

**REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS****Maranacook Community High School****February 5, 2020, 6:00 p.m.****AGENDA**

1. Call to order:
2. Executive Session to consult with Superintendent pursuant to M.R.S.A. Title 1, Section 405(6)(B)
3. Executive Session to consider a student disciplinary matter pursuant to M.R.S.A. Title 1, Section 405(6)(B)
4. Action Following Executive Session
5. Student Representative Reports: (10 min.)
6. Citizens' Comments: (5 min.)
7. Presentations: (20 min.)
  - a. Auditor's Report
  - b. 5210 Report
8. Additions/Adjustments to the Agenda by Board and/or Superintendent: (5 min.)
9. a. Reports: (20 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\* - 02/25/20, Superintendent's Office, 6:00 p.m.
- c. Policy Committee\* - 02/11/20, Superintendent's Office, 6:00 p.m.
- First Readings\*: IGA, Curriculum Development and Adoption; JL, Student Wellness
10. Action Items: (30 min.)
  - a. Approval of Minutes of January 15, 2020\*
  - b. Approval of Minutes of Special Meeting January 29, 2020\*
  - c. Acceptance of donations\*
  - d. Discussion/review of Board Self-Assessment/Reflection Form\*
  - e. Consideration of overnight trip ,Wayne Elementary School Grades 4-5, University of Maine 4-H Camp, Bryant Pond Maine, May 11-12, 2020\*
  - f. Consideration of Out-of-Country Travel, Guatemala, May 2-10, 2020\*
  - g. Acceptance of teacher resignation due to retirement, June 2020, Barbara Godfrey, Elem. PE
  - h. Ratification of awarded contracts for Board approved projects\*
11. Informational – Upcoming meetings:
  - Curriculum Committee - 02/12/20, Superintendent's Office, 4:00 p.m.
  - Health Center Advisory\* - 03/24/20, MCHS, 6:00 p.m.
  - Ad Hoc Group: Awesome Bear Society – 02/12/20, MCHS Media Ctr., 6:30 p.m.
12. Budget Workshop: (30 min.)
  - a. Student Support Services – (Technology, Special Education, English Language Learners (ELL), Gifted & Talented)
  - b. Board questions
  - c. Citizens comments regarding budget
  - d. Board discussion
13. Adjournment:

\* Attachments

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

9a.

Elementary Principals' Report  
February 5, 2020  
Janet Delmar (WES & MTV)  
Abbie Hartford (MES)  
Jeff Boston (RES)

	Pre-K	K	1	2	3	4	5	Total
MES	6/7	14/16	10/10	14/13	17/18	19	14/15	173
RES	16/15	14/14	19/20	19/21	10/12	16/17	11/13	217
MTV	10	17	10	10	13	20	13/12	105
WES	7 @ RES	11	11	11	13	12/10		68

**National Board Certification Exam - School Nurse**

On January 6, 2020, Jada Clark, school nurse at Readfield and Wayne Elementary Schools, received notice she passed her National Certification Examination for School Nurses. She received a rating of "Above the Competency Level" in the following areas: 1) Health Appraisal, 2) Health Problems and Nursing Management, 3) Health Promotion and Disease Prevention, 4) Professional Issues, and 5) Special Health Issues. Congratulations Jada!

**Elementary Geo-Bee Winners**

Congratulations to the winners and runners-up in each school for the annual Geo-Bee sponsored by the National Geographic Society. The winners from each school will be taking a written test to qualify for further competition!

MES: Lydia Garafalo, champion; Joshua Herzig, runner-up  
RES: Lucas Andrews, champion; Jackson Boucher, runner-up  
WES: Jaden Emmons, champion; Will Perry, runner-up  
MTV: Kyleigh Pinkham, champion; Katelyn Hall, runner-up

**Spring State Assessment**

The spring assessment for Mathematics and English Language Arts/Literacy for grades 3-8 has been developed by Measured Progress and implemented within Maine schools between March 16 and April 10, 2020. Students will continue to take this spring assessment online (computer-based).

### **February 5th - Teacher Workshop**

At the elementary level, our teachers will be meeting at RES for training on our new math curriculum. We will have two trainers from Illustrative Mathematics providing professional development for K-2 and Gr. 3-5 teachers. We look forward to an insightful and productive day!

### **Bikes for Books**

Students at RES will have the opportunity to participate in “Bikes for Books”, a Reading Incentive program, sponsored by the Masons, of Readfield. This year, a boy and a girl from EACH GRADE LEVEL, K-5, will have the chance to win a brand new bike, complete with helmet, just for reading books!!! This is how the program works: each student will be given a reading Bingo card from their teacher. He or she will be required to fill an entire Bingo card to enter for the bike drawing. There is no limit to the number of Bingo cards students can enter, however, a book can only be used once for a square. Once it has been used to fulfill a square, it cannot be used again. Parents will write in the title of the book that fulfills the square requirement, and students can check off the box. In kindergarten, books that are read aloud to the students by parents can qualify, however, in grades 1-5, students must be the ones doing the reading.

The program will begin on the following dates:

RES- February 3rd through March 6th. Parents will need to sign the Bingo board verifying the child has completed his or her reading. Students must return their cards to their teacher by March 9th. The drawing for the bikes will be held later in the spring (TBA).

Wondering where to get books? The Readfield town library, the school library, and even classroom libraries are great places to find good fit books! Thank you to the Lafayette Lodge #48 for their generosity and support with promoting literacy!

### **Northern Star Planetarium Visits**

All students experienced lessons inside the incredible dome from Northern Stars Planetarium. Lessons were curriculum aligned and included: learning constellations, volcanos, explorers and weather. Many students were also asked to complete an informational writing piece based on new learning. Funding for this enrichment experience was provided by the PTCO. The Planetarium visited MES on Jan. 22-23 and RES on February 10th. All students in grades pre-K-5 were provided age-appropriate lessons.

**Winter NWEA (Revise data below)**

<b>Current Kindergarten: Reading</b>	<b>Lo-LoAvg (1-40%)</b>	<b>Avg-Hi (41-99%)</b>
Winter 2020 (86 Testers)	36 students or 42%	50 students or 58%

<b>Current 1st Grade: Reading</b>	<b>Lo-LoAvg (1-40%)</b>	<b>Avg-Hi (41-99%)</b>
Winter 2020 (78 Testers)	34 students or 44%	44 students or 56%

<b>Current 2nd Grade: Reading</b>	<b>Lo-LoAvg (1-40%)</b>	<b>Avg-Hi (41-99%)</b>
Winter 2020 (89 Testers)	37 students or 42%	52 students or 58%

<b>Current 3rd Grade: Reading</b>	<b>Lo-LoAvg (1-40%)</b>	<b>Avg-Hi (41-99%)</b>
Winter 2020 (82 Testers)	31 students or 38%	51 students or 62%

<b>Current 4th Grade: Reading</b>	<b>Lo-LoAvg (1-40%)</b>	<b>Avg-Hi (41-99%)</b>
Winter 2020 (83 Testers)	31 students or 39%	52 students or 61%

<b>Current 5th Grade: Reading</b>	<b>Lo-LoAvg (1-40%)</b>	<b>Avg-Hi (41-99%)</b>
Winter 2020 (87 Testers)	29 students or 33%	58 students or 67%

<b>Current Kindergarten: Math</b>	<b>Lo-LoAvg (1-40%)</b>	<b>Avg-Hi (41-99%)</b>
Winter 2020 (86 Testers)	34 students or 33%	52 students or 67%

<b>Current 1st Grade: Math</b>	<b>Lo-LoAvg (1-40%)</b>	<b>Avg-Hi (41-99%)</b>
Winter 2020 (79 Testers)	32 students or 41%	47 students or 59%

<b>Current 2nd Grade: Math</b>	<b>Lo-LoAvg (1-40%)</b>	<b>Avg-Hi (41-99%)</b>
Winter 2020 (84 Testers)	36 students or 43%	48 students or 57%

<b>Current 3rd Grade: Math</b>	<b>Lo-LoAvg (1-40%)</b>	<b>Avg-Hi (41-99%)</b>
Winter 2020 (81 Testers)	36 students or 44%	45 students or 56%

<b>Current 4th Grade: Math</b>	<b>Lo-LoAvg (1-40%)</b>	<b>Avg-Hi (41-99%)</b>
Winter 2020 (83 Testers)	46 students or 55%	37 students or 45%

<b>Current 5th Grade: Math</b>	<b>Lo-LoAvg (1-40%)</b>	<b>Avg-Hi (41-99%)</b>
Winter 2020 (85 Testers)	48 students or 56%	37 students or 44%

#### **How data is used at the elementary school level?**

- **District universal screener (as required by the State) used as a data point for intervention support, special education, gifted and talented services.**
- **Students scoring in the Low to Low Average range remain in our close focus of observation and their progress is closely monitored throughout the year.**
- **All classroom teachers review and analyze the NWEA score with literacy specialist, math interventionist, and the principal.**
- **Rtl (Response to Intervention) plans are developed and implemented**
- **Parent reports show year to year progress.**
- **Teachers may group students with similar needs and strengths within their classrooms.**

Maranacook Community Middle School  
Regional School Unit 38  
2100 Millard Harrison Drive  
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### **“A Caring School Community Dedicated to Excellence”**

January 29, 2019

Dear RSU 38 Board Members,

I hope everyone had a great month! It has been a great month at MCMS. We are in the middle of our ski season and our spring musical. Basketball just finished up and our first season of Unified Basketball will be starting up soon! Progress reports were sent out and we are right in the middle of our second trimester. Below are school updates and upcoming events.

#### **Math Across Teams**

**Math 6:** Students have been working with simplifying and evaluating expressions and will soon be working on algebraic expressions. Students will be learning algebraic terminology (using variables to represent unknowns), examining the concept of equivalency, and learning to write simple algebra. Students have also been working on estimation and prediction.

**Math 7:** Students have been manipulating equations to find Circumference, Area, Radius and Diameter of Circles. In this math unit, students will solve problems involving scale drawings and real objects to find area, volume, surface area of the objects. Students will learn to draw geometric shapes with a protractor, construct triangles with specific side lengths and angle measurements and learn the formulas for the relationships in a circle.

**Math 8:** Students have spent time manipulating equations to identify the slope, y-intercept, x-intercept and Rate of Change in linear functions. Students have also been applying their understanding of functions and linear equations by performing experiments and identifying a “line of best fit” and are manipulating information in tables, graphs, and equations.

