

REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS

Readfield Elementary School

November 1, 2017, 6:30 p.m.

AGENDA

1. Call to order:
2. Presentation by GAPP Students (10 min.)
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: (30 min.)
 - a. Approval of Minutes of October 18, 2017*
 - b. Acceptance of Donations*
 - c. Acceptance to teacher resignation effective December 31, 2017, Deborah Dubord
 - d. Consideration of request for Sabbatical Leave, Spring Semester 2018-2019, Aimee Reiter*
 - e. Report from attendees of MSMA Fall Conference
7. Informational Items: (10 min.)
 - a. Reports:
 - Staff Association
 - Principals*
 - Adult & Community Education Director*
 - Finance Manager*
 - Health Center Director*
 - Special Education Director*
 - Curriculum, Assessment & Instruction Director
 - Superintendent of Schools*
 - b. Ad Hoc Groups:
 - Awesome Bear Society – 11/8/17, MCHS Media Ctr., 6:30 p.m.
 - c. Committee Reports:
 - Curriculum/Assessment* – 11/28/17, PBE Night at High School, 7:00 p.m.
 - Facilities (Interviews conducted; references being called)
 - Health Center Advisory Council – 11/21/17, MCHS Media Ctr., 6:30 p.m.
 - Policy – 10/30/17, Superintendent's Office, 6:00 p.m.
 - School Health Leadership Council – 11/8/17, HS Health Center, 3:00 p.m.
8. Adjournment:

* Attachments

REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS
Wayne Elementary School
October 18, 2017
Minutes of Meeting

Members Present: Chair Betty Morrell, Vice Chair, Gary Carr, Wendy Brotherlin, Jon Caron, Cathy Jacob, Kaleb Pushard, Shawn Roderick, Lucas Rumler, Thomas Sneed, David Twitchell, Adam Woodford, Alexander Wright

Member Excused: Melissa O'Neal

Administrators: Superintendent Donna Wolfrom, Principals Jeff Boston, Dwayne Conway, Janet Delmar, and Rick Hogan, Assistant Principal Kristen Levesque, Special Education Director Ryan Meserve, Technology Director Diane MacGregor, Finance Manager Brigette Williams, Director of Curriculum, Instruction & Assessment Nancy Harriman, Literacy Coach Barbara Bourgoine, Math Coach Sarah Caban, Adult and Community Education Director Steve Vose

1. Call to order:

Chair Morrell called the meeting to order at 6:30. She thanked Principal Jeff Boston, teachers Susan Hogan and Toni Parker, and Maintenance Director Shaun Drinkwater for the tour of the building.

2. Presentations:

a. MEA Scores

Nancy Harriman presented the MEA and SAT (grade 11) scores from last spring. She reported that the importance of this data is that it is a consistent way to compare the performance of our students to students in other Maine districts. The most significant improvements were at the high school, and the other grade levels continue to score above the state average in the meet or exceed standards.

Questions:

What about the other categories; are students making progress in those categories? What is the district doing to help the students at those levels? Sarah Caban will be presenting on the work being done by the interventionists which should answer some of these questions.

How many 11th graders are taking dual enrollment courses? Principal Conway reported 80% of grade 11 and 12 students are enrolled in dual enrollment courses. There are also some 10th graders.

Discussion ensued regarding the drop in scores during the transition years. Math Coach Sarah Caban added that one of the things about this data is that we have small groups of students, less than 100 per grade, combined with students moving in and out which affects our percentages. Statistically we are a very small district.

What about increasing the interventionists' time in schools where the scores are lower.

Ms. Harriman reported last year was the first year that Algebra 1 was fully aligned, and staff is finalizing geometry. Not all curriculum is at that level, and not all kids are at that point when they take the test. Currently, all 9th graders are taking Algebra I. Principal Conway added that with the high school interventionist, the school has a good system in place; those students who took this test last year did not have the advantage of taking those classes. Teachers are saying that students are coming to the High School better prepared.

Sarah Caban added that they look at individual student data; did their scores drop, and if so, by how much; drilling down so individual students can have assistance in the areas they need. Ms. Harriman added that they never look at just one test when reviewing the data.

How many students are continuously in the system versus how many new students?

Of the students who are freshman, will they have the curriculum they need by the time they become juniors? Yes

Will the Board receive follow up data on the number of students?

Ms. Harriman continued that overall the science scores have improved, especially K-5; middle level is not as strong as in past years but they have some possible solutions using the stem gauge assessment. This will help staff in being more consistent in the science curriculum.

Question – would smaller classes be better?

Steve DeAngelis, High School Science teacher, commented that small classes and very minor shifts in students can affect the percentages. He noted that three of those students tested missed by one question, which changed the percentage. He added that he believes that there is such a thing as standardized test fatigue. He asked the Board to think about that as a district. Use the data; be efficient about it; identifying student's weaknesses and helping them.

Chair Morrell thanked everyone for the presentation and discussion, adding this would be a great conversation to have at grade level and curriculum committee level.

b. Role of Math Interventionists

Sarah Caban reported on the work of the interventionists, explaining the Rtl process for identifying students before they fall behind, and the work the interventionists do in the classroom along with teachers. She provided examples of collaboration between teachers and interventionists during grade level meetings as well as workshop days. She shared the Rtl Watchlist/Caseload document teachers and interventionists use to track the progress of individual students.

Question - what do you use to make sure you are getting results? Mrs. Caban responded that for math the district uses common assessments to monitor individual progress. She added that Steve DeAngelis' comments are valid, but added that we also have a lot of kids who miss a lot of school.

c. Health Center Update

Rebecca Reynolds, Health Center Director reported that this is the 25th year of operation at the Health Center. She reviewed the list of team members at the health center; and provided an overview of what services are available for all students as well as the expanded services. She gave an overview of the funding scenario, noting that for FY18 the state portion of the health center funds were reallocated by the Legislature. The district has a reserve to use for the current year to cover that loss. The reserve will cover this year and, if necessary, the following school year. Three Bills have been introduced at the Legislature to restore funding, she is also researching some foundations and other grant options.

