

**RSU 63 Board of Directors  
Monday, February 22, 2021  
5:30pm  
Holbrook Middle School  
Agenda**

**Remote Phone-In 1-605-574-1514 PIN: 644740299#**

**Call Meeting to Order**

**Flag Salute/Moment of Silence**

**Approval of Minutes for January 27, 2021 Board Meeting**

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

**Acceptance of Gifts/Donations**

**Presentation – FY20 Audit by William Hall of RHR Smith & Co and Kelly Theriault, RSU 63 Business Manager**

**Questions and Comments from the Board**

**Questions and Comments from the Public**

**Dates of Next Committee Meetings**

1. Budget and Finance Committee: Tuesday, February 23, 2021 at 2:30pm, Holbrook Middle School and Remotely
2. FY22 Budget Workshop: Tuesday, February 23, 2021 at 3:30pm, Holbrook Middle School and Remotely
3. Community Conversation: Wednesday, February 24, 2021 at 6:30pm, Remote Connectivity Only
4. Policy Committee: Wednesday, March 3, 2021 at 5:30pm, Holbrook Middle School and Remotely
5. FY22 Budget Workshop: Tuesday, March 9, 2021 at 3:30pm, Holbrook Middle School and Remotely
6. Policy Committee Workshop: Wednesday, March 10, 2021 at 6:30pm, Holbrook Middle School and Remotely
7. FY22 Budget Workshop: Tuesday, March 16, 2021 at 3:30pm, Holbrook Middle School and Remotely
8. Community Conversation: Thursday, March 18, 2021 at 6:30pm, Remote Connectivity Only
9. Board Meeting: Monday, March 22, 2021 at 6:30pm, Holbrook Middle School and Remotely

**Budget and Finance**

1. Business Manager Report
2. Budget and Finance Committee Report
3. FY22 Timeline and Update

**Superintendent's Report**

**RSU #63 Chair's Report**

**Acceptance of Reports**

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

**Old Business - None**

### **New Business**

1. 2021-2022 School Year Calendar
2. Policies to Approve
  - a. AC – Nondiscrimination Equal Opportunities and Affirmative Action
  - b. ACAA – Harassment and Sexual Harassment of Students
  - c. ACAB – Anti-Harassment Policy

### **Personnel Actions**

1. Appointments
  - a. John Landry – Eddington Evening Custodian
  - b. Dona Closson-Wescott – Shared Holden and Holbrook Cook
2. Resignations
  - a. Margaret Peckenham – Holbrook COVID Substitute
3. Retirement
4. Reassignments
5. Elections
6. Searches
  - a. 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: January 25, 2021  
Location: Holbrook Middle School  
Minutes

RSU 63 Board Member(s) Present:

*Town of Holden:* John Hutchins, Heather Charity (Arrived 6:30pm), Cherie Faulkner, and Holly Whitmore

*Town of Clifton:* Linda Graban

*Town of Eddington:* Robin James and Steve Carr (Arrived 5:38pm)

RSU 63 Board Member Absent:

*Town of Eddington:* Charles Baker, Jr.

Board Chair, John Hutchins called the meeting to order at 5:35pm

Motion by Robin James with a second by Steve Carr to enter into Executive Session to discuss Superintendent Susan M. Smith's Evaluation pursuant to 1 M.R.S.A. §405(6)(A).

**Roll Call Vote: Steve Carr: Yes; Linda Graban: Yes; Holly Whitmore: Yes; Cherie Faulkner: Yes; Robin James: Yes; John Hutchins: Yes**

**Vote: 6 Approved; 0 Opposed**

Public session resumed at 6:30pm. A flag salute was conducted and a moment of silence was observed.

John Hutchins called for a motion to approve the December 14, 2020 Board Meeting minutes.

Motion by Steve Carr with a second by Heather Charity to approve the minutes for the December 14, 2020 Board Meetings.

**Vote: 7 Approved; 0 Opposed**

**Recognition and/or Awards of Students, Staff, and Other:** Superintendent Smith thanked the Holden and Eddington Fire Departments for completing facilities inspections at all three schools on Friday, January 8, 2021. Ms. Smith read a letter from Deputy Chief Craig Russell commending the custodial staff for their efforts in keeping the buildings in good shape and their willingness to correct any violations that were found. Superintendent Smith advised building inspections are done at least twice a year.

Superintendent Smith recognized the Professional Growth and Performance of twelve staff members. Lisa Beers, Cynthia Frey, Jesse Gauthier, Krista-Rae Helms, Rebecca Jordan, Robert Merritt, Sara Miller, Valerie Palmer, Ashley Perry, Rick Slowikowski, Polly Sparhawk, and Don Spencer completed their three-year evaluation with an effective rating in December and started the process over again this month (January).

Superintendent Smith read an email from Jake Morgan, Facilities and Transportation Director thanking the bus drivers and staff for stepping up when needed. Some drivers have been helping with custodial and food service needs, as well as transporting mail between buildings.

**Acceptance of Gifts and Donations:** Superintendent Smith thanked the Parent Teacher Group (PTG) for purchasing microwaves, electric tea pots, and other needed supplies for all three schools staff rooms. G & M Market (Greg Hawes) was recognized for the \$750 donation of food for students over the holiday season. Samantha Bedore received a Donors Choose grant to purchase noise-cancelling headphones (\$150) for students in her classroom, and we received an anonymous donation of \$1,000 for heating fuel assistance for families in need. Kelly Theriault received notification of approval for a Full Plates Grant in the amount of \$4,486, and the ESSER II Funding notification was received in the amount of \$307,519.

**Presentation:** Superintendent Smith began the student achievement and instructional strategies presentation with the NWEA data. The reading data for Grades 3-8 showed our students' reading skills grew about one year, even with the pandemic. Kindergarten and Grade One students were tested using NWEA for the first time this fall. They showed strong foundational skills for literacy and math. Math scores showed no gains over the last year. All grade levels were below typical growth expectations but in line with national average scores due to the pandemic. Please see *Attachment A* for additional information. RSU 63 is using the SLO (Student Learning Objectives) process this school year to help students make at least one full year's growth in reading and math with many strategies focusing on math instruction.

## DRAFT

Don Spencer, Elementary Schools Principal, Ashley Allen, Holbrook Middle School Principal, and Jesse Gauthier, RSU 63 Special Services Director discussed the strategies used at Eddington and Holden Elementary schools and Holbrook Middle School. Mr. Spencer stressed the importance of staff always referring back to the Grade Level Brochures. RTI (Response to Intervention) strategies is another tool staff use. Staff are able to collaborate with each other to aid students who are struggling. Literacy interventionists have been key in keeping students moving forward. Math support has been able to continue, even remotely for students at all grade levels. Mrs. Allen stressed the importance of weekly content/grade level meetings. This has been a valuable component for teachers/staff to collaborate on ways to improve or assist students. All three echoed each other with emphasis on additional math support for all grade levels. Mr. Gauthier noted the additional Ed Techs in more classrooms has been very helpful for immediate assistance for students. After school clubs and gifted and talented programs have started and are being well attended. Superintendent discussed the Gifted and Talented screening process and advised the screening that usually happens in the fall did not happen this year, but currently in the process now.

Student attendance has been an area of concern. Staff are having difficulty getting some students and families to engage in education this year. Attendance is being closely monitored and reported quarterly to the state.

Administrators are conducting teacher observations and providing feedback to develop plans and resources to aid in professional growth.

