

REGIONAL SCHOOL UNIT 40

Friendship • Union • Waldoboro • Warren • Washington
1070 Heald Highway, PO Box 701, Union, Maine 04862
207.785.2277

Steve Nolan, Superintendent
Christina Wotton, Assistant Superintendent

Karen Pike, Business Manager
Karen Brackett, Director of Special Services

Board of Directors Meeting Thursday, January 7, 2021 Central Office or Google Meet 7:00 p.m.

Join by Computer: Audio and Visual
meet.google.com/rdi-gdmm-smh

or

Join by phone: Audio Only
(US)+1 414-439-0217 PIN: 457 840 225#

School Board Members: Erik Amundsen, Sara Andrews, Guy Bourrie, Melissa Ehle, Morgan Hynd, Danny Jackson, Randy Kassa, Karen Kunesh, Lynda Letteney, Sandra O'Farrell, Brooke Simmons, Matthew Speno, Julie Swindler, Emily Trask-Eaton, Melvin Williams, Robert Williams

Student Representatives: Sean Sebrey, Owen Weber

Agenda

I. Call to Order

- A. Pledge of Allegiance
- B. Declaration of Quorum
- C. Note Absences
- D. Additions/Adjustments to the Agenda

II. Presentations

COVID-19 - Dr. Cheryl Liechty, M.D., Pen Bay Medical Center, Infectious Disease Specialist
2019-20 Audit – Parker Madden, Runyon Kersteen Oullette

III. Consent Agenda – Approve Minutes of December 3, 2020

IV. Superintendent and/or Chair Reports

- A. Superintendent's Report
- B. Board Chair's Report
- C. Business Manager's Report
- D. Student Representative Report

V. Reports from Schools

VI. Audience with the Public

VII. Action Items

- A. Approve donation valued at over \$1,000 to Miller School from Waldoboro Lion's Club
- B. Approve policy for 1st read
 - 1. EBCE – School Closings and Cancellation
- C. Approve policies for deletion
 - 1. EBBCA – Fragrance Free Environment
 - 2. EEAF – Special Use of Buses

VIII. Executive Session 1 M.R.S. §405(6)(A) Superintendent Evaluation

- A. Action as a result of Executive Session

IX. Executive Session 1 M.R.S. §405(6)(D) Negotiations with MVEA

- A. Action as a result of Executive Session

X. Committee Meetings

- A. Curriculum– January 14th @ 5:30 p.m. – Central Office or Google Meet
- B. Facilities – January 21st @ 4:00 p.m. – Central Office or Google Meet
- C. Finance – January 21st @ 5:30 p.m. – Central Office or Google Meet

XI. Board Meeting – January 21st @ 7:00 p.m. – Central Office or Google Meet

XII. Region 8 Board Meeting – January 27th @ 7:00 p.m. – Zoom

XIII. Adjourn

All meetings of the Board, except executive sessions, will be open to the public. All actions of the Board will be taken openly and the deliberations leading to Board action will likewise be conducted openly. The public and district employees are encouraged to attend Board meetings. A time of up to thirty minutes in duration for comments by visitors at Board meetings will be scheduled at the beginning of the Board's agenda. Board committee meetings are open to the public. Public input is welcomed but the Board Chair may need to limit discussion.

Regional School Unit 40 promotes a fragrance-free workplace. Thank you for not wearing any of the following during your visit: cologne, aftershave lotion, perfume, perfumed hand lotion, fragranced hair products, scented laundry detergent and/or similar products. Students and staff thank you for keeping our environment safe.

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Board of Directors Meeting Thursday, December 3, 2020 Central Office or Google Meet 7:00 p.m.

Join by Computer: Audio and Visual
meet.google.com/gtd-qysc-egx

or

Join by phone: Audio Only
(US)+1 570-500-5038 PIN: 279 047 116#

School Board Members: Erik Amundsen, Sara Andrews, Guy Bourrie, Melissa Ehle, Morgan Hynd, Danny Jackson, Randy Kassa, Karen Kunesh, Lynda Letteney, Sandra O'Farrell, Brooke Simmons, Matthew Speno, Julie Swindler, Emily Trask-Eaton, Melvin Williams, Robert Williams

Student Representatives: Sean Sebrey, Owen Weber

Minutes

I. Call to Order – 7:01

- A. Pledge of Allegiance
- B. Declaration of Quorum 830 of 1000
- C. Note Absences - Sandra O'Farrell, Brooke Simmons, Karen Kunesh
- D. Additions/Adjustments to the Agenda
 - 1. Move Audience with the Public to before educational issues

II. Presentations

New England School Development Council – RSU 40 Facility Study, John Kennedy

III. Consent Agenda – Approve Minutes of November 19, 2020

Motion: Lynda Letteney Second: Melvin Williams

Vote: 775-0-55
(Robert Williams)

IV. Superintendent and/or Chair Reports

- A. Superintendent's Report
- B. Board Chair's Report
- C. Business Manager's Report
- D. Student Representative Report

V. Reports from Schools

Motion to extend meeting beyond 9:30

Motion: Lynda Letteney

Second: Morgan Hynd

Vote: 830-0-0

VI. Audience with the Public

VII. Educational Issues – Winter Athletics, Matt Lash

Move: So long as our district remains green that the board authorize a winter sports schedule following the recommendations of the MPA and our Athletic Director

Motion: Guy Bourrie Second: Erik Amundsen Vote: 418-339-73
(Guy Bourrie, Morgan Hynd, Lynda Letteney, Julie Swindler, Emily Trask-Eaton)
(Melvin Williams)

VIII. Action Items

A. Approve teacher nomination

1. Hilary Creighton – Remote Learner Coordinator/Teacher

Motion: Guy Bourrie Second: Julie Swindler Vote: 830-0-0

B. Approve policies for 2nd read

1. CBI – Superintendent Evaluation
2. DB - Annual Budget
3. DB-R – Annual Budget Adoption Procedure
4. DIN – Scholarship Trust Funds Investment and Spending
5. JLG – Student Instruction/Programs for Homeless Students
6. JLG-R – Student Instruction/Programs for Homeless Students Procedure

Motion: Matthew Speno Second: Lynda Letteney Vote: 660-128-42
(Danny Jackson, Matthew Speno) (Melissa Ehle)

Motion for Executive Session 1 Personnel

Motion: Melvin Williams Second: Morgan Hynd Vote: 830-0-0

IX. Executive Session 1 M.R.S. §405(6)(C) Personnel

A. Action as a result of Executive Session- None

In 10: 34 Out 10:38

Motion for Executive Session 1 Negotiations with MVEA

Motion: Lynda Letteney Second: Melvin Williams Vote: 830-0-0

X. Executive Session 1 M.R.S. §405(6)(D) Negotiations with MVEA

A. Action as a result of Executive Session - None

In: 10:42 Out: 10:59

XI. Committee Meetings

A. Curriculum – December 10th @ 5:00 p.m. – Central Office or Google Meet

B. Facilities – December 17th @ 4:00 p.m. – Central Office or Google Meet

C. Finance – December 17th @ 5:30 p.m. – Central Office or Google Meet

XII. Board Meeting – December 17th @ 7:00 p.m. – Central Office or Google Meet

XIII. Region 8 Board Meeting – December 16th @ 7:00 p.m. – Region 8

XIV. Adjourn 11:03

All meetings of the Board, except executive sessions, will be open to the public. All actions of the Board will be taken openly and the deliberations leading to Board action will likewise be conducted openly. The public and district employees are encouraged to attend Board meetings. A time of up to thirty minutes in duration for comments by visitors at Board meetings will be scheduled at the beginning of the Board's agenda. Board committee meetings are open to the public. Public input is welcomed but the Board Chair may need to limit discussion.

