

“A Caring School Community Dedicated to Excellence”

REGIONAL SCHOOL UNIT NO. 38

BOARD OF DIRECTORS

Maranacook Community High School

December 2, 2015, 6:30 p.m.

AGENDA

1. Call to order:
2. Presentation on Assessment Data (15 min.)
3. Consent Agenda: (5 min.)
 - a. Approval of Minutes of November 18, 2015*
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. Policy Second 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
 - b. Policy First Reading*: Removal of obsolete policy GBGA, Staff Members with HIV/AIDS
 - c. Policy First Readings*: IMDC, Observance of Religious Holidays; JJIBA, Hiring and Evaluation of Coaches (current policy GCFC)
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 – 12/09/15, MCHS, 6:30 p.m.
 - c. Winter Coaching Appointments*
 - d. Upcoming Committee Meetings:
 - Administrator/Teacher Evaluation (Educator Effectiveness)* 01/27/16, Superintendent's Office, 3:30 p.m.
 - Adult & Community Education - 12/10/15, MCHS, 6:00 p.m.
 - Capital Area Technical Center (CATC) – 12/01/15, Augusta, 10:30 a.m.
 - Health Services Advisory Council* – 01/19/16, MCHS Media Ctr., 6:30 p.m.
 - Policy* – 12/14/15, Superintendent's Office, 6:00 p.m.
9. Executive Session to discuss pending legal matters pursuant to 1 M.R.S.A. § 405(6)(E):
10. 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
November 18, 2015
Minutes of Meeting

Present: Chair Terri Watson, Vice Chair Melissa O'Neal, Michael Apolito (arrived 6:35), Gary Carr, Stephen Hayes, Pia Holmes, Trish Jackson, Jim Marr, Stefan Pakulski, Bonnie Simcock

Members Excused: Betty Morrell, Michele Pino, Shawn Roderick

Administrators: Superintendent Donna Wolfrom, Principals Jeff Boston, Dwayne Conway, Janet Delmar, and Cathy Jacobs, Director of Curriculum, Instruction and Assessment Nancy Harriman, Adult and Community Education Director Steve Vose, Literacy Coordinator/Coach Barbara Bourgoine, Finance Manager Brigette Williams

1. Call to order: Chair Watson called the meeting to order at 6:30 p.m.
2. Presentation: Adult and Community Education CDL Program
Steve Vose presented on the Adult Education CDL Program. He introduced Nancy Frost, CDL instructor and mentioned her donation to purchase the new dump truck. The Board went outside to view the truck.
3. Consent Agenda: Approval of Minutes of November 4, 2015
MOTION by O'Neal, second by Pakulski to accept the minutes of November 4, 2015 as presented. **Motion Carried:** 8 in favor; 2 abstentions (Simcock, Hayes)
4. Citizens: None
5. Additions/Adjustments: None
6. Discussion/Action/Informational: None
7. Workshop on Strategic Plan Goal 1, Action Step 5:
Superintendent Wolfrom gave a brief description of what was being presented. Nancy Harriman started the presentation and the Principals made presentations on data and practices. Nancy Harriman presented on district professional development. Donna Wolfrom talked about teacher accountability. Nancy Harriman, principals, and Colette Jadis (HS Math Interventionist) presented on RTI and how it functions in each school. Request was made for information on teacher growth data and the history of RTI data at each school.
8. Adjournment: **MOTION** and second to adjourn at 8:30 p.m.

Respectfully submitted,
Donna H. Wolfrom, Superintendent/Secretary
B. Williams, Recorder

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, 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; and
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, 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, and may be reported to state authorities. 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, 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, 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: _____

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. 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, 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. Parent/guardian will be notified of final placement decision.

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

Revised: _____

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 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. When 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: _____

Policy No: GBGA
Effective Dates: CSD 05/05/05
Manchester 05/18/05
Mt. Vernon 05/19/05
Readfield 05/9/05
Wayne 05/10/05

**REGIONAL SCHOOL UNIT NO. 38
STAFF MEMBERS WITH HIV/AIDS**

Staff members who are HIV-positive or who have AIDS are protected from employment-related discrimination under the federal Americans with Disabilities Act (ADA) and the Maine Human Rights act (MHRA). These statutes, which are almost identical, prohibit discrimination in employment on the basis of a person's disability. Confidentiality of the staff member shall be protected, as required in Maine Law.

Because of the inability to identify individuals who may be infected with HIV or other agents transmissible through blood and other body fluids, standard procedures shall be followed for cleaning and disinfecting all body fluid spills. The procedures for cleaning bodily fluid spills shall be reviewed annually by all school staff members.

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

Policy No: IMDC
Effective Date: 01/02/86
Manchester 01/07/86
Mt. Vernon 02/25/86
Readfield 01/20/86
Wayne 01/22/86
Policies combined: 02/20/03

**REGIONAL SCHOOL UNIT NO. 38
OBSERVANCE OF RELIGIOUS HOLIDAYS**

It shall be the intent of this policy to establish guidelines for all Regional School Unit No. 38 schools for the observance of religious holidays.

Students or staff members who choose to miss school for the observance of religious holidays may do so without penalty.

Discussion of religious holidays shall not be limited to the doctrines or principles of any one religion, sect, or denomination.

Holiday activities should be planned in conjunction with or in support of the educational goals of the school.

~~Social activities, assemblies or advisor group activities related to holidays that interrupt the educational process shall be limited to a maximum of one (1) hour of school time.~~

Acknowledgement of a holiday will emphasize the historical, cultural, and social value of the holiday and the associated religion, and will not be used to endorse any religion or holiday.