#### **Team Updates**

**Moose Island:** For science, student groups have been working on scientific investigation strategies. They are looking for a question or observation, forming a hypothesis, designing a controlled experiment, getting results and analyzing them, and then drawing conclusions. For social studies, students have put up a timeline in the hallway to help them to understand how different events in the world and with the Holocaust relate to each other. They have spent some time looking at chains of events and things that might have disrupted the chain that led to it. Next, they will be exploring how life was changed for European Jews, and we will look at the story of Gerda Weissmann, a survivor of the Holocaust. For reading, students are beginning a second round of books for book groups based on ideas of survival. Titles for this round are: *The Benefits of Being an Octopus*, *Parkland Speaks*, *Dry*, *The Boys Who Challenged Hitler*, *Lifeboat 12*, *Forgotten City*, *24 Hours in Nowhere*, *Hunger Games*, *A Long Walk to Water* and *Refugee*. Students will be interacting with groups as they read in addition to comparing these titles to titles previously read.

**Acadia:** For reading, students are finishing up their first of two books in book groups. They have held book group conferences with the teacher, looked for evidence of Tone and Mood in the

books they are reading and discussed reading signposts and how they can help us become more fluent and competent readers. For social studies, students have looked at the impact of the Great Depression and why fascism appealed to many during that time. Students took part in a tug-a-war demonstration of why fascists felt they were superior.

**Katahdin:** For science, students have been focusing on three specific animal adaptations, and sharing their research with the class. Students have learned a lot about many different animals when studying their physical, predator/prey, and behavioral adaptations, especially in the earth's ever-changing ecosystems. Students are also learning about how environmental (weather and climate concerns) and genetic factors influence animal migrations. For reading, students have been continuing to read their free-choice reading/book. They are also doing student/teacher reading conferences to process and reflect on their books. Students have been utilizing Digital Maine Library to research the human behavior they chose to focus on this trimester, which they are writing a report on. For social studies, students are working on the geography of the 5 world oceans and the 7 world continents. Students have also learned about how to use maps.

**Royal:** For reading, students have finished a draft of their conflict journal. They are conferencing about their reading and helping to guide them into new genres. For their social studies, students have been diving deeply into their research of their entrepreneur, writing a detailed paper on their chosen person, explaining how and why they are the entrepreneur that they have become. For science, students have begun to learn about cellular respiration and how food is turned into energy. For health, students have been studying Stress and how to cope. Gwen Mohlar, the school counselor also presented information over two classes about Suicide and Suicide Prevention.

**Sebago:** For reading, the class is doing a group reading project with the book, *Reading - Freak the Mighty*. For science, the students are working on a "You Build It Challenge." Students start with an 8x11 piece of paper and then develop a template using the whole piece of paper to create a bird feeder. Students have gathered materials and constructed the bird feeders out of wood, metal, screws, nails, craft sticks and other things they found. For Social Studies, students will be learning about government and using iCivics, an online program, to take what they have learned and put it into action. Students will create their own governments and leadership structure and learn how to interact with other governments to get what they need to survive. In their Hands On (Industrial Arts) class, students are finishing up their pallet project. Students have built shoe display boards, tables, bird houses, signs and other individual creations.

### MCMS Highlights

**New Elective Class! STEM Trucking & Engineering:** We just started offering a class for students interested in trucking, auto mechanics and engineering. Students are using Hess trucking products. They are exploring practical transportation issues, such as fuel efficiency, force and motion, levers, road surfaces, and map skills as they relate to tow trucks. Dimensions of Science Learning in the Next Generation Science Standards and career preparation standards are embedded into this class.

**Mentoring Programs:** Our mentoring programs have been a great success this year! We have a high school student mentor/middle school student mentor program and a community mentor program. Our community mentor program invites approved volunteers to work with an identified student for approximately 1 hour a week in order to support the overall well-being of the student. Sometimes mentors and mentees spend their time talking, doing schoolwork or playing games, and sometimes building things. We are always looking for more adult mentors. *If you are interested in being a mentor for a middle school student, please reach out to me!*

**Math Team:** Our Math Team has had a great season so far this year! In mid January, they went to the regional MathCounts Competition and we have two students (Jonah Jenkins and Ella

Martinez-Nocito) who will be going to the state meet in March! We will also be hosting a regional math meet at MCMS on February 8th.

**Basketball:** Our basketball teams are finishing up their seasons. The girls season is over, finishing up with a parent versus child game on Monday, January 27th. The boys have made it to the tournament, with the first game on Thursday, January 30th, against Cony.

**Alpine and Nordic Skiing:** Our Alpine and Nordic ski teams have had phenomenal seasons. There have been many meets over the past month. For Nordic, our top four skiers are: Silas Bartol, Olympia Farrell, Wyatt Stevenson and Elsa Berghdal. Our top Alpine skiers include: Allie Thaller, Hope Webb, Thatcher Riley and Adam Ellis.

**Annie Jr. Production:** We are underway with the musical this spring! Directors Sam Watson and Adam Scarpone are working with thirty students on a musical production of Annie Jr. The performances for this will be the weekend of March 22nd.

**National Geographic GeoBee School Competition:** On Friday, January 24th, we held our school wide GeoBee Competition. This year's winner was Charles Feagin and runner up was Zachary Braithwood. Charles will be going to the statewide GeoBee at the University of Maine Farmington later this spring.

**Debate Club!** We are starting a debate club! The purpose of a debate club is to engage students in a debate program in the middle school. *"Debate practice in the middle grades allows students to build skills they will need in high school and beyond. Debating is "active learning," understood as a process of involving students in an activity while they reflect critically about what it is they are doing."* We are looking for volunteers to help with this program. *If you are interested, please reach out to Dan Holman ([dan\\_holman@maranacook.com](mailto:dan_holman@maranacook.com)) or myself.*

### Winter 2019-20 NWEA Results

MCMS students took the NWEA on 1/14/20 & 1/15/20. Below is a summary of the results.

6th Grade: Reading	Lo-LoAvg (1-40%)		Avg- Hi (41-99%)	
(93 students)	28	29%	75	81%
7th Grade: Reading	Lo-LoAvg (1-40%)		Avg- Hi (41-99%)	
(87 students)	18	20%	70	80%
8th Grade: Reading	Lo-LoAvg (1-40%)		Avg- Hi (41-99%)	
(103 students)	14	14%	90	86%
6th Grade: Math	Lo-LoAvg (1-40%)		Avg- Hi (41-99%)	
(92 students)	54	59%	38	41%
7th Grade: Math	Lo-LoAvg (1-40%)		Avg- Hi (41-99%)	
(87 students)	32	36%	56	64%
8th Grade: Math	Lo-LoAvg (1-40%)		Avg- Hi (41-99%)	
(104 students)	23	23%	80	77%



Staff have been working on analyzing this data, student by student, on their representative teams during staff meeting times. We use this information to help us identify students in need of additional intervention, check for growth, and to inform instruction. The 6th grade math teachers and interventionists have been working on additional intervention supports for the classroom.

### Upcoming Events

- Monday, February 3: MCMS PTO Meeting @ 6:00 PM
- Wednesday, February 5: Early Release Day for RSU 38 Students @ 11:40
- Wednesday, February 5: School Board Meeting @ 6:00 PM (@MCHS)
- Thursday, February 6: Parent/Teacher Conferences 3:00 to 7:00
- Saturday, February 8: Math Meet hosted at MCMS
- Monday, February 10- Friday February 14: Winter Carnival Week!
- Tuesday, February 11: Parent/Teacher Conferences 3:00 to 7:00
- Wednesday, February 12: Moose Island Field Trip to Holocaust & Human Rights Center
- Saturday, February 15-Sunday February 23: February Break
- Wednesday, February 26: School Board Meeting @ 6:00 PM (@MCHS)
- Monday, March 2: MCMS PTO Meeting @ 6:00 PM
- Wednesday, March 4: School Board Meeting @ 6:00 PM (@MCHS)
- Saturday, March 8: Arts Night from 4:00-7:00 PM

**Arts Night:** *Parents and community members are encouraged to mark their calendars for the Annual Arts night on March 8th. This year will not disappoint as it will feature student art work centered around the theme: "Celebrating Maine," in honor of our 200th anniversary. The art can be related to any aspect of Maine life, food, people, animals, or landmarks and why we love living in Maine! We will also feature student performances, refreshments available for purchase, raffles including 50/50, themed baskets and artwork produced by local artists. All proceeds will benefit the MCMS school community and help provide funding for the arts. We hope to see you there!*

Sincerely,  
Kristen Levesque

Student Enrollment Counts:

6th: 93	7th: 94	8th: 107	Total: 294
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## MARANACOOK COMMUNITY HIGH SCHOOL

RSU #38

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Dr. Dwayne Conway, Principal

Tina Brackley, Assistant Principal

Kelly Thompson, Office Coordinator

Brant Remington, Director of Student Services

Kimberly Ray, Guidance Chair

Dear RSU #38 Board Members,

Below are the results for the Winter NWEA we gave in early January. We are proud of the results but are always striving to do better. After the assessments are given parents receive a paper copy of their child's results. At the high school teachers use the assessment data to drive planning, instruction and individual supports for students. The Freshmen Academy has examined the 9<sup>th</sup> grade data collectively and identified individual supports needed for students. The Freshmen Academy is comprised of 9<sup>th</sup> grade core teachers, guidance counselors, interventionists and administration. This data is also used for course placement and to assist in the transition process to the high school.

9th Grade Math	Lo-Lo Avg (1- 41%)		Avg- Hi (41%-99%)		Total Number tested
Winter 2020	32	37%	53	62%	85

9th Grade Reading	Lo-Lo Avg (1- 41%)		Avg- Hi (41%-99%)		Total Number tested
Winter 2020	26	30%	69	70%	86

10th Grade Math	Lo-Lo Avg (1- 41%)		Avg- Hi (41%-99%)		Total Number tested
Winter 2020	27	30%	62	70%	89

10th Grade Reading	Lo-Lo Avg (1- 41%)		Avg- Hi (41%-99%)		Total Number tested
Winter 2020	13	15%	75	85%	88

Recently, Mrs. Jacobs, Mr. Sirois, Mr. Gower, Mr. DeMillo, Mr. Streeter and Mr. Abbott participated in learning rounds at the high school. This consisted of the group having pre meetings and identifying "look fors" and areas of importance to them. The group was looking to observe a new teaching strategy called the Question Formulation Technique with the goal to increase student engagement and critical thinking. The next step for the group is to conduct a learning lab where everyone will look to incorporate this technique in their own instruction. During the debrief of the day there was an overwhelming feeling that it was an extremely valuable professional development opportunity for all involved.

