

REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS

Maranacook Community High School

April 6, 2016, 6:30 p.m.

AGENDA

1. Call to order:
2. Consent Agenda: (5 min.)
 - a. Approval of Minutes of March 23, 2016*
 - b. Acceptance of teacher resignation effective 6/30/16, Kristy Scullion, Mt. Vernon Elem.
3. Student Representatives Reports (10 min.)
4. Citizens' Comments: (5 min.)
5. Additions/Adjustments to the Agenda by Board and/or Superintendent: (5 min.)
6. Action/Discussion/Informational Items: (20 min.)
 - a. Appointment of First Probationary Contract teacher, Marc O'Clair, HS Science*
 - b. Policy Second Readings*: EEA Student Transportation; IK, Student Achievement/Evaluation of Student Proficiency; KF, Use of School Facilities
 - c. Policy First Readings*: ACAD, Hazing; JJC, Student Performances/Exhibits/Competitions; JL, Student Wellness
 - d. Consideration of out-of-country travel, GAPP (German American Partnership Program), March 2017*
7. Budget Workshop: (60 min.)
 - a. Updates
 - b. Citizens Comments
 - c. Deliberations, follow-up and decision making
8. Informational Items: (10 min.)
 - a. Reports:
 - Staff Association
 - Principals*
 - Adult & Community Education Director*
 - Health Center Director*
 - Finance Manager*
 - Special Education Director*
 - Curriculum, Assessment & Instruction Director*
 - Superintendent of Schools*
 - b. Spring Coaching Appointments*
 - c. Ad Hoc Group: Awesome Bear Society – 04/13/16, MCHS, 6:30 p.m.
 - d. Committee Reports:
 - Capital Area Technical Center (CATC) – 04/05/16, Augusta, 10:30 a.m.
 - Communications*
 - Health Services Advisory Council* – 05/17/16, MCHS, 6:30 p.m.
 - Policy* – 04/04/16 and 05/09/16, Superintendent's Office, 6:15 p.m.
 - Teacher Evaluation* – 04/27/16, Superintendent's Office, 3:30 p.m.
9. Adjournment:

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

REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS
Maranacook Community High School Student Center
March 23, 2016
Minutes of Meeting

- Present: Chair Terri Watson, Vice Chair Melissa O’Neal, Gary Carr, Stephen Hayes, Trish Jackson, Jim Marr, Betty Morrell, Shawn Roderick (arrived 6:38)
- Member Absent: Pia Holmes, Michele Pino, Bonnie Simcock, 2 vacant positions (1 Mt. Vernon, 1 Wayne)
- Administrators: Superintendent Donna Wolfrom, Principals Jeff Boston, Dwayne Conway, Janet Delmar, and Cathy Jacobs, Director of Curriculum, Instruction and Assessment Nancy Harriman, Adult and Community Education Director Steve Vose, Director of Special Education Ryan Meserve, Finance Manager Brigette Williams, Technology Director Diane MacGregor
1. Call to order: Chair Watson called the meeting to order at 6:30 p.m.
 2. Recognition: Luca DeAngelis, Nordic Ski State Champion
The Board recognized Luca DeAngelis for his accomplishment of being named 2016 Nordic Ski State Champion as well as Coach DeAngelis.
 3. Consent Agenda:
 - a. Approval of Minutes of March 16, 2016
 - b. Approval of overnight trip, Middle School Royal River Team, Chewonki Foundation, Wiscasset, ME, April 26-29, 2016
 - c. Approval of out-of-state travel, High School Alternative Education, Pinkham Notch, NH, May 11-13, 2016

MOTION by G.Carr second by B.Morrell to accept the Consent Agenda as presented.
Motion Carried: 7 in favor, 0 opposed
 4. Citizens Comments: none
 5. Additions/Adjustments to the Agenda:

S. Hayes thanked staff for putting the list of staff and students instrumental in organizing the School Spirit Challenge together for the Board.

S.Hayes **MOTION** resolves the Board recognizes and thanks the listed staff and students for making the School Spirits Challenge a tremendous success, second by B.Morrell.

Request was made to also list the businesses that contributed and to find a separate way of recognizing them.

Motion Carried: 8 in favor, 0 opposed.
 6. Action/Discussion/Informational Items: none
 7. Budget Workshop:

Chair Terri Watson noted the board has copies of two letters she received from citizens regarding the participation fees at the Middle and High Schools. The budget currently lists a projected revenue of \$45,000 from the participation fees. The Board held a discussion about the history of how

the participation fees were instituted; how teams can either fundraise or have the families of the team members pay the fees. The process for applying for forgiveness of the fees was also discussed. At this time the Maranacook Education Foundation (MEF) has been giving the district money to handle the requests for assistance. They are approved by the Superintendent. No requests have been denied. Money has also been donated by the Awesome Bear Society (ABS) to help with the fees. There have been more requests this year for forgiveness of the fees, but this may be due to more people knowing that assistance is available.

T. Jackson stated her interest in equity for all students and charging a participation fee is not equitable for all; as a public institution we should not be charging students to participate in activities.

The board discussed the elimination of the late bus several years ago, which also creates a hardship for some students in participating in after school activities.

Chair Watson asked if there were other budget items the board would like to discuss.

No information has been received on health insurance rates.

School lunch prices will increase ten cents at each of the schools for FY17, which will bring us to the equity price that the federal government reimburses. The breakfast cost will remain the same.

Superintendent Wolfrom reported on a request about the levels of lead. Schools are required to test every 5 years; all our readings are below the rate required by law. The only school that uses a public water supply is Manchester. We will have the water at Manchester Elementary tested.

MaineCare lawsuit – B. Williams reported she is working on this with the auditors; they are hopeful it will be taken care of before the end of this fiscal year.

MOTION by S.Hayes, second by S.Roderick to eliminate the March 30th meeting (originally advertised as “if needed”). **Motion Carried:** unanimous

8. Adjournment: **MOTION** and second to adjourn at 7:27 p.m.

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

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|-------------------------|--|--------------|
| Position | Science Teacher- Maranacook Community High School | |
| Candidate | Marc O'Clair | |
| | | |
| Educational Preparation | Northeastern University M.Ed. Distant Learning | 2010-present |
| | University of Maine - Farmington B.S. | |
| | BS Secondary Education - Science | 2000 |
| | | |
| Related Experience | Science Teacher Hampden Academy | 2001-2016 |
| | | |
| | | |
| References | Michael Bisson, Associate Principal & Athletic Director, Hampden Academy | |
| | Quinton S. Donahue, Principal, Mount View Middle School | |
| | Brad Veitch, Science Teacher, Hampden Academy | |
| | | |
| Certification | Professional Science-Physical 7-12 (350) | 2018 |
| | Professional Science-Life 7-12 (395) | 2018 |
| | | |
| | | |
| Salary | \$41,993.02 Degree: BA Level 10 (Based on 2015-2016 Contract) | |
| Board Hire Date | 4/6/2016 | |
| Replacing | Robin Wescott | |
| | | |
| | | |

Policy: EEA
 Revised: MCS 06/03/99
 Manchester 05/19/99
 Mt. Vernon 05/20/99
 Readfield 05/10/99
 Wayne 05/11/99

**REGIONAL SCHOOL UNIT #38
 Student Transportation**

The transportation system places a high priority on **safety** and the well being of all children. Safety considerations may include such factors as speed, visibility, road condition, and flow.

The driver is responsible for the safe operation of the bus and has the authority to govern the conduct of riders consistent with the administrative regulations. In emergency situations, the driver is authorized to deviate from regulations, subject to review by the administration of the action taken; but under no circumstances is the driver to leave the bus when there are students in it, except in accordance with Maine law. As another safety consideration, no buses shall drive on private roads or roads where the Transportation Director and/or the bus driver have determined that conditions are considered unsafe or impassable.

In addition to safety, the transportation system shall also have a goal toward efficiency. Bus routes will be determined by the Director of Transportation. Bus stops will be consolidated for efficiency wherever possible. Students riding a regular afternoon bus run may be driven in the same route sequence as the morning pick-up run to ensure fairness to all students in terms of “time in transit.” These decisions will be dictated by the characteristics of the individual routes, and will be determined by the Director of Transportation.

Within the above considerations for safety and for efficiency, the RSU Board will provide transportation to the schools of RSU #38 for the following students residing within the boundaries of RSU #38 and in accordance with Maine Statutes:

- a. All resident students in **Grade Pre-K Kindergarten through Grade 5** who reside more than one-quarter mile from school to which assigned. However, these same students may be required to walk up to one-quarter mile to a regularly established school bus route or pre-destined bus pick-up before boarding the bus.