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

Policy: JJIBA

REGIONAL SCHOOL UNIT NO. 38

Hiring and Evaluation of Coaches

The most essential factor in an educationally sound athletic program is a well-qualified coach. The coach is an important link between sports and the instructional program and the principles of Maine's system of Learning Results, between sports and character development, and between sports in school and long-term health and fitness. It is the intent of the Board that the school unit provide quality coaching in its athletic programs.

A. The Board's View of a Well-qualified Coach

Coaching is a special kind of teaching. A coach not only teaches, refines, and reinforces skills, but is also a role model for the student-athletes he/she coaches. Beyond knowledge of the rules and fundamentals of his/her sport, a well-qualified coach will have organizational, communication, motivational, and teaching skills. A well-qualified coach appreciates the influence he/she has as a role model, a mentor, and conducts him/herself accordingly.

In addition to these fundamentals, a well-qualified coach:

1. Understands that, first and foremost, he/she is an instructor;
2. Is sensitive to the need of maturing adolescents and assists in their physical, intellectual, social and emotional development;
3. Recognizes that students are diverse in their characteristics and backgrounds including, age, maturity, gender, size, and culture, and adjusts his/her approach as appropriate;
4. Has a realistic sense of the level at which student athletes should be expected to perform, and recognizes the safety of the athlete;
5. Uses good judgment when assessing injuries, and the impact of continued play on the athlete;
6. Promotes sportsmanship, self-discipline and respect, both on and off the playing field;
7. Communicates in a positive manner rather than through intimidation;
8. Encourages competitive spirit, but not a "win at all costs" attitude;
9. Provides a fair opportunity for students to participate in competition;
10. Recognizes the difference between developmental sports programs and more intensive varsity-level sports;
11. Encourages student athletes to explore various athletic activities, both interscholastic and intramural, rather than to specialize in a single sport at an early age;
12. Recognizes the need for balance in the lives of student athletes, including academic, family, and social needs; and
13. Adheres to the same standards of conduct with respect to students as classroom teachers are expected to do.

B. Coaching Job Descriptions

The Superintendent will be responsible for developing job descriptions for coaches and others on the athletic staff (e.g., assistant coaches, trainers) that are consistent with the Board's view of coaching. Job descriptions will be approved by the Board.

C. Hiring and Assignment of Coaches

It is the intent of RSU #38 to hire well-qualified coaches for all of its athletic programs. Because of the relationship between teaching and coaching, it will be the school unit's practice to secure coaches, to the extent practicable, from its teaching staff. If it is necessary to secure individuals from outside the teaching staff, the Superintendent shall employ only those persons deemed to have sufficient knowledge and experience to teach the fundamentals and rules of the sport, experience in working or volunteering with adolescents, and current training in sports first aid and cardio-pulmonary resuscitation (CPR).

All persons hired as coaches or assistant coaches must have successfully completed, or within 12 months successfully completed the UMO/MCSC Maine Coaching Eligibility Course or its equivalent and appropriate first aid and CPR training. In addition, all persons hired as high school coaches in activities governed by the Maine Principals' Association (MPA) must meet all coaches' eligibility requirements established by the MPA.

All persons hired as coaches for activities governed by the MPA must agree to follow the MPA Code of Ethics, Board policies, school unit and Athletic Department administrative regulations.

Consistent with the Board's policies on hiring and nondiscrimination/equal opportunity/affirmative action, the Student Services Director will be responsible for developing and implementing procedures for recruiting, selecting, recommending, and assigning coaches. No applicant will be hired as a coach or assistant coach without Maine Department of Education approval, including fingerprinting and criminal background check requirements.

Hiring of coaches shall be on an annual or seasonal basis, with no expectation of continued employment in a coaching position.

Coaches may be disciplined or terminated in accordance with Board policies or administrative regulations.

D. Evaluation of Coaches

In an effort to maintain a well qualified coaching staff and the integrity of the school unit's athletic programming, coaches will be evaluated annually.

The Student Services Director will be responsible for developing and implementing a process for evaluation of coaches. It is expected that the process will include a self-appraisal component, and that the administrative and self-appraisals will include knowledge of sports, coaching skills and techniques, organizational skills, attitudes, communication skills, behavior, and ethics.

Cross Reference: JJI—Philosophy of Athletics

Adopted: _____
(Replaced Policy GCFC, Coaches' Eligibility)

REGIONAL SCHOOL UNIT NO. 38
Coaches' Eligibility

It is the intent of this policy to provide for the proper training of coaches, to insure the safety of student athletes, and to improve the overall quality of the interscholastic athletic program.

- A. The person's appointment as coach must be approved by the local educational agency responsible for the member school at which the person coaches.
- B. The coach must be at least 20 years of age and a high school graduate at the commencement of the sport season for which the person has been appointed to coach. For purposes of this section, a season shall be deemed to have commenced on the first day on which the team practices, including practices scheduled to determine the members of the team.
- C. The coach must sign a statement acknowledging that he/she has read, understood, and agreed to comply with and abide by all MPA by-laws, policies, the Code of Ethics, and the RSU No. 38 Co-curricular Emergency Plan. Additionally, the coach must comply with and abide by all MPA by-laws, policies, the Code of Ethics, and the RSU No. 38 Co-curricular Emergency Plan.
- D. The coach must have successfully completed the Coaches Eligibility Course, or its equivalent, successfully completed a First Aid Course, and hold current certification, and successfully completed a CPR-AED course and hold current certification. However, a newly hired coach will have one year from the date of hire to complete the Coaching Eligibility Course, First Aid, and CPR-AED training.

