

**REGIONAL SCHOOL UNIT NO. 38
BOARD OF DIRECTORS
Maranacook Community High School
February 5, 2014, 6:30 p.m.
AGENDA**

1. Call to order:
2. Consent Agenda: (5 min.)
 - a. Approval of Minutes of January 22, 2013*
 - b. Acceptance of Donations – ABS, \$2,070.00 for Nordic Ski Team Uniforms
 - c. Acceptance of teacher resignations due to retirement – John Whitney, High School; Janet Dunham, Elementary
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 RSU 38 Auditor Ronald Smith
 - b. Policy Second Readings*: ADF, School District Commitment to Learning Results; BBA, Board Powers and Responsibilities; BCA, Board Member Code of Ethics; DN, School Properties Disposition
 - c. Policy First Readings*: DFA, Revenues From Investments; KDB, Freedom of Access/Public's Right To Know
7. Budget Workshop: (60 min.)
 - a. Update from previous meeting*
 - b. English Language Learners (ELLs)*
 - c. Gifted & Talented*
 - d. Special Education*
 - e. Board questions
 - f. Citizens comments regarding budget
 - g. Board discussion
8. Informational Items: (10 min.)
 - a. Reports:
 - Staff Association
 - Principals*
 - Adult & Community Education Director*
 - Finance Manager*
 - Special Education Director*
 - Curriculum, Assessment & Instruction Director*
 - Superintendent of Schools*
 - b. Ad Hoc Groups:
 - Awesome Bear Society – 2/12/14, MCHS, 6:30 p.m.
 - c. Committee Reports:
 - Capital Area Technical Center (CATC) – 3/4/14, Augusta, 10:30 a.m.
 - Communications* – 3/10/14, Superintendent's Office, 5:30 p.m.
 - Curriculum – 2/10/14, Superintendent's Office, 6:00 p.m.
 - Health Services Advisory Council – 3/18/14, MCHS Media Ctr., 7:00 p.m.
 - Policy* - 2/25/14, Superintendent's Office, 6:00 p.m.
 - Teacher Evaluation* - 2/25/14, Superintendent's Office, 3:30 p.m.
9. Adjournment:

*** Attachments**

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

A Caring School Community Dedicated To Excellence

Regular Meeting
Regional School Unit No. 38
Board of Directors
Maranacook Community High School
January 22, 2014
Minutes of Meeting

Members present: Chair David Greenham, Vice Chair Lynette Johnson, Michael Apolito, Russell Evans, Stephen Hayes, Lisa Montagna, Jason Morgan, Melissa O’Neal, Bonnie Simcock, Madeline Snow (arrived 6:37 p.m.)

Members excused: David Guillemette, Marie Rodriguez, Richard Spencer

Administrators: Superintendent Donna Wolfrom, Principals Jeff Boston, Dwayne Conway, Pia Holmes, and Cathy Jacobs, Finance Manager Brigitte Williams, Director of Curriculum, Assessment & Instruction Nancy Harriman, Technology Director Jan Kolenda, Special Education Director Ryan Meserve, Adult Education Director Stephen Vose, Literacy Coordinator/Coach Barbara Bourgoine, Math Coordinator/Coach Sarah Caban

1. Call to order: Chair Greenham called the meeting to order at 6:34 p.m.
2. Consent Agenda: It was requested to vote on the items in the consent agenda separately.
 - a. Approval of Minutes of January 8, 2014
MOTION by Hayes, second by Johnson to approve the Minutes of January 8, 2014 as presented.
Motion Carried: 7 in favor, 0 opposed, 2 abstentions (Apolito, Evans)
 - b. Acceptance of Donations
MOTION by Simcock, second by Evans to accept the donations as presented.
Motion Carried: 9 in favor, 0 opposed
 - c. Acceptance of teacher resignations due to retirement
MOTION by Hayes, second by Morgan to accept the resignations of Leslie Grenier and Brian McCormick with sincere gratitude for their exemplary service.
Motion Carried: 9 in favor, 0 opposed
3. Citizens Comments: none
4. Additions/Adjustments to the Agenda by Board and/or Superintendent:
 Superintendent Wolfrom requested the addition of the acceptance of an administrator resignation due to retirement as item 5c. M.Snow arrived at this time.
5. Action/Discussion/Informational Items:
 - a. Vote on Superintendent Donna H. Wolfrom’s Administrative Contract
MOTION by Simcock, second by O’Neal to extend Superintendent Wolfrom’s contract by one year, with the terms to be discussed at a later meeting.
 It was noted that the Board conducted a complete evaluation which was extremely favorable.
Motion Carried: 10 in favor, 0 opposed
 - b. Update on Middle School Goals
 Superintendent Wolfrom reported that in December the middle school staff presented on their NEASC work and their goals, with the intent to provide periodic updates to the board.

Principal Cathy Jacobs, along with teachers Aimee Reiter, Brian McCormick, Cathy Hayden, Anna Satterfield and Math Interventionist/Coach Sarah Caban presented specific information on their work and what they are doing to use consistent teacher strategies for all students.

The Board complimented the middle school staff on their work and the presentation.

c. Acceptance of resignation of Principal Pia Holmes due to retirement.

MOTION by Simcock, second by Montagna to regretfully accept Principal Pia Holmes' resignation due to retirement, with sincere gratitude for her exemplary service to the district.

Motion Carried: unanimous.

6. Budget Workshop

a. Update from previous meeting

Superintendent Wolfrom reported on the changes since the previous meeting. This budget excludes the \$150,000 from Phoenix House. Phoenix House will not be considered in the FY 15 budget. Taking into account the goals the Board voted on at the last meeting, she asked administrators to make reductions to their budgets with the three goals in mind. There still needs to be notification regarding positions so these changes have not been presented to the board at this time. The board was provided a summary of budget increases (pink) and templates that describe the increases. Other increases will be discussed as noted by the dates on the increase sheet. The budget as presented reflects a \$34,945 increase from FY 14 to FY 15, which is a decrease of \$375,720 from the original request. Superintendent Wolfrom is hoping to receive a draft EDU 279 from the State by the second week of February. Also, the Administrators have agreed to expect no raises for the FY 15 year.

b. Elementary Schools

Jeff Boston, Principal for Readfield and Wayne Elementary Schools provided an overview of the projected enrollment and class sizes for both schools. Principal Boston reported this is a no frills budget, with staffing remaining the same based on projected enrollment. The capital improvement projects at both schools are based on safety and maintenance of quality of the schools. A more in-depth review of these projects will be discussed at the February 26th budget workshop.

Pia Holmes, Principal for Manchester and Mt. Vernon Elementary Schools provided an overview of the projected enrollment and class sizes for both schools. Manchester is anticipating the need for an additional teacher due to increased enrollment at that school. They are looking at taking the art room for a classroom and art will share space with science. Principal Holmes has requested the Selectmen of Manchester to ask the Town to continue to fund the .4 FTE educational technician position in the PreK classroom. The capital improvement projects proposed at Manchester are due to the installation of a security camera at the back entrance of the school, and the maintenance of quality of the school facilities. This will be discussed further at the February 26th meeting.

c. Middle School

Principal Cathy Jacobs reviewed the projected enrollment figures, noting that they are expected to be relatively stable for next year. She is requesting \$4,000 for math supplies for consistent materials to be used across the school as they implement the Common Core Mathematical Standards. The budget includes eliminating two educational technician positions.

d. High School

Principal Dwayne Conway thanked the High School Leadership Team for their assistance in presenting a one percent decreased budget. Enrollment at the high school is expected to decrease a little, but class sizes will go up because teachers will have RTI responsibilities. The proposed budget includes \$2,000 for foreign language assessment to support the school's work toward Proficiency Based Diploma, and \$11,000 for two AmeriCorps Vista Staff members. One of the AmeriCorps Vista staff would work extensively with the high school's alternative program,

implementing and planning service learning opportunities as well as work one on one with students to assist them in staying on track academically and help them plan for their future. The second AmeriCorps Vista staff would work with students receiving RTI support. These two positions would not replace any existing staff but would enhance opportunities for all students.

