

REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS

Maranacook Community High School

November 2, 2016, 6:30 p.m.

AGENDA

1. Call to order:
 2. Consent Agenda: (5 min.)
 - a. Approval of Minutes of October 19, 2016*
 - b. Approval of overnight trip – Wayne Elementary School 4th & 5th Grades, University of Maine 4-H Camp and Learning Center, May 15-16, 2016*
 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. Report from attendees of Maine School Management Association (MSMA) Fall Conference
 - b. Policy First Readings*: JICK, Bullying and Cyberbullying Prevention in Schools; JICIA, Weapons, Violence and School Safety; IHBA, Individualized Education Programs (IEPs); IHBAA, Referral and General Education Interventions; IHBAC, Child Find; JKF, Disciplinary Removal of Students With Disabilities
 7. Informational Items: (10 min.)
 - a. Reports:
 - Principals*
 - Adult & Community Education Director
 - Finance Manager*
 - Health Center Director*
 - Special Education Director*
 - Curriculum, Assessment & Instruction Director*
 - Superintendent of Schools*
 - Staff Association*
 - b. Ad Hoc Group: Awesome Bear Society – 11/09/16, MCHS, 6:30 p.m.
 - c. Co-Curricular Appointments*
 - d. Upcoming Committee Meetings:
 - Administrator/Teacher Evaluation (Educator Effectiveness) 11/30/16, Superintendent's Office, 3:30 p.m.
 - Capital Area Technical Center (CATC) – 12/6/16, Augusta, 10:30 a.m.
 - Health Services Advisory Council – 11/15/16, MCHS Media Ctr., 6:30 p.m.
 - Policy* – 11/21/16 (tent.), Superintendent's Office, 6:00 p.m.
 8. Adjournment:
- * Attachments

RSU #38 has a policy regarding broadcasting/taping of board meetings (Policy BEDJ). Whenever a taped or filmed recording is being made of a meeting or any part thereof, the person making the tape or film shall first notify the Board Chair or the person conducting the meeting. The Chair will announce at the meeting that a member of the public is recording the meeting.

To view this Policy in its entirety, visit <http://www.maranacook.org/district-policies/>

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
October 19, 2016
Minutes of Meeting

Present: Chair Terri Watson, Vice Chair Melissa O’Neal, Wendy Brotherlin, Jon Caron, Gary Carr, Kelly Crotteau, Joan Farrar, Malcolm Hardy, Trish Jackson, Jim Marr, Betty Morrell, Shawn Roderick, Lucas Rumler

Administrators: Superintendent Donna Wolfrom, Principals Jeff Boston, Dwayne Conway, Janet Delmar, and Rick Hogan, Director of Curriculum, Instruction and Assessment Nancy Harriman, 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. Consent Agenda:
 - a. Approval of Minutes of October 5, 2016
MOTION by Carr, second by Morrell to adopt the Minutes of October 5, 2016.
Motion Carried: 10 in favor, 0 opposed, 2 abstentions (Carr, Rumler)
 - b. Acceptance of Donation – Yamaha keyboard, stand, and bench from Robert Gersh (estimated value \$215.00)
MOTION by Caron, second by Morrell to accept the donation from Robert Gersh.
Motion Carried: 12 in favor, 0 opposed.
Shawn Roderick arrived.
3. Citizens’ Comments:

Readfield resident Michelle Woodford asked about the Bullying Prevention Training provided on October 7th. She heard the ed techs were not required to attend. Superintendent Wolfrom responded that due to the amount of space in the Performing Arts Center another training will be provided for ed techs, bus drivers, food service workers and custodial staff.

Readfield resident Adam Woodford commented about how the Board responds to problems that are brought to their attention by community members. He expressed concern that when an issue is brought to the board’s attention that they refer the concern to the Superintendent. Vice Chair O’Neal noted, that as discussed with the school district’s attorney at the workshop on September 21, it is board policy and proper protocol for the Board to refer concerns to the Superintendent.
4. Additions/adjustments: None
5. Workshop: Presentation regarding the Maine Integrated Youth Health Survey (MIYHS), Megan Hawkes, Hornby Zeller and Associates.

Megan Hawkes of Hornby Zeller and Associates presented the survey data from the Maine Integrated Youth Health Survey (MIYHS) from the spring of 2015. The survey was administered to a sample size (5%) of middle school and high school students. This survey was first administered at Maranacook in 2009 and is given every other year. Ms. Hawkes reviewed the trends for the middle school and high school, based on the questions that the students responded to. Superintendent Wolfrom received copies of the reports this week. Copies will be made available for board members if they want to review the report.

Discussion ensued about the prevention programming provided at the schools and whether they have changed in the last two years. Rebecca Reynolds responded that Maranacook partners with Healthy Communities of the Capital Area. They provide “blast” types of prevention efforts; conduct a drug awareness week; Teen Issues Day at the High School; Healthy Decisions Day at the Middle School; and physical education has substance use as part of their curriculum. It was noted that it would be interesting to see what we are doing at what grades; types of programs; where the holes are; and what we can do to increase the education about drugs.

6. Action/Discussion/Informational Items:

a. Capital Area Technical Center Cooperative Agreement:

MOTION by Morrell, second by Hardy to accept the Capital Area Technical Center Cooperative Agreement as presented. **Motion Carried:** unanimous

b. Annual Approval of Comprehensive Emergency Management Plan:

Superintendent Wolfrom reported that the staff continually works on revisions to the Comprehensive Emergency Management Plan. Each district in Maine is required to have an emergency management plan and it must be approved by the School Board each October. We work very closely with Art True at the Kennebec County Emergency Management Agency to make sure our plan is up to date. Superintendent Wolfrom recommends approval of the plan.

MOTION by Morrell, second by Carr to approve the Comprehensive Emergency Management Plan. Discussion followed regarding the fire drills and evacuation drills held at the schools and how the emergency teams and staff at each of the schools discuss how the drills went afterward and what they can do to improve upon them. **Motion Carried:** unanimous.

c. Discussion/Vote of MSBA Proposed Resolutions:

Superintendent Wolfrom reported that each year the Maine School Boards Association (MSBA) provides a preliminary packet of proposed resolutions that the MSBA Delegate Assembly will consider. Local Boards are asked to review the resolutions and provide feedback to their elected Delegate.

Resolution 4.37 Local Control of Student Transfers

MOTION by Morrell, second by Lucas to support MSBA Resolution 4.37. Discussion followed.

Motion Carried: 12 in favor, 0 opposed, 1 abstention (Hardy)

M. Hardy asked what happens if the Board representative hears new information while at the meeting that makes him/her believe he/she should vote differently? Chair Watson replied that this is the board’s recommendation. These discussions give the representative an idea where the board stands on these issues.

Resolution 4.41 Teacher Retirement Costs

MOTION by Morrell, second Farrar to support MSBA Resolution 4.41. Discussion followed.

Motion Carried: unanimous.

Resolution 4.42 Department of Education Leadership

MOTION by Morrell, second by Rumler to support MSBA Resolution 4.42. Discussion followed.

Motion Carried: unanimous.

Resolution 4.43 Special Education Costs

MOTION by Morrell, second by Carr to support MSBA Resolution 4.43. Discussion followed.

Motion Carried: unanimous.

Resolution 4.44 School Unit Collaboration

MOTION by Carr, second by Caron to support MSBA Resolution 4.44. Discussion followed.

Motion Carried: unanimous.

7. Adjournment: **MOTION** and second to adjourn at 7:47 p.m.

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

RSU #38

Maranacook Area Schools - Field Trip Request Form

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

2b.

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

Select One: (for full definitions, please refer to Policy IJOA)

Field Trip - takes place during the school day and is organized and conducted by one or more RSU 38 employees as a means of accomplishing particular curricular objectives. *← over night Trip*

Competition Trip - related to an academic, artistic, athletic, or other student competition or performance that involves individual students or teams.

Other School-sponsored Trip - organized and conducted by one or more employees as a supplement to the curriculum, as a class social activity, or as an activity planned by a student club or organization.

Non-school-sponsored Travel - organized by employees, parents or others that is not an extension of the instructional program or school-sponsored activities and has not been approved as a school-sponsored trip.

School: Wayne Elementary Date of trip: 5/15 & 16, 2017 Destination: University of Maine 4-H Camp and Learning Center
in Bryant Pond, ME

Departure time (from school): 5/15 - 8:30am Return time (to school): 5/16 - 4:15pm

Teacher: Mrs. Susan Hogan Grade level(s): 4 and 5

Number of students: 23 Number of chaperones: 3 or 4 Cost of activity: \$900 (est.)

Cost of transportation*: \$560.00 (est.) Transportation paid by: Field trip funds in school budget (reserved in October)
(if not paid by school, please include billing information including mailing address)

Paid By: Cost of activities by fundraisers.
(School, Parent Association, specific student activity account, other)

Educational objectives: (Include description of activities, pre-trip activities, correlation with curriculum, concepts/skills learned, follow-up lessons.)
(Use back side or attach sheet for objectives if needed.)

