

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS**  
**WEDNESDAY–SEPTEMBER 26, 2018**  
**MORSE STREET SCHOOL– CAFETERIA**  
**6:30 P.M. REGULAR SESSION**  
**AGENDA**

1. Call to Order:  
The meeting was called to order at \_\_\_\_\_p.m. by Chair Michelle Ritcheson
2. Attendance:

___ Kathryn Brown	___ Lindsay Sterling
___ Jeremy Clough	___ Valeria Steverlynck
___ Candace deCsipkes	___ Madelyn Vertenten
___ Jennifer Galletta	___ Sarah Woodard
___ Erica Giddinge	___ Student Representative
___ John Morang	___ Student Representative
___ Michelle Ritcheson	
3. Pledge of Allegiance:
4. Consideration of Minutes:
  - A. Consideration and approval of the Minutes of September 12, 2018 as presented barring any errors or omissions.  

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_
5. Adjustments to the Agenda:
6. Good News & Recognition:
  - A. Good News from Morse Street School – Julie Nickerson (10 Minutes)
7. Public Comments: (10 Minutes)
8. Reports from Superintendent: (10 Minutes)
  - A. Items for Information
    1. District Happenings
    2. Summer Resignations/Retirements/Hires
    3. September 2018 School Enrollments
    4. MSMA Fall Conference
    5. October 2<sup>nd</sup> Strategic Planning Community Forum
9. Administrator Reports:
  - A. Finance – Becky Foley (3 Minutes)
10. Board Comments and Committee Reports:
  - A. Board Information Exchange and Agenda Requests (10 Minutes)
  - B. Finance Committee (2 Minutes)
  - C. Policy Committee (2 Minutes)

11. Policy Review:

A. Board discussion on BEDH – Public Participation at Board of Directors Meetings. (5 Minutes)

B. Consideration and approval of the following Policies (1<sup>st</sup> Read) (5 Minutes)

1. JKF-R – Removal of Students with Disabilities

2. JLFA – Child Sexual Abuse Prevention and Response

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

12. Unfinished Business:

A. Consideration and approval of the FY20 Budget Timeline. (5 Minutes)

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

B. Consideration and approval of RSU5 Strategic Goals for 2018-2019 (20 Minutes)

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

13. New Business:

A. Consideration and approval on a delegate and alternate to the Maine School Boards Association Annual Delegate Assembly at the Maine School Management Association's Annual Fall Conference. (5 Minutes)

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

B. Discussion of the MSBA 2018 Proposed Resolutions. (15 Minutes)

14. Personnel:

A. Consideration and approval to employ a Music Teacher at Durham Community School for the 2018-2019 School Year. (2 Minutes)

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

B. Consideration and approval to employ a .4 Time Social Worker at Pownal Elementary School for the 2018-2019 School Year. (2 Minutes)

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

15. Public Comments: (10 Minutes)

16. Adjournment:

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_ Time: \_\_\_\_\_

4.A.

**RSU No. 5 Board of Directors Meeting  
Wednesday, September 12, 2018 – 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 September 26, 2018 meeting).

**1. CALLED TO ORDER:**

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

**2. MEMBERS PRESENT:** Kathryn Brown, Jeremy Clough, Candace deCsipkes, Jennifer Galletta, Erica Giddinge, John Morang, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten

**MEMBERS ABSENT:** Sarah Woodard

**3. PLEDGE OF ALLEGIANCE:**

**4. CONSIDERATION OF MINUTES:**

**A. VOTED:** To approve the Minutes of June 13, 2018, June 20, 2018 and August 22, 2018 (Steverlynck - Vertenten) (10 – 0).

**5. ADJUSTMENTS TO THE AGENDA:**

New Business – consideration of including the position of Data Specialist/Project Manager to Regional School Unit No. 5's PLD retirement plan under MainePERS.

**6. GOOD NEWS AND RECOGNITION:**

**7. PUBLIC COMMENT:**

Freeport: Carol Grimm, Kap Wallingford, Pam Barry-Santos

**8. REPORTS FROM SUPERINTENDENT:**

**A. Items for Information**

1. Revised 2018-2019 Board of Directors Meeting Schedule
2. Opening of School

**9. ADMINISTRATOR REPORTS:**

**10. BOARD COMMENTS AND COMMITTEE REPORTS:**

**11. POLICY REVIEW:**

**12. UNFINISHED BUSINESS:**

**A. Workshop on Proficiency Based Education – Grades 9-12**

Members of the public had the opportunity to speak after the presentation on proficiency.  
Freeport: Pam Barry-Santos, Chris Grimm

**B. Consideration and approval of RSU5 Strategic Goals for 2018-2019.**

The Board discussed the goals, but did not vote.

**13. NEW BUSINESS:**

**A. VOTED:** To create a new group to participate in the RSU's PLD Plan under Maine PERS, which group shall include the position of Data Specialist/Project Manager. Participation of the Data Specialist/Project Manager in the Plan shall be effective as of September 12, 2018.  
(Sterling – Steverlynck) (10 – 0)

**14. PERSONNEL:**

**15. PUBLIC COMMENT:** None

**16. EXECUTIVE SESSION:**

**VOTED:** To enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent's evaluation. (Steverlynck – Brown) (10 – 0)  
Time In: 9:06 p.m. Time Out: 9:50 p.m.