It was reported that the decrease in the Assessment line at the High School as well as the other schools, is due to the change in next year's budget where the Director of Curriculum, Instruction and Assessment position will be broken down to 50% assessment, 50% curriculum, instead of charging 1% of instructional teachers' salaries to assessment.

e. Board questions

With tight numbers in many of the elementary classes, if over the summer numbers change greatly, what is our Plan B? Superintendent Wolfrom responded that we would have to be very creative in splitting students up, possibly creating multi-age classes where there currently aren't any, or, if necessary adding staff members.

Request for a breakdown on yellow sheet, summary of budget reductions from original requests. Not all personnel have been talked with so the figures will be added in the future.

The A-Team was commended for finding a way to keep the budget at a zero increase. If the state should decide to drastically reduce the money they send to us; has any thought been given to what programs will be cut? Superintendent Wolfrom replied that the A-Team will start talking about that.

What's worse for the students – drastically reducing or eliminating programs? Why isn't eliminating programs part of the A Plan? The principals weighed in that it was better to have teachers than materials.

f. Citizens comments regarding budget

Matt Galletta, community member from Manchester spoke about his experience with Maranacook and Manchester Elementary School and how the school climate has changed. He recommended returning to having full time principals at the elementary schools, reducing standardized testing, and better use of teacher experience.

Allen Curtis, community member from Readfield and representative from the Readfield Select Board reported that the Select Board has vowed as a committee to know how the school budget process is going. Mr. Curtis' questions pertained to the facilities improvements costs in the budget. In particular the high school, Manchester, Readfield and Wayne school increases in operations and maintenance. The items listed in the budgets were briefly noted, but the review of those items will be discussed at the February 26th budget workshop. Mr. Curtis also expressed his concern that the \$204,000 that the community members thought would be in the budget to help offset next year's budget will not be there.

g. Board discussion: There was no further discussion.

7. Adjournment: **MOTION** and second to adjourn at 8:24 p.m. **Motion Carried**: unanimous.

Respectfully submitted,
Donna H. Wolfrom, Superintendent/Secretary
Recorded by: D.Foster



6a.

Proven Expertise and Integrity

November 22, 2013

Board of Directors
Regional School Unit No. 38
45 Millard Harrison Drive
Readfield, Maine 04355

MANAGEMENT LETTER

In planning and performing the audit of the Regional School Unit No. 38 (RSU) for the year ended June 30, 2013, we considered the Regional School Unit No. 38's internal control. We did so to determine our auditing procedures for the purpose of expressing an opinion on the financial statements, but not for expressing our opinion on the effectiveness of the Regional School Unit No. 38's internal control over financial reporting or compliance.

During our audit we became aware of several matters referred to as "management letter comments" that offer opportunities for strengthening internal control and improving operating procedures of the Regional School Unit No. 38. The following pages summarize our comments and suggestions on those matters.

This report is intended solely for the information and use of the management, those charged with governance, others within the entity and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Old Outstanding Checks:

While performing our audit for the above mentioned year we noted the RSU is carrying several old outstanding checks. We also noted that the RSU has adopted a policy for clearing these checks. However, it appears that these checks are not always cleared in a timely manner. As such, we encourage the RSU to remain diligent in their efforts to regularly monitor old outstanding checks. In addition, the RSU should review the policies and procedures currently in place and make any adjustments to ensure proper protocols are followed.

Management Response:

RSU #38 will now review old outstanding checks at least every three months. This will be done in conjunction with reconciling bank statements monthly. Recipients of old outstanding checks will receive letters requesting status of the check and asking whether it needs to be voided and reissued.

Student Activity Account - Sales Tax and Other Fees Paid:

While performing the audit for the above mentioned year end, it was noticed that the RSU paid sales tax and other fees, including ATM withdrawal fees, on the following accounts:

- Manchester Elementary – sales tax paid
- Wayne Elementary – sales tax paid
- Readfield Elementary – sales tax paid
- Maranacook Foreign Travel – sales tax paid on purchases made in the U. S. before and after travel; paid numerous ATM withdrawal fees

We advise the RSU that as a governmental organization, it is exempt from paying sales tax. While in isolation, each occurrence of sales tax and other fees paid may be immaterial, but in the aggregate these amounts may place an unnecessary and added burden on the RSU's budget. Further, the RSU should review its current accounts payable procedures and modify where necessary.

Management Response:

Reviewed with principals and secretaries at elementary school that sales tax was not to be reimbursed on purchases made by employees.

The bank account with the associated debit card for the foreign travel account has been closed. This will stop ATM withdrawal fees. This will also stop sales tax from being paid with district funds. In the future all expenses will be reimbursed after the fact with sales tax deducted from the reimbursement.

Student Activity Accounts - Lacking Disbursement Controls:

While performing our test work on disbursements for the above mentioned year end, we noticed in several instances that approval and documentation for payment of invoices was missing in the accounts: Manchester, Mt. Vernon and Readfield Elementary and Maranacook Foreign Travel. In addition, all documentation on ATM withdrawals was missing and an RSU employee was reimbursed for more than the amount of their purchase. We caution the RSU that all RSU funds disbursed should be accompanied by complete and properly authorized invoices prior to payment. We also recommend that the administrator(s) over student activity accounts ensure strict adherence to the disbursement policies and procedures currently in place and make any adjustments to ensure proper protocols are followed.

Management Response:

The bank account with the associated debit card for the foreign travel account has been closed. A cover sheet requiring approval of a disbursement has been generated and mandated to be used for all student activity expenditures.

School Lunch - Deficit Fund Balance:

As a result of recent audits, we noted that the school lunch fund continues to have a deficit fund balance, however at a reduced level, despite annual budget appropriations from the RSU's general fund. This fund should be reconciled to \$0 every year and at the beginning of the fiscal year (July 1), RSU lunch fiscal reporting starts over. We recommend the RSU initiate a detailed review of school lunch finances for accuracy and make procedural and fiscal changes to future budgets accordingly.

Management Response:

RSU #38 recognized the school lunch program was running in a deficit when budgeting for 2012-2013. The 2012-2013 budget contained funds to fully fund the deficit balance at June 30, 2012 and also contained additional funds for the 2012-2013 food service operations. It was determined during the 2012-2013 year the additional funds budgeted would not be enough to fully fund the food service program, so the 2013-2014 budget for food service was increased.

Investment Policy:

While the RSU does have basic guidance to invest its excess cash dollars during the fiscal year, we recommend that the RSU initiate a review of its current policies and procedures and adopt a more comprehensive approach to comply with state and federal regulations ensuring the following standards of safety, liquidity and yield are addressed. Subsequent to fiscal year end the RSU will, where necessary, revise and/or develop and implement investment policies to meet its needs. These policies should then be given to the RSU Board of Directors for approval.

