

RSU 63 Board of Directors
Monday, November 29, 2021
6:00pm Executive Sessions
Public Session Anticipated to Resume around 7:00pm
Holbrook Middle School - Cafeteria
Google Meet: meet.google.com/zxd-avbt-bwf
Phone In: 1-484-713-9686 PIN: 267708959#
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

Executive Session at 6:00pm: Discussion of Superintendent Susan M. Smith's Evaluation pursuant to 1 M.R.S.A. § 405(6)(A)

Executive Session at Approximately 6:30pm: Discussion of Contract Negotiations pursuant to 1 M.R.S.A. § 405(6)(D)

Flag Salute/Moment of Silence

Approval of Minutes for October 25, Board Meeting

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

1. Dawna Bickford, RSU #63 School Nurse – Maine School Board Association Distinguished Service Award

Acceptance of Gifts/Donations

1. G & M Market – Turkeys and Thanksgiving Dinners
2. Multiple Donations to Sponsor-A-Child

Presentation

1. Addressing the Academic Needs of All Students – RSU #63 Administrators

Questions and Comments from the Board

Questions and Comments from the Public

Dates of Next Committee Meetings

1. **Policy Committee Meeting:** Tuesday, November 30, 2021 at 5:30pm, Holbrook Middle School
2. **School Culture 360 Follow-Up Session:** Wednesday, December 1, 2021 at 4:00pm-5:30pm, via Zoom (and at the Holbrook School)
3. **School Culture 360 Follow-Up Session:** Wednesday, December 8, 2021 at 4:00pm-5:30pm, via Zoom (and at the Holbrook School)
4. **Budget and Finance Committee Meeting:** Wednesday, December 8, 2021 at 6:00pm, Holbrook Middle School
5. **Board Meeting:** Monday, December 20, 2021 at 6:00pm, Holden Elementary School. Executive Sessions at 6:00pm with Public Session Resuming at Approximately 7:00pm

Budget and Finance

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

Superintendent's Report

RSU #63 Chair's Report

1. School Board Norms

Acceptance of Reports

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

Old Business

1. Maine School Board Association Delegate Assembly Update – Matthew Campbell
2. Maine School Management Association Fall Conference Update – Tracy Bigney
3. Policy to Approve
 - a. IMB-R – Teaching About Controversial/Sensitive Issues (2nd Review)

New Business

1. Administrator Collective Bargaining Agreement Amendment
2. Grades K-8 Writing Priorities
3. Board Initiation Advisory Committee
4. Policies to Approve
 - a. EBCA – Comprehensive Emergency Management Plan
 - b. GBGBA – Workplace Bullying
 - c. JK- Student Discipline
 - d. JKD – Suspension of Students
 - e. JKE – Expulsion of Students
 - f. JKF – Disciplinary Removal of Students with Disabilities
 - g. JKF-R – Disciplinary Removal of Students with Disabilities – Administrative Procedures
 - h. JKAA – Use of Physical Restraint and Seclusion
 - i. JKAA-R – Procedures on Physical Restraint and Seclusion
 - j. JL – Student Wellness

Personnel Actions

1. Appointments
 - a. Tara Webb – Girls A Basketball Coach
 - b. Gage Alley – Cheering Coach
 - c. Kathy Crawford – Substitute
 - d. Gene Worcester – Boys B Basketball Coach
 - e. Taya Wood - Ed Tech I Cheering Student Support
2. Resignations
3. Retirements
4. Reassignments
5. Elections
6. Searches
 - a. Coed Intramural Basketball Coach
 - b. Full Time, School Year Substitute
 - c. 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: October 25, 2021
Location: Eddington Elementary School
Minutes

RSU 63 Board Member(s) Present:

Town of Holden: Matthew Campbell, Cherie Faulkner, Tracy Roberts, and Holly Whitmore

Town of Clifton: Linda Graban

Town of Eddington: Robin James, Jaime Pangburn, and Tracy Bigney

Board Chair, Holly Whitmore called the meeting to order at 6:31pm

Motion 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: Yes; Jaime Pangburn: Yes; Tracy Roberts: Yes; Matthew Campbell: Yes; Holly Whitmore: Yes

Vote: 8 Approved; 0 Opposed

Public session resumed at 7:28pm. A flag salute was conducted and a moment of silence was observed.

Holly Whitmore asked a motion to move Personnel from the end of the meeting to after Acceptance of Gifts and Donations and before the Presentation.

Motion by Linda Graban with a second by Matthew Campbell to move Personnel from the end of the meeting to after Acceptance of Gifts and Donations and before the Presentation.

Discussion: None

Vote: 8 Approved; 0 Opposed

Holly Whitmore read opening remarks regarding public comment guidelines.

Motion by Robin James with a second by Tracy Bigney to approve the September 27, 2021 Bus Garage Informational Meeting Minutes.

Vote: 6 Approved; 0 Opposed; 2 Abstained (Tracy Roberts and Holly Whitmore)

Motion by Tracy Bigney with a second by Cherie Faulkner to approve the September 27, 2021 Board Meeting Minutes.

Vote: 7 Approved; 0 Opposed; 1 Abstention (Tracy Roberts, did not attend the meeting)

Motion by Robin James with a second by Tracy Bigney to approve the October 5, 2021 District Meeting Minutes.

Vote: 6 Approved; 0 Opposed; 2 Abstention (Tracy Roberts and Holly Whitmore, did not attend the meeting)

Recognition and/or Awards of Students, Staff, and Others: Superintendent Smith recognized Ms. Luce, Ms. Faulkner, and their students for making dog treats and donating them to the Lincoln Humane Society. Fall athletes were recognized in cross country and soccer. Ms. Pangburn acknowledged the great sportsmanship displayed during the playoff game. Superintendent Smith thanked all staff for stepping in to help where needed. Holly Whitmore thanked all administrators and staff for their hard work during these trying times.

Acceptance of Gifts/Donations: Superintendent Smith thanked Community Care for their donation of personal hygiene items, Holden Police Department for the Teddy Bears for Grade 2; Clewelyville Circle Group of NBEUMC for the \$100.00 donation for snacks at Holbrook; Selina Lufkin and the Shoestring Thrift Shop for the sock donation at Holbrook; UMaine for the apple tree donation; Kate Garland and the UMaine Cooperative Extension for donating garden fresh carrots to staff of RSU 63; CHEFS for donating classroom snacks at Holbrook; Holly Seymour for donating school supplies at the Eddington School; and Tim Archambault, Quirk Auto Group, and the Chevrolet Community Action Fund for donating an electronic scoreboard for the baseball field at Holbrook.

Personnel Actions:

Appointments: Substitute Bus Driver, Alex Demers; Part-time Ed Tech/Part-time Substitute, Stacey Smith; Boys A Basketball Coach, Bob Merritt; Chess Coach, John Walsh.

Resignations: Grade 6 ELA Teacher, Jennifer Marshall

Elections: Motion by Cherie Faulkner with a second by Linda Graban to elect Ashley Enright, Grade Six ELA Teacher

Vote: 8 Approved; 0 Opposed

Searches: Substitutes and winter sports coaches.

Presentation:

RSU 63 Transportation: Superintendent Smith reviewed the bus run time schedule and advised RSU 63 provides transportation to Bangor High School, Brewer High School, John Bapst Memorial High School, and Hampden Academy. Bangor, Dedham, and Hampden have transportation contracts with RSU #63. Three vehicles qualify for state reimbursement. These vehicles are submitted to the State of Maine for reimbursement consideration, but we do not always get approved.

Questions from the Board: Linda Graban asked why transportation was so late at the beginning of the school year. Superintendent Smith advised there were many different factors. The first being the start of the school year is always a little off as drivers are learning the new routes and traffic patterns. School dismissal times vary with every school, including the high schools. Adjustments were made and transportation is running smoothly now. Linda Graban stated Bus L has a long transportation time. Superintendent Smith agreed, but reminded the Board that not all students are on the bus for the entire time.

Questions and Comments from the Public: None

Dates of Next Meetings:

Policy Committee Meeting: Wednesday, November 3, 2021 at 5:30pm, Holbrook Middle School

Budget and Finance Committee Meeting: Wednesday, November 10, 2021 at 6:00pm, Holbrook Middle School

Board Meeting: Monday, November 29, 2021 Holbrook Middle School. Executive Session at 6:00pm and Public Session to Resume at Approximately 6:30pm.

Holly Whitmore advised the Board will need to meet on Monday, December 20, 2021 at 6:00pm, Holden Elementary School. Executive Session at 6:00pm and Public Session to Resume at Approximately 6:30pm.

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: Holly Whitmore advised she received a letter from the RSU #63 Administrators Collective Bargaining Unit (CBU). They are requesting to add the District Instructional Coach/Assistant Principal position to the Administrator Collective Bargaining Unit as this is a new position to the District. The request also stated they will wait to negotiate until 2023 so the Board can focus on the Teacher Collective Bargaining Unit negotiations. Tracy Bigney asked what the process would be since they are asking to add a new position to the CBU. Superintendent Smith advised she would need to confirm with the Maine Department of Labor Board.

