

"A Caring School Community Dedicated to Excellence"

REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS

Maranacook Community High School

April 4, 2018, 6:30 p.m.

AGENDA

1. Call to order:
2. Student Representatives' Reports (10 min.)
3. Report from Auditor Ron Smith (15 min.)
4. MELMAC Presentation (15 min.)
5. Additions/Adjustments to the Agenda by Board and/or Superintendent: (5 min.)
6. Citizens' Comments: (5 min.)
7. Action/Discussion/Informational Items: (30 min.)
 - a. Approval of Minutes of March 28, 2018*
 - b. Consideration of out-of-state trip, MCHS College Tours, New Hampshire and Maine, April 26, 2018*
 - c. Consideration of out-of-state trip, MCMS Gifted/Talented Art students, Boston Museum of Art, May 5, 2018*
 - d. Consideration of out-of-country trip, MCHS Paris, France, early December 2018*
 - e. Policy Second Readings*: BEDB, School Board Meetings and Agendas; IJJ, Instructional and Library-Media Materials Selection; JHB, Truancy; JJIF, Management of Concussions and Other Head Injuries; JLDBG, Reintegration of Students From Juvenile Correctional Facilities; JRA, Student Education Records and Information
 - f. Policy First Readings*: EBCE, School Closings and Cancellations; GCOA, Supervision and Evaluation of Professional Staff; IMDC, Observance of Religious Holidays; KI, Visitors to Schools
 - g. Consideration of revised LAU Plan*
 - h. Consideration of Interlocal Agreement for the Kennebec Valley Student Supports Regional Service Center*
8. Budget: (60 min.)
 - a. Updates since previous meeting
 - b. Citizens questions
 - c. Deliberations, follow-up and decision making
9. Informational Items: (10 min.)
 - a. Reports:

<ul style="list-style-type: none">• Principals*• Adult & Community Educ. Dir.*• Finance Manager• Health Center Director*	<ul style="list-style-type: none">• Special Education Director*• Curriculum, Assessment & Instruction Dir.*• Superintendent of Schools*• Staff Association
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 - b. Ad Hoc Group: Awesome Bear Society – 4/11/18, MCHS, 6:30 p.m.
 - c. Committee Reports:
 - Capital Area Technical Center (CATC) – 4/3/18, Augusta, 10:30 a.m.
 - Curriculum/Assessment* – 4/30/18, Superintendent's Office, 2:30 p.m.
 - Facilities – 4/2/18, Superintendent's Office, 8:30 a.m.
 - Health Services Advisory Council – 5/15/18, MCHS Media Ctr., 6:30 p.m.
 - Policy* – 05/15/18, Superintendent's Office, 6:00 p.m.
 - School Health Leadership Council – 05/09/18, MCHS, 3:00 p.m.
 - Superintendent Search
10. Adjournment:

* Attachments

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

REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS
Maranacook Community High School
March 28, 2018
Minutes of Meeting

Members Present: Chair Betty Morrell, Vice Chair Gary Carr, Wendy Brotherlin, Cathy Jacobs, Jeremy Payne, Kaleb Pushard, Shawn Roderick, David Twitchell, Adam Woodford (arrived 6:43), Alexander Wright

Members Absent: Melissa O'Neal, Lucas Rumler, Thomas Sneed

Administrators: Superintendent Donna Wolfrom, Principals Jeff Boston, Dwayne Conway, Janet Delmar and Rick Hogan, Assistant Principal Kristen Levesque, Special Education Director Ryan Meserve, Technology Director Diane MacGregor, Finance Manager Brigitte Williams, Adult and Community Education Director Steve Vose

1. Call to order: Chair Morrell called the meeting to order at 6:30 p.m.
2. Boys' Nordic Ski Team Recognition
The Boys' Nordic Ski Team was recognized for achieving State Class C Champions. Team members include: Luke Bartol, William Colvin, Gabriel Fein, Connor Firth, Dylan Getchell, Nathan Janell, Mark McLaughlin, Carter McPhedran, Tate Mendall, Brady Stockwell, Bryce Trefethen, and Ethan Watts. Coach Steve DeAngelis and Coach Kathy Despres were recognized for their dedication to the students. It was also noted that Luke Bartol was recognized as the KJ Boys Nordic Skier of the Year, Laura Parent was recognized as the KJ Girls' Nordic Skier of the Year, and Katie Ide was recognized as the KJ Alpine Skier of the Year.
3. Citizens' Comments: none
4. Additions/Adjustments to the Agenda by Board and/or Superintendent: none
5. Action/Discussion/Informational Items:
 - a. Approval of Minutes of March 21, 2018
MOTION by Carr, second by Jacobs to approve the minutes of March 21, 2018 as revised.
Motion Carried: 9 in favor, 0 opposed.
 - b. Consideration of School Bus Lease/Purchase Agreement
MOTION by Carr, second by Roderick to award the municipal lease/purchase bid for the school bus to Androscoggin Bank as presented. **Motion Carried:** 9 in favor, 0 opposed
6. Budget Workshop:
Superintendent Wolfrom provided the following updates:
 - There has been some movement on LD 1710, An Act to Restore Maine's School-based Health Centers. It was passed in the Senate as a non-emergency bill. If it passes in the House funding will hopefully be available for FY20.
 - Some reductions have been made to the draft FY19 budget (Version 3) reducing it by an additional .06% or \$10,313. These reductions are primarily due to purchases that have been made out of this school year. Total budget reductions to date are \$388,500.00
 - Received the needs assessment report from Oak Point.
 - Hoping to hear about health insurance increase in the next week
 - Still working on the budget. Believe we can find another \$50,000 in projects to do this year to decrease the budget; request working to bring the budget below the 5% increase.**MOTION** by Wright to replace the air compressor in the high school Industrial Arts Center
Chair Morrell suggested that before a motion like this is considered, it would be best if administration can check to make sure the unit needs to be replaced or if it is something that needs repair. **Motion rescinded.**

Superintendent Wolfrom added that normally when the budget is being developed, teachers bring their recommendations to the administration and then it is included in the budget.

Question was asked about the increase of \$100,000 in the proposed reserve budget; where did the \$100,000 come from? Superintendent Wolfrom responded that there were 2 teaching positions at Manchester Elementary that were not filled and one was filled by with an ed tech instead of a teacher; also new teachers hired were hired at a lower rate than those who left.

MOTION by Roderick, second by Payne to remove the request for \$10,600 for sports uniforms from the proposed budget.

Discussion ensued. A. Woodford explained the reasoning behind having this request in the budget. This request is being made to help bridge the gap in the need for fundraising.

Superintendent Wolfrom added that Student Services Direct Al MacGregor made this request after he received a request from the Awesome Bear Society (ABS) for assistance in paying for team uniforms. Mr. MacGregor was hoping to start a rotation to begin replacing uniforms for teams. This does not include Ice Hockey, Football, or Lacrosse.

S.Roderick commented that at the beginning of the budget season the Board touched upon whether the activity fees had any impact on the number of students participating in activities. He would be open to having a lower fee and have that money go toward uniforms.

Motion Carried: 9 in favor, 1 opposed (Woodford).

Discussion ensued about the additional positions being requested. A question was also asked about enrollment. Superintendent Wolfrom responded that the district's enrollment is up 22 students from last year.

Items the Board asked the administration to consider: social studies teacher – can the requirements for students be met across the standards; high school ed tech – talked last week about cutting to half FTE or perhaps filling the position with a substitute a couple times a month; can some of the equipment requests be phased in over the years, ex. Purchase lockers for the high school over a few years.

Concern was raised regarding going to the voters with a budget 5% higher than last year.

Question was asked about the plow truck. Finance Manager Williams responded that it is to plow the entranceways at the schools. The District contracts out for the driveways and parking lots to be plowed. We have been informed that all egresses have to be open before we can open school. Prior to this year the crews worked to open all main entrances and had 24 hours to get the other doorways opened; this is no longer allowed. We have employees using their personal vehicles to open these doorways because they cannot be done with snow blowers.

Discussion ensued about the equipment reduced from the budget. Concern was raised that during the tours of the facilities in the fall, teacher feedback was that they needed new furniture, this budget doesn't reflect those requests. Finance Manager replied that with the cost savings made this year, many purchases are being made from the FY18 budget. The high school has ordered \$20,000 in new furniture, special education purchased DreamBox and Lexia, the OWL curriculum was purchased for Pre-K, and schools have been placing book orders; AP books are being purchased. Some of the reductions reflect items being purchased this year. Request was made to note those purchases on the sheets provided.

Request was made for the administrators to take into consideration the discussion this evening and come back with recommendations for further reductions.

Question was asked about the Strategic Planning meeting – when will the board see the information? Superintendent Wolfrom responded that there are two people who are working on their Superintendent Internships that have taken this on as their project. Work started this week with writing the Executive Summary and summarizing the information into 4 broad goals. The Plan will be developed in the next year with the new superintendent.

7. Adjournment: **MOTION** and second to adjourn at 7:33 p.m.

Respectfully submitted,
Donna H. Wolfrom, Superintendent/Secretary
D. Foster, Recorder

**RSU #38
Maranacook Area Schools – Field Trip Request Form**

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

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.

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: MGHS Date of trip: 4/26/18 Destination: UNIT & St. Joseph's College

Departure time (from school): 7:00AM Return time (to school): 4:15PM

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

Teacher: Chisholm / Radley Grade level(s): 11

Number of students: 40 Number of chaperones: 4 Cost of activity: busses & lunch

Cost of transportation*: _____ Transportation paid by: MELMAC
(if not paid by school, please include billing information including mailing address)

Paid By: MELMAC
(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.)

Tour and have lunch at UNIT. Tour St. Joe's and listen to a student panel

Planned Stop(s): Kennebunk Rest Stop

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

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

Other Transportation arrangements have been made - please specify: Northeast Charter

Storm Date: _____

Dwayne Cruz
Principal's Signature

Recommended Not Recommended _____

3/28/18
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)

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School: mcms Date of trip: 5/5/18 Destination: Boston Museum of Art

Departure time (from school): 5:00 am Return time (to school): 11:30 pm

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

Teacher: Hope Lord Grade level(s): GT Art 6-8

Number of students: 16 Number of chaperones: 4 Cost of activity: Museum Free

Cost of transportation*: Amtrak \$19 Subway \$12 Transportation paid by: Students + fundraiser

Paid By: Students + Arts Night VA fundraiser
(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.)

NCAS standards Re 7, Re 8, Cr 2, Pr 5. Description on back.

Planned Stop(s): Portland Train Station, Boston Museum of Art

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

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

Other Transportation arrangements have been made - please specify: Parent cars to Portland & Amtrak to Boston & MBTA (subway)

Storm Date: N/A

Principal's Signature: [Signature] Recommended Not Recommended Date: 3/25/18

*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)

[Signature] 11/01/16

NCAS Standard: Re.7: Perceive and analyze artistic work.

Pre-trip Activities: Students will learn about the museum collections and collaboratively decide which works of art they would like to see. Students will review steps for analyzing artwork and what to look for in each piece and how to interpret its meaning.

NCAS Standard: Re.8: Interpret intent and meaning in artistic work.

During the Trip- Students will collaboratively examine and respond to a body of contemporary artworks at the museum. They will make interpretations and analyze subject matter, visual elements, formal composition, media, and relevant contextual information that conveys meaning. They will read the artists' statements to learn how artists communicate about their artwork. Students will take notes, sketch, and photograph artwork to use as a resource for later discussions and work.

Students will also look for and document examples of public art in Boston Commons and around the city.

NCAS Standard:Cr.2: Organize and develop artistic ideas and work.

Post Trip Activities: After the trip the students will use knowledge gained on field trip to discuss artwork. They will determine a theme for a group exhibit and plan their own artworks to express meaning relevant to theme their group chose.

NCAS Standard:Pr.5: 5: Develop and refine artistic techniques and work for presentation.

Students will prepare and present selected theme-based artwork for display, and formulate exhibition narratives(artist statements) for the viewer.

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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: MCS Date of trip: Early Dec. 2018 Destination: France (Paris)

Departure time (from school): 8:00 AM Return time (to school): ~ 8:00 PM

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

Teacher: Trefethan / Hirsch Grade level(s): 10-12

Number of students: 210 Number of chaperones: 2 Cost of activity: \$2495

Cost of transportation*: N/A Transportation paid by: students/parents

Paid By: Either parents will drop us off or we'll charter a bus.
(if not paid by school, please include billing information including mailing address)
(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.)

Learning about French culture and history

Planned Stop(s): _____

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 made - please specify: _____

Storm Date: N/A

Dwain Conway
Principal's Signature

Recommended Not Recommended

3/28/15
Date

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

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



Paris & Versailles | December 2018

Introduction

Students Love Travel organizes private educational travel programs for high school, middle school, and college student groups.

Specializing in small groups allows us to provide great flights and hotels in the heart of the city, but more importantly it allows our Program Directors to provide teachers and students with the individual attention they deserve. Our programs focus on the students, constantly challenging language, navigation, collaboration, and budgeting skills with real world activities like acquiring maps, finding hotels, navigating public transportation, evaluating restaurants, and ordering from a menu while staying within a meal allowance.

Program Outline

Itinerary	Paris & Versailles (7 Days)
Lead Teacher	John Hirsch Maranacook Community High School
Departure	Boston December 2018
Program Size	10 to 15 Students
Teachers	1 Program Director + 2 Chaperones
Program Fee	\$2,495 + Insurance

Program Fee Includes

- Program Director – Experienced teacher, hired and trained in USA, travels to/from destination with group
- Great Flights – Convenient departure times, minimal connections, and reasonable layovers
- Great Accommodations – Safe and comfortable hotels, centrally located in friendly neighborhoods
- Authentic Dining – Choice of restaurants with a €20/meal allowance
- Flexible Itinerary – Carefully designed and packed with activities, yet easy to customize for any group
- All ground transportation, guided tours, entrance fees, and other group activities
- Airport taxes, security surcharges, and guide gratuities

Cancellation Protection

All participants purchase Comprehensive Travel Insurance when they enroll, which provides a generous cancellation benefit. Program fees are reimbursed 100% if you cancel due to sickness or emergency, and 75% for any other reason. The insurance fee for students is \$95, refundable only if the program is cancelled.

Enrollment & Customer Accounts

Students enroll online at facebook.com/studentslovetravel.

The all-inclusive program fee for students who enroll by April 30, 2018 is \$2,495. The program fee may be paid in full when enrolling, or in 8 installments of **\$312/month** starting in April. Account statements detailing payments received, program fees due, and payment instructions will be emailed to students each month.

If 12 or more students enrolled by June 30, they each get a stipend of **50 euros** in spending money for the trip.

Customer Care

Questions about the program may be directed to Robert Delorie, Co-Founder of Students Love Travel. Email rob@studentslovetravel.com or call (603) 770-2548.



Paris, the City of Light. The most beautiful and romantic of all cities, it is also the world's most popular tourist destination. From the comfort and convenience of our centrally located hotel all the sights of the city are a short walk or metro ride away - the iconic Eiffel Tower and Arc de Triomphe, the magnificent Notre-Dame Cathedral and Sacré-Cœur Basilica, the Louvre, d'Orsay, and Rodin Museums, the Bateaux Mouches, and Napoleon's Tomb. Our day trip to Versailles includes a tour of the palace, an afternoon relaxing in the gardens, boating on the Grand Canal, and exploring Marie Antoinette's cottages.

