

**RSU 63 Board of Directors
Monday, September 27, 2021
6:00pm Holden School Tour
6:30pm Bus Garage Informational Meeting
7:00pm Meeting
Holden Elementary School
Google Meet: meet.google.com/mni-aqxx-kaf
Phone In: 1-706-780-6822 PIN: 443960744#
Agenda**

Call Meeting to Order

Flag Salute/Moment of Silence

Approval of Minutes for August 23, 2021 Board Meeting

Approval of Minutes for August 30, 2021 Emergency Board Meeting

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

Acceptance of Gifts/Donations

1. \$1,000 Donation from E. Gale Clenndening of Veazie for School Supplies and Books at Eddington and Holden Elementary Schools
2. WAVES Teens to Trails Award \$1,000
3. Recess Equipment and Headphones from Cherie Faulkner and Family
4. Flags for Football from Marleina Ford
5. School Supplies for All Three Schools from Courageous Steps

Presentation

1. RSU 63 Facilities by Jake Morgan

Questions and Comments from the Board

Questions and Comments from the Public

Dates of Next Committee Meetings

1. Budget and Finance Committee Meeting: Wednesday, September 22, 2021 at 6:00pm, Holbrook Middle School
2. **District Meeting/Bus Garage Vote: Tuesday, October 5, 2021 at 7:00pm, Holbrook Middle School**
3. Policy Committee Meeting: Wednesday, October 6, 2021 at 5:30pm, Holbrook Middle School
4. Budget and Finance Committee: Wednesday, October 13, 2021 at 6:00pm, Holbrook Middle School
5. Board Meeting: Monday, October 25, 2021 Eddington Elementary School
 - a. 6:00pm Eddington School Tour
 - b. 6:30pm Board Meeting: Executive Session Regarding Superintendent Evaluation
 - c. 7:00pm Public Session to Resume

Budget and Finance

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

Superintendent's Report

RSU #63 Chair's Report

1. Superintendent Evaluation Forms and Timeline

Acceptance of Reports

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

Old Business

1. Strategic Planning
 - a. Diversity, Equity, and Inclusion Discussion
2. Holden Traffic Pattern

3. COVID-19 Update

New Business

1. Eddington Indoor Air Quality Project Bid
2. MSBA Delegate Assembly Representative and Alternate (Vote)
3. Policies to Approve
 - a. IJNDB – Student Computing Device/Internet Use
 - b. IJND – District Issued Computing Device Usage at Home
 - c. IMC – Controversial Speakers/Programs
 - d. IJKA – Purchasing of Computer Hardware and Software Licenses
 - e. BEA – School Board Meetings, Procedures, and By-Laws (including Remote Participation)

Personnel Actions

1. Appointments
 - a. Assistant Cross-Country – Leslie Beers
 - b. Temporary Cook – Heather Grass
 - c. Library Ed Tech – Andrea Peterson
 - d. Math Ed Tech III – Mike Revel (Part Time)
 - e. Holbrook Custodian – Stephen Spann
2. Resignations
 - a. Michelle Bartlett – Library Ed Tech III
3. Retirements
4. Reassignments
 - a. Girls "A" Soccer – Matheu Sagehorn
5. Elections
 - a. Grade Six ELA Teacher – Jennifer Marshall
 - b. Grade One Teacher – Beth Mitchell
6. Searches
 - a. Full Time, School Year Substitute
 - b. Part-time, Ed Tech - Holbrook
 - 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: August 23, 2021
Location: Holbrook Middle 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 Matthew Campbell with a second by Cherie Faulkner 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

Public session resumed at 7:05pm. A flag salute was conducted and a moment of silence was observed.

Holly Whitmore read opening remarks regarding public comment guidelines.

Holly Whitmore called for a motion to table the presentation on Diversity, Equity, and Inclusion until the next meeting and add Ebonie Baker, school counselor to Elections.

Motion by Linda Graban with a second by Jaime Pangburn to table the presentation on Diversity, Equity, and Inclusion until the next meeting and add Ebonie Baker, school counselor to Elections.

Vote: 8 Approved; 0 Opposed

Motion by Matthew Campbell with a second by Cherie Faulkner to approve the June 14, 2021 Board Meeting Minutes.

Discussion: Tracy Roberts asked for revisions to the June 14, 2021 minutes. During the June 14, 2021 meeting she asked for the Superintendent to note what new items had been done to close the learning gap due to COVID and what items were continuation of things done in the past.

Superintendent Smith advised Ms. Roberts will need to make a motion to amend the minutes with specific statements.

Motion by Tracy Roberts with a second by Linda Graban to amend the June 14, 2021 meeting minutes to include that she asked Superintendent Smith to update the list indicating which items were new to close the learning gap and which items were done in the past. Superintendent Smith was asked to bring back information to the Board after the University of Maine meeting.

Discussion: Tracy Bigney asked where this information was being added. Tracy Roberts responded after the Presentation under Questions and Comments from the Board, page 3. Tracy Roberts continued she asked for Superintendent Smith to bring back information to the Board after her meeting with staff from the University of Maine. Superintendent Smith advised that she did include, in her written report for the month of August, the plan of action after meeting with staff from the University of Maine. Tracy Roberts also noted page 5 under Discussion and Volunteers of Other Committee, Boards, and High School Liaisons, paragraph 3, she would like it to read "Tracy Roberts suggested a Strategic Planning Committee to set goals and a direction for the District, such as but not limited to, pay for teachers and facilities needs." Superintendent Smith confirmed the motion to include changes to page 3 and page 5 as noted above.

Vote: 8 Approved; 0 Opposed

Motion by Robin James with a second by Linda Graban to approve the July 14, 2021 Special Board Meeting Minutes.

Vote: 7 Approved; 0 Opposed; 1 Abstention by Tracy Roberts (Reason: Did not attend this meeting).

Recognition and/or Awards of Students, Staff, and Others: Superintendent Smith advised on Monday, August 30, 2021 at the Welcome Back/Staff Meeting staff will be recognized for their years of service. Five Years of Service: Helen Allen Weldon, Sandra Brown, Desiree Doughty, and Nicole Goss. Ten Years of Service: Dawna Bickford. Fifteen Years of Service: Julia Alley and Sara Miller. Thirty Years of Service: Donnette Cameron

Acceptance of Gifts/Donations: Superintendent Smith thanked Cathy Tilton and Central Maine Auto Auction for covering the STEM Camp/ESY Summer School field trip transportation costs, entry fee, and gift shop treat to the UMaine Planetarium. Nicole Girard from Brewer Lowe's donated sanitizing materials and school supplies to Holbrook Middle School.

Presentation:

Professional Growth and Performance Evaluation by Susan M. Smith, RSU 63 Superintendent: Superintendent Smith referenced the handout provided. State law recently removed the requirement that student achievement through Student Learning Objects (SLO) be part of the teacher and administrator evaluation system. RSU 63 teachers and administrators (through the Steering Committee) agreed student achievement should continue to be part of the evaluation process in RSU 63, but make the paperwork process less cumbersome. Because of COVID, the state put teacher evaluation and administrators on hold and this year, only requiring second year probationary teacher evaluations. Again, the RSU 63 teachers and administrators (through the Steering Committee) agreed to continue process for all teachers and administrators. The Professional Growth and Performance system was last approved by the Board in 2016. The Steering Committee is piloting some changes for the next school year such as reducing the number of classroom observations (4 minimum) and increasing peer support collaboration.

RSU 63 2021-2022 Guide for Returning to School: Superintendent Smith advised the recommendations for this school year are different from last year. This year, there is no executive order, civil emergency, or six requirements that included universal masking and social distancing. This year, there is only one federal requirement, for masks to be worn at all times on buses or vans. The Federal and Maine Centers for Disease Control and Prevention (CDC) and the Maine Department of Education (MDOE) highly recommend universal masking in schools with in-personal learning for all schools in Maine. It is left to school boards to determine how schools open. Superintendent Smith reviewed the recommendations of universal indoor masking, 3ft physical distancing, pooled testing, quarantine rules, and free lunch/breakfast for all students through federal funding. Superintendent Smith advised mask decisions could impact federal funding. Masking decisions could also impact attendance, quarantining, and superintendent agreement requests. Commissioner Makin has advised superintendents she will rule in favor of a Superintendent Agreement to a school with a universal masking rule. Superintendent Smith recommends starting the school year with universal masking and revisit in 6-8 weeks after young students are able to vaccinate.

Questions from the Board: Tracy Bigney asked why revisit in 6-8 weeks when there are constant changes. Why set a timeline? Superintendent Smith said the Board can revisit as often as they want. Some Districts granted their Superintendents authorization to make changes as needed. Matthew Campbell asked if the Board could hear from the public before voting and then have discussion again.

Questions and Comments from the Public: Many members of the public spoke in favor of universal masking, while many others spoke in favor of parental option.

Public members in favor of universal masking included Michael Rice, Town of Holden; Carrie Rice, Town of Holden; Sarah Buss, Town of Holden; and Tim Rogers, Town of Eddington stating scientific data, the importance of masking, good hand hygiene, physical distancing, increased positivity rate, importance of air ventilation, and vaccination.

Public members in favor of masking with parental option included Jeremy Legasse, Town of Brewer (his students attend RSU 63); and Jennifer Newcomb, Town of Holden stating universal masking is a recommendation not a requirement, pool testing will increase the positivity rate, masks are medical devices requiring parental consent, lower oxygen rates, breathing in bacteria, kids are not super spreaders, and masks should be optional not mandated.

Board Discussion: Some Board members felt the decision should not be made by school boards as they are not medically qualified to make the decision. All Board members agreed health, safety, and quality education are the highest priority. The Board questioned remote option. Superintendent Smith advised there is no remote plan as we do not have the staff needed to do it well, however there is a live online tutor option.

Matthew Campbell felt compelling a student to wear a mask in a learning environment will hinder students who are visual learners that rely on facial cues and they will struggle to hear.

Motion by Matthew Campbell with a second by Cherie Faulkner to amend Superintendent Smith's plan to leave the choice up to the parent/guardian to mask regardless of county color, subject to any future requirements by the State of Maine.

Discussion: Tracy Bigney stated she doesn't feel a motion should be made at this time as the Board is still in discussion.

Motion was withdrawn by Matthew Campbell to continue with discussion.

Motion by Holly Whitmore with a second by Linda Graban to continue the meeting past 8:30pm.

Vote: 8 Approved; 0 Opposed

Morning recess, new traffic patterns, outdoor classes, mask breaks, lunch/recess, pooled testing, and possible impact to federal funding was discussed.

Motion by Matthew Campbell with a second by Linda Graban to amend the draft health and safety guide for returning to school to leave choice to mask to parent/guardians regardless of county color subject to future requirements by the county and state.

Discussion: Robin James felt "highly recommends" needs to be added to page 3 number 2. Superintendent Smith stated the language change suggested is different than motion. It is her recommendation, if the Board approves this motion, schools will need to collect permission from parents to wear or not wear masks to implement and enforce the change.

New motion by Matthew Campbell with a second by Linda Graban to amend page 3 Masks/Face Coverings #2 to read "It is highly recommended all adults, students, children over 2 wear a mask/face covering that covers their nose and mouth while in an RSU 63 school (Eddington, Holden, and Holbrook Schools) or in the RSU 63 bus garage.

Discussion: Tracy Bigney added page 3 #2A. "A parent/guardian must provide written permission for their child to not wear a mask/face covering while in an RSU 63 building."

Vote: 6 Approved; 2 Opposed (Tracy Bigney and Tracy Roberts)

Motion by Linda Graban to amend the plan to change the traffic pattern at the Holden and Eddington Schools.

Superintendent Smith advised the pick-up and drop off is the same as last year. Linda Graban stated she does not want it to be the same as last year, she wants it to be like pre-covid where parents could go into the schools to pick up their children or wait at the door. Superintendent Smith stated she is concerned for the health and safety of the students and staff having more people in the buildings. Don Spencer stated from the parent and teacher feedback, they liked the pick-up and drop off last year. Superintendent Smith stated pick up is dangerous because traffic backs up onto the busy roads. Parent feedback was very positive on how it was handled last year. We can revisit the Holden school again. Robin James moved to re-evaluate next month. Superintendent Smith stated we can start the year with the plan as it is and add it to the agenda for next month for further discussion.

Motion by Linda Graban with a second by Cherie Faulkner to add Holden Traffic Pattern to the September agenda.

Vote: 8 Approved; 0 Opposed

Peter Walsh, Holbrook Teacher asked the Board for a policy on discipline of students who refuse to follow parent wishes. Matthew Campbell asked Superintendent Smith how other disciplinary issues are handled. Superintendent Smith advised to follow disciplinary policy and work with the parents, but this will be very hard to enforce.