**17. ACTION AS A RESULT OF EXECUTIVE SESSION:**

No Action

**18. ADJOURNMENT:**

**VOTED:** To adjourn at 9:51 p.m. (Sterling – Giddinge) (10– 0)

  
Becky J. Foley, Superintendent of Schools

**Professional staff hired during the summer.**

Kelli Rogers – DCS Assistant Principal  
 Peter Wagner – Director of Community Programs  
 Emily Robinson – MLS 4<sup>th</sup> Grade Teacher  
 Jim Grant – Technology Director  
 Heidi Cook – FHS Librarian  
 Erin Abbott – FHS Math Teacher  
 Michelle Raber – FMS Math/Science  
 Hillary Massicotte – PES Special Ed Teacher  
 Kimarie Soule – FHS Math  
 Jamie Hoppock – DCS Grade 3 Teacher  
 Scott Arritt – DCS ELA Teacher  
 Elicia Niemiec – MSS PE Teacher  
 Cecelia Martin – DCS Grade 5 Teacher  
 Wendy Glidden – FHS .5 French Teacher  
 Jill Marsanskis – DCS .5 Literacy Intervention Teacher  
 Kathryn Dawson – PES Kindergarten Teacher  
 Elizabeth Rankin – MSS/MLS Social Worker  
 Elizabeth Jacobson – DCS/PES Occupational Therapist  
 Martha Pulsifer – PES Grade 1 Teacher

**Employees who resigned/retired during the summer.**

Bette York – FMS Ed Tech (retired)  
 Mary Moore – FHS Librarian (retired)  
 Debra Pizzuto – FHS Math Teacher  
 Emily Ivers – DCS Ed Tech  
 Cecelia Martin – DCS Ed Tech  
 Joe Heathco – FHS Math Teacher  
 Jessica Carr – DCS Food Service Assistant  
 Amanda Salve – DCS Ed Tech  
 Steven Speckman – FMS Ed Tech  
 Janice Sargent – FMS Bus Driver/Custodian  
 Seth Thompson – Technology Director  
 Jackie Hammond – DCS Math/Science Teacher  
 Beth Brewer – PES Social Worker  
 Tatiana Green – PES Nurse  
 Sherry Williams – Data Specialist  
 Heidi McCarthy – DCS Music  
 Jill Piker – DCS Ed Tech

**Student Enrollments  
September 2018**

	<b>September 2017</b>	<b>Projected 2018 (from Budget Documents)</b>	<b>September 2018</b>
<b>Freeport High School</b>	<b>535</b>	<b>580</b>	<b>588</b>
<b>Freeport Middle School</b>	<b>357</b>	<b>346</b>	<b>352</b>
<b>Mast Landing School</b>	<b>252</b>	<b>245</b>	<b>257</b>
<b>Morse Street School</b>	<b>259</b>	<b>270</b>	<b>270</b>
<b>Pownal Elementary School</b>	<b>114</b>	<b>117</b>	<b>111</b>
<b>Durham Community School</b>	<b>432</b>	<b>419</b>	<b>423</b>
<b>Grand Total</b>	<b>1949</b>	<b>1977</b>	<b>2001</b>

**September 2018**

	<b>Morse Street School</b>	<b>Pownal Elementary School</b>	<b>Mast Landing School</b>	<b>Durham Community School</b>	<b>FMS</b>	<b>FHS</b>
<b>Pre-K</b>	48 (3 sessions) 1.6 Teachers (16,16,15)	16 (1 session) .4 Teacher (16)		32 (2 sessions) 1 Teacher (15, 16)		
<b>K</b>	81 5 Teachers (16-17)	18 1 Teacher (18)		51 3 Teachers (17)		
<b>1</b>	74 4 Teachers (18-19)	15 1 Teacher (15)		39 2 Teachers (19-20)		
<b>2</b>	67 4 Teachers (16-17)	19 1 Teacher (19)		38 2 Teachers (19)		
<b>3</b>		17 1 Teacher (17)	74 4 Teachers (18-19)	46 3 Teachers (15-16)		
<b>4</b>		10 1 Teacher (10)	89 5 Teachers (17-18)	48 3 Teachers (16)		
<b>5</b>		16 1 Teacher (16)	94 5 Teachers (18-19)	48 3 Teachers (16)		
<b>6</b>				40 2 Teachers (20)	109 5 Teachers (21-22)	
<b>7</b>				39 2 Teachers (19-20)	130 7 Teachers (18-19)	
<b>8</b>				42 3 Teachers (14)	113 5 Teachers (22-23)	
<b>9</b>						167
<b>10</b>						139
<b>11</b>						131
<b>12</b>						151
<b>Total</b>	<b>270</b>	<b>111</b>	<b>257</b>	<b>423</b>	<b>352</b>	<b>588</b>



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9.A.

To: RSU 5 School Board

From: Michelle Lickteig, Director of Finance & Human Resources

Date: September 26, 2018

RE: RSU5 Finance Report Summary

The start of fiscal year 2019 is going well. When comparing the August financials of this year to the two prior years, we are at the same point for percentage of expenditures remaining. While we have some costs to finishing the Pownal mold remediation this past summer, we did plan for this in the prior year financials by purchasing capital items that were scheduled for this year. Therefore, I don't anticipate the remaining costs to cause an issue in the current year financials.

We have signed the contract to move forward with the new financial software system this year, called Munis, which will help reduce paper processing and manual entry into multiple websites.

The Flexible Spending Account (FSA) benefit is up and running, as of July 1. We have had about 75 employees sign up for this benefit. We needed a minimum of 23 employees to meet the minimum fee. We do anticipate more will enroll next year, as we did hear from some that they wanted to see how it played out the first year. The process is running seamlessly and we have had no issues with claims being paid. Speaking from personal experience, it has been extremely easy to pay with the debit card supplied and to upload documents necessary, both through the website and through the mobile app. I have tested both ways.

Finally, we are in the end stages of the audit. The auditor has already completed her field research and is currently working on the final adjustments. I anticipate no issues with meeting all DOE deadlines and having a final report in time for the processing of the budget.