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

Discussion: Tracy Roberts noted the Budget and Finance minutes stated reaching out to former RSU #63 Board member and negotiations committee member to see if he was interested in the negotiations committee again. Ms. Roberts asked if he was in addition to current Board members. Superintendent Smith confirmed he would be in addition to the board members and nothing has been formally started yet. Cherie Faulkner echoed Superintendent Smith and added that was discussion only at the Budget and Finance Committee Meeting. Nothing has been set up yet.

Tracy Roberts asked for an update on the learning gaps. Superintendent Smith advised the NWEA testing is still ongoing, but wrapping up. UMaine Faculty have begun meeting with RSU #63 teachers and staff. Sharon Haskell and Gayle Middleton are visiting classrooms, working on problems and needs. The November professional development days will include working with the UMaine staff to set goals. NWEA testing results will be included in the discussion to set Math and ELA goals. Superintendent Smith advised the November Board meeting presentation will be on Academics.

Tracy Bigney asked why the District needs a new student information system as stated in the Technology Report and what the timeline and costs would be. George Cummings, RSU #63 Technology Coordinator advised the Technology Committee will look at two platforms over the next few months and determine the costs associated with conversion and training. The State of Maine will reimburse the cost of the program. Tracy Roberts asked if we currently had a contract with Tyler. Superintendent Smith confirmed and advised TylerSIS will no longer be available. Mr. Cummings advised the most popular programs are Infinite Campus and PowerSchool.

Vote: 8 Approved; 0 Opposed

Old Business:

Eddington Indoor Air Quality: Cherie Faulkner advised Budget and Finance Committee decided to go back out to bid for this project. This process will cost the District money, but only one bid was received and it was very high. The scope of the work has been changed in trying to get the cost down. Randy Bragg from Carpenter Associates agreed going back to bid could be beneficial. Tracy Roberts asked why it would cost more to go back to bid. Cherie advised the scope of the work changed, so Carpenter Associates has to re-engineer the plan and re-advertise the bid.

New Business:

Capital Reserve Fund/Bus Garage Certification of Vote: Superintendent Smith advised the sub-division plan has been received by the Holden Planning Committee. Holly Whitmore advised closing will be after the first of the year but we hope to be able to move into the building in December.

Eddington Roof Re-shingling Bid from Complete Construction: Cherie Faulkner advised the roof work needed is more important than the intercom. The intercom bids came in over \$30,000. Budget and Finance Committee agreed walkie-talkies could be used in place of the intercom as they are being effectively used in Holbrook. Funds budgeted for the intercom will be used for the Eddington roof project. Three bids were received for the Eddington Roof. Budget and Finance Committee recommends to move forward with Complete Construction.

Motion by Cherie Faulkner with a second by Tracy Bigney to accept the Eddington Roof Re-shingling bid from Complete Construction in the amount of \$21,500 with a five-year workmanship warrantee.

Vote: 8 Approved; 0 Opposed

Policies to Approve: Motion by Robin James with a second by Cherie Faulkner to approve policy IMB-R – Teaching About Controversial/Sensitive Issues; policy IMBB – Exemption from Required Instruction; policy IMDC – Religious Observances and Displays; policy IJOC – School Volunteers; and policy ECB – Pesticide Applications/Notifications.

Discussion: Tracy Bigney noted a typo for correction in policy IMDC, Section I the word “fee” should read “free”. Tracy Roberts asked what the process was for policy minutes. Superintendent Smith advised once they are typed they go to the policy chair for review before they go to the Board for approval. Matthew Campbell asked what the thought process was for removing pronouns he/she and replacing with they/them. Robin James stated this is what has been happening for the past year or two. Mr. Campbell would like policy IMB-R – Teaching About Controversial/Sensitive Issues brought back to the policy committee for review of page 2, section V.B. wording. Robin James agreed, this section needed to be reviewed again.

The motion was amended to approve all policies previous mentioned except policy IMB-R – Teaching About Controversial/Sensitive Issues.

Vote: 8 Approved; 0 Opposed

Policy to Rescind: Motion by Robin James with a second by Jaime Pangburn to rescind policy IMD – School Ceremonies and Observances.

Vote: 8 Approved; 0 Opposed

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 8:29pm, motion by Robin James with a second by Cherie Faulkner to adjourn the meeting.

Vote: 8 Approved; 0 Opposed

Respectfully submitted by,

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

Approved:

Holbrook School

202 Kidder Hill Road

Holden, Me 04429

Office of the Principal

Tel: (207) 843-7769

Fax: (207) 843-4328

Ashley Allen, Principal Aallen@rsu63.org

Ebonie Baker School Counselor Ebaker@rsu63.org

Michele Archambault, AD Marchambault@rsu63.org

Sharon Haskell, Assistant Principal/Instructional Coach Shaskell@rsu63.org

Dawna Bickford, District Nurse Dbickford@rsu63.org

Karen Everhart, Administrative Assistant KEverhart@rsu63.org

Holbrook School Principal's Report

11/16/21

DRAFT

Approximate Enrollment:

Grade 5	44
Grade 6	53
Grade 7	58
Grade 8	45
Total	200

Welcome to Ms. Ashley Enright who started with us this week as our new 6th Grade ELA teacher! Another Holbrook welcome to Stacey Smith who started with us to help with subbing, the student success center, and other student needs.

Focus on instruction, a few highlights:

All teachers have begun NWEA conferences with their students. As staff meet with each student, they are providing goal-oriented feedback and utilizing some of the data reflected in this snapshot to make appropriate instructional groups.

We have had Dr. Nichols from the University of Maine here at Holbrook School. Students were identified through their NWEA data to participate in an assessment called the QRI- Qualitative Reading Inventory. Dr. Nichols has also met with ELA teachers and has a few more meeting times scheduled. Utilizing his summary will help us continue to identify trends in grade level cohorts where we need to provide more opportunities.

Fifth grade teachers and Ms. Stacey Smith have met and planned small group classroom-based STEM and activities as extensions for those students who have shown through their NWEA data and classroom performance that this higher-level extension opportunity is needed. Additionally, the team has also planned times when each entire 5th grade class will have the opportunity to participate and be inspired by the world of STEM

Fifth grade teachers have also nominated 9 students for the National Youth Leadership Forum: Pathways to Stem. These 9 families will be contacted by the NYLF and can decide if they would like their student to participate.

7th grade teachers are leading the way and have restructured and renamed study hall time: "7th Grade Success." During this time students with similar ELA or Math goals will be receiving interventions and extra practice in Math and/or ELA depending on their need.

In ELA Workshop classes students in 7th grade are working on student led Ted Talks, in 8th grade they are studying Greek mythology, and in 6th grade they are going to study some newspapers and learn more about the journalistic elements in order to make their student newspaper the best it can be!

Ms. Norris spoiled our students as they learned all about Día de Muertos. During Spanish class students learned about the Day of the Dead celebrations in Mexico and created sugar skulls! What engaging hands on learning!



DRAFT

Grades are closing this week and most students are scurrying to complete assignments and finish strong. We are working with a few students who need more external motivation to find success.

Other Important Things

Shout out to our recent students of the month: Gabe Walker, Piper Clement, Ty Williams, and Cole Roberts. Thank you to Ms. McDonald, Mr. Merritt, and Mrs. Everhart for honoring our students.

8th grade recently returned from Leonard's Mills where they learned how early European Settlers live when they first came to Maine.

Thank you to Desiree Doughty, Nikki Goss, Janet Nichols, and all those who donated and will shop for Sponsor a Child and support our community with Holiday dinners and gifts for the upcoming season. There is a lot of leg work that goes into making this a success.

Good luck to our Winter athletic teams as they enter the beginning of their respective seasons! We are thankful and excited for all our coaches to have their first games/matches. Thank you to AD Michele Archambault, Jake Morgan, and Don Spencer for help coordinating each gym and transportation needs.

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 student feedback. I have also recently shared information and resources for classroom brain breaks and how activity supports brain function as we discussed at the district wellness meeting. Sometimes I ask the Holbrook staff to listen and reflect on a topic of meaning for our school. For example, as we think more critically of the recess law we need to build in more restorative approaches and that starts at the beginning with tone of voice: [Restorative Practices: Tone Video less than 2 minutes](#)
I have attached some additional examples my report.

Things are anything but normal right now, but together we can give the kids and each other a great year. Despite the challenges we face there is so much more going on at Holbrook School with this amazing group of students and phenomenal staff. This is just a taste!

Sincerely,
Ashley Allen

Ashley Allen

Principal, Holbrook Middle School

Bite Sized PD



TO GO

✓ I can provide clear guidance and feedback. Why?

FEEDBACK TO STUDENTS

- Feedback helps students understand the topic/subject being taught and gives students clear guidance on how to improve their learning.
- Feedback is more strongly and consistently related to achievement than any other teaching behavior...this relationship is consistent regardless of grade, socioeconomic status, race, or school setting.

How?