Questions:

How many other health centers are there in Maine? 4 in Lewiston/Auburn; 4 in Portland; Topsham; Presque isle; although she is unsure how many if any were affected by the reallocation of funds from the Legislature in June. Mrs. Reynolds will be meeting with other Health Center Directors and will discuss what they are doing as a result of loss of funding.

Would regional cost centers help with the health center?

3. Citizens Comments:

Chair Morrell noted that it is not appropriate to speak about any individuals negatively in public session. She asked that concerns regarding individuals be addressed with them directly.

Kristen Levesque, Wayne resident and Assistant Principal at MCHS spoke about her family's reasons for moving to this district 4 years ago. She spoke about the District's Mission Statement and the goal of excellence is not only for students but for employees. She knows of 7 staff members in post-graduate programs and another 3 who are in the application process. She came here with a Masters' Degree, earned her Doctorate this past May and another certificate in advanced study in Young Adult Literature. She spoke about the work the middle and high school staff are doing together to improve the advisory program and how proud she is of the accomplishments of the district.

4. Additions/Adjustments: none

5. Action/Discussion/Informational Items:

a. Approval of Minutes of October 4, 2017

MOTION by Carr, second by Twitchell to approve the minutes of October 4, 2017 as presented.

Motion Carried: unanimous

b. Acceptance of donations:

MOTION by Carr, second by Pushard to accept the donations as presented.

Motion Carried: unanimous

c. Update – Manchester Elementary School

Superintendent Wolfrom reported that following the October 4 Board meeting, she and Principal Delmar met with the two second grade teachers, Debbie Collins and Michelle Ballard, to discuss the idea of merging the two second grade classes and having one of the teachers assigned to the fourth grade class. Debbie Collins agreed to move to grade 4. They discussed their needs and were provided planning time for the transition. Principal Delmar and Superintendent Wolfrom offered to meet with parents on Tuesday and Wednesday afternoon/evening. Two families scheduled meetings. The Superintendent also received several emails from 4th grade parents who said they were satisfied with the decision.

The CO2 monitors have been installed and they are connected to an app on Shaun Drinkwater's cell phone. If the CO2 levels reach a certain level in any of the rooms, the monitor will kick on. If we see anything that we cannot address Shaun will call Mechanical Services.

Regarding the request for teacher turnover data at other districts, Superintendent Wolfrom asked at a recent Kennebec Valley Superintendents' meeting if they tracked this data. Two districts responded they did and one of them has shared the information (in folders). She will also ask the superintendents from the Western Maine Education Collaborative for this information when she meets with them.

d. Appointment of First Probationary Teacher – Hannah Moran, High School English

MOTION by Carr, second by Roderick to award Hannah Moran a first probationary teacher contract.

Superintendent Wolfrom reported that both Ms. Moran and Ms. Bonnevie have been with the district since the start of school, but were not recommended for a teaching contract until their certification paperwork was received from the state.

Motion Carried: unanimous

e. Appointment of First Probationary Teacher – Dixie Bonnevie, Middle School Alternative Education

MOTION by Carr, second by Brotherlin to award Dixie Bonnevie a first probationary teacher contract. **Motion Carried:** unanimous

f. Capital Area Technical Center Cooperative Agreement

Superintendent Wolfrom reported this is the same agreement as in previous years. Principal Conway noted that Maranacook is assigned 42 slots for students and they are all filled.

MOTION by Carr, second by Jacobs to approve the Capital Area Technical Center Cooperative Agreement as presented. **Motion Carried:** unanimous

g. Annual Approval of Comprehensive Emergency Management Plan

Superintendent Wolfrom reported that by law the Board is required to approve the Comprehensive Emergency Management Plan annually. No major revisions of the plan have been made. Edits consist of updating the emergency team staff lists and updating classroom changes. The individual buildings hold regular emergency team meetings and conduct drills as required by the state. The district also holds a yearly emergency team meeting where local fire and emergency department staff are invited as well as the State Policy and Sheriff's Department. The Central Office and each school has a copy of the Plan.

MOTION by Carr, second by Caron to approve the Comprehensive Emergency Management Plan.

Motion Carried: unanimous

h. Regional Service Centers

Superintendent Wolfrom reviewed the information provided to the Board on Regional Service Centers. There are still a lot of unanswered questions. The Commissioner has asked Superintendents to develop plans with other districts. The Commissioner will then identify 9-12 areas for these service centers. Part 1 of the plan is due by November 30th. Local Superintendents are very concerned with the timeframe with so many unanswered questions. Superintendent Wolfrom believes the Western Maine

Education Collaborative will write a letter to the Legislature to request that they put this off for a year. No action is necessary at this time.

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

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

The Board entered Executive Session at 8:30 and returned to public session at 8:55 p.m.

7. Action Following Executive Session

MOTION by Carr, second by Wright to accept the negotiated agreement between the Maranacook Area Staff Association and the Regional School Unit #38 School Board Professional Staff as presented. **Motion Carried:** unanimous

8. Adjournment: **MOTION** and second to adjourn at 8:57 p.m.

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

Acceptance of Donations
November 1, 2017

6b.

Donor	Amount	Department
	\$ 160.00	Girls Basketball
	\$ 224.99	Girls Soccer
Awesome Bear Society	\$1,129.34	Nordic Ski
Donald & Katherine Taylor	\$250.00	2018 Project Graduation
Steve Hayes	\$500.00	2018 Project Graduation
Eric & Carol Adair	\$175.00	Boys Lacrosse
Shawn & Kimberly Smith	\$100.00	2018 Project Graduation