**Questions and Comments from the Board:** Holly Whitmore asked who sets the curriculum for Honors classes. Superintendent Smith advised Math is set by the common standards for Algebra and Geometry. English Language Arts has been based on student interest incorporating the socratic method of discussing and thinking. Our Gifted and Talented program is student specific, based on ways to engage students and help them meet their specialized goals/interest.

**Questions and Comments from the Public:** None.

### **Dates of Next Committee Meetings:**

Budget and Finance Committee: Tuesday, February 23, 2021 at 2:30pm, Holbrook Middle School

FY22 Budget Workshop: Tuesday, February 23, 2021 at 3:30pm, Holbrook Middle School

Policy Committee: Monday, February 1, 2021 at 5:30pm, Holbrook Middle School

Facilities Advisory Committee: Tuesday, February 9, 2021 at 5:30pm, Holbrook Middle School

Board Meeting: Monday, February 22, 2021 at 6:30pm, Holbrook Middle School (FY20 Audit Presentation)

Community Conversation: Wednesday, February 24, 2021 at 6:30pm, Phone In: 1-414-909-6800 PIN 42485464

Google Meet: [meet.google.com/ixe-nhmy-suj](https://meet.google.com/ixe-nhmy-suj)

**Budget and Finance:** Nothing to add to the Business Manager Report. Nothing to add to the Budget and Finance Committee Report.

**Superintendent's Report:** Superintendent Smith advised the newest Policy Committee, Budget and Finance Committee, and Facilities Advisory Committee meeting minutes were in the Board folders. The Board agreed since the minutes were shared electronically, they would be voted on at this meeting rather than wait until next month's meeting.

Superintendent Smith advised the District was ready to move forward with Carpenter Associates and the Indoor Air Quality projects design. Estimates and hourly rates were included in packets.

Teaching and Learning Committee packets included surveys from staff around technology and feedback from the stipend distance learning projects.

**RSU 63 Chair's Report:** None.

**Acceptance of Reports:** Motion by Heather Charity with a second by Steve Carr to approve the written and verbal reports from Budget and Finance, Superintendent, Administrators, and Board Chair.

**Vote: 7 Approved; 0 Opposed**

### **Old Business:**

**Mission and Vision Statements and Policy BA – Operational Goals:** Superintendent Smith advised updated drafts of the Mission and Vision Statements and Policy BA-Operational Goals were included in the Board Folders. Heather Charity stressed the importance of including Outdoor Education in the goals and vision statements. Many surrounding schools have included this as part of their curriculum and students will benefit from busy, physical, educational curriculum the outdoors can offer. Superintendent Smith added outdoor learning areas have been added

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January 25, 2021

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to each school using CRF (COVID Relief Funds), so we have a good start and area to expand on. The documents (Mission, Vision, and Policy BA) are working drafts and will be looked at again at the next policy committee meeting.

**New Business:**

**FY20 Budget Cost Center Transfer:** Superintendent Smith advised the draft FY20 Audit was emailed to Board members. Pages 70, 71, and 72 are in Board folders. These pages show the total budgeted amount and amount spent for each cost center. Regular instruction was under budget due to less high school student tuition costs and transportation was over budget due to bus and van purchases. Auditor recommended a cost center transfer from regular instruction to transportation cost center. John Hutchins called for motion regarding the auditors recommendation.

Motion by Steve Carr with a second by Linda Graban as per Title 20-A, Section 1485, subsection 4, the Board authorizes the transfer of funds from the FY20 approved regular instruction cost center to the FY20 approved transportation cost center in the amount of \$41,000.

**Vote: 7 Approved; 0 Opposed**

**Policies to Approve:**

Motion by Heather Charity with a second by Cherie Faulkner to approve policy BCA – Board of Directors Code of Ethics, policy BCB – Board Member Conflict of Interest, policy BEDH – Public Participation at Meeting, policy EBABA – Chemical Hygiene, policy GBGAA – Exposure Control Plan, and policy JJIF – Management of Concussions and Other Head Injuries

**Vote: 7 Approved; 0 Opposed**

**Personnel Actions:**

**Appointments:** Kim Kelley, Ed Tech III at Eddington Life Skills; Elizabeth Chambers, Ed Tech I at Eddington PreK and K for remainder of this school year.

**Resignations:** Stephen Goulette, Ed Tech III at Holbrook; Cassidy Marsh, Ed Tech III at Holbrook, Lori Beck, Eddington Evening Custodian.

**Retirement:** None.

**Reassignments:** Cassidy Marsh, COVID Sub at Eddington to Ed Tech III at Holbrook (submitted resignation this week); Jennifer Barker Ed Tech III at Eddington to Ed Tech III at Holbrook.

**Elections:** None.

**Searches:** Cook at Holden and Holbrook, Evening Custodian, and Substitutes.

**Additional Questions and Comments from the Board:** None

**Adjournment:** At 7:47pm, motion by Steve Carr with a second by Heather Charity to adjourn the meeting.

**Vote: 7 Approved; 0 Opposed**

Respectfully submitted by,

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

Approved:



**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.**

**Student Growth in Reading (Fall 2019 to Fall 2020)**  
Students who took the NWEA test with RSU 63 both falls



**Student Growth Summary Report**

Aggregate by District

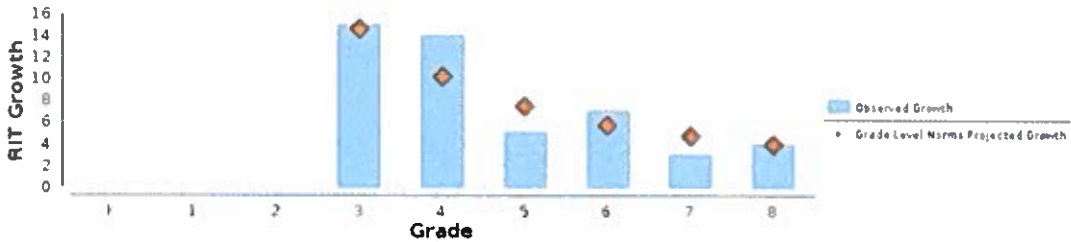
Term: Fall 2020-2021  
District: RSU #63

Norms Reference Data: 2020 Norms  
Growth Comparison Period: Fall 2019 - Fall 2020  
Weeks of Instruction: Start: 4 (Fall 2019) +  
End: 4 (Fall 2020) +  
Grouping: None  
Small Group Display: No

Language Arts: Reading

Grade (Fall 2020)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2019			Fall 2020			Grade-Level Norms			Student Norms					
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	1	*			*			*					*			
3	36	179.7	14.9	84	189.3	14.8	82	15	1.5	14.6	-0.81	50	36	18	50	47
4	34	187.1	16.8	83	201.4	14.7	74	14	1.6	10.2	2.22	99	34	27	79	78
5	42	201.6	15.6	75	206.7	14.9	82	5	1.3	7.4	-1.67	5	42	26	48	45
6	47	207.9	14.9	80	218.0	14.2	79	7	1.2	6.8	0.82	79	47	26	65	66
7	43	219.7	13.8	83	214.9	13.0	49	3	1.3	4.7	-0.89	19	43	23	81	48
8	54	218.3	17.3	71	222.5	14.5	72	4	0.9	3.9	0.21	59	54	31	57	64

Language Arts: Reading



In the fall of 2020,

**80.6%** of our Eddington students in Kindergarten and Grade 1 were at or above the 50<sup>th</sup> percentile for Reading/Language Arts.

