

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– OCTOBER 13, 2021
FREEPORT HIGH SCHOOL - LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

1. Call to Order:
The meeting was called to order at _____ p.m. by Vice-Chair Elisabeth Munsen
2. Attendance:

____Jeremy Clough ____Candace deCsipkes ____Lindsey Furtney ____Jennifer Galletta ____Susana Hancock ____Elisabeth Munsen	____Jill Piker ____Maura Pillsbury ____Michelle Ritcheson ____Valeria Steverlynck ____Madelyn Vertenten ____Brady Grogan – Student Representative ____Piper Williams – Student Representative
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3. Pledge of Allegiance:
4. Consideration of Minutes:
A. Consideration and approval of the Minutes of September 29, 2021 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____
5. Adjustments to the Agenda:
6. Good News & Recognition:
A. Report from Board's Student Representative (10 Minutes)
B. Good News from Mast Landing School – Emily Grimm (10 Minutes)
7. Public Comments: (10 Minutes)
8. Reports from Superintendent:
NA
9. Administrator Reports:
A. Mast Landing School Goal Review - Emily Grimm (20 Minutes)
B. Capital Improvement Plan & Goal Review - Dennis Ouellette (20 Minutes)
10. Board Comments and Committee Reports:
NA
11. Policy Review:
NA

12. Unfinished Business: (15 Minutes)

A. Discussion on Updated Proposed Resolutions for the MSBA Delegate Assembly.

13. New Business: (10 Minutes)

A. Consideration and approval to authorize a Winter Cheering Competition Co-Op Team (two-year cycle).

Motion: _____ 2nd: _____ Vote: _____

14. Personnel:

NA

15. Public Comments: (10 Minutes)

16. Adjournment:

Motion: _____ 2nd: _____ Vote: _____ Time: _____

**RSU No. 5 Board of Directors Meeting
Wednesday, September 29, 2021 – 6:30 p.m.
Freeport High School - Library
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the October 13, 2021 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:32 p.m.

2. MEMBERS PRESENT: Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Jill Piker, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten

MEMBERS ABSENT: Maura Pillsbury. There was no student representative in attendance.

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the minutes of September 15, 2021. (Steverlynck – Vertenten) (10 – 0)

5. ADJUSTMENTS TO THE AGENDA:

Move Item # 12.A. to start at 7:00 p.m.

6. GOOD NEWS AND RECOGNITION:

- A. Report from Board's Student Representative – Principal Gulko provided an update
- B. Good News from Morse Street School – Julie Nickerson

12. UNFINISHED BUSINESS:

A. RSU5 Enrollment Projections and Demographic Enhancement by NESDEC

7. PUBLIC COMMENT:

Jeremy Clough, Freeport

8. REPORTS FROM SUPERINTENDENT:

A. Items for Information

- 1. District Happenings
- 2. Resignations: Kelli Hanson - MSS Ed Tech and Ken Sylvester Bus Driver and Custodian
- 3. September 2021 Student Enrollments
- 4. MSMA Fall Conference

9. ADMINISTRATOR REPORTS:

- A. Finance - Rick Kusturin
- B. Morse Street School Goal Review - Julie Nickerson

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Board Information Exchange and Agenda Requests:

Maddy Vertenten provided a FPAC Advisory Committee update.

Jen Galletta requested consideration of what the speaker during public comment spoke about.

Valy Steverlynck mentioned how appreciative Paige Fournier was of former parent/student feedback during the DOE's Teacher of the Year site visit.

B. Policy Committee

11. POLICY REVIEW:

A. VOTED: To approve 1st Read of the following policies and send BED-Remote Participation in School Board Meetings, back to the Policy Committee. (Hancock – Munsen) (10 – 0)

BEDH - Public Participation at Board Meetings

JLCB - Immunization of Students

JLCC - Communicable/Infectious Diseases

13. NEW BUSINESS:

A. Discussion on 2021-2022 Calendar and Snow Days

14. PERSONNEL:

None

15. PUBLIC COMMENT:

None

16. ADJOURNMENT:

VOTED: To adjourn at 10:00 p.m. (Sterling – Hancock) (10 – 0)



Becky J. Foley, Superintendent of Schools

2020-2021 Goals

School: Mast Landing School

District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>Reading (BAS): Goal: 65% students meet grade-level benchmark</p> <p>BAS % Meeting Grade-Level Benchmark Baseline: 47.4% (Fall 2020)</p> <p>Reading (NWEA) - % Students Meeting Growth Target: Goal: 60% of students will meet annual growth target</p> <p>Baseline: 60.4% (Spring 2019)</p> <p>Math (NWEA) - % Students Meeting Growth Target: Goal: 60% of students will</p>	<p>Collaboratively unpack units (reading, writing, and math) to prioritize unit objectives to inform instructional planning</p> <ul style="list-style-type: none"> • Create ongoing opportunities for protocol-guided unit unpacking in PLC teams (<i>Emily Grimm</i>) Completed • Engage in meaningful and ongoing opportunities for unit unpacking to prioritize unit objectives, narrow the focus of responsive instruction, and deepen content area knowledge (<i>grade-level teachers</i>) Completed • Utilize unit unpacking as a process for prioritizing instructional objectives and student practice given changes in instructional models (green, yellow, red) (<i>grade-level teachers</i>) Completed <p>Deepen content area knowledge to inform instructional planning</p> <ul style="list-style-type: none"> • Deepen understanding of writing progression (with unit and across grade) through professional learning days facilitated by literacy strategist and Teachers College coach (<i>grade-level teachers, special education teachers, Susan Dee</i>) In process • Grow understanding of the teaching and learning reciprocity between reading and writing to strengthen literacy instruction (<i>grade-level teachers,</i> 	<p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p>	<p>BAS Data (3rd-5th)</p> <p>% of Students Meeting Grade-Level Benchmark: 60.0% (Spring 2021) (Baseline 47.4%)</p> <p>NWEA Growth Data (3rd-5th)</p> <p>% of Students Meeting NWEA Growth Target</p> <p>Reading: 55.9% (Spring 2021) (Baseline Spring 2019 60.4%)</p> <p>Math: 61.1% (Spring 2021) (Baseline Spring 2019 54.3%)</p>