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DRAFT

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Steve Nolan, Superintendent
Christina Wotton, Assistant Superintendent

Karen Pike, Business Manager
Karen Brackett, Director of Special Services

To: Members of the Board of Directors
From: Steve Nolan
Date: January 4, 2021
Subject: Board Agenda for January 7, 2021

- I. Call to Order
- II. Presentations
- III. Consent Agenda
- IV. Superintendent and/or Chair Reports

- A. Superintendent's Report

- 1. Resignations - none
- 2. [COVID-19](#) update
- 3. Lincoln and Knox Counties remain categorized as "green" as of December 31st. Categorization as "green" suggests that the county has a relatively low risk of COVID-19 spread and that schools may consider in-person instruction, as long as they are able to implement the required health and safety measures. Schools in a "green" county may need to use hybrid instruction models if there is insufficient capacity or other factors (facilities, staffing, geography/transportation, etc.) that may prevent full implementation of the health and safety requirements.

The Maine Department of Health and Human Services (DHHS) and Maine Center for Disease Control and Prevention (Maine CDC) continue to review evidence that indicates lower transmission of COVID-19 in schools compared to the general population. Over the last 30 days, the rate of new cases is 33.5 per 100,000 staff and students, compared to 89.4 per 100,000 people statewide.

The next update will be provided on January 15, 2021.

- 4. A recent article in U.S. News & World Report titled "New Study Cautiously Suggests Schools Don't Increase Spread of Coronavirus" provides insight into the role schools play in community transmission.



5. Please review the summary of *District Leadership That Works* and the District Leader Learning Map for background information about the Superintendent evaluation.

V. Reports from Schools

VI. Audience with the Public

VII. Action Items

- A. Approve donation valued at over \$1,000 to Miller School from Waldoboro Lion's Club

You will be asked to approve a donation valued at over \$1,000 for Miller School.

- B. Approve policy for 1st read

You will be asked to approve a policy. Please review the policy included in this Board packet.

- C. Approve policies for deletion

You will be asked to approve deleting the policies included on the agenda. Please review the policies included in this Board packet.

VIII. Executive Session 1 M.R.S. §405(6)(A) Superintendent Evaluation

IX. Executive Session 1 M.R.S. §405(6)(D) Negotiations with MVEA

X. Committee Meetings

XI. RSU 40 Board Meeting

XII. Region 8 Board Meeting

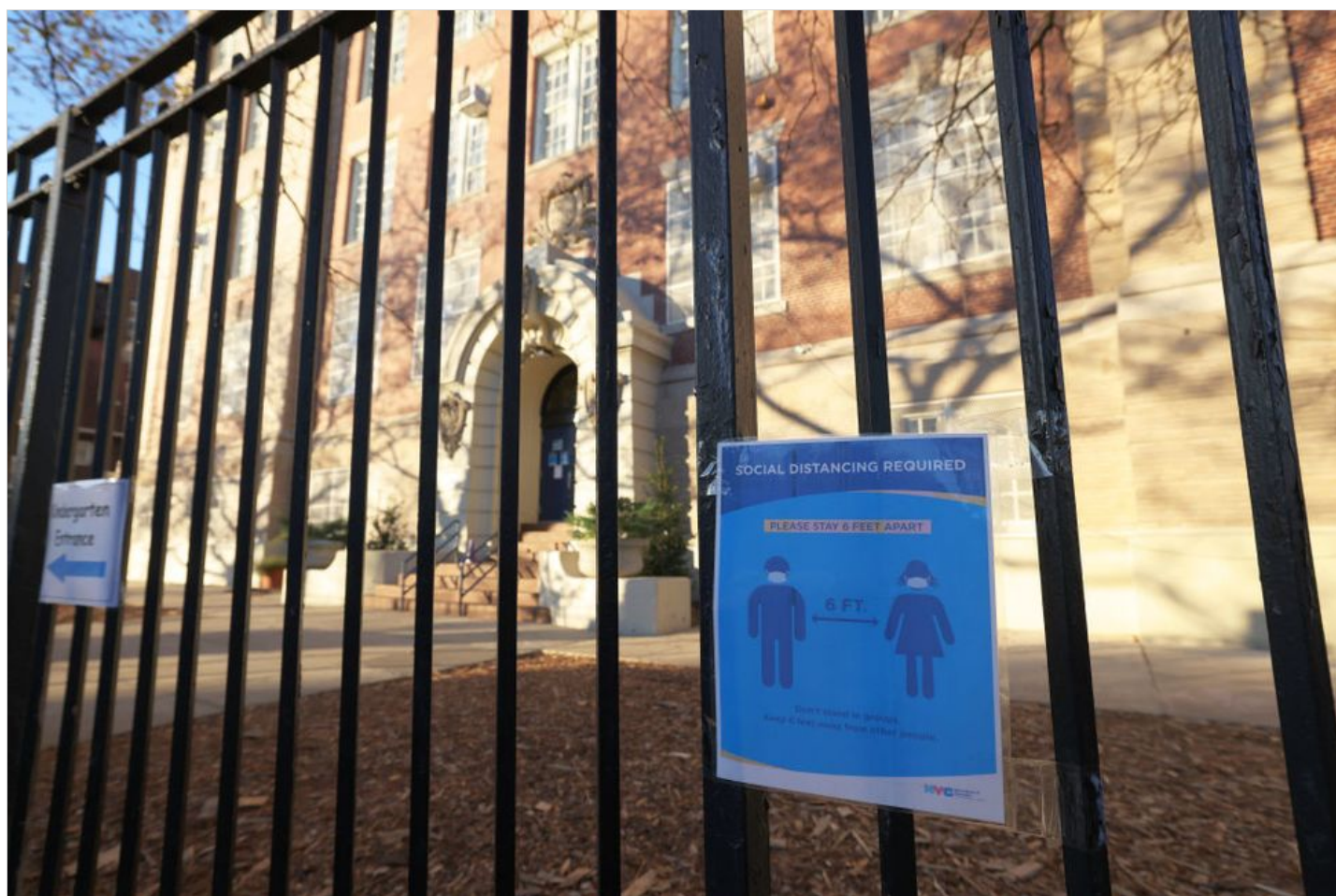
XIII. Adjourn


Home / News / Education News

New Study Cautiously Suggests Schools Don't Increase Spread of Coronavirus

Researchers conclude that as long as infection rates are under control, in-person school – through a hybrid model or fully in-person – does not contribute to community spread.

