

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– SEPTEMBER 28, 2022
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 Chair Michelle Ritcheson

2. Attendance:

___ Colin Cheney	___ Jill Piker
___ Candace deCsipkes	___ Maura Pillsbury
___ Jennifer Galletta	___ Michelle Ritcheson
___ Susana Hancock	___ Valeria Steverlynck
___ Kara Kaikini	___ Madelyn Vertenten
___ Elisabeth Munsen	___ Piper Williams – Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

A. Consideration and approval of the Minutes of September 14, 2022 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 Morse Street School - Julie Nickerson (10 Minutes)

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (10 Minutes)

- A. Items for Information
 - 1. Update on Vacancies

9. Administrator Reports:

- A. Finance - Peggy Brown (5 Minutes)
- B. Morse Street School Goal Review - Julie Nickerson (20 Minutes)

10. Board Comments and Committee Reports:

- A. Board Information Exchange and Agenda Requests (10 Minutes)
- B. Finance Committee (5 Minutes)
- C. Policy Committee (5 Minutes)

11. Policy Review: (15 Minutes)

A. Consideration and approval of 2nd read of Policy FFA - Memorials and Remembrances.

Motion: _____ 2nd: _____ Vote: _____

12. Unfinished Business:

NA

13. New Business:

A. Discussion of the MSBA 2022 Proposed Resolutions (20 Minutes)

B. MSMA Fall Conference Information (10 Minutes)

14. Personnel:

NA

15. Public Comments: (10 Minutes)

16. Executive Session:

A. Consideration and approval to enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) to discuss a personnel matter.

Motion: _____ 2nd: _____ Vote: _____

Time In: _____ Time Out: _____

17. Action as a Result of Executive Session:

18. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, September 14, 2022 – 6:30 p.m.
Freeport High School – Cafeteria
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 28, 2022 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:31 p.m.

2. MEMBERS PRESENT: Colin Cheney, Candace deCsipkes, Jennifer Galletta, Susana Hancock (arrived at 6:33 p.m.), Kara Kaikini, Elisabeth Munsen, Jill Piker (arrived at 6:35 p.m.), Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, and Piper Williams, Student Representative

MEMBERS ABSENT: Maura Pillsbury

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the minutes of August 24, 2022 (Munsen – Vertenten) (9 – 0) The Student Representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:

Additions to Item #8.A.2

6. GOOD NEWS AND RECOGNITION:

A. Report from Board's Student Representative – Piper Williams

7. PUBLIC COMMENT:

Ryan McGee, Durham

8. REPORTS FROM SUPERINTENDENT:

A. Items for Information

1. Opening of School

2. Summer Professional Staff Hires and Resignations

Additions

Resignations: Valerie Carpentier, FHS Ed Tech and Keith Andrews, Computer Tech
Staff Hire: Rodrigo Palacios, .4 ESOL Teacher (one year position)

3. School Safety Presentation

9. ADMINISTRATOR REPORTS:

None

10. BOARD COMMENTS AND COMMITTEE REPORTS:

None

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

A. Strategic Plan Review

B. **VOTED:** To approve the RSU5 District Goals for 2022-2023.

(deCsipkes – Vertenten) (10 – 0) The Student Representative voted with the majority.

C. Board’s Work Plan for 2022-2023

D. FY24 Budget Timeline

13. NEW BUSINESS:

None

14. PERSONNEL:

None

15. PUBLIC COMMENT:

Ryan McGee, Durham

16. EXECUTIVE SESSION:

VOTED: To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent’s evaluation. (Hancock – Piker) (10 – 0) The Student Representative voted with the majority.

Time In: 8:42 p.m.

Time Out: 9:18 p.m.

17. ACTION AS A RESULT OF EXECUTIVE SESSION:

VOTED:

None

18. ADJOURNMENT:

VOTED: To adjourn at 9:18 p.m. (Hancock – Piker) (10 – 0)