Our in-depth exploration of Paris allows time to appreciate the neighborhoods, cuisine, and culture of the city, while students flex their navigation, budgeting, and language skills. Choosing the perfect bistro, brasserie, café or crêperie for dinner each evening, preparing for a picnic in the Jardins de Luxembourg, and shopping on the Champs-Élysées will provide a lifetime of memories for everyone.

Day	City	Highlights
1	Airborne	Meet your Group Director at the airport for an overnight flight to France!
2	Paris	Arrive in Paris and navigate to the hotel using public transportation. Enjoy a relaxed lunch near the hotel and then hop on an open top bus for an audio tour of Paris. Explore Cathédrale de Notre Dame, descending into the Crypt and climbing the South Tower. Early evening Kickoff Dinner.
3	Paris	Explore the Musée du Louvre and enjoy lunch at one of the many cafés inside. Visit Sainte-Chapelle on Île de la Cité and explore the mansion and thermal baths at the National Museum of the Middle Ages. Head to Montmartre for the view of Paris from Sacre-Cœur Basilica and a relaxed dinner.
4	Paris	Explore the Musée d'Orsay and cross the Seine to enjoy lunch in Jardin des Tuileries. Visit the nearby Musée de l'Orangerie des Tuileries and find Place de la Concorde. Stroll along the Champs-Élysées and ascend the Arc de Triomphe. Take a sunset Bateaux-Mouches Cruise and then enjoy a late dinner.
5	Versailles	Explore Versailles Palace & Gardens. Enjoy a relaxed lunch in Little Venice, find the Grand Trianon, Petit Trianon and the Hameau of Marie Antoinette. Dinner in Paris, then ascend the Eiffel Tower.
6	Paris	Descend into the Catacombs, visit Musée Rodin and explore Musée de l'Armée. Prepare a pique-nique lunch to enjoy in the Jardins de Luxembourg. Shopping! Reminisce on the trip over Farewell Dinner.
7	Airborne	Flight from Paris. Au revoir Paris!



**REGIONAL SCHOOL UNIT NO. 38
SCHOOL BOARD MEETINGS AND AGENDAS**

Agenda Preparation and Dissemination

The Superintendent, in consultation with the Chair, shall prepare an agenda for each meeting of the Board. The agenda shall include items that the Board plans to address in performing its duties as the governing body of the school unit in accordance with Maine law and Board policies.

The agenda will be distributed to Board members, the media, and to designated school-affiliated organizations no later than five days prior to a regular meeting of the Board and no later than three days (72 hours) prior to a special meeting. Copies of the agenda will be posted and/or available at the Superintendent's Office and on the RSU 38 web site. Anyone desiring additional information regarding an agenda item should direct inquiries to the Office of the Superintendent. Copies of the agenda will also be available at the Board meeting.

In the case of an emergency meeting, notice of the agenda will be given as early as practicable and will be provided to the media at the same time and in the same manner that it is given to Board members.

Requests for Agenda Items

Board members, school unit staff, groups or organizations, and members of the public may submit written requests to the Board through the Chair or the Superintendent for items to be placed on the agenda. To be considered for placement on the agenda, an item must be within the scope of the Board's duties, timely, and appropriate for consideration under all applicable laws and Board policies. The request must be received a minimum of ten (10) days prior to the meeting at which the group or individual wishes the item to be addressed by the Board in order for it to be considered for the agenda of that meeting. The Chair and Superintendent shall make the final decision regarding placement of items on the agenda.

Dissemination of Supporting Materials

As an accompaniment to the agenda, the Superintendent will provide to the Board such background materials and data that in his/her judgment are necessary for the Board to give informed consideration to agenda items. The Superintendent will also provide to the Board the draft minutes of Board meetings that will be presented for approval.

Documents containing information that is exempt from disclosure under the Freedom of Access Act or other law shall be marked "confidential." Such information shall not be disclosed by Board members or the Superintendent or provided to the media or the public. Requests for disclosure of materials received by Board members should be referred to the Superintendent.

Regular Meetings

The Board of Directors holds regular meetings from September to June of each year. Meetings may be cancelled at the discretion of the Superintendent and Chairperson.

Special Meetings

A special meeting may be called by the Chairperson of the Board, at the request of the Superintendent, or at the request of any two members of the Board. No business will be transacted except that for which the meeting was called.

Emergency Meetings

An emergency meeting may be called by the Chairperson or Superintendent. No business shall be transacted except that for which the meeting was called. Notice of the agenda will be given as early as practicable.

Quorum

Unless otherwise required by law or Board policy, seven (7) members of the Board of Directors constitute a quorum for the purposes of taking action.

Additions and Adjustments to the Agenda of a Regular Meeting

After the meeting has been called to order, the Superintendent or Board Chair may recommend additions and/or adjustments to the agenda of a regular meeting.

Any Board member who wishes to add an item to the agenda may offer a motion to that effect. Such a motion shall require a second to proceed to a vote. The item should be within the scope of the Board's duties, timely, and appropriate for consideration under all applicable laws and Board policies. Additions to the agenda should only be made when the matter cannot reasonably wait until the next regular meeting.

All additions to the agenda must be approved by a majority vote of the members present and voting, with all additions added to the end of the published agenda except if the order of business is changed.

In order to facilitate its business or to accommodate groups in attendance, the Board may adjust the agenda by changing the order of business. Such adjustments shall require the consent of the Board by ~~three-fifth (3/5)~~ majority of the members present and voting.

Legal Reference: 20-A MRSA § 1477 (RSU)
Cross Reference: BDDH—Public Participation at Board Meetings
KL—Public Concerns

Adopted: June 6, 2012
Revised: _____

Policy IJJ
Revised: CSD 03/02/06
Manchester 03/02/06
Mt. Vernon 03/02/06
Readfield 03/02/06
Wayne 03/02/06

**REGIONAL SCHOOL UNIT NO. 38
INSTRUCTIONAL AND LIBRARY-MEDIA MATERIALS SELECTION**

The Board is legally responsible for all matters relating to the operation of the schools, including the provision of instructional materials and maintenance of library-media resources that support the school system's curriculum.

While the Board retains its authority to approve the selection of instructional materials, it recognizes the educational expertise of its professional staff and the need for such staff to be involved in the recommendation of instructional materials. The Board delegates responsibility for the selection of instructional materials and library-media resources to the professionally trained personnel employed by the school system, subject to the criteria and procedures for selection and the Board's policy on challenged materials as described below.

With the assistance of professional staff, the Superintendent shall establish a system for the selection of instructional materials, including procedures to establish an orderly process for the review and recommendation of instructional materials. The Superintendent will be responsible for overseeing the purchase of instructional materials within budgetary parameters set by the Board. The Board expects the Superintendent to report on progress made in aligning instructional materials with curriculum development and evaluation in support of the content standards contained in Maine's system of Learning Results and other district curricular standards.

Each school shall maintain a library-media program that includes books and other print materials, multimedia materials, online Internet resources and information technology that support the curriculum. A certified library-media specialist will be responsible for overseeing the library-media program, under the supervision of the Superintendent. As with instructional materials, the Board delegates responsibility for selection of library-media materials and technology and Internet resources to the school system's professionally trained staff, subject to the criteria and procedures for selection and the Board's policy on challenged materials described below.

Definitions

"Instructional materials" include textbooks and other print materials, online textbooks and instructional materials, other online/Internet resources (including access), software and supplies, and ~~other electronic materials, online/Internet resources (including access), and supplies and~~ other materials to support instruction in subject areas and the implementation of standards for student learning ~~the system of Learning Results~~.

“Library-media resources” include books, print materials, online/Internet resources (including access), multimedia materials and information technology that, as part of the library-media program, support the school system’s curriculum.

Objectives of Selection

The Board recognizes that it is the primary objective of instructional materials to implement and support the curriculum, and of library-media resources to extend and enrich the educational programs of the schools. Quality instructional materials and library-media resources are essential to student learning. In preparing students to meet the content standards of the Learning Results, in supporting the achievement of the school unit’s educational goals and objectives, and in providing enrichment opportunities that expand students’ interests and contribute to a desire for lifelong learning, it is the responsibility of the instructional program and the library-media centers of the schools to provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view.

Criteria for Selection

Instructional and library-media materials selected shall be accurate and:

- A. Meet the requirements of a standardized review criteria;
- B. Support achievement of the content standards of the Learning Results;
- C. Support the goals and objectives of the school system’s educational programs;
- D. Enrich and support the curriculum while respecting the constraints of the school unit’s budget;
- E. Take into consideration the varied interests, abilities, and maturity levels of the students served;
- F. Foster respect and appreciation for cultural diversity and varied opinions;
- G. Give comprehensive, accurate and balanced representation to minorities and women in history, science, leadership and the arts and acknowledge the contributions of ethnic, religious and cultural groups to our American heritage;
- H. Enable students to develop a capacity for critical analysis by providing multiple perspectives;
- I. Stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards that contribute to college and career readiness;

REVISED POLICY – FIRST READING

J. Provide a background of information that will enable students to make intelligent decisions in their daily lives; and

~~K. Respect the constraints of the school unit's budget.~~

Factors that should be considered are: currency of material; importance of the subject matter; scholarship; quality of writing and production; and reputation and significance of the author, artist or composer.

In evaluating software, multimedia materials and online/Internet resources, additional factors that should be considered include purpose for use; content; format (degree of interactivity or student involvement); appropriate use of graphics, sound and animation; feedback provided; and ease of use.

Procedures for Selection

Meeting the needs of the individual schools, based on knowledge of the curriculum and the existing collections of instructional and library-media materials, shall be the highest priority. Basic learning materials, i.e., those that are the predominant instructional materials used by most members of the class, are used for a significant portion of the course or receive major emphasis during a course, or are essential to student achievement of content standards of the Learning Results are to take priority in the selection process.

Before recommending materials for purchase, professional staff should evaluate the existing collection, consulting reputable, unbiased, professionally prepared selection aids and specialists from all departments and/or all grade levels. ~~Instructional, library-media, and Internet material selection will be reviewed by District staff utilizing standardized criteria. Procedures to implement this process will be developed by staff.~~

Social studies and science textbooks should not be older than five years unless up-to-date supplemental instructional materials are also available.

Whenever possible, purchase of non-print materials and multimedia, Internet and technology resources shall be made only after personal evaluation by the librarian/media specialist and/or other appropriate professional staff. Reviewing aids may be used in lieu of personal evaluation.

Multiple copies of outstanding and much-in-demand materials should be purchased as needed. Worn or missing standard items should be replaced periodically. Out-of-date or no-longer-useful materials should be withdrawn from the collection/circulation.

Donated Materials

Gift materials are to be evaluated by the same criteria as purchased materials and are to be accepted or rejected by those criteria and in accordance with Board policy on gifts and donations.

Parental Authority

A student's parent/guardian may inspect, upon request, any instructional material used as part of the curriculum. The Superintendent will be responsible for developing and implementing procedures for providing access to instructional material within a reasonable time after such a request is made.

The Board recognizes that the final authority as to what materials an individual student will be exposed rests with that student's parents or guardians. However, at no time will the wishes of one child's parents to restrict his/her reading or viewing of a particular item infringe on other parents' rights to permit their children to read or view the same material.

Library-media center materials will not be removed from the collection because of criticism except in accordance with Board policy.

Challenged Materials

Despite the care taken to select materials for student and teacher use and the qualifications of the persons who select the materials, the Board recognized that objections may be raised occasionally by students, parents, school staff or community members.

In the event a complaint is made, the following procedures will apply:

- A. The complaint shall be heard first by the person providing the materials in question.
- B. If the complaint is not resolved, the complainant shall be referred to the building Principal and requested to fill out the "Instructional and Library-Media Materials Challenge Form." A copy of the form will be forwarded to the Superintendent.
- C. The Superintendent shall appoint a committee composed of the following persons to review the complaint: one Principal at the appropriate grade level; one librarian/media specialist; one classroom teacher; the department head in the subject area of the challenged materials; one community member.
- D. The review committee shall: read and examine the materials referred to them; check general acceptance of materials by reading reviews; weigh values and faults against each other and form opinions based on the material as a whole and not on passages or portions pulled out of context; meet to discuss the material and to prepare a written report on it.

REVISED POLICY – FIRST READING

- E. The report of the committee shall be forwarded to the Superintendent who will inform the complainant of the results.
- F. No materials shall be removed from use until the review committee has made a final decision.
- G. The review committee’s decision may be appealed to the Board. The Board may set aside a portion of a regular meeting or call a special meeting for the purpose of receiving testimony from representatives of the various points of view. The material in question shall be:
 - 1. Reviewed objectively and in its full content;
 - 2. Evaluated in terms of the needs and interest of students, school, curriculum and community;
 - 3. Considered in the light of differing opinions; and
 - 4. Reviewed in light of the criteria for initial selection and purpose as provided herein.

The Board will announce its decision in writing not later than the conclusion of the next regular meeting of the Board following its receipt of said testimony.

Legal Reference: 20-A MRSA §§ 1001 (10-A); 1055 (4); 4002
Ch. 125 §§ 9.01, 9.03 (Me. Dept. of Ed. Rule)
P.L. 107-110 § 1061 (No Child Left Behind Act)

Cross Reference: IJJ-E – Challenge of Instructional Materials Form

Revised: 03/02/06

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

Revised: _____

**REGIONAL SCHOOL UNIT NO. 38
TRUANCY**

TRUANCY DEFINED

A student is truant if he/she is required to attend school or alternative instruction under Maine compulsory attendance law (20-A MRSA § 5001-A) and he/she:

- A. Has completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; or
- B. Is at least 7 years of age and has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year.

ATTENDANCE COORDINATORS

In accordance with Maine law, the Superintendent shall appoint one or more attendance coordinators. The duties of the attendance coordinator include, but are not limited to:

- A. Interviewing a student whose attendance is irregular and meeting with the student and the parents to determine the cause of the irregular attendance and filing a written report with the principal;
- B. Filing an annual report with the Superintendent summarizing school year activities, findings and recommendations regarding truants;
- C. ~~Serving as a member of the dropout prevention committee; and~~
- D. Serving as the liaison between the school and the local law enforcement agency in matters pertaining to student absenteeism under Maine law.

The high school principal will serve as a member of the dropout prevention committee and will act as a liaison to the Administrative Team.

TRUANCY PROCEDURES

As required by law, the following procedure shall be followed when a student is truant.

- A. The principal, upon determining that a student is truant, shall notify the Superintendent of the student's truancy within five school days of the last unexcused absence.

REVISED POLICY – FIRST READING

- B. Within five school days of notification, the Superintendent/designee will refer the student who has been determined to be truant to the school's student assistance team or the school's general education intervention system personnel.
- C. The student assistance team or the intervention system personnel will meet to determine the cause of the truancy and assess the effect of the student's absences, as well as any future absences for the student. If it is determined that a negative effect exists, the student assistance team or the intervention system personnel shall develop an intervention plan to address the student's absences and the negative effect of these absences.

An intervention plan may include, but is not limited to:

1. Frequent communication between the teacher and the family;
2. Changes in the learning environment;
3. Mentoring;
4. Student counseling;
5. Tutoring, including peer tutoring;
6. Placement into different classes;
7. Evaluation for alternative education programs;
8. Attendance contracts;
9. Referral to other agencies for family services; and
10. Other interventions including but not limited to referral to the school attendance coordinator, student assistance team, or dropout prevention committee.