Class Trip for grades 4 and 5 -- All natural science experiences at the Camp. Students and chaperones
will be staying overnight on May 15th at the Camp.

Planned Stop(s): NONE
Sites(s) have been notified: Yes No (including food establishments)

Notification of transportation needs made to Transportation Director: (Date) 10/19/16
(Final approval of transportation arrangements dependent upon availability of bus & driver)

Other Transportation arrangements have been made - please specify: _____

Storm Date: _____

[Signature]
Principal's Signature

Recommended Not Recommended _____

10-21-16
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)

**REGIONAL SCHOOL UNIT NO. 38
BULLYING**

The Board believes that bullying, including cyberbullying, is detrimental to student well-being and to student learning and achievement. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate in and witness such behavior.

Bullying Prohibited

Bullying, including “cyberbullying,” is not acceptable conduct in RSU #38 and is prohibited.

Retaliation for the reporting of incidents of such behavior is also prohibited.

In adopting this policy, it is not the Board’s intent to prohibit students from expressing their ideas, including religious, political and philosophical views that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that directly interferes with students’ rights at school under applicable laws or with the educational mission, operations, discipline or general welfare of the schools.

Definition of Bullying

“Bullying” and “cyberbullying” have the same meaning in this policy as in Maine law:

Bullying

“Bullying” includes, but is not limited to a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

- A. Has, or a reasonable person would expect it to have, the effect of:
 - 1. Physically harming a student or damaging a student’s property; or
 - 2. Placing a student in reasonable fear of physical harm or damage to his/her property;

- B. Interferes with the rights of a student by:
 - 1. Creating an intimidating or hostile educational environment for the student; or
 - 2. Interfering with the student’s academic performance or ability to participate in or benefit from the services, activities or privileges provided by the school; or

- C. Is based on:
 - 1. A student’s actual or perceived characteristics identified in 5 MRSA § 4602 or 4684-A (including race; color; ancestry; national origin; sex; sexual orientation; gender identity or expression; religion; physical or mental disability) or other distinguishing personal characteristics (such as socioeconomic status; age; physical appearance; weight; or family status); or

2. A student's association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics; and that has the effect described in subparagraph A. or B. above.

Cyberbullying

“Cyberbullying” means bullying through the use of technology or any electronic communication, including but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device including, but not limited to, a computer, telephone, cellular telephone, text messaging device or personal digital assistant.

Application of Policy

This policy applies to bullying that:

- A. Takes place at school or on school grounds, at any school-sponsored or school-related activity or event or while students are being transported to or from school or school-sponsored activities or events; or
- B. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in the definition of “bullying.”

Consequences for Policy Violations

Students

Students who violate this policy may be subject to disciplinary action which may include suspension, expulsion or a series of graduated consequences including alternative discipline or other behavioral interventions.

The Board retains the right to impose disciplinary consequences for bullying and other conduct that occurs at any time or place that substantially disrupts the instructional program, operations of the schools or welfare of students.

Any student violating this policy may also be subject to civil or criminal penalties.

School Employees and Others

Administrators, professional staff and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal, and in accordance with any applicable collective bargaining agreements.

Volunteers, contractors and visitors who violate this policy will be excluded and/or barred from school property until the Superintendent is satisfied that the person will comply with Maine's bullying law and this policy.

Any person violating this policy may also be subject to civil or criminal penalties.

Any school-affiliated organization that authorizes or engages in bullying or retaliation is subject to forfeiture of Board approval/sanctioning and/or suspension or revocation of its permission to operate on school grounds.

Staff Training

RSU #38 will provide professional development and staff training in bullying prevention and response.

Delegation of Responsibility

The Superintendent will designate the school principal and/or other school personnel to be responsible for implementation/enforcement of this policy and associated procedures on the school level.

The Superintendent/designee will be responsible for developing and implementing procedures in accordance with applicable law to implement this policy.

Dissemination of Policy

This policy, any associated administrative procedures and the names of the person(s) responsible for implementing the policy/procedure at the school level will be provided, in writing to students, parents, school employees and volunteers in handbooks, and on the school unit's website and by such other means (if any) as may be determined by the Superintendent.

Legal Reference: 20-A M.R.S.A. § 1001(15), 6554

Cross Reference: AC - Nondiscrimination, Equal Opportunity & Affirmative Action
ACAA-R - Harassment and Sexual Harassment of Students
ACAD – Hazing
ADAA – School System Commitment to Standards for Ethical & Responsible Behavior (Student Code of Conduct)
ADF - School District Commitment to Learning Results
JICIA - Weapons, Violence and School Safety
JK - Student Discipline
JKD - Suspension of Students
JKE - Expulsion of Students
Bus Conduct Guidelines
Student Handbooks

Adopted: March 6, 2013

Regional School Unit #38
Bullying and Cyberbullying Prevention in Schools

I. Introduction

It is our goal for our schools to be a safe and secure learning environment for all students. It is the intent of the Regional School Unit #38 (RSU #38) Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

Bullying and other forms of peer mistreatment are detrimental to the school environment as well as student learning, achievement and well-being. Peer mistreatment interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying and other forms of peer mistreatment affect not only students who are targets but also those who participate in and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment.

It is not the Board's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take direct action in response to conduct that interferes with students' opportunity to learn, the educational mission of the RSU #38 schools, and the operation of the schools.

II. Prohibited Behavior

The following behaviors are prohibited:

1. Bullying;
2. Cyberbullying;
3. Harassment and Sexual Harassment (as defined in board policy ACAA);
4. Retaliation against those reporting such defined behaviors; and
5. Making knowingly false accusations of bullying behavior.

Any person who engages in any of these prohibited behaviors that constitutes bullying shall be subject to appropriate disciplinary actions.

III. Bullying and Cyberbullying Defined

"Bullying" and "Cyberbullying" have the same meaning in this policy as in Maine law:

A. "Bullying" includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

- (1) Has, or a reasonable person would expect it to have, the effect of:
 - (a) Physically harming a student or damaging a student's property; or

(b) Placing a student in reasonable fear of physical harm or damage to the student's property;

OR

(2) Interferes with the rights of a student by:

(a) Creating an intimidating or hostile educational environment for the student; or

(b) Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school;

OR

(3) Is based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a student's association with a person with one or more of these actual or perceived characteristics, and that has the effect described in subparagraph (1) or (2) above. (These behaviors might also meet the criteria for harassment as defined in board policy ACAA: Harassment and Sexual Harassment of Students.)

Examples of conduct that may constitute bullying include, but are not limited to:

1. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor;
2. Behavior that is likely to harm someone by damaging or manipulating his or her relationships with others, including but not limited to gossip, spreading rumors, and social exclusion;
3. Non-verbal threats and/or intimidations such as use of aggressive, menacing, or disrespectful gestures;
4. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally or in writing;
5. Blackmail, extortion, demands for protection money, or involuntary loans or donations;
6. Blocking access to school property or facilities;
7. Stealing or hiding books, backpacks, or other possessions;
8. Stalking; and
9. Physical contact or injury to another person or his/her property.

B. "Cyberbullying" means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.

Examples of conduct that may constitute cyberbullying include, but are not limited to the following actions on any electronic medium:

1. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website, an app, in social media, or any other electronic platform;

2. Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the targeted student;
3. Impersonating or representing another student through the use of that other student's electronic device or account to send e-mail, text messages, instant messages (IM), phone calls or other messages on a social media website;
4. Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target's e-mail account, IM account, or cell phone; and
5. Using a camera phone or digital video camera to take and/or send embarrassing or "sexting" photographs of other students.

C. "Retaliation" means an act or gesture against a student for asserting or alleging an act of bullying. "Retaliation" also includes knowingly falsely reporting an act of bullying.

D. "Substantiated" means that the outcomes of the investigation on the Responding Form (JICK-E2) provide clear evidence to prove that bullying or cyberbullying, as defined in policy, did occur.

E. "Alternative discipline" means disciplinary action other than suspension or expulsion from school that is designed to correct and address the root causes of a student's specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student's misbehavior.

IV. Application of Policy

A. This policy applies to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation, all of whom have the responsibility to comply with this policy. Administrators, professional staff and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal, and in accordance with any applicable collective bargaining agreements.

B. This policy applies to bullying that:

1. Takes place at school or on school grounds, meaning: a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. "School grounds" also includes school-related transportation vehicles.
2. Takes place while students are being transported to or from schools or school-sponsored events;
3. Takes place at any school-sponsored event, activity, function, program, instruction or training; or

4. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in this policy's definition of bullying.

V. Reporting

Refer to the Reporting Form – JICK-E1

Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel.