Congratulations to Caitlyn Cushing, Lily Melanson and Mietek Gawron for completing Maranacook's Adult and Community Education CDL-B class which prepares students to succeed in meeting the Maine DMV class B driving requirements. The course consists of 42 hours of classroom instruction, designed to prepare students for the state CDL written exam and 30 hours of one-on-one driving instruction, to prepare students for the state required road test.

Thank you to Student Senate for their efforts to raise money for our home heating assistance for community members. We received a thank you letter from Downeast Energy commending students for their thoughtfulness and effort as well as noting, "It was wonderful to know that humanity still exists."

Maranacook Community High School receives another award. We have earned the 2018-19 Leading Chapter Award in Speech and Debate for Maine. This is the highest recognition a school can receive from the National Speech and Debate Association. This award was earned from the 498 members and degrees received over the past 17 years. Through Speech and Debate our students are taught communication, critical thinking, creativity and collaboration skills. The students and adults involved embody our guiding principles.

A huge CONGRATULATIONS to Mr. Babbitt who just received his masters' degree in Secondary Education (Curriculum Assessment and Instruction) from the University of Maine. Mr. Babbitt graduated with a perfect 4.0 average!

**Guidance:** Mrs. Radley and Mrs. Chisholm welcomed next year's freshmen (current 8th graders) to the high school for the first of many transition activities! Teams joined us in the library to play High School Lingo Bingo, combining a ton of information with the opportunity to win prizes! We also discussed the excitement and concerns of coming to high school. We look forward to working with the class of 2024!

**Music:** The final concert of the semester has come and gone, but that won't slow us down! Recently 10 high school students participated in the District III Honors Music Festival, and auditioned ensemble pulling from schools in Central Maine. They will be rehearsing for two full days with over 200 other students, and put on a concert at Cony High School. The students are: Ashley Cray, Emily Hayes, Emily Lucas, Aliyah Stubbs, Mary Hatt, Ella Stevens, Hannah Liscord, Wyatt Cannell, Dillon McIntosh and Noah Jones.

**JMG (Jobs for Maine Grads):** Students learned productive study habits and how to manage stress. With midterms, we wanted to make sure our students reviewed, and were introduced to new coping skills. Students also worked on finished missing work from JMG and their other classes to finish the semester strong.

**English: 9th-grade classes:** As the semester finished up, our 9th-grade students finished their character literary analysis essays. Next, they will be selecting independent reading books for our third unit centered around culture and conflict. **10th-grade classes:** Our 10th-grade honors' students are finishing up discussions around heroes and comparing their modern-day heroes to heroes like Beowulf and Odysseus. The CP classes are finalizing their hero comparison essays and tying up loose ends on their hero unit. **Accelerated students:** Students in our accelerated class are working on essays where they analyze the theme of heroism between epic heroes and modern heroes through critical lenses such as gender, race, cultural values, etc. **11th grade CP students in Ms. Chadbourne's class** are finishing their assessments over the analysis of the author's purpose.



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**11th grade CP students in Ms. Moran's class** shared their completed multi-genre this week. It was so wonderful to see the variety of skills presented in this creative assignment. Next, they will be starting to explore their unit three dramatic text. **11th-grade Honors** The Honors American Literature class completed a peer review of their theme essays for *Dear Evan Hansen* and kicked off their next unit examining the role of teenage protagonists in American literature. We will be reading *The Catcher in the Rye* together and then students will select a choice book that features a modern-day teenage protagonist for comparison. **AP Language** students submitted their synthesis essays focused on the American Dream. We kicked off the next unit looking at argumentation, examining editorials for the balance of fact vs. opinion and watched PSAs, analyzing the rhetoric used in light of the audience and purpose. **Seniors** Students in our senior class completed their theme essays for *The Curious Incident of the Dog in the Night-time*. In the next unit, students will analyze various editorials as mentor texts for an understanding of argumentation to eventually craft their own editorials. **AP Lit and Comp** class students are concluding their practice AP Exam short response essays in which they respond to a given prompt and are asked to respond to it in a certain amount of time. **Creative writing elective** students will be sharing their favorite pieces from the semester open mic style on Friday. We are excited to celebrate our work :) **MAP humanities** Students in the MAP humanities course started to read Ellie Wiesel's harrowing memoir *Night* this week. **Writing Center** Maranacook has a student-staffed writing center! The Maranacook Writing Center serves both students and staff in order to further a culture of writing in our school and community. We promote writing to learn, writing across the curriculum, and preparing students for writing and learning throughout their academic careers and beyond. We support writers through a writer centered, process-oriented approach, focused on talking to writers about writing. This past semester student volunteers were trained to conference with students and will be available during select study halls and in focus time. If you want to be tagged to work with a tutor, please contact Mrs. Guillemette.

**Advisee:** Master Advisors continue to meet and plan for the February 5 early release day. Advisors will start to talk to their advisees about registering for classes for the 2020-2021 school year. Advisors will send home a completed registration form for parents to sign. Advisees should return the registration form to their advisor by February 7<sup>th</sup>.

**Social Studies: AP US History** students played Kahoot to review for the Midterm Exam. **US History** students are presenting their NHD projects to finish off the first semester. **AP Psych** students played Kahoot to review for the Midterm Exam. **Psychology** students are watching Good Will Hunting and assessing therapist and patient relationship. Two film reviews assessing disabilities and therapist-patient relationships is the culminating mid-year activity. **Ethics** students presented their current ethical dilemma projects; it is the final grade of the course (semester course). **World History** students are starting the Document Based Question project on the Black Death. Through this project students will be required to analyze many primary sources related to Christian and Muslim perspectives of the Black Death. Through this analysis students will seek to answer driving questions related to the topic. **AP World History** students are doing a deep dive into the French Revolution using SHEG (Stanford History Education Group) documents. **CP Global Studies** students are beginning to examine the Five Themes of Geography through a country of their choosing.

Students are learning about Movement, Regions, Human Environment Interactions, Location and Place. **Honors Global Studies** students are learning about the creation of the constitution using ICivics. **Personal Finance** students are finishing up their semester with a Final that is identical to the Initial Diagnostic Exam they took at the beginning of the semester. This will help students see how much they've learned from the beginning of the course to the end. **Comparative Government** students are studying Mexico's government, along with following the Impeachment process.

In **Earth Systems** Science we are finishing up the semester with what keeps the Earth warm. **Honors Biology** students are wrapping up the semester learning about human genetic disorders and how they are inherited. **Robotics** students are using their semester long learned skills to code their robots to play a basketball game. **AP Biology** students are using NIH software to analyze bacterial growth on agar plates. **Medical Explorers** students will be traveling to TOGUS to participate in an ER simulation where they will use their skills and intuition to analyze real life emergency medical situations. In **Chemistry** we ended the semester with a midyear exam as well as a lab that investigated which type of food stores more energy - walnuts or Fruit Loops. Students will be sharing and analyzing their data from this experiment.

**Technology and Career** classes are in their final week. Next week is the start of semester 2; a new group of students will be in the course. Technology will be offering an iTeam group.

**Health Center:** The State of Maine has released the most recent MIYHS data. MIYHS stands for Maine Integrated Youth Health Survey. The survey is given to Maine Students in grades 5-12. It shows trends in substance use, nutrition, physical activity, violence and safety, relationships, assets and supports and others. The purpose of the survey is to help the Department of Education and the Department of Health and Human Services identify areas in which our youth are in need of additional support. In the coming weeks we will comb through this data and present trends to you.

**Fine Arts: Ceramics** students in ceramics are finishing up the semester with a range of works. Some students have been mostly focusing on the potter's wheel. Other students have been making some really creative sushi plates. Also, several students have been working to complete a combination of both types of forms. The photos below capture the students' expertise, showing the time and care that each student has put into this 3D art form. Outstanding work!



**Student Senate/Council: Health Center** is working on healthy relationships week that is coming up in February. **Outreach committee** is wrapping up the preparations for their carnation sale





## 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

Tina Brackley, Assistant Principal

Kelly Thompson, Office Coordinator

Brant Remington, Director of Student Services

Kimberly Ray, Guidance Chair

which is happening next week. **Student Voice** is having its biggest week yet, on top of launching their lunch buddy time with Mrs. Watson's program. The Eurosphere dance was postponed because of expected poor weather. TBA ! **School Spirit** is continuing its work, planning winter carnival so it can run as smoothly as possible. **Sustainability Committee's** nature mural is starting to really take shape in the English wing, we are sure it's going to be a great addition of color and life to our school. All the members of Student Senate are working hard to make our school as enjoyable and caring as possible.



### Medical Examiner's Club

The club travelled to TOGUS recently. Paige Rice, Kaite Sechrist, Theo Colvin and Colin Plourde went to the VA to experience a robotic "patient" trauma simulation. Along the way they got a little CPR experience! Thanks to Cathy McLaughlin (John's mom) for the incredible experience.

**Math:** Mr. Levasseur is giving his Math Ninja award to Noelle Seamon. This student has become more confident with her ability in the field of mathematics through hard work and discipline. She is fast becoming a math GEEK. Congratulations Noelle. Ms. Harman is giving her Math Ninja award to Shelby DeMott. Shelby is a diligent worker, on task, and asks questions as needed. She is attentive to classwork and an asset to class. Shelby is a silent Math Ninja. Mr. Boyman is giving his Math Ninja award to Cash McClure. Cash is my November Ninja for the hard work and effort that he exhibits in order to learn and excel in pre-calculus class. Mr. Morin is giving his Math Ninja award to Abby Whitcomb. A double math student this year taking College Algebra and Statistics. Abby is a quite learner with great work ethic and a desire to learn the material. Abby is always prepared and learns very quickly. Mr. Babbitt is giving his Math Ninja award to Dessie Murphy. Dessie has overcome many obstacles while still excelling in Geometry. Great work Dessie! Mrs. Graziano gave her Math Ninja award to Robbie McKee. He seeks help when he doesn't understand. He always asks

for clarification. Robbie has a willingness to be vulnerable by asking questions in class. He has a general enthusiasm for calculus.