By **Lauren Camera**, Senior Education Writer Dec. 23, 2020



A social distancing sign is posted on a fence outside of the P.S. 130 The Parkside School (Lower School), Nov. 19, 2020, in New York City.  (MICHAEL M. SANTIAGO/GETTY IMAGES)

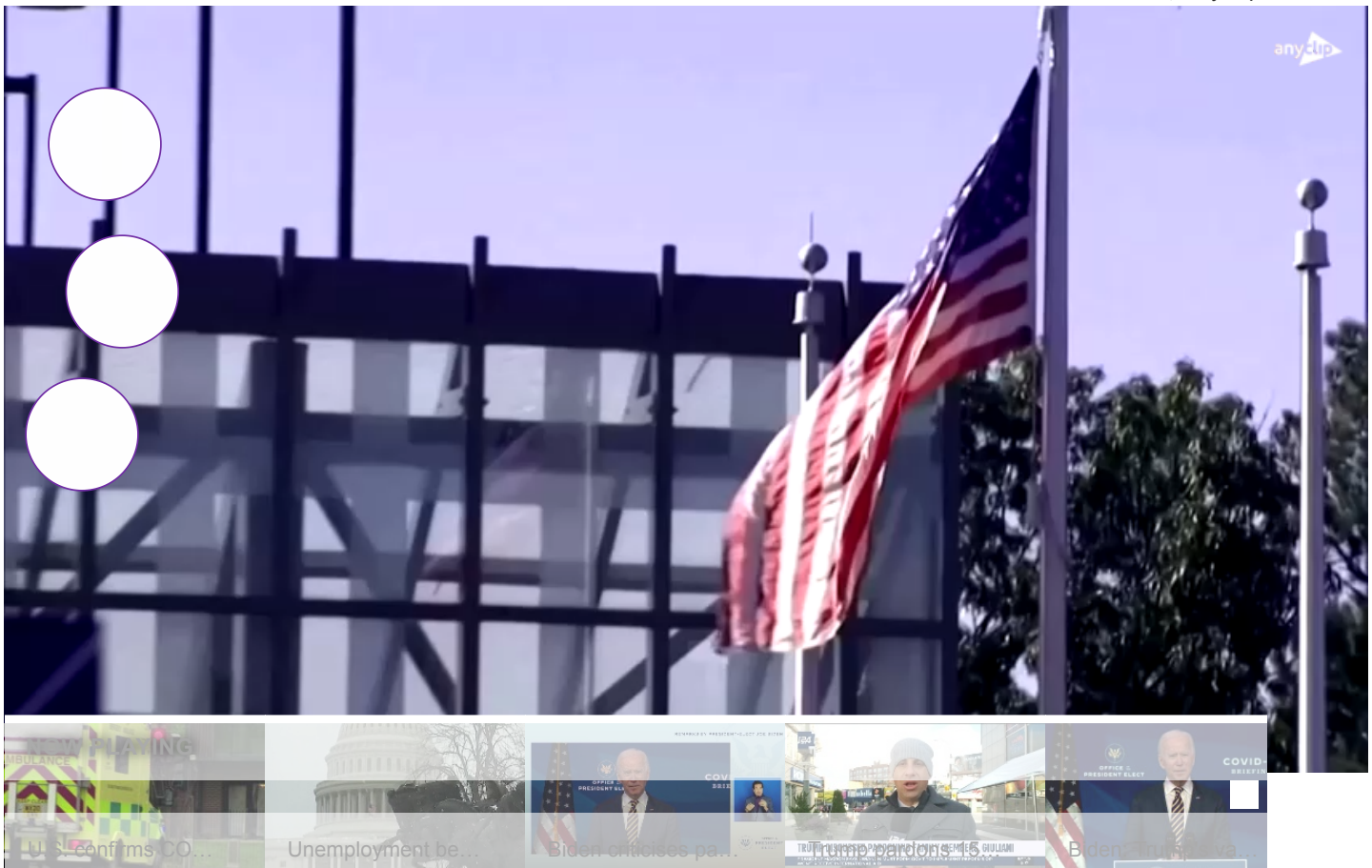
SCHOOL DISTRICTS offering in-person instruction do not contribute to community spread of COVID-19 as long as there are relatively low levels of preexisting **coronavirus** infections in the surrounding areas, according to one of the most comprehensive studies to date that's set to play a major role in the fraught debate over reopening schools.



[[SEE: The Latest News on the Coronavirus Outbreak](#)]

Recommended Videos

Powered by AnyClip



Nearly 10 months after schools across the country shuttered as the coronavirus pandemic took hold in the U.S., researchers are finally amassing enough data to draw more informed conclusions about whether and how the virus spreads in schools, whether schools are significant drivers of infection rates and what conditions may allow for schools to safely and successfully reopen for in-person learning.

That data has been difficult to come by due to a lack of federal guidance for how states, counties and school districts track COVID-19 cases, which has led to a patchwork of reporting requirements – some of which are made public, others not – that have stymied efforts to draw any concrete conclusions to help city and school officials making complicated and contentious decisions about reopening and closing schools.

Editorial Cartoons on Education



Now, a 60-page [study published Wednesday](#) by seven academic researchers links county-level COVID-19 infections in Michigan and Washington state to information on how school districts were offering instruction – in-person, hybrid or remote – in order to assess the relationship between in-person instruction and the spread of COVID-19. Their conclusion: As long as infection rates are under control, in-person school, whether it's through a hybrid model or fully in-person, does not contribute to community spread.

"What I think we show is that in Michigan and Washington we just don't find evidence that districts that offer in-person school contribute to community COVID spread if there are low to moderate levels of preexisting COVID infections in the surrounding areas," says Katharine Strunk, an education policy and economics professor at Michigan State University, as well as the director of the school's Education Policy Innovation Collaborative.

The study is filled with caveats and the findings, though significant, are nuanced.

[[READ: School Plans Threatened by Vaccine Distrust](#)]

For example, while various types of in-person instruction were not associated with increased spread of COVID-19 at low levels of preexisting cases in the community, spread did increase in communities with moderate to high preexisting virus rates.

"This is what epidemiologists have been saying all along," Strunk says. "Once community spread becomes out of control, then you need to start thinking about whether or not any public spaces are safe. And schools are just that."

One of the most important cautions the researchers delivered is that in school districts offering some type of in-person instruction, only about half of students choose that option, according to previous analyses the researchers have done. That means, for example, if a school district is considering reopening for in-person learning every day, for all students, the results of this particular study may not be applicable considering the number of students, staff and space constraints.

In addition, adhering to recommendations from the Centers for Disease Control and Prevention and public health experts that schools should ensure staff and students wear masks, stay socially distanced and wash hands often, is paramount to curbing spread.

[**MAP:** [The Spread of Coronavirus](#)]

"The more mitigation factors that schools are taking – social distancing, mask wearing – those are the kinds of things that can help schools and districts remain open in-person, even in the face of spread. I think that's critical."