- **Actionable:** Feedback should be so specific that the student immediately knows how to take action. Your comments should clearly describe student successes and shortfalls and directly reference the student's work in order to point the student to their next steps.
"Great Job!" is praise, and is encouraged, but it is not feedback.
- **Goal-Oriented:** Feedback should be tied to specific, measurable learning goals, objectives, or standards. When giving feedback, link your comments to the expectations laid out in the assignment prompt and rubric/success criteria.
 - **Student-Friendly:** Feedback should be personalized and engaging. To aid student acceptance of feedback, respond like a reader who is seeking to understand what the student has written. An encouraging, positive tone will go far in helping students accept your feedback and apply it to future work. Be sure to use language that is clear and not too technical.
 - **Ongoing, Consistent and Timely:** To be effective, feedback must also be ongoing, consistent, and timely. This means that students need ample opportunities to use feedback and that feedback must be accurate, trustworthy and stable. When feedback isn't timely, students are disengaged and demotivated.

Movement in the Classroom for

ACADEMIC SUCCESS

**A Note for Educators**

Emphasis on the importance of incorporating physical activity into the classroom has spiked throughout the past few years.

A number of studies have indicated that an increase in physical activity throughout the school day is associated with better academic performance and higher levels of on-task behavior. For example:

- A 2010 review found positive associations between classroom-based physical activity and indicators of cognitive skills and attitudes, academic behavior, and academic achievement; none of the studies found negative associations.¹
- A 2011 review found no evidence to support the claim that increasing the time allotted for physical activity during the school day results in decreased academic performance.²
- A 2005 review notes that physical activity improves general circulation, increases blood flow to the brain, and raises levels of norepinephrine and endorphins, having a calming effect on the body, and as a result could lead to improvements in academic achievement.³

Use movement in your classroom to help students succeed! Here are some tips for success:

- Find class-time opportunities that work for you. Consider subject transition periods or classroom activities that could easily be made “mobile.”
- Don’t be discouraged if students are unwilling at first. All changes, big or small, take some getting used to.
- Incorporate short exercises into transition periods. Activity for just 30 seconds can help get blood flowing to the brain and improve alertness. Let students choose the activity at the beginning of the day (this can be a reward).
- Pick natural student leaders to help encourage the class to participate – even if they’re simply leading by example.
- Express enthusiasm! Students are more likely to participate if you are role modeling with excitement.
- Make it fun and be creative! Play popular music and promote a light-hearted environment. Laughing is encouraged!

Mental Health

LET'S GO!**8-8-0-0**

¹Center for Disease Control and Prevention. The association between school-based physical activity, including physical education, and academic performance. Atlanta, GA: US Department of Health and Human Services; 2010.

²Overell J, Leithwaite R. Classroom-based physical activity, cognition, and academic achievement. *Preventive Medicine*. 2011;52:530-543.

³Pratt M. Physical activity and academic performance in school. *Journal of School Health*. 2009;79(10):214-218.



EDDINGTON ELEMENTARY SCHOOL



HOLDEN ELEMENTARY SCHOOL

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

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

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

DRAFT

Don Spencer, *principal* dspencer@rsu63.org
Heather Kiley, *secretary* hkiley@rsu63.org
Janet Nichols, *school counselor* jnichols@rsu63.org
Dawna Bickford, *school nurse* dbickford@rsu63.org

"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 November board report on behalf of the students and staff at the Eddington and Holden Elementary Schools. Student population will increase as we have a few more students joining us in PK between Thanksgiving and the New Year. We have **30** in PK, **44** in K, and **38** 1st, for a total of **113** (We do have a few homeschool students joining us for specials). There is **42** in 2nd, **42** in 3rd, and **38** in 4th for a total of **122** in Holden; for a grand total of **235** in our elementary schools. The shorts and crocs are put away and the hats, gloves, and ski pants are coming out as winter slowly approaches us in RSU #63. Think mild, mild, mild!!!!!!!!!!!!!!

The staff have been busy this month completing their classroom assessments as we come to the end on the 1st trimester. Staff also continue to appreciate the "Early Release" at the end of each trimester, allowing them time to start working on their progress reports. Many commented on the success of their "virtual" Parent Teacher Conferences and how wonderful conversations took place.

Certainly our 4th grade students have loved going to Robotics and Minecraft clubs after school on Tuesday and Thursday at Holbrook. Our 3rd graders are looking forward to Minecraft after the Thanksgiving break. My thanks to Mr. Revel and Mrs. Chelsey; I know our kids are absolutely loving these activities and talk about them all the time with me.

Our Civil Rights team under the leadership of Mrs. Nichols & Ms. Bedore did a wonderful "Welcome" presentation at our assembly last week. A book was read aloud by the team, reminding us, that all are welcome in our schools. Some of our new students and parents have commented how open and safe our schools are, making their children indeed feel welcomed at Eddington and Holden.

We have much to be thankful for and I have shared that sentiment in my Principal's Corner this week in the newsletter!

I continue to keep busy doing classroom observations, in person meetings, reading to classrooms, and celebrating and recognizing students for their academic achievements and making great choices in school each day. Well done guys!



Respectfully submitted,
Mr. Spencer



Regional School Unit 63 Clifton, Eddington, and Holden

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.

Sharon Haskell Board Report

Sharon Haskell District Instructional Coach/Assistant Principal/504 Coordinator

Instructional Coach:

- Gayle and I continue to use our learning about UDL to help guide instruction within our schools. Mrs. Neadeau has fully embraced the process to refine her lessons.
- The Teaching and Learning Committee will conduct a book study in the upcoming months that supports our UDL shift.
- I continue to work across all three schools to answer questions about instruction and ensure teachers have the instructional resources they need.
- Susan and I attended grade level meetings at both Eddington and Holden to discuss the Lexia program and the Fountas and Pinnell Reading program.
- Our partners from the RiSE center met with teachers during our November workshop days. Their partnership will be long term, as they recommend taking an in-depth look into one strand at a time.
- Dee Nichols from the University of Maine has visited Holbrook to work on QRI reading assessments with selected students.
- As I walked the halls in each school it is apparent our students care about each other and have taken steps to bring that message to life. Truly, kudos to our wonderful community who continue to support their students each and every day.
 - Pre-K worked on their "I am Beary Thankful for" Bears. Our Pre-K students have made great gains this year! They have routines down and some can write their name! Great work Pre-K!
 - The first grade celebrated the end of their reading unit with an outdoor celebration. Each student got to read their own writing and share it with other peers. The teachers also brought in warm apple cider and animal crackers for the kids to snack on. What a fun day to celebrate each other's hard work.
 - I have also included photos that showcase the message of thankfulness and welcoming in our schools. Part of this message was brought to us by our very own Civil Rights Team Project (CRTP). They worked hard to put together the first annual "Day of Welcome." The team put up posters and participated in morning announcements to make sure everyone in our community felt welcomed. According to Attorney General Aaron M. Frey, "The work of these teams is premised on the belief that our communities and our state are stronger when all are welcome." Since this day is the first annual, I have also included a snippet for further explanation from Maine DOE Newsroom "On Friday, October 25, civil

DRAFT

rights teams from across Maine participated in a Day of Welcome to celebrate and promote the idea that school communities are for everyone and all the parts of their identities protected under the Maine Civil Rights Act: race and skin color, national origin and ancestry, religion, disabilities, gender (including gender identity and expression), and sexual orientation. The event is sponsored by the Maine Office of the Attorney General through the Civil Rights Team Project (CRTP).”

<https://mainedoenews.net/2019/10/31/school-civil-rights-teams-across-maine-help-launch-first-annual-day-of-welcome/>

Assistant Principal:

- Focused on relationships with students and staff at all three schools.
- Problem solved in all three school around student needs
- Supported Don and Ashley
- Taken care of sub calling

504 Coordinator:

- I have continued working through each 504 and have had initial meetings as well as follow up meetings with current students who have a 504.
- I met with many 504 teams during our parent teacher conferences.
- Attended a 3 part series with Drummond and Woodsum about 504 implementation.