Management Response:

RSU #38 did have an investment policy, but it was not as detailed as the auditors felt it should be. Sample policies were obtained from RHR Smith & Co. and also from Maine School Management Association. This policy, along with the samples, is being sent to the policy committee. Once the policy committee has revised the policy, it will be sent to the school board for approval.

Regional School Unit No. 38 – Page 4

We would like to thank Donna, Brigitte and all of the staff at the RSU for all of their cooperation throughout this audit process.

If there are any questions regarding this letter, please do not hesitate to call.

Very Best,

RHR Smith & Company

RHR Smith & Company, CPAs

Policy No: ADF

REGIONAL SCHOOL UNIT NO. 38
SCHOOL DISTRICT COMMITMENT TO MAINE’S LEARNING STANDARDS

The Regional School Unit No. 38 Board of Directors hereby adopts Maine’s system of Learning Standards. The Learning Standards are intended to serve as a foundation for education reform and to promote and provide assessment of student learning, accountability and equity. The Board recognizes that the legislative intent of the Learning Standards is to provide children with schools that reflect high expectations and create conditions where these expectations can be met.

The Board understands that implementation of the Maine Learning Standards and the mandate to provide all students with equitable opportunities to meet the content standards of the Learning Standards have broad implications for the school unit, including curriculum, budget, professional development, student assessment, professional evaluation, and graduation requirements. Therefore, the Board is committed to examining its policies and school system practices to ensure that they are consistent with the intent and goals of the Maine Learning Standards. This will require a concerted and coordinated effort involving the Board, the Superintendent, administrators, teachers, parents, students, and the community.

The Superintendent will be responsible for implementing the Maine Learning Standards, including development of appropriate administrative procedures. The Board further directs the Superintendent to report to the Board on a semi-annual basis on student achievement and progress toward implementing the Maine Learning Standards.

Legal References: 20-A MRSA §§ 1001(6), 6208-6209
 L.D. 1536, Chapter 51 Resolves
 Chapter 127 § 3; 131; 132 (Maine Dept. Of Ed. Rules)

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

Policy No: BBA

**REGIONAL SCHOOL UNIT NO. 38
BOARD POWERS AND RESPONSIBILITIES**

The RSU No. 38 Board shall have general charge of all the public schools of this unit and shall exercise such other responsibilities as specifically provided by law.

The Board shall concern itself primarily with broad questions of policy rather than with administrative details. The application of policies is an administrative task to be performed by the Superintendent and his/her staff, who shall be held responsible for the effective administration and supervision of the entire school system.

The Board, functioning within the framework of laws, court decisions, attorney generals' opinions, and similar mandates from the state and national levels of government, and recognizing the authority of the state, fulfills its mission as the governing body of a political subdivision by acting as follows in the execution of its duties:

- A. Enacts policy;
- B. Selects, employs and evaluates the Superintendent;
- C. Provides for the planning, expansion, improvement, financing, construction and maintenance of the physical plant of the school system;
- D. Prescribes the minimum standards needed for the efficient operation and improvement of the school system;
- E. Requires the establishment and maintenance of records, accounts, archives, management methods and procedures incidental to the conduct of school business;
- F. Approves the budget, financial reports, audits, major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business;
- G. Estimates the funds necessary from taxes for the operation, support, maintenance, and improvement of the school system;
- H. Adopts courses of study;
- I. Provides staff and instructional aids;
- J. Evaluates the educational program to determine the effectiveness with which the schools are achieving the educational purposes of the school system;
- K. Provides for the dissemination of information relating to the schools necessary for creating a well-informed public; and
- L. Approves/disapproves personnel nominations from the Superintendent and determines (where appropriate via collective bargaining) compensation and working conditions of all staff.

Legal Reference: 20-A MRSA § 1001
20-A MRSA § 1476 (RSU)

Cross Reference: IG – Curriculum Development and Adoption

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

Policy No: BCA

**REGIONAL SCHOOL UNIT NO. 38
BOARD MEMBER CODE OF ETHICS**

Having accepted the challenge of service on this Board, I accept the principles set forth in the following code of ethics to guide me in helping to provide free public education to all the children of the communities of RSU #38.

As a Board member, I will:

- A. View service on the Board as an opportunity to serve my community, and recognize that the School Board is an agent of the State. As a Board member I will obey all existing state and federal laws regarding official actions of board members.
- B. At all times think of learners first, ensuring that all students have the opportunity to reach their highest potential.
- C. Encourage and respect the free expression of opinion by board members, staff, and the public.
- D. Recognize that I, as an individual board member, have no legal authority outside the meeting of the board and will take no private action that will compromise the board or the administration.
- E. Recognize that my responsibility is not to operate the schools, but to see that they are well operated. I will confine my Board action to policy making, planning, and appraisal, leaving the administration of the schools to the Superintendent.
- F. Avoid acting on my own on citizen complaints or concerns, but will refer them to the superintendent to ensure that existing policies will be followed.
- G. Refrain from discussing confidential business of the board outside of designated Executive Sessions.
- H. Endeavor to prepare for and attend every board meeting recognizing that my presence means representation for my town.
- I. Make decisions openly after all facts bearing on a question have been presented and discussed. I will support decisions made by the majority of the Board.
- J. Refrain from using my board position for personal or partisan gain.

Revised by RSU No. 38 Board of Directors: _____

**REGIONAL SCHOOL UNIT NO. 38
SCHOOL PROPERTIES DISPOSITION**

The superintendent is authorized to determine, through procedures he/she develops, when personal property valued at \$1,000.00 or more (supplies, materials, equipment), as distinguished from real property, is obsolete or no longer of use to the school unit, and to declare it surplus.

The Board is to be informed of any property declared surplus by the superintendent prior to its disposal. Procedures for disposal of all surplus personal property shall be in accordance with the following:

- A. Surplus property, which is offered to the public for sale, shall be disposed of by sealed bid, public auction, or public sale. Public notice of any sale of surplus property shall be given at least one week in advance of an auction, sale, or opening of sealed bids.
- B. Library books, textbooks, and instructional materials are to be disposed of by a means most likely to offer promise of continuing educational benefit.
- C. Any surplus property which is offered for public sale and is not sold may be disposed of in a manner deemed advisable by the superintendent, including donation to non-profit agencies.
- D. Any property determined to be worthless, or for any reason is considered to be inappropriate for sale, shall be disposed of in a manner the superintendent deems appropriate after so informing the Board, with recycling as a priority where feasible.
- E. Any school unit identification on surplus property shall be removed, or be further identified to indicate the intended disposition and surplus nature (i.e., "SOLD BY" "SURPLUS").

All revenues which result from the sale of surplus property shall be credited as miscellaneous income except in any instance where law requires that it be credited to a specific account.

Revised by RSU No. 38 Board of Directors: _____

**REGIONAL SCHOOL UNIT NO. 38
REVENUES FROM INVESTMENTS**

The Regional School Unit No. 38 Board of Directors considers an investment program a critical ingredient of sound fiscal management. The Board authorizes an investment program for the purpose of securing a maximum yield of interest revenues to supplement other revenues for the support of the unit's educational program.

The investment program will be administered in a way that will ensure:

- A. The continuous process of temporary investing of all fund balances and moneys available for investment purposes;
- B. The maintenance (revised following each cash transaction) of a yearly cash flow chart that will provide data to assist proper planning and decision making regarding amount, duration and type of investments;
- C. The use of an open competition system of bids and/or quotes to obtain the maximum yield possible on all investments from both local community and beyond-community financial institutions;
- D. That all vendors using school unit funds provide statements to the unit of their collateral in the form of a list of the securities pledged at market value; and
- E. That all unit investments will be in compliance with the law.

