

REGIONAL SCHOOL UNIT NO. 38 BOARD OF DIRECTORS

Maranacook Community High School

January 7, 2015, 6:30 p.m.

AGENDA

1. Call to order:
2. Consent Agenda: (5 min.)
 - a. Approval of Minutes of December 17, 2014*
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: (60 min.)
 - a. Policy Second Readings*:
 - AEB, Recognition By School Board Guidelines
 - BCB, Conflict of Interest
 - BGC, Policy Errors and Inconsistencies
 - DJ, Bidding/Purchasing Requirements
 - GBEBB, Staff Standards of Conduct With Students
 - JJE, Student Fundraising (current DF)
 - JJIAB, Public Charter School Students – Access to Non-Charter Public School Extracurricular and Interscholastic Activities (new)
 - b. Policy First Readings*:
 - DFF, Student Activity Funds (new)
 - DJH, Purchasing and Contracting: Procurement Staff Code of Conduct
 - c. Fiscal Year 16 Budget Review/Goals
7. 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. Winter Coaching and Co-Curricular Appointments*
 - c. Ad Hoc Groups:
 - Awesome Bear Society – 01/14/15, MCHS, 6:30 p.m.
 - d. Committee Reports:
 - Capital Area Technical Center (CATC) – 02/03/15, Augusta, 10:30 a.m.
 - Health Services Advisory Council* – 01/27/15 (snow date 01/28), MCHS Media Ctr., 6:30 p.m.
 - Policy* – 01/12/15, Superintendent's Office, 6:15 p.m.
 - School Health Leadership Council* - 02/25/15, MCHS Conf Room B, 3:15 p.m.
 - Teacher Evaluation* - 01/28/15, Superintendent's Office, 3:30 p.m.
8. 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.

REGIONAL SCHOOL UNIT NO. 38 BOARD OF DIRECTORS
Maranacook Community High School
December 17, 2014
Minutes of Meeting

Members Present: Chair David Greenham, John Blouin, Gary Carr, Russell Evans, Stephen Hayes, Pia Holmes, Trish Jackson, Shawn Roderick, Bonnie Simcock, Terri Watson
 Members Excused: Michael Apolito, Vice Chair Melissa O'Neal, Richard Spencer
 Administrators: Superintendent Donna Wolfrom, Principals Jeff Bridges, Dwayne Conway, Janet Delmar, Cathy Jacobs, Finance Manager Brigette Williams

1. Call to order: Chair Greenham called the meeting to order at 6:39 p.m.
 Chair Greenham made introduction of Kelly Thompson High School Office Coordinator (filling in for Donna Foster). Introduction of new school board members Pia Holmes and Trish Jackson.
2. Consent Agenda:
 Evans requested that the approval of Minutes be voted on separately.
 - a. Approval of Minutes of December 3, 2014
MOTION by Simcock, second by Blouin to approve the Minutes of December 3, 2014 as presented. **Motion Carried:** 9 in favor, 0 opposed, 1 abstained (Evans)
 - b. Approval of Out-of-Country Travel – German American Partnership Program (GAPP)
 - c. Acceptance of Capital Area Technical Center (CATC) Cooperative Agreement
 - d. Appointment of first probationary contract teacher, Middle School Foreign Language, Tesse Rau
MOTION by Evans, second by Simcock to approve items b., c., and d., of the consent agenda as presented. **Motion Carried:** Unanimous
3. Citizens' Comments: None
4. Additions/Adjustments to the Agenda by Board and/or Superintendent: None
5. Action/Discussion/Informational Items:
 - a. Approval to extend Superintendent Donna H. Wolfrom's Contract to June of 2017
 Chair Greenham reported that the board completed Superintendent Wolfrom's evaluation on November 23, 2014 and remains to be impressed with her performance in all areas. She has proven to demonstrate success in many areas, to include: communication with the community, staff and the board; leadership; supervision; staff development; school management and much more.
MOTION by Hayes to approve the extension of Donna H. Wolfrom's contract to June of 2017, second by Watson. **Motion Carried:** unanimous
6. Board Workshop:
 - a. Report from Universal Pre-K Study Committee:
 District Pre-K Teachers, Kerry Welch (RES), Karen Toothaker (MES), and Danielle Judkins (MVES) presented on the work of the Universal Pre-K Study Committee, outlining the district's programs. A video was presented showing the educational and social school readiness a Pre- K program offers students and the increase in success of students that attend a Pre- K program. An overview of the research was presented (handout). The discussion spoke to the successful collaboration with HeadStart and the resources they offer our school district. HeadStart offers three assessments per year as well as helps to train RSU 38's staff. They offer a family representative that assists families in locating needed resources and much more.

HeadStart also provides professional development to our staff and supports staff with pre-school screening. Board member Hayes wanted to recognize the important role HeadStart plays in our district.

Question was asked to define “Universal”, Donna Wolfrom stated, Universal would indicate that we would provide Pre-K to all students, including busing of all students.

What would be the overall cost increase?

Concern was raised about available space.

Recommendations to the Board by the committee includes:

1. Universal Pre-K to be moved from pilot/exploratory status to be made a permanent component of RSU #38
2. Placement of students would be flexible based on space
3. Ratio of 1 teacher to 8 students; over 8 students 1 teacher and 1 ed tech
4. Maximum of 16 students per class
5. Expand our relationship with HeadStart
6. Work with HeadStart to provide universal screening of Pre-K students
7. Collaborate with private day care providers in RSU #38
8. Provide universal transportation
9. RSU #38 will provide 100% of funding for Pre-K program combined with HeadStart staffing/support/services.

b. Report from 5th Grade Transition Study Committee

Dwayne Conway, Bonnie Gasper, Tammy McLaughlin presented on the work of the Fifth Grade Transition Committee and made a recommendation that at this time to not recommend the fifth grade be moved to the middle school. The committee is comprised of board members, teachers, administrators and parents.

The Guiding question the committee used during this study was, is having 5th grade in our middle school the right choice for our community? The committee met 3 times over the fall and visited Gray/New Gloucester Middle School and Westbrook. They also had two guest speakers attend their meetings from Gray/New Gloucester and Auburn Schools. A packet of research and recommendation was presented to the board. It was noted that fourth grade parents were targeted for this group; however it was advertised to all parents.

Discussion followed. Community members asked what process will the board use to inform the community members if this topic is brought back for consideration? It was noted that all minutes are online on our websites and the board feels the 5th grade transiting to the middle school is a non issue as the topic has already been voted down. The 5th grade committee asked to be notified if this issue is brought to the board again? Chair Greenham stated a letter would be sent to Mr. Conway notifying him that if there is any further conversation about considering moving the fifth grade to the middle school that he will inform the committee.

The Pre-K and Fifth Grade recommendations are not up for a vote and have not been presented as formal budgetary considerations at this time. These committees were formed because of a budget commitment that was passed last year to keep to a zero increase in the overall budget for 2014- 2015.

7. Adjournment: **MOTION** and second to adjourn at 9:10 p.m.

Respectfully submitted,
 Donna H. Wolfrom, Superintendent/Secretary
 Recorded by: K. Thompson

REGIONAL SCHOOL UNIT NO. 38
RECOGNITION BY SCHOOL BOARD GUIDELINES

The Regional School Unit No. 38 Board understands the importance of recognizing individuals who perform at a level that exceeds expectations. These individuals may have received recognition for a superior performance in an event or activity, academic or cultural activity, or have provided services to the school or district.

