

**MSAD #72 Board of Directors
Minutes
Wednesday, January 8, 2013
Molly Ockett Middle School
7:00 PM**

Call to Order: Bob Steller called the meeting to order at 7:00 and declared a quorum.

Members Present

Card, Linda*
Carter, John
Dondero, Mitch
Dupuis, Steve
LeBlanc, Sharon*
Lyman, Kathleen*
Mattei, Chris
Mosca, Anna
Schasel, Dean
Shorey, Kathiann

Smethurst, Kevan*
Snow, Norma
Spooner, Ed
Stacy, James
Steller, Bob
Struven, Marie
Trumbull, Anne
Weston, Laurie
Williams, Jane*

Administrators

Emily Kirkpatrick
Pat Menzel
Rhonda Poliquin
David Powers
Mark Schrader

Members not Present:

Brown, Kirsten* Lucy, Laura
Emery, Ricky*

Agenda:

1. **Public Discussion** (15-Minute):
None

2. **Approval of Minutes** from December 11, 2013 meeting
Motion: Jim Stacy Second: Norma Snow Motion: **Passed**

3. **Communications:**
 - **Summary of School Nutrition Review:** Jay shared a letter from the DOE regarding the Administrative Review of the MSAD#72 School Nutrition Program, which was very complementary of the work Mary and the staff have done to develop a strong food service program. Findings during the review indicated that the program meets the food service criteria. Letter attached to minutes.

 - **Letter of Resignation:** Jay shared a letter of resignation he received from James Anderson, PE Teacher at Molly Ockett. James has been a respected member of our school community for many years, and he will be missed by the staff, students, and families alike.
Laurie Weston made a motion to accept the resignation with much regret
Motion: Laurie Weston Second: Jim Stacy Motion: **Passed**

- Request from Barbara Anderson to use accumulated sick days to care for her husband after surgery in February.
Motion: Norma Snow Second: Sharon LeBlanc Motion: **Passed**

4. **Committee Reports:**

- a. **Finance** (Kevin): Laurie Weston reported that the committee met Tuesday, January 7th. Jay reviewed a tentative timeline for budget preparation. There will be three budget workshops for the Board. Tentative dates were set in May for public informational meetings regarding the 2014-2015 budget. The Committee suggested taking a “middle of the road” approach as far as maintaining school buildings. Warrants were signed.
- b. **Curriculum** (Jane) No Report. The committee will meet next Tuesday, 1/14.
- c. **Transportation** (Marie) No report. The committee will meet next Wednesday, 1/15 at 5:00PM.
- d. **Facilities** (Jim) - No Report.
- e. **Policy** (Norma) Norma reported that the committee met tonight. They continued reviewing all A and B policies. Also they reviewed the Fund Raising policy and Wellness policy. Votes on first readings of policies to take place later in tonight’s meeting.
- f. **Special Education** (Anna) No report. The committee will meet before next month’s board meeting.
- g. **Personnel** (Norma) - No report.

5. **Administrative Reports:**

- Summary of Year-to-Date from Each Administrator: Handouts attached to minutes.

Pat Menzel - Special Ed Staff have been very busy testing and taking on referrals. The Special Education population has increased by 32 students since the fall of 2012. The staff has had 123 IEP meetings for K-8 as well as 42 meetings for students in grades 9-12. We continue to support the Special Olympics program at the Academy. John Dionne a staff member, was on a team that raised almost \$5,000 for Maine Special Olympics by jumping in the ocean at OOB.

Emily Kirkpatrick: Molly Ockett enrollment is at 254 students with attendance being very high. There are many activities taking place at Molly Ockett to support students in academic, co-curricular and community service areas. Parents are kept informed of school activities/events through newsletters, Homework Hotline, School Calendar on the Web-site and parent teacher conferences. The staff continue to work on Professional Development through training; workshops and collaboration with colleagues.

Mark Schrader: Staff at both BDES and CA Snow Schools are working on creating Cross Cutting Practices. Steve Dupuis asked Mark to explain what Cross Cutting practices are. Cross Cutting practices are using common threads/concepts across all curriculum areas to explain how/why a student comes up with a certain answer. Students are involved in goal setting for math, reading, writing and work habits. Snow School has initiated a program using 5th grade students as recess assistants to model appropriate behavior and to assist in peer mediation. Since implementing this program there has been a significant decline in office referrals during recess time.