Failure of the student or the student's parent(s) to appear at scheduled meetings does not preclude school administrators from implementing a plan to address a student's truancy.

- D. The student and his/her parents/guardians shall be invited to attend any meetings scheduled to discuss the student's truancy and the intervention plan.
- E. If the Superintendent/designee is unable to correct the student's truancy, the Superintendent/designee shall serve or cause to be served upon the parent(s) in-hand or by registered mail a written notice that the student's attendance is required by law. The notice shall:
 1. State that the student is required to attend school pursuant to 20-A MRSA §5001-A (the compulsory attendance law);
 2. Explain the parent's right to inspect the student's attendance records, attendance coordinator's reports, and principal's reports;
 3. Explain that the failure to send the student to school and maintain the student in regular attendance is a civil violation in accordance with 20-A MRSA § 5053-A and will jeopardize the student's status in the grade he/she is in;

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4. State that the Superintendent/designee may notify local law enforcement authorities of a violation of 20-A MRSA § 5053-A and the Department of Health and Human Services (DHHS) of a violation under and 20-A MRSA § 5051-A(1)(C); and
 5. Outline the plan developed to address the student’s truancy and the steps that have been taken to implement that plan.
- F. Prior to notifying local law enforcement authorities, the Superintendent/ designee shall schedule at least one meeting of the student assistance team or intervention system personnel as required by law and paragraph B of this policy and may invite a local prosecutor.
- G. If after three school days after the service of the notice described in paragraph E of this policy the student remains truant and the parent(s) and student refuse to attend the meeting referred to in paragraph F, the Superintendent/designee shall report the facts of the unlawful absence to local law enforcement authorities. Local law enforcement may proceed with enforcement action against the parent unless the student is at once placed in an appropriate school or otherwise meets the requirements of the compulsory attendance law.
- H. When a student is determined to be truant and in violation of the compulsory attendance law, and the student assistance team or the intervention system personnel has made a good faith attempt to meet the requirements, the Superintendent shall notify the Board of the student’s truancy.

ANNUAL REPORT TO COMMISSIONER

The Superintendent shall submit an annual report regarding truancy to the Commissioner by October 1. The report must identify the number of truants in the school administrative unit in the preceding school year; describe the school unit’s efforts to deal with truancy; account for actions brought to enforce the truancy law; and include any other information on truancy requested by the Commissioner.

Legal Reference: 20-A MRSA §§ 5001-A; 5051-A-5054-A
22 MRSA § 4002

Cross Reference: JEA – Compulsory Attendance
JFC – Dropout Prevention—Student Withdrawal from School
JLF – Reporting Child Abuse and Neglect

Revised: 12/04/13

Revised: _____

REVISED POLICY – SECOND READING

Policy: JLDBG
~~Adopted Dates: CSD 06/03/08~~
~~Manchester 06/03/08~~
~~Mt. Vernon 06/03/08~~
~~Readfield 06/03/08~~
~~Wayne 06/03/08~~

REGIONAL SCHOOL UNIT #38 REINTEGRATION OF STUDENTS FROM JUVENILE CORRECTIONAL FACILITIES

Maine law requires the establishment of a reintegration team to assist a student entering a public school from a juvenile correctional facility. The Board recognizes the need for advance planning and appropriate confidentiality in these circumstances.

The Superintendent shall be responsible for determining whether a student will be accepted or denied access to school based on compliance with the juvenile's rehabilitation plan as it affects reintegration. Access may be denied until the Superintendent is satisfied that conditions have been met.

The school unit will comply with reintegration standards established by the Maine Department of Education. The Superintendent will be responsible for overseeing the transition of students from juvenile correctional facilities based on the following guidelines.

- A. Within ten days of receiving information from the Department of Corrections concerning the release of the juvenile offender, the Superintendent shall establish and convene a meeting of a reintegration team to review information received from the Department of Corrections, evaluate the student's individual educational needs, and determine what additional information may be relevant.
- B. The reintegration team shall include at a minimum the principal/designee of the school to which the student will be admitted, at least one classroom teacher to which the student will be assigned ~~or who is involved in the school's student assistance team~~, the student's advisor, the student's parent/guardian/custodian, ~~and a guidance counselor, and the Director of Special Services when appropriate.~~ and the Director of Special Services when appropriate. The student's juvenile correctional officer or other representative from the Department of Corrections may be invited to attend.
- C. The reintegration team will determine, on the basis of need, which school employees should be given (OR receive information OR have access to) information that would otherwise be considered confidential. The nature and extent of information provided should be limited to that needed to implement the student's reintegration plan and ensure the health and safety of the student, the safety of the school's students and staff, and the integrity of school property.

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- D. The Superintendent/designee will be responsible for ensuring that confidentiality training, including a review of the school unit's policy and administrative procedures pertinent to records from the juvenile criminal justice system, including the juvenile correctional facility, and to all student educational records under the Family Education Records and Privacy Act (FERPA), is provided to all school employees who have access to this information.
- E. Before the student enters school, at least one additional meeting of the reintegration team should be held to develop an individualized plan for the student's reintegration based on the student's educational needs and the options available within the school system. This meeting should include the student as well as the members of the reintegration team. The reintegration plan will address the student's educational program, participation in activities (including co-curricular and extracurricular activities), access to school facilities (including transportation) and supervision.
- F. Placement in grade, class, and/or school programs will be based on the student's abilities and academic achievement demonstrated in prior educational settings, including the student's stay at the juvenile correctional facility. The principal will be responsible for evaluating the student's transcript and portfolio from the juvenile correctional facility to assess progress toward meeting the content standards of the Learning Results. The principal may require the student to participate in additional tests or other demonstrations of skill or knowledge, consistent with the local assessment system, for the purpose of determining appropriate placement.
- G. The Superintendent/designee will be responsible for developing and implementing a process for monitoring and reporting a student's progress and compliance with the reintegration plan and for modifying the plan as needed.
- H. A student who violates Board policy or school rules will be subject to the disciplinary consequences described in policy, administrative procedures, and/or the student handbook/student code of conduct.
- I. The Superintendent/designee shall make any reports that may be required by the Department of Education concerning numbers of students entering the local school unit from juvenile correctional facilities.

Legal Reference: 20-A M.R.S.A. §§ 254(12), 1055(12), 2902(10), 4502(5) (O),
6001-B(1), 6001-B(2), 6001-B(3-A)
15 M.R.S.A. § 3009

Adopted: 06/03/08

Adopted by RSU No. 38 Board of Directors: 04/27/19

Revised: _____

**REGIONAL SCHOOL UNIT NO. 38
STUDENT EDUCATION RECORDS AND INFORMATION**

Regional School Unit No. 38 shall comply with the Family Educational Rights and Privacy Act (“FERPA”) and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and information.

A. Directory Information

Regional School Unit No. 38 designates the following student information as directory information: name, participation and grade level of students in recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, honors and awards received, and photographs and videos relating to school attendance and participation in school activities. Regional School Unit No. 38 may disclose directory information if it has provided notice to parents (and eligible students over 18) and has not received timely written notice refusing permission to designate such information as directory information.

B. Military Recruiters/Higher Education Access to Information

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and Regional School Unit No. 38 must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent.

C. Health or Safety Emergencies

~~In accordance with federal regulations, Regional School Unit No. 38 may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.~~
As permitted by FERPA, the school unit may disclose personally identifiable information from a student’s educational record to appropriate parties, including parents of an eligible student, if taking into account the totality of the circumstances, it determines that there is an articulable and significant threat to the health or safety of the student or other individuals and that knowledge of the information is necessary to protect the health or safety of the student or other individuals. In the event of disclosure, the school unit will record the articulable and significant threat that formed the basis for the disclosure and the parties to whom the school unit has disclosed and maintain such record with the student’s educational record.

D. Information on the Internet

Under Maine law, Regional School Unit No. 38 shall not publish on the Internet any information that identifies a student, including but not limited to the student’s full name, photograph, personal

REVISED POLICY – SECOND READING

biography, e-mail address, home address, date of birth, social security number and parents' names, without written parental consent.

E. Transfer of Student Records

As required by Maine Law, Regional School Unit No. 38 sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

F. Administrative Procedures and Notices

The Superintendent is responsible for developing and implementing any administrative procedures and parent notices necessary to comply with the applicable laws and regulations concerning student education records and information. Notices shall be distributed annually to parents and eligible students concerning their rights under these laws and regulations. A copy of this policy shall be posted in each school.

Legal Reference: 20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended
20 U.S.C. § 7908
20-A M.R.S.A. §§ 6001, 6001-B
Maine Department of Education Rules, Chapters 101 and 125

Cross Reference: JRA-E – Annual Notice of Student Education Records and Information Rights
JRA-R – Education Records and Information Administrative Procedure
ILD – Educational Research: Student Submission to Surveys, Analysis, or Evaluation

Revised: January 4, 2012

Revised: _____

**REGIONAL SCHOOL UNIT NO. 38
SCHOOL CLOSINGS AND CANCELLATIONS**

The Board authorizes the Superintendent to cancel or close school(s) for the day, delay opening, or dismiss school(s) early in the event of severe weather, hazardous travel conditions, or other emergencies that present threats to the safety of students and staff. Decisions to close school for the day should be made no later than 6:00 A.M.

When school is closed for the day or dismissed early, all after-school and evening school-sponsored activities and community use of school facilities will be cancelled or postponed. RSU #38 School Board meetings may be held.

Notice of closing or cancellation shall be given to students and parents by means of media announcements or by other appropriate methods. Such notice shall be given sufficiently in advance of the school session in order to avoid confusion and inconvenience.

When school is in session, it remains the responsibility of parents to decide whether or not their children shall attend school under the existing conditions.

Storm days lost in excess of the number provided for in the school year calendar will be made up as determined by the Board. This may include conducting classes on the weekend, rescheduling or shortening vacation periods, or postponing the close of the school year.

Adopted: _____

**REGIONAL SCHOOL UNIT #38
SUPERVISION AND EVALUATION OF PROFESSIONAL STAFF**

A well-planned and systematic program of supervision and evaluation of performance tied to educational outcomes is vital to the ongoing improvement of the instructional program. It is the Board's responsibility to ensure that sufficient administrative time and energy are expended to supervise (observe and assist) and evaluate (measure and assess) teachers. The evaluation program shall address all aspects of teaching performance and recognize that the fulfillment of student needs is of primary importance.

The Superintendent shall be responsible for overseeing the development, implementation and periodic review of a comprehensive program of supervision and evaluation, which shall be adopted by the Board. The program shall provide minimum standards for the number and frequency of formal performance reviews, with the understanding that probationary teachers require closer support and more frequent performance reviews. Probationary teachers shall in any event be evaluated at least once in each year of their probationary employment.

- A. Criteria used for evaluation shall be in written form and made permanently available to the teacher;
- B. Evaluations shall be made by an immediate supervisor/administrator, or by other person(s) designated by the Superintendent;
- C. Results of the evaluations shall be put in writing and shall be discussed with the teacher;
- D. The teacher being evaluated shall have the right to attach a memorandum to the written evaluation; and
- E. Results of all evaluations shall be kept in confidential personnel files maintained at the Superintendent's office.

In accordance with Maine's Educator Effectiveness law (20-A MRSA § 13701-13706), by the end of the 2016-2017 school year, the school unit will have developed and piloted a performance evaluation and growth system, consistent with the requirements of the law and applicable Department of Education rules, for full implementation in the 2017-2018 school year.

The performance evaluation and growth system must be approved by the Board.

In keeping with the Board's goal of employing the best qualified staff to provide quality education for all students, all teachers are expected to participate fully in the evaluation process, self-appraisal and continuous improvement of professional skills.

While supervision and evaluation policies and procedures are not negotiable in collective bargaining, the Superintendent is to seek appropriate involvement of staff in the development and periodic review of the supervision and evaluation program.

Legal Reference: 20-A MRSA §§ 1055, 13201; 13701-13706, 13802
Me. Dept. of Ed. Rule Ch. 125 §§ 4.02(E) (3), 8.08

Adopted: _____

REGIONAL SCHOOL UNIT NO. 38
SUPERVISION AND EVALUATION OF PROFESSIONAL STAFF

A well-planned and systematic program of supervision and evaluation of performance tied to educational outcomes is vital to the ongoing improvement of the instructional program. It is the Board's responsibility to ensure that sufficient administrative time and energy are expended to supervise (observe and assist) and evaluate (measure and assess) teachers. The evaluation program shall address all aspects of teaching performance and recognize that the fulfillment of student needs is of primary importance.

The Superintendent, in consultation with the Board, shall be responsible for development, implementation and periodic review of a comprehensive program of supervision and evaluation, which shall be adopted by the Board. The program shall provide for minimum standards for the number and frequency of formal performance reviews, with the understanding that probationary teachers require closer support and more frequent performance reviews. Probationary teachers shall in any event be evaluated during, but not limited to, their second year of employment.

- A. Criteria used for evaluation shall be in written form and made permanently available to the teacher;
- B. Evaluations shall be made by an immediate supervisor/administrator, or by other person(s) designated by the Superintendent;
- C. Results of the evaluations shall be put in writing and shall be discussed with the teacher;
- D. The teacher being evaluated shall have the right to attach a memorandum to the written evaluation; and
- E. Results of all evaluations shall be kept in confidential personnel files maintained at the Superintendent's office.

In keeping with the Board's goal of employing the best qualified staff to provide quality education for all students, all teachers are expected to participate fully in the evaluation process, self-appraisal and continuous improvement of professional skills.

Supervision and evaluation policies and procedures are not negotiable in collective bargaining.

Legal Reference: 20-A MRSA §§ 1055, 13802
Ch. 125 §§ 4.02(E) (3), 8.08 (Me. Dept. of Ed. Rule)

Revised: January 4, 2012

**REGIONAL SCHOOL UNIT NO. 38
OBSERVANCE OF RELIGIOUS HOLIDAYS**

It shall be the intent of this policy to establish guidelines for all Regional School Unit No. 38 schools for the observance of religious holidays.

Students or staff members who choose to miss school for the observance of religious holidays may do so without penalty. Notification must be submitted to the Principal 3 days prior to the observance.

Students excused from school for the observance of religious holidays will not be penalized for missing practices, rehearsals, or competition.

Special school activities will be planned around religious holidays when possible.

Discussion of religious holidays shall not be limited to the doctrines or principles of any one religion, sect, or denomination.

Holiday activities should be planned in conjunction with or in support of the educational goals of the school.

Acknowledgement of a holiday will emphasize the historical, cultural, and social value of the holiday and the associated religion, and will not be used to endorse any religion or holiday.

Cross Reference: IMDC-R – List of Religious Observances/Holidays

Revised: January 6, 2016

REGIONAL SCHOOL UNIT NO. 38
VISITORS TO THE SCHOOLS

The School Board encourages the active interest and involvement of parents and citizens in the public schools. In order to avoid interruption of the instructional program and to promote the safety of students and staff, building principals shall institute administrative procedures concerning visitors to the schools. Such procedures shall be subject to the approval of the Superintendent. It is understood that procedures may vary from school to school due to differing considerations such as the age of the students and building layout and location.

The following general guidelines shall be incorporated in all building-level administrative procedures concerning visitors.

