

**REGIONAL SCHOOL UNIT NO. 38  
BOARD OF DIRECTORS  
Maranacook Community High School  
November 6, 2013, 6:30 p.m.**

**AGENDA**

1. Call to order:
2. Consent Agenda: (5 min.)
  - a. Approval of Minutes of October 16, 2013\*
  - b. Consideration of out-of-state trip – Boston College Tour, November 13, 2013\*
  - c. Acceptance of Donations – DonorsChoose.org\*
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. Policy, First Readings: BEA – Board Use of Electronic Mail; EHB – Records Management; IJND – School System Web Site/Web Pages; IJNDB – Student Computer, Internet Use, and Cyber Safety; JHB – Truancy; JKAA – Use of Physical Restraint and Seclusion
  - b. Report from MSMA Delegate Assembly/MSMA Fall Conference Attendees
  - c. New England Association of Schools & Colleges (NEASC) Middle School Report
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. Ad Hoc Groups:
    - Awesome Bear Society – 11/13/13, MCHS, 6:30 p.m.
  - c. Committee Reports:
    - Capital Area Technical Center (CATC) – 12/3/13, Augusta, 10:30 a.m.
    - Communications – 11/13/13, Superintendent’s Office, 5:30 p.m.
    - Curriculum – 12/11/13, Superintendent’s Office, 6:00 p.m.
    - Health Center Advisory Council – 11/19/13, MCHS Media Ctr., 7:00 p.m.
    - Policy\* - 11/13/13, Superintendent’s Office, 6:00 p.m.
    - Teacher Evaluation\* - 11/26/13, Superintendent’s Office, 3:30 p.m.
    - Transportation – 11/14/13, Superintendent’s Office, 10:00 a.m.
8. Executive Session to consider labor contract discussions between RSU #38 Board of Directors and the Maranacook Area Staff Association pursuant to 1 M.R.S.A. § 405(6)(D)
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.

**Regular Meeting**  
**Regional School Unit No. 38**  
**Board of Directors**  
**Maranacook Community High School**  
**October 16, 2013**

**Minutes of Meeting**

Members present: Chair David Greenham, Vice Chair Lynette Johnson, Stephen Hayes, Lisa Montagna, Jason Morgan, Melissa O’Neal, Bonnie Simcock, Madeline Snow

Members absent: Michael Apolito, Russell Evans (excused), David Guillemette, (excused), Marie Rodriguez, (1 Wayne vacant position)

Administrators: Superintendent Donna Wolfrom, Principals Jeff Boston, Dwayne Conway, Pia Holmes, and Cathy Jacobs, Director of Curriculum, Assessment & Instruction Nancy Harriman, Literacy Specialist Barbara Bourgoine

1. Call to order: Chair Greenham called the meeting to order at 6:37 p.m.
2. Consent Agenda:
  - a. Approval of Minutes of October 2, 2013
  - b. Acceptance of donation – Collins & Collins Electric, Inc. \$1,511.44  
**MOTION** by O’Neal, second by Johnson to approve the consent agenda as presented  
**Motion Carried:** 7 in favor, 0 opposed, 1 abstention (Snow).
3. Citizens: none
4. Additions/Adjustments: None
5. Action/Discussion/Informational Items:
  - a. Consideration of proposed MSBA Delegate Assembly resolutions  
The Board discussed the four draft proposed MSBA Delegate Assembly resolutions as provided in the board packet. They indicated their support for all with the exception of the draft resolution pertaining to Private Academy Teacher Retirement.
6. Workshop:
  - a. Lucy Calkins Writing Curriculum, K-5
  - b. Elementary School Goals
7. Adjournment: **MOTION** and second to adjourn at 8:35 p.m.

Respectfully submitted,

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

Boston College Tour  
November 13, 2013

This is our second annual junior Boston College Tour. We will be leaving promptly at 6:45am and will return at 5:30pm. The tour will allow 30 of our juniors to tour two major Boston area colleges: Northeastern University and Boston College. Both of these colleges were voted on by our juniors in a survey done during advisee time in early October.

The juniors will take a coach bus down to Boston, tour each campus and have lunch at Northeastern- all at no expense to the student.

This is made possible through our MELMAC grant which helps us promote post secondary planning to all students no matter their socio-economic status.

This year the tour filled up within a week as so many juniors were interested in attending it. It should be a great day!

Dwayne Conway  
CAGS, MBA, MS.Ed  
Principal, Maranacook Community High School  
(207)685-4923 ext. 1022

"The process of improvement is fundamentally about changing the culture of schooling, and cultures change through face to face relationships." Richard Elmore



Donations from Donors Choose to RSU #38 teachers

**Total Donations \$20,696**

|    | Teacher          | School             | Project  | Date               | Value |
|----|------------------|--------------------|--|--------------------|-------|
| 1  | Rachel Boucher   | MES Literacy       | Many Marvelous Mathematicians!                 | October 6, 2010    | \$396 |
| 2  | Mary O'Brien     | MES Grade 3        | Video Taping to Improve Oral Fluency           | October 28, 2010   | \$295 |
| 3  | Jessica Gurney   | MES Kindergarten   | Help Us Organize Our Book Room!                | May 30, 2011       | \$254 |
| 4  | Rachel Boucher   | MES Literacy       | Nuts for Nonfiction!                           | September 13, 2012 | \$192 |
| 5  | Rachel Boucher   | MES Literacy       | Tantalizing Readers with Technology            | January 23, 2013   | \$572 |
| 6  | Abby Shink       | RES Grade 3        | Enhancing Technology in Our Classroom          | January 29, 2013   | \$578 |
| 7  | Robin Terrell    | MES Kindergarten   | Taking a Detailed Look at Nature               | April 18, 2013     | \$543 |
| 8  | Christy Owen     | MTV Kindergarten   | Getting our Hands on iPad Mini                 | April 19, 2013     | \$443 |
| 9  | Aaron Gagnon     | District Music     | Instruments for All!                           | April 14, 2013     | \$254 |
| 10 | Christine Mohlar | RTI Math K-2       | iPad For Math Interventions                    | April 14, 2013     | \$801 |
| 11 | Pam Mitchell     | RES Kindergarten   | Apples, Apples Everywhere!                     | April 30, 2013     | \$415 |
| 12 | Jessica Gurney   | MES Kindergarten   | iPads For Learning In Kindergarten             | May 1, 2013        | \$478 |
| 13 | Pam Mitchell     | RES Kindergarten   | Rockin' in the Rainforest                      | May 6, 2013        | \$623 |
| 14 | Carlene Drapeau  | RES Grade 1        | Rattlin' Bones                                 | May 7, 2013        | \$623 |
| 15 | Diane Wadsworth  | MES Grade 1        | Growing in First Grade!                        | May 7, 2013        | \$778 |
| 16 | Mary O'Brien     | MES Grade 3        | Digital Storytelling - Our Community           | May 8, 2013        | \$766 |
| 17 | Monica Smith     | MCMS Special Ed    | iPad for Special Students                      | May 8, 2013        | \$478 |
| 18 | Diane Curtis     | MES Grade 4        | Look & Listen!                                 | May 10, 2013       | \$512 |
| 19 | Deb Dubord       | MTV Grade 2        | LEARNING HOW TO "GET TO WORK"                  | May 15, 2013       | \$436 |
| 20 | Veronica Dumais  | RES Grade 2        | Digging Deep into Science                      | May 17, 2013       | \$623 |
| 21 | Jamie Kravetz    | WES Grade 3/4      | Interactive Student Centers                    | May 17, 2013       | \$443 |
| 22 | Jessica Gurney   | MES Kindergarten   | Students Need Organization                     | May 21, 2013       | \$675 |
| 23 | Christine Mohlar | RTI Math K-2       | Marvelous Math                                 | May 24, 2013       | \$617 |
| 24 | Jen Tweedie      | RES Grade 3        | Bringing NASA into the Classroom               | May 24, 2013       | \$601 |
| 25 | Jen Galletta     | MES Grade 3        | Rockin' with the iPad Mini!                    | June 3, 2013       | \$839 |
| 26 | Christy Owen     | MTV Kindergarten   | Recording the Changes in Seasons               | June 4, 2013       | \$488 |
| 27 | Kelly Frey       | MCS Spanish        | Help Students Learn Spanish!                   | August 18, 2013    | \$709 |
| 28 | Shane Gower      | MCS Social Studies | Budding Filmmakers!                            | August 19, 2013    | \$465 |
| 29 | Staci LeClair    | RES PreK           | Preschool Playground                           | September 3, 2013  | \$498 |
| 30 | Katie Conway     | RES Grade 5        | Virtual Science Through iPads                  | September 16, 2013 | \$651 |
| 31 | Jil Watson       | MCS Special Ed     | The "A"pples "B"ananas "C"arrots of Cooking    | September 28, 2013 | \$455 |
| 32 | Mary O'Brien     | MES Grade 3        | Technology In The Classroom                    | October 7, 2013    | \$725 |
| 33 | Diane Curtis     | MES Grade 4        | Bringing Nature Into The Classroom             | October 7, 2013    | \$651 |
| 34 | Michelle Ballard | MES Grade 2        | iCan Learn with an iPad                        | October 7, 2013    | \$800 |
| 35 | Rachel Boucher   | MES Literacy       | Reading The Real Thing!                        | October 7, 2013    | \$759 |
| 36 | Rebecca Henry    | MES Grade 5        | I Scream, You Scream, We All Scream for iPads! | October 7, 2013    | \$929 |
| 37 | Karen Toothaker  | MES Kindergarten   | Way To Grow!                                   | October 9, 2013    | \$331 |