Motion by Tracy Roberts to incorporate outdoor learning and set number of mask breaks. Superintendent Smith stated the motion needs to be specific on mask breaks as it will impact instructional times. Tracy Bigney asked if there were any recommendations on practices for mask breaks and thinks Administration should set those rules. Superintendent Smith advised the recommendation is to wear masks indoors. There is no guidance from the state for mask breaks this year. Tracy Roberts felt students need breaks. Nathan Dusablon, Holbrook Teacher stated mask break rules must be the same for all students. We now have two different mask rules to follow, mask breaks are a disruption to class time, and the board is now on a slippery slope allowing parents to have an opt out option. We may not have enough staff to cover students mask breaks outdoors and leaving students inside whose parents want them masked. Jaime Pangburn agreed mask breaks should be for all students so there is no segregation. Superintendent Smith advised she is unsure how parents who want their student in a mask will feel about indoor mask breaks. The CDC recommendation for outside is unmasked, indoors is masked. Holly Whitmore asked if this can be readdressed next month. Tracy Roberts wanted to include mask breaks and incorporate outdoor learning. Holly Whitmore advised students have three to four opportunities during the day for outdoor, unmasked time. Tracy Roberts would like to add to page 3 or 4 to incorporate outdoor learning as much as possible and incorporate mask breaks throughout the day. Ashley Allen stated a mask break is like other types of breaks students may need. She did not have any parents asking for more mask breaks last year, they wanted more instruction. Jaime Pangburn suggested codes to signal the teacher they need a break. Holly Whitmore stated the Board needed to move on.

Motion by Tracy Roberts with a second by Matthew Campbell to incorporate outdoor learning as much as possible and incorporate mask breaks throughout the day (page 3 or 4).

Vote: 5 Approved; 3 Opposed (Holly Whitmore, Jaime Pangburn, and Robin James)

Superintendent Smith asked for guidance on adult masks. Shelley Wyman re-read the motion that included all adults.

Holly Whitmore asked the Board for their thoughts on requiring masks indoors for large gatherings. Tracy Bigney stated we should follow the guidelines for sporting events. Superintendent Smith stated she anticipates this will cause problems.

Motion by Holly Whitmore to require masks at all indoor gatherings and sporting events. Matthew Campbell asked if this was for adults only or all visitors. Desiree Doughty, Holbrook Teacher stated this area needs to be very clear. Area schools are requiring masks, the parent waiver must state students must follow other school guidelines at other locations as required.

Motion by Holly Whitmore with a second by Linda Graban to require all visitors inside RSU 63 buildings to wear a mask (page 3 #2B.).

Vote: 8 Approved; 0 Opposed

Motion by Robin James with a second by Cherie Faulkner to approve the Health and Safety RSU 63 2021-2022 Guide for Returning to School with amendments (Masking Page 3, #2; Page 3, #2A; Page 3 #2B; and Outdoor Learning and Mask Breaks Page 3 or 4).

Vote: 8 Approved; 0 Opposed

Dates of Next Meetings:

Policy Committee Meeting: Wednesday, August 25, 2021 at 5:30pm, Holbrook Middle School

Budget and Finance Committee Meeting: Wednesday, September 15, 2021 at 6:00pm, Holbrook Middle School

Board Meeting: Monday, September 27, 2021 Holden Elementary School. Tour at 6:00pm; Public Information Meeting Regarding Bus Garage Purchase at 6:30pm; and Board Meeting at 7:00pm.

District Meeting/Bus Garage Vote: Tuesday, October 5, 2021 at 7:00pm, Holbrook Middle School

Budget and Finance: Nothing to add to the Business Manager Report. Superintendent Smith advised Tracy Roberts advised she was finding it difficult to make the Budget and Finance Committee Meetings. Linda Graban volunteered to replace Tracy Roberts on the Budget and Finance Committee.

Motion by Matthew Campbell with a second by Cherie Faulkner to elect Linda Graban as the new Budget and Finance Committee Member.

Vote: 7 Approved; 0 Opposed; 1 Abstention (Linda Graban)

Motion by Robin James with a second by Linda Graban to elect Tracy Bigney as new Warrant Officer.

Vote: 7 Approved; 0 Opposed; 1 Abstention (Tracy Bigney)

Superintendent's Report: Nothing to add.

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

Tracy Roberts asked what the plan is with the University of Maine. Superintendent Smith advised the plan right now is for Sharon Haskell to serve on the search committee with the RISE Institute for a math instructional coach for our District. We will pay one day per week and the specific plan will depend on the fall data from last year and this year to determine the need. Ms. Roberts asked what the timeframe was. Superintendent Smith advised the timeframe begins the day (Tuesday, August 31st). Gayle Middleton (Technology Integrator), Sharon Haskell (District Instructional Coach/Assistant Principal), and Superintendent Smith will share with teachers about coaching, practices, and expectations. They will look at the data again in November after the NWEA's.

Motion at 10:32pm by Matthew Campbell with a second by Jaime Pangburn to recess for 5 minutes.

Vote: 8 Approved; 0 Opposed

Meeting resumed at 10:38pm

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

Vote: 8 Approved; 0 Opposed

Old Business:

Strategic Planning 360 Update: Holly Whitmore referred the Board to the survey questions sent to them for review. Holly Whitmore advised college questions were removed from the survey and updated to K-12. Where ever the survey said Principal, it was changed to Superintendent. The Board approved of those changes to the survey questions. Superintendent Smith advised additional questions will be submitted on Thursday, August 26th, then the survey will go out to the community September 27-October 10th. Results should be back to us by October 17th and can then be used during Executive Session, two follow-up sessions with John-Hopkins in December, and a closing in April.

New Business:

Bus Garage: Superintendent Smith advised the District has leased a Bus Garage from Ned Jennings for 5 1/2 years. The lease is up in June 2022. The District spends \$25,000 per year for lease and utility payments. Mr. Jennings submitted a proposal of \$600,000 to purchase the current building. Mr. Lawrence has a property next to the TradeWinds Warehouse on Route 1A that he is asking \$260,000. He is installing Bus appropriate doors. A copy of the Option Agreement is included in the Board Packet. A vote tonight from the Board allows Superintendent Smith to move forward with the Option Agreement and make a payment of \$26,000. A raised-hand, District Meeting will be held for the public to vote on purchasing the Bus Garage. If the raised hand vote does not pass, the payment will be returned to the District. Funds will be taken from the Capital Reserve. This process does not require a referendum vote.

Motion by Robin James with a second by Cherie Faulkner to enter into the Option Agreement with SouthStreet and move forward with purchasing the Bus Garage from Chuck Lawrence in the amount of \$260,000 from the Capital Reserve Fund.

Discussion: Linda Graban asked about the right of way maintenance. Superintendent Smith advised road will be named TradeWinds Way and plowing will be our responsibility as we need our buses out early. Ms. Graban stated the Option Agreement should say road maintenance specifics. Superintendent Smith advised we take care of plowing at our current location.

Vote: 8 Approved; 0 Opposed

RSU 63 Support Staff Handbook: Superintendent Smith thanked Kelly Theriault for all her work on revising the handbook and pay scales. Some of the big changes include new language for Earned Paid Leave, updated pay scales, and less wait time for health and dental benefits. This updated handbook will be shared with support staff on Monday, August 30th.

Motion by Cherie Faulkner with a second by Tracy Bigney to approve the RSU 63 Support Staff Handbook.

Vote: 8 Approved; 0 Opposed

Policies to Approve: Motion by Cherie Faulkner with a second by Robin James to approve policy EFC – Food Services Program and policy GBEB – District Personnel Dress Code.

Vote: 8 Approved; 0 Opposed

Personnel Actions:

Appointments: Boys Soccer Coach, Dan Duran; Coed “B” Soccer Coach, Matheu Sagehorn; Cross Country Coach, Desiree Doughty; Student Council (Holbrook), Michele Archambault; Yearbook Advisor (Holbrook), Zachery Pratt and Nicole Goss; Athletic Director, Michele Archambault; After-School Coordinator, Zachery Pratt; Outdoor Education Coordinator, Kelly Davis; and Part-time Custodian (Holbrook), Patrick Duffy.

Resignations: Sherri MacLaren, Grade 6 ELA Teacher; Jennifer Hancock, Ed Tech III; and Krista-Rae Helms, Grade One Teacher.

Reassignments: Health Office Support, Elizabeth Chambers from COVID Ed Tech I.

Elections: Motion by Linda Graban with a second by Cherie Faulkner to elect Sierra Blake as Grade One Teacher; Leslie Beers-Huskins as Grade Five Teacher, Vanessa Haines as Special Education Teacher at Eddington; and Ebonie Baker as Holbrook School Counselor (FTE .67) as recommended by Superintendent Susan Smith.

Discussion: Jaime Pangburn asked how the counseling needs of our students will be covered since Ms. Baker will not be providing that this year. Superintendent Smith advised Community Care will provide 10 hours per week for therapists in school and we will be reaching out to William “Pops” Mangum for additional services.

Vote: 8 Approved; 0 Opposed

Searches: Part-time Cook at Holden, Holbrook Custodian, Full-time School Year Substitute, Assistant Cross-Country Coach, Grade One Teacher, Grade 6 ELA Teacher, Ed Tech II or III at Holbrook, Substitutes.

Questions and Comments from the Public: None

Adjournment:

At 11:10pm, 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:

RSU #63 Emergency Board Meeting
Date: August 30, 2021
Location: Holbrook Middle 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 6:30pm

Motion by Matthew Campbell with a second by Robin James to enter into Executive Session to discuss legal rights and duties of the school unit pursuant to 1 M.R.S.A. §405(6)(E).

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 7:16pm. A flag salute was conducted and a moment of silence was observed.

Holly Whitmore read opening remarks regarding public comment guidelines.

Old Business:

RSU 63 2021-2022 Guide for Returning to School: Holly Whitmore thanked everyone for coming and reaching out to Board members with their opinions and concerns. The State of Maine left Board members with a difficult decision. Ms. Whitmore stated she planned to ask for a motion to revert back to the original RSU 63 2021-2022 Guide for Returning to School as she is not willing to risk losing federal funding, teachers, staff, etc. Ms. Whitmore thanked Superintendent Smith for graciously accepting the Board's decision last week and handling the repercussions of that decision.

Holly Whitmore called for a motion to adjust the agenda to move Questions and Comments from the Board to before Questions and Comments from the Public.

Motion by Robin James with a second by Linda Graban to move Questions and comments from the Board to before Questions and Comments from the Public.

Discussion: Matthew Campbell stated he wants to hear from the public before having Board discussion.

Vote: 2 Approved; 5 Opposed (Matthew Campbell, Tracy Bigney, Tracy Roberts, Cherie Faulkner, Linda Graban); 1 Abstention (Jaime Pangburn, makes no difference to her which one comes first.)

Questions and Comments from the Public: Many members of the public spoke in favor of universal masking including Eric Ouellette, Town of Eddington; Chris Glick, Town of Eddington; Michelle Wright, RSU 63 Staff; Kelly Sanders, Town of Clifton; Deb Sanford, Town of Holden; Sarah Buss, Town of Holden; Carrie Rice, Town of Holden; Rebekah Gass, Town of Holden; Brandy Walsh, Town of Holden and Holbrook Teacher; Peter Walsh, Town of Holden and Holbrook Teacher; John Gautschi, Town of Holden; Seamus Higgins, Town of Eddington; Nathalie Higgins, Town of Eddington; Addie Cyr, Town of Eddington; Ellie Cyr, Town of Eddington; Kim Higgins, Town of Eddington; Kristi Morrow, Town of Eddington; Christine Kinney, Town of Eddington; Leah Churchard, Town of Holden; Ali Han, Town of Holden; Tiffany Cyr, Town of Holden; Ben Steele, Town of Holden; Steve Carr, Town of Eddington; Katherine Garland, Town of Clifton stating scientific data, the importance of masking, good hand hygiene, physical distancing, increased positivity rate, importance of air ventilation, and vaccination. Points were also raised regarding concern for allowing parents to opt out of a rule when they aren't allowed to opt out of other rules and leaving staff in an impossible situation to enforce.

Motion by Linda Graban with a second by Robin James to continue the Emergency Board meeting past 8:30pm.

Vote: 8 Approved; 0 Opposed

Questions from the Board: Holly Whitmore called for a motion to amend the RSU 63 2021-2022 Guide for Returning to School to require masks and face coverings for all adults, students, and children over 2 while in an RSU 63 school (Eddington, Holden, Holbrook Schools) or in the RSU 63 bus garage. Matthew Campbell

DRAFT

questioned if the Board needs a 3/5 vote to amend the policy approved last week. Superintendent Smith stated it depends on the motion wording and timing.

Motion by Robin James with a second by Jaime Pangburn to amend the RSU 63 2021-2022 Guide for Returning to School to require masks and face coverings for all adults, students, and children over 2 while in an RSU 63 school (Eddington, Holden, Holbrook Schools) or in the RSU 63 bus garage.

Discussion: Tracy Roberts read a statement to the Board urging the Board to vote in favor of universal masking asking them to be mindful of the RSU 63 mission and vision as well as the Board of Directors code of ethics. Superintendent Smith confirmed that according to Roberts Rule since we are not in the same meeting, it will require majority vote to amend the document, if we were in the same meeting the vote would require 2/3 majority vote. Matthew Campbell stated he did not plan to change his vote, but since the majority of everyone speaking tonight is in favor of masking, he will be voting in favor of masking. Linda Graban asked if the Board amends the Guide tonight can we add mask breaks. Holly Whitmore advised the mask breaks were added and not part of the motion to amend. Superintendent Smith restated the motion to only amend page 3, number 2. Jaime Pangburn spoke in favor of masking and community involvement. Tracy Bigney thanked the community for speaking in favor of universal masking. She stated the Board worked hard to be informed and as important as it is to have their own beliefs, it is also as important to listen to the community and experts. After hearing everyone tonight, she stated it is an easy decision to require masks.