- A. The term “visitor” shall apply to any person on school grounds or in school buildings who is not an employee or student of the school unit.
- B. All visitors shall report to the main office upon arrival at the school.
(This section shall not apply to parents or citizens who have been invited to the school for an open house, performance or other preplanned school program.)
- C. All visitors who wish to visit classrooms, observe aspects of the instructional program or meet with staff members are expected to schedule such visits in advance with the building administrator. Teachers and other staff may not use instructional time to discuss individual matters with visitors.
- D. Individual School Board members shall follow the same procedures as other visitors, and state whether they are visiting the schools on personal business or in connection with Board duties, as outlined in Policy BHC.
- E. Visitors shall comply with all applicable Board policies and school rules. Visitors who violate these policies/rules and/or disrupt the safe and orderly operation of the school shall be asked to leave the premises.
- F. The building administrator/designee has the authority to refuse entry to school grounds or buildings to persons who do not have legitimate, school-related business and/or who may disrupt the operations of the schools. This may include, but not be limited to, the news media, profit-making businesses, fundraisers and other organizations seeking access to students and/or staff.
- G. School staff shall report unauthorized persons on school grounds or in school buildings to the building administrator/designee. Unauthorized persons shall be directed to leave the premises immediately.

REVISED POLICY – FIRST READING

- H. The building administrator/designee may request the assistance of law enforcement as necessary to deal with unauthorized persons or violations of the law by visitors to the schools.
- I. If there exists a court order containing restrictions on access to a child by a parent or other person, and a parent or legal guardian wishes the school to act in a manner consistent with that order, it is the responsibility of the custodial parent or legal guardian to provide a certified copy of such order to the school authorities.
- J. A student will be released only to parents, legal guardians or persons authorized in writing by parent(s)/legal guardian(s) to pick up the student. When school personnel have reason to question the authenticity of written authorization, they shall make appropriate efforts to telephone the student’s parent(s)/legal guardian(s) to confirm the authority of the person seeking to pick up the child. Administrators may institute other appropriate procedures regarding release of students to parents, guardians and authorized persons. **The school reserves the right to question the authenticity of any written or verbal communication and to deny the release of students to unauthorized or unknown persons.**

Cross References: BCA – Board Member Code of Ethics
 BHC – School Board Staff Communications
 EBCA –Comprehensive Emergency Management Plan
 JLF – Reporting Child Abuse and Neglect

Revised Date: 02/09/11

Revised Date: _____

**REGIONAL SCHOOL UNIT NO. 38
VISITORS TO THE SCHOOLS**

The Regional School Unit No. 38 Board of Directors believes that visits to the schools by parent(s)/legal guardian(s), members of the community and public, and individual School Board members can provide positive experiences. However, in order to avoid interruption of ongoing educational activities and in an effort to promote student and employee safety, the principal of each school shall institute procedures relating to visitors to the school that are intended to maintain order and protect the safety of students. Such procedures shall be subject to the review of the Superintendent. It is understood that procedures may vary from school to school due to the nature of the building, the location of the school, the age of the students and other considerations.

The following general guidelines shall be incorporated in all building-level administrative procedures concerning visitors.

- A. The term “visitor” shall apply to any person on school grounds or in school buildings who is not an employee or student of the school unit.
- B. All visitors shall immediately report to the main office upon arrival at the school to sign in and to receive a temporary badge. (This section shall not apply to parents or citizens who have been invited to the school for a general open house or performance.)
- C. All visitors who wish to visit classrooms, observe aspects of the instructional program, or meet with staff members are expected to schedule such visits in advance. Teachers and other staff may not use instructional time to discuss individual matters with visitors.
- D. Individual Board members shall follow the same procedures as other visitors.
- E. Due to health and safety concerns, with the exception of service animals assisting persons with disabilities, no animals are permitted at outdoor school-sponsored activities or events held on school grounds.
- F. Visitors shall comply with all applicable School Board policies and school rules. Visitors who violate these policies/rules and/or disrupt the safe and orderly operation of the school shall be asked to leave the premises.
- G. The building administrator/designee has the authority to refuse entry to school grounds or buildings to persons who do not have legitimate, school-related business and/or who may disrupt the operations of the schools. This may include, but is not limited to, the news media, profit-making business, fundraisers and other organizations seeking access to students and/or staff.

Persons entering the school building without authorization from school officials and persons who fail to report to the main office upon arriving on campus or entering the building are considered “unauthorized persons.”

- H. School staff shall report unauthorized persons on school grounds or in school buildings to the building administrator/designee. Unauthorized persons shall be directed to leave the premises immediately.
- I. Those persons having no school-related purpose who remain on school premises or at school-sponsored events after being directed to leave shall be considered “trespassers.” This shall also apply to all students under suspension or expulsion, or students from other schools unless otherwise authorized in advance by the building administrator/designee. Trespassers shall be immediately directed to leave the school premises, and may be subject to arrest.
- J. The building administrator/designee may request the assistance of law enforcement as necessary to deal with unauthorized persons or violations of the law by visitors to the schools.
- K. If there exists a court order containing restrictions on access to a child by a parent or other person, and a parent or legal guardian wishes the school to act in a manner consistent with that order, it is the responsibility of the custodial parent or legal guardian to provide a certified copy of such order to the school authorities.
- L. A student will be released only to parents, legal guardians or persons authorized in writing by parent(s)/legal guardian(s) to pick up the student. When school personnel have reason to question the authenticity of written authorization, they shall make appropriate efforts to telephone the student’s parent(s)/legal guardian(s) to confirm the authority of the person seeking to pick up the child. Administrators may institute other appropriate procedures regarding release of students to parents, guardians and authorized persons. **The school reserves the right to question the authenticity of any written or verbal communication and to deny the release of students to unauthorized or unknown persons.**

**Cross Reference: BCA - Board Member Code of Ethics
 EBCA - Emergency Response Plan**

REGIONAL SCHOOL UNIT NO. 38
LAU Plan
Revised, May 2013

I. Legal Foundation

Regional School Unit No. 38 is obligated to follow all federal and state guidelines in providing equal educational opportunities to all students. Therefore, it is necessary that the district take care in evaluating and meeting the needs of students with limited English proficiency. The rights of this group of students to an equal education are protected by the force of legislation, judicial opinion, and administrative regulation.

Through its English as a Second Language (ESL) and Bilingual Education Office, the Maine Department of Education has issued the following guidelines for measuring school districts' compliance with federal and state law:

- A. School systems must identify all students whose primary language is other than English, who have or may have difficulty performing ordinary class work in English, and who cannot learn or achieve on parity with their English dominant peers. Such Limited English Proficient (LEP) students must be placed in a specifically designed language support program.
- B. Any specially designed support or instructional program shall be consistent with all federal acts and mandates, related federal regulations and court cases as well as Maine State acts, mandates and policies, which relate to the education of limited English and National Origin minority students.
- C. This instructional program should be based on second language acquisition pedagogy and sound educational practices for meeting the individual needs of LEP students. The burden of proof is upon the district that the instructional program designed for a LEP student has clearly developed English language skills of comprehension, listening, speaking, reading, and writing necessary for learning and achieving in English-only instruction at a level substantially equivalent to pupils whose primary language is English. In addition, instructional providers for LEP students must be adequately trained in the appropriate field.
- D. School systems which provide English language development programs to Limited English Proficient (LEP) students should reclassify students from Limited English Proficient (LEP) to Fluent English Proficient (FEP) by specific-reclassification procedures resulting from state-approved assessments.
- E. Consistent with Maine statute and *Every Student Succeeds Act (ESSA)*, LEP students are held to the same accountability requirements for achievement of the Learning Results and of participating in state mandated assessments. Accommodations or alternate assessments may be required for some LEP students.

*LAU guidelines refer to the U.S. Supreme Court case LAU vs. Nichols

II. Philosophical Foundation

Even if state (H.P. 1360-L.D. 1877/March, 1990) and federal legislation did not require special consideration of the needs of the Limited English Proficient (LEP) students, it is consistent with the goals of RSU No. 38, to provide quality, meaningful and relevant instruction to all students. This plan applies to regularly enrolled students in RSU No. 38.

III. Terms

- A. **ESL** English as a Second Language: use of special curriculum and services to help students who come from a non-English language background learn English.
- B. **ELLP** English Language Learner Plan: a plan developed for an individual student defining the special language services needed to make a transition from Non-English Proficient (NEP) to Limited English Proficiency (LEP) status to Fluent English Proficiency (FEP) status.
- C. **FEP** Fluent (Fully) English Proficient: students are capable of functioning in an English-only educational environment in the areas of comprehension, speaking, reading, and writing skills.
- D. **ILAP**: Individual Language Acquisition Plan - individualized language support program specifying the amount of ESL support time (minutes per day/week), type of support (in class, one-on-one during study hall or other scheduled time), modifications to class work and testing accommodations, and the model of support (individual, small group, immersion).
- E. **LAC** Language Assessment Committee: committee with responsibilities which include identifying and generally meeting the needs of Non-English Proficient (NEP) and Limited English Proficiency (LEP) students.
- F. **LAU** Informal reference to the Civil Rights Act that requires school districts to provide special assistance to English Language Learners who were unable to benefit from an education conducted primarily in English.
- G. **LEP** Limited English Proficiency: students have a primary language other than English and are unable to participate effectively in school when English is the language of instruction. (Also known as English Language Learners [ELL])
- H. **WIDA**=Wisconsin, Delaware, Arkansas Assessment Consortium for which Maine is a partner among eight states.

IV. Language Assessment Committee (LAC)

The Building level Language Assessment Committee will coordinate and oversee the educational program of limited English proficient students. For purposes of continuity, a district administrator will be appointed Coordinator of ESL Services within the RSU No. 38. The Building LAC will be composed of the Building Administrator, Classroom teacher(s), Parents/Guardians when appropriate, ESL Teacher and paraprofessionals, and any other school staff or advocates involved in the student's school program. The LAC meetings will be scheduled and conducted by the building administrator.

The school staff members of the LAC responsibilities will include the following:

- 1. Review the state home language survey to identify potential Limited English Proficient (LEP) students who have not already been identified through mandatory special education

screening, parent or teacher referral. Staff will also monitor the enrollment of new students and refer to ESL District Coordinator for possible screening and/or intervention.

2. Administer screenings and/or evaluations to potential LEP students annually.
3. With parental participation, make determinations from these assessments about the student's placement, programming, amount of services, time of delivery of services, and types of programs.
4. Meet at least annually to develop or revise ELLP.
5. Provide progress reports to parents/guardians on same schedule as school report cards.
6. Make recommendations for placement and program type for the next school year.
7. Recommend modification of ESL support services or reclassification of a student from limited English proficiency to full English proficiency.
8. Notify parent or guardian in writing or if necessary in person of all decisions (in a language they comprehend) and their right to appeal.
9. Carry out annual monitoring for two years after student's reclassification to full English proficiency.

V. English as a Second Language Program

1. Instruction will be provided during regular school hours.
2. Student's grade placement will be age appropriate.
3. ESL staff, classroom teacher and school staff will coordinate efforts on behalf of the students.
4. ESL staff will extend instruction into the classroom providing support to the ESL student and sharing the cultural diversity and new language with other students. Content teachers will support Limited English Proficient (LEP) students in their achievement of the Learning Results with the support of the ESL teacher through sheltered instruction.
5. Instructional space for ESL will be provided that is comparable to that available for non-ESL students.
6. Amount of time spent with the ESL staff will be determined by the LAC Committee based on age and need of student.
7. Home/school coordination will be conducted as part of an outreach effort to parents of ESL students.
8. Adaptive instruction materials will be provided as appropriate to assist in the implementation of the ESL plan.

9. LEP students must participate in an annually administered secure test, the ACCESS 2.0 test, that will measure ELP in the content areas of Math, Science, and English Language Arts. The ACCESS 2.0 for ELLs®, an English language proficiency test administered annually in Maine to all ELLs from kindergarten through grade 12. ACCESS 2.0 for ELLs® meets the federal requirements of assessing ELLs' proficiency levels and provides reliable, valid, and useful information on the proficiency levels and progress of ELLs in acquiring academic English. ACCESS for ELLs® English language proficiency standards are aligned with Maine's *Learning Results* academic content standards and are a requirement in Maine's Comprehensive Assessment System (MeCAS).
10. State law requires that the ACCESS 2.0 for ELLs® only be administered by an individual trained in its administration. This test was developed based on the English Language Proficiency Standards as developed by WIDA (World-Class Instructional Design and Assessment) within five grade clusters. These are: Kindergarten, Grades 1-2, Grades 3-5, Grades 6-8, Grades 9-12.
11. ACCESS 2.0 for ELLs® assesses the domains of Speaking, Listening, Reading, Writing, and Comprehension skills of English language learners in Math, Language Arts, Social Studies, Science, and Social and Instructional language. It identifies five levels of English language proficiency (See Appendix E): Level 1 - Entering Level 2 - Beginning Level 3 - Developing Level 4 - Expanding Level 5 - Bridging Level 6 – Attained.
12. In the State of Maine a student whose composite score [35% reading, 35% writing, 15% speaking, and 15% listening] is below Level 5.0, is classified as an English Language Learner (LEP is the federal term) and is eligible for ELD programming.
13. A student receiving a composite level of 5.0 on a Tier C test will be exited from ELD Programming, be classified as FLEP (Former Limited English Proficient), and will no longer take *ACCESS 2.0 for ELLs®*. The Multilingual Evaluation Team will monitor a student's academic progress for two years to ensure that he/she is continuing to be successful without ELD programming. *
14. Comparable instruction materials will be provided.
***<http://www.portlandschools.org/schools/multilingual/publications/PPS%20LAU%20Plan.pdf>,**

VI. ESL Staff Requirements and Responsibilities

ESL Teacher will hold State of Maine certification with ESL endorsement. ESL Tutor may provide instruction under the supervision of the ESL Teacher or Consultant. ESL staff will:

1. Administer multi-criteria evaluations used to determine eligibility.
2. Communicate with parents regarding progress of students using available resources to access parents in their own language.

3. Recommend ongoing modifications of revisions to the Lau Plan as needed for re-submission to the Board.
4. Recommendation reclassification of exiting student based on the ACCESS 2.0 assessment.
5. Provide meaningful cultural and language information to students, teachers, and classmates.
6. Monitor currently enrolled ESL students who have attained a comprehensive score of 5.0 on the ACCESS 2.0 test, for a period of two years.
7. ESL staff will work with regular education staff to determine if a former ESL student is in need of additional services.

VII. Identification of English Language Learner Students

The process for identifying ESL students should be completed within 15 days following the opening of school or registration of a new student. Input from sources listed below will be utilized.

1. Home Language Surveys (provided at the time of school registration) are administered to all incoming students.
2. Informal observation/Interview (part of regular registration process).
3. ESL staff notified of possible new ESL students.
4. ESL Staff meets informally with parents.
5. Review previous school records (cumulative folder).
6. The WIDA/Access Screener assessment measure of placement. (To be administered as close to day of student's arrival as is reasonable) must be conducted for all students whose home language survey indicates a language other than English.

VIII. Assessment of English Language Proficiency and Academic Skills

LEP students will be assessed for level of English language proficiency [i.e. beginning, emerging, developing, expanding, or advancing] through:

1. Consultation with classroom teacher(s) and parents.
2. Anecdotal information from student and family/guardian.
3. All potential ELLs must be screened with the WIDA/Access Screener if they matriculate without ACCESS 2.0 scores from the previous year. This test will help designate appropriate placement within the mainstream and for ESL support.
4. Testing in content areas when comprehensible.