Investment Objective:

The primary objectives, in priority order, of investment activities shall be safety, maintenance of liquidity, and income.

Safety: Safety of principal and preservation of capital is the foremost objective of the investment program. The Finance Manager and Superintendent shall seek to avoid capital losses (realized or unrealized) for all investment transactions made. The Finance Manager will insure the safety of invested funds by limiting interest and credit rate risks.

Maintenance of Liquidity: The risk of loss due to the failure of the security of backer. Credit risk will be mitigated by: limiting investments to the types of securities authorized by this policy; using financial institutions, which have been pre-qualified; diversifying the investments to meet RSU #38's current and future cash flow needs.

Income: The investments should be structured so that securities mature in a ladder form.

The RSU #38 investment approach is to invest with the intention of holding investments until maturity.

RSU #38's investments shall be designed with the objective of meeting all legal requirements set forth by Federal, State, and Local laws.

Delegation of Authority:

The Board authorizes the Finance Manager and Superintendent to manage all activities associated with the investment program in such manner as to accomplish the objectives of this policy. Their responsibilities will also include annual review and assessment of the unit's investment program and filing a report and recommendations annually with the Board. The Finance Manager is further authorized to execute in the Board's name any and all documents relating to the investment program in a timely manner and to confer with reputable consultants regarding investment decisions when necessary.

Legal Reference: 20-A MRSA § 1312 (SAD)
 20-A MRSA § 1491 (RSU)

Revised by RSU No. 38 Board of Directors: _____

Policy: KDB

REGIONAL SCHOOL UNIT NO. 38
PUBLIC'S RIGHT TO KNOW/FREEDOM OF ACCESS

The Board recognizes the importance of a well-informed public to the operations of the school unit. The Board will comply with all applicable sections of Maine's Freedom of Access Act.

The Board designates the Superintendent, and to act in the absence of the Superintendent, the Finance Manager as the Public Access Officer for RSU #38.

Except as otherwise provided by statute, all Board proceedings shall be open to the public, any person shall be permitted to attend, and any records or minutes of such proceedings that are required by law shall be made promptly and shall be open to public inspection.

Board agendas and minutes, proposed and approved Board policies, annual budget reports, student handbooks and Board member Freedom of Access training documentation/certificates shall be available for immediate inspection and/or copying in the Superintendent's Office. Requests for all other public records shall be made, preferably in writing, to the Superintendent, specifying the records desired for inspection/copying. The Superintendent/designee may request clarification concerning which public record or records are being requested.

The Superintendent/designee shall acknowledge receipt of a request for inspection and/or copying of public records within five working days of the request.

If the request is denied, the Superintendent/designee shall inform the requestor in writing within five working days of the request and shall state the reason for denial. Otherwise, inspection and/or copying may be scheduled to occur within a reasonable period of time following the request at a time that will not delay or inconvenience the regular activities of the school unit.

The school unit is not required to create a record that does not exist.

ELECTRONICALLY STORED PUBLIC RECORDS

In compliance with the Freedom of Access Act, the school unit will provide access to an electronically stored public record as a printed document or in the medium in which the record is stored, at the requester's option, except that the school unit is not required to provide access to an electronically stored public record as a computer file if the school unit does not have the ability to separate or prevent the disclosure of confidential information contained in or associated with that file. The school unit is not required to provide access to a computer terminal.

FEES

Except as otherwise provided by law or court order, RSU #38 may charge fees as follows:

- A. A fee of 10¢ per page to cover the cost of copying.

- B. A fee of \$15.00 per hour after the first half hour of staff time per request to cover the actual cost of searching for, retrieving, and compiling the requested public record. Compiling the public record includes reviewing and redacting confidential information.
- C. If conversion of a public record into a form susceptible of visual or aural comprehension or into a usable format is necessary, a fee to cover the actual cost of conversion.
- D. A charge for the actual mailing costs to mail a copy of the record.
- E. No fee shall be charged for inspection of public records, unless the record cannot be inspected without being compiled or converted, in which case paragraph B or C applies.

As required by law, the school unit will provide the person making the request an estimate of the time necessary to complete the request and of the total cost and, if the estimated total cost exceeds \$30.00, will inform the requestor before proceeding. If the estimated total cost is greater than \$100.00 or if the requestor has previously failed to pay a fee assessed for access to RSU #38 records, the requestor may be required to pay all or a portion of the estimated cost prior to the search, retrieval, compiling, conversion and copying of the public record.

The Superintendent is directed to develop and implement such administrative procedures as may be necessary to carry out this policy.

Legal Reference: 1 M.R.S.A. § 401 et seq.

Cross Reference: BEC – Executive Sessions
GBJ – Personnel Records and Files
JRA – Student Educational Records

Adopted by the RSU No. 38 Board of Directors: _____

Elementary Principals' Report
February 5, 2014
Pia Holmes (MES & MTV)
Jeff Boston (RES & WES)

	Pre-K	K	1	2	3	4	5	Wrap Program WES	Total
MES	12/13	13/13	15/13	16/15	21	15/17	24		187
RES	18	15/15	25	18	13/14	15/17	14/15		179
MTV	18	18	20	15	25	16	15		127
WES	0	12	12	11	8	9	8	7	67

Donor's Choose Project Funded

Mary O'Brien, MES Grade 3 teacher, recently earned funding for "Using iPads in the Classroom. She will receive an Apple® iPad® 2 with case and an Apple® TV digital multimedia receiver valued at about \$540. Congratulations, Mary, or have this second project funded!

Elementary Geo-Bee Winners

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

1st Place

MES- Jaxon Roan, Grade 4

RES- Anna Drillen, Grade 5

MTV- Andrew Lemieux, Grade 4

WES- Sam McKee, Grade 4

First Runner-up

Clark Simcock, Grade 4

Anna Laberge, Grade 5

Zach Berg, Grade 4

MiKaila Minoty, Grade 5

Second Runner-up

Trenton Murray, Grade 4

Tim Worster, Grade 5

Marie Brosy & Joseph Albert,
Grade 5, tied

Recent Events

MES Bullying Presentation- On January 16th, the Veayo twins, Kristin and Catherine, seniors at Hall Dale High School, performed an inspirational program on bullying awareness for MES students. They sang and played instruments, and in between songs they talked to the students about bullying. The girls both they experienced bullying throughout their school years. The students enjoyed the presentation and came away with a greater appreciation about the negative effects of bullying.

MES Grand Slam Readers - Read-A-Thon-

Manchester Elementary School held a Read-A-Thon from January 24-31 to raise money to support their literacy programs. The PTCO sponsored this event. The students read additional hours at home and asked for pledges from family and friends. Each day of the week a different baseball theme was celebrated! Students who read five books received a free ticket to a Sea Dogs Game and will be honored on the field at the game. We are hopeful that this reading activity will encourage our students to develop a lifelong love of reading!

RES 5th Grade Opinion Writing Project -

As a final project for our district-wide opinion essay unit, fifth graders wrote persuasive essays to

convince students and teachers at RES to support the Kennebec Valley Humane Society. Students honed their elaboration and craft skills, learned how to write convincing leads and conclusions, and research facts to enhance their essays. They read their essays to different classrooms, created persuasive posters, and will collect donations, from February 1 - February 14. Mrs. Conway and Mrs. Gordon will total all supplies and personally deliver them to KVHS at the end of the pet supply drive. We have supported this local animal shelter for three years. It brings awareness of the shelter, and the need to the community, as well as creates a meaningful community service project for fifth grade students.