In addition, a designated adult must be in view to pick up or drop off a **Pre-K and Kindergarten** child. Pre-K and Kindergarten children without a designated adult for drop-off will be returned to their school until a designated adult arrives.

- b. All resident students in **Grade 6 through Grade 12** who reside more than one-half mile from school to which they are assigned. However, these same students may be required to walk up to one-half mile to a regularly established school bus route or pre-destined bus pick-up before boarding the bus.

- c. Students within these limits will be transported where the Superintendent of Schools has established routes due to unusually hazardous conditions. Such determinations may include but need not be limited to consideration of age of student, location and safety of bus stop, road conditions, and traffic speed. Exceptions to the established walking distances may also be made in cases of a child with a permanent or temporary disability.
- d. ~~Limited late bus service to each town shall be provided following after school activities to encourage co-curricular participation at the Maranacook Middle and High Schools.~~
Requests for bus stops, inconsistent with this policy must be made in writing and submitted to the Superintendent.

The Board authorizes the administration to suspend bus riding privileges when behavior warrants. Video Surveillance may be used to monitor behavior. Action to suspend will be consistent with administration regulations. It is the intent of the Board that disciplinary measure taken be appropriate to the transgression, and that the severity of disciplinary measures shall increase for continued inappropriate behavior. Provided, however, that in cases of very serious behavior transgressions, the student may be immediately denied riding privileges and, as appropriate, may be reported to or released to the custody of law enforcement officers by a bus driver, chaperon, or administrator. In these cases the parent or guardian shall be notified as soon as possible.

Revised: 06/03/99

Minor Revision: 05/28/03

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

Revised by RSU #38 Board of Directors: _____

Cross Reference: EEA-R Student Transportation Appeal Procedure
EEAEFA, Video Surveillance on School Property and School Buses
Policy

REGIONAL SCHOOL UNIT #38
STUDENT ACHIEVEMENT/EVALUATION OF STUDENT PROFICIENCY

Effective evaluation of student achievement is essential to the instructional process, the certification of student progress towards meeting the content standards of the system of Learning Results, the tracking of progress toward individual and district learning goals, and communication between schools and parents.

Evaluation of student achievement provides staff with information important to assessing students' individual educational needs, providing appropriate instruction, and identifying learning problems and areas in which remediation is required. Sharing of information among parents, staff and students is an integral part of the evaluation process.

Consistent with its local assessment system, RSU #38 will use multiple assessments, both informal and formal, at the classroom, school, and district levels to evaluate each student's achievement and to monitor his/her progress toward meeting proficiency in the content standards and the *Guiding Principles* of the Learning Results. Assessments over the course of each school year shall include formats that allow students to demonstrate in different ways what they know and are able to do. Students should have multiple and varied opportunities to practice, apply, and demonstrate their knowledge and skills.

Individual classroom assessments may include but are not limited to student tests, quizzes, reports, demonstrations, presentations, artifacts, laboratory work, writing samples, teacher observations, portfolio constructions, and student self-assessments.

School and district assessments may include "common assessments" designed to provide consistent evaluation and reporting of student knowledge and skills in the same content areas across same-grade classrooms within the school and same-grade classrooms and grade spans within the district.

Large-scale assessments will include those required for the purpose of determining whether the school has achieved "annual measurable objectives" for federal reporting purposes, and may include other nationally normed standardized achievement tests.

COMMUNICATING INFORMATION CONCERNING STUDENT ACHIEVEMENT

Teachers should provide students and parents with timely information concerning student performance and, if applicable, the need for the student to participate in remediation and/or additional instruction.

Parents shall be informed at regular intervals of their child's academic progress through report cards or other written means.

Legal Reference: 20-A M.R.S.A. § 6209
 Ch. 127 (Me. Dept. of Ed. Rule)
 Cross Reference: ADF – School System Commitment to Learning Results
 IE – Grade Placement
 IE-R Retention Criteria
 IKF – Graduation Requirements
 ILA – Student Assessment/Local Assessment System

Revised: 05/02/05

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

Revised by RSU #38 Board of Directors: _____

**REGIONAL SCHOOL UNIT #38
USE OF SCHOOL FACILITIES**

The RSU #38 School Board encourages the use of its school buildings and grounds by school and community organizations as provided in this policy. The Board retains the right at all times to decline individual requests for building use when it determines that such use is not in the best interest of its schools.

I. The use of the facilities may be permitted as follows:

A. School related activities have priority.

1. The use of school facilities for school educational activities, school sponsored activities and extra-curricular activities shall at all times take precedence over community use of the facilities.
2. Priority for the High School and Middle School field/gymnasium/fitness center use shall be given first to high school activities, then middle school activities, and then adult education activities. Town Recreation and youth activities shall then have access to fields/gymnasium/ fitness center on a space available basis (after the start of the season).
3. All requests for Maranacook High School/Middle School fields, gymnasium, or fitness center shall be made to the Director of Student Services.
4. All requests for other Maranacook High School/Middle School facilities shall be made to the Director of Adult Education.
5. All requests for other non-Maranaoook High School/Middle School facilities (elementary schools, etc.) shall be made to the Building Principal.

B. Approved uses:

1. Non-profit municipal, civic, cultural, educational, recreational, political, religious or service groups located within and providing services to or activities for our District's residents.
2. Non profits and other organized community groups will not be charged a fee for use of the school facilities.
3. Profit organizations granted the use of the facilities will be charged a daily fee determined by the Superintendent of Schools. Fees for use of the facility shall be collected prior to the use of facilities. Any additional charges will be billed after the activity.
4. All organized programs that use our facilities shall share in the costs of maintaining and operating these facilities that are over and above regular operating expenses. Included in these costs shall be: a) regular cleaning/servicing of porta-pottie(s); b) electrical use for lights; c) over seeding, fertilizing, and rolling of fields.

Fees will be established to cover operating costs of these spaces (i.e. lights, heat, maintenance, insurance). Use of the school facilities by school and non-school personnel will be negotiated directly with the Director of Adult Education. A letter of agreement will be developed outlining the terms of the use.

C. Non-approved uses:

1. Any use for commercial or profit-making ventures, by profit making entities, or for personal gain. Exceptions to this provision may apply if the activity is sponsored by the District for its students or staff.

2. Use in any manner that will violate local, state or federal law.

3. Possession or consumption of alcoholic beverages or tobacco products are prohibited.

D. Times of use:

Use by groups that are unrelated to the RSU #38 school programming shall be permitted, subject to availability and the requirements of this policy, between the hours of 3:00 p.m. - 9:00 p.m. on Monday - Friday and 8:00 a.m. - 9:00 p.m. on weekends (school year). Times outside of the school year shall be coordinated by the Director of Adult & Community Education and/or the Director of Student Services.

II. Conditions of Use:

A. Presence of school employee

A school employee (custodian) selected by the Principal/Director of Student Services/Director of Adult Education must be present unless waived by the Principal or Director of Student Services or Director of Adult Education. Use of the kitchen also requires the approval of the Food Services Director. All non-school groups using the building (other than official boards or committees of the Towns within our District) shall reimburse the RSU for the hourly costs of the school employees. The Principal/Director of Student Services/Director of Adult Education may, at his/her discretion, apply additional fees for use of the facilities.

B. Hold Harmless

All applicants for the use of the school facilities shall hold the RSU Board, its members, employees and agents free and without harm from any loss, damage, liability, or expense that may arise during or be caused in any way by such use or occupancy of the school facilities. All applicants shall execute a release and hold harmless agreement approved by the Superintendent. The Board, Superintendent, or Principal shall require an applicant to furnish proof of adequate liability insurance.

C. Condition of Facilities

The user shall leave the facilities in the same condition that they were received. In the event of damage or unanticipated custodial services, which may be necessary after an event, the using organization will be billed for all expenses by the RSU.

D. Preservation of order

All individuals or groups using school facilities are responsible for the preservation of order during all activities and are required to comply with all the applicable statutes, ordinances and regulations, in addition to any policies or conditions established by the Board. If security is deemed necessary, the user shall pay all expenses.

E. Approval; Appeal

The Superintendent, Principal or his/her designee is authorized to approve and schedule the use of the school facilities. Requests for such use should be submitted far enough in advance to avoid conflict of events. In the event that permission is denied, the applicant may appeal to the Board directly at their next regularly scheduled meeting, provided that a request for inclusion on the agenda is submitted to the Superintendent's Office at least 10 days in advance of the meeting.