The Board may give recognition, awards or tokens of appreciation to retiring teachers or administrators or to school unit employees to acknowledge many years of service to the District.

The Board may also give recognition or awards to students of staff for outstanding accomplishments, and to community members for their volunteer services or gifts/donations to the schools.

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

REGIONAL SCHOOL UNIT NO. 38 CONFLICT OF INTEREST

Board service is a matter of public trust. In making decisions that affect the Regional School Unit No. 38 schools, Board members have the duty to act in the interest of the common good and for the benefit of the people they represent.

A conflict of interest may arise when there is an incompatibility between a Board member's personal interest and his/her responsibilities as an elected official in a matter proposed or pending before the Board. Board members have a legal and ethical responsibility to avoid not only conflict of interest, but the appearance of conflict of interest as well.

Financial Interest

A Board member has a financial interest in a question or contract under consideration when he/she or a member of his/her immediate family may derive some financial or other material benefit or loss as a result of the Board action. The vote of the Board is voidable if a Board member has a financial interest and votes on that question or is involved in the discussion, negotiation, or award of a contract or other action in which he/she has a financial interest.

In order to prevent the vote on a question or contract from being voidable, a Board member who has a financial interest must:

- A. Make full disclosure of his/her interest before any action is taken; and
- B. Abstain from voting, from the negotiation or award of the contract and from otherwise attempting to influence the decision.

The Secretary of the Board shall record in the minutes of the meeting the member's disclosure and abstention from taking part in the decision in which he/she has an interest.

It is not the intent of this policy to prevent a Board member from voting or the school unit from contracting with a business because a Board member is an employee of that business or has another, indirect interest but is designed to prevent the placing of Board members in a position where their interest in the schools and their interest in their places of employment may conflict and to avoid appearances of conflict of interest.

Appearance of Conflict of Interest

A Board member should do nothing to give the impression that his/her position or vote on an issue is influenced by anything other than a fair consideration of all sides of a question.

Board members shall attempt to avoid the appearance of conflict of interest by disclosure and/or by abstention.

Appointment to Office and Other Employment

A Board member may not, during the time the member serves on the Board and for one year after the member ceases to serve on the Board, be appointed to any civil office of profit or employment position which has been created or the compensation of which has been increased by action of the Board during the time the member served on the Board.

Employment

A member of the Board or spouse of a member may not be an employee in a public school within the jurisdiction of the Board to which the member is elected. ~~or in a contract high school or academy located within a supervisory union in which the member is a representative on the union committee.~~

Board Members as Volunteers

A member of the Board ~~or spouse of a member~~ may not serve as a volunteer when that volunteer has primary responsibility for a curricular, co-curricular or extracurricular program or activity and reports directly to the Superintendent, principal, athletic director or other school administrator. ~~in a public school within the jurisdiction of the Board to which the member is elected, or in a contract high school or academy located within a supervisory union in which the member is a representative on the school committee.~~

~~Volunteer activities of a member of the Board or member's spouse other than in roles that are prohibited by this section may be prescribed by policies developed and approved by the Board.~~

Definitions

For the purposes of this policy, the following statutory definitions apply:

- A. "Employee" means a person who receives monetary payment or benefits, no matter the amount paid or hours worked, for personal services performed for a school administrative unit.
- B. "Volunteer" means a person who performs personal services for a school administrative unit without monetary payments or benefits of any kind or amount.

Legal Reference: 20-A M.R.S.A. § 1002-1004
20-A M.R.S.A. § 1315 (SADS's)
30-A M.R.S.A. § 2604-2606

Cross Reference: BCA-Board Member Code of Ethics

Adopted: _____

Policy No: BGC

**REGIONAL SCHOOL UNIT NO. 38
POLICY ERRORS AND INCONSISTENCIES**

The following errors or inconsistencies in Board policies may be corrected by the Superintendent/designee at any time without the need for Policy Committee or Board approval.

1. Misspellings. Misspelled words may be corrected.
2. Cross-References. Cross-references in policies may be changed to agree with new, amended, renumbered, reallocated, or corrected statutes, rules or policies.
3. Capitalization. Improper capitalization may be corrected.
4. Punctuation. Punctuation, including hyphenation, may be corrected.
5. Errors. Obvious clerical, typographical or grammatical errors may be corrected.

The Superintendent/designee will advise the Board of such changes, in writing, within 30 days.

Re-coding or re-numbering of adopted policies shall require the consent of the Policy Committee but shall not require the approval of the Board. The Policy Committee will report such changes at the Board's next regular business meeting.

Addition, deletion or modification of language for the purpose of clarifying the intent of an adopted policy shall require the approval of the Board.

Board members who perceive errors or inconsistencies in Board policies, or who believe the intent of a policy needs clarification, should notify the Policy Committee.

The Superintendent/designee will be responsible for updating the Board's online Policy Manual as soon as practicable to reflect changes made in accordance with this policy.

Revised: _____

**REGIONAL SCHOOL UNIT NO. 38
BIDDING/PURCHASING REQUIREMENTS**

The School Board expects all purchases made by the school unit to be consistent with applicable laws and sound business practices. The Superintendent shall be responsible for developing and implementing administrative procedures for bidding and purchasing consistent with this policy.

This policy is intended solely as an internal guide to purchasing by the school unit. It does not afford any vendor any property or contractual rights against the school unit. No vendor shall have any enforceable rights against the school unit based upon this policy or alleged violations of this policy. No vendor shall have any rights against the school unit until such time as a written contract between the vendor and the school unit is executed by the vendor and an authorized representative of the school unit.

- A. **Bidding Required by Law.** Maine law requires the Board to competitively bid property and casualty insurance; school bus and transportation contracts in excess of \$4,000; school building construction, alterations and repairs over \$250,000; bond anticipation notes for state-subsidized school construction projects; and lease purchase financing of buildings whose lease purchase costs qualify for state subsidy.
- B. **Competitive Bidding of Other Purchases.** Where bidding is not required by law, it shall be the policy of the school unit to competitively bid purchases of equipment, supplies, materials or services over \$5,000.00 provided that it is practical and cost-effective to specify the materials or services with sufficient particularity to allow meaningful comparison of bids.

If competitive bidding is not utilized, the Superintendent may seek Requests for Proposals (RFP) for purchases over \$5,000.00. Proposals may be negotiated in the best interest of the school unit. An RFP identifies the need the school unit intends to meet, but permits the vendor to propose the manner in which the work is to be performed and the materials to be used.

The Superintendent may forego the competitive bid or RFP process only when he/she determines that quality, expertise, time factors, or other important considerations outweigh the possible benefits of bidding or requesting proposals. In each such case, the Board shall be informed of the Superintendent's decision and the reasons for it in advance of entering into a contract.

- C. **Procedures for Bidding and Requesting Proposals.** The method of notification that the school unit uses to solicit bids and proposals shall be reasonably designed to attract qualified vendors. Depending upon the circumstances, such notification may include public advertising; mailing of notices to potential vendors; and/or telephone calls to potential vendors (in the case of RFPs).

Bid Procedures

- A. The notification shall specify the deadline for submitting bids and the time and place of bid opening. Bid alternates shall be permitted at the discretion of the Superintendent. The notice shall reserve the right of the school unit to reject any or all bids, and to

waive technical or immaterial nonconformities in bids if in the best interest of the school unit, and to exercise judgment in evaluating bids.

