

RSU 63 Board of Directors
Monday, January 24, 2022
6:30pm
Eddington Elementary School
Google Meet: meet.google.com/xrd-tmqz-jue
Phone In: 1-916-836-2491 **PIN:** 757869009#
Agenda

Phone and video link above are available to members of the public for the purpose of listening/viewing only. If you would like to speak, current law requires that you attend the meeting in-person.

Call Meeting to Order

Flag Salute/Moment of Silence

Approval of Minutes for December 20, 2021 Board Meeting

Recognition and/or Awards of Students, Staff, and Others

1. **Professional Growth and Performance**
 - a. Billie-Jo Lovley
 - b. Samantha Bedore
 - c. Kelsey Linscott
 - d. Erin McDonald
 - e. Monica Norris

Acceptance of Gifts/Donations

1. **Holiday Dinners**
 - a. Greg Hawes
 - b. Clifton Baptist Church
 - c. CHEFS
2. **Game Cameras from Maine Military Supply**
3. **Donation to CHEFS from the Eddington Methodist Church**

Presentation – Outdoor Education, Kelly Davis

Questions and Comments from the Board

Questions and Comments from the Public

Dates of Next Committee Meetings

1. **Policy Committee Meeting:** Monday, February 7, 2022 at 5:30pm, Holbrook Middle School
2. **Budget and Finance Committee Meeting:** Tuesday, February 15, 2022 at 5:30pm, Holbrook Middle School
3. **Board Meeting:** Monday, February 28, 2022 at 6:30pm, Holbrook Middle School

Budget and Finance

1. **Business Manager Report**
2. **Budget and Finance Committee Report**

Superintendent's Report

RSU #63 Chair's Report

Acceptance of Reports

(written and verbal Budget and Finance, Policy, Superintendent, and Board Chair's Reports)

Old Business

1. Strategic Planning Advisory Committee
2. Board Initiation & Professional Development

New Business

1. Dates for FY23 Budget
 - a. May Board Meeting Moved to May 16, 2022
 - b. Set Date for District Budget Meeting (June 1 or 2)
2. Policies to Approve
 - a. GBGAA – Exposure Control
 - b. GBN-R – Maine Family Medical Leave – Administrative Procedures
 - c. JEA-R – Student Attendance, Absences, Home Instruction and Truancy – Administrative Procedures
 - d. JIC – Code of Conduct
 - e. JLF/JLF-E – Reporting Child Abuse and Neglect/Reporting Form

Personnel Actions

1. Appointments
 - a. Long Term OT Substitute – CarolAnn Moores
 - b. Substitute – Christiana Becker
 - c. After-School – Carrigan Allie
2. Resignations
 - a. Michael Revel – Technology Support
3. Retirements
4. Reassignments
5. Elections
6. Searches
 - a. Full Time Ed Tech II or III, Math Support (Holden)
 - b. Technology Support (20 hours/week)
 - c. Long Term Substitute Custodian
 - d. Counselor (LCSW or LCPC)
 - e. Track and Field Coach
 - f. B Baseball Coach
 - g. A Softball Coach
 - h. B Softball Coach
 - i. Substitutes (Teachers, Ed Techs, Drivers, Custodians)

Questions and Comments from the Public

Adjournment

In compliance with the Americans with Disabilities Act, if you require any kind of assistance to fully participate in this meeting, please notify the Superintendent's Office at 843-7851 or write to Superintendent of Schools, 202 Kidder Hill Road, Holden, ME 04429.

RSU #63 Board Meeting
Date: December 20, 2021
Location: Holden Elementary School
Minutes

RSU 63 Board Member(s) Present:

Town of Holden: Matthew Campbell, Cherie Faulkner (6:03pm), and Holly Whitmore

Town of Clifton: Linda Graban

Town of Eddington: Robin James, Jaime Pangburn (6:05pm), and Tracy Bigney

RSU 63 Board Member Present Remotely:

Town of Holden: Tracy Roberts

Board Chair, Holly Whitmore called the meeting to order at 6:01pm

Motion at 6:02pm, by Robin James with a second by Tracy Bigney to enter into Executive Session to discuss Superintendent Susan M. Smith's evaluation pursuant to 1 M.R.S.A. § 405(6)(A).

Roll Call Vote: Linda Graban: Yes; Tracy Bigney: Yes; Robin James: Yes; Cherie Faulkner: Absent; Jaime Pangburn: Absent; Tracy Roberts: Yes; Matthew Campbell: Yes; Holly Whitmore: Yes

Vote: 6 Approved; 0 Opposed

Executive session ended at 6:07pm.

Motion at 6:15pm, by Robin James with a second by Linda Graban to enter into Executive Session to discuss contract negotiations pursuant to 1 M.R.S.A. § 405(6)(D).

Roll Call Vote: Linda Graban: Yes; Tracy Bigney: Yes; Robin James: Yes; Cherie Faulkner: Yes; Jaime Pangburn: Yes; Tracy Roberts: Yes; Matthew Campbell: Yes; Holly Whitmore: Yes

Vote: 8 Approved; 0 Opposed

Executive session ended at 6:58pm.

Public session resumed at 7:04pm. A flag salute was conducted and a moment of silence was observed.

Holly Whitmore read opening remarks regarding public comment guidelines.

Motion by Matthew Campbell with a second by Robin James to approve the November 29, 2021 Board Meeting Minutes.

Discussion: Jaime Pangburn asked if the NWEA school district comparison data has been released yet.

Superintendent Smith advised the data release takes time to compile and usually is not released until March or possibly the next school year.

Roll Call Vote: Linda Graban: Yes; Tracy Bigney: Yes; Robin James: Yes; Cherie Faulkner: Yes; Jaime Pangburn: Yes; Tracy Roberts: Yes; Matthew Campbell: Yes; Holly Whitmore: Yes

Vote: 8 Approved; 0 Opposed

Recognition and/or Awards of Students, Staff, and Others: Superintendent Smith recognized Holbrook Middle School Students of the Month, Sophia Grindal, Adrianna Jandreau, Cece Higgins, and Kaelyn Dunn.

Superintendent Smith thanked the Administrators for contributing to the RSU 63 Facebook page. Some of the fun and festive events happening in RSU 63 include a Puppet Show, Nutcracker, Grinch Day, assemblies and games.

Acceptance of Gifts/Donations: Superintendent Smith thanked the Holden Police Department for their donation of \$1,000 to Sponsor-a-Child and the Nutrition Shack for their donation. The Holbrook Basketball Club purchased new uniforms for the Holbrook Girls Basketball teams and donated the equipment needed to live stream all of the Holbrook Middle School home basketball games. Superintendent Smith also thanked Steve Pelkey at Pelkey's Burner Service for donating holiday meals for one hundred families in our area. Linda Graban thanked Matthew Campbell for his work on the Holiday parade.

Presentation: None

Questions from the Board: None

Questions and Comments from the Public: None

Dates of Next Meetings:

Policy Committee Meeting: Monday, January 10, 2022 at 5:30pm, Holbrook Middle School

Budget and Finance Committee Meeting: Wednesday, January 12, 2022 at 6:00pm, Holbrook Middle School

Board Meeting: Monday, January 24, 2022 at 6:30pm, Eddington Elementary School.

Superintendent Smith added the Budget and Finance Committee Meeting will have information on staffing at the January meeting.

Budget and Finance: Nothing to add to the Business Manager Report or Budget and Finance Minutes.

Superintendent's Report: Nothing to add.

RSU #63 Chair's Report: Nothing to add.

Acceptance of Reports: Motion by Robin James with a second by Tracy Bigney to approve the written and verbal reports from Committees, Superintendent, and Board Chair.

Roll Call Vote: Linda Graban: Yes; Tracy Bigney: Yes; Robin James: Yes; Cherie Faulkner: Yes; Jaime Pangburn: Yes; Tracy Roberts: Yes; Matthew Campbell: Yes; Holly Whitmore: Yes

Vote: 8 Approved; 0 Opposed

Old Business:

School Board Norms: Nothing to add. The Board liked the handout that will be added to the Board binders.

Jaime Pangburn shared a power point from the Maine School Management Association Board Workshop on team building called STICK Together (*Attachment A*). The Board engaged in a short team building exercise highlighting areas of building a strong team foundation and the five D's that destroy teams.

Board Initiation: Holly Whitmore began the discussion on scheduling a Board Initiation meeting for January. The focus of the meeting will be setting a timeline to repeat every year for Board refreshers and develop a Board Brochure for members of the communities interested in running for a seat on the RSU 63 Board of Directors. Holly has templates to share at the meeting.

Workshop set for Tuesday, January 11, 2022 at 5:30pm, Holbrook Middle School.

Strategic Planning: Superintendent Smith discussed the potential pathways for strategic planning she shared in her Board Report. Tracy Roberts was also looking into local resources. Superintendent Smith spoke with Steve Bailey at Maine School Board Association and he suggested using the Vision and Mission statement along with policy BA and develop SMART Goals. Tracy Roberts stated she likes the SMART Goals, but the mission and vision statements have no action steps. She would like to see action steps implemented, short-term and long-term goals for each category, and establish a facilitator. Superintendent Smith stated the Maine Department of Education has a list of facilitators, but the list seemed outdated. Steve Bailey recommended Judy Enright. Matthew Campbell asked if these services were free and asked if the board set the list of goals and the facilitator advises how to achieve them. Tracy Roberts advised facilitators are involved as much or as little as the Board wants them to be. Mr. Campbell felt strongly the Board should set the list of goals first before spending any money as this is not budgeted and the District has expenses coming up. Tracy Bigney suggested the Superintendent and Board Chair create a draft committee structure and schedule a facilitator presentation for the next Board meeting. Discussion took place on what type of committee, need for facilitator and their roll, and establishing goals. Matthew Campbell volunteered to be on the Advisory Committee. Superintendent Smith asked how detailed the Board wanted the draft structure to be. Suggested the committee could start small and grow or have sub committees.

Motion by Matthew Campbell with a second by Robin James to form an Advisory Committee for Strategic Planning.

Discussion: Tracy Bigney asked if the Board has access to the formation of an Advisory Committee. Kelly Theriault, RSU 63 Business Manager advised it was policy BDF – Board Advisory Committees and is posted on the District Website. Per policy, the Board Chair sets the first agenda with parameters and timeline before any action is taken. Mr. Campbell read the steps listed in the policy. He stated per policy, the Board will need one more meeting. Tracy Roberts asked if it could be added to the agenda for the Board Initiation meeting in January. Superintendent Smith advised since it is a Board Workshop, there would be no voting. Tracy Bigney recommended to designate people to form a draft outline for the next Board meeting on January 24th. Tracy Roberts and Matthew Campbell volunteered. Superintendent Smith asked if they could have the draft done by January 14th, to be added to the

Board packet. Superintendent Smith will provide to Ms. Roberts and Mr. Campbell the Advisory Committee Planning Template.

Roll Call Vote: Linda Graban: Yes; Tracy Bigney: Yes; Robin James: Yes; Cherie Faulkner: Yes; Jaime Pangburn: Yes; Tracy Roberts: Yes; Matthew Campbell: Yes; Holly Whitmore: Yes
Vote: 8 Approved; 0 Opposed

Motion by Tracy Roberts with a second by Linda Graban to have Superintendent Smith contact Judy Enright for the purpose of obtaining information on Strategic Planning Facilitation.