G. Sabbatical Leave

1. In the interest of rewarding professional performance and encouraging independent research, achievement and professional growth, the Board will grant sabbatical leave in accordance with the following procedures.
 - a. Only those teachers and supervisors who have completed seven (7) continuous and full school years of professional service in the school system shall be eligible for sabbatical leave, and no one having been on sabbatical leave shall again be eligible until he or she has completed seven additional years of service in the school system, including its predecessors, after return from such leave.
 - b. Requests for sabbatical leave must be received by the Superintendent in writing by November 1st, of the school year preceding the school year for which the sabbatical leave is requested.
 - c. In considering an application for sabbatical leave, the Superintendent will apply the following criteria: years of service of the applicant, number of years application has been submitted, type of research or study planned, educational value of proposed research or study to RSU#38, relationship to professional growth of applicant and urgency of proposed research or study, and availability of a competent and qualified substitute. The Board will have the discretion to consider other factors.
 - d. The Superintendent shall make a recommendation to the Board which shall act thereon not later than the last regularly scheduled Board meeting in April following the submission of application. The decision whether to grant sabbatical leave lies entirely within the discretion of the Board.
 - e. Anyone accepting sabbatical leave shall enter into a written agreement with the Board, which agreement shall provide that in the event the teacher resigns from RSU#38 before the completion of two (2) years of full time service after expiration of the sabbatical leave, he/she shall reimburse RSU#38 for that proportional amount of money the unfulfilled two (2) year period bears to the full amount granted during such leave including benefits, except in cases of physical incapacity.
 - f. Upon return from sabbatical leave, the staff member shall be placed on the salary schedule at the level which he/she would have attained had he/she remained actively employed in RSU#38 during the leave period.
 - g. When the sabbatical leave has been completed, the staff member shall submit a completed report of his/her research or study to the Principal, the Superintendent and the Board. This report may take the form of a seminar for the teaching staff, the students, or the Board or some other form as approved by the Superintendent and the staff member. Such report shall be used by the Superintendent and the Board to determine whether the sabbatical program is meeting the goals set forth in this article.
2.
 - a. Staff on sabbatical leave may take a full year sabbatical at half pay or a half year sabbatical at full pay for that half year.

The pay for sabbatical leave will include one half of fringe benefits paid on the normal payroll for those taking a one year sabbatical. Sabbatical candidates may have the remaining necessary deductions taken from their sabbatical leave paychecks to maintain their hospitalization and other insurance programs.

For staff taking a half-year sabbatical, the pay will include the normal fringe benefit payment.
 - b. Academic credits earned during the sabbatical leave will be reimbursable according to the standard established in Article 21.A.1

Application for Sabbatical Leave
 Academic Year 2018-2019
 Spring semester

1. **Statement of One Semester Sabbatical Leave**

For the past year I have worked collaboratively with a K-12 professional development group of mathematics teachers. This work culminated in a presentation at the National Council of Teachers of Mathematics last spring and a district wide presentation to launch the 2017-2018 school year. This collaborative learning was among the most powerful professional development opportunities I have participated in during my nearly twenty year tenure at Maranacook Community Middle School. I have continued this collaborative work by facilitating one of the fourteen K-12 professional collaborative growth offerings this fall. This work has allowed me to interact with staff across disciplines to develop, implement, and reflect upon quality examples of classroom based investigations that align with the common core and highlight student thinking. I will use this sabbatical semester to create problem based lessons for each of the 6th-8th grade mathematical units in our curriculum guide. These lessons will be used to launch and ground each unit in authentic and open ended mathematical reasoning that aligns with the common core state standards and the common core mathematical practices. To accompany each of these unit based problems will be a parent introduction and helpful hints document that can be shared to encourage and reinforce parent communication. As a part of my own development, and to ground the philosophical underpinnings of the lessons I plan, I will take two on-line courses taught by Dr. Jo Boaler of Stanford University, entitled, Mathematical Mindsets and How to learn Math for Teachers. I will also read Becoming the Math Teacher You Wish You'd Had by Tracy Johnston Zager, Mathematical Mindsets by Jo Boaler, and The Everything Parent's Guide to Common Core Math:Grades 6-8 by Jamie L. Sirois and Adam Wiggin.

2. **Objectives for Sabbatical Semester**

- A. Research the best practices in mathematics lesson design and implementation to create rich, introductory problems for common core units grade 6-8
- B. Research best practices for parent communication and engagement in middle level, common core mathematics classrooms.
- C. Create problem based lesson plans for the introduction of each grade 6-8 unit in the Maranacook Community Middle School Curriculum Guide.
- D. Write parent introductions to each unit highlighting the mathematics covered and how to best support middle level mathematical learners.
- E. Complete two courses

This sabbatical will allow me to take the time to create a middle level resource, available for all staff to best introduce and ground our curriculum. Personally, it will allow me to research and grow as a professional through reading and coursework. In order to continue to use collaboration as a key to professional growth I will be using the on line math twitter blogosphere that I have become a part of though the last year of my work.

3. **How my sabbatical will contribute to student success, to my school and to the district as a whole.**

This project is conceived in the belief that when teachers are provided with exemplary, research based, common problems to use in their classrooms, not only will instruction and student learning improve, but collaboration will increase. For the school year 2017-2018, our

district has put a strong emphasis on collaboration as a professional growth tool. It is my belief that the work I plan to accomplish during this semester long sabbatical will provide the opportunity for staff to continue to teach and reflect together.

When staff are sharing resources, teaching common elements and actively reflecting together instruction improves. Students are given access to research based lessons, taught by staff who are interested in both the theory and practice behind these units. Staff discuss and reflect on their experiences with students at their grade level mathematics meetings, thus learning from each other and continually improving instruction. Our school has spent the last 5 years developing, piloting and improving our common assessments and unit maps in mathematics. The work I am proposing is a perfect next step. Staff can use these lessons to observe each other and complete their instructional rounds as a part of their own professional growth plans. This is also a model that could be extended both K-5 and 9-12, thus impacting our entire district.

