23, stating that he believes there will be no increase. He reminded everyone that special education is a mandated program so it can change. The budget request includes one additional readiness skills program teacher. The program has grown and current caseload is 12 students with one teacher, who supervises 8 educational technicians. State max is 15 students. It looks as though we will be able to reduce the budget by one out-of-district placement.
 Question was asked about the middle school staffing level with incoming grade 5 students from the readiness program.
 - b. English Language Learners (ELLS):

DRAFT

DRAFT

DRAFT

Superintendent Charette reported on English Language Learners (ELLs). There are no proposed changes for FY23.

c. Gifted/Talented Program:

Superintendent Charette reported on the Gifted & Talented Program. There are no proposed changes for FY23. He reviewed the State mandate that limits the program to 10% of the student population. Discussion ensued on what happens for those students who may be on the cusp of qualifying for the program. Superintendent Charette reviewed the screening process, which includes teacher recommendations.

d. Technology:

Technology Director Diane MacGregor reviewed the District Technology budget recommendations for FY23. The proposed budget includes Year 2 of the MLTI program which would provide laptops for grade 6 students (100 devices) for a cost of \$52,450, the state portion would be \$45,900. The plan is to have the grade 12 laptops go to the grade 5 students. Grade 5 is the only grade level that doesn't have devices less than 2 years old.

The proposed budget also includes the HS Technology/Media Center Ed Tech position that was paid for out of ESSER Funds this year. Since we were unable to fill the position with a full time person for much of the year, there are some funds remaining to go toward the position. The position has provided gains and a nice transformation for the high school to have the support they need.

Discussion ensued about the district's plan to continue with the Google product or perhaps transition over to Office 365, as well as other options for laptops. Mrs. MacGregor noted that Office 365 does work on MacBooks and we have been able to offer Office 365 to those students who need it.

Question was asked about the laptops that are being sold right now and where that money goes. Mrs. MacGregor responded the money becomes district money. Some of it has been used for technology upgrades such as e-collect, add ons for PowerSchool, and other things that benefit the whole district.

Question was asked about insurance. The devices are insured. If damage is due to negligence there is a \$100 fee, otherwise they get repaired.

The proposed cost for the ed tech position is \$44,500 less \$21,000 remaining from this year.

e. Board Discussion: see above

f. Citizens comments regarding budget: none

7. Discussion: re-establish RSU 38 Board Communications Committee:

Superintendent Charette provided a draft action plan for the Board to review stating that it is an opportune time to bring the Communications Committee back. The Board was in agreement. Members will include Tyler Dunn, Keltie Beaudoin, Shawn Roderick, Patty Gordon, and Rebecca Lambert. The Committee will meet and bring back recommendations to the full Board for consideration.

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

MOTION by Morrell, second by Beaudoin to enter Executive Session pursuant to 1 M.R.S.A. § 405(6) (D), labor contract discussions between the RSU #38 Board of Directors and Maranacook Area Schools Staff Association. **Motion Carried:** unanimous

The Board entered Executive Session at 7:11 p.m. and returned to public session at 7:57 p.m.

9. Adjournment: **MOTION** and second to adjourn at 7:59 p.m.

Respectfully submitted,
James Charette, Superintendent of Schools
D. Foster, Recorder

Acceptance of Donations

8b.

March 2, 2022

Donor	Amount	Department
Parks Performance, Michael Parks	\$300.00	Kiln Project
Manchester Lions Club	\$200.00	Kiln Project
ABS	\$13,693.52	Net System – On Deck Sports
MEF	\$130.00	Maranacook Food Pantry
	\$100.00	Maranacook Food Pantry
Robert & Joan Mohlar	\$100.00	MCS School Based Health Center
Steven Gagliardone	\$100.00	David McPhedran Scholarship Fund

Policy: IHBAA

**REGIONAL SCHOOL UNIT #38
REFERRAL AND GENERAL EDUCATION INTERVENTIONS**

It shall be the policy of Regional School Unit #38 (RSU #38) to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP team may be made by parents at any time, and by professional school staff regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

Regardless of the source of the referral, a referral will be considered received by the school unit on the date that the written referral is received by the office of the [Director of Special Education]. It shall be signed and dated by [Special Education Director or designee], thereby indicating the date of the receipt of that referral, and a copy will be forwarded to the building principal.