Discussion: Matthew Campbell asked for this item to be tabled. Tracy Roberts stated it is important to have this information for the next meeting. Matthew Campbell agreed, but does not feel the District should be spending any money at this time on this service. If it is a free service, he is okay with it. Superintendent Smith advised she will contact Ms. Enright for information purposes only. Mr. Campbell agreed.

Roll Call Vote: Linda Graban: Yes; Tracy Bigney: Yes; Robin James: Yes; Cherie Faulkner: Yes; Jaime Pangburn: Yes; Tracy Roberts: Yes; Matthew Campbell: Yes; Holly Whitmore: Yes
Vote: 8 Approved; 0 Opposed

New Business:

Eddington Indoor Air Quality Bid: Cherie Faulkner stated she was glad the Board went back to bid for this project with the new scope of work. She advised the bids are included in the Board Packet. Cherie Faulkner stated it is the recommendation of the Budget and Finance Committee (supported by Jake Morgan as well as Randy Bragg from Carpenter Association), that we move forward with contracting with Devoe Construction, Inc. to put ERV (Energy Recovery Ventilation) systems in the classroom wing of the Eddington School for \$475,000 (Bid item #1) and the Admin/Art/Speech wing for \$224,000 (Bid item #3). This recommendation is within the budget allotted through our SRRF bond (School Revolving Renovation Funds) and ARP ESSER III (American Rescue Plan Elementary and Secondary School Emergency Relief) grant.

Motion by Cherie Faulkner with a second by Matthew Campbell to accept the Eddington Indoor Air Quality Bid from Devoe Construction Inc.; ERV (Energy Recovery Ventilation) systems in the classroom wing of the Eddington School for \$475,000 (Bid item #1) and the Admin/Art/Speech wing for \$224,000 (Bid item #3).

Discussion: Robin James asked if it was for just those two wings. Cherie Faulkner confirmed, yes.

Roll Call Vote: Linda Graban: Yes; Tracy Bigney: Yes; Robin James: Yes; Cherie Faulkner: Yes; Jaime Pangburn: Yes; Tracy Roberts: Yes; Matthew Campbell: Yes; Holly Whitmore: Yes
Vote: 8 Approved; 0 Opposed

Policies to Approve: Robin James gave a brief overview of policies for approval. Policy EBCC added “threats of violence”, policy DIE had language added to reflect changes in Maine law along with updates to align with our practices, policy KDB was updated to reflect the new law regarding fees for fulfilling FOAA (Freedom of Access Act) requests, and policy AC/Discrimination and Harassment protection policies were updated to include “familial status” in sections where the groups of protected categories were listed. This is to reflect a change in Maine law.

Motion by Robin James with a second by Cherie Faulkner to approve policy EBCC – Bomb Threats/Threats of Violence; policy DIE – Fund Balance; policy KDB – Public’s Right to Know; policy AC – Nondiscrimination/Equal Opportunity of Affirmative Action; policy ACAA – Harassment and Sexual Harassment of Students; policy ACAA-R – Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures; policy ACAB – Harassment and Sexual Harassment of School Employees; and policy ACAB-R – Employee and Third-Party Discrimination and Title IX Sexual Harassment Complaint.

Discussion: Tracy Bigney asked why policy EBCC, page 3, IV.D. does not include threats of violence.

Superintendent Smith advised it is the law to report a bomb threat to Maine Department of Education (MDOE). Not all threats of violence require a MDOE report.

Roll Call Vote: Linda Graban: Yes; Tracy Bigney: Yes; Robin James: Yes; Cherie Faulkner: Yes; Jaime Pangburn: Yes; Tracy Roberts: Yes; Matthew Campbell: Yes; Holly Whitmore: Yes
Vote: 8 Approved; 0 Opposed

Personnel Actions:

Appointments: After/Before School Clubs: Zachery Pratt, Coordinator; Erin McDonald; Nikki Goss; Michelle Wright; Theresa Richardson; Mike Revel; Jeremie Carpenter; and Ashley Enright. Full-Time, School Year Substitute, Cristin Clarke; Substitute, Mary Beth Churchill; Substitute, Stephen Metcalfe; Holden Drama Coach, Melissa Egolf; A Baseball Coach, Zachery Pratt; Substitute, John Walsh; and Holbrook Drama Coach, Stacey Smith.

Searches: Long Term Occupational Therapist Substitute, Counselor (LCSW or LCPC), After-School Club Facilitators, Track and Field Coach, B Baseball Coach, A Softball Coach, B Softball Coach, and Substitutes

Questions and Comments from the Public: None.

Adjournment: Holly Whitmore directed the Board to the back, inside cover of the Board binders to the evaluation questions. She asked the board to take a moment and evaluate how they felt the Board meeting went.

At 8:16pm, motion by Robin James with a second by Jaime Pangburn to adjourn the meeting.

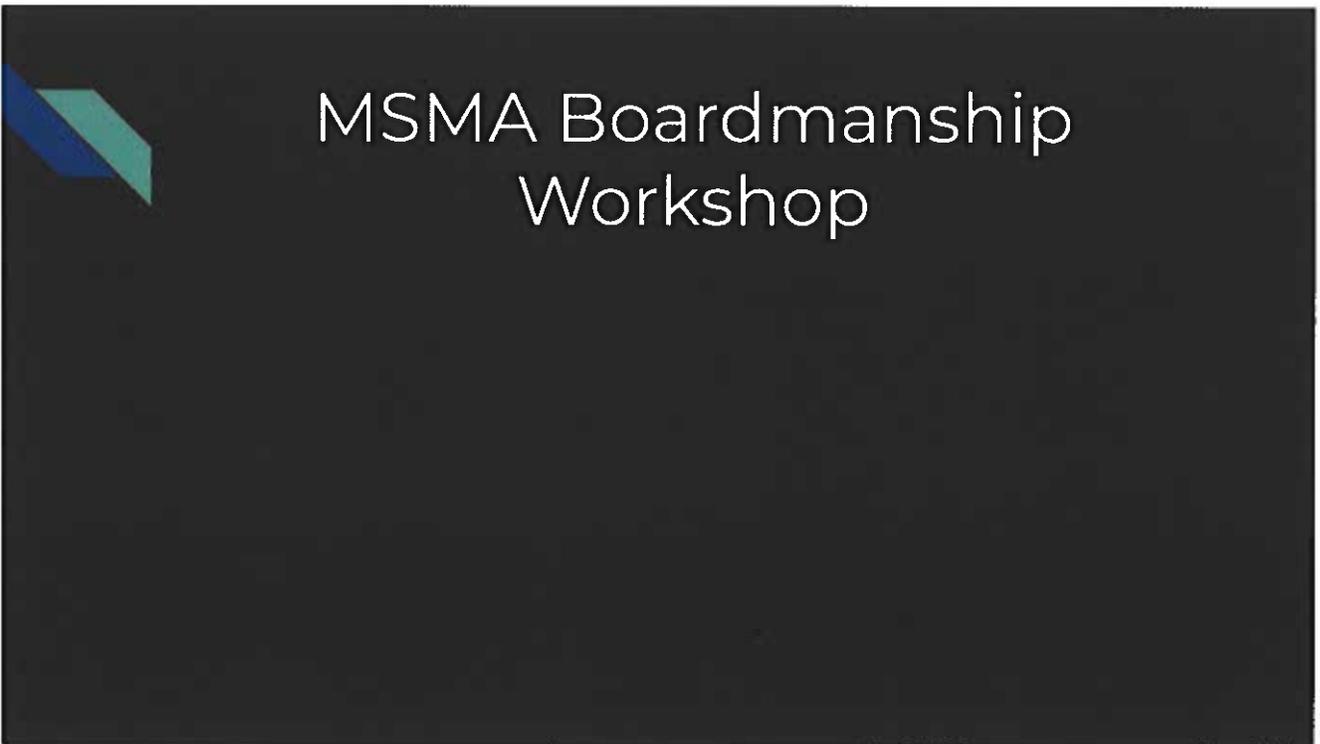
Roll Call Vote: Linda Graban: Yes; Tracy Bigney: Yes; Robin James: Yes; Cherie Faulkner: Yes; Jaime Pangburn: Yes; Tracy Roberts: Yes; Matthew Campbell: Yes; Holly Whitmore: Yes