- B. **Written bids.** Bids shall be in writing, sealed with outside envelope or wrapper plainly marked “Bid, not to be opened until (insert appropriate date),” and mailed or filed with the Superintendent of the unit.
- C. **Time of opening.** A School Board member or employee of the school unit may not open a bid until the appointed time.
- D. **Public opening.** At the time and place stated in the public notice, and open to the public, all bids shall be opened by the Superintendent or, in the Superintendent’s absence or disability, by any School Board member designated for the purpose by the Chair of the School Board.
- E. **Reading.** If any citizens who are not School Board members or employees of the school unit or if any representatives of the press are present, bids shall, at that time, either be made available for examination by them or shall be read aloud in a manner to be heard plainly by those in attendance.
- F. In general, the School Board will award contracts to the lowest responsive bidder that the Superintendent and School Board deem can satisfactorily fulfill the contract.

RFP Procedures

- A. Proposals should be submitted in the manner specified in the RFP, which shall be appropriate for the goods and services being purchased. If requests for RFPs are made by telephone, at least three vendors shall be contacted.
- B. Proposals are to be evaluated based on criteria appropriate for the project in question, and the contract will be awarded to the vendor whom the Superintendent and School Board deem best able to meet the requirements of the school unit.

Legal Reference: 5 MRSA § 1743-A
 20-A MRSA §§ 1001(14), 5401(13)(D); 5402
 20-A MRSA § 1314
 30-A MRSA §6006-E
 Maine State Board of Education Rules for Major Capital School Improvement Projects (Chapter 61, §11(5))
 Maine Department of Education and Maine Municipal Bond Bank Rules for Maine School Facilities Program and School Revolving Renovation Fund Program (Chapter 64, §6)

Revised: _____

REGIONAL SCHOOL UNIT NO. 38
STAFF STANDARDS OF CONDUCT WITH STUDENTS

The Board expects all staff members, including teachers, coaches, counselors, administrators and others to maintain the highest professional, moral, and ethical standards in their conduct with students.

The intent of this policy is to ensure that the interactions and relationships between staff members and students should be based upon mutual respect, trust; that staff members understand the importance of maintaining appropriate boundaries between adults and students in an educational setting; and that staff members conduct themselves in a manner consistent with the educational mission of the school. The educational setting, for the purpose of this policy, includes approved curricular and co-curricular activities and the transportation of students participating in these activities.

It is understood that staff members and their children may interact with and have friendships with the families of students outside the school. This policy is not intended to prohibit such interactions and friendships, provided that professional boundaries are maintained at all times.

Before engaging in the following activities, staff members are expected to review the activity with their building principal or supervisor, as appropriate:

- Driving students home or to other locations for school related activities (with parent permission);
- Inviting or allowing students to visit the staff member's home (unless the student's parents/guardians approves of the activity, such as when a student babysits or performs chores for a staff member);
- Visiting a student at home or in another location, unless on official school business known to the parent/guardian;

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff shall discuss with their building administrator or supervisor whenever they are not certain that particular conduct would be considered a violation of this policy.

Reporting Violations

Students and/or their parents/guardians are strongly encouraged to notify the Principal or Superintendent if they believe a teacher or other staff member may be engaging in conduct that may violate this policy.

Staff shall promptly notify the appropriate building administrator or the Superintendent if they become aware of a situation that may constitute a violation of this policy.

Disciplinary Action

Staff violations of this policy shall result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services, the District Attorney and/or law enforcement.

Notice

This policy shall be included in all staff and student handbooks.

Cross Reference: ACAA – Harassment and Sexual Harassment of Students Policy
 ACAB – Harassment and Sexual Harassment of School Employees Policy

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

REGIONAL SCHOOL UNIT NO. 38 STUDENT FUNDRAISING ACTIVITIES

The Board recognizes that it is responsible for providing through the budget process the resources necessary to support the school unit's instructional program. However, the Board acknowledges that student organizations may wish to engage in fundraising in order to support their activities, to provide funding for social events and/or student travel, to benefit the school or community, or for humanitarian purposes.

It is the purpose of this policy to provide guidelines for student participation in fundraising activities.

A. Fundraising Guidelines

The following general guidelines apply to fundraising by student organizations. These guidelines and additional considerations shall apply to student participation in fundraising conducted for other purposes.

1. All student fundraising activities must be approved in advance by the building principal. There must be sufficient educational or financial benefits to the school and/or students to justify the fundraising activity.
2. Fundraising activities must be consistent with the district wellness policy (JL).
3. Fundraising projects with projected revenues in excess of \$1,000 must be submitted to the superintendent (with copies to the principal) for final approval at least 30 days prior to the fund raising activity. The superintendent shall exercise discretion in approving requests and may impose reasonable limitations to ensure that the frequency of these activities will not have a negative impact on the relationship between the schools and the communities. The superintendent shall present to the School Board, for informational purposes, a brief description of such proposals.
4. Student fundraising activities must be supervised by a building administrator, teacher or activity advisor.
5. The activity must be one in which schools and students may appropriately engage, and must not subject the schools or students to unnecessary risk or responsibility. In the event there is a question regarding the appropriateness of a proposed activity or the proposed fundraising activity is one that is new to the school system, the building principal shall consult with the Superintendent.
6. Participation by students shall be voluntary.
7. The activity must not be unduly demanding of student or staff time or work. Neither students nor staff should miss instructional time to plan or implement fundraising activities, acquire, demonstrate or distribute products, solicit sales,

or to collect or record monies. Students may participate in fundraising activities during non-instructional time, such as lunch periods and before and after school.

8. There shall be no mandatory quotas for product sales or donations.
9. Class time will not be used for distribution of promotional materials.
10. Students participating in fundraising activities are expected to conduct themselves in accordance with Board policies, school rules and the student code of conduct.
11. In the interest of student safety, activities involving door-to-door solicitation by elementary level students are prohibited.
12. Club and class dues shall be determined by the club or class officers in consultation with the club or activity advisor. The building principal shall have final authority over the setting of club and class dues.
13. The building administrator and teachers or advisors supervising fundraising activities will be responsible for the collection, monitoring, deposit into student activity accounts, and disbursement of funds raised in accordance with the Board's policy DFF, Student Activities Funds.

B. Solicitation of Funds By and From Students for Humanitarian or Charitable Organizations

Student fundraising may be conducted to benefit humanitarian or charitable organizations or purposes only as follows:

1. The fundraising activity or charity drive must be sponsored by a recognized school club or student organization and approved in advance by the building principal.
2. The activity or drive must be supervised by a building administrator or teacher.
3. Instructional time should not be used for planning or soliciting funds.
4. Class time should not be used for distribution of promotional materials.
5. Participation in or donation to any fundraising activity shall be optional. Under no circumstances will any student be compelled to participate or donate, or be penalized for not participating or donating.
6. Fundraising activities must be conducted in accordance with the guidelines in Section A of this policy.
7. The building administrator or teacher charged with supervising the fundraising activity or drive will be responsible for the collection, monitoring and

disbursement of funds raised. Use of any student activity account must be in accordance with the Board’s policy DFF, Student Activities Funds.

