

*“A Caring School Community Dedicated to Excellence”*

**REGIONAL SCHOOL UNIT NO. 38**

**BOARD OF DIRECTORS**

**Maranacook Community High School**

**November 4, 2015, 6:30 p.m.**

**AGENDA**

1. Call to order:
2. Recognitions: (10 min.)
  - a. Susan Holinger, Awarded School Psychologist of the Year by the Maine Association of School Psychologists (MASP)
  - b. Shane Gower, Selected for the 2016 Understanding Sacrifice Program by the National History Day (NHD)
3. Consent Agenda: (5 min.)
  - a. Approval of Minutes of October 21, 2015\*
  - b. Acceptance of Capital Area Technical Center (CATC) Cooperative Agreement\*
4. Student Representatives Reports (10 min.)
5. Citizens' Comments: (5 min.)
6. Additions/Adjustments to the Agenda by Board and/or Superintendent: (5 min.)
7. Action/Discussion/Informational Items: (30 min.)
  - a. Report from attendees of Maine School Management Association (MSMA) Fall Conference
  - b. Policy Second Reading: IJOA, Field Trips & Other Student Travel\*
  - c. Policy First Readings: ACAA, Harassment and Sexual Harassment of Students; ACAB, Harassment and Sexual Harassment of School Employees; IE, Grade Placement; JLF, Reporting Child Abuse and Neglect\*
8. Informational Items: (10 min.)
  - a. Reports:
    - Staff Association
    - Principals\*
    - Adult & Community Education Director
    - Finance Manager\*
    - Health Center Director\*
    - Special Education Director\*
    - Curriculum, Assessment & Instruction Director\*
    - Superintendent of Schools\*
  - b. Ad Hoc Group: Awesome Bear Society – 11/18/15, MCHS, 6:30 p.m.
  - c. Upcoming Committee Meetings:
    - Administrator/Teacher Evaluation (Educator Effectiveness) 11/18/15, Superintendent's Office, 3:30 p.m.
    - Capital Area Technical Center (CATC) – 12/1/15, Augusta, 10:30 a.m.
    - Health Services Advisory Council – 11/17/15, MCHS Media Ctr., 6:30 p.m.
    - Policy\* – 11/9/15, Superintendent's Office, 6:00 p.m.
9. Adjournment:

**\* Attachments**

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

**REGIONAL SCHOOL UNIT NO. 38**  
**BOARD OF DIRECTORS**  
**Maranacook Community High School Student Center**  
**October 21, 2015**  
**Minutes of Meeting**

Present: Chair Terri Watson, Vice Chair Melissa O'Neal, Stephen Hayes (left 7:45), Pia Holmes, Trish Jackson, Betty Morrell, Michele Pino, Shawn Roderick, Bonnie Simcock  
Members Excused: Michael Apolito, Gary Carr, Jim Marr, Stefan Pakulski  
Administrators: Superintendent Donna Wolfrom, Principals Jeff Boston, Dwayne Conway, Janet Delmar and Cathy Jacobs, Director of Curriculum, Instruction and Assessment Nancy Harriman, Technology Director Diane MacGregor

1. Call to order: Chair Watson called the meeting to order at 6:30 p.m.  
Chair Watson welcomed Betty Morrell, newly appointed board member from the Town of Readfield.
2. Presentation: Update from Teacher Evaluation Committee  
Superintendent Wolfrom provided an overview of the work completed to date on the Performance Evaluation System. According to Chapter 108 districts are to pilot their systems in the 2015-2016 school year and make revisions as necessary. The Board will be asked to adopt the system at the end of the pilot year.  
Teacher Evaluation Committee members Jill Watson, HS Teacher, and Denise Churchill, MS Teacher, presented on the work of the Committee, providing an overview of the teacher Effectiveness Pilot Plan and the Student Learning Objective (SLO) Framework.  
Copies of the Teacher Performance Evaluation and Professional Growth Pilot Plan, and the Student Learning Objective (SLO) Framework will be emailed to board members.
3. Consent Agenda: (5 min.)
  - a. Approval of Minutes of October 7, 2015  
**MOTION** by Pino, second by Simcock to accept the minutes of October 7, 2015 as presented.  
**Motion Carried:** unanimous.
4. Citizens' Comments: none
5. Additions/Adjustments to the Agenda by Board and/or Superintendent: None
6. Action/Discussion/Informational Items: *Correction – 6a and 6b should read “First Probationary Contract Teacher”*
  - a. Nomination of First Probationary Contract Teacher, High School Math Interventionist, Colette Jadis  
**MOTION** by Hayes, second by Morrell to accept the nomination of Colette Jadis to a first probationary contract, High School Math Interventionist. **Motion Carried:** unanimous.
  - b. Nomination of First Probationary Contract Teacher, Elementary Art (40% FTE), Rachael Gilley  
**MOTION** by Pino, second by Simcock to accept the nomination of Rachel Gilley to a first probationary contract – Elementary Art (40% FTE). **Motion Carried:** unanimous.
  - c. Consideration of Tabled Policy IHD – Community Education Council Roles and Responsibilities  
Superintendent Wolfrom reported this policy was sent back to the Policy Committee for review after the Board tabled the vote at the June 3, 2015 meeting. The Committee reviewed the past discussions on this policy and recommend approval of the policy as presented.  
**MOTION** by Holmes, second by Jackson to accept Policy IHD as presented.

Discussion followed on the purpose of the Community Education Council and the need to recruit more members from the community to serve on this Council.

**Motion Carried:** unanimous

d. Annual Approval of Comprehensive Emergency Management Plan

Superintendent Wolfrom reported that the staff continually works on revisions to the Comprehensive Emergency Management Plan. Each district in Maine is required to have an emergency management plan and that it must be approved by the School Board each October. We work very closely with Art True at the Kennebec County Emergency Management Agency to make sure our plan is up to date. He shared with us some of what they learned with the Cony High School evacuations last year. We will be focusing on strengthening our parent reunification plans this year. Superintendent Wolfrom recommends the Board vote to approve the plan.

**MOTION** by Holmes, second by Hayes to approve the RSU 38 Comprehensive Emergency Management Plan as presented. Discussion followed. **Motion Carried:** unanimous

e. Discussion/Vote – MSBA Proposed Resolutions

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

Resolution 1 – Vouchers and Education Savings Accounts. Discussion ensued regarding Resolution 1.

**MOTION** by Pino, second by Simcock to join the MSBA in the opposition of vouchers.

**Motion Carried:** 5 in favor, 3 opposed (Roderick, Morrell, Hayes), 1 abstention (O’Neal)  
Resolution 2 – Standardized Testing Benchmarks.

No motion; no action taken on Resolution 2.

Resolution 3 – Spending Additional General Purpose Aid

**MOTION** by Simcock, second by Holmes to support MSBA Resolution 3. Discussion followed. **Motion Carried:** 9 in favor, 0 opposed, 1 abstention (Hayes)

Resolution 4 – Teacher Retirement Funding

**MOTION** by Hayes, second by Holmes to support MSBA resolution 4.

**Motion Carried:** unanimous

7. Workshop Session:

a. Strategic Plan Update, Goal 1, Action Steps 3, 4

Superintendent Wolfrom introduced Principals Dwayne Conway and Cathy Jacobs, along with Dean of Students Kristen Levesque (HS), and Alternative Education Teacher Mary Freeman (MS). Board members have a copy of Goal 1, Action Steps 3 and 4 in their folders.