The Principal/Director of Adult Education/Director of Student Services may exercise his/her authority to prohibit access to any group if, in the Principal/ Director of Adult Education/Director of Student Services opinion, their presence on school grounds is causing an interruption to the school's programs. In addition, the Principal may withdraw any invitation to use the facilities from any group that do not meet the expectations for appropriate building use and supervision.

It is the responsibility of the using individual/organizations to comply with the specific obligations as outlined in the "Procedures for the Use of School Facilities."

Cross Reference: KF-Attachments

Agreement to Indemnify and Hold Harmless
 Rules Relating to Rental of School Facilities
 Facilities Use Application Form
 Contract for Rental or Use of School Facilities

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

Revised: 10/06/10

Revised: _____

Policy: ACAD

~~Revised Dates: MCS 04/05/01~~

~~Manchester 04/25/01~~

~~Mt. Vernon 04/12/01~~

~~Readfield 04/09/01~~

~~Wayne 04/10/01~~

~~Reviewed and Policy No. changed from JCFA: 03/23/05~~

**REGIONAL SCHOOL UNIT NO. 38
HAZING**

Maine statute defines injurious hazing as “any action or situation, including harassing behavior, that recklessly or intentionally endangers the mental or physical health of any school personnel, or a student enrolled in a public school.”

It is the policy of the School Board that injurious hazing activities of any type including harassment, either on or off school property, by any student, staff member, group or organization affiliated with this school unit, are inconsistent with the educational process and shall be prohibited at all times.

“Harassing behavior” includes acts of intimidation and any other conduct that recklessly or intentionally endangers the mental or physical health of a student or staff member.

“Acts of intimidation” include extortion, menacing, direct or indirect threats of violence, incidents of violence, bullying, statements or taunting of a malicious and/or derogatory nature that recklessly or intentionally endanger the mental or physical health of another person, and property damage or theft.

No administrator, faculty member, or other employee of this school unit shall encourage, permit, condone, or tolerate injurious hazing activities. No student, including leaders of student organizations, shall plan, encourage, or engage in injurious hazing activities.

This policy and related rules apply to any student who is on school property, who is in attendance in school or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline or general welfare of the school. Although this provision does not authorize or require school officials or staff to take action at will for off-school premises misconduct, it does provide notice to students about the possible impact of their conduct, and provides school officials with the authority to assess the actual impact of off-school conduct on the school community.

In the case of an organization affiliated with this school unit which condones hazing, penalties include revocation of permission for that organization to operate on school property or to receive any other benefit of affiliation with the school unit.

Persons not associated with this school unit who fail to abide by this policy are subject to ejection from school property and/or other measures as may be available under the law.

Administrators, faculty members, students, and all other employees who fail to abide by this policy are subject to disciplinary action which may include suspension, expulsion, or other appropriate measures.

These penalties shall be in addition to any civil or criminal penalties to which the violator or organization may be subject.

The Superintendent shall assume responsibility for administering this policy. In the event that an individual or organization disagrees with any action -- or lack of action -- on the part of the Superintendent as he/she carries out the provisions of this policy, that individual or organization may

appeal to the full School Board. The ruling of the School Board, with respect to the provisions of this policy, shall be final.

A copy of this policy shall be included in all school, parent, and faculty handbooks or otherwise distributed to all school employees and students.

Revised: 04/05/01

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

Revised:

Policy: JJC

Effective Dates: MCS 12/07/00

~~Manchester 01/17/01~~

~~Mt. Vernon 01/18/01~~

~~Readfield 01/08/01~~

~~Wayne 01/09/01~~

**REGIONAL SCHOOL UNIT NO. 38
STUDENT PERFORMANCES/EXHIBITS/COMPETITIONS**

The School Board encourages academic competition. Whenever a local academic competition extends to a state-wide, regional, or national level, the School Board may provide financial support, if each of the following criteria are met:

- < the program is officially sponsored by the school
- < the program is nationally recognized
- < the competition has strong academic merit
- < after competing at the local level, the individual or team has been invited to further competition
- < absence from the regular instructional program is minimal

Per established policy and procedures, any out-of-state trip requires School Board approval, and fund-raising also requires prior administrative approval.

There is no obligation on the part of the District to fund said competitions. However, if recommended by the Superintendent, the School Board may vote financial support up to one-third of the cost of each trip, not to exceed \$2,000 (Grades 6-12) (~~Maranaeook~~), \$750 (Grades K-5) (~~Readfield, Manchester~~), \$400 (~~Mt. Vernon, Wayne~~.)

Effective Date: 12/07/00

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

Revised Date:

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 school lunch program (and/or school breakfast program) must be in compliance with the Board Policy EFE, Competitive Food Sales – Sales of Foods in Competition With The School Food Services Program.

II. Food and Beverage Marketing Guidelines

School-based marketing and advertising of foods and beverages on school grounds including in buildings, textbooks, and on busses, 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 Education

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 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.

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.
- 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:

- 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 Student Wellness Policy Committee

The Board shall appoint a district-wide Student Wellness Policy Committee 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 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

The Student Wellness Policy Committee 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 Student Wellness Policy Committee may survey parents, students and the community and/or conduct focus groups or community forums.

The Student Wellness Policy Committee 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 (111th): 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

Revised by the RSU #38 Board of Directors: _____

**REGIONAL SCHOOL UNIT NO. 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. 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

The school unit will ensure that meals provided by its Food Services Program meet the nutrition standards established by federal regulations. Sales of foods and beverages that compete with the school lunch program (and/or school breakfast program) must be in compliance with the Board's policy EFE, Food and Beverage Offerings Within Schools with the School Food Services Program.

II. Assurance

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.

III. Nutrition Education

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 should focus on skills students need to adopt and maintain healthy eating behaviors. Students should receive consistent nutrition messages throughout the schools, including classrooms, cafeteria, and school-home communications.

IV. Physical Activity

The school unit will strive to provide all students developmentally appropriate opportunities for physical activity through physical education classes, recess periods for elementary school students, and extracurricular activities (clubs, intramural and interscholastic athletics). School programs are intended to build and maintain physical fitness and to promote healthy lifestyles. The schools should 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 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.

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

VI. Implementation and Monitoring

The Superintendent/designee shall be responsible for the implementation of the wellness policy, for monitoring efforts to meet the intent of this policy, and for reporting to the Board on an annual basis.

Monitoring may include surveys or solicitation of input from students, parents, staff, and school administrators.

Reports may include, but are not limited to:

- a. Outcomes specifically related to student wellness
- b. The status of the school environment in regard to student wellness issues
- c. Evaluation of the school food services program and compliance with nutrition guidelines
- d. Summary of wellness programs and activities in the schools
- e. Feedback from students, parents, staff, school administrators and wellness committee
- f. Recommendations for policy, program or curriculum revisions

VII. Appointment and Role of the Wellness Committee

The Board shall appoint a district-wide Wellness Committee comprised of at least one of each of the following:

- a. Board member
- b. School administrator
- c. Food Services Director/designee
- d. Student representative
- e. Parent representative
- f. Community representative
- g. School nurse
- h. Teacher(s)
- i. Student Services Director or his/her designee

- j. Guidance counselor
- k. Social worker
- l. Community organization or agency representative
- m. Other staff, as designated by the Board
- n. Other persons, as designated by the Board

The Wellness Committee 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 Wellness Committee may survey parents, students and the community and/or conduct focus groups or community forums.

The Wellness Committee shall provide periodic reports to the Superintendent/designee and, as requested, to the Board.

VIII. 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 K-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.
- 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, student, 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.

IX. Goals for Nutrition Education

- a. The schools will provide nutrition education that focuses on the skills students need to adopt and maintain healthy eating behaviors.

- b. The 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.

X. Goals for 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 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. The 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. The 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. The 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.

XI. Goals for Other School-Based Activities

- 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. The 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. The schools are encouraged to cooperate with agencies and community organizations to support programs that contribute to good nutrition and physical activity.

Legal reference: 42 U.S.C. § 1751

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

RSU #38
Maranacook Area Schools
Field Trip Request Form

6d.

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

Out-of-State Field Trips must be sent directly to the Superintendent for School Board approval.