Rhonda Poliquin: Shared that this year students at New Suncook were grouped based on instructional reading levels. The staff continues to work on further developing strategies for students to have more voice in their own learning. Staff is also working on solving problems collaboratively. They received a grant from the Juvenile Justice Advisory Group last March and five teachers received training. These teachers have begun training other staff members this year.

Ed Spooner asked if all three elementary schools are teaching the same way? Rhonda shared that all 3 elementary schools follow the same curriculum, but may approach teaching the curriculum in varied ways. Currently the District is looking at a new Language Arts program that all three schools would use. Kevan asked if “Cross Cutting practices” is just a new phrase for an old practice? Rhonda shared that it could be looked at as teaching thinking skills with a focus on encouraging students to support their findings with evidence in all curriculum areas. Students have to justify reasons for coming up with an answer.

6. Superintendent’s Report:

- Budget Preview: Jay did a Powerpoint presentation on the Budget Preview for 2015. See handout attached to minutes. Jay asked for feedback; comments; questions from the board.
Board Feedback: Ed Spooner said he felt the Board should take this year’s budget; add a 3 or 4 % increase to it; and have Jay create the budget with that amount of money.

7. New Business:

Policy:

Approve of revisions to the following policies: First read

AA: School District Legal Status

AB: The People and Their School District

AE: Accountability/Commitment to Accomplishment

AEC: Accomplishment Reporting to Public

Discussion: John Carter thought using the word “endow” in policy AA and AB was an incorrect usage of the word. Much discussion ensued. Wording of the Policy came from MSMA so it was decided to keep wording as it is.

A motion was made to approve the policies listed above for First Reading.

Motion: Norma Snow

Second: Anna Mosca

Motion: **Passed**

Approve of the review of the following with no changes:

AC: Nondiscrimination/Equal Opportunity & Affirmative Action

ACAA: Harassment & Sexual Harassment of Students

ACAA-R: Student Discrimination & Harassment Complaint Procedure

ACAB: Harassment & Sexual Harassment of School Employees

ACAB-R: Employee Discrimination & Harassment Complaint Proc.

ACAD: Injurious Hazing

Motion made to approve the review of the above policies with no changes.

Discussion: Steve Dupuis felt we should add "political views" to types of harassment in Policy ACAA. Mark Schrader cautioned that the Board might want to look at the Law and how the law defines harassment. Board may be unable to change this wording.

Motion made to approve the review of the above policies with no changes.

Motion: Norma Snow

Second: Ed Spooner

Motion: **Passed**

8. Unfinished Business:

School Calendar – Second Draft

Jay asked the Board if they had any concerns with the 2014-2015 School calendar as presented. There were none. We need to review calendar with Fryeburg Academy and Lake Region Vocational Center before the Board votes to approve it.

9. Personnel Action:

None

10. Agenda Planning/Adjournment:

Next Meeting: February 12, 2014

Motion made to adjourn at 8:30PM

Motion: Kathiann Shorey

Second: Ed Spooner

Motion: **Passed**

Respectfully submitted,



Heather Sheehan

Recording Secretary



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE 04333-0023

PAUL R. LEPAGE
GOVERNOR

JAMES E. RIER, JR.
ACTING COMMISSIONER

December 30, 2013

Jay Robinson
Superintendent
RSU 72
124 Portland Street
Fryeburg, ME 04037

Dear Superintendent Robinson:

Thank you for supporting the Administrative Review of RSU 72 School Nutrition Program, conducted on December 18 & 19, 2013 by Department of Education staff Jessica McGovern. We appreciated your hospitality and cooperation during our visit.

Findings during the review indicate that your program meets the food service criteria.

The review process identified only minor corrections to the program were needed. Your staff addressed and corrected these during the review.

If you have any questions or if we can be of any assistance, please contact Jessica McGovern at 624-6726 or email jessica.mcgovern@maine.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Suzan C. Beaudoin", written over a horizontal line.

Suzan C. Beaudoin
Director of School Finance & Operations

SCB/JM/sjs

Enclosure

Special Education Update
1-8-14

The staff have been very busy testing and taking on referrals. We have had 35 new referrals so far this year and have/will test a total of 76 students grades K-8 by mid March.