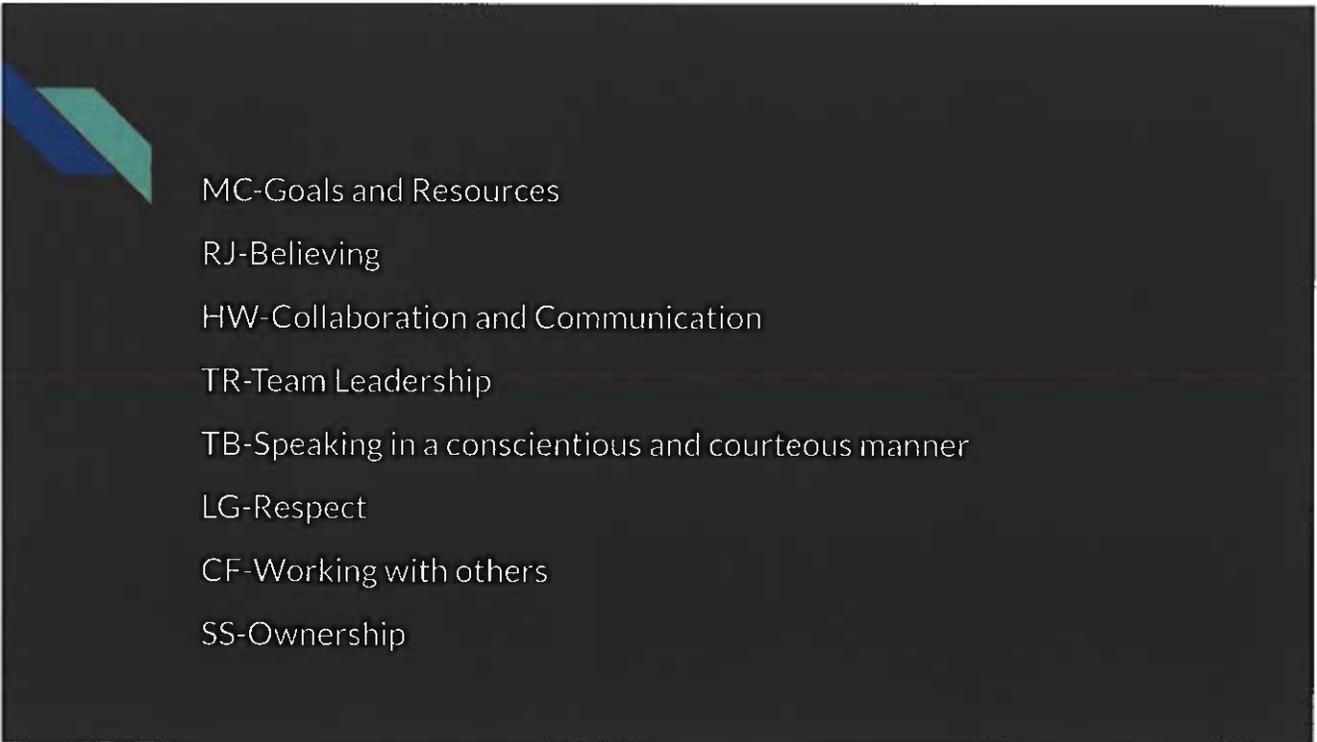
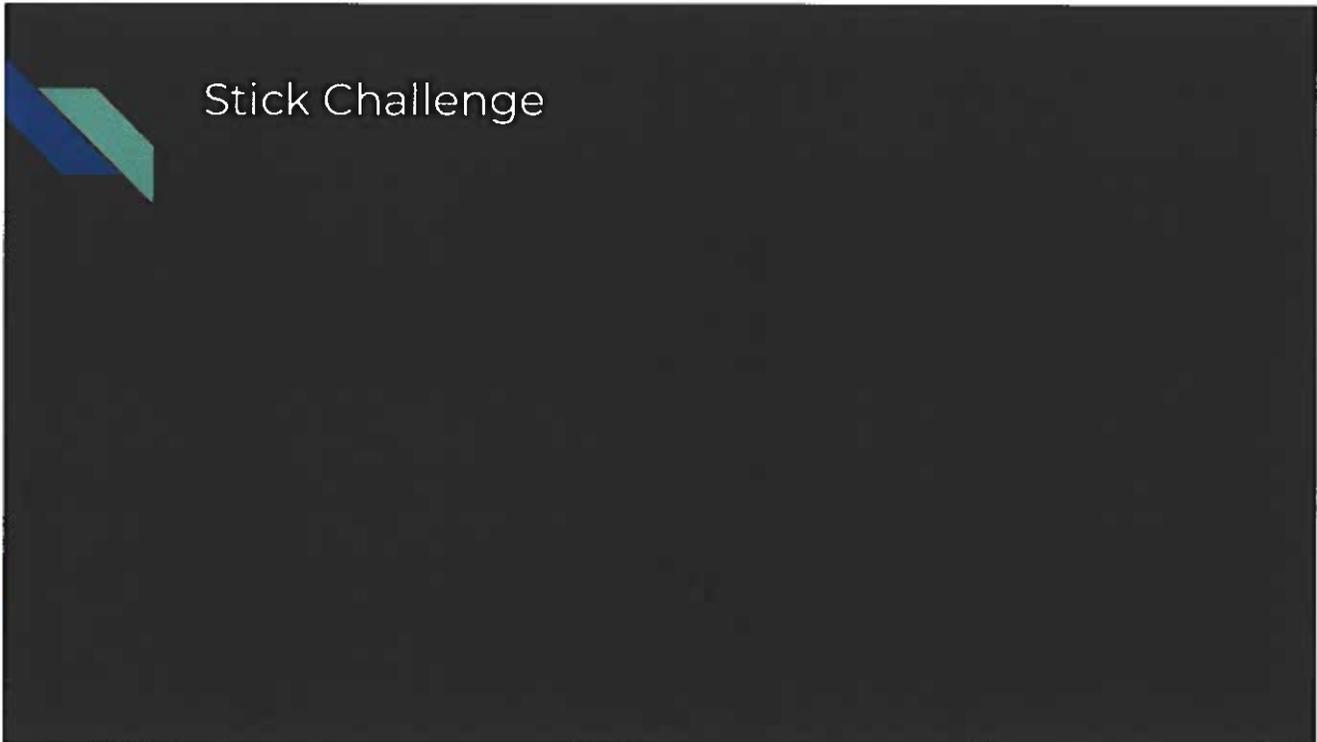
Vote: 8 Approved; 0 Opposed

Respectfully submitted by,

Susan M. Smith
RSU #63 Superintendent/Director of Curriculum and Instruction

Approved:







Goals and Resources

1. We can't manage what we don't measure -clear goals
2. We can't improve upon something you don't properly manage.



Collaboration and Communication

1. We need to seek regular communication
2. Work with other board members in a courteous manner
3. Represent the entire district when making decisions
4. Understand the role of the board.



Believe

1. Challenges are opportunities
2. Believe that all children can learn.



Ownership

1. Take responsibility for your choices- No Excuses
2. Failure refines us instead of defining us



Working well with others

1. Connection leads to commitment
2. Builds Trust
3. Earn a reputation for emotional maturity, personal integrity and honesty



Respect

1. Demonstrate familiarity with knowledge of effective Board Governance as well as content knowledge for areas for which the Board is responsible
2. Refrain from performing management functions that are the responsibility of the Superintendent and staff. Why????? **So you can hold the system accountable for results...**



Team Leadership

1. Planners
2. Organizer
3. Spokesperson
4. Delegator
5. Liaison and confidant
6. Caretaker of Relationships



Speaking in a conscientious and courteous manner

1. Recognize the Superintendent as the educational leader of the school unit.
2. Our oath as a School board member is that we will support a decision made by the majority of the Board graciously.
3. I will not criticize employees publicly, but will make such criticism to the superintendent in private for investigation and action if necessary. Follow the chain of command and encourage the public to do so as well.
4. I will make decisions openly after all the facts bearing on a question have been presented and discussed.



Stick Challenge



5 D's to keep in mind that destroy Teams

Doubt-----Trust

Distortion-----Speak the truth

Discouragement-----Encouragement

Distraction-----Focus

Division-----Uniting



Thank you for your
commitment



EDDINGTON ELEMENTARY SCHOOL

HOLDEN ELEMENTARY SCHOOL

440 Main Road | Eddington, ME 04428 | P: 207-843-6010 | F: 207-843-4317

590 Main Road | Holden, ME 04429 | P: 207-843-7828 | F: 207-843-4329

Don Spencer, *principal* dspencer@rsu63.org
 Tina Ferrill, *secretary* tferrill@rsu63.org
 Janet Nichols, *school counselor* jnichols@rsu63.org
 Dawna Bickford, *school nurse* dbickford@rsu63.org

Don Spencer, *principal* dspencer@rsu63.org
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 Janet Nichols, *school counselor* jnichols@rsu63.org
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DRAFT

“RSU 63 is a community of learners dedicated to providing a safe, supportive, and challenging academic environment. Our students are respectful citizens and responsible stewards of our world. They are well prepared for high school with skills and a work ethic that enables them to succeed.”

I submit my January 2022 board report on behalf of the students and staff at the Eddington and Holden Elementary Schools. As of this report, we have **32 (full)** in PK, **45** in K, and **39** in 1st for a total of **116** at the Eddington School. We have **42** in 2nd, **41** in 3rd, and **38** in 4th for a total of **121** in Holden. Grand total of **237** in our elementary schools. We did have two new PK students join us along with two students in Second Grade and one in Kindergarten at the end of December and beginning of January. The weather has been interesting to say the least as we enter 2022. The children are just happy there is snow on the ground! Let the snowmen/creatures begin!

We ended the year on many wonderful positives!!!

- The fourth-grade class was able to collect over **\$800** (the highest collected in the 18 yrs. we have been doing this) for the “Santa’s Elf Fund” and many gifts were bought for families in our three communities who needed help during the holiday. My thanks to several local businesses, churches, staff, and families who also adopted our families to assist during the Christmas season! We continue to have more and more folks in need and our schools and neighbors always reach out to help.
- I was thrilled to send out close to forty letters to fifth grade students whose names appeared on the Holbrook Honor Roll for the 1st trimester. We are proud of their accomplishments and hope they keep up the great work!
- I was able to recognize over 200 students (**95% of the Eddington and Holden students**) at our schools for receiving the “**Good Conduct**” award for the 1st trimester. These students come to school each day and make great choices from the moment they get on the bus until they get off at the end of the day! We also handed out over 300 gold slips and busted slips during the 1st trimester as well. **Keep up the great work!** Each student received an Eagle or Paw certificate of good conduct and a personalized **Panther** or **Eagle** pencil. Great job folks!
- The Holbrook Rec will be offering some afterschool activities for the next few months. The skiers and snow boarders will be going to Hermon Mt. once a week and others can be involved in the “Outing” club at the two elementary schools for the next few months. (Let’s keep the snow for everyone involved!)

It is “Busy and Hard Work” as usual at our “Palaces of Learning!”

Respectfully submitted,



Mr. Spencer
 Principal
 Eddington & Holden Schools

Holbrook School
Principal's Report
1/13/22

DRAFT

Approximate Enrollment:

Grade 5	43
Grade 6	55
Grade 7	58
Grade 8	43
Total	201

Focus on instruction:

Trimester II progress reports will be going home Monday, January 30th. These are a snapshot of student grades at the midpoint of the trimester and are not reflected in their permanent record. Students will have adequate time to address academic concerns prior to trimester II final marks are calculated in March. The second session of after school support will start in the coming weeks. Each grade level team will identify students who might benefit from extra support and encourage students and their families to access the late bus.

The eighth-grade high school information session will be held at Holbrook on Friday, January 14^h. All eighth-grade students experienced presentation from Bangor, Brewer, Hampden, and John Bapst High schools each lasting approximately an hour. These presentations consist of school officials providing information, high school student accounts of their experiences, and a question-and-answer session. Over the next six weeks Holbrook students will have opportunities to attend step up days at each of the high school sites based on their interest. This is an exciting time for our kids, but it can also lead to a very stressful spring as students work with Ms. Baker to meet application requirements and deadlines.

I often share a "PD TO GO" snippet with staff in my weekly important document reminders. Most recently, I shared a one page read on metacognition. This is attached at the end of my report.

Climate and Culture:

The Holbrook School staff is working hard to monitor, intervene, and support students who are having challenges. These challenges may include but are not limited to: attendance, academics, behavior, and social emotional needs. Our Student Success Committee continues to gather and track these needs. Based on the information, we plan and implement individualized strategies to support our students.

Mrs. Everhart is happy to see students in the office with KUDOS cards recognizing their positive behaviors at school. Throughout Trimester I, 374 Kudos cards and prizes were handed out! Kaelyn Dunn's name was drawn as the Kudos winner for Trimester I. She received a Subway gift card. We are always on the look-out for prize donations. Most recently, Mrs. Nichols' daughter made bracelets to put out as an option. Those were a huge hit!

Bite Sized PD



METACOGNITION AND ASKING FOR HELP

There are many reasons students don't ask for help. Research shows there are strategies to help overcome their reluctance.

"Middle schoolers have a harder time asking for help because they're transitioning from the cut-and-dry thinking of elementary school," [writes educator and academic coach Penny Kostaras for TeachThought](#). "Add to that the self-consciousness and insecurity that puberty brings, and no one dares to ask for help for fear of being 'found out' or 'exposed'."

We also tend to underestimate just how much discomfort kids feel about asking for help.

- **Normalize It.**
- **Use common misconceptions in lessons.**
- **Prove It Exists Authentically in other careers. (Guest speakers)**
- **Offer Conversation Starters and Role-Play**
 - I'm struggling with... . Can we talk about it later?
 - I'm working hard, but I'm still not understanding... . Can you help me?
 - I'm not sure what I need. Can you please talk to me?
 - Can you give me advice about ... ?