**TOTAL \$20,696**

**REGIONAL SCHOOL UNIT NO. 38  
BOARD USE OF ELECTRONIC MAIL**

**Deleted:** Effective Dates: MCS  
09/06/01 ¶  
Manchester 09/19/01 ¶  
Mt. Vernon 09/20/01 ¶  
Readfield 09/10/01 ¶  
Wayne 09/11/01 ¶

Use of electronic mail (e-mail) by Board members should conform to the same standards of judgment, propriety and ethics as other forms of Board-related communication. Board Members shall comply with the following guidelines when using e-mail in the conduct of Board responsibilities:

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- A. The Board shall not use e-mail as a substitute for deliberations at Board meetings, for other communications or business properly confined to Board meetings, or in any way to defeat the purposes of the Freedom of Access Act.
- B. Board members should be aware that e-mail and e-mail attachments received or prepared for use in board business or containing information relating to board business are likely to be regarded as public records which may be inspected and copied by any person upon request, unless otherwise made confidential by law.
- C. Board members shall avoid reference to confidential information about employees, students or other matters in e-mail communications because of the risk of improper disclosure. Board members should comply with the same standards as school employees with regard to confidential information.

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D. Board members are expected to use the school email system for Board-related business.

**Formatted:** Bullets and Numbering

Cross Reference: Policy BCA – Board Member Code of Ethics  
Policy IJNDB – Electronic Resources – Acceptable Use  
Policy KFD – Bulletin Board Service – Acceptable Use

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

**Deleted:** (06/21/01)

**REGIONAL SCHOOL UNIT NO. 38  
RECORDS MANAGEMENT**

The Board is aware that records of various kinds are created and received as the school unit educates its students and manages the operations of its schools.

For the purpose of this policy, “records” are all documentary materials made or received and maintained by the school unit in accordance with law or rule, or in the transaction of its business. Records may be created and received in multiple formats including but not limited to print, handwriting, audio and videotapes, and in various digital forms (on hard drives, servers, CDs, disks, flash drives, etc.). Records specifically include email, instant messages, and other electronic communications that are created, sent, and received.

Attention to the proper retention and disposal of the school unit’s records is essential not only for compliance with laws and regulations, but to protect the legal interests of the school, staff, and students and to ensure that the school unit is managed effectively.

The school unit will comply with all applicable laws and rules pertaining to the routine retention, storage, and disposal of records and with its obligation to preserve records when litigation is reasonably anticipated or has commenced.

The Superintendent shall be responsible for developing a records management program for the cataloging/classification, storage, and disposal of the school unit’s records that is consistent with applicable laws and rules and which allows for retrieval of records when necessary. The Superintendent will also be responsible, by methods he/she deems appropriate, for informing school unit employees of this policy, making them aware of the kinds of documents, data, and materials that must be saved and those which may be disposed of or deleted, and of any specific procedures employees need to follow. The Superintendent may delegate records management responsibilities to the Technology Director, school administrators, or other school unit personnel as he/she deems appropriate in order to facilitate the implementation of this policy.

**Board Records**

The Board shall keep such records as are necessary for the transaction of its business. The Superintendent shall act as custodian of Board records in his/her role as Secretary of the Board and will be responsible for storing Board and subcommittee minutes, reports, and studies commissioned by the Board, and other Board documents, data, and materials in a manner consistent with this policy and with applicable laws and rules.

Legal Reference: 5 M.R.S.A. § 91 et seq. (Archives and Records Management Law)  
Maine Secretary of State, Maine State Archives Rule Chapter 10  
(Rules for Disposition of Local Government Records)  
Maine Department of Education Rule Chapter 125 (Basic School  
Approval)

Cross Reference: BEA - Board Use of Electronic Mail  
GBJ - Personnel Records and Files  
GCSA - Employee Computer and Internet Use  
JRA - Student Education Records

Adopted: \_\_\_\_\_

Policy No. IJND  
Adopted: 04/27/09

**REGIONAL SCHOOL UNIT NO. 38  
SCHOOL SYSTEM WEB SITE AND SOCIAL MEDIA**

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Regional School Unit No. 38 maintains an official web site to provide general information about our school system, as well as information about educational programs, extracurricular activities and school events. The district web site and social media are intended to support the educational mission of the schools, to enhance the curriculum and learning opportunities for students and staff, and to inform the larger community about our schools. The web site does not create, nor is it intended to create, a public or limited public forum.

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The website also provides the School Board a medium to publicize its official position on issues related to the schools such as school building projects, proposed school budgets and public policies affecting the schools. The website is an outlet for the official message of Regional School Unit No. 38 and is not a forum for dissemination of other views. The content of the website shall remain in the exclusive control of Regional School Unit No. 38, its school board and designated agents.

The Regional School Unit No. 38 Board of Directors has adopted guidelines to ensure that the Regional School Unit No. 38 web site is in compliance with applicable laws and meets the highest educational and quality standards. The Superintendent is responsible for implementing this policy, the accompanying guidelines and any additional administrative procedures that may be needed to govern the day-to-day management of the web site. The Superintendent may delegate specific responsibilities, as he/she deems appropriate.

|                  |        |                                    |
|------------------|--------|------------------------------------|
| Cross Reference: | IJND-R | Web Publishing Guidelines          |
|                  | IJNDB  | Student Computer and Internet Use  |
|                  | GCSA   | Employee Computer and Internet Use |
|                  | EGAD   | Copyright Compliance               |

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**REGIONAL SCHOOL UNIT NO. 38**  
**STUDENT COMPUTER, INTERNET USE, AND CYBER SAFETY**

Regional School Unit No. 38's computers, networks and Internet access are provided to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to laptops/tablets issued directly to students, whether in use at school or off school premises. Students are not allowed to use privately owned laptops/tablets at school. A privately owned laptop/tablet brought to school without authorization may be confiscated.

Student use of school computers, networks, Internet services, and email is a privilege, not a right. Compliance with the school unit's policies and rules concerning computer and Internet use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement and/or legal action. All students will adhere to the copyright provisions of Policy EGAD, Copyright Compliance. Students are prohibited from using school computers in any manner that would be in violation of the district Policy on harassment.

Regional School Unit No. 38 computers remain under the control, custody and supervision of the school unit at all times. The school unit monitors all computer and Internet activity by students. The school unit may conduct random audits of computer usage to protect its technology infrastructure. RSU No. 38 has the right to access, review and/or disclose any aspect of computer usage when it has legitimate business or security need to do so. Students have no expectation of privacy in their use of school computers, whether they are used on school property or elsewhere.