In an attempt to account for all the varying ways community spread is affected, researchers factored into the analysis specific safety mandates schools enforced, the demographics of the population and the politics of the community.

"I think what we find has a lot of nuance," Strunk says. "We can't say what is the right threshold of community spread for states or localities making decisions. There may be trade-offs between risks and the consequences of keeping students out of school buildings for learning loss and mental and physical health, and these trade-offs may differ by state and local context."

The school reopening debate has been a political nightmare, as local, school and public health officials weigh the benefits of keeping schools closed to curb the spread of the coronavirus with the serious academic, social and emotional learning loss, which is borne disproportionately by Black, Latino and Native American students.

"We try pretty carefully to say, 'Look, we are not epidemiologists, we're not health care experts and every context is different,'" she says. "But what we want people to start thinking about is putting some data behind the conversation about school reopening and school closures so that when these decisions are made it's not just politically or ideologically based, but it's actually based on evidence."

As it stands, about half of the country's 50 million public school students are still learning virtually or through a hybrid model where they attend school for in-person learning two or three days per week. Students in big city school districts are more likely to be distance learning.

[**MORE:** [CDC: Most Virus Cases in Kids Not From School](#)]

While infections continue to rise among school-aged children – they currently account for about 10% of all COVID-19 infections, according to the CDC – evidence is mounting, including from this latest study, that while children can and do contract the virus in schools, schools are not the superspreader sites they were initially thought to be.

The Trump administration has been adamant that schools reopen for in-person instruction, regardless of a community's infection rates – even going so far as to threaten withholding federal funds from those that don't provide an in-person learning option. Yet relief from Congress to help schools afford reopening costs has been slow. Lawmakers finally passed a new round of stimulus funding Monday, which included \$54 billion for K-12 schools.

President-elect [Joe Biden](#), meanwhile, said he plans to get the country's public school system up and running in his first 100 days, as long as Congress and states can provide the necessary funding to help them reopen.

Notably, Michigan is one of the few states where the governor has mandated substantial restrictions on public gatherings at restaurants and bars – and has been vilified by conservatives for doing so – with the specific goal of keeping schools open. Other states have opted for keeping restaurants and bars open while closing schools.

"I think what this paper shows is that's what's necessary," Strunk says of Michigan's commitment to keeping schools open by closing other public spaces in order to keep the community spread at bay. "If you want to have schools open in person you need to keep rates of community spread relatively low."

Lauren Camera, Senior Education Writer

Lauren Camera is a senior writer at U.S. News & World Report. She joined the News team as an ... **READ MORE »**

Tags: coronavirus, pandemic, public schools, students, children, children's health, public health, research

District Leadership That Works

The following information summarizes Robert Marzano's findings regarding district-level leadership behaviors associated with student academic achievement.

Ensuring Collaborative Goal Setting

Effective district leaders include central office staff, building-level administrators, and board members in establishing goals for their districts. In particular, they ensure that principals are heavily involved in the goal-setting process since these are the individuals who, for all practical purposes, will implement the goals. Once stakeholders reach an acceptable level of agreement regarding district goals, all stakeholders agree to support the attainment of those goals.

Establishing Nonnegotiable Goals for Achievement and Instruction

Effective district leaders ensure that the collaborative goal-setting process results in goals for (1) student achievement and (2) classroom instruction. This means that the district sets specific achievement targets for the district as a whole, for individual schools, and for subpopulations of students within the district. Once agreed upon, the achievement goals, and an action plan is created for those goals.

With respect to goals for classroom instruction, this responsibility *does not* mean that the district establishes a single instructional model that all teachers must employ. However, it *does* mean that the district adopts a broad but common framework for classroom instructional design and planning that guarantees the consistent use of research-based instructional strategies in each school.

Creating Board Alignment With and Support of District Goals

In effective districts, the local board of education is aligned with and supportive of the goals for achievement and instruction. The board ensures that these goals remain the top priorities in the district and that no other initiatives deflect attention or resources from accomplishing these goals. Although other initiatives might be undertaken, they must directly relate to these two primary goals. Indeed, publicly adopting broad five-year goals for achievement and instruction and consistently supporting these goals, both publicly and privately, are precisely the board-level actions that are most directly related to student achievement.

Monitoring Achievement and Instruction Goals

Effective superintendents continually monitor district progress toward achievement and instructional goals to ensure that these goals remain the driving force behind the district's actions. Effective superintendents ensure that each school regularly examines the extent to which it is meeting achievement targets. Discrepancies between articulated goals and current practices are interpreted as a need to change or redouble efforts to enhance student achievement.

Allocating Resources to Support the Goals for Achievement and Instruction

High-performing districts ensure that the necessary resources, including time, money, personnel, and materials, are allocated to accomplish the district's goals. This can mean cutting back on or dropping initiatives that are not aligned with district goals for achievement and instruction. It is clear from our analysis that a meaningful commitment of funding must be dedicated to professional development for teachers *and* principals. The professional development supported with this funding should be focused on building the requisite knowledge, skills, and competencies teachers and principals need to accomplish district goals.

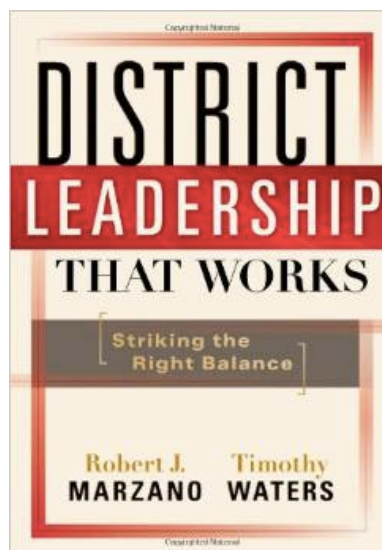
A Surprising and Perplexing Finding: Defined Autonomy

The superintendent who implements an inclusive goal-setting process that results in board-adopted goals for achievement and instruction, who assures that schools align their use of district resources for professional development with district goals, and who monitors and evaluates progress toward goal achievement is fulfilling multiple responsibilities associated with high levels of achievement. This superintendent has established a relationship with schools we refer to as *defined autonomy* when he or she also encourages principals and others to assume responsibility for school success.