Holly Whitmore re-read the motion by Robin James with a second by Jaime Pangburn to amend the RSU 63 2021-2022 Guide for Returning to School to require masks and face coverings for all adults, students, and children over 2 while in an RSU 63 school (Eddington, Holden, Holbrook Schools) or in the RSU 63 bus garage.

Vote: 6 Approved; 2 Opposed (Linda Graban and Cherie Faulkner)

Superintendent Smith confirmed the vote was 6 in favor and 2 opposed, meaning 75% of the Board is in favor and the motion passed.

Adjournment:

At 9:02pm, 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
Principal's Report
9/15/21

Approximate Enrollment:

Grade 5	43
Grade 6	53
Grade 7	58
<u>Grade 8</u>	<u>46</u>
Total	200

It's been a busy and terrific start at Holbrook:

The school year is off to a great start. Students and staff are settling into their schedules, and I've observed engaging teaching and learning throughout the school. Teachers and staff are doing a terrific job guiding students into positive academic and behavior patterns. Our efforts to support a positive culture for learning and growth are rooted in the RSU 63 Core Values: Honesty, Respect, Responsibility, Kindness, Compassion, and Courage. I'm proud of the students and staff of the Holbrook School and believe they represent our communities well.

The Holbrook staff welcomed the community to our Open House on August 31st and together with the community, raised \$137.00 from the Darlings Ice Cream truck to be earmarked to go toward the Holbrook School Sign.

All Holbrook students will be preparing for the fall NWEA assessments in math and reading. Together with our RSU 63 Coaches, Dr. Dee Nichols, and other thinking partners, our district steering committee will use the fall 2020 and spring 2021 results to measure system-wide performance over this academic year. Because these results are nearly instant, the teaching staff will use these assessment results to guide instruction and provide student support as needed.

The teaching staff has been working in these first few weeks to organize and populate their digital grade books with students' academic data. Mr. Cummings is preparing the Tyler SIS system to "go live" with the student and parent portal in the coming weeks. This will allow new students and parents to Holbrook the opportunity to view students' academic, attendance, and behavioral data with any internet connection.

The eighth-grade students attended the annual Cole Land Transportation Museum, "Interview a Veteran" program Friday, September 10th. This aligns closely with the eighth-grade social studies curriculum and is a terrific experience for our students. The reports from members of that organization were that our 8th graders were very respectful and responsible while participating.

Brandy Walsh has applied for an orchard grant from ReTreeUS, and together we have applied for the Maine Environmental Education Association (MEEA) Mini-Grant that awards schools up to \$1,500.00. We are crossing our fingers to be awarded both and keep our garden and environmental projects flourishing. Desiree Doughty is attending a conference with the Trails to Teens program and has agreed to be Holbrook School's point person on this.

We are looking forward to having CW4 Kevin Moncrieffe join us to speak with 6th, 7th, and 8th graders about Cyber Safety on October 6th, 2021.

Sandy Rowe is working hard to support our Student Success Center. This is a resource that provides support to all students. Here students who might need a break, behavioral/academic help, morning and afternoon check-ins/ check-outs can come for short or extended periods of time. She is doing a fantastic job collaborating with staff and administration as she helps us meet our student population's needs.

Mr. Pratt has been busy coordinating afterschool programming. We are currently signing students up for the following: Website Building, Coding, Art Club, World Culture, Sign Language, Book Club, After School Study, and morning Math Masters. We currently have 28 students interested in these clubs with more expressing interest every day.

The fall athletic season has begun! We encourage all Holbrook students to get involved with one or more co or extra-curricular programs during the school year. We've had some turnover in the fall coaching ranks and I'm happy to report that the following adults are spending extra time after school working with student-athletes.

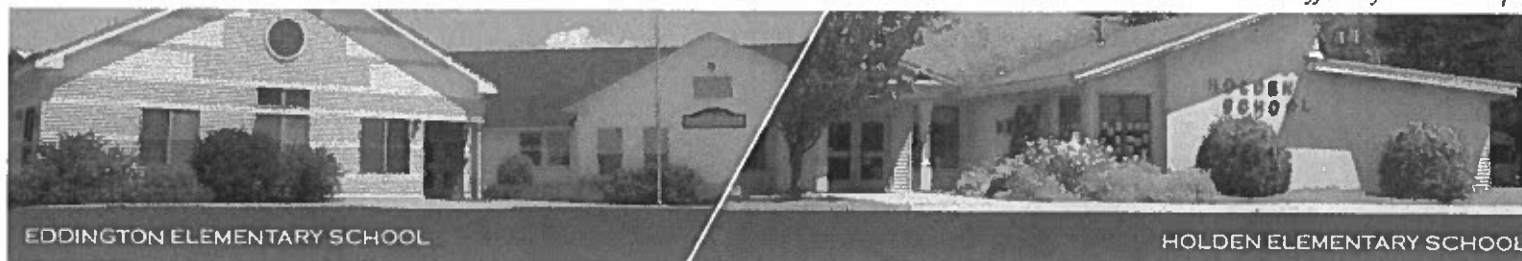
"A" Boys Soccer	Dan Duran	17
"A" Girls Soccer	Matheu Sagehorn	16
Cross Country	Desiree Doughty	15
Asst. Cross Country	Leslie Beers	
"B" Soccer	Still looking for a coach.	

Best wishes on a happy and healthy school year to all students, staff, and community members of RSU #63!

Sincerely,



Ashley Allen
Principal
Holbrook School



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: 207-843-4321

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

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 September board report on behalf of the students and staff at the Eddington & Holden Elementary Schools. As we enter the end of the 1st full month of the school year, we have **29** PK, **43** K, and **38** in 1st for a total of **110** in Eddington and **41** 2nd, **43** 3rd, & **42** in 4th for a total of **126** in Holden; for a grand total of **236. (9 less than a year ago)**. Students have spent the first weeks getting into their routines and making new friends. We continue to screen our PK and new K students early and the staff feel they collect data needed to inform their early instruction. It does appear that having students come 3 days then 4 days and then a full week is a great way to get their classes adjusting to new schedules, school rules, and so much more.

The "safest" way to have our curriculum nights was via technology (virtual) and many parents heard about their child's classroom expectations, progress reports, grade level brochures, and much more. The staff do a nice job of keeping parents updated and informed. We all know that a student's success is supported not only by the school but parents at home as well. We continue to remind parents about the importance of students being in school each day.

Attendance matters!!!

Safety continues to be a high priority and both schools are off and going with fire drills the first several weeks. My thanks to the Holden & Eddington Fire Departments for their assistance in getting these done. The children do a wonderful job of exiting the buildings in a timely and orderly fashion. Well done!!!

We had our first assemblies in over a year and a half (social distancing and mask coverings) at both schools. I introduced new students and staff and was able to recognize many children who received academic certificates.

The year promises to be an educational, exciting, and fun filled adventure; one that I look forward to each September.

Respectfully submitted,

Mr. Spencer

Principal Eddington & Holden Elementary Schools



Regional School Unit 63

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.

September 2021 Board Report

Sharon Haskell

District Instructional Coach/Assistant Principal/504 Coordinator

Reflection: Wow, what a month!! September has been filled with getting to know students, parents, staff and other members involved in our school community. It is amazing to see all the moving parts that encompass our organization working together so well. I have seen wonderful collaboration amongst grade levels, students who are eager and ready to learn, and great lessons. Thank you to our community, our teachers, and our students for working together to create a safe space to learn and simply be with one another.

Instructional Coach:

- Gayle Middleton, Susan and myself travelled to all three schools on Tuesday, August 31st. We presented the concept of district coaching.
- Gayle and I are currently enrolled in a [Universal Design for Learning](#) through [CAST](#) training course
- We have worked across all three schools to answer questions about instruction and ensuring teachers have the instructional resources they need
- I would like to share some of the great and welcoming work I have seen in our schools:
 - This [photo](#) comes from Ms. Miller's 6th grade class at Holbrook. She worked diligently over the past weeks to ensure her students understood what group work looked like and felt like. She reflected on each picture to unpack what was happening in that moment.
 - Another [example](#) of how we welcome our staff and students at Holbrook.
 - This next [photo](#) comes from the Eddington school. I love how the teachers are welcoming back our little friends and celebrating their "Gold Slip" successes!
 - This next [image](#) highlights how Mrs. Blake's 1st grade class has been working on opinion writing. Great work 1st graders!
 - I just love how inviting the teachers are for our newest students. [Here](#) is a fantastic wall done by our Pre-K teachers.
 - [Here](#) we have an awesome get to know you activity done by Mrs. Palmer's 3rd grade class at the Holden School. These students created paper images of their likeness along with a quick writing prompt.



Regional School Unit 63

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.

Assistant Principal:

- Focused on relationships with students and staff at all three schools.
- Supported Ashley and Don
- Taken care of sub calling
- Attended Virtual MAP Growth for Maine Educators

504 Coordinator:

- I would like to thank Kelli Pollack and Jesse Gauthier for all their help with the 504 process.
- 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.

With warm regards,


Sharon Haskell




The UDL Guidelines



Share:



The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. [Learn more about the Universal Design for Learning framework](#)  from CAST. The UDL Guidelines can be used by educators, curriculum developers, researchers, parents, and anyone else who wants to implement the UDL framework in a learning environment. **These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.**

UDL Rising to Equity

Because the UDL Guidelines are meant to be informed by feedback from the field as well as new research, they have been updated several times in the past. We are in the process of updating the Guidelines once again in our [UDL Rising to Equity initiative](#). 

This update will focus specifically on addressing systemic barriers that result in inequitable learning opportunities and outcomes. CAST aims to develop a transparent, inclusive, and community-driven process. **If you are interested in collaborating and staying updated on our progress, we invite you to [complete a brief survey](#).**  Do you use social media? Join the conversation happening now in the [#UDLrising hashtag](#). 

[Meet the UDL Rising to Equity Advisory Board](#) 

[Meet the UDL Rising to Equity Stakeholder Council](#) 

About

How to use and interpret the UDL Guidelines Graphic Organizer.



Downloads ➔

Save and print the Guidelines Graphic Organizer including translated and past versions.

Research ➔

Learn more about the research evidence used to develop the Guidelines.

Universal Design for Learning Guidelines

Provide multiple means of **Engagement** ➔

Affective Networks
The "WHY" of learning



Provide options for **Recruiting Interest** (7) ➔

- Optimize individual choice and autonomy (7.1) ➤
- Optimize relevance, value, and authenticity (7.2) ➤
- Minimize threats and distractions (7.3) ➤

Provide options for **Sustaining Effort & Persistence** (8) ➔

- Heighten salience of goals and objectives (8.1) ➤
- Vary demands and resources to optimize challenge (8.2) ➤
- Foster collaboration and community (8.3) ➤
- Increase mastery-oriented feedback (8.4) ➤

Provide options for **Self Regulation** (9) ➔



- Develop self-assessment and reflection (9.3) >

Provide multiple means of **Representation** ➔

Recognition Networks
The "WHAT" of learning



Provide options for **Perception** (1) ➔

- Offer ways of customizing the display of information (1.1) >
- Offer alternatives for auditory information (1.2) >
- Offer alternatives for visual information (1.3) >

Provide options for **Language & Symbols** (2) ➔

- Clarify vocabulary and symbols (2.1) >
- Clarify syntax and structure (2.2) >
- Support decoding of text, mathematical notation, and symbols (2.3) >
- Promote understanding across languages (2.4) >
- Illustrate through multiple media (2.5) >

Provide options for **Comprehension** (3) ➔

- Activate or supply background knowledge (3.1) >
- Highlight patterns, critical features, big ideas, and relationships (3.2) >
- Guide information processing and visualization (3.3) >
- Maximize transfer and generalization (3.4) >



Provide multiple means of

Action & Expression ➔

Strategic Networks
The "HOW" of learning



Provide options for

Physical Action (4) ➔

- Vary the methods for response and navigation (4.1) ➔
- Optimize access to tools and assistive technologies (4.2) ➔

Provide options for

Expression & Communication (5) ➔

- Use multiple media for communication (5.1) ➔
- Use multiple tools for construction and composition (5.2) ➔
- Build fluencies with graduated levels of support for practice and performance (5.3) ➔