<p>meet annual growth target</p> <p>Baseline: 54.3% (Spring 2019)</p>	<p><i>special education teachers, Susan Dee</i>) Tabled for 2021-2022</p> <p>Strengthen Tier I instruction through development and implementation of targeted, responsive small-group instruction</p> <ul style="list-style-type: none"> • Continue to schedule regular opportunities for PLC teams to engage in student case study analysis (<i>Emily Grimm</i>) Completed • Utilize developed student case study protocol to engage in collaborative inquiry and responsive instruction for identified students (<i>all teachers</i>) In process • Engage in team-based student-centered coaching cycles with literacy and math strategists to target areas of student learning need (<i>PLC teams</i>) In process • Utilize increased 0.2 FTE of literacy specialist to support implementation of short-cycle Tier I classroom interventions (<i>Susan Martling</i>) Reprioritized for 2021-2022 due to student intervention needs resulting from pandemic 	<p>September 2020</p> <p>Sept. 2020 - June 2021</p> <p>Oct. 2020 - June 2021</p> <p>Oct. 2020 - June 2021</p>	
<p>RSU5 Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>MLS Goal 1: 100% of students identified for Tier II RTI B support will have a positive behavior support plan with articulated behavior goals</p>	<p>Strengthen Tier I classroom practices to support all students in meeting the behavioral expectations of the school setting</p> <ul style="list-style-type: none"> • Create explicit pathways for teaching into and celebrating examples of our schoolwide values (<i>leadership team, all staff</i>) Completed • Plan for and provide comprehensive school counseling curriculum to ensure all students have access to social and emotional skill building (<i>Susan Albertini</i>) Completed 	<p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p>	<p>Examples of schoolwide values in school setting (visual, verbal):</p> <ul style="list-style-type: none"> • Student created school values posters • Celebration of examples of living school values on morning announcements and lobby screen • Highlighting one

<p>Spring 2021: 100% of identified students have student intervention plans</p> <p>MLS Goal 2: 100% of students identified for Tier II RTIB support will demonstrate a year of academic growth on at least one measure (F&P, NWEA)</p> <p>Spring 2021: 80% of students identified for Tier II RTIB support demonstrated a year or more of academic growth on at least one measure</p>			<p>school value/week (September/October) with integrated morning meeting activities</p> <p>School counseling curriculum</p> <ul style="list-style-type: none"> • School counseling curriculum drafted (integrating ASCA and Teaching for Justice Standards) • Revised schedule to ensure access to weekly school guidance classes for all students
	<p>Refine RTI B systems and processes to ensure clear and responsive support</p> <ul style="list-style-type: none"> • Utilize universal screener (Student Risk Screening Scale, SRSS) twice annually (October and May) to identify students for intervention (<i>Susan Albertini, Cindy Kivler, teachers</i>) Completed • Continue SAT B bi-weekly meetings to review identified students and develop Student Intervention Plans (SIPs) Completed • Provide responsive social work support (with clearly identified goals) to students who access Tier I intensive supports regularly (<i>Cindy Kivler</i>) Completed 	<p>Oct. 2020, May 2021</p> <p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p>	<p>SRSS Screener Data</p> <ul style="list-style-type: none"> • Completed fall and winter
	<p>Progress monitor students identified for Tier II interventions to ensure responsive support</p>	<p>Sept. 2020 - June 2021</p>	<p>Progress monitoring data of student goals</p>

	<ul style="list-style-type: none"> ● Collect student data relevant to identified goals (as defined on the Student Intervention Plan) (<i>teachers, RTI B team</i>) In process ● Engage in 8-week progress monitoring cycles for identified students (<i>RTI B team</i>) In process ● Refine Positive Behavior Support Plans (PBSPs) in response to student progress (<i>RTI B team</i>) In process 		
<p>RSU5 Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>Goal: Identify a pathway of sustainable practice for diversity, equity and inclusion</p>	<p>Deepen understanding of practices that support diversity, inclusion, and equity within the school setting.</p> <ul style="list-style-type: none"> ● Partner with MSS to form a team to spearhead this work across both schools (<i>DEI team members: Emily Grimm, Talya Edlund, Susan Albertini, Gayle Wolotsky, Heather Zachau, Jule Whelan</i>) Completed ● Participate in Maine's Cultural Competence Institute (<i>Emily Grimm</i>) Completed ● Develop an action plan based on the findings of the district audit (<i>DEI team members</i>) In process ● Continue work on classroom libraries to ensure books are relevant, engaging and reflect diversity (<i>grade-level teachers, Susan Dee</i>) In process ● Deepen knowledge of social justice through the partnership with Teacher's College and Center for Responsive Schools (<i>all staff</i>) In process 	<p>Sept. 2020</p> <p>Sept. 2020 - June 2021</p> <p>January 2021 - June 2021</p> <p>Sept. 2020 - June 2021</p>	<p>Diversity, equity and inclusion action plan</p> <ul style="list-style-type: none"> ● MSS/MLS DEI team completed a book student of <i>We Got This</i> (Cornelius Minor) and many participated in webinars with the author ● Identified need to more deeply consider representation and the voices present/absent in our social studies curriculum ● Created more formal pathways for students knowledge of personal identity and understanding of the identify of others through school counseling curriculum

			<ul style="list-style-type: none">• Leverage existing frameworks (Responsive Classroom, Teachers College) to ensure our school community creates a sense of belonging for all students
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2021-2022 Goals

School: Mast Landing School

District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Goal	Strategies and Action Steps (<i>Responsibility</i>)	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>Reading (BAS): Goal: 60% students meet grade-level benchmark</p> <p>BAS % Meeting Grade-Level Benchmark Baseline Fall 2021: 47.7%</p> <p>Goal: 80% of students will make one year's growth as measured on the BAS Baseline Spring 2021: 69.0%</p> <p>Reading (NWEA) - % Students Meeting Growth Target: Goal: 60% of students will meet annual growth target</p> <p>Baseline: 55.9% (Spring 2021)</p>	<p>Deepen content area knowledge to inform planning for and writing instruction</p> <ul style="list-style-type: none"> Engage in reflection of current practices through a revisit of the writing process and fundamental elements of writing workshop and identify areas for refinement and growth (<i>grade-level teachers, special education teachers, Susan Dee</i>) Deepen understanding of writing progression (with unit and across grade) through professional learning days facilitated by literacy strategist and Teachers College coach (<i>grade-level teachers, special education teachers, Susan Dee</i>) Grow understanding of the teaching and learning reciprocity between reading and writing to strengthen literacy instruction (<i>grade-level teachers, special education teachers, Susan Dee</i>) Increase student agency in writers' work through implementation of identified strategies (<i>grade-level teachers, special education teachers</i>) 	<p>Fall/Winter 2021</p> <p>Fall 2021-Spring 2022</p> <p>Fall 2021-Spring 2022</p> <p>Winter/Spring 2022</p>	<p>Shifts in instructional practices as reflected in classroom observations</p> <p>BAS Growth Data</p> <p>NWEA Growth Data</p>
	<p>Strengthen Tier I instruction through development and implementation of targeted, responsive small-group instruction with a focus on students reading below-benchmark</p> <ul style="list-style-type: none"> Utilize incoming BAS reading data to identify student learning needs and target students for sustained small-group instruction (<i>grade-level teachers, special education teachers, Susan Martling, Susan Dee</i>) 	<p>Fall 2021</p>	