I understand why students at this age level require scaffolding to ask for support.

(How Kids Can Overcome the Awkwardness of Asking for Help, 2021)



Regional School Unit 63

DRAFT

RSU 63 is a community of learners dedicated to providing a safe, supportive, and challenging academic environment. Our students are respectful citizens and responsible stewards of our world. They are well prepared for high school with skills and a work ethic that enables them to succeed.

1/24/2022 Sharon Haskell Board Report

Sharon Haskell
District Instructional Coach/Assistant Principal/504 Coordinator

Reflection:

As the weeks have gone by, one recurring theme I have seen teachers saying and modeling over and over is that it is ok to make mistakes and to do the best you can. Modeling this for our children is one of the most selfless acts we can do. Showing them it is ok to make mistakes and take risks as they get older is how we all learn and grow. So, thank you to our amazing RSU 63 peeps who work each and everyday to make a difference in the lives of our students. I'll leave you with this fitting quote from the gifted Albert Einstein, "Anyone who has never made a mistake has never tried anything new."

Instructional Coach:

- Gayle and I are continuing to work across all grade levels at all three schools to answer questions about instruction and ensure teachers have the instructional resources they need.
 - There is some cool stuff going on in second grade! These students have earned digital badges as they complete each assignment in their Colonies times unit. In December students used Google Maps to map out routes taken during Colonial times and they also mapped out the Wampanoag territory. Students interacted with slide decks and were able to voice to text or type their answers. These students are now researching a polar animal of their choice. They have learned how to split their screen, so they can see the reading and their note page open at the same time. Once their research is complete, they will create an infographic and use this to create a classroom zoo. What exciting times in second grade!
 - Mrs. Enright's Newspaper Class sent out their first edition this past December! The headline read "Finally, an ELA Teacher!"
- Met with RiSE center in December about our upcoming work. We are planning on March 18th, the partners from the RiSE center will connect with our math teachers to continue their NWEA conversation and offer support as they dig deeper into the stands.
- The first grade team has decided to incorporate a play based activity as a cross disciplinary method, connecting all contents with a focus on math. They are going to use Veterinary play to teach concepts such as weight, length, time, money, and calendar. The students will focus on a unit of length to compare different species of animals. Statistical data collection will also come into play as the students look at graphing data they collected around height, weight, number of patients seen each day during the week, etc.. Teachers will also pull in Fountas and Pinell materials about animals. In social studies the students are set up to participate in a mini-economics unit by looking at how goods and services work in real life.
- The Teaching and Learning Team is excited to begin a book study on January 20th. To reach all our teachers we have selected two separate books. The first book is *Uncover the Roots of Challenging Behavior; Create Responsive Environments Where Young Children Thrive*, written by Michele Salcedo, M.Ed. and will be offered to our pre-k to 1st/2nd grade team. Here is a short synopsis of the book taken from [Freespirit.com](https://www.freespirit.com): "When teachers create environments that teach skills rather than punish individual actions, they reduce behavior problems and nurture the growth of all learners. This book expertly guides early childhood teachers to analyze their classroom elements, routines, and

DRAFT



Regional School Unit 63

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responses to children. Much like gardeners who adjust soil, water, or fertilizer to help flowers bloom, educators of young children must look beyond challenging behaviors to what a child's actions are communicating about her learning environment or home life." Our other selection is *Innovate Inside the Box: Empowering Learners Through UDL and the Innovator's Mindset*, written by George Couros and Katie Novak and is geared toward our 2nd-8th grade audience. This book ties together the UDL framework we have focused on this year and Carol Dewek's Growth Mindset Framework to create the *Innovator's Mindset*. There is also a [blog](#) with related materials (written and video) that you can choose to peruse. Use the dropdown menu under *The Innovator's Mindset* (Note- *The Innovator's Mindset* was a different book. The materials relate nonetheless.) Here is what [Novak's education website](#) has to say about the book: "The answer to creating innovative teaching and learning opportunities lies within you! Every educator faces constraints—from budget restrictions to predetermined curriculum to "one-size-fits-all" mandatory assessments. The question is, how can you, as a teacher or administrator, ensure that regulations and limitations don't impede authentic learning? In *Innovate Inside the Box*, George Couros and Katie Novak provide informed insight on creating purposeful learning opportunities for all students. By combining the power of the Innovator's Mindset and Universal Design for Learning (UDL), they empower educators to create opportunities that will benefit every learner.

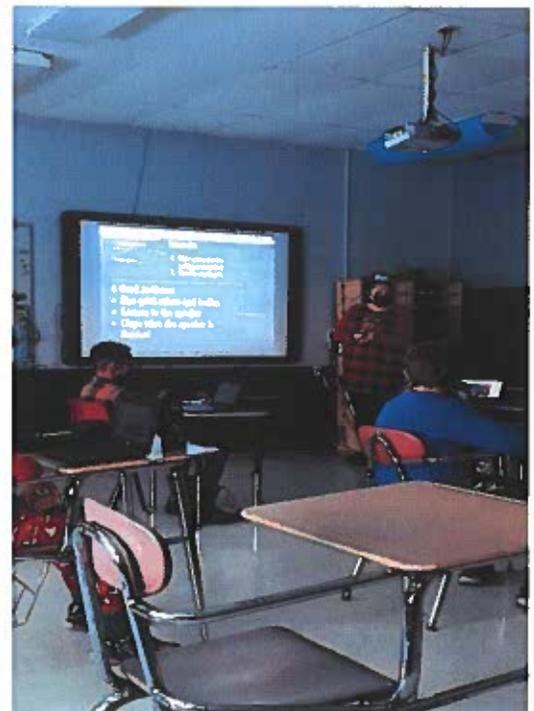
Assistant Principal:

- Supported Ashley and Don
- Taken care of sub calling
- Worked with Holbrook on getting attendance plans in place.
- Continue to walk the halls, visit classrooms and be supportive of our teams.

504 Coordinator:

- I have been working through each 504 and have had initial meetings as well as follow up meetings with current students who have a 504.

Respectfully submitted,
Sharon Haskell





Regional School Unit 63
Clifton, Eddington, and Holden

DRAFT

RSU 63 engages all students in high quality academic and co-curricular programs in a safe and supportive learning environment so they may succeed in school and reach their fullest potential in life.

Director of Special Services Report – January, 2022

Happy New Year from the Office of Special Services!

Our team is continuing to identify and determine eligibility for students who are new to our district (kindergarten or otherwise) and creating plans to meet their needs based on the evaluations completed from screenings and general education teacher referrals. Most of the concerns were brought up during parent-teacher conferences, which is a convenient time for the conversations to begin and for parents to understand the process to determine if their child requires special services. The regular education teachers have done an excellent job documenting the Response to Intervention (RtI) classroom accommodations they are using that will be included in the finalized plans for students which will carry over with each student moving forward year to year. We are also having success with students who are achieving their goals and “graduating” out of services as they master the skills, they need to succeed in the general education setting.

Next’s year’s budget is another item that is in the works. Historically, the budget has been developed as fiscally conservatively as possible and I anticipate that to be the same this round of budgeting. The challenge that comes up is not during the budgeting process but, rather, during the school year when students with high needs transfer into our school district. One student can require \$75,000 - \$100,000 worth of unbudgeted services if the student needs an interpreter or an out of district placement and the receiving program needs to hire another staff member, which is often the case.

I’d also like to share some happy news! Our Occupational Therapist, Hannah Foster, had a baby girl named Millie Grace at the start of the week. We had to scramble to interview and hire a Long-Term Substitute Occupational Therapist to cover her leave. CarolAnn Moores will join us in that capacity and will follow Hannah’s schedule and provide therapy, consultative services, and complete evaluations in order to continue to meet our timelines and remain in compliance. CarolAnn worked in the Waterville School District, commuting from Brewer, so she is very excited to cut her commute down from an hour to 10 minutes. She is also excited to get to know our staff and students while she is with us over the next few months. Welcome Millie Grace and CaralAnn!!!

Respectfully Submitted,

Jesse Gauthier,
Director of Special Services

DRAFT



George Cummings
Technology Coordinator
p: 207.843.4316
e: gcummings@rsu63.org
www.rsu63.org

To: RSU 63 Board of Directors
From: George Cummings
Date: January 14, 2022
Re: Monthly Report

I submit this report to the School Board of Directors for January 2022.

7th and 8th Grade Chromebooks

Students in grades 7 and 8 received new convertible Chromebooks on January 11th. These new Chromebooks were funded through the Maine Learning Technology Initiative (MLTI) 2.0 project and replace the MLTI MacBook Air laptops students have been using since 2016. Transitioning from the MacBook to the Chromebook has been seamless as most all 7th and 8th grade students had a Chromebooks when they were in 6th grade.

Convertible Chromebooks with touchscreens can be used as a regular laptop or you can flip the screen over to use it as a tablet. This versatility has been a big hit with students!

Technology Budget

Each year when building my technology budget for the next fiscal year, I always look at my list of district technology assets (servers, network switches, firewalls, laptops, desktop computers, printers, projectors, interactive whiteboard, etc.) to see how long things have been in service and to come up with a plan for replacement for the oldest, most obsolete devices or devices that could cause reliability or security issues. Currently, student classroom printers at Holbrook and the Promethean interactive whiteboards in classrooms at all schools are the oldest devices still in service.

The classroom printers at Holbrook school have been in service since 2006 which means students are printing to a printer that is older than they are. While these printer still work, they are causing frustrations with students and teachers because they jam frequently or simply will not print complex documents especially with few graphic images embedded into the document.

Our first installation of Promethean interactive whiteboards into classrooms started in 2010, followed by a second installation in 2011, and a final installation in 2012. To put this in perspective, our younger teachers are using an interactive board that was installed when they were in middle school. Ten to twelve years of service from any technology device is a good run but these boards have been causing frustrations with teachers for a few years now and many have stopped using them as an intended interactive board and are just using them as a projection screen.

DRAFT



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A three option survey of teachers indicated that a majority of teachers would like a new interactive display panel followed by replacing the Promethean board with a magnetic dry erase board, and lastly keeping the Promethean board in place as some teachers have significant time invested in the flip charts they created to work with the Promethean board.

Interactive display panels are large wall-mounted screens that wirelessly display content from the web, laptop, or iPad while enabling touchscreen interaction. They can be compared to tablets, only on a much larger scale. For a brief demonstration of an interactive display panel, visit https://youtu.be/_uoMEy84FRc

The cost to outfit each classroom with a ceiling mounted projector, Promethean board, and Apple TV in 2010-2012 was approximately \$2200.00 per room. Many of the projectors that were installed during that time have been replaced due to diminished image quality or just stopped working for an addition cost of approximately \$500.00 each.

While the initial costs of these interactive display panels is on the expensive side (\$3300.00-\$4200.00) each, they are basically maintenance free and eliminate the diminishing image quality of a projector over time plus the need to buy replacement projector bulbs. Because of this, these displays are a more sensible investment in the long run despite the higher initial cost.