A. School staff, coaches and advisors for extracurricular and cocurricular activities are required to report alleged incidents of bullying to the school principal or other school personnel designated by the superintendent. Any other adult working or volunteering in a school will be encouraged to promptly report observed or suspected alleged incidents of bullying to the building principal or school personnel designated by the superintendent.

B. Students who are believed to have been bullied or are aware of incidents of bullying are strongly encouraged to report this behavior to a staff member or school administrator.

C. Parents and other adults who believe that an incident of bullying has occurred are encouraged to report this behavior to a staff member or school administrator.

D. Acts of reprisal or retaliation against any person who reports an alleged incident of bullying are prohibited. Any student who is determined to have knowingly falsely accused another of bullying shall be subject to disciplinary consequences.

VI. Responding

Refer to the Responding Form – JICK-E2

The school principal or a superintendent's designee will:

A. Initiate investigation within 2 school days and respond to allegations of bullying behavior;

B. Keep written documentation of all allegations of bullying behavior and outcomes of the investigations, and report alleged and substantiated incidents to the superintendent;

C. Inform parent(s) or guardian(s) of the student(s) who was alleged to have bullied AND of the student(s) who was believed to have been bullied that a report of an alleged incident of bullying has been made within 2 school days;

D. Communicate to the parent(s) or guardian(s) of a student(s) who was believed to have been bullied the measures being taken to ensure the safety of the student(s) who was believed to have been bullied and to prevent further acts of bullying;

E. Inform parent(s) or guardian(s) of the students involved the findings of the investigation and actions to be taken;

F. Communicate with local or state law enforcement agency if it's believed that the pursuit of criminal charges or a civil action under the Maine Civil Rights Act may be appropriate.

VII. Remediation

Refer to the Remediation Form – JICK-E3

The school principal or a superintendent's designee will:

A. Identify the specific nature(s) of the incident.

B. Apply disciplinary actions, which may include but are not limited to, imposing a series of graduated consequences that include alternative discipline. In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the type of behaviors, the frequency and/or pattern of behaviors, and other relevant circumstances. Alternative discipline includes, but is not limited to:

1. Meeting with the student and the student's parents/guardian;
2. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
3. Mediation, but only when there is mutual conflict between peers, rather than one-way negative behavior, and both parties voluntarily choose this option;
4. Counseling;
5. Anger management;
6. Health counseling or intervention;
7. Mental health counseling;
8. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;
9. Community service; and
10. In-school detention or suspension, which may take place during lunchtime, after school or on weekends.

C. Remediate any substantiated incident of bullying to counter the negative impact of the bullying and reduce the risk of future bullying incidents, which may include referring the victim, perpetrator or other involved persons to counseling or other appropriate services.

VIII. Appeal

Notification shall be provided to parent(s), guardian(s) and students of the right to appeal a decision of a school principal or a superintendent's designee related to taking or not taking remedial action in accordance with this policy. A student or his/her parent/guardian who is dissatisfied with a decision of the Superintendent or designee related to the taking or not taking of disciplinary action in the course of implementing this policy may appeal, in writing, to the Superintendent within 14 calendar days of notice of the decision. The Superintendent's decision shall be final.

IX. Assignment of Responsibility

A. The School Board is responsible for:

1. Annually providing written versions of this policy and related procedures to students, parent(s) and guardian(s), volunteers, administrators, teachers and school staff;
2. Posting this policy and related procedures on the school administrative unit's publicly accessible website; and
3. Including in student handbooks a section that addresses in detail this policy and related procedures.

B. The superintendent is responsible for:

1. Oversight, implementation, and enforcement of this policy and its procedures;
2. Designating a school principal or other school personnel to administer the policies at the school level;
3. Developing a procedure for publicly identifying the superintendent's designee or designees for administering the policies at the school level;
4. Ensuring that the prohibition on bullying and retaliation and the attendant consequences apply to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation;
5. Ensuring that any contractor, visitor, or volunteer who engages in bullying is barred from school grounds until the superintendent is assured that the person will comply with the policies of the school board;
6. Ensuring that any organization affiliated with the school that authorizes or engages in bullying or retaliation forfeits permission for that organization to operate on school grounds or receive any other benefit of affiliation with the school;
7. Providing professional development and staff training in the best practices in prevention of bullying and harassment and implementation of this policy;
[NOTE: The law requires “training and instructional materials related to the policy” be posted on the Maine Department of Education’s website. See “Bullying Prevention Resources” at <http://www.maine.gov/doe/bullying/resources/> for further information]
8. Filing the SAU policy that addresses bullying and cyberbullying with the Maine Department of Education; and
9. Ensuring that substantiated incidents of bullying and cyberbullying are reported to the Maine Department of Education on at least an annual basis.

Legal Reference: 20-A M.R.S.A. § 254 (11-A)
20-A M.R.S.A. § 1001(15), 6554
Maine Public Law, Chapter 659

Cross Reference:

- AC - Nondiscrimination, Equal Opportunity
- ACAA - Harassment and Sexual Harassment of Students
- ACAA-R – Student Discrimination and Harassment Complaint Procedure
- ACAD – Hazing
- AD – Educational Philosophy/Mission
- ADAA – School System Commitment to Standards for Ethical and Responsible Behavior
- CHCAA - Student Handbooks
- GCI – Professional Staff Development
- IJNDB – Student Computer and Internet Use and Internet Safety
- JI - Student Rights and Responsibilities
- JIC - Student Code of Conduct
- JICC - Student Conduct on Buses
- JICIA - Weapons, Violence and School Safety
- JK - Student Discipline
- JKD - Suspension of Students
- JKE - Expulsion of Students
- JRA-R – Student Education Records and Information Administrative Procedures
- KLG - Relations with Law Enforcement Authorities
- Negotiated Agreement between the Maranacook Area Staff Association and the Regional School Unit #38 School Board – Professional Staff
- Negotiated Agreement between the Maranacook Area Staff Association and the Regional School Unit #38 School Board – Support Staff

Adopted: _____

Policy No: JICIA
Revised Dates: CSD 03/04/04
Manchester 03/17/04
Mt. Vernon 04/27/09
Readfield 03/08/04
Wayne 03/09/04

REGIONAL SCHOOL UNIT NO. 38
WEAPONS, VIOLENCE AND SCHOOL SAFETY

The School Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to immediately report incidents of prohibited conduct by students to the building administrator/designee [local units should designate appropriate personnel] for investigation and appropriate action.

Prohibited Conduct

Students, staff and all other persons are prohibited from engaging in the following conduct on school property, while in attendance at school or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

- A. Possession and/or use of articles commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nunchucks;
- B. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of any sort and replicas of weapons (including toys);
- C. Violent or threatening behavior, including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);
- D. Verbal or written statements (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program;
- E. Willful and malicious damage to school or personal property;
- F. Stealing or attempting to steal school or personal property;

- G. Lewd, indecent or obscene acts or expressions of any kind;
- H. Violations of the school unit's drug/alcohol and tobacco policies;
- I. Violations of state or federal laws; and
- J. Any other conduct that may be harmful to persons or property.

Disciplinary Action

Principals may suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA § 1001(9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing and trafficking of scheduled drugs.

Students who are found to have brought a firearm to school (as defined by federal law)¹, shall be expelled for a period of not less than one year, unless this requirement is modified by the Superintendent on a case-by-case basis.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent.

Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations and Board Policy JKF.

Use of Firearms and Other Weapons in Instructional Activities

Nothing in this policy shall prevent the school system from offering instructional activities related to firearms or other objects that are generally considered weapons (e.g., bows and arrows) or from allowing a firearm or other object generally considered a weapon to be brought to school for instructional activities (e.g., archery, hunter safety) approved by the school system so long as appropriate safeguards have been adopted to ensure student and staff safety. No weapons may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.

Notification Team/Confidentiality

Maine law authorizes law enforcement officers and criminal justice agencies to share with a superintendent or principal information pertaining to a juvenile when the information is credible and indicates an imminent danger to the safety of students or school personnel on school grounds or at a school function. Maine law requires the District Attorney to notify the superintendent when a juvenile is charged with use or threatened use of force or is adjudicated as having committed one or more juvenile crimes that involve the use or threatened use of force.

Within ten days, or immediately if necessary for school safety, the Superintendent shall convene a notification team. The notification team must include the administrator/designee of the school building where the student attends, at least one classroom teacher to whom the student is assigned, a guidance counselor, and the student's parent/guardian. The notification team shall determine on this basis of need which school employees are entitled to receive information concerning allegations or adjudications of use or threatened use of force. Information received by the Superintendent/designee and disclosed to the notification team and/or disclosed to school employees is confidential and may not become part of the student's educational record.

The Superintendent shall ensure that confidentiality training is provided to all school employees who have access to this information.

Psychological Evaluation/Risk Assessment

The Superintendent may request an immediate psychological evaluation of a student who violates this policy when, in his/her opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school.

The Superintendent is also authorized to request psychological evaluations of students who have been identified as posing a substantial risk of violent behavior.