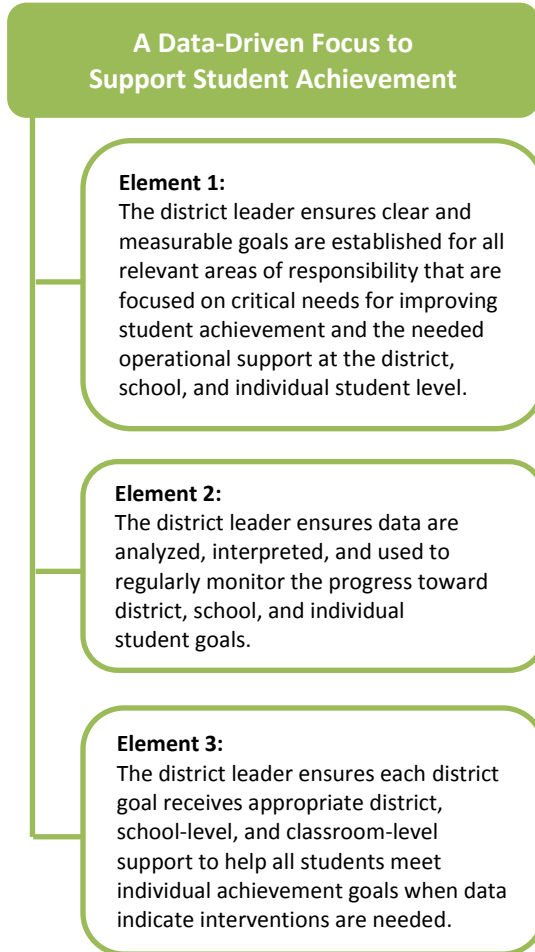
Defined autonomy means that the superintendent expects building principals and all other administrators in the district to lead *within the boundaries defined by the district goals*. District-level leadership contributes positively to student achievement when an understanding of defined autonomy is shared and honored by all district office personnel.

The “Bonus” Finding

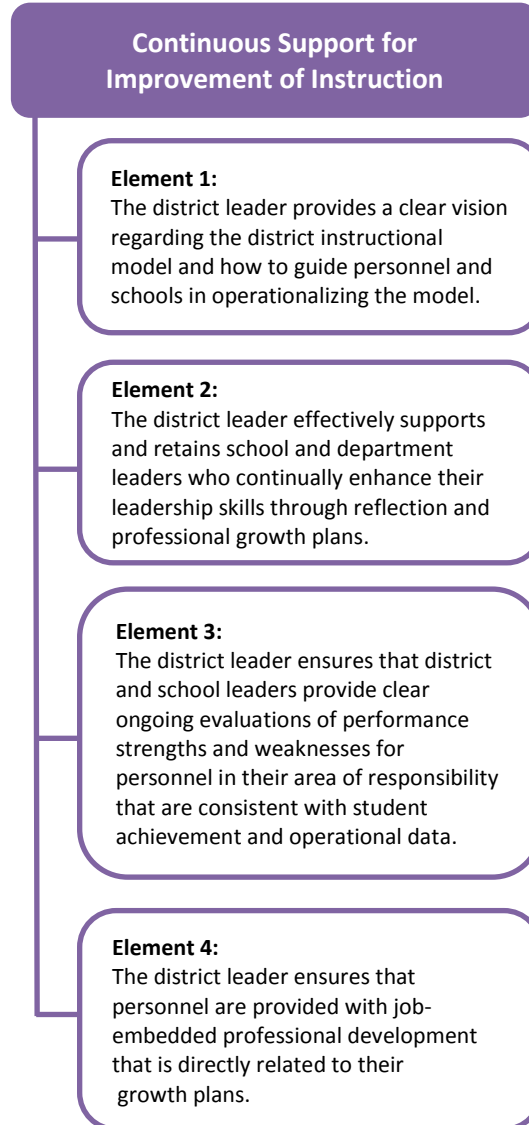
Our meta-analysis produced one finding that initially was not a focus of the study, but emerged from the analysis of the reports in our study. Two studies that we examined reported correlations between superintendent tenure and student academic achievement. Specifically, this finding implies that the longevity of the superintendent has a positive effect on the average academic achievement of students in the district.