**61.8%** of our Holden students in Grades 2, 3, and 4 were at or above the 50<sup>th</sup> percentile for Reading (Note: Fall 2019 = 56.6%)

**58.2 %** of our Holbrook students in Grades 5, 6, 7, and 8 students were at or above the 50<sup>th</sup> percentile for Reading. (Note: Fall 2019 = 59.6%)

National Average = 50%



**Student Growth Summary Report**

Aggregate by District

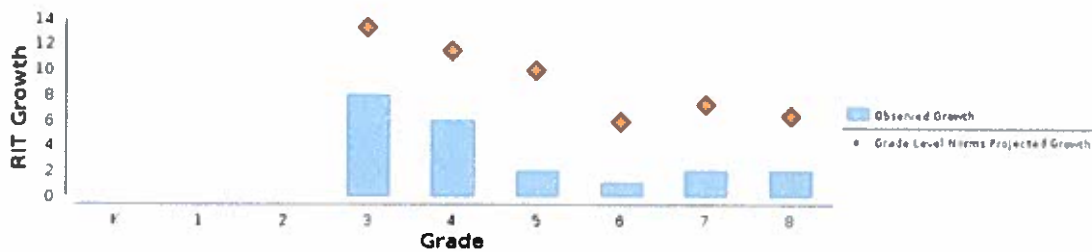
Term: Fall 2020-2021  
District: RSU #63

Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2019 - Fall 2020  
Weeks of Instruction: Start: 4 (Fall 2019) \*  
End: 4 (Fall 2020) \*  
Grouping: None  
Small Group Display: No

Math: Math K-12

Grade (Fall 2020)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2019			Fall 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**		**			**					**				
1	0	**		**			**					**				
2	1	*		*			*					*				
3	29	180.2	8.1	84	188.8	10.2	81	8	1.1	13.4	-3.29	1	26	8	22	19
4	24	181.8	10.2	86	185.8	11.8	79	6	1.4	11.8	-3.89	1	20	9	26	17
5	41	202.4	10.2	81	207.4	12.7	42	2	1.8	10.8	-6.87	1	41	4	10	12
6	47	214.0	13.7	73	218.4	12.3	63	1	0.8	5.9	-2.65	1	47	12	26	22
7	42	218.6	14.6	69	218.4	12.7	42	2	1.0	7.3	-3.18	1	42	8	21	18
8	63	227.3	17.3	79	229.5	17.7	69	2	0.8	6.8	-2.87	1	63	14	26	26

Math: Math K-12



In the fall of 2020,

**75%** of our Eddington students in Kindergarten and Grade 1 were at or above the 50<sup>th</sup> percentile for Mathematics.

**50%** of our Holden students in Grades 2, 3, and 4 were at or above the 50<sup>th</sup> percentile for Mathematics (*Note: Fall 2019 = 59.6%*)

**49.5%** of our Holbrook students in Grades 5, 6, 7, and 8 students were at or above the 50<sup>th</sup> percentile for Mathematics. (*Note: Fall 2019 = 60%*)

National Average = 50%

RSU 63's student achievement data for the fall of 2020 mirror the NWEA data from across the nation.

*"The impacts of COVID 19 disruptions on student achievement were not the blanket declines many expected, but were instead uneven across subjects and grade levels...School districts should collect and transparently report data on students' opportunities to learn (for example attendance and completions of assignments) and measure and report on their social and emotional well-being...Our findings of lower-than-average math gains suggest we should emphasize equitable access to high-quality math teaching and learning."*

Source: Learning during COVID-19: Initial findings on students' reading and math achievement and growth; Nov. 2020; Kuhfeld, Tarasawa, Johnson, Ruzek, and Lewis; Collaborative for Student Growth

## Continuous Improvement

RSU 63 is using our SLO (Student Learning Objectives) process this school year to help our students make at least one full year's growth in reading and math, with many strategies focusing on math instruction. Building-based goals have been set for reading and math at Eddington, Holden, and Holbrook; with administrators, teachers, and ed techs working together to meet these goals. "Change takes time and involves collective effort... following the Continuous Improvement Cycle of Plan, Do, Study, Act" outlined in *The Continuous Improvement in Education Toolkit*, produced by the Regional Educational Laboratory Northeast and Islands, U.S. Department of Education, October 2020.

*"Change is context-specific and therefore requires constant adaptation, data collection, and learning."*

## Prioritizing Instruction

We recently received the *2020-2021 Priority Instructional Content in ELA/Literacy and Mathematics* from Student Achievement Partners ([achievethecore.org](http://achievethecore.org)). We are beginning to share Student Achievement Partners' grade level guidance for math with our RSU 63 teachers and ed techs. (See Grade 5 sample.) This guidance is based on research and the progression of mathematics to "find new efficiencies in the curriculum that are critical for the unique challenges that have resulted from school closures and anticipated disruptions in the year ahead... to hold high expectations for all students... Since time is a scarce commodity in classrooms... strategic instructional choices about which content to prioritize... must be made."



Considerations for Addressing PRIORITY Grade-Level Content – GRADE 5
The clusters listed in this table name the <b>priority instructional</b> content for grade 5. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.
<b>Considerations</b>
Allow for time to develop students' understanding of the foundational work of decimal fractions to support entry into understanding the place value system with decimals.
<i>Incorporate</i> foundational work on multiplying and dividing multi-digit whole numbers to support students' work operating with multi-digit whole numbers and decimals. In relation to fluency expectations for multiplying multi-digit numbers, <i>eliminate</i> problems in which either factor has more than three digits.
<i>Incorporate</i> students' understanding of decimal fractions to support entry into the grade 5 work of operations with decimals.
<i>Incorporate</i> foundational work on equivalent fractions and on the conceptual understanding underlying fraction addition to support students' work on adding and subtracting fractions with unlike denominators.
<i>Incorporate</i> foundations for multiplying fractions by whole numbers to support students' work in multiplying fractions and whole numbers by fractions.
No special considerations for curricula well aligned to the work of volume in grade 5, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.
<i>Incorporate</i> foundational understandings of number lines into the work of extending number lines to the coordinate plane, as detailed in this cluster. <i>Emphasize</i> interpreting coordinate values of points in the context of a situation.

Considerations for Addressing REMAINING Grade-Level Content – GRADE 5
The clusters listed in this table represent the remainder of grade 5 grade-level content. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.
<b>Considerations</b>
<i>Combine</i> lessons on writing and interpreting numerical expressions in order to reduce the amount of time spent on this topic.
<i>Eliminate</i> lessons and problems on analyzing relationships between numerical patterns.
<i>Combine</i> lessons on converting measurement units in order to reduce the amount of time spent on this topic.
<i>Eliminate</i> lessons and problems on representing and interpreting data using line plots that do not strongly reinforce the fraction work of this grade.
<i>Combine</i> lessons on classifying two-dimensional figures into categories based on properties in order to reduce the amount of time spent on this topic.

## **Instructional Strategies: Eddington & Holden Schools**

**Notes from "Priority Instructional Content in ELA/Literacy and Math" published by Student Achievement Partners, [achievethecore.org](http://achievethecore.org)**

School leaders should help identify what staff must focus on during these ever-changing times and remember disruptions can happen in a moment's notice (like last March).

"Instructional leaders must find new efficiencies in the curriculum that are critical for the unique challenges that have resulted from school closures and anticipated disruptions in the year ahead, keeping at the forefront principles of equitable instruction that support all students."

"Focus on the depth of the instruction, not the pace. Avoid the temptation to rush to cover all of the "gaps" in learning from the last school year." The pace required to cover all of this content will mean rushing ahead of many students, leaving them abandoned and discouraged."