Presentation was made on the various personal learning opportunities provided for students in the high school and middle school, providing examples of alternative methods of instruction offered to assist students in meeting the standards. The high school will be looking for alternative sources for the college tours for next year. They have been using the MELMAC grant for these tours. The middle school will be distributing a survey to students to try to identify reasons for lower participation in after school activities. The survey will ask what types of activities they would like to see, what activities outside of school they are involved in, whether transportation is a hindrance, etc. Based on the results of the survey, they may be looking at some budgetary items to be put back in the budget.

The board thanked Mr. Conway, Ms. Jacobs, Ms. Levesque and Ms. Freeman for the presentation and expressed their appreciation for all the innovative things they are doing to serve all students.

8. Adjournment: **MOTION** and second to adjourn at 8:40 p.m.

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

October 2, 2015

COOPERATIVE AGREEMENT

Pursuant to Title 20-A, Section 8404 of the Maine Revised Statutes, the undersigned, being the duly authorized members of the Advisory Committee of the Capital Area Technical Center, do hereby enter into the following Cooperative Agreement and do devise a formula for sharing costs:

1. The Capital Area Technical Center Advisory Committee shall consist of:
  - a) The Superintendent, or his/her representative, of each member administrative unit and
  - b) One School Board member, or trustee, appointed or elected by the school authorities from the administrative units served by the Superintendents. In any situation where a superintendent serves more than one unit, the school authorities of the units served shall cooperatively appoint a single representative. Each Superintendent and each representative shall have one vote on the Advisory Committee. When challenged a weighted vote shall be used.

**Quotas & Weighted Vote**  
 Current Figures: October 1, 2015

<b>Administrative Unit</b>	<b>FTE slots</b>	<b>Slots</b>	<b>Vote (%)</b>
<b>Augusta</b>	<b>61.5</b>	<b>123</b>	<b>32.28</b>
<b>Total RSU 38</b>	<b>26.5</b>	<b>53</b>	<b>13.91</b>
<b>RSU #2</b>	<b>25.5</b>	<b>51</b>	<b>13.39</b>
<b>Total RSU 12</b>	<b>25.5</b>	<b>51</b>	<b>13.39</b>
<b>Gardiner</b>	<b>21.5</b>	<b>43</b>	<b>11.29</b>
<b>Total RSU 18</b>	<b>15.0</b>	<b>30</b>	<b>7.87</b>
<b>Winthrop</b>	<b>7.5</b>	<b>15</b>	<b>3.94</b>
<b>Vassalboro AOS 92</b>	<b>5.5</b>	<b>11</b>	<b>2.89</b>
<b>Fayette</b>	<b>1.0</b>	<b>2</b>	<b>.52</b>
<b>Jefferson AOS 93</b>	<b>1.0</b>	<b>2</b>	<b>.52</b>
<b>Totals</b>	<b>190.5</b>	<b>381</b>	<b>100.00</b>

2. The Advisory Committee shall meet at least quarterly each year, to include at least one meeting annually with the Augusta Board of Education.

At its initial organizational meeting and annually thereafter at the first meeting of the fiscal year, the Advisory Committee shall elect from its members a Chairperson and Vice-Chairperson.

3. The time, place and dates of the regular meeting of the Advisory Committee shall be established in June by the Advisory Committee with the recommendation of the Director.
4. The Chairperson and/or Director may call special meetings of the Advisory Committee as long as each unit has at least 24 hours notice of the meeting.
5. The Chairperson and Director shall determine the agenda and order of business. Members of the Advisory Committee can have items placed on the agenda by notifying the Director 5 days prior to the meeting. Urgent items can be filed on the day or night of the meeting at the discretion of the Chairperson.
6. A quorum must be present to conduct Advisory Committee business. Representatives or designees from five school districts constitute a quorum.
7. The latest edition of Robert's Rules of Order shall govern parliamentary procedures of the Center's Advisory Committee when applicable and if not in conflict with the Cooperative Agreement of the Center.
8. With respect to the governance of the Capital Area Technical Center, the primary responsibility of the Advisory Committee is to make informed and timely recommendations to the Augusta School Board on all matters relating to the Center. To achieve this objective, all recommendations concerning the management and operation of the Center which are submitted to the Augusta Board for action shall first be presented to the Advisory Committee for review. Any resolution formally adopted by the Advisory Committee as a result of such a review shall be transmitted by the Augusta Superintendent of Schools to the Augusta Board with the original recommendation.

This review process shall apply to all matters relating to the Capital Area Technical Center submitted to the Augusta School Board for action including the appointment of the Director, the modification of instructional programs and student services, the budget for each fiscal year and any adjustments proposed after its adoption, the acquisition of equipment, and major repairs and renovations to the physical plant.

9. The Advisory Committee will review and comment upon any program applications for state and federal funds to serve vocational students prior to submission to the funding source to ensure regional coordination through the

Center. The intent of this article is to provide regional coordination and encourage and protect local incentive.

10. Member units may request to withdraw from the Center by vote of its school committees or Board of Directors with proper notice to the Advisory Committee by January 1<sup>st</sup> before the beginning of the next fiscal year. Actual withdrawal must be carried out in accordance with applicable State Law.
11. The Director shall meet such qualifications as may be prescribed by the State Board of Education and State Law.
12. The Director shall serve as chief administrative officer of the Center and its satellites and have all the authority and obligations of a secondary school principal in the school administrative unit operating the Center.
13. The hiring and dismissal of the Director and staff of the Technical Center shall be the responsibility of the Augusta Board of Education. The Advisory Committee shall, however, be involved in the screening and interviewing of applicants for the position of Director.
14. The Advisory Committee for the Center at one of its meetings held no later than February of each year shall recommend the operating budget for the next fiscal year. In case a school board or school trustee member is unable to attend the meeting at which the budget is approved, the Superintendent or his/her representative for the unit not represented may vote on the budget. The Director will present an overview of the proposed budget at least one month prior to submittal to the Augusta Board of Education.

The Director shall prepare and submit an annual report of the Technical Center and vocational satellite programs to the State Board and to each sending unit and advisory member served by the Center.

15. Beginning with the 2013-2014 fiscal year, the costs due from each school administrative unit that is affiliated with the CATC shall be satisfied by the CATC's receipt of the state subsidy allocation for career and technical education.  
School units that send students to Capital Area Technical Center and do not subscribe to the above billing method will be assessed at the tuition rate set by the SAU's Business Manager. This assessment may be increased up to ten percent (10%) should the actual number of sending unit students, for the school year, be less than the base estimate used in determining the initial tuition rate. The adjustment to the assessment will be reflected in the fourth quarter billing. Billing for these sending units will be done on a quarterly basis.
16. A complete financial report shall be made to the Advisory Committee quarterly by the Director.
17. If the Technical Center ceases to exist, the Augusta Board of Education shall ensure that the proceeds for, the disposition of the equipment purchased after

July 1, 1987, will be distributed proportionately in accord with the formula set forth in #1. It is understood however; that any equipment purchased by the Augusta School Department, and not charged through the formula, shall be fully owned by the City of Augusta School Department and that the proceeds from any future sale of such assets shall not be subject to distribution to sending units.