4. Activities, Sequence and Timeline

Activity	Description	Expected Outcome	Timeframe
Reading research for best mathematical practice	Read Becoming The Math Teacher You Wish You'd Had and Mathematical Mindsets Reading twitter and blog posts	Obtain knowledge about best practices for classroom activities and instruction	Completed January 30, 2019
Complete one course	Complete Mathematical Mindsets	Obtain knowledge about best mathematical practices based in brain science	Completed February 28, 2019
Complete one course	Complete How to learn Math for Teachers	Obtain knowledge about best mathematical practices based in brain science	Completed February 28, 2019
Reading research for parent involvement in mathematics education	Read The Everything Parent's Guide to Common Core Math:Grades 6-8	Obtain knowledge about how schools can assist parents in understanding the common core in mathematics.	Completed January 30, 2019
Grade 8 problems with lesson plans	Find real world mathematical problem and write lesson plan for each of the 5 grade 8 units	Creation of resource for all teachers of mathematics in grade 8	Completed March 30, 2019 Including linked to curriculum guide

Activity	Description	Expected Outcome	Timeframe
Grade 7 problems with lesson plans	Find real world mathematical problem and write lesson plan for each of the 4 grade 7 units	Creation of resource for all teachers of mathematics grade 7	Completed April 30, 2019 Including linked to curriculum guide
Grade 6 problems with lesson plans	Find real world mathematical problem and write lesson plan for each of the 6 grade 6 units	Creation of resource for all teachers of mathematics grade 6	Completed May 30, 2019 Including linked to curriculum guide
Parent introduction documents	Complete parent unit introduction documents for 15 mathematical units	Create a means to increase parent involvement in their child's mathematics education	Completed June 20, 2019
Present work to MCMS staff	Introduce resource to staff	Engage staff in the use of the resource	Completed September 2019

5. Specific outcomes, skills and competencies resulting from sabbatical

Through the completion of my sabbatical objectives I will:

Increase knowledge of the brain science behind and the best teaching practices for middle level mathematics.

Improve my teaching effectiveness, especially in problem based mathematics, in a way that encourages students to apply the common core mathematical practices to real world mathematical problems.

Create a resource to share my learning with other teachers and parents

6. Contributions outside of regular teaching to support student success, the school's mission and professional development.

Team Leader

Master Advisor

State trained Mentor

Presenter National Council Teacher of Mathematics Conference 2017

Maine Association of Middle Level Educators Presenter 2016

Maine Social Studies Conference Presenter

Lunder New Naturalists on line Curriculum designer

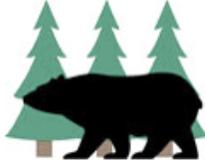
SEED Grant recipient

Student government advisor

Diversity Leadership presenter

Completion of two masters degrees

Maranacook Community Middle School
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"A Caring School Community Dedicated to Excellence"

10/26/2017

To the RSU 38 School Board:

It is my pleasure to write this letter in support of Aimee Reiter's sabbatical application.

I have only known Aimee for the short time that I have been in RSU 38. In that time I have had many chances to observe her in her classroom, on my interview committee, as part of a search to fill a position on her team, through her participation on several different leadership teams in our building, as well as her commitment to the collaborative math professional development group that inspired our current PD model for this year. In all of her interactions Aimee has been the consummate professional, putting the needs of the students first and adding enough humor to make any process enjoyable.

Aimee was one of the original staff members when this building opened in 2001, and has endeavored to perfect the craft of designing integrative curriculum over the seventeen plus years that she has been teaching in this district. Her participation in the collaborative math cohort at a high level afforded her the opportunity to present this past spring at the National Council of Teachers of Mathematics 2017 Annual Meeting and Exposition in Austin, Texas with her colleagues.

Looking at her application, I can say that Aimee is the one staff member that I feel is fully qualified to tackle the issue that she has proposed. Curriculums across the country are shifting back to incorporating more real world problem solving into student experiences in order to make learning more relevant. STEAM is the current buzzword in education. As we continue to use integrated, thematic units in our building it will be important for teachers who may not be as experienced in math to be able to draw on ready-made examples that they can use outside the math class. Making it easier for students to connect math to their daily lives will greatly benefit them. Aimee's experience with the use and design of many theme based curriculum units over the years, as well as her strong middle level pedagogical and mathematical knowledge, makes her well qualified to pursue this.

If anything further is needed, please do not hesitate to contact me.

Respectfully,

Rick Hogan, MCMS Principal

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"A Caring School Community Dedicated to Excellence"

Aimee,

I think the work that you have proposed doing would be extremely valuable to our teaching and learning community. Our curriculum would benefit from a collection of integrated problems that support teachers in building a community of mathematicians. We have used Jo Boaler's Week of Inspirational Math in the past, but have found that it lacks the depth needed to support teachers. A resource for teachers that focuses on building a community of problem solvers and includes the actual problems as well as supports for teacher implementation would be really helpful.

Creating a thorough bank of rich problems that integrate math with other subjects is a worthwhile task. I know teachers at the middle school have struggled with finding ways to integrate more math into their core classes. It would be nice to have a bank of tasks that integrate math with the common themes that are studied at the middle school. I also know teachers have mentioned that it is challenging to build a community of mathematicians who take risk, justify their thinking, ask questions, and make mistakes.

We have struggled to find ways to include parents in our math instruction. The way we teach math now is so different than the way parents learned math. I have wanted to create unit guides for parents for a while now, but I haven't had the time. I would love to collaborate with you on this project in any way I can, either while you are on sabbatical and/or after you return. Also, the professional learning activities that you have outlined are spot on. Taking the time to read Tracy's book and participate in Jo Boaler's classes will transform your practice.

Like I said, I would love to collaborate with you on this project. Keep me posted!

Sarah Caban
RSU # 38 District Math coach

Elementary Principals' Report
November 1, 2017
Janet Delmar (MES & MTV)
Jeff Boston (RES & WES)

	Pre-K	K	1	2	3	4	5	Total
MES	14/11	12/13	17/19	23	17/12	23	22	183
RES	16-am 11-pm	15/16	14/14	16/17	25	16/17	15/16	207
MTV	10	11	14	19	13/13	19	19	118
WES	0	12	11	11	10	11	11	66

Parent/Teacher Conferences

Parent/Teacher Conferences are just around the corner! Secretaries have sent out Pick-A-Time information electronically to all parents and hard copies to those who do not have access to email. Conferences will be taking place the week of November 8th through November 16th. Our time spans will be from 3:00 – 7:00 pm. Each faculty will be prepared to review their student's academic progress with parents. In the event that parents cannot attend conferences, they are asked to contact their child's teacher to arrange for another date and time that is mutually agreeable. We are looking forward to this opportunity and building an educational partnership with our parents to benefit their child.