The Regional School Unit No. 38 utilizes filtering technology designed to block materials that are illegal, obscene or harmful to minors, including all pornography. Regional School Unit No. 38 takes precautions to supervise student use of the Internet and electronic communications, and to prevent unlawful disclosure, use or dissemination of personally identifiable information about students. Regional School Unit No. 38 educates students about safety on the Internet, appropriate online behavior and cyberbullying awareness and response, but parents should be aware that Regional School Unit No. 38 cannot reasonably prevent all instances of inappropriate computer and Internet use by students in violation of Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school unit is not responsible for the accuracy or quality of information that students obtain through the Internet.

The Superintendent is responsible for implementing this policy and the accompanying rules and for documenting student Internet safety training. Additional administrative procedures or school rules governing the day-to-day management and operations of the school unit's computer system may be implemented, consistent with Board policies and rules. The Superintendent may delegate specific responsibilities to the Technology Coordinator and others as he/she deems appropriate.

Students and parents shall be informed of this policy and the accompanying rules through handbooks, the school web site and/or other means selected by the Superintendent.

Cross Reference:     ACAA – Harassment and Sexual Harassment of Students  
                          ACAB – Harassment and Sexual Harassment of School Employees  
                          IJNDB-R – Student Computer and Internet Use Rules  
                          GCSA – Employee Computer and Internet Use  
                          IJNDA – Distance Learning Program

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EGAD – Copyright Compliance

JFCK – Student Use of Cell Phones and Other Electronic Devices

JFCK-R – Student Use of Cell Phones and Other Electronic Devices Procedures

JIC – Student Code of Conduct

Legal Reference: 47 USC § 254(h)(5) (Children’s Internet Protection Act)

Revised by RSU No. 38 Board of Directors: April 4, 2012

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**REGIONAL SCHOOL UNIT NO. 38  
TRUANCY**

A student is habitually truant if the student:

1. Is subject to the compulsory attendance law; and
2. Has attained the equivalent of 10 full days of nonexcused absences or seven consecutive school days of nonexcused absences during a school year.

The principal or his/her designee shall serve as the attendance coordinator.

The Board appoints the principal of each school as the attendance officer for that school.

As required by law, the following procedure shall be followed when a student is habitually truant:

- A. If the principal and the attendance coordinator determine that a student is habitually truant, the principal shall inform the Superintendent. The Superintendent/designee shall first try to correct the problem informally. Informal attempts to correct the problem must include meeting with the student and the student's parents/guardians to identify possible causes of the habitual truancy and to develop a plan to implement solutions to the problem. If the initial meeting does not resolve the problem, the Superintendent/designee shall implement interventions that may include, but are not limited to:
  1. Frequent communication between the staff and the family;
  2. Changes in the learning environment;
  3. Mentoring;
  4. Student counseling;
  5. Tutoring, including peer tutoring;
  6. Placement into different classes;
  7. Evaluation for alternative education programs;
  8. Attendance contracts;
  9. Referral to other agencies for family services; and
  10. Other interventions including but not limited to referral to the school attendance coordinator, student assistance team, or dropout prevention committee.

Failure of the student or the student's parent/legal guardian(s) to appear at scheduled meetings does not preclude school administrators from implementing a plan to address a student's truancy.

- B. As part of correcting the problem informally, the Superintendent/designee shall require the student and his/her parents to attend one or more meetings with the student's teacher or other school personnel designated by the Superintendent. The purpose of the meeting(s) is to reinforce the plan referenced in paragraph A or to develop an alternative plan. Such meetings may involve others including but not limited to case

managers, therapeutic treatment providers, and representatives of the Department of Human Services, the Department of Behavioral and Developmental Services, and the Department of Corrections. The Superintendent/designee shall schedule the meeting(s) at mutually convenient times.

- C. If the Superintendent/designee is unable to correct the student's truancy, the Superintendent/designee shall serve or cause to be served upon the parent in-hand or by registered mail a written notice that the student's attendance is required by law. The notice shall:
1. State that the student is required to attend school pursuant to 20-A M.R.S.A. §5001-A (the compulsory attendance law);
  2. Explain the parent's right to inspect the student's attendance records, attendance coordinator's reports, and principal's reports;
  3. Explain that the failure to send the student to school and maintain the student in regular attendance is a civil violation in accordance with 20-A M.R.S.A. § 5053-A and explain the possible penalties;
  4. State that the Superintendent/designee may notify local law enforcement authorities of a violation of the habitual truancy statute; and
  5. Outline the plan developed to address the student's habitual truancy and the steps that have been taken to implement that plan.
- D. Prior to notifying local law enforcement authorities, the Superintendent/designee shall schedule at least one meeting as required by law and paragraph B of this policy.
- E. If after three school days after the service of the notice described in paragraph C of this policy the student remains truant and the parent and student refuse to attend the meeting referred to in paragraph D, the Superintendent/designee shall report the facts of the unlawful absence to local law enforcement authorities.
- F. When a student is determined to be habitually truant and in violation of the compulsory attendance law and the Superintendent/designee has made a good faith attempt to meet the requirements of paragraph B of this policy, the Superintendent/designee shall notify the Board and local law enforcement authorities of the truancy. After this notification, a local law enforcement officer who sees the truant student may transport the student to the appropriate school if the truant student is off school grounds during school hours and not under the supervision of school personnel.

The Superintendent shall submit an annual report regarding habitual truancy to the Commissioner by October 1. The report must identify the number of habitual truants in the school administrative unit in the preceding school year; describe the school unit's efforts to deal with habitual truancy; account for actions brought to enforce the habitual truancy law; and include any other information on truancy requested by the Commissioner.

Legal Reference: 20-A M.R.S.A. §§ 5001-A; 5051-A-5054

Cross Reference: JEA – Compulsory Attendance

JFC – Dropout Prevention Committee

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

**Policy: JHB****REGIONAL SCHOOL UNIT NO. 38  
TRUANCY****TRUANCY DEFINED**

A student is truant if he/she is required to attend school or alternative instruction under Maine compulsory attendance law (20-A MRSA § 5001-A) and he/she:

- A. Has completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; or
- B. Is at least 7 years of age and has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year.

**ATTENDANCE COORDINATORS**

In accordance with Maine law, the Superintendent shall appoint one or more attendance coordinators. The duties of the attendance coordinator include, but are not limited to:

- A. Interviewing a student whose attendance is irregular and meeting with the student and the parents to determine the cause of the irregular attendance and filing a written report with the principal;
- B. Filing an annual report with the Superintendent summarizing school year activities, findings and recommendations regarding truant;
- C. Serving as a member of the dropout prevention committee; and
- D. Serving as the liaison between the school and the local law enforcement agency in matters pertaining to student absenteeism under Maine law.

**TRUANCY PROCEDURES**

As required by law, the following procedure shall be followed when a student is truant.

- A. The principal, upon determining that a student is truant, shall notify the Superintendent of the student's truancy within five school days of the last unexcused absence.
- B. Within in five school days of notification, the Superintendent/designee will refer the student who has been determined to be truant to the school's student assistance team or the school's general education intervention system personnel.

- C. The student assistance team or the intervention system personnel will meet to determine the cause of the truancy and assess the effect of the student's absences, as well as any future absences for the student. If it is determined that a negative effect exists, the student assistance team or the intervention system personnel shall develop an intervention plan to address the student's absences and the negative effect of these absences.

An intervention plan may include, but is not limited to:

1. Frequent communication between the teacher and the family;
2. Changes in the learning environment;
3. Mentoring;
4. Student counseling;
5. Tutoring, including peer tutoring;
6. Placement into different classes;
7. Evaluation for alternative education programs;
8. Attendance contracts;
9. Referral to other agencies for family services; and
10. Other interventions including but not limited to referral to the school attendance coordinator, student assistance team, or dropout prevention committee.

Failure of the student or the student's parent(s) to appear at scheduled meetings does not preclude school administrators from implementing a plan to address a student's truancy.

- D. The student and his/her parents/guardians shall be invited to attend any meetings scheduled to discuss the student's truancy and the intervention plan.
- E. If the Superintendent/designee is unable to correct the student's truancy, the Superintendent/designee shall serve or cause to be served upon the parent(s) in-hand or by registered mail a written notice that the student's attendance is required by law. The notice shall:
1. State that the student is required to attend school pursuant to 20-A MRSA §5001-A (the compulsory attendance law);
  2. Explain the parent's right to inspect the student's attendance records, attendance coordinator's reports, and principal's reports;
  3. Explain that the failure to send the student to school and maintain the student in regular attendance is a civil violation in accordance with 20-A MRSA § 5053-A and will jeopardize the student's status in the grade he/she is in;
  4. State that the Superintendent/designee may notify local law enforcement authorities of a violation of 20-A MRSA § 5053-A and the Department of Health and Human Services (DHHS) of a violation under and 20-A MRSA § 5051-A(1)(C); and
  5. Outline the plan developed to address the student's truancy and the steps that have been taken to implement that plan.