### Upcoming Events:

2/03/20 District Wide Emergency Team Meeting at MS 3:15-4:00  
 2/03/20 Spain Trip Meeting 6:30  
 2/04/20 MCHS Faculty Meeting 2:45- 4:00  
 2/05/20 MCS Early Release 11:30-2:30  
 2/05/20 Math Necessary Conditions Book Study 3:00-4:00  
 2/05/20 Board of Education Meeting at MCHS 6:30-8:00  
 2/06/20 Western Maine Education Collaborative Professional Development

Sincerely,

Dwayne, Tina, Kelly T., Hannah, Sheryl, Lori, Kim, Robyn, Dylan, Jeremy, Susan, Dan, Kelsea, Sam, Travis, Laura, Kelly F., Rebecca and Anya

Enrollment: 352

9<sup>th</sup> Grade: 96, 10<sup>th</sup> Grade: 96, 11<sup>th</sup> Grade: 80, 12<sup>th</sup> Grade: 80

GO BEARS



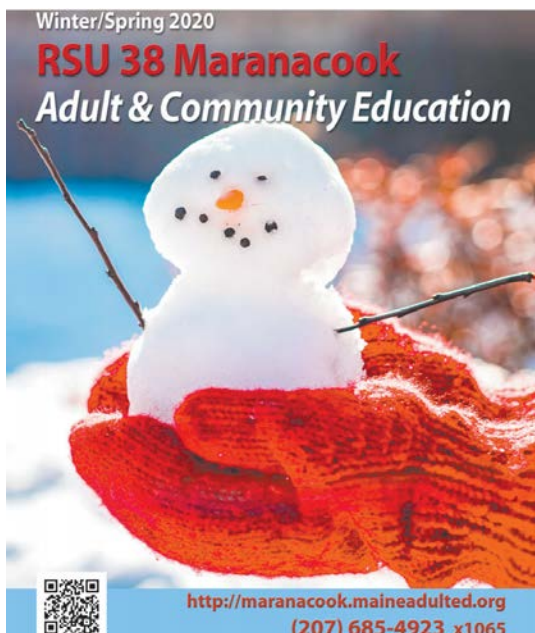
# Maranacook Adult and Community Education

January 2020

## Board Report

9a.

*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!*



### Brochure Distribution for Winter/Spring

At the beginning of January Maranacook Adult Education mailed 3,500 copies of our brochure to individuals who have taken our enrichment classes in the past. As we are still learning how to correctly manage this new distribution protocol some households received multiple copies. In future mailings, we will be more vigilant about reviewing the mailing document for duplicate addresses. We are asking households that received duplicate copies of our brochure to please provide a copy to your neighbor, friends and family members.

Community members who are not on our mailing list can call our office and ask to be added. We also printed 500 additional copies of the brochure that will be distributed to our standard drop off locations (local stores, libraries, district schools and the Superintendent's office) in our surrounding communities.



### High School CDL Class

The high school CDL class is off to a great start with 3 students participating. Over the next several months, these students will be attending 42 hours of classroom instruction and 30 hours of driving instruction to prepare them for the state driving examination that will eventually allow them to receive their Class B state driving licensure.

Congratulations to this great group of students who are taking the bold steps necessary to obtain a valuable skill that will allow them to leave high school equipped to obtain employment in commercial truck driving. Stay tuned, as this group will also be attending the state driving competition in Augusta during the month of April.

Thanks!!

*Stephen Vose*

Director, Maranacook Adult and Community Education



*A Caring School Community Dedicated To Excellence*

1/29/2020

**WARRANT ARTICLE RECONCILIATION  
REGIONAL SCHOOL UNIT NO. 38**

9a.

**2019-2020  
January 29, 2020**

<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	4,273,369.00	26,937.70	3,493,103.30	44.82%
Special Education	2,565,308.00		2,565,308.00	1,212,675.05	3,495.00	1,349,137.95	52.59%
Career & Technical Educ.	0.00		0.00	0.00	0.00	0.00	#DIV/0!
Other Instruction	459,909.00		459,909.00	222,099.06	4,387.80	233,422.14	50.75%
Student & Staff Support	1,974,778.00		1,974,778.00	1,041,556.43	80,961.27	852,260.30	43.16%
System Administration	631,287.00		631,287.00	351,837.20	1,288.49	278,161.31	44.06%
School Administration	1,131,912.00		1,131,912.00	632,424.77	4,530.99	494,956.24	43.73%
Transportation	1,074,969.00		1,074,969.00	630,491.57	52,336.06	392,141.37	36.48%
Facilities/Maintenance	2,298,639.00		2,298,639.00	1,313,917.39	250,699.04	734,022.57	31.93%
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	56,540.53	0.00	57,618.47	50.47%
<b>TOTAL BUDGET</b>	<b>18,591,474.00</b>	<b>0.00</b>	<b>18,591,474.00</b>	<b>10,274,035.18</b>	<b>424,636.35</b>	<b>7,892,802.47</b>	<b>42.45%</b>

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](mailto:brigitte_williams@maranacook.org) or telephone at 685-3336.

9a.

February Board Report  
Health Center

The New Year brings new opportunities in the Health Center. I attended the SBHC quarterly meeting on January 17th. We are getting closer to an RFP which is the formal request for proposal to obtain State Funding. I am working on gathering information to submit as part of this proposal. We hope to obtain State and District funds to continue the work that we are doing here at Maranacook.

Our mid year Data was due on January 15th. The anonymous data that is submitted helps to quantify the work that we do in all areas of adolescent health. We will receive a breakdown from the Cutler Institute at the Muskie School by mid spring.

The Student Health Advisory has re-identified their goals for the new year. This month, they held a Core Workout during the late start on January 29. Students are invited to join in the gym and participate in this fun activity. Next month, we plan on doing a Zumba class. The goal of these sessions is to provide physical activity for students with the hope that students will begin to connect good physical health with positive mental health. The group has also invited Katie McConnell from Sexual Assault Crisis and Support to inform their work on healthy relationships and consent for Valentine's Day.

The Community Health Advisory met on January 28. We are planning on holding a fundraiser, The Sandy River Ramblers, in May. We also looked at the Statewide MIYHS results and are looking forward to comparing our school's results with the State results. Minutes are attached.

We will be seeing more of the school board as spring approaches.

Sincerely,

Becca Reynolds  
SBHC Director



# MARANACOOK AREA SCHOOLS

9a.

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

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*A Caring School Community Dedicated to Excellence*

## **February Board Report**

Dear RSU #38 School Board:

In this Board report I want to take some time and recognize a valuable member of the RSU #38 community who has been with the district for almost 18 years. Susan Holinger is our district-wide school psychologist and she recently announced that she would be retiring after this school year. As a school psychologist Susan is responsible for many aspects of evaluation, programming and clinical insight that helps drive student plans, and district-wide special education supports.

For some of you who may wonder what exactly a school psychologist can do in the district here are a few of the various responsibilities. This certainly doesn't quantify everything Susan has done for RSU #38 over the years, but is a snapshot of the type of work she has supported us with over the years.

### **1--Data-Based Decision Making and Accountability:**

School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

### **2--Consultation and Collaboration:**

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

### **3--Interventions and Instructional Support to Develop Academic Skills:**

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

### **4--Interventions and Mental Health Services to Develop Social and Life Skills:**

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

### **5--School-Wide Practices to Promote Learning:**

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and

mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

#### **6--Preventive and Responsive Services:**

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

#### **7--Family-School Collaboration Services:**

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

#### **8--Diversity in Development and Learning:**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

#### **9--Research and Program Evaluation:**

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

#### **10--Legal, Ethical, and Professional Practice:**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards.

In addition to Susan's outstanding accomplishments and professionalism at the district level, she is also active with the Maine Association of School Psychologists (MASP), and was awarded their inaugural school psychologist of the year award a few years ago. Susan has served on many State committees, and is an active presenter and trusted resource to MASP, Maine Department of Education (DOE) and the Maine Administrators of Services for Children with Disabilities (MADSEC) to name a few. It is with regret that we will be losing Susan as part of our RSU #38 team, but it was also an honor to work with her for so many years.

Sincerely,

Ryan Meserve  
Special Education Director

To: RSU #38 Board of Education

9a.

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

Re: Curriculum & Instruction Update, February 2020

It's that time of year when everyone's looking back and reflecting on highlights of the year almost past and the implications for the year ahead. Where are we in RSU #38 now? Where are we going? Why? How are we going to get there?

### **Curriculum**

Teachers in multiple content areas are working earnestly to complete standards-based curriculum documents to provide students a smooth journey from K to 12. This year the Board provided final approval for the Education and Career Curriculum for gr 6-12 and the Social Studies Curriculum for gr K-12. The Curriculum Committee provided feedback last spring on work in progress for Visual and Performing Arts Curriculum for K-12 and the Maranacook Alternative Program for 9-12 (changes in a course of study), both of which are expected to be brought to the full board in 2020.

### **Standards-based Curriculum and Instruction**

In 2019, the Maine Legislature rescinded the Proficiency-based Diploma law which would have required all students to meet standards in all content areas of the Maine Learning Results in order to earn a diploma – and thus, for districts to accountably measure and track students' progress for each standard.

However, Maine law still requires districts to provide instruction and assessment of those standards (*see Policy ADF District Commitment to Maine's Learning Standards*). It makes sense then, to maintain the district's system of standards-based curriculum documents established in 2016.

Meanwhile, the Maine Department of Education is playing "catch-up" with standards in many content areas that are out dated. In our district, teacher teams in each content area reviewed multiple standard sets (including MLR and nationally vetted sets for a content area) before identifying STANDARDS (broad domains) and STUDENT OUTCOMES (measureable indicators defining how students would demonstrate understanding for a standard). However, the content areas that started the earliest (i.e., Language Arts and Mathematics) are the most challenging, due to complexity and multiple changes over time in the state's standards.

Grading and Reporting are separate but related practices that received a lot of attention in 2019. While choosing a reporting system or format may seem really simple, it's actually very complex. What's the purpose? Who is the audience? What are the intended and unintended consequences of choosing a particular approach? Committees and teams at our middle and high school are still grappling with these questions.