RSU #5	General Budget Report	as of 8/31/2018			2018-2019			
Article #	Description	2018-2019 Budget	Transfers	Revised Budget	Expenses YTD	Encumb YTD	Balances YTD	% Remaining
Article 1	Support Staff	\$ 3,436,203.00	\$ -	\$ 3,436,203.00	\$ 352,285.31	\$ 71,766.18	\$ 3,012,151.51	87.66%
Article 2	School Administration	\$ 1,536,593.00	\$ -	\$ 1,536,593.00	\$ 194,857.25	\$ 1,348.17	\$ 1,340,387.58	87.23%
Article 3	Operation of Plant	\$ 4,891,383.00	\$ -	\$ 4,891,383.00	\$ 501,088.30	\$ 648,632.95	\$ 3,741,661.75	76.49%
Article 4	Voc. E. Assessment	\$ 74,492.00	\$ -	\$ 74,492.00	\$ 18,623.00	\$ 55,869.03	\$ (0.03)	0.00%
Article 5	School Nutrition/Crossing Guard	\$ 269,645.00	\$ -	\$ 269,645.00	\$ 44,707.50	\$ 223,537.50	\$ 1,400.00	0.52%
Article 6	Instruction K - 12	\$ 13,378,387.00	\$ -	\$ 13,378,387.00	\$ 254,409.78	\$ 95,642.52	\$ 13,028,334.70	97.38%
Article 7	Co-Curr. & Athletics	\$ 778,737.00	\$ -	\$ 778,737.00	\$ 18,292.47	\$ 9,180.46	\$ 751,264.07	96.47%
Article 8	District Adminitstration	\$ 928,151.00	\$ -	\$ 928,151.00	\$ 153,774.66	\$ 9,047.98	\$ 765,328.36	82.46%
Article 9	Transportation Services	\$ 1,432,489.00	\$ -	\$ 1,432,489.00	\$ 293,405.31	\$ 192,648.99	\$ 946,434.70	66.07%
Article 10	Debt Services	\$ 1,613,149.00	\$ -	\$ 1,613,149.00	\$ -	\$ -	\$ 1,613,149.00	100.00%
Article 11	Special Education Services	\$ 4,606,796.00	\$ -	\$ 4,606,796.00	\$ 73,748.79	\$ 305.46	\$ 4,532,741.75	98.39%
	<b>Totals</b>	<b>\$ 32,946,025.00</b>	<b>\$ -</b>	<b>\$ 32,946,025.00</b>	<b>\$ 1,905,192.37</b>	<b>\$ 1,307,979.24</b>	<b>\$ 29,732,853.39</b>	<b>90.25%</b>

9/26/2018





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### **Finance Subcommittee Report**

Date: September 13, 2018

Committee: Finance Committee

Chair: Kate Brown

In attendance: John Morang, Kate Brown, Michelle Ritcheson, Michelle Lickteig, Dr. Becky Foley

Guests:

Meeting Date: September 12, 2018

#### **Agenda Items and Discussion:**

##### **Discussion/Election of Chair:**

Michelle R. nominated Kate Brown. John seconded. 3-0 in favor of Kate as chair. Kate Brown is now the Finance Committee Chair for FY 19.

##### **Substitute Bus Wages:**

Dr. Foley discussed the issues with obtaining substitute bus drivers. Our most immediate cohort, Brunswick, pays about \$22/hour. We are paying about \$19/hour. The decision was made to talk to the union about increasing the hourly wage just for substitute bus drivers, knowing they will not receive any benefits and are not guaranteed a full-time job. Barring any policy that would prohibit this: Michelle R made a motion to authorize a substitute bus driver wage of \$22/hour. John seconded. 3-0 in favor of \$22/hour for sub bus wage.

##### **Update on PA System:**

Dr. Foley wanted to update the committee that the Tri-Town Track group has enough funds to pay for a consultant to give the RSU options of a PA system for the new track and field. This will have to go to the board for approval once we have the options. Dr. Foley believes we will have to revisit the town about a noise ordinance. Michelle R believes this has already been addressed. Dr. Foley will talk with Pat Carroll, the architect of the track and field, to verify if any further steps need to be taken in reference to the noise ordinance.

##### **Solar Panel Installation partnership with Town of Freeport:**

Michelle L discussed with the committee the option of partnering with the Town of Freeport to have solar panels installed and help reduce cost of electricity while also becoming more green. Michelle L told the committee that the Town of Freeport has done a Feasibility Study and included the schools from all three towns. Because Peter Joseph from Freeport was unable to join us, this was a preliminary discussion to see if the RSU would like to move forward and pursue the option of switching to solar panels. The committee has decided to move forward. Dr. Foley will reach out to Mr. Joseph and request he join a future Finance Committee meeting to discuss the costs and benefits of partnering in solar panel installation.

**Next Steps on Cost Sharing:**

Kate will reach out to the three towns again for any final information they would like to provide before the workshop to happen on October 10, 2018 at 6:30p at Mast Landing School. The workshop will allow each town to speak and a question and answer session between the towns and the school board will follow. After this workshop, all information will go back to the Finance Committee to discuss options. The committee agreed we will need more meetings if we want to accomplish any change in time for the budget.

**2018/2019 Finance Committee Topics:**

Tabled until next meeting due to lack of time.

**Other:**

- Dr. Foley updated the committee on a shared position between the Town of Freeport and the RSU. This position will do the plowing for the Town in the winter months and work on grounds and field maintenance in the summer. The employee will be employed by the RSU and the Town of Freeport will reimburse the RSU for 50% of the cost of the employee. This position is included in the budget which replaced a seasonal position that used to be in the budget.
- Dr. Foley brought to the committee that the Tri-Town Track group would like to recognize Zachau Construction for donating the time and materials to build the snack shack at the new Track & Field facility by putting a plaque on the wall of the snack shack. The Finance Committee was in full support of putting up a plaque in recognition of Zachau's work.
- Dr. Foley also asked if we could pursue the cost of adding electricity to the snack shack. There are possibilities of potential donors to donate the labor of installation. The Finance Committee agreed to find options and come back with costs.

**Next Meeting:**

October 10, 2018 at Central Office.

Submitted by: Michelle Lickteig, Director of Finance



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## Policy Subcommittee Report

Committee: Policy

Meeting date: September 14, 2018

Chair: Candy deCsipkes

Committee Members in attendance: Candy deCsipkes, Maddy Vertenten, Kate Brown, Cynthia Alexander

### Agenda Items and Discussion:

*The Policy Committee would like to take the following policy to the full Board for discussion.*  
BEDH -Public Participation at Board of Directors Meetings

### Review/Revise Policies:

*The following policies were reviewed with no changes recommended.*  
JFK Disciplinary Removal of Student with Disabilities  
ILA Student Assessment

*The following administrative procedure was discussed and will be brought to the Board for first read on September 26, 2018.*  
JFK-R Removal of Students with Disabilities

*The following proposed policy was discussed and will be brought to the Board for first read on September 26, 2018.*  
JLFA Child Sexual Abuse Prevention and Response

*The following policy was discussed and will be further reviewed at a future Policy Committee meeting.*  
ILD Educational Research: Student Submission to Surveys, Analyses or Evaluation

The next meeting will be held on, October 12, 2018 at 8:30 a.m.