Jean M. Skorapa, Superintendent of Schools

Warrant Articles For the Period 08/01/2022 through 08/31/2022

Fiscal Year: 2022-2023

Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
INCOME							
GENERAL FUND REVENUES							
REQUIRED LOCAL FUNDS (-)	\$18,334,330.00	\$1,687,847.51	\$3,225,165.71	\$15,109,164.29	\$0.00	\$15,109,164.29	82.4%
ADDITIONAL LOCAL FUNDS (-)	\$10,982,547.64	\$1,018,791.06	\$1,907,521.37	\$9,075,026.27	\$0.00	\$9,075,026.27	82.6%
ADDLN SHARED REVENUE (-)	\$131,830.36	\$0.00	\$0.00	\$131,830.36	\$0.00	\$131,830.36	100.0%
INTEREST REVENUE (-)	\$25,000.00	\$13,330.17	\$21,121.10	\$3,878.90	\$0.00	\$3,878.90	15.5%
STATE REVENUES (-)	\$6,460,443.00	\$446,939.62	\$904,511.02	\$5,555,931.98	\$0.00	\$5,555,931.98	86.0%
FUND BALANCE (-)	\$1,177,000.00	\$0.00	\$0.00	\$1,177,000.00	\$0.00	\$1,177,000.00	100.0%
Sub-total : GENERAL FUND REVENUES	(\$37,111,151.00)	(\$3,166,908.36)	(\$6,058,319.20)	(\$31,052,831.80)	\$0.00	(\$31,052,831.80)	83.7%
Total : INCOME	(\$37,111,151.00)	(\$3,166,908.36)	(\$6,058,319.20)	(\$31,052,831.80)	\$0.00	(\$31,052,831.80)	83.7%
EXPENSES							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$16,401,257.00	\$44,598.83	\$138,846.69	\$16,262,410.31	\$12,769,094.43	\$3,493,315.88	21.3%
ARTICLE 2 SPECIAL EDUCATION (+)	\$4,972,716.00	\$32,092.29	\$64,303.27	\$4,908,412.73	\$3,721,146.74	\$1,187,265.99	23.9%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$184,596.00	\$15,383.00	\$46,149.00	\$138,447.00	\$0.00	\$138,447.00	75.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$919,069.00	\$12,825.51	\$28,825.38	\$890,243.62	\$396,969.84	\$493,273.78	53.7%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$3,594,805.00	\$87,673.78	\$378,852.17	\$3,215,952.83	\$2,366,130.14	\$849,822.69	23.6%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,082,988.00	\$106,800.07	\$230,157.49	\$852,830.51	\$530,699.60	\$322,130.91	29.7%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$1,942,616.00	\$120,558.90	\$247,216.90	\$1,695,399.10	\$1,465,020.30	\$230,378.80	11.9%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$1,438,023.00	\$62,056.09	\$87,910.70	\$1,350,112.30	\$678,639.88	\$671,472.42	46.7%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,100,233.00	\$352,645.25	\$491,317.16	\$4,608,915.84	\$1,164,392.06	\$3,444,523.78	67.5%
ARTICLE 10 - DEBT SERVICE & OTHER COMMITMENTS (+)	\$1,181,603.00	\$0.00	\$0.00	\$1,181,603.00	\$0.00	\$1,181,603.00	100.0%
ARTICLE 11 - ALL OTHER EXPENDITURES (+)	\$293,245.00	\$0.00	\$0.00	\$293,245.00	\$0.00	\$293,245.00	100.0%
Sub-total : GENERAL FUND EXPENSES	\$37,111,151.00	\$834,633.72	\$1,713,578.76	\$35,397,572.24	\$23,092,092.99	\$12,305,479.25	33.2%

Operating Statement with Encumbrance

RSU No. 5

Warrant Articles For the Period 08/01/2022 through 08/31/2022

Fiscal Year: 2022-2023

Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
Total : EXPENSES	\$37,111,151.00	\$834,633.72	\$1,713,578.76	\$35,397,572.24	\$23,092,092.99	\$12,305,479.25	33.2%
NET ADDITION/(DEFICIT)	\$0.00	(\$2,332,274.64)	(\$4,344,740.44)	\$4,344,740.44	\$23,092,092.99	(\$18,747,352.55)	0.0%

End of Report

Morse Street School Goals 2021-2022 (Update/ Review)