RES Lockdown Support-

On January 27th, RES conducted our second lockdown drill with the assistance of Deputy Chilton of the Kennebec County Sheriff's Department. We asked Deputy Chilton to join us in this drill to provide us feedback on what we could do better to keep our children safe. In addition, Deputy Chilton is an RES parent. I am proud to inform you that our students and staff did a superb job of remaining quiet and hidden during this exercise.

In an effort to continue our partnership with the Kennebec County Sheriff's Department, Deputy Chilton will be joining a K-2 or Gr. 3-5 lunch once a week on either Mondays or Fridays beginning next week. This is to assist our students with building a positive relationship with our local law enforcement officer. It is important for students to understand that underneath the uniform is a human being, who is there to help and keep them safe from harm. We appreciate Deputy Chilton's time and effort in building this bridge with our students.

Initial NECAP Results –

RES NECAP Results - 2013-2014

RES Reading:	RSU 38 Reading:	State Reading:
Grade 3- 78%	Grade 3- 74%	Grade 3- 68%
Grade 4- 87%	Grade 4- 79%	Grade 4- 66%
Grade 5- 79%	Grade 5- 73%	Grade 5- 71%
Grade 6- 80%	Grade 6- 74%	Grade 6- 70%
Overall- 80%	Overall- 75%	Overall – 69%
RES Math:	RSU 38 Math:	State Math:
Grade 3- 60%	Grade 3- 58%	Grade 3- 59%
Grade 4- 78%	Grade 4- 72%	Grade 4- 63%
Grade 5- 66%	Grade 5- 63%	Grade 5- 63%
Grade 6- 67%	Grade 6- 65%	Grade 6- 61%
Overall- 67%	Overall- 65%	Overall – 62%
RES Writing:	RSU 38 Writing:	State Writing:
Grade 5- 50%	Grade 5- 50%	Grade 5- 50%

WES NECAP Results - 2013-2014

WES Reading:
Gr. 3-6: 79%

RSU 38 Reading:
Gr. 3-6: 75%

State Reading:
Gr. 3-6: 69%

WES Math:
Gr. 3-6: 63%

RSU 38 Math:
Gr. 3-6: 65%

State Math:
Gr. 3-6: 62%

WES Writing:
Grade 5- 75%

RSU 38 Writing:
Grade 5- 50%

State Writing:
Grade 5- 50%

MES NECAP Results - 2013-2014

MES Reading:
Grade 3- 79%
Grade 4- 69%
Grade 5- 78%
Grade 6- 74%
Overall- 75 %

RSU 38 Reading:
Grade 3-74 %
Grade 4- 79%
Grade 5- 73%
Grade 6- 74%
Overall- 75%

State Reading:
Grade 3- 68%
Grade 4- 66%
Grade 5- 71%
Grade 6- 70%
Overall – 69%

MES Math:
Grade 3- 58%
Grade 4- 68%
Grade 5- 74%
Grade 6- 74%
Overall - 69%

RSU 38 Math:
Grade 3- 58%
Grade 4- 72%
Grade 5- 63%
Grade 6- 64%
Overall - 64%

State Math:
Grade 3- 59%
Grade 4- 63%
Grade 5- 63%
Grade 6- 61%
Overall- 62%

MES Writing:
Grade 5- 56%

RSU 38 Writing:
Grade 5- 50%

State Writing:
Grade 5- 50%

MTV NECAP Results - 2013-2014

MTV Reading:
Grade 3-73%
Grade 4- 72%
Grade 5- 53%
Grade 6- 62%
Overall- 65%

RSU 38 Reading:
Grade 3-74 %
Grade 4- 79%
Grade 5- 73%
Grade 6- 74%
Overall- 75%

State Reading:
Grade 3- 68%
Grade 4- 66%
Grade 5- 71%
Grade 6- 70%
Overall – 69%

MTV Math:
Grade 3- 58%
Grade 4- 73%
Grade 5- 65%
Grade 6- 66%
Overall- 66%

RSU 38 Math:
Grade 3- 58%
Grade 4- 72%
Grade 5- 63%
Grade 6- 64%
Overall - 64%

State Math:
Grade 3- 59%
Grade 4- 63%
Grade 5- 63%
Grade 6- 61%
Overall- 62

MTV Writing:
Grade 5- 31%

RSU 38 Writing:
Grade 5- 50%

State Writing:
Grade 5- 50%

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



Cathy Jacobs, Principal
Phyllis Cote, Office Coordinator

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

“A Caring School Community Dedicated to Excellence”

Maranacook Community Middle School-February Principal's report
February 5, 2014

Enrollment: Grade 8: 91 Grade 7: 105 Grade 6: 84 Total: 280

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NAEP: Maranacook Community Middle School has been selected to represent schools across the nation by participating in the technology and engineering literacy assessment for the National Assessment of Educational Progress. NAEP is the largest nationally representative assessment of what students know and can do in various subject areas. It is different from state assessments because it provides common measure of student achievement across the country. On February 27, the assessment will be administered to a random group of 8th graders on laptops provided by NAEP. The assessment will measure students' capacity to use, understand and evaluate technology, as well as to understand technological principles and strategies needed to develop solutions and achieve goals. We are excited that MCMS will be participating in NAEP and know that our students will help us show what our nations students know and are able to do.

Morning protocol: In order to get our students more physically active and to ease some of the crowding in the cafeteria in the morning, we have implemented a new protocol. When students arrive at school in the morning, they go to their advisor's room to drop off their things. From there they may go to the cafeteria for breakfast, to the media for a quiet place to read, to a classroom where they are supervised by a staff member or they may walk around the building in an orderly fashion. There is also an option to go outside with a staff member, weather permitting. We recently did a student survey to see how the kids liked the new process and we had an overwhelmingly positive response!

NWEA: We have recently finished the winter administration of the NWEA math and reading assessments in grades 6-8. At our next early release day on February 5 we will be analyzing this data, as well as our NECAP data, looking for trends and using a protocol to use this data to inform instruction. We will also explore and develop a plan to use data driven decisions around professional development, which includes a protocol to examine data to inform instruction.

Restorative Practices Intervention Study

Maranacook Community Middle School has recently been invited to participate in a Restorative Practices Intervention Study. The following information about the study has been provided to us by the RAND Corporation who is partnering with the International Institute for Restorative Practices, the Restorative Practices Collaborative of Maine, Spurwink, the Weikert Center, and schools throughout Maine to bring the Restorative Practices Intervention to our school.

What is Restorative Practices?

Restorative Practices is a proactive approach to school-wide positive behavior support based on communication and responsibility.

What are the benefits to my school?

Our school would be receiving Restorative Practices for free. This program is typically a \$45,000-\$60,000 investment. Research has shown that Restorative Practices reduces disciplinary referrals, suspensions and improves overall school climate. Teachers would be trained to train others in the model, so the intervention would sustain after the grant project ends.

Schools will receive Restorative Practices Intervention (RPI) training, materials, professional development and support for implementation. Through the study funded by a grant from the National Institutes of Health, RPI will work with all teachers, staff and students to improve academic and behavioral outcomes. However, not all schools will receive RPI at the same time. Decided at random, half the schools will start RPI in the 2014-2015 school year. The other half will start RPI beginning in the 2016-2017 school year.

Assessing the effectiveness of Restorative Practices Intervention (RPI)

Participating schools provide student-level data on student achievement, demographics, and behavioral infractions. Selected 6th and 7th grade staff and students complete two brief, confidential surveys and researchers regularly observe the implementation of RPI for two years.