18. The Cooperative Agreement is subject to ratification by all of the school committees or Board of Directors of the participating administrative units; eligible to vote on same by state law.
19. This agreement shall be reviewed and adopted annually with a copy of the original agreement being submitted to the Commissioner of Education.
20. Other such business not covered in this document should be processed in accordance with the best interest of the Center as determined by the Advisory Committee.

**Current Figures By Town: October 1, 2015**

<b>Administrative Unit</b>	<b>FTE slots</b>	<b>Slots</b>	
<b>Augusta</b>	<b>61.5</b>	<b>123</b>	
<b>Gardiner</b>	<b>21.5</b>	<b>43</b>	
Dresden RSU #2	2.5	5	
Farmingdale RSU #2	6	12	
Hallowell RSU #2	4	8	
Monmouth RSU #2	7.5	15	
Richmond RSU #2	5.5	11	
<b>Total RSU #2</b>	<b>25.5</b>	<b>51</b>	
<b>Fayette</b>	<b>1</b>	<b>2</b>	
<b>Winthrop</b>	<b>7.5</b>	<b>15</b>	
China RSU 18	14	28	
Sidney RSU 18	.5	1	
Belgrade RSU 18	.5	1	
<b>Total RSU 18</b>	<b>15</b>	<b>30</b>	
<b>Vassalboro AOS 92</b>	<b>5.5</b>	<b>11</b>	
<b>Jefferson AOS 93</b>	<b>1</b>	<b>2</b>	
Chelsea RSU 12	8	16	
Palermo RSU 12	4	8	
Somerville RSU 12	1.5	3	
Whitefield RSU 12	4	8	
Windsor RSU 12	8	16	
<b>Total RSU 12</b>	<b>25.5</b>	<b>51</b>	
Manchester RSU 38	8.5	17	
Mt. Vernon RSU 38	4.5	9	

Readfield RSU 38	9	18	
Wayne RSU 38	4.5	9	
<b>Total RSU 38</b>	<b>26.5</b>	<b>53</b>	
<b>Totals</b>	<b>190.5</b>	<b>381</b>	

IN WITNESS WHEREOF, we the undersigned hereby place our hands

(date) November 4, 2015.

**Augusta – Public Schools**

By: \_\_\_\_\_ Print: \_\_\_\_\_  
 School Board Chairperson School Board Chairperson

By: \_\_\_\_\_ Print: \_\_\_\_\_  
 Superintendent of Schools Superintendent of Schools

**RSU# 2**

By: \_\_\_\_\_ Print: \_\_\_\_\_  
 School Board Chairperson School Board Chairperson

By: \_\_\_\_\_ Print: \_\_\_\_\_  
 Superintendent of Schools Superintendent of Schools

**RSU #11 Gardiner**

By: \_\_\_\_\_ Print: \_\_\_\_\_  
 School Board Chairperson School Board Chairperson

By: \_\_\_\_\_ Print: \_\_\_\_\_  
 Superintendent of Schools Superintendent of Schools

**RSU #12**

By: \_\_\_\_\_ Print: \_\_\_\_\_  
 School Board Chairperson School Board Chairperson

By: \_\_\_\_\_ Print: \_\_\_\_\_  
 Superintendent of Schools Superintendent of Schools

**Fayette**

By: \_\_\_\_\_ Print: \_\_\_\_\_  
 School Board Chairperson School Board Chairperson

By: \_\_\_\_\_ Print: \_\_\_\_\_  
 Superintendent of Schools Superintendent of Schools



**RSU #38 Maranacook**

By: \_\_\_\_\_  
School Board Chairperson

Print: Terri Watson  
School Board Chairperson

By: \_\_\_\_\_  
Superintendent of Schools

Print: Donna H. Wolfrom  
Superintendent of Schools

**Jefferson AOS #93**

By: \_\_\_\_\_  
School Board Chairperson

Print: \_\_\_\_\_  
School Board Chairperson

By: \_\_\_\_\_  
Superintendent of Schools

Print: \_\_\_\_\_  
Superintendent of Schools

**Winthrop Public Schools**

By: \_\_\_\_\_  
School Board Chairperson

Print: \_\_\_\_\_  
School Board Chairperson

By: \_\_\_\_\_  
Superintendent of Schools

Print: \_\_\_\_\_  
Superintendent of Schools

**China RSU #18**

By: \_\_\_\_\_  
School Board Chairperson

Print: \_\_\_\_\_  
School Board Chairperson

By: \_\_\_\_\_  
Superintendent of Schools

Print: \_\_\_\_\_  
Superintendent of Schools

**Vassalboro AOS #92**

By: \_\_\_\_\_  
School Board Chairperson

Print: \_\_\_\_\_  
School Board Chairperson

By: \_\_\_\_\_  
Superintendent of Schools

Print: \_\_\_\_\_  
Superintendent of Schools

**REGIONAL SCHOOL UNIT NO. 38**  
**FIELD TRIPS AND OTHER STUDENT TRAVEL**

The Board recognizes the educational value of school-sponsored trips as a means of supplementing the curriculum and as a vehicle for encouraging and supporting student participation in academic, artistic, and athletic activities, performances and competitions. In addition, some school-sponsored trips may provide social experiences and contribute to the development of a positive school culture.

This policy provides guidance for the various kinds of trips that may be sponsored by the RSU #38 schools.

**I. Field Trips**

“Field trip” means a trip that takes place during the school day and is organized and conducted by one or more RSU #38 employees as a means of accomplishing particular curriculum objectives. All students within the class or grade, or curriculum related subgroup within a class, will be eligible to participate.

Field trips must be approved in advance by the building principal.

Teachers and principals will be expected to consider the following factors in planning and approval of field trips:

- A. The trip must be substantially related to the curriculum.
- B. The value of the time spent in the activity must justify the time spent in travel.
- C. Any trip having a duration of a week or more shall be scheduled to include the school vacation period, or provide justification for scheduling it for some other time.
- D. A plan to address any missed classwork must be established and agreed to by students, teachers, parents, and principal.
- E. All classes should have equal access to field trip funds.
- F. All students should be included in activities. An alternative activity will be made available where appropriate.
- G. For trips further than 100 miles, public carrier transportation may be required. The classes may be requested to raise funds to cover the cost.
- H. Students need to meet eligibility requirements in order to participate on field trips lasting five or more days.

In addition the Board requires that:

- A. Parents/guardians give written permission for field trip participation.

- B. Adequate supervision be provided to maintain discipline and safety and to respond to emergencies.
- C. Students participating in field trips conduct themselves in a manner consistent with Board policies and school rules.
- D. Any overnight curriculum-related trip ~~must~~ be approved by the Board.

## **II. Competition Trips**

“Competition trip” means any trip related to an academic, artistic, athletic, or other student competition or performance that involves individual students or teams. Any competition trip out-of-state must be approved in advance by the RSU #38 Board. Approval may be contingent upon availability of funding through the school budget or other sources.