Respectfully submitted,

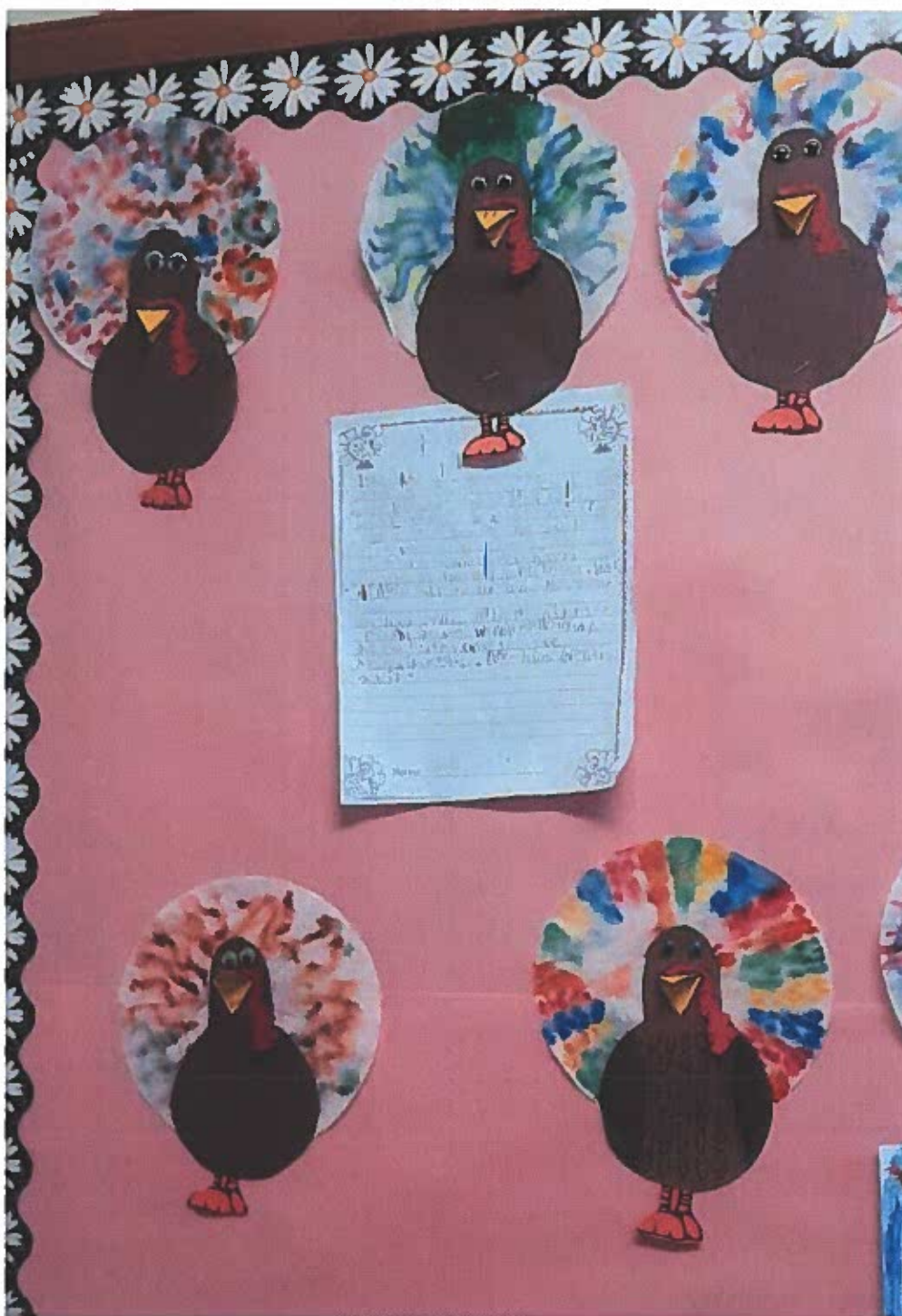
Sharon Haskell

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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: November 19, 2021
Re: Monthly Report

I submit this report to the School Board of Directors for November 2021.

Student Information System Evaluations

The Technology Committee met on November 9th to view an online demonstration of Infinite Campus Student Information System. The Committee is comprised of myself, Principals Don Spencer and Ashley Allen, School Secretaries Tina Ferrill, Heather Kiley, and Karen Everhart, Special Education Secretary Kelli Pollack, Special Education Teacher Erin McDonald, School Councilor Janet Nichols, and District Nurse Donna Bickford.

Infinite Campus has been in business since 1993 and their Student Information System is used by 2000 school districts in 45 states and services approximately 8 million students. In Maine, Infinite Campus is used by 71 Districts and services 263,000 students.

The team from Infinite Campus started with demonstrating modules from the core product such as Student/Parent portals, Teacher Gradebook with Google Classroom integration, Student Registration, and Student Course Scheduling. They also spent some time discussing the various product support and training options available.

A lot of information was presented in the 2 hours of allotted time but the committee felt that the workflow of the presented tasks is definitely more streamlined and intuitive than our current student information system.

I have scheduled 2 more follow up demonstrations to get more in-depth information around student health data and Special Education reporting.

Depending on the committee members available time in December, I'm going to see if I get the committee together to view a demonstration of PowerSchool's Student information System.

Respectfully submitted,

R.S.U. # 63 SCHOOL BOARD
November Board Report
Jake Morgan Transportation/Facilities

DRAFT

Transportation:

Bus # 3's (2013 International) fuel tank sprung a leak. This is a 100-gallon tank located between the frame. The cost to replace the tank is \$3,511.79. We have to send it out because of the way it is installed. This happened on our Blue Bird buses and was able to replace ourselves for around \$900 – \$1500. We are still waiting on our new bus.

The past few weeks we have been busy moving stuff to the new bus garage. I was able to do a lot of the stuff over the weekends. I am going to love an office with a window. Thank You!

Facilities:

Holden School: So far, all is going great with our heating up date. They still feel they will be done by the end of January. Still no generator. The date keeps getting pushed out. I keep looking for it on the ships stranded in the harbors.

Eddington School: We are in the process of rebidding the heating up grade. I meet with potential bidders on Friday, November 19th.

We have had trouble twice this month with the main bathroom. I have had the septic lines cleaned out because of clogging with toilet paper.

90% of the roof that was put out to bid has been shingled.

Holbrook School: The security camera update started on November 11th and will continue through Thanksgiving week. When all is done, we will have 13 camera's located on site that cover the entrances and hallways. Camera's will be recording anytime movement is detected.



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 – November, 2021

November was another productive month for the Office of Special Services. Parents had the opportunity to meet their child's teacher at Parent-Teacher Conferences and express their concerns or hear the teacher's concerns if they had any. Staff contacted me in several cases in which they or the parents had concerns and I have worked with the families to determine what next steps need to happen in order to make sure any student with a disability (diagnosed or not) that affects academic or behavior achievement has a plan in place in order to address those skill deficits either through accommodations or special services.

Our providers have completed 19 evaluations so far this year and 14 more are scheduled for the next two months. Every three years, RSU 63 is required by Maine Unified Special Education Regulation (MUSER) to conduct evaluations to determine whether a child continues to have such a disability and educational needs that continue to require special education and/or related services. In addition, when concerns arise about a student being unable to keep up with the pace of general education curriculum, despite interventions and accommodations, teachers have worked with parents and special education teachers to contact parents and myself to determine if an evaluation is necessary to determine if a disability is causing an adverse effect on the student's learning.

Finally, I am drafting a plan which I will submit to the Maine Department of Education for 1% participation compliance in Maine State Alternate Assessments. The Alternate Assessment is designed for our students with significant cognitive impairments. Statistically, those students are below the 1st percentile of cognitive abilities, therefore, the federal government makes states with higher than 1% of their student population participating in Alternate Assessments submit a waiver and a plan to lower the percentage to below 1%. Based on our current enrollment K-12, each student makes up about 0.13% of our population, so even with less than 10 students taking Alternative Assessments, we are above the 1% mark and I will continue to appeal unless our enrollment changes.

Respectfully Submitted,

Jesse Gauthier,
Director of Special Services

Budget and Finance Committee Meeting 10/13/2021

Called to Order: 5:59pm

Members Present In Person: Tracy Bigney and Cherie Faulkner

Members Present via Google Meet: Linda Graban.

Also Present In Person: Susan Smith and Holly Whitmore

Also Present via Google Meet: Randy Bragg and Kelly Theriault

Bids:

Eddington Indoor Air Quality Bid: Superintendent Smith emailed the SRRF Timeline to members prior to the meeting for review. Cherie Faulkner asked if the work must be completed by summer of 2023. Superintendent Smith advised the work needs to be completed by August of 2022. Kelly Theriault emailed the information from Randy Bragg and hard copies were provided to members in person. Mr. Bragg gave a summary of the information as follows. Randy Bragg asked ABM to break down the bid based on best price for the design. ABM did not change the numbers much. The revised library wing cost is \$127,000 and the revised multimedia wing cost is \$175,800. The Classroom wing cost is \$785,400 for cabinet unit heaters in each classroom but does not include work in the library wing and multimedia wing. Randy Bragg shared floor plans explaining the ERV-4 area (\$164,000). Discussion on CO2 controls, vents, unit placement in classrooms, and product availability. Budget amounts, contingency, and ESSER funds discussed.

Linda Graban asked about putting the project out to bid again. Randy Bragg advised it could be done, but will take approximately a month or longer and additional fees. This will prolong the project to be at bid discussion again (current status) at the end of the year. Linda Graban asked what the design fee would be. Mr. Bragg responded approximately \$10,000. Randy Bragg estimated cabinet units should cost approximately \$500,000 based on comparison discussion with TRANE. Cherie Faulkner and Linda Graban felt it might be worth it to go back to bid with new design. Randy Bragg recommends floor units and go back to bid as soon as possible with broken out cost bid. Holly Whitmore asked if go back to bid and putting this off will impact material costs and supply. Randy Bragg advised that is always a concern.

Susan asked if it was the consensus of the Committee to make a recommendation to go back out to bid through Carpenter Associates with new classroom design and break out costs by wing. All members of the Budget and Finance Committee agreed. Randy Bragg confirmed he felt they could be ready to send out bid packets in a month. Superintendent Smith asked if both Eddington and Holbrook Indoor Air Quality bids could be done at the same time for review at the December 15th Budget and Finance Committee Meeting for recommendation to the full Board at the Board Meeting on December 20, 2021.