Submitted by: Cynthia Alexander

## **PUBLIC PARTICIPATION AT BOARD OF DIRECTORS MEETINGS**

Board of Director meetings are conducted for the purpose of carrying on the official business of the school system. All regular, special and emergency meetings of the Board are open to the public. The public is cordially invited to attend and participate in Board meetings as provided in this policy.

Although Board of Director meetings are not public forums, the Board will provide appropriate opportunities for citizens to express opinions and concerns related to the matters under consideration by the Board. The intent is to allow a fair and adequate opportunity for the public to be heard and to provide adequate time for the Board to obtain information and opinion on subjects before it, while ensuring that the time allowed for public discussion does not interfere with the fulfillment of the scheduled agenda.

Members of the public may address the Board within the guidelines provided in this policy. The Chair shall be responsible for maintaining proper order and compliance with these guidelines.

The following guidelines shall apply to public participation at Board meetings.

- A. Citizens and employees of the school unit are welcome to participate as provided in this policy. Others may be recognized to speak at the Chair's discretion. Individual employees and/or employee groups will not be permitted to discuss matters for which complaint or grievance procedures are provided.
- B. The Chair may limit the time allotted for comments on a particular topic as well as the time each individual may speak.
- C. In the event of a sizeable audience, the Chair may require persons interested in speaking to sign up so they may be called on in a fair and efficient manner.
- D. During the time set aside for public participation, the Chair will be responsible for the recognizing all speakers, who must identify themselves as they begin talking. Speakers will be encouraged to disclose whether or not they will personally have a financial impact as a result of the budget item they address.
- E. Speakers are not permitted to share gossip, make defamatory comments, or use abusive or vulgar language.
- F. All speakers are to address the Chair and direct questions or comments to particular Board members or the Superintendent only with approval of the Chair. Requests for information or concerns that require further research may be referred to the Superintendent to be addressed at a later time.

- G. Members of the Board of Directors and the Superintendent may ask questions of any person who addresses the Board but are expected to refrain from arguing or debating issues. Questions must be addressed through the Chair.
- H. No complaints or allegations will be allowed at Board meetings concerning any person employed by the school system or against particular students.

Personal matters or complaints concerning student or staff issues will not be considered in a public meeting but will be referred through established policies and procedures.

- I. In order to make efficient use of meeting time, the Board discourages duplication or repetition of comments to the Board. The Board requests that groups or organizations be represented by designated spokespersons.
- J. The Chair has the authority to stop any presentation that violates these guidelines or the privacy rights of others.
- K. Persons who disrupt the meeting may be asked to leave, and the Chair may request law enforcement assistance as necessary to restore order.

An agenda shall be published in advance of each meeting in accordance with Board policy. Copies will be posted and/or available prior to regular meetings, at the Superintendent's Office, in each school, town hall, and is sent to the Times Record and the Sun Journal for publication. Anyone desiring additional information about an agenda item should direct such inquiries to the Office of the Superintendent.

Legal Reference: 1 MRSA § 401 et seq.

Cross Reference: BEC – Executive Session  
BEDA – Notification of Board of Directors Meetings  
BEDB – Agenda  
BEDD – Rules of Order  
KE – Public Concerns and Complaints

Adopted: November 18, 2009  
Revised: March 23, 2011  
Reviewed: February 26, 2014



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11.B.

TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Jennifer Galletta, Erica Giddinge, John Morang, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten, Sarah Woodard

CC: Julie Nickerson, Lisa Demick, Kelli Rogers, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Jim Grant, Peter Wagner, Jen Gulko, Bonnie Violette, Emily Grimm, Darren Carter, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Pauline Gillis, Shawn McBean, Kristy Johnson, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Lisa Blier, Linda Pritchard, Jennifer Winkler, Nancy Drolet, Nancy Dyer, Jessica Sturges, Laurie Allen, Crystal Boucher

FROM: Cynthia Alexander, Assistant Superintendent of Curriculum, Instruction, and Assessment

DATE: September 19, 2018

RE: Review/Update of Policies

At the September 26, 2018 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 1<sup>st</sup> Read. The policies are attached.

1<sup>st</sup> Read Policies

JKF-R – Removal of Students with Disabilities  
JLFA – Child Sexual Abuse Prevention and Response

The following policies were reviewed with no recommended revisions and require no Board action. There are no policies to review

ILA – Student Assessment  
JKF – Disciplinary Removal of Students with Disabilities

## **REMOVAL OF STUDENTS WITH DISABILITIES**

These procedures shall govern disciplinary removals of students with disabilities from their regular school program. These procedures shall be interpreted in a manner consistent with state and federal special education laws and regulations.

1. School administrators may suspend students with disabilities for up to 10 cumulative school days in the school year under the same terms and conditions as students without disabilities are suspended, subject to the limitations set forth below.

A. In the event that a disabled student's IEP specifically lists a school response other than a suspension that must be followed for a particular type of misconduct, the school administrator shall follow the requirements of the IEP in responding to that misbehavior.

B. When calculating the 10 cumulative school day total, school administrators shall include school days spent in an in-school suspension or removal, unless during that removal the child continued to have access to the general curriculum, to the special education services in his or her IEP, and to participation with nondisabled children to the extent he or she would have in the student's regular program.

2. After a child with a disability has been removed from his or her current placement for 10 cumulative school days in the same school year, during any subsequent days of removal the school administrator shall consult with at least one of the child's teachers and then shall arrange for the child to receive a level of educational services during the removal sufficient to enable the student to continue to participate in the general curriculum although in another setting and to progress toward meeting the goals listed in the student's IEP.

