

**REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS
Maranacook Community Middle School
November 6, 2019, 6:30 p.m.**

AGENDA

1. Call to order:
2. Student Representative Reports: (10 min.)
3. Presentation: ALICE Training, by Tina Brackley and Patti Salpietro (15 min.)
4. a. Reports: (30 min.)
 - Staff Association
 - Principals*
 - Adult & Community Education Dir.*
 - Finance Manager*
 - Health Center Director*
 - Special Education Director*
 - Curriculum, Assessment & Instruction Director*
 - Superintendent of Schools*
- b. Facilities Committee* - 11/12/19, Superintendent's Office, 5:30 p.m.
- c. Policy Committee* - 11/12/19, Superintendent's Office, 6:30 p.m.
- d. Report from MSMA Fall Conference attendees
5. Citizens' Comments: (5 min.)
6. Additions/Adjustments to the Agenda by Board and/or Superintendent: (5 min.)
7. Action Items: (30 min.)
 - a. Approval of Minutes of October 16, 2019*
 - b. Acceptance of donations*
 - c. Approval of revised Support System Certification Handbook*
 - d. Approval of Snow Plow/Sanding Bid, Manchester Elementary, Scott Lyon Construction, Inc.*
 - e. Approval of Capital Area Technical Center (CATC) Regional Agreement (Annual Approval)*
 - f. Approval of RSU #38 Emergency Management Plan (Annual Approval)*
 - g. Consideration of overnight trip, Middle School, Chewonki Foundation, April 28-May 1, 2020*
 - h. Acceptance of Department of Justice COPS Grant*
8. Discussion Items: (10 min.)
 - a. Policy First Reading* - BCC/GBCA, Nepotism
 - b. RSU #38 Strategic Plan*
9. Informational Items, upcoming meetings:
 - a. Curriculum/Assessment – 11/13/19, Supt's Office, 4:00 p.m.
 - b. Health Center Advisory Council – 11/26/19, MCHS Media Ctr., 6:00 p.m.
 - c. Ad Hoc Group: Awesome Bear Society – 11/13/19, MCHS Media Ctr., 6:30 p.m.
10. Executive Session to consider labor contract proposal discussions between Maranacook Area Schools Staff Association and RSU #38 Board of Directors pursuant to 1 M.R.S.A. §405 (6)(D)
11. Action following Executive Session (if any)
12. Adjournment:

~Notice~
School Tour (meet in cafeteria)
6:00 – 6:25 p.m.

* Attachments

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

Elementary Principals' Report
November 6, 2019
Janet Delmar (WES & MTV)
Abbie Hartford (MES)
Jeff Boston (RES)

4a.

	Pre-K	K	1	2	3	4	5	Total
MES	6/8	14/16	10/10	13/13	17/18	19	13/15	172
RES	16/16	14/16	18/20	19/19	10/12	15/16	11/12	214
MTV	10	19	11	11	14	21	13/12	111
WES	7@ RES	11	11	11	13	11/10		67

Parent/Teacher Conferences

Parent/Teacher Conferences are just around the corner! Secretaries have sent out Pick-A-Time information electronically to all parents and hard copies to those who do not have access to email. Conferences will be taking place on November 5th and November 14th. Our time spans will be from 3:00 – 7:00 pm. Each faculty will be prepared to review their student's academic progress with parents. In the event that parents cannot attend conferences, they are asked to contact their child's teacher to arrange for another date and time that is mutually agreeable. We are looking forward to this opportunity and building an educational partnership with our parents to benefit their child.

DRA2 - The Developmental Reading Assessment (DRA) is a set of individually administered criterion-referenced reading assessments for students in kindergarten through Grade 8. The DRA2 K–3 and 4–8 are intended to identify students' independent reading level, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension. Additional purposes include identifying students' reading strengths and weaknesses, planning instruction, monitoring reading growth, and, for the DRA2 4–8, preparing students to meet classroom and testing expectations and providing information to stakeholders regarding reading achievement levels.

October 11th

Staff participated in two different professional development opportunities for literacy and math through cluster groups (K-2 and Gr. 3-5). In math, we received continued PD on our new curriculum from the IM trainers. In literacy, our literacy specialists provided staff with PD on "Intentional Planning for Reading Comprehension". It was a productive and insightful day for all!

Fire Prevention Week

Since 1922, the NFPA has sponsored the public observance of Fire Prevention Week. In 1925, President Calvin Coolidge proclaimed Fire Prevention Week, a national observance, making it the longest-running public health observance in our country. During Fire Prevention Week, children, adults, and teachers learn how to stay safe in case of a fire. Firefighters provide lifesaving public education in an effort to drastically decrease casualties caused by fires.

Fire Prevention Week is observed each year during the week of October 9th in commemoration of the Great Chicago Fire, which began on October 8, 1871, and caused devastating damage. This horrific conflagration killed more than 250 people, left 100,000 homeless, destroyed more than 17,400 structures, and burned more than 2,000 acres of land.

The [National Fire Protection Association \(NFPA\)](#) has announced [“Not Every Hero Wears a Cape. Plan and Practice Your Escape!”](#) as the theme for Fire Prevention Week, October 6-12, 2019. This year’s campaign recognizes the everyday people who motivate their households to develop and practice a home fire escape plan; these seemingly basic behaviors can have a life-saving impact.

On October 7th, the Readfield Fire Department presented to our K-5 students for Fire Prevention Week. We would like to thank our fire department for their time and effort in educating our students on fire safety.

On October 9th, the Mount Vernon Fire Department and the Wayne Fire Department presented to our K-5 students at each of their respective schools for Fire Prevention. Thank you to both communities for their time and effort in educating our students on fire safety.

On October 23rd, the Manchester Fire Department presented a Fire Safety Presentation to all K-1 students. Thank you to the Manchester Fire Department for all efforts to keep our families safe.

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



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

4a.

“A Caring School Community Dedicated to Excellence”

October 28, 2019

Dear RSU 38 Board Members,

I hope everyone has enjoyed their October! It has been a busy month at Maranacook Community Middle School!

Our student government led our Spirit Week October 15th-18th, they ran our second annual advisee group door decorating competition and they have prepared for the dance-portion of the Fall Social, held on November 1st. On October 8th and 17th, we held our parent/ teacher conferences. Our student government held a bake sale during these conferences and raised over \$200 to support the development of this group.

On October 24th, we had our fall Advisee Day Out: 6th grade took part in community building activities, 7th grade participated in a walk-a-thon and the middle school's Day of Caring, and the 8th grade participated in Junior Achievement, which is done in partnership with area businesses. The objectives of Junior Achievement is for post-secondary and career exploration.

We participated in the visit from the Wunderbus. Goethe Institute's Wunderbus came to visit Maranacook from 10-11:30 on Wednesday, 10/23/19. This is an 18-Wheeler with a wide range of interactive German games and information. The Wunderbus only visits 60 spots in the US during it's tour. We are pumped that Readfield/Maranacook was one!

The middle school participated in Make a Difference Week, which is the campus-wide food drive. Collectively, the middle and high school collected over 5,000 items and over \$700 for our area food pantries. Approximately half of the donations went to our own food pantries held on the Maranacook campus. These pantries are available to the public and can be accessed throughout the day when set up by appointment.

Team Updates

Sebago: Our Sebago students have been working hard on different STEM projects, including the creation of foosball tables, designed and created by the students! They are also engaged in a variety of science experiments in order to grapple with some scientific principles, such as Bernoulli's Principle. They also have been working on writing and presentation projects.

Katahdin: The Katahdin Team welcomes Mrs. Jewett to the team as their new Reading and Writing teacher! Mrs. Jewett is a graduate of Maranacook, and was previously an occupational therapist before transitioning into the education field in 2018. She resides in Winthrop with her family. We are very excited to have her with us full time! Students on Katahdin continue to work on their Maine studies, with a Maine animal project in Mr. Aspinall's room, and with projects using the book *Finding Katahdin*,

in their English- Language Arts classes. Math classes are finishing their first units, which means the 6th grade ratio projects are in! This year's projects came out great!

Acadia: Students in 6th and 7th grade have been working ratios and fractions for math class, following along with the appropriate curriculum for each grade. The 8th grade math class is working on their Pythagorean Theorem posters. Students needed to include a right triangle and label the different parts of the triangle and show the solution on the poster. In their literature classes, students have been reading and writing short stories. For their science and design class, students worked on the mouse trap cars. They will also have their annual pumpkin drop! The Acadia team is also preparing for the Naturalization Ceremony they are sponsoring in mid-November.

Moose: Math on Moose has been busy! The 6th graders just finished up their ratio projects, and have been able to experience how ratios are used in the real world. The 7th grade has been working on linear equations, coordinate grids, and converting fractions to decimals. In 8th grade math, they are beginning the exploration of linear functions, including slope and intercept as well as the role they play in equations. Students are also learning about gravity and light in their space class. They are learning about the environment and the human impact in their Earth Systems class. On Moose, students also have weekly writing assignments that will be various prompts to which students respond in writing notebooks. Finally, in English- Language Arts Workshop, students have been learning about fiction signposts including Tough Questions, Contrasts and Contradictions, Aha Moments, Memory Moments, Words of the Wiser, and Again and Again.

Royal: In math, the team continues to progress along the grade level curriculum maps, and are wrapping up Unit 1, going into Unit 2. The students have spent time using the recently acquired stream table in Mrs. Tracy's class, as students learn about rivers water properties. The Royal Team continues to work on their Narrative Essays, having taken the next step in their writing by collaborating with peers to transform their chosen narrative into a survival story. Students used a feedback process in order for them to provide peer feedback on the stories that are specific, positive and productive. This feedback is also used by teachers to help them conference with each group as they revise their writing.

Co-curricular Highlights

Robotics Club

The middle school's Robotics Club is meeting Wednesday mornings from 7:00-8:00am. This club is new this year (we also have a Technology Club that meets daily during activity time). There are two teams that are working on five challenges in order to qualify for the next level of the Wonder League Robotics Competition. The WLRC is a global competition now in its 5th year. Teams of students design solutions to real-world science and technology challenges by programming Cue robots. They develop creative problem solving skills and have fun working as a team. The MCMS students are all enjoying these challenges!

iTeam

This year the MCMS iTeam has 12 student members who meet Fridays during tutorial. They have been learning to design 3D objects with Tinkercad. The students will be hosting a Family Night of Code in December for our district elementary students in grades 4 & 5. Paul McGovern & Denise Churchill, will be helping students with the logistics, but the evening will be run mainly by our middle school technology students. Prizes for the evening are being designed by the students and printed with our 3D printer! We think it will be a fun night for all participants!

Music Program

The middle school music program is doing some wonderful things this year. The focus is on music composition and students have learned strategies to write their own music using standard notation. As always, there is an emphasis on performance and students are refining their skills through a sequential, differentiated experience. It is wonderful to see students learn to speak the musical language.

Upcoming Events

- November 1: Acadia Field Trip to the Challenger Center, Bangor
- November 1, 2:45-4pm: After School Social- All MCMS students invited!
- November 4: Warning Notices Mailed Home
- November 4: Fall Student Recognition Assembly
- November 4, 6-7pm: PTO meeting
- November 5, 2:45pm: Staff Meeting
- November 6, 6:30pm: School board meeting at MCMS
- November 7: District III Music Festival (7th and 8th grade)
- November 11: No School- Veterans Day
- November 14: Cony Showcase
- November 15 9-12pm: Naturalization Ceremony at MCMS
- November 16: Margaritas Fundraiser for MCMS PTO
- November 18: Staff Meeting
- November 21: Picture Retake Day
- November 27-December 1: Thanksgiving Break
- December 2: Trimester 2 starts
- December 3: Holiday concert held in MCHS Gymnasium
- December 6: Chamber singers caroling at Readfield Town Library

As always, please do not hesitate to reach out at any time.

Sincerely,

Kristen Levesque

Student Enrollment Counts (as of 10/27/19)

6th:	90	7th:	92	8th:	107	Total:	289
------	----	------	----	------	-----	--------	-----



MARANACOOK COMMUNITY HIGH SCHOOL

RSU#38

2250 Millard Harrison Drive

Readfield, Maine 04355

Office (207)685-4923

Fax (207)685-9597

4a.

Dr. Dwayne Conway, Principal
Brant Remington, Director of Student Services

Tina Brackley, Assistant Principal

Kelly Thompson, Office Coordinator
Kimberly Ray, Guidance Chair

November, 2019

Dear RSU #38 Board Members,

Make A Difference Week: The high school and middle school had an incredible Make a Difference Week. The food and money raised go to help our own food pantry as well as community food pantries. It was exciting to have all the kids involved working to make a difference in our communities. The week culminated with a whole campus assembly which included speeches from selected students 6-12, a presentation by the high school civil rights team, an acceptance of the donation by the Mt. Vernon Food Pantry and a stirring speech by Representative Hickman!