## **III. Other School-Sponsored Trips**

Other school-sponsored trips are those that are organized and conducted by one or more employees of RSU #38 as a supplement to the curriculum, as a class social activity, or as an activity planned by a student club or organization. Such trips may include overnight, long-distance in-state or out-of-state travel, or foreign travel. To be school-sponsored, the trip must relate directly to the curriculum or to activities for which the student club is organized.

Participation in such trips is entirely voluntary. There shall be no extra credit awarded for participation and no loss of credit for not taking a trip.

Participation may be limited to students taking courses related to the purpose of the trip or to students who are affiliated with the student club or organization planning the trip.

The Board must approve, in advance, any trips involving out-of state travel and all overnight and foreign trips. Approval may be contingent upon availability of funding from the school budget and other sources, including student fundraising.

## **IV. Non-School-Sponsored Travel**

Travel organized by RSU #38 employees, parents or others that is not an extension of the instructional program or school-sponsored activities and has not been approved as a school-sponsored trip in compliance with this policy will be considered a non-school-sponsored trip.

All responsibility for non-school-sponsored trips lies with the individual(s) or group(s) organizing them. The Board accepts no responsibility for non-school-sponsored trips, and organizers should be aware that such trips or excursions are not covered by the school unit’s liability insurance.

To minimize the impact of these trips on the instructional program and operation of the schools, the Board strongly encourages organizers/sponsors to schedule non-school-sponsored trips during weekends and/or vacation periods. Staff members planning or participating in non-school-sponsored travel must notify the building principal of such plans. Student absences due to participation in non-school sponsored travel will be considered unexcused absences.

Instructional time may not be used to promote the trip or distribute materials. Individuals or groups who wish to use the schools for the purpose of publicizing trips or recruiting participants and parents/chaperones may do so in accordance with the Board's facilities use policy. Individuals or groups wishing to distribute promotional materials may do so only in accordance with Board policy. Non-school-sponsored trips must not be represented as school functions or as related to, or an extension of, the District's instructional, co-curricular or extracurricular programs.

It is the responsibility of any staff engaging in such trips or activities to notify the parents of prospective and participating students that this is not a school activity, but an independent voluntary trip organized or lead by that teacher or staff member. To minimize any risk of misunderstanding, the following statement must be made in any informational meetings or materials promoting the trip:

“This trip is not approved or sponsored by the RSU #38 Board. It has not been reviewed, approved or endorsed by authorized RSU #38 administrators and it is not covered by any of RSU #38's insurance policies.”

Students participating in field trips and other school-sponsored trips must conduct themselves in a manner consistent with all Board policies and school rules. Students who violate Board policy or school rules will be subject to disciplinary consequences.

Cross Reference:     KH – Advertising in the Schools  
                          JEA – Compulsory Attendance  
                          KF – Use of School Facilities

Revised by RSU No. 38 Board of Directors: \_\_\_\_\_

Policy: ACAA

**REGIONAL SCHOOL UNIT NO. 38**  
**HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS**

Harassment of students because of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, or disability is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

**Harassment**

Harassment includes but is not limited to verbal abuse based on race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, or disability. Harassment that rises to the level of physical assault, battery and/or abuse is also addressed in the Board policy JICIA – Weapons, Violence and School Safety.

Harassment includes but is not limited to unwelcome behavior such as:

1. verbal abuse
2. harassment that rises to the level of physical assault, and/or abuse;
3. sexual advances, gestures, comments or contact;
4. threats and bullying;
5. offensive language, jokes and teasing;
6. ridicule, slurs, derogatory action or remarks;
7. abuse of power

**Sexual Harassment**

Sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors or pressure to engage in sexual activity, physical contact of a sexual nature, gestures, comments, or other physical, written or verbal conduct that is gender-based that interferes with a student's education. School employees, fellow students, volunteers and visitors to the school, and other persons with whom students may interact in order to pursue school activities are required to refrain from such conduct.

Harassment/sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment/sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.

The Superintendent or the employee designated as the Title IX will investigate complaints of harassment in accordance with the Student Harassment Complaint Procedure. School employees, students, and parents shall be informed of this policy/procedure through handbooks and/or other means selected by the school administration.

Legal Reference: Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.)  
Title VI of the Civil Rights Act of 1964 (42 USC § 2000(d))  
5 MRSA §§ 4602; 4681 et seq.  
20-A MRSA § 6553

Cross Reference:     ACAA-R - Student Discrimination and Harassment Complaint  
                          Procedure  
                          AC - Nondiscrimination/Equal Opportunity and Affirmative Action  
                          ACAD - Hazing  
                          JICIA - Weapons, Violence and School Safety

Revised:             \_\_\_\_\_

Policy: ACAB

**REGIONAL SCHOOL UNIT NO. 38**  
**HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES**

Harassment of school employees because of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, status as a veteran, or disability is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

**Harassment**

Harassment includes but is not limited to verbal abuse, threats, physical assault and/or battery based on race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, status as a veteran, or disability. Under the Maine Civil Rights Act, violence or threats of violence against a person or their property based on their sexual orientation are also illegal.

**Sexual Harassment**

Unwelcome sexual advances, suggestive or lewd remarks, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an employee's work environment or employee benefits;
- B. Submission to or rejection of such conduct by an employee is used as the basis for decisions on employment benefits; and/or
- C. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Any employee who engages in harassment or sexual harassment will be subject to disciplinary action, up to and including discharge.

All complaints of harassment will be investigated in accordance with the School Employee Discrimination and Harassment Complaint Procedure.

**Notice and Training**

Annually, each employee shall receive a copy of this policy and the School Employee Discrimination and Harassment Complaint Procedure. This may be accomplished by including the policy/procedure with employee paychecks or by using other appropriate means to ensure that each employee receives a copy. All newly hired employees shall be provided training about sexual harassment in accordance with Maine law.

The Superintendent is responsible for ensuring that the school unit complies with all legal requirements for posting, notification and training of employees regarding harassment and sexual harassment.

Legal Reference: Title IX of the Education Amendments of 1972 (20 USC § 1681 et seq.)  
Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)  
Americans with Disabilities Act (42 USC § 12101 et seq.)  
Section 504 of the Vocational Rehabilitation Act of 1973 (29 USC § 794 et seq.)  
Title VII (42 USC § 2000c-2; 29 CFR § 1604.11)  
Age Discrimination in Employment Act (29 USC § 623)  
5 MRSA §§ 4602; 4681 et seq.  
20-A MRSA § 6553  
26 MRSA §§ 806-807

Cross Reference: ACAB-R - School Employee Discrimination and Harassment Complaint Procedure  
AC - Nondiscrimination/Equal Opportunity and Affirmative Action  
ACAD - Hazing

Revised: \_\_\_\_\_



Policy No: IE  
Revised Dates: CSD 03/02/06  
Manchester 03/02/06  
Mt. Vernon 03/02/06  
Readfield 03/02/06  
Wayne 03/02/06

### **REGIONAL SCHOOL UNIT NO. 38 GRADE PLACEMENT**

The policy of the Regional School Unit No. 38 Board is to strive to provide an appropriate instructional program aligned with the Maine Learning Results in a progressive and sequential manner for every student. A student's placement will be determined on an individual basis by parent and staff recommendations. The array of credits/classes available to students shall be as comprehensive and varied as resources allow.