We are excited to have been invited to participate in this study and are examining the pros and cons of being involved. The deadline for letting them know if we are in or not is mid February, so I will keep you updated on where we are at!!

MCS Students Mentor Middle School Students

This fall the school counselors at the middle and high schools began piloting a mentoring program during high school late start mornings. High school sophomores and juniors were invited to apply to mentor a middle school student from their previous middle school team. The interested high school students received training in November and December on the expectations of the program, the components of a successful mentoring relationship, characteristics of middle school students, how to handle potential difficulties and activities/resources available during mentoring sessions. Their middle school teachers who then made the matches with their former students recommended middle school students for the program. Royal team students and teachers are primarily involved in the pilot with a few exceptions. Student interest and parent permission were also required.

Mentoring pairs met for the first time in December for a short introductory meeting followed by a holiday cookie decorating party involving all 12 mentoring pairs before the holiday break. Some examples of how the mentoring pairs are spending their time together in the new year include card/board games, talking, crafts, homework, walking, art, etc. The mentoring pairs are off to a great start and will continue until the end of the school year. The school counselors are hoping to expand the program to include more students in the future.

Thank you, Gwen Robertson Mohlar and Kristen Levesque for shepherding this program!!!

Again, please come visit our school anytime! We would love to showcase all of the exciting learning that is happening here every day!!



MARANACOOK COMMUNITY HIGH SCHOOL

RSU#38

2250 Millard Harrison Drive

Readfield, Maine 04355

Office (207)685-4923

Fax (207)685-9597

Dwayne Conway, Principal
Al MacGregor, Student Services Director

Steve DeAngelis, Dean of Students
Pat Stanton, Dean of Students

8a.

School Board Report 1/30/14

The winter sports season is quickly winding down, with all the teams in position to make the playoffs. The hockey team currently has 5 wins 6 losses and holds the last position for making the tournament. The team has seven games remaining in the regular season. Playoffs begin on February 25th.

The boys and girls basketball team are competing in Class "C" this year. The teams have two games remaining on their regular season schedule. Tournament games will take place at the Augusta Civic Center. The boys have 12 wins and 4 losses and are currently seeded 5th in the league points. There is a good possibility that the boys would host a preliminary tournament game on February 12th. The girls have 11 wins and 5 losses and currently 2nd in the league point standings. At this time the girls would be playing February 18, at the Augusta Civic Center.

The ski teams are having another strong season. Nordic conference championships will be held on February 5th, at Black Mountain, and February 8th, at Titcomb. Class B Nordic State Championship will be at Sugarloaf Outdoor Center on February 20 and 21. The Alpine conference championship will take place on February 12, at Black Mountain and February 15th at Titcomb Mountain. The Class B Alpine state championship is February 28th and March 1st, at Mt Abram.

We are currently in the middle of NWEA testing at the high school. This is the first time we have tested in the winter. Traditionally, we only test in the spring. Starting next year freshman and sophomores will be tested in the fall, winter and spring. Our goal is to use this data to help group our learners, meet them where they are at so the learning is relevant and help guide them to where they need to be. I'm excited that we are embracing this approach as a school.

Respectfully submitted,
Dwayne Conway

Enrollment as of 1/01/14
Freshmen-95 same as last report,
Sophomore-117 same as last report
Juniors-99 -1 from last report
Seniors-102 + 1 from last report

Adult and Community Education January Report

Adult education's primary goal "is to provide adults with educational opportunities needed to succeed in their roles as workers, family and community members". To foster a working relationship with the local towns, I have met with all of the town managers and boards of selectmen in Mt. Vernon, Manchester, Readfield and Wayne. My next directive is to begin attending meetings of the local chamber of commerce and presenting at some of the other area civic groups. The purpose of these informational sessions is to actively engage community members in conversations designed to assist us in continuing to refine, expand and improve on our local adult and community education program.

To continue to work to better connect our AE program with the local communities I have begun serving as a member of our district communications committee. This position allows me to work with the other participating members to design a comprehensive district communications plan, for our local communities, of which adult education is an integral component.

Board member Bonnie Simcock and I continue our discussions and work reorganizing the Adult and Community Education Committee. We are currently reevaluating the committee's duties and function, working to identify new members and creating an online community survey, designed to evaluate AE needs within our communities. This survey will be part of our comprehensive plan on working toward a system of continual improvement within our AE program.

The High School Equivalency Test (HiSET) has replaced the General Education Development (GED) diploma as Maine's High School Equivalency Assessment. On January 28th 2014, HiSET testing began in Maine and adult education students are now able to take this new paper based test from any certified adult education center in the state. Because HiSET's subject tests are similar to the GED, Maine will be able to apply the passing scores of GED subject tests to the HiSET. This means that students who started the GED, can continue and complete the remaining subject tests in HiSET. These GED/HiSET hybrid tests, however, **MUST** be completed before December 1st, 2014 or students will lose **ALL** previously completed GED subject tests. There is **NO COST** for Maine residents to prepare for and take the HiSET. Local adult education programs are state subsidized and therefore able to provide HiSET testing, preparation materials, pre-tests and instruction, at no cost to the learner. For more information on the new High School Equivalency Test (HiSET), please see: hiset.ets.org.

Using funds from our 2013-14 Maine College Access Challenge Grant (MCACG) and our new College Transitions (CT) Grant, we are expanding our capabilities to provide career counseling and college preparatory assistance to our local adult populations. We are currently planning to host a career night later in the spring where individuals can attend and learn resume writing, interview skills and other critical tools necessary in helping them build successful and fulfilling careers.

On January 2nd I was informed that we had received a new MARTI Grant. This grant provides \$5,000 in new technology for our program to offer additional support to our GED/HiSET students who face barriers to their education such as transportation, childcare, and work related issues. Specifically, we plan to reach out to motivated students, experiencing these difficulties and deliver an efficient and effective learning experience.

The winter/spring version of the RSU 38 Adult and Community Education brochure has been mailed to individuals in our surrounding communities and delivered to drop off locations including town halls, libraries, country stores and schools, I ask the board and local community members to help spread the word about our educational services and many enrichment programs.

Adult Education continues to embrace the use of social media as a means of reaching a larger audience of potential adult learners and to provide our current students with access to a variety of useful information, concerning our program. Maranacook Adult and Community Education maintains a twitter feed (@Maranacookaded) and a Facebook account (facebook.com/Maranacookadulded). Follow us on Twitter or LIKE us on Facebook and receive periodic updates!

Thank you,

Stephen Vose

A Caring School Community Dedicated To Excellence

**WARRANT ARTICLE RECONCILIATION
REGIONAL SCHOOL UNIT NO. 38
2013-2014
January 30, 2014**

<u>DESCRIPTION</u>	<u>APPROVED</u>	<u>10/2/2013 TRANSFER</u>	<u>ADJUSTED</u>	<u>EXPENDED</u>	<u>ENCUMBERED</u>	8a.	
						<u>REMAINING</u>	<u>% REMAIN</u>
Regular Instruction	6,678,656.00	(70,281.00)	6,608,375.00	3,718,164.13	43,622.71	2,846,588.16	42.62%
Special Education	1,953,987.00	29,481.00	1,983,468.00	995,224.65	0.00	988,243.35	50.58%
Career & Technical Educ.	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Other Instruction	403,384.00	1,967.00	405,351.00	225,283.26	1,545.56	178,522.18	44.26%
Student & Staff Support	1,591,639.00	23,050.00	1,614,689.00	911,559.87	64,078.27	639,050.86	40.15%
System Administration	496,364.00	4,152.00	500,516.00	316,146.36	162.00	184,207.64	37.11%
School Administration	840,480.00	11,631.00	852,111.00	502,760.87	3,724.02	345,626.11	41.12%
Transportation	956,127.00	0.00	956,127.00	586,981.25	11,924.01	357,221.74	37.36%
Facilities/Maintenance	1,939,559.00	0.00	1,939,559.00	1,238,831.63	175,659.23	525,068.14	27.07%
Debt Service	758,854.00	0.00	758,854.00	648,556.53	0.00	110,297.47	14.53%
All Other Expenses	105,737.00	0.00	105,737.00	80,713.50	0.00	25,023.50	23.67%
TOTAL BUDGET	15,724,787.00	0.00	15,724,787.00	9,224,222.05	300,715.80	6,199,849.15	39.43%

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 2013-2014.