Student Senate/Council: What a great Homecoming Weekend we had! Our students are amazing and we had an incredible time at the Bonfire and Homecoming Dance. We hosted just over 235 students at the homecoming dance. WOW! At our Homecoming football game the Bear Cave was packed and rocking and had the additional guests of Mr. Gilbert and the drum section. During timeouts, scores and the half time the band got the crowd going to help support the team.

CACT Student of the Month: We are proud to announce that Amber Fredette is the Capital Area Technical Center September Student of the Month! Amber is enrolled in the Certified Nursing Assistant program. She has enjoyed the hands on work in the program, practicing skills in the lab, before going out to do her clinical experience. Her instructor, Mrs. Parker, states, "Amber is an amazing young lady with many talents! Amber takes pride in her work, is dependable, well organized and a team player." After graduation, Amber plans to attend college and pursue a career in the medical field.

Guidance: The Application Completion Night was a great success! 17 seniors (and some parents) stopped by to get help completing college applications. Many students completed their applications from start to finish and were able to submit their applications. Ms. Radley visited with representatives from selective colleges to get updates on admissions policies and the application process. Representatives from Yale, Dartmouth, Brown, Bates and Colby provided feedback on our school profile and suggestions for our students when they apply. The week of October 16th all sophomores and juniors took the PSAT test. Freshmen took the NWEAs on the same day. Seniors participated in a Life Skills day with presentations on investments, job interviews, resume building, and personal values. Ms. Radley and Ms. Chisholm have been visiting the Health classes for suicide prevention training. Students have been learning about warning signs, myths, facts, and support systems.

JMG (Jobs for Maine Grads): This week in JMG, students are starting a Career Research project titled "Your Next Move." Students took a "Career Cluster Survey" based on their likes, dislikes and interests to find different fields that best suit them. After, students watched a short video based on their field that matched with them to learn more about it. Then, students picked two careers out of the "cluster" that best suits them and will continue to research more about them with the help from Mr. Smith. Next students chose 1 career out of the 2 selected and will create a keynote to present to the class. After this project is completed, Mr. Smith will look into possible job shadow opportunities for the career the students eventually choose! JMG students are focusing on identifying their own personal values. Students were told that recognizing one's values is important to deciding on a future career path; a job should line up closely with your values! Students were also told that values change throughout life; and that is okay. Earlier in the month students gathered in the PAC for first period to hear their first guest speaker of the year, Mr. Shawn Roderick. Shawn works at the state house and was a former JMG student at Carrabec High School. Shawn credits JMG with giving him the necessary tools and skills to become successful in the real world. Students got the opportunity to ask him questions after his speech.

Maranacook Alternative Program (MAP): This month students continued working on their sugar shack that they nearly completed last year. Students focused on staining the sugar shack to protect it from the weather and make it look nice. Students have ordered seeds from Johnny's, High Mowing, and The Maine Potato Lady and plan to plant flowers and garlic that will bloom in the spring and harvested in the summer.

Math Team: The Maranacook Math Team finished the first meet of the season in 4th place with 164 points. The top scorer was Trenton Murray with 36 points, followed by Zach Berg, Nathan Couture, Delaney Crocker, and Sara St. Clair, who each scored at least 20 points. A great job was done by everyone who participated. Our next meet will be here at Maranacook on October 30th.

Civil Rights Team: On Friday, October 25, members of our team spread a message of inclusion through an event called Day of Welcome. This event is sponsored by the Maine Office of the Attorney General through the Civil Rights Team Project, who support us in our work of engaging the school community in thinking and talking about issues related to race and skin color, national origin and ancestry, religion, disabilities, gender (including gender identity and expression), and sexual orientation. The Civil Rights Team Project and civil rights teams are supported in this work by state law and our school policies. Students in our group have worked to spread awareness and celebrate that Maranacook Community High School is an inclusive school.

English: Students in Junior Topics classes are currently writing analytical theme essays. They are either analyzing various themes in Arthur Miller's "The Crucible" or writing an essay comparing themes in their independent reading books with a chosen film. Soon students in these classes will transition into contemporary realistic fiction book groups. Juniors in the Honors American Literature class are drafting and conferencing over their Gatsby theme essays, focusing on narrow thesis statements that make specific claims, integrating evidence, and analyzing for style and content. Next, students will be previewing and selecting books for their Great American Novel book groups. The AP Language students are in memoir book groups reading either J.D.Vance's *Hillbilly Elegy* or Tara Westover's *Educated*. Their reading is focused on rhetorical analysis and arguments related to education. As a class, we will be reading other opinion pieces to discuss rhetorical choices and how arguments are crafted for specific audiences. Seniors in AP Literature and Composition are working on deepening their skills of analysis through the use of Socratic Seminars; specifically they are examining self-reflection techniques of their performances/skills exhibited in those seminars. They are currently reading Mary Shelley's "Frankenstein" and examining the novel's place in the literary canon. Seniors in the college prep classes are wrapping up their first unit on close reading and personal essays. They have finished their college essays and have read several memoir pieces, observing how authors use various craft techniques to shape the tone and convey purpose. They will start their final writing piece based on Donald Murray's, "The Stranger in the Photo is Me" reflecting on photos from their past and conferencing to discuss moves and techniques they are incorporating in their own writing. Students have made some impressive progress in their independent reading, recommending book titles and setting weekly reading goals.

World Language: After their bus broke down just outside of New York City, the Germans finally made it to Maranacook on the 8th of October. It's been a wonderful experience as Viersen and Maranacook celebrate the 40th year of GAPP at Maranacook High School. As a group, they have hiked Mt. Battie, visited the town of Camden, taken tours of the city of Portland, visited the Portland Museum of Art, had plenty of time to shop and discover the Old Port, checked out Downtown Augusta, and even toured the State House and State Museum. Students also got to experience the Homecoming Game and the dance Saturday. A huge thank you to Herr Fecteau for the work he has done to make this a successful trip as well as all the wonderful families who helped to host students. On the 23rd of October, the day after our GAPP left, the Goethe Institute visited us for a day with their mobile classroom - the Wanderbus. It was an awesome experience with many different activities on the bus. Maranacook was the only high school in the state the bus visited.

Advisee: Advisee Day Out was a fun and successful day for all. The Junior Class had a great day volunteering and helping those in need in the community. Thank you to all who helped with transportation for the day! Kids Who Care Day is Friday Dec. 13. Students will take part in activities by advisory to give back for the holiday season.

Social Studies: Global Studies students are learning about the Global Water Crisis. Students are using the topic of the Global Water Crisis as a vehicle of honing their skills in reading informational texts, analysis, and collaborative work. Some Global Studies students have already embarked on their first DBQ (Document Based Question) project. Within the



MARANACOOK COMMUNITY HIGH SCHOOL

RSU#38

2250 Millard Harrison Drive

Readfield, Maine 04355

Office (207)685-4923

Fax (207)685-9597

Dr. Dwayne Conway, Principal
Brant Remington, Director of Student Services

Tina Brackley, Assistant Principal

Kelly Thompson, Office Coordinator
Kimberly Ray, Guidance Chair

DBQ students will be reading several primary and secondary sources related specifically to China's Water Crisis, and then students will write an essay answering the focus question. "What is driving China's Water Crisis?" AP US History students are working on NHD projects and preparing to role play Hamilton vs. Jefferson before listening to "Cabinet Battle #2" from the musical Hamilton. - AP Psych students are starting to analyze their dreams to apply different dream theories. Interestingly this is one of the last areas where "the father of psychology," Sigmund Freud, is still considered an "expert". US History students are studying the French and Indian War as well as working on NHD Projects. Comparative Government is looking at the Brexit Deal and the impact the deal will have on Europe, the EU and the UK. World History students are working on NHD Project and focusing on the Geography standard through a study of the Ancient Greeks. Mr. Gower presented to a group of teachers from around the State about teaching World War One at the Maine Historical Society. The workshop, WW1 360, was planned and organized by staff from the National World War One Museum in Kansas City, MO. Mr. Gower attended a summer institute there in 2018 and developed a lesson on the effects of Shell Shock on soldiers. The Maine Council for the Social Studies and Maine Historical Society sponsored today's workshop that had a focus on using technology and inquiry to bring World War One to life for students. Game Warden and Maranacook graduate class of 2005, Ethan Buuck, visited the Mr. Gower's Ethics class to discuss Law Enforcement ethics and help student's process laws and ethics related to hunting, fishing, and wildlife recreation.

Math: In November, the Math Department will be starting a recognition program of "Math Ninja" of the month. Each math teacher will award a student who has impressed them in some way in their classroom. Mr. Boyman reports that this school year's Math/Physics projects will be held in March. Mrs. Graziano's AP Calculus just completed their test corrections from Unit 1. It is always interesting to read about student learning of concepts. Next they will continue learning about derivative rules. Chain, chain, chain! Chain of rules!! Students in Ms. Harman's Algebra 1 Pt2 class are finishing solving systems of equations using graphing, and then algebraically using substitution and elimination. AP Calculus AB students in Mrs. Graziano's class are practicing their skills of using derivative rules. There are so many rules they need to know and they will eventually be taking a License to Derive exam to make sure they know all the basic rules.

In Mr. Babbitt's Statistics class, each student will create a survey that they will put out to the student population. Afterwards they will be analyzing the data using statistical methods. At the NCTM conference, Sarah Harman and Abby Shink attended a workshop by Geoff Krall called Fantastic Tasks. He had a set of cards that had different types of tasks on them and they learned how to implement the tasks in a teacher's daily routine. Mr. Babbitt's favorite workshop was about how to better understand math using programming. Mr. Morin's Algebra 1 class is now starting to solve multi-step equations. His Transitions class is wrapping up rational numbers unit. In Mr. Levasseur's Algebra 2 class, students have been learning about piece-wise functions and absolute value functions.

Science: Earth Systems Science students created Bohr models of atoms as they continued to study the building blocks of matter. Honors Biology students are exploring the rates of photosynthesis, cellular respiration and fermentation. Robotics students are right in the middle of individual competitions by using autonomous codes to program their bots through various obstacles. AP Biology students are in the middle of finalizing their Materials and Methods for their upcoming sterilization lab. Members of the Medical Explorers Club just returned from Portland where they honed their surgical suturing techniques at a Dermatology Conference. In honors chemistry classes this week students worked with ionic and covalent compounds. Students synthesized new ionic compounds and then determined the names and formulas of what they had created during the experiment. Other chemistry classes wrapped up the first unit with a quiz and a lab. The experiment investigated how inaccurate beakers are for measuring volume. Students in physics worked through mathematical questions related to gravity.

Health Class: Students are learning about Mental Health. Students have done projects about themselves and what is important to them. We have also talked about mental illness, stress, emotions, and suicide awareness.

Business: Yearbook class is in full swing. Committees are formed for the different aspects of the production process. Students work on the same committee for the year. Creating the yearbook this way have given them the skills for cooperation in groups, how to coordinate different tasks to produce a product, financial skills, public relations, design, etc. These are valuable skills to have for several different career paths after they graduate, whether they go into post secondary schools, work force or military.

Health Center: **Holiday assistance letters** were sent home to all families in the district. If a family is in need of some help this holiday season, we are happy to be of assistance.

Fine Arts: Despite sickness and exhaustion, students in the MCHS Players have stepped it up in rehearsals as we get closer to the opening date of Mamma Mia! Dance numbers look phenomenal, scenes are breath-taking (comically and dramatically) and the music is incredible. Fine Metals students are well underway on their design drawings for the Ring as Sculpture assignment and some students will begin the construction process this week. Metal Design students are working on designing and forging a unique fire poker and have watched a demonstration of raising a copper vessel. Students in Intro to Art classes are completing their first unit on portraits and creating works that possess compositional details and elements related to color, space and line to create mood and depth. Ceramics students are learning about glazes and the way to combine colors creatively to create color and decorations to enhance their pottery. Once their tea bowls are glazed, they will start designing ways to emboss designs on clay and experiment with making work on the potter's wheel. In Honors Studio Art, students are moving along nicely with their value studies and are starting to complete their work in pastel paintings that convey natural forms and the use of line to create interest. They are working hard on these and will be following up the work with a critique. In Wood Design, students have worked over the past several weeks to plan and create a cutting board that has details pertaining to shape, texture and scale. Each student's completed work contains a variety of woods and one also utilizes a colored resin for the diamond-shaped inlay! The Jazz Ensemble has been ripping through song after song in our rehearsals, truly absorbing the music and making it their own. This fall we are tackling several distinct genres: swing, ballad, shuffle and funk. The funkier tunes seem to bring the most energy, but it is so apparent through their playing that they are really coming to respect and appreciate the qualities and intricacies of different styles.