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

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

	Pre-K	K	1	2	3	4	5	Total
MES	13/15	13/13	17/16	21	12/14	15/14	23	186
RES	12/7 4 students from WES in pm session	15/15	10/10	14/15	11/15	21	14/15	174
MTV	8	11/12	11/15	15	17	19	20	128
WES	0	10	14	10/13		10/18		65

Parent/Teacher Conferences

The month of November marks the beginning of Parent/Teacher conferences. We would like to take this opportunity to thank our parents and teachers for their efforts in building a strong educational partnership to benefit our children. Below is the percentages by school of parents who attended their child's conference:

- MES - 95%
- RES - 91%
- MTV - 93%
- WES - 96%

Professional Growth Plan (Marzano Model)

As required by Maine law, schools are required to pilot a teacher evaluation process and submit a plan to the Maine Department of Education. A committee of teachers and administrators (K-12) serve on the district Evaluation Committee, which has been meeting over the past five years to work on developing a system for RSU #38.

We have been providing our teachers training under the Marzano framework, which identifies instructional elements that happen in the classroom (Domain 1: Classroom Strategies and Behaviors) during early release days and faculty meetings. Our focus is on three elements within Domain 1 and Domain 4 (Collegiality and Professionalism).

Within each of these domains are key instructional elements. At the elementary level, teachers have completed a self-assessment on each of the elements within these design questions, chose three common elements to focus on as a school and have identified action

steps based on professional growth activities recommended by the teacher evaluation committee. Upon the completion of this process, teachers will have developed a professional growth plan to focus on. The elementary schools are working on the following elements based on the design questions:

RES (All three elements from Domain #1):

Element #1 (Provide Clear Learning Goals and Scales (Rubrics))

Element #2 (Tracking Student Progress)

Element #15 (Organizing Students to Practice and Deepen Knowledge)

WES (All three elements from Domain #1):

Element #1 (Provide Clear Learning Goals and Scales (Rubrics))

Element #13 (Reflecting on Learning)

Element #40 (Asking Questions of Low Expectancy Students)

MES (Two elements from Domain #1 and one from Domain #4)

Element #1 (Provide Clear Learning Goals and Scales (Rubrics))

Element #12 (Recording and Representing Knowledge)

DM4 Element #56 Seeking Mentorship for Areas of Need or Interest

or Element #57 Mentoring Other Teachers and Sharing Ideas and Strategies

MTV (Two elements from Domain #1 and one from Domain #4)

Element #1 (Provide Clear Learning Goals and Scales (Rubrics))

Element #12 (Recording and Representing Knowledge)

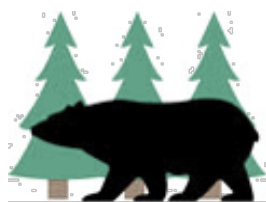
DM4 Element #56 Seeking Mentorship for Areas of Need or Interest

or Element #57 Mentoring Other Teachers and Sharing Ideas and Strategies

Congratulations to Christy Owens, kindergarten teacher (MtVES), Susan Lockhart, Literacy Specialist (MtVES & WES), and Maria Rungi, Literacy Specialist (RES), 2015-2016 recipients of Maranacook Education Foundation Grants. Sue's grant titled, *Did I do That? Using Videotaped Lessons as a Teaching Tool* in the amount of \$300, enables her to purchase an ipad to videotape lessons to be used as professional development in the area of literacy acquisition for teachers in our district. Christy's grant, *Building Considerate Citizens with a Buddy Bench and Books* in the amount of \$750.00 will go toward the purchase of books, and a buddy bench for the Mt. Vernon Playground. Maria's grant titled, *Engaging Students in reading and Writing through Digital Storytelling*, in the amount of \$903.94, will allow the integration of technology to support student literacy development.

Congratulations to Barbara Godfrey, RES, MES and WES Physical Education Teacher, for being selected to participate in the Maine Teachers Instructional Practices (MTIP) Network for Health Education and Physical Education Teacher Leaders. The overall goal of the initiative is "to develop teacher leaders, who will expand their leadership and facilitation knowledge and skills, develop resources and provide professional development that will result in the deepening of student learning in health education and physical education".

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
December 2, 2015

Enrollment: Grade 8: 91 Grade 7: 82 Grade 6: 88 Total: 261

Math Team:

Our Middle School math team is up and running under the guidance of Sue Caron. Sue has been teaching math here at the middle school for the past thirteen years and is excited to be taking on this highly motivated group of math students. There are sixteen team members who have been practicing every Friday after school and have used their skills to compete in their first meet on November 14. We had one A team and two B teams compete at Richmond Middle School. Students and parents had a great time, came back excited, and are eager to study and compete again in January (at Hall Dale) and February (at Monmouth).

GEAR UP grant going in to year 2:

Our grades 7-12 MS/HS **GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)** grant College Access Team(CAT) is working hard to develop our plan for year two of our seven year, \$50,000 per year, grant. The team working on the grant consists of middle school and high school staff members, several of who attended the GEAR UP state conference last week, parents, MS and HS students and our GEAR UP Regional Facilitator. We meet once a month to review the progress of our action steps and plan for future activities.

The goal of this grant is *to prepare students who are economically disadvantaged for higher education.*

Some of the objectives are to identify and/or develop a plan for increasing the academic performance and preparation for postsecondary education of GU-ME Students; to identify and/or develop a plan for increasing the rate of high school graduation and participation in postsecondary education of participating students; to identify and/or develop a plan for increasing GU-ME students' and their families' knowledge of postsecondary education options, preparation and financing; and to develop, implement, monitor and evaluate our plan for proficiency based education.