DRA2 - The Developmental Reading Assessment (DRA) is a set of individually administered criterion-referenced reading assessments for students in kindergarten through Grade 8. The DRA2 K–3 and 4–8 are intended to identify students' independent reading level, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension. Additional purposes include identifying students' reading strengths and weaknesses, planning instruction, monitoring reading growth, and, for the DRA2 4–8, preparing students to meet classroom and testing expectations and providing information to stakeholders regarding reading achievement levels. Below are the results by school for Grades 1-5 reading at or above grade level:

October 2016

MES - 74%
RES - 77%
WES - 70%
MTV - 72%

October 2017

MES - 74%
RES - 75%
WES - 68%
MTV - 74%

Flu Clinics

Flu Clinics have been scheduled for all four elementary schools. Clinics are scheduled for RES and MES November 8th and WES and MtVES are scheduled for November 9th. Maine General is sponsoring the clinics in collaboration with our school nurses, Jada Clark and Angela Palmer.

2018 Best Elementary Schools In Maine

“The 2018 Best Public Elementary Schools ranking is based on rigorous analysis of key statistics and millions of reviews from students and parents using data from the U.S. Department of Education. Ranking factors include state test scores, student-teacher ratio, student diversity, teacher quality, grade school rating, and the overall quality of the school district.”

This report was produced by Niche.com, which is a small team based in Pittsburgh, Pennsylvania. The organization is a unique blend of data scientist, engineers, and parents who are passionate about helping people find schools and neighborhoods that are right for them. Out of 311 elementary schools in the State of Maine, our district elementary schools were ranked as follows:

Wayne Elementary #14
Readfield Elementary #25
Mount Vernon Elementary #58
Manchester Elementary #62

Congratulations to the students, faculty, staff and parents in each of our communities for their dedication and partnership in providing an excellent educational experience!



“A Caring School Community Dedicated to Excellence”

10/25/2017

Student Population:	6th	101	(50M/51F)
	7th	97	(39M/58F)
	8th	99	(41M/58F)
	Total	297	(130M/167F)

NWEA Math Fall (September) 2017 by GRADE

Grade	Expected Fall Average Score (Normed)	MCMS Fall Average Score	MCMS % Below National Average	MCMS % At or Above National Average	MCMS Grade Level Range of Scores
6	218	219	42%	58%	179-250
7	223	221	52%	48%	174-259
8	226	231	39%	61%	198-278

NWEA Reading Fall (September) 2017 by GRADE

Grade	Expected Fall Average Score (Normed)	MCMS Fall Average Score	MCMS % Below National Average	MCMS % At or Above National Average	MCMS Grade Level Range of Scores
6	211	217	30%	70%	154-247
7	214	218	47%	53%	171-242
8	217	225	29%	71%	187-256

The afternoon of our professional day was spent analyzing the data from the Fall 2017 NWEA Measure of Academic Progress (MAP) given in September. Unlike the MEA assessments the NWEA results are available to teachers online within twenty-four hours which allows us to use the results to better inform our instruction. In addition the

MAP assessments on average take 50 minutes to complete in each content area, which is about the same amount of time as our district level common assessments. And like our common assessments, the MAP assessments are designed using the Common Core State Standards which allows us to monitor how well our curriculum is aligning against a nationally standardized measure.

Although the results shown in the tables are by grade level, we are able to sift the data into team results and individual student results. The math assessment provides individual scores in the areas of operations and algebraic thinking, real and complex number systems, geometry, statistics and probability while the reading assessment breaks out scores into literary text, informational text, and vocabulary. These results are used as data points to monitor student progress from year to year, to identify students who will need support over the year, and to evaluate areas that need to be focused on more by staff.

The NWEA MAP assessments also qualify as universal screeners, which we are required to perform each year in the fall on all students by law to identify RTI support needs. In January 2018 we will give the MAP assessments again to measure student progress over the previous twelve months.

Our first Advisee Day Out (ADO) is scheduled for Friday, 10/27. We have three ADOs scheduled each year where students spend the day in their Advisee group working on the grade-level goals. The 6th Grade Advisees will actually be “in”, as they will spend the day in the building taking part in team and community building activities, including a Breakout session modeled after the popular Breakout Rooms that are popping up across the state. The 7th Grade Advisee groups will be providing community service to local residents and organizations. Activities include raking leaves, stacking wood, and the delivery of food to the pantries in Readfield and Mt. Vernon. The 8th Grade Advisees will be traveling to Kaplan University to take part in the Junior Achievement in a Day program. The day will focus on “It’s My Future” and assist students in seeing the importance of healthy decisions and strong work ethic as they continue in their educations and move toward career exploration.

Our first Extended Advisee Day took place on 10/11. The focus of all the activities was how to ensure that MCMS is a safe community for all of our members. The 6th Grade did a diversity activity to understand that tolerance of everyone is important because as an advisee group, members are diverse and come from many different situations and backgrounds. The 7th Grade took part in a sexual harassment activity to learn about the Maine Civil Rights Act and what constitutes harassment. Discussions focused on preventing it and helping others if we see it happening. The 8th Grade Advisees focused on gender bias and stereotypes, why they exist, and what we can do to stifle them in our school.

The MCMS Food Bank is now officially open! [Click here to view.](#) Both students and families in need will be able to access this emergency source during the school week. A call has also gone out for school backpack donations as these are used to send food home with students that need it over the weekends. Thanks to Vicky Gabrion and MaryEllen Tracy for organizing yet another way to support our students in being successful at school!

Three of our staff were able to present at the Maine Association of Middle Level Educators Annual conference this year at Point Lookout. Jodie Bennett, Anna Satterfield, and Amy Tucker were able to share out at two different sessions that they created. The first was called [“Blind Date with a Book” \(click for program description\)](#), where they shared strategy on how to get students to choose books based on the character descriptions and not the cover or thickness in a format not unlike speed dating. The second session was titled “Teaming, Looping, and Integrated Curriculum at MCMS.” [You can click here to view their slide presentation.](#)

UPCOMING DATES:

- 11/3 T1 Warning Notices mailed out
- 11/6 Staff Meeting - Look at MEA data finds, Monica Smith to present Tier 1 interventions
- 11/10 Veterans Day - No School
- 11/17 School Picture Re-Takes
- 11/17 MCMS Parent Organization Fundraiser at Margaritas
& 11/18
- 11/20 Staff Meeting - Share out progress using HOW rubrics, look at questions around are you a Middle School?