Technology/Business: Mrs. Twiss and Mr. Dorman attended the ACTEM (Association of Computer Technology Educators for Maine) in Augusta to learn about current technologies that can be used in the classroom to engage students and enhance curriculum. Time was spent in workshop sessions, meeting and talking with vendors of new technologies and connecting with other technology educators throughout the state.

Media: The Media Center has a display of new books and a section of professional resources for teachers.

Athletics: Playoffs are beginning for both soccer teams and football, and cross-country is competing in regional and state championships.

Upcoming Events:

11/5 Staff Meeting

11/6 Board Meeting at MCMS

11/9 All State Music

11/14-17 Mama Mia

Sincerely,

Dwayne, Tina, Kelly T., Hannah, Sheryl, Lori, Kim, Robyn, Dylan, Jeremy, Susan, Kelly F., Becca and Anya

Enrollment: 349

9th Grade: 94, 10th Grade: 96, 11th Grade: 79, 12th Grade: 80

GO BEARS!

Maranacook Adult and Community Education

October 2019

4a.

Board Report

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

Director Steve Rose, and office staff Susan Simons (R.) and Nicola Cushing (L.) welcome students and community members back for the 2019-20 school year. Please contact us at 685-4923 x.1065 or adult@maranacook.org with any questions. We are always glad to help!

UPDATE: Maranacook Adult and Community Education, as a cost saving measure, is not mailing brochures to local community members during the 2019-20 school year. Instead brochures will be available at drop off locations (Town Offices, General Stores, Libraries, Local RSU 38 Schools and the

New Website

This fall, Maranacook AE unveiled its new website. The update was part of a statewide effort to move all adult education programs to a similar design platform. The new site was designed in WordPress, a webpage editor that was new to most directors. To learn how to use this new software effectively, we were required to attend several training sessions. I attended the first training in September and will be attending a second training on November 1st. We are hoping that the end product for all of our efforts will be a website that is user friendly and able to provide timely

information (snow cancellations, course changes/cancellations, news updates, etc.) to our program participants.

Congrats Spencer Penn!

We are all excited to congratulate Spencer Penn who recently earned his state of Maine CDL class B licensure! Spencer had to navigate an overwhelming amount of red tape to accomplish this goal, as he is missing his left arm. Despite being identified by the state of Maine as having a “disability”, Spencer proved beyond all reasonable doubt, to the state examiners, that he is fully capable of driving a standard transmission vehicle. Driving truck has been Spencer’s lifelong dream and we are thrilled to have assisted him in accomplishing his goal.

*Note in the picture, Spencer is standing beside a “Keep Right” driving school vehicle. Spencer had to complete his state driving examination with “Keep Right” because our truck was undergoing repairs.



Thanks!!

Stephen Vose

Director, Maranacook Adult and Community Education

A Caring School Community Dedicated To Excellence

10/30/2019

**WARRANT ARTICLE RECONCILIATION
REGIONAL SCHOOL UNIT NO. 38
2019-2020
October 30, 2019**

4a.

<u>DESCRIPTION</u>	<u>APPROVED</u>	<u>TRANSFER</u>	<u>REVISED</u>	<u>EXPENDED</u>	<u>ENCUMBERED</u>	<u>REMAINING</u>	<u>% REMAIN</u>
Regular Instruction	7,793,410.00		7,793,410.00	2,301,962.10	29,085.71	5,462,362.19	70.09%
Special Education	2,565,308.00		2,565,308.00	607,168.42	0.00	1,958,139.58	76.33%
Career & Technical Educ.	0.00		0.00	0.00	0.00	0.00	#DIV/0!
Other Instruction	459,909.00		459,909.00	106,901.22	708.19	352,299.59	76.60%
Student & Staff Support	1,974,778.00		1,974,778.00	552,713.91	119,407.41	1,302,656.68	65.96%
System Administration	631,287.00		631,287.00	211,933.40	2,037.40	417,316.20	66.11%
School Administration	1,131,912.00		1,131,912.00	335,955.98	8,962.83	786,993.19	69.53%
Transportation	1,074,969.00		1,074,969.00	374,038.50	70,255.96	630,674.54	58.67%
Facilities/Maintenance	2,298,639.00		2,298,639.00	878,628.68	326,972.19	1,093,038.13	47.55%
Debt Service	547,103.00		547,103.00	539,124.18	0.00	7,978.82	1.46%
All Other Expenses	114,159.00		114,159.00	56,230.94	0.00	57,928.06	50.74%
TOTAL BUDGET	18,591,474.00	0.00	18,591,474.00	5,964,657.33	557,429.69	12,069,386.98	64.92%

As of today's date we are optimistic that the overall budget for Regional School Unit No. 38 remains sound as budgeted for fiscal year 2019-2020

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

4a.

Board Report: Health Center
November

The Health Center helped to coordinate the flu shot clinic at the Middle School on October 7. The clinic was open to all High School and Middle school students and staff. 197 students were vaccinated and 41 staff. Our school nurses worked with MaineGeneral to bring the clinic to Maranacook and volunteers from the community helped to make things go smoothly. A big thank you to everyone who was involved.

The Tooth Fairies are visiting both the middle and high schools this month. This service offers dental cleanings, fluoride and sealants to students who do not have a regular dentist. This is a district wide program and students with MaineCare are eligible. Otherwise, the fee is \$42.

Nurses are also working with community partners to provide holiday assistance to local families. Letters were mailed home for families to fill out if they need assistance, and families who can provide assistance with providing gifts were also given that opportunity. Any questions regarding holiday assistance can go to our school nurses.

The Student Health Advisory provided their first Wellness Wednesday during the late start in October. Yoga and Tea were offered and there were 10 participants in all. Next month, Broom Ball will be offered in the Gym. Also, the students are revamping the Health Center Video and hope to be done with the project by Holiday break.

The State of Maine has provided an additional \$6750. to be spent on providing counseling services to students who are uninsured or underinsured. We are excited to have an opportunity to use these funds to support the mental health of our students in both schools.

That is all for now.

Becca Reynolds
School Based Health Center Director



MARANACOOK AREA SCHOOLS

4a.

James Charette
Superintendent of Schools

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

Tel. 207-685-3336

A Caring School Community Dedicated to Excellence

Ryan Meserve
Special Education Director

Brigette Williams
Finance Manager

Fax. 207-685-4703

November Board Report

Dear RSU #38 School Board:

There are many professional development activities going on this month, and we have numerous staff taking part in various workshops or conferences. The staff attending these conferences and/or trainings plan to bring back their new/strengthened knowledge and share it with other staff in the district in order to help support student programming.

At the elementary level we have Mary Conlon, Darcy Sekerak, Julie Godin and Rachelle Fitzsimmons attending a Vision conference in Portland, ME. Mary and Rachelle are both special educators at Readfield Elementary School, and Julie is our district-wide Occupational Therapist, while Darcy is our district-wide Physical Therapist. The conference will focus on vision being more than just 20/20 eyesight, and in particular how the behavior of the eyes impacts functional and learning skills. Mary, Darcy, Julie and Rachelle will learn about the functions, patterns and behaviors of the eyes as it relates to visual and motor pattern for learning outcomes. They will also learn about ways to screen for these areas, techniques to potentially integrate into student plans and be a part of hands-on demonstrations at the conference to support their knowledge base.

Also, this month our Board Certified Behavior Analyst, Monica Smith, and middle school special educator, Kristen Davis, will be attending a New Hampshire Applied Behavior Analysis conference. The conference will cover many topics, but one presenter of note is Dr. Mark Dixon, who will be speaking about areas related to a social skills curriculum we use within our specialized programs, called Accept Identify and Move (AIM). Dr. Dixon helped write the AIM curriculum and I know Monica and Kristen are excited to hear him speak and learn more about how to foster its implementation and materials in our district programs.

We are excited to hear more about what these professionals have learned during their time at these events, and if you have any questions, please let me know.

Sincerely,

Ryan Meserve

To: RSU #38 Board of Education

4a.

From: Nancy Harriman, Director of Curriculum, Instruction and Assessment

Re: Board Report

Date: 10/30/19

Yesterday after school I participated in the first “book study” meeting of a group of PreK-1 teachers from our district. The book is **Saving Play: Addressing standards through play-based learning in preschool and kindergarten.** by Gronlund and Rendon (2017). The important role of play in young children’s development has been recognized for a long time in the field of early childhood. However, as public schools assume more responsibility for providing early childhood education (i.e. PreK), educators are struggling to find a comfortable balance between providing nurturing, enriching environments in which children can *learn and grow at their own pace* and using every available moment of a 2-3 hour program to help students prepare for the academic expectations of elementary school. Obviously these are not mutually exclusive arenas, each are needed and may support each other. Yet, in our discussion of the first section of the book, it became apparent that teachers feel pressure to meet certain expectations with regard to how “instructional time” looks and sounds, AND that this causes professional teachers some internal conflict because they believe that young children would benefit from more play experiences.

Standards

Like many other states, when Maine’s Early Learning and Development Standards were updated in 2015, the important role of play was included in the Guiding Principles and Essential Practices:

4. Children learn through play and active experiences that cross all areas of development.

...they grow and develop an understanding of the world around them through play. As children engage in “playful learning” they create new understandings while expanding their current knowledge. These standards are built on the premise that environments that support play do not just happen by chance... (p.10, 2015)

Play

What is “playful learning?”

Playful learning is a whole-child approach to education that includes both free play and guided play. ...Children learn targeted information through exploration of a well designed and structured environment...and through the support of adults who ask open-ended questions to gently guide the child’s exploration. (Hirsh-Pasek & Golikoff, 2014 in Gronlund & Rendon, p. 21)

So free play (or open play) may take place in learning centers that teachers have intentionally planned, but students choose how to engage with their peers in “playing” with the materials provided. In guided play, the teacher takes a more active role in modeling how to use materials and facilitating students actions and talk.

Implications

Research on open play suggests it is a powerful influence on student learning. How can we take full advantage of this in our early childhood settings? These and many other questions will be considered as teachers explore strategies for observing students’ play and facilitating learning through play.



MARANACOOK AREA SCHOOLS

4a.

A Caring School Community Dedicated to Excellence

James Charette
Superintendent of Schools

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

Tel. 207-685-3336

Ryan Meserve
Special Education Director

Brigette Williams
Finance Manager

Fax. 207-685-4703

Superintendent Report - November 2019

The month of October seems to be the time when several annual conferences take place that speak to leadership and the future of our learning communities. I was lucky enough to attend several days, spend time learning with visionary leaders, and come away with valuable information that can be applied to the work we are doing in the Maranacook Area Schools.

On Thursday, October 10th I attended day one of the Association of Computer Technology Educators of Maine conference (ACTEM) with Diane MacGregor and her amazing team of Technology Coaches. (Incidentally, we had 2 members of the team as well as 3 teachers present sessions that were highly received on the days I attended!) During my time at the conference I attended the following sessions *Leading with Purpose*, *Moving from consumption to creation*, *What are kids really doing?*, *Creating the space to promote entrepreneurial thinking*, and a keynote by Thomas C. Murray a national speaker and author. The sessions covered were highly informative and covered everything from why we do the work we do, tools that aid in the creation of content around student thinking, monitoring activities of students on school networks and design thinking classes. The conference focused on the future of learning and technology being a tool to help students create, refine, and display their learning. It was an invigorating day!

The following Wednesday, October 23rd I attended the Maine School Superintendents Association (MSSA) fall conference for a session with Dr. Joe Sanfelippo to discuss "hacking leadership." He shared many different strategies he uses with his own district around building staff, being intentional, and opening doors. His book *Hacking Leadership: 10 Ways Great Leaders Inspire Learning That Teachers, Students, and Parents Love* has now become part of my library.

Finally, I attended the Maine School Board Association (MSBA) annual conference with a team of four board members. It was another outstanding conference that was highly informative about the challenges of working in educational leadership at the board level. The conference offered numerous workshop learning opportunities such as *Special Education 101*, a question and answer session with Department of Education Commissioner Pender Makin, and *Best Practices for Boardmanship* to name just a few. The conference also had 2 outstanding keynote addresses. The first by Dr. Donna Beegle on the culture of poverty and the other by Peter Vigue, Chairman of Cianbro on leadership traits. Feel free to reach out at any time as the information that was presented is certainly something that can be folded into helping the Maranacook Area schools continue to reach for excellence! As the year progresses I look forward to putting into practice some of the strategies that were provided by these learning opportunities.

I'd like to congratulate Robyn Graziano on being named a 2019 Presidential Award State Finalist in Math! The winner will be announced on December 6th at the Annual Education Leadership Awards Luncheon as part of the 2019 Annual Education Symposium sponsored by Educate Maine. Being a finalist is a great honor and is a much deserved recognition for Mrs. Graziano's work here at Maranacook Community High School. It is with great humility and pride that Dr. Conway and I will be attending the symposium with Mrs. Graziano.