5. Annually as stipulated in ESSA, administer English language proficiency measures of ACCESS 2.0 beginning in 2005.

IX. Record-Keeping for Identified ESL Student

ESL student files will be maintained in a file in the superintendent's office. The responsibility for updating the files (student language assessment, ESL educational plans, reviews, and reclassification information) will be assigned to the ESL staff and building administrator.

X. Parent Notification and Option to Withdraw Approval

The Language Assessment Committee will meet with the parents or guardians to discuss any changes in exit or partial exit reclassification and of their right to challenge the reclassification. This information will be given in a language that the parents or guardians can understand. At any time, parents have the right to refuse ESL services. In that case, the district requests that parents sign a form that states that services are being declined. Students must continue to take the ACCESS 2.0 test annually until they achieve a composite score of 5.0.

XI. Exit Criteria

Exit from ESL programming will occur when the student meets the State definition of proficient. Current criteria is a composite score of 5.0 on the standardized ACCESS 2.0 test.

Students who have achieved a composite score of 5.0 will be monitored by the ESL staff for a two-year period after reclassification to FEP. The ESL teacher will review progress of ESL students' grades once per trimester/semester for a period of two years.

XII. Special Needs Placement

Determining special needs placement for students who are receiving ESL Services is a complex process. There may be a number of individual or combined factors determining why language and cultural minority students are achieving little academic progress over time; the normal process of second language acquisition, the acculturation process, different learning styles, motivation to learn, or the student's lack of prior schooling are a number of potential factors instead of intrinsic learning problems. Screening and diagnosing at-risk students receiving ESL Services include a number of pre-referral steps to determine whether there exist temporary learning and behavior characteristics shared by learning disabled students and students of English as a second language, or whether referral to special education is warranted. The ESL Specialist must be involved throughout the process.

The following pre-referral process will be followed to determine the necessity for referral to special education:

1. When the student experiences continued, serious academic/social behavioral difficulty:

- Examine systematic efforts to identify the source of difficulty:
 - a. Curriculum: continuity of exposure; scope and sequence; student's entry level skills; cognitive demands; mastery criteria; amount of practice exhibited in the native language.
 - b. Instruction: sequencing of content; language use; effective teaching behaviors; coordination with other teachers.
 - c. Teacher: qualifications; experience with LEP Students; teaching style; expectations; perceptions; instructional management; behavior management.
 - d. Student: Experiential background; native language proficiency; cultural characteristics; cognitive learning style; locus of control/attribution; self-concept; motivation.
 - e. Assessment: learning standards; data collection procedures; modifications.
 - Examine the student's individual and group behavior, parental perceptions, work samples, and teacher perceptions.
 - a. Cultural differences: country of origin; length of residence in US; age at arrival.
 - b. Language differences: first language characteristics; rate of progress in English; opportunities to use English outside of school; literacy skills in first language.
 - c. Environmental factors: background factors; attitudes on schooling; interruptions/traumas; frequency of school moves; family separation; family support for schooling; home environment factors.
 - d. Medical/physical factors: history; present conditions.
 - e. Achievement/performance factors: listening comprehension; oral expression; basic reading skills; reading comprehension; written expression.
 - f. Learning/behavior factors: visual discrimination; auditory discrimination; visual memory, auditory memory; visual motor coordination; attention/coordination; a social perception; problem solving; activity level; speech.
2. Parents, teachers, and support staff can initiate referral to Special Education. Parents will be provided an interpreter. The Language Assessment Committee can also refer a student to special education services for continued diagnosis and testing if: (a) systematic efforts to identify the source of the difficulty are unsuccessful and/or (b) the Intervention Checklist identifies behavioral patterns deemed necessary for continued assessment. The Language Assessment Committee will gather the information and process the referral observing Special Education regulation timelines. The disabling condition must occur in the student's primary language to warrant an ESL referral.

Revised March 2018 by Diane Wadsworth

Accepted by RSU Board of Directors: _____

**KENNEBEC VALLEY STUDENT SUPPORTS
REGIONAL SERVICE CENTER**

Interlocal Agreement for Regional Service Center
20-A M.R.S. Chapter 123 and 30-A M.R.S. Chapter 115

This Interlocal Agreement is made by and between **Regional School Unit No. 2, Regional School Unit No. 38, and the Winthrop School Department**, all Maine school administrative units acting by and through their governing bodies (hereinafter, collectively, the “Parties”), as follows:

1. **Formation.** Subject to the approval conditions set forth in Section 25, the Parties hereby form a school management and leadership center, also known as a regional service center, under the authority of Title 20-A M.R.S. Chapter 123, §§ 3801 *et seq.* and Title 30-A M.R.S. Chapter 115, §§ *et seq.*
2. **Name.** The name of the school management and leadership center formed pursuant to this Agreement shall be: Kennebec Valley Student Supports Regional Service Center (hereinafter, the “Regional Service Center”).
3. **Purposes.** The purposes of the Regional Service Center shall be to promote student learning and staff development, and to achieve greater efficiency and cost savings through shared regional initiatives.
4. **Administrative Entity.** The Regional Service Center shall be a school management and leadership center within the meaning of 20-A M.R.S. Chapter 123, a political subdivision within the meaning of 5 M.R.S. § 19002(6), a quasi-municipal corporation within the meaning of 30-A M.R.S. § 5701, and a tax exempt governmental entity for purposes of 36 M.R.S. § 1760(2). The Board of Directors is authorized to make any filings and take any other necessary actions to implement the provisions of this Section 4.
5. **Term.** The term of this Interlocal Agreement shall be two (2) years commencing July 1, 2018 and ending June 30, 2020 (the “Initial Term”), subject to extension as follows: The term of this Agreement shall be automatically extended for one additional fiscal year on February 1, 2020 and February 1 of each subsequent fiscal year (each a “Renewal Term” and, together with the Initial Term, the “Term”), unless by February 1 in any year the Board of Directors votes in favor of dissolution and the Regional Service Center is dissolved pursuant to Section 18.B as of the following June 30.
6. **Fiscal Year.** The fiscal year of the Regional Service Center shall begin on July 1 and end on June 30.
7. **Members.** The initial members of the Regional Service Center shall be those Parties to this Agreement whose voters approve the formation of a Regional Service Center pursuant to Section 25 (hereinafter, the “Members”). Other school administrative units may become members pursuant to the requirements of Section 13 (“New Members”).
8. **Governing Body – Board of Directors.**
 - A. The Regional Service Center shall be governed by a board of directors (the “Board of Directors”) composed of the Superintendent of Schools of each Member, or the

Superintendent's designee who shall, in all cases, be an employee of that Member. Designees shall serve at the pleasure of the appointing Superintendent of Schools.

- B. The Board of Directors shall be responsible for all aspects of the Regional Service Center, including without limitation preparing its annual operating budget and establishing, and modifying from time to time, the scope of functions, programs, and services provided by the Regional Service Center.
 - C. The Board of Directors shall elect a chair, treasurer, and secretary, and any other officers it deems useful or necessary.
 - D. The Board of Directors may establish rules of procedure and policies to govern its meetings, provided such rules and policies are not inconsistent with this Agreement or state law.
 - E. Each Director shall have one vote.
 - F. A majority of the Directors shall constitute a quorum and, except as otherwise specifically provided in this Agreement, a majority vote of the Directors at a meeting at which a quorum is present shall be required for the Board of Directors to act.
 - G. A Director is deemed present for establishing a quorum and may participate in a meeting of the Board of Directors by means of remote communication provided that the Director is able to hear and participate in the meeting and to vote on matters under consideration concurrently with the Directors present at the meeting and that the Director's remote communications at the meeting are audible and/or visible to the Directors and members of the public in attendance at the meeting.
 - H. In the event that there is a vacancy in the position of Superintendent of Schools of any Member, the governing body of that Member may appoint an interim Director until a new Superintendent or acting Superintendent has been appointed.
9. **Functions, Programs, and Services.** The Regional Service Center may make available the following functions, programs, and services:
- A. A summer school program;
 - B. A joint program of select co-curricular and extra-curricular activities;
 - C. A joint professional development program;
 - D. A joint program for recruiting and training substitute teachers; and
 - E. Any other regional functions, programs, and services as may be authorized by law and approved by an affirmative vote of two-thirds of the full membership of the Board of Directors.

A regional service center that does not provide at least two functions, programs, and services in at least two of the categories of services set forth in 20-A M.R.S. § 15683-C may lose its eligibility for direct state funding pursuant to 20-A M.R.S. § 3806.

10. **Administration.** It is the intent of the Parties that the Regional Service Center be administered by each of the Members of the Regional Service Center on a rotating two-year basis, as determined by a two-thirds vote of the Board of Directors. During the two-year period that each Member is administering the Regional Service Center, the Superintendent of Schools of that Member shall serve as the Executive Director of the Regional Service Center. The Board of Directors and the governing body of the Member administering the Regional Service Center during each two-year period shall determine whether the Regional Service Center will pay the Executive Director a stipend directly, or alternatively, contract with the Member administering the Regional Service Center for the services of the Executive Director. The Board of Directors may alter these administrative arrangements by an affirmative vote of two-thirds of the full membership of the Board of Directors. The Executive Director shall:
- A. Administer the day-to-day operations of the Regional Service Center;
 - B. Administer the annual operating budget of the Regional Service Center, including without limitation accounting and auditing requirements related thereto;
 - C. Acquire and maintain liability and other insurance adequate to cover the Regional Service Center and its operations;
 - D. Track and record all data, submit all reports, comply with all state and federal reporting requirements on behalf of each Member, and otherwise ensure compliance with the terms and conditions of this Agreement, any charitable or governmental grant agreement that may be secured for the benefit of the Regional Service Center, and any other contract entered into by or on behalf of the Regional Service Center;
 - E. Adhere to generally accepted accounting principles and annually engage an external auditor to do an independent audit of the Regional Service Center's finances in accordance with 20-A M.R.S. § 3804; and
 - F. Perform other functions concerning the management of the Regional Service Center as directed by the Board of Directors.
11. **Fiscal Agent.** By agreement between the Board of Directors and the governing body of the Member administering the Regional Service Center, the Member administering the Regional Service Center may act as the fiscal agent of the Regional Service Center. The fiscal agent shall maintain the accounts of the Regional Service Center including, without limitation, its operating budget accounts; shall contract for, purchase, and hold title to all Regional Service Center equipment and property on behalf of the Regional Service Center; and shall perform any other functions concerning the fiscal management of the Regional Service Center, under the direction of the Board of Directors. All state contributions to the Regional Service Center – including, without limitation, any funds in support of the Executive Director's salary and benefits, student information system costs, and accounting and payroll system costs – shall be paid to the fiscal agent for the benefit of the Regional Service Center. The fiscal agent shall accept, account for, and disburse any such state contributions in accordance with the terms of this Agreement.
12. **Regional Service Center Employer.** To the extent the Board of Directors determines that the Regional Service Center requires or benefits from having a Member serve as the employer for some or all of the Regional Service Center's personnel, the governing body of the Member administering the Regional Service Center and the Board of Directors may agree to have the Member administering the Regional Service Center serve as the employer for the Regional Service Center's

personnel. Alternatively, the Board of Directors may by agreement with the governing body of another Member, designate that Member to serve as the Regional Service Center employer or may direct that the Regional Service Center employ its own personnel. If a Member serves as the Regional Service Center employer, the Member shall have all authority under applicable law to hire, evaluate, discipline, non-renew, lay off, or terminate employees serving the Regional Service Center. In making such employment decisions, the governing body of the Member shall solicit and consider the recommendations of the Board of Directors.

13. New Members; Associate Members.

A. New Members. Any school administrative unit wishing to become a member of the Regional Service Center, and which qualifies as a member pursuant to 20-A M.R.S. § 3802(2), may petition the Board of Directors for membership (“Petitioner”). The Board of Directors may condition membership by imposing additional obligations on the Petitioner and/or limits on the rights and benefits which a Petitioner may receive, including without limitation access to fund balances. The Petitioner and Board of Directors shall negotiate and execute a separate agreement in which the Petitioner agrees to be bound by the terms of this Agreement, subject to any such conditions (the “Membership Agreement”). A Petitioner shall become a member upon approval of the Membership Agreement by the governing body of Petitioner’s school administrative unit and by a two-thirds affirmative vote of the full membership of the Board of Directors.

B. Associate Members. Municipalities, counties, career and technical regions, public charter schools, and other entities which qualify pursuant to 30-A M.R.S. Section 3802(3) wishing to become a non-voting associate member of the Regional Service Center may petition the Board of Directors for associate membership (“Petitioner”). Associate members shall be permitted to participate in the functions, programs, and services provided by the Regional Service Center on such terms and conditions as may be included in a contract or memorandum of understanding between the Regional Service Center and the associate member. Any petition for associate membership and the proposed contract or memorandum of understanding must be approved by a majority vote of the Board of Directors and the governing body of the Petitioner.

14. Minimum Member Obligation. Nothing in this Agreement requires a Member to purchase all of the functions, programs, and services made available to it by the Regional Service Center. A Member may discontinue any purchased functions, programs, and services at the end of a fiscal year upon 90 days’ notice to the Board of Directors and thereafter shall no longer be obligated to pay for that function, program, or service. A Member that discontinues purchasing all services from the Regional Service Center shall no longer be required to continue paying the annual membership fee. A Member that does not continue to purchase at least two functions, programs, and services in at least two of the categories of services set forth in 20-A M.R.S. § 15683-C may lose its eligibility for a Regional Service Center allocation from the Maine Department of Education.

15. Non-Member Purchasers of Services. The Board of Directors may, in its sole discretion, offer and provide functions, programs, and services to any school administrative unit, political subdivision, public entity, or nonprofit organization or association that is not a Member (“Service Recipient”) provided that the Service Recipient pays all actual costs for the functions, programs, and services plus a supplemental fee, said costs and fee to be determined by the Board of Directors. Priority for any functions, programs, and services offered by the Regional Service Center shall be given to its Members.

16. **Authority and Powers.** The authority and powers of the Regional Service Center shall be as follows provided that the fiscal affairs of the Regional Service Center may be exercised by and through a fiscal agent:
- A. **Organizational Powers.** The Regional Service Center shall have the power and authority to provide functions, programs, and services in accordance with the terms of this Agreement.
 - B. **Contracts.** The Board of Directors is authorized to enter into contracts, leases, and lease purchase agreements on behalf of the Regional Service Center.
 - C. **Employment of Personnel.** The Board of Directors is authorized to employ personnel to carry out the purposes of this Agreement.
 - D. **Personal Property.** The Board of Directors is authorized to hold and dispose of personal property in the name and on behalf of the Regional Service Center for purposes of this Agreement.
 - E. **Expenditures.** The Executive Director, under the direction of the Board of Directors, is authorized to expend funds in accordance with the approved Regional Service Center budget.
 - F. **Investment of Funds.** The Executive Director, under the direction of the Board of Directors, is authorized to invest Regional Service Center funds on behalf of the Regional Service Center in accordance with 30-A M.R.S. §§ 5706-5719.
 - G. **Reserve Funds; Contingency Funds.** The Board of Directors is authorized to establish, maintain, and expend funds from a reserve fund or contingency fund.
 - H. **Disposition of Property and Indebtedness.** The Board of Directors is authorized to dispose of any personal property, including by sale or lease, transferred to or from or administered by the Regional Service Center. The Board of Directors is not authorized to assume, incur, or dispose of any indebtedness in the name of the Regional Service Center.
 - I. **Purchase of Goods and Services.** The Board of Directors is authorized to purchase goods and services.
 - J. **Acceptance of Gifts and Grants.** The Board of Directors is authorized to accept conditional and unconditional gifts and grants, outright or in trust. Conditional gifts requiring ongoing commitment of funds must be authorized a two-thirds vote of the Board of Directors at a meeting at which a quorum is present.
 - K. **Acceptance and Expenditure of State and Federal Funds.** The Board of Directors is authorized to accept funds from state, federal, and other sources.
 - L. **Policies.** The Board of Directors is authorized to adopt administrative policies including, without limitation, purchasing and procurement policies and conflict-of-interest policies, provided any such policies do not conflict with the terms of this Agreement or applicable state or federal law.