## Assessment

The NWEA MAP Assessment selected by the Board, in the early days of RSU #38, as the district assessment continues to be used from K-10. However, a shift was made a couple of years ago to WINTER to WINTER growth as the common measure for all grade levels. Then each grade span chooses a second testing period (Fall or Spring) to take advantage of the assessments' ability to document growth during a school year. This change was made because of state assessments and others (i.e. Advanced Placement Exams at HS level) and a desire to reduce the number of assessments in a semester or trimester. (The current year's Winter to Winter scores will be provided to you at the Feb. 5 Board Meeting and addressed by RSU#38 Principals in their board reports.)

## Maine DOE Data Dashboard

As part of the federal reporting process for the Elementary and Secondary Education Act (currently referred to as ESSA), the Maine Department of Education has opened a new "Data Dashboard." In an attempt to provide a more complete picture of schools than only state test scores, the site includes highlights of each school. The achievement data are based on state test scores, averaged across grade levels in a school. Further explanations of the measures sometimes are provided when you "hover" over a score. Two academic ratings are provided: Achievement (how many students in a group met or exceeded expectations) and Progress (whether a student group made expected rate of progress from year to year).

Also, please note that multiple demographic factors are included for each school, included number of staff, students, and average expenditure per pupil for the district and school. You can view Maine's Data Dashboard through a [link on the RSU #38 Website](https://www.maine.gov/doe/dashboard) (under About Us: ESEA Reports <https://www.maine.gov/doe/dashboard>).

## Summary

Upon reflection, ALL of these topic areas involve defining clearly what we want a Maranacook Area Schools' student's learning journey from PreK -12 to be... Yes, it's important to agree on what a diploma or transcript should indicate, but it's more than that. We want *all* students to perceive themselves as learners who can make important choices about their learning.

Our students' views of *themselves as learners*, including their successes and how they achieved them during their journey through our schools, should set them up for success as learners for the rest of their lives!



# MARANACOOK AREA SCHOOLS

9a.

## *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 - February 2020

In collaboration with the Western Maine Educational Collaborative (WMEC) RSU 38 has joined a grant that provides resources to create a community driven Portrait of a Graduate. This work is supported by the Barr Foundation (<https://www.barrfoundation.org/>). Battelle for Kids will be providing training on process, conversations, and providing resources for this exciting work. The end product will be a portrait that is unique to our school communities. The leads on this project include Dr. Dwayne Conway, Dr. Nancy Harriman, and myself. Work has begun on planning our first community meeting, and stakeholders will be receiving invitations in the next couple of weeks in what we believe will help guide important guidance to the collective work of our school district. As the process develops here is a link to Battelle for Kids (<http://www.battelleforkids.org>) as well as sample portraits from other school districts that have worked through this process. (<https://portraitofagraduate.org/Resource-Hub>)

The Maine Department of Education recently released 2018-2019 standardized achievement data and other information about all Maine schools on their “ESSA Dashboard”. It is located at the following link: <https://www.maine.gov/doe/dashboard>. It is a fairly complex site that allows anyone to review various pieces of information at the district level as well as the capability to examine individual school data. At a future board meeting we will take time to review the site and discuss the political side of this site as well as the data that is contained within it.

Finally, there has been a magnified discussion around student absenteeism at the state, community, and district level. You are going to here several terms including excused and unexcused absences, chronic absenteeism, and truancy. A student is truant if the student is subject to section 5001-A and: “Has completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during the school year; is at least 6 years of age and has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during the school year; or is enrolled in a public day school, is at least 5 years of age and has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during the school year.” In an effort to provide the Board accurate information, I will provide monthly the number of new truancy cases that have reached this threshold. What follows will bring you up to date on students that reached the Truancy threshold per the above definitions.

	Elementary	Middle	High
Sept. thru Dec.	2	1	5
Jan.	0	0	6
Totals	2	1	11

9b.

RSU #38 Facilities/Transportation Committee  
 Superintendent's Office  
 January 14, 2020, 6:00 p.m.  
Minutes of Meeting

Present: Gary Carr, Rebecca Lambert, Betty Morrell, Alexander Wright, Jay Charette, Shaun Drinkwater, Brigitte Williams, David Twitchell (guest)

1. Discussion on Solar Power

The committee felt that at this time Trane would not be a good fit and directed the Superintendent to let Trane know of their decision. Committee thinks we should keep an eye out on the industry. Jay will bring forward to the committee information that looks promising. David Twitchell will also forward on information for consideration. Some discussion ensued about changing all schools to LED lighting and wondered if grants might still be available (Efficiency Maine, Nature Conservancy, private, etc.)

2. Continued Discussion - Facilities Projects priorities

- a. Shop/Music Measurements were discussed (IA area 4,128 sf; music room 3,977 sf). Insurance inspection issues - need anti- startup mechanism on some equipment; dust collection unit (original); welding hood for compliance; boat building an issue due to fumes; room needs to be reorganized; ample space for the programs.
- b. Locks – bring forward to February meeting. Shaun is working with Johnson Controls. Estimate of \$75,000 for a basic system; a better system which ties into the alarm systems is \$130,000; if we bid out the electrical work separately \$90,000; \$10,000 to \$12,000 for our electrician and other exterior door lock replacements. COPS Safe Schools Grant - \$54,000 (\$40,500 federal plus \$13,500 local match). Waiting for the total lock project costs prior to making a decision on how to expend the COPS grant.
- c. MES – work has been completed. Shaun still needs to be trained on the system and he has a small punch list of things that need to be taken care of.
- d. High School Lockers – Shaun will work on getting a price. Purchase and install ballpark estimate of \$75,000.



- e. Transportation Department paving - checking with Pike Industries – during vacation; B&S Paving & Wellman.
- f. High School Water Heater – oil fired is not recommended; propose on demand water heater(s) – 1 big one \$51,893, or 2 smaller units \$40,353. Labor installation is not included. Shaun is proposing the 2 smaller units.

3. Updates

Bullet-proof glass – which was included in the COPS grant for Manchester Elementary; committee wants some recommendations from ALICE, state police, MEMA on bullet-proof glass. Bring back in February.

Tree line – talk to Dr. Conway and Ms. Brackley about the issues and possible solutions.

Where are the hot spots? What preventive measures might help to limit potential issues?

Next Meetings, 6:00 p.m.

February 25 (4<sup>th</sup> Tues.)

March 10

April 7 (1<sup>st</sup> Tues.)

May 12

June 9

RSU #38 Policy Committee Meeting  
 Superintendent's Office  
 January 21, 2020, 6:00 p.m.  
Minutes

9c.

Present: Wendy Brotherlin, Gary Carr, Patty Gordon, Alex Wright, Jay Charette

Absent: Rebecca Lambert

Others Present: Cheryl Marvinney, Bill Babbitt, Jeremy Smith

1. Follow-up from previous meeting:
  - a. FF, Naming of Facilities – Superintendent Charette reported on the reasoning behind waiting “at least two years” before consideration is given to name a facility after an individual. No changes were made. **Notation will be made that the policy was reviewed on 01/21/20.**
  - b. GBEBB, Staff Standards of Conduct With Students – Cheryl Marvinney, Bill Babbitt, and Jeremy Smith shared comments/suggestion on this policy. Superintendent Charette shared additional comments that he received. There was discussion around various sections of the MSMA sample policy. **Superintendent Charette will compile the comments submitted and work on the language of the policy to share with the Staff Association and Policy Committee prior to presenting any recommendations at the February Policy Committee meeting.**
2. Follow-up from Board meeting – BEDH, Public Participation in Board Meetings – This policy was presented for Second Reading at the January 8, 2020 RSU #38 Board Meeting. Consideration was tabled due to additional questions about the recommended changes to the policy. The current policy and the proposed policy are similar, but the Policy Committee preferred the layout of the MSMA sample policy. Question was raised about the use of the word “personal” and whether it should read “personnel.” Superintendent Charette will check the wording and report back. (It was determined the wording in the current policy and sample MSMA policy is correct. **This policy will be added to the February meeting for further review and clarification.**
3. Policy Review:
  - a. IGA, Curriculum Development and Adoption – The Committee reviewed the District’s policy as well as the MSMA sample policy. Changes were made to the current policy to the second, and third paragraph, and section A of the policy. **Policy IGA is recommended for first reading as revised.**
  - b. IHBG, Home Schooling – The Committee reviewed the District’s policy as well as the MSMA sample policy. **No changes are recommended. Notation will be made that the policy was reviewed on 01/21/20.**
  - c. IHBGA, Home Schooling, Participation in School Programs – The Committee reviewed the District’s policy as well as the MSMA sample policy. Two minor revisions were made; under Section VIII, addition of word “Mandated” under the heading to read, “Mandated Maine Educational Assessment”, and a cross reference was added. **Notation will be made that the policy was reviewed and minor revisions were made on 01/21/20.**

- d. IHBGB, Model Supplemental Statement of Rights for Private School Students with Disabilities – The Committee reviewed the District’s policy as well as the MSMA sample policy. Superintendent Charette will check a couple sections with Special Services Director Ryan Meserve. If changes are required, Superintendent Charette will bring the policy back to the Policy Committee (No changes are needed.) The Legal Reference will be updated. **If no substantial changes are needed, notation will be made that the policy was reviewed and minor revisions were made on 01/21/20.**
  - e. IHD, Community Education Council Roles and Responsibilities – The Committee reviewed the District’s policy; there is no MSMA sample policy. **No changes are recommended. Notation will be made that the policy was reviewed on 01/21/20.**
  - f. IJOA, Field Trip – The Committee reviewed the District’s policy as well as the MSMA sample policy. The committee asked to check the Field Trip request form to ensure that it includes the items listed in the MSMA sample policy. **No changes are recommended to the Policy. Notation will be made that the policy was reviewed on 01/21/20.**
4. Other – The Committee discussed the schedule of meetings. Meetings scheduled on the third Tuesdays of the month conflict with a member’s work schedule. The meeting schedule was revised as follows:
- a. February 11
  - b. March 24
  - c. April 28
  - d. May 26

## REGIONAL SCHOOL UNIT #38 CURRICULUM DEVELOPMENT AND ADOPTION

As defined in Maine Department of Education rules, “curriculum” means Regional School Unit No. 38’s (RSU #38) written document that sets forth the learning expectations for all students for all content areas of Maine’s system of standards, as well as for other content areas as specified by the Board.