- F. Prior to notifying local law enforcement authorities, the Superintendent/ designee shall schedule at least one meeting of the student assistance team or intervention system personnel as required by law and paragraph B of this policy and may invite a local prosecutor.
- G. If after three school days after the service of the notice described in paragraph E of this policy the student remains truant and the parent(s) and student refuse to attend the meeting referred to in paragraph F, the Superintendent/designee shall report the facts of the unlawful absence to local law enforcement authorities. Local law enforcement may proceed with enforcement action against the parent unless the student is at once placed in an appropriate school or otherwise meets the requirements of the compulsory attendance law.
- H. When a student is determined to be truant and in violation of the compulsory attendance law, and the student assistance team or the intervention system personnel has made a good faith attempt to meet the requirements, the Superintendent shall notify the Board of the student’s truancy.

ANNUAL REPORT TO COMMISSIONER

The Superintendent shall submit an annual report regarding truancy to the Commissioner by October 1. The report must identify the number of truants in the school administrative unit in the preceding school year; describe the school unit’s efforts to deal with truancy; account for actions brought to enforce the truancy law; and include any other information on truancy requested by the Commissioner.

- Legal Reference: 20-A MRSA §§ 5001-A; 5051-A-5054-A  
22 MRSA § 4002
- Cross Reference: JEA – Compulsory Attendance  
JFC – Dropout Prevention—Student Withdrawal from School  
JLF – Reporting Child Abuse and Neglect

Adopted: \_\_\_\_\_

**REGIONAL SCHOOL UNIT NO. 38  
USE OF PHYSICAL RESTRAINT AND SECLUSION**

The Regional School Unit No. 38 School Board has adopted this policy to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others.

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The Superintendent has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as he/she deems appropriate.

**1. Definitions**

The following definitions apply to this policy and procedure:

- A. **Physical restraint:** An intervention that restricts a student’s freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.

**Physical restraint does not include any of the following:**

1. Physical escort: A temporary touching or holding inducing a student to walk to another location, including assisting the student to the student’s feet in order to be escorted.
2. Physical prompt: A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
3. Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.
4. A brief period of physical contact necessary to break up a fight.
5. Momentarily deflecting the movement of a student when the student’s movements would be destructive, harmful or dangerous to the student or others.
6. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.
7. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.

Deleted: of the hand, wrist, arm, shoulder, hip or back for the purpose of moving a student voluntarily

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~~8. Restraints used by law enforcement officers in the course of their professional duties are not subject to this policy/procedure or DOE Rule Chapter 33.~~

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~~9. DOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.~~

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B. **Seclusion:** The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student.

**Seclusion does not include:**

1. Timeout: An intervention where a student requests, or complies with an adult request for, a break.

**2. Procedures for Implementing Physical Restraint and Seclusion**

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

**3. Annual Notice of Policy/Procedure**

RSU No. 38 shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

**4. Training Requirements**

A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.

B. RSU No. 38 will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Superintendent’s Office, in each school office and in the school unit’s Emergency Management Plan.

**5. Parent/Legal Guardian Complaint Procedure**

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Superintendent as soon as possible. The Superintendent/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty ~~(20) business~~ days, if practicable.

Deleted: one (21) school

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the

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school unit within 60 calendar days of receiving the complaint.

Legal References: 20-A M.R.S.A. §§ 4502(5) (M); 4009 --  
Me. DOE Reg., ch. 33

Cross References: JKAA-R – Procedures on Physical Restraint and Seclusion  
JKAA-F – Incident Report Form  
JK – Student Discipline  
EBCA – Comprehensive Emergency Management Plan

Adopted: July 23, 2012

Maranacook Community High School  
Board Report 10/30/13

We recently had a visit from the Apple team to our high school. Included in the visit were Apple's senior management and area development management. The Apple team met with members of the RSU's technology team, toured the high school and visited Mrs. Frey's and Mr. Gower's classrooms. Their overall goal was to see how instructional content has changed with the implementation of one-to-one Apple tools. They were able to witness fun, engaging and educational lessons taught using Apple technology.

In Mrs. Frey's Spanish class the team saw students using eBackpack. This tool allows students to send and receive assignments and allows the instructor to correct assignments and write feedback. The lesson involved students video recording themselves speaking Spanish and showing what they needed to do to get ready for school. Students also used the website and application Memerise to build their language skills through practice. The final exercise involved the website Socrative in which students worked on teams to answer questions and could chart their progress against other teams through Apple TV.

In Mr. Gower's History vs. Hollywood elective students analyzed (which is a high level of Bloom's Taxonomy) a film's historical accuracy and how the film can be used as an educational tool. The students then used the built-in cameras on their i-Pads and i-Movie to recreate an original trailer.

On Thursday, October 17<sup>th</sup> and Tuesday, October 22<sup>nd</sup> we held our parent teacher conferences. This was a good opportunity for parents to meet with their child's teachers and put a name with a face. We are committed to making as many opportunities as possible to bring families into the High School.

We recently had a giant map of South America in the district for two weeks. During that time teachers from many different disciplines brought their students to learn more about geography and South America. The map measured 26' by 35' and is one of the largest maps ever created by National Geographic. As I observed it was quite an experience for classes to be able to stand on the map and change their perspective. Students were able to see where the Amazon River begins, it's tributaries, and ultimately ends in its massive basin. Along with students being able to view the map, the community got a chance to look at it and walk on it during parent/teacher conferences. An interesting fact I learned while I observed a lesson was that the Amazon River carries over 1/5 of the world's fresh water!

Sincerely,

Dwayne Conway

Enrollment as of 10/29/13, Freshmen-96 +1 from last report, Sophomore-121 -2 from last report, Juniors-100 +2 from last report, Seniors-101 same

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



**Cathy Jacobs, Principal**  
**Phyllis Cote, Office Coordinator**

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

**“A Caring School Community  
Dedicated to Excellence”**

Middle School Principal’s Report

November 6, 2013

Enrollment: Grade 6: 83 Grade 7: 105 Grade 8: 89 TOTAL: 277

**Students Participate in a simulated Challenger Mission**

As part of the Royal River’s adventure theme, students have been studying the physics of different modes of transportation. We are thrilled to announce that thanks to a \$1000 grant from Eastern Maine Healthcare Systems, the team was able to participate in a simulated Challenger mission at the Challenger Learning Center of Maine in Bangor. At Challenger, they experienced what it is like to "travel" in a rocket and work on the international space station. They also had a turn at working in mission control. Students had to work remotely with a teammate to accomplish tasks on the space station. In addition to the standards addressed in their transportation class, this also addresses Common Core standards around listening skills and following procedural steps.

Additionally, thanks to a \$300 grant from the Cole Land Transportation Museum, the Royal River team was able to visit their museum and see how the simple machines and Newton's Laws have worked together in the development of different kinds of land transportation. At the museum, students interviewed Maine veterans to learn about their experiences and efforts to safeguard our country.

***Write On! Student Playwriting Project: The Next Generation of Maine Writers***

The Theater at Monmouth offered Maine schools the 2013 *Write On! Student Playwriting Project*. A number of Maranacook Community Middle School teachers participated in the school-based program that addressed Maine’s Common Core Standards both for student learning and teacher professional development. *Write On!* included professional development workshops for teachers, curriculum guides, and classroom visits with professional teaching artists. This project was funded in part by a \$10,000 grant from the Stephen and Tabitha King Foundation. *Write On!* integrates the art of playwriting into the middle and high school curriculum to enhance academic and cultural literacy, creative expression, and communication skills.

After numerous lessons in scene writing, character development, play writing and formatting, and in-class theater visits from the Artistic Director at TAM, Dawn McAndrews, Mrs. Lombardo’s Language Arts classes developed 40-plus student plays! Mrs. Lombardo submitted 35 plays to compete in the playwriting project. A total of eleven plays were selected as winners; nine of them were from MCMS!