3. Within 10 school days of any decision to "change the placement" of a child with a disability because of a violation of a code of student conduct, school officials shall hold an IEP team meeting to undertake the following:

A. The Team shall review all relevant information in the student's file, including the IEP, any teacher observations and recent evaluations;

B. The Team shall then undertake a manifestation determination to decide whether the child's misconduct was a manifestation of his or her disability.

C. If the Team determines that the misbehavior is a manifestation of the disability, the Team must either i) conduct a functional behavior assessment, unless one had been conducted before the behavior incident, and shall implement a behavior intervention plan for the child, or ii) if a behavior plan has already been developed, review the plan and modify it as necessary to address the behavior. Except as provided in 4 below, the Team must also return the child to

the placement from which he or she was removed, unless the school and parent agree to a change of placement as part of the revision of the behavior plan.

D. If the Team determines that the misbehavior is not a manifestation of the disability, school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to children without disabilities, except that services must be provided to the child during the disciplinary removal consistent with 3(E) below.

E. When a child with a disability has a disciplinary removal that would be a “change of placement,” the IEP Team shall order services for the child that will enable the child i) to continue to participate in the general curriculum although in another setting; ii) to progress toward meeting the goals in the IEP; and iii) to receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.

F. For purposes of this section, a “change of placement” occurs if: (i) the removal is for more than 10 consecutive school days; or (ii) the child has been subjected to a series of removals that constitute a pattern and a) because the series of removals totals more than 10 cumulative days in the school year, b) because the child’s behavior is substantially similar to the behavior in previous incidents resulting in the series of removals, and c) because of additional factors such as the length of each removal, the total length and the proximity of the removals to each other.

4. In those circumstances where a student brings a weapon to school, to a school function, or on school premises (including transportation), or where a student knowingly possesses, uses, sells or attempts to sell illegal drugs at school, a school function, or on school premises (including transportation), or when the student inflicts serious bodily injury, as determined by an appropriate evaluator, upon another person while at school, a school function or on school premises (including transportation), school officials may place that student in an alternative educational setting for up to 45 school days, shall provide educational services for the student consistent with 3(E) above, and shall schedule an IEP Team meeting to occur within 10 school days of commencing that removal. At that meeting, the Team shall undertake all necessary actions discussed in these procedures for responding to removals that constitute a change of placement for the child. Any further removals in response to the incident shall be made consistent with these procedures and state and federal special education rules.

References: Me. Spec. Ed. Reg. ch. 101, XVII (2007); 34 C.F.R. § 300.101, .530 to .536 (2006).

Administrative Procedure Adopted: March 16, 2010

Administrative Procedure Reviewed: December 18, 2012

Administrative Procedure Reviewed: May 14, 2013

Adopted by Board:



## CHILD SEXUAL ABUSE PREVENTION AND RESPONSE

The Board recognizes that Maine law requires every school unit with a Pre-K through 5<sup>th</sup> grade program to adopt a policy for child sexual abuse prevention education and response. The Board adopts this systemwide policy in the interest of promoting the well-being of students and providing a supportive learning environment as well as compliance with the law.

For the purpose of this policy, “child sexual abuse” means any sexual engagement either through “hand on” or “hands off” activities between an adult and a child. Sexual engagement between children can also be sexual abuse when there is a significant age difference between the children involved or if the children are very different in development, size, or other power differential.

### I. REPORTING CHILD SEXUAL ABUSE

- A. Any employee of RSU No. 5 who has reason to suspect that a child has been sexually abused is to immediately notify the building principal or designated agent.
  1. In addition to notifying the building principal/designated agent, the employee may also make a report directly to the Department of Health and Human Services (DHHS).
  2. School volunteers who have reason to suspect that a child has been sexually abused should notify the building principal and may report their suspicions directly to DHHS.
  3. Neither the employee or volunteer nor the building principal/designated agent should attempt to further question or interview the child nor otherwise undertake an investigation.
- B. If the notifying employee or volunteer does not receive written confirmation from the building principal/designated agent or Superintendent within 24 hours of the notification that a report has been made to DHHS, the employee or volunteer shall make an immediate report directly to DHHS. In such cases, the employee or volunteer shall then complete a copy of the school unit’s Suspected Child Abuse and Neglect Reporting Form (JLF-E).
- C. If the notifying employee or volunteer does receive written confirmation from the building principal/designated agent or Superintendent within 24 hours of the notification (i.e., a copy of the Suspected Child Abuse and Neglect Reporting Form (JLF-E), he/she shall sign the form as acknowledgement that the report was made and return it to the building principal/administrator or Superintendent.
- D. The administrator’s reporting and confirmation duties shall be the same as provided in Section III of the Board’s policy JLF, Reporting Child Abuse and Neglect.

## II. CHILD SEXUAL ABUSE AWARENESS AND PREVENTION EDUCATION FOR SCHOOL PERSONNEL

All RSU No.5 employees shall be required to complete a minimum of one hour of training in child sexual abuse awareness and prevention, with training to be updated at least once every four years thereafter. New employees must complete training within six months of hire.

Training must be “evidence-informed” (i.e., based on research and best practices) and delivered by a qualified instructor (i.e. a person with appropriate knowledge, skills, and experience or training in child sexual abuse awareness and prevention). The trainer may be an employee or volunteer with an agency/organization specializing in sexual assault and/or child sexual abuse or an employee of the school unit (e.g., school social worker, guidance counselor, school nurse, health educator) who has received appropriate training from such an agency/organization.

The goals of the training for employees are:

- Increased awareness of developmentally appropriate and inappropriate sexual behaviors in children;
- Increased ability to recognize indicators of child sexual abuse;
- Enhanced ability to respond effectively when a student or student’s friend or peer discloses sexual activity or the staff member suspects child sexual abuse has occurred; and
- Awareness of local resources available to students, parents, schools, and community members, and how these resources may be accessed.

Training should also address confidentiality/disclosure concerns (beyond the mandated reporting).