	<ul style="list-style-type: none"> ● Utilize PLCs to collaboratively plan small-group instruction and interactive read alouds that target identified needs (<i>grade-level teachers</i>) ● Engage in team-based student-centered coaching cycles with literacy strategist to target areas of student learning need (<i>PLC teams</i>) ● Utilize increased 0.2 FTE of literacy specialist to support implementation of short-cycle Tier I classroom interventions (<i>Susan Martling</i>) 	<p>Fall 2021-Spring 2022</p> <p>Fall 2021-Spring 2022</p> <p>Fall 2021-Spring 2022</p>	
<p>RSU5 Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>Goal: Increase awareness of and implement practices that promote equity, diversity, and inclusion in our classrooms and school community.</p>	<p>Implement practices that cultivate a culture of inclusion, promote diversity, and support equity across the school community</p> <ul style="list-style-type: none"> ● Engage in unit unpacking with a lens for equity and access (<i>all teachers</i>) ● Review and refine the current social studies curriculum with a lens towards diversity, equity, and inclusion (<i>grade-level teachers, Emily Grimm</i>) ● School team participation in the Leadership Equity & Accountability Practice Courageous Dialogue course to facilitate the conditions for dialogue the promotes equity and inclusion for students (<i>Emily Grimm, Susan Albertini, Emily Robinson</i>) ● Implement drafted school guidance curriculum (grounded in ASCA and Teaching for Justice standards) for all students (<i>Susan Albertini</i>) 	<p>Fall 2021-Spring 2022</p> <p>Fall 2021-Spring 2022</p> <p>Fall 2021</p> <p>Fall 2021-Spring 2022</p>	<p>Unit plans</p> <p>Social studies grade 3-5 scope and sequence</p> <p>Scope and sequence, lesson plans</p>

Transportation/Operations in RSU 5 Goals 2020-21 School Year:

Strategic Goal 4: RSU 5 has well developed and refined finance, human resources, facilities, transportation, and food service systems to support the learning of all students.

Objective 4.1 Ensure that all staff and students have quality facilities to meet their needs.

- **Ensured that all schools had ample equipment and cleaning/sanitizing products available**
- **Installed two additional portables to allow adequate spacing for students**
- **Assisted with creating outdoor learning spaces**

Objective 4.4 Provide all students with transportation that supports their participation in curricular and extracurricular programs.

- Bought four vans to ensure adequate transportation throughout the pandemic
- Trained staff in protocols to ensure drivers were current on ever changing CDC guidelines
- Assisted in ensuring transportation needs were met during hybrid and five day a week learning
 - Wolfe Neck Farm
 - Region 10
 - Early Release Times: FMS & FHS

2

4.6A Conduct Energy Audit to identify needed improvements in RSU 5 facilities

- Completed air testing at all schools to ensure ventilation levels were at acceptable levels
- Entered into a contract with Mechanical Services to upgrade HVAC system

3

Objective 1.4 Diversity, Equity and Inclusion

- **Initial professional development with all staff on March 12, 2021**
- **Completed professional development on June 15, 2021**
Karmen Rouland (MAEC). Different scenarios relevant to bus drivers/custodians as well as nutrition workers were discussed.
- **Follow up will take place during professional development on November 12, 2021**

Transportation/Operations in RSU 5

Goals 2021-2022

Objective 1.4 Diversity, Equity and Inclusion

- **All bus drivers, custodians and maintenance personnel will continue training on diversity and inclusion at several meetings throughout the year**

7

4.6A Conduct Energy Audit to identify needed improvements in RSU 5 facilities

- **Lighting audit to identify areas for improvement such as replacing older fluorescent fixture with newer technology**
- **Water savings audit to identify areas to reduce water consumption**

8

2021-2022 Capital Projects

9

2021-2022 FY 22 CAPITAL BUDGET PROJECTS

Item 1	MSS heating controls	\$100,000.00
Item 2	Mast Landing: roof entire building	\$365,000.00
		\$465,000.00

10

Mast Landing Roof Repairs Underway



Morse Street Ventilation Upgrade

- **Replaced five unit ventilators in wing C**
- **Added rooftop heat recovery unit wing D**
- **Added controls to unit ventilators in wings A & B**
- **Added modern heating controls to boiler, pumps and all HVAC equipment**
- **To be replaced: heat and ventilation unit serving gym, kitchen, and office**

2022-2023 FY 23 Capital Budget Projects

Item 1 Maintenance drop deck trailer for lift	\$14,000.00
Item 2 Pownal steamer	\$15,000.00
Item 3 Pownal security system	\$15,000.00
Item 4 Maintenance dump truck body only	\$17,000.00
Item 5 Mast Landing steamer and four burner range	\$30,000.00
Item 6 Morse Street elevator upgrade	\$70,000.00
Item 7 Mast Landing exterior doors	\$103,000.00
Item 8 Freeport Middle School replacement siding	\$70,000.00
Item 9 Capital reserves	\$66,000.00
	\$400,000.00