### **Follow the RSU 63 Grade Level Brochures for Math & Literacy**

The instructional strategies are tried and true as staff pull out all they can to support the children's' learning from their "tool boxes."

The RTI (Response to Intervention) grade level teams meet monthly and discuss students who may be struggling in math or literacy. They share what they have tried, staff offer suggestions and strategies and come back in a month and report out progress or lack of and decide what are the steps needed to help these students make progress and be successful.

Instructional Strategies for Literacy:

- **Site word groups with Mrs. Egolf (math & lit interventionist at Eddington)**
- **Daily Café (reading comprehension, phonics, fluency development, writing, vocab)**
- **Flexible grouping within the classrooms (small group)**
- **1:1 instruction**
- **1:1 instruction with students based on Lexia/NWEA data nightly reading homework that includes reading log, parent strategies, and home school communication**
- **Use of COVID subs/support staff with individuals or small groups**
- **Make use of all technology to support and engage students (LexiaCore 5, Raz Kids)**
- **Daily literacy centers include phonics, spelling skills, parts of speech, and sentence structure**
- **The centers will also include listening station where students are able to listen to fluent reading and answer comprehension questions**
- **Guided reading**
- **Writing workshop**
- **Mastering DOLCH sight words**
- **Increasing parent involvement by sending home flashcards of sight words (DOLCH list)**

- Include positive reinforcement system called swag tags. The hope is it will motivate students.
- Recognition with certificates during assemblies (virtual for some)
- Reading Recovery (RR) intense instruction with Mrs. Stickle for those struggling and find strategies that will work for those students. (1<sup>st</sup> grade) Work with small groups as well and consult once released from RR
- Gradual release Model (Whole group to 1:1 instruction)
- Explicit modeling
- Individual literacy support with Mrs. Brown (Literacy Specialist at Holden)
- Lending libraries (Scholastic books)
- Create mini lesson videos to share with all students

**Instructional Strategies for Math:**

- Math fact groups with Mrs. Egolf
- Small group instruction
- 1:1 instruction based on needs and assessment results (NWEA, Math in Focus, etc.)
- Use of COVID subs/support staff with individuals or small groups
- Math in Focus program
- Use of technology support (Happy Numbers, IXL Math, Xtra Math, Happy Numbers)
- Math Manipulatives
- Homework-specific to content taught as well as practicing their math facts fluency
- Flexible grouping
- Ms. Miller (Math Interventionist/Specialist) working with small groups or 1:1 for reinforcement of content and fluency of facts
- Recognition of students with certificates/awards for math achievements (Xtra Math/Fluency Facts/ IXL Math) (motivation for sure)
- "Active Math" ( Movement with math concepts)
- Math games as rewards (free time using math tech games)

These variety of strategies are being used throughout the year with those students who find success with them. The teachers are always reaching out and sharing with colleagues what has worked for them and their students. When new ideas are found, research is done, and they share during staff meetings as well as grade level meetings.

## Holbrook School

202 Kidder Hill Road

Holden, Me 04429

## Office of the Principal

Tel: (207) 843-7769 Fax: (207) 843-4328

Ashley Allen, Principal [aallen@rsu63.org](mailto:aallen@rsu63.org)  
Michele Archambault, Assistant Principal AD [marchambault@rsu63.org](mailto:marchambault@rsu63.org)

Joy Walters, Guidance [jwalters@rsu63.org](mailto:jwalters@rsu63.org)  
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RSU 63 Board of Directors,

In her book, *Connecting with Students Online Strategies for Remote Teaching and Learning*, Jennifer Serravallo reminds us that, flexibility of instruction is imperative. Through the strategies listed below, RTI meetings, grade level meetings, and continual staff collaboration, you will see that in addition to day to day instructional practices the Holbrook staff is creating an atmosphere of cognitive flexibility. We continue to provide a variety of interventions and extensions based both on interest and data. Serravallo, Jennifer. *Connecting with Students Online: Strategies for Remote Teaching & Learning*. Heinemann, 2020.

Additionally, I believe the following quote speaks to the importance of recognizing the shift we have had to make in our academics based on the health of our nation and how that has impacted all students, including those at Holbrook School. "In guidance from the Council of the Great City Schools, *Addressing Unfinished Learning After COVID-19 School Closures* (CGCS, 2020), a key recommendation is to Focus on the depth of instruction, not on the pace... [A]void the temptation to rush to cover all of the 'gaps' in learning from the last school year. The pace required to cover all of this content will mean rushing ahead of many students, leaving them abandoned and discouraged. It will also feed students a steady diet of curricular junk food: shallow engagement with the content, low standards for understanding, and low cognitive demand—all bad learning habits to acquire. Moreover, at a time when social emotional wellbeing, agency, and engagement are more important than ever, instructional haste may eclipse the patient work of building academic character and motivation." *Student Achievement Partners. "2020-2021 Priority Instructional Content in English Language Arts/Literacy and Mathematics."*

Instructional strategies will vary by grade level and student needs:

### **Math strategies will include but are not limited to:**

- Positive reinforcement
- Maintain a positive home school connection
- RTI Meetings
- Academic Improvement plans as needed
- GT Meetings
- After school clubs in Math
- Weekly grade level or content meetings
- Use of websites and web based play to enhance engagement and skill practice
- Small and flexible grouping
- Utilizing support staff as available for intervention
- Writing about math
- Targeted Friday conferences and study halls with support staff

### **Reading strategies will include but are not limited to:**

- Positive reinforcement
- Maintain a positive home school connection
- RTI Meetings
- Academic Improvement plans as needed
- GT Meetings
- After school clubs in Literacy
- Weekly grade level or content meetings
- Use of websites and web based play to enhance engagement and skill practice
- Utilizing support staff as available for intervention
- Small and flexible grouping
- Writing about historical and relevant topic
- Targeted Friday conferences and study halls with support staff

## Special Services Instructional Strategies

1. Ed Techs in more classrooms
  - a. Having a dedicated support staff increases the immediate assistance for students with academic deficiencies in focus, attention, comprehension, reading, etc.
  - b. Regular education support has been a priority in all buildings but has not been possible consistently for all students with special needs due to scheduling conflicts.
  
2. Level Literacy Intervention (LLI) – Specially Designed Reading Instruction
  - a. The Fountas & Pinnell LLI System is an intensive, small-group literacy intervention for students who find reading and writing difficult. The LLI systems are designed to:
    - i. Advance the literacy learning of students not meeting grade-level expectations in reading
    - ii. Increase reading volume by engaging students in large amounts of successful daily reading
    - iii. Increase student engagement with books that build knowledge
    - iv. Meet the needs of struggling readers
    - v. Monitor student progress
  - b. Students who receive Reading Recovery (Title I) Services in the regular education setting get instruction using the LLI system. If they were identified with a disability that prevented progress in reading, they used to receive an “eclectic” curriculum of instruction, but now, they are receiving the same high-quality, consistent instruction as they transition in to special services and when they transition up to Holden and Holbrook.
  - c. LLI has been evaluated in two qualifying studies. In one, in rural and suburban Georgia and New York, students were randomly assigned to LLI or control conditions. Across 5 DIBELS scales, the average effect size was +0.17, with significant differences on Non-Word Fluency and Oral Reading Fluency. In a second study in Denver, there were very positive outcomes on the DRA2 in kindergarten but not in first or second grade, for a significant but small meaningful effect size of +0.10. Averaging the two studies, the effect size was +0.13.
  - d. On average, our students typically gain 3 levels (one grade level) using the LLI system in a small group special education setting.
  