In all instances of possible retention or advancement, each decision will be made on an individualized basis. These decisions are made only after discussions have occurred between parents/guardians and school staff. ~~Retention in the current grade or advancement to the next grade or grades must involve a consensus decision among parents/guardians and school staff.~~ At grade 9-12, guidance will assist with grade placement based on a student's recorded earned credits and standards met.

If the issue of grade placement is not clear due to a student transfer or other circumstances, unforeseen development, the principal shall be responsible for making the final decision on grade assignment after consultation with building staff, specialists and parents.

Appeal: Parent/guardian will have 30 days to file an appeal with the principal, who will form a Hearing Committee composed of the principal, parent, teacher, and district administrator to hear the appeal. If still not satisfied, upon receipt of the decision, the parent/guardian will have 10 days to notify the superintendent. The superintendent will meet with the Hearing Committee and make the final placement decision.

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

Policy: JLF

**REGIONAL SCHOOL UNIT NO. 38  
REPORTING CHILD ABUSE AND NEGLECT**

**I. DEFINITIONS**

- A. Child abuse or neglect. Child abuse or neglect is defined by Maine law as “threat to a child’s health or welfare by physical, mental or emotional injury or impairment, sexual abuse or exploitation, deprivation of essential needs or lack of protection from these, or failure to ensure compliance with school attendance requirements under Title 20-A” (specifically when a child who is at least seven years of age and has not completed grade six, has the equivalent of seven full days of unexcused absences or five consecutive school days of unexcused absences during a school year).
- B. Person responsible for the child. A “person responsible for the child” means a person with responsibility for a child’s health or welfare, whether in the child’s home or another home or a facility which, as part of its function, provides for the care of the child. It includes the child’s parent, guardian or other custodian.

**II. EMPLOYEES’ DUTY TO REPORT**

- A. Any employee of the school unit who has reason to suspect that a child has been or is likely to be abused or neglected must immediately notify the building principal and superintendent.
1. In addition to notifying the building principal and superintendent, the employee may also make a report directly to the Department of Health and Human Services (DHHS) or the District Attorney (see also Section III.B which provides further information about reporting to DHHS and/or the District Attorney).
- B. If the reporting employee does not receive written confirmation from the building administrator/Superintendent within 24 hours of his/her report that a report has been made to DHHS and/or District Attorney, the employee shall make an immediate report directly to DHHS and, if the person suspected is not a person responsible for the child, to the District Attorney. In such cases, the employee shall then complete a copy of the Suspected Child Abuse and Neglect Reporting Form (JLF-E).
- C. If the reporting employee does receive written confirmation from the building administrator/Superintendent within 24 hours of his/her report (which is a copy of the Suspected Child Abuse and Neglect Reporting Form (JLF-E), he/she shall sign the form as acknowledgement that the report was made and return it to the building administrator/Superintendent.

### III. ADMINISTRATOR REPORTING AND CONFIRMATION DUTIES

All building administrators and the Superintendent are designated agents to make child abuse and neglect reports.

- A. If a building administrator receives the report, he/she shall notify the Superintendent immediately.
- B. The Superintendent or building administrator shall then make a verbal and written report(s) of suspected abuse or neglect to DHHS. In addition, if the person suspected is not the parent, guardian or other custodian of the child, the Superintendent/building administrator shall also make a report to the District Attorney.
  - 1. The law requires the reporting employee to make his/her own report to DHHS and/or the District Attorney if he/she has not received confirmation within 24 hours that such a report has been made by the Superintendent/building administrator.
- C. The person making the report to DHHS and/or the District Attorney shall complete the Suspected Child Abuse or Neglect Form (JLF-E).
- D. The Superintendent/building administrator shall provide a copy of the Suspected Child Abuse or Neglect Form to the reporting employee within 24 hours of the employee's initial report. The reporting employee shall sign the report and return it to the Superintendent/building administrator.
- E. The form will be forwarded to DHHS and/or the District Attorney, and shall be retained by the school unit for ten years, as specified in the Maine Archives Rules, along with any other information relevant to the case.

### IV. INTERNAL INVESTIGATIONS AND DISCIPLINE

- A. Employees. If the person suspected of abuse or neglect is an employee, the Superintendent/designee shall investigate and take appropriate action, in accordance with applicable Board policies, collective bargaining contracts, and federal and state laws.
- B. Students. If the person suspected of abuse or neglect is a student, and the abuse or neglect occurred on school premises, during a school activity, or is otherwise related to the school, the Superintendent/designee shall investigate and take appropriate action, in accordance with applicable Board policies and federal and state laws.

### V. INTERVIEWS OF CHILD AND SCHOOL PERSONNEL

DHHS personnel shall be permitted to meet with and interview the child named in the report when the child is present at school as provided in this section. The building administrator or designee shall:

- A. Require the DHHS employee requesting to interview the child to provide written certification that in the Department’s judgment, the interview is necessary to carry out its duties;
- B. Require the DHHS caseworker to discuss the circumstances of the interview and any relevant information regarding the alleged abuse or neglect with the child’s teacher, guidance, school nurse, social worker or building administrator as the caseworker deems is necessary to provide needed emotional support to the child prior to and following the interview;
- C. Not place conditions on how the interview is conducted, including, but not necessarily limited to requiring that certain persons be present during the interview; prohibiting certain persons from being present during the interview; and requiring notice to or consent from a parent or guardian;
- D. Provide an appropriate, quiet and private place for the interview; and
- E. Not disclose any information about DHHS’s intention to interview the child except to school officials or the school’s attorney who need the information to comply with the interview request.

VI. CONFIDENTIALITY OF INFORMATION AND RECORDS

All records, reports and information concerning alleged cases of child abuse and neglect shall be kept confidential to the extent required by Board policies and applicable law.

The building administrator/designee is permitted to release a child’s school records without prior consent of the parent/guardian to DHHS or law enforcement officials as necessary to protect the health or safety of the child or other individuals under federal law.

VII. GOOD FAITH IMMUNITY FROM LIABILITY

Any person who in good faith reports, assists DHHS in making the child available for an interview, or participates in the investigation or proceedings of a child protection investigation is immune from any criminal or civil liability for the act of reporting or participating in the investigation or proceeding. Good faith does not include instances when a false report is made and the person knows the report is false.