13

Maintenance Drop Deck Trailer



Pownal Kitchen Steamer



15

Pownal Security System Upgrade



16

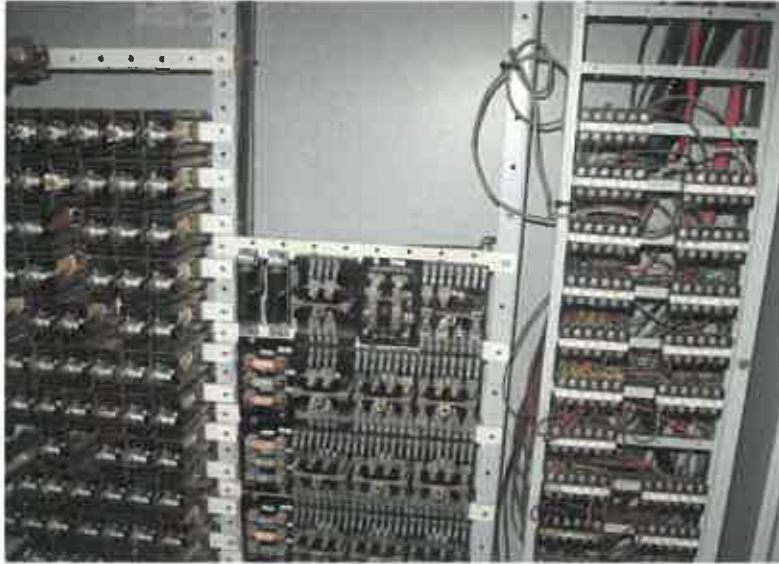
Maintenance Dump Truck Body



Mast Landing Steam Kettle



Morse Street Elevator Upgrade



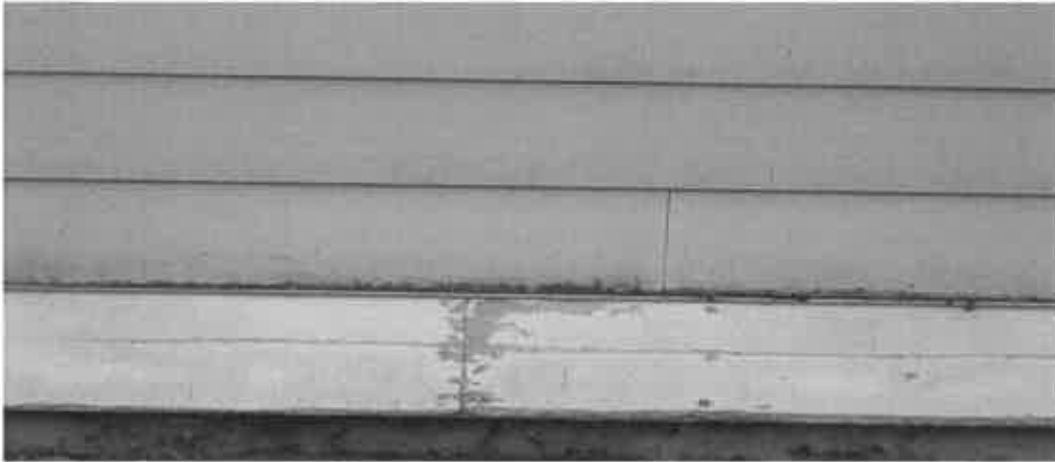
19

Mast Landing Exterior Doors



20

Replace Middle School Siding



21

2023-2024 FY 24 Capital Budget Projects

Item 1 Middle School pave outdoor basketball court	\$35,000.00
Item 2 Middle School double oven	\$20,000.00
Item 3 Middle School increase parking	\$100,000.00
Item 4 Pownal HVAC controls	\$65,000.00
Item 5 Morse Street pave back path to bus circle	\$15,000.00
Item 6 Pownal phone system	\$30,000.00
Item 7 Mast Landing double oven	\$28,000.00
Item 8 Mast Landing phone system	\$60,000.00
Item 9 Mast Landing single oven	\$10,000.00
Item 10 Central Office carpet	\$12,000.00
Item 11 Capital reserves	\$25,000.00
	\$400,000.00

22

2024-2025 FY 25 Capital Budget Projects

Item 1 Morse Street door replacement exterior	\$125,000.00
Item 2 High School reside portable building	\$10,000.00
Item 3 High School add siding to sports garage	\$8,000.00
Item 4 Middle School reach in cooler	\$10,000.00
Item 5 Pownal 6 burner range	\$11,000.00
Item 6 Pownal pave walkway rear of school	\$25,000.00
Item 7 DCS field Irrigation	\$20,000.00
Item 8 Pownal single oven	\$10,000.00
Item 9 Middle School replace all exterior doors	\$95,000.00
Item 10 Pownal restroom remodel gym area	\$25,000.00
Item 11 Middle School key card entry	\$50,000.00
Item 12 Capital reserves	\$11,000.00
	\$400,000.00

23

2025-2026 FY 26 Capital Budget Projects

Item 1 High school elevator upgrade	\$70,000.00
Item 2 Mower with cab and snow blower	\$48,000.00
Item 3 Pownal reach in cooler	\$10,000.00
Item 4 Pownal outdoor B-ball court repave	\$25,000.00
Item 5 Pownal and Morse Street key card control	\$45,000.00
Item 6 Middle School windows rear of school	\$45,000.00
Item 7 Fields and grounds gator	\$20,000.00
Item 8 High School Replace exterior doors 400 200	\$25,000.00
Item 9 High School replace millwork 100, 200, 300	\$40,000.00
Item 10 Middle School outside lunch pavilion	\$60,000.00
Item 11 Capital reserves	\$12,000.00
	\$400,000.00

24

2026-2027 FY 27 Capital Budget Projects

Item 1 High school auditorium carpet	\$25,000.00
Item 2 Van 4 & 5 replace	\$75,000.00
Item 3 Morse Street phone system	\$35,000.00
Item 4 Morse Street fire alarm upgrade	\$15,000.00
Item 5 High school oven	\$28,000.00
Item 6 DCS steamer	\$18,000.00
Item 7 DCS parking lot repairs	\$20,000.00
Item 8 Condenser/evaporator MLS, FMS, MSS	\$30,000.00
Item 9 Freezer condenser/evap MSS	\$10,000.00
Item 10 Morse Street pave playground	\$25,000.00
Item 11 Milk coolers FMS, PES, MSS	\$15,000.00
Item 12 DCS replace phone system	\$50,000.00
Item 13 Durham replace clock system	\$10,000.00
Item 14 Capital reserves	\$44,000.00
	\$400,000.00

25

Bus Purchase Schedule

- FY 21 no buses purchased
- FY 22 two buses to replace 24 & 25
- FY 23 two buses to replace 28 & 29
- FY 24 two buses to replace 30 & 31
- FY 25 two buses to replace 32 & 33
- FY 26 one bus to replace bus 34
- FY 27 one bus to replace bus 35

26

Questions????



Item #12.A.

Fwd: Updated Proposed Resolutions for MSBA Delegate Assembly

1 message

Michelle Ritcheson <ritchesonm@rsu5.org>
To: Ginny McManus <mcmamusg@rsu5.org>

Wed, Oct 6, 2021 at 3:43 PM

----- Forwarded message -----

From: MSBA <msba@msmaweb.com>
Date: Wed, Oct 6, 2021 at 2:48 PM
Subject: Updated Proposed Resolutions for MSBA Delegate Assembly
To: <ritchesonm@rsu5.org>



MSMAWEB.COM

(800) 660-8484

WEB VERSION

UNSUBSCRIBE

October 6, 2021



Updated Proposed Resolutions for MSBA Delegate Assembly



TO: Board Members, Board Chairs, Superintendents, and CTE Directors

FROM: Becky Fles, President
Lucy Richard, Chair, Resolutions Committee
Steven Bailey, Executive Director

This email has **much important information** for the Delegate Assembly and the **process that will be used for voting** within the Assembly.