The Superintendent of Schools, in consultation with the Director of Special Education, may develop procedures for referral and the use of general education interventions within the local school unit, and may from time to time amend those procedures as necessary.

Legal Reference: Me. Dep't of Educ. Reg. ch. 101, §§ II(16), III, IV(2)(D), (E), V(4)(A) (July 2015).

Cross Reference: IHBAC – Child Find
IHBA – Referral Procedures and General Education Interventions

Revised: April 1, 2008

Revised: December 7, 2016

**REGIONAL SCHOOL UNIT NO. 38
CONFLICT OF INTEREST**

Board service is a matter of public trust. In making decisions that affect the Regional School Unit No. 38 schools, Board members have the duty to act in the interest of the common good and for the benefit of the people they represent.

A conflict of interest may arise when there is an incompatibility between a Board member's personal interest and his/her responsibilities as an elected official in a matter proposed or pending before the Board. Board members have a legal and ethical responsibility to avoid not only conflict of interest, but the appearance of conflict of interest as well.

Financial Interest

A Board member has a financial interest in a question or contract under consideration when he/she or a member of his/her immediate family may derive some financial or other material benefit or loss as a result of the Board action. The vote of the Board is voidable if a Board member has a financial interest and votes on that question or is involved in the discussion, negotiation, or award of a contract or other action in which he/she has a financial interest.

In order to prevent the vote on a question or contract from being voidable, a Board member who has a financial interest must:

- A. Make full disclosure of his/her interest before any action is taken; and
- B. Abstain from voting, from the negotiation or award of the contract and from otherwise attempting to influence the decision.

The Secretary of the Board shall record in the minutes of the meeting the member's disclosure and abstention from taking part in the decision in which he/she has an interest.

It is not the intent of this policy to prevent a Board member from voting or the school unit from contracting with a business because a Board member is an employee of that business or has another, indirect interest but is designed to prevent the placing of Board members in a position where their interest in the schools and their interest in their places of employment may conflict and to avoid appearances of conflict of interest.

Appearance of Conflict of Interest

A Board member should do nothing to give the impression that his/her position or vote on an issue is influenced by anything other than a fair consideration of all sides of a question.

Board members shall attempt to avoid the appearance of conflict of interest by disclosure and/or by abstention as outlined in MRSA Title 30-A§2605, (4).

REVISED POLICY – FIRST READING

Appointment to Office and Other Employment

A Board member may not, during the time the member serves on the Board and for one year after the member ceases to serve on the Board, be appointed to any civil office of profit or employment position which has been created or the compensation of which has been increased by action of the Board during the time the member served on the Board.

Employment

A member of the Board or spouse of a member may not be an employee in a public school within the jurisdiction of the Board to which the member is elected.

As permitted by 20-A MRSA §1002(2)(A), and in compliance with the Board’s policy BCC-Nepotism, the spouse of a Board member may be permitted to serve as a stipend employee on a contractual basis when this action in the best interest of students and a summation of potential conflicts of interests is documented and mitigations are described in the signed contract. This exception is for the 2021-2022, 2022-2023, and 2023-2024 school years only.

Board Members as Volunteers

A member of the Board may not serve as a volunteer when that volunteer has primary responsibility for a curricular, co-curricular or extracurricular program or activity and reports directly to the Superintendent, principal, athletic director or other school administrator.

For the 2021-2022, 2022-2023, and 2023-2024 school years, as permitted by 20-A MRSA §1002(2)(A), and in compliance with the Board’s policy BCC-Nepotism, the spouse of a Board member may be permitted to serve as a volunteer in any capacity, the same as other school volunteers.

Definitions

For the purposes of this policy, the following statutory definitions apply:

- A. “Employee” means a person who receives monetary payment or benefits, no matter the amount paid or hours worked, for personal services performed for a school administrative unit.
- B. “Volunteer” means a person who performs personal services for a school administrative unit without monetary payments or benefits of any kind or amount.

Legal Reference: 20-A M.R.S.A. § 1002-1004
20-A M.R.S.A. § 1315 (SAD’s)
30-A M.R.S.A. § 2604-2606

Cross Reference: BCA-Board Member Code of Ethics
DJH, Purchasing and Contracting: Procurement Staff Code of Conduct

Revised: 02/04/15
Reviewed: 03/12/19
Revised: _____

**REGIONAL SCHOOL UNIT #38
NEPOTISM**

Employment

It shall be the policy of the Regional School Unit #38 (RSU #38) Board not to employ as school unit staff any person who is a member of the immediate family of a Board member or of the Superintendent. Immediate family of Board members or the Superintendent who are employed by the school unit on the date of adoption of this policy are not affected by this paragraph.