Submitted by Rick Hogan, MCMS Principal



MARANACOOK COMMUNITY HIGH SCHOOL

7a.

RSU#38

2250 Millard Harrison Drive

Readfield, Maine 04355

Office (207)685-4923

Fax (207)685-9597

Dwayne Conway, Principal

Kristen Levesque, Assistant Principal

Kelly Thompson, Office Coordinator

Al MacGregor, Athletic Director

Kimberly Radley, Guidance Chair

Dear RSU #38 Board Members,

We have had two really busy months with lots of activities at the high school. This coming Saturday, 10/28, our girls and boys cross-country teams have a state meet at Twin Brooks in Cumberland. Our football team has had a tremendous year and is rebuilding the program. They will have a home game versus Camden on Friday, November 3rd. Our boys soccer team has a semi-final playoff game this Friday night under the lights versus Waynflete Academy. Our school musical, *The Addam's Family*, will be on November 16th, 17th and 18th. It's been extremely rewarding to see so many students staff and community members at our events. Maranacook truly is a community school.

The PSAT was held on October 11th and went extremely well. Thank you to Mrs. Chisholm and Ms. Radley for organizing the assessment and to all the proctors for helping with it. Our students did a great job taking the test seriously and seized the opportunity to help prepare for the SAT. The high school leadership team, which is made up of 8 teachers and 2 administrators voted in 2015-16 to administer the PSAT to grades 9, 10 and 11 in order to support students in preparing for the SAT.

The senior class went to Winthrop High School for a financial fitness on Wednesday, October 11th and it was a great success. Students commented, how much they enjoyed it and for some managing a budget with a limited amount of resources was a real eye opener. Combining the financial fitness fair with another high school allows us to attract more vendors, which gives our students more opportunities.

Due to the senior field trip and PSAT for grades 9-11 our normal lunch schedule had to be changed. Jeff Bridges and the incredible folks in the kitchen worked hard to accommodate all our grade levels in one large lunch.

The Leadership Team conducted learning rounds on Thursday, October 12th with the help of Mrs. Caban. I know everyone in the group found it beneficial for personal growth. The group observed lessons taught by each other with "look fors" based around differentiation. This type of learning round will be open to anyone in the high school who would like to participate.

After an extremely successful trip abroad last March, our German American Partnership Program (GAPP) students are fully prepared to host their 15 German partners. The Germans arrived in Boston on Saturday, October 14th. After a few days in Boston, they will join us here in Maine until November 4th.

Here in Maine, the students will get to experience their first authentic Halloween, apple picking, and lobsters! The German students will follow their partners around during the school day and attend regular classes. We also have trips planned to Augusta to visit Old Fort Western, Portland to tour the Museum of Art and take a lobster boat tour in the harbor, and hike Tumbledown Mountain.

We are incredibly proud of our students and grateful to their families for hosting! Our German partner school is the Erasmus-von-Rotterdam Gymnasium in Viersen, Germany. Viersen is located 30 minutes west of Düsseldorf – very near to the Netherlands border.

On Monday, October 16th, Ms. Radley and Mr. Smith took a group of students to a civil rights training in Augusta. They have worked diligently the past few years to increase the student presence on the team and it's a big part of our high school.

On Tuesday, October 17th, Mrs. Marvinney took her geology dual enrollment class on a field trip to the Maine State Museum and to the Maine Geological Survey offices where her husband gave students a tour and worked with them.

Recently the Freshman Academy chose five students to recognize for student of the month. The criteria for the award was that students would exhibit a growth mindset, display great effort in class, attend school regularly, be helpful, and show perseverance and improvement.

Senora Frey held a parent and student meeting for the Spain trip on October 18th. There is a huge group going this year and a lot of excitement around the trip.

Make a Difference Kick-Off Assembly was on Thursday and Make A Difference Week was October 23rd through the 27th. This is our annual food drive where the entire campus (middle and high school) brings in food donations to help out our community. All of the donations will go to area food banks. We had our kick-off assembly, with both the middle and the high school on October 19th and the closing assembly on October 27th. Our keynote speakers at the kick-off assembly were community members, parents and representative from Good Shepherd Food Bank, Rob and Lisa Vivenzio. All donations have been sent to The Lord's Cupboard in Readfield, Maranacook Middle and High School Food Pantries, and the Mt. Vernon Food Pantry.

The high school is currently underway planning for Teen Issues on 12/6/17. This will be a full day event, in a conference-like style for all students. The theme this year is Respect and all sessions, as well as the keynote speaker will be about a form of respect (self-respect, inclusivity, respect for the community, etc.). We have students helping out with sessions, and we are also looking for community volunteers who are interested in presenting.

Our girls soccer team won again on Friday, October 20th against HallDale and played a tough game against Monmouth on Tuesday, October 24th to end their season. They had a great year led by Coach Magnusson.



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RSU#38

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Movie Night was on Friday, October 22nd with 68 students attending. The movie was Poltergeist and Mr. DeAngelis started it off by telling the students a spooky story about Maranacook's scary history.

Our first Harvest Dance was on Saturday October 23rd with 201 students attending. This was a huge success and the costume contest winners were: #3- Daniel (GAPP exchange student), #2- Delaney Crocker, and #1- Adrien Lefever. Thank you Mrs. Marvinney, Mrs. Turgeon, Mrs. Reynolds, Ms. Harman, Mrs. Thompson and Mrs. Levesque who helped chaperone the dance.

There are many other great things going on at the high school. Thank you to everyone for making the first two months of the school year so super.

Enrollment: 358

9th Grade: 84, 10th Grade: 93, 11th Grade: 92, 12th Grade: 89

Sincerely,

Dwayne Conway
Principal

Kristen Levesque
Assistant Principal

Kelly Thompson
Office Coordinator

Adult and Community Education
November 2017
Board Report

7a.

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!

The 2017-18 school year is off to a fantastic start, with a great new cohort of HiSET diploma students. We currently have five participants ranging in age from 18-55. Some individuals have already started their official HiSET testing while others are busy working with our tutors to prepare themselves academically for rigorous HiSET.