Today we are sending out to you the **updated Proposed MSBA Resolutions** for the 2021 MSBA Delegate Assembly. The Resolutions will be considered at the October 23, 2021 meeting of the Delegate Assembly, to be held remotely again this year, beginning at 9:30 a.m. Delegates from each of your boards are eligible to participate if they have registered by the October 14, 2021 deadline. An alternate also should be registered on the chance the elected delegate may not be able to attend.

The Resolutions process began in the late winter with the MSBA Resolutions Committee. By August 1, the MSBA Board of Directors had read and approved several resolutions being considered for deletion, revision or new submission for adoption. On August 1, 2021 all proposals were sent to each local school board member and all public school boards and CTE cooperative boards for their review and consideration.

Beginning September 1 and running through September 30, 2021 eight regional school board meetings were held with Chair Lucy Richard present to introduce and discuss the proposed changes to the resolutions.

Each MSBA Region had the chance to provide feedback and offer suggestions for wording changes. Over 80 school board members participated in these MSBA Regional meetings.

The MSBA Resolutions Committee had one final meeting held October 4, 2021 to consider the suggestions for change. The result can be seen in the document linked below. These are the Resolutions that will be considered at the October 23, 2021 MSBA Delegate Assembly. Much attention to content and wording has been given to these resolutions. With that said, should you wish to submit an amendment to one or more of the proposed resolutions, **you may do so up until October 18, 2021** by submitting the amendment, and the school board from whom the amendment is coming, to Executive Director Steve Bailey at **sbailey@msmaweb.com**.

DELEGATES AND ALTERNATES are invited and encouraged to attend a **VERY IMPORTANT** orientation session on the evening of **October 18, 2021 at 6 p.m.** At this orientation, you will receive instructions on how to vote using a voting app we have put in place for the Delegate Assembly. Further information will be coming out directly to delegates who have registered by the October 14, 2021 deadline.

Should you have any questions regarding any of the information located within the email, please reach out to Steve Bailey at **sbailey@msmaweb.com**.

Thank you.

Updated Proposed MSBA Resolutions



49 Community Drive, Augusta ME 04330 • Telephone: (207) 622-3473 • Toll Free: (877) 766-8484 • Fax: (207) 622-2566



**Maine School Boards Association
49 Community Drive
Augusta, Maine 04330**

**Proposed Resolution Deletions, Revisions and Additions
To be Presented to the MSBA Delegate Assembly
October 23, 2021**

KEY: ~~grey~~ means recommended for deletion
yellow means new text and recommended for adoption

A. DELETIONS

1. ~~3.A.2. - Regional Service Centers—The Maine School Boards Association (MSBA) has serious concerns about the legislation passed by the 128th Legislature regarding Chapter 123 and the Development of Regional Service Centers. MSBA urges the legislature and the governor to review the impact on Maine schools before implementation begins. We urge the legislature to delay the implementation by at least one year in order to simplify the implementation process and to provide a mechanism for withdrawal if the projected savings are not realized. Furthermore, MSBA requests a review of the penalties assessed for non-participation with participation consideration given for existing regional efforts, including municipal and school district programs, and the present level of school district efficiencies. (Adopted 1995—Amended 1998, 2003, 2005, 2017)~~

Rationale: This resolution is no longer required. The purpose for resolution has been removed due to changes in legislation. Legislation changed these to Education Service Centers and also removed penalties for non-participation in them. Additional subsidy is provided for voluntary engagement in these Education Service Centers.

B. REVISIONS

1. **2.A.4.g. School Board Training**

Add the underlined portion within the current resolution

The Maine School Boards Association (MSBA) is committed to sharing and expanding training opportunities, utilizing, in part, a regional approach and tapping local board members and others as trainers. MSBA encourages local boards to adopt policies that incorporate the local board's commitment to the education of its board members and reflect its need to annually budget the funds necessary to fulfill this important responsibility. Possible areas of discussions based on district needs may include equity of educational opportunity for all students (as defined by MSBA Resolution, 4.22 – 2020, see below), the Freedom of Access Act (FOAA), explanation of MSBA services, school board governance, parliamentary procedures, school board self-evaluation, on-boarding of school board members, local committees' purpose and structure, or school board leadership training.—(Adopted 1989 – Amended 1999, 2017)

Rationale: Local school boards are constantly changing with new members routinely coming onto the board. Learning roles and responsibilities of a board member is key

for school board members. Important topics of ongoing learning are offered as options for school board training as noted within this revised resolution.

Current MSBA Resolution, adopted, October 2020

4.22 Equity in Education – All students, regardless of their race, color, sex, sexual orientation, gender identity, religion, ancestry, national origin, disability, age or economic status deserve equitable opportunities and support to learn in Maine’s public schools. The Maine School Boards Association believes all district leaders should facilitate a self-examination and discussion around recognizing bias and stereotyping and adopt policies and practices that eliminate them, and that the Maine Department of Education should provide support for this purpose. (Adopted 2020)

2. 2.B.1.c. – Curriculum Policy

Add the underlined portion to the current resolution:

School boards are legally responsible for adopting policies with respect to curriculum. Therefore, the Maine School Boards Association (MSBA) urges local school boards to recognize that it is imperative they develop and implement curriculum policies that reflect the best interests of the students and the community. and include These

policies should, as much as possible and as appropriate, include plans for in-person, remote and/or regional collaborative learning opportunities, keeping in mind disabilities and health concerns of all students to ensure inclusiveness of all instruction. Recognizing the importance of a rigorous core curriculum for all

students, MSBA urges local school boards to establish policies which require continuous evaluation of curriculum and graduation requirements. Such policies should reflect the goal of creating and maintaining rigorous standards designed to provide students with the skills necessary for them to succeed in a global society. Furthermore, these policies should lead to curriculum designed to achieve specific learning outcomes. MSBA also encourages local school boards to regularly review and revise these policies. (Adopted 1963 - Amended 1982, 1993, 1999)

Rationale: The value of in-person and remote learning was emphasized as the Covid-19 pandemic took hold throughout the 2020-2021 school year. Potential learning opportunities are of importance for the variety of learners in our schools. This is true both during times similar to the pandemic as well as in more typical times.

3. 3.B.3.e. – Funding of Services to Students with Severe Disabilities

Replace two words with two words – bringing this resolution up to date.

The Maine School Boards Association strongly urges the Commissioner of Education, the State Board of Education, and other commissioners in the Children’s Cabinet to ~~develop a~~ maintain the mechanism for increased financial assistance to schools faced with high costs for students with severe disabilities and/or students who may need out-of-district placements. Furthermore, the Governor and Legislature are urged to provide full funding on an annual basis, and to add a provision to the law which would allow these reimbursable costs to be excluded from local school budgets. (Adopted 1988 - Amended 1989, 1992, 1998)

Rationale: Since this resolution had last been amended, two laws have been passed that assist school units with reimbursement for high cost, out of district or in district costs of students with special needs. The resolution is to support the continuation of this funding as development of the funding is not needed at this time.