Eddington Roof: Three bids were received. We have \$10,000 budgeted for this project. The roof is leaking significantly. Discussion took place on bid comparison. The Committee recommends to move forward with Complete Construction at \$21,500 if Complete Construction adds a five-year workmanship warrantee.

Eddington Intercom: Two bids were received. We have \$15,000 budgeted for this project. Walkie-Talkies may be an option. That is something Holbrook Staff are doing and it works very well. The Committee recommends to hold off on this project as bids are significantly higher than budgeted and the money is needed for the Eddington roof.

FY21 Financials:

Cost Center Summary: Facilities is approximately \$16,000 over budget right now. Staff salary cost centers are over right now due to absences, pay increases, and new hire increased salaries. Special Education cost center is being reviewed. Some unexpected high school transfers have come up recently.

September FY22 Detail: Tuition bills are coming in. No red flags right now.

Hot Lunch: Kelly Theriault advised hot lunch revenue comes from the State as all meals are free this year. \$41,000 is the amount submitted for reimbursement for the month of September. Breakfast numbers are higher than last year and continue to work on increasing those numbers. Lunch numbers are about the same as pre-pandemic.

Facilities/Transportation: Kelly, Jake, and Susan did a cost estimate on the Bus Garage. Anticipated rent savings was \$12,908.00. Additional costs are estimated to be \$18,000. These include moving the compressor and radio tower, legal fees and closing costs, Phase I Environmental Assessment, survey, and AHERA Plan. This cost is about \$5,000 over anticipated rent savings. We have a bus driver, a van driver, and a custodian out on medical leave. Unbudgeted costs will be needed to cover additional substitute wages.

Other: Staffing has been a problem this year. We have had many leave requests for many different reasons. We are finding creative ways to cover the leaves. Discussion on BionaxNOW Testing and quarantine rules.

Next Meetings

- Wednesday, November 10, 2021 at 6:00pm
- Wednesday, December 15, 2021 at 6:00pm
- Committee will try to meet the 2nd Wednesday of each month at 6:00pm.

Adjourned: 7:50pm

Regional School Unit #63
202 KIDDER HILL ROAD
HOLDEN, ME 04429

DRAFT

Susan Smith
SUPERINTENDENT OF SCHOOLS

TELEPHONE 843-7851
FAX 843-7295

Date: November 18, 2021

From: Kelly Theriault

RE: November 2021 Board Report

- The Budget & Finance committee met on November 16, 2021. FY22 financials were reviewed. The collective bargaining process, board committee structure & responsibility and the administration's request for one year extension of their agreement were discussed. Susan shared information regarding a negotiations webinar from Drummond, Woodsum & MacMahon attorneys happening on 1/28/22. RSU 63 will register. A draft outline for the FY23 budget building was shared, and a discussion regarding budget process followed. Susan provided an update on on-going and upcoming facilities projects; Eddington SRRF re-bid has progressed with bids due 12/2/21. Holbrook SRRF has not gone out yet. Holden work is continuing. The Holden generator has been delayed again due to product shortages. The committee had a lengthy conversation around facilities use & policy KF. The next regular meeting for the Budget & Finance committee is on December 8 @ 5:00.
- The audit is continuing to move forward. I've started seeing some draft reports and schedules for review. There's still a big piece remaining with the single item report. A single item audit is required anytime more than \$750,000 in federal dollars is received in one fiscal year. With all the Coronavirus/COVID relief funds, we exceeded this amount. This is the first time in many years we've had a single item audit.
- Meal counts are steady in food service. We're still experiencing food/product shortages but we're working through the challenges. We're also continuing to see price increases. The last couple of weeks we've also had some staffing shortages but made it work. While we try not to, there are times when we have to make last minute menu changes. Students/Families have been great about this. Ms. Jordan (Holbrook) recently joined the wellness committee representing food service and has been working with students this month on what is liked about school lunch, what needs improvement, menu items students would like to see more of, less of, etc. She's educating the students on things we can/can't do, rules we have to follow, etc. and also asking for menu suggestions. Things are going great!
- The school nutrition review process has started back up. This has been on-going for three years now. After reviewing the status of previous work completed the state has agreed to accept the past work and move forward with missing parts only. This should shorten the current stage of the review quite a bit.
- Reports completed this month in the business office; MePERS, Verification reports (NSP), NSP (national school lunch program) monthly claim and reimbursement invoices.

MSAD63

Statement Code: ArtSummFin

Warrant Article Summary Financial YTD

Account Number / Description	Revised Budget 7/1/2021 - 6/30/2022	Current Period 10/1/2021 - 10/31/2021	Reported Period 7/1/2021 - 10/31/2021	Encumbrances 7/1/2021 - 10/31/2021	Amount Remaining 7/1/2021 - 10/31/2021	Percent Remaining 7/1/2021 - 10/31/2021	Last Year Period 7/1/2020 - 10/31/2020
Subtotal Regular Instruction	\$2,789,944	\$194,364	\$574,349	\$57,176	\$2,158,419	77%	\$593,901
Subtotal REG 9-12	\$3,052,816	\$163,961	\$314,063	\$0	\$2,738,753	90%	\$477,734
Subtotal Special Education	\$1,604,850	\$122,798	\$293,655	\$137,493	\$1,173,702	73%	\$350,210
Subtotal Staff & Student Sppt	\$549,707	\$35,109	\$160,483	\$3,993	\$385,231	70%	\$152,766
Subtotal Facilities	\$1,246,147	\$59,433	\$547,571	\$214,523	\$484,053	39%	\$310,035
Subtotal Transportation	\$783,043	\$82,232	\$221,717	\$210,175	\$351,151	45%	\$236,815
Sub Total Trans to Other Units	\$0	\$8,383	\$20,877	\$0	\$(-20,877)	---	\$25,649
Subtotal System Administration	\$356,652	\$23,879	\$152,103	\$6,919	\$197,630	55%	\$132,989
Subtotal School Administration	\$454,096	\$34,549	\$155,954	\$4,035	\$294,107	65%	\$148,995
Subtotal Other Instrn	\$66,496	\$5,645	\$5,771	\$954	\$59,771	90%	\$359
Subtotal All Other	\$30,000	\$0	\$26,000	\$0	\$4,000	13%	\$806
Subtotal CTE	\$0	\$0	\$0	\$0	\$0	---	\$0
TOTAL ALL EXPENSES	\$907,244	\$64,073	\$339,828	\$11,908	\$555,508	61%	\$283,149
NET REVENUE OVER EXPENSE	\$10,933,751	\$730,353	\$2,472,543	\$635,268	\$7,825,940	72%	\$2,430,259

MSAD63

Income Statement Hot Lunch

Report # 27369

Statement Code: hot lunch

Account Number / Description	Current Period	Reported Period	Encumbrances
	10/1/2021 - 10/31/2021	7/1/2021 - 6/30/2022	7/1/2021 - 6/30/2022
10000 REGULAR INSTRUCTION			
6000-0000-10000-4161000-950 SCHOOL LUNCH - DAILY CASH SALE	(284.00)	(1,913.65)	0.00
6000-0000-10000-4325000-950 HOT LUNCH - STATE SUBSIDY	(2,673.86)	(2,673.86)	0.00
6000-0000-10000-4454900-950 SUMMER FOOD PROG	(1,842.00)	(1,842.00)	0.00
TOTAL 10000 REGULAR INSTRUCTION	\$(4,799.86)	\$(6,429.51)	\$0.00
31000 FOOD SERVICE OPERATIONS			
6000-0000-31000-5118000-950 HOT LUNCH - WAGES	9,730.89	21,374.35	37,915.41
6000-0000-31000-5202040-950 UNEMPLOYMENT	4.28	21.07	0.00
6000-0000-31000-5208000-950 HOT LUNCH - BENEFITS	1.16	787.69	0.00
6000-0000-31000-5208010-950 REGULAR E/E - HEALTH	1,919.00	4,003.52	0.00
6000-0000-31000-5208015-950 REGULAR E/E - DENTAL	75.66	156.00	0.00
6000-0000-31000-5208020-950 REGULAR E/E - OASDI/MCR	138.77	304.98	0.00
6000-0000-31000-5218000-950 FICA/MEDI	593.34	1,304.00	0.00
6000-0000-31000-5238000-950 RETIREMENT CONT/REGULAR E/E	10.72	48.24	0.00
6000-0000-31000-5600020-950 SCHOOL LUNCH EQUIPMENT	0.00	1,857.43	0.00
6000-0000-31000-5630000-950 HOT LUNCH - FOOD PURCHASES	14,211.02	33,044.16	0.00
6000-0000-31000-5630030-950 SNACK	64.56	309.02	0.00
6000-0000-31000-5630035-950 AFTERSCHOOL SNACK	138.35	138.35	400.89
6000-0000-31000-5631000-950 HOT LUNCH - NON - FOOD PURCHASE	1,149.83	6,676.40	1,731.85
6000-0000-31000-5890000-950 Repairs	0.00	65.00	650.00
TOTAL 31000 FOOD SERVICE OPERATIONS	\$28,037.58	\$70,090.21	\$40,698.15
31600 Afterschool Snack			
6000-0000-31600-4437000-950 CNP afterschool Snack	(27.50)	(27.50)	0.00
TOTAL 31600 Afterschool Snack	\$(27.50)	\$(27.50)	\$0.00
31700 Seamless Summer-SSO			
6000-0000-31700-4455300-950 CNP Fed Lunch Reimb	(25,296.23)	(25,296.23)	0.00
6000-0000-31700-4455400-950 CNP Fed Breakfast	(7,742.11)	(7,742.11)	0.00
TOTAL 31700 Seamless Summer-SSO	\$(33,038.34)	\$(33,038.34)	\$0.00
GRAND TOTAL	\$(9,828.12)	\$30,594.86	\$40,698.15

November Board Chair Report

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Recently I attended (virtually) a School Board Chair workshop by the MSBA. It was very interesting and I received lots of great information that I would like to share with you.