- M. Authority to Borrow. The Board of Directors shall have authority to borrow funds in anticipation of the Members' payment of their shares of the Regional Service Center budget. Any such borrowings shall be without recourse to the Members and, as provided in 20-A M.R.S. Section 3802(11) must be repaid within one year and may not exceed three quarters of the Regional Service Center's budget.
- N. No Eminent Domain Powers. Notwithstanding 20-A M.R.S. § 3802(7), the Parties hereto do not delegate their respective eminent domain powers to the Regional Service Center.
- O. No Bonding Authority. Notwithstanding 20-A M.R.S. § 3802(12), the Board of Directors shall have no authority to issue bonds or notes for school construction purposes.
- P. No Transfer of Responsibility for Provision of a Free Public Education. This Agreement does not transfer to the Regional Service Center any school administrative unit's responsibility for providing the opportunity of a free public education to each of its students or a free, appropriate education to each of its students with a disability as required by Title 20-A of the Maine Revised Statutes or by federal law.

17. Fiscal Operation; Cost Sharing.

- A. Funding Sources. The activities of the Regional Service Center may be financed from any of the following sources:
 - i. State subsidy;
 - ii. Member assessments;
 - iii. Fees collected from Members, Associate Members, and non-Member Service Recipients for services provided;
 - iv. Donations, charitable or governmental grants, or similar funding sources, as the Board of Directors deems appropriate; and
 - v. Any other funding source or miscellaneous revenue approved by the Board of Directors.
- B. Annual Operating Budget. Except as provided in Section 17(G) ("Transition Plan for FY 2019"), by February 1 of each year, the Board of Directors shall prepare and approve, by a two-thirds vote of the Board of Directors at a meeting at which a quorum is present, an annual operating budget to fund the Regional Service Center for the following fiscal year. The Board of Directors shall consult with the Executive Director in preparing the budget, and shall provide the final budget to each Member. The budget shall include:
 - i. All anticipated revenues, as determined by the Executive Director and approved by the Board of Directors;
 - ii. All costs of operating the Regional Service Center as determined by the Executive Director and approved by the Board of Directors, set forth in separate articles that are consistent with the appropriate articles in the cost center summary budget format of 20-A M.R.S. § 1485(1)(A).

In the event that the Board of Directors fails to approve an annual budget by February 1, the Executive Director shall call an emergency meeting of the Board of Directors to be held no later than February 15, at which an annual budget must be adopted.

C. Budget Allocation and Assessment.

- i. The Board of Directors shall assess the Members for (1) an annual membership fee and (2) an annual service allocation fee. The annual membership fee shall be allocated among the Members in proportion to their attending pupil counts as of the prior October 1 as shown on the Department of Education's ED 279 Report, or its successor. The annual service allocation fee shall be allocated among the Members based on each Member's use of the functions, programs, and services provided by the Regional Service Center. The annual membership fee and the annual service allocation fee shall not be assessed against those Members that have elected not to purchase any functions, programs, and services from the Regional Service Center. This cost-sharing arrangement may be modified by October 1 of any year for the following fiscal year by an affirmative vote of two-thirds of the full membership of the Board of Directors.
- ii. By January 30 of each year, each Member shall be assessed the annual membership fee and the annual service allocation fee for the following fiscal year. Unless otherwise provided in a Board of Directors' policy, the Members shall pay their respective membership and service allocation fees to the Regional Service Center in two semi-annual installments in July and January of each fiscal year.
- iii. After taking into account other revenues, the annual membership fee of each Member shall be in such an amount as to provide the Regional Service Center with sufficient funds to operate during the fiscal year after taking into account other sources of anticipated revenue including state subsidy and service allocation fees.

D. Expenditure of Funds; Balanced Budget. All funds of the Regional Service Center may be used by the Board of Directors in a manner consistent with this Agreement, any applicable grant agreements, and state and federal regulations. Regional Service Center fund balances may, at the discretion of the Board of Directors (i) be used to reduce the operating costs of the Regional Service Center; (ii) be accrued in reserve and contingency funds; or (iii) be equitably credited or rebated to each Member. Anticipated carryover funds at the end of a fiscal year may be returned to the Regional Service Center to support its continued growth and reduce Member costs in succeeding fiscal years. To maintain a balanced budget, the Regional Service Center shall return any funds in excess of any anticipated carryover funds to its Members in proportion to each Member's attending pupil count as of October 1 of the prior fiscal year as shown on the Department of Education's ED 279 Report, or its successor.

E. Invoices; Payments Due. The Board of Directors shall determine the process, schedules, and deadlines related to invoicing and payments due (including for membership and service allocation fees) consistent with this Agreement and applicable laws and rules.

F. State Subsidy. The Regional Service Center may lose its eligibility for direct state funding pursuant to 20-A M.R.S. § 3806 if it does not provide at least two functions, programs, or services in at least two of the categories set forth in 20-A M.R.S. § 15683-C.

- G. Transition Plan for FY 2019. Notwithstanding Paragraph 17.B (“Annual Operating Budget”), the Regional Service Center budget for Fiscal Year FY 2018-2019 shall be the budget attached hereto as Schedule A.

18. Withdrawal; Termination; Dissolution; Transfer.

- A. Withdrawal. Any Member may withdraw from the Regional Service Center effective at the end of a fiscal year, provided that the withdrawing Member satisfies applicable state law and gives written notice to the Board of Directors not later than November 1 preceding the end of a fiscal year. The Director representing the withdrawing Member shall enter into a withdrawal agreement with the Board of Directors on terms acceptable to the Board of Directors. Any withdrawal agreement involving the withdrawal of a Member must be consistent with the following conditions and understandings:
- i. The Director representing a withdrawing Member shall be recused from participating in or voting as a Director on any matter relating to the withdrawal from the date that written notice of the withdrawal is provided to the Board of Directors.
 - ii. The Board of Directors and the Director representing the withdrawing Member shall in good faith negotiate a withdrawal agreement that allocates an equitable share of the Regional Service Center’s assets and liabilities to the withdrawing Member.
- B. Dissolution. The Regional Service Center may be dissolved by a majority vote of the full Board of Directors and approval of the dissolution in accordance with the requirements of applicable state law. Prior to dissolution of the Regional Service Center, the Directors, by written agreement, shall make suitable provision for the equitable division among the Members of the assets and liabilities of the Regional Service Center.
- C. Transfer. Upon a majority vote of the Board of Directors, a Member may transfer to another school management and leadership center or regional service center whose board of directors has adopted a vote to approve the transfer on terms acceptable to the Board of Directors and the transferring Member. Prior to any such transfer, the Board of Directors of the Regional Service Center, the transferring Member, and the receiving regional service center shall enter into a transfer agreement making suitable provision for the transition of governance and other matters related to the Regional Service Center, including the equitable division and/or transfer of the assets and liabilities of the Regional Service Center.
- D. Termination of Participation of Member for Cause. The participation of a Member in the Regional Service Center may be terminated for cause upon the failure of the Member to conform to the terms of this Agreement or any statutory requirements applicable to interlocal agreements or school management and leadership centers, including without limitation failure to pay the assessed Budget Allocation Assessment. Prior to any such termination, the Board of Directors shall provide the nonconforming Member with a written notice of termination for cause and a 30-day opportunity to cure. If the nonconforming Member fails to cure the nonconformity within the 30-day cure period, the Board of Directors shall prepare a plan for termination in accordance with the provisions of Section 18.A.ii (except that any reference to the withdrawing party therein shall mean the nonconforming Member). The nonconforming Member’s participation in the Regional

Service Center and status as a Member to this Agreement may then be terminated by a vote of a majority of the full membership of the Board of Directors, excluding the Director representing the nonconforming Member. The termination of a nonconforming Member's participation shall become effective as of the end of the then current fiscal year.

19. **Dispute Resolution.** Any dispute arising out of or relating to this Agreement, shall be resolved as follows:
 - A. **Negotiation.** The parties to the dispute shall negotiate in good faith and attempt to resolve any dispute, controversy, or claim arising out of or relating to this Agreement (“Dispute”) within 30 days after the date that an aggrieved Member has given written notice of such Dispute to the Board of Directors.
 - B. **Mediation.** If the Dispute has not been resolved within 30 days, any party may serve written notice on the other parties to the dispute of a request for non-binding mediation. The mediation shall be conducted in Maine by a mediator mutually agreeable to the Director representing the aggrieved party and the Directors representing the other parties to the dispute and shall not exceed one full day or two half days in length, and shall be completed within 90 days from the date of receipt of a request for mediation. The aggrieved party shall be responsible for the costs of the mediator. In the event that the aggrieved party and the Director(s) representing the other party or parties to the dispute are unable to agree on a mediator within 14 days, or to resolve the dispute through mediation within 90 days, the Members and the Regional Service Center reserve the right to file a civil action in a court of competent jurisdiction located in Kennebec County, Maine.
 - C. **Performance During Dispute.** Unless otherwise directed by the Board of Directors, the Members shall continue performance under this Agreement while matters in dispute are being resolved.
20. **Insurance.** Each Member, Associate Member, and non-Member Service Recipient shall be responsible for obtaining and maintaining insurance adequate to protect itself from the risks, if any, related to this Agreement.
21. **No Exclusivity.** Nothing in this Agreement shall obligate any Party to any exclusive relationship with any other Party or Parties, the Regional Service Center, or the Board of Directors; nor shall it prevent or limit any Party's participation in any other plan, program, agreement, or arrangement for functions, programs, or services; nor shall it impair any rights that any Party may have under any other plan, program, agreement, or arrangement of any kind. For the avoidance of doubt, nothing in this Agreement shall preclude the Parties or any Members from entering into an interlocal agreement to join another school management and leadership center or establish any other similar joint venture.
22. **Amendment.** This Agreement may be amended by a two-thirds affirmative vote of the full membership of the Board of Directors. In the event of the addition, withdrawal, transfer, or termination of participation of a Member, the Board of Directors shall amend this Agreement accordingly.
23. **Applicability to Successor Parties.** This Agreement shall be binding upon any successor of each Member.

24. **Miscellaneous.** This Agreement shall be interpreted, governed, construed, and enforced in accordance with the laws of the State of Maine. This Agreement contains the entire agreement between the Parties in relation to its subject matter, and there are no other agreements or understandings, oral or otherwise, between the Parties at the time of execution of this Agreement. If any provision(s) of this Agreement is determined to be invalid or unenforceable in whole or in part for any reason, such provision(s) shall be severed and the Parties shall negotiate in good faith to amend this Agreement so as to effect the original intent of the Parties as closely as possible. The remaining provisions of this Agreement shall be unaffected thereby and shall remain in full force and effect to the full extent permitted by law. This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which, taken together, shall constitute one and the same Agreement.

25. **Approval Conditions, Effective Date, and Members.**

A. **Approval Conditions.** Pursuant to 20-A M.R.S. §§ 3805(2) and (3), this Agreement is subject to the following conditions:

- i. This Agreement must be approved by the Commissioner of the Maine Department of Education; and
- ii. This Agreement shall be submitted to the voters of each Party that is a school administrative district or a regional school unit at its annual school budget meeting or at a referendum; to the voters of each Party that is a municipal school unit with a town meeting form of government at a town meeting or referendum; and to the voters of each Party that is a municipal school unit with a charter form of government at a town meeting or referendum in accordance with the requirements of the charter.

B. **Members and Effective Date.** If this Agreement is approved by the voters of at least two Members on or before June 30, 2018, the Regional Service Center shall be formed with an effective date of July 1, 2018 (the “Effective Date”) provided that any other Party to this Agreement may then join the Regional Service Center as a Member if this Agreement is approved by the voters of that Party by November 30, 2018. If this Agreement has not been approved by the voters of at least two Parties by June 30, 2018, it may then be approved by the voters of two or more Parties by November 30, 2018, in which case the Regional Service Center will be formed with an effective date of December 1, 2018.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the undersigned Parties have caused this Interlocal Agreement to be signed on their behalf by their duly authorized representatives who, by their signatures below, attest that they have the power and authority to bind their respective Party.

REGIONAL SCHOOL UNIT NO. 2

Bill Matthews
Chair of the School Board

Date

REGIONAL SCHOOL UNIT NO. 38

Betty Morrell
Chair of the Board of Directors

Date

TOWN OF WINTHROP, A MUNICIPAL
SCHOOL UNIT ACTING BY AND
THROUGH ITS SCHOOL COMMITTEE

Virginia Geyer
Chair of the School Committee

Date

APPROVED BY THE COMMISSIONER,
MAINE DEPARTMENT OF EDUCATION

Robert G. Hasson, Jr.

Date

KENNEBEC VALLEY STUDENT SUPPORTS
REGIONAL SERVICE CENTER
Interlocal Agreement for Regional Service Center

SCHEDULE A

**FISCAL YEAR FY 2019
REGIONAL SERVICE CENTER BUDGET**

EXPENDITURES		REVENUES	
<u>Cost Center Expenditures:</u>		<u>Annual Membership Fees:</u>	
Regular Instruction	\$ 0.00	RSU 2	\$ 1,000.00
Special Education	\$ 0.00	RSU 38	\$ 1,000.00
Career & Tech Education	\$ 0.00	Winthrop	\$ 1,000.00
Other Instruction	\$ 0.00	<u>Annual Service Allocation Fees:</u>	
Student & Staff Support	\$ 0.00	RSU 2	\$ 0.00
System Administration	\$ 0.00	RSU 38	\$ 0.00
School Administration	\$ 0.00	Winthrop	\$ 0.00
Transportation and Buses	\$ 0.00	<u>Other Fees:</u>	
Facilities Maintenance	\$ 0.00	Associate Members	\$ 0.00
Debt Service & Other Commitments	\$ 0.00	Non-Members	\$ 0.00
All Other Expenditures	\$ 0.00	<u>Direct State Funding:</u>	
<u>Other Expenditures:</u>		Executive Director (55%)	
Food Services	\$ 0.00	Student Info. System	
		Accounting/Payroll System	
<hr/>		<hr/>	
TOTAL EXPENDITURES	\$ (0.00)	TOTAL REVENUES	\$ 100,200.00
CARRYOVER	\$ (0.00)		
DISBURSEMENTS			
RSU 2	\$ (0.00)		
RSU 38	\$ (0.00)		
Winthrop	\$ (0.00)		
<hr/>			
TOTAL CARRYOVER + DISBURSEMENTS	\$ (0.00)		
EXPENDITURES + CARRYOVER + DISBURSEMENTS	\$ (0.00)		

Elementary Principals' Report
 April 4, 2018
 Janet Delmar (MES & MTV)
 Jeff Boston (RES & WES)

	Pre-K	K	1	2	3	4	5	Total
MES	15 (am) 11 (pm)	13/12	18/18	23	16/12	23	21	182
RES	16 (am) 13 (pm)	15/16	14/14	17/17	22	17/17	16/16	210
MTV	11	11	16	20	13/13	17	19	120
WES	0	12	12	12	10	11	11	68

Parent/Teacher Conferences

The month of March marks our spring Parent/Teacher conferences. We would like to take this opportunity to thank our parents and teachers for their efforts in building a strong educational partnership to benefit our children. Below are the percentages by school of parents who attended their child's conference:

MES - 91% (Overall percentage average for the 2017-2018 SY - 90%)

RES - 86% (Overall percentage average for the 2017-2018 SY - 87%)

MTV - 71% (Overall percentage average for the 2017-2018 SY - 80%)

WES - 91% (Overall percentage average for the 2017-2018 SY - 95%)

Workshop Day (March 16th)

The morning session consisted of all faculty members PreK-12 meeting at the high school and participating in breakout seminars on Adverse Childhood Experiences. The keynote speaker was Kini Tinkham, who spoke on Promoting Resilience Among Youths. There were two other sessions on reducing stress and a "support and connect panel" consisting of elementary guidance counselors, nurses, and teachers.