4. 3.A.3. – Administrator Shortage

Add the underlined portion to the current resolution:

The Maine School Boards Association (MSBA) recognizes the significant decline in the number of qualified candidates for administrative positions at all levels, but particularly in the areas of school superintendency and the high school principalship. MSBA believes that the urgency of this matter should be addressed jointly by the Department of Education, the State Board of Education, the University of Maine System and other higher education institutions and the Maine Legislature. It also recommends the support and establishment of Leadership Academies to enhance this effort, as provided within Maine statute, Title 20-A, Ch. 502-C. (Adopted 1996 - Amended 2002, 2008)

Rationale: It is thought that greater emphasis and visibility is needed within this area, and the Maine School Boards Association's effort to enhance collaborative Leadership Academies will support school and district leaders and generate more interest in the programs.

C. REVISIONS WITH ASSOCIATED DELETION(S)

(Replace one or more Resolutions with New Revised Resolution(s))

1. Delete both 2.A.2.g and 2.A.7.a

~~**2.A.2.g. Teacher/Student Absenteeism** The Maine School Boards Association encourages local school boards to examine, in detail, the rates of absenteeism among teachers and students in order to enable them to consider the implications that findings may have for board policy. (Adopted 1991 Amended 1999)~~

~~**2.A.7.a. Child Safety** The Maine School Boards Association encourages local boards to consider effective means of parent/guardian school communications regarding absent students to help ensure the safety of absentee students. (Adopted 1985 Amended 1999, 2008)~~

Replace with new:

2.A.2.g. Student Absenteeism - The Maine School Boards Association (MSBA) supports the Department of Education's goal of having all students be in attendance at least 95% of their academic year. This goal can only be achieved if there are interventions and supports for those students who are too often absent. Communication with parents/guardians around chronic absenteeism is critical as are school-based academic supports. Multiple pathway programs for at-risk students either on a local or regional level also should be supported. Should efforts not be successful through traditional communication with parents/guardians, MSBA urges proactive efforts for improved communication and supports through the Maine Department of Health and Human Services and other local or state agencies.

Rationale: Teacher absences are tracked by administration and school boards have responsibility for student attendance, therefore the teacher portion was removed with additional supports promoted by MSBA.

2. **2.B.1.L – Delete and Replace**

~~**Current: Alternative Programs**—The Maine School Boards Association urges local boards to develop alternative programs that motivate each student to realize their potential. (Adopted 1988—Amended 1999, 2020)~~

Replace with:

Multiple Pathways – The Maine School Boards Association urges local school boards to approve educational programs that interest, engage and motivate each student to realize their potential and result in successful completion of their high school experience while equipping them with a high school diploma or its equivalency.

Rationale: The phrase “multiple pathways” versus “alternative” is a better descriptor of the options now available for students.

3. **2.B.3.d. – Delete and Replace three resolutions with re-written 2.B.3.d**

Delete and Replace

~~**2.B.3.a. Improving Instruction Through Administrative Supervision and Evaluation**—The Maine School Boards Association urges local school boards to recognize the importance of formal administrative supervision and evaluation to the improvement of the instructional program by requiring, through policy, a planned and systematic program tied to educational outcomes. Minimum standards for the number and frequency of formal supervisory experiences, observations, and evaluative summaries should exist. Variations in such standards should recognize the crucial need for closer support and performance review during the probationary status of a teacher or administrator, while requiring other assessment criteria which recognize valued service and experience, and expectations related to trust, leadership and exemplary performance. Supervision and evaluation policies are not negotiable in collective bargaining. (Adopted 1993—Amended 1999)~~

~~**2.B.3.d. (current version) Teacher Evaluation and Compensation**—The Maine School Boards Association urges local school boards to develop comprehensive teacher evaluation policies that are designed to measure and improve the effectiveness of instruction on a continuous basis and to consider compensation that will recognize and reward meritorious teaching performance. While the adoption of such policies is the responsibility of local boards, their development should recognize the need for constructive input from teachers, in order to help establish the firm basis of mutual understanding and respect that is essential to a productive teacher evaluation program. The evaluation procedure should address all aspects of teaching performance and recognize that the fulfillment of student needs is of primary importance. (Adopted 1979—Amended 1983, 1999)~~

~~**3.B.5.d. Performance Standards for Teachers**—The MSBA encourages the State Board of Education to consider the feasibility of establishing performance standards for teachers. Among the questions to be considered are: Should standards be~~

~~established at all? Should standards be established by the state or local school units?
How can performance be assessed to determine whether or not standards are met?
(Adopted 1991)~~

Replace with:

Teacher Evaluation – The Maine School Boards Association urges local school boards to develop a comprehensive systematic teacher evaluation policy designed to measure and improve the effectiveness of instruction on a continuous basis. Feedback is critical for all teachers regardless of where they are in their career. Evaluation systems need to be based on high performance standards and supported by ongoing professional development and mentorship. The process should address all aspects of teaching performance and recognize the fulfillment of student needs and achievement of educational outcomes are of primary importance.

Rationale: The three resolutions dealt with duplicate content and the Resolutions Committee found a way to be more concise, include important content, and make the same points with a shorter single resolution.

4. 3.B.5.a. – Delete and Replace with two separate resolutions

Binding Interest Arbitration/Right to Strike – being replaced by two separate resolutions

~~**Current: Binding Interest Arbitration/Right to Strike**—We strongly oppose changing the teacher negotiations law to include binding arbitration on salaries, pensions and insurance or the right to strike. (Adopted 1977—Amended 1982 and 1983)~~

Replace with:

Binding Arbitration

The Maine School Boards Association opposes any legislation that would allow binding arbitration on salaries, pensions, and insurance because the fiscal impact of these significant cost drivers in the school budget should be decided by locally elected School Boards, not outside arbitrators who have no stake in the community.

Rationale

Labor law has banned arbitration on salaries, pensions and insurance for 40 years based on the sound belief that elected board members should make decisions on school budgets and ultimately their impact on property taxes, and not outside arbitrators.

Right to Strike

The Maine School Boards Association opposes any legislation that would give school personnel the right to strike. Strikes severely disrupt the education of children and the lives of their families. Even a short strike could upend an academic year, breaking educational continuity for students and throwing off school calendars for instruction and in-school and after-school activities. Strikes also could put our students at risk if they are in unsupervised settings at home, remove their safety net experience at school, and remove food security by eliminating opportunities for scheduled meals.