3. Vmath: Targeted Math Instruction for Grades 2-6
  - a. Thousands of struggling students have seen improvement in math ability with Vmath. Simple to understand and implement, Vmath delivers essential content using strategies proven to accelerate and motivate struggling and at-risk students. Vmath’s daily lessons are presented in an easy format that provides clear instructions using visual models, so students can better understand math concepts.

Vmath Creates Successful Learning Experiences for Students;

    - i. Vmath teaches skills for grade-level success.
    - ii. Each level of Vmath is a full-year program.



- iii. Multiple opportunities to assess, reinforce, and differentiate instruction.
- iv. Meets ESSA's Moderate (2) Evidence Criteria.
- b. On average, our students make a year's worth of growth, but that growth is focused on foundational math calculation skills that will allow students to be prepared for Pre-Algebra in 7<sup>th</sup> grade and Algebra in 9<sup>th</sup> grade. Students focus on skill progression and essentially learn one way to complete a problem correctly in a repeatable fashion, rather than spending the time to learn how to solve the same problem 4, 5, or 6 different ways. Basically, it is the first 5 problems of a 15-problem worksheet. Instead of increasing the rigor, students practice the skill of the first 5 problems 3 times instead of going beyond the basics where they often get "stumped" by multiple-step problems or switching between strategies on the same assignment.

### **Gifted & Talented and Enrichment Programs**

Students in Grade 3 have been screened for academic, music, and art talents  
Enrichment Groups and Watch List

Students in Grade 4 continue with enrichment groups  
Watch List students and Grade 4 students new to Holden School are screened for  
academic, music, and art talents

Holbrook School's Gifted and Talented Coordinator has been getting to know the identified students. She is meeting with them in small groups as well as one-on-one to develop individual goals and set up activities for this year.

ELA ideas include vocabulary study/group dictionary, riddles, field trip for outdoor writing, and a book club.

Students in Grades 7 and 8 are taking advanced math classes (Algebra and Geometry).

Art and Music enrichment opportunities are being planned for implementation this winter.

Students new to Holbrook and those who are on the Watch List will be screened/rescreened (beginning Wednesday, February 10<sup>th</sup>) so we can identify and address GT/Enrichment needs that are not yet being addressed.

**Quarter 2 Chronically Absent Students**  
**October 1, 2020 to December 31, 2020 = 50 School Days**  
**5 or more absences = chronically absent**

Absent 85% or more = 3 students (1 at each school)  
Absent 50% or more = 3 students (all at Eddington)  
Absent 25% - 40% = 11 students (all 3 schools)  
Absent 20% - 24% = 11 students (Eddington and Holbrook)  
Absent 12% - 19% = 45 students (mostly Eddington and Holbrook)  
Absent 10% = 23 students (all 3 schools)

**Professional Growth and Performance Evaluation**

15 teachers starting new Growth Plans (3-year continuing contract cycle)  
17 probationary teachers starting Growth Plans and Observations (4 or more observations)  
Feedback and support for 28 Ed Techs and COVID Subs/Support Staff

FACILITIES ADVISORY COMMITTEE MINUTES  
Holbrook Middle School and Remotely  
Tuesday, February 9, 2021

Members Present: Charles Baker, Jr. and Holly Whitmore

Also Present: Susan Smith (Superintendent), Jake Morgan (Transportation and Facilities Director)

1. **Call to Order:** The meeting began at 5:34pm.
2. **Current Projects and Needs This School Year:** A sink was replaced at Eddington because it was old and falling apart. A shower at Holden will need replacement will be addressed this summer. Susan advised the Eagle Eye team has been at the buildings three times over the past two weeks, observing traffic patterns and looking at the blue prints.
3. **SRRF Bond and Indoor Air Quality Projects Update:** Kelly Theriault completed the paperwork for legal fee reimbursement. She found the process to be fairly simple. Jake Morgan discussed the Holden generator design with Ryan from Carpenters Associates. Meetings will start soon on Indoor Air Quality improvements.
4. **Past Facilities Projects/Funding:** Supt. Smith reviewed the local funded projects over \$1,000 that were completed or will be done by the end of the fiscal year. She reviewed the CRF (Corona Relief Funds) projects completed list. This document can be used during budget time to show how funds were spent, projects completed, and projects that still need to be completed.

Draft ED279's came out, projected state revenue is approximately \$100,000 more than last year.

5. **Future Facilities Needs:**
  - Eddington:** Propane swap (Jake advised switching to propane burners at the Eddington School is \$29,000 rather than \$25,000), battery back-up for sump pump, paving overlay, chimney inspection
  - Holden:** Library carpet removal/floor installation, shower replacement, paving,
  - Holbrook:** Paving, security cameras, spare septic pump

Susan will update the priority lists in preparation for the next meeting.

6. **Other:** Charles Baker, Jr. will be leaving for an extended period of time.
7. **Next Meeting:** Tuesday, March 9, 2021 at 3:30pm, Holbrook Middle School in conjunction with the FY22 Budget Workshop for Facilities.

The meeting adjourned at 6:46pm.



## POLICY COMMITTEE MINUTES

### Meeting: February 1, 2021

Members Present: Heather Charity, Cherie Faulkner  
 Also Present: Superintendent Susan Smith

1. **Call to Order:** The meeting began at 5:30pm.
2. **AC – Nondiscrimination Equal Opportunities and Affirmative Action.** This policy has small language changes and changes recommended by Maine School Management Association (MSMA) to comply with new laws. This policy is ready for board review.
3. **ACAA – Harassment and Sexual Harassment of Students.** This policy has some grammatical and language changes and changes recommended by MSMA to comply with new laws. This policy is ready for board review.
4. **ACAA-R – Student Discrimination Complaint Procedures.** This policy has many changes in cross references and language based on new laws and MSMA recommendations. Discussion on appeal process (Superintendent/Board or Business Manager/Superintendent). Supt. Smith will consult with legal counsel and bring back to the committee recommendations regarding appealing to the Board.
5. **ACAB – Anti-Harassment Policy.** This policy has many cross reference and language changes. This policy is ready for board review.
6. **ACAB-R – Employee Discrimination Complaint Procedures.** This policy has many changes based on new laws and MSMA recommendations. Discussion on appeal process (Superintendent/Board or Business Manager/Superintendent). Supt. Smith will consult with legal counsel and bring back to the committee recommendations regarding appealing to the Board.
7. **BA – Operational Goals.** – Add Mission Statement to the narrative with new changes that include more inclusive language.
8. **Mission and Vision Statements.** The Mission will be added to the narrative of policy BA – Operational Goals with more inclusive language. Superintendent Smith will email policy IMC – Controversial Speakers, Programs to the policy committee. A policy committee workshop has been scheduled for March 10, 2021 to work on language change to the Mission Statement.
9. **Policies to Review Next:**  
For the March Policy Meeting
  - ACAA-R – Student Discrimination Complaint Procedures
  - ACAB-R – Employee Discrimination Complaint Procedures
  - BEDG – Minutes of Meetings
  - BIE – Board Member Liability Insurance
  - BEC – Executive Sessions
  - BEC-R – Executive Session Law
  - BDA – Organizational Meeting
  - BDE – Board Advisory Committee
10. **Next Meetings:**  
 Policy Committee: Wednesday, March 3, 2021 at 5:30pm in the Holbrook Library and Remotely  
 Policy Committee Workshop: Wednesday, March 10, 2021 at 6:30pm in the Holbrook Library and Remotely
11. **Other:** Community Conversation, Thursday, March 18, 2021 at 6:30pm, topic will include language ideas for the Mission/Vision/Goals.