Finally, I'd like to wish all of our teams' congratulations on such successful seasons. We have an amazing group of middle and high school student athletes here in Maranacook. As they wrap up their seasons I wish them the best of luck in the playoffs and thank them for all they do to represent their team, school, communities and families. We are proud of your accomplishments as student athletes! Go Bears!

RSU #38 Facilities Committee
 Superintendent's Office
 October 8, 2019, 6:00 p.m.
Minutes of Meeting

4b.

Members Present: Gary Carr, Alexander Wright
 Staff: Jay Charette, Shaun Drinkwater, Brigitte Williams

1. Project Update – Manchester Heating System
 Superintendent Charette and Mr. Drinkwater reported on the Manchester heating system project.
2. COPS Grant – Superintendent Charette reported he is waiting on further award details.
3. Future Agenda Items
 The following items were brought up for future agenda items:
 - ✓ Long-term list of projects
 - ✓ ADA items
 - ✓ Invite ABS for an update
 - ✓ Solar Discussion
 - ✓ Locks
 - ✓ LED Lights
4. Confirm dates/times for upcoming meetings and consider bi-monthly meetings: Second Tuesdays, 6:00 p.m.
 The Committee agreed to keep the meeting dates as presented, but changing the meeting time to 5:30.
 - 11/12
 - 12/10
 - 1/14
 - 2/25 (4th Tues.)
 - 3/10
 - 4/7 (1st Tues.)
 - 5/12
 - 6/9
5. Identify representative to report at Board meetings
 Alex Wright will be the Facilities Committee representative at board meetings.
 Committee reports to the full Board will be at the first business meeting of the month.

RSU #38 Policy Committee Meeting
 Superintendent's Office
 October 29, 2019, 6:00 p.m.
Minutes of Meeting

4c.

Present: Wendy Brotherlin, Gary Carr, Patty Gordon, Cathy Jacobs, Alexander Wright, Jay Charette

1. Policy Making Role of the Board (from MSBA Handbook) – The Committee reviewed the policy making role of the Board.
2. BG, Policy Review – review of policy listing – The Committee reviewed the policy listing noting the older policies that are due to be reviewed as well as the listing below. Currently there is one policy last reviewed in 2014, 21 policies dated 2015, and 31 policies dated 2016. The Committee will work on the older policies taking them up by section with the goal of reviewing 5-10 policies per meeting depending on the work involved.
3. Policy Review for First Reading:
 - a. BCC/GBCA, Nepotism – The Committee reviewed the latest draft from the August Policy Committee meeting, along with the Yarmouth School Department Policy. Further edits were made and the draft will be presented to the School Board at the November 6 meeting for first reading. Policy Committee recommends Policy BCC/GBCA, Nepotism for first reading as revised.
 - b. BBAB, School Board Self-Evaluation (new policy?) The Committee reviewed the MSMA sample policy as well as a Board Self-Assessment tool from the MSBA. Discussion ensued about whether a “policy” is needed. The Committee feels this is better addressed as a self-reflective practice. Patty Gordon will wordsmith the Board Self-Assessment tool from the MSBA and bring it back to the Policy Committee. No new policy is recommended at this time.
4. Policies to review from last legislative session: Superintendent Charette reviewed the following list of policies that may require revisions based on the last legislative session. Items d. and f. will be priorities for the Committee to review.
 - a. AC, Nondiscrimination/Equal Opportunity and Affirmative Action (add to list to review)
 - b. ACAA, Harassment and Sexual Harassment of Students (add to list to review)
 - c. ACAB, Harassment and Sexual Harassment of School Employees (add to list to review)
 - d. ACAD, Hazing (priority; add to list to review)
 - e. BEDH, Public Participation at Board Meetings (no review needed)
 - f. GBEBB, Staff Conduct With Students (priority; add to list to review)
 - g. JEA, Compulsory Attendance (add to list to review)
 - h. JHB, Truancy (add to list to review)
 - i. JLCB, Immunization of Students (more changes coming; add to list to review in March)
 - j. JLCC Communicable/Infectious Diseases (more changes coming; add to list to review in March)

- k. JLCDA, Medical Marijuana in Schools – Superintendent Charette has received a request from a parent to add CBD products to this policy. There are many aspects to this that the Committee and Superintendent are uncomfortable with. The Committee asked Mr. Charette to check with legal counsel on this topic and to report back to them. This may be a discussion that should be brought to the full Board.

- 5. Identify representative to report at Board meetings – Patty Gordon will be the Policy Committee representative to report at Board meetings.

- 6. Review meeting dates/times for the year:
Proposed dates, Tuesdays, 6-7 p.m.
~~November 19~~ **(changed to November 12, following Facilities Committee, 6:30 p.m.)**
December 17
January 21
February 11 (2nd Tuesday)
March 17
April 14 (2nd Tuesday)
May 19

DRAFT

DRAFT

DRAFT 7a.

REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS
Manchester Elementary School
October 16, 2019
Minutes of Meeting

Members Present: Chair Gary Carr, Vice Chair Wendy Brotherlin, Kim Bowie, Patty Gordon, Cathy Jacobs, Rebecca Lambert, Shawn Roderick, Melissa Tobin, David Twitchell, Alexander Wright

Member Absent: Louise Ridley, (two vacant positions; 1 Manchester, 1 Readfield)

Administrator: Superintendent James Charette, Principals Jeff Boston, Dwayne Conway, Kristen Levesque, Assistant Principal Tina Brackley, Finance Manager Brigitte Williams, Director of Curriculum, Instruction & Assessment Nancy Harriman

1. Call to Order: Chair Carr called the meeting to order at 6:30 p.m.
2. Citizens Comments: none
3. Additions/Adjustments to the Agenda by Board and/or Superintendent: none

4. Presentation: Career and Education Development, Grades 6-12

Dr. Nancy Harriman introduced members of the Career and Education Curriculum Team who presented the work of the Committee. Presenting members were Middle School Teacher Anna Satterfield, Middle School Principal Dr. Kristen Levesque, and High School Assistant Principal Tina Brackley. Dr. Harriman noted that the purpose of the Career and Education Development Curriculum is to ensure that all learners have a smooth personalized learning journey that is purposeful.

Ms. Satterfield reported on the advisee system at the middle school and how this curriculum is taught at the middle school level, providing examples for each grade level. She also provided an overview of how the Choices 360 program is utilized at the middle school.

Question was asked about how to eliminate the gaps students face when going from 5th to 6th grade, so when children reach the middle school they are prepared.

Ms. Satterfield reported that middle school teachers visit 5th grade teachers and talk about individual students; this is the biggest transition students in our district will make until college. The Advisee System is another support for the 6th graders. Sixth grade advisors spend a big part of the year getting to know the students and trying to work with families to lessen the pressure on students.

Ms. Brackley reported that she joined the team last year. The High School Advisee Program is similar to the Middle School. High School students take career and technical classes in 9th grade, grades 9/10 work on career planning, grade 11 works on college planning and grade 12 works on financial planning. Ms. Brackley reported on the work high school teacher Cal Dorman has done with the program, Choices 360, and how staff and students utilize the program.

DRAFT

DRAFT

DRAFT 7a.

The Board Curriculum Committee encouraged the Team to think of which resources would be needed. Choices 360 is the program the Team selected. Dr. Levesque added that up to this point Choices 360 has been paid for through the Gear Up Grant.

Question was asked as to whether Choices 360 could work for students in grades 4 and 5. Dr. Harriman replied responded that we do not have a system or time in place to add it at the elementary level. The 5th grade teachers are encourage to take part in the College Circle program, but it is not required; classroom teachers have to take time from other things to do this. Junior Achievement has been discussed a lot at grade levels, but there's an economics standard there; if we could get enough volunteers we would like to add it for all 4th and 5th graders.

How does this program work for students who are not college bound? Ms. Brackley responded they are instilling post-secondary opportunities; talking to kids about what the opportunities are beyond the walls of our schools. Staff have open, honest conversations with students. Dr. Levesque added that the 8th graders discuss post-secondary planning. They visited a day care center, kitchen, hospital, auto dealership, Johnny's Selected Seeds, etc.

Mr. Roderick suggested looking into hold a reverse job fair, and offered to help.

Ms. Gordon added that as a member of the Curriculum Committee, the Committee likes the way Choices 360 focuses on student goals and decision making; it's not a specific pathway; it is individualized. Dr. Harriman added that Choices 360 is one tool that is used. The goal is that families will realize they can log in with their students and utilize the program for more things.

5. Action Items:

a. Approval of Minutes of October 2, 2019

MOTION by Brotherlin, second by Wright to approve the minutes of October 2, 2019.

Motion Carried: 10 in favor, 0 opposed, 1 abstained (Lambert)

b. Appointment of first probationary contract teacher, MS, Katherine Jewett

MOTION by Brotherlin, second by Wright to appoint Katherine Jewett to a first probationary teacher contract as presented. **Motion Carried:** unanimous

c. Consideration of out-of-country travel, Germany, Austria, June 19-28, 2020

MOTION by Brotherlin, second by Wright to approve the out-of-country travel request to Germany and Austria, as presented.

Superintendent Charette reported this travel trip is to give students who miss the GAPP exchange to experience traveling to Germany. This is fully paid by parents and students. If interested, contact Mr. Charette for more information on Mr. Fecteau's plans for the trip.

Motion Carried: unanimous

d. Approval of Career and Education Development Curriculum

MOTION by Brotherlin, second by Jacobs to approve the Career and Education Development Curriculum. **Motion Carried:** unanimous

DRAFT

DRAFT

DRAFT 7a.

6. Discussion Items:

a. MSBA Proposed Resolutions

Superintendent Charette reported that one of the responsibilities of the MSBA Delegate Assembly is to adopt resolutions that express the beliefs and purposes of the MSBA. Cathy Jacobs, as the RSU #38 Delegate, will be voting on the following resolutions based on the Board's recommendations. The following resolutions were provided to the Board in the board packet. The Board discussed and supported each of the resolutions.

b. Roberts Rules

Superintendent Charette reported this discussion was added as a request from a board member. There is a brief Roberts Rules sheet included in the board packet that was found on line that outlines some of the main items various boards comes across during meetings. There was no further discussion.

7. Informational Item: Maine Strategic Planning Summit

Chair Carr requested this document be included in the board packet as informational for the Board's upcoming work with teachers on a 10-year plan. Dr. Carr pointed out how schools drive the State's economy and the need in the State for more people to pursue trades. He has met with the Superintendent and has agreed to take it off his worry list for the time being. Ms. Jacobs recommended review of the district's Strategic Plan as a starting point in this work. Superintendent Charette added he plans to have an update at one of the March or April Board meetings, providing information on how the district is doing on each of the goals and objectives of the plan. The Strategic Plan is on the district's web site for those who want to review it. Ms. Gordon added it is the Board's charge to review the document and do what the plan states. Superintendent Charette will add it to the November meeting.

Suggestion was made to invite the District's Legislative Delegation to an upcoming meeting prior to budget preparations.

8. Adjournment: **MOTION** by Brotherlin, second by Jacobs to adjourn at 7:50 p.m.

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

Acceptance of Donations

7b.

November 6, 2019

Donor	Amount	Department
L.E. & N.H. Perkins	\$100.00	Maranacook Food Pantry
Geoffrey Herman	\$100.00	Mt. Vernon Food Service Students; in Memory of Danny Danforth
Wholesale Electric Supply Company of Houston, Inc.	\$200.00	Mt. Vernon Food Service Students; in Memory of Danny Danforth
Bruce & Sandra Hunter	\$200.00	Maranacook Food Pantry
OTIS Federal Credit Union	\$200.00	RSU #38 School Lunch Program

7c.

The Certification Committee is proposing the following changes to the certification handbook. There are three purposes for these changes that the Committee is requesting:

1) To eliminate our currently required “prior approval” for teachers seeking hours/credits for recertification

We feel teachers at RSU 38 should be given professional responsibility for completing their own professional development activities that would fit with their 5-year plan, *without* having to gain prior approval from the Certification Committee. Filling out these forms for each activity has become cumbersome and unnecessary. The current Form H is attached.

2) To allow professional development activities to be counted for recertification credits whether or not the staff member is being paid to attend

The committee feels that professional development is professional development. If teachers are attending an event to acquire new learning, it should be counted for state recertification. (The state places no restriction on whether professional development for recertification is paid or unpaid.)