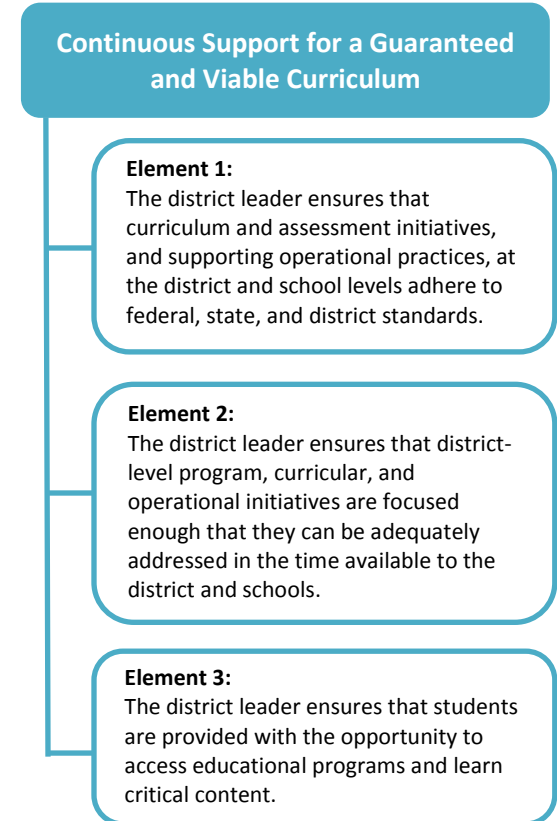
Domain 1



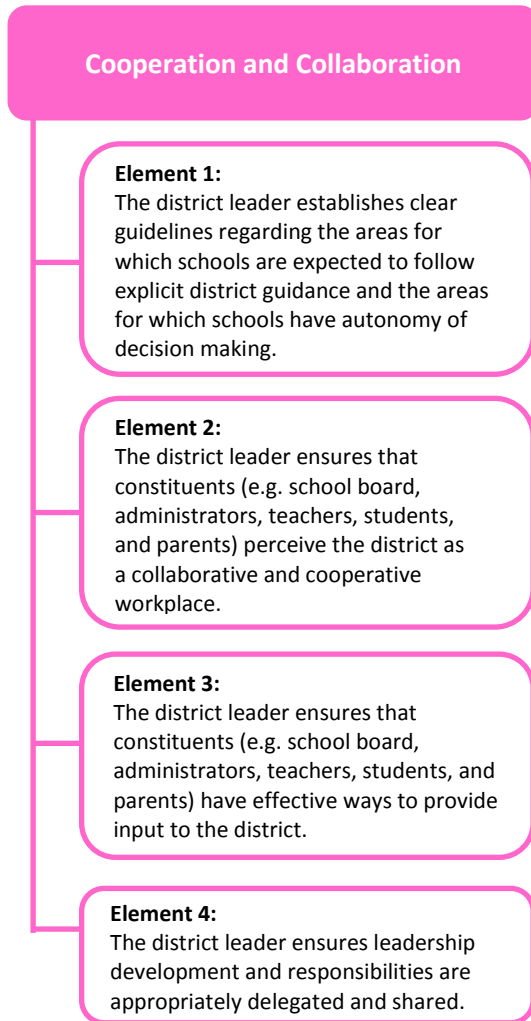
Domain 2



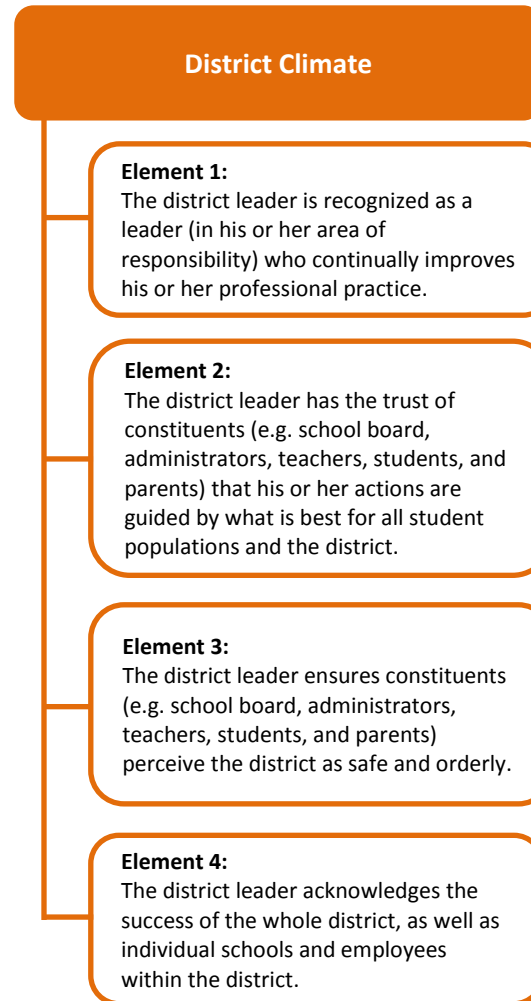
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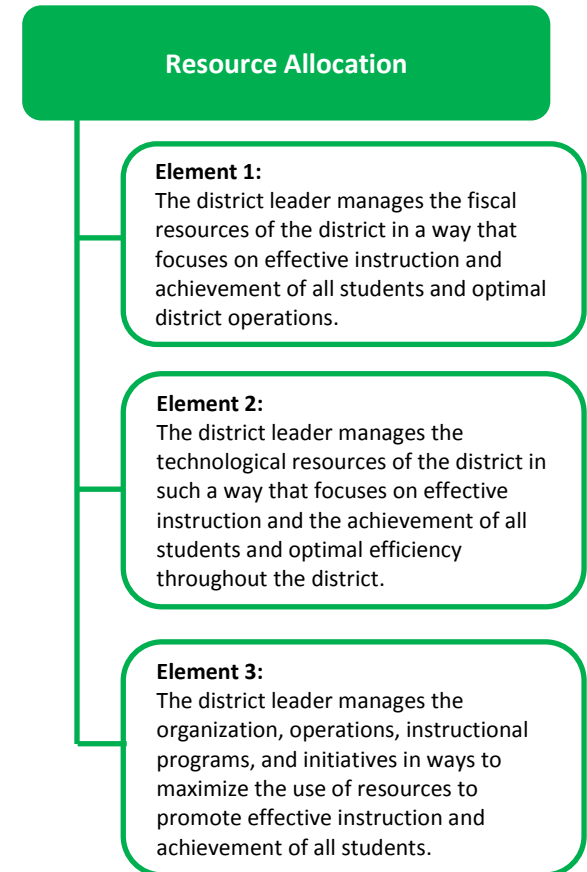
Domain 4



Domain 5



Domain 6



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Karen Pike, Business Manager
Karen Brackett, Director of Special Services

January 4, 2021

To: School Board Members
From: Karen Pike, Business Manger
Re: Board Report for Business Office, Facilities, Food Service and Transportation

Business Office

- Continuing process for next year's budget
- CRF Grant funds
- Child Care grant

Facilities

- Phase 2 of MVHS/MMS campus project (ditching)
- Storage sheds at each school
- Rear exit repairs at Miller school
- Exit road at MMS
- Custodians
- MVHS gymnasium

Food Service

- Continuing to prepare meals to be delivered to remote learners

Transportation

- Delivering of food to remote learners
- New vans and buses are arriving. Vans will be used for delivery of food in between transporting students

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Steve Nolan, Superintendent

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Karen Brackett, Director of Special Services

To: Members of the Board of Directors

From: Christina M. Wotton

Date: December 30, 2020

Subject: Board Report from Assistant Superintendent

Staff Updates/Information

- Several of our administrators participated in a six part leadership series virtually on Distance Learning for Leaders. We will be offering a more in depth study of the book ***The Distance Learning Playbook for School Leaders*** in the second half of the school year. Here is what we are learning about.
 - ***“Effective school leadership is effective leadership, regardless of where it occurs...”***
 - In March 2020, there was no manual for leading schools and school systems during a pandemic. School leaders had to figure things out as the crisis unfolded. But starting now, leaders have the opportunity to prepare for leading schools through distance learning with purpose and intent—using what works best to accelerate students’ learning all the while maintaining an indelible focus on equity.
 - Harnessing the insights and experience of renowned educators Douglas Fisher, Nancy Frey, and John Hattie, ***The Distance Learning Playbook for School Leaders*** applies the wisdom and evidence of the VISIBLE LEARNING® research to understand what works best. Spanning topics from school climate at a distance, leader credibility, care for self and colleagues, instructional leadership teams, stakeholder advisory groups, and virtual visibility, this comprehensive playbook details the research- and evidence-based strategies school leaders can mobilize to lead the delivery of high-impact learning in an online, virtual, and distributed environment.” (taken from CORWIN website)

Other

- [Maine Department of Education - Joint Statement of Commitment and Support for Diversity, Equity and Inclusion in Maine Schools \(click here\)](#)
- [RSU 40 DEI Community Meeting Flyer \(click here\)](#)
- [RSU 40 DEI Community Meeting Agenda- January 12th 2021 \(click here\)](#)



Friendship Village School

23 School Street PO Box 100

Friendship, ME 04547

Phone 832-5057 ~ Fax 832-7389

<http://www.msad40.org/schools/fvs>

Christina M. Labbe, Principal

Elizabeth Prescott, Secretary

December 22, 2020

Student Updates/Information:

- We have had two students who switched to remote return back to in-person instruction; one has returned already and one will return after our winter break.
- We are finding that our in-person students' attendance is more consistent than our remote students.

Staff and Student Recognition:

- We celebrated spirit week December 14-18. Monday we had holiday/crazy sock day; Tuesday was red/white candy cane day, Wednesday we wore winter hat day, Thursday would have been a flannel day, however, we had a snow day instead, and Friday everyone enjoyed Ugly sweater/t-shirt day. It was wonderful having a week of fun that helped create another more normal time.
- On December 22, 2020, we have been in school for 65 days with only five of those days remote days. We are very proud of the students and staff for having a successful year so far. It has been a year with lots of challenges and new requirements to follow and everyone has worked hard together to be here to learn together. I would say that some things I have observed are students being more creative and rallying together!

Other News:

- We got new walk-off mats for the school in the classrooms and other areas of the building. They have been wonderful with the snow we have received.



Playground fun socially distanced!