Our total special education population has increased by 32 students since the fall of 2012. Some of these are preschoolers who have entered Kindergarten and several have moved in. The majority of students were identified through the IEP process.

Since September 1st, we have had 123 IEP meetings for students in grades K-8 and 42 IEP meetings for students in grades 9-12 both in and out of district students.

We continue to support the Special Olympics program at the Academy. If any one would like to donate time or energy contact Kathy Dunham at the Academy. We also continue to support the local ski program for students in Mr. Ferigno's program.

Mr. Dionne, our COTA, was part of a Team that helped raise almost \$5,000 for Maine Special Olympics by jumping into the ocean at OOB on January 1st.

We were successful with the Due Process Hearing—the court agreed with our process and decisions made on behalf of our student. It is now under appeal.

Molly Ockett Middle School
School Board Report
1/8/14

Enrollment: 6th grade: 85 students; 7th grade: 84 students; 8th grade: 85 students; total 6th-8th grade: 254 students

Attendance: 95.76% in attendance from September through December.

School-wide Work to Support Students:

- Students and teachers are working on classroom routines and expectations. Classes have established Classroom Codes of Cooperation and Behavior Rubrics to accompany the codes.
- New District Wide Progress Reporting Format with follow up parent meetings as needed or requested.
- Academic Support Program – weekly intervention built into the school day to provide needy students with additional support beyond the classroom instruction.
- After school Tutoring in math and ELA
- Math Lab
- Geography Bee – 6th grade winner
- Spelling Bee – 8th grade winner
- Civil Rights Team
- FirstAct – student based community outreach/service learning
- Student Council
- Monthly Students of the Month Award through local Rotary based on citizenship
- Sports and music programs are in full swing
- Fantastic Music Performance from 6-8th grade band and chorus students
- Turkey Trot – school wide event sponsored by PTO close to 100% participation
- Lunch time Recycling Program – compost, recycle, output of trash has decreased
- MESA – Science and Math hands-on learning 6th -8th grade students is focusing on water with many local outings to Tin Mountain, Bryant Pond, and classroom math and science experiments.
- PKA is offering afterschool homework support and many enrichments opportunities for students (music, cooking, biking, etc.)

Home / School Connection:

- Parent Newsletter sent to families with progress reports
- Grade levels maintain homework hotline
- School Calendar posted with events
- Parent/Teacher Conferences held in fall
- Grade Level staff schedules ongoing parent meetings as needed or requested

Professional Development/Learning:

Table Top Emergency Response Training; Staff Vision with scoring rubrics with a focus on positive and supportive School Environment, Student Success, Relationships with colleagues, students and families, Communication. Cross Cutting Practices staff have focused on Supporting Arguments with Evidence across subject areas; Common Interest Committees at the site level have focused on Individual Learning Plan formats, technology and Google documents in the classroom, science focus, math intervention focus. Professional Goal-setting and classroom observations, Student Achievement Time with colleagues.

BDES School highlights

Professional development: Developing a list of intervention strategies for hard-to-reach kids. Working on cross-cutting practices to help students validate their learning with evidence. Adjusting to a part-time principal.

School-wide initiatives: Currently having students involved in goal-setting for math, reading, writing, and work habits. Students will be tracking their mastery on the goals.

Student-Staff accomplishments: Upcoming talent show in February. Penny drive in March. Iditarod Reading Event.

CAS School highlights

Professional development: Working on cross-cutting practices, identifying intervention strategies, and adjusting to a new principal.

School-wide initiatives: Developing student-centered learning. Re-structured the daily schedule to provide daily opportunities for leveled math and reading instruction. Currently having students involved in goal-setting for math, reading, writing, and work habits. Students will be tracking their mastery on the goals.

Student-Staff accomplishments: Initiated 5th grade student recess assistants to model appropriate behavior and help mediate peer conflict on the playground. Class average size of 19, more arriving weekly.

Highlights from New Suncook

This year student groups were based on instructional reading levels. Students stayed with this group of students for most of the day except for math. This has been quite beneficial in better addressing student needs in literacy in a more efficient way in most classrooms. We are continuing to look at our reading data as well as consider the social/emotional needs of students in making decisions about how to best group students for instructional that challenges and supports each of them in a standards-based learner centered model.