By Maine law (20-A M.R.S.A. § 1002(2)), a Board member's spouse is precluded from employment under any circumstances in any public school within the jurisdiction of the Board to which the member is elected.

Supervision and Evaluation

No person shall be employed in or assigned to a position that is within the administrative supervision of a member of his/her immediate family, nor in a position in which he/she is supervised or evaluated, in whole or in part, by a member of his/her immediate family.

Exceptions

In extraordinary circumstances, the Board may approve an exception to the prohibitions on the employment of immediate family so long as the candidate is qualified for the position to which he/she has applied, the hiring is in the best interest of the school system and its students, and the candidate is not the spouse of a Board member. District policy prohibits certain family members from participating in the final decision as to whether a person is hired or promoted.

This policy shall not apply to adult education personnel, substitute teachers or extracurricular activity coaches.

Exceptions for spouses of Board members in stipend positions only:

For the purpose of this policy a "stipend employee" means a person who receives limited monetary payment of benefit, through a series of payments or in a lump sum, for personal services performed in an advisory, mentoring, or coaching capacity for a school administrative unit.

The Board authorizes the Superintendent to employ a spouse of the member of the Board as a stipend employee on a contractual basis when that action is in the best interest of the students and the needs of the school unit. Such a contract will summarize potential conflicts of interest and describe mitigations of such conflicts.

Such contract will be for one season or one year only, with no guarantee or expectation of continuation.

It is the Board's intent that hiring practices for stipend positions discourage favoritism and political patronage and provide qualified applicants a fair opportunity to be selected on merit, with priority consideration given to the best interest without restricts based solely on family association. To that end, the Superintendent/designee will be responsible for developing job descriptions for stipend positions, including relevant qualifications and duties/ responsibilities.

REVISED POLICY – FIRST READING

This exception applies only through June 30, 2024, unless extended by the Maine legislature.

Volunteers

Under Maine law (20-A MRSA § 1002(2-A)), a board member or a board member's spouse may not serve as a volunteer when that volunteer has primary responsibility for a curricular, co-curricular, or extracurricular program or activity and reports directly to the superintendent, principal, athletic director, or other school administrator within the jurisdiction of the Board.

Exceptions for spouses of Board members in volunteer positions only:

Notwithstanding the preceding paragraph, the Board may permit a Board's member's spouse to serve as a volunteer in the same capacities as other school volunteers. In approving spouses of Board members as volunteers, the Superintendent/designee will ensure that practices applicable to approval of school volunteers discourage favoritism and political patronage and provide qualified applicants a fair opportunity to be selected on merit, with priority consideration given to the best interest without restricts based solely on family association. Board member spouses who volunteer in schools will be subject to the provision of the board's policy IJOC, School Volunteers.

This exception applies only through June 30, 2024, unless extended by the Maine legislature.

Definitions

For the purpose of this policy:

- A. "Immediate family" means spouse, domestic partner, sibling, child, ~~brother, sister, parent, step-parent, child, step-child, in-law, or any person who lives in the same household (Consanguinity/Affinity to the 4th degree chart).~~
- B. "Administrative supervision" refers to the authority of a person in the position of principal or higher.

Legal Reference: 20-A M.R.S.A. § 1002

Cross Reference: ~~BCC R/GBCA R – Nepotism: How To Count the Level of Degree of Consanguinity/Affinity~~
BCB – Board Member Conflict of Interest

Revised: 03/06/07

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

Revised: 01/18/17

Revised: 12/04/19

Revised: _____



MARANACOOK AREA SCHOOLS

A Caring School Community Dedicated to Excellence

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8d.

TO: RSU #38 Board of Directors
FROM: Jay Charette, Superintendent
SUBJECT: Request for Exception to Nepotism Policy
DATE: February 18, 2022

I am writing to request approval for an exception per Policy BCC/GBCA, Nepotism.

I have a request to employ a bus driver who is a family member of a school board member. They live in the same household. As you know, we struggle to find licensed bus drivers. Approving this exception would be beneficial to the students and helps to fill an immediate need in our district.

Per the Nepotism Policy, the Board may approve exceptions to the policy where the Board determines that granting such an exception is in the best interest of the school. I recommend approval of this request.