The RSU #38 curriculum shall reflect continuous, sequential and specific instruction aligned with the knowledge and skills identified in the content areas of the standards, ~~and the “Guiding Principles” of the Learning Results.~~

Pursuant to the adoption of the RSU #38 Guiding Principles, dated December 5, 2012, we believe students need a ~~an evidence-based, rigorous~~ curriculum that:

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

Through its curriculum, the schools will provide courses and/or learning experiences that support multiple pathways for learning, accommodate variety of learning styles, provide multiple options for students to demonstrate proficiency, and prepare students for responsible citizenship and success in a global society.

The Board recognizes that curriculum development, review and evaluation is an ongoing process, and that programs and practices may need to be adjusted or revised to meet educational standards, to reflect community aspirations and values, and to serve the best interests of students.

In development, revision and evaluation of curriculum, the Board expects that:

- A. School administrators and staff will continue to examine and consider initiatives ~~such as the new standards (Common Core, Next Generation Science Standards, and Proficiency Based Diplomas)~~, and other changing conditions that may require modifications in curriculum.
- B. All programs will be subject to ongoing review and evaluation to ensure that they meet the instructional needs of students.
- C. The school system will undertake intensive curriculum revision as needed.
- D. The Superintendent/designee will take the lead in the ongoing curriculum development and review process, and the alignment of curriculum with educational standards with advances in knowledge, educational research and “best practices.”

- E. Curriculum development and revision will be achieved with appropriate involvement of administrators, instructional and support staff and the Board.

The Board will appoint one or more of its members to serve as a member(s) of the RSU #38 Curriculum/Assessment Committee.

The Board will review and adopt all curriculum guides, course descriptions and courses of study prior to their implementation.

The Superintendent/designee is expected to develop plans and timelines as necessary for the development, implementation and evaluation of the curriculum.

The Superintendent is expected to make recommendations to the Board, consistent with Board policy, in regard to professional development, instructional materials and the resources needed for curriculum implementation.

The Superintendent/designee will report annually, or as otherwise requested, to the Board on the status of the curriculum.

Legal Reference: 20-A M.R.S.A. §§ 1001(6), 4701-4729, 6209  
Me. Dept. of Ed. Rule Chapters 125, 127

Cross Reference: ADF-School District Commitment to Learning Results  
IGA-P – RSU 38 Curriculum, Instruction and Assessment Design  
IJJ-Instructional and Library-Media Materials Selection  
ILA–Student Assessment/Local Assessment System

Revised: 05/06/15

Revised:

## REGIONAL SCHOOL UNIT #38 STUDENT WELLNESS

The Maranacook Area Schools are committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. The Board believes that students who learn and practice healthy lifestyles in their formative years may be more likely to be conscious of the importance of good nutrition and exercise as adults, practice healthy habits, and reduce risk of obesity and other chronic diseases. The Board also recognizes and acknowledges the importance of all staff as role models for students and the impact of the example that they set by making healthy lifestyle decisions. It is the Board's intent that each school makes progress towards achieving the goals in this policy and implementing the procedures that accompany them.

### I. Nutrition Standards for School Meals and All Foods Available on Campus

The school unit will ensure that meals provided by its Food Services Program meet the nutrition standards established by federal regulations. This policy serves as assurance that school unit guidelines for reimbursable meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the National School Lunch Act and the Child Nutrition Act.

Sales of foods and beverages that compete with the total school lunch program (and/or school breakfast program) will meet or exceed the USDA Smart Snacks in School nutrition standards. ~~must be in compliance with the Board Policy EFE, Competitive Food Sales — Sales of Foods in Competition With The School Food Services Program. All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards.~~

### II. Food and Beverage Marketing Guidelines

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food advertising and marketing includes, but is not limited to the following: ~~School-based marketing and advertising of foods and beverages~~ on school grounds including in buildings, textbooks, and on buses, scoreboards, message boards, uniforms, school supplies, book covers, cups, posters, vending machines, and other areas exposed to the student population shall be consistent with nutrition education and health promotion goals.

### III. Nutrition Education and Promotion

Nutrition education will be integrated into the instructional program through the health education program and/or the curriculum as aligned with the content standards of Maine's system of Learning Results. Nutrition education will focus on skills students need to adopt and maintain healthy eating behavior.

Nutrition promotion goals will ensure students receive consistent nutrition messages throughout the schools, including classrooms, cafeteria, and school-home communications that promote healthy eating behaviors and support overall local wellness policy goals.

### IV. Physical Activity Education

## REVISED POLICY – FIRST READING

The school unit will provide all students with developmentally appropriate opportunities for physical activity through physical education classes, recess periods for elementary school students, and extracurricular activities (clubs, intramurals and interscholastic athletics). The schools will encourage parents to support their children's participation in physical activities, including available before- and after-school programs.

#### V. Other School-Based Wellness Activities

The schools, with prior approval of the Superintendent/designee, may implement other appropriate programs that support consistent wellness messages and promote healthy eating and physical activity.

The Board ~~will~~ may approve policy, regulations or guidelines for refreshments served at parties or celebrations during the school day or for food as rewards, or may delegate the responsibility for such regulations or guidelines to administrators at the district or school level.

#### School Events/Parties/Fundraisers

##### The District encourages:

- Nutritious foods to be served at classroom parties, celebrations and school sponsored events (including booster clubs), and unhealthy choices will be limited.
- Parents to provide daily healthy snacks from home and food for classroom parties or events. Notices shall be sent to parents/guardians either separately or as part of a school newsletter, reminding them of the necessity of providing healthy treats for students, and/or encouraging the use of non-food treats for celebrations and rewards.
- Alternatives to food as rewards.
- Administrators, staff and visitors to model nutritious food choices and eating habits.
- Healthy fundraisers as alternatives to fundraising that involve selling food items or limited nutritional value, such as candy, cupcakes, or sugary beverages.

The school unit may develop programs that encourage staff to learn and engage in healthy lifestyle practices.

#### VI. Wellness Goals

The Board has identified the following goals associated with student wellness:

- a. Engaging students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- b. Providing students in grades PreK-12 with opportunities, support, and encouragement to be physically active on a regular basis.
- c. Meeting at minimum, nutrition requirements established by local, state, and federal statutes and regulations and shall meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- d. Providing students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; and providing clean, safe, and pleasant settings and adequate time for students to eat.
- e. Participating in available federal school meal programs including the School Breakfast Program and National School Lunch Program, to the maximum extent practicable.

## REVISED POLICY – FIRST READING

- f. Providing nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and establishing linkages between health education and school meal programs, and with related community services.
- g. Encouraging parents, teachers, school administrators, students, food service professionals, and community members to serve as role models in practicing healthy eating and being physically active, in school, at home, and in the community.

The Board has identified the following goals associated with nutrition education:

- a. Schools will provide nutrition education that focuses on the skills students need to adopt and maintain healthy eating behaviors.
- b. Schools' nutrition education will be provided in a sequential, comprehensive health education program aligned with the content standards of the Maine system of Learning Results.
- c. Nutrition education will be integrated into other subjects as appropriate to complement, not replace, the health education program.
- d. The school unit will provide foods that meet or exceed the federal nutrition standards, adequate time for students to obtain food and eat, lunch scheduled at appropriate hours of the day (OR: as close to the middle of the school day as possible), adequate space to eat, and a clean and safe meal environment.
- e. Consistent nutrition messages will be disseminated throughout the school unit in the classroom, the cafeteria, and school-home communications.
- f. Administrators and staff will be encouraged to model nutritious food choices and eating habits.
- g. Appropriate professional development will be provided for food services staff.

The Board has identified the following goals associated with physical activity:

- ~~a. The physical education program will provide students with the knowledge and skills needed to be physically fit and take part in healthful physical activity on a regular basis.~~
- ~~b. Students will develop motor skills and apply them to enhance their coordination and physical performance.~~
- c. Students will demonstrate responsible personal and social behaviors in physical activity settings.
- d. The physical education curriculum and assessment will be aligned with the content standards of the Maine system of Learning Results.
- e. Physical education classes will keep all students involved in purposeful activity for a majority of the class period.
- f. Physical education classes will provide students of all abilities the opportunity to learn.
- g. Schools will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude toward health and fitness.
- h. Schools will provide facilities adequate to implement the physical education curriculum for the number of students served.
- i. Schools will promote efforts to provide opportunities for students to engage in age-appropriate activities on most days of the week in both school and community settings.
- j. Schools will provide opportunities for physical activity through a variety of before- and/or after-school programs including, but not limited to, intramural sports, interscholastic athletics and physical activity clubs.
- k. Appropriate professional development will be provided for physical education staff and other staff involved in the delivery of such programs.

The Board has identified the following goals associated with other school-based activities:



## REVISED POLICY – FIRST READING

- a. Goals of the wellness policy will be considered when planning school or classroom parties, celebrations or events.
- b. Parents will be encouraged to provide nutritionally sound snacks from home and food for classroom parties or events.
- c. Schools will encourage maximum participation in school meal programs.
- d. Schools will encourage parents and students to take advantage of developmentally appropriate community-based after-school programs that emphasize physical activity.
- e. Schools will encourage parents to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- f. As feasible, school physical activity facilities will be made available after school hours for student, parent and community use to encourage participation in physical activity.
- g. School administrators, staff, parents, students and community members will be encouraged to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.
- h. Student organizations will be encouraged to engage in fundraising projects that are supportive of healthy eating and student wellness.
- i. School-based marketing of foods and beverages, such as through advertisements in school publications, school buildings, athletic fields, and other areas accessible to students should support the goals of the wellness policy.
- j. Schools are encouraged to cooperate with agencies and community organizations to support programs that contribute to good nutrition and physical activity.

VII. Appointment and Role of the School Health Leadership Council

The Board shall appoint a district-wide School Health Leadership Council led by one or more school administrator who have the authority and responsibility to develop, update, and review the policy. The committee shall be comprised of individuals invited to participate representing at least one of each of the following sectors (the first eight ~~six~~ sectors are required to be represented):

- Board member
- School administrator
- Food Services Director/designee
- Student representative
- Parent representative
- Community representative
- School nurse
- Teacher(s)
- Student Services Director/designee
- Guidance counselor
- Social worker
- Community organization/agency representative
- Physical Education Teacher(s)
- School Health Professional(s)
- Other staff as designated by the Board
- Other persons, as designated by the Board

## REVISED POLICY – FIRST READING

The School Health Leadership Council shall serve as an advisory committee in regard to student wellness issues and will be responsible for making recommendations related to the wellness policy, wellness goals, administrative or school regulations and practices, or raising awareness of student health issues.