School: MCHS Date of trip: 11 March 2017 - 7 April 2017
Destination: Germany / Austria (Bremen, Munich, Salzburg)
Departure time (from school): 11 March 2017 Return time (to school): 7 April 2017
(Bus must be back to school no later than this time)
Teacher: Justin Fecteau Grade level(s): 10-12
Number of students: 20 Number of chaperones: 3
Cost of activity: ≈ \$2500 Cost of transportation*: unknown
Transportation paid by: students/participants (if not paid by school, please include billing information including mailing address)
Paid By: Participants through GAPP account
(School, Parent Association, specific student activity account, other)

Educational objectives: (Include description of activities, pre-trip activities, correlation with curriculum, concepts/skills learned, follow-up lessons.)

This is the German American Partnership Program (GAPP). This is not tied to the curriculum. There will be one week of travel and two weeks at the partner school. Due to a late Easter in 2017, the trip cannot occur during vacation. The partner school is on vacation.

Planned Stop(s): Bremen, Munich, Salzburg
Sites(s) have been notified: Yes No (Including food establishments)

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

Other Transportation arrangements have been made - please specify:

Transportation will be made separately at a later date.

Storm Date: N/A

Dwayne Conway
Principal's Signature

Recommended

Not Recommended

3/31/16
Date

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

Copies: send electronically ONLY

- 1 copy to Transportation Director
- 1 copy to Food Service Director (if during lunch)

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08/20/15

March 2017

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---------------------|--------|---------|-----------|----------|--------|------------|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| | | | | | | Travel Day |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| GAPP TRAVEL WEEK | | | | | | |
| | | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| GAPP PARTNER SCHOOL | | | | | | |
| | | | | | | |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| GAPP PARTNER SCHOOL | | | | | | |
| | | | | | | Travel Day |

April 2017

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-------------------------|--------|---------|-----------|----------|--------|-----------------|
| | | | | | | 1 Travel Day |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| PARTNER SCHOOL VACATION | | | | | | |
| POSSIBLE SAT DATES | | | | | | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| PARTNER SCHOOL VACATION | | | | | | |
| MCHS APRIL VACATION | | | | | | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

EASTER

Elementary Principals' Report
 April 6, 2016
 Janet Delmar (MES & MTV)
 Jeff Boston (RES & WES)

| | Pre-K | K | 1 | 2 | 3 | 4 | 5 | Total |
|-----|---|-------|-------|-------|-------|-------|-------|-------|
| MES | 12/16 | 13/13 | 16/17 | 21 | 13/12 | 13/15 | 22 | 181 |
| RES | 14/7 4 students from WES in pm session | 14/15 | 10/11 | 16/16 | 12/16 | 21 | 14/16 | 182 |
| MTV | 7 | 11/11 | 24 | 15 | 17 | 17 | 21 | 123 |
| WES | 0 | 10 | 15 | 11/13 | | 11/9 | | 69 |

National Geographic State Bee Semi-Finalist

Congratulations to Mason Bourque, who has been notified by the National Geographic Society that he is one of the semifinalists eligible to compete in the 2016 Maine National Geographic State Bee. The contest will be held on Friday, April 1, 2016.

This is the second level of the National Geographic Bee competition, which is now in its 28th year. School Bees were held in schools with fourth- through eighth-grade students throughout the state to determine each school champion. School champions then took an online qualifying test. The National Geographic Society has invited up to 100 of the top-scoring students in each of the 50 states, District of Columbia, Department of Defense Dependents Schools and U.S. territories to compete in the state Bees. Each state champion will receive \$100, the National Geographic book "The National Parks: An Illustrated History" and a medal, and will journey to Washington, D.C., to represent their state in the National Geographic Bee Championship at National Geographic Society headquarters, May 22-25, 2016. The national champion will receive a \$50,000 college scholarship and lifetime membership in the National Geographic Society. The national champion will also travel (along with one parent or guardian), all expenses paid, on a Lindblad expedition to Southeast Alaska aboard National Geographic Sea Lion, including Glacier Bay National Park, in recognition of the 100th anniversary of the National Park Service. Travel for the trip is provided by Lindblad Expeditions and National Geographic. Visit www.natgeobee.org for more information on the National Geographic Bee.

The 2016 National Geographic Bee Championship final round, moderated for the first time by journalist and humorist Mo Rocca, will air on the National Geographic Channel and Nat Geo WILD on Friday, May 27, at 8 p.m. ET, and later on public television stations. Check local television listings for airdate and time in your area.

How would you fare as a Bee contestant? At the school Bees this year, students had to answer such questions as:

To fish in Lake Winnepesaukee [wi-neh-peh-SAW-kee] and ski near Franconia Notch, you would travel to which state—New Hampshire or South Dakota? New Hampshire

Visitors to Biscayne National Park in Florida can go fishing and lobstering along the shore of which kind of habitat—mangrove or desert? Mangrove

Sea kayakers can explore hundreds of islands off the Dalmatian coast of which European country south of Slovenia? Croatia

For centuries, the Chinese emperors lived in seclusion in the Forbidden City, which is located within what present-day city? Beijing

Parent/Teacher Conferences

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

MES - 96% (Overall percentage average for the 2015-2016 SY - 95%)

RES - 91% (Overall percentage average for the 2015-2016 SY - 91%)

MTV - 91% (Overall percentage average for the 2015-2016 SY - 92%)

WES - 88% (Overall percentage average for the 2015-2016 SY - 92%)

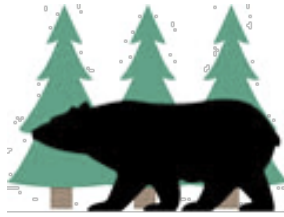
Workshop Day (March 18th)

The elementary teachers gathered at Readfield Elementary School for a productive professional development day. The morning session focused on Rtl (Response to Intervention) behavior and our presenter was Monica Smith. Topics included reviewing Rtl behavior, outline the process for Tier I (in the classroom) and breaking into groups to develop a plan of action. The afternoon session focused on comparing the eight mathematical practices with the eight teaching practices in order to strengthen our Tier I instruction. The outcome will be a stronger understanding of the workshop model and best teaching practices.

Math Presentations

On April 1st, eight RSU #38 elementary teachers will be presenting at the Association of Teachers of Mathematics conference in Bangor, Maine. Chrissy Miner (RES, Gr. 4), Jennifer Tweedie (RES Gr.3), Cassie Dunphy (RES Gr. 3) and Sarah Caban (district math coach) will be presenting on how they are using scales to measure student understanding of the associative and distributive properties. Also, Abby Shink (WES/MTV math interventionist) and Susan Hogan (WES Gr. 4/5) will be presenting on how to collaboratively plan and implement classroom instruction and interventions. Manchester Elementary School teachers Rebecca Henry (Gr. 5) and Erica Boudreau (math interventionist) are presenting together on how they collaboratively co-teach using a standards-based workshop model. Congratulations to all our presenters and your efforts to improve the learning of our students!

**Maranacook Community Middle
School**
2100 Millard Harrison Drive
Readfield, ME 04355



Cathy Jacobs, Principal
Phyllis Cote, Office Coordinator

Phone: 207-685-3128
(ext. 1114 to reach the office)
Fax: 207-685-9876

“A Caring School Community Dedicated to Excellence”

Middle School Principal’s Report
April 6, 2016

Enrollment: Grade 8: 89 Grade 7: 83 Grade 6: 89 Total: 261

This We Believe: Developmentally responsive Middle Schools provide programs and policies that foster health, wellness and safety (from *This We Believe*, 2010)

Royal Team Students Participate in the Samantha Smith Challenge

“The purpose of the Samantha Smith Challenge is to build a bridge between the classroom and the community and to show students that no matter what age, they can be part of solving the challenges and problems they see in the world.” (Samantha Smith Challenge Teacher’s Guide) This winter and spring a group of 16 Royal Team students have chosen to participate in the Samantha Smith Challenge. Students first learned about Samantha Smith and the inquiries she made that helped bring an end to the Cold War. Each group of students identified an important issue in Maine, researched it and wrote an informational essay on it. They then contacted stakeholders in the community in order to pinpoint ways to make a difference regarding their chosen issue. They created and implemented an action plan. To wrap up, students created a video to document what they accomplished.

“On June 1, 2016, all participating students and their teachers will be invited to the State House in Augusta to celebrate Samantha Smith Day. Students and classes who participate in the Challenge will display their projects (science fair style) in the Hall of Flags. Please encourage community partners to come to this celebration showcase as well.” (Samantha Smith Challenge Teacher’s Guide)

Students Share Websites at Student Led Parent Conferences

At our recently held parent conferences, students shared their personal websites with their parents. Throughout the year, students have been working with their teachers and advisors to create a website about themselves and their learning. Prior to their conference, they shared their websites with their teachers and advisors who helped them polish it before presenting it to their parents. This website is their evidence that shows how they are meeting academic and behavioral standards. On the night of the conferences, students sit with their parents and advisor to present their work. This is a very meaningful process where students can be proud of and share their work, and parents (and advisors) have the opportunity to see and hear what their child has

learned over the year. During the parent conferences, the high school guidance counselors are present at the middle school to meet with parents of 8th graders to answer any questions they may have about their child's transition to high school.