JC/d

RSU #38

Maranacook Area Schools – Field Trip Request Form

Please submit request to office at least 3 weeks prior to field trip

EC

Out-of-State and/or Overnight Trips must be sent directly to the Superintendent for Board approval

Select One: (for full definitions, please refer to Policy IJOA)

Field Trip – takes place during the school day and is organized and conducted by one or more RSU 38 employees as a means of accomplishing particular curricular objectives. **Over Night Trip - 3 school Days**

Competition Trip – related to an academic, artistic, athletic, or other student competition or performance that involves individual students or teams.

Other School-sponsored Trip – organized and conducted by one or more employees as a supplement to the curriculum, as a class social activity, or as an activity planned by a student club or organization.

Non-school-sponsored Travel – organized by employees, parents or others that is not an extension of the instructional program or school-sponsored activities and has not been approved as a school-sponsored trip.

School: MCMS Date of trip: 5/24-5/26 Destination: Various

Departure time (from school): 8¹⁵ am Return time (to school): 4³⁰ pm

Bag lunches will be needed (please confirm with Food Service 1 week before trip)

Teacher: Roesner, Holman, Corrigan Grade level(s): 6, 7, 8

Number of students: 65 Number of chaperones: 7-10 Cost of activity: \$50/Student

Cost of transportation*: TBD Transportation paid by: Acadia Activities Account
(If not paid by school, please include billing information including mailing address)

Paid By: Acadia Activities Account
(School, Parent Association, specific student activity account, other)

Educational objectives: (Include description of activities, pre-trip activities, correlation with curriculum, concepts/skills learned, follow-up lessons.)
(Use back side or attach sheet for objectives if needed.)

Please see attached.

Planned Stop(s): Camden Hills State Park

Sites(s) have been notified: Yes No (Including food establishments)

Notification of transportation needs made to Transportation Director: (Date) N/A
(Final approval of transportation arrangements dependent upon availability of bus & driver)

Other Transportation arrangements ~~have been~~ ^{will be} made - please specify: Coach buses

Storm Date: n/a

hln
Principal's Signature

Recommended Not Recommended

11/10/22
Date

*Cost of transportation based upon cost per mile as determined through budget process (driver, bus, gas, depreciation)

Copies: send electronically ONLY
1 copy to Transportation Director
1 copy to Food Service Director (if during lunch)

Trip to Camden Hills State Park, initial approval - "approval of concept" given COVID protocols

We are looking to have initial approval of the Acadia Team Spring Field Trip for May 24, 25, and 26, 2022. ***Given the COVID pandemic, we would like to have initial approval prior to the work of final details, making of deposits for transportation and the reservations of campsites, etc.***

This is a SAMPLE PLAN, as we have not yet done the work to confirm these plans.

Educational objectives:

- Post-secondary planning: We will work with Maine Maritime Academy to get students on a college campus. This allows students to see what their future might hold, helps them see "normal" people on the campus which means that they can do the work that will get them to MMA. We'll have a tour of the campus, eat lunch provided by their dining services, and learn about the college student's life. We will also discuss college financing, options like ROTC, community college, military, apprenticeships, etc as postsecondary planning options.
- Career Skills: Also part of post-secondary planning, we'll learn about what skills merchant marines learn in their education at MMA. If time allows, we may dredge the harbor and tour the ship The State of Maine.
- Maine Colonial History: We'll look at the history of Castine on the guided walking tour developed by the Wilson Museum, noting the colonial history of the town and how industries have changed over time. This will tie to our studies of careers and reinforce how students must be lifelong learners as job skills are ever-changing. We will also tour a blacksmith shop and hear about the Perkins House
- Geology, history, art, writing, biology, etc: We will be joined on Warren Island for a day of learning by scientists and historians. We will harvest Kelp to make seaweed soup to learn more about the food chains in the oceans as well as examine tidepools, we will have a kelp farmer visit the team and explain how kelp farms work, their impact on the environment and what kelp farms can do for Maine's economy. We'll look at the impact of humans on Warren Island as well as the geology of the landscape. We hope to have a writer join us on the island as well as an artist to have these artists talk about career skills and give students a taste of what they do.
- Industrialization, engineering design cycle, history of transportation: We'll visit the Owls Head Transportation Museum where docents will tour the museum with our students. Students will have access to the flight simulator and the Ferrari racing simulator.