We have continued to work on further developing strategies for students to have more voice and choice in their own learning. All students helped develop a code of cooperation for their classroom which is used to help students reflect on their own behavior as well as the class behavior. Students in grades three to five set academic and behavior goals and are required to collect evidence that those goals are being met. Students are able to talk about what their work shows and what goals they are trying to meet.

Our focus for professional development has been in these three areas:

Collaborative Problem Solving:

As we shared last March, we received a grant from the Juvenile Justice Advisory Group to receive training in solving problems collaboratively. The premise for the work is that children will do well if they can. When students present challenging behaviors, it is due to lagging skills in trying to deal with the situation. Our job then becomes to determine which skills are lagging and teach them those skills so that they can do well socially, emotionally and academically.

A core group of five staff members have met weekly to review audio recordings of our work and receive feedback from a consultant. We have begun training with all staff. We have found that students are much more likely to be honest about their behavior and willing to try some strategies than when we simply apply positive and negative consequences for behavior. Once the skills are taught, students use the skills and begin to make progress.

We are continuing to develop a system to track the number of incidences and the skills being addressed for students in a more formal way as more staff begins to use the process.

For more information about collaborative problem solving, please visit:
<http://www.livesinthebalance.org/>

Writing

To help our curriculum better align with the demands of the Common Core, we have been using the Teacher's College Units of Study for Writing. Each grade level has a unit on narrative, persuasive and informational writing and then one additional unit that is unique to each grade level. Teachers have had some opportunities to share student work with each other and to do some common planning within the units. Teachers are

seeing a significant increase in students' stamina for writing as well as an increase in the content of their writing.

Cross-cutting practices/ Math practices

As part of the district initiative, teachers have been learning ways to address the underlying instructional practices that are common across disciplines as described in each discipline's standards. Most classroom teachers have worked on helping students find evidence in the text to support a claim about what they have read or are thinking. Teachers worked with other colleagues both within the school and in the district to investigate these strategies and share their work with others through power point presentations. Teachers have also worked with our math consultant to encourage deeper mathematical thinking and reasoning.

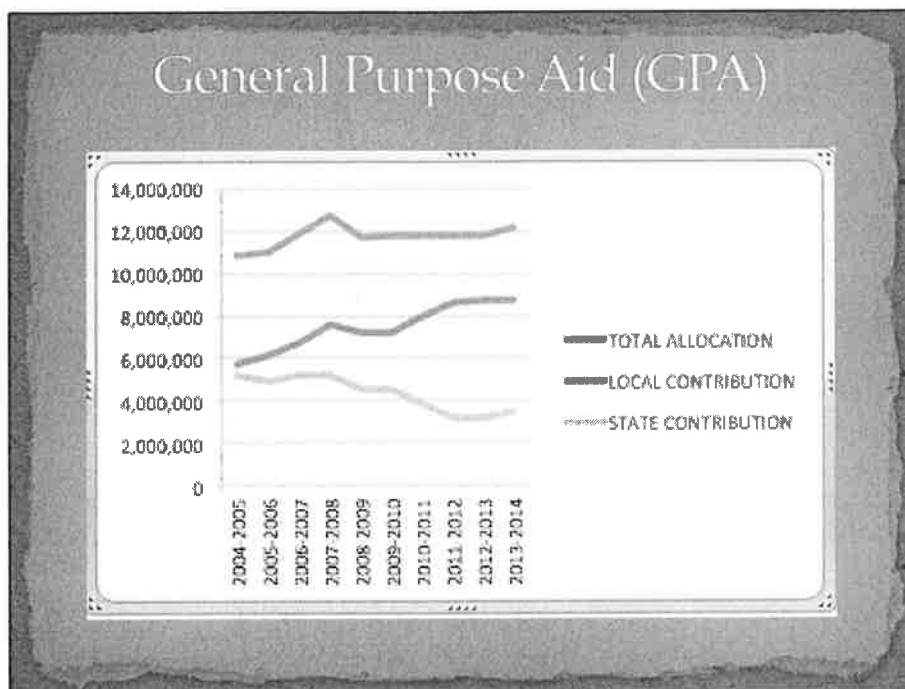
Budget Preview FY 15

Overview

Where have we been?

FY 14 Budget: Where are we now?

FY 15 Budget: Where are we going?