Rationale

The Right to Strike currently is prohibited in 35 states, including Maine, because it puts the demands of the adults in the building ahead of the needs of students. Teachers at school provide safety and care for students. Our most vulnerable children are at the greatest risk during a strike because their support system at school is disrupted.

D. NEW/REVISED – PROPOSED 2021

Learning Support

Efforts should be made to support learning opportunities affected by summer vacation, prolonged student absence or the disruption caused by the pandemic. The Maine School Boards Association believes a student-centered approach, which looks at individual academic achievement and informs what support systems are needed and for whom, is a more effective approach. Strategies should replicate those utilized within Multiple Tiers of Student Support (MTSS) utilized within school units. The Department of Education needs to be involved in this work by identifying existing resources, developing additional appropriate measurement tools and sharing effective interventions developed by their curriculum experts. Consideration of appropriate funding provided by the Maine Department of Education also is recommended.

Rationale

Providing learning support for individual students is not a new concept, but we need to continue to support individual student growth in critical subject areas and identify and address individual student needs as a result of interrupted learning opportunities. This work also needs to be supported by the Department of Education.

Dropout Prevention

The Maine School Boards Association (MSBA) supports the Maine Department of Education's goal of a 90 percent or better graduation rate. MSBA recognizes there are many factors that can lead to a student dropping out of school. There needs to be early interventions for at risk students and support both at the state and local level for multiple pathways, such as credit recovery and adult education, to earn a diploma. This is an imperative not only for our students but for our society, which needs an educated and engaged workforce and citizenry. MSBA additionally and proactively urges the Maine Department of Education and US Department of Education to redefine high school dropouts so that high school graduates include students who attain that achievement within 6 years of initiating grade 9 and those who have utilized one or more of the multiple pathways within the 6-year timeline.

Rationale

A high school diploma or its equivalency through adult education, credit recovery, or alternative education programs is critical when a student leaves public education and goes out into the workforce. As policy makers, we need to explore and define pathways that allow students to get the credits they need. For some, what they need is more time. We believe a 6-year timeframe is appropriate for those who have other obligations and extenuating circumstances that don't allow completion in the traditional four years.

Old Resolutions
Discussed at the
9-15-21 Meeting

Maine School Boards Association
49 Community Drive
Augusta, Maine 04330

Proposed Resolution Revisions and Additions
As approved by the MSBA Board of Directors
July 17, 2021

A. Resolutions that were reviewed; no action recommended

1. 2.A.2.c. Child Abuse Reporting
2. 2.A.2.h. Administration of Medication
3. 2.B.3.g. Labor Relations Legislation
4. 3.B.3.a. Alternatives to Property Tax
5. 3.B.4.a. Court-ordered Placements of Students with Disabilities
6. 3.B.5.c. Probationary Employment Period

Gray = to be deleted

Yellow = New - Proposed

B. Revisions

1. 2.A.2.g. / 2.A.7.a – Revise/Change/Remove Teacher/Student Absenteeism and Child Safety

Current:

~~2.A.2.g. Teacher/Student Absenteeism – The Maine School Boards Association encourages local school boards to examine, in detail, the rates of absenteeism among teachers and students in order to enable them to consider the implications that findings may have for board policy. (Adopted 1991 – Amended 1999)~~

~~2.A.7.a. Child Safety – The Maine School Boards Association encourages local boards to consider effective means of parent/guardian school communications regarding absent students to help ensure the safety of absentee students. (Adopted 1985 – Amended 1999, 2008)~~

Replace with:

2.A.2.g. Student Absenteeism - The Maine School Boards Association supports the Department of Education's goal of having all students be in attendance at least 95% of their academic year. This goal can only be achieved if there are interventions and supports for those students who are too often absent. Communication with parents/guardians around chronic absenteeism is critical as are school-based supports such as mentoring, counseling and tutoring. Alternative programs for at-risk students either on a local or regional level also should be supported. Should efforts not be successful through traditional communication with parents/guardians, MSBA urges proactive efforts for communication and supports through DHHS and other local or state agencies.

2. 2.A.4.g. – Add the underlined portion within the current resolution:
School Board Training – The Maine School Boards Association is committed to sharing and expanding training opportunities, utilizing, in part, a regional approach and tapping local board members and others as trainers. MSBA encourages local

Yes

boards to adopt policies that incorporate the local board's commitment to the education of its board members and reflect its need to annually budget the funds necessary to fulfill this important responsibility. Possible areas of discussions include equity in education, FOAA, explanation of MSBA services, board governance, local committees' purpose and structure, board leadership training, and other items of interest and concern within local school boards. (Adopted 1989 – Amended 1999, 2017)

NO

3. **2.B.1.c. – Add the underlined portion to the current resolution:**

Curriculum Policy – School boards are legally responsible for adopting policies with respect to curriculum. Therefore, the Maine School Boards Association urges local school boards to recognize that it is imperative they develop and implement curriculum policies that reflect the best interests of the students and the community, and include in-person, remote and regional collaborative learning opportunities. Recognizing the importance of a rigorous core curriculum for all students, MSBA urges local school boards to establish policies which require continuous evaluation of curriculum and graduation requirements. Such policies should reflect the goal of creating and maintaining rigorous standards designed to provide students with the skills necessary for them to succeed in a global society. Furthermore, these policies should lead to curriculum designed to achieve specific learning outcomes. MSBA also encourages local school boards to regularly review and revise these policies. (Adopted 1963 - Amended 1982, 1993, 1999)

Yes

4. **2.B.1.l. – Revise/Change/Remove**
Remove Alternative Programs resolution
Replace with:

Multiple Pathways – The Maine School Boards Association urges local school boards to approve educational programs that interest, engage and motivate each student to realize their potential and result in successful completion of their high school experience while equipping them with a high school diploma or equivalency.

Yes

5. **2.B.3.d. – Rewrite and Combine resolutions**
Proposed replacement:

Teacher Evaluation – The Maine School Boards Association urges local school boards to develop a comprehensive teacher evaluation policy designed to measure and improve the effectiveness of instruction on a continuous basis. Feedback is critical for all educators regardless of where they are at in their career. Evaluation systems need to be based on high performance standards and supported by ongoing professional development and mentorship. The process should address all aspects of teaching performance and recognize the fulfillment of student needs is of primary importance.