Provide options for

Executive Functions (6) ➔

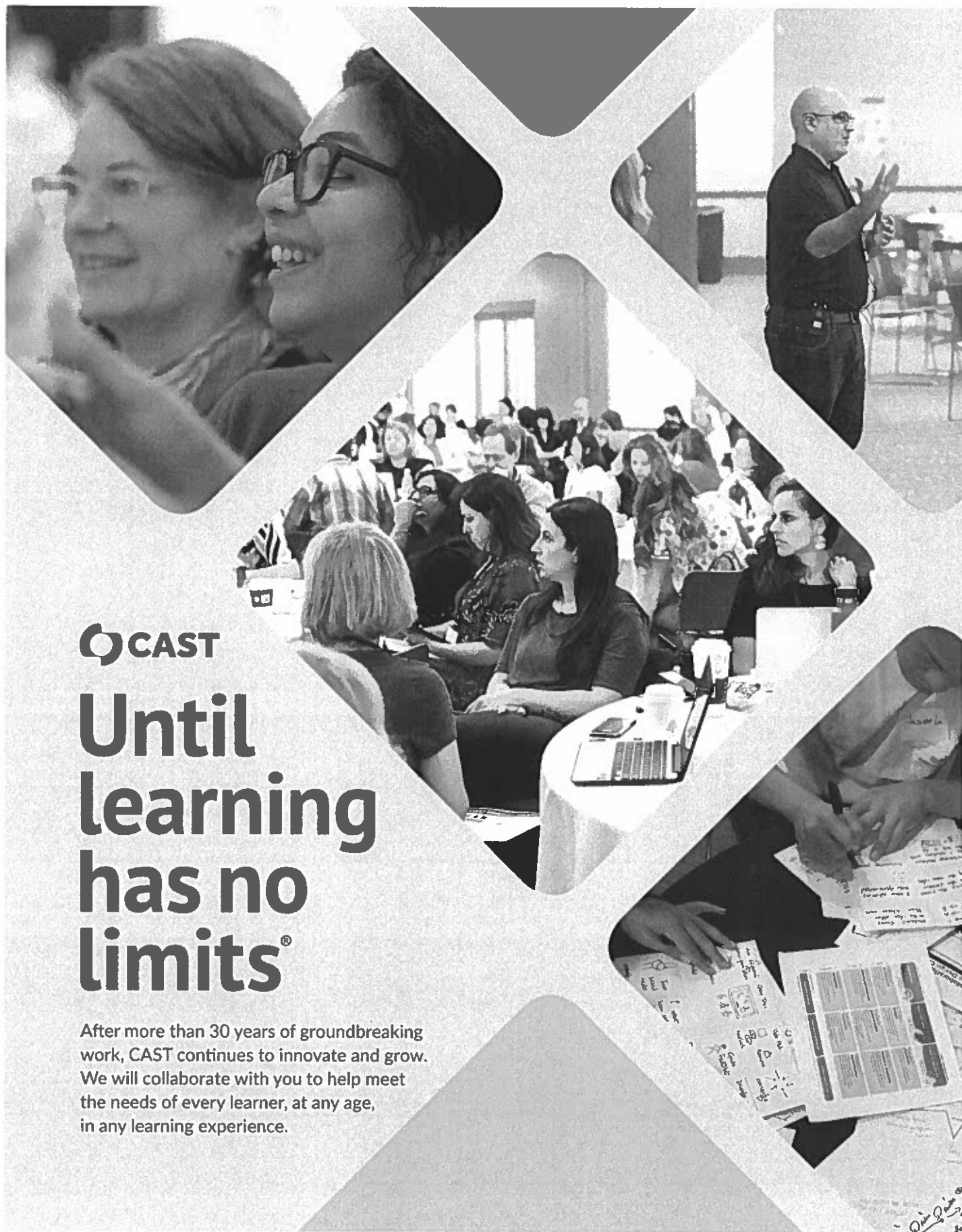
- Guide appropriate goal-setting (6.1) ➔
- Support planning and strategy development (6.2) ➔
- Facilitate managing information and resources (6.3) ➔
- Enhance capacity for monitoring progress (6.4) ➔

Expert Learners who are...**Purposeful & Motivated**



Until learning has no limits®

After more than 30 years of groundbreaking work, CAST continues to innovate and grow. We will collaborate with you to help meet the needs of every learner, at any age, in any learning experience.



Learn with us. Research with us. Change the world with us.

“ **Universal Design for Learning is one of the few big and truly transformative ideas to emerge in education over the past two decades.** ”

Martha L. Minow, former Harvard Law School dean and author of *Just Schools: Pursuing Equality in Societies of Difference*

- **Partners include**
 - PreK-12 stakeholders
 - Higher education
 - Workforce
 - Tech and publishing industries
 - Government agencies
 - Nonprofits
 - Foundations and donors
 - Advocacy organizations



Our Core Lever of Change

We pioneered **Universal Design for Learning (UDL)**, a research-based framework that guides educators and others as they provide rich instructional supports, reduce unnecessary barriers to learning, and help all individuals become expert learners.



Applied Research

CAST investigates solutions to the most critical questions across preK-12, Higher Ed. and workforce, including questions related to equity, access, and outcomes.



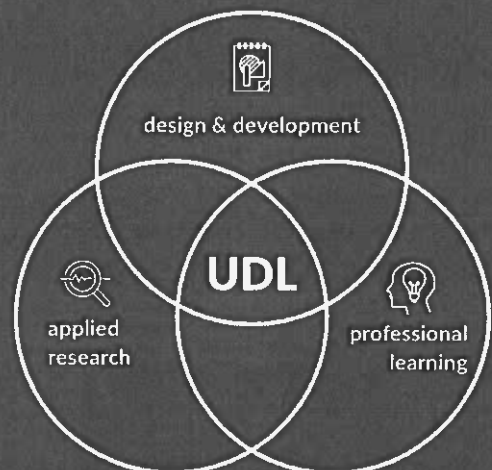
Design & Development

Building on an award-winning history, CAST co-designs transformative solutions, improvement strategies, and tools for learning.



Building Knowledge, Skills, and Community

CAST offers professional learning convenings, technical assistance, practical resources, and online platforms that support UDL implementation.



Website: **cast.org**

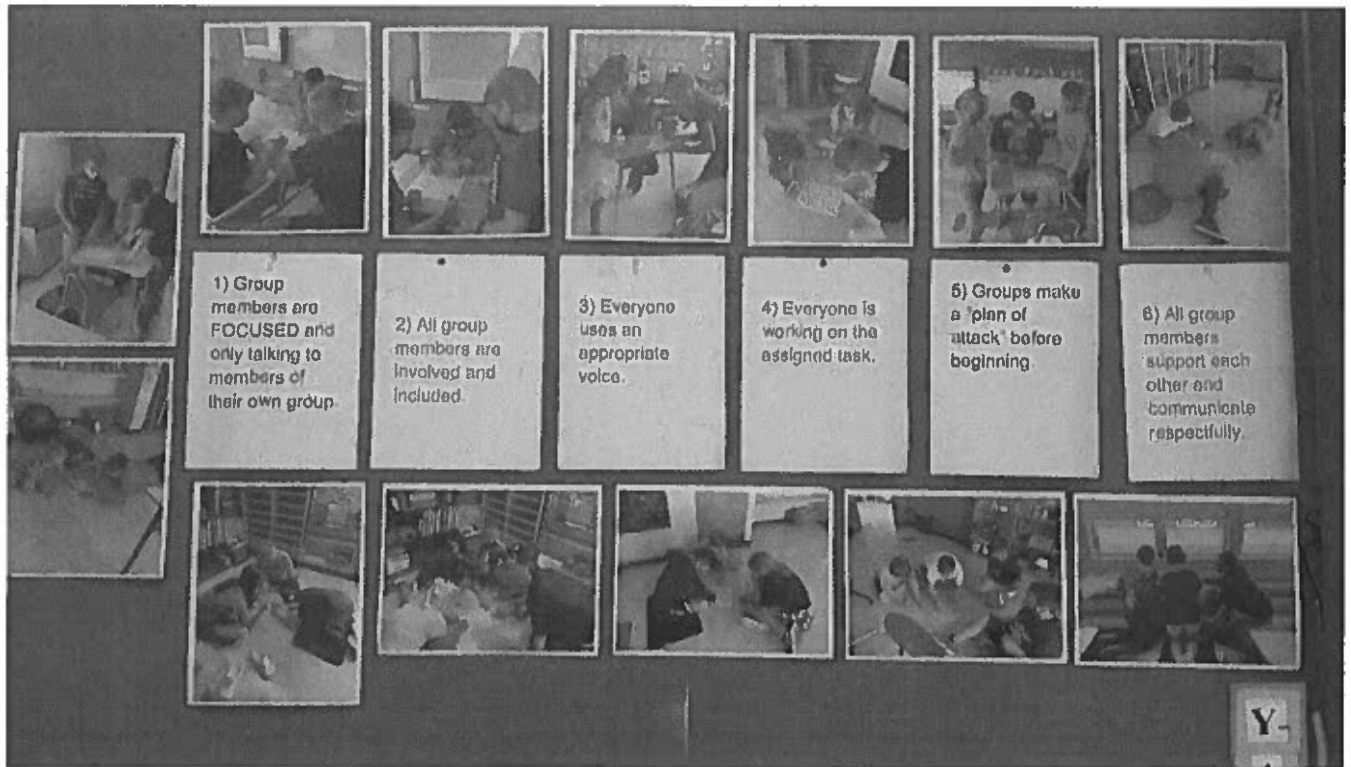
Professional Learning Opportunities: **castpl.org**