3) Update handbook (wording, forms) to reflect recent changes from the DOE

~~Strike through~~-wording: wording the Certification Committee would like eliminated

~~Strike through~~-wording with **blue wording following**: wording the Certification Committee would like eliminated and replaced with the blue text

Blue wording: wording the Certification Committee would like added for clarification purposes

Pages of handbook we are requesting changes for :

Table of contents, 4, 6, 9, 10 -13, 15, 17, 21

SUPPORT SYSTEM CERTIFICATION HANDBOOK

Professional Learning Community Support System
(PLCSS)

RSU # 38

READFIELD, MAINE

Revised: Fall, 2019

Board Approved:

Table of Contents

Professional Learning Community Support System (PLCSS) overview	Pages 2-5
Master Teacher Renewal for Certification Initial or Renewal Candidates National Board	Pages 6-8 Pages 6, 10
Professional Renewal for Certification	Pages 9-11
Form J	Page 9
Form H	Page 9
Approved Study	Page 9
PDCs	Page 10
Workshops and Conferences	Page 10
Provisional, Targeted Need and Conditional Certification renewal	Page 12-13
Certificate Renewal requirements	Page 12
Teachers needing a mentor	Page 12
Teacher Induction program (TIP)	Pages 12-13
Professional Certification Action Plan (PCAP)	Page 13
Mentors - Teacher Induction Program (TIP)	Pages 14-15
Educational Technician Certification Renewals	Page 16
Addendum	
Requirement options for Master Teacher and Professional teacher renewals	Page 17
Explanation of contact/clock hours	Page 17
College or University credits	Page 17
Glossary	Pages 18-20
Appendix (Forms)	Page 21

SUPSY Handbook

RSU #38 Professional Learning Community Support System (PLCSS)

A. Scope

The Professional Learning Community Support System(PLCSS) will be overseen by the Certification Committee. The Certification Committee will operate independently but may consult with the Superintendent of Schools and/or the Board of Directors as appropriate, and utilize the services of the Department of Education Certification Office. Ch. 118 establishes the requirements for local support systems required by 20-A MRSA &13011 *etseq*

A. Management

Duties of the Certification Committee will include:

1. provide new teachers with the new Support System Certification Handbook.
2. identify candidates for the Teacher Induction Program (TIP)
3. assign a mentor to eligible TIP candidates
4. each building representative will:
 - a. inform teachers of their certification responsibilities
 - b. provide information on accessing forms and understanding committee procedures
 - c. provide notification to teachers whose certificate expires in the current school year
 - d. monitor teacher induction activities in their building
 - e. meet monthly as a committee member
 - f. review any paperwork from building staff
5. provide orientation for new Certification Committee members as needed
6. supervise the development, review and approval of Professional Certification Renewal Plan (Form J [R-PCR]), Initial Professional Certification Action Plans (Form M [~~P-GAP~~]), Conditional Professional Certification Action Plans (Form G [~~C-PCAP~~]), ~~Targeted Need and Transitional Teacher Action Plans (Form G~~ —[~~T-TGAP~~]), and Education Technician Renewal Folder
7. supervise mentors in the building and answer questions
8. make recommendations to the Department of Education (DOE) on all renewal applications

9. prepare an annual committee budget for submission to the Superintendent of Schools
10. prepare a year-end report of the committee activities for submission to the Superintendent of Schools, which reviews the work of the previous school year for the July board meeting
11. supply a yearly list of mentors to the Superintendent for nomination and approval of the Board of Directors
12. coordinate a Maine Department of Education approved mentor training program as needed
13. conduct a yearly self-evaluation to assure quality and effectiveness
14. perform any other duties required to ensure the orderly operation of the Certification process
15. provide maintenance of a cumulative confidential file containing required documentation
16. Coordinate the TIP and maintain files

Review of Files:

The contents of the file will be treated as confidential information. The teacher, educational technician, or designee may examine it with Certification Committee members.

C. Certification Committee Membership

Membership will consist of one teacher from each school building, one administrator (approved by the Superintendent) and a recording secretary. The administrator on the Certification Committee will not vote on final certification recommendations except in the case of a tie. Administrators may not participate in discussions concerning candidates under their supervision. They will have input in all other Certification Committee business.

Teachers serving on the certification committee must have three years of experience and hold a valid Maine professional or master teacher certificate. The majority must have completed at least one five-year renewal cycle. In addition, committee members must have completed a Maine Department of Education approved training program or verify to the Certification Committee that they have had equivalent training approved by the Department of Education.

The Chairperson, or Co-chairs, of the Certification Committee must be a member of the certification committee and will be elected by the members.

When a new member is needed, the Certification Committee will make a recommendation to the Superintendent in May.

D. Certification Committee Meetings

The Certification Committee will plan to meet monthly during the period from September through June. At the June meeting the committee will review the certification process and discuss any feedback to assure quality and effectiveness.

Process for Renewal of Certification

MASTER TEACHER (Type 18)

At the completion of each five-year cycle a master teacher will be required to fill out a Professional Renewal Plan (Form J [R-PCR]). The Professional Renewal plan must be submitted to the Certification Committee during the first two years of the new certificate period. No courses, workshops, classes or other work will be accepted for certification credit until this form has been approved by the Certification Committee and on file.

~~Prior approval is required for all certification renewal activities.~~

Initial/Renewal Candidates (2-year process)

Eligibility: you must hold a valid Maine Professional or Master Teacher certificate in the same certification area for which the MT certificate is being sought. You must also have five (5) years of teaching experience with at least two (2) in this district

Renewal:

Master Teacher certificates must be renewed every five (5) years. Standards for the renewal are the same as those for initial issuance and must also meet the same Professional requirements of 6 credits or equivalent. The Certification Committee will issue a letter of recommendation that must accompany the initial/renewal form you send to the Department of Education.

Two-Year Process:

Option 1:

You may achieve National Board Teacher Certification (10 year certificate) by following the guidelines in the appropriate content area at NBPTS.org (Ch. 115 Part I, 5.3, B. 7). You must still renew your Master Teacher certificate every five (5) years. As long as there are five or more years remaining on the NBTC, we would not require meeting our additional Master Teacher requirements at the five-year renewal. If there are not five or more years remaining on the NBTC, you must meet the additional requirements.

Option 2:

You must submit a Letter of Intent to the Certification Committee to pursue or renew a Master Teacher Certificate. It can be submitted 5 years prior to certificate expiration. To allow for budget planning it must be received no later than 3 years prior to the expiration

date of the current certificate, no later than November 1.

After the initial Letter of Intent, the teacher must also follow the same Professional requirements of 6 college credits or equivalent.

Year One: two years prior to certificate expiration

1. Choose a mentor from the approved list (A teacher pursuing or renewing Master Teacher Certificate cannot be a mentor for a teacher pursuing or renewing a Master Teacher Certificate.)
2. Sign and submit Candidate Contract - due by October 15
3. Follow the NBPT Standards 5 core propositions and submit a Master Teacher Professional Certification Action Plan (MT-PCAP) to the Certification Committee by Nov. 15, for approval.

NBPT Standards: 5 core propositions (Ch. 118 7.2)

- a. Teachers are committed to students and their learning.
 - b. Teachers know the subjects they teach and how to teach those subjects to students.
 - c. Teachers are responsible for managing and monitoring student learning.
 - d. Teachers think systematically about their practice and learn from experience.
 - e. Teachers are members of learning communities.
4. Be observed three times, once by each of the following:
 - * Certification Committee administrator - by December 15
 - * Mentor - by February 15
 - * A designated Certification Committee member - by April 15

Observations will be submitted on the form provided.

5. The final year one MT-PCAP, is to be signed and submitted by the Mentor by May 15 to the Certification Committee. Evidence of meeting core propositions must be included.

Year Two:

1. Be observed three times, once by each of the following:
 - * Certification team administrator - by **October 15**
 - * Mentor - by **January 15**
 - * A designated certification committee member - by **March 15**

Observations will be submitted on the form provided.

2. Submit the MT-PCAP to the Certification Committee by **Oct. 15**, for approval.
3. Submit the signed MT-PCAP, your portfolio and checklist to your mentor by **April 15**.

Evidence of meeting core propositions must be included. You must also show evidence supporting the following District requirements:

- a. qualified and willing to serve as a certification mentor
- b. have five (5) years of teaching experience with at least two (2) in this district
- c. have done both of the following within the last five years:
 1. attended a conference related to teaching assignment
 2. taken a college course and additional credit hours to meet the Professional renewal requirements
- d. have done four (4) of the following within the last five years:
 1. supervised a student teacher
 2. served on a curriculum committee and/or any other district committee
 3. served as a mentor
 4. published an educational article
 5. supervised a pre-professional experience in conjunction with a college or university
 6. made a presentation at a conference, workshop, or in-service program
 7. served in a leadership role
 8. other - subject to Certification Committee pre-approval on the Master Teacher Professional Certification Action Plan (MT-PCAP) submission. Ex: Grant Writing; school based projects

Appeals

Any person who has been denied or been given notice of a potential denial of a professional or master certificate may initiate an adjudicatory proceeding by filing with the Department of Education.

PROFESSIONAL CERTIFICATION (Type 34)

At the completion of each five-year cycle a professional teacher will be required to fill out a Professional Renewal Plan (Form J [R-PCR]). The Professional Renewal plan must be submitted to the Certification Committee during the first two years of the new certificate period. No courses, workshops, classes or other work will be accepted for certification credit until this form has been approved by the Certification Committee and on file.

~~Prior approval is required for all certification renewal activities.~~

Renewal Professional Certification Plan (Form J [R-PCR])

The renewal plan (Form J) may be submitted within five (5) years, but must be submitted at least two (2) years, before the expiration date of the current certificate or you will be referred to the superintendent. Changes to the renewal plan will not be accepted after **June 1** of the year preceding the certificate expiration, except in circumstances approved by the committee. The Form J lists the professional development goal(s).

~~Application for Recertification Credits (Form H [R-PCR])~~

~~The Form H will list the activities and the proposed hours of approved professional development study (see below for definition) which the teacher will complete as part of his/her plan. The Certification Committee will either approve the Renewal Professional Certification Plan (Form H) or return it to the teacher with recommendations and set up a meeting with the teacher when necessary, for the purpose of making changes to the plan.~~

All documentation of hours or college credits must be submitted to the certification committee by **May 1** of the expiration year or the Superintendent will be notified that certificate renewal is in jeopardy. ~~The STATE (DOE) application for renewal form should be submitted no later than June 1.~~

Approved study means:

- * Credit hours of academic study or professional education from an accredited institution of higher education. Without a copy of a transcript, contact hours will be assigned.
- * Contact hours in an in-service training program (conference, workshop, quick shops, PDC certificate)
- * Other [pre-approved activities that provide evidence of new learning](#).

Contact hours will be awarded based on the judgment of the Certification Committee

Professional Development Certificate (PDC):

The Certification Committee will waive the college course requirement for those who are issued a Professional Development Certificate (PDC) by the RSU #38 Professional Development Committee. The certificate will be awarded to individuals who receive prior approval from the Professional Development Committee and who complete the requirements and activities as outlined as part of the certification process. The PDC Certificate will be equivalent to **one** college course or 45 contact hours. ~~A Form H indicating intent to pursue and use this PDC for certification purposes must be submitted to the Certification Committee prior to beginning the activities.~~

Workshop and Conferences:

~~Prior approval must be obtained from the Certification Committee before the activity begins (form H). The (All) activities must fit into a teacher's professional development plan (Form J). In addition, certification will not be given for activities that are 1) normally associated with one's routine instructional duties, (or) 2) committee work, or 3) any activity for which the person is paid a stipend.~~

Following attendance, the teacher must submit either 1) a copy of a signed certificate of completion, including hours spent **OR** 2) a report (Form K) which includes time involvement, content coverage, and professional gains derived

Please note:

Clock hour credit will be awarded for time spent in active participation, not for luncheon sessions or travel time.

The National Board Certification process may be used to satisfy certification renewal requirements. State certification renewal for that five-year period will be granted to anyone who successfully completes the National Board Certification process. A teacher seeking to apply National Board Certification toward state certification must still submit necessary paperwork to the Certification Committee for prior approval. If the teacher does **not** successfully complete the process, he/she will receive 45 contact hours to apply toward certification renewal [with evidence of the work completed](#).

Appeals

Any person who has been denied renewal or has been given notice of a potential denial of a professional or master certificate renewal may initiate an adjudicatory proceeding by filing with the Department of Education.

When submitting application (Form H) for initial approval of the above professional development activities, a teacher must:

1. Submit Form H for approval from the Certification Committee;
2. Keep a running account of the steps involved and a log of all dates and time;
3. Upon completion, submit a report (Form L) that includes:
 - a. brief description relative to the above information,
 - b. observations and results of the activity in terms of personal development,
 - c. plans for utilization by students and/or other school professionals
 - d. evaluator's signature

OTHER CERTIFICATION RENEWALS

Provisional Renewal (Type 32)

Targeted Needs Renewal (Type 31)

Conditional Renewal (Type 9)

Certificate Renewal Requirements:

Complete a [Professional Teacher Action Plan](#)

Complete the Teacher Induction Program (TIP)

Teachers in the following categories will need a Mentor:

1. Provisional certificate holders working towards a professional certificate
2. Conditional certificate holders seeking a professional certificate
3. Teachers recognized as needing a Targeted Need certificate
4. Teachers with no previous professional teaching experience will be part of the RSU#38 Teacher Induction Program.
5. Teachers with transitional endorsements do not need a mentor but one may be requested.