To delete (see deletions):

~~**2.B.3.a. Improving Instruction Through Administrative Supervision and Evaluation** – The Maine School Boards Association urges local school boards to recognize the importance of formal administrative supervision and evaluation to the improvement of the instructional program by requiring, through policy, a planned and systematic program tied to educational outcomes. Minimum standards for the~~

number and frequency of formal supervisory experiences, observations, and evaluative summaries should exist. Variations in such standards should recognize the crucial need for closer support and performance review during the probationary status of a teacher or administrator, while requiring other assessment criteria which recognize valued service and experience, and expectations related to trust, leadership and exemplary performance. Supervision and evaluation policies are not negotiable in collective bargaining. (Adopted 1993 - Amended 1999)

2.B.3.d. (current version) Teacher Evaluation and Compensation—The Maine School Boards Association urges local school boards to develop comprehensive teacher evaluation policies that are designed to measure and improve the effectiveness of instruction on a continuous basis and to consider compensation that will recognize and reward meritorious teaching performance. While the adoption of such policies is the responsibility of local boards, their development should recognize the need for constructive input from teachers, in order to help establish the firm basis of mutual understanding and respect that is essential to a productive teacher evaluation program. The evaluation procedure should address all aspects of teaching performance and recognize that the fulfillment of student needs is of primary importance. (Adopted 1979 - Amended 1983, 1999)

3.B.5.d. Performance Standards for Teachers—The MSBA encourages the State Board of Education to consider the feasibility of establishing performance standards for teachers. Among the questions to be considered are: Should standards be established at all? Should standards be established by the state or local school units? How can performance be assessed to determine whether or not standards are met? (Adopted 1991)

- yes
6. **3.A.3. – Add the underlined portion to the current resolution: Administrator Shortage** – The Maine School Boards Association recognizes the significant decline in the number of qualified candidates for administrative positions at all levels but particularly in the areas of school superintendency and the high school principalship. MSBA believes that the urgency of this matter should be addressed jointly by the Department of Education, the State Board of Education, the University of Maine System and other higher education institutions and the Maine Legislature. It also recommends the support and re-establishment of Leadership Academies to enhance this effort. (Adopted 1996 - Amended 2002, 2008)

- yes
7. **3.B.3.e. – Funding of Services to Students with Severe Disabilities** – Maine School Boards Association strongly urges the Commissioner of Education, the State Board of Education and other commissioners in the Children's Cabinet to develop a maintain the mechanism for increased financial assistance to schools faced with high costs for students with severe disabilities and/or students who may need out-of-district placements. Furthermore, the Governor and Legislature are urged to provide full funding on an annual basis, and to add a provision to the law which would allow these reimbursable costs to be excluded from local school budgets. (Adopted 1988 - Amended 1989, 1992, 1998)

C. Deletions

1. 2.A.7.a. – Child Safety – will be incorporated as part of a Revised 2.A.2.g. Student Absenteeism Resolution.
2. 2.B.3.a. - Improving Instruction Through Administrative Supervision and Evaluation – will be incorporated within the Revised 2.B.3.d. Teacher Evaluation Resolution.
3. 2.B.3.d. – Teacher Evaluation and Compensation – parts of this resolution will be incorporated within the Revised 2.B.3.d. Teacher Evaluation Resolution.

4. 3.A.2. - Regional Service Centers – no longer required. Purpose for resolution has been removed due to changes in legislation.

Yes

~~Current: Regional Service Centers—The Maine School Boards Association has serious concerns about the legislation passed by the 128th Legislature regarding Chapter 123 and the Development of Regional Service Centers. MSBA urges the legislature and the governor to review the impact on Maine schools before implementation begins. We urge the legislature to delay the implementation by at least one year in order to simplify the implementation process and to provide a mechanism for withdrawal if the projected savings are not realized. Furthermore, MSBA requests a review of the penalties assessed for non-participation with participation consideration given for existing regional efforts, including municipal and school district programs, and the present level of school district efficiencies. (Adopted 1995—Amended 1998, 2003, 2005, 2017)~~

5. 3.B.5.a. - Binding Interest Arbitration/Right to Strike – being replaced by two separate resolutions

~~Current: Binding Interest Arbitration/Right to Strike—We strongly oppose changing the teacher negotiations law to include binding arbitration on salaries, pensions and insurance or the right to strike. (Adopted 1977—Amended 1982 and 1983)~~

6. 3.B.5.d. – Performance Standards for Teachers - will be incorporated within the Revised 2.B.3.d. Teacher Evaluation Resolution.

D. New/Revised – Proposed 2021

Learning Loss

Yes

Concern about learning loss due to summer vacation or the disruption caused by the pandemic is discussed but seldom quantified. The Maine School Boards Association believes a student-centered approach, which looks at individual academic achievement and informs what support systems are needed and for whom, is a more effective approach. The Department of Education needs to be involved in this work, in terms of developing appropriate measurement tools and sharing effective interventions developed by their curriculum experts, with consideration of appropriate funding.

Rationale

Addressing learning loss with individual students is not a new concept, but we need to continue to support individual student growth in critical subject areas and identify and address individual student needs. This work also needs to be supported by the Department of Education

Dropout Prevention

yes
The Maine School Boards Association supports the Department of Education's goal of a 90 percent or better graduation rate. MSBA recognizes there are many factors that can lead to a student dropping out of school. There needs to be early interventions for at risk students and support both at the state and local level for multiple pathways, such as adult education, to earn a diploma. This is an imperative not only for our students but for our society, which needs an educated and engaged workforce and citizenry. MSBA additionally and proactively urges MDOE and US Education Department to redefine high school dropouts so that high school graduates are inclusive of students who attain that achievement within 6 years of initiating grade 9 including those that have utilized an alternative pathway within the 6-year timeline also be considered a high school graduate.

Rationale

A high school diploma or its equivalency through adult education or alternative education programs is critical when a student leaves public education and goes out into the workforce. As policy makers, we need to explore and define pathways that allow students to get the credits they need. For some, what they need is more time. We believe a 6-year timeframe is appropriate for those who have other obligations and extenuating circumstances that don't allow completion in the traditional four years.

Binding Arbitration

yes
The Maine School Boards Association opposes any legislation that would allow binding arbitration on salaries, pensions and insurance because the fiscal impact of these significant cost drivers in the school budget should be decided by locally elected School Boards, not outside arbitrators who have no stake in the community.

Rationale

Labor law has banned arbitration on salaries, pensions and insurance for 40 years based on the sound belief that elected board members should make decisions on school budgets and ultimately their impact on property taxes, and not outside arbitrators.

Right to Strike

yes
The Maine School Boards Association opposes any legislation that would give school personnel the right to strike. Strikes severely disrupt the education of children and the lives of their families. Even a short strike could upend an academic year, breaking educational continuity for students and throwing off school calendars for instruction and in-school and after-school activities. Strikes also could put our students at risk, if they are in unsupervised settings at school or at home.

Rationale

The Right to Strike currently is prohibited in 35 states because it puts the demands of the adults in the building ahead of the needs of students. Teachers at school provide safety and care for students. Our most vulnerable children are at the greatest risk during a strike because their support system at school is disrupted.