In order to meet these objectives during year one of the grant, a few of the activities we implemented were:

- ❖ MS and HS have taken students on college tours
- ❖ Hosted a dinner/FAFSA event for high school parents where they learned about financial aid and how to fill out the necessary paper work
- ❖ Hosted a FAME representative to come to the Middle School open house
- ❖ MS and HS teachers have collaborated to increase the numbers of 8th graders passing 8th grade math and the numbers of 9th graders passing algebra 1
- ❖ Held a Family Engineering night at the Middle School

For the second year we will continue with some of these same activities and also work on:

- ❖ RTI training for all 7-12 staff
- ❖ Improve credit recovery and tutoring services
- ❖ Improve 7-12 Mathematical instruction
- ❖ MS and HS will collaborate on PBE work
- ❖ Improve Career and College readiness preparation grades 7-12
- ❖ College visits
- ❖ Increase the college going culture at MS and HS
- ❖ Support MS and HS alternative ed programs

Book Donations to Chuuk:

A former MCMS teacher, Karen Laverty, joined the Peace Corps when she retired from education 3 years ago. Karen and her husband are now on the island of Chuuk, in the Central Pacific, working at a school there. Karen reached out to me this fall and asked if as part of our Kids Who Care day in December we might collect a few books to send to her students. This is a poverty stricken school with little to no books or supplies. I put the idea out to advisee groups at MCMS and the response from our students has been overwhelming. I have collected close to 1000 books to send to Karen and her students, and more books keep coming in every day. I am so proud of the way our students show that they really do care about others in our world and are willing to help those in need. Way to go MCMS!!!

Upcoming events:

December 3 - Early Release at 11:30 am for all students
December 4 - First Trimester Grades mailed
December 7-11- Penny Challenge
December 8 - Winter Concert in the gym at 7pm.
December 11 - Kids Who Care Projects in the afternoon.
December 14 - New Unified Arts Classes begin.
December 23 - January 1 - Holiday Break



MARANACOOK COMMUNITY HIGH SCHOOL

RSU#38

2250 Millard Harrison Drive

Readfield, Maine 04355

Office (207)685-4923

Fax (207)685-9597

Dwayne Conway, Principal
Al MacGregor, Student Services Director

Steve DeAngelis, Dean of Students
Kristen Levesque, Dean of Students

8a.

School Board Report 11/23/15

Dear RSU 38 Board Members:

We just wrapped up our fall musical, *Fiddler on the Roof*. The musical was an incredible success for our students and community. We are so fortunate to be able to provide opportunities like this for our students to shine. Participation in the school musical is something that our students will remember their whole lives. As program director, Mr. Albert really did an incredible job at getting the most out of our small performing arts theatre and program.

We recently received word, that our associate's degree pathway with Thomas College has been accredited by NEASC. It has been approved everyone!!! This is such great news for our children and community. The committee has worked extremely hard to design a program, which is sustainable and achievable for our students. I'm really proud of this achievement and thankful for the committee's tremendous efforts in bringing this to fruition. We have given the rest of the state and country and innovative model to build off of.

I always enjoy thinking about next steps and looking at how to move beyond what's been established. This summer we will have 50 students taking a college summer intensive course at Thomas College. Not accounting for the upcoming freshmen from the middle school, this number of fifty, equates to 18% of our student population. It's just incredible to think that 18% of our students at the high school will be taking a college intensive course this upcoming summer. If we can have 18% of our students taking a college course in the summer, then why not 30%, 50% or even 100%. In the years ahead, I think we can achieve the 100% goal. Numerous studies show how students can actually lose information over the summer and regress academically. Districts spend a great deal of money putting programs in place to stop this from happening. I believe that we have found a more effective manner to accomplish this, which is better for our students and free to our taxpayers. That's innovation!

Once a month, we have been holding voluntary probationary staff meetings at MCHS. Mrs. Levesque and I attend along with all 12 of our probationary staff members. Probationary staff members are staff who have been in the district for less than 3 years and are not on continuing contract yet. Historically, new staff members have been given a mentor teacher as part of their recertification process. This really is not enough support. For our student's sake, we expect our teachers to hit the ground running and be contributing members of our RSU right from the start. During probationary staff meetings this year, we are reading *The Art and Science of Teaching* and using a text protocol to

debrief on each chapter. We try to create a supportive, caring environment in the meetings, where new staff can share different struggles and successes they are having. These meetings are part of the big picture for us as we try to make Maranacook the best high school on the planet.

We recently had our tour of Boston Colleges. I was not able to attend this year, but I have the previous two years. Thirty-seven students went on the tour along with our two guidance counselors and two teachers. The group toured Boston College and Northeastern University. This tour, and other college tours at Maranacook are funded by the MELMAC (Maine Educational Loan Marketing Corporation) grant. This is the last year of our MELMAC grant and the corporation is not sure if they will continue with the grant.

Respectfully submitted,
Dwayne Conway

Enrollment as of 11/23/15
Freshmen- 90, Sophomore- 91, Juniors-103, Seniors-110

Adult and Community Education December 2015 Board Report

8a.

Whether your dream is to get a high school diploma, go to college or take an enrichment class, we take great pride at Maranacook Adult and Community Education in supporting our local community members by helping to expand their career choices and improve their quality of life!