## III. CHILD SEXUAL ABUSE PREVENTION EDUCATION IN THE PRE-K THROUGH 5<sup>TH</sup> GRADE CURRICULUM

The school unit will provide child sexual abuse prevention programming to its Pre-K through grade 5 students. Such instruction will be aligned with the health education standards of Maine’s system of Learning Results for this grade span, and incorporated into the written school health education curriculum.

Programming of appropriate scope and sequence will be delivered by qualified instructors, who may be from a local or regional agency/organization with experience and expertise in sexual assault and child sexual abuse or by a school unit employee deemed

competent by the Superintendent/designee to deliver such instruction. If the instructor is a school unit employee, the Board anticipates that this will be a person with the knowledge, skills, and sensitivity necessary to deliver the curriculum in the classroom setting, i.e., school nurse, school social worker, guidance counselor, or teacher with experience in health education. Any instructor who is a school employee is expected to take full advantage of the evidence-informed educational resources available on websites hosted by the DOE and/or MECASA. Any instructor who is a school employee should be familiar with the local community-based agencies/organizations that provide assistance or services to children and families that are experiencing or have experienced sexual assault or child sexual abuse.

It is the intent that the curriculum, as delivered in the classroom, will:

- Include age-appropriate education regarding physical and personal boundaries; including biologically accurate body terminology;
- Help children identify unsafe or uncomfortable situations including a range of feelings, touches, or violations of physical boundaries; and
- Help children identify safe adults with whom they can talk about unsafe or uncomfortable situations.

Legal Reference: 20-A MRSA §§ 254(18), 4502(5-C)  
 22 MRSA §4011-A  
 20-A MRSA §§ 5051-A(1)(C); 5051-A(2)(C)  
 20 USC § 1232g, Family Educational Rights and Privacy Act

Cross Reference: JLF – Reporting Suspected Child Abuse and Neglect  
 JLF-E – Suspected Child Abuse/Neglect Report Form

Adopted: \_\_\_\_\_

## FY 20 RSU5 Budget Timeline

September 26, 2018 Business Meeting	Budget Timeline
November ???, 2018 @ Central Office	Leadership Meeting w/ Towns
<hr/>	
January 23, 2019 Business Meeting	Superintendent's Recommended Budget
February 6, 2019 Workshop	Budget Review: DCS, FMS, FHS, Athletics
February 13, 2019 Budget Workshop	Budget Review: MSS, PES, MLS, Inst. Support
February 27, 2019 Business Meeting	Budget Review: Technology, CIA, Nutrition, Community Programs, Maintenance
March 13, 2019 Workshop	Review of FY 20 Superintendent's Budget Board Deliberations on Budget
March 20, 2018 Budget Workshop	6:00-6:30 p.m. Q&A with Individual Board Members regarding FY 20 Budget Review of FY 20 Superintendent's Budget Public Input on Budget Board Deliberations on Budget
March 27, 2019 Business Meeting	Adopt FY 20 School Budget
<hr/>	
April 10, 2019 @ DCS Workshop	6:00-6:30 p.m. Dine and Discuss the FY 20 Budget Signing of Warrants for ABM & Referendum
April 24, 2019 @ PES Business Meeting	6:00-6:30 p.m. Dine and Discuss the FY 20 Budget
May 8, 2019 Workshop	6:00-6:30 p.m. Dine and Discuss the FY 20 Budget
May 22, 2019 @ FHS	Annual Budget Meeting
June 11, 2019	Budget Validation Referendum
June 12, 2019	Computation & Declaration of Votes Assessment Warrants

# RSU5 Goals

## 2018-2019



***RSU5's mission is to provide our students with a world-class education that will challenge minds, engage creativity, develop self-discipline, and advance inherent strengths.***

# **Mission: Providing our Students with a World Class Education**

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

**Evidence:**

- Improvement on assessments collected on District Scorecard

Strategic Objective 1:	Action Strategies:	Accountability/ Communication	Stewardship of Resources
<p>Implementation of proficiency-based learning PreK-12:</p> <ul style="list-style-type: none"> <li>• Separation of content from HOW</li> <li>• Clearly defined learning goals (standards)</li> <li>• Success criteria (rubrics aligned to standards)</li> <li>• Specific feedback for students to move to next level</li> <li>• Recognition that different students will need varying amounts of time for success</li> <li>• Opportunities for reassessment</li> </ul>	<p>Revise scoring/success criteria on assessments PreK - 12</p> <p>Continued implementation of Big Ideas Math Program 6-12</p> <p>Continued differentiation in the Everyday Math Program</p> <p>Implementation of phonics program PreK-K</p> <p>Improved comprehension skills 1-12</p> <p>Incorporate engagement with stakeholders</p>	<p>Revise needed Board policies related to proficiency.</p> <p>Communication is timely and articulates progress toward proficiency based learning.</p> <p>Stories demonstrate the success of students in a proficiency-based system.</p> <p>Inform Board members at regular intervals about implementation</p>	<p>Professional Development Time</p> <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Subs</li> <li>• Release Time</li> <li>• Consultants <ul style="list-style-type: none"> <li>○ GSP</li> <li>○ Math/ Literacy</li> </ul> </li> </ul> <p>New phonics materials</p> <p>New math materials</p>

## **Mission: Providing our Students with a World Class Education**

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

**Evidence:**

- **Improvement on assessments collected on District Scorecard**

Strategic Objective 2:	Action Strategies:	Accountability/ Communication	Stewardship of Resources
Improved teacher and administrator effectiveness	Attract and retain staff	Board updates	Professional development time
	Revise evaluation documents for ed techs, psychologists, and instructional strategists	Communication: Input from ed techs, psychologists, instructional strategists and administrators on revised documents	
	Improved feedback for all staff and students	Board updates	Professional development time
	Incorporate engagement with stakeholders		

## **Mission: Providing our Students with a World Class Education**

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

**Evidence:**

- **Improvement on assessments collected on District Scorecard**

Strategic Objective 3:	Action Strategies:	Accountability/ Communication	Stewardship of Resources
Create a long-term District strategic plan	Reviewing feedback from survey  Community forums  Write strategic plan  Board adoption of plan  Incorporate engagement with stakeholders	Agenda/minutes  School Board agenda/minutes/updates	Budget for potential subs that may be needed  Budget for necessary funds