Respectful

Responsible

Hardworking

Miller School

Julia Levensaler, Principal
Jamie White, Assistant Principal
145 Kaler's Corner Street
Waldoboro, ME 04572-6000
(207) 832-2103
Fax # (207) 832-2101

Meeting Date: January 7, 2020

Staff Updates/Information:

- December 16 was Self-Care Wednesday. Staff were treated to lunch in part through a donation by Susan Jackson, a former Miller Principal, and worked on ways to reduce stress.
- Teachers sent reports out report cards through Parent Square on December 10 and 11.
- Ms. Hickey, School Counselor, and Jamie White, Assistant Principal, have made several home visits around attendance.
- Staff worked remotely on December 17 when school was cancelled for students.

Student Updates/Information:

- Spirit Week was December 14 – 22. Students and staff wore crazy socks, holiday sweaters and hats.
- All School Celebrations were held on December 14 and 15.
- Kindergarten is working on sight words.
- Sixth grade is doing experiments to determine which surface and food ants prefer.

Staff & Student Recognition:

- Thank you to Sandra Lufkin, School Nurse, for her help notifying close contacts of our positive COVID case on Sunday, December 13.

Other News:

- Thank you to the following community organizations/individuals for their generous donations to Miller School.
 - o Broad Bay Congregational Church – snacks, underwear, sweat pants
 - o Waldoboro Women's Group – hats, mittens, socks
 - o Waldoboro Lion's Club - \$1050 for document cameras
 - o Susan Jackson – money used to help treat staff to lunch on December 16.

Administrator's Monthly Report
December 2020
School/Department: Medomak Middle School

Student Updates/Information:

Current Enrollment: 283
Fully Remote: 77 (Starr's and Pinkham's program)
Attendance Statistics: 94%

Professional Development:

- PLC Times designed for both House meetings and Content development occurs weekly
- UbD continues to move forward. Content areas working on Stage 2 and 3 currently

Staff and Student Recognition(s) and News:

- Riverhawk Recognitions for November were (assembly on 12/22): Madison Holmes, Anna Possee, Kytana Williamson, Sadie Smith, Lilly Christ, Addy Ruggieri, Keiran Roopchand and Mikayla Ward
- Artist of the Month: Vishal Mellor
Video Link: [Riverhawk Recognition Link for November](#)
- Our Little Caesars fundraiser was a success. Students earned \$1500.00 to put in their student account
- Parent-Teacher Conferences have been conducted remotely with 94% of parents participating
- "Open House" was done by each House virtually and independently. The Blue House and Red House did a Google Meets presentation while the Green House created a video.
- PBIS Celebration on 12/21 and 12/22 was a great success. Houses participated in all sorts of fun games
- Our Educator in Residence (EIR) from Kieve-Wavus, Henry Colt is doing a fantastic job working with our students on our social-emotional curriculum
- MMS has done a large sweatshirt and t-shirt order
- Virtual Academy has started
- Virtual MathCounts has started
- Virtual Drama Production was a success!

Other News/Dates:

- Our hybrid model continues to work well considering the many circumstances. Even though we all are struggling with how school is working differently, I hear over and over from teachers what a treat it has been to work with students in small numbers and how this has rejuvenated them. The ability to drill down and teach to small numbers allows the material to be accessed and discussed in a different manner. Much of this has to do with the fact that there are very few discipline issues and when there are, teachers can deal with them within the classroom. This has allowed for more teaching time and less managing of students which makes the days far more productive. As of now, we are preparing for all students to return to a 4-day week as of February 1, 2021 as discussed by the Superintendent. This will require some schedule changes including adding an additional lunch mod. At this time, we have no barriers preventing us from doing this according to the CDC guidelines.
- Fire Drills – All completed
- Lockdown Drill completed

Medomak Valley High School
320 Manktown Road
Waldoboro, Maine 04572
Office: (207) 832-5389
Guidance: (207) 832-7270
Fax: (207) 832-2280



Linda M. D. Pease, Principal
Tamra S. Philbrook, Assistant Principal
Matthew S. Carlson, Assistant Principal
Matthew S. Lash, Athletic Director

Report to the RSU 40 Board

1/7/2021

Staff Updates/Information:

- In a December staff meeting, teachers spent an hour sharing instructional strategies with each other that are proving useful and successful in this challenging time. Creativity and resourcefulness were evident! Learning from each other is an effective and rewarding way to explore and implement new metho.
- Virtual parent conferences went very well. There were some minor connection issues which were resolved. Teachers reported reaching more parents in this format than with parent conferences in the past.
- We are looking to the future in preparing our 2021-22 Program of Studies in preparation for course registration for the coming year.

Student Updates/Information:

- We continue our outreach to students who are registering limited participation. Our efforts to involve these students in their programming have seen results.

Other News:

- The SAT will no longer be offered as part of a student school day as the state restructures its testing procedures. Students who elect to take the SAT will register to do so at one of the designated sites on a Saturday. School counselors will assist students with this process, including determining if the colleges to which they wish to apply require the SAT, as many colleges are altering their procedures as a result of the COVID-19 pandemic.

Prescott Memorial School

100 Waldoboro Road

Washington, ME 04574

Tel. (207) 845-2424 Fax (207) 845-2748

Respectful* * Responsible* *Ready & Safe

Nancy Stover, Principal

Mary Ledger, Administrative Assistant

Administrator Report for Prescott Memorial School

January 7, 2021

Staff Updates/Information

- Fifth-grade teacher, Patty Crawford participated virtually in the Maine Mathematics and Science Alliance (MMSA) training called Collaborative Math Routines.
- I attended some of the Distance Learning Playbook for Leaders webinars held recently.
- Several teachers reported they had 100% participation for parent conferences in November and they felt the virtual or phone conference format allowed for greater participation and attendance.
- Outdoor Physical Education classes are happening this trimester with Mrs. Wellman. They have been working on sprucing up the nature trail and clearing debris so classes can hike and enjoy the trail all year.

Student Updates/Information

- Student enrollment is at 98, with 85 students doing in-person instruction five days a week and 13 Prescott students are being instructed remotely.
- As of December 22, 2020, Prescott students have had 64 days of full in-person instruction!
- Our Positive Behavior Interventions and Support Team is meeting monthly and working on compiling a staff handbook.
- We held our first fundraiser of the year raffling off 25 donated prizes and raising over \$200 for the student activity fund.
- Thank you to Mt. Olivet Lodge in Washington for their \$1000 donation to our school. This money will be used to purchase winter gear for outside PE classes and recess.

Staff & Student Recognition

- I would like to recognize the RSU 40 nurses with a special thanks to Prescott school nurse, Michele Cooney for their guidance and support as we navigate Covid-19 cases in our schools. We appreciate you all!



Fifth grade does some heavy lifting on the nature trail.



Operation Panda Drop delivered 25 homemade wreaths and a message for the staff on a recent Friday.