We had an overall 53% turn out of parents this year. Although advisors contact all parents who do not come, we are in the process of developing a process for increasing our percentage of parents who do come to the spring conferences.

Professional Development

At our March 18 workshop, teachers at the middle school spent the day working on curriculum and assessment. All English Language Arts teachers worked together to score the common Informational Writing Assessment that was given to all students in early March. This is a monumental task that requires teachers to read sixty to sixty five, two to three page pieces and score them using a common rubric. Math teachers also worked on scoring common assessments using a common rubric from their latest unit. ELA and Math teachers put all of the scores from these assessments into Jumprope. Our Unified Arts teachers worked with their k-12 colleagues to identify priority standards in their content areas and begin to develop common assessments and rubrics. Having the time together to score and discuss student work is one of the most powerful professional development opportunities we can offer our teachers, so being given that time is much appreciated.

Restorative Practices

We are continuing to work on learning and implementing restorative practices under the guidance of our coach, Pam Anderson from the Institute for Restorative Practices. We meet once a month in our Professional Learning Groups to discuss readings from the books we have been given and to participate in activities to deepen our understanding of restorative practices. “The implementation of a restorative philosophy demands a major shift in thinking and realignment of beliefs about discipline, its purpose and practice. Moving from a rule based discipline system to a system underpinned by relational values requires a change in the hearts and minds of practitioners, students, their parents and the wider community.” (*Overcoming Resistance to Whole School Uptake of Restorative Practices*; Peta Blood and Margaret Thorsborne; 2006). We have been reviewing our discipline data since we have incorporated these new practices, and in March of 2016 we had one hundred fewer discipline referrals than we did for March of 2015. Although there may be a variety of factors contributing to those statistics, we believe that a shift in the way we are addressing students in a more restorative manner has had a significant impact.



MARANACOOK COMMUNITY HIGH SCHOOL

RSU#38

2250 Millard Harrison Drive

Readfield, Maine 04355

Office (207)685-4923

Fax (207)685-9597

Dwayne Conway, Principal
Al MacGregor, Student Services Director

Steve DeAngelis, Dean of Students
Kristen Levesque, Dean of Students

8a.

School Board Report 3/29/16

Dear RSU 38 Board Members:

Teen Issues

On Thursday 3/31 we will celebrate our 26th annual Teen Issues Day, which is aptly titled by the teen issue student planning group, "Survive and Thrive." Teen Issues is a full day event at the high school with opportunities for students to attend four sections scheduled throughout the day. The 4 sections are comprised of 44 different presentations offered during the 4 sessions. Students sign up for 3 sections that mean the most to them, and everyone will attend one required grade level session. This day is geared toward issues our students face everyday in high school and how best to deal with those issues.

Freshman Academy

Next year at the high school we are planning to transition to a freshman team. The team will consist of four core teachers of science, math, English and social studies as well as technology. In addition to these teachers, the literacy and math interventionists, guidance and administration will also attend this common planning time. These teachers will have a common planning time scheduled with their content areas as well as having a common planning time scheduled with their team. Looking at course data over the past few years, freshmen typically experience the highest course failure rate and the greatest amount of discipline issues. The literature suggests that course failure will decrease, as well as discipline issues, when there is a freshman-focused team. I feel this is a necessary move to support our students and to place our teachers in the position to have the greatest impact. Over the course of the 2016-17 school year we will examine data such as course failures, common assessment scores, attendance, and student discipline to decide how to progress with the team.

Even though only a driveway separates our high school and middle school, the transition can be difficult for many students. Students go to the middle school from five different towns and come to the high school from 5 middle school teams, as well as St. Michael's and other sending towns, which have school choice. In addition to this we are receiving more and more superintendent agreements from students at other high schools.

The 9th grade year is a critical transition for our students. I firmly believe that if we create a system where teachers can communicate more easily and give more support to students while holding them accountable, that student productivity will rise and they will have a more successful experience. I also believe that a successful freshman experience translates into the likelihood of a more successful sophomore, junior and senior year. The

model we are using is flexible and will not result in an increase in expenses. This is a model I've read about and have seen used successfully at many other schools. On March 29th a team visited Ellsworth High School to study their freshman model.

Drop Out Prevention Committee

According to Policy JFC we are required to hold a formal dropout prevention committee meeting once a year. This meeting will occur on Wednesday, May 4th at the high school in room 149. At the meeting we will review Policy JFC, our academic support structure, as well as our dropout prevention plan, and proposal for freshmen teaming. Aside from this meeting, administration, guidance and the health center meet on a weekly basis to review and help students who are at risk of not graduating. Our gaze has widened over the past few years from seniors who are at risk of not graduating to students at 9th grade and on who are not on track to graduate. We hold several credit recovery opportunities on workshop days throughout the year, in order to keep these students on track.

Literacy Interventionist

Over the past few months, several high school staff, lead by Barbara Bourgoine, have been researching high school literacy intervention programs. The work done has included reading part of Fisher and Frey (2013) Common Core ELA in a PLC At Work.

We have also looked at research about the benefits of adding a literacy interventionist. On February 28th Barbara created a teacher survey requesting feedback on the role of an interventionist at the high school. On February 29th we met to look at NWEA and PSAT data regarding which students would most benefit from literacy intervention. On March 3rd we held a conference call with Morgan Dunton, ELA Specialist at the DOE, to hear about models to discuss different models of literacy intervention. On March 8th we had a site visit to Bucksport High School to interview Matt Morrison, Literacy Interventionist and Evelyn Beaulieu, Curriculum Coordinator about their program. We are appreciative of the support you are giving us by including a literacy interventionist in this year's budget and want to make the most of that opportunity.

Respectfully submitted,
Dwayne Conway & Kristen Levesque

Enrollment as of 3/29/16
Freshmen- 90, Sophomore- 92, Juniors-101, Seniors-108

Adult and Community Education
April 2016
Board Report

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

In working toward our goal of implementing the College and Career Readiness Standards (CCRS) for adult education, my staff and I have been working with the CCRS classroom observation tool to begin the process of educating ourselves on the CCRS. To support this endeavor, the Maine Department of Education (MDOE), in conjunction with area adult education professionals, will be hosting a number of training opportunities throughout the summer and fall to ensure all adult education instructional staff receive the proper training by 2017.

March 18th, I attended Computer Based Testing (CBT) training for the High School Equivalency Test (HiSET) at MDOE in Augusta. The training was necessary to help inform our transition from paper based HiSET to computer based HiSET by 2018 or sooner. The new computer based testing is extremely helpful in that it allows students taking the HiSET to know if they successfully passed the test or not immediately after completion. With the current paper based HiSET, the process of receiving student scores can take weeks.

After my training on the 18th, I attended a meeting with Mary Mayhew, Commissioner of the Department of Health and Human Services (DHHS) along with the Director and several representatives from the Waterville adult education program. Mary did a fantastic job of providing us all with an overview of the services DHHS provides to its various clients and we discussed how adult education can better fit into this picture, helping to provide supportive and educational services to the DHHS population. All in all a great shared discussion.

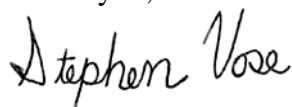
April 7th I will be attending the bi-annual Adult Educators Directors meeting in Augusta. The current agenda has us covering a wide variety of topics from federal, state and Maine Adult Education Association (MAEA) updates, how we can work to better serve the ELL population and an overview of the new Integrated Education and Training (IET) program. It promises to be a very full day!

Due to a storm day, our Commercial Driving License (CDL) job fair, initially scheduled for March 24th was rescheduled to occur on April 14th. The evening activities will include representatives from various local businesses providing employment information to students who have completed the CDL training and testing requirements.

We are currently registering adult students for the spring semester as well as youths for our summer sports camps! I ask the board and local community members to help spread the word about our educational services, enrichment programs and various sporting camps!

****To register for classes or programs please visit our website: maranacook.maineadulted.org or call us at 685-4923, ext. 1065.***

Thank you,



March Board Report
Health Center
3/24/16

The biggest highlight of this month has been the very enjoyable and successful String Band fundraiser which was held on March 12. We were able to raise a total of \$1100. Half of ticket sales went toward the student activity fund and we also sold refreshments and quilt raffle tickets which added to our profits for the evening. We walked away with \$600. and it was a really fun activity. Both our student and our community advisory groups were involved planning and helping with the event.