Legal Reference: 22 MRSA Chap. 1071, Child and Family Services and Child Protection Act

20 USC § 1232g, Family Educational Rights and Privacy Act  
 20-A M.R.S.A. §§ 5051-A(1)(C); 5051-A(2)(C)

Cross Reference: ACAA – Harassment and Sexual Harassment of Students  
 JLF-E – Suspected Child Abuse and Neglect Report Form  
 JRA – Student Records

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

Elementary Principals' Report  
 November 4, 2015  
 Janet Delmar (MES & MTV)  
 Jeff Boston (RES & WES)

	Pre-K	K	1	2	3	4	5	Total
MES	13/15	13/13	16/17	21	12/14	14/15	22	185
RES	(12/6) 5 students from WES	15/15	10/11	16/14	15/12	21	14/15	176
MTV	8	11/12	11/15	15	17	19	20	128
WES	0	10	14	10/13		10/8		65

### Parent/Teacher Conferences

Parent/Teacher Conferences are just around the corner! Secretaries have sent out Pick-A-Time information electronically to all parents and hard copies to those who do not have access to email. Conferences will be taking place the week of November 9th through November 19th. Our time spans will be from 3:00 – 7:00 pm. Each faculty will be prepared to review their student's academic progress with parents. In the event that 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.

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

MES - 62%

RES - 83%

WES - 75%

MTV - 75%

**NWEA** – Last month, we completed our fall assessment for reading and math using NWEA (Northwest Education Assessment) for Grades 1, 3 and 4. The NWEA is an online assessment, which measures student growth in mathematics, language arts and grammar usage. As students complete the assessment, it is automatically scored for the teacher. It provides the teacher with individual and class progress (data). Here are the results for students meeting or exceeding the standards:

RES: Reading - 71% and Math - 72%

WES: Reading - 67% and Math - 67%

MES: Reading - 70% and Math - 73%

MTV: Reading - 71% and Math - 75%

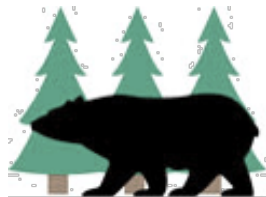
### **Gulf of Maine Institute Adventure**

5th grade students from RES and WES attended a program at the Gulf of Maine Institute in Portland on October 22nd. 5th graders from MES and MtVES attended on October 23rd. Funded by businesses and grants, this exciting adventure begins with a charter bus ride to the Institute where students will be involved with the current *LabVenture* topic, *Complex Systems*. Students are immersed in the multiple perspectives needed to understand the interconnectedness of the Gulf of Maine ecosystem. From a scientist, fisherman, and species point of view, students make connections between humans, herring, cod, and lobster. As scientists, students peer through microscopes at zooplankton and measure live lobsters. Role-playing as lobsters, students make survival decisions in the presence of their predators, cod. As fishermen, students are making fishing gear choices for a responsible and profitable harvest. This interactive program is an exciting, cooperative science experience that students will long remember!

### **Flu Clinics**

Flu Clinics have been scheduled for all four elementary schools. Clinics for MTV and WES are scheduled for October 27th and RES and MES are scheduled for November 10th. Maine General is sponsoring the clinics in collaboration with our school nurses, Jada Clark and Angela Palmer.

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 November 4, 2015

Enrollment: Grade 6: 92 Grade 7: 82 Grade 8: 85 Total: 259

### **Boys to Men**

I am pleased to share some exciting news. During the 2015/16 school year, we will be working with **Maine Boys to Men**, a nonprofit organization devoted to fostering the development of emotionally healthy, respectful, non-violent boys. They have been doing great work in Maine since 1998 and we are fortunate to be able to make their programming available to our 7<sup>th</sup> and 8<sup>th</sup> grade boys.

Maine Boys to Men offers a series of workshops designed specifically for middle school boys. The workshops combine age appropriate exercises and activities from their **Reducing Sexism and Violence Program (RSVP)**, with film clips from *The Mask You Live In*, a 2015 documentary that explores the unique challenges boys face as they navigate the narrow and often confusing definitions of masculinity. These workshops raise awareness of how social and cultural pressures shape understandings of gender and masculinity. Additionally, they encourage students to think critically about their personal experiences and how these pressures influence their own attitudes and behaviors. Lastly, the program introduces specific ways students can become leaders of positive change.

The middle school program is delivered during the school day in (3) one-hour sessions spread over several weeks. The first of the three sessions was held on October 27. The next two sessions will be held in November and December.

By empowering boys to form healthy notions about their own masculinity during these critical middle school years, we help to provide the foundation for an adulthood of healthy relationships.

### **Students Participate in a simulated Challenger Mission**

As part of the Royal River’s survival theme, students have been studying survival in the universe. We are thrilled to announce that thanks to a \$800 grant from the Davis Family Foundation, 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 classes, this also addresses Common Core standards around listening skills and following procedural steps.

Additionally, thanks to a \$250 grant from the Cole Land Transportation Museum, the Royal River team was able to visit their museum in Bangor to interview Maine veterans to learn about their experiences. As a part of their survival unit, students have been studying the history of the United States through its involvement in wars. They worked to create questions for their veterans and were able to be engaged with a veteran for over an hour while at the museum. Once they returned to school, each student wrote a thank you note to their veteran. Three students on the team have submitted an essay about what freedom means to them after interviewing a veteran. The staff at Cole Land Transportation Museum will review these essays and if any of our students are finalists, we will be notified.

### **Annual Maine Association of Middle Level Educators Conference**

On Thursday, October 23, Aimee Reiter, MaryEllen Tracy and I did a presentation on integrated curriculum to educators across Maine at the annual Maine Association of Middle Level Educators conference, held at Point Lookout in North Port. One of the characteristics of our NELMS Spotlight school status is to provide curriculum that is challenging, exploratory, integrative and relevant. Because we are one of the few middle schools in Maine that integrates curriculum, we were invited to do this presentation. The participants at our session were excited to hear our process and many plan to visit our school to see first hand how integrated curriculum is implemented.

In addition to our presentation at the conference, Adam Scarpone brought our middle school chamber singers to perform for the assembly. The group performed five outstanding pieces. They received a standing ovation and many conference participants sought me out to congratulate the group. The keynote speaker at the conference told me that he has been all over the country and has heard many middle school groups perform and ours was one of the best, if not THE best, he has ever heard!! Congratulations to Mr. Scarpone and his chamber singers!!

### Upcoming Events:

November 6: Naturalization Ceremony  
November 19 and 23: Parent Conferences  
November 19: Family Engineering night  
November 19: Scholastic Book Fair  
November 24: Boys to Men Session 2





# MARANACOOK COMMUNITY HIGH SCHOOL

8a.

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  
Kristen Levesque, Dean of Students

## School Board Report 10/28/15

The athletic playoff season is in full swing at the high school. The boys soccer team recently won their home playoff quarterfinals game against Freyberg 3-0 and will be playing this Saturday 10/31 in a semifinals game here at Maranacook, against a yet to be determined team. As I'm sure you know, the boys have won the state championship for the past two years and are looking to "three-peat." They are really a great group of young men who are winning soccer games due to hard work and determination. Additionally, coach Beckwith is extremely dedicated to helping his athletes both on and off the field. Maranacook really is a special place.

Our football team will play an away quarterfinal playoff game, Friday 10/30 at rival Winthrop. I know the football team has worked extra hard this year and I could not be more proud of the collection of boys we have on the team. Football is a special sport at Maranacook in that many of the players only participate in this sport during their time here. It's comforting to have athletics that support students who might not otherwise play a sport.