Pictured at left is Kenneth Poulin, another of our recent High School graduates. Ken worked with our program for several years before earning the high school credits he needed to graduate. Now with his high school diploma, Ken has decided to further his education with us and is currently enrolled in our Commercial Driving License (CDL) class. This certification will allow Ken to drive vehicles such as fuel tankers, school busses, dump trucks, large box trucks and interstate plow trucks. This particular field of employment is on a huge upswing not only in Maine but across the entire country. Many students completing their certification; start out making \$16-\$20 per hour with many employers also offering medical benefits and retirement accounts. This is of course a huge pay increase for most students, lacking high school diplomas, who previously held jobs earning minimum wage.

I feel it is important to mention that this year we are working hard to make our CDL program a “job” program, by helping students bridge the gap between certificate completion and employment. To accomplish this goal, we have connected with areas businesses including: the Maine Department of Transportation, First Fleet, Augusta Fuel Company, J and S Oil, and Winthrop Fuel, to offer students information on their companies, benefits, mentoring opportunities, pay and potential jobs available to students upon their successful completion of the class and state required testing. These informational sessions occur before the student’s regular CDL class time and making it easy for students to gain critical employment information and make a face to face connection with employers even before they complete their class. This has helped make our CDL class not simply a “certificate” program but a certificate and (MORE IMPORTANTLY) a “job” program, providing an opportunity for student to get their CDL certification and move soon after into a good paying job.

Our adult and community education program at RSU #38 actively engages community members and area businesses in conversations designed to refine, expand and improve upon our enrichment and educational programs. Working toward this goal, I recently met with Eric Dyer, the newly hired Readfield town manager. Eric and I plan to regularly communicate and jointly participate in various community meetings and activities throughout the 2015-16 school year in a united effort to continue to spread the word about adult education.

I would like to welcome back board member Bonnie Simcock as well as newly appointed board member Betty Morrell to our adult and community education committee. Our first meeting of the adult and community education committee is scheduled for 6:00PM on December 10th.

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

**To register for classes or programs please visit our website: maranacook.maineadulted.org or call us at 685-4923, ext. 1065.*

Thank you,

Stephen Vose

**WARRANT ARTICLE RECONCILIATION
REGIONAL SCHOOL UNIT NO. 38
2015-2016
November 24, 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	2,351,827.89	24,640.73	4,390,362.38	64.88%
Special Education	2,031,153.00		2,031,153.00	577,234.73	388.00	1,453,530.27	71.56%
Career & Technical Educ.	0.00		0.00	0.00	0.00	0.00	#DIV/0!
Other Instruction	418,234.00		418,234.00	107,993.94	7,480.40	302,759.66	72.39%
Student & Staff Support	1,574,832.00		1,574,832.00	562,703.39	68,015.83	944,112.78	59.95%
System Administration	539,058.00		539,058.00	232,684.35	797.24	305,576.41	56.69%
School Administration	907,044.00		907,044.00	358,393.08	2,079.05	546,571.87	60.26%
Transportation	982,687.00		982,687.00	417,407.12	40,948.02	524,331.86	53.36%
Facilities/Maintenance	1,941,732.00		1,941,732.00	924,661.62	208,505.78	808,564.60	41.64%
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%
TOTAL BUDGET	15,968,310.00	0.00	15,968,310.00	6,157,964.98	352,855.05	9,457,489.97	59.23%

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 or telephone at 685-3336.

RSU #38
Health Center Report
December, 2015

The Health Center has been rocking and rolling this month. Our biggest piece of news is that together with MaineGeneral, we have hired a new Nurse Practitioner. Shelley Hickey FNP-C, began working with us here on the 16th. Her energetic, warm personality make her an excellent fit for the Health Center. She will be with us on Mondays, Tuesdays and Fridays for 12 hours per week. We invite you to celebrate her arrival on Tuesday December 8th with a visit to the Health Center between 11-1. This will also be a time for farewells as our long time Nurse Practitioner, Irene McMahan, is retiring. We are immensely thankful for her compassionate care and we will miss her dearly.

The Community Health Advisory Committee met Nov. 17th and had a guest speaker, Holly Kiidli from our local Healthy Maine Partnership, Healthy Communities of the Capital Area. Holly shared the Marijuana Toolkit with the group. This kit is a resource that is being used to help parents, coaches, teachers and others learn how to maintain open conversations with students around marijuana use. We are planning on sharing this resource at a staff meeting at the High School in December and using it in other small groups this year.

The Student Advisory Committee has also worked with Holly on the Above the Influence Campaign. During Alcohol Awareness week, the students will be working with their peers on designing buttons that tell the world that when they choose to be above the influence, they choose... (to dance, to sing, friendship, sports etc). The group created their own buttons today and are creating posters to advertise for Alcohol Awareness week which begins December 7th. They plan to have raffles and hope to increase awareness within the student body on the dangers of underage drinking and substance use.

Fifty-four percent of the student body is enrolled in Expanded Services. This means that their parents have agreed that it would be helpful for their child to be seen by a Nurse Practitioner or counselor at the Health Center.

Respectfully Submitted,

Rebecca Reynolds
Director, Maranacook SBHC

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
December 2015

Ryan Meserve
Special Education Director

Brigitte Williams
Finance Manager

Fax. 207-685-4703
8a.

Dear RSU #38 School Board:

A few years ago the Maine Department of Education adopted a comprehensive revision of rules governing restraint and seclusion of students (Rule Chapter 33), which took effect July 1, 2012. Changes to the rule, effective April 29, 2013, were made and are now currently in practice. The Chapter 33 rule governs all students in the schools, and has increased our awareness of how to intervene in situations where behavioral disruptions may occur, or are likely to, especially when there is a risk of injury or harm to students or staff. One of the requirements of the rule is that certain staff are trained in a state approved crisis prevention program. The Chapter 33 rule is in place for all students, and is a requirement for both regular education staff and special education staff.