All such evaluations shall be performed at the school unit's expense.

Although it is considered to be an important assessment tool, the parent/guardian of the student may refuse to submit to it.

Legal References: 5 MRSA § 4681 et seq.
 15 M.R.S.A. §§ 3301-A; 3308(7)(E); 3009
 17-A MRSA §§ 2(9); 2(12-A)
 20 USCA § 7151 (Gun-Free Schools Act)
 20-A MRSA §§ 1001(9); 1001(9-A); 1055(11); 6552

Cross References: ACAA – Harassment and Sexual Harassment of Students
 ADC - Tobacco Use and Possession
 EBCA - Crisis Response Plan
 JFK – Disciplinary Removal of Students with Disabilities
 JIC – Student Discipline
 JICH – Drug and Alcohol Use by Students
 JK – Suspension/Expulsion of Students

¹ The term "firearm" means A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; B) the frame or receiver of any such weapon; C) any firearm muffler or firearm silencer; or D) any destructive device. Such term does not include an antique firearm. Reference: 18 USCA s 921

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

Policy: JICIA

**REGIONAL SCHOOL UNIT #38
WEAPONS, VIOLENCE AND SCHOOL SAFETY**

The Regional School Unit #38 (RSU #38) Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to immediately report incidents of prohibited conduct by students to the building administrator/designee for investigation and appropriate action.

I. PROHIBITED CONDUCT

Students, staff and all other persons are prohibited from engaging in the following conduct on school property, while in attendance at school or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

- A. Possession and/or use of articles commonly used as weapons or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nunchucks;
- B. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of any sort, and replicas of weapons (including toys);
- C. Violent or threatening behavior including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);
- D. Verbal or written statements (including those made using computers or other electronic communications devices or technologies) which threaten, intimidate, or harass others, or which tend to incite violence and/or disrupt the school program;
- E. Willful and malicious damage to school or personal property;
- F. Stealing or attempting to steal school or personal property;

- G. Lewd, indecent or obscene acts or expressions of any kind;
- H. Violations of the school unit's drug/alcohol and tobacco policies;
- I. Violations of state or federal laws; and
- J. Any other conduct that may be harmful to persons or property.

II. USE OF OTHER WEAPONS IN INSTRUCTIONAL ACTIVITIES

Nothing in this policy shall prevent the school system from offering instructional activities using objects other than firearms that are generally considered weapons (e.g., bows and arrows) or from allowing an object generally considered a weapon to be brought to school for supervised instructional activities (e.g., archery) approved by the Board so long as the Board has adopted appropriate safeguards to ensure student and staff safety.

Any proposal to introduce an instructional activity involving such objects must be submitted in writing to the Superintendent, who may make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety.

No weapons or objects that are generally considered weapons may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.

III. DISCIPLINARY ACTION

Principals may suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA § 1001(9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing, and trafficking of scheduled drugs.

A student who is determined to have brought a firearm to school or to have possessed a firearm at school shall be expelled for a period of not less than one year, except that this requirement may be modified by the Superintendent on a case-by-case basis.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent.

Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations and Board Policy JKF.

IV. NOTIFICATION TEAM/CONFIDENTIALITY

Maine law authorizes law enforcement officers and criminal justice agencies to share with a superintendent or principal information pertaining to a juvenile when the information is credible and indicates an imminent danger to the safety of students or school personnel on school grounds or at a school function. Maine law requires the District Attorney to notify the superintendent when a juvenile is charged with use or threatened use of force or is adjudicated as having committed one or more juvenile crimes that involve the use or threatened use of force.

Within ten days or immediately if necessary for school safety, the Superintendent shall convene a notification team. The notification team must include the administrator/designee of the school building where the student attends, at least one classroom teacher to whom the student is assigned, a guidance counselor, and the student's parent/guardian. The notification team shall determine on this basis of need which school employees are entitled to receive information concerning allegations or adjudications of use or threatened use of force. Information received by the Superintendent/designee and disclosed to the notification team and/or disclosed to school employees is confidential and may not become part of the student's educational record.

The Superintendent shall ensure that confidentiality training is provided to all school employees who have access to this information.

Legal References: 5 MRSA § 4681 et seq.
 15 M.R.S.A. §§ 3301-A; 3308(7)(E); 3009
 17-A MRSA §§ 2(9); 2(12-A)
 20 USCA § 7151 (Gun-Free Schools Act)
 20-A MRSA §§ 1001(9); 1001(9-A); 1055(11); 6552

Cross References: ACAA - Harassment and Sexual Harassment of Students
 ADC - Tobacco Use and Possession
 EBCA - Crisis Response Plan
 JIC – Student Code of Conduct
 JICH - Drug and Alcohol Use by Students
 JK - Student Discipline
 JKD - Suspension of Students
 JKE - Expulsion of Students
 JFK - Suspension/Expulsion of Students with Disabilities
 JIH - Questioning and Searches of Students
 KLG - Relations with Law Enforcement Authorities

Adopted: _____

Policy No: IHBA
Revised: CSD 04/01/08
Manchester 04/01/08
Mt. Vernon 04/01/08
Readfield 04/01/08
Wayne 04/01/08

**REGIONAL SCHOOL UNIT NO. 38
INDIVIDUALIZED EDUCATION PROGRAMS**

It shall be the policy of Regional School Unit No. 38 to maintain a complete individualized education program (IEP) for each student who has been identified with a disability and in need of special education services under state and federal special education laws, and who is in attendance at Regional School Unit No. 38 public schools. Regional School Unit No. 38 shall develop these IEPs in a manner consistent with the procedural requirements of state and federal special education laws.

Student IEPs shall be reasonably calculated to provide the identified student with educational benefits in the least restrictive educational environment. Regional School Unit No. 38 shall ensure that such IEPs are in effect within 30 days of when a student is first identified as in need of special education services, and in effect no later than the beginning of each school year for subsequent IEPs. All IEPs must be reviewed at least annually, as prescribed by state and federal special education laws.

References: 20 U.S.C. §§1414(d); 34 C.F.R. §300.320 to .324 (2006); Maine Dept. of Educ. Reg. ch. 101, § IX(3) (2007).

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

Policy: IHBA

**REGIONAL SCHOOL UNIT #38
INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)**

It shall be the policy of the school unit to maintain a complete individualized education program (IEP) for each student who has been identified with a disability and in need of special education services under state and federal special education laws, and who is in attendance at Regional School Unit #38 (RSU #38) schools. RSU #38 shall develop these IEPs in a manner consistent with the procedural requirements of state and federal special education laws.

Student IEPs shall be reasonably calculated to provide the identified student with educational benefits in the least restrictive educational environment. The school unit shall ensure that the student's IEP is implemented no later than 30 days after the IEP Team's initial identification of the student as a child with a disability in need of education and supportive services. All identified children with disabilities shall have a current IEP in effect at the start of each school year.

If the school unit is unable to hire or contract with the professional staff necessary to implement a child's IEP, it will reconvene an IEP Team to identify alternative service options. This IEP meeting shall occur no later than 30 days after the start of the school year or the date of the IEP Team's development of the IEP. The IEP Team shall determine any amendments to the IEP necessary to reflect the inability to commence services as originally anticipated by the IEP Team.

All IEP's must be reviewed at least annually, as prescribed by state and federal special education laws.

Legal Reference: 20 USC §§ 1414(d)
 34 CFR § 300.320-.328 (2006)
 Maine DOE Rule Ch. 101 § IX (3) (July 2011)

Adopted: _____

Policy No: IHBAA
Revised Dates: CSD 04/01/08
Manchester 04/01/08
Mt. Vernon 04/01/08
Readfield 04/01/08
Wayne 04/01/08

**REGIONAL SCHOOL UNIT NO. 38
REFERRAL/PRE-REFERRAL**

It shall be the policy of Regional School Unit No. 38 to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in the suspected areas of disability. Referrals of students to the IEP Team may be made by parents at any time, and by professional school staff, and by other persons knowledgeable about the child's educational needs. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

Regardless of the source of the referral, a referral will be considered received by the school unit on the date that the written referral is received by the Office of the Director of Special Education. It shall be signed and dated by the Special Education Director or designee, thereby indicating the date of the receipt of that referral.

The Superintendent of Schools, in consultation with the Director of Special Education, may develop procedures for referral and the use of pre-referral interventions within the local school unit, and may from time to time amend those procedures as necessary.

References: Maine Department of Education Reg. Ch. 101, §§ II(23), III, IV(2)(D), (E), V(4)(A) (August 2007).

Cross Reference: IHBAA-R

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

Policy: IHBA

**REGIONAL SCHOOL UNIT #38
REFERRAL AND GENERAL EDUCATION INTERVENTIONS**

It shall be the policy of Regional School Unit #38 (RSU #38) to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP team may be made by parents at any time, and by professional school staff regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

Regardless of the source of the referral, a referral will be considered received by the school unit on the date that the written referral is received by the office of the [Director of Special Education]. It shall be signed and dated by [Special Education Director or designee], thereby indicating the date of the receipt of that referral.