C. Use of Students in PTO/Parent Group Fundraisers

The Board recognizes that PTO’s and other parent groups may wish to involve students in fundraising activities. The following provisions apply to student participation in such activities:

1. Any fundraising activity sponsored by a PTO or other parent group that involves student participation must be approved in advance by the building principal and be conducted in consultation with the building principal and staff.
2. Participation should provide a positive experience for students.
3. Participation by staff and students shall be voluntary.
4. Instructional time will not be used for fundraising activities or solicitations.
5. All activities must be conducted in accordance with the fundraising guidelines in Section A of this policy.

D. Coordination of Fundraising Activities

PTO’s, boosters and other parent groups are encouraged to coordinate their fundraising activities with student organization-initiated fundraisers in order to avoid burdening local businesses and the community.

The Board encourages the use of a fundraising calendar at each school to assist in spreading fundraisers over the school year.

Cross Reference: DFF-Student Activities Funds
 EFE-Competitive Food Sales
 JL – Student Wellness

Revised: _____

**REGIONAL SCHOOL UNIT NO. 38
PUBLIC CHARTER SCHOOL STUDENTS—ACCESS TO NON-CHARTER PUBLIC
SCHOOL EXTRACURRICULAR AND INTERSCHOLASTIC ACTIVITIES**

The Board recognizes that Maine law sets standards for public charter school student access to non-charter public school extracurricular and interscholastic activities.

“Extracurricular and interscholastic activities,” for the purpose of this policy, are school-sponsored activities for which participants are selected by staff supervising the activities, including those teams, both athletic and academic, that participate in interscholastic competition.

A student enrolled in a public charter school is eligible to try out for extracurricular and interscholastic activities sponsored by RSU #38 provided that the following requirements are met/satisfied:

- A. The public charter school student’s parent/legal guardian resides within the attendance area served by RSU #38, or if the student withdrew from a RSU #38 non-charter public school to attend the public charter school.
- B. The student applies for and receives written approval from the Superintendent/designee.
- C. The student agrees to abide by equivalent rules of participation as are applicable to regularly enrolled (full time) students participating in the activity and provides evidence that the rules of participation are being met.
- D. The student pays the same activity fee as other students to participate.
- E. The student complies with the same physical examination, immunization, insurance, age, and semester eligibility requirements as regularly enrolled students participating in the activity. All required documentation must be made available upon request by the school unit.
- F. The student meets equivalent academic standards as those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met.
- G. The student abides by the same transportation policy as regularly enrolled students participating in the activity.
- H. The public charter school the student attends does not provide the same extracurricular or interscholastic activity.

The Superintendent/principal will be responsible for approving or withholding approval of applications to try out for an extracurricular activity. The Superintendent/principal may withhold approval only if the school does not have the capacity to provide the student with the opportunity to participate in the co-curricular activity.

If approval is withheld, the Superintendent/principal will provide a written explanation to the student or the student's parent/guardian stating the reason for the decision. The criteria for selection of participants shall be determined by the staff members (coaches, advisors and their supervisors) responsible for the activities. Tryouts are by nature competitive. ***Eligibility to try out does not guarantee participation.***

Decisions resulting in non-selection of individual students shall not be subject to appeal or reconsideration unless they are in violation of law or Board policy.

VERIFICATION OF ELIGIBILITY

To permit verification that the student has met eligibility requirements under this policy, the student's parent (or the student, if 18 years old) must authorize the public charter school to provide to the Superintendent/principal all information necessary to determine whether the student meets the requirements.

DELEGATION OF AUTHORITY

In order to maintain an efficient and orderly method for processing applications for participation, the Board authorizes the Superintendent/principal to develop procedures, as appropriate, for the Superintendent/principal's use in determining whether students have met eligibility requirements and for granting or withholding approval of participation.

RSU #38 has no obligation to notify or provide information concerning eligibility for participation in school-sponsored co-curricular, interscholastic or extracurricular activities to students enrolled in public charter schools.

APPEALS

Except as otherwise provided in this policy, appeals from administration and application of the Board policy are heard by the Board, whose decision is final and binding. Appeals that question the Board's policy compliance with legal requirements must be made to the Commissioner, whose decision is final and binding.

COST-SHARING

For each public charter school student who participates in an extracurricular activity at a RSU #38 non-charter public school, the public charter school must pay a reasonable share of the non-charter public school's costs for the activity, as determined through negotiations between the schools involved.

Legal Reference: 20-A MRS § 2415

Adopted: _____

REGIONAL SCHOOL UNIT NO. 38
STUDENT ACTIVITIES FUNDS

General fund revenues collected from profits from school stores, club and class dues, fees from other schools to participate in competitions, and student organization fundraising activities shall be deposited and accounted for in a student activities fund maintained for each school. Within this fund, separate accounts will be maintained for accounting purposes. These revenues will be considered school unit funds under the direct control of the Superintendent, who may develop and implement procedures relative to these funds, and delegate specific responsibility for deposits, expenditures, and record keeping to the building principals and/or appropriate staff. Procedures for management of student activities funds shall be consistent with sound business and accounting practices.

Student activity funds are to be used only for student activities that augment the school unit's programs; they are not intended to replace school unit funding for school unit programs and activities. Funds raised by approved student clubs or organizations or from classes shall be expended to benefit the specific club or organization or class. All expenditures from student activities funds must be approved in advance by the building principal and the Director of Student Services (Middle and High Schools).

The senior class may decide how to disburse funds remaining in its class account after graduation. Such disbursements may include gifts to the school, to a scholarship fund, or used for an activity approved in advance by the principal. All of the class's outstanding obligations must be paid before the class may expend its remaining funds. Unexpended funds remaining one year after the class has graduated and any interest earned on these funds will be transferred to a scholarship fund from which any graduating student is eligible to benefit.

Student activity funds are part of the total fiscal operation of the District and shall be audited as part of the District's annual audit.

Cross Reference: JJE-Student Fundraising Activities

Adopted: _____

**REGIONAL SCHOOL UNIT NO. 38
PURCHASING AND CONTRACTING: PROCUREMENT STAFF CODE OF CONDUCT**

Conflict of Interest

All employees of the Maranacook Area Schools shall perform their duties in a manner free from conflict of interest to assure the proper performance of school business as well as to earn and keep public confidence. No employee of the Maranacook Area School District with a real or an apparent conflict of interest in a proposed transaction shall participate in the selection, award or administration of a contract pursuant to the transaction.

Conflict of interest is defined as when an interested party has a financial interest in the firm selected for the award. Interested party is defined as 1) the employee, 2) a member of the employee's immediate family, 3) his/her partner, or 4) an organization that employs, or is about to employ a person described above.

Conflict of Interest Disclosure

All employees with real or apparent conflicts of interest as defined above must disclose the conflict of interest to the Superintendent of Schools who will investigate the circumstances of the transaction. The Superintendent of Schools will exercise due diligence in investigating the circumstances of the transaction and if necessary, will make reasonable efforts to find alternatives to the proposed transaction or arrangement that would not give rise to a conflict of interest. If the Superintendent of Schools determines that the proposed transaction is in the best interest of the Maranacook School District and is fair and reasonable, it may proceed with the transaction. In the event that the Superintendent of Schools may have a conflict of interest, an adjunct committee of the school committee will investigate and make a determination regarding the transaction.