In keeping with our technology goal from policy BA; "*All students will have reliable and equitable access to advanced educational technologies that are well integrated throughout the curriculum and used appropriately to enhance teaching and learning*", as well as improving interactive learning in the classroom, replacing the Promethean boards with Interactive displays should be our next classroom technology investment.

Student Information System Evaluations

The Technology Committee has finished evaluating the student information systems from Infinite Campus and PowerSchool. The consensus among the committee members is that both systems seem easy to navigate, are intuitive, and that either one is big improvement over our existing student information system.

I will be working with Principal Ashley Allen on taking a deeper dive into the student course scheduling module of each system as this is the most complex and time consuming area of a student information system.

I will also be reaching out to some other Districts to get some real world feedback on the quality of training, platform reliability and support responsiveness on each of the student information systems.

Respectfully submitted,

**R.S.U. # 63 SCHOOL BOARD
January 2022 Board Report
Jake Morgan Transportation/Facilities**

DRAFT

Transportation:

The new bus garage is working great! It's large enough that we can put three buses inside at a time. Over vacation, we had one in for a front spring and shocks, one for a power steering pump, and the other for rear brakes. This works out great because some of the parts takes days – weeks for delivery.

The mechanic and I are driving daily because of drivers being out and sports trips.

This past week, a bus started running very ruff and had lots of lights come on the dash. Our analyzer is too outdated to read this bus. New England Kenworth charges \$150.00 dollars and could not get it in for a few days. I was fortune enough to know that the Carmel Bus Garage has a brand-new analyzer. After a call, one of our drivers took the bus to the Carmel garage, they hooked it up, and reported to us what was needed for the repair.

Facilities:

Holden School: The regular daytime custodian is still out for medical reasons, but is expected to return around the 20th of January. His fill-in replacement has been out due to medical issues as well. I have been unlocking and clearing the walk ways of snow and one of our bus drivers has been helping with some of the cleaning.

The indoor air quality project is going well. Three classrooms and the gym are all that is left to do. The generator is now looking like late May or early June for delivery.

Eddington School: The indoor air quality project plan is almost finalized and work will start as soon as the Holden School is about completed. The contractor will start ordering supplies for this job shortly. We plan on doing another walk through to develop a plan of attack the week of the 17th.

Holbrook School: The security camera update is completed. We now have sixteen cameras located throughout the building.

We are down one custodian for approximately 4 to 6 months. We are trying to find a long-term sub for this position. In the meantime, bus drivers are helping out. The custodian we hired in September is working out well. He is a “go getter” who likes to be busy and is not shy to tackle on repairs that are needed.

Ryan (from Carpenter) and I have started the planning and leg work for Holbrook School indoor air quality project. The next step is for us to scope out the spacing in the attics.

****All our custodians and drivers have been a big help covering for each other these past few months. I have also had other members of the community ask if they could do anything to help us.**

I can easily say that I find all the staff in our buildings willing to help in any way that they can.

**Budget and Finance Committee Meeting
12/08/2021**

DRAFT

Members Present In Person: Tracy Bigney (6:36pm) and Cherie Faulkner

Members Present Remotely: Linda Graban

Also Present In Person: Susan Smith, Jaime Pangburn (left meeting at 7:05pm), Jake Morgan, and Holly Whitmore

Also Present Remotely: Kelly Theriault and Randy Bragg (left meeting at 6:45pm)

Called to Order: 6:18pm

Adjustment to the Agenda: Move Eddington SRRF Bid to the beginning of the meeting.

Eddington SRRF Bid: Bid comparison sheet was provided. Two bids were received; ABM Mechanical, Inc. and Devoe Construction, Inc. The bid comparison sheet was broken out by bid item. Randy Bragg, Carpenter Associates explained the changes to the rebid from the first bid. Devoe Construction, Inc. is the low bid. Randy Bragg recommended the Budget and finance Committee consider #2, #3, and the #1 alternate, based on our budget. Discussion took place on the differences in the alternate options. Jake Morgan advised he does not like the univents in the alternate #1 and prefers the ERV. Kelly Theriault stated we are down to the same problem of not being able to afford the ERV. Discussion took place on cost, funding available, and units.

The Budget and Finance Committee recommends Devoe Construction, Inc. option #1 ERV units (\$475,000) and #3 (\$224,000) to the Board.

FY22 Financials:

Cost Center Summary: Kelly Theriault advised they are continuing to watch System Admin and Transportation. There are no new areas of concern. Cherie Faulkner asked if legal could not be used unless absolutely necessary. Superintendent Smith advised most of the legal fees was due to the Bus Garage. She also had to call for the grievance, policy questions, and teacher contract review. Kelly Theriault advised legal is only called when absolutely necessary. Cherie Faulkner is concerned we are already over budget and we are going to need legal counsel for teacher negotiations and we need to cut back on legal calls. Part of the legal cost center is also encumbered. Linda Graban also echoed she is concerned about legal fees and asked about cost for closing on the Bus Garage. Superintendent Smith advised she has asked for it, but has not received a firm amount yet.

November FY22 Detail: No concerns or questions.

Hot Lunch: November claim was submitted today. We are around the breakeven point. No concerns or questions.

DIE – Fund Balance: Kelly Theriault explained this was a new policy for RSU 63 a few years ago. The changes have been reviewed by the Policy Committee. No changes recommended by the Budget and Finance Committee. This policy is ready for the full Board.

Bangor Savings Bank Card: Kelly Theriault advised more and more vendors will not take purchase orders or a paper check. Employees are having to use personal cards and we reimburse them. Kelly recommends to attach one debit card to the general fund bank account to be managed at the Business Office and through the warrant process. The committee is in agreement with this recommendation.

Facilities: Superintendent Smith shared the priorities lists, the assessments done by Carpenter Associates, and the updated priority lists. Some projects were completed with funds from CRF or ESSER funds. These lists will be revisited during the budget process. Tracy Bigney would like to see a Facilities Plan created moving forward. Cost/savings benefit analysis should be considered when determining facility projects.

Most respondents to the 360 Survey were in favor of two schools. We have preliminary costs and square feet preferences from work Oak Point did a few years ago. The updated priority lists were reviewed and Jake Morgan explained the priority items for each building.

Other: Holbrook Indoor Air Quality project has not gone to bid yet. Carpenter Associates anticipate having bids available for review in February.

Next Meetings

- Wednesday, January 12, 2022 at 6:00pm
- Tuesday, February 15, 2022 at 5:30pm

Adjourned: 7:48pm



Regional School Unit 63

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TO: RSU 63 BOARD of DIRECTORS

FROM: SUSAN SMITH, SUPERINTENDENT/DIRECTOR of CURRICULUM & INSTR.

RE: MONTHLY REPORT

DATE: JANUARY 2022

ESSA (Every Student Succeeds Act) Dashboard Information

The federal Elementary and Secondary Education Act (ESEA), most recently reauthorized as ESSA (Every Student Succeeds Act), requires the Maine Department of Education (MDOE) to compile and share data from schools across the state. Maine does this through an on-line portal called the ESSA Dashboard. The 2020-2021 Dashboard Information was recently released to school officials for preliminary review (to check for discrepancies and ask questions). The 2020-2021 Dashboard Information will be public on January 24th. The data included in this report is preliminary and there may be slight changes on January 24th. I encourage you to explore Maine's ESSA Dashboard.

2020-2021 ESSA Dashboard Information

<https://www.maine.gov/doe/dashboard>

Topics on the Dashboard include:

MAINE SCHOOL DATA

Year: 2020-2021 | Report Type: Snapshot | School Name: [Search] | County: [Search] | City/Town: [Search]

Data Impacted by COVID-19 | Show Map

Snapshot	Student Demographics	Per Pupil Spending
Teacher Workforce	Teacher Certification & Qualifications	Support Staff
Chronic Absenteeism	Bullying, Behavior, RAS	School Safety
State Assessments	Alternate Assessment	National Assessment
High School Graduation Rate	Early College Coursework	Post Secondary Enrollment
Access to Technology/Connectivity	English Learners	Performance Indicators

To provide technical feedback on the dashboards: medbts_helpdesk@maine.gov | Search Definitions

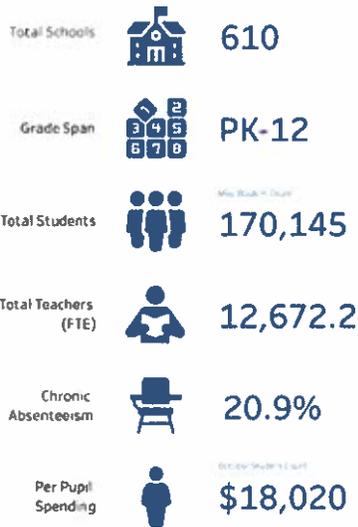


Regional School Unit 63

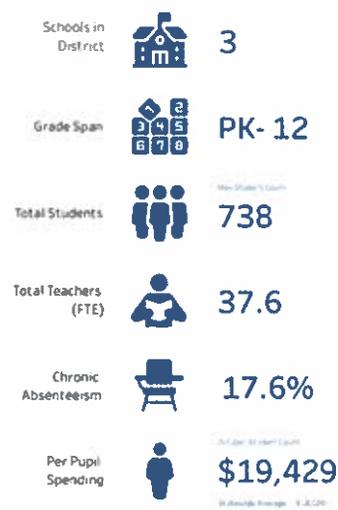
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Snapshot data includes this basic information:

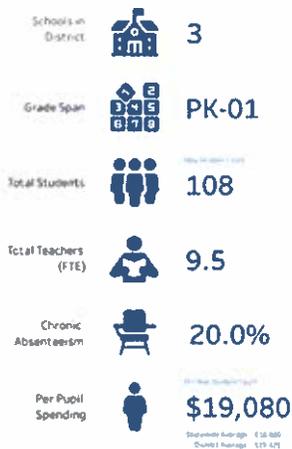
State-Wide:



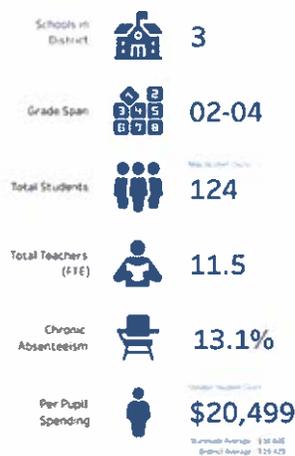
RSU 63 (Including our High School Students)