During the afternoon, the elementary teachers had the opportunity to work in their individual buildings from 12:30 to 2:45 pm. The afternoon session consisted of curriculum work with grade level partners (developing upcoming science, social studies, and math units) or working with content area partners (guidance, art, music). The librarians worked on the KVBA celebration for students in May.

NCSM Math Presentation (Washington D.C.)

On April 23rd, 24th, and 25th a team of RSU#38 educators will be presenting and attending the NCSM (National Council of Supervisors of Mathematics) in Washington D.C. The team includes, Carolyn Watkins, grade 3 teacher from MtVES, Deb Hatt, math interventionist from MtVES, Sarah Caban, district math instructional coach, Janet Delmar, principal of MtVES and MES, and Nancy Harriman, RSU #38 Curriculum Coordinator. The presentation, Equity in Practice, will address active efforts towards cultural change in every classroom, school, and district to combat systemic challenges such as access, tracking, and deficit thinking. We will share our beliefs that math interventions should focus on amplifying instruction, curriculum, and community, not simplifying content and that all students deserve to participate as an integral part of a community of mathematicians. We will share how we have integrated collaborative teaching, planning, and learning to ensure that strong instruction is the first step in providing equitable and accessible interventions.



MARANACOOK COMMUNITY HIGH SCHOOL

RSU#38

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Dwayne Conway, Principal
Al MacGregor, Athletic Director

Kristen Levesque, Assistant Principal

Kelly Thompson, Office Coordinator
Kimberly Radley, Guidance Chair

Dear RSU #38 Board Members,

School Support: Open Letter from Student (sent to administration): *Coming to Maranacook, so many opportunities were there for me that allowed myself to thrive as a student and as a person. I met Mrs. Graziano and knew I could go to her if I needed help with math, which is not my best subject. The advisee system was where I could go have a guaranteed good start to my day, and build a kind of trust with a teacher I didn't think was possible. The civil rights team was a place where I could take all the passion I have and channel it to make our school a positive place. These are all elements of school safety, and they deserve to be recognized. I didn't have these programs and tools last year, and I want to "pay it forward," so to speak, and organize an event that would reflect how safe this school is from my eyes. Safety isn't just having strong windows and locks on our doors, it's a place to go when you're sick, hungry, struggling with a subject, or cold, and I think an extra emphasis should be put on that. Although the assembly we had originally created didn't happen on schedule, I want everyone to see how much you all care about us and the safety of our school, so I'm willing to work hard to make this possible.*

Thank you, Maggie Stokes

We have a fantastic group of educators here at MCHS! Thank you to all of our staff for their student centered approach in education!

The Epic Debate: On Monday, March 19th, the high school's Speech and Debate team held a debate extravaganza during Focus Time for all staff and student to enjoy.

During the first focus time, Junior and Senior classes witnessed a jedi mind trick the likes of which has never before been seen (with Mr. Babbitt and Mr. Fecteau):

as the square off on the resolution:

Resolved: The Jedi are evil.

During second focus time Freshman and Sophomore classes were invited to witness an epic battle between Mr. Fecteau and Mr. Babbitt

Resolved: Pluto IS a planet.

The moderator was the one and only high school senior and Speech and Debate extraordinaire, Tyler Dunn. This was a lot of fun, thank you to Mr. Forgue and the entire Speech and Debate Team for putting on this amazing event!

Freshmen of the Month! This past week the freshman academy presented the January/February freshman of the month awards. The recognized students, Tom Poling, Andrea Harmon, Will Moran, Sierra Beland, and Katie Gasper, were awarded awesome bear sunglasses and a student of the month pin. Students were recognized for their growth mindset, effort, perseverance, attendance, and helpfulness.

Speak Out Contest: Thursday night, three freshman ladies: three freshmen competed at the Lion's Club Speak Out Contest in Manchester. Each student prepared a 4-6 minute speech on a topic of her choice to be delivered in front of the club members. They were scored anonymously by three members of the audience on their presentation, the quality of their speech, and on their ability to answer impromptu questions. These ladies did a phenomenal job with Sierra Beland coming in first with her speech on school safety, Sierra will take her speech to the second round of the contest in Skowhegan on March 27.

3/16 Professional Development Day: On Friday 3/16/18, teachers, counselors, specialists and administrators participated in sessions about Adverse Childhood Experiences (ACEs) and stress in the workplace. Afterwards, the special ed department worked on transition planning while the rest of us participated in an advisor workshop on chapters 7-10, from *Fostering Resilient Learners*. Thank you to Rebecca for doing such a fantastic job organizing the morning, thank you to Kim Radley, Ellen Turgeon, Hannah Moran, Chris St.Clair, Kelsea Trefethen and Becca Reynolds for your panel expertise, and thank you to Master Advisors for organizing the afternoon!

Maggie McQuillen's Yearlong Exchange to Germany: On Tuesday, sophomore Maggie McQuillen was accepted to the Congress-Bundestag Youth Exchange (CBYX) Program. She will spend her Junior year abroad, studying at a German high school and living with a host family. The program will pay all of her expenses, as well. We are all very proud of her!

2019 GAPP Trip Acceptances: On Monday, Herr Fecteau selected 16 students to participate in the 2019 German American Partnership Program (GAPP). The partnership is with the Erasmus-von-Rotterdam Gymnasium in Viersen, Germany - located in western Germany near the Netherlands border. To be selected is such an honor. Each student battled it out for a spot on the trip using their semester grades, level of German, whether they were exceeding course standards, participation in the classroom, etc. MCHS students will go abroad in March of 2019 and they will reciprocate the exchange in October of 2019. Herr Fecteau will also be offering an additional trip to Germany for any German student that is interested in exploring Germany but is not participating in the GAPP Exchange. Thank you Herr Fecteau for making this a reality for our German students!

Staff Meeting: On Tuesday we had our staff meeting. It was great to have a further discussion of PBE. We are still in the process of figuring out exactly what PBE and our dual grading system will look like at Maranacook. We are right where we should be working our way through the process. Thank you to everyone on the staff who presented.

Mini College Fair: We hosted our second annual GEAR UP Mini College Fair, for middle school and high school students, on Wednesday, 3/7, during the late start time. We had a nice turnout from both schools! The information from this fair will help our students start to think more about their post-secondary plans, and what they will need to do to achieve their goals. Thank you to Emma Mohny, Gwen Mohlar, Kim and Sara for their efforts in making this happen!

Senior Post Secondary Plans, update: We have had a busy week in guidance. Kim and Sara attended the MELMAC conference on Monday, March 19th. Kim and Ellen attended the Gatekeeper Suicide Prevention Training on Tuesday, March 20th.

Upcoming events include: A Non-Suicidal Self-Harm training for Kim and Sara, SAT and MEA Science Testing in April, AP Testing in May, and a Junior College Tour to UNH and St. Joseph's at the end of April!

Here are the colleges we have heard from students on for acceptances (there are more but guidance does not collect all the data officially starting May 1st):

- AMDA College and Conservatory of the Performing Arts
- Becker College
- Bowdoin College
- Central Maine Community College
- Connecticut College
- Dalhousie University
- Eastern Maine Community College
- Franklin Pierce
- Keene State College
- Kennebec Valley Community College
- Maine Maritime
- Nichols College
- Northern Maine Community College
- Roger Williams University
- Salem State
- Southern Maine Community College
- St. Francis Xavier University
- Thomas College
- University of Arizona
- University of Maine Augusta
- University of Maine Farmington
- University of Maine Fort Kent
- University of Maine Orono
- University of New England



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- University of Northern Florida
- University of Southern Maine
- Virginia Tech
- 1 student enlisted in the Marines
- 2 students enlisted in the Army National Guard
- We also have a student who is taking a Gap year to travel to Germany.

Eighth Grade Shadows: This past Wednesday and Friday, 8th graders came up to the high school in order to shadow classes they will have next year. A total of 56 8th graders signed-up to shadow in 19 different sections stretching from alt. ed, art, German, and French to algebra 1, global, English, and science. Students showed engagement and were willing to participate in the day's lessons.

Ed Camp Maranacook: Maranacook hosted an Ed Camp on Saturday, March 10th. Ed Camps are un-conferences that are free to participants. The session topics are decided by participants at the Ed Camp, where conversation and collaboration are priorities. Thank you to everyone who attended and helped make this event happen at MCHS!

Spain Trip: The trip to Spain started on Wednesday, March 7, when the group drove down to Boston early to avoid driving down in the big storm on Thursday. They flew out on Thursday evening and arrived in Spain at 5am on Friday. The trip was a big success and extremely enjoyable for the students and chaperones with visits to many museums and cathedrals as well as other prominent historical sites including an ancient roman aqueduct in Segovia.

Chamber Singers/ Music Fundraiser: On Saturday and Sunday, 3/10 & 3/11, the music program ran the basketball tournament refreshment area, hoping to raise the final funds necessary for their April trip to New York City where students will be able to experience the "big city" and some Broadway plays. They will even be able to watch Phantom of the Opera in orchestra seats! Thank you Drew for providing students with such an amazing opportunity!

OIT Tech Night: Twelve students along with Lori Twiss, Cal Dorman, and Chris & George Tamborini attended the State Office of Information Technology's 'Power Tech Night 2018'. Students spent time visiting with several vendors from state colleges, computer crime force officers, game wardens, biologists and National Guard members to learn and ask questions about how technology is used in their fields. The kids were able to have hands-on knowledge of cyber practices, compete in activities with students from 15 other schools, 'drive/control' an airplane, have robot wars, code a short program, and topped off with a pizza dinner. Seven of the 12 won door prizes from gift cards to Bluetooth headset, VR goggles and more. Each student received swag bags full of goodies. So if you see a student with a great looking laptop backpack (the swag bag) ask them how they enjoyed the night and what kind of swag goodies they received.

Enrollment: 359

9th Grade: 85, 10th Grade: 92, 11th Grade: 92, 12th Grade: 90

Respectfully Submitted,

Dr. Levesque, Ms. Kelley, Ms. Radley and Dr. Conway

Adult and Community Education
April 2018
Board Report

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

March was a busy month in Adult Education and April is proving to be even busier! The month of April starts off with our bi-annual state-wide directors meeting in Bangor. This is a two day event, occurring on April 5th and 6th. With all of the changes and updates taking place in adult education, the state sponsored event is always extremely well worth attending. High on the expected list of updates is information related to our Federal Adult Education and Family Literacy Act (AEFLA) grant. This grant provides our adult education HiSET and high school diploma program with operation funding. The request for proposal (RFP) is due to be circulated on April 9th, so I will be very busy writing during the first of the month.

April 10th, is our annual Adult and Community Education Hall of Flags Event at the capitol building in Augusta. This event is attended by adult education programs from all across the state, state representatives (house and senate), the commissioner of education and occasionally even the Governor. The purpose of the event is to inform politicians and the general public about the value of adult education and its ability to change people's lives through its educational and vocational programs.

April 25th, selected adult educational leaders will be gathering at Central Maine Community College in Auburn for our State Wide Assistance Team (SWAT) Meeting. The focus of this meeting is to continue to foster/improve communications between adult education, the Department of Labor (DOL), the Career Centers and statewide business leaders.

We continue to make progress on our CDL grant, formed in partnership with the Maine Community College System. If all goes as planned, we will be offering a summer CDL program in July-September that will be offered free to 20 participants. While there are a few stipulations and business partnerships that go along with the grant, I am working together with KVCC to finalize all of the requirements.

By the end of April, it is hard to believe but we will be starting the process of organizing our Fall 2018 adult education brochure. If you are interested on know someone who is interested in teaching a class for our program, please give us a call at 685-4923 x. 1065.

Thanks!



Director, Maranacook Adult and Community Education

Health Center
April, 2018

March has been a full month here at the Health Center.

We are happy to have received word that we are one step closer to having our state funding restored. LD 1710 passed unanimously at the Senate and has a couple more hurdles before it is finalized, but we are optimistic.

Kini Tinkham and I are looking at ways to integrate Trauma Informed Care into our practice here. We are exploring options for grant opportunities that would support this kind of work, and spoke with Karen Heck of the Bingham Foundation earlier in the month about this. We will continue to explore this option.

The School Health Leadership Council met this month. Most exciting is the fact that all of our schools are participating in the 5210 initiative and seem to be enjoying spreading the word. We are working on getting water bottle filling stations in more of our schools which is helping promote better health by drinking water and avoiding sugary drinks!

We partner with the Family Violence Project and I was able to meet with the United Way and speak on behalf of the Family Violence Project, in support of the work that they are doing with our students around healthy relationships and teen dating abuse prevention.

The Student Health Advisory showed their Health Center Promotional Video to the Freshmen and Seniors. We are scheduling Sophomores and Juniors for April.

Our Health Advisory Board also met this month. We talked about advocacy and the students gave an update. The group also viewed the promotional video.

The Health Center worked with the A-Team to put together the PD day for 3/16. Presentations included information on ACES and Resilience as well as stress resilience for staff.

Quarterly meetings are still happening with the Maine Association of School Based Health Centers. We talked about sustainability at our March meeting.

Becca



MARANACOOK AREA SCHOOLS

A Caring School Community Dedicated to Excellence

Donna H. Wolfrom, Ed.D.
Superintendent of Schools

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

Tel. 207-685-3336

Ryan Meserve
Special Education Director

Brigette Williams
Finance Manager

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April Board Report

Dear RSU #38 School Board:

As previously mentioned in other Board reports, and discussed at Board meetings, the Maine Department of Education's proposal for public schools to take over the special education responsibilities for children 3-5 is still slowly moving forward. Recently, the DOE's proposal was more formalized and the legislative document was sent to the Education Committee to conduct a public hearing. That public hearing took place on Monday March 26th, 2018. At the public hearing there was an overwhelming amount of turnout. In addition to the committee room being full there was also an extra room that streamed the event so more audience members could participate and hear the discussions. To start the hearing the Commissioner of Education, Dr. Robert Hasson, and members of DOE presented the legislative document to the committee.