Union Elementary School

1070 Heald Highway

Union, ME 04862

Phone 785-4330 Fax 785-4844

<http://www.msad40.org/schools/union/>

Susan D. Hoxie, Principal

Allison Davis, Administrative Assistant

Staff Updates/Information

- Mr. Anthony Lufkin, the art teacher, has returned to UES for the second trimester. The students are very excited to have art once again.
- Mrs. **Kassandra Stotz**, the third-grade teacher, has returned from maternity leave.
- Ms. **Daryan Daniello**, a former Medomak Valley High School graduate, started a sixteen-week student teaching placement with Mrs. Karen Strunk in first grade.
- Mrs. Donna Munro, the fourth-grade teacher, completed her second MOOSE Module for the Maine Department of Education's asynchronous learning library. For more information on MOOSE Modules visit: <https://www.maine.gov/doe/moose>

Student Updates/Information

- Union Elementary School two virtual assemblies on December 9, 2020, to recognize students for their hard work during the first trimester.
- The first trimester super citizens were Katelyn Patten, Maggie Bruno, Wyatt Hood, and Griffin Murray.

Staff & Student Recognition

- On Thursdays and Fridays in December staff and students participated in spirit days. We had school spirit day, crazy hair day, hat day, pajama day, and ugly sweater day. This was a fun-raiser, not a fundraiser!
- Union Elementary had a school-wide celebration to recognize the positive behaviors demonstrated by the students. Students were able to choose between sledding outside and a short movie with snacks.

Re-Opening School Update

- **Barriers to opening-** All barriers previously noted have been addressed and taken care of.
- **How each barrier links to the [requirements](#) (or not)-**
- **Steps you're taking to resolve barriers-**
- **Target date for reopening-** We are ready to open at any time.

Warren Community School

117 Eastern Rd, Warren Me, 04864
(Tel) 207- 273 - 2001 (Fax) 207-273-3207



Justin Kangas
Principal

Gabrielle Laperriere
Assistant Principal

12/11/2020

Staff Updates/Information:

Pre-K has officially started! Mrs. Gamage and Hargrove have hit the ground running. We are so incredibly excited to have our little ones back in the building.

Student Updates/Information:

Enrollment Numbers			
Pre-K	17	Third Grade	51
Kindergarten	31	Fourth Grade	40
First Grade	53	Fifth Grade	46
Second Grade	38	Sixth Grade	44

Staff and Student Recognition:

Our staff always adopt families in need during the holidays. I am incredibly grateful to see how much they are willing to give to help people in need. So far our staff have helped support five families through the holidays.

Other News:

We are currently underway with our first “spirit week”. It will actually last 2.5 weeks because we have five dress up days! This will take us right up to winter break.

The final two days (the 21st and 22nd) are going to be “snow day at school”. There will be hot chocolate and snacks for the kids as well as a variety of cozy snow day activities going on in classrooms. One classroom is planning to do “flashlight reading”. Each student will turn their desk into a cozy fort and pretend the power went out while they read by flashlight.

Our impressive behavior phenom at WCS continues. Students misbehavior continues to be at record lows and teachers have been reporting huge increases in student empathy, patience, focus, and kindness. This has even translated to recess where students are being more spatially aware and thoughtful as they engage in sledding, four square, and more. Typically these less structured times have been a source of conflict and stress for many kids.

School Closings and Cancellations

The board authorizes the Superintendent to cancel or close school(s) for the day, delay opening, or dismiss school(s) early in the event of severe weather, hazardous travel conditions, or other emergencies which present threats to the safety of students and staff. Decisions to close school for the day should be made no later than 6:00 A.M.

Notice of closing or cancellations will be given to students and parents by means of media announcements or by other appropriate means. Such notices will be given sufficiently in advance of the school session in order to avoid confusion and inconvenience.

When school is in session, it remains the responsibility of parents to decide whether or not their children will attend school under existing conditions.

Storm days list in excess of the number provided for in the school calendar will be made up by conduction classes on the weekend, rescheduling or shortening scheduled vacation periods or postponing the close of the school year, as determined by the Board.

If approved by the Board, the Superintendent may submit a plan to the Commissioner that would provide for a one-hour extension of the school day for up to 25 days in a school year. If approved by the Commissioner, five one-hour extensions would be counted as an additional school day. Extended days may be used only for the purpose of making up school days missed due to weather or other emergency closures.

Legal Reference: 20-A M.R.S. §4801(F)

Revised: July 6, 1998
December 21, 1999
December 4, 2000
August 15, 2013
November 3, 2016

Fragrance Free Environment

Strong scents and fragrances can contribute to poor air quality that can be unhealthy. There are many people who experience unpleasant physical effects from scented products and a growing number of people who suffer more severe reactions to these types of products and chemicals. This condition is known as multiple chemical sensitivities (MCS) and involves people who have developed an acute sensitivity to various chemicals in the environment.

In order to create and maintain a safe learning and working environment for everyone, RSU 40/MSAD40 intends to protect the indoor and outdoor air quality of its campuses. In addition to procedures set forth in the Americans with Disabilities Act, the following policy has been adopted by the Board of Directors:

1. All classrooms, offices and spaces used by students, staff and visitors will remain free of scented products to the extent possible.
2. The Board requests that all students and staff refrain from wearing perfume, cologne and other fragrances and use only unscented personal care products.
3. All cleaning and maintenance products purchased by RSU 40/MSAD 40 will be selected in accord with the intent of this policy and the use of cleaning products in the district's indoor spaces, other than those purchased by the district, will not be permitted.
4. If a person is affected by a specific fragrance, we ask that they make this known to a building administrator who will attempt to eliminate the cause or take other appropriate action.

The Superintendent shall disseminate this policy via notices and displayed signage throughout school buildings and offices. This policy will also be included in the Student Handbook.

Legal Reference: Americans with Disabilities Act (ADA)

Adopted: January 19, 2017

SPECIAL USE OF BUSES

District school buses are to be used primarily for RSU 40/MSAD 40 purposes. However, the Business Manager/designee may make buses available for use by member towns in accordance with state regulations and to the extent that doing so does not interfere with any district use.

All non-district use will be subject to the following:

- 1) Use of a bus or buses will be considered only when a written request is submitted ten (10) school days prior to the use, designating the number of riders, the dates and hours of use, the pickup and delivery points and such other information as the Business Manager/designee deems appropriate.
- 2) The Business Manager/designee shall review and either approve or disapprove the request.
- 3) Buses will be operated only by qualified district employees.
- 4) Insurance coverage will be in effect during the time of any such use with coverage similar to and limits not less than the insurance coverage which is in effect while the school district transportation equipment is being used for transportation of pupils.
- 5) No use will be approved that involves travel over roads or distances, which are unduly wearing or damaging to the equipment or for which the equipment construction is deemed inappropriate by the Business Manager/designee.
- 6) Any approval of use will be subject to cancellation in the event of adverse road, weather, or other conditions, which could reasonably present a danger to persons or equipment, or in the event of unexpected or emergency district needs.
- 7) The town/designee shall assume responsibility for remittance to the district of the rental per mile cost, which will be set by the Business Manager/designee. The driver's hourly rate will be an additional cost.

Adopted: December 6, 1995

Revised: July 17, 2014
Reviewed: January 5, 2017