Our new nurse practitioner, Shelley Hickey, is doing an amazing job working with students. Due to her great success with connecting with students, Maine General has approved 2 additional hours per week of work for her here at the Health Center. We have her Mondays, Tuesdays and Fridays. The predictability of her schedule has contributed to her success. Shelley has been visiting the middle school to visit with 8th graders and conduct adolescent health risk assessments which will make her a familiar face when the students transition to the high school.

Other work this month includes helping with planning of teen issues, our quarterly Health Center Advisory Meeting (3/22), School Health Leadership Meeting (3/23), Wellness Committee meeting (3/15), Suicide Prevention training (3/2) and follow up, Alliance For Substance Abuse Prevention (3/8) and Building Caring Connections in Maine (3/16) as well and the Statewide School Based Health Centers Meeting on 3/25.

**WARRANT ARTICLE RECONCILIATION
REGIONAL SCHOOL UNIT NO. 38
2015-2016
March 31, 2016**

| <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 | 6,766,831.00 | | 6,766,831.00 | 4,637,598.20 | 33,375.71 | 2,095,857.09 | 30.97% |
| Special Education | 2,031,153.00 | | 2,031,153.00 | 1,209,951.26 | 388.00 | 820,813.74 | 40.41% |
| Career & Technical Educ. | 0.00 | | 0.00 | 0.00 | 0.00 | 0.00 | #DIV/0! |
| Other Instruction | 418,234.00 | | 418,234.00 | 266,937.07 | 1,570.62 | 149,726.31 | 35.80% |
| Student & Staff Support | 1,574,832.00 | | 1,574,832.00 | 1,095,381.93 | 34,867.57 | 444,582.50 | 28.23% |
| System Administration | 539,058.00 | | 539,058.00 | 397,338.51 | 306.76 | 141,412.73 | 26.23% |
| School Administration | 907,044.00 | | 907,044.00 | 666,300.00 | 3,217.27 | 237,526.73 | 26.19% |
| Transportation | 982,687.00 | | 982,687.00 | 703,212.95 | 15,592.40 | 263,881.65 | 26.85% |
| Facilities/Maintenance | 1,941,732.00 | | 1,941,732.00 | 1,477,129.53 | 66,368.10 | 398,234.37 | 20.51% |
| Debt Service | 699,676.00 | | 699,676.00 | 618,974.35 | 0.00 | 80,701.65 | 11.53% |
| All Other Expenses | 107,063.00 | | 107,063.00 | 81,084.51 | 0.00 | 25,978.49 | 24.26% |
| TOTAL BUDGET | 15,968,310.00 | 0.00 | 15,968,310.00 | 11,153,908.31 | 155,686.43 | 4,658,715.26 | 29.17% |

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 2015-2016

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

Maranacook Area School District

Regional School Unit No. 38

A Caring School Community Dedicated to Excellence

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

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

Tel. 207-685-3336

Ryan Meserve
Special Education Director

Brigette Williams
Finance Manager

Fax. 207-685-4703

8a.

April Board Report

Dear RSU #38 School Board:

On April 12th the high school special education department and I will be attending the Maine Department of Education's (MDOE) Spring 2016 Post-secondary Transition Conference at the Hutchinson Center in Belfast, ME. It is an all day event that is organized and supported by MDOE. The focus of the event is to provide professional development on post-secondary transition to post-secondary living for professionals working with students in grades 9 through 12. The intended audience for the conference includes high school staff and administrators, but also outside agency case managers, transition coordinators and staff from Vocational Rehabilitation.

The keynote speaker for the event is Lindsay Ball, from Vocational Rehabilitation. She will be sharing her personal experiences as a student with a disability and how she worked through the various challenges she faced along the way to transition from high school to post-secondary training and employment. After the initial presentation by Ms. Ball there will be various breakout sessions for conference attendees to participate in. The topics include:

- Guardianship (Legal and logistical information, implications, and how/when to apply for guardianship)
- Transition planning and self-determination (What does it take for a young person to know and understand his and her disability and its impact on transition planning)
- Vocational planning (Voc Rehab will be presenting on what is Voc Rehab, who is eligible, when and how to apply)
- Housing (What are housing options for individuals with disabilities given their geographic area? Who should apply? When?)
- Mental health and transition planning (What services are available for individuals with mental health issues, under what conditions and for how long would services be available. Where and when to apply as part of transition planning)
- Collaborative student transition planning (Examples of collaborative transition practices that are taking place between parents, students, school and outside and community agencies).

The high school staff and I are looking forward to this event, and being able to come away with some great ideas to support students at Maranacook in their post-secondary transition planning process. Please let me know if you have any questions.

Sincerely,

Ryan Meserve
Special Education Director RSU #38

To: RSU #38 Board of Education

8a.

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

Date: March 23, 2016

Re: Curriculum Update: **World Language & Immersion Experiences**

March 18 was a **professional development day** for staff. The value of such a day for professional learning, collaboration, validation, and ongoing refinement of instructional practices is priceless. Professional development sessions included:

- K-5 AM: RTI for Behavior – Monica Smith
PM: Core beliefs & best practices for Math Workshop (read NCTM Principles) –
Math Interventionists
- 6-8 AM: Reading & Writing Teachers Score Information Writing
PM: Developing scales for Trimester 3 standards and scoring common assessments
- 9-12 AM: Proficiency Work: ELA Priority Standards - NancyH & BarbaraB (with help Common
Assessment Rubrics from Faculty)
JumpRope – Review of How it Will Work
PM: Curriculum Work in Content Areas (*these groups all at high school, too*)
PE/HE K-12
Art/Music K-12
World Language 6-12

At the high school we started by revisiting the priority standards for Language Arts that teachers will be teaching and assessing in multiple content areas within the new proficiency-based system. At one point, as teachers were figuring out which standards were a good fit for a particular 9th grade project in their subject, the teachers of world languages asked where they could view the priority standards for K-5. They read through the progressions for writing, K-5 and their eyes lit up – *this is what we teach! This is really helpful!* They had discovered that the progression of learning for a second language (French, German, or Spanish) has many steps in common with becoming proficient as a writer in one's first language.

This kind of inquiry and insight is typical of our World Language Faculty for Gr 6-12. They are pioneers in proficiency-based approaches – mentoring each other in strategies to raise students' ability to communicate in the target language. It's all about reading, writing, listening and speaking – in conversational exchanges, when interpreting written material, and when writing or presenting in more formal contexts (writing a letter, sharing information with a group, etc.).

Recently, a group of eight students from Spanish IV and Spanish V had an opportunity to travel to Spain together. When asked what the most satisfying aspect of this immersion experience was for her, their teacher, Kelly Frey said unequivocally, *Knowing that they could do it! They've worked so hard in my class – but to see that they could "do it!" in real life*

– take all these elements they’ve learned about – culture, language, geography, interpersonal communication...and integrate them all on the spot...

The experience was structured so that students researched topics before they went – then presented to their peers there, before key experiences (i.e. visiting an art museum, cathedral, castle, flamenco performance, sword craftsman, soccer stadium). Students also wrote a daily “sum up” in English/Spanish on the Facebook page so parents could follow their journey. Most importantly, in Ms. Frey’s mind is that the students *had to do the activities they would if traveling independently internationally: talking to shop keepers and hotel staff, buying tickets for train, ordering in restaurants, leading the group from point A to B – they all took turns with a minimum amount of adult help!*

What did students value most about the experience?

- *listening to native speakers*
- *experiencing cultural differences*
- *exploring things we really wanted to*
- *discovering more context for what you are learning in the classroom*
- *developing a different level of appreciation for your classmates!*

It was a real confidence booster! Whether navigating through a city by what turned out to be a rather circuitous route, interacting with ticket sellers to take the train, or sampling new foods like octopus tentacles or padrone peppers, *they made us go out of our comfort zone!* The students all felt the trip and immersion experience has contributed significantly to their high school education and indicated unanimously that it should continue for others. All the students said they would now be comfortable traveling outside the states, and hope to return to Spain!

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8a.