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

Maranacook Area School District

Regional School Unit No. 38

A Caring School Community Dedicated to Excellence

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

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

Tel. 207-685-3336

Ryan Meserve
Special Education Director

Brigette Williams
Finance Manager

Fax. 207-685-4703

8a.

1/29/14

Special Education Board Report:

Now that we are half way through the school year it is time to slowly begin planning for the upcoming transitions. In the spring we always have our Child Development Service transition meetings to facilitate students coming from pre-K to Kindergarten. As a department we also start talking about the other transitions for students from 5th to 6th grade, 8th to 9th grade and also those students graduating in June.

On February 5th we have a district-wide workshop day and the special education staff will begin the discussion of what those transitions may look like and how best to support the students, families and staff. Below is a list of our agenda for that meeting:

- Discussion of Upcoming Student Transitions (CDS to K, 5th to 6th, 8th to 9th and Graduation)
- Review of the Maine Department of Education's (DOE) new policy on Standards-Based Individualized Education Plans (IEPs).
- State Standards, the Common Core (CCSS) and their role in IEPs.
- DOE's updated guidance on Initial Consent for Services and Written Notification to parents.

Just this week a team of administrators and teachers attended a DOE workshop on CCSS and IEPs in Augusta. I plan on communicating the results and next implementation steps to staff at this next workshop day. The new guidance from DOE is going to require us to include important Standards within the student's IEP. The IEP team will create plans and goals that target these identified areas for both the regular education staff and special education staff to work on. Further training will be required for staff, both at the State and district-level, though we are well on our way with regards to the targeted implementation cycle.

I look forward to any questions you may have and hope all is well.

Sincerely,

Ryan Meserve
Special Education Director

1/29/14

To: RSU #38 Board of Directors
From: Nancy Harriman
Re: February Curriculum Report

COMMON CORE STANDARDS

This morning I heard an interesting news report of controversy about the Common Core Standards in New York state. The objection did not seem to be to the content of the standards, the main objection seemed to be to the amount and type of testing involved in implementing the standards. I found this a little surprising because New York has a long standing tradition of state determined curriculum and high stakes testing to earn a “proficiency-based diploma,” the Regents diploma. Maine has a different context, and until the 2000 passage of the Maine Learning Results, a tradition of local control over curriculum and graduation requirements. Since then, efforts to implement a consistent standards-based diploma have not taken hold throughout the state. The new proficiency-based diploma law is intended to change that.

The new Common Core standards are rigorous, and require a high level of independent reading, writing, thinking, and problem solving. The new standards have the potential to change the focus of K-12 schooling from meeting minimal skill requirements to applying mathematical and analytical thinking strategies to solve complex real life problems. Establishing an expectation that all students will demonstrate academic proficiency at that level is a shift that will require the support of the whole educational community, including students, staff, board members, parents, and employers and extended family members. What can we do in RSU #38 to get parents, students, and community members involved and on board?

IN THE CLASSROOM

Teachers need curriculum BASED ON rigorous standards – this requires more than alignment, like we did with MLR. It’s not enough to read through the standards and see which topics are already taught. Understanding the depth of thinking in the new standards requires time for teachers to “unpack” the standards to articulate what concepts and level of skill fluency is needed by students to demonstrate the standard.

In RSU #38 the math coach, literacy coach, and curriculum coordinator have been meeting with grade level teams, K-8, to study the standards and then develop new curriculum units and common assessments based on the standards. It’s labor-intensive work, but has a great payoff. Teachers learn from each other as they do the math involved and debate what format of assessment question best assesses the standard.

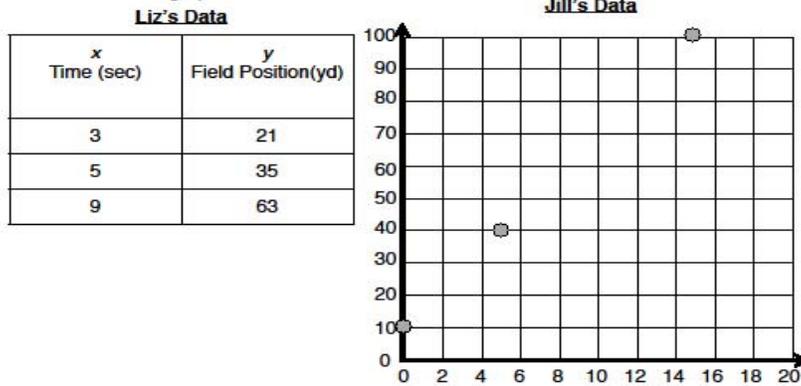
ASSESSMENTS BASED ON COMMON CORE STANDARDS

As required by federal law, Maine will continue to have a state assessment (*formerly the MEA, then the NECAP, next year the SBAC*) to assess students Gr. 3-10 on the standards. However, the common assessments teachers develop to use as pre and post tests for units are most useful for planning instruction and documenting students’ growth month to month throughout the school year. A sample *draft* question and the rubric for scoring the question (from an 8th grade math assessment we recently developed) are attached on the next page.

4. (EE.6)

Liz and Jill are teammates on the field hockey team. Their team is currently near the end of a game. The score is tied, and one of the current players is tired. The coach has to determine who to send in as a substitute, Liz or Jill. She needs the faster player to help set up what could be the winning goal.

The coach collected data for each player earlier in the game. Liz's data are shown in the table. Jill's data are shown in the graph.



a. Create an equation in slope intercept form that could be used to predict Liz's position at any time.

b. Create an equation in slope intercept form that could be used to predict Jill's position at any time.

c. Which player should the coach send in? _____

d. Use the equations to convince the coach that your answer is correct:

Standard 8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

Rubric For Scoring:

Standard	Outcomes	Item	1	2	3	4
8.EE.5	Derive an equation ($y=mx+b$) for a line intercepting the vertical axis at b.	4	Attempts to create equation	Create an accurate equation for one linear function depicted in data on a table or on a graph (a OR b correct)	a. Create an equation for a linear function depicted in data on a table b. Create an equation for a linear function depicted in data on a graph	
	Compare two different linear relationships portrayed in different ways (using graphs, tables & equations)	4	Attempts to explain choice of function	c. choose best fit solution for problem d. some misconceptions or missing evidence in explanation	c. choose and d. explain best function to solve a word problem (include at least two properties of function)	

Superintendent's Report

February 5, 2014

While the weather created an interesting challenge in returning to school from the holidays, teachers and staff quickly got back into routine and down to the work of educating our students. On January 7th, in accordance with the requirements for administrator training in anticipated passing of Chapter 180: Performance Evaluation and Professional Growth Systems, RSU #38 administrators attended a training on using Marzano's Teaching Standards as an observational tool. We then used our new knowledge and skills gained at the training during our A-Team meeting on January 23 when we conducted observational rounds at Readfield Elementary School. Teams of administrators visited the classrooms of some teachers who graciously allowed us to practice our skills using Marzano's Teaching Standards as we observed in their classrooms. Then the administrative team met to calibrate their findings. We will continue this training throughout the year and plan to observe at the middle school in early February.