This year we have continued our commitment to providing professional development and training opportunities to staff in the district in our chosen crisis prevention program, which is Safety-Care from QBS (Quality Behavioral Solutions). We currently have two staff in the district that are trained as trainers, and because of that capacity we are able to offer in-district training opportunities for a large number of staff. Monica Smith, our Board Certified Behavior Analyst (BCBA) and Jill Watson a high school special educator are the two district-wide trainers for RSU #38.

In every building we have multiple staff trained in Safety-Care. We just recently completed a re-certification in the fall for staff that were already trained last year. We have also trained new staff to the district, or to the Safety-Care program, in the initial 2-day training of Safety-Care. After these trainings, we now have over forty trained staff within the district. These staff come from all programs and buildings throughout the district, and is a wide representation of staff from the K-12 continuum of supports and services.

The Core Principals of Safety-Care include respectful, humane, non-coercive interventions that emphasize prevention over management. The training includes many evidence-based practices, such as: antecedent management, behavioral momentum and positive reinforcement. Safety-Care focuses on a least-restrictive approach that allows staff to intervene in ways that minimize physical procedures and only allow for restraint when there are no other safe options. Our proactive approach to staff training, and crisis prevention programs, is a testament to the high level of commitment all staff have towards providing a safe and respectful learning environment.

If you have any questions, please feel free to let me know.

Sincerely,

Ryan Meserve
RSU #38 Special Education Director

11/23/15

8a.

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

Alphabet Soup: What are we assessing and why?

At the last board meeting while presenting on progress on goals in the District's Strategic Plan, several questions were raised about assessments. In RSU #38, as in most districts currently, students take state assessments, district assessments, and curriculum-embedded assessments. Why are there multiple assessments and what is their purpose?

State Assessments (MECAS)

As part of ESEA (*referred to during Bush administration as No Child Left Behind Act*) states are held accountable for assessing the progress of all students on state standards in mathematics, reading, and one other area (Maine uses Science) in grades 3-8 and high school through a common state test. What is the purpose? The Maine Comprehensive Assessment System (MeCAS) provides educators and parents valuable tools to understand where every public school student is and where they may need additional support to become college and career ready by graduation. (*FMI see MECAS link above*) The state test has changed over the years from the MEA to NECAP and SAT to SBAC. This year it is changing again – specifics to be announced by DOE soon.

District Assessments

While the state assessment results provide the Board with an overview of the percentage of students who meet or exceed the standards for their grade level, they have limited value for measuring students' growth or for planning instruction. For that reason, the Board adopted the [NWEA Measures of Academic Progress test \(MAP\)](#) as a district assessment prior to formation of the RSU. The MAP test is taken online by students and is "adaptive" – that is if a student gets several items of similar difficulty correct then it will immediately progress to a higher level, and reciprocally, if a student misses several items in a row for standards or skills at her grade level it will proceed to easier items. The MAP is designed to be taken 2-3 times per year to show progress in Mathematics and Reading. The NWEA MAP has been useful as a tool for monitoring progress of students across and within schools.

However, as teachers and administrators have become more involved in analyzing data to monitor student learning, we have noted needs that the NWEA does not address. In particular, we need a measure that assesses progress on specific standards (to align more directly to our curriculum), a measure that has more items for grades 6-12 (to provide useful feedback on achievement in curriculum at those grades), and a measure that links directly to a standards-based intervention program for students requiring RTI in math or reading. For this reason at grades 2 and 5 this year we are piloting [iReady](#), a different measure that a few teachers tried on a limited basis last year at RES. It is very similar to the NWEA but also has some of the other features we are seeking. Unfortunately, it is not yet iPad compatible, so we cannot test it out with students in grades 6-12.

Curriculum Embedded Assessments

The last, and perhaps most important component of our assessment program, are classroom based assessments that teachers use as an integral part of the instructional cycle. As we develop rigorous, standards-based curriculum in each content area, teachers and coaches design “common” assessments that provide opportunities for students to demonstrate understanding by applying concepts (for example, in labs; solving problems; using the writing process to plan, draft, revise and edit a piece of writing; writing a response to a text they have read; providing evidence from a text they have read.)

Whatever assessments are used, it’s important the students understand the purpose, and when appropriate, get feedback on their performance so they can celebrate their achievements and set new learning goals.

Maranacook Area School District

Regional School Unit No. 38

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Tel. 207-685-3336

Ryan Meserve
Special Education Director

Brigitte Williams
Finance Manager

Fax. 207-685-4703
8a.

December 2015 Superintendent Report

In this season of thankfulness I feel it is important to reflect on how thankful I am for the wonderful staff and students that we have in RSU #38. Earlier this month I took the RSU #38 Jazz Band and several of Abby Shink's third grade students from last year to the Kennebec Valley Superintendents' Showcase Event that was held at UMA. At this event, Superintendents throughout the Kennebec Valley brought groups of students to share their great work. The RSU #38 Jazz Band opened the event under the direction of Drew Albert and throughout the morning Abby Shink and our fourth graders shared the salmon project that they worked on last year. Both groups did an incredible job representing our district as they shared their work with state Senators and Representatives, members of the State Board of Education, representatives from the Maine Department of Education, and the other participants in the event. During the morning our jazz band also worked with John Ross, an adjunct instructor with the UMA music department. I had many positive comments about our students throughout the morning and was extremely proud of these Maranacook students and their teachers.