### **2018-2019 RSU5 Goals - Support Document**

**-RSU5 Goal:** Focus on Student Achievement Through Improved Student-Centered Teaching and Learning.

**Vision:** Our schools provide a safe, engaging environment that fosters a passion for lifelong learning.

**Strategic Objective 1:** Implementation of proficiency-based learning PreK-12.

Action Strategies:	Activities	Responsibility	Timeline
1.Revise scoring/success criteria on assessments PK-12	1. Use data from assessments to guide and differentiate instructional practices and reteaching  2. Review scoring/success criteria	Principals Assistant Superintendent	June of 2019
2. Continued Implementation of 6-12 math curriculum	1. Full implementation of Big Ideas Math in Geometry and Algebra II at FHS  a. Establish mathematics goals to focus learning i. All units of instruction are taught. Use pacing guide. (Equal access) ii. Ensure the learning target is clearly stated and visible iii. Consistent use of scoring criteria with summative assessments b. Facilitate meaningful mathematical discourse through use of activity/exploration with each lesson c. Elicit and use evidence of student thinking (Year 2)	Assistant Superintendent High School Principal Math Strategist	June of 2019

### **2018-2019 RSU5 Goals - Support Document**

	<ul style="list-style-type: none"> <li>i. Consistently use Dynamic Assessment System for assigning and correcting homework.</li> <li>d. Individual teacher/administrator selects the additional mathematical practice they want to add for professional growth. (Year 2)</li> </ul> <p>2. Provide ongoing Professional Development through consulting and coaching</p>		
3. Continued Differentiation of Everyday Math Program	<ul style="list-style-type: none"> <li>1. Establish mathematics' goals to focus learning               <ul style="list-style-type: none"> <li>a. Improve differentiation in math through the use of math strategy groups</li> <li>b. Increased teacher understanding of key concepts in the math units</li> </ul> </li> <li>2. Facilitate meaningful mathematical discourse               <ul style="list-style-type: none"> <li>a. Increased student/student discourse</li> </ul> </li> </ul>	Assistant Superintendent, Building Administrators, Math Interventionist, Math Strategist	June of 2019
4. Implementation of Phonics PK-K	<ul style="list-style-type: none"> <li>1. Fully implement Synthetic Phonics in PK               <ul style="list-style-type: none"> <li>a. Initial training for all PK educators, administrators and Literacy Coaches</li> <li>b. Ongoing progress monitoring of PK students</li> <li>c. Ongoing monitoring and feedback from Phonics consultant</li> </ul> </li> <li>2. Implement TC Phonics in grade K               <ul style="list-style-type: none"> <li>a. Training from TC Institute</li> <li>b. Ongoing professional development with TC coaches and Literacy coaches</li> </ul> </li> </ul>	Assistant Superintendent Building Administrators	June of 2019

### **2018-2019 RSU5 Goals - Support Document**

5. Improved Comprehension skills 1-12	<ol style="list-style-type: none"> <li>1. Meet with literacy strategists to outline success criteria</li> <li>2. Review action steps with building administrators</li> <li>3. Implement 3 Units of Study in reading at each grade level in middle school</li> <li>4. Implement 3 Units of Study in writing at each grade level in middle school</li> <li>5. Implement new intervention class 9-12</li> </ol>	<p>Assistant Superintendent</p> <p>Literacy Strategists, principals, asst. supt.</p> <p>High School Principal</p>	Yearlong
6. Communication	<ol style="list-style-type: none"> <li>1. Board updates</li> <li>2. Principal updates to Board/Parents</li> <li>3. Teacher updates to parents/students</li> <li>4. PBE High School Board Workshop</li> <li>5. PBE K-8 School Board Workshop</li> <li>6. PBE Committee</li> </ol>	<p>Superintendent Building Administrators</p> <p>Superintendent</p>	<p>Throughout year</p> <p>Sept. 12, 2018 Oct. 24, 2018 Throughout year</p>
7. Stakeholder Engagement	<ol style="list-style-type: none"> <li>1. Input from staff (teachers, administration) &amp; students through exit slips, surveys, focus groups</li> <li>2. Regular PBE Committee Meetings (all stakeholders are represented)</li> <li>3. Input from parents               <ol style="list-style-type: none"> <li>a. Q &amp; A with supt./asst supt</li> <li>b. Parent information meetings</li> <li>c. Board workshops</li> </ol> </li> <li>4. Teachers presenting collaboratively with administration to Board/parents</li> </ol>	<p>Principals Superintendent, Asst. Superintendents</p>	<p>Throughout year Regular Meetings</p>

## **2018-2019 RSU5 Goals - Support Document**

**RSU5 Goal:** Focus on Student Achievement Through Improved Student-Centered Teaching and Learning.

**Vision:** Our educators are mentors dedicated to providing our students with the knowledge and skills that will help them adapt to our changing world.

**Strategic Objective 2:** Improved teacher and administrator effectiveness.

Action Strategies	Activities	Responsibility	Timeline
1. Attract and Retain Staff	<ol style="list-style-type: none"><li>1. Provide robust professional development</li><li>2. Provide opportunities for professional collaboration and shared decision making</li><li>3. Provide sufficient resources for teaching and learning</li><li>4. Ensure competitive wages/benefits within our cohort</li><li>5. Analyze data by job title</li><li>6. Strengthen hiring practices</li></ol>	All Administrators  Board  Board  Administrators	Yearlong
2. Revise evaluation documents for Ed Techs	<ol style="list-style-type: none"><li>1. Form a committee</li><li>2. Create a new tool</li><li>3. Pilot new tool</li><li>4. Revise as needed</li></ol>	Asst. Superintendent Administrators	By Dec. 2018 By Feb. 2018
3. Revise evaluation rubrics for psychologists, and instructional strategists	<ol style="list-style-type: none"><li>1. Collect and draft rubrics aligned to the Kim Marshall Rubrics</li><li>2. Consult with strategists, psychologists, administrators</li></ol>	Asst. Superintendent Director of Instructional Support	June 2019