In the current proposal the public schools would become responsible for this shift in services, oversight and supports as of July 1, 2020 for students 3-5. This is a change from the initial fall communication from DOE that was planning to have this in place for the next school year 2018-2019. However, even with a more delayed timeline there were many people who spoke to the fact that the timeline may be too rushed. They specifically noted that the changes being proposed were lacking details in how the 3-5 provisions would be transitioned, how public schools would prepare, how it would be funded, and the overall impact it may have on students, families and service providers. There were a fair number of people that spoke out against the legislation, but many spoke neither for nor against, and brought up concerns about the lack of an implementation plan. Overall, many of the participants noted they favor the general intent of the proposed reorganization, although they still struggle with knowing how it will materialize unless there is a more well thought out plan that also tackles the funding issue.

During the public hearing the committee moved many discussions and questions to the upcoming work session. They requested a quick turnaround for DOE to provide more information to the specific questions raised. The education committee asked for more detailed information from DOE around funding, timelines, training, and implementation in order to discuss the matter further during the work session. There are some schools that are willing to be early adopters and they are Biddeford and Lewiston. However, this led to additional concern that only urban pilot programs are being conducted, which may not answer many of the concerns about how rural and less developed service center areas may be able to implement such a shift in service and oversight provisions.

There will certainly be more information to come and as that information materializes I can plan to share more with you at that time.

Sincerely,
Ryan Meserve
Special Education Director

To: RSU #38 Board of Education
From: Nancy Harriman, Director of Curriculum, Instruction, and Assessment
Re: MEA
3/30/18

Once again, it's MEA season. What is the Maine Educational Assessment and why do we give it?

MEA 2018

MEA is currently called the eMPowerME & SAT and is part of the MeCAS state assessment system. Students in grades 3-8 are assessed **online** in March in **English Language Arts** and **Mathematics**. The total testing time is approximately 7 hours and includes separate sessions for Math, Reading and Language, and Writing. For example:

Reading

Directions: approximately 10 minutes
Session 1 – Reading: 80 minutes
Session 2 – Reading: 80 minutes
Total Reading = 160 minutes

Writing & Language

Directions: approximately 10 minutes
Session 1 – Writing & Language: 35 minutes
Session 2 – Writing & Language: 35 minutes
Total Writing & Language = 70 minutes

Mathematics

Directions: approximately 10 minutes
Session 1 – Mathematics: 75 minutes
Session 2 – Mathematics: 75 minutes
Total Mathematics = 150 minutes

Essay

Directions: approximately 10 minutes
Session 1 Essay – Grades 3, 4, 5: 80 minutes
Session 1 Essay – Grades 6, 7, 8: 70 minutes

Science is assessed separately in late April -May at grades 5, 8, and 11 through a **paper and pencil test**. The length of testing ranges from Gr. 5: 2 hrs and 30 minutes in 2-3 sessions to Gr 11: 4 hrs and 10 minutes in 2-3 sessions. The format is similar to the MEA in other content areas.

Implications: The procedures for registration, training, and administration are VERY detailed to ensure test security and consistency from site to site. Teachers worry about their students with test anxiety. Administrators must ensure procedures are understood and followed. Even packing the box after testing takes a lot of administrative time and attention. In our elementary schools students have to take the online MEA in the one computer lab per school, which often limits students' access to other technology instruction for multiple weeks.

Test Prep: We do NOT encourage packet prep or "cramming" specific content (which *some* of us may have done ourselves in school) prior to these assessments. However, many teachers use release performance tasks and items very effectively, ie. to provide practice reading carefully to

identify the key questions, respond to them step by step, and persist in problem solving. These and similar strategies for taking tests or completing complex projects are 21st century skills.

History of the MEA

The Maine Educational Assessment (MEA) is a comprehensive statewide testing program that was initiated with the Education Reform Act of 1984 and since 1985 has measured the academic achievement of Maine students. In March of 1996, the legislature adopted new state Learning Results to establish educational standards that apply to all of the state's students and passed An Act to Initiate Education Reform in Maine that requires that a system of assessment be established with the following characteristics:

- Student achievement must be measured by a combination of state and local assessments
- The 4th, 8th and 11th grade results of the state assessment be used to measure the Learning Results
- LEAs may develop additional assessments to measure achievement, including student portfolios, performances, demonstrations, and other records of achievement.

Source: Maine Assessment and Accountability Profile, CPRE, June 2000 Retrieved 3/30/18 from http://www.cpre.org/sites/default/files/assessmentprofile/928_me.pdf.

States are required to each have a system of educational accountability, including standards and assessments of those standards (MDOE Regulation 131: The Maine Federal, State, and Local Accountability Standards). However, results of state assessments can't be compared as each state's standards and criteria for meeting the standards may be different. Also, federal funding sources may specify criteria for the accountability system that may change as administrations change.

FMI: Search Maine and then descriptors – other states starting with M also have MEA's!



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Superintendent's Report – April 2018

On March 26, 2018 State Police Sergeant Tyler Stevenson met with the combined district crisis teams from every school for active shooter training. This training fine-tunes our drills and procedures as it focuses specifically on what to do should there be an active shooter in the building or on the grounds. This training resulted in a discussion that I had earlier in the month with Sergeant Stevenson and Special Agent Todd Chilton from the Department of Public Safety's Maine Drug Enforcement Agency. In addition I spoke that day with Dane Wing of Homeland Security regarding school safety. All three are parents of students in our district. Sergeant Stevenson will be doing an active shooter training for all teachers on April 5, 2018 during the early release day.

After several meetings with Mike Cormier, a facilitator from DOE, Superintendents from RSU #38, Winthrop, and RSU #2 have completed the Interlocal Agreement for the Kennebec Valley Students Supports Regional Service Center as Part II of the application process for the regional service center. This agreement is included in your packet and, in order to meet the DOE deadline, needs to be voted on at the April 4, 2018 RSU #38 School Board Meeting. It will also need to appear as a warrant article to be voted on at the Annual Meeting on May 16, 2018. The Winthrop Board has already approved this agreement. The center will provide services to the three districts around substitutes, co and extra-curricular activities for our students, and academic support possibilities such as summer school, academic vacation supports, and joint professional development opportunities for staff. As a result of our Part I application, \$16,146.00 was added to our state subsidy as noted on the RSU #38 ED279. In addition, each Regional Service Center will receive direct state funding of \$97,200.00 for FY19 operation. According to our application, each of the three districts will pay an annual membership fee for the first year of \$1,000.00. This may be adjusted to a rate of \$5.00 per student in the future as state funding is reduced.

Much data was gathered as a result of the RSU #38 Future Search Event that was held on March 16 and 17, 2018. Google "docs" who were assigned at each table collected information on their docs and the information on the charts is now in my office. Ryan Meserve who is working on his Superintendent Internship program through UNE and David Hollinger who is working on his Superintendent Internship program through Thomas College are collaborating on the work of analyzing the data and writing the Executive Summary, the next step in the process. Upon completion of the Executive Summary, Ryan and David will identify four broad goals that can be identified from the data analysis. The Executive Summary will be shared with the RSU #38 School Board and then with the participants. The summary will also be posted on the district website. The identified goals will be presented to the RSU #38 School Board for approval. The target deadline for this work will be the last Board meeting of the year. With the goals approved, the work will begin during the next school year to develop the outcomes and action steps that comprise the RSU #38 Strategic Plan. The RSU #38 School Board will work with the A-Team through the approval process of the new strategic plan. This is exciting work that, hopefully, will drive the work of the district for the years to come.

Sincerely,
Donna H. Wolfrom, Ed.D.
Superintendent of Schools

RSU #38 Board of Education Curriculum Committee
March 19, 2018
2:30-3:45 MCHS: CONFERENCE ROOM B

Present: Cathy Jacobs, Wendy Brotherlin, Nancy Harriman, Donna Wolfrom

1. Update on Social Studies Curriculum – work in progress!

Nancy reviewed the process

How standards were chosen

Looked at MLR and C3 Framework College, Career & Civic Life standards

Compared MLR and C3

MLR included Service Learning Outcomes which we liked

HS Teachers had chosen all MLR Standards as graduation standards and K-8 agreed, as disciplinary outcomes for Civics, Economics, Government, Geography, and History are also in C3 with grade span benchmarks

K-12 Team has met 3 times and will meet 2 more this year

Resource books were purchased for each grade span, such as *Why Won't You Just Tell Us the Answer?* – and team always discuss a professional reading selection – this has helped K-12 agree to a shared approach and priorities

Can be taught as an integrative topic at elementary level

Challenges: *Grappling with Do we have separate inquiry outcomes for SS or use what we have in ELA?*

Service learning?

Civic responsibility ex. 6-8. D2.Civ7 *Is this assessed in HOW?*

What about K-5 progression? Team will be looking more closely at K-8 progressions

A few outcomes (looked at Eco5 and Eco12) seem more practical & important for K-2 than others... *Could you mesh goods and how people use money to trade for goods?* Perhaps the theme/concept is more important when aligning that the code?

Concepts: HS came up with concepts students should enter HS with and now MS is doing same for K-5

Other Questions:

Will Maine Studies be taught each year? Grade span? (shared goal of 3 units per year in K-5 – allowing for overlap between ELA & SS and SS & Sci; more than one common unit might focus on events/features of Maine, depends on how teachers choose to organize thematic units)

Feedback: good to have common units per grade level across different schools

Integrative units that include SS and ELA outcomes make sense

Draft Curriculum will probably be ready to bring back to the Curriculum Committee by this time next year

2. Update on Proficiency-based Education

The Legislature's Joint Standing Committee on Education and Cultural Affairs has scheduled another work session on proficiency-based diploma requirements for Thursday, March 22 at 1:00 p.m. The date and time could change if it snows on Tuesday or Wednesday or if other work sessions and hearings scheduled first take longer than expected. The Committee may vote on Thursday or it could schedule an additional work session. (They could vote to eliminate law, amend law, ex. Extend Requirements by one year, or retain law as is. Time is running out before adjournment so this may be the last discussion of this legislative session.

Discussed role of our Graduation Policy, and that it will still be in effect even if law changes.

Nancy asked, *Should continue in the same direction, using standards (as we have for Social Studies) to guide our curriculum work?* (regardless of what happens with PBD law) Committee members present agree standards make sense for consistency, progression between levels, and accountability.

3. Other/ Agenda Setting

Next meeting: April 30 same time- yes 2:30-3:45

Possible topics-

Education and Career Curriculum Proposal – Yes, interest

Visual and Performing Arts Curriculum – work in progress – interest

Or Science Update

Health Advisory Meeting
3/20/18

In Attendance: Joan Mohlar, Vicky Gabrion, Kini Tinkham, Wendy Brotherlin, Jennifer Parent, Anne Schmidt, Sandy Hunter, Barbara Crowley, Becca Reynolds, Dana Reynolds and Katie Ide.

Katie and Dana showed the Health Center Promotional Video to the group. They thought it was excellent.

Anne shared a list of thoughts that she has had around the boutique (the list is attached). Anne has felt that the space is tight in the high school for both the boutique and pantry to be in the same spot. Anne says that the clothes are tightly packed. Winter coats, gym clothes and shoes tend to be used or taken frequently, but Anne is unsure about other things. Anne would like to look at other spaces as she thinks that the air quality is poor in the boutique and really there is not enough space for things to be organized.

A student survey might be helpful to find out who is using the boutique and food pantry and if they are finding it helpful as well as what might make the service better for students. Perhaps a google survey during advisee time would be useful. Becca volunteered to ask the student health advisory about a couple of people who may like to work on the project. Students could talk with Dwayne about making a change along with Anne and Becca.

Vicky reports that the middle school boutique is quite busy. It seems as though use of the pantry is down. The committee is trying to think of ways to increase awareness. During the summer, the middle school pantry will be open which could help business.

We have reached out to the town offices in Readfield, Manchester, Fayette Mt. Vernon and Wayne and have given them our boutique and food pantry information. Some food has been delivered to the town offices to help people in need.

We had a District wide PD day on the 16th of March. The topic was ACES and Resilience. Kini Tinkham was the first presenter. Many teachers have asked about the slides and resources that Kini shared. We also had Chandler Bay Resources talk about stress resilience for teachers and there were support and connect panels for MS/HS and elementary level as well. Many connections were made which was a win.

A Parent Night panel will be held on May 10. The topic of the panel is substance abuse prevention in our communities. We would like to identify the problem and talk about what we are doing or could be doing to help people in our community who are dealing with substance issues.

Wendy was part of the Future Search meeting on 3/16 and 3/17. 80 plus community members were there and she reports it was a very positive experience.

LD 1710 was tabled at the legislature. It is more important than ever to write letters to the senators in support of our Health Center.

RSU #38 Policy Committee Meeting
Superintendent's Office
March 27, 2018
Minutes of Meeting

Present: Gary Carr, Lucas Rumler, Betty Morrell, Donna Wolfrom

1. Further review following First Readings:
 - a. IJJ, Instructional and Library-Media Materials Selection
 - b. JLDBG, Reintegration of Students From Juvenile Correctional Facilities
 - c. BEDB, School Board Meetings and Agendas
 - d. JHB, Truancy
 - e. JJIF, Management of Concussions and Other Head Injuries
 - f. JRA, Student Education Records

The above policies were discussed. No additional comments or questions were submitted to the Committee for consideration. The Policy Committee recommends Policies, IJJ, JLDBG, BEDB, JHB, JJIF, and JRA for second reading as presented.

2. Policies to Review:
 - a. DIB, Fund Balance – This policy was reviewed as part of the process of reviewing older policies. There is no MSMA sample policy. No revisions were made.
 - b. DIDA, Fixed Assets – This policy was reviewed as part of the process of reviewing older policies. The MSMA sample policy was reviewed. No revisions were made.
 - c. DLCA, Employee Use of Credit Card – This policy was reviewed as part of the process of reviewing older policies. There is no MSMA sample policy. No revisions were made.
 - d. ECABA, Employee Identification Badges – This policy was reviewed as part of the process of reviewing older policies. There is no MSMA sample policy. No revisions were made.
 - e. GCOA, Supervision and Evaluation of Professional Staff – This policy was reviewed as part of the process of reviewing older policies. The Committee reviewed of the MSMA sample policy and it was agreed to move the MSMA sample policy forward for First Reading.
 - f. IMDA, Patriotic Exercises – This policy was reviewed as part of the process of reviewing older policies. The MSMA sample policy was also reviewed. No revisions were made.
 - g. KI, Visitors to Schools – This policy was reviewed as part of the process of reviewing older policies. The MSMA sample policy was also reviewed. Agreement was to recommend the MSMA sample policy with section E, and Section I, of the RSU #38 policy, as well as other minor revisions. Policy KI is recommended for First Reading as revised.
 - h. EBCE - School Closings and Cancellations – This is not a current RSU #38 policy. The Committee reviewed the MSMA sample policy. One sentence was added regarding school board meetings. The Committee recommends that Policy EBCE be considered for First Reading as presented.
 - i. IMDC, Observance of Religious Holidays – The Committee reviewed this policy in light of a recent citizen request regarding the observance of religious holidays. The Committee reviewed the current policy. There is no MSMA sample policy. The Committee took into consideration the suggestions made at the March 14 RSU #38 Board meeting and revised the policy as presented. The Committee recommends Policy IMDC for First Reading as revised. The list of holidays provided by the citizen will be attached to the Policy as an exhibit so that staff members, including coaches, can be cognizant of the list as they develop their schedules.
3. Other – The next meeting – Tuesday, May 15, 6:00 p.m. at the Superintendent's Office