With the prior approval of the Superintendent/designee, the School Health Leadership Council may survey parents, students and the community and/or conduct focus groups or community forums.

The School Health Leadership Council shall provide periodic reports to the Superintendent/designee and, as requested, to the Board to inform annual and triannual reporting requirements.

#### VIII. Implementation, Monitoring, and Communication

The Superintendent/designee(s) (Principals, Lead Teachers) shall be responsible for the compliance of the wellness policy, for monitoring efforts to meet the intent of this policy, for informing and updating the community about the content and implementation of the policy, and for reporting to the Board on an annual basis.

Annual progress reports will include:

- a. The web site address for the wellness policy and/or information on how the public can access a copy;
- b. A description of each school's progress in meeting the wellness policy goals;
- c. A summary of each school's local school wellness events or activities;
- d. Contact information for the leader(s) of the wellness policy team; and
- e. Information on how individuals and the public can get involved.

Triennial Assessments of the wellness policy will be conducted to determine:

- a. Compliance with the wellness policy;
- b. How the wellness policy compares to model wellness policies; and
- c. Progress made in attaining the goals of the wellness policy.

Recordkeeping required demonstrating compliance:

- a. The written local wellness policy;
- b. Documentation demonstrating compliance with community involvement requirements;
- c. Documentation of the triennial assessment of the local school wellness policy;
- d. Annual local school wellness policy progress reports for each school within the district; and
- e. Documentation to demonstrated compliance with the public notification requirements.

Legal Reference: Title 20-A Chapter 223 Subchapter 9 PL 2005, C. 435, §1 §6662. Foods outside school meal program.  
Pub.L. 111-296 S. 3307 (111<sup>th</sup>): Healthy, Hunger-Free Kids Act of 2010.

Cross Reference: ~~EFE – Competitive Food Sales – Sales of Foods in Competition With The School Food Service Program~~

Adopted: 6/1/06

Adopted by RSU #38 Board of Directors: April 27, 2009

Revised: 06/01/16

**REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS**  
**Maranacook Community Middle School**  
**January 15, 2020**  
**Minutes of Meeting**

Members Present: Chair Gary Carr, Vice Chair Wendy Brotherlin, Kim Bowie (arrived 6:39), Patty Gordon, Rebecca Lambert, Betty Morrell, Shawn Roderick, Melissa Tobin, David Twitchell, Alexander Wright

Member Absent: Cathy Jacobs, (two vacant positions)

Administrators: Superintendent James Charette, Special Education Director Ryan Meserve, Principals Jeff Boston, Dwayne Conway, Janet Delmar, Abbie Hartford, Kristen Levesque, Assistant Principal Tina Brackley, Director of Curriculum, Instruction & Assessment Nancy Harriman, Finance Manager Brigitte Williams, Adult & Community Education Director Steve Vose

1. Call to Order: Chair Carr called the meeting to order at 6:30 p.m.
2. Presentations:
  - a. Jobs For Maine Graduates (JMG)  
 JMG Specialist Sam Smith reported the JMG program is new to Maranacook Community High School this year. The mission of the JMG program is "To identify students who face barriers to education, and to guide each one on to a successful path toward continued education, meaningful career, and productive adulthood." Maranacook students Alle LaRochelle, Dillon McIntosh, and Jackie Gordon spoke to the Board about their experience with the JMG program and how it positively impacts their lives and is helping them to plan for the future. They extended an invitation to the School Board to attend the JMG Closing Ceremony on May 6<sup>th</sup> at 6:00 p.m.
  - b. Sabbatical Report from Middle School Teacher, Aimee Reiter  
 Aimee Reiter reported on the work she accomplished as a result of the Board approving her sabbatical request for the second semester of the 2018-19 school year. Ms. Reiter has been teaching in the district for 20 years and this sabbatical gave her the opportunity to really look at the middle school's math curriculum and how to make math more accessible for students. It provided her time to do research regarding teaching parents how to understand mathematics; she took 2 classes through Stanford University; looked at the Middle School math curriculum, figured out how to create real world problems; and how to introduce those units to parents and help staff to look at that. Upon her return she got in touch with the new math coach, the math teachers at the middle school as well as all regular education teachers.
3. Citizens Comments: none
4. Additions/Adjustments to the Agenda by Board and/or Superintendent: none
5. Action Item: Approval of Minutes of January 8, 2020  
**MOTION** by Brotherlin, second by Wright to approve the Minutes of January 8, 2020 as presented. **Motion Carried:** unanimous
6. Budget Workshop  
 Superintendent Charette reviewed the process the Board will be following during the budget workshops. He asked that citizens who wish to speak during the budget process to sign in and they will be recognized once the presentations are made and the Board members have an opportunity to ask questions. Mr. Charette presented on the budget, reviewing the baseline data used when developing the first draft budget. Handouts include current enrollment in each grade, by school; a yearly comparison of the state valuations by town; and the first draft general fund summary budget.

Superintendent Charette reported there have been multiple meetings with administrators and managers on the budget. He wants to be transparent and let the Board know what they have been talking about before this presentation.

Major factors in the draft budget include: health insurance 10% and dental 5% increase. These figures may change once we receive our experience factor for health insurance, and we expect true figures by April 1<sup>st</sup>. The bond payment is a 2.23% increase over this year's budget, and wages and salaries total 1.60% increase over this year. These three items equate to an increase of close to 6% over current budget. The team has been directed to work toward little to no increase in overall spending, with a target of 2%. Instructional line spending will be based on the number of students in a building, with additional allocations for Title 1 schools (MTV, WES). The budget includes \$175.00 for instructional supplies per student, with an additional \$50.00 for students in Title I schools.

Building principals were asked not to bring forward any new requests for the following reasons:

- We recognize the financial constraints of this budget due to the investment in facilities through the recent bond.
- We want to honor the board budget goal knowing that each school has individual wants but understand the need to examine this budget from a district perspective. Individual school needs will be addressed in future budget cycles.
- We don't want the budgeting process to become contentious between the towns and the district.

The Administrative Team have and will continue to meet to discuss factors affecting the budget. We acknowledge that our end goal has not been reached yet and respectfully ask for the Board's support in allowing the team to continue this work.

Board Questions/Comments:

In order to meet the goals that you have set, are you looking at any reductions in staff in any particular areas? We know there will be some turnover so we will look at it case by case.

Dollar value to every student. This will be hard to do because it will cost more to educate the students in the smaller schools. Be cautious on that dollar value and keep an eye that every student has equal opportunity. Clarification that the allocation is for instructional supplies and books.

Appreciate trying to keep the costs down, but need to be real with the tax payers and parents about the cost to keep these schools open.

Citizens Comments:

John Harker, Mt. Vernon resident, reported that he came to ask about providing a list ahead of time of changes being made to the budget. He is encouraged that they are working hard to hold the line. Mr. Harker asked in terms of the medical and dental estimates, will you come back later if it's lower and ask for more to be included in the budget? Superintendent Charette responded that we should get a report from MEA on our experience factor soon, which will give us a sense of what our rates will come in as, but we usually have the final rate around the first of April.

7. Executive Session to discuss information in confidential records, pursuant to 1 M.R.S.A. §405(6)(F)

**MOTION** by Brotherlin, second by Wright to enter Executive Session to discuss information in confidential records, pursuant to 1 M.R.S.A. §405(6)(F). **Motion Carried:** unanimous

The Board entered Executive Session at 7:35 and returned to public session at 7:57.

8. Adjournment: **MOTION** and second to adjourn at 7:58 p.m.

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

DRAFT

DRAFT

DRAFT

10b.

**SPECIAL MEETING  
REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS  
Maranacook Community Middle School  
January 29, 2020  
Minutes of Meeting**

Members Present: Chair Gary Carr, Vice Chair Wendy Brotherlin, Kim Bowie, Patty Gordon, Rebecca Lambert, Betty Morrell, Melissa Tobin, David Twitchell, Alexander Wright

Member Absent: Cathy Jacobs, Shawn Roderick, (two vacant positions)

Administrators: Superintendent James Charette, Special Education Director Ryan Meserve, Principals Jeff Boston, Janet Delmar, Abbie Hartford, Kristen Levesque, Assistant Principal Tina Brackley

Legislative Delegation:  
Senator Shenna Bellows, Senator Russell Black, Representative Craig Hickman, Representative Dennis Keschl, Representative Charlotte Warren

1. Call to Order: Chair Carr called the meeting to order at 6:30 p.m.
2. Workshop: Round Table Discussion with Legislative Delegation, facilitated by Curt Jack  
The suggestion was made by numerous participants to plan a future meeting. A list of topics for further discussion at potential future meetings was generated.
3. Adjournment: Motion and second to adjourn at 8:05 p.m.

Respectfully submitted,  
James Charette, Superintendent/Secretary

## Acceptance of Donations

10c

February 5, 2020

<b>Donor</b>	<b>Amount</b>	<b>Department</b>
2 anonymous donations	\$600.00	MCS Nordic Ski Team
SeedMoney	\$248.50	MCHS Senate Sustainability Committee, Maranacook Community Garden
Awesome Bear Society (ABS)	\$895.00	Student Support – Nordic Ski
OTIS Federal Credit Union	\$100.00	Food Service Program
Dawn & Kevin Brooks	\$280.95	WES – Overdue Lunch Accounts
Bruce Gerrity	\$550.00	Golf Clubs/MCS Golf Program

10d.

**Board Self-Assessment****Check the answer below that best reflects your experience as board member this year.**

1. Do I have a copy of Policy BBA, Board Powers and Responsibilities?

☐ yes      ☐ sometimes      ☐ no      ☐ I don't know/not applicable

2. Do I understand my legal responsibilities as a representative of RSU #38?

☐ yes      ☐ sometimes      ☐ no      ☐ I don't know/not applicable

3. Am I able to base all of our work as a board on our district's mission, vision and strategic plan?

☐ yes      ☐ sometimes      ☐ no      ☐ I don't know/not applicable

4. Do I participate in the management of board meetings?

☐ yes      ☐ sometimes      ☐ no      ☐ I don't know/not applicable

5. Is my conduct at board meetings conducive to effective decision-making?

☐ yes      ☐ sometimes      ☐ no      ☐ I don't know/not applicable

6. Am I an advocate for our school district?

☐ yes      ☐ sometimes      ☐ no      ☐ I don't know/not applicable

7. I talk positively about the schools in our district when talking with the public?

☐ yes      ☐ sometimes      ☐ no      ☐ I don't know/not applicable

8. Do I exercise authority as a board member only when at board meetings?

☐ yes      ☐ sometimes      ☐ no      ☐ I don't know/not applicable

9. Do I participate in the annual evaluation of the superintendent?

\_\_\_\_\_yes      \_\_\_\_\_sometimes      \_\_\_\_\_no      \_\_\_\_\_I don't know/not applicable

10. Did I participate in new board member orientation prior to attending first board meeting?

\_\_\_\_\_yes      \_\_\_\_\_sometimes      \_\_\_\_\_no      \_\_\_\_\_I don't know/not applicable

11. Do I participate in board subcommittees and adhere to the agreed upon responsibilities, structure and processes of that committee?