A theater festival was held on August 15, 2013 at 7:30 p.m., to honor the selected students. Winners’ plays

were performed as “staged readings” by TAM’s theater troop. The performances ranged from five to 30 minutes with plots ranging from ghost to bear sightings, fighting off zombies to fighting against parents, and starting at a new school to looking for a new home.

Recently, TAM offered Team Katahdin a free performance of Shakespeare’s *Twelfth Night* as a reward for being the school who submitted the most plays. Actors from the play came to our school and provided workshops to prepare students for the performance. The Katahdin team attended the play at the Theater at Monmouth on October 10. The students had a marvelous time at the theater! It was a wonderful event to honor this team’s playwrights!

Some information for this article is from:

Shepherd, Jay. "Write On! Student Playwriting Festival: The Next Generation of Maine Writers." *TAM Press Release* [Monmouth] July 2013: n. pag. Print.

### **Make a Difference Day**

Our annual food drive for Make A Difference Day was a huge success. The goal for the middle school was to collect 600 items. We collected close to 3000!!! In addition to this, the Katahdin Team's theme this trimester is Change. Through that theme, they are studying immigration, chemistry, and the Vietnam War. In service learning class, students are studying the causes and effects of hunger in the U.S. and around the world. The students have designed and are carrying out projects to cause a change in their community. Did you know students who receive free or reduced lunch are required to take a piece of fruit? This fruit sometimes gets thrown away without being eaten. A group of Service Learning students met with Jeff Bridges to work out a system where people who do not want their fruit may put it in a big bowl near the cash register. Anyone who wants fruit at lunch or to put one in their backpacks for later, may help themselves. At the end of the lunch block, students bring the bowl of fruit upstairs and place it where students may help themselves in between classes. In addition, other groups are collecting food and money for the Mt. Vernon and Readfield food banks.

Elementary Principals' Report  
November 6, 2013  
Pia Holmes (MES & MTV)  
Jeff Boston (RES & WES)

|     | Pre-K | K     | 1     | 2     | 3     | 4     | 5     | Wrap Program<br>WES | Total |
|-----|-------|-------|-------|-------|-------|-------|-------|---------------------|-------|
| MES | 12/12 | 14/14 | 14/14 | 16/14 | 21    | 17/17 | 24    |                     | 189   |
| RES | 18    | 14/15 | 24    | 17    | 13/14 | 16/17 | 14/15 |                     | 177   |
| MTV | 18    | 17    | 21    | 14    | 25    | 16    | 16    |                     | 127   |
| WES | 0     | 12    | 11    | 11    | 8     | 8     | 8     | 7                   | 65    |

### NECAP Assessments

The elementary schools completed the NECAP (New England Common Assessment Program) Assessments for grades three through five. Third and Fourth grade students were assessed in reading and mathematics, while the Fifth grade students were assessed in reading, mathematics and writing. We will receive the results at the end of January 2014. Parents will receive a copy of their child's achievement and the teachers will spend time on disaggregating the data to identify strengths and areas needing improvement. We would like to take this opportunity to thank our students and faculty for a great effort!

### Parent/Teacher Conferences

Parent/Teacher Conferences are just around the corner! Secretaries have sent out Pick-A-Time information electronically to all parents and hard copies to those who do not have access to email. Conferences will be taking place the week of November 12th through November 21st. Our time spans will be from 3:00 – 7:00 pm. Each faculty will be prepared to review their students' academic progress with parents. In the event that you cannot attend conferences, please contact your child's teacher to arrange for another date and time that is mutually agreeable. We are looking forward to this opportunity and building an educational partnership with our parents to benefit their child.

### Next Gen Science Standards Conference

Elementary teachers Jamie Kravetz (WES) and Rebecca Henry (MES) accompanied Nancy Harriman, Curriculum Coordinator, and representatives from the Middle and High School to the MCLA Conference on Next Gen Science Standards on October 21 and 22. Discussion will continue in our District on alignment of content & practices K-12.

### **Generosity By Area Businesses**

On October 11th and October 14th, two representatives from Sam's Club and Walmart presented twenty teachers from Readfield and Wayne Elementary Schools with \$50 reward cards to purchase classroom supplies. Both schools were randomly selected. In addition, Readfield Elementary School received a check for \$52 from Target Corporation from their "Give With Target" campaign. We would like to take this opportunity to thank both organization for their generosity and support for our schools.

### **Donor's Choose Grants Awarded**

U.S. Cellular recently completed the Donor's Choose funding for five MES teachers. On October 30, U. S. Cellular visited the school to honor the following teachers:

Rachael Boucher, Literacy Specialist for "Reading the Real Thing"

Rebecca Henry, Grade 5 for "I scream, You Scream, We all Scream for iPads"

Mary O'Brien, Grade 3 for "Technology in the Classroom"

Diane Curtis, Grade 4 for Bringing Nature into the classroom"

Michelle Ballard, Grade 2 for "i can Learn with an iPad"

Other elementary teachers who were recently fully funded for their projects from Donor's Choose are:

Karen Toothaker, MES Pre-K for "Way to Grow"

Katie Conway, RES Grade 5 for "Virtual Science Through iPads"

Staci LeClair, RES Pre-K for "PreSchool Playground Project"

We appreciate the effort and creativity of our teachers for these projects!

### **Peer Observations**

As part of the RSU 38 evaluation process, teachers, who are not probationary, will be participating in the peer observation model. Teachers may team up with one or two colleagues to conduct this work (minimum of three observations per teacher for the school year). This process is to allow teachers to be reflective in their practice and to improve their instruction through focused conversations with a peer. For each peer observation, a teacher identifies a lesson segment (6-23) from design questions 2-4 of Robert Marzano's research of improving instruction and student learning. The three design questions we are working on this school year, as indicated by our superintendent, are:

Design Question #2 - Helping Students Interact with New Knowledge

Design Question #3 - Helping Students Practice and Deepen New Knowledge

Design Question #4 - Helping Students Generate and Test Hypotheses

We have created a packet of instructional strategies and technology links to address these design questions for teachers from Marzano's book, [Becoming A Reflective Teacher](#). In addition, there are rubrics for each lesson segment for peer feedback and conversation.

### **Art Show for MTV Students!**

From November 6 through December 1 there will be an art show at the Olde Post Office Cafe in Mt. Vernon. Dona Seegers, art teacher, will display art from all K-5 students. The Cafe is open from 1 AM to 2:30 PM, so please drop by to see this unique art display!

### **Kayak Raffle**

During the month of November and December, Readfield Elementary School will be selling raffle tickets for a brand new, hand-made seventeen foot wooden kayak with a safety float inside. Raffle tickets can be purchased from the RES main office. The money raised from this raffle will be designated for a new Promethean Board to benefit our students. We would like to take this opportunity to thank the Wurth Family for their generosity and support!

### **Flu Clinics**

Flu Clinics have been scheduled for all four elementary schools. At MES, 86 students and 30 adults received the flu vaccine and at RES 95 students and 16 adults were vaccinated. Clinics for MTV and WES are scheduled for November 7. Maine General is sponsoring the clinics in collaboration with our school nurses, Sharon Chaplin and Angela Palmer.

### **Gulf of Maine Institute Adventure**

5th grade students from MES and MTV will attend a program at the Gulf of Maine Institute in Portland on November 1. Funded by businesses and grants, this exciting adventure begins with a charter bus ride to the Institute where students will be involved with the current *LabVenture* topic, *Complex Systems*. Students are immersed in the multiple perspectives needed to understand the interconnectedness of the Gulf of Maine ecosystem. From a scientist, fisherman, and species point of view, students make connections between humans, herring, cod, and lobster. As scientists, students peer through microscopes at zooplankton and measure live lobsters. Role-playing as lobsters, students make survival decisions in the presence of their predators, cod. As fishermen, students making fishing gear choices for a responsible and profitable harvest. This interactive program is an exciting, cooperative science experience that students will long remember!