Superintendent Report

April 2016

As we approach the end of the year, administrators are writing the first round of teacher evaluations using the Performance Evaluation/Professional Growth (PE/PG) pilot system that the steering committee has been working on developing for the past 5 years. This system is two-pronged, focused on accountability as well as professional growth. Administrators have divided their staff into three cohorts, a one year, a two year, and a three year cohort with probationary staff included in the one year cohort. Staff have been involved in instructional rounds where they observe the teaching strategies of their colleagues. Also, they have selected from a menu of professional growth activities and have been working on three elements in Marzano's Framework of Teaching Standards. Administrators have been conducting short walk-throughs after which they provide teachers with feedback. In addition, first year cohort members have met with their evaluator in a pre and post- observation conference. Evaluators have conducted the formal observation and are now in the process of providing teachers with a rating that has been developed by the steering committee, and a summative report.

As teachers have worked on their professional growth plan which was developed at the beginning of the year, I have noticed tremendous growth in many teachers as they work to improve their instructional strategies. An example of this is the district focus on element 1 in the Marzano standards. This element requires teachers to develop daily learning targets to inform students about the purpose of the instructional session, and to develop scales that allow students to identify their level of learning. Using these scales teachers are able to address students at their level of learning. As I visit classrooms I have seen scales at the many different grade levels. Recently I visited two Pre-K classrooms. One teacher had developed a scale for "cubby organization" and another had developed a name scale. Students were able to place themselves on the scale based on the example, description, or picture, and were able to explain what they needed to do to get to the next level. Using scales helps students understand what they need to know and do to get to a higher level, and also fosters a responsibility of learning.

The Graduation Policy Committee, a group of high school teachers and guidance counselors, and including Nancy Harriman, Dwayne Conway, and I have been meeting to prepare a recommendation that will be brought to the RSU #38 School Board concerning graduation requirements. This will include the state requirements for a high school diploma which are currently being amended by the legislature, as well as a set of credit requirements that the committee is now working to develop. The group is dedicated to

increasing the rigor expectations of the Maranacook diploma as well as keeping our students engaged for the four years that they attend Maranacook. This committee will be presenting their recommendation to the RSU #38 School Board when their work is complete.

On Friday, March 25, I attended a workshop present by Drummond Woodsum on the new federal ESSA (Every Student Succeeds Act). This act replaces NCLB (No Child Left Behind). The law places greater responsibility on the state but continues to require state testing along with the posting of a district report card. The Maine Department of Education is currently studying the new law and determining what the state and local districts will need to do to comply with ESSA.

Sincerely,

Donna H. Wolfrom
Superintendent of Schools

8b.

To: Donna Wolfrom
From: Al MacGregor
Date: March 28, 2016
Re: Spring coaching nominations

| <u>Position</u> | <u>Name</u> | <u>Experience</u> | <u>Category</u> | <u>Amount</u> |
|-----------------------|------------------|-------------------|-----------------|---------------|
| Varsity & JV Softball | Don Beckwith | 10+ | II, IV (50/50) | \$3,153.50 |
| Varsity & JV Softball | Jeannine Paradis | 2 | II, IV (50/50) | \$2,828.00 |
| Varsity Baseball | Eric Brown | 10 | II | \$3,616.00 |
| JV Baseball | Ed Bowie | 2 | IV | \$2,102.00 |
| Head Track | Ronn Gifford | 10 | I | \$4,205.00 |
| Asst. Track | Mark Dennett | 9 | III | \$2,891.00 |
| Asst. Track | Mike Boyman | 10+ | III | \$3,354.00 |
| Boys Tennis | | | II | |
| Girls Tennis | Louis Gingras | 17 | II | \$3,679.00 |
| MS Baseball | Tom Radcliff | 17 | V | \$2,565.00 |
| MS Softball | Michael Johnson | 2 | V | \$1,840.00 |
| MS Track | Alanna Stevenson | 1 | IV | \$2,302.00 |
| MS Track | Kelly Brooks | 7 | IV | \$2,565.00 |
| Boys Varsity LAX | Zachery Stewart | 4 | II | \$3,154.00 |
| Boys LAX vol. | Joe Emery | 5 | | |
| Boys LAX vol | Stephen Meister | 5 | | |
| Girls JV LAX | Kelsea Trefethan | 0 | IV | \$2,302.00 |

COMMUNICATIONS COMMITTEE MEETING

Monday, March 21, 2016

Office of Superintendent

5:30-6:30 pm

Minutes:

Attendance:

Dean Gyorgy, Wayne resident

Bob Marvinney, Readfield resident

Donna Wolfrom, Superintendent

Diane MacGregor, Technology Director

- **Communicating Our Budget Update** Update the committee on the current budget. We brainstormed ideas to share with the board. See attached.
- **Sharing our “Story”** Review the notes we came up with at our last meeting, add & update as needed
- **Coming up with a Logo** Dave Guillemette has agreed to work with us to create a logo for Maranacook Area Schools. He isn't able to attend the meeting, but we will brainstorm ideas to share with Dave. We brainstormed ideas and decided to use CrowdSpring to get us started. Diane will set this up and add Dean and Dave so they can help rate and refine the choices.

Our Budget

Decrease in State Subsidy

On March 9, 2016 the House and Senate overwhelmingly passed a bill that would send \$15 million in additional aid to schools for FY17 and set up a commission to recommend changes to public education funds and ways to improve student performance. The vote in the House was 131 to 8, and the vote passed unanimous in the Senate. The additional funding reduces the mill rate required by the state from the initial 8.44 to 8.3. Version 2 Draft Budget Revenue Sheet shows the increased allocation, from \$3,281,138, our original FY17 allocation to \$3,394,830. While the increase of \$113,692 is appreciated we were hoping to recover more of our \$400,000 loss with this action.

Unexpected Major Repairs

The Maintenance Summary Budget reflects an increase of 17% due to an unexpected large roof project that is needed at Readfield and another roof project at Manchester. We contract with a company that assessed our roofs for maintenance needs but due to severe recent weather conditions, the Readfield project needed to be moved into the FY17 budget.

Special Education Savings

We have been able to save money by being able to serve the needs of all special education students in our district.

Elementary Teacher Retirement/Filling the need for New Position

We are working to assign staff in the district so as to fill vacancies with present staff, rather than to hire new staff to replace retirements.

Budget Decreases

| | |
|---|-----------|
| Health Center Local Additional Local Support (set aside FY16 Funds) | \$24,000 |
| Food Service Local Support | \$20,000 |
| Electricity, Heating Oil, Diesel, Propane | \$75,190 |
| HS MLTI Computer Lease- Based on Student Count | \$6,300 |
| HS General Instructional Supplies | \$2,500 |
| Special Education Out of District Placement | \$15,000 |
| Special Education Legal | \$5,000 |
| Superintendent's Office Computer Purchases (FY16 Purchased New) | \$3,000 |
| Debt Service Interest- Original Scheduled Reduction in Interest | \$62,200 |
| Debt Service Interest- Bond Bank Renegotiated Interest Savings | \$72,825 |
| Total of Budget Decreases | \$286,015 |

Summary of Increases

New Positions— We are requesting a HS Literacy Interventionist 1 FTE, Elementary Literacy Interventionist .5 FTE, Elementary Nurse .5 FTE, PreK Ed Techs .8 FTE (MtV am/RES pm), MtV Behavior Intervention Ed Tech III 1.0 FTE, Readiness Skills Ed Tech III 1 FTE, Special Ed Speech Assistant (10 hrs), and Custodial/Maintenance .5 FTE.

New Technology— We are requesting the purchase of MacBook Air laptops for all elementary teachers in the district. Their current laptops are so old that the teachers are having difficulty performing their work. Plans are to enter into a 4 year lease with MLTI for \$20,424 per year. We are also requesting an intra office network UPS (Uninterrupted Power Supply) Unit for \$2,000 and Access Points to improve the performance of each of elementary schools network for \$2,275. Lastly, we are requesting 2 Smartboards for elementary classrooms for \$3,400.

School Bus— We are requesting the purchase of one new school bus.

Members Present: Becca Reynolds, Joan Mohlar, Anne Schmidt, Jennifer McGuire, Trish Jackson, Shelley Hickey, Theresa Hermida, Kini Tinkham, Sandy Hunter, Jenn Lindquist, Carol Mansfield

Our guest speaker from KBH: Jenn Lindquist

There are three counselors that serve the HS and MS. Jenn reviewed services:

- Referral Process: Students may self refer or be referred by a teacher through the school nurse. The nurse shares the referral with the counselors, and gets parental permission for counseling.
- We have 8 and a half days of counseling coverage between both schools. Insurance is billed for visits.
- Sessions are similar to outpatient; sometimes there is a meet and greet between the student and the counselor. Parents attend one meeting to complete paperwork.
- 60 students currently on caseload
- Collaboration happens between nurse, NP, Dr. Hermida with signatures on KBH release. Generally, there is more parental involvement at the middle school level.
- Counselors see anxiety, some depression, grades and family issues.
- Contract \$\$ can be used to cover the uninsured or high deductibles. There is contract sharing between the schools.