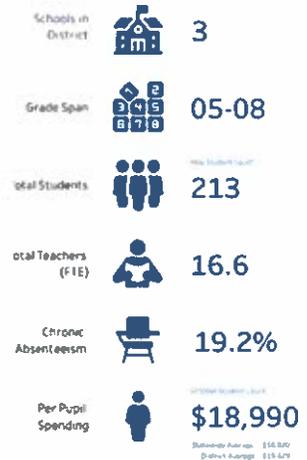
Eddington School



Holden School



Holbrook School





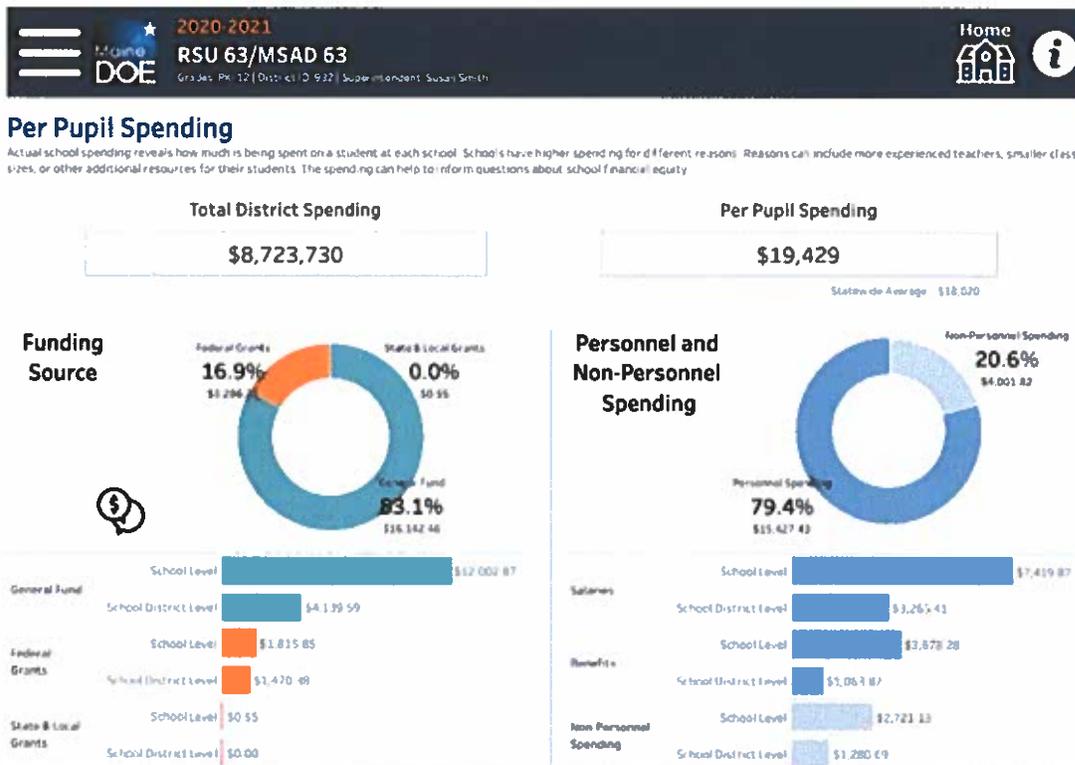
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Per Pupil Spending for the 2020 – 2021 school year includes COVID and other federal grant funding as well as local and state funds. Overall, per pupil spending increased at the state level from the previous year by about \$2,000 per student and in RSU 63 by about \$3,000 per student.

Using grant funds, RSU 63 spent \$950.80 per student in 2019-2020 and \$3,286.23 per student in 2020-2021.

Non-personnel expenses increased from \$2,519.82 per student in 2019-2020 to \$4,001.82 in 2020-2021. Much of this was due to COVID funding and needs (furniture, instructional supplies for individual student use, and technology).



State Assessments

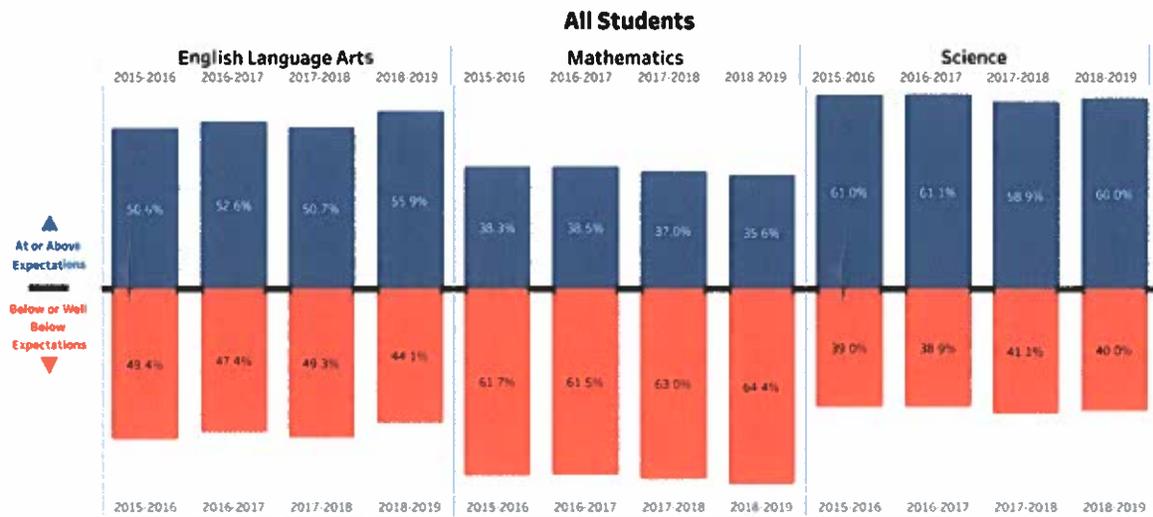
Because of COVID, and through a federal waiver, Maine did not give State Assessments during the 2019-2020 school year. Therefore, the assessment data included in the 2020-2021 ESSA Dashboard is from the 4 previous years (2015-2016 through 2018-2019).



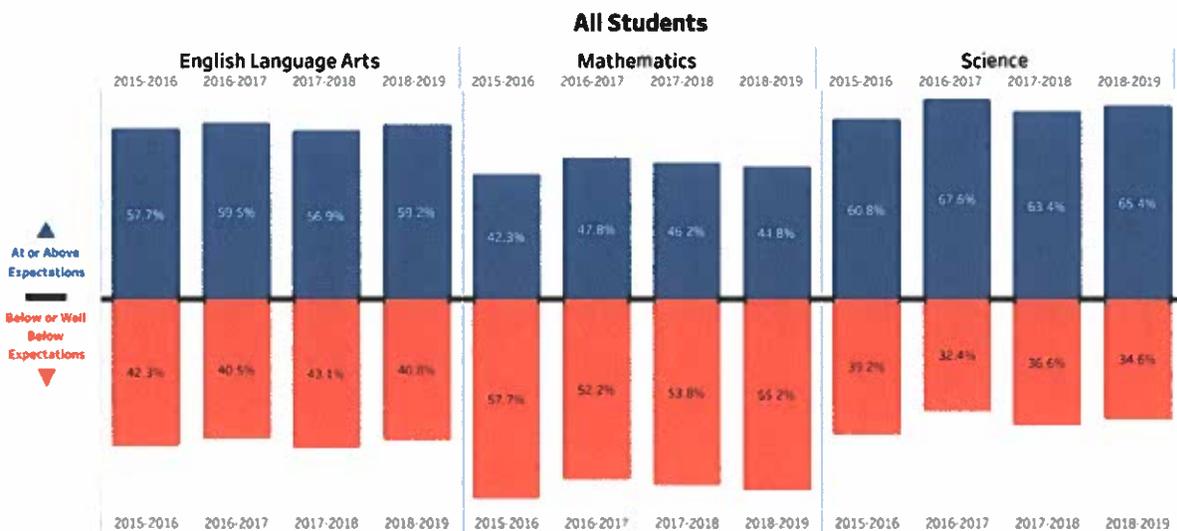
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Statewide Results (Grades 3 through 8 and Gr. 11)



RSU 63 Results (Grades 3 through 8 and Gr. 11 - includes our High School Students)

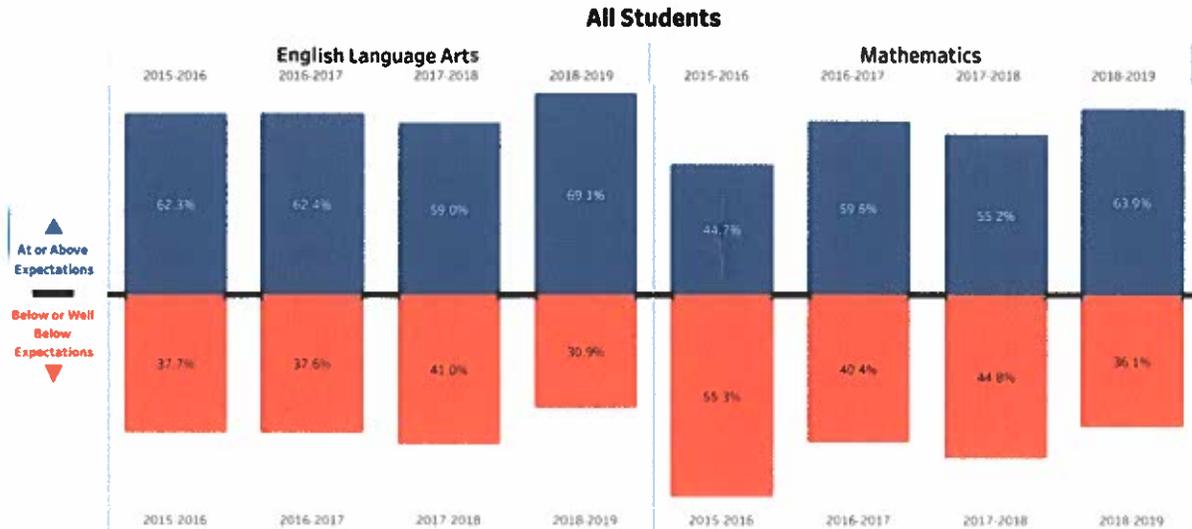




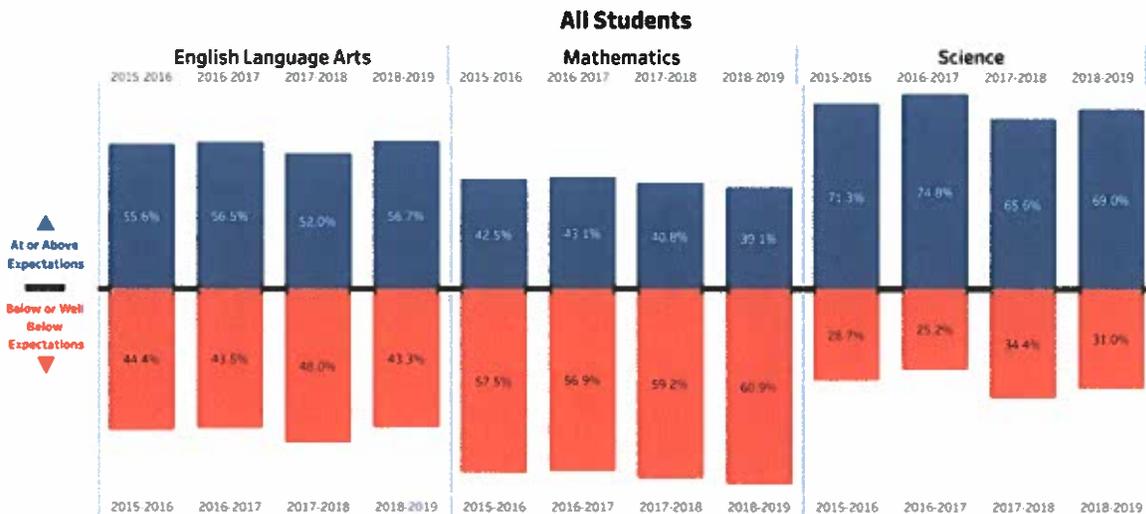
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Holden School Results (Grades 3 and 4 only)