The Superintendent of Schools, in consultation with the Director of Special Education, may develop procedures for referral and the use of general education interventions within the local school unit, and may from time to time amend those procedures as necessary.

Legal Reference: Me. Dep't of Educ. Reg. ch. 101, §§ II(16), III, IV(2)(D), (E), V(4)(A) (July 2015).

*Cross Reference: IHBA – Child Find
IHBA – Referral Procedures and General Education Interventions*

Adopted: _____

Policy No: IHBAC
Revised Dates: CSD 04/01/08
Manchester 04/01/08
Mt. Vernon 04/01/08
Readfield 04/01/08
Wayne 04/01/08

REGIONAL SCHOOL UNIT NO. 38 CHILD FIND

Regional School Unit No. 38 seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are school-age 5 through the school year in which they turn 20 and who are in need of special education and supportive assistance, including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

The Regional School Unit No. 38 child find responsibility shall be accomplished through a District-wide process, which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

This child find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. Regional School Unit No. 38 may schedule child find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to school entry, Regional School Unit No. 38 will refer the child to the regional CDS site within 10 school days.

If the child find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

References: 34 C.F.R. § 300.111 (2006); Maine Department of Education Reg. Ch. 101, IV(2) (2007).

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

Policy: IHBAC

**REGIONAL SCHOOL UNIT #38
CHILD FIND**

Regional School Unit #38 (RSU #38) seeks to ensure that all children within its jurisdiction who are school-age, five through the school year in which they turn 20, and who are in need of special education and supportive assistance, including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or seven consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade are identified, located, and evaluated.

RSU #38's Child Find responsibility shall be accomplished through a unit-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

This Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. RSU #38 may schedule Child Find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to school entry, RSU #38 will refer the child to the regional Child Development Services (CDS) site within 10 school days.

If the Child Find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

Legal Reference: 34 C.F.R. § 300.111 (2006)
Maine DOE Rule Ch. 101 § IV(2) (July 2011)

Adopted: _____

Policy No: JKF
Effective Dates: MCS 04/05/01
Manchester 04/25/01
Mt. Vernon 04/12/01
Readfield 04/09/01
Wayne 04/10/01
Reviewed 02/01/08

**REGIONAL SCHOOL UNIT NO. 38
DISCIPLINARY REMOVALS OF STUDENTS WITH DISABILITIES**

When removing students with disabilities from their regular school programs, whether as a result of a suspension, an expulsion, or any other removal covered by state and federal special education laws, it shall be the policy of Regional School Unit No. 38 to comply fully with all applicable state and federal special education laws that govern such removals.

Legal Reference: 34 CFR § 300.121; .519-.529 (March 1999, as amended)
Me. Spec. Ed. Reg. ch. 101 § 14 (Nov. 1999, as amended)

Cross References: JIC – Student Discipline Policy
JICIA – Weapons, Violence & School Safety
JK – Suspension/Expulsion of Students

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

Policy: JKF

**REGIONAL SCHOOL UNIT #38
DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES**

When removing students with disabilities from their regular school programs, whether as a result of a suspension, an expulsion, or any other removal covered by state and federal special education laws, it shall be the policy of Regional School Unit #38 (RSU #38) to comply fully with all applicable state and federal special education laws that govern such removals.

The Superintendent of Schools, in consultation with the Director of Special Education and other school administrators, may develop and promulgate procedures for implementing this policy, and may from time to time amend those procedures as necessary.

Legal Reference: Ch. 101 § XVII (Me. Dept. of Educ. Rules) (2007)
34 C.F.R. § 300.101, .530 -.536 (2006)

Adopted: _____

Elementary Principals' Report
November 2, 2015
Janet Delmar (MES & MTV)
Jeff Boston (RES & WES)

	Pre-K	K	1	2	3	4	5	Total
MES	11/11	17/17	13/14	13/14	22	12/13	16/14	187
RES	14/12	13/11	14/15	21	16/17	17/14	24	188
MTV	10	14	20	12/12	19	16	18	121
WES	0	9	11	12/11		11/12		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 9th through November 17th. 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:

MES - 74%

RES - 77%

WES - 70%

MTV - 72%

NWEA - Last month, we completed our fall assessment for reading and math using NWEA (Northwest Education Assessment) for Grades 1-5. The NWEA is an online assessment, which measures student growth in mathematics, language arts and grammar usage. As students complete the assessment, it is automatically scored for the teacher. It provides the teacher with individual and class progress (data). Here are the results for students meeting or exceeding the standards:

RES: Reading - 61% and Math - 61%

WES: Reading - 69% and Math - 70%

MES: Reading - 68% and Math - 65%

MTV: Reading - 50% and Math - 52%

Student Mock Election Results

On October 19th, the 5th grade students facilitated a “Student Mock Election” at Readfield Elementary School. Students in grades 2-5 had an opportunity to cast their vote for a candidate running for President of the United States and a candidate running for Congress in District 1. When all the votes were tallied, the mock election results were as follows:

For President of the United States:

Donald Trump/Michael Pence (Republican) - 27 votes
Hillary Clinton/Timothy Kaine (Democrat) - 37 votes
Gary Johnson/Bill Weld (Libertarian) - 23 votes
Jill Stein/Ajamu Baraka (Green Independent) - 11 votes

House of Representatives (District 1):

Chellie Pingree (Democrat) - 27 votes
Mark Holbrook (Republican) - 41 votes

There are approximately 145 schools across the state of Maine participating in the 2016 mock election. It will be interesting to see if our election results mirror the actual election in November.

Gulf of Maine Institute Adventure

Fifth grade students from MES and MtVES attended a program at the Gulf of Maine Institute in Portland on October 28th. RES will be attending on December 21st. Funded by businesses and grants, this exciting adventure begins with a charter bus ride to the Institute where students will be involved with the current *LabVenture* topic, *Complex Systems*. Students are immersed in the multiple perspectives needed to understand the interconnectedness of the Gulf of Maine ecosystem. From a scientist, fisherman, and species point of view, students make connections between humans, herring, cod, and lobster. As scientists, students peer through microscopes at zooplankton and measure live lobsters. Role-playing as lobsters, students make survival decisions in the presence of their predators, cod. As fishermen, students are making fishing gear choices for a responsible and profitable harvest. This interactive program is an exciting, cooperative science experience that students will long remember!

Flu Clinics

Flu Clinics were held at all four elementary schools. Clinics were held at RES and MES on October 19th and at WES and MtVES on October 20th. Maine General sponsored the clinics in collaboration with our school nurses, Jada Clark and Angela Palmer.



"A Caring School Community Dedicated to Excellence"

10/26/2016

7a.

Student Population:	6th	97	(36M/61F)
	7th	91	(39M/52F)
	8th	89	(42M/47F)
	Total	277	(117M/160F)

Results from the Fall NWEA Assessments:

NWEA Math Fall 2016

Grade	Expected Average Score (Normed)	MCMS Average Score	MCMS % Below National Average	MCMS % At or Above National Average	MCMS Grade Level Range of Scores
6	217.6	218.0	37%	63%	176-250
7	222.6	224.4	44%	56%	184-270
8	226.3	230.5	25%	75%	195-271

NWEA Reading Fall 2016

Grade	Expected Average Score (Normed)	MCMS Average Score	MCMS % Below National Average	MCMS % At or Above National Average	MCMS Grade Level Range of Scores
6	211.0	215.8	21%	79%	170-244
7	214.4	222.0	16%	84%	190-254
8	217.2	225.7	14%	86%	186-261

These scores help us to establish a baseline for all students at the beginning of the year. The assessment will be administered again in January to monitor student growth and assist us in identifying students who may need further support in math and/or reading.

The MCMS community participated in the campus-wide Make A Difference Week. Students were encouraged to bring in needed supplies for the local pantries through their Advisee groups. The PTO and the Sebago Team were able to provide small tokens of appreciation to those students who participated each day. The school as a whole was able to collect 3227 items and raise \$400 which will be split between the food banks in Mt. Vernon and Readfield. Anna Satterfield and the 7th grade advisors are to be commended for organizing this great community service event.

Our first Advisee Day Out (ADO) occurred on 10/21. Advisee groups in the 6th grade remained at school and participated in collaborative problem solving activities which were presented as games they had to solve. The focus was on how to work as a team and the roles team members play. The Advisee groups in the 7th grade had to adapt to forces beyond their control, as heavy rain caused them to cancel many of the outdoor community service activities they had planned around the district. They were still able to help out in the local schools and deliver the collected goods from Make A Difference Week to the local pantries. One group was able to work on the flower beds in front of MCMS (greatly appreciated!) and another produced 14 blankets from donated materials. The 8th grade Advisees spent the morning at the Capital Area Technical Center (CATC) taking part in the 14 different programs that it has to offer. Each student was able to choose 3 programs to participate in and all of the experiences were hands-on. Our staff was impressed with the quality of both the programs and the instructors. Following this the group moved on to the University of Maine at Augusta to eat lunch in one of the student lounges and receive a campus tour and explanation of the many different opportunities UMA has to offer.