Updates:

- String Band Fundraiser: \$1100. total. Band was paid \$500. which left a \$600 profit to go toward student activities. The quilt brought in approx. \$300 which was great.
- Student Advisory: 17 students very vibrant group.
Fund For A Healthy Maine at the Hall of Flags in Feb, Teen Dating Abuse Awareness in February as well. Teen Issues happens 3/31 and the Students Advisory will host some presenters.
- NP Update: Monday Mornings, Shelley is going to the Middle School to do the RAAPS. Students are identified, a letter sent home and then pulled to complete survey. 8th grade students with MaineCare have participated, now 7th graders are in the process of completing the survey. We are working on having all students that are enrolled in expanded services participate in the RAAPS, but need to get some questions answered about insurance co-pays.
- School Nurse: No Tanning Pledge from the Melanoma Foundation. Sandy will work with 2 students to get the word out to 11th graders at prom season. The Food Pantry has \$1800. in its account and is fully stocked. There have been 2 students who have volunteered to work in the Boutique.
- Narcan: Dr. Mansfield asked about a grant that would fund the use of Narcan in the event of an opiate overdose. Sandy is looking into this.

- Funding Update: The RFP that was expected in the fall never came through so we will apply for an extension of the current grant to carry us through 2017. We have asked the school board to move the \$24,000. that they set aside into a special Health Center Reserve which they voted unanimously to do in February. This would allow us to continue to deliver services in the event of a loss of state funding. Currently we have \$36,000 from the state, \$30,000 from the district and \$6000 from MFP.
- Kini gave an update on general Family Planning Services.

Project Charters: The first one was to increase the student advisory. The second one was to increase number of RAAPS that are completed and the third one was to do some policy updates. The group looked at 3 policies and made updates to them. The policies looked at tonight are:

SBHC and School nurse coordination

Scope of Services

Consent for Care

The two remaining policies in need of updates are Qualifications/Licensing Verification and Communication Procedures.

Next Meeting is May 17 at 6:30. We will have cake as a thank you for all of our great community advisory members.

RSU No. 38 Policy Committee
Superintendent's Office
March 7, 2016, 6:00 p.m.
Minutes

Present: Gary Carr, Melissa O'Neal, Donna Wolfrom, Rebecca Reynolds

1. Review minutes of February 11, 2016
2. JL, Wellness Policy – Health Center Coordinator Rebecca Reynolds was invited to attend this portion of the meeting. The Committee reviewed the draft policy which was crafted with input from the Superintendent, school nurses, and Renee Page of Healthy Communities of the Capital Area. The Committee recommends the draft policy for first reading.
3. Review Second Reading Policies:
 - a. EEA, Student Transportation – The Committee reviewed the policy. No public comments were provided. One sentence was added in the last paragraph to read, “Video surveillance may be used to monitor behavior.” The Committee recommends Policy EEA for second reading as revised.
 - b. IK, Student Achievement/Evaluation of Student Proficiency – The Committee reviewed the policy. No additional comments were received. The Committee recommends Policy IK for second reading.
 - c. KF, Use of School Facilities – The Committee reviewed the policy. No additional comments were received. The Committee recommends Policy KF for second reading.
4. Policies to Review:
 - a. JJC, Student Performances/Exhibits/Competitions – The Committee reviewed this policy. MSMA does not have a similar sample policy. Minor revisions were made to the last paragraph. The Committee recommends Policy JJC for first reading as revised.
 - b. ACAD, Hazing – The Committee reviewed this policy along with the MSMA sample policy. The first paragraph was revised to include, “including harassing behavior”, and “school personnel”; and two paragraphs were added from the MSMA sample policy defining “harassing behavior” and “acts of intimidation”. The Committee recommends Policy ACAD for first reading as revised.
 - c. BEDL, Adjournment of School Board Meetings – The Committee reviewed this policy along with the MSMA sample policy. No changes were made. Notation will be made that the policy was reviewed.
 - d. BG, Policy Review – The Committee reviewed this policy along with the MSMA sample policy. No changes were made. Notation will be made that the policy was reviewed.
 - e. BHD, Board Communications – The Committee reviewed this policy. MSMA did not have a sample policy. No changes were made. Notation will be made that the policy was reviewed.
 - f. EE, Conveyance – The Committee reviewed this policy. MSMA did not have a sample policy. No changes were made. Notation will be made that the policy was reviewed.
 - g. EEC, School Bus No Idling – The Committee reviewed this policy. MSMA did not have a sample policy. No changes were made. Notation will be made that the policy was reviewed.
5. Other – Next Meeting is April 4, 2016, 6:00 p.m. at the Superintendent's Office.

Teacher Evaluation Meeting
March 23, 2016
3:30-4:30

Present: Donna Wolfrom, Janet Delmar, Dwayne Conway, Terri Watson, Rebecca Henry, Laura Reville, Ryan Meserve

Donna Wolfrom started off with saying she has seen all the forms come across her desk and she is seeing a lot of reflection from teachers and is impressed with how they look and the reflection and effort by teachers.

The "formal observation" will go under the professional practice column, it was left off Appendix B. It is on our other information but not actually on the appendix. Will say "one formal observation and conference."

We reviewed additional appendices
An overall rubric based on a general description of all the domains

Appendix H1

Scoring sheet explanation

Janet asked if this year one set of learning rounds would still get the 10 points because of testing, etc. The Committee said yes, but if possible teachers should do 2, the expectation was 2 at the beginning of the year.

Professional Practice

iObservation is 1-4 based on growth scale
Average of last 2 iObservations, not all observations

The rubric is Appendix G

An overall rubric based on a general description of all the domains

See the translations chart to points

Look at score there and translate to the number on the scale on the bottom right, so 29.25 points is 6.5

Multiply SLO percent times .14

We need to change the language from "formal comprehensive" to "summative comprehensive" on Appendix H1

Sample math of how a teacher could do is on the handout.

When administrators meet with staff they can see the reflections written by the staff member in iObservation

Appendix H2

For teachers who do not have to do SLOs (interventionists) but who do instructional rounds

Appendix H3 Specialists

For teachers with no SLO or instructional rounds

Appendix I

Summative Evaluation Form

- Divided into domains
- Evaluator does a short write up, teacher writes about it on pre and post conference forms
- Put total score rating at the bottom. The total score rating is based on the score sheets in the previous appendices

Administrators will try some on “real” people to make sure the forms work at their meeting tomorrow

Other handout

“Important Dates for RSU#38 Teacher Effectiveness Plan”

- Draft timeline of who does what and when
- Another year to pilot will be good because we can work with this timeline next year

Principal System

Appendix B

Last time we met we made decisions to try to align it with teacher system, ended up with the same amount of points as the teacher

Principals are meeting Friday to develop some sort of framework for the survey

A reflection will also be done by principals

The principals have 5 elements

Based on iObservation and a rubric rating like the teachers

Principals do SLOs

Haven't heard if principals will have assessment count

Appendix E

Like the teachers' rubric, summative comprehensive rubric

Using domains of Marzano School Leadership standards

Ryan falls into this but uses district leadership standards

Appendix D

Sample of Principal Evaluation

Summative Comprehensive Evaluation Form- Principals

Donna Wolfrom will work on the form, similar to the teacher form, where she will put the total score

2016 PEPG Submittal Form

We have to submit our booklets and copy and paste into the forms

Part 2

Question 29

- Some discussion on “only teachers whose performance...” because other reasons or issues could arise

Question 28

What supports professional growth

- Menu
- Timeline
- Professional Growth Plan
- Directed Improvement Plan

Question 30

- Combination of local and outside

Question 31

- Checked A and B

Question 32

- Marzano training
- Training and discussion of each other, in district calibration
- Continued discussion among administrative team

Question 33

- Tweaked pre and post in A-team
- Did the training with this

Question 34

- Marzano training

Question 37

- “Role of peer in evaluation” won’t be checked because peers do not evaluate

Principal Section Part III

Question 40

- Discussion

Question 43

Donna Wolfrom will make timeline like there is for teachers

Question 44

- Principals can do 1 SLO per year per building

Question 46

Other- surveys, not a 360 survey so will go in "other"

Questions 49

- State assessments 1%
- District assessments 13%

Question 50

- Other survey