The meeting adjourned at 6:35pm.

# Holbrook School

# Office of the Principal

102 Kidder Hill Road

Holden, ME 04429

Tel: (207) 843-7769 Fax: (207) 843-4328

Ashley Allen, Principal [aallen@rsu63.org](mailto:aallen@rsu63.org)

Michelle Archambault, Assistant Principal/AD [marchambault@rsu63.org](mailto:marchambault@rsu63.org)

Joy Walters, School Counselor [jwalters@rsu63.org](mailto:jwalters@rsu63.org)

Dawna Bickford, School Nurse [dbickford@rsu63.org](mailto:dbickford@rsu63.org)

## Holbrook School Principal's Report 2.11.21

**DRAFT**

### Approximate Projected Enrollment:

Grade 5	51
Grade 6	54
Grade 7	48
Grade 8	63
Total	216

### WELCOME NEW STAFF TO HOLBROOK

Holbrook welcomes Jen Barker & Teresa Maybury this month, we are very thankful to have their support.

### BREAK APPROACHES

As the February break approaches it's clear that many of our students are excited for the upcoming break. As a staff, it's been important to recognize that for some students the upcoming break is a source of anxiety. For many students the structure of the school day and the positive relationships with peers and adults is a bright spot and removing that for an extended period is difficult. I'm confident that the Holbrook staff is sensitive to this reality for students and provides strong supervision and positive reinforcement. When significant student needs come to the attention of the staff they efficiently forward their concerns to the school counselor and administration. Over the last two weeks the office and guidance staff have been busy supporting students and families with significant challenges. Mrs. Walters and I have been busy working with students and families as the break approaches and we'll be prepared for their return to the school routine after the break.

### VIRTUAL SUPPORT

Approximately 6% of our student body are currently at all remote status and most of those students are connecting virtually in some capacity each day. Ed Techs continue to set up one-on-one meetings with all remote students. Another layer we have added on Friday is a guided study hall. Students can elect or are asked to join a Friday study hall to catch up on incomplete work or to get additional support. Holbrook staff continues to think outside the box to meet the needs of our students. We also have a document of FAQ and links for those students who may need to flip to remote learning for quarantine or other reasons. This seems to be helping some families navigate that switch a little easier.

### CLUBS

Session 2 will start March 8<sup>th</sup> with some new and continued offerings. We are excited that approximately 70 students took part in session 1 and look forward to seeing who else joins in next!

### JANUARY STUDENTS OF THE MONTH

5	6	7	8
Brooklyn Kelly	Hayley Kinney	Nolan Seavey	Kaelyn Phinney

Respectfully,

*Ashley Allen*

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: 207-843-4328

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

**DRAFT**

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



I submit my February 2021 board report on behalf of the students and staff at the Eddington & Holden Elementary Schools. We head into winter break with **29** students in PK, **42** in K, and **40** in 1<sup>st</sup>, for a total of **111** students at the Eddington School. We have **38** students in 2<sup>nd</sup>, **42** in 3<sup>rd</sup>, and **43** in 4<sup>th</sup> for a total of **123** students in Holden. (**234** total and of those 19 are all remote). The weather has certainly been up and down and the students and staff are excited about vacation, especially with snow on the ground. It really will be a wonderful time to rest and re-energize for staff during this interesting period of "COVID times" and for children to get outside and play.

Kudos to the Holbrook Rec. for sponsoring some physical activities for the children to be involved with during these winter months. I have 26 Eddington students attending the Outing Club tonight and we have averaged over 35 at Holden on Tuesday nights. The Ski club is on their 2<sup>nd</sup> session of "Meeting at the Mountain" and have over 50 kids downhill skiing and snowboarding! Thanks!!!

I am also excited to see kids involved in some "virtual" activities with Ms. Wright, our school librarian. She has many children attending her "Bed Time Story" nights on Tuesday as well as 4<sup>th</sup> graders, then onto 3<sup>rd</sup> and finish with 2<sup>nd</sup> graders for the "Makers" club. Here the children read "STEM" books and build things at home based on what was read. Kudos to Ms. Wright!

The Holden 4<sup>th</sup> graders are hoping to have some sort of "Band O-Rama" day with the Holbrook students. A time when grade 4 are introduced to the band instruments they may be able to play at the middle school. This has always been a fun and educational time and I hope to work with Mrs. Jellison and Mrs. Ford to see if this can happen in some fashion.

Students and staff are busy preparing for the end of the 2<sup>nd</sup> trimester along with reviewing for some form of statewide testing in grades 3 & 4 in March or April and so much more.

For the first time in ten years, I will not be going south during the break for the State Indoor Track Championship. High School Sports have certainly looked different in 2020-2021, however, I am excited as my youngest daughter will be flying home from Montana to spend some time with the family! I can't wait to see her!!!!

Respectfully submitted,

Don Spencer



Principal Holden & Eddington Elementary Schools



**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.*

**DRAFT**

**Director of Special Services Report – February, 2021**

It was another busy month for the Office of Special Services with annual and reevaluation meetings and it's hard to believe that we are beginning the process of scheduling meetings to transition student services to high school for our 8th graders. The students have attended virtual meeting with their prospective high school and I have given the high schools my anticipated service needs for next year's Freshmen. We will set up meetings with each high school in April to give students and parents a chance to meet their high school special education teachers and to discuss any changes needed to their plans to align with high school expectations.

I will meet with the Maine Department of Education (MDOE) special education records monitoring team over Zoom in March. As part of the monitoring process, the MDOE allows any findings involving 5% (or no more than 2 students) or less of the reviewed files to be fixed prior to issuing a Letter of Findings. This determination is called "pre-findings" and the MDOE will send me a list showing the errors in our documentation they would like fixed. I will be able to fix those errors through staff training, sending a letter to the MDOE assuring that new procedures are in place, and then amending the IEP by contacting the parents to inform them of the change and sending the IEP and written notice to the DOE.

Going through the file review has been an excellent learning opportunity for the special education staff and myself. The MDOE gave us clarification on a number of issues that the special education staff brought to my attention. With this clarity we are crafting thorough and updated IEPs that communicate the needs of the students, the goals they are working towards, and the services they require to make progress towards their goals. Having a better understanding on how to craft a complete Individualized Education Program gives students, parents, and staff a clearer picture about the progress the students are making and helps me determine gaps in our curriculum and programming that need to be addressed as soon as possible to ensure the needs of the students are being met every day, in every classroom across our district.

Respectfully Submitted,

Jesse Gauthier,  
Director of Special Services



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

**DRAFT**

**To:** RSU 63 Board of Directors  
**From:** George Cummings  
**Date:** February 12, 2021  
**Re:** Monthly Report

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

### **NetworkMaine Internet Bandwidth Upgrade Project**

As I mentioned in last months report, NetworkMaine and the Maine DOE have identified 301 schools that would benefit from having their internet bandwidth increased to improve remote learning opportunities. I am happy to report that Holden School is scheduled to receive its Internet bandwidth upgrade from 500 Mbps to 1 Gbps on February 16, 2021.

Since Holden School is the internet hub for Eddington and Holbrook Schools, I expect that the upgrade will be completed for those schools as well.

### **Network Infrastructure Upgrades**

The 4 network servers that were purchased in November with COVID relief funds are now in service. These new servers replaced servers that have been in non-stop service since 2011. Server migrations can present many challenges especially when there is such a large gap in operation system versions, but things went very smooth and there were minimal, if any disruptions in network services or productivity during the migrations at each of the schools.