On 10/13 an Apple Professional Learning Specialist was able to spend the entire day available to staff in our building. His visit was free through the Maine Learning Technology Initiative (MLTI), which provides our students with their MacBook Air laptops. Several of our staff took advantage of his time to explore ways to transition from the iPads to these new machines. After school the specialist had an hour long presentation for staff where he demonstrated many of the advantages inherent in the laptops and was able to take many questions from our staff about how to best make use of the machines in the classroom. One piece of information he shared is that schools can now request that a team from the MLTI office come on site and work with teachers in the classroom or provide training. We will be looking at taking advantage of this during one of our upcoming professional development days.

Upcoming Dates:

10/27	Parent Conferences
10/28	MCMS Student Social
11/3	Parent Conferences
11/22	Trimester 1 Ends
11/23	In Service Day for Staff
11/26	Trimester 2 Begins

Submitted by Rick Hogan, Principal



MARANACOOK COMMUNITY HIGH SCHOOL
RSU#38
2250 Millard Harrison Drive
Readfield, Maine 04355
Office (207)685-4923
Fax (207)685-9597

7a.

Dwayne Conway, Principal
Al MacGregor, Athletic Director

Kristen Levesque, Assistant Principal

Kelly Thompson, Office Coordinator
Kimberly Radley, Guidance Chair

School Board Report 10/25/16

Dear RSU 38 Board Members,

Make A Difference Week: The week of 10/19-10/21/16 was Make A Difference Week for both the middle school and the high school. The entire campus participated in a community effort to support our community with food, personal hygiene products and blanket donations. The goal for the high school was to collect 1,000 “points” worth of donations. We raised just over 2,000 points worth of donations and \$417.60 in monetary donations. The monetary donations this year will be going to the Lord’s Cupboard Food Bank in Readfield and the Mt. Vernon Food Bank.

Financial Fitness Fair: On October 19, all of the high school seniors participated in a financial fitness fair held in the high school gym. Over 25 representatives from local businesses came in to talk with our seniors about financial savings, safe debt, and how to manage a budget. The students had a great time with a lot of positive feedback.

Below are some comments from our seniors taken a few days after the fair:

“Honestly, I really, really enjoyed the Credit Union thing. It was cool to have a laid out budget and to make ourselves think on what needs to be prioritized. It was a really good learning experience and is definitely getting us prepared for the real world. I didn't think of credit score before.”

“I enjoyed the budgeting session the most, I was glad to be able to make a zero-based budget.”

“I liked that they took the time to help us, even though we aren't quite at the point where we are ready to do this on our own, but they gave us great things to keep in mind about buying houses, and saving money and living comfortably.”

Dual Enrollment Presentations: Over the past month, Mrs. Levesque and myself, along with other staff members and students have been able to present at a variety of different venues. The presentations have focused on the uniqueness of our program in that it is available to ALL students, the Associate Degree pathway, incredible participation rate, dollar savings for our students, summer intensives and the sheer scale of the program. On 10/13 we presented at the NEASC Showcase of Schools in Westford, Massachusetts at the Westford Regency Conference Center.



MARANACOOK COMMUNITY HIGH SCHOOL
RSU#38
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Readfield, Maine 04355
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Dwayne Conway, Principal
Al MacGregor, Athletic Director

Kristen Levesque, Assistant Principal

Kelly Thompson, Office Coordinator
Kimberly Radley, Guidance Chair

On 10/19 along with Dr. Wolfrom, Maine Public Broadcasting interviewed us. According to the interviewer, Mr. Finegold, when he proposed that they do a story on dual enrollment in Maine, his colleagues said, he needed to see what was happening at Maranacook.

From 10/16-10/18 we presented at NACEP (National Association of Concurrent Enrollment Partnerships) national convention in Louisville, Kentucky. This was to a packed room with upwards of 40 college, university and high school administrators and professors standing along the sides of the room.

On 11/8 we will be presenting at the Kennebec Valley Superintendents Association. We sincerely appreciate all the support we have been given by Dr. Wolfrom and the Board. Thank you!

Athletics: Football participation numbers were down this year, but week in and out the team showed a tremendous amount of heart and effort on the field. Morale was excellent and the players displayed a great deal of team unity. There was a positive attitude after each game. The team will be young next fall with six seniors graduating and only two juniors returning.

Golf had ten boys competing this fall with most of them playing competitively for the first time. During the Kennebec Valley Athletic Conference (KVAC) qualifiers, the team had two players finish in the top twenty-five. The team will be returning nine players next fall and will be losing one to graduation.

Field hockey had sixteen girls competing this season. The team was young with five freshman and five sophomores who have had two years or less experience playing field hockey. There was a huge improvement in growth and development through the season. The girls played each game with much enthusiasm and excitement. Isabelle Bryant made second team all conference from Maranacook. The team will graduate two seniors and will rely on the leadership of the two returning juniors next fall.

Cross Country had seven boys and seventeen girls competing this season. The boys team finished second in the conference with Ruslan Reiter and Luke Bartol making the first team all conference and Zach Holman making second team all conference. The girls team finished first at the KVAC meet with Molly McGrail finishing first overall. Maranacook placed Molly McGrail, Laura Parent and Maddie Taylor on the all conference team. The team still has Regionals and States the next two weeks.



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Girls Soccer qualified for a prelim game in the playoffs as the tenth seed losing in a well played game in the rain to Freeport. Thirty-two girls participated this season with four girls graduating from the program next year. Lauren Clough was nominated to first team all conference with Abby Despres making the second team.

Boys soccer won the KVAC championship game and finished first in the standings. The team will have home field advantage throughout the playoffs. Thirty-five boys are participating on the team and will lose thirteen seniors at the end of the season. Hayden Elwell, Jackson McPhedran, Max McQuillen and Sam Wilkinson were nominated on the first team all conference and Justin Freeman made second.

The Math Team and Speech and Debate seasons have just started and this years Musical, "Into The Woods" will be performed on November 16th through the 19th.

Respectfully Submitted

Dwayne Conway, Principal
Kristen Levesque, Assistant Principal
Al MacGregor, Athletic Director

Enrollment as of 10/25/16
Freshmen-86, Sophomores-92, Juniors-95 & Seniors-92

**WARRANT ARTICLE RECONCILIATION
REGIONAL SCHOOL UNIT NO. 38
2016-2017
October 26, 2016**

7a.

<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	7,052,343.00		7,052,343.00	2,050,880.55	34,043.98	4,967,418.47	70.44%
Special Education	2,119,502.00		2,119,502.00	519,356.34	0.00	1,600,145.66	75.50%
Career & Technical Educ.	0.00		0.00	0.00	0.00	0.00	#DIV/0!
Other Instruction	426,471.00		426,471.00	85,663.60	10,164.63	330,642.77	77.53%
Student & Staff Support	1,637,529.00		1,637,529.00	456,525.03	109,093.48	1,071,910.49	65.46%
System Administration	567,089.00		567,089.00	205,805.83	1,792.92	359,490.25	63.39%
School Administration	920,217.00		920,217.00	304,904.10	4,298.32	611,014.58	66.40%
Transportation	947,642.00		947,642.00	339,044.24	42,154.61	566,443.15	59.77%
Facilities/Maintenance	2,165,731.00		2,165,731.00	921,567.85	343,894.59	900,268.56	41.57%
Debt Service	564,733.00		564,733.00	548,240.73	0.00	16,492.27	2.92%
All Other Expenses	87,063.00		87,063.00	7,787.21	0.00	79,275.79	91.06%
TOTAL BUDGET	16,488,320.00	0.00	16,488,320.00	5,439,775.48	545,442.53	10,503,101.99	63.70%

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 2016-2017

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.

Health Center Board Report
November, 2016

Enrollment numbers are in for health center expanded services. At the High School, 210/364 students are enrolled. This is 54% of the student body. At the Middle School, 115/277 are enrolled which equals 42%. In all, 51% of the student body is enrolled in expanded services, which is 8% above the state average. I have been attending Parent Association meetings at the elementary schools to tell them about the health center. I am also making a new brochure to share, which will help increase awareness of the Health Center in the community.

The Flu Shot Clinic, coordinated by our fantastic school nurses, took place on October 19th. This collaboration between our schools and Maine General helped provide the flu vaccine for 265 students and 64 adults on the middle and high school campuses.