Books & Media: **castpublishing.org**

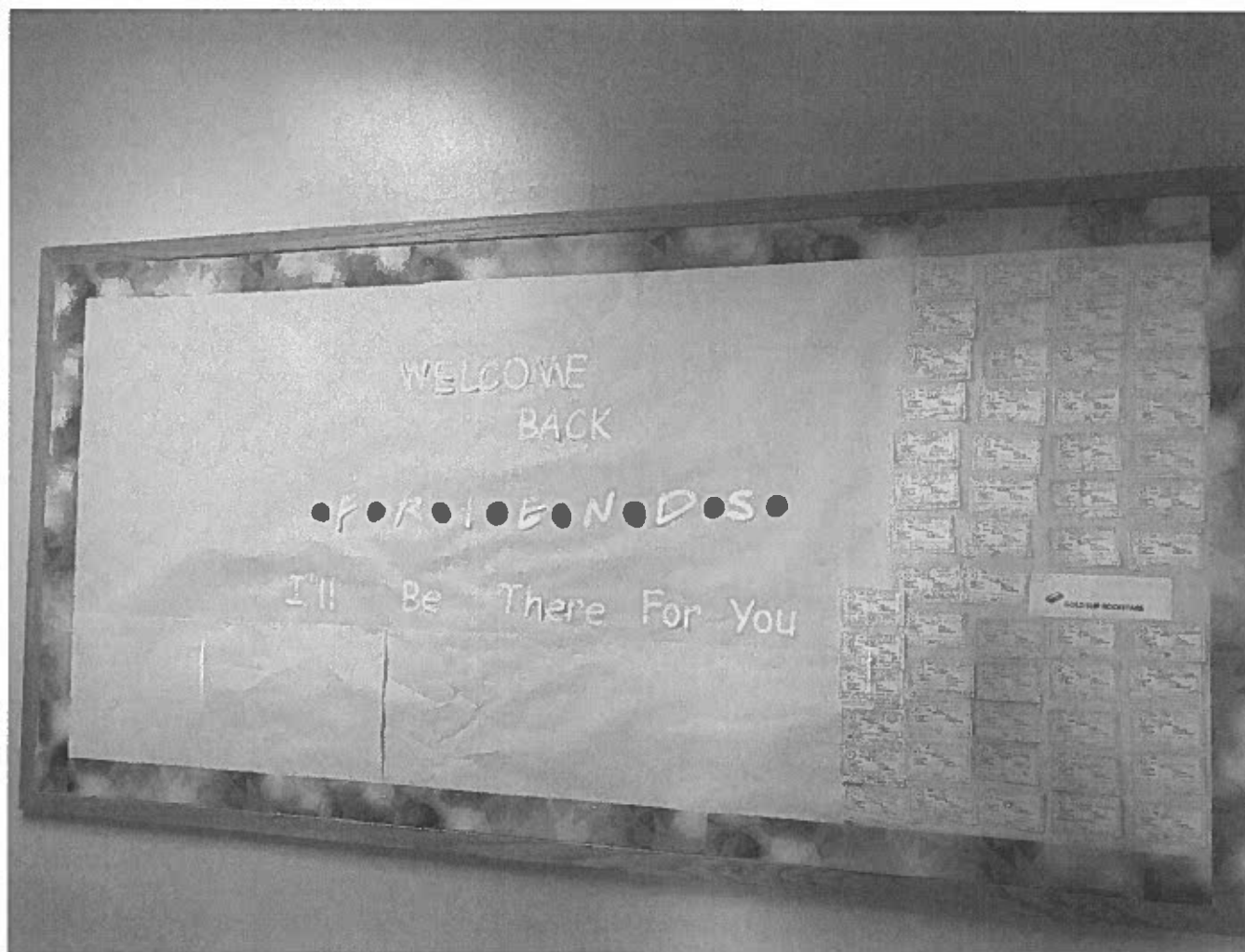
Email: **cast@cast.org**

Phone: **781-245-2212**

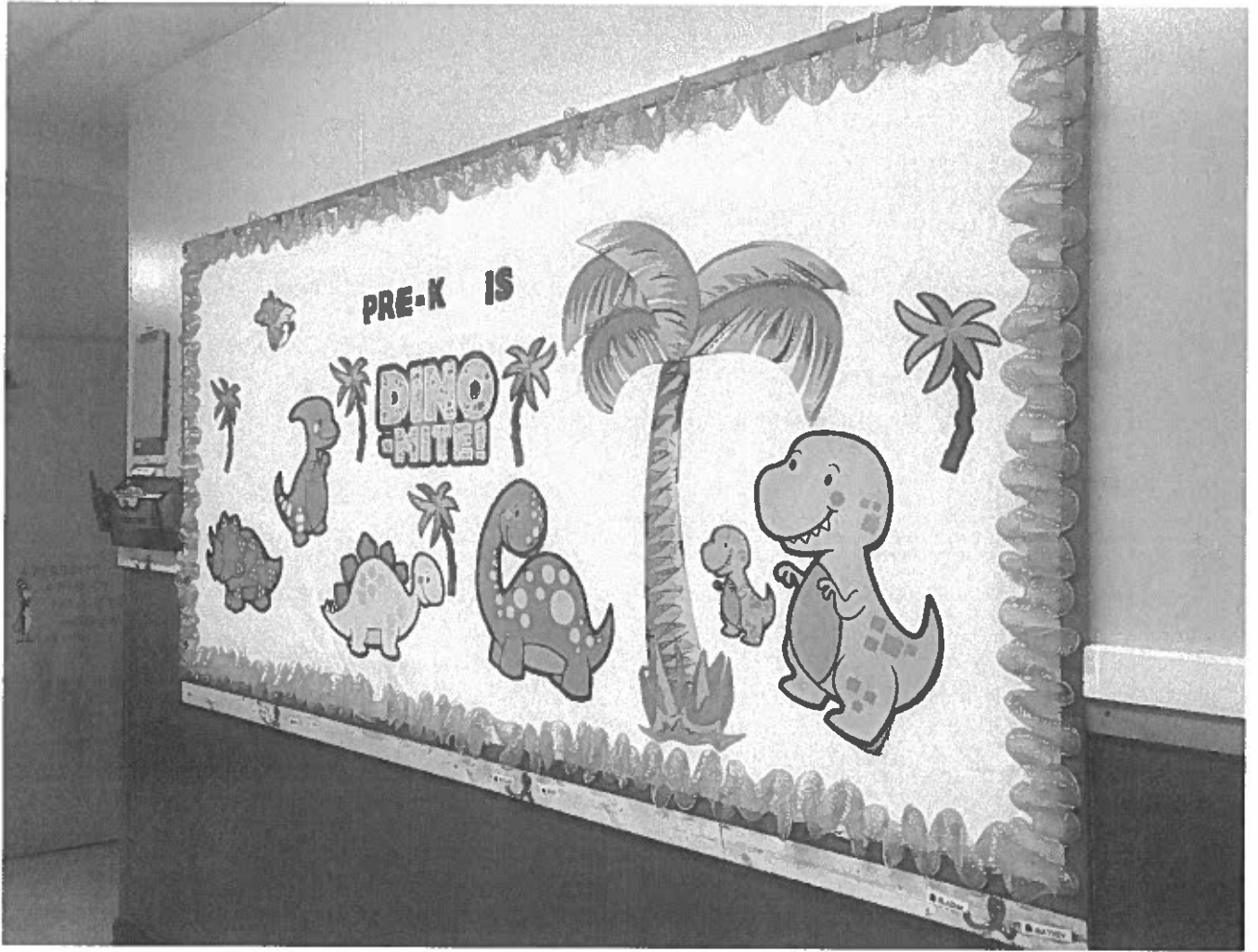
200 Harvard Mill Square, Suite 210
Wakefield, MA 01880



Let our walls know
kindness,
our rooms embrace
learning,
and our windows open to
great possibilities.











Regional School Unit 63
Clifton, Eddington, and Holden

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 – September, 2020

The school year has gotten off to a good start for the Office of Special Services. We have gained around 10 students with special needs new to RSU 63. We have the services in place and the students' IEPs are being followed as we schedule transfer meetings to meet the families and plan for the rest of the year. Every time a student with a disability transfers into our district, we implement the IEP or 504 plans to the best of our ability and schedule a transfer meeting within 30 calendar days of the student's arrival. At the transfer meeting the team can determine if the plan can continue to be implemented or if additional services or personnel are needed. Most of the time, the plans are implemented and executed until the plans expire, at which point we schedule an annual IEP team meeting in order to create a plan based on RSU 63 schedules and services to accommodate the student's needs.

Pre-kindergarten screenings determine if there are any students that we suspect may have a disability (Child Find). If any students are discovered as possibly showing signs of having a disability through this screening, we will refer them to CDS for further evaluations and a determination of eligibility for special services. CDS will follow up with the parents and offer services as needed for the Pre-K students who are attending Eddington. All children ages 3 – 5 living in RSU 63 remain the responsibility of CDS to evaluate and determine eligibility until they enter kindergarten where we take over. CDS is supposed to notify RSU 63 of all identified students by December in order for us to program for the needs of those incoming Kindergarten students the following year.

Our kindergarten screenings found several students that we are going to follow-up with speech therapy evaluations to determine if they will need speech therapy to improve their articulation skills. These should be completed over the next couple of months and we will add those students to caseloads as their services are determined through our initial eligibility process.

Respectfully Submitted,

Jesse Gauthier,
Director of Special Services

RSU # 63 SCHOOL BOARD
September Board Report
Jake Morgan Transportation/Facilities

Transportation

We started the school year with just the mechanic and I as spare drivers with two drivers out. We now have an extra spare and only one driver out three days a week.

On the morning of September 7th, we started a bus to find that over the weekend someone had attempted to steal the catalytic converter off the bus. It was apparent this person did not go through our school system. If they had, they would have known that diesel buses do not have catalytic converters and the parts they removed have no resale value. It will cost about \$2,000 dollars to fix the damage, so I have filed an insurance claim. These vandals also removed a system from another vehicle next door. The sports runs have started. So far, we have enough drivers to transport the away games. I have been driving at least three runs a week. It is very rewarding when a student gets on the bus and says "Hi Jake, I haven't seen you for a long time" and they are in 1st grade! Or when you ask a Kindergarten student their address and they can tell you their exact address, color of their house, and color of their car in the driveway!

Facilities:

Holden School:

Nothing new to report on the generator, just waiting for it to arrive.

The heating/air quality project officially started on Tuesday, September 14th. They have workers on site and are working Saturdays, when I let them in the building.

Eddington School:

Things are going pretty smooth at this time, we are finalizing the heating upgrade project.

Holbrook School:

We have had some trouble with the boiler, circulator pumps, and several fittings in the boiler room. At this time, everything is operating. I am currently getting a price to replace our water filtering system. Over the past five months, we have been doing a lot of repairs to this old system.



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: September 17, 2021
Re: Monthly Report

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

Student Device Rollout

Each year, I work with 1 seventh grade teacher and 1 eighth grade teacher to help assist students in setting up their MacBook laptops for successful use. I have a detailed setup guide that students follow step-by-step which takes them through account creation, installing specific applications, and installation of classroom printers. Students in 8th grade received their MacBook Air laptops on September 2nd and 7th grade students on September 3rd. Students in 5th and 6th grade received their brand-new Chromebook laptops on September 3rd as well. This year, a total of 214 laptops were inventoried and assigned to students.

Curriculum Management/Support

I have all our online learning/support applications (Lexia, Learning Ally, Math in Focus, Stem Scopes, IXL) ready to go for teachers and students to use. This year we will continue IXL licensing to include Science and Social Studies for students in grades 2-8, as well Math and ELA.

Fall NWEA

The test roster file for 408 students in grades K-8 has been created, uploaded, and validated to the NWEA (Northwest Evaluation Association) test servers. NWEA MAP (Measures of Academic Progress) testing will begin for students in grades K-8 on October 4th. These challenging and adaptive MAP tests are taken on iPads or laptops which measures achievement and growth levels in Reading, Language Usage, and Mathematics. Results from these tests, which are available 24 hours after a testing session, will help teachers identify student instructional levels, provide placement information, and guide classroom instruction and goals. Testing for students in grades K-8 will wrap up on October 15th.

Respectfully submitted,

202 Kidder Hill Road • Holden, Maine 04429

POLICY COMMITTEE MINUTES

Meeting: August 25, 2021

Members Present: Robin James and Jaime Pangburn

Members Absent: Tracy Roberts

Also Present: Superintendent Susan Smith and Holly Whitmore

1. **Call to Order:** The meeting began at 5:30pm.
2. **Policy Committee Chair/Vice Chair:** Robin James is willing to be Chair. Jaime Pangburn asked about Vice-Chair, responsibilities, and said she is willing to learn.
3. **IJKA – Purchasing of Computer Hardware and Software Licenses:** Changes made to this policy to restrict the open purchasing of software in order to protect students. George Cummings, Technology Coordinator reviewed and agreed with changes. Policy is ready for the Board.
4. **IMC – Controversial Speakers-Programs:** Small language changes recommended. This policy is ready for the Board.
5. **IMB-R – Teaching Controversial-Sensitive Issues:** Policy needs clarification regarding section V. D. from legal counsel. Superintendent Smith will discuss with legal and bring back information to the September Policy Committee meeting.
6. **IJND – MLTI Macbook Air Usage at Home:** This policy has been retitled to “District Issued Computing Device Usage at Home”. Language changes include “computing device” rather than laptop, Macbook Air, etc. Student responsibilities were added, the agreement form was updated, and fee was lowered. The deposit for Grade 6, 7, and 8 to take home their devices has been reduced to \$25.00. The committee would like clarification from George Cummings regarding sending the policy home with younger students who are on quarantine and have their computing device at home. This policy is ready for the Board.
7. **IJNDB – Student Computer Internet Use:** Language changes to include “computing device” was added. This policy is ready for the Board. Superintendent Smith is going to reach out to Kevin Moncrieffe about speaking to students regarding cyber security.
8. **BEA – School Board Meetings, Procedures, and By-Laws (including Remote Participation):** This policy has language added for remote participation as recommended by legal. Section III. After #2.a. needs revision, then back to the policy committee via email, and then ready for the Board.
9. **Policies to Review Next:**
For the Next Policy Meeting
 - IMB-R – Teaching Controversial-Sensitive Issues
 - IMBB – Exemption from Required Instruction
 - IMD – School Ceremonies and Observances
 - IMDC – Religious Observances and Displays
 - IJOC – School Volunteers
 - ECB – Pesticide Applications Notification
 - CDC recommendations for physical activity and any applicable policies
10. **Next Meetings:**
Policy Committee: Wednesday, October 6, 2021 at 5:30pm, Holbrook Middle School

The meeting adjourned at 7:00pm.

Regional School Unit #63

202 KIDDER HILL ROAD
HOLDEN, ME 04429

Susan Smith
SUPERINTENDENT OF SCHOOLS

TELEPHONE 843-7851
FAX 843-7295

Date: September 16, 2021

From: Kelly Theriault

RE: September 2021 Board Report

-
- The Budget & Finance committee met on September 15, 2021. Cherie Faulkner was selected to be the committee chairperson and Linda Graban will serve as Vice-Chair. Susan updated the committee on the Eddington HVAC (SRRF) bid results and status of the Holden HVAC & Generator projects, FY22 financials were reviewed. I provided an update on the FY21 audit and nutrition purchasing & internal control procedures. The group briefly discussed negotiation options. B & F will have a special meeting on Wed Sept 22nd on the Eddington HVAC (SRRF) project. The next regular meeting for the Budget & Finance committee is on October 13 @ 6:00.
 - Since school has started, I've processed 151 Free/Reduced lunch meal applications. This process takes quite a bit of time! It's important we have accurate eligibility data and I'm happy to see families submitted forms even though all meals will remain free this year. The general statistical data is used for several other programs and services that impact school funding and/or services. 151 is a great start, but hopefully more trickle in over the next week or so; the higher percent of forms returned the better representation of the overall district's economic status we have.
 - Meal counts have been solid so far this year. Overall, we're at or slightly higher than where we finished last year! Hopefully, we maintain (or improve upon) these numbers.
 - The FY21 audit is well underway. We did a good part of the testing in the spring. The auditor was on-site Wednesday (9/15) and worked remotely the remainder of the week. With the amount of federal funds we received in FY21, we are required a single item audit (we planned for this), and that work will begin soon. A single item audit is triggered whenever a unit receives more than \$750,000 (collectively) in federal dollars. During a single item, all federal programs are reviewed as normal, and then specific programs are selected for a more detailed "single" audit. Programs that fall under this criteria are School Nutrition, IDEA, ESEA, CRF 1 & 2, ESSER 1 & 2, ARP (ESSER3), & REAP.
 - Reports completed this month in the business office; MePERS, EFM45, Audit schedules, and reimbursement invoices.

Budget and Finance Committee Meeting 08/18/2021

Called to Order: 5:02pm

Members Present: Tracy Bigney, Tracy Roberts, Cherie Faulkner

Also Present: Holly Whitmore (Board Member), Susan Smith, and Kelly Theriault.

Elect Chair/Vice-Chair: Tabled until after Board meeting when new member is elected.

FY21 Financials:

- **June FY21 Summary** – Several SPED bills came in this week that were for last year. This is not the final summary and won't be final until after the Audit. We had fewer high school students than anticipated and fewer special education students.
- **July FY22** - 8.3% per month is anticipated spending per month over the year. Facilities, Transportation, System Admin, and School Admin are under 92% right now. Copier leases are upfront costs. Postage, fuel, plowing and sanding, and work comp bills are encumbered. We participate in the programs to lower premiums with insurance and work comp. Work Comp came in slightly over budget.

Policy EFC Review: This policy requires annual review. The wording in red reflects the state/federal rules for free lunch for all students regardless of economic status. We still have to set a price for reimbursement.