Another source of extreme pride is the musical put on by our high school, and some middle school, students under the direction of Drew Albert and Adam Scarponi. The talents of our students were amazing, and even more astounding was their dedication to this endeavor. I attended an event unrelated to school and learned that a woman who had toured with *Fiddler on the Roof* had coached our students during one of the rehearsals. I approached her to thank her for her work and she praised our students "up and down" for their respect and positive attitude as she gave them background information and tips for their performance. Again, I was so proud of our students!

I am also proud to announce that two of our teachers, Barbara Godfrey and Stephanie Weeks, have been selected to be inaugural teacher leaders in a cadre being established through the Maine Teachers Instructional Practice Network. Barbara has been chosen as a physical education teacher representative and Stephanie as a health teacher. These teachers will provide leadership and professional development for successful proficiency-based curriculum, instruction, and assessment across Maine. Congratulations to both Stephanie and Barbara!

We also received thanks and congratulations from MaineGeneral Medical Center for our "outstanding" nurses who organized and facilitated this year's school flu clinics. The numbers of students and adults who were vaccinated in district clinics are as follows:

Manchester Elementary: 44 students, Maranacook Community High School and Middle School: 213 students and 63 adults, Mt. Vernon: 36 students and 7 adults, Readfield Elementary: 55 students, Wayne Elementary: 24 students and 4 adults.

Congratulations to our nurses for their work on this!

These are just some examples of the wonderful students and staff in our district who are doing amazing things. I am so thankful that we have a "caring school community dedicated to excellence!"

Respectfully,
Donna H. Wolfrom

To: Donna Wolfrom
 From: Al MacGregor
 Date: November 23, 2015
 Re: 2015-2016 Winter Coaching Nominations

8c.

Postion	Name	Category	Experience	Amount
Girls Varsity Basketball	Jeannine Paradis	I	11	\$4,668
Boys Varsity Basketball	Rob Schmidt	I	18	\$4,468
Girls JV Basketball	Scott Despres	III	3	\$2,628
Boys JV Coach	Mike Clark	III	3	\$2,628
Freshman Boys Basketball	Mike Clark	III	3	\$500
Varsity Alpine Skiing	Ronn Gifford	I	11	reimburse by bsk \$4,468
Varsity Nordic Coach	Steve DeAngelis	I	33	\$4,668
Varsity Ice Hockey	Harold Jones	I	2	\$3,942
Assist. Nordic Skiing	Tyler DeAngelis	III	0	\$657
Assist. Nordic Skiing	Jada Wensman	III	0	\$657
Assist. Nordic Skiing	Kathy Despres	III	6	\$1,446
Assist. Alpine Skiing	John Whitney	III	11	\$3,154
7th Grade Boys Basketball	Tom Radcliff	IV	10	\$2,565
8th Grade Boys Basketball	Aaron McClure	IV	9	\$2,365
MS Nordic Skiing	Alice Berry	IV	2	\$2,102
MS Alpine Skiing	Eric Guilmet	IV	10+	\$2,628
8th Grade Girls Basketball	Ben Miller	IV	3	\$2,102
7th Grade Girls Basketball	Shawn Drillen	IV	1	\$2,302
Weight Room	CUT From Budget	IV		

Teacher Evaluation Committee Meeting

Nov. 18, 2016, 3:30-4:30 @ CO

Present: Donna Wolfrom, Ryan Meserve, Janet Delmar, Pia Holmes, Jill Watson, Erica Boudreau, Cheryl Marvinney, Sarah Caban, Dwayne Conway

1. Update on specialist standards and evaluation system: Ryan

Specialist: itinerants, nurses, librarians, therapists and those that don't fit the Marzano standards. Each specialist make up three goals from professional standards and develop a professional growth plan for each goal, along with points from the specialist effectiveness menu of professional activities (15 points per year, each year). Have a goal for each standard they choose. Timeline is same as other systems. For 1st year of employment, they would be evaluated and then every 3 years afterwards. Forms are similar to teacher system, matching more to their job descriptions.

We need to look at the point system and if they will work for the specialist system. How do we award the 40 points for professional practice? Questions about how to observe the standards they pick? It was mentioned that guidance and librarians go into classes and do events and could be observed during these opportunities. Summative evaluation at the end of the year? Suggestion was to have a survey within the professional practice and for them to use the feedback to write a reflection. Cheryl will work on some questions for the survey and bring it back to the committee.

Discussion included whether it would be valuable for specialists to "shadow" other specialists. It was agreed that it would be very difficult to put into practice within our district; however philosophically it makes sense to have other specialists "shadow" to benefit their individual practice.

We also need to come up with a rubric or scale for professional practice standards that the evaluator could use for all specialists. Within the professional practice, there needs to have some other areas in addition to the goals they chose (i.e. paperwork done in a timely manner, ethically performing their duties, etc.) Donna & Ryan will work on the scale or rubric that the committee could look at later.

2. Discussion about 80% criteria

Pia mentioned the 80% criteria and has concerns about when this becomes high stakes how does this factor in. The committee discussed that 80% attendance for all classes and if the student has RTI services then it will be the majority of time, even if it wasn't 80%. Table this discussion to next meeting and a decision will be made later.

3. Pre-Observation Meeting

All formal observations need to have a pre-observation meeting. The pre-observation form can be completed in advance, but a meeting needs to happen prior to the observation happening.

3. Instructional rounds expectations

2 or more teachers observing in 3 or more classrooms. The thought is that 2 or more teachers go into several classrooms (3+) for 10-15 minutes and then debrief for 15 minutes – then reflect on learning. This reflection needs to be collected for portfolio.