The employees and contractors of the District shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, or parties to sub-agreements. Exceptions may be made by the employee's or agent's supervisor when the financial interest is not substantial or the gift is an unsolicited item of nominal value.

Violations

Employees of the Maranacook School District who violate this code of conduct may be subject to discipline, up to and including termination of employment, and if appropriate, referral to law enforcement.

Legal Reference: EDGAR Part 74 Title 34 – Administration of grants and Agreements
EDGAR Part 80 Subpart C, Section 80.20, 80.36
DOE Administrative Letter 6- 9/18/2006 – NCLB Fiscal Compliance

Cross Reference: BCB – School Committee Member Conflict of Interest
DJ – Bidding/ Purchasing Requirements
DJG – Vendor Relations
GBI – Staff Gifts and Solicitation
KH- Public Gifts to the Schools

Adopted: June 4, 2009, Union #42 Board of Directors

Elementary Principals' Report
 January 7, 2015
 Janet Delmar (MES & MTV)
 Jeff Boston (RES & WES)

	Pre-K	K	1	2	3	4	5	Wrap Program WES	Total
MES	19	34	22	27	28	21	34		185
RES	24	25	30	24	19	29	32		183
MTV	18	27	16	20	17	24	16		138
WES	0	15	10	9	10	9	9	4	65

Upcoming Assessments

NWEA (Northwest Education Assessment): 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). The assessment window is from January 6th through January 30th and parents will be provided a copy of their child's results.

DRA: The Developmental Reading Assessment (DRA) is an individually administered assessment of a child's reading capabilities. It is a tool to be used by instructors to identify a student's reading level, accuracy, fluency, and comprehension. Once levels are identified, our teachers can use this information for instructional planning purposes.

The testing windows designated each year in our district for each grade level are as follows:

Grades K-2:

- * Kindergarten (two times a year) - January and May
- * First and Second (three times a year) - September, January and May

Grades 3-5:

- * three times a year (September, January and May).
- * a student does not need to be assessed in January if they are:
 - at or above the 50th percentile on the most recent NWEA
 - at Level 34 or above on the DRA 2 in September (Gr. 3)
 - at Level 40 or above on the DRA 2 in September (Gr. 4)
 - at Level 50 or above on the DRA 2 in September (Gr. 5)

Special Events

December Music Concerts

Elementary students participated in winter concerts prior to the winter break. Dorie Tripp, music teacher for RES and MES, and Patty English, music teacher for WES and MTV, chose a variety of holiday songs for students to perform. Holiday spirit was evident all around! Students were exuberant and the crowd was engaged as well. All appreciated the energy, enthusiasm, and cheerfulness of the events!

REPA Collaboration with Barnes & Noble

On behalf of the staff and students at RES, we would like to take this opportunity to thank REPA for their tremendous fundraising efforts through collaborating with Barnes and Noble on December 4th. The Book Fair included such activities as: dramatic readings, open mic for all musicians, reading and book signing by local children's author, Barbara Walsh. RES will receive up to 20% back on purchases during the time of the fair. It was nice to see so many familiar faces and my two boys enjoyed this wonderful event. Thank you REPA!

WES Holiday Craft Fundraiser

Mrs. Chalmers, our fourth and fifth grade teacher, and her students handmade several different holiday crafts to raise money for their trip to Bryant Pond 4-H Camp and Learning Center in the spring. At the School and Home Craft Fair on December 6th, the students raised \$404. Nice job!

Thank you to School and Home for organizing and hosting the Wayne School & Home Annual Craft Fair on December 6th from 9 am to 2 pm. There was a variety of crafts to purchase and homemade food to taste. It was a wonderful event for all! Thank you to our parents for all their support and effort!

MES Science Donation

Congratulations to Karen Toothaker, PreK teacher from Manchester Elementary School, for receiving a \$500 donation from ACS American Chemical Society's Science Coaches Program. She will be working with ACS chemist, Dr. James Guillemette throughout the 2014-2015 school year in order to help purchase science education resources and experiences for MES students. ACS Science Coaches Program is a nationwide effort in which chemistry professionals volunteer to share their knowledge, expertise, and enthusiasm for science with an elementary, middle, or high school teacher over the course of one school year.

MES PTCO & MtVES PTC Book Fairs

Both the MES PTCO and MtVES PTC had very successful Scholastic Book Fairs. Rachael Boucher, literacy specialist at MES, coordinates the book fair and a family night event using all of the money raised for the MES Literacy Fund. This money goes to classroom teachers in grades preK-5 to support literacy materials and resources.

At MtVES the book fair funds go to support the MtVES school library fund. Over the years countless books have been purchased for the library and read by children.

Holiday Giving at MtVES and MES

The children at Mt. Vernon Elementary School collected coins for the annual Turkey Drive. A check was presented to Betty White the Food Coordinator at the Mt. Vernon Food Bank. The food bank supports individuals and families in our area communities.

At Manchester Elementary School students participated in a variety of different ways.

- PreK presented cookies for Manchester Community public services workers.

- Kindergarten gathered toiletries for the Mt. Vernon food bank.

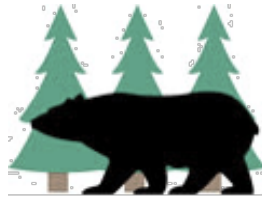
- Grades 1 & 2 collected food for the Mt. Vernon Food Bank.

- Grade 3 made ornaments for Meals on Wheels.

- Grade 4 collected pennies for fuel assistance.

- Grade 5 made donations to the Kennebec Valley Humane Society and collected laundry detergent for the Mt. Vernon food bank.

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 Principal's report
January 7, 2015

7a.

This We Believe: Developmentally responsive middle schools are characterized by educators committed to young adolescents. (*This We Believe, 2010*)

Kids Who Care activities: On Friday, December 5, all Middle School students participated in a day of caring organized by advisee groups. Each advisee group chose an activity to do that helped a member or group of people in need in our area. Some of the activities included sending care packages for military personnel, making cards for Veterans, visiting a staff member home who is out on medical leave to decorate her Christmas tree, baking and delivering cookies for local food banks, volunteering at PALS, making dog treats for the Humane Society, helping at Readfield Elementary School, making cookies and cards for staff, visiting a Senior Center and singing Christmas carols and donating gifts for "The Giving Tree".

Healthy Choices Day: Young people ages 10-15 undergo more rapid and profound changes than at any other period of their lives. This early adolescence is a time when the effects of societal forces upon moral development are of particular concern. (*This We Believe, 2010.*) Because they spend at least 7 hours a day with us, we need to be responsive to these ever changing (sometimes daily!) needs. One of the ways that we can do that is to help them learn the skills to make healthy decisions. To that end, we held a Healthy Decisions Day on Friday, December 12, 2014. This day, planned by Gwen Mohlar, Stephanie Weeks, Mary Freeman and Rick Sirois included a keynote speaker followed by several sessions focusing on making healthy life decisions. Some of the sessions included Nicotine and your Mind; Weed and Alcohol: Does it Impact your Health?; Interactive Theater, Black Belt demonstration by MCHS students; Refusal Skills; Healthy Relaxation techniques such as clay, wood burning, Zumba, reading and music; testimonials from teens who have been involved with substances; the Adolescent Brain and How it Develops; State Police K-9 unit and the effects of Substances on the Body. There were four categories for the sessions. The first three were assigned to every student, though they may have had different presenters and then students were able to choose which "Coping" session they attended. The day ended with a debriefing session in individual advisee groups. The feedback from students was overwhelmingly positive and they would love to see it happen again.