In addition to our new group of HiSET students, we also have two individuals who are working with our tutors through our College Transitions (CT) grant. This grant allows us to provide tutoring services for students needing assistance in preparing to go to college. Most of the time these individuals need some help in preparing for college level coursework, filing for financial aid, completing college applications, etc. We are here to help them through that transition and move on to a successful post-secondary educational experience.

The Maine Department of Education (MDOE) has reorganized adult education programs across the state into 9 different “hubs” based on their geographic locations. Program directors within the hubs have been meeting monthly to best determine how we can more effectively work together to increase efficiency and potentially cut cost by sharing resources and training opportunities. On October 17th, the hub 5 directors met with Gail Senese and Kelly Heath from the MDOE to receive additional guidance on how to best move forward with organizing our hub as well as ask questions on how our various education grants will function under this new organizational format. The meeting was very informative but also serves as a reminder about how much work this restructuring will require of everyone involved. The next meeting of the hub 5 directors group is on October 31st. On November 3rd, I will be providing an update to the Maine Adult Education Association (MAEA) on the status of the hub 5 group at their monthly association meeting in Augusta.

I have also been selected by the hub 5 directors to serve as the representative to the State Workforce Action Team (SWAT). Monday October 23rd the other hub directors, on the SWAT team, as well as individuals from the Department of Labor and the Career Centers met at KVCC to discuss how we can more effectively link with area businesses to best determine how to properly educate and train the workforce of now as well as the future. All of the various partners worked to complete an asset map designed to better align our services and programs as well as identify resources appropriate to helping better define the needs of Maine’s workforce.

December 5th, I will be teaching an enrichment class at Maranacook High School entitled “Got Sushi”. In the class, participants will learn a little bit about sushi as well as construct their own sushi rolls. Currently, the class has 15 participants (one of our biggest classes!) and we plan to cap the enrollment at 20. If interested be sure to sign up ASAP! **All proceeds from the Sushi class will be donated to the Maranacook Adult Education Program.*

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

Thank you,



Director, Maranacook Adult and Community Education

A Caring School Community Dedicated To Excellence

7a.
10/25/2017

**WARRANT ARTICLE RECONCILIATION
REGIONAL SCHOOL UNIT NO. 38
2017-2018
October 25, 2017**

<u>DESCRIPTION</u>	<u>APPROVED</u>	<u>TRANSFER</u>	<u>REVISED</u>	<u>EXPENDED</u>	<u>ENCUMBERED</u>	<u>REMAINING</u>	<u>% REMAIN</u>
Regular Instruction	7,453,562.00		7,453,562.00	2,067,270.74	56,494.69	5,329,796.57	71.51%
Special Education	2,172,749.00		2,172,749.00	527,581.52	36.05	1,645,131.43	75.72%
Career & Technical Educ.	0.00		0.00	0.00	0.00	0.00	#DIV/0!
Other Instruction	437,758.00		437,758.00	79,645.02	2,025.00	356,087.98	81.34%
Student & Staff Support	1,711,415.00		1,711,415.00	483,720.80	124,370.56	1,103,323.64	64.47%
System Administration	609,435.00		609,435.00	236,515.57	2,948.33	369,971.10	60.71%
School Administration	958,788.00		958,788.00	317,840.47	3,058.40	637,889.13	66.53%
Transportation	955,374.00		955,374.00	361,551.24	52,259.30	541,563.46	56.69%
Facilities/Maintenance	2,268,107.00		2,268,107.00	810,419.76	422,029.08	1,035,658.16	45.66%
Debt Service	557,687.00		557,687.00	544,427.31	0.00	13,259.69	2.38%
All Other Expenses	88,033.00		88,033.00	6,342.66	0.00	81,690.34	92.80%
TOTAL BUDGET	17,212,908.00	0.00	17,212,908.00	5,435,315.09	663,221.41	11,114,371.50	64.57%

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 2017-2018

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.

Board Report
November 2017

The Health Center has made some exciting new additions this month that are positive ones for the Maranacook community.

We have worked with our IT department to set up a new email account called "Health Center" that we will use to send out appointment reminders and other health related messages. We have begun using it and students are commenting on how well they like this service. We have also sent out a welcome email to all students with expanded services to introduce them to our PA and remind them of the care that they can receive through the Health Center.

We are partnering with HS guidance, The Family Violence Project and Sexual Assault Crisis and Support Center to offer a class for students around building positive family relationships. We will hold the class during late start Wednesdays. It started this week.

We are working with HS guidance to provide a Suicide Prevention Awareness Training for staff that are new to the district on November 1.

The Student Health Advisory has begun meeting and has had two meetings this month. We are busting at the seams with 16 members who are full of enthusiasm and ideas about Health. It promises to be a very exciting group with this great group of students.

The Peer Mentors are meeting twice a month and spoke to the student body at the Make a Difference Day kick off to remind their peers about the program. They are starting a welcome table where folks who feel lonely can sit at lunch and visit with the peer mentors.

I enjoyed meeting with the school board earlier this month and welcome your visits as we move into the winter months.

Fondly,
Becca



MARANACOOK AREA SCHOOLS

A Caring School Community Dedicated to Excellence

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

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

Tel. 207-685-3336

Ryan Meserve
Special Education Director

Brigette Williams
Finance Manager

Fax. 207-685-4703

November Board Report

Dear RSU #38 School Board:

In following up to the last Board report I wanted to explain a bit more about how the transfer student process works for students with Individualized Education Programs (IEPs). By explaining this process in more detail I think it illustrates just how much goes into when a new student with an IEP moves in. As many of you know special education services are heavily regulated and carry with them protections for students and parents that support the child in being able to access their education through IEP supports and services. There are federal and state regulations that guide us, and one of those requirements is that anytime a new student with an IEP transfers into RSU #38 we follow a Transfer IEP process that ensures the student can receive a comparable program to what they were getting in their previous school.