Facilities

- **Bus Garage:** Superintendent Smith has talked a lot with legal counsel. Things are moving along nicely. The option agreement stated we would give a \$26,000 option payment to Mr. Lawrence by September 1, 2021. If the public votes no, the option payment will be returned. Referendum vote is not needed, however warrant articles need to be posted, and we need to hold a district meeting with raised hand vote to use funds from the capital reserve to purchase the bus garage. Tracy Roberts questioned where the funds for the capital reserve fund came from. Ms. Roberts voiced concern for shifting money from increased class sizes to the capital reserve to fund a bus garage. Superintendent Smith and Kelly Theriault explained how and why the capital reserve was created and funded over the past three years. Tracy Bigney stated the class sizes are being realigned to meet the recommendations from 2016, not primarily for financial reasons. The septic will no longer be shared, we will be responsible for maintenance of the septic.
- **Other Projects:** Holden Generator arrive time has been pushed back to September, possibly October. Superintendent Smith discussed the contract with Carpenter Associates and the role they are playing in overseeing the Indoor Air Quality Projects and the Holden Generator. There have been product availability delays slowing the process of the Holden Indoor Air Quality project.

Holbrook School Sign

- Eighth graders left a legacy gift towards a school sign. They voted on 3 different options. They chose option 2. Darlings Ice Cream Truck will be at open house with donations to benefit the Holbrook School Sign.

Support Staff Handbook

- Salary scales were discussed. Substitute pay is above minimum wage. Long Term Substitute and Full-Year Substitute pay was discussed. Bus Driver salary was discussed. Experience and step process was discussed. Staff searches have been difficult. We have not received qualified applicants. We still have positions open. Many industries have employee shortages.
- Personnel update will be sent out to the Board.

Other

- Food service audit is done usually every 5 years. This will be the third time Kelly Theriault and the cooks have started review process and gone through everything except the site visit. Multiple documents submitted and questions answered. Kelly was notified RSU 63 will have another thorough review done because the State was unable to do the site visit. Superintendent Smith and Kelly Theriault are going to reach out the State and ask for the site visit to be done as the rest of the audit has been conducted.

Next Meeting

- Wednesday, September 15, 2021 at 6:00pm, Holbrook Middle School

Meeting Adjourned: 6:24 pm

MSAD63**Warrant Article Summary Financial YTD**

Statement Code: ArtSummFin

Account Number / Description	Revised Budget 7/1/2021 - 6/30/2022	Current Period 8/1/2021 - 8/31/2021	Reported Period 7/1/2021 - 8/31/2021	Encumbrances 7/1/2021 - 8/31/2021	Amount Remaining 7/1/2021 - 8/31/2021	Percent Remaining 7/1/2021 - 8/31/2021	Last Year Period 7/1/2020 - 8/31/2020
Subtotal Regular Instruction	\$2,789,944	\$52,561	\$101,695	\$28,306	\$2,659,943	95%	\$77,496
Subtotal REG 9-12	\$3,052,816	\$0	\$0	\$0	\$3,052,816	100%	\$0
Subtotal Special Education	\$1,604,850	\$28,414	\$66,176	\$6,692	\$1,531,982	95%	\$92,964
Subtotal Staff & Student Sppt	\$549,707	\$34,441	\$75,246	\$2,589	\$471,872	86%	\$70,684
Subtotal Facilities	\$1,246,147	\$138,058	\$254,635	\$237,069	\$754,443	61%	\$135,067
Subtotal Transportation	\$783,043	\$17,719	\$83,395	\$70,692	\$628,956	80%	\$107,431
Sub Total Trans to Other Units	\$0	\$609	\$1,891	\$0	\$(1,891)	---	\$8,360
Subtotal System Administration	\$356,652	\$24,919	\$88,472	\$10,092	\$258,088	72%	\$75,743
Subtotal School Administration	\$454,096	\$26,182	\$73,740	\$4,059	\$376,297	83%	\$72,282
Subtotal Other Instrn	\$66,496	\$32	\$127	\$0	\$66,369	100%	\$334
Subtotal All Other	\$30,000	\$26,000	\$26,000	\$0	\$4,000	13%	\$0
Subtotal CTE	\$0	\$0	\$0	\$0	\$0	---	\$0
TOTAL ALL EXPENSES	\$907,244	\$77,133	\$188,339	\$14,151	\$704,754	78%	\$148,359
NET REVENUE OVER EXPENSE	\$10,933,751	\$348,935	\$771,377	\$359,499	\$9,802,875	90%	\$640,361



Regional School Unit 63

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.

TO: RSU 63 BOARD of DIRECTORS

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

RE: MONTHLY REPORT

DATE: SEPTEMBER 2021

Board Members Please Note: The meetings on Monday, September 27th are being held at the Holden Elementary School.

There will be a tour of the Holden School at 6:00pm followed by the Bus Garage Informational Meeting at 6:30pm.

The Board Meeting will begin at approximately 7:00pm.

Follow-Up from Presentation on June 14, 2021

The "Next Steps" bulleted below were part of the "Student Learning Objectives (SLO) and Every Student Succeeds Act (ESSA) Application Presentation" from June 14, 2021. Notes have been added to each item to indicate whether it is new this summer/school year or something that has been done in the past.

- STEM Camp and Summer School
Note: In the past, we have held Math Camp. This past summer was the first time we tried to engage more students through a STEM Camp. We also planned a Summer 2021 Drama Camp, but could not find staff.
- Use "Reinvesting and Rebounding: Where the Evidence Points for Accelerating Learning" as a guide when making decision to focus our efforts on the areas that will provide the greatest impact.
Note: This document was recently published to help educational leaders make informed decisions about the use of funds, strategies, interventions, and activities that will help accelerate student learning. Our new coaching programs help us focus on what matters most – *"the quality of the teacher and the teaching..."*
 - *The fostering, nurturing, and sustaining of expert teachers is what really works best in accelerating student learning schoolwide. Our primary goal and focus during this time of transition, as well as our overall work in education, is to recognize expertise in our schools and classrooms and, at the same time, dedicate all available resources to improving the expertise of teachers.*
 - *Investing time, energy, and resources in building teacher expertise will lead to long-term benefits for both teachers and learners. Reinvesting in the building of teacher capacity will accelerate learning."* (pg. 18-19)
- Work with UMaine to analyze our data and support our teacher in honing deliberate practices and differentiating instruction (August 2021 – August 2023).
Note: These are new partnerships for us, focusing on ELA and STEM.
- Set expectation for Honors ELA for Grades 6, 7, and 8.
Note: We have started Honors ELA classes again this school year after pausing them during the 2019-20 school year.



Regional School Unit 63

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.

- Finish Writing curriculum and assessments, provide additional training and resources to teachers (Lucy Calkins through PREP and The Writing Strategies Book by J. Serravallo).
Note: The writing curriculum work was paused in March 2020 and re-started this summer. The Lucy Calkins training, we have done in the past. This summer it was re-offered to our teachers. The Writing Strategies Book is a new resource for us.
- Finish purchasing and implementing Fountas and Pinnell "Classroom" and Guided Reading materials for literacy instruction K-6.
Note: Depending on the priorities identified by each grade level team, either the Guided reading materials or the "Classroom" (Phonics, Spelling, Word Study) materials were purchased for each grade level K through 6. This summer, the other set of materials were purchased for each grade level K-6. With the exception of Grade 4 (their phonics materials are on back order), all these grades now have both the guided reading materials and the phonics/spelling materials. This month, teachers are participating in web-based training for the new materials.
- Continue to provide counseling and support for the mental health needs of our students.
Note: We have provided additional counseling and support during the school year for the past 3 years. This summer was the first time we provided these services during the summer.

In addition to the items above, several other action steps to help improve academic achievement have been implemented and planned. A full presentation is scheduled for the Board Meeting on Monday, November 29, 2021.

Strategic Planning – Diversity, Equity, and Inclusion Discussion

While the phrase "Diversity, Equity, and Inclusion" is fairly new, RSU 63 has a long-standing history of emphasizing our "Core Values," accepting differences, and handling sensitive and controversial issues as they arise in the classroom. RSU 63's Core Values, curriculum, projects, and policies that help all students (and staff) feel welcome, respected, and successful in school will be shared. There will also be a brief overview of "Universal Design for Learning." This is the approach our instructional coaches are using to help teachers address the broad range of students and accelerate learning.

MSBA Delegate Assembly Representation

A delegate and an alternate are needed for participating in the Maine School Boards Association's Annual Delegate Assembly scheduled virtually for 9:30am, Saturday, October 23rd. Information regarding the Maine School Management Association's (MSMA) Virtual Fall Conference (October 28th and 29th) will be coming soon.

September Board Chair Report

As I write this report, I am thankful that our students are in school and hopeful that it will remain that way. We all agree that our students need to be in person, in school for their academic and social success.

It was great to see how we were all able to work together, respectfully, on the going back to school plan. Many different points of view were introduced and discussed in a spirit of consideration for what is best for our students. Both outcomes were accepted graciously by board members, and Mrs. Smith, which showed a positive image for our district.

Superintendent Evaluation:

We will be completing a superintendent evaluation form as the first step in the evaluation process. This process will result in the board deciding on three goals for Mrs. Smith to work on.

Strategic Planning:

Our survey question changes have been submitted for the School Culture 360 survey. This is the first step in our strategic planning.

I recently read the strategic plan for a neighboring district. I really liked how they plan to incorporate families, the community and local businesses into their school district. I think that is a great way to address the Equity piece of DEI for students who don't have the parental support that is needed to succeed in school.

Diversity, Equity and Inclusion is on this month's agenda for discussion. I'm looking forward to hearing what this means to different people, how our district is addressing this and how we plan to incorporate this in our new strategic plan.

Thank you to Robin, Shelley, and Susan for the new Board meeting brochures. They contain really important information that the public (and many of us) didn't know before reading it.

Respectfully Submitted,

Holly

RSU #63

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|-----------------------------------|--|
| 1. NEPN/NSBA Code: | GCBI |
| 2. Title: | Annual Evaluation of the Superintendent |
| 3. Author: | |
| 4. Replaces Policy: | Policy GCBI |
| 5. Date Approved: | 06/18/2018 RSU #63 |
| 6. Previously Approved: | 01/25/2016 |
| 7. Policy Expiration: | Review as Needed |
| 8. Responsible for Review: | Board of Directors/Policy Committee |
| 9. Date Reviewed: | 06/18/2018 Board of Directors
04/03/2018 Policy Committee |

j. References:

**Cross References: Policy CB-Superintendent of Schools
Policy CB-R – Duties & Responsibilities of
the Superintendent
Policy CBD-Superintendent's Contract
20-A MRSA section 1051**

k. Narrative:

The Superintendent of Schools reports to and provides services to the RSU #63 Board of Directors (the Board). The Board is responsible for conducting an annual evaluation of the Superintendent with the objective of determining the Superintendent's accomplishments of the previous year, the areas needing improvement, and to set priorities for the coming year. The primary purpose of the evaluation will be to effect improvements in administrative leadership and, subsequently, improvements in the school unit. This written evaluation will be considered the sole and official evaluation of the Superintendent.

Maine law (20-A MRSA section 1051) requires the Superintendent's employment be considered no later than December 31st of the year preceding the expiration of his/her contract; earlier consideration is the Board's option. If it is the last year of the contract with the Superintendent, the evaluation process will include a decision by the Board whether or not to enter into a new contract with the Superintendent.

I. Guidelines:

- A. The Superintendent will be involved in the development of the standards with which s/he will be evaluated or appropriate to her/his operations. (See "Superintendent Evaluation Form," attached as Exhibit A.)**
- B. The evaluation will be at a scheduled time and place, in Executive Session, with a quorum of the Board present and completed by the end of November.**
- C. The evaluation will include four sections (a written evaluation, data from community/staff survey, assessment data, and an action plan with goals).**

September

1. Data Regarding Community and Staff Relations - In September, the Board Chair will begin to collect this data on a rotating basis, from the community one year and from District staff the following year. The Superintendent will be involved in the development of the survey questions.
2. Board members will prepare their "Superintendent Evaluation Form" and will provide it to the Board Chair prior to the October Evaluation/Executive Session. The Superintendent Evaluation Form is attached as Exhibit A. Each component of the written evaluation, prepared by the Board, relating to the administration of the school unit and major components considered essential to its success must be rated from 1 to 4. 1 meaning Ineffective, 2 meaning Partially Effective, 3 meaning Effective, and 4 meaning Highly Effective.

October

1. The Superintendent will provide the assessment data and results of the District-Wide Student Learning Objectives (SLO) from the previous year.
2. During an Evaluation/Executive Session, the Board will reach consensus on the written evaluation to be presented to the Superintendent (using the Superintendent Evaluation Form).
3. During an Evaluation/Executive Session the data and the evaluation will be reviewed and discussed with the Superintendent. Individual Board members may address any additional or different, and by definition "minority opinion" or issue, he/she wishes with the Superintendent. This need not be limited to the items that appear on the evaluation form because no form or set of guidelines can encompass the totality of the Superintendent's responsibility.

November

1. During an Executive Session at the next Board meeting (typically November), the Superintendent will present an action plan for discussion. This will include his/her designated areas for focus, objectives, and goals for professional growth in the coming year. The Board and Superintendent will set official goals and objectives for the ensuing year.
- II. An overall rating at 3 or above will be required for an increase in compensation for the following contract but does not obligate the Board to increase compensation.
- III. With the permission of the Board, a new Superintendent, who did not take office until July 1 of any fiscal year, may have her/his first annual evaluation during the fall of the year following the Superintendent's initial employment – in essence after eighteen (18) months of employment.