The planning committee also put together a parent night for the evening prior to the student day, December 11, 2014. Bob Long from KVBH presented information to parents

about how to have conversations with your teen and how adults who know and work with teens can help them build assets to prevent them from using substances. He provided a plethora of local resources for parents to access. Unfortunately only 4 parents attended this well planned, well-advertised event. We are planning another event in March where we will share our MYIHS data with parents. We are hoping for a better turn out!

Data Analysis: As we ended the first trimester and are beginning our second trimester, teachers have been spending a lot of time analyzing data. The unit 1 math common assessment has been administered to all students across the school and teachers are using those results as they head into unit 2. In 6th grade the unit focused on number sense and students across the school went from 4.75% proficiency in September to 35% proficiency in November. In 7th grade the unit also focused on number sense and they went from 3.6% proficiency in September to 53% in November. 8th graders focused on number sense, expressions and equations and their scores from September to November went from 9% to 57% proficiency.

Following the training sessions on the Lucy Calkins Writing program, teachers have given the pre assessment for their trimester 2 writing unit, which focuses on informational writing. The writing teachers spent an afternoon scoring the pre-assessments and will use those results as they teach the unit. We are anxious to see how much our students writing improves as a result of this focused work.

We will begin our winter round of NWEA testing when we come back from vacation the first week in January. In order to prepare for this, teachers have been analyzing their individual and team NWEA data and have set growth goals for their teams. They are also asking students to set individual growth goals. This has proven to help students really focus on the test and increase their scores!

Winter concert: Once again Adam Scarpone and his middle school musicians presented a fabulous concert on December 10. The band, chorus and several smaller ensembles entertained us with a memorable performance. If you are looking for an entertaining night out, be sure to watch our calendar for the next performance. You won't want to miss it! Congratulations to Adam and all of the musicians!!



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

School Board Report 12/30/14

7a.

Dear RSU 38 Board Members:

On the December 4th early release day, we held our first afternoon academic support time, which was organized by Mrs. Levesque and Ms. Stanton. Students who were failing one or more core classes were asked to attend. A phone call home was placed to each student, encouraging parental support. Peer tutors, who have been identified by their teachers as being proficient in an area, also attended, to help their classmates. In all, 45 at-risk students attended, with the breakdown as follows-18 freshmen, 16 sophomores, 7 juniors and 4 seniors. This was an afternoon most students have off, as it is an early release day, and it was interesting listening to some students. Many students noted they want to work harder, to have passing grades for our next early release day, because they want to have the same time off as everyone else. In short, it is a motivating factor for some students to bring their grades up.

On Friday, December 5th I met with Dr. Edwards of Thomas College. We are currently working together to offer students the ability to earn their associates degree from Thomas College while at MCHS. We have some kinks to work out with NEASC, (New England Association of Schools and Colleges) but I am optimistic we will have the program in place by August of 2015.

Kids Who Care day was held on the afternoon of Friday, December 12th. Students were active in our communities. Their activities ranged from helping elderly community members stack firewood to connecting with our young students at Manchester, Mt. Vernon and Readfield Elementary schools. Some of the activities included playing games, decorating cookies, and making holiday crafts. It's important for our community to see students giving back.

At the high school, we held our academic awards night, on Monday, December 15th. The student center was packed with students, parents and community members. Paula Weisberger, who is an English teacher at the high school, helped to organize the event along with members of the National Honor Society. It was a great opportunity to show off our students and let them know how proud we are of them. Additionally, a graduate of MCHS, Kilton Webb, spoke to the audience about overcoming obstacles in life.

Focus Time is still evolving at the high school. I continue to receive feedback from the community, students, and teachers about our Focus Time, and by in large, it's positive. As part of a global class project, students will be studying issues around the world and they will be tagged during Focus Time, to work with classmates in other global classes. One of

the many things Focus Time allows us to do is to tag students to work together, who otherwise would not have that ability to do so, because of a rigid schedule.

On December 22nd, Christine Miller, a senior at MCHS, scored her 1,000th point on the girls basketball team. She did this at a home game vs. Spruce Mountain. She is an incredible student athlete, with a GPA of 3.875. She is also a much-appreciated senior helper to my advisee group.

Staff and students at MCHS raised \$1250 for our community, prior to the holiday break. This money was able to provide heating oil to a Manchester family, heating oil to a Wayne family, oil and propane for a Readfield family, and donations for the Mt. Vernon food pantry. Additionally, one and a half cord of wood was delivered to a family, with an ongoing commitment for another cord delivered during the winter. Several students have taken this project under their wing, going above and beyond expectations. Along with the gifts of warmth and nourishment, over 4 vanloads of wrapped toys and clothes were delivered to “adopted” families for the holidays. The season of giving was an overwhelming success. We really do live in a remarkable community!

Respectfully submitted,
Dwayne Conway

Enrollment as of 12/30/14
Freshmen-90
Sophomore-96
Juniors-118
Seniors-95

**WARRANT ARTICLE RECONCILIATION
REGIONAL SCHOOL UNIT NO. 38
2014-2015
December 30, 2014**

7a.

<u>DESCRIPTION</u>	<u>APPROVED</u>	<u>TRANSFER</u>	<u>ADJUSTED</u>	<u>EXPENDED</u>	<u>ENCUMBERED</u>	<u>REMAINING</u>	<u>% REMAIN</u>
Regular Instruction	6,424,792.00	0.00	6,424,792.00	3,100,665.31	28,201.52	3,295,925.17	51.30%
Special Education	2,099,398.00	0.00	2,099,398.00	800,568.23	0.00	1,298,829.77	61.87%
Career & Technical Educ.	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Other Instruction	408,716.00	0.00	408,716.00	170,314.28	1,268.08	237,133.64	58.02%
Student & Staff Support	1,485,615.00	0.00	1,485,615.00	685,275.05	15,331.66	785,008.29	52.84%
System Administration	507,565.00	0.00	507,565.00	275,165.59	543.15	231,856.26	45.68%
School Administration	889,088.00	0.00	889,088.00	456,316.16	2,452.74	430,319.10	48.40%
Transportation	916,530.00	0.00	916,530.00	472,036.38	36,865.00	407,628.62	44.48%
Facilities/Maintenance	2,048,054.00	0.00	2,048,054.00	1,168,706.34	228,723.58	650,624.08	31.77%
Debt Service	728,937.00	0.00	728,937.00	638,664.61	0.00	90,272.39	12.38%
All Other Expenses	105,885.00	0.00	105,885.00	7,490.46	0.00	98,394.54	92.93%
TOTAL BUDGET	15,614,580.00	0.00	15,614,580.00	7,775,202.41	313,385.73	7,525,991.86	48.20%

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 2014-2015

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

Brigitte Williams
Finance Manager

Fax. 207-685-4703

7a.

January 2015 Board Report

Dear RSU #38 School Board:

There has been a lot of emphasis lately from the Maine Department of Education (DOE) to have Individualized Education Program (IEP) Teams focus on post-secondary transition planning for students who are in 9th grade and above. It is not that this process hasn't been in place for many years through the IEP Team process, but now DOE has enlisted the support of other outside agencies, such as Vocational Rehabilitation (a section of the Department of Labor). The goal is to be more purposeful in how we coordinate and plan for student transitions. At the high school level this has meant a shift in how many things are being done for students with IEPs.