Respectfully submitted,

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

**Susan Smith**  
SUPERINTENDENT OF SCHOOLS

TELEPHONE 843-7851  
FAX 843-7295

**DRAFT**

**Date:** February 11, 2021  
**From:** Kelly Theriault  
**RE:** February 2021 Board Report

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- Budget & Finance committee met January 20, 2021. Financials were reviewed, a timeline for FY22 budget meetings & workshop dates were set, the FY20 audit was reviewed & and the management letter discussed, the transfer of funds from regular instruction cost center to the transportation cost center was agreed. Mr. Hall will attend the February full board meeting and present the final audit. A brief update on ESSER II (COVID funding phase 4) was provided. The next meeting is Wednesday, February 23, 2021 (followed by a budget workshop).
- The part-time temporary cook position at Holden has been filled. Ms. Dona Closson-Wescott started 2/1/21. She has cooking experience for large groups and a background in baking, having been a professional baker/decorator. Ms. Closson-Wescott's been floating between Holden and Holbrook, being trained at both locations. Following school vacation she will remain at Holden. Ms. Jordan is expected back at Holbrook full time following Feb. break. Mrs. Giguere returned to work this week, and worked alongside Ms. Jordan to transition back to full time. Staff and students were happy to see "Miss Wendy!" We're very glad to have everyone back!
- W2 forms, 1099-Misc forms, 1099-NEC forms, 1094 forms & 1095C forms are complete. This year we processed 166 W2s, 124 1094 & 1095C forms, seven 1099-Misc and 18 1099-NEC forms.
- Maine Child Nutrition has changed reporting software effective 2/1/21. The new software (CNPWeb) is less expensive (than currently used NEO) but does not have a financial component. Schools now complete reimbursement claims through NEO, monthly & Annual USDA through CNPWeb, and expense details quarterly using the state generated excel spreadsheet. This is part of an overall move by DOE away from NEO. NEO is currently the state's platform for Financial, Transportation, Special education reporting, staff & student information.
- In January, RSU #63 served 3,348 breakfasts and 4,107 lunches. An average of 186 (B) & 228 (L) per day.
- Reports completed this month in the business office; MePERS, SFSP monthly claim, CRF1001, CRF1002, and CNP Sponsor application & site locations.

# MSAD63 Warrant Article Summary Financial YTD

Account Number / Description	Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining		Percent Remaining		Last Year Period	
	7/1/2020 - 6/30/2021		12/1/2020 - 12/31/2020		7/1/2020 - 12/31/2020		7/1/2020 - 12/31/2020		7/1/2020 - 12/31/2020		7/1/2020 - 12/31/2020		7/1/2019 - 12/31/2019	
<b>Subtotal Regular Instruction</b>	\$2,709,167		\$205,586		\$1,003,129		\$29,351		\$1,676,687		62%		\$1,163,828	
<b>Subtotal REG 9-12</b>	\$3,327,392		\$221,713		\$1,034,648		\$0		\$2,292,744		69%		\$997,188	
<b>Subtotal Special Education</b>	\$1,821,204		\$119,122		\$605,884		\$2,576		\$1,212,744		67%		\$544,463	
<b>Subtotal Staff &amp; Student Sppt</b>	\$473,726		\$33,990		\$222,724		\$2,065		\$248,937		53%		\$250,461	
<b>Subtotal Facilities</b>	\$1,081,561		\$54,437		\$414,429		\$124,606		\$542,526		50%		\$405,658	
<b>Subtotal Transportation</b>	\$803,273		\$45,888		\$329,598		\$69,415		\$404,260		50%		\$394,461	
<b>Sub Total Trans to Other Units</b>	\$0		\$8,648		\$41,663		\$0		\$(41,663)		---		\$29,595	
<b>Subtotal System Administration</b>	\$334,910		\$22,439		\$177,639		\$3,922		\$153,349		46%		\$179,489	
<b>Subtotal School Administration</b>	\$412,932		\$30,231		\$210,049		\$1,720		\$201,163		49%		\$207,788	
<b>Subtotal Other Instrm</b>	\$61,595		\$5,333		\$7,330		\$3,173		\$51,092		83%		\$13,282	
<b>Subtotal All Other</b>	\$15,000		\$1,170		\$1,976		\$2,024		\$11,000		73%		\$4,295	
<b>Subtotal CTE</b>	\$0		\$0		\$0		\$0		\$0		---		\$0	
<b>TOTAL ALL EXPENSES</b>	\$11,040,760		\$748,557		\$4,049,069		\$238,852		\$6,752,839		61%		\$4,190,508	
<b>NET REVENUE OVER EXPENSE</b>	\$11,040,760		\$748,557		\$4,049,069		\$238,852		\$6,752,839		61%		\$4,190,508	



# MSAD63

Report # 25838

## Income Statement Hot Lunch

Statement Code: hot lunch

Account Number / Description	Current Period	Reported Period	Encumbrances
	12/1/2020 - 12/31/2020	7/1/2020 - 12/31/2020	7/1/2020 - 12/31/2020
<b>00000 OVERHEAD</b>			
6000-0000-00000-4162100-950 A La Carte Sales	0.00	(77.00)	0.00
<b>TOTAL 00000 OVERHEAD</b>	<b>\$0.00</b>	<b>\$(77.00)</b>	<b>\$0.00</b>
<b>10000 REGULAR INSTRUCTION</b>			
6000-0000-10000-4161000-950 SCHOOL LUNCH - DAILY CASH SALE	(169.75)	(52,668.31)	0.00
6000-0000-10000-4325000-950 HOT LUNCH - STATE SUBSIDY	0.00	(823.22)	0.00
6000-0000-10000-4454900-950 SUMMER FOOD PROG	(19,700.55)	(29,916.09)	0.00
<b>TOTAL 10000 REGULAR INSTRUCTION</b>	<b>\$(19,870.30)</b>	<b>\$(83,407.62)</b>	<b>\$0.00</b>
<b>31000 FOOD SERVICE OPERATIONS</b>			
6000-0000-31000-5118000-950 HOT LUNCH - WAGES	6,008.55	38,264.09	0.00
6000-0000-31000-5202040-950 UNEMPLOYMENT	5.85	59.30	0.00
6000-0000-31000-5208000-950 HOT LUNCH - BENEFITS	15.12	322.79	0.00
6000-0000-31000-5208010-950 REGULAR E/E - HEALTH	2,937.64	8,639.72	0.00
6000-0000-31000-5208015-950 REGULAR E/E - DENTAL	69.52	260.73	0.00
6000-0000-31000-5208020-950 REGULAR E/E - OASDI/MCR	84.87	545.55	0.00
6000-0000-31000-5218000-950 FICA/MEDI	362.83	2,332.79	0.00
6000-0000-31000-5218015-950 Dental	5.58	27.90	0.00
6000-0000-31000-5238000-950 RETIREMENT CONT /REGULAR E/E	4.92	32.02	0.00
6000-0000-31000-5600020-950 SCHOOL LUNCH EQUIPMENT	0.00	6,355.00	0.00
6000-0000-31000-5630000-950 HOT LUNCH - FOOD PURCHASES	9,197.09	37,894.05	0.00
6000-0000-31000-5630030-950 SNACK	37.63	571.82	0.00
6000-0000-31000-5631000-950 HOT LUNCH - NON - FOOD PURCHASE	1,394.88	10,208.24	653.27
6000-0000-31000-5890000-950 Repairs	300.35	434.35	66.00
<b>TOTAL 31000 FOOD SERVICE OPERATIONS</b>	<b>\$20,424.83</b>	<b>\$105,948.35</b>	<b>\$719.27</b>
<b>31200 A LA CARTE</b>			
6000-0000-31200-5630000-950 A LA CARTE FOOD	0.00	13.38	0.00
<b>TOTAL 31200 A LA CARTE</b>	<b>\$0.00</b>	<b>\$13.38</b>	<b>\$0.00</b>
<b>GRAND TOTAL</b>	<b>\$554.53</b>	<b>\$22,477.11</b>	<b>\$719.27</b>