The Student Health Advisory participated in Mental Health Awareness week with NAMI Maine. Students provided mental health information to students and advisors provided a short video in advisee time about mental illness and how it feels to be mentally ill. We also offered a short video to juniors and seniors about how important it is to show a friend that we care, and who to ask in our school community for help. The Student Health Advisory is interested in promoting Mental Health Awareness this year in our school. The students meet on the first and third Thursdays during lunch/focus time.

The Health Advisory meets again November 15. Our mission this year is to increase visibility of the Health Center throughout our community and to promote the Health Center through our interactions in the community.

The School Health Leadership Council had their first meeting of the year this month and reviewed all of the health related initiatives going on district wide. This group will meet again on December 14.



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

7a.

November Board Report

Dear RSU #38 School Board:

In my last report I talked about a group of staff that attended a University of Maine professional development opportunity on social stories. The staff that attended the session has taken many great points away from that training and plans to start providing some professional development to staff here in RSU #38 in the near future. This training is already set for our December 1st half-day workshop. Monica Smith, our Board Certified Behavior Analyst (BCBA), plans to work with a group of staff at the high school in Jill Watson's transitional skills program on social scripting. The goal of this training will be to provide educational technicians, and other staff who work within Ms. Watson's program, with an understanding of how to create and implement social scripts.

In addition to that upcoming December training, there is also a regional training that is being put on through the Capital Area Regional Directors (CARD) group. This is a regional group of special education directors that RSU #38 is a part of and a goal of that group this year is to provide free professional development for special educators, educational technicians and other interested staff on various topics. The first topic that is being presented to the regional group has to do with executive functioning skills and their role in student learning and instruction. This training will take place on October 27th and the Augusta School Department will host the first training for the regional staff.

Executive function is a cognitive process that is used to help individuals plan and direct activities. Executive skills are important with regards to starting tasks, following through on items and being able to complete goal-directed activities, such as schoolwork. The workshop will help participants know more about what executive functioning is, how it is utilized in the school environment, how it develops over time for students and how to assess and intervene when students may be struggling with this issue. This is the first training session put on by the CARD group this year, but there are plans to provide at least four more workshops during the school year at no cost to member schools and their staff.

If you have any questions, please let me know.

Sincerely,

Ryan Meserve
RSU #38
Special Education Director

To: RSU #38 Board of Education

7a.

From: Nancy Harriman, Curriculum Coordinator

Re: Board Report: **Finding Evidence**

Date: 10/28/16

Do you ever remember a teacher asking you to "*provide evidence to support your answer?*" In current standards in education, providing evidence is a recurring theme. Here are just a few examples:

Grade 3 Science: Analyze and organize data in tables and graphs to describe typical weather conditions during a particular season in a particular location.

Grade 5 Reading: Explain evidence that helps you determine the text structure of an informational text.

Grade 5 Science: Support an argument that the gravitational force exerted by Earth on objects is directed down.

Grade 9 Writing: Write arguments to support claims in an analysis of substantive topics or texts.

High School Music: INTERPRET: Support interpretations of musical works that reflect creators' and/or performers' creative intent.

It requires careful questions to *guide* students in the process of *finding evidence themselves* and *articulating it in the form of a rational argument!* Many teachers find that one of the best ways to grow their repertoires of strategies in this area is to collaboratively teach or observe a lesson together and then analyze students' responses to specific activities or questions. This is occurring throughout our district in several forms. An **Instructional Round** is a professional development activity adapted from the medical field, in which teams of doctors share the problems and treatment of a particular patient with an audience of fellow professionals, to educate all about current practices/treatments and improve patient care. In education, the team of teachers identify a particular practice they want to learn to implement more effectively and then record evidence while visiting different classes. (An example of a "look for" form for the math practice to engage in productive struggle appears on the next page.) Instructional Rounds are included as a form of professional development in the new RSU #38 teacher evaluation system.

A **Learning Lab** for teams of teachers at a particular grade level/in a particular content area is another professional development activity that is used in RSU #38. Usually facilitated by the district Coach for Mathematics, Literacy, or myself, a team of teachers chooses a lesson or classroom activity within which they can observe a specific practice and related student responses. For example, for the Grade 4 Science Unit, Go with the Flow, students design a project out of basic circuit and recycled materials to meet the standard: *Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.* In January, during the Grade 4 team meeting at Manchester, all the Grade 4 teachers from the district plan to interview the 4th graders there about their projects and

then debrief together about students' responses and how to strengthen their teaching, assessment, and/or rubric for providing evidence within this unit.

...two of our elementary schools are participating in learning rounds which focus on the NCTM teaching practice, Support Productive Struggle in Learning Math. In mixed grade level teams, we visit 2-3 classrooms and look for evidence of this practice. We record evidence of “look for’s” that we think we see:

NCTM Teaching Practice: 7	Students:	Teachers:
<p>Support productive struggle in learning mathematics Learning Target:</p> <hr/> <hr/> <hr/> <p>Norms: We will: *Have a growth mindset *Be prepared & on time *Stick to the protocol *Actively listen *Maintain confidentiality *Actively participate *Fill in evidence each time we check a “look for” *Be specific and clear *Be proactive about our own learning</p>	<p>Work through confusion and struggle to find an entry point to a problem and continue working.</p> <hr/> <p>Ask questions to clarify confusion and to make progress in understanding and solving tasks.</p> <hr/> <p>Analyze the effectiveness of one strategy, and try another strategy or utilize an appropriate tool when it is necessary.</p> <hr/> <p>Work collaboratively with classmates to solve a problem, explaining their thinking verbally and through pictures, words, and numbers.</p> <hr/> <p>Make sense of answers, and are able to provide justification for solutions and strategies.</p> <hr/>	<p>Anticipate what students might struggle with during a lesson and provide adequate scaffolding to support them through the struggle.</p> <hr/> <hr/> <p>Give students time to struggle with tasks.</p> <hr/> <hr/> <p>Help students realize that confusion and errors are a natural part of learning, by facilitating discussions on mistakes, misconceptions, and struggles.</p> <hr/> <hr/> <p>Ask questions that scaffold students' thinking without stepping in to do the work for them.</p> <hr/> <hr/> <p>Praise students for their efforts in making sense of mathematical ideas and perseverance in reasoning through problem solving.</p> <hr/> <hr/>

Excerpted from Sarah Caban's professional Blog: mathontheedge.wordpress.com Retrieved 10/28/16.



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7a.

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Director of Curriculum, Instruction & Assessment

Tel. 207-685-3336

Superintendent Report - October 24, 2016

Ryan Meserve
Special Education Director

Brigette Williams
Finance Manager

Fax. 207-685-4703

This month has provided opportunities for districts around the country to hear about the impressive work our students and teachers at the high school are doing around dual enrollment. High school administrators have travelled to Massachusetts as well as Kentucky to present at regional and national conferences. This past week a reporter from Maine Public Radio interviewed Kristen, Dwayne, and I as a part of a story he is working on about dual enrollment programs. Next month Kristen and Dwayne will be presenting close to home at the monthly Kennebec Valley Superintendents Association meeting. All who hear about our program agree that it is an amazing opportunity for our students.

We are hopeful that the water issues at the high school and middle schools have been resolved. At first we were afraid that it was a well issue, however with much research on the part of Curt Morse and his crew, and the various contractors who were called in, it was determined that the pump was pushing too much water and blowing holes in the pipe. The issue was addressed and will hopefully not cause more problems. According to state law, because the number of students not able to come to school that Friday was over 50% of our student population, and because we are required to schedule 175 student days, middle school and high school students will be required to make up the missed day. We are working with staff to determine when the make-up day will be scheduled. The RSU #38 School Board will need to vote on a recommendation as this represents a change to the calendar.

Teachers and administrators participated in a Bullying Prevention training on October 7, 2106 presented by Stan Davis, an authority on bullying prevention and the author of several books on the subject. This training is required by law and a similar training for additional staff is being scheduled for December 1, 2016.

The transition to proficiency based diplomas starts even in the elementary schools where elementary teachers have been working on identifying priority standards, developing common assessments and scales to measure student progress, and studying the standards in order to develop a strong understanding in order to identify effective instructional strategies that can be used to help students become proficient in the standards. Teachers have been working at grade level meetings to develop report card language that better matches their standards-based work. The new language will roll out in grades 1-5 after the first trimester. Teachers will meet with parents at parent-teacher conferences to explain the new language and their student's progress toward meeting the standards.

Teachers at every level are working to make the transition in their teaching focus in order that students will be successful in meeting the standards needed in 2021 to earn an RSU #38 diploma. This has meant a great deal of work for administrators, coaches, teachers, and interventionists throughout the district. However, teachers who have been working on this effort for the past five years are amazed at the higher level thinking skills of their students and the responsibility that those students are taking for their learning. It will be exciting to follow these students as they progress up through the grades!

Respectfully submitted,

Donna H. Wolfrom

MARANACOOK AREA STAFF ASSOCIATION

11/3/16

President: Jill Watson

Vice President: Cheryl Marvinney

Treasurer: Richard Aspinall

Secretary: Susan Chretien

Date of Survey: March/April 2016

of Participants: 139 teachers, support staff (office, ed techs), custodians & kitchen workers across all schools in the district.