RSU 63 CORE VALUES

<p style="text-align: center;">HONESTY</p> <p>AN HONEST EDUCATOR:</p> <ul style="list-style-type: none"> ◆ Tells the truth, "both positive and negative" when constructive ◆ Addresses concerns directly ◆ Admits mistakes <p>AN HONEST STUDENT:</p> <ul style="list-style-type: none"> ◆ Tells the truth, "both positive and negative" when constructive ◆ Addresses concerns directly ◆ Admits mistakes <p>AN HONEST PARENT:</p> <ul style="list-style-type: none"> ◆ Tells the truth, "both positive and negative" when constructive ◆ Addresses concerns directly ◆ Admits mistakes 	<p style="text-align: center;">KINDNESS</p> <p>A KIND EDUCATOR:</p> <ul style="list-style-type: none"> ◆ Treats all students fairly as individuals ◆ Is supportive ◆ Is patient <p>A KIND STUDENT:</p> <ul style="list-style-type: none"> ◆ Accepts others ◆ Helps and seeks to understand others ◆ Is caring and supportive <p>A KIND PARENT:</p> <ul style="list-style-type: none"> ◆ Accepts limitations ◆ Is supportive ◆ Is patient and helpful
<p style="text-align: center;">RESPECT</p> <p>A RESPECTFUL EDUCATOR:</p> <ul style="list-style-type: none"> ◆ Is a good listener to others ◆ Is a positive role model ◆ Treats personal and public property and environment with care ◆ Follows the Golden Rule <p>A RESPECTFUL STUDENT:</p> <ul style="list-style-type: none"> ◆ Is a good listener to others ◆ Is a positive role model ◆ Treats personal and public property and environment with care ◆ Follows the Golden Rule <p>A RESPECTFUL PARENT:</p> <ul style="list-style-type: none"> ◆ Is a good listener to others ◆ Is a positive role model ◆ Treats personal and public property and environment with care ◆ Follows the Golden Rule 	<p style="text-align: center;">COMPASSION</p> <p>A COMPASSIONATE EDUCATOR:</p> <ul style="list-style-type: none"> ◆ Takes time to listen and talk ◆ Creates a nurturing, safe environment ◆ Demonstrates that they care ◆ Is empathetic and careful with others' feelings <p>A COMPASSIONATE STUDENT:</p> <ul style="list-style-type: none"> ◆ Takes time to listen and talk ◆ Takes opportunities to help others ◆ Is accepting of others' differences ◆ Is empathetic and careful with others' feelings <p>A COMPASSIONATE PARENT:</p> <ul style="list-style-type: none"> ◆ Takes time to listen and talk ◆ Creates a nurturing, safe environment ◆ Is willing to compromise and be open ◆ Is empathetic and careful with others feelings
<p style="text-align: center;">RESPONSIBILITY</p> <p>A RESPONSIBLE EDUCATOR:</p> <ul style="list-style-type: none"> ◆ Communicates clear expectations and sets reasonable goals ◆ Follows through with commitments ◆ Continues to be a lifelong learner <p>A RESPONSIBLE STUDENT:</p> <ul style="list-style-type: none"> ◆ Comes to school prepared ◆ Follows through with commitments ◆ Invests time in their own learning <p>A RESPONSIBLE PARENT:</p> <ul style="list-style-type: none"> ◆ Helps students learn how to be prepared ◆ Follows through with commitments ◆ Invests time in their children's education/lives 	<p style="text-align: center;">COURAGE</p> <p>A COURAGEOUS EDUCATOR:</p> <ul style="list-style-type: none"> ◆ Will act upon his/her own beliefs ◆ Encourages individual decision making ◆ Enforces consequences <p>A COURAGEOUS STUDENT:</p> <ul style="list-style-type: none"> ◆ Will act upon his/her own beliefs ◆ Will resist negative pressures ◆ Accepts consequences <p>A COURAGEOUS PARENT:</p> <ul style="list-style-type: none"> ◆ Will act upon his/her own beliefs ◆ Encourages individual decision making ◆ Enforces consequences

School Counseling Program by Grade

Kindergarten Learning Expectations

Our comprehensive school counseling program offers students education, prevention, and intervention services which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes, and skills that students acquire in the areas of academic, career and personal/social development during these elementary classroom lessons serve as the foundation for future success. Concepts taught to all students at developmentally appropriate levels include: Bullying Behavior, National Red Ribbon Week as it pertains to Drug and Alcohol Awareness, Personal Body Safety, Family, Grief/Loss and Careers.

Kindergarten students will:

- 1. Differentiate peaceable from non-peaceable behaviors**
- 2. Describe anger as a natural human emotion**
- 3. Recite a basic problem-solving model**
- 4. Demonstrate basic communication skills: making eye contact, listening, and taking turns without interrupting**

First Grade Learning Expectations

Our comprehensive school counseling program offers students education, prevention, and intervention services which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes, and skills that students acquire in the areas of academic, career, and personal/social development during these elementary classroom lessons serve as the foundation for future success. Concepts taught to all students at developmentally appropriate levels include: Bullying Behavior, National Red Ribbon Week as it pertains to Drug & Alcohol Awareness, Personal Body Safety, Family, Grief/Loss & Careers.

Grade 1 students will:

- 1. Identify his or her special qualities and discuss a respect for differences**
- 2. Identify a variety of feelings, differentiating them from actions or behaviors and consequences of acting on those feelings**
- 3. Demonstrate basic social skills: sharing taking turns, listening, saying "please and thank you", apologizing**
- 4. Demonstrate ways that people who are disabled handle disabilities**
- 5. Define conflict**
- 6. Demonstrate a basic problem-solving model listing alternative solutions**

Second Grade Learning Expectations

Our comprehensive school counseling program offers students education, prevention, and intervention services which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes, and skills that students acquire in the areas of academic, career, and personal/social development during these elementary classroom lessons serve as the foundation for future success. Concepts taught to all students at developmentally appropriate levels include: Bullying Behavior, National Red Ribbon Week as it pertains to Drug & Alcohol Awareness, Personal Body Safety, Family, Grief/Loss & Careers.

Grade 2 students will:

- 1. Demonstrate working cooperatively with others**
- 2. Demonstrate communication skills: "I messages", listening and paraphrasing**
- 3. Demonstrate social skills: asking to join, sharing, taking turns, listening, offering to help, asking for help, and apologizing**
- 4. Describe what anger looks and feels like**
- 5. Role-play constructive ways to handle anger**
- 6. Assess his or her progress in learning pro-social, peaceable skills**

Third Grade Learning Expectations

Our comprehensive school counseling program offers students education, prevention, and intervention services which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes, and skills that students acquire in the areas of academic, career, and personal/social development during these elementary classroom lessons serve as the foundation for future success. Concepts taught to all students at developmentally appropriate levels include: Bullying Behavior, National Red Ribbon Week as it pertains to Drug & Alcohol Awareness, Personal Body Safety, Family, Grief/Loss & Careers.

Grade 3 students will:

- 1. Review and use skills for solving conflicts**
- 2. Recite "I messages" as a way to express feelings with honesty and self-control**
- 3. Describe and practice communication clues: facial expression, body language, and voice tone**
- 4. Discuss the importance of understanding other points of view in conflict resolution**
- 5. Learn and practice the skills of brainstorming**

Fourth Grade Learning Expectations

Our comprehensive school counseling program offers students education, prevention, and intervention services which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes, and skills that students acquire in the areas of academic, career, and personal/social development during these elementary classroom lessons serve as the foundation for future success. Concepts taught to all students at developmentally appropriate levels include: Bullying Behavior, National Red Ribbon Week as it pertains

Grade 4 students will:

- 1. Discuss conflict as universal and natural**
- 2. Discuss possible consequences of handling and mishandling conflicts**
- 3. List roadblocks to effective communication: name calling, exaggerating, blaming, and threatening.**
- 4. Demonstrate skills for the de-escalation of conflict**
- 5. Recognize the use of pro-social, peaceable skills - distinguishing between cooperation and competition**
- 6. Demonstrate ways to solve a problem and check the effectiveness of the solution**

Fifth Grade Learning Expectations

Weekly classroom guidance education is provided to all students. Each year, students receive developmentally appropriate education in stress & coping skills, personal safety, bullying & harassment, conflict resolution, substance abuse, and transitioning to the next grade. Classroom guidance enhances student success across their lifespan by providing instruction related to the following three areas: **Academic Success-** Maximizing a student's ability to learn by exploring skills, examining attitudes and nurturing a positive self-concept. **Career Development** Building a successful future by exploring careers, setting goals and relating education to success in the world of work. **Personal and Social Development-** Creating a strong foundation for personal and social growth across the lifespan by exploring friendships, conflict, stress and more. Grade 5 Students explore the knowledge, skills, and attitudes that contribute to effective learning. Students develop skills for success in the workplace including: working cooperatively, setting goals, making decisions and solving problems. Students explore problem solving and decision-making techniques including: effective models, consequences, finding alternative solutions, where and when to seek help.

Sixth Grade Learning Expectations

Weekly classroom guidance education is provided to all students. Each year, students receive developmentally appropriate education in stress & coping skills, personal safety, bullying & harassment, conflict resolution, substance abuse, and transitioning to the next grade. Classroom guidance enhances student success across their lifespan by providing instruction related to the following three areas: **Academic Success**- Maximizing a student's ability to learn by exploring skills, examining attitudes and nurturing a positive self-concept. **Career Development** Building a successful future by exploring careers, setting goals and relating education to success in the world of work. **Personal and Social Development**- Creating a strong foundation for personal and social growth across the lifespan by exploring friendships, conflict, stress and more.

Grade 6 • Students apply effective learning styles, communication skills, persistence, and time/task management to positively influence school performance. • Students develop hobbies, vocational interests, and learn to balance schoolwork and leisure time. • Students develop effective coping skills to manage stress, conflict, and life events.

Grade Seven Learning Expectations

Weekly classroom guidance education is provided to all students. Each year, students receive developmentally appropriate education in stress & coping skills, personal safety, bullying & harassment, conflict resolution, substance abuse, and transitioning to the next grade. Classroom guidance enhances student success across their lifespan by providing instruction related to the following three areas: **Academic Success**- Maximizing a student's ability to learn by exploring skills, examining attitudes and nurturing a positive self-concept. **Career Development** Building a successful future by exploring careers, setting goals and relating education to success in the world of work. **Personal and Social Development**- Creating a strong foundation for personal and social growth across the lifespan by exploring friendships, conflict, stress and more.

Grade 7 Students develop an annual plan-of-study and assess progress to become self-directed and independent learners. Students develop an awareness of their own personal skills, abilities, motivations and personality. Students develop effective decision-making and problem-solving skills to make safe and healthy life choices.

Eighth Grade Learning Expectations

Weekly classroom guidance education is provided to all students. Each year, students receive developmentally appropriate education in stress & coping skills, personal safety, bullying & harassment, conflict resolution, substance abuse, and transitioning to the next grade. Classroom guidance enhances student success across their lifespan by providing instruction related to the following three areas: **Academic Success**- Maximizing a student's ability to learn by exploring skills, examining attitudes and nurturing a positive self-concept. **Career Development** Building a successful future by exploring careers, setting goals and relating education to success in the world of work. **Personal and Social Development**- Creating a strong foundation for personal and social growth across the lifespan by exploring friendships, conflict, stress and more.

Grade 8 • Students will pursue high school and identify post-secondary options that are consistent with interests, achievement, aptitudes and abilities. • Students will acquire career information and identify goals through exploration of skills and interests, occupational opportunities, and learning from professionals. • Students explore school and community resources and demonstrate the ability to determine where and when to seek help.

2019-20 Grades K through 5 Social Studies Overview

Grade	Geography	History	Civics & Government	Economics	Native American
K	My school community <ul style="list-style-type: none"> I can define what geography means. I can create a map of my home. I can create a map of my school. 	Life Then and Now <ul style="list-style-type: none"> I can state the difference between life in the past and life in the present. 	Community Helpers <ul style="list-style-type: none"> I can identify the community helpers in my surrounding community. I can describe the community helpers' jobs and how they help the community. 		Story Telling
1	My Community <ul style="list-style-type: none"> Students will learn to identify landmarks within their community. Students will understand the difference between rural and urban communities. 	Everybody Celebrates <ul style="list-style-type: none"> Students will understand similarities and differences of multicultural celebrations. 		Planning for the Future <ul style="list-style-type: none"> Students will learn to identify the difference between things that are essential versus things that would be nice to have. Students will learn about saving for things they really want. 	Story Telling
2		Colonial Studies <ul style="list-style-type: none"> I can describe life in colonial times by comparing to life today 	United States <ul style="list-style-type: none"> I can identify leaders and symbols of the United States, including Presidents, Flag, Capital and demonstrate the responsibilities of being a good citizen. 	Ocean Economy <ul style="list-style-type: none"> I can obtain and combine information about oceans and their impact on the State of Maine economy. 	Exploring Artifacts

Grade	Geography	History	Civics & Government	Economics	Native American
3	US Geography with Maine Focus <ul style="list-style-type: none"> Students will be able to identify Maine landmarks/landforms. Students will identify difference between continents, countries, states Students will recognize and identify earth's physical features including climate and habitats. 	Maine History <ul style="list-style-type: none"> Students will be able to understand major eras in the history of Maine. 		US Economics with Maine Focus <ul style="list-style-type: none"> Students will be able to understand the economics of the United States with a focus in Maine. 	Exploring Artifacts
4	World Geography <ul style="list-style-type: none"> Students will be able to identify the seven continents and some key trade countries. Students will be able to identify and understand how land features impact daily life of various cultures. 		Philanthropy <ul style="list-style-type: none"> Students will identify a need and take action through a service learning project. Students will reflect on their service learning projects and the impact they have made. 	World Economics <ul style="list-style-type: none"> Students understand how supply and demand create trade worldwide. 	Trade Economies
5	North America From Pre-Colonization through Civil War - Geography <ul style="list-style-type: none"> Students will identify regions of the United States and their impacts on the development of the 13 Colonies, and U.S. communities. 	North America From Pre-Col. through Civil War - History <ul style="list-style-type: none"> Students will use research skills to acquire knowledge to understand eras in the history of the United States from pre-colonization to the Civil War. Students will understand the different interactions between cultures and how they contributed to U.S. diversity and development. Students will analyze historical events based on the different viewpoints of Native Americans and other cultural groups. 	North America From Pre-Colonization through Civil War – Civics & Govt. <ul style="list-style-type: none"> Students will understand the purposes and structures of the democratic government in Maine and the U.S. Constitution. Students will identify the roles of citizens to influence government and understand citizens' rights of the Constitution and the Bill of Rights. 		Cultural Differences

RSU 63 Grade 6 Social Studies Overview

Understanding how civilizations developed over time is the focus of sixth grade social studies. We begin our study with prehistory, following a timeline of ancient civilizations throughout the world from 7000 BC until the early 1500's AD. Regions investigated include Asia, the Middle East, Europe, Africa, and the Americas. The study of primary and secondary sources is crucial in documenting the history of our world. In using these sources, students gain a better understanding of how civilizations developed over time.