The girls cross country team qualified for States, which will be held on Saturday 10/31 at the Twin Brook course in Cumberland. What an incredible group of girls and boys we have who participate in cross-country. By in large, the same group also participates in either Nordic or Alpine skiing. They are such a kind, caring, high achieving group of young ladies and gentlemen. They display the best our communities have to offer.

We recently completed our fall round of NWEA testing in the district. The tech team, led by Diane MacGregor, did an incredible job at allowing us to use the i-Pads to take the test with virtually no issues. Giving the NWEA test is new for the high school in the past three years. More than ever, we are using the results from standardized assessments to help drive our decision-making. The high school staff are feeling much more comfortable giving the assessment and it's now part of our routine. I would say that the majority of teachers no longer feel the test is an add on, to all the work they do, but more so a tool, which we can use to help identify where our students strengths and weaknesses are at and change our instruction or provide response to intervention accordingly. We have added many tremendous supports in the past few years, but this step of acceptance, is really exciting for me as it points to a change in culture at the high school. Teachers at the high school and in the district are working hard to open up their rooms and have their instructional practices examined by colleagues with the hope of improving at their craft.

Respectfully submitted,  
Dwayne Conway

Enrollment as of 10/28/15  
Freshmen - 90, Sophomore - 92, Juniors - 103, Seniors - 110

**WARRANT ARTICLE RECONCILIATION  
REGIONAL SCHOOL UNIT NO. 38  
2015-2016  
October 29, 2015**

8a.

<u>DESCRIPTION</u>	<u>APPROVED</u>	<u>TRANSFER</u>	<u>REVISED</u>	<u>EXPENDED</u>	<u>ENCUMBERED</u>	<u>REMAINING</u>	<u>% REMAIN</u>
Regular Instruction	6,766,831.00		6,766,831.00	2,119,516.03	33,655.78	4,613,659.19	68.18%
Special Education	2,031,153.00		2,031,153.00	521,751.41	0.00	1,509,401.59	74.31%
Career & Technical Educ.	0.00		0.00	0.00	0.00	0.00	#DIV/0!
Other Instruction	418,234.00		418,234.00	91,790.84	4,003.30	322,439.86	77.10%
Student & Staff Support	1,574,832.00		1,574,832.00	492,599.18	92,046.75	990,186.07	62.88%
System Administration	539,058.00		539,058.00	217,386.07	1,398.49	320,273.44	59.41%
School Administration	907,044.00		907,044.00	322,461.69	3,386.82	581,195.49	64.08%
Transportation	982,687.00		982,687.00	373,892.43	55,821.98	552,972.59	56.27%
Facilities/Maintenance	1,941,732.00		1,941,732.00	841,101.76	234,236.07	866,394.17	44.62%
Debt Service	699,676.00		699,676.00	618,974.35	0.00	80,701.65	11.53%
All Other Expenses	107,063.00		107,063.00	6,084.51	0.00	100,978.49	94.32%
<b>TOTAL BUDGET</b>	<b>15,968,310.00</b>	<b>0.00</b>	<b>15,968,310.00</b>	<b>5,605,558.27</b>	<b>424,549.19</b>	<b>9,938,202.54</b>	<b>62.24%</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 2015-2016

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.

RSU #38 Board Report  
Maranacook SBHC  
November, 2015

Our beloved Nurse Practitioner, Irene McMahan, is retiring in December. We have hired a new NP, Shelly Hickey. She will begin working with us in mid-November and will be here at the Health Center Monday, Tuesday and Friday mornings.

Our counselors from Kennebec Behavioral Health are working with close to 40 students in the Health and Wellness centers combined. This service is so beneficial to our students.

Our student advisory group now has an astounding 17 members. 7 of these students will attend the Maine Youth Action Network (MYAN) conference on October 29 or 30<sup>th</sup>.

Rebecca Reynolds attended a meeting with the Joint Standing Committee on Health and Human Services earlier this month. They are studying the use of Fund for a Healthy Maine dollars. Becca also attended the SBHC quarterly meeting this month at DHHS.

The Flu shot clinic was October 7<sup>th</sup> for both the middle and high school. 185 shots, 20 flu mists and 60 adults were vaccinated.

We now have three guidance counselors trained as trainers for Suicide Prevention Awareness trainings. These counselors will help any person working with students within the district know what signs to look for in a person that may be suicidal. This is a requirement of L.D. 609, "An act to increase suicide awareness and prevention in Maine schools".

Thank you,  
Becca Reynolds  
Health Center Director

# Maranacook Area School District

## Regional School Unit No. 38

*A Caring School Community Dedicated to Excellence*

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

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

Tel. 207-685-3336

Ryan Meserve  
Special Education Director

Brigette Williams  
Finance Manager

Fax. 207-685-4703

8a.

### November Board Report

Dear RSU #38 School Board:

On October 19<sup>th</sup>, 2015, at the Maine Association of School Psychologists' (MASP) fall workshop, our own Susan Holinger was awarded the MASP School Psychologist of the Year award. She was selected for this honor based on her current work, years of professional practice and because she exemplifies what MASP aims to advance.

MASP is a professional organization striving to promote:

- The highest standards of ethics
- Current best practices
- Up-to-date information and advocacy opportunities re: issues in education and mental health
- Opportunities for professional development in the educational community
- Communication, networking and strengthening of the school psychology community

MASP's parent organization, the National Association of School Psychologists (NASP), states that:

“School psychologists have specialized training in both psychology and education. They use their training and skills to team with educators, parents, and other mental health professionals to ensure that every child learns in a safe, healthy and supportive environment. School psychologists understand school systems, effective teaching and successful learning. Today's children face more challenges than ever before. School psychologists can provide solutions for tomorrow's problems through thoughtful and positive actions today.”

Susan works tirelessly, not just as RSU #38's school psychologist, but throughout the State of Maine. She has been on numerous Department of Education (DOE) stakeholders groups, is on the Maine Administrators for Services of Children with Disabilities (MADSEC) representative board, is active in MASP, and provides trainings for colleagues and professionals both for RSU #38 staff and beyond. I was honored to be able to attend the evening's award ceremony, along with many of Susan's colleagues and family. It is truly a special occasion, and I wanted to make sure I took this opportunity to share this accolade with you all.

Sincerely,

Ryan Meserve  
Special Education Director, RSU #38

# Maranacook Area School District

## Regional School Unit No. 38

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8a.

To: RSU #38 Board of Education

From: Nancy Harriman, Curriculum Coordinator

10/29/15

### **Growing our Collective Expertise**

In my position, I have the privilege of working with many teachers across schools, from PreK-12. We are all continually learning from each other, and working to improve instructional practices in our schools to meet the needs of our students. We teach children in K-5 to choose books that are a “good fit” to their reading interests and abilities. *Am I interested in it? Do I comprehend it? Do I know most of the words?* ([Daily 5: Good Fit Books](#), 2009) If students are struggling to identify too many words on the first few pages and to understand the author’s message, chances are it’s *not* a “good fit.” The best research-based model is only effective when implemented with “tweaks” (one of our teachers’ favorite terms) so it’s a good fit to the needs of the students in a particular class. This is the *art of teaching*. In RSU #38 we have faculty who understand the art and science of teaching!