Holbrook School Results (Grades 5 – 8)



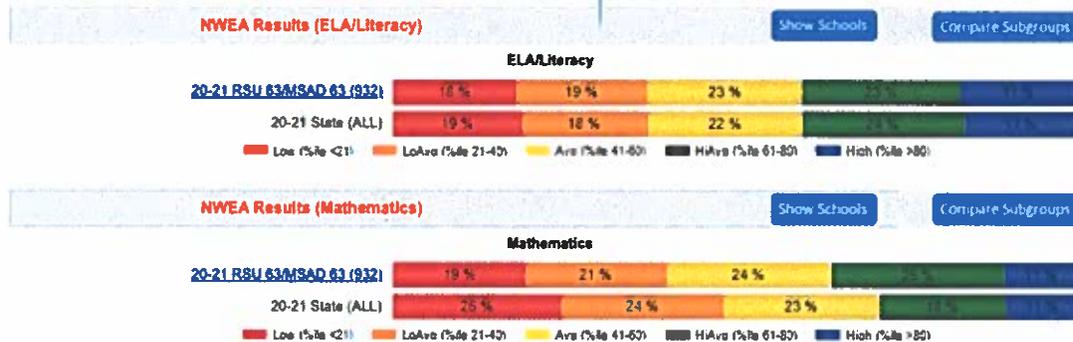


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We anticipate the 2021-2022 ESSA Dashboard will include more recent assessment data. How our students did compared to students across the state on more recent assessments is of interest to us all.

Below is a screenshot from Maine's "FocalPoint" Portal showing how our students in Grades 3 through 8 did on the Spring 2021 NWEAs compared to students in Grades 3 through 8 from across the entire state. This portal shows individual student data and is not open to the public. Similar data from the Fall 2021 NWEAs is not yet available.



Employee Turn-Over Summary

Throughout the year, I use exit surveys and interviews to gather information from employees who leave RSU 63. Each January, I provide the RSU 63 Board of Directors with a summary of staff turnover from the previous calendar year.

During the 2021 calendar year (January 1, 2021- December 31, 2021) 19 regular RSU 63 employees and nine substitutes left the district. During the previous year, 2020, we had 13 regular employees leave the district. During 2019, we had 16 employees leave RSU 63.

Of the 19 regular employees:

- 4 were ed techs
- 11 were teachers
- 1 was a driver
- 2 were custodians
- 1 was a cook

Of the 19 regular employees:

- 4 retired
- 15 resigned



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Exit interviews and surveys were offered to all the employees.

Of the 15 employees who resigned:

- 1 moved out of state
- 2 resigned because of health reasons
- 1 had concerns about the work environment
- 4 accepted positions in the same field with more pay
- 2 decided to further their education
- 2 did not complete probationary period
- 1 was a temporary position
- 2 took a promotion with a different district

Nine (9) of our substitutes resigned during 2021. Many were temporary COVID-19 subs who took other positions. Several subs resigned due to COVID-19 concerns.

I find this process helpful in taking a critical look at RSU 63 as well as an opportunity to review our employment practices and address concerns. The process is outlined in Policy GCQC - Exit Interview Opportunities for Resigning District Personnel.

January Board Chair Report

Happy New Year! We owe a huge thank you to Susan, Administration, Teachers and staff for going above and beyond to find creative ways to keep our students in school, in person.

Thank you to all of you for the overwhelming participation at the Board Initiation Workshop. The positive solutions that were suggested when problems arose is the productive spirit that will keep our board working like a team. Two statements from the MSBA Guide for Present and Future School Board Chairs were part of what I based the proposed timeline material on are "Taking the time to discuss and agree upon expectations of **HOW** the team will work together will allow members to concentrate on **WHAT** needs to be accomplished" and "Board members need a certain base of knowledge in order to be effective".

The Center for Public Education has identified eight traits of highly effective school boards that positively impact student achievement:

1. Effective boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.
4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Effective school boards are data savvy: they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
6. Effective school boards align and sustain resources, such as professional development, to meet district goals. Effective boards see a responsibility to maintain high standards even in the midst of budget challenges.
7. Effective school boards lead as a united team with superintendent, each from their respective roles, with strong collaboration and mutual trust.
8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values, and commitments for their improvement efforts.

There are many resources available to school board members for professional development: MSBA, Superintendent Smith, me, as board chair, current and past school board members, to name a few. Also, within our district, we can attend committee meetings, such as Student Success and Teaching and Learning. We have access to books that have been used in the past for teacher professional development and current books being used for two different book studies teachers are participating in. I realize all of these things take time, but if we all do our part to participate in some type of learning, we can learn from each other and be a more effective school board.

Respectfully submitted,

Holly Whitmore



Regional School Unit 63 Clifton, Eddington, and Holden

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DRAFT 01/11/2022

RSU 63 BOARD OF DIRECTORS INFORMATION FOR PROSPECTIVE CANDIDATES

CONGRATULATIONS!

We are glad you are considering running for a seat on RSU 63's Board of Directors!

We are current school board members who want to encourage you to complete nomination papers and work towards your election and service to the school community. We have found our service not only to be an essential and important benefit to the community's children, but a rich and rewarding experience for ourselves personally. We have terrific students, teachers, administrators, and staff and it is a pleasure to try to serve them. We also realize that our communities are extremely generous toward and supportive of our schools. We greatly value the sacrifices they make and the trust that they have placed in our schools. We strive to continue to make their support warranted.

Because the job of a school board also requires a considerable amount of work to be a success, we offer this information to you to help you realistically assess what the job of a school board member might involve and to help you determine if now is the right time for you to serve. However, in no way do we want to "scare you off". It is good work and our board needs you.

SCHOOL BOARD RESPONSIBILITIES

Our responsibilities all derive from State law and regulation. First and foremost, we are responsible for setting the over-all policies for our schools. These policies range from curriculum standards and assessment requirements to codes of conduct for students and staff. Increasingly, the policies we adopt are dictated by state or federal mandates, so we must also attempt to understand those and respond to them in the way we deem best for our students. We are responsible for preparing and advocating for an annual budget for the schools. We are responsible for hiring and firing the Superintendent and responding to recommendations for hiring other staff. We are responsible for negotiating employment contracts with our teachers and administrators. We are responsible for providing, improving, and maintaining the physical plant of the schools. We are responsible for dealing with serious disciplinary matters, including possibly expelling and re-admitting students to school. In sum, we are elected to see that our schools provide each and every student with the best possible educational opportunity, knowing that a well-educated population is essential for the successful future of each individual as well as our town and country.

Although these are serious responsibilities, don't worry. We have lots of help! Our administrators and staff are the ones who do the real work, like preparing budgets and developing the specifics of our children's education. We hire them to do that. In fact, one of the things we are NOT elected to do is deal with day-to-day school challenges. That is sometimes called "micro-managing" and we have found that is almost always not helpful. We work hard to hire competent administrators and staff, create meaningful expectations for their job performance, and then provide them the support they need to do the job we expect from them.



Regional School Unit 63 **Clifton, Eddington, and Holden**

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When you join a board, you will be joining experienced board members. There definitely is a “learning curve” and you are not expected to come on board “knowing it all”. We are all there to help one another. If you have not previously attended board meetings, we encourage you to attend any or all of our meetings between now and Election Day. The meetings are, of course, public meetings and you are always encouraged to attend. Attending will explain a lot more than this information ever could.

Also, feel free to ask any current board member any questions you now have about service. You can find out who is now on the board by checking the RSU 63 website or by calling the Superintendent’s office. There are also helpful materials on the MSBA (Maine School Board Association website <https://www.msmaweb.com>)

SCHOOL BOARD STRUCTURE

Many people do not understand the structure of the school boards. It is largely determined by the state legislation.

Once you are elected, you become part of an eight-member school board. Four are elected from Holden, three from Eddington, and one from Clifton. You will be meeting once a month for our regular board meeting. We usually have a rotation between the three schools.

Like any other board, there are committees and work groups that we each participate in. Some of the recent or on-going committees have included policy review, budget & finance, student success, facilities, and contract negotiations. Yes, serving on these committees does mean extra meetings and work, but we have found that serving on these committees often strengthens our school, and broadens and deepens our knowledge of and appreciation for our schools.

WHY WE SERVE

You might choose to run for school board for many reasons. Usually, it is because you have or have had a child in school and wish to support your school. However, sometimes it is because you have had what you feel is a negative experience with some aspect of your school. Or perhaps there is one issue in particular that you feel passionate about. Some people refer to that as “having an agenda”. While wanting to make change in our government’s policy or practice is a valuable and valued motivator, we offer a word of caution about being significantly moved by anger on a single issue to seek this job. The board has so many diverse responsibilities that whatever issue you have at the moment is likely to quickly pass and you will be left needing to be responsible for many other issues, which may not be what you had in mind. You need to be willing to “buy” the whole package.

Being on a school board is an act of volunteerism. It is an essential part of our representative democracy. Serving on the school board helps to ensure that the “control” of our schools stays local and strong.

We hope that we have been able to answer some of your questions about the responsibilities and rewards of service on our school boards. We hope you will consider offering yourself as a candidate from your town, and we wish you the best of luck in your endeavors.



Regional School Unit 63 Clifton, Eddington, and Holden

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DRAFT 1/11/22

School Board Orientation/ Professional Development Timeline

Mid-June Members:

- RSU Board member orientation materials
- Board binder forms
- Board Norms
- Committee information (including time commitment)
- Board evaluation form
- Candidate letter
- School Law Advisory “Robert’s Rules simplified: Really!”
- School Law Advisory “Ten ways that superintendents and school boards can undermine each other”
- School Law Advisory “Maine school boards are unique: Understanding that uniqueness is important”
- DrummondWoodsum “Avoiding the Shoals: School Boards as Employers”.

Late June:

Board workshop prior to Board meeting (same night) to discuss the overall results and possible goals for the upcoming year, tied to the Board evaluation standards.

July All Members – Board Workshop:

- Presentation (or video) from outside organization (ie. Maine School Board Association (MSBA), Brann & Isaacson, DrummondWoodsum, other sources)
- Roles and responsibilities
- Placing business on the agenda - request to Board Chair, Superintendent, or make a motion at a board meeting
- Agenda questions - no surprises, direct questions to Chair or Superintendent
- Review policy BBA – School Board Powers and Responsibilities, policy BBAA – Board Member Authority and Responsibilities, policy BBCB – Use of Social Media – Networking by School Board Members, policy BCA – Board of Directors Code of Ethics, policy BHC – Board Communications and Relationships with Staff, policy BJA – School Board Use of Electronic Mail

August:

Board workshop (brief 30 minutes) prior to the Board meeting (same night) to review - Policy BCA – Board of Directors Code of Ethics, Policy BEDH -Public Participation at Meetings, Policy KE – Public Concerns and Complaints, and Board Norms



Regional School Unit 63 **Clifton, Eddington, and Holden**

RSU 63 is a community of learners dedicated to providing a safe, supportive, and challenging academic environment. Our students are respectful citizens and responsible stewards of our world. They are well prepared for high school with skills and a work ethic that enables them to succeed.