In preparation for the state mandated proficiency-based diploma, Nancy Harriman and I met with the combined high school and middle school leadership teams to share a general plan for re-aligning our curriculum with the Maine Standards and creating an assessment system that will provide evidence that students have met proficiency standards. Nancy, Sarah Caban, and Barbara Bourgoine continue to work with teams of teachers to provide assistance and expertise in this work.

On the release afternoon on January 17 middle school teachers met to score a newly created Informational Reading assessment based on the Common Core standards as part of the effort to move to the proficiency based diploma. Also on that release afternoon, elementary teachers met with Kellie Smith who provided additional professional development on the Lucy Calkins writing program that we are implementing this year. High School teachers met in department teams to develop plans for their work as we move toward proficiency based diplomas.

Hopefully you have visited the RSU #38 website and viewed some of the budget materials that we are providing to the community in an effort to promote transparency of the budget development process. Materials will be published on the web site after they have been supplied to RSU #38 School Board members.

I continue to find reasons to be proud of our RSU #38 students. This week I received two emails from administrators in other Maine school districts regarding the members of our Alpine and Nordic track teams. Our students traveled to Sugarloaf to "coach" Special Olympians from all over the state and wowed everyone with their skill, patience, and perseverance in working with these students. This serves as another example of our success in becoming "a caring school community dedicated to excellence."

Respectfully submitted,

Donna H. Wolfrom

Excerpts from two emails sent to Superintendent Wolfrom

I just returned from supporting RSU 57 Special Olympians at Sugarloaf and wanted to share with you how wonderful your Nordic and Alpine athletes were. The Nordic team took our Nordic athletes out and trained one on one with them for over an hour. They were amazing! Patient, kind, helpful and so dedicated to the task at hand. Later in the day I had the opportunity to observe some of your Alpine athletes doing the same! What an outstanding group of young athletes and how fortunate for them to have this opportunity. I am impressed. Thank you for allowing them the opportunity to coach Special Olympians.

Susan M. Prince
RSU 57
Special Education Director

Hi! I wanted to take a moment to recognize and give thanks to the Maranacook Ski Team's student-athletes and coaches for the time and effort that they gave to the students who participated in the Special Olympics these past few days. I want to also give Special Thanks for the extra time and effort they gave and spent with my students. The students of Massabesic High School got to the event early and all reports that I received talked about the willingness of your kids and coaches to spend and give extra time to work with mine!

Please know that Maranacook was well represented by the dignity and respect shown by your student-athletes and staff! Each spring 20-30 Massabesic High School students volunteer their time at Special Olympics and I was glad to see that other schools also realize the value of such efforts!

Three cheers go to Maranacook!

My best,

Christian Elkington
Principal
Massabesic High School

RSU No. 38 Policy Committee
Superintendent's Office
January 13, 2014
6:15 – 7:30 p.m.
DRAFT Minutes of Meeting

Present: Bonnie Simcock, David Greenham, Superintendent Donna Wolfrom, Finance Manager
 Brigitte Williams

Excused: Lisa Montagna, Madeline Snow

Other: John Harker

1. Review comments/suggestions on following policies and recommend for second readings:
ADF, School District Commitment to Learning Results – one minor change was recommended, adding the word “Maine” to the title of the policy.

BBA, Board Powers and Responsibilities – addition of cross reference to Policy IG – Curriculum Development and Adoption. No other revisions were recommended.

BCA, Board Member Code of Ethics – the committee reviewed the recommended revisions presented by David Greenham at the December Board meeting. The revised policy will be presented for second reading.

DN, School Properties Disposition – no additional revisions were recommended.

Policies ADF, BBA, BCA, and DN were recommended for second reading as presented.

2. Review Policies for first readings:
DFA, Revenues From Investments (revised) – this is not a required policy, but the Auditors recommended adopting this policy in 2010, and have provided additional wording to include pertaining to investment objectives. The currently policy was reviewed against the MSMA sample policy and a draft policy provided by the District’s auditors to include a section on the safety, maintenance of liquidity, and income of investments. The policy committee recommends Policy DFA for first reading as revised.

KDB, Freedom of Access/Public’s Right To Know (new) – this is not a required policy, but it was recommended that the District adopt a policy. The Policy Committee worked with a sample policy from MSMA to prepare a first draft for Board consideration. The policy committee recommends Policy KDB for first reading.
3. Set next meeting – next meeting will be scheduled via email for February.
4. Other

Teacher Evaluation Committee Minutes
January 29, 2014

Present: Donna Wolfrom, Mary O'Brien, Deb Dubord, Barbara Bourgoine, Denise Churchill, Sarah Caban, Lynette Johnson, Jeff Boston

1. Review Trends in Teacher Evaluation Article-

Varies from State to State in amount of direct control. 23 states require or recommend student achievement data count for half of teacher evaluations. *Which States are these?* Every state requires observations - 33 recommend at least once/year- other measures: student/parent surveys, lesson plan reviews, student work samples, self reflections, & portfolios

Where's the research? Studies have not found a direct correlation between teacher effectiveness and student performance on achievement tests when studied over a span of years.

2. Review the Rule: Chapter 180

PE/PG law requirements:

Set of standards, student learning and **growth** (not just achievement) measures like a pre and post tests (at least 25%), other measures, rating levels and method of arriving at summative effectiveness rating, results and consequences for each level of rating, implementation procedures, educator involvement & training, and a Steering committee

Summative evaluation does not need to be done on every teacher every year, but all educators need yearly prof observation and formative feedback each year

Must include a peer review component and opportunities for educators to share, learn and improve practice: portfolio review, coaching, mentoring, PLC, and targeted prof development

Summative effectiveness ratings determined during the pilot period can not be used for employment action or additional compensation

Steering Committee is involved in the evaluation of the results of the pilot

3. Discuss rubric/scoring guide for MSAD #55 example (pg. 25-27, TEPG Evaluation Process and Timeline document)

Summative Effectiveness Rating

64 points = 16 Standards (1-4 rating for each),

6 points = Student surveys

22 points = Student learning objectives

8 points = Prof Growth Plan

Total =100 points

85+ = Distinguished

70-84 = Effective

60- 69 = Developing

Below 60 = Ineffective

SLOs (student learning objectives) - points determined by the percentage of students meeting growth targets as set by the teacher

4. Discuss system for RSU19, especially pgs.10-20

Four Step plan:

1. Expectations & Goal-setting
2. Evidence, feedback, & growth
3. Reflecting & Rating
4. Plans & Pathways

Weighting:

45% Professional Practice = classroom observations (administers & peers), teacher-led evidence collection

30% Professional Growth = goal setting, goal progress and attainment

25% Learner Growth = Standardized tests (if available), Student Learning Objectives (SLOs)

5. Menu of Possible Elements:

Break into two groups to discuss required pieces and possible elements. Meet together to discuss small group work

Need to revisit this next meeting as we ran out of time- Please bring sheets with notes from today.

Next Meeting: February 25th. This is a Tuesday.

Denise Churchill

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