This concept applies at the system level when implementing new practices, also. Recently I had the privilege of hearing a presentation at a statewide conference by two faculty from the high school, Kristen Levesque and Elizabeth Guillemette. The presentation was on the Habits of Work system developed at Maranacook over the last two years as a first step in recognizing students’ effort, work habits, and engagement separate from content mastery. They had “tweaked” their powerpoint and presentation (with feedback from their principal and me and likely others) to reflect the many “tweaks” to date in the HOW system based on feedback loops for staff, students, and parents over the two year period. The result is increased awareness of students that their attitude and efforts to learn “count” as well as their demonstration of academic knowledge. Most importantly, this system was shaped by the staff at the high school to be a “good fit” with the longstanding, valued advisory and extra-curricular programs. Is it perfect? Not yet...Is it finished? Not yet... but it has evolved a long way, and will be an important part of proficiency-based education in our district.

Speaking of proficiency, on Tues. Dec. 1 from 6:00-8:00 we’ll be hosting a community forum on proficiency-based education at MCHS. Staff will share information about what proficiency-based systems are, their purpose, requirements of the Maine proficiency-based diploma law, and work to date in RSU #38. Then all attending will be invited to respond during an interactive, workshop session. The goal is to explore ways we can develop a proficiency-based education system at Maranacook that is a “good fit” for our community and students. We recognize that whatever we start with will require “tweaks” along the way. The questions and concerns of participants at the first community forum of three planned for this year will provide important guidance for that process. More information to follow – but please mark your calendars!

**Maranacook Area School District**  
**Regional School Unit No. 38**

8a.

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Superintendent Report – November 2015

October has been a month of self-reflection and planning for the year. Teachers and administrators have been working on self-assessments using Marzano's iObservation tool, and then developing goals and action steps that will promote professional growth. Administrators and the Teacher Evaluation Committee have worked diligently to provide teachers with both time and the guidance needed to complete the development of their professional growth plans.

In another move to begin the year, I met with members of the local advisory committees and reviewed their roles and responsibilities as described in the Reorganization Plan that was submitted in February, 2009. They will meet as local committees to determine how they will function. The joint meeting of the local committees in the fall is a yearly occurrence that brings members of the four communities together to ensure that we are doing everything possible to meet the needs of our students.

A question was asked at a recent RSU #38 School Board meeting regarding tuition students from Fayette. Currently we have 14 tuition students at the middle school with four students in grade 6, four in grade 7 and six in grade 8. Students are distributed throughout the teams, and Mrs. Jacobs reports that while it does not require extra staff, it does make classes larger. Tuition at the middle school brings \$28,512.12 per quarter to RSU #38. The average tuition rate per student is \$2,036.58 per quarter.

There are 25 tuition students at the high school with eight students in grade 9, five students in grade 10, four students in grade 11, and eight students in grade 12. One of these students receives special education services. Students are distributed throughout the classes so no additional staff are required. RSU #38 receives \$56,050.26 per quarter for high school tuition. The average tuition rate per high school student is \$2,286.06 per quarter. At present RSU #38 receives a total revenue of \$338,249.52 per year for tuition students.

We also have 3 tuition students from Windsor, 1 from China, and 1 from Belgrade. The total revenue for these students is \$47,630.00. Two of these tuition students are in grade 12 and three are grade 11.

At another RSU #38 School Board meeting a question was asked about whether the wearing of a weapon by law enforcement officials in our schools is a violation of our policy. While our policy does not directly address law officials, Maine statute, Title 20-A Section 6452, 2A addresses the prohibition of firearms on public school property and states "The prohibition on the possession and discharge of a firearm does not apply to law enforcement officials." State law supersedes school policy, so according to the state statute, law enforcement officials may carry a gun on school property.

I would like to offer my sincerest congratulations to Shane Gower, a social studies teacher at Maranacook Community High School for being selected as one of 18 middle and high school educators by National History Day (NHD) to participate in *Understanding Sacrifice*, a highly competitive, year-long professional development program sponsored by the American Battle Monuments Commission (ABMC) and to Sue Holinger, our school psychologist who has been awarded the School Psychologist of Year by the Maine Association of School Psychologists (MASP). We are fortunate to have such wonderful and talented staff members working in RSU #38.

Sincerely,  
Donna H. Wolfrom, Superintendent

**RSU No. 38 Policy Committee**  
**Superintendent's Office**  
**October 13, 2015, 6:00 p.m.**  
**Minutes of Meeting**

Members attending: Gary Carr, Pia Holmes, Bonnie Simcock, Donna Wolfrom

Member excused: Melissa O'Neal

1. Review minutes of May 18, 2015
2. Further Review – Policy IJOA, Field Trips & Other Student Travel (Trish Jackson and Kelly Frey attended during this discussion.) The Committee discussed the policy presented for first reading last June. Trish Jackson expressed her concern that the foreign travel trips are not available to all students and suggested the school have travel clubs. The committee made minor word changes and added reference to the Facilities Use Policy to the policy. The Committee recommends the policy, as revised, for second reading. Suggestion was also made to revise the Field Trip Request form to include a check list and brief explanation of each type of trip with a brief explanation of each.
3. Review Tabled Policy – IHD, Adult and Community Education Community Education Council Roles and Responsibilities. The Committee reviewed the minutes from the last Policy Committee meeting and the June 3, 2015 Board meeting. The Committee recommends approval the policy as presented for second reading on June 3, 2015.
4. Review:
  - a. IE, Grade Placement – Superintendent Wolfrom provided an overview of the Retention Committee's work over the past year and reviewed the revised policy. The Committee recommends the policy, as presented, for first reading.
  - b. ACAA, Harassment and Sexual Harassment of Students – The Committee reviewed the current policy as well as the MSMA sample policy. The Committee revised the MSMA sample policy to include “gender identity” in paragraphs 1 and 2, and to add the listing of unwelcome behaviors (1-7) in the current policy to the proposed policy. The Committee recommends the policy for first reading as revised.
  - c. ACAB, Harassment and Sexual Harassment of School Employees – The Committee reviewed the current policy as well as the MSMA sample policy. The Committee revised the MSMA sample policy to include “gender identity” in paragraphs 1 and 2, and to include “status as a veteran” to paragraph 1. The Committee recommends the policy for first reading as revised.
  - d. JLF, Reporting Child Abuse and Neglect – The Committee reviewed the current policy and the MSMA sample policy. Committee recommends moving the MSMA sample policy forward for first reading.
  - e. GCFC, Coaches' Eligibility – The Committee reviewed the current policy and the MSMA sample policy. Committee had questions about the training that coaches are required to complete and requested that Al MacGregor attend the next meeting. Policy will be added to the November 9 meeting agenda.

5. Set meeting dates: Suggested dates: 11/9, 12/14, 1/11, 2/8, 3/14, 4/11, 5/9, 6/13 (if needed)  
The Committee agreed to the dates suggested above through 2/8/16. Other dates will be considered at a later meeting.
6. Other – Review of Board Policy list. It was agreed to follow the outlined policies for review.

Meeting adjourned: 7:40 p.m.

**Next Meeting: November 9, 2015, 6:00 p.m. at the Superintendent's Office**