Geography- Students will locate major river systems and discuss other physical characteristics that supported permanent settlement and early civilizations. Natural landforms will be examined in terms of how they provided protection and sustained life.

Economics- Students will develop an understanding of how agriculture led to the division of labor, which resulted in the development of tools, art, and cultural activities.

Civics and Government- Students will discover how government emerged over time through the study of ancient cultures. This study will include the first written laws, caste systems, and leaders of people (pharaoh, monarch, dynasty, emperor, king). Students will learn how the acceptance of gods or deities controlled aspects of ancient civilizations. Students will understand the importance of societies that worked as cooperative units and how this cooperation led to the development of greater civilizations.

History- Students will develop an increased understanding of early civilizations and draw conclusions about the relationships between these early civilizations and our current society, government, civic organizations, inventions, and technology.

Maine Native Americans- Students will understand how geography and resources influenced Pre-Columbian Maine Native American religion, government, and culture. Students will also identify how outside societies influenced the Maine Wabanaki.

RSU 63 Grade 7 Social Studies Overview

The seventh grade social studies curriculum focuses on Canada, World History, and Maine Studies. Students learn about the provinces and territories of Canada during the modern time period. Our world history program explores the world from the Renaissance to early U.S. labor unions of the 1800's. We also examine the emergence of the United States as a world power from World War I through the Cold War. While studying Maine, students investigate our area's involvement in the American Revolutionary and Civil Wars. They learn about statehood and the current Maine government system.

Civics & Government- Students describe the structures and functions of democracy, the importance of input at the various levels of government, and how people influence government through engaging in civil disobedience.

Economics- Students explain the pros and cons of agreements (such as the North American Free Trade Agreement) and how regions, states, and nations work together to promote economic unity & interdependence.

Geography- Students use maps of Maine and Canada to gather geographic information and explain how geographic features have impacted unity and diversity in Maine.

History- Students are able to provide evidence and supporting details when discussing the American Revolution from both the British and American perspective. Students are able to describe European exploration of Maine from both Wabanaki and European viewpoints.

Maine Native Americans- Students explain the culture conflict brought about through the concept of land ownership from both the Native American and European perspectives.

RSU 63 Grade 8 Social Studies Overview

The eighth grade social studies curriculum focuses on nineteenth and early twentieth century United States history and government, while emphasizing global interactions past and present. Continuity, change, and multiple perspectives are highlighted as part of each unit of study. Throughout the year, students apply critical thinking and research skills when analyzing various eras, people, and events, including Maine's Underground Railroad, the Gettysburg Address, and illegal immigration. As part of the National History Day program, students develop and defend an argument on a historical topic of their choosing after extensive research. Specific learning goals include:

Geography– Students compare United States history, government, economics, and current events to those in other countries and regions, particularly the Americas, Europe, the Middle East, and parts of Asia and Africa.

Economics– Students understand the basic processes of economics and the principle of supply and demand. They identify factors that impact economics at the personal, state/regional, national, and global levels.

Civics & Government– Students identify the foundations, structure, functions and processes of the United States government, compared to those of other countries. Students explain the roles of U. S. citizens and apply democratic decision-making processes through a number of civic engagement activities (for example, contacting legislators, campaigning for candidates, and holding a mock election, legislature, and court trial).

History– Students analyze multiple sources and perspectives to examine turning points, events, consequences, and people throughout the eras of slavery and abolition, Civil War, immigration, the World Wars, Roaring Twenties, and Great Depression.

Maine Native Americans– Students evaluate the cultural, economic, and political structures of Maine's Native Americans within the context of nineteenth and twentieth century U.S. history and current events.



Civil Rights Issues in Our Schools: A Framework for Understanding the Civil Rights Team Project

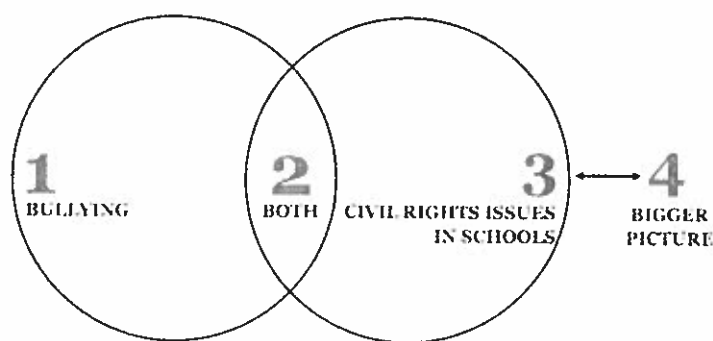
1. All students should feel safe, welcome, and respected in school.
2. Unfortunately, things happen so that not all students feel this way. These things include common and everyday attitudes, behaviors, and practices.
3. Some of these things specifically affect students based on their (or their loved ones') race and skin color, national origin and ancestry, religion, disabilities, gender (including gender identity and expression), and sexual orientation.
4. These are civil rights issues... and they are especially damaging to individuals and to the overall school climate.
5. To ensure that ALL of our students feel safe, welcome, and respected in school... we have to talk about civil rights issues.
6. The Civil Rights Team Project and civil rights teams help schools with these ongoing conversations.

The Civil Rights Team Project supports student *civil rights teams*, who engage their schools in thinking and talking about issues related to race and skin color, national origin and ancestry, religion, disabilities, gender (including gender identity and expression), and sexual orientation.



Our Relationship with Bullying

The most common misperception about the Civil Rights Team Project is that we are an anti-bullying organization. It is understandable why people assume so; they are trying to understand what we do using the vocabulary the world has given them. But calling our work *anti-bullying* does not effectively encapsulate what we do, and it's not just an issue of semantics.



This Venn diagram will be helpful in understanding our work and its relationship with bullying. The circle on the left represents bullying, as defined by Maine state law. The definition is long and best summarized as *students doing mean things to other students*. It's worth noting, however, that the definition includes the following language...

"Bullying may be based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a student's association with a person with one or more of these actual or perceived characteristics..." We will revisit this part of the definition shortly.

The circle on the right represents our specific focus in the CRTP, what we call *civil rights issues in schools*. This is a concept that doesn't lend itself to any easy definition, but a good way to understand it is *behaviors and practices that might make it so that students don't feel completely safe, welcome, or respected related to their (or their loved ones') race and skin color, national origin and ancestry, religion, disabilities, gender (including gender identity and expression), and sexual orientation*.

We know that bullying can be related to identity... it even says so in the state's definition. We also know that bullying that's specifically related to students' identities makes them feel less than safe, welcome, and respected in school. There is an overlap, then, between the two circles where bullying is a civil rights issue: *when it's specifically connected to race and skin color, national*

origin and ancestry, religion, disabilities, gender (including gender identity and expression), and sexual orientation. This is known as bias-based or identity-based bullying.

But there are many instances of bullying where it has nothing to do with civil rights because it's not based on bias or identity. When most people talk about bullying, *this* is what they're talking about.

When we lump everything together under the same bullying label, though, we ignore what makes bias-based or identity-based bullying different. It's more damaging, because it's connected with a culture of bias. The insults and taunts have the added weight of history and present-day prejudice. This is why we have specific civil rights laws protecting students: the laws are a remedy against a cultural pattern of damage done to specific populations related to their identities.

When we address bias-based or identity-based bullying, we need to address it differently. We need to specifically address the bias component of the behavior, and the added harm that is done to individuals and overall school climate and culture. Calling everything *bullying* reduces the chances of this happening, though. We recommend calling bias-based and identity-based bullying *harassment* to make this distinction clearer. (And in fact, Maine schools have separate harassment policies that are specific in their focus on behaviors targeting students based on their identities.)

And what about all the civil rights issues in our schools that don't fit into that middle section, because they're not bullying? These include unconscious and unintentionally bias-based behaviors and institutional practices. Examples include student use of the word *gay* to describe things, the belief that Islam promotes terrorism, a reading curriculum featuring no books written by authors of color, and the segregation of students with disabilities from the rest of the school. None of these could be described as bullying, but they're civil rights issues in our schools because they might make it so that students feel less than safe, welcome, and respected related to their identities.

So then, here are the reasons why the CRTP *doesn't* focus on bullying (or even really use that word in our work), with each number represented on the Venn diagram:

1. It encourages us to focus on behaviors that aren't civil rights issues.
2. In the event that bullying is bias-based or identity-based, the simple act of calling it *bullying* equates it with other bullying. It is different, which is why we call it *harassment*.
3. A specific focus on bullying, even when it's bias-based and identity-based, ignores other civil rights issues in our schools. These include behaviors and practices more common than bullying.
4. Civil rights issues in our schools are different from bullying in that they are very much connected to the outside world. Racism, xenophobia, anti-Semitism, Islamophobia, ableism, sexism, homophobia, and transphobia are issues inside *and* outside of our schools, whereas bullying is really a school-based issue.

People will continue to assume that the Civil Rights Team Project is an anti-bullying organization. It's important that we never accept this misunderstanding, and instead use it to open up a conversation so that people better understand what we do. We may look at bullying, but only when it's related to race and skin color, national origin and ancestry, religion, disabilities, gender (including gender identity and expression), and sexual orientation... and then we call it *harassment* and include it as one of the many important civil rights issues in our schools.

RSU 63 Policies Related to Diversity, Equity, and Inclusion

IMC - Controversial Speakers/Programs (reviewed by Policy Committee last month, in Board Packet and on agenda for full Board Approval)

IMB-R – Teaching About Controversial/Sensitive Issues (reviewed by Policy Committee last month, on Policy Committee agenda for October 6th, wanted some wording from legal counsel)

IMBB – Exemption from Required Instruction (on Policy Committee agenda for October 6th)

IMD – School Ceremonies and Observances (on Policy Committee agenda for October 6th)

IMDC – Religious Observances and Displays (on Policy Committee agenda for October 6th)

JICK – Bullying and Cyber Bullying

JICK-R – Bullying and Cyber Bullying Administrative Procedures

JLD – Guidance and Counseling

JIC – Code of Student Conduct

AC – Nondiscrimination/Equal Opportunity and 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 Procedures

ADAA – Standards for Ethical and Responsible Behavior

RSU63

Shelley Wyman <swyman@rsu63.org>

***Please Read* Save the Date! 48th Annual MSMA Fall Conference**

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Thursday Keynote Speaker

George Couros

Innovative Teaching, Learning, Leadership
Consultant, Speaker and Author



Keynote:
 The Innovator's Mindset
 Thursday, October 28, 2021
 at 9:00 a.m.

George is a worldwide leader in the area of innovation, yet his focus is always on the development of leadership and people and what is best for learners. His belief that meaningful change happens when you first connect to people's hearts, is modeled in his writing and speaking.

George will discuss the idea and characteristics of "The Innovator's Mindset" (as discussed in the book of the same title) and share persuasive examples on why this is so crucial for all educators. George's presentations are known to be emotional, humorous, all while pushing your thinking, and will connect to your heart first, in a way that will last with you long after this keynote.



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Signed _____

(Chair or Superintendent of Schools)

Ext. _____

Telephone Number in case of questions

Name of Representative _____

(Please Print)

Email address for Delegate confirmation mailing

Address _____

Name of Alternate _____

(Please Print)

Email address for Alternate

Address _____

Meeting Date Voted to be Delegate _____

NOTE: September 2021 MSBA Regional Meetings will be devoted to discussion/review of the 2021 MSBA Resolutions. If delegates can be selected by your Board prior to the September regional meetings and can attend that remote meeting, it would be ideal. (See attached list of meeting dates.)

The Delegate Assembly will be held virtually this year, at 9:30 a.m. on Saturday, October 23, 2021. Please complete and email to Debbie Swift dswift@msmaweb.com or fax to 626-2968 by October 14, 2021. Submission of your delegate's name does not automatically register them for the Fall Conference. Therefore, please be sure to register your delegate for the Fall Conference through your Superintendent's office. (Registration materials will be coming soon.)