## **FY22 Budget Timeline**

**Cost Center Templates (from Kelly to Administrators)** – by December 18<sup>th</sup>

**Staff Survey (from Kelly)** – Out on January 11<sup>th</sup>. Responses back by Jan. 15<sup>th</sup>

**First Drafts to Susan** - by February 1st

### **Initial Requests for FY22 Meetings**

Elementary (Kelly, Susan, and Don) – Wednesday, Feb. 3<sup>rd</sup> at 10:00

Spec Ed (Kelly, Susan, and Jesse) – Thursday, Feb. 4<sup>th</sup> at 11:00

Holbrook (Kelly, Susan, and Ashley) – Monday, Feb. 8<sup>th</sup> at 11:00

Technology (Kelly, Susan, and George) – Wednesday, Feb. 10<sup>th</sup> at 10:00

Transportation & Facilities (Kelly, Susan, & Jake) – Thur., Feb. 11<sup>th</sup> at 10:00

System Admin, G/T, Curric., Staffing (Kelly & Susan) – Wed, Feb. 17<sup>th</sup> at 10:00

### **Budget Workshops**

**Tuesday, February 23<sup>rd</sup> at Holbrook and via Google Meet**

3:30pm – 5:30pm

System Administration, Special Education, and High School (including CTE)

**Tuesday, March 2<sup>nd</sup> at Holbrook and via Google Meet**

3:30pm – 5:30pm

School Administration, Staff/Student Support including Technology, Regular Instruction, and Other Instruction/Co-Curricular

**Tuesday, March 9<sup>th</sup> at Holbrook and via Google Meet**

3:30pm – 5:30pm

Transportation and Facilities

**Tuesday, March 16<sup>th</sup> at Holbrook and via Google Meet**

3:30pm – 5:30pm

Overview/Review of Draft and Revisit any areas needed

**Special Board/Informational Meeting – Week of May 3, 2021? (if needed)**

**Regular Board Meeting Monday, May 17, 2021**

RSU 63 Board Budget vote (Must be at least 8 days prior to Budget Meeting)

**Budget Meeting – (gym) Wednesday, May 26<sup>th</sup>**

(Must be at least 8 days prior to Referendum)

**Referendum – Tuesday, June 8, 2021**



## 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.*

**DRAFT**

**TO:** RSU 63 BOARD of DIRECTORS

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

**RE:** MONTHLY REPORT

**DATE:** FEBRUARY 2021

### **FY20 Audit**

Included with the Board materials is our final FY20 (July 1, 2019 - June 30, 2020) Audit Report and Management Letter. The letter is dated December 23<sup>rd</sup> and the Audit is dated January 4<sup>th</sup>. However, we did not receive these until last week (Feb. 2<sup>nd</sup>). Hard copies will be available at the Board meeting. Please let Shelley Wyman know if you could like a hard copy before that. Bill Hall from RHR Smith and Company is planning on joining the Board Meeting via Google Meet.

I would like to commend Kelly Theriault and Lisa Gamblin for their great work getting the RSU 63 finances and documentation in good shape. They are an awesome pair! Kelly is still waiting for the fixed asset spreadsheet/format from the auditor. They have a particular format they would like us to use to ensure we are in compliance with GAAP.

We discussed the pre-approval documentation process for activities accounts during our administrative team meeting yesterday. Verbal prior-approval is being given. We just now need to make sure that is documented before the check is written. I am confident this change will be made. Since we did not receive the management letter until February (7 months into our current fiscal year), there may be some similar occurrences noted in the FY21 audit.

### **2021-2022 School Year Calendar**

I recommend the RSU 63 Board of Directors approve the draft calendar for the 2021-2022 school year (included with this report). This draft meets our needs while aligning well with the United Technology Center and area high schools. It was developed with input from the Administrative Leadership Team and feedback from the leaders of the RSU 63 Teachers' Association and is very similar to past years.

### **Policies**

The Policy Committee met on February 1<sup>st</sup>. In addition to reviewing and recommending the changes to the policies included in the Board Packet, we have asked Brann and Isaacson for some legal advice regarding the wording for Policy ACAA-R and ACAB-R (as recommended by the Maine School Management Association). We anticipate those two policies will be ready for full Board review on March 22<sup>nd</sup>. The Policy Committee invites all Board members (and the public) to participate in a Workshop on Wednesday, March 10<sup>th</sup> at 6:30pm to work on some of the wording for our Mission and Vision Statements as well as Policy BA – Operational Goals.

Draft: February 8, 2021

## 2021-2022 School Calendar

JULY						
S	M	T	W	TH	F	S
				1	2	3
H	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Summer Vacation!!!						

AUGUST						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	N	27	28
29	P	P				
Student Days = 0 Teacher Days = 2						

SEPTEMBER						
S	M	T	W	TH	F	S
				2	3	4
5	H	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Student Days = 21 Teacher Days = 21						

OCTOBER						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27*	*ER	*P	30
31						
Student Days = 19 Teacher Days = 20						
*Parent Teacher Conferences: October 27th, 28th & 29th						

NOVEMBER						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	H	12	13
14	15	16	17	18	ER	20
21	P	P	X	H	V	27
28	29	30				
Student Days = 16 Teacher Days = 19						
1st Trimester Ends: November 19th						

DECEMBER						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	V	H	25
26	V	V	V	V	H	
Student Days = 16 Teacher Days = 16						

JANUARY						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	H	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Student Days = 20 Teacher Days = 20						

FEBRUARY						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	V	V	V	V	26
27	28					
Student Days = 15 Teacher Days = 15						

MARCH						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	ER	P	19
20	21	22	23	24	25	26
27	28	29	30	31		
Student Days = 22 Teacher Days = 23						
2nd Trimester Ends: March 17th						

APRIL						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	H	V	V	V	V	23
24	25	26	27	28	29	30
Student Days = 16 Teacher Days = 16						

MAY						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	H	31				
Student Days = 21 Teacher Days = 21						

JUNE						
S	M	T	W	TH	F	S
			1	2	ER	4
5	6	7	8	9	10	11
12	LD	P	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Student Days = 9 Teacher Days = 10						

Key	
N	New Staff Day
FD	First Day Students
V	Vacation Day
H	Holiday
ER	Early Release
X	Exchange Day
P	Professional Day
LD	Last Day of School

*Parent Teacher Conferences		
October 27	3:30pm-6:00pm	All Schools
October 28	12:00pm-6:00pm	All Schools
October 29	8:00am-3:00pm	Holbrook
October 29	8:00am-12:00pm	Elementary
Workshop	12:30pm-3:00pm	Elementary

No snowdays are built in.  
Add one day for each snowday to the last day of school. Early release day scheduled for June 3rd may change depending on number of snowdays needed.

Progress/Report  
Cards Out  
December 6th  
March 28th  
Last Day of School

175 Pupil Days  
4 Early Release Days  
7 Professional Days  
1 Exchange Day