### **2018-2019 RSU5 Goals - Support Document**

4. Improve feedback for all staff and students	<ol style="list-style-type: none"> <li>1. Creation of success criteria</li> <li>2. Identification of where staff/students are in relation to success criteria</li> <li>3. Ensure staff/students know next steps for improvement</li> </ol>	All Administrators	June of 2019
5. Creation of School Goals	<ol style="list-style-type: none"> <li>1. Each school utilizes data when creating goals</li> <li>2. Data presented with presentation of goals</li> </ol>	Building Administrators	Throughout the year
6. Communication	<ol style="list-style-type: none"> <li>1. Inform stakeholders through staff, community newsletters, professional learning as appropriate</li> </ol>	Superintendent/Asst. Superintendent	Throughout the year
7. Stakeholder Engagement	<ol style="list-style-type: none"> <li>1. Committee will include ed techs</li> <li>2. Include input from instructional strategists and psychologists when creating rubrics</li> <li>3. School Leadership Teams included in development of school goals</li> <li>4. All staff create yearly goals in collaboration with evaluator</li> <li>5. Targeted surveys based upon goals of the principal</li> </ol>	Administrators	<p>December 2018</p> <p>October 2018</p> <p>October 2018</p>

## **2018-2019 RSU5 Goals - Support Document**

**RSU5 Goal:** Focus on Student Achievement Through Improved Student-Centered Teaching and Learning.

**Vision:** Our community supports the concept that each individual-be they student, educator, parent, or community member - bears responsibility to the success of our mission.

**Strategic Objective 3:** To create five year Strategic Plan

Action Strategies	Activities	Responsibility	Timeline
1. Reviewing feedback from survey	1. Review responses from survey 2. Code input into themes that emerged	Superintendent Asst. Superintendent Strategic Planning Committee	December 2018
2. Community Forums	1. Conduct public forums 2. Share information from surveys 3. Have stakeholders identify themes	Strategic Planning Committee	Spring/ September 2018
3. Write Strategic Plan	1. Create sub-committee to draft plan 2. Present draft to administrative team 3. Present draft to Strategic Planning Committee 4. Finalize draft	Strategic Communications Subcommittee	Fall of 2018
4. Board adoption of Plan	1. Bring draft to Board for feedback 2. Finalize draft 3. Board adopts	Strategic Communications Subcommittee	January 2019  Ongoing
5. Communication of Strategic Plan	1. Strategic Planning Committee brainstorms strategies for disseminating the plan 2. Strategic Plan is publicized through multiple venues	Strategic Communications Subcommittee	Spring 2019
6. Stakeholder Engagement	1. Conduct public forum for all stakeholders 2. Staff provided opportunity to analyze survey data	Strategic Planning Committee  Strategic Planning Committee	Oct 2, 2018  Oct 5, 2018

5

Ginny McManus &lt;mcmanusg@rsu5.org&gt;

**Local Delegate to MSBA Annual Delegate Assembly**

1 message

13.A.

MSBA <msba@msmaweb.com>  
 Reply-To: msma@msmaweb.com  
 To: mcmanusg@rsu5.org

Tue, Sep 4, 2018 at 11:37 AM



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September 4, 2018

**Local Delegate to MSBA Annual Delegate Assembly**

TO: School Board Chairs, Superintendents of Schools, and CTE Directors

FROM: Maureen King, President  
 Steven W. Bailey, Executive Director

The Constitution of the Maine School Boards Association provides that each Active Regular Member Board of MSBA and each Vocational Region Associate Member Board is entitled to elect a voting delegate to participate in the Association's Annual Delegate Assembly. Attached is a copy of the Purpose of the MSBA Delegate Assembly. Since the Delegate Assembly is responsible for proposed Constitution and Bylaws changes and considers resolutions of the Association, your election of a local delegate is strongly encouraged. This year's Delegate Assembly is scheduled for 3:25 p.m., Thursday, October 25, the first day of the MSMA Annual Fall Conference, in the Kennebec/Penobscot Room. **It will be preceded by a Delegate Assembly preview from 2:10 – 3:15 p.m. in the same room.**

Please elect your delegate as well as an alternate should your Board's delegate be unable to attend. **Return the attached form listing the delegate and alternate to MSMA by October 15, 2018. Submission of your delegate's name does not automatically register him/her for the Fall Conference. Therefore, please be sure to register your delegate for the Fall Conference through your superintendent's office on the appropriate form.**

Confirmation of registered delegates will be emailed to Superintendents and Delegates by October 19, 2018.

Superintendents with more than one school board are asked to reproduce the attached form for each of their boards. Thank you!

[Certification of School Board Representative Form](#)

[Purpose of the MSBA Delegate Assembly](#)



## Purpose of the MSBA Delegate Assembly

Governance and policy decisions affecting MSBA are dealt with at the Delegate Assembly. The importance of each School Board being represented at the Delegate Assembly cannot be overstated. The following information about the Delegate Assembly is to inform your School Board of the importance of electing a delegate.

According to Article VIII of the Constitution, the Delegate Assembly is the policy making body of the Association. The Delegate Assembly has four specific powers.

1. It adopts resolutions that express the beliefs and purposes of the Association.
2. It transacts such other business as presented to it prior to the opening of the Delegate Assembly by any delegation or the Executive Board of Directors.
3. It elects the Officers and Executive Board of Directors.
4. It may adopt amendments to the Constitution.

According to Article V of the Constitution, the Association is governed by the Executive Board of Directors. The Board is comprised of Regional Directors and At-Large Directors.

The Delegate Assembly consists of one voting delegate for each member district. In order to be an official delegate the member School Board must report the name of the elected delegate and alternate prior to the Assembly. (See Delegate Form for actual date.)

The resolutions adopted at the Delegate Assembly are an expression of the Assembly's views regarding various issues and define the Association's position on legislative proposals.

As the Officers and Board of Directors approach any legislative session, it is crucial that they represent the Association's members. Make your local Board's voice heard and send a delegate to the MSBA Delegate Assembly held during the MSMA Annual Fall Conference on October 25, 2018.