- ### Reaction to Subsidy Loss Over Past Budgets
- Budget Reductions
 - Staff Reductions
 - 16.5 Teaching Positions
 - 2 Administrators
 - 1 Central Office Support Position
 - 10 Educational Technicians
 - .5 Food Service Director
 - 3 Support Staff (Maintenance, Bus, SRO)
 - 75% of Field Trip Lines and 8th Tin Mountain Program
 - Minimal Support for Facility Upgrades and Maintenance

Realities

There is a "bottom line" to how much can be cut from the K-8 budget to minimize the budget increase.

There are minimal additional cuts in staffing, which makes up roughly 55% of the budget, that can be made without significantly impacting teaching and learning.

2013-2014 Budget

Budget Impacts

- Health Insurance Increase - 13%
- Teacher Retirement Costs
- New Suncook Roof Debt Service - \$275,000

Unanticipated Costs:

- Out-of-District Placements and Associated Transportation
- Due Process Costs
- Sub Costs

Budget Impacts FY 15

Valuations

Enrollment

Other:

- Salary Schedules
- Health Insurance
- Academy Contract

Valuations

	2013	2012	Difference	
Brownfield	170,500,000	174,000,000	(3,500,000)	-2.1%
Denmark	267,250,000	266,950,000	300,000	0.1%
Fryeburg	361,600,000	372,500,000	(10,900,000)	-3.0%
Lovell	530,150,000	545,450,000	(15,300,000)	-2.9%
Stoneham	75,250,000	78,350,000	(3,100,000)	-4.1%
Stow	45,900,000	47,100,000	(1,200,000)	-2.6%
Sweden	83,450,000	85,900,000	(2,450,000)	-2.9%
District	1,534,100,000	1,570,250,000	(36,150,000)	2.4%
Oxford County	6,809,500,000	6,923,000,000	(113,500,000)	-1.7%
State	160,011,900,000	163,424,200,000	(3,412,300,000)	-2.1%

Enrollment

	2014		2013		Difference
Brownfield	205.5	17.8%	215.0	18.0%	-0.2%
Denmark	137.0	11.9%	150.5	12.6%	-0.7%
Fryeburg	523.5	45.4%	527.5	44.1%	1.3%
Lovell	159.0	13.8%	170.0	14.2%	-0.4%
Stoneham	34.0	2.9%	31.0	2.6%	0.4%
Stow	45.5	3.9%	52.0	4.3%	-0.4%
Sweden	49.5	4.3%	50.0	4.2%	0.1%
District	1,154.0	100%	1,196.0	100%	

Other

Salaries:

The three percent increase over two years will result in a projected \$250,000 increase in teacher salaries.

Benefits:

Because we will comparatively bill the most versus what is paid in, we will end up with a 13% increase in health insurance. This equates to a \$250,000 increase.

Academy Contract:

Moving from 115% of MAT/IVF to 112.5% will save the District roughly \$90,000.

Budget Priorities

As a new superintendent, I would like to take this opportunity to ask for general feedback about your thoughts entering the new "budget season." In order to be transparent, I would like to share my thoughts about "filters" that should be in place to make budgetary decisions and also get feedback from you regarding these ideas.

Underlying Assumptions

It's about the students.

The process should include the ability to transform ideas into reality.

- Programming to meet the needs of students who are not currently having successful school experiences.
- Programming to provide "extended-day" or "extended-year" opportunities for students who need additional support.

There are certain realities that must be met:

- State Law
 - School Finance Law (ED 27) and EPS
 - Title 20-A
- Charter School Regulations
- Fryeburg Academy Contract
- Special-Education Law
- Educational Policy

We must always consider the taxpayers' capacity to pay when creating a budget.

Decision-Making Filters

What is in the best interest of students?

How do we best utilize resources to meet the needs of ALL students?

What student needs that aren't currently being met can be addressed through the budget process?

Are there efficiencies that can create savings?

What is fiscally responsible to our taxpayers?

- Not listed in order of importance.

Strategies for Reducing/Cutting Budget

Make cuts "as far away from students" as possible.

Prioritize into "Needs" and "Wants."

Use a "last in, first out" approach.

Know the bottom line or target.

Do not make "across the board" cuts without being reflective.

Feedback?

At this time, I would encourage anyone to share his or her ideas or questions regarding the budget and/or the presentation.