There were three presenters who shared information, but there was also time allotted to break out into chat rooms and discuss topics and share frustrations and solutions. Some of the hot topics were public participation at meetings and setting ground rules and the tone for public meetings.

One of the topics discussed was setting Board norms for our meetings. These are rules or expectations that are crucial to running effective meetings. We will have time at our November Board meeting to discuss and set these norms. I have attached the power point slides from the workshop. Some other norms that I would suggest are calling or texting to communicate being late or having to miss a meeting and using emails for information only, not conversations.

Another topic we discussed, that I think would be very helpful for our board is a Board self-evaluation system. In a sample, they proposed setting goals, a timeline, and five key standards of board leadership:

- *Vision, leadership, and accountability
- *Board Governance and Policy
- *Communication and community relations
- *Fiscal resources, staff recruitment & environment
- *Ethical leadership

August: The Board conducts orientation and professional development activities.

August/ September: The Board adopts the Standard of Ethics, reviews the mission, vision and goals of the district, and sets 1-3 goals for the year.

January: The Board conducts a mid-year review of the progress toward the annual goals, adherence to the Standards of Ethics, and assessment of the five standards of practice.

May: Individual Board members complete the self-evaluation and submit the results to the Board Chair or designee for compilation.

June: Board meets in executive session to discuss overall results and possible goals for the following year tied to evaluation standards.

I will also attach the sample Board self-evaluation that was given to us at the workshop. My hope is to form a ad hoc committee to produce a brochure to be given to prospective Board

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members when they take out papers, improve and expand upon our annual Board orientation, and produce a Board evaluation survey.

The MSBA panel also discussed the importance of professional development among board members. There are many opportunities to learn more about and improve upon our role as board members. You can seek out professional development opportunities on your own, ask Mrs. Smith about workshops being offered, or reach out to Eileen King or Steve Bailey with questions. I would be happy to share and discuss any of the material that was covered in this workshop.

The November executive session will give us an opportunity to review and discuss the community survey results and work toward setting goals for Mrs. Smith for the coming year. We will set those goals at the December executive session. In preparation for this executive session, I encourage you to review the following policies, BA Operational Goals, BCA Board of Directors Code of Ethics, and GCBI Annual Evaluation of Superintendents.

Respectfully Submitted,

Holly Whitmore

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P C S B A
PROFESSIONAL GOVERNANCE STANDARDS

SAMPLE NORMS TO CONSIDER

The following list represents norms that various school boards and COEs have developed. Your team should identify six to eight norms (creating your own, or using norms from the list below) that will help each member of your team feel comfortable and able to honestly state his or her own perspective, issues and concerns throughout your board self-evaluation process.

WE AGREE TO . . .

- respect each other's opinions
- listen "actively" to each member's ideas
- acknowledge each member's point of view
- be open to new ideas
- exhibit positive body language
- not interrupt, nor monopolize
- encourage everyone to verbalize
- disagree agreeably
- recognize the positive
- be willing to compromise
- focus on process, not personalities
- act by building on the thought of a fellow governance team member

- Advise the constituent to contact the appropriate member/administrator
- Advise the superintendent of the issue

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Board Norms...

Norms can be defined as a set of assumptions or expectations held by members of a group or organization concerning what kind of behavior is right or wrong, good or bad, appropriate or inappropriate, allowed or not allowed.

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Sample Board Norms...

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- Be on time for meeting and events
- Come prepared to participate (no surprises)
- Treat everyone with respect by:
 - Listening attentively
 - Staying on topic
 - Waiting our turn to speak
- Keep comments brief without monopolizing a discussion

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Sample Board Norms...

- Abide by and support publically the decision of the majority of the Board
- Seek consensus for all Board action
- When possible, work through staff and Board to raise questions in advance of the meeting
- Continually strive to expand our knowledge of public education skills in governance through:
 - Conferences
 - Workshops
 - Seminars
 - Books and publications
 - Retreats

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PART I: Annual SMART Goal(s)

Description: Each year priorities and issues that are unique to the board and district will be identified and considered as possible goal areas. One to three goals that follow the SMART model (specific, measurable, achievable, relevant, and time-bound) will be developed and monitored.

Specific	<ul style="list-style-type: none">• Define expectations• Avoid generalities and use verbs to begin the sentence
Measurable	<ul style="list-style-type: none">• Quality, quantity, timeliness, and cost
Achievable	<ul style="list-style-type: none">• Challenging but attainable goals
Relevant	<ul style="list-style-type: none">• Link the goal to higher level district goal when appropriate
Time-bound	<ul style="list-style-type: none">• Set timelines to complete the goal with benchmarks to indicate progress

Annual Goals

- 1.
- 2.
- 3.

Evidence of Progress or Completion

- 1.
- 2.
- 3.

PART II: Standards of Leadership

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These standards are rated using the following scale:

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

3 - Proficient ratings represent 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 ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected.

1 - Does Not Meet ratings indicate 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 & Accountability

Descriptor: The board of education 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

Rating for Standard 1: Vision, Leadership & Accountability

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The board develops a shared mission and vision that reflects student achievement and community priorities, and communicates it to the community.				
B. 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.				
C. The board regularly monitors progress on district goals, effective instruction, and student achievement with data-based information.				
D. The board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extra curricular activities.				

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E. The board annually evaluates the job performance of the superintendent and monitors the progress made on the superintendent's goals.				
F. The board conducts a self-evaluation to monitor its own performance and participates in professional development, including board training and seminars.				

Comments:

Standard 2: Board Governance & Policy

Descriptor: The board of education 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

Rating for Standard 2: Board Governance & Policy

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The board and superintendent participate in an annual retreat to build team relationships, review roles, responsibilities, and board operations, and orient new board members.				
B. The board has a procedure in place for regularly reviewing existing policies and developing new ones.				
C. The board closely adheres to its own procedures, protocols, and policies for effective board operations.				
D. The board clearly understands its governance role and responsibilities, adheres to open meeting laws, and delegates district operation responsibilities to the superintendent.				
E. Board members publically support the decision of the majority and speak with a unified voice.				
F. 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:

Standard 3: Communication & Community Relations

Descriptor: The board of education 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:

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

Rating for Standard 3: Communication & Community Relations

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

Comments:

Standard 4: Fiscal Resources, Staff Recruitment & Environment

Descriptor: The board of education 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

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

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. 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.				
B. The board keeps the community informed about the financial needs of the district, seeks cost savings and operational efficiencies, and invites community input.				
C. The board monitors a facilities plan that meets student and staff health and safety regulations and guidelines.				
D. The board ensures that the audit committee functions in accordance with regulatory requirements, reviews internal audit finding, and responds appropriately.				
E. The board supports the recruitment of highly effective teachers, administration, and staff and provides professional development and support.				

Comments:

Standard 5: Ethical Leadership

Descriptor: The board of education 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

Rating for Standard 5: Ethical Leadership

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

Comments:

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School Board of Directors Evaluation System

Introduction

This School Board of Directors Evaluation System is based upon the National School Boards Association Standards of Practice, the New York State School Boards Association Model, and the RSU 21 Strategic Plan.

In addition to annual goals, there are five key standards of board leadership incorporated into this model:

- Vision, Leadership & Accountability
- Board Governance & Policy
- Communication & Community Relations
- Fiscal Resources, Staff Recruitment & Environment
- Ethical Leadership

Annual Timeline/Workflow

Month	Activity/Actions
August	The Board conducts orientation and professional development activities.
August / September	The Board adopts the Standards of Ethics, reviews the mission, vision and goals of the district, and (sets 1-3 annual goals for the year) <i>reviews rde + respsns. b. l. to</i>
January	The Board conducts a mid-year review of the progress toward the annual goal(s), adherence to the Standards of Ethics, and assessment of the five standards of practice.
May	Individual Board members complete the self-evaluation and submit the results to the Board Chair or designee for compilation.
June	Board meets in executive session to discuss overall results and possible goals for following year tied to evaluation standards.