### **Unity Day at MES**

October is known as National Bullying Prevention Month. October 9th was Unity Day across the country and was organized by Pacer's National Bullying Center. On October 22nd all students were asked to wear ORANGE to show their support for Unity Day at Manchester Elementary. Organized by teachers Diane Curtis and Robin Terrell, a school-wide assembly was held to show support for kids who are bullied and to raise awareness for all kids to know that they have the right to feel safe at school and in their community. Our positive school behavior expectations were reviewed and our students, clothed in a sea of orange, sang our S.O.A.R. song for Safety, Openness, Achievement, and Respect!

## Adult and Community Education November 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 the town managers and boards of selectmen in Mt. Vernon and Readfield and am scheduled to present at the Manchester board of selectmen meeting on November 12<sup>th</sup> at 6:00 PM. The focus of these meetings has been to discuss the critical importance adult education programs have in providing educational and enrichment opportunities within our local communities. One of the documents, I have been sharing with each of the boards, is the "Jobs in Maine" report, distributed by the Maine Development Foundation. This document outlines the top 20 Maine occupations employers are looking to fill and highlights the importance of obtaining a high school diploma and/or professional degree, in terms of lifetime salary earnings potential.

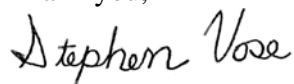
As of December 1<sup>st</sup>, 2013, the current General Equivalency Diploma (GED) test will be discontinued. As its replacement, the state of Maine has selected the new High School Equivalency Test (HiSET), developed by nationally known Educational Testing Service (ETS). As director of adult education diploma testing services here at Maranacook, I have been busy attending meetings and trainings hosted by the Maine Department of Education (MDOE) to prepare for the rapidly approaching transition. The new HiSET test will be identical in many ways to the discontinued GED test, allowing continued usage of many of our current test preparation books and resources. Additionally, HiSET will continue to test students in the 5 core subject areas of writing, reading, math, science and social studies, the same core areas as on the GED. Because of the similarities between the two tests, the State of Maine will be allowing students to transfer completed GED tests into the new HiSET system. If a student previously completed the math and reading section of the GED they would only be required to complete the science, writing and social studies sections of the HiSET test to earn their high school equivalent diploma. The one restriction to this transfer is that students only have until December 1, 2014 to complete ALL testing and receive their high school equivalent diploma or they will lose all credit in previously completed GED tests. For more information on the new High School Equivalency Test (HiSET), please see: [hiset.ets.org](http://hiset.ets.org).

Using funds from our 2013-14 Maine College Access Challenge Grant (MCACG), the adult and community education programs of Waterville, Skowhegan, Gardiner, Fairfield, Winthrop/Monmouth, Whitefield and Maranacook have hired a new Coordinator of Intake and Career Counseling to assist us in improving professional development opportunities for our career counseling staff and better link intake procedures across all seven of our adult education programs. MCACG monies will be combined with additional funding that recently became available through our NEW College Transitions (CT) grant, to support added college transitions classes and enhanced academic and career advising. To increase our in-house ability to provide additional career advising, the week of November 4-7th, we will be interviewing individuals to fill the role of career counselor.

The winter/spring version of the RSU 38 Adult and Community Education brochure is currently being written! I am already impressed with the number of enrichment classes we are planning to offer to assist our local communities in staying mentally and physically healthy and active through the long Maine winter! I ask the board and local community members in helping us spread the word by attending and encouraging others to attend, our many and varied programs. Watch for your copy of your catalog to arrive in your mailbox on December 28<sup>th</sup>.

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/Maranacookadulted). Follow us on Twitter or LIKE us on Facebook and receive periodic updates!

Thank you,



Steve Vose



*A Caring School Community Dedicated To Excellence*

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**WARRANT ARTICLE RECONCILIATION  
REGIONAL SCHOOL UNIT NO. 38  
2013-2014  
October 31, 2013**

| <u>DESCRIPTION</u>       | <u>APPROVED</u>      | <u>10/2/2013<br/>TRANSFER</u> | <u>ADJUSTED</u>      | <u>EXPENDED</u>     | <u>ENCUMBERED</u> | <u>REMAINING</u>    | <u>% REMAIN</u> |
|--------------------------|----------------------|-------------------------------|----------------------|---------------------|-------------------|---------------------|-----------------|
| Regular Instruction      | 6,678,656.00         | (70,281.00)                   | 6,608,375.00         | 2,014,729.53        | 25,735.43         | 4,567,910.04        | 68.40%          |
| Special Education        | 1,953,987.00         | 29,481.00                     | 1,983,468.00         | 521,909.35          | 0.00              | 1,461,558.65        | 74.80%          |
| 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           | 97,041.98           | 3,532.46          | 304,776.56          | 75.55%          |
| Student & Staff Support  | 1,591,639.00         | 23,050.00                     | 1,614,689.00         | 545,963.49          | 95,758.41         | 972,967.10          | 61.13%          |
| System Administration    | 496,364.00           | 4,152.00                      | 500,516.00           | 186,668.45          | 1,556.94          | 312,290.61          | 62.92%          |
| School Administration    | 840,480.00           | 11,631.00                     | 852,111.00           | 272,528.51          | 4,002.26          | 575,580.23          | 68.48%          |
| Transportation           | 956,127.00           | 0.00                          | 956,127.00           | 346,481.34          | 35,423.80         | 574,221.86          | 60.06%          |
| Facilities/Maintenance   | 1,939,559.00         | 0.00                          | 1,939,559.00         | 745,593.09          | 283,934.65        | 910,031.26          | 46.92%          |
| 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%          |
| <b>TOTAL BUDGET</b>      | <b>15,724,787.00</b> | <b>0.00</b>                   | <b>15,724,787.00</b> | <b>5,460,185.77</b> | <b>449,943.95</b> | <b>9,814,657.28</b> | <b>62.42%</b>   |

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](mailto: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

7a.

10/30/13

### November Board Report:

This past month has been filled with training opportunities for staff throughout the district and the topics have ranged from Post Secondary Transition Planning to Personalized Alternate Assessment Portfolios (PAAPs). In early October a group of four staff, including myself, attended Drummond Woodsum's training on Individualized Education Plans (IEPs). It was a very well attended workshop and helped us focus on how to continue to develop data-driven IEPs that are based on student's present levels of educational performance. It was validating to hear that much of what we include in our IEP process is what Drummond Woodsum is recommending.

A week after the Drummond Woodsum training the high school staff and I met with Holly Griffin from Kennebec Behavioral Health. We discussed the various opportunities for school-age children, but specifically focused on adult services after high school. She was able to provide us with up-to-date resources for parents and students in terms of adult services and seamless transition planning. Later in that week I was able to attend the annual fall conference for Maine special education directors where the focus was also on transition planning. The Department of Education (DOE) and Department of Health and Human Services (DHHS) worked with the group of administrators and professional staff to focus on improved transition planning outcomes.

With the fall New England Common Assessment Program (NECAP) testing complete many special educators are focusing on the upcoming PAAP testing. At the end of October two staff attended the DOE-led PAAP trainings. The PAAP is the alternate to Maine's required State assessments and is designed for students with severe cognitive impairments. The PAAP measures individual student progress towards Maine standards in a format that is developmentally appropriate for them.

In November our district-wide Maine Autism Leader Team will again be going to University of Maine at Orono for a training session to continue our work. Within district we have already met this year to work on our Evidence-Based Practice Guide for students with Autism Spectrum Disorders or behavioral challenges. There is a lot going on throughout the district and the entire staff has been working very hard to continue to provide high quality services for students with disabilities.

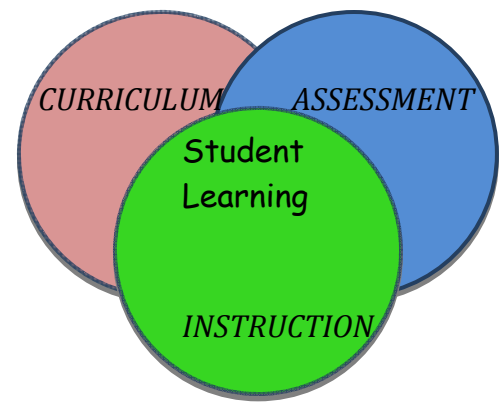
Hope this letter finds you all doing well and please let me know if you have any questions.