New Survey Results Show Teachers feel changes in curriculum, proficiency based system are not going smoothly-express frustration and concerns over low morale

After hearing many teachers in the Maranacook Area Schools express concern over the changes in both how they do their work and what their requirements are in light of new state mandates, the Maranacook Area Staff Association, which represents 128 surveyed its members. Among the key questions:

Have you been able to keep up with your work and also meet your responsibilities regarding proficiency based implementation?

Do you feel morale is greater in the past two years since the district implement new changes?

Do you feel frustrated in your work?

Do you feel appreciated by school leadership?

The survey results found major concerns, particularly at the high school level where 77% reported feeling frustrated in their work and 61% felt unappreciated by school leadership.

Among the Results:

I feel frustrated in my job

Overall: 64% agreed or strongly agreed
 High School: 77% agreed or strongly agreed
 Middle School: 32% agreed or strongly agreed
 Manchester: 76% agreed or strongly agreed
 Readfield: 67% agreed or strongly agreed
 Mt Vernon: 83% agreed or strongly agreed
 Wayne: 44% agreed or strongly agreed

I feel unappreciated by school leadership.

Overall: 44% agreed or strongly agreed
 High School: 61% agreed or strongly agreed
 Middle School: 19% agreed or strongly agreed
 Manchester: 54% agreed or strongly agreed
 Readfield: 22% agreed or strongly agreed
 Mt Vernon: 47% agreed or strongly agreed
 Wayne: 44% agreed or strongly agreed

The time you've been given to meet your responsibilities regarding proficiency based implementation has allowed you to confidently keep up with the work.

Overall: 80% disagree or strongly disagree
 High School: 86% disagree or strongly disagree
 Middle School: 74% disagree or strongly disagree
 Manchester: 77% disagree or strongly disagree
 Readfield: 83% disagree or strongly disagree
 Mt Vernon: 87% disagree or strongly disagree
 Wayne: 87% disagree or strongly disagree

“The Maranacook Area Staff Association is hopeful with these results the educators can have an honest discussion about the future of our schools and how we can together best help our educators and students navigate these new waters,” said Jill Watson, President. These results clearly show we have issues in our schools, and without the support of administration to fix some of these problems our students will suffer,” added Cheryl Marvinney.

Maranacook Area Staff Association Complete Climate Survey Results

The principal shows respect to teachers and staff

Overall: 24% disagree or strongly disagree
High School: 54% disagree or strongly disagree
Middle School: 4% disagree or strongly disagree
Manchester: 59% disagree or strongly disagree
Readfield: 4% disagree or strongly disagree
Mt Vernon: 17% disagree or strongly disagree
Wayne: 0% disagree or strongly disagree

The pace of change as we move to implement grading and curriculum changes has worked well.

Overall: 73% disagree or strongly disagreed
High School: 74% disagreed or strongly disagreed
Middle School: 57% disagree or strongly disagree
Manchester: 82% disagree or strongly disagree
Readfield: 61% disagree or strongly disagree
Mt Vernon: 75% disagree or strongly disagree
Wayne: 87% disagree or strongly disagree

The changes that have happened over the past 2 years has led to improved morale.

Overall: 85% disagree or strongly disagree
High School: 85% disagree or strongly disagree
Middle School: 76% disagree or strongly disagree
Manchester: 92% disagree or strongly disagree
Readfield: 83% disagree or strongly disagree
Mt Vernon: 90% disagree or strongly disagree
Wayne: 90% disagree or strongly disagree

Administration informs teachers, staff and parents of decisions in a timely manner.

Overall: 37% disagree or strongly disagree

High School: 77% disagree or strongly disagree

Middle School: 14% disagree or strongly disagree

Manchester: 61% disagree or strongly disagree

Readfield: 18% disagree or strongly disagree

Mt Vernon: 33% disagree or strongly disagree

Wayne: 18% disagree or strongly disagree

I feel overwhelmed with the amount of work required of me.

Overall: 82% agree or strongly agree

High School: 79% agree or strongly agree

Middle School: 100% agree or strongly agree

Manchester: 72% agree or strongly agree

Readfield: 84% agree or strongly agree

Mt Vernon: 94% agree or strongly agree

Wayne: 60% agree or strongly agree

Submitted by: Jill Watson, Association President

To: Donna Wolfrom
 From: Al MacGregor
 Date: October 4, 2016 (Revised 10/25/16)
 Re: 2016-2017 Co-curricular Nominees

<u>Position</u>	<u>Name</u>	<u>Category</u>	<u>Experience</u>	<u>Amount</u>
HS Math Team (75%)	Robyn Graziano	IV	7	\$2073.75
HS Math Team (25%)	Bill Babbitt	IV	0	\$ 625.50
Student Senate	Kelly Thompson	I	4	\$4142
Fall Musical	Drew Albert	II	3	\$3354
Spring Play	Drew Albert	II	3	\$3354
Speech/Debate	Amy Trunnell	I	14	\$4468
Honor Society	Paula Weisberger	IV	17	\$2828
Musical Accomp	Adam Scarpone	V	3	\$2040
MS Math Team	Sue Caron	IV	1	\$2302
MS Play		II		\$
MS Yearbook	Hope Lord	V	1	\$2040
GAPP	Justin Fecteau	III	1	\$2828
French	John Hirsch	III	5	\$2828

RSU #38 Policy Committee
Superintendent's Office
October 24, 2016, 6:00 p.m.

Minutes of Meeting

Members Present: Joan Farrar, Trish Jackson, Melissa O'Neal, Donna Wolfrom

Member Excused: Gary Carr

Other Staff/Board Present: Terri Watson, Dwayne Conway, Ryan Meserve

1. BG, Policy Review – The Policy Committee reviewed Policy BG, Policy Review. No changes were recommended. Notation will be made that the policy was reviewed.

2. JICK, Bullying (Bullying and Cyberbullying Prevention in Schools) – Superintendent Wolfrom reported this policy was adopted in 2013. The Maine Department of Education has come out with a model policy for school districts to consider. The Committee reviewed the model policy provided by the Maine Department of Education along with the District's current policy.

Community members requested additions to the policy. They requested the addition of a statement that all parents of witnesses to bullying will be notified of the bullying.

Superintendent Wolfrom will contact Maine School Management as well as Stan Davis, the person who provided the bullying prevention workshop to get their opinions on the request, and will report back to the Policy Committee.

Another question pertained to the appeals process asking for a specified number of days parents have to appeal the decision. Superintendent Wolfrom will investigate this and will add the information to the draft policy for the first reading, or will report back to the Policy Committee on her findings.

The following changes were made to the State's model policy: page 1, third paragraph, add the word "direct"; page 3, section IV, A., add "Administrators, professional staff and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal, and in accordance with any applicable collective bargaining agreements; page 4, section VI, A., "Initiate investigation within 2 school days"; Section C, add "within 2 school days"; page 5, Section VIII, add, "A student or his/her parent/guardian who is dissatisfied with a decision of the Superintendent or designee related to the taking or not taking of disciplinary action in the course of implementing this policy may appeal, in writing, to the Superintendent within 14 calendar days of notice of the decision. The Superintendent's decision shall be final." The negotiated agreements for the professional staff and support staff will be added to the Cross Reference section on page 7.

Policy Committee recommends moving Policy JICK forward for first reading as revised.

3. JICIA, Weapons, Violence and School Safety – The Policy Committee reviewed the current policy and the MSMA sample policy. This policy was last reviewed in 2004. The Policy Committee recommends moving the MSMA sample Policy JICIA forward for first reading.

4. IHBA, Individualized Education Programs (IEPs) – The Policy Committee reviewed the current policy and the MSMA sample policy. This policy was last reviewed in 2008. The Policy Committee recommends moving the MSMA sample Policy IHBA forward for first reading.
5. IHBAA, Referral/Pre-Referral (Referral and General Education Interventions) – The Policy Committee reviewed the current policy and the MSMA sample policy. This policy was last reviewed in 2008. The Policy Committee recommends moving the MSMA sample Policy IHBAA forward for first reading.
6. IHBAC, Child Find – The Policy Committee reviewed the current policy and the MSMA sample policy. This policy was last reviewed in 2008. The Policy Committee recommends moving the MSMA sample Policy IHBAC forward for first reading.
7. JKF, Disciplinary Removals of Students With Disabilities – The Policy Committee reviewed the current policy and the MSMA sample policy. This policy was last reviewed in 2008. The Policy Committee recommends moving the MSMA sample Policy JKF forward for first reading.

The remainder of the agenda will be carried forward to the next meeting, tentatively set for Monday, November 21, 6:00 p.m. at the Superintendent's Office. Donna will email the proposed Policy Committee meeting dates to the committee members for review.