RSU 21 School Board of Directors Evaluation

Annual Evaluation Rating Form

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Board Member: _____ Date: _____

Standards	SUMMATIVE SCORE			
Standard 1: Vision, Leadership and Accountability	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 & Environment	4	3	2	1
Standard 5: Ethical Leadership	4	3	2	1
Attainment of Goal(s)	Y			N
ANNUAL EVALUATION SCORE	4	3	2	1

Possible Future Goal Areas:



Regional School Unit 63

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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.

TO: RSU 63 BOARD of DIRECTORS

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

RE: MONTHLY REPORT

DATE: NOVEMBER 2021

Board Members Please Note:

There will be two Executive Sessions (evaluation and contract negotiations) in the Holbrook Library beginning at 6:00pm on Monday, November 29th. Public Session will resume at approximately 7:00pm in the Holbrook Cafeteria.

Professional Development and Presentation

The agendas for our district-wide professional development days on Monday, November 22nd and Tuesday, November 23rd are included with this report. Time has been set aside at each school for annual requirements such as updating Professional Growth Plans (part of our Professional Growth and Performance Evaluation system for teachers and administrators) and screening all students for behavioral strengths and difficulties. We will also be working with professors from the University of Maine to analyze our Fall 2021 NWEA assessment data, set academic goals for this school year, and discuss and plan strategies for reaching those goals. This information will be incorporated into the presentation "Addressing the Academic Needs of All Students" for the Board Meeting on Monday, November 29th.

School Culture 360 Survey

The Maine Curriculum Leaders' Association (MCLA) and John Hopkins University decided to extend the closing of the School Culture 360 Surveys from October 29th to November 15th. This has caused delays in receiving the data. I hope we will have our data to review on or before Monday, November 29th. However, that is not guaranteed. There are two video conferences scheduled by MCLA to review and discuss the 360 Survey data. These will be facilitated by John Hopkins University and are scheduled for

- 4:00pm – 5:30pm on Wednesday, December 1st (at Holbrook School and via Zoom)
- 4:00pm – 5:30pm on Wednesday, December 8th (at Holbrook School and via Zoom)

Grades K-8 Writing Priorities

Teachers worked with Maddy Roberts (retired RSU 63 teacher) and Sharon Haskell (Instructional Coach/Assistant Principal) this summer to finish establishing our K-8 writing priorities and make sure they aligned with the new Maine Learning Results for English Language Arts (ELA). This fall, I worked with our ELA teachers to review and edit the priorities, making sure they aligned vertically and contained less educational jargon. These priorities are also included with this report. After the priorities are approved by the Board of Directors, they will be included in our Grade Level Brochures. This winter and spring, we will continue to develop instructional units that match the priorities and pilot a common writing assessment at each grade level.



Regional School Unit 63

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.

Policies

Several of our policies need to be adjusted to match new Maine laws that went into effect on October 18th. GBGBA – Workplace Bullying is a newly required policy. Policy JK – Student Discipline incorporates a new law regarding suspensions and recess for students in Grade 5 and lower. The RSU 63 Policy Committee's recommendation to extend the recess requirement to Grades 6, 7, and 8 has also been incorporated. Drafts of Policy GBGBA and Policy JK are being shared and discussed with RSU 63 teachers and staff during our district-wide professional development days. Policy EBCA: Comprehensive Emergency Management Plan requires annual review. No changes were made to this policy. Our updated "Emergency Binders" will be available for Board Members to review during the meeting on November 29th. Please let Shelley Wyman know if you would like to review a binder prior to the meeting.

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Eddington School

Monday, November 22nd

- | | |
|----------------------|--|
| 8:00 – 10:00 | Eddington NWEA data and SLO
(Facilitated by Franzi Peterson, Susan McKay, and Don Spencer) |
| 10:10 – 11:25 | Literacy in K (with Dee Nichols)
Grade 1 – Fountas and Pinnell |
| 11:30 – 12:00 | Lunch on Your Own |
| 12:00 – 1:00 | Growth Plans, Peer Support and Collaboration, iObservation
(with Susan Smith) |
| 1:10 – 3:30 | K and 1 – Fountas and Pinnell Webinars |

Tuesday, November 23rd

- | | |
|----------------------|---|
| 8:30 – 10:30 | Behavior Screening Using Strengths and Difficulties
Questionnaire,
Strategies for Students with ADHD,
New Recess Law and Policy (Facilitated by Don Spencer and
Janet Nichols) |
| 10:30 – 12:00 | Team Building and Classroom Behavioral Supports (Facilitated
by Don Spencer and Janet Nichols) |
| 12:00 – 1:00 | Lunch on Your Own |
| 1:00 – 3:00 | Time to finalize Report Cards and Complete Other Reporting
Requirements |

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Holbrook Middle School

Monday, November 22nd

- 8:00 – 10:15** **Behavior Screening Using Strengths and Difficulties Questionnaire, Strategies for Students with ADHD, New Recess Law and Policy**
(Facilitated by Janet Nichols, Ebonie Baker, and Ashley Allen)
- 10:30 – 11:30** **NWEA Data and Holbrook SLO – Part 1: Goal Setting**
(Math Facilitated by Franzi Peterson and Susan McKay)
(ELA Facilitated by Ashley Allen)
- 11:30 – 12:00** **Lunch on Your Own**
- 12:00 – 1:00** **Holbrook SLO- Part 2: Action Steps and Progress Monitoring**
(Math Facilitated by Franzi Peterson and Susan McKay)
(ELA Facilitated by Dee Nichols – ELA Continues until 2:00 with Dee)
- 1:15 – 3:30** **Restructuring Study Hall (with Ashley Allen)**

Tuesday, November 23rd

- 8:30 – 10:45** **UDL (Universal Design for Learning) Tips and Tricks**
(with Gayle Middleton)
- 11:00 – 12:00** **Growth Plans, Peer Support and Collaboration, iObservation**
(with Susan Smith)
- 12:00 – 1:00** **Lunch on Your Own**
- 1:00 – 3:00** **Time to Finalize Report Cards and Complete Other Reporting Requirements**

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Holden School

Monday, November 22nd

- | | |
|----------------------|--|
| 8:00 – 10:15 | Fountas and Pinnell Implementation
(with Susan Smith) |
| 10:30 – 11:30 | Behavior Screening Using Strengths and Difficulties Questionnaire, Strategies for Students with ADHD, New Recess Law and Policy
(Facilitated by Don Spencer and Janet Nichols) |
| 11:30 – 12:00 | Lunch on Your Own |
| 12:00 – 1:00 | Continue with Behavior Screening Using Strengths and Difficulties Questionnaire (SDQ), Strategies for Students with ADHD, New Recess Law (Facilitated by Don Spencer and Janet Nichols) |
| 1:30 – 3:30 | Holden NWEA data and SLO
(Facilitated by Franzi Peterson, Susan McKay, and Don Spencer) |

Tuesday, November 23rd

- | | |
|---------------------|---|
| 8:30 – 9:30 | Growth Plans, Peer Support and Collaboration, iObservation
(with Susan Smith) |
| 9:30 – 12:00 | Mathematical Bar Models and Vertical Progressions
(with Sharon Haskell) |
| 12:00 – 1:00 | Lunch on Your Own |
| 1:00 – 3:00 | Time to finalize Report Cards and Complete Other Reporting Requirements |

Writing Agreements/Priorities for Brochures

Instruction focuses on three types of writing; narrative, informational, and opinion.

Kindergarten students will...

- Use a combination of drawing and writing to communicate a topic.
- Respond to questions and suggestions from peers and add details to strengthen writing with guidance and support from adults.
- Investigate questions and participate in whole-class research and writing projects.
- Print all uppercase letters independently and many lowercase letters with support.
- Capitalize the first word in a sentence and the pronoun "I".
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Instruction focuses on three types of writing; narrative, informational, and opinion.

Grade 1 students will...

- Use a combination of drawing and writing to communicate a topic with details.
- Gather information from provided sources, including digital tools, (and/or recall information from experiences in order to answer questions with guidance and support from adults).
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Write using primarily lowercase letters. Capitalize the first word in a sentence, the pronoun "I," and names of people.
- Use end punctuation for sentences.
- Use conventional spelling for words with common spelling patterns and some high frequency irregular words (such as the, of).

Instruction focuses on three types of writing; narrative, informational, and opinion.

Grade 2 students will...

- Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end for narrative stories and informational pieces.
- Gather information from provided sources and/or recall information from experiences in order to answer questions.
- (With guidance and support from adults, peers, and digital tools) produce, revise, edit, and publish writing.
- Capitalize "I", names of people, and proper nouns.
- Use end punctuation for sentences.
- Use correct spelling for words with common spelling patterns and for high frequency irregular words (such as said, was).

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Instruction focuses on three types of writing; narrative, informational, and opinion.

Grade 3 students will:

- Investigate topics by using relevant information from a variety of resources and recall information from experiences and/or resources to answer questions.
- Use research to build upon their knowledge of a topic and use a variety of increasingly complex writing skills to show their understanding.
- Plan, revise and edit their writing with support from their peers to develop their collaborative writing skills.
- Use a combination of illustrations and writing to create pieces with grade level appropriate language and topic related vocabulary.
- Gather information about a topic and organize it into a logical order.
- Write complete sentences with appropriate punctuation and spelling.