September:

- Review Policy GCBI – Annual Evaluation of the Superintendent. Review and answer questions. (During Board Meeting)
- Board Workshop (approx. 2 hours – not the same day as the Board Meeting) to review the RSU 63 Mission, Vision & Goals of the District (policy BA – Operational Goals & policy AD – Educational Philosophy), and strategic plan (read ahead of time), set 1-3 Board goals for the year

October:

MSBA Delegate Assembly and MSMA Conference

January:

Board workshop (brief 30 minutes) prior to the Board meeting (same night) to conduct mid-year review of progress toward goals and adherence to Code of Ethics

May:

Individual Board members conduct Standards of Leadership Board Evaluation and submit the results to the Board Chair for compilation.



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RSU 63 Board of Directors
Standards of Leadership Annual Evaluation
****Adapted from RSU 21 Board Evaluation**

These standards are rated using the following scale:

4 - Exemplary

Rating is reserved for performance that significantly exceeds proficiency and could serve as a model for leader's district-wide or even statewide. Few boards are expected to demonstrate Exemplary performance on more than a small number of targets.

3 - Proficient

Rating represents fully satisfactory performance. It is the rigorous standard expected for most experienced boards and the goal for new boards performing at the basic level. Proficient boards demonstrate acceptable leadership practice and meet or make progress on all outcome targets.

2 - Basic

Rating mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected.

1 - Does Not Meet

Rating indicates performance that is unacceptably low on one or more standards and makes little or no progress. Ratings of ineffective are always cause for concern.

Standard 1: Vision, Leadership, and Accountability

Descriptor: The RSU 63 Board of Directors commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.

Possible Data Sources:

- Alignment with district vision and mission statement
- Adherence to Standards of Ethics
- Established goals
- Board agendas
- Board presentations
- Board retreats
- Board communications
- Annual Evaluation of the Superintendent
- Board self-evaluation

DRAFT

Rating for Standard 1: Vision, Leadership, and Accountability

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
The board develops a shared mission and vision that reflects student achievement and community priorities, and communicates it to the community.				
The board develops annual district goals in alignment with the district vision and mission and adopts a strategic plan developed by the superintendent to meet those goals. Goals are communicated to the community.				
The board regularly monitors progress on district goals, effective instruction, and student achievement with data-based information.				
The board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extra-curricular activities.				
The board annually evaluates the job performance of the superintendent and monitors the progress made on the superintendent's goals.				
The board conducts a self-evaluation to monitor its own performance and participates in professional development, including board training and seminars.				

Comments:

Standards 2: Board Governance and Policy

Descriptor: The RSU 63 Board of Directors works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.

Possible Data Sources:

- Date and agenda of annual orientation
- Policy review and updates
- Board policy manual
- Board orientation materials
- Attendance and state-mandated trainings

DRAFT

Rating for Standard 2: Board Governance & Policy

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
The board and superintendent participate in an annual workshop to build team relationships, review roles, responsibilities, and board operations, and orient new board members.				
The board has a procedure in place for regularly reviewing existing policies and developing new ones.				
The board closely adheres to its own procedures, protocols, and policies for effective board operations.				
The board clearly understands its governance role and responsibilities, adheres to open meeting laws, and delegates district operation responsibilities to the superintendent.				
Board members publicly support the decision of the majority and speak with a unified voice.				
Board leadership acts mentor to new members to help them learn the ropes and provides new members with a detailed explanation of the board's mission.				

Comments:

Standards 3: Communication and Community Relations

Descriptor: The RSU 63 Board of Directors effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.

Possible Data Sources:

- Communicates policies and procedures
- Schedules or invitations to community forums
- Reports or presentations on programs that demonstrate community partnerships
- Legislative meetings, letters, or advocacy efforts
- Newsletters and websites
- Survey results

DRAFT

Rating for Standard 3: Communication and Community Relations

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
The board develops a collaborative relationship with the superintendent, keeping cooperation and respectful discussions at the center of its deliberations.				
The board establishes effective communication with parents, students, staff, and community members while respecting the chain of command and lines of responsibility.				
The board works with the superintendent to gain input from the community using forums, surveys, and other vehicles, following agreed-upon procedures.				
The board actively promotes support for the district through its vision and promoting educational opportunities for all students.				
The board is an advocate for the district's interests with legislators and other elected officials.				

Comments:

Standards 4: Fiscal Resources, Staff Recruitment, and Environment

Descriptor: The RSU 63 Board of Directors oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports district wide learning and promotes conditions for health and safety.

Possible Data Sources:

- Process for budget development and adoption
- Communication materials, website, newsletters
- Facilities plan and schedule for updates
- Audit report
- Policy on recruitment and hiring
- Professional development plans

DRAFT

Rating for Standard 4: Fiscal Resources, Staff Recruitment, and Environment

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
The board adopts an annual budget that adheres to the provisions of the law and allocates resources based upon the district’s vision, goals, and priorities for student achievement.				
The board keeps the community informed about the financial needs of the district, seeks cost savings and operational efficiencies, and invites community input.				
The board monitors facilities plan that meets student and staff health and safety regulations and guidelines.				
The board ensures that the audit committee functions in accordance with regulatory requirements, reviews internal audit finding, and responds appropriately.				
The board supports the recruitment of highly effective teachers, administration, and staff and provides professional development and support.				

Comments:

Standards 5: Ethical Leadership

Descriptor: The RSU 63 Board of Directors promotes the success of ALL students and staff, and conducts district business in a fair, respectful, and responsible manner.

Possible Data Sources:

- Articulation or publication of plans and programs for student success
- Code of Ethics Policy
- Standards of Ethics

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Rating for Standard 5: Ethical Leadership

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
Board members are able to speak their minds without fear of being ostracized.				
Board handles conflict openly and constructively.				
Board members actively promote the belief in the success of all students in the district.				
Board members act as conscientious role models and exhibit professionalism.				
Board members exercise authority only as a board of the whole and recognize that no individual board member has authority to take individual action on behalf of the board.				
Board members avoid conflicts of interest and appropriately disclose if one arises.				
Board has adopted and annually reaffirms its code of ethics.				

Comments:

**RSU 63 Board of Directors
Annual Evaluation Rating Form**

DRAFT

Board Member: _____

Date: _____

Standards	Summative Score
	4 3 2 1
Standard 2: Board Governance and Policy	4 3 2 1
Standard 3: Communications and Community Relations	4 3 2 1
Standard 4: Fiscal Resources, Staff Recruitment, and Environment	4 3 2 1
Standard 5: Ethical Leadership	4 3 2 1
Attainment of Goal(s)	4 3 2 1
ANNUAL EVALUATION SCORE	4 3 2 1

Possible Future Goal Areas:

FY 23 Budget Timeline

Cost Center Templates (from Kelly to Administrators) – by December 20th

Staff Survey (from Kelly) – Out on January 10th. Responses back by Jan. 17th

First Drafts to Susan - by February 1st

Initial Requests for FY 23 Meetings (2/7/22-2/18/22)

Transportation & Facilities (Kelly, Susan, & Jake)
Elementary (Kelly, Susan, and Don)
Spec Ed (Kelly, Susan, and Jesse)
Holbrook (Kelly, Susan, and Ashley)
Technology (Kelly, Susan, and George)
System Admin, G/T, Curric., Staffing (Kelly & Susan)

Budget Workshops (from March 9th until no later than April 13th)

Tuesday, March 15th at Holbrook (and via Google Meet if Necessary)
6:00pm – 8:00pm (following the March B & F Meeting that starts at 5:30)
Regular Instruction, Staff/Student Support (excluding Technology), Other
Instruction/Co-Curricular, and School Administration

Tuesday, March 22nd at Holbrook (and via Google Meet if Necessary)
5:30pm
Transportation and Facilities

Tuesday, April 5th at Holbrook (and via Google Meet if Necessary)
5:30pm
Technology, System Administration, Special Education, and High School (including
CTE)

Tuesday, April 12th at Holbrook (and via Google Meet if Necessary)
5:30pm
Overview/Review of Draft and Revisit any areas needed

Budget Informational Meeting and Regular Board Meeting
Monday, April 25, 2022

Special Board/Informational Meeting – Week of May 9, 2022 (if needed)

Regular Board Meeting Monday, May 16, 2022 (Currently scheduled for May 23rd)
RSU 63 Board Budget vote (Must be at least 8 days prior to Budget Meeting)

Budget Meeting – (gym) Wednesday, June 1st at (7:00pm?) or Thursday, June 2nd at 7:00pm
(Must be at least 8 days prior to Referendum)

Referendum – Tuesday, June 14, 2022

1. Advisory Committee Name: *RSU #63 Strategic Planning Committee (SPC)*
2. Purpose of the committee, the specific issue(s) for study, and the scope of the committee's activity:

The purpose of the SPC is to create a recommended three-year strategic plan for RSU #63 that includes review of RSU #63's current mission, vision, values and goals, staffing models, facilities, and other areas deemed appropriate by the SPC or RSU #63 Board.

3. The first agenda of the advisory committee will be drawn up by the Chairperson of the Board; all succeeding agendas will be drawn up by the members of the advisory committee at the end of each meeting for the next meeting.
4. Composition of the committee, including voting and non-voting members:
(NOTE: The language above is directly from policy BDF. In the planning stages the various roles of stakeholders should be considered. For example: Board, Admin, Hourly Staff, Teachers, Parents, Community Members, etc. Consideration should also be given as to whether the consensus model or voting will be used in decision making. Based on the scope and purpose of the Advisory Committee sub-committees could also be considered.)

The SPC will include at least two members from each of the following groups:

RSU #63 School Board

RSU #63 Administration

RSU #63 Teachers

Parents of RSU #63 students

The RSU #63 Strategic Planning Committee reserves the right to establish sub-committees as needed to provide recommendations to the SPC.

5. Length of time each member is expected to serve (time or subject):

Members of the SPC are expected to serve until a draft strategic plan is presented to the RSU #63 School Board (Board). Members may request to limit their role in the SPC in time or scope at the time of joining the SPC and may still participate so long as two members from each of the categories identified in #4 are able to fully participate.

6. Role of the committee is advisory only.

7. Resources the Board will provide to assist the committee:

The Board will provide the necessary resources to facilitate committee meetings including space to meet and technology for remote participation. The Board reserves the right to provide additional resources needed that are identified by the SPC.

8. Expectations regarding the committee's relationship with the Board:

The SPC will provide monthly updates to the Board and will present a draft strategic plan along with a presentation on the reasoning behind the elements of the plan for the Board's review and consideration.

9. Designation of the group's spokesperson: *TBD at the time of first SPC meeting.*

10. Time and place of the next meeting:

a. Date: *TBD*

b. Time: *TBD*

11. Timeline for progress reports to the Board:

Monthly.

12. Date the Board expects to receive a final report or recommendations, and the dissolution of the committee:

August 2022. The Board reserves the right to adjust this timeframe as needed.