Teacher Induction Program:

Teacher candidates will be assigned a mentor year one and two. The mentor will assist the teacher with ~~writing the~~ [his or her](#) PCAP and will monitor its implementation, assisting the teacher as needed.

Mentors will meet with their teacher on a regular basis (at least ~~3~~ [2](#) times per month during year one (1)). Beginning teachers in the Teacher Induction Program are required to fill out a monthly contact form and submit that at the end of each month to the Certification Committee . The forms (~~A-E~~) can be found ~~at the back of this packet~~ [on the google shared drive](#) and must include the time of meetings, standards discussed, and general talking points. The mentor and the teacher must sign all forms.

A total of three formal written observations will be made by the mentor during the first year for the beginning teacher and at least three formal written observations will be made during the first three quarters of the second year. (Other informal observations may take place). These must be signed and submitted to the Certification Committee on the required form ~~(Form D)~~ by:

Year 1: **December 30 - February 28 - April 30.**
 Year 2: **October 31 - December 20 - February 28.**

Professional Certification Action Plan (PCAP)

Each Teacher Candidate will prepare a PCAP in cooperation with his/her mentor. The plan must be based on **include** Maine's Ten Initial Teacher Certification Standards listed in Chapter 118-5 5.2 of the DOE rules. The PCAP will be submitted by the teacher holding a Provisional, Targeted Need, or Conditional Certificate to the Certification Committee during the first year. If revisions are made to the PCAP, they should be submitted at the beginning of year two.

Year one:

The initial **outline for the** PCAP is to be submitted to the Certification Committee no later than **November 10** for review. The Committee will either approve the PCAP or return it to the teacher with suggestions for change. The PCAP must then be resubmitted for review within 30 days. The final PCAP for year one, with evidence of partial completion is to be signed and ready for the Certification Committee to review by **May 10**.

Year two:

If revisions are made to the initial PCAP, it is to be submitted to the Certification Committee no later than **October 15** for signature. The final PCAP, with evidence of completion, is to be signed and ready for the Certification Committee to review by **March 1**.

MENTORS - Teacher Induction Program

To become a mentor, a teacher needs to complete ~~the a Maine Department of Education approved training program, or an equivalent~~ training approved by the Department of Education. Mentor membership is optional. Mentors must have three years of experience as an educator and hold a valid Maine teaching certificate at the professional or master teacher level. Mentors may serve as mentor to one new teacher candidate and one Master Teacher candidate but not two Master Teacher candidates or two new teacher candidates, unless absolutely necessary and approved by the Certification Committee. Either party may terminate this contract with 30 days written notice. An administrator with evaluation responsibilities over the teacher may serve only upon request of the teacher and mutual agreement between the administrator and the candidate. Non-school employees who meet the District and Department of Education criteria may serve as a mentor with permission of the Certification Committee, but must have had approved DOE mentor training. School Board members may not serve as mentors. (Ch. 118 -2 2.5 e.) Whenever a mentor is needed, the Certification Committee will select a mentor from the approved list.

Mentor Training

The Certification Committee or its representative will provide training and orientation for potential mentors. Teachers who have completed training approved by the Department of Education, will be included on the mentor list. Mentor training will be provided as needed. Contact hours will be given for completed training.

Mentor Responsibilities:

Duties of the mentor will include:

- * Assisting the **new** teacher with **his or her** ~~writing the~~ PCAP for submission to the Certification Committee by **November 10**, year one.
- * Monitoring the implementation of the PCAP. If necessary, the teacher, in conjunction with the mentor, may revise/updated the PCAP. The revised PCAP must then be resubmitted to the Certification Committee for approval.
- * Assisting the teacher with PCAP evidence of standards completion for submission to the Certification Committee by **May 15**, year one and assisting the teacher with any necessary revisions of the PCAP for submission to the Certification Committee by **October 15**, year two.
- * Ensuring the teacher candidate has submitted the **completed** final PCAP to the Certification Committee, with evidence of all 10 standards completed, by **March 15**, year two.

- * Writing a formal observation for the beginning teacher at least three times during the first year and during the first three quarters of the second year. (Other informal observations may take place).

The formal observations must be signed and submitted to the Teacher Induction Program Coordinator on the required form (~~Form D~~) by:

Year 1: **December 30 - February 28 - April 30.**

Year 2: **October 31 - December 20 - February 28.**

EDUCATION TECHNICIAN CERTIFICATION RENEWALS

All educational technicians will complete a five-year **Authorization Renewal Plan** in accordance with state regulations and plans set by the Certification Committee as follows. No prior approval is required. All evidence given directly to building representative.

45 contact hours OR 3 college credits OR 4.5 CEUs

Requirements:

three (3) college credits

or

(45) contact hours

or

4.5 CEUs

or

Some combination of the above, equaling 45 contact hours

(1 credit = 15 contact hours = 1.5 CEUs)

Certified teachers may serve as an Educational Technician I, II or III, without further authorization, as long as they hold a valid certificate.

ADDENDUM

Explanation of Clock/Contact Hours, C.E.U. and Credits :

In general, all activities will be granted contact hour credit for each clock hour. This credit excludes luncheon sessions or time spent in travel to and from the activity. It is also possible that situations might arise in which unusual or extenuating circumstances might warrant a departure from actual contact hour credit. In these cases, the number of contact hours granted will be at the discretion of the Certification Committee.

In terms of certification credits, this system can be translated as follows:

1 clock/contact hour = .1 C.E.U.
 1 C.E.U. = 10 contact hours of time
 15 clock/contact hours = 1.5 C.E.U.s = 1 college credit
 30 clock/contact hours = 3.0 C.E.U.s = 2 college credits
 45 clock/contact hours = 4.5 C.E.U.s = 3 college credits

College or University Credits:

~~Prior approval to take courses must be obtained from the Certification Committee before beginning a course.~~ College credits will be granted after completion of the course with a submitted transcript grade of C or above. (Please note that it is the responsibility of the individual teacher to review contractual agreements regarding course reimbursement procedures.) A copy of the grade transcript must be submitted.

Recertification requirements for renewal of 5 year teaching certificates:

2 three-credit college courses
 or
 1 three-credit college course **and** 45 contact hours
 or
 90 contact hours
 or
 2 Professional Development Certificates
 or
 1 Professional Development Certificate **and** 45 contact hours
 or
 1 three-credit college course **and** 1 Professional Development Course

****** *1 Professional Development Certificate equals 3 college credits or 45 contact hours*

Glossary

Accredited Institution - means a degree-granting institution.

Applicant for Certification - includes any person seeking initial certification, recertification, certification renewal, certification upgrade, additional endorsements or reinstatement of a lapsed, surrendered, suspended or revoked certificate. This includes conditional, transitional, the conversion from provisional to professional, targeted need, professional, master level, and the renewal of professional and master level certificates for teachers and educational specialists for the purposes of this rule.

Conditional Certificate - is a waiver of requirements for the provisional or professional certificate for teacher and some categories of educational specialists. Conditional certificates may be issued for a one year term, up to five years total.

Contact Hour - means clock hour.

Credit Hour or Semester Hour - equals 15 contact hours or the equivalent spent in an approved preparation program, an accredited institution of higher education or an in-service training program or individual study program approved by the support system.

Educational Specialist - persons certified to provide professional services as: athletic director, school counselor, library/media specialist, literacy specialist, school psychological service provider, school nurse, special education consultant, speech/hearing clinician, or career and technical education evaluator.

Endorsement - means a notation or attachment to a certificate issued which specifies the grades and subject area for which the certificate is valid. A certificate may bear one or more endorsements.

Fast Tracked - recommended for a professional certificate based Chapter 115, Part I, §2.22 / §5, 5.2B. See appendix DOE form.

Individual Study Program - means an internship, project or segment of independent study proposed by a teacher, administrator or educational specialist that includes a needs assessment, measurable goals, learning activities and evaluation.

Initial Professional Certification Action Plan (PCAP) - the document created by the candidate, with assistance from the mentor, detailing the professional activities planned during the initial certification period to demonstrate having met Maine's Initial Teacher Certification Standards. This shall identify skills which need improvement and shall specify particular routes of improvement.

In-service Training / Workshop Program - a comprehensively planned program that provided professional growth and development for teachers, administrators or educational specialists. Program components should include awareness or knowledge, modeling or demonstration of activities, practice with structured feedback and application of new skills with peer coaching.

Mentor - means an experienced professionally certified teacher, master teacher, administrator, educational specialist or other educator who has been formally trained in mentoring skills, and assigned to support and coach a fellow educator in reaching a higher level of certification. The mentor may be from inside or outside the school unit.

National Board for Professional Teacher Standards - NBPTS.org

Professional Certificate - is the standard certificate for teachers and educational specialists awarded upon successful completion of the provisional or, in some cases, conditional certification. The professional certificate authorizes service for a period of 5 years.

Provisional Certificate - is the initial Maine certificate for teachers and educational specialists who have not previously served in Maine. The provisional certificate shall be issued for a 2 year period.

Recertification - means the initial re-issuance under 20-A MRSA Chapter 502 of a certificate issued under 20-A MRSA Chapter 501 which expires on or after July 1, 1988. "Recertification" refers to the transition process whereby persons certified under the old law and rules obtain certificates and endorsements subject to the more comprehensive requirements of the new law and rules.

Recommendation - means an opinion by the support team or institution that an applicant for certification has satisfactorily completed the requirements for the certificate sought and is otherwise qualified to receive the certificate.

Renewal - means the subsequent re-issuance of a certificate issued under 20-A MRSA, Chapter 502.

Renewal Professional Certification Action Plan (R-PCAP) - a renewal plan must be submitted five (5) years prior to certificate expiration on a form provided by the Certification Committee.

PLCSS - means a locally developed state-approved mechanism for assisting teacher and educational specialists to meet the requirements of 20-A MRSA, chapter 502. The support system shall be comprised of a governing committee which includes a majority of teachers, and may also include educational technicians.

Teacher Induction Program (T.I.P.) The program designed by the state to support beginning teachers. Specific training is required to be a mentor in this program, either directly through the state or from a state qualified trainer.

Transitional Endorsement - is any endorsement in which the applicant meets the professional education requirements of that endorsement, but not the standards of academic preparation. A transitional endorsement may be issued for a one-year period only, up to three issuance's.

Appendix

All forms are available on [Google Docs: First Class...District Forms/RSU#38 Certification](#)

- * [Shared Drives](#)
- * [Forms](#)
- * [Professional Development](#)
- * [Certification](#)

~~TEN INITIAL TEACHER CERTIFICATION STANDARDS~~

~~FIVE CORE PROPOSITIONS -- Mentor Teacher~~

~~OBSERVATION REPORT -- New Teacher and Mentor Teacher~~

~~MASTER TEACHER CANDIDATE "CHECKLIST"~~

~~NONCREDIT POINT DOCUMENTATION~~

~~FAST-TRACK RECOMMENDATION FORM~~

~~RENEWAL PROFESSIONAL CERTIFICATION ACTION PLAN (FORM J [R-PCAP])~~

~~INITIAL PROFESSIONAL CERTIFICATION ACTION PLAN (I-PCAP)~~

FORM H

RSU#38
APPLICATION FOR RECERTIFICATION CREDITS

NAME:

POSITION:

SCHOOL:

CURRENT CERTIFICATION (circle one):

Professional Conditional Transitional Provisional

EXPIRATION DATE:

REMINDER: A COURSE OR CONFERENCE APPROVAL FORM MUST BE COMPLETED AND SUBMITTED TO CENTRAL OFFICE FOR APPROVAL AND/OR FOR REIMBURSEMENT.

APPLICATION FOR CREDIT BASED ON:

- Course
- Portfolio
- Workshop
- Conference
- Project
- Quickshop
- Other

COMMENTS:

Name of course or activity:

Dates of attendance:

Sponsoring Unit (College, University, Presenter, etc.):

Number/Duration of meetings:

How does this professional development activity relate to your current position?

(Support system only)

Initial Approval by Support System:

Final Approval by Support System:

Date: _____

Date: _____

Support System Chairperson: _____

Support System Chairperson: _____

Credits or contact hours: _____



MARANACOOK AREA SCHOOLS

7d.

A Caring School Community Dedicated to Excellence

James Charette
Superintendent of Schools

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

Tel. 207-685-3336

Ryan Meserve
Special Education Director

Brigette Williams
Finance Manager

Fax. 207-685-4703

TO: RSU #38 Board of Directors

FROM: Jay Charette, Superintendent of Schools

SUBJECT: Snow Plow/Sanding Bid – Manchester Elementary School

DATE: October 29, 2019

On October 9, 2019 we opened bids for the snow plowing/sanding for Manchester Elementary School. We received one bid from Scott Lyon Construction, Inc.