Instruction focuses on three types of writing; narrative, informational, and opinion.

Grade 4 students will:

- Produce narrative, informational, and opinion writing to communicate clearly. They will write increasingly complex pieces with introductions and bodies; developing the topic with supporting details and adding conclusions.
- Research topics by gathering relevant information from a variety of sources, including personal experiences, in order to answer questions and write reports.
- Take notes, list sources, and sort information into categories.
- With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, and using technology.
- Write complete sentences with appropriate punctuation and spelling.

Grade 5 instruction supports students through the process of writing narrative, informational, and opinion pieces. Students increase the effectiveness of their written communication for specific audiences.

Grade 5 students will:

- Develop writing stamina through writing daily across multiple academic subjects.
- Gather information from a variety of sources and recall details from personal experiences to answer questions.
- Collaborate with the teacher as well as classmates to use the writing process (planning, composing, revising, editing, rewriting, reflecting, and trying strategies) for narrative and opinion writing pieces.
- Use technology effectively to organize and produce clearly complex pieces of writing incorporating the writing process.
- Produce final pieces with correct punctuation and spelling.

Grade 6 instruction supports students through the process of writing narrative, informational, and opinion pieces. Students increase the effectiveness of their written communication for specific audiences.

Grade 6 students will:

- Plan, revise, and edit to improve increasingly complex narrative, informational and opinion pieces
- Research and write longer pieces using technology, drawing evidence from literary or informational texts.
- Use and cite reliable sources to develop a topic with well-chosen facts, details, and quotations.
- Produce final pieces with correct punctuation and spelling.

Grade 7 students are taught to gather relevant and reliable information to enhance their writing. Through rigorous lessons, collaborative efforts, and the use of technology, students will create clear and appropriate writing including narrative, informational, and opinion pieces.

Grade 7 students will:

- Plan, develop, revise, and edit written pieces; incorporating correct punctuation and spelling.
- Research credible and accurate sources to gather information, citing the sources correctly and neatly.
- Annotate and create organized notes that purposefully add to their writing.
- Develop and strengthen writing through collaboration with peers, accepting and providing feedback.
- Develop correct and challenging vocabulary to add complexity and clarify writing.

Grade 8 students will develop and build upon increasingly complex writing techniques to produce grade level appropriate informational, argumentative, and narrative writing products based on audience, task, and purpose using a variety of sources as well as peer collaboration.

Grade 8 students will:

- Learn to paraphrase the conclusions drawn by others, and will avoid plagiarism by appropriately using in-text citations and creating a list of resources.
- Gather relevant information from a variety of resources and assess the credibility of each source.
- Annotate and create organized notes that purposefully add to their writing.
- Develop and strengthen writing through collaboration with peers, accepting, and providing feedback.

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- Plan, revise, and edit increasingly complex writing pieces using correct punctuation and spelling.
- Develop, organize, and strengthen a variety of clear and coherent informational, argumentative, and narrative writing styles.
- Develop correct and challenging vocabulary to add complexity to writing skills.

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**AMENDMENT
TO
COMPREHENSIVE EMPLOYMENT AGREEMENT
BETWEEN
THE RSU 63 ADMINISTRATIVE COLLECTIVE BARGAINING UNIT
AND
THE RSU 63 BOARD OF DIRECTORS**

THIS AMENDMENT modifies and amends the Comprehensive Employment Agreement (the "Agreement") between the RSU 63 Administrative Collective Bargaining Unit and the RSU 63 Board of Directors effective July 1, 2019 – June 30, 2022 as follows:

1. The duration of the Agreement per Article XIV is extended to include FY22-23 (July 1, 2022-June 30, 2023).
2. Article III, Part I, is amended to add the following:

"F. Assistant Principal/Instructional Coach
3. Article VII, Part II, is amended to add the following:

"D. For FY22-23, salaries will be increased by an amount based on evaluation rating. For an Effective or Highly Effective rating the increase will be \$2,500. For a Partially Effective rating, increases are based on Superintendent recommendation and Board approval.

In case of any conflict between the Agreement and this Amendment, the terms and conditions of this Amendment shall control. Except as expressly amended herein, the provisions of the Agreement are and will remain in full force and effect.

Regional School Unit No. 63
Administrators Collective Bargaining Unit

Regional School Unit No. 63
Board of Directors

Its: Bargaining Agent

Superintendent of Schools

Chair, Board of Directors

Dated this ____ day of _____, 2021

Dated this ____ day of _____, 2021

POLICY COMMITTEE MINUTES

Meeting: November 8, 2021

Members Present: Robin James, Jaime Pangburn, and Tracy Roberts (arrived at 5:40pm)

Also Present: Superintendent Susan Smith, Holly Whitmore, Matthew Campbell, and Cherie Faulkner (arrived at 5:35pm)

1. **Call to Order:** The meeting began at 5:30pm.
2. **2nd Review of Policy IMB-R – Teaching Controversial-Sensitive Issues:** This policy was questioned at the recent Board meeting. Page 2, Section V.B. needed updated language. Recommended language to add “made assurances” and remove “assured her/himself”. Discussion took place on how maturity levels are determined for controversial/sensitive issues. Discussion took place on page 2, Section V.D. Superintendent Smith advised language in bold red is recommended from legal counsel. Cherie Faulkner raised points on teachers expressing their point of view. Discussion took place on teachers teaching content only. Superintendent Smith will check with legal counsel if this section can be removed from the policy. Policy is ready for the Board pending legal counsel approval to remove the last sentence of section V.D.
3. **EBCA – Comprehensive Emergency Management Plan:** This policy is an annual review policy. No changes recommended. This policy is ready for the Board. Superintendent Smith shared the Emergency Binders required by the policy as well as procedures for emergency situations, sex offender lists, reunification procedures, etc.
4. **EBCC – Bomb Threats:** This policy added threats of violence. Some language changes are needed. Add content for procedures and consequences for handling threats of violence. This policy will go back to Policy Committee on November 30, 2021 for a second review.
5. **GBGBA – Workplace Bullying:** This is a new policy with language recommendations from Maine School Management. Cherie Faulkner suggested the disciplinary action should be listed out in the policy. Superintendent Smith stated there is not a simple list to follow. Every situation is different and would need to be handled according to the situation and law. Language changes are needed to include a process to appeal to the Board of Directors. This policy will then be emailed to the members of the Policy Committee prior to going to the full board.
6. **JK – Student Discipline:** This policy has language updates to reflect the law changes. These include new rules for the suspension of students in Grade 5 or lower. Additionally, the law states that students in Grade 5 or lower cannot be deprived of their recess time as a disciplinary consequence. The Policy Committee recommends that all students in PK to Grade 8 should not be deprived of recess as a disciplinary consequence. With that change, the policy is ready to go to the full board.
7. **JKD – Suspension/Expulsion of Students:** Recommended to remove expulsion from this policy as policy JKE covers the expulsion of students and procedures. Several changes were made to reflect the new law and the committee’s recommendation regarding recess (see JK above). This policy is ready for the Board.
8. **JKE – Expulsion of Students:** This policy has small language changes and updates to reflect the law changes. This policy is ready for the Board.
9. **JKF – Disciplinary Removal of Students with Disabilities:** No changes recommended. This policy is ready for the Board.
10. **JKF-R – Disciplinary Removal of Students with Disabilities – Admin Procedures:** This policy has language changes and updates to reflect the law changes. This policy is ready for the Board.
11. **JKAA – Use of Physical Restraint and Seclusion:** This policy has language changes and updates to reflect the law changes. There was discussion about restraints and seclusion. Superintendent Smith advised RSU #63 does not have seclusion rooms. This policy is ready for the Board.

12. **JKAA-R – Procedures on Physical Restraint and Seclusion:** This policy has language changes and updates to reflect the law changes. Small additional language changes were recommended. This policy is ready for the Board.
 13. **JL – Student Wellness:** Page 3, Section VI. A. has small recommended changes. This policy was reviewed and revised by the Wellness Committee previous to the Policy Committee meeting. This policy is ready for the Board.
 14. **List of Policies Potentially Impacted by New Laws Discussion:** List was reviewed. Superintendent Smith explained a brief overview of the new law impact on some of our policies.
 15. **Policies to Review Next:**
 - For the Next Policy Meeting
 - EBCC – Bomb Threats/Threats of Violence (2nd Review)
 - DIE – Fund Balance
 - KDB – Public’s Right to Know
 - AC – Nondiscrimination/Equal Opportunity of Affirmative Action
 - ACAA – Harassment and Sexual Harassment of Students
 - ACAA-R – Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures
 - ACAB – Harassment and Sexual Harassment of School Employees
 - ACAB-R – Employee and Third-Party Discrimination/Harassment and Title IX Sexual Harassment Complaint
 - Policies to Review in January
 - EBABA – Chemical Hygiene
 - GBGAA – Exposure Control Plan
 16. **Next Meetings:**
 - Policy Committee: Tuesday, November 30, 2021 at 5:30pm, Holbrook Middle School
- The meeting adjourned at 7:02pm.