\_\_\_\_\_yes      \_\_\_\_\_sometimes      \_\_\_\_\_no      \_\_\_\_\_I don't know/not applicable

12. Do I represent the entire district, rather than a particular school or special interest?

\_\_\_\_\_yes      \_\_\_\_\_sometimes      \_\_\_\_\_no      \_\_\_\_\_I don't know/not applicable

13. Do I understand that communication with staff should be channeled through the superintendent, not around the superintendent?

\_\_\_\_\_yes      \_\_\_\_\_sometimes      \_\_\_\_\_no      \_\_\_\_\_I don't know/not applicable

14. Do I recognize the administrative duties that belong to the superintendent as distinct from those that belong to me as a board member?

\_\_\_\_\_yes      \_\_\_\_\_sometimes      \_\_\_\_\_no      \_\_\_\_\_I don't know/not applicable

15. Do I support the superintendent publically?

\_\_\_\_\_yes      \_\_\_\_\_sometimes      \_\_\_\_\_no      \_\_\_\_\_I don't know/not applicable

16. Do I direct concerns about the school system to the superintendent, and not to other administrative personnel?

\_\_\_\_\_yes      \_\_\_\_\_sometimes      \_\_\_\_\_no      \_\_\_\_\_I don't know/not applicable



17. After reflecting on my responses above, one area that is a strength in our school board's functioning and effectiveness is:

18. After reflecting on my responses above, one area that needs additional work or attention in order to maximize our school board's functioning and effectiveness is:

19. Comments:

DRAFT

## RSU #38

## Maranacook Area Schools – Field Trip Request Form

10e.

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

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

Select One:

(for full definitions, please refer to Policy IJOA)

☐ Field Trip – takes place during the school day and is organized and conducted by one or more RSU 38 employees as a means of accomplishing particular curricular objectives.☐ Competition Trip – related to an academic, artistic, athletic, or other student competition or performance that involves individual students or teams.☒ Other School-sponsored Trip – organized and conducted by one or more employees as a supplement to the curriculum, as a class social activity, or as an activity planned by a student club or organization. (overnight)☐ 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: Wayne Elem. Date of trip: 5/11 & 5/12/20 Destination: Ugma-HCamp Bryant Pond ME  
Departure time (from school): 5/11/20 8:30 AM Return time (to school): 5/12/20 4:15 - 4:30 PM☐ Bag lunches will be needed (please confirm with Food Service 1 week before trip)Teacher: Susan Hogan Grade level(s): 4 and 5Number of students: 21 Number of chaperones: 3 or 4 Cost of activity: \$1400 estimate  
Cost of transportation\*: \$600 estimate Transportation paid by: Field Trip Funds in WES budget  
(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.)team building, 5.ESS.2-1 Earths systems interact5.ESS.3-1 problem + solution to protect earth's resources4.ESS.3-2 ways to reduce impact on earth's resourcesPlanned Stop(s): NoneSites(s) have been notified: Yes No (Including food establishments)Notification of transportation needs made to Transportation Director: (Date) 1/21/20  
(Final approval of transportation arrangements dependent upon availability of bus & driver)☐ Other Transportation arrangements have been made - please specify: N/A

Storm Date: \_\_\_\_\_

[Signature]  
Principal's SignatureRecommended ☒Not Recommended ☐1/21/2020  
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)

10g.  
IJOA-R

**RSU #38**  
**Maranacook Area Schools – Field Trip Request Form**  
 Please submit request to office at least 3 weeks prior to field trip

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

Select One:	(for full definitions, please refer to Policy IJOA)
<input type="checkbox"/>	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.
<input type="checkbox"/>	Competition Trip – related to an academic, artistic, athletic, or other student competition or performance that involves individual students or teams.
<input checked="" type="checkbox"/>	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.
<input type="checkbox"/>	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: MCHS Date of trip: May 2-10 2020 Destination: Safe Passage in Guatemala

Departure time (from school): 7:30AM on 5/2 Return time (to school): 10:30PM on 5/10

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

Teacher: Kelsea Bickford Grade level(s): 12

Number of students: 5 Number of chaperones: 2 Cost of activity: \$11,673 total

Cost of transportation\*: Included in total cost 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 for details**

Planned Stop(s): \_\_\_\_\_  
 Sites(s) have been notified: Yes No (Including food establishments)

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

☐ Other Transportation arrangements have been made - please specify: \_\_\_\_\_

Storm Date: \_\_\_\_\_

Dorene Conway  
 Principal's Signature

Recommended ☒ Not Recommended ☐

11/13/20  
 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)

## Safe Passage 2020 Travel Itinerary

(Subject to change as travel arrangements are secured)

### Saturday May 2<sup>nd</sup>

7:30AM Meet at MCHS

7:45AM Depart MCHS for Boston (via Approved Volunteer Driver)

11:00AM Arrive at Boston Logan International Airport

1:41PM 1st flight to Guatemala

7:48PM Arrive in Guatemala

(Insert Safe Passage itinerary here)

### Sunday May 10<sup>th</sup>

8:00AM 1st flight to Boston

6:50PM Arrive in Boston

7:15PM Depart Boston for MCHS (via Approved Volunteer Driver)

10:30PM Arrive at MCHS

### Possible Flights:

Round trip · 2 · 1

#### Boston ↔ Guatemala City

##### Selected flights



Sat, May 2 · 1:41 PM – 7:48 PM  
Delta

8h 7m  
BOS–GUA

1 stop  
1h 52m ATL



Sun, May 10 · 8:00 AM – 6:50 PM  
Delta

8h 50m  
GUA–BOS

1 stop  
2h 17m ATL



### Cost Coverage Plan

Each student is expected to pay \$650 upfront to secure a deposit on the trip and flights.

From there students are expected to fundraise about \$8,000 to cover team member fees and a \$2,500 donation to Safe Passage.

#### Break down of Total Cost (for 7 team members)

\$3,808.00 for flights (\$544.00/person)

\$4,865.00 for member fees (\$695.00/person)

\$2,500.00 donation

\$500.00 deposit

Total=\$11,673.00



# MARANACOOK AREA SCHOOLS

*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

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Special Education Director

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Finance Manager

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10h.

TO: RSU #38 Board of Directors

FROM: Jay Charette, Superintendent of Schools

SUBJECT: Request for Ratification of awarded contracts for Board approved projects

DATE: January 29, 2020

The following project funds were approved by the School Board, but the vendor contracts were not brought forward for approval. I am respectfully requesting ratification of the following contracts:

1. Robert H. Lord Company, Inc. – High School Bleachers
2. Siemens Industry, Inc. – Middle School Heating System Controller & Software Conversion
3. Siemens Industry, Inc. – District Univentilators Replacement

**MOTION: To ratify the awarding of the following contracts: Robert H. Lord Company, Inc. for High School bleachers project; Siemens Industry, Inc. for the Middle School Heating System Controller and Software Conversion and the District-wide univentilators replacement projects.**

JC/d

11.

SBHC Health Advisory Meeting Minutes  
Tuesday Jan 28

Members in Attendance: Sophie O'Clair (student), Carol Mansfield, Joan Mohlar, Sandy Hunter, Jen Durgin, Anya Davidson, Patty Gordon, Rebecca Reynolds, Vicky Gabrion

- 1) Sophie gave a student update: The Student Health Advisory has been doing different workouts on late start Wednesdays (once a month). This month, Dana and Katie are leading a core workout. Other workouts have been dodge ball and yoga. We are planning zumba and a smoothie bar in the spring. The group is working with Katie McConnell from Sexual Assault Crisis and Support on Healthy Relationships and consent for Valentine's Day. This group often collaborates with other groups in the school on projects. We will be looking at working on Sources of Strength with NAMI Maine in the future.
- 2) We are planning a Sandy River Ramblers Fundraiser for Saturday, May 16. At our next meeting in March, we will work on jobs for everyone. So far, Patty and Becca will coordinate food, Stan will need help with publicity, Becca will ask Julie Rogers for help with the poster and will reserve the PAC with Susie. Anya suggested getting water bottles printed and selling them as part of the fundraiser. Patty offered to ask CATC about designing a logo for sticker making. Patty also wondered if Lee Stetson could come back for the concert.
- 3) We viewed a brief slide show about the statewide MIYHS data (attached). The group would like to see how our school data compares to the state data.
- 4) Becca is in the process of gathering information for the RFP which is the competitive process for state funds. We will also request the same amount of funding as usual from the school board.
- 5) The Food Pantry gave out 41 holiday baskets. Many of the families came in to middle school to pick up the baskets which was helpful. Communication between folks helping within the process was challenging at times. This is a process that could use improvement next year. Kim Bowie, one of our board reps, would like to help within the food pantry; perhaps she could help with this. The High School pantry may move to the conference room and the committee requests locked cabinets for the food to prevent students tampering with the food. Fuel assistance is needed so \$25 cards are being purchased to give out to families. Hannaford cards could be given to families with babies to purchase formula and baby food. A family requested laundry cards, but we are not going to honor that request at this time. A request was made to better publicize how to make a donation to the food pantry. A check made out to "Maranacook Food Pantry" can be given to the school nurse at either school. The advertiser may be the best place to do this.
- 6) Anya, Becca and Ashley were invited to present with Lynette Johnson at the MFP Annual conference in April. Part of the presentation will be around brining reproductive health into a school through the SBHC. We will be reaching out to Kini, Barbara, Joan, Carol and Sandy to see if/when we all could meet and talk about what that process looked like many years ago.
- 7) Our next meeting is Tuesday, March 24<sup>th</sup> at 6pm in the Media Center.

SRR Concert: May 16.... More details to follow.