2019-2020	\$6,500.00
2020-2021	\$6,800.00

The bid includes plowing and sanding of the access road, circle area in the front of the school; plowing and sanding walkways on south end of building from circle area to the rear entrance of the school; and the rear of the school where the basketball hoops are located (paved area only). Bid includes piling or removal of snow when necessary to maintain reasonable access.

Mr. Lyon has serviced Manchester Elementary School for several years. I recommend acceptance of the Scott Lyon Construction, Inc. bid as presented.

JC/d

CAPITAL AREA TECHNICAL CENTER
COOPERATIVE AGREEMENT 2019 -2020

7e.

Pursuant to Title 20-A, Section 8404 of the Maine Revised Statutes, the undersigned, being the duly authorized members of the Advisory Committee of the Capital Area Technical Center do hereby enter into the following Cooperative Agreement and do devise a formula for sharing costs:

1. The Capital Area Technical Center Advisory Committee shall consist of:
 - a. The Superintendent, or his/her representative, of each member administrative unit and
 - b. One School Board member, or trustee, appointed or elected by the school authorities from the administrative units served by the Superintendents. In any situation where a superintendent serves more than one unit, the school authorities of the units served shall cooperatively appoint a single representative. Each Superintendent and each representative shall have one vote on the Advisory Committee. When challenged a weighted vote shall be used.

Quotas & Weighted Vote
Current Figures: October 1, 2019

Administrative Unit	Slots	Vote (%)
Augusta/Cony HS	122	30.50%
(Erskine)	(83)	
RSU 12	46	11.50%
RSU 18	18	4.50%
AOS 92	15	3.75%
AOS 93	4	1.00%
MSAD 11/Gardiner HS	57	14.25%
RSU 38/Maranacook	27	6.75%
Winthrop HS	13	3.25%
RSU 2	98	24.50%
(Hall-Dale HS)	(54)	
(Richmond HS)	(21)	
(Monmouth Academy)	(23)	
Total	400	100%

CAPITAL AREA TECHNICAL CENTER
COOPERATIVE AGREEMENT 2019 -2020

2. The Advisory Committee shall meet at least quarterly each year, to include at least one meeting annually with the Augusta Board of Education.

At its initial organizational meeting and annually thereafter at the first meeting of the fiscal year, the Advisory Committee shall elect from its members a Chairperson and Vice-Chairperson.

3. The time, place and dates of the regular meeting of the Advisory Committee shall be established in June by the Advisory Committee with the recommendation of the Director.
4. The Chairperson and/or Director may call special meetings of the Advisory Committee as long as each unit has at least 24-hour notice of the meeting.
5. The Chairperson and Director shall determine the agenda and order of business. Members of the Advisory Committee can have items placed on the agenda by notifying the Director 5 days prior to the meeting. Urgent items can be filed on the day or night of the meeting at the discretion of the Chairperson.
6. A quorum must be present to conduct the Advisory Committee business. Representatives or designees from five school districts constitute a quorum.
7. The latest edition of Robert's Rules of Order shall govern parliamentary procedures of the Center's Advisory Committee when applicable and if not in conflict with the Cooperative Agreement of the Center.
8. With respect to the governance of the Capital Area Technical Center, the primary responsibility of the Advisory Committee is to make informed and timely recommendations to the Augusta School Board on all matters relating to the Center. To achieve this objective, all recommendations concerning the management and operation of the Center which are submitted to the Augusta Board for action shall first be presented to the Advisory Committee for review. Any resolution formally adopted by the Advisory Committee as a result of such a review shall be transmitted by the Augusta Superintendent of Schools to the Augusta Board with the original recommendation.

This review process shall apply to all matters relating to the Capital Area Technical Center submitted to the Augusta School Board for action including the appointment of the Director, the modification of instructional programs and student services, the budget for each fiscal year and any adjustments proposed after its adoption, the acquisition of equipment, and major repairs and renovations to the physical plant.
9. The Advisory Committee will review and comment upon any program applications for state and federal funds to serve vocational students prior to submission to the funding source to ensure regional coordination.

CAPITAL AREA TECHNICAL CENTER
COOPERATIVE AGREEMENT 2019 -2020

The intent of this article is to provide regional coordination and encourage and protect local incentives.

10. Member units may request to withdraw from the Center by vote of its school committees or Board of Directors with proper notice to the Advisory Committee by January 1st before the beginning of the next fiscal year. Actual withdrawal must be carried out in accordance with applicable State Law.
11. The Director shall meet such qualifications as may be prescribed by the State Board of Education and State Law.
12. The Director shall serve as the chief administrative officer of the Center and its satellites and have all the authority and obligations of a secondary school principal in the school administrative unit operating the Center.
13. The hiring and dismissal of the Director and staff of the Technical Center shall be the responsibility of the Augusta Board of Education. The Advisory Committee shall, however, be involved in the screening and interviewing of applicants for the position of Director.
14. The Advisory Committee for the Center at one of its meetings held no later than February of each year shall recommend the operating budget for the next fiscal year. In case a school board or school trustee member is unable to attend the meeting at which the budget is approved, the Superintendent or his/her representative for the unit not represented may vote on the budget. The Director will present an overview of the proposed budget at least one month prior to submittal to the Augusta Board of Education.

The Director shall prepare and submit an annual report of the Technical Center and vocational satellite programs to the State Board and to each sending unit and advisory member served by the Center.

15. Beginning with the 2013-2014 fiscal year, the costs due from each school administrative unit that is affiliated with the CATC shall be satisfied by the CATC's receipt of the state subsidy allocation for career and technical education.

School units that send students to Capital Area Technical Center and do not subscribe to the above billing method will be assessed at the tuition rate set by the SAU's Business Manager. This assessment may be increased up to ten percent (10%) should the actual number of sending unit students, for the school year, be less than the base estimate used in determining the initial tuition rate. The adjustment to the assessment will be reflected in the fourth quarter billing. Billing for these sending units will be done on a quarterly basis.

16. A complete financial report shall be made to the Advisory Committee quarterly by the Director.

CAPITAL AREA TECHNICAL CENTER
COOPERATIVE AGREEMENT 2019 -2020

17. If the Technical Center ceases to exist, the Augusta Board of Education shall ensure that the proceeds for, the disposition of the equipment purchased after July 1, 1987, will be distributed proportionally in accordance with the formula set forth in #1. It is understood, however; that any equipment purchased by the Augusta School Department, and not charged through the formula, shall be fully owned by the City of Augusta School Department and that the proceeds from any future sale of such assets shall not be subject to distribution to sending units.

18. The Cooperative Agreement is subject to ratification by all of the school committees or the Board of Directors of the participating administrative units; eligible to vote on the same by state law.

19. This agreement shall be reviewed and adopted annually with a copy of the original agreement being submitted to the Commissioner of Education.

20. Other such business not covered in this document should be processed in accordance with the best interest of the Center as determined by the Advisory Committee.

IN WITNESS WHEREOF, we the undersigned hereby place our hands on December 9, 2019.

Augusta – Public Schools

By: _____
School Board Chairperson

Print: _____
School Board Chairperson

By: _____
Superintendent of Schools

Print: _____
Superintendent of Schools

RSU #12

By: _____
School Board Chairperson

Print: _____
School Board Chairperson

By: _____
Superintendent of Schools

Print: _____
Superintendent of Schools

RSU #18

By: _____
School Board Chairperson

Print: _____
School Board Chairperson

By: _____
Superintendent of Schools

Print: _____
Superintendent of Schools

**CAPITAL AREA TECHNICAL CENTER
COOPERATIVE AGREEMENT 2019 -2020**

AOS #92

By: _____
School Board Chairperson

Print: _____
School Board Chairperson

By: _____
Superintendent of Schools

Print: _____
Superintendent of Schools

AOS #93

By: _____
School Board Chairperson

Print: _____
School Board Chairperson

By: _____
Superintendent of Schools

Print: _____
Superintendent of Schools

MSAD #11

By: _____
School Board Chairperson

Print: _____
School Board Chairperson

By: _____
Superintendent of Schools

Print: _____
Superintendent of Schools

RSU #38 Maranacook

By: _____
School Board Chairperson

Print: Dr. Gary W. Carr
School Board Chairperson

By: _____
Superintendent of Schools

Print: Jay Charette
Superintendent of Schools

Winthrop Public Schools

By: _____
School Board Chairperson

Print: _____
School Board Chairperson

By: _____
Superintendent of Schools

Print: _____
Superintendent of Schools

RSU# 2

By: _____
School Board Chairperson

Print: _____
School Board Chairperson

By: _____
Superintendent of Schools

Print: _____
Superintendent of Schools

7f.

RSU #38
Comprehensive Emergency Management Plan

The purpose of the Emergency Management Plan is to make town citizens, government, school officials, and administration aware of their responsibility in an emergency situation. This plan, upon implementation will provide the basis for coordinating protective actions prior to, during, and after any type of emergency.

Each of the RSU 38 schools, as well as the Superintendent's Office has an Emergency Management Team that meet regularly to review, and update as needed, the protocol for dealing with emergency situations. District-wide meetings are held periodically and include members from each of the schools' teams, law enforcement officials and members of the towns' emergency and fire-fighting personnel.

Each of the schools has a designated chain of command when dealing with emergencies, which includes contacting the Superintendent's Office. All communications to parents and the general public during an emergency will be from the Superintendent of Schools. Means for conveying information to parents and the general public (as needed) will be in the form of telephone calls, Instant Message Alerts, letter from the Superintendent, and/or school newsletters.

RSU #38

Maranacook Area Schools – Field Trip Request Form

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

7g.

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: mcms Date of trip: Apr 28 - May 1 Destination: The Chewaski Foundation

Departure time (from school): 4/28 8:30 AM Return time (to school): 05/01 1:00 PM

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

Teacher: Reiter, Tracy, Jewell Grade level(s): 6, 7, 8

Number of students: 65 Number of chaperones: 4 Cost of activity: \$85/student

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

Paid By: _____
(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.)

See attached

Planned Stop(s): NA

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

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

Other Transportation arrangements have been made - please specify: private cars

Storm Date: NA

[Signature]
Principal's Signature

Recommended Not Recommended

10/16/19
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)

Educational Objectives:

As an extension of our theme on Teen Health Now and in the Future, students discover the true value of collective effort by living, working, and learning together in small groups (10 to 12 students) at established [shore-side campsites](#). They discover the demands and satisfaction of teamwork while developing a respect toward the natural world. Living outdoors is an indispensable way to bridge gaps between students. It fosters a sense of group unity and creates an atmosphere in which trust and exploration can flourish. The benefits for nearly all students are higher self-esteem and a greater enthusiasm for learning.

A full-time Outdoor Classroom instructor and a school chaperone (teacher or parent) live alongside each student group throughout the program. Students' responsibilities for their group start on day one as students carry their packs, food, and equipment the half-mile to their campsites. Here they take time to settle into their new home and learn the skills of outdoor living. Students rotate through cooking, cleaning, and firewood crews, taking ownership for their group's daily chores. They also participate in daily lessons in team building, natural history and sustainability education that are chosen by the school. Evening activities might include storytelling, night walks, natural history roves, or live animal presentations.



U.S. DEPARTMENT OF JUSTICE
 OFFICE OF COMMUNITY ORIENTED POLICING SERVICES
 145 N Street, NE, Washington, D.C. 20530

COPS

7h.

October 1, 2019

Superintendent Jay Charette
 Regional School Unit No. 38
 45 Millard Harrison Drive

Readfield, ME 04355

Re: COPS Office School Violence Prevention Program Award #2019SVWX0086
 OR#: ME064ZZ

Dear Superintendent Charette:

Congratulations on your agency's award for \$40,500.00 in federal funds over a two-year award period under the 2019 COPS Office School Violence Prevention Program (SVPP). The local cash match required for this award will be \$13,500.00. Your agency may use SVPP award funds to improve security at schools and on school grounds within your jurisdiction through evidence-based school safety programs.

A list of conditions that apply to your award is included in the SVPP Award Terms and Conditions in your award package. If applicable to your agency, Additional Award Notifications are included at the end of this letter and are incorporated by reference as part of this letter. In addition, a limited number of agencies may be subject to Special Conditions because of high risk designation or other unique circumstances. If applicable to you agency, these Special Conditions will be found in an Award Document Supplement in your award package. You should read and familiarize yourself with these conditions. **To officially accept your award, the Award Document must be signed electronically via the Account Access tab in the COPS Office website at www.cops.usdoj.gov within 90 days from the date of this letter.**

COPS School Violence Prevention Program (SVPP) funding is awarded to states, units of local government, Indian tribes, and its public agencies. The awarded Government Executive/ Financial Officer (GE/FO) will need to establish an electronic signature in order to sign important documents in the grant management process. Please contact the COPS Office Response Center at 800-421-6770 or send an email to askCopsRC@usdoj.gov to learn more and establish e-signatures.