4. Principal Evaluation Structure/SIOs – tabled to January meeting

5. Other: Question about using flex time for reflection papers. – tabled to January meeting

Respectfully submitted,

Jill Watson

Health Advisory Meeting Minutes
11/17/15

Meeting began at 6:30. 15 members in attendance:

Irene McMahan, Shelley Hickey, Kini-Ana Tinkham, Trish Jackson, Anne Schmidt, Patty Gordon, Sally Garand, Vicky Gabrion, Sandy Hunter, Joan Mohlar, Jennifer Parent, Carol Mansfield, Becca Reynolds, Ben Tyler, Holly Kiidli

Welcome and introductions. We went around the group and introduced ourselves. Our new NP, Shelley Hickey, was at the meeting and we welcomed her. We also shared our gratitude to Irene for her years of dedication to our students.

Our guest speaker, Holly Kiidli from Healthy Communities of the Capital Area, shared the Marijuana Toolkit with the group. This is a pamphlet that is made for parents, coaches, guidance personnel; anyone who is interested in building relationships with teens. Holly made reference to the many new delivery methods for marijuana including lollipops, in home vaporizers, inhalers, oils. The toolkit can be used as a topic for a table talk involving parents or coaches, or can be used as general information for anyone.

The group was interested in looking at using the toolkit with a coaches group, parents of students on the Health Center advisory, the middle school parents association or perhaps engaging students in a peer to peer table talk. HCCA has staff that can help facilitate these talks.

The question came up about how to reach parents that are using either in front of, or with their children. We also talked about the awkwardness that arises for a teen when their parents are using and they smell like the substance and the child's peers begin to notice. We all agreed that helping teens learn how to talk to each other would be useful in these types of situations.

The SBHC is also a great resource for support for students who find themselves in these situations.

Ben Tyler gave an update on the activities of the Student Health Advisory Committee. He said that he feels he is making a difference, sharing what he learns with his friends and says that his experience has been eye-opening. Ben spoke about the MYAN conference, quilt raffle ticket sales which will happen during the musical, alcohol awareness week, teen dating awareness month and our fundraiser in March.

Vicky offered an update on Vicky's Boutique. She says that she has many donations and lots of nice clothes. It seems as though for her, the stigma of using the boutique is virtually gone.

Sandy reports that the food pantry received numerous food donations during Make a Difference week. Anne reports that the Black Bear Boutique remains somewhat stigmatized, although it is better. Anne would like to identify a bigger space for the Boutique, but that decision has not been made as of yet. We will continue to brainstorm. The Student advisory group would be a good tool for publicity.

Future meeting dates are January 19, March 22, and May 17 from 6:30-8.

The meeting concluded at 7:45 and we enjoyed cake and cider and informal conversation.

Rebecca Reynolds

RSU No. 38 Policy Committee
Superintendent's Office
November 9, 2015
6:00 – 7:00 p.m.
Minutes of Meeting

Present: Gary Carr, Melissa O'Neal (left 7:15), Bonnie Simcock, Al MacGregor, Donna Wolfrom

1. Review minutes of October 19, 2015
2. GCFC – Coaches' Eligibility: Al MacGregor, Student Services Director, attended for the discussion on this policy. The Committee invited Al to the meeting to answer questions regarding the Maine Principals' Association (MPS) trainings. The committee decided to revise the existing policy, working with the MSMA sample policy JJIBA. The Policy Committee recommends moving Policy JJIBA, Hiring and Evaluation of Coaches, forward to first reading, replacing current Policy GCFC, Coaches' Eligibility, as revised.
3. Review First Reading Policies: The following policies were presented to the board for first reading on November 4th.
 - a. IE – Grade Placement: No comments were submitted. The Committee added a sentence at the end of the Appeal section to read, "Parent/guardian will be notified of final placement decision." The Committee recommends moving this policy forward for second reading as revised.
 - b. ACAA – Harassment and Sexual Harassment of Students: The Committee discussed comments from the board meeting. No additional comments were submitted. Other than minor wordsmithing, no revisions were made. *NOTE: Gary Carr asked the Policy Committee to consider adding the following under Sexual Harassment, second paragraph, end of second sentence, "... up to and including expulsion, and may be reported to state authorities.* The Committee recommends moving the policy forward for second reading as revised.
 - c. ACAB – Harassment and Sexual Harassment of School Employees: The Committee discussed comments from the board meeting. No additional comments were submitted outside from the board meeting. Minor wordsmithing was made. The Committee recommends moving the policy forward for second reading.
 - d. JLF – Reporting Child Abuse and Neglect: No comments were submitted following the first reading. The Committee recommends moving the policy forward for second reading as revised (punctuation added).
4. Other:
 - a. Consideration to remove obsolete policy, GBGA – Staff Members with HIV/AIDS: The Committee discussed this policy. Superintendent Wolfrom reported that this is an obsolete policy that should have been removed several years ago. Committee recommends moving this policy forward for consideration of removal.
 - b. IMDC – Observance of Religious Holidays: The Committee reviewed Policy IMDC as well as sample policies from other districts. The Committee agreed to

replace the last paragraph with the following, “Acknowledgement of a holiday will emphasize the historical, cultural, and social value of the holiday and the associated religion, and will not be used to endorse any religion or holiday.” The Committee recommends moving the policy forward for first reading as revised.

- c. Set remainder of meetings – see October 19, 2015 minutes, #5. The committee set the remainder of the Policy Committee meeting dates. They are December 14, January 11, February 8, March 14, April 4, May 9, and June 13 (if needed).

Next meeting: December 14, 6:00 p.m., Superintendent’s Office

Meeting adjourned at 7:30