Sincerely,

Ryan Meserve  
Special Education Director

10/29/13

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



Last month's report concluded with a Venn Diagram showing the relationships among standards, curriculum, assessment, instruction. In a rigorous, constructive learning environment they are interdependent. Since starting in this position as Curriculum Coordinator, I have had an opportunity to collaborate with multiple teams within the district learning about the context, culture, structures, and practices that are already in place in the district, and deliberate about how to work with administrators, coaches, and faculty to effectively address those areas of the District's Strategic Plan. (In particular, Goal #2: **RSU # 38 will develop and implement consistent, rigorous curriculum resulting in high levels of student performance.**)

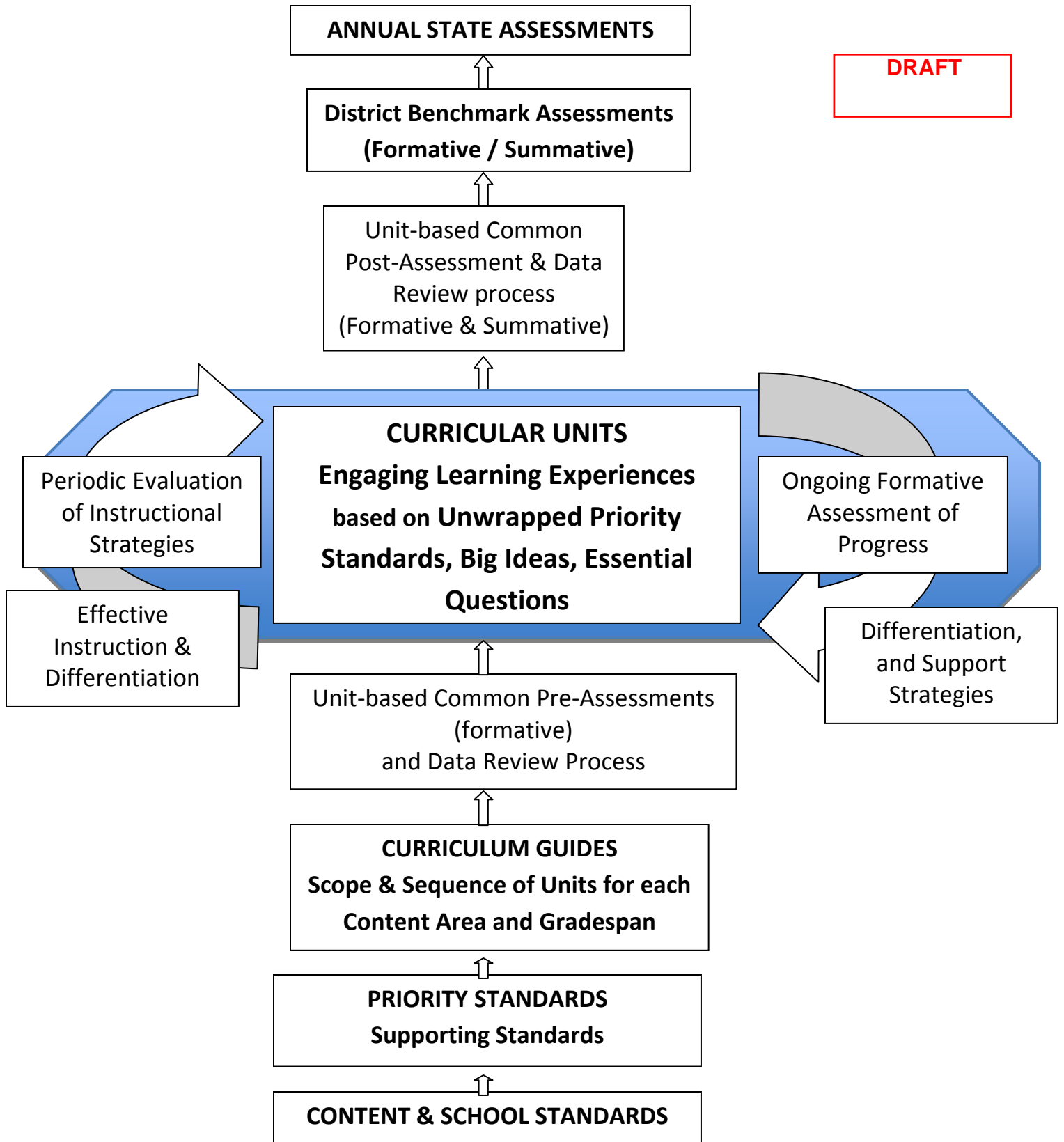
One resource that has been particularly useful is the book, [Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment](#) by Larry Ainsworth. He is highly regarded in the field for his no nonsense approach to writing objectives, learning targets, and curriculum plans. He describes his latest model as *a comprehensive one that pulls together all the components to powerfully prepare students for the 21<sup>st</sup> century, and is designed for teachers yet is student centered* when implemented.

Attached is a DRAFT flowchart showing the curriculum and assessment development process for our district, based on Ainsworth's model. It shows several types of curriculum documents that are under development and will eventually be completed for all content areas:

- Curriculum Guide** An overview of scope and sequence of content for a specific content area for each grade span  
Audience: Public, Board
  
- Curricular Unit** A Common Unit Plan that includes standards, learning targets, choices of instructional resources, assessments, pacing guide & other instructional elements for a particular subject and level  
Audience: Faculty, Administrators
  
- Common Assessment** A standards-based performance assessment for evaluating students either prior to or following instruction in a common curricular unit  
Audience: Teaching Staff, Students
  
- Benchmark Assessments** Either formal (i.e. NWEA MAP test) or informal assessments (i.e. End of Year assessment developed by a grade level team) to determine a student's overall level of proficiency in a content area as measured against the standards for a particular level  
Audience: Teaching Staff, Students

*Stay tuned for examples of work in progress, K-12!*

# RSU #38 CURRICULUM, INSTRUCTION & ASSESSMENT DESIGN



Adapted from Ainsworth: Rigorous Curriculum Design Alignment Diagram, 2010

Superintendent's Report  
November 6, 2013

On October 21 and 22 Brigitte Williams and I attended all four area Select Board meetings in order to share enrollment and valuation information, predicted maintenance and staffing needs for the FY 15 budget, and the status of negotiations. Questions from the Select Boards concerned the McCare audit, the value of the Wayne Elementary School, the decline of population in the Wayne Elementary School, and the warranty on the Maranacook Community Middle School roof. The schedule for budget meetings was distributed to Select Boards. There will be a joint RSU #38 School Board/RSU #38 Select Board meeting on March 5<sup>th</sup> at 6:30 at Maranacook Community High School to discuss the FY 15 budget.

On Tuesday, October 22 a team from Apple visited classrooms in the Maranacook Community High School to view the integration of technology and instruction. I accompanied the team as they visited the classroom of Kelly Frey where she and the class were using technology in their study of Spanish III. They reviewed homework assignments on their iPads. Students submitted homework from the previous night on their iPads and prior to class Kelly had graded and returned the assignment to students so they could focus on misconceptions as part of the lesson. The class also shared the videos each student had made as an assignment focused on learning body parts, they reviewed vocabulary on the iPads and enjoyed a rocket race as teams within the class practiced vocabulary. Shane Gower's class focused on the study of history through film, students were researching movies that demonstrated historical events. They were beginning the creation of trailers that depicted those events through an app on their iPads. The visiting team then met with administrators and tech integrationists, Diane MacGregor and Nate Savage, to discuss the use of technology in the middle and high school. The Apple team expressed their appreciation of the technological accomplishments that RSU #38 demonstrated. This appreciation was echoed in the October 28<sup>th</sup> article in the Kennebec Journal that focused on the use of technology in RSU #38.

On October 24 I attended the Maine School Management conference that was held in Augusta. I attended sessions that provided information on transparent budget development, Maine's Freedom of Access Act, school funding, and the technical assistance plan for the development of proficiency based diplomas.

The Teacher Evaluation Committee met for the first time this year on October 24. The meeting provided a review of Chapter 180 (Performance Evaluation and Professional Growth Systems) the work accomplished to date, including the adoption of the Marzano Teaching Standards, and an overview of projected work for the year. The minutes of the meeting are included in the Board packet.