From the registration of the student to the start of their classes there are many parts that come into play. Staff throughout the district support that this effort is done in a timely manner, and in a way that best supports the students. Upon registering, if special education services are indicated, the building secretaries notify the special education office and the previous school that we need records to review. Once those records are received the student's special education team reviews the file, works with the other building staff to set-up IEP supports, and then must also set up a formal IEP Team meeting to officially transfer the student's plan into RSU #38. Our internal process sets a deadline for this student transfer IEP meeting to occur within 15 school days. For some students this may be a simple process, one that doesn't require drastic shifts in current programming. However, some students require more intensive programming, have two or three files that must be reviewed, and their IEPs must be implemented promptly. This process takes time, collaboration, and flexibility for all staff involved. At times, the need to shift/increase staffing to meet the incoming IEP needs is also necessary to consider.

To demonstrate just how much time and energy staff has put into this process since the start of this school year I wanted to share that we have had over 30 new students with IEPs move into RSU #38. In most years there is a fall movement of students that usually balances itself out with the number of students moving in being close to or equal to the number moving out. This fall we only had 3 students move out as of 10/1/17, so we had a net gain of 27 students with IEPs. As I said before, each of these new student transfers requires a formal IEP Team meeting, a full file review, an implementation of the previous IEP into our RSU #38 programs, and coordinated consultations with classroom teachers, administrators and other support staff throughout the district.

In addition to all of these new students and families we are welcoming to RSU #38, we are also continuing to provide programming for our current students. I'm very thankful to all staff, from the building secretary, principals, classroom teachers and special education staff, who do a great job in making these student transitions so positive for the students and family.

If you have any questions, please let me know.

Sincerely,

Ryan Meserve
Special Education Director



MARANACOOK AREA SCHOOLS

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Superintendent of Schools

Nancy Harriman, Ph.D.
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Superintendent Report – November, 2017

As RSU #38 works to promote the Guiding Principles and reviews district efforts to retain teachers by supporting their learning, “The supervision and evaluation process encourages and supports staff growth and development with individualized, comprehensive professional development”, it is important to review various strategies by which the district supports these efforts. At the end of the 2016-2017 school year the Administrative Team (A-Team) reviewed feedback from teachers and specifically discussed the feedback that focused on providing more differentiated professional development in order to meet the needs of teachers at various stages of their development. Members of the A-Team developed a survey to determine teacher interest and then the entire A-Team studied the responses and categorized the stated topics of interest. These topics were distributed to teachers and they were given the opportunity to sign up for a topic. The topics were as follows:

- How does the way we talk to student impact the way they learn?
- How can we plan for inquiry-based teaching and learning?
- What strategies and routines inspire students to learn from one another?
- Disrupting thinking: How does reading challenge and change us?
- How can Google Classroom enhance the learning experience in my classroom?
- How can SmartBoard technology enhance the learning experience in my classroom?
- How do I get more students to talk in math class?
- How do I get students to take more ownership of their learning?
- How can scales and learning progressions help students track their progress?
- How do we teacher perseverance?
- How do we encourage and support teacher collaboration in our schools?
- How can reflection be used to increase student engagement and learning?
- How do we work with students who have experienced trauma?

The team agreed to dedicate the first three early release days of the 2017-2018 school year (Sept. 15, Oct. 20, Dec. 7) to these groups. Teacher facilitators were identified, and Sarah Caban and Barbara Bourgoine agreed to hold a facilitator training session before each meeting. During the September meeting each cross-grade group studied a piece of research relative to their topic and identified a strategy related to the topic to try in their classroom. Teachers agreed to bring their experience back to the group at the following session. During the October session participants shared their experiences in their classrooms and reviewed additional research. Teachers were able to use this time to participate in discussion, ask each other questions, and learn from each other. The A-Team is getting positive feedback from teachers about the quality of this professional growth opportunity, and we will continue to explore strategies to support the professional growth of our staff.

An additional method of promoting professional growth and the retention of teachers is the negotiated agreement in which RSU #38 will pay "in advance the full cost of tuition, and associated fees in connection with any approved college credit course which a teacher may take... limited to a maximum of (9) nine credit hours per year at University of Maine Orono rate." This allows RSU #38 teachers to continue their professional growth by taking university courses. I attended a meeting of area administrators at University of Maine at Farmington recently and the question was asked, "Does your district pay for college courses?" Attendees answered around the room and it was apparent that this benefit is not available for teachers in many of our neighboring districts. We were one of two districts in the room that offered payment for courses in advance, a great benefit for teachers. At present we have 19 teachers, 2 administrators, and 3 support staff taking fall semester college courses.

October 16 – 20 was National School Bus Drivers Week. Our bus drivers, under the leadership of supervisor Blenny Butterfield used the opportunity to visit our schools and train students in bus behavior and emergency procedures. Drivers also visited schools and ate lunch with our students. They were treated to a breakfast Friday morning at the high school. We have an amazing group of bus drivers who care deeply for our students, who continue to grow professionally by participating in trainings, and who work to provide our students with the safest bus experiences possible. We are so thankful for the RSU #38 School Bus Drivers!

Sincerely,

Donna H. Wolfrom

RSU #38 Curriculum Committee
October 25, 2017, 6:30 p.m.
Minutes of Meeting

Attending: Nancy Harriman, Betty Morrell, Cathy Jacobs, Donna Wolfrom

Review Role of Board and Curriculum Committee (BBA, IGA, ADF)

- ✓ How will we go about developing/continuing the RSU #38 Strategic Plan?
- ✓ BBA: Board Powers and Responsibilities, section H., adopts courses of study, for example when the science curriculum was presented to the RSU #38 School Board, accelerated French program
- ✓ IGA: Curriculum, Development and Adoption
- ✓ ADF: School District Commitment to Maine's Learning Standards

We have organized curriculum and reports according to what is available in the various content areas (Common Core, Next Gen, ACTL-foreign language)

RSU #38 Model of Instruction: concept based, big ideas organized into progressions
Curriculum guides available on the district web site, also tabs for instruction (hot links are in blue)

Report cards have been updated for K-2, and 3-5, they are based on end of year benchmarks. We reviewed samples.

Progress reports for proficiency for grades 3-9 will also be distributed on paper. We reviewed samples. Eventually these reports will be available on a parent portal.

Policy IKF: Graduation Requirements, review of the new policy

Future topics: Social Studies

Next meeting: November 28 (PBE Night) at 7:00 PM (Instead of Nov.27)