During a student's 9th grade year their IEP Team must focus a portion of the meeting on the post-secondary goals of the student and family. A discussion about what their post-secondary goals are could require them to pursue certain courses, work experiences, outside supports, etc. This discussion is held at that first meeting in their 9th grade year, and then revisited at least yearly by the IEP Team. Often times parents and students are not quite sure what they would like to pursue for post-secondary plans, but as the IEP Team conducts preference assessments, interviews and structure opportunities to investigate their goals a more formal plan takes place. After a student's sophomore year, the IEP Team often invites a representative from Vocational Rehabilitation to attend their next IEP Team meeting to see if that student may qualify for some additional post-secondary planning and supports outside of school.

In addition to ensuring that outside agencies are able to attend the IEP meetings, the high school staff has also coordinated with Vocational Rehabilitation to hold at least monthly times in the building so students can seek out their support. Jill Watson, our functional life skill teacher, supports students' transition planning activities by setting up individualized work experiences, in the building, or outside. She also structures her curriculum in a way that allows students to address their transition plan goals during Focus Time at the high school. It is great to attend those IEP meetings as a student progresses through their high school years, and to hear how their post-secondary planning process has developed into a well thought out process. Certainly there are many staff, parents, students and other agencies working hard towards these goals and they should be very proud of the work they do to support this end goal.

If you have any questions, please let me know.

Sincerely,

Ryan Meserve
Special Education Director

Superintendent Report

January 2015

The focus this month has been in preparation for three major initiatives in the district, developing the FY16 RSU #38 budget, our teacher and principal effectiveness pilot, and the implementation of the proficiency-based diploma system. While each of the three is a major undertaking in itself, administration and staff have made a valiant effort at focusing on all three at the same time.

This month administrators have been preparing the portion of the budget that impacts the students for whom they are responsible. They were asked to submit budgets that they feel would allow them to make as much progress as possible in their schools and areas. Brigitte has been entering figures that will reflect the Initial Request Budget. At the next Administrative Team meeting we will review this budget and will make revisions that will then be presented to the RSU #38 School Board as the First Draft Budget. Following last year's procedure, iterations of the budget will be explained and published on the RSU #38 web site on the FY16 Budget link.

In preparation of the budget Brigitte Williams, Paul Criss, and I have begun to meet with the four town select boards. In an effort to be transparent we have been touring the local elementary schools with each board, pointing out maintenance work that has been done in the past and projects for the future. The RSU #38 administration feel that it is important to keep our buildings in good repair and we felt it was important to visually share the work with the select boards.

The teacher and principal effectiveness pilot is well under way, with trainings offered to date on completing the self assessment, creating goals, and writing an on-line professional growth plan. Walk-throughs to collect evidence on teacher and principal growth and effectiveness have been taking place. The Teacher/Principal Effectiveness Committee has been meeting monthly for the past three years to develop the system. This year the meetings have included feedback from staff on the pilot program and plans to make revisions based on the feedback. I attended a Western Maine Collaborative session on Teacher/Principal Effectiveness this month. Mary Paine, head of this initiative from the Department of Education spoke to the group and answered questions.

We have recently contracted with Jump Rope, a data management system that will store individual student proficiency information as students progress up through the grades in RSU #38. This will replace our short-lived contract with the Mastery Connect company that refunded our money after not being able to fulfill promises based on our needs. We are currently planning a staff training on Jump Rope and will begin implementation of the system in mid-January.

On December 4, 2014 members of the Manchester Country Club held their annual pot-luck dinner fund raiser to benefit needy families in RSU #38 and neighboring districts. This year \$6,000 was raised for RSU #38 families. With the funds, our school nurses purchase clothing, boots, coats, and other winter wear as well as other items of need and distribute them to needy families in our district. This major effort on the part of the donators and our nurses is greatly appreciated by the receiving families and by staff who are aware of the many needs in our community. Heartfelt thanks to the nurses who spend many hours purchasing, collecting, and many times wrapping the items, and to all who are involved in this effort.

Respectfully submitted,

Donna H. Wolfrom

To: Donna Wolfrom
 From: Al MacGregor
 Date: November 15 2014 (revised 12/11/14)
 Re: 2014-2015 Winter Coaching Nominations

7b.

Postion	Name	Category	Experience	Amount
Girls Varsity Basketball	Jeannine Paradis	I	10	\$4,205
Boys Varsity Basketball	Rob Schmidt	I	17	\$4,468
Girls JV Basketball	Ben Miller	III	1	\$2,628
Boys JV Coach	Mike Clark	III	2	\$2,628
Freshman Boys Basketball	Mike Clark	III	2	\$500
Varsity Alpine Skiing	Ronn Gifford	I	10	reimburse by bsk \$4,205
Varsity Nordic Coach	Steve DeAngelis	I	32	\$4,668
Varsity Ice Hockey	Harold Jones	I	1	\$3,942
Assist. Nordic Skiing	Kathy Despres (50%)	III	5	\$1,314
	Don Harrimann(50%)		1	\$1,314
Assist. Alpine Skiing	John Whitney	III	10	\$2,891
7th Grade Boys Basketball	Tom Radcliff	IV	9	\$2,565
8th Grade Boys Basketball	Aaron McClure	IV	8	\$2,365
MS Nordic Skiing	Alice Berry	IV	1	\$2,102
MS Alpine Skiing	Eric Guilmet	IV	10+	\$2,628
8th Grade Girls Basketball	Scott Despres	IV	2	\$2,102
7th Grade Girls Basketball	Shawn Drillen	IV	0	\$2,102
Weight Room	CUT From Budget	IV		

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

Present: Bonnie Simcock, Donna Wolfrom
Absent: David Greenham, Melissa O'Neal

1. Review First Reading policies:
 - a. AEB – Recognition by School Board Guidelines: No additional comments submitted; recommend moving to Second Reading as presented.
 - b. BCB – Conflict of Interest: Comments reviewed; revisions made based on questions raised during the first reading at a previous board meeting. Page 2, Employment and Board Members As Volunteers sections revised as follows:
 - Employment: A member of the Board or spouse of a member may not be an employee in a public school within the jurisdiction of the Board to which the member is elected. Remainder of sentence deleted.
 - Board Members as Volunteers: strike “or spouse of a member” in the first sentence, and end the first sentence at “...or other school administrator.”, and strike second paragraph. Section will read, “A member of the Board may not serve as a volunteer when that volunteer has primary responsibility for a curricular, co-curricular or extracurricular program or activity and reports directly to the Superintendent, principal, athletic director or other school administrator.” Recommend moving to Second Reading as revised.
 - c. BGC – Policy Errors and Inconsistencies: No additional comments submitted; recommend moving to Second Reading as presented.
 - d. DJ – Bidding/Purchasing Requirements: No additional comments submitted; recommend moving to Second Reading as presented.
 - e. GBEBB – Staff Standards of Conduct With Students: No additional comments submitted; recommend moving to Second Reading as presented.
 - f. JJE – Student Fundraising Activities (currently DF): Comments reviewed; added a new #2. to read “Fundraising activities must be consistent with the district Wellness Policy.” Recommend moving policy to Second Reading as revised.
 - g. JJIAB, Public Charter School Students – Access to Non-Charter Public School Extracurricular and Interscholastic Activities: No additional comments submitted; recommend moving to Second Reading as presented.
2. Additional Policies to Review:
 - a. Policy DFF – Student Activity Funds (new): The committee reviewed the MSMA sample policy and made revisions as recommended by Finance Manager Brigitte Williams. Committee recommends moving the policy to First Reading as revised.
 - b. DJB-R – Purchasing Code of Conduct: Section from the Portland sample policy will be included in Policy DJH (below).
 - c. DJH – Purchasing and Contracting: Procurement Staff Code of Conduct: Committee review the current policy along with the Purchasing Code of Conduct above. Paragraph added to Conflict of Interest Disclosure section as noted. Committee recommends moving the policy to First Reading as revised.