On Friday, November 1, I accompanied the Maranacook Community High School Jazz Band and members of the classes that participated in the integrated French, Social Studies, and Art project that was featured at an RSU #38 School Board meeting last year to Thomas College. The students performed and shared their project at a meeting of Kennebec Valley Superintendents and Legislators. This meeting was designed to showcase the wonderful opportunities that our public schools provide.

Respectfully submitted,

Donna H. Wolfrom

*A Caring School Community Dedicated To Excellence*

**RSU No. 38 Policy Committee  
October 30, 2013, 6:00 – 7:30 p.m.  
Draft Minutes of Meeting**

Present: Lisa Montagna, Bonnie Simcock, Ryan Meserve, Jan Kolenda, Donna Wolfrom

Excused: David Greenham, Madeline Snow

1. Appoint Chairperson – Lisa Montagna was appointed Chairperson
  
2. Review for First Reading:
  - JKAA – Use of Physical Restraint and Seclusion (revised) – Ryan Meserve reviewed the revisions with the Committee, most of which pertain to the definition of “physical restraint”. The Policy Committee recommends forwarding Policy JKAA for first reading as presented.
  - BEA – Board Use of Electronic Mail (revised) – Jan Kolenda reviewed the minor revisions to this policy as recommended from a Drummond Woodsum conference she attended. The Policy Committee recommends forwarding Policy BEA for first reading as presented.
  - EHB – Records Management (new) – This is a new policy which was recommended at the conference which Jan Kolenda attended. The Policy Committee recommends moving Policy EHB forward for first reading.
  - IJND – School System Web Site/Web Pages (revised) The Policy Committee reviewed the recommended revisions. Additional revisions were made to the title of the policy as well as the first paragraph. The Policy Committee recommends moving Policy IJND forward for first reading as revised.
  - IJNDB – Student Computer, Internet Use, and Cyber Safety (revised) - The Policy Committee reviewed the recommended revisions and made a couple additional revisions. The Policy Committee recommends moving Policy IJNDB forward for first reading as revised.
  - JHB - Truancy (revised) – The Committee agreed to use the MSMA sample policy in revising this dated policy. The Policy Committee recommends moving Policy JHB forward for first reading as revised.
  
3. Other policies that may need review
  - ADF School District Commitment to Learning Results
  - BBA Board Powers and Responsibilities
  - BCA Board Member Code of Ethics

Donna Wolfrom noted that the above policies will need to be reviewed. She also noted that she has shared recommended revisions to Policy GBEBB, Staff Standards of Conduct With Students, with the Maranacook Area Staff Association Executive Committee, asking that they review it with staff members for feedback.
  
4. Set schedule of meetings for year – **The next meeting is scheduled for Wednesday, November 13, 6:00 p.m. at the Superintendent’s Office.** The Committee discussed holding monthly meetings on the second Wednesday of the month at 6:00 p.m. Tentative dates for future meetings are:
 

|  |                     |
|--|---------------------|
| December 12 (Thursday)                 | March 12            |
| January 15 (3 <sup>rd</sup> Wednesday) | April 10 (Thursday) |
| February 12                            | May 14              |

Teacher Evaluation Committee Meeting  
October 23, 2013

Present: Donna Wolfrom, Barbara Bourgoine, Duane Conway, Sarah Caban, Deb Dubord, Jan Kolenda, Ryan Meserve, Laura Reville, Jeff Boston, Mary O'Brien, Jason Morgan, Denise Churchill, Lynette Johnson

1. Review of Law 05-071 Chapter 180

State requirements for developing, piloting and implementing a teacher evaluation system and principal evaluation system

Must have:

- Multiple measures - one must be student growth Standards
- Rating scale - 2 effective levels - at least one ineffective level
- Prof Growth Opportunity
- Training for evaluators and teachers
- Steering group - (thats this committee)

Timeline:

2013-14 - Develop the System

2014 -15 Pilot the system in one or more of the schools

2015 -16 Full implementation

2. Review of work to date:

- \* Purpose- professional development and accountability
- \* Teacher Standards Adopted - after much deliberation and research the committee agreed to adopt the Marzano Standards
- \* Study of possible pieces in the system: observational rounds, peer observations, video taping, student surveys, expert coaches, cueing, teacher led prof. dev., virtual communities, self reflections, portfolios)
- \* Research on do and don'ts
- \* Participation & discussion of a peer observation done by committee members

Questions still to address:

- \* What are the pieces we want for our teacher evaluation process?
- \* What is the process schedule?
- \* How do we train teachers on the Standards?
- \* How do we address student growth?
- \* How do we share our work? Make it transparent?

Progress with Staff:

Last year's focus - Domain 1: DQ1: Communicating learning goals and feedback. Profession development was spent on creating clear learning goals and developing learning targets

This year's focus- is on DQ2: Helping students interact with new knowledge, DQ3:Helping students deepen and practice new knowledge & DQ4:Helping students generate and test hypotheses.

Teachers have all been instructed to utilize peer observations

Peer observation processes for professional growth:

- \* Observer goes in to gain insight for their own prof development or goes in to provide feedback to the teacher being observed

- \* Need a clear focus for these observations to become a tool for professional development

- \* This is an opportunity for teachers to become more familiar with Marzano's Standards prior to them being used for a formal evaluation. The rubrics that accompany the Marzano Standards would be helpful tools to use while making peer observations.

Suggestion was made to provide more professional development time to look at the Standards and peer observations. Establish a base language for peer dialogue that is critical and not "fluff"

Groups watch and critique a video of a lesson or watch & discuss one of the Art & Science of Teaching DVDs on Standards DQ2, DQ3, & DQ4

A-team is discussing a district wide protocol for peer observation- this is presently in development stage

Need to start having more discussions and become more familiar with the strategies and rubrics suggested for the Standards

Would it make sense to identify the "priority" standards? (There are 41 total) Do we want to identify the ones that should be "common" for all? According to Marzano these would be the Standards in Domain 1 which is where we have been focusing

### 3. *Observation 360* presentation- Jan K

A-team has been looking at this as a way to record observations and walkthroughs. Can be accessed on an iPad and record observations connected to particular standards

At the piloting stage- has Marzano standards and teacher evidence, student evidence, rating scale (taken from the Marzano rubrics). Suggestions can be given for videos for teacher to view, reflection questions are selected by evaluator for teacher to respond to. When observation is completed teacher would receive an email to log in and complete the reflection and see the results. Teachers would log in to PD 360 to see their observation notes, and recommendations

The plan is to use this informally this year, then formally in future. Teachers could also use it for peer observation feedback



#### 4. Discussion of Chapters 1 & 6- *Effective Supervision*, Marzano, Frontier, & Livingston

##### Chapter 1: *Supervision that Develops Expertise*

- \* Expertise can be developed with deliberate practice
- \* Teachers become teachers for recognition of expertise
- \* Education has experienced exponential growth in its pedagogy- the knowledge base continues to grow and change rapidly... ie. Brain research
- \* Research on teacher expertise:
  - Well articulated knowledge base
  - Focused feedback and practice
  - Opportunity to observe and discuss expertise
  - Clear criteria and a plan for success
  - Recognition for expertise
- \* Ultimate criteria must be student achievement- did they learn?

##### Chapter 6 -*Clear Criteria and a Plan for Success*

- \* Pretest/Posttest... Who controls this? Does the teacher do this?
- \* Should there be “common” Assessments
- \* Student surveys/ exit slips- we need to work with students to develop a culture where they can be reflective and put the effort into showing what they truly know
- \* How does fixed vs growth mindset impact this work- for teachers and for students?
- \* How can we track student growth?
- \* Primary vs secondary goals- Domain 1 represents primary goals, domains 2, 3, 4, are secondary
- \* Pg 93 - Each teacher, each year should be working on 1 standard from each domain.
- \* Self evaluation should be a component of our overall plan

#### 5. Next steps: identify pieces and processes to include in our teacher evaluation system, training of evaluators and teachers

For next month- How can we put the pieces together? How can it be differentiated? What will the schedule look like? How can we incorporate student data? How are we going to do this?

Talk with other teachers about how student growth could be shown? What would they see as effective measure(s) to include in our plan?

#### **Next Meeting: November 26**

Agenda:

Identify the pieces we will include in our plan