The official award start date is 10/01/2019. Therefore, you can be reimbursed for allowable and approved expenditures made on or after this date. Please carefully review the Financial Clearance Memorandum (FCM) included in your award package to determine your approved budget, as the COPS Office may not have approved some of your requested items during the budget review process. The FCM will specify the final award amount and will identify any disallowed costs.

Supplemental materials for FY 2019 SVPP award recipients can be found at <https://cops.usdoj.gov/svpp>. We strongly encourage you to visit this site as soon as possible to access a variety of important and helpful documents that will assist you with the implementation and management of your award. Helpful items include the 2019 SVPP Award Owner's Manual, which specifies the legal, programmatic, and financial terms, conditions, and requirements of your award. In addition, the above website link include the forms and instructions necessary to begin drawing down funds for your award. Please also ensure that you print out a copy of your application and maintain it with your award file records.

Once again, congratulations on your 2019 COPS Office SVPP award. If you have any questions about your award, please do not hesitate to call your Grant Program Specialist through the COPS Office Response

ADVANCING PUBLIC SAFETY THROUGH COMMUNITY POLICING

Center at 800-421-6770.

Sincerely,

A handwritten signature in black ink that reads "Phillip E. Keith". The signature is written in a cursive style with a large initial "P" and a long, sweeping underline.

Phillip E. Keith, Director

Additional Award Notification

**REGIONAL SCHOOL UNIT #38
NEPOTISM**

Employment

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

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

Supervision and Evaluation

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

Exceptions

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

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

Definitions

For the purpose of this policy:

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

Legal Reference: 20-A M.R.S.A. § 1002

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

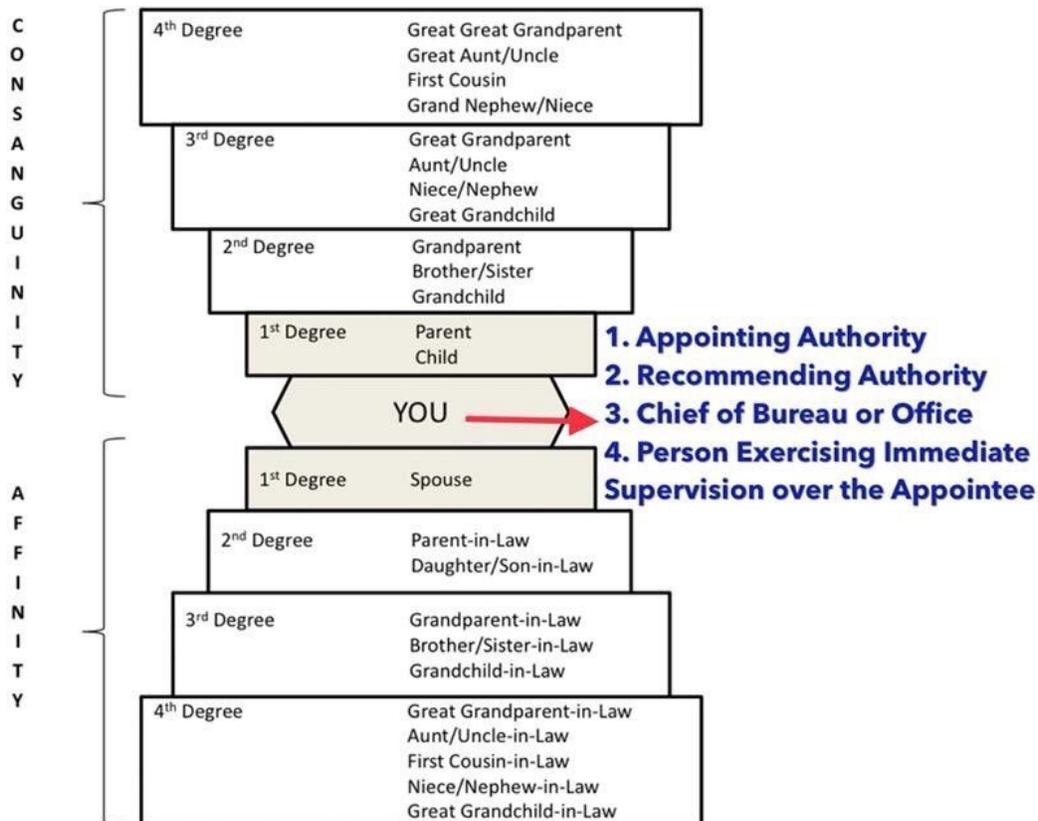
Revised: 03/06/07

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

Revised: 01/18/17

NEPOTISM: How to Count the Level of Degree of Consanguinity/Affinity?

IMMEDIATE FAMILY MEMBERS



Note: Step relationships (step-brother, step-father, etc.) are considered to be the same as blood relationships.

<https://gabortaf.com/2019/02/03/nepotism-how-to-count-the-level-of-degree-of-consanguinity-and-affinity/> 08/06/19

8b.

RSU #38 5 Year Strategic Plan 2019 - 2024



Adopted by RSU #38 School Board March 6, 2019

Superintendent's Message

To our students, parents, and communities,

I am pleased to present RSU 38's five-year strategic plan. This plan builds on the strong foundation and reputation of the Maranacook Area Schools as well as moves the district forward with a focus on the core values of the communities that make up our school district. Five major goals have been identified in a process that began in the spring of 2018 during a two day future search workshop that involved many different stakeholders. These five goals are accompanied by outcomes and action steps that will guide our mission of "A caring school community dedicated to excellence".

We appreciate the enduring support for education in our four communities of Manchester, Mount Vernon, Readfield, and Wayne. Without that support, we would not be the great system we are. I look forward to our future work together.

Sincerely,



James Charette
Superintendent of Schools
RSU #38



Mission Statement:

A caring school community dedicated to excellence

Vision Statement:

Maranacook Schools will be safe, dynamic learning communities where people of all ages will think, aspire, and participate as responsible citizens in an ever-changing global society.

Guiding Principles:

WE BELIEVE.....

Teachers, staff members, parents, and students are lifelong learners with a dedication to excellence and an expectation of high achievement for all.

All learners need a safe, respectful, positive environment to achieve.

Students need an evidence based, rigorous curriculum that

- focuses on state standards
- promotes engagement
- provides a challenging range of courses, experiences, and extracurricular activities
- recognizes the needs, interests, and abilities of all learners
- blends the changing needs of society with the needs of individual learners.
- integrates technological advances and collaboration

Parents and community members are a vital part of our schools.

The instruction and assessment process measures growth for all learners through feedback, collaboration, and problem solving.

The supervision and evaluation process encourages and supports staff growth and development that is designed to promote our mission and vision.

2019 - 2024 Goals

Goal 1: Provide an inclusive and comprehensive educational program that sustains student curiosity and inspires students to be engaged citizens.

Goal 2: Promote a unique professional culture that attracts and retains dynamic staff.

Goal 3: Foster a safe and supportive learning environment, in partnership with community organizations and resources.

Goal 4: Continue to promote our schools as welcoming community centers.

Goal 5: Ensure sustainable sources of funding and develop operational efficiencies that support the changing educational environment.



Goals - Outcomes - Timeline

Goal 1: Provide an inclusive and comprehensive educational program that sustains student curiosity and inspires students to be engaged citizens.

Outcomes	2019 - 2020	2021 - 2022	2022 - 2024
Develop a dynamic standards based curriculum that is <u>continuously reviewed and updated</u> by faculty.	Establish and prioritize cycle of review for the content areas of Language Arts, Math, Science and Technology, Social Studies, World Language, Health and Physical Education, Fine Arts, and Career and Education Development.	4 out of the 8 content areas have been reviewed and revised.	Each of the 8 major content area has been reviewed and revised within this 5-year cycle.
Multiple pathways to graduation are available to all students.	Review of Graduation policy as well as introduction of online program for students to begin planning for postsecondary opportunities (2 or 4 year College, Vocational, Military, Workforce).	Each student develops a postsecondary plan grades 6 thru 12 that is reviewed and adjusted to meet aspirations.	Possible pathways are defined through high school Program of Studies.
Curriculum is differentiated to meet students where they are, and help them to progress academically, emotionally, and socially.	Review Response to Intervention, as well as Gifted and Talented, data across all schools in relation to achievement.	Develop and implement interdisciplinary programs and hands on activities to improve student engagement and challenge students to excel.	A challenging, customizable program for all learners has been developed and implemented.
Analyze and evaluate student data and growth in order to guide curriculum decisions, identify priority needs, and evaluate student success.	Review standardized test data and identify data points that can be tracked over time to inform programming Pre-K through 12th grade.	Data Dashboard developed and published annually to board, parents, and communities.	Data tracked over the 5- year period of this plan is available to inform decision making process around academic needs of all students.

Goal 2: Promote a unique professional culture that attracts and retains dynamic staff.

Outcomes	2019 - 2020	2021 - 2022	2022 - 2024
Attract and retain an engaged professional workforce.	Draft survey to identify information from staff that addresses retention.	Conduct survey and develop recruitment and orientation materials from initial survey.	Revise, as needed, orientation materials as well as identify district strengths and challenges.
Competitive compensation and positive working culture.	Analyze exit information data to identify current cultural/compensation challenges.	Develop materials that provide compensation comparisons in our region and highlight positive attributes of our district schools.	Address competitive pay through collective bargaining.
Continue to enhance a professional working culture.	Develop and implement evaluation & training programs for all staff, focused on improving student growth/success.	Form a Professional Development Committee to guide planning and implementation of district activities.	Staff trainings are personalized to address needs in relation to teaching practice, assessment, and student growth.



Goal 3: Foster a safe and supportive learning environment, in partnership with community organizations and resources.

Outcomes	2019 - 2020	2021 - 2022	2022 - 2024
Develop a catalogue of supportive community resources.	Identify organizations that partner and/or support our communities.	Catalogue created and published within communities.	Catalogue is updated and published annually.
Develop and maintain mentoring program for K-12 and adult education (use of community mentors and student mentors).	Review current mentoring programs that exist within the district.	Establish best practice within mentor programs and support expansion to include all schools.	Mentoring programs are active at all levels within the district.
Inform community of the services, agencies, and special projects available to our communities.	Survey communities to gauge communication needs.	Research communication strategies that can be used to facilitate communication to residents of our communities and implement strategies as prioritized by communication teams.	Evaluate success of strategies and continue with those most successful.



Goal 4: Continue to promote our schools as welcoming community centers.

Outcomes	2019 - 2020	2021 - 2022	2022 - 2024
Increase the opportunities for community access and structured opportunities for the 3-year old population.	Review and evaluate the needs of the 3- and 4-year old populations in our communities.	Program develop that is accessible, in centralized location, appropriate to this population of 3-and 4-year old learners.	Program implemented and evaluated, identifying strengths and challenges.
Provide opportunities for community members and parents to take part in events that promote our schools as welcoming centers.	Develop contact list of organizations that partner with school staff such as Parent Teacher Organizations, Awesome Bear Society, and Recreation Programs.	Develop a plan for communication with groups to enhance attendance at school events.	Implement, update and adjusted plan as needed.
Enhance parent communication and support creative ways to solicit and receive parent communication into our schools.	Improve digital presence of the district and individual schools through upgrades to current technological systems (District website, social media accounts, etc.).	Train staff to “tell our story,” as well as provide opportunities to celebrate learning opportunities.	Monitor our system for opportunities to engage in two way conversations with parents and communities.



Goal 5: Ensure sustainable sources of funding and develop operational efficiencies that support the changing educational environment.

Outcomes	2019 - 2020	2021 - 2022	2022 - 2024
Develop a 20 year facility use plan.	Begin discussion at board level regarding the future of our buildings.	Develop various options that address the needs of all students in our district schools.	Adoption of 20 year facility use plan.
Develop and maintain partnerships with other school based agencies.	Provide communities with information regarding current partnerships.	Look for opportunities to expand student/staff offering with the Regional Service Center and the Western Maine Educational Collaborative.	Develop and implement partnership evaluation to determine cost versus value for the school community.
Build and maintain relationships with state and local decision makers.	Each school will maintain a contact list of state and town officials.	Schools will develop an engagement plan for connecting with decision makers.	Evaluate plan to identify strengths and weaknesses.
Conduct budgetary audits of our various district departments to identify, adjust, and maximize available resources of the district.	Research audit methods to be used across various departments to identify equitable use of resources.	Establish audit cycle for the various departments and begin implementation.	Complete all department audits, with annual schedule established with annual reporting.