Recorded by: D. Wolfrom

School Health Leadership Council Minutes
12/10/14

Meeting was called to order at 3:03pm by Becca Reynolds
Agendas were passed out.

Members Present:

Nancy Harriman
Kate Taylor
Vicky Scott
Renee Page
Deyanne Worcester
Becca Reynolds
Cathy Jacobs
Sharon Chaplin
Jeff Bridges
Sandy Hunter
Lynette Johnson

Each member was asked to introduce themselves and share which subcommittee they had worked on. Becca took notes. The following sub-committees have been formed with the following members.

1. School Nutrition and Food Service:

Jeff Bridges: Chair, Renee Page, Rick Wilson

2. Physical Education and Physical Activity and Comprehensive Health Education:

Nancy Harriman: Chair, Stephanie Weeks, Deyanne Worcester, Gwen Mohlar, Lynette Johnson, Barbara Godfrey, Cathy Jacobs, Kristen Levesque

3. School Climate:

Cathy Jacobs: Chair, Gwen Mohlar, Becca Reynolds

4. Youth, Parent, Family and Community/Substance Abuse

Becca Reynolds: Chair, Vicky Scott, Kalie Hess, Sandy Hunter, Gwen Mohlar, Cathy Jacobs, Dru Johnston

5. School Counseling, Physical and Behavioral Health

Kristen Levesque: Chair, Sharon Chaplin, Sandy Hunter, Vicky Gabrion, Gwen Mohlar, Becky Vining, Tara Wicks, someone from KBH

6. Physical Environment

Paul Criss: Chair No one from this committee was present

7. Health Promotion and Wellness:

Kate Taylor: Chair, Kelly Thompson, Mandy Simonds, Sharon Chaplin

After the group identified leaders of each subcommittee as well as group members, we went around to each committee and asked if the group could recall what they had been working on and if they had an idea of the direction in which their subcommittee was going.

1. Nutrition and Food Service: Work on Wellness policy and school garden
2. Phys Ed/Physical Activity/Comp School Health:
 - Send out a survey to see what students, parents and staff feel should be addressed in Middle School phys ed curriculum.
 - Re-write health curriculum for the HS
3. School Climate: Expand PBS, Restorative to k-12, utilize MIYHS data, work on anti-bullying
4. Youth, Parent, Family, Community, Substance abuse: Continue work with Alcohol and Substance Use Awareness, review tobacco use policy, revive opinion leaders, work on parental involvement and table talks. Invite other schools to participate (elementary)
5. School Counseling, Physical and Behavioral health: Chair was not there; goals unclear at this time
6. Physical Environment: Increase access to school facilities for fitness related activities after hours. Ask Sue Simons (Adult Ed) and administrative assistants in schools to provide insight.
7. Health Promotion and Wellness: Work on implementing parts of staff health promotion that were learned at the Wellness Retreat at Sugarloaf.

Each subgroup was asked to try to arrange a meeting and talk about their goals and some steps that can be taken to rebuild the subgroup.

Our next meeting will be in Conference Room B on Wednesday, February 25 from 3:15-4:15. Subcommittee chairs are asked to be at this meeting or send a designee to update the group on progress that has been made.

Teacher Evaluation Committee December 18, 2014

Present: Donna Wolfrom, Mary O'Brien, Sarah Caban, Barbara Bourgoine, Denise Churchill, Ryan Meserve, Dwayne Conway, Jill Watson

1. Feedback/Questions/Recommendations related to professional growth menu:

Why wouldn't PD sessions offered here at our school count for points if it is connected to my goals? Discussion as to why was this an exclusion on the reflection form. We decided to remove the exclusion and reword the reflection question to include a connection to your goal and explanation or evidence of the impact to your practice. Added a line- which goal does this connect to? to the reflection form.

Who does all the paperwork get turned in to? Principals

Additions to the Menu options:

* Coaching- (10 points) possible form (coaching agreement) already available
Barbara/Sarah will look for the form to bring to the next meeting

Action needed: review coaching agreement

* Mary O has an additional suggestion she will bring to next meeting to share

* Inviting another teacher into a classroom to observe to provide objective feedback on a new teaching strategy. This should be done with the Marzano evidence "look fors". (on FirstClass in Domain 1 Marzano Rubrics folder). This form should also be a part of the classroom visitation option on the menu. That option could be split to reflect going in to visit or inviting someone in to observe.

Action needed: Need to make a folder on Firstclass with the Marzano evidence "look for" sheets for peer visitations

* Professional Growth around role as an Advisor. Being an advisor is an integral piece for the HS/MS. This may need to be a separate strand for future or a required element for HS/MS level goal setting.

Action needed: Leadership at HS/MS should look at how the Marzano Standards connect to the advisee program.

2. Review of Instructional Rounds Draft-

How does this differ from the classroom visitation? At the elementary schools it has been groups of teachers who observe each other, data is aggregated and discussed and next steps are planned based on this information. A team of two or more teachers (not just a partner) would visit a classroom or view a video of a

teacher teaching. Debriefing is the important element. Coaches can help with the debriefing. At HS/MS viewing of a video and discussion could be done during common planning times or PLC time.

3. Review of RSU #38 PEPG Growth Plan Draft-

Questions:

page 2 (bottom)- *Does this process start fresh next year?* Latest word from the State is that continuing contract teachers would be on their 1st year of the 3 year process, so they would not need to be formally evaluated next year. Probationary would still need to be evaluated.

When does this document take effect? Technically next year it becomes effective, but this year could be year one of the cycle. The self assessment is done yearly, professional growth plan/menu (once every 3 yrs), Instructional Rounds(2/year). SLO would be 1 next year, then 2 /year from then on. Informal Observations are on-going and done every year. There was confusion on whether formal observations were to be done every year or once every 3. Formal comprehensive evaluation process is done once at the end of the 3 year cycle except for probationary which is done every year.

Formal Observations- continuing contract teachers 1 formal every 3 years, probationary or teachers on an action plan would have yearly observations Add: reasons for an action plan

Action needed: add reasons for action plan to document

page 4:

Fall Conference: Present wording is confusing. suggested- At the beginning of the school year teachers who fall into the following categories will meet with the administrator....(Barbara has new wording for here)

Summative Conference- This section needs clarification. (Barbara has questions we should address for this section)

Action needed: rewrite Fall & Summative Conference sections

Question not addressed -*Do we want to do something special for teachers rated developing or are they on the regular 3 year plan?*

4. Reminder to collect feedback about SLO % by January Meeting

Next Meeting: January 28, 2015 3:30-5:00 at Central Office

Respectfully submitted,

Denise Churchill