Goal Worksheet				
School: Morse Street School				
School Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal 2: All RSU5 students regularly engage in meaningful student centered learning.</p> <p>MSS Goal 1 (Part 1): By May/June 2022 at least 75% of students K-2 will make expected growth as measured by the F & P Reading Assessment.</p> <p>MSS Goal 1 (Part 2): By May/June 2022 at least 75% of students K-2 will meet benchmark as measured by Acadience Math assessment</p> <p>MSS Goal 1 (Part 3): By May/June 2022 at least 75% of students In Grade 2 will score average or above on the NWEA math assessment</p>	<ul style="list-style-type: none"> Reading teaching staff Book study <u>Shifting the Balance</u>. Literacy strategist will lead staff through PD related to the six shifts of reading instruction. TC Staff Developer and Literacy Strategist will provide targeted professional development in identified areas of need. All teachers K-2 will participate in team based coaching cycles to improve instruction on data driven areas of need. Use assessment data to focus differentiated small group instruction and individual student conferences in literacy and math Provide RTI support outside of the school day for some students Focus PD for Pk - 2 on number sense including the instructional practice of counting collections and choral counting. Utilize new assessment tools for progress monitoring in literacy and math 		<p>September to December 2021 Completed</p> <p>October 2021 to May 2022 Completed</p> <p>September 2021 to May 2022 Multiple teachers participated in coaching cycles</p> <p>On going On going - always changes to support next steps in learning</p> <p>September 2021 to May 2022 We had two tutors working with 8 students, some worked before school and some stayed after</p> <p>Starting September 2021 Completed by Math RTI teacher working together with classroom teachers</p> <p>Piloted a new math screener/interview which we</p>	<p>Baseline data Reading: F & P Benchmark 2019</p> <p>67% (149/222) students met or exceeded expected growth targets</p> <p>2021 59% (128/216) students met or exceeded expected growth targets</p> <p>2022 64% (129/234) students met or exceeded expected growth targets</p> <p>Math: Acadience -Math 2021 37% (52/139) Grade 1 & 2 met expected benchmark</p> <p>2022 43% (71/164) Grade 1 & 2 met expected benchmark</p> <p>48% (117/242) Grade K, 1 & 2 met expected benchmark</p> <p>NWEA Math 2019</p>

		<p>are using this year with all students.</p> <p>Literacy Capstone assessment was used in classrooms for progress monitoring to better assess comprehension skills</p>	<p>74% Grade 2 students average or above 2021 53% Grade 2 students average or above 2022 52% (45/85) Grade 2 Students average or above</p>
<p>RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>MSS Goal 2: By May/June 2021, revisit and strengthen responsive classroom practices to ensure continued strong Tier 1 social emotional instruction and support</p>	<ul style="list-style-type: none"> ● 11 Staff participate in Advanced Response Classroom Training ● 10 new staff participate in The four day Responsive Classroom training ● Revisit common practices and reinforce the importance through classroom observations and providing feedback 	<p>June 2021 Completed</p> <p>August 2021 Completed</p> <p>On going On going as we support new staff</p>	<p>Observational Feedback Individual teachers receive feedback on their practice</p>
<p>RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>MSS Goal 3: By May/June 2021, increase awareness of and implement equity, diversion and inclusion practices in our classrooms and throughout the school.</p>	<ul style="list-style-type: none"> ● Professional Development on Identity work to open school ● Create a Community Survey - to get more information to better understand family values, traditions and needs. ● Whole staff book study <u>Start Here Start Now: A Guide</u> 	<p>August 2021 Completed and this transferred to classrooms too</p> <p>September 2021 Created and will be sent this year October 2021 to January 2022 Started but not fully</p>	<p>Data collected from survey Sending now 2022</p>

	<p><u>to Antibias and Antiracist work in your school community</u></p> <ul style="list-style-type: none"> ● All staff Unit Planning with a lens for equity ● District review of Social Studies Curriculum: <ul style="list-style-type: none"> ○ Review Grade 2 Social studies unit adding Wabanaki Studies to colonial history. ● Comprehensive school guidance curriculum for all students PK-5 that aligns with ASCA and Social Justice standards 	<p>completed as other priorities became a need Our Literacy Strategist supported this work with our leadership team, so that they could lead their teams in this work</p> <p>Summer 2021 This work was done and implemented and sits as part of the larger review of the social studies curriculum that is happening district wide</p> <p>September 2021 to June 2022 Developed and implemented</p>	<p>Unit plans Completed and implemented</p> <p>Implementation this year Implemented last year and again this year - Borrowed artifacts from..</p>
--	---	--	--

Morse Street School Goals 2022-2023

Goal Worksheet			
School: Morse Street School			
School Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>RSU5 Strategic Goal 2: All RSU5 students regularly engage in meaningful student centered learning.</p> <p>MSS Goal: PK-2 Classrooms will effectively differentiate Tier 1 instruction in math, literacy and behavioral support, in order for all students to meet the expected academic growth.</p>	<p>Tier 1 Instruction:</p> <ul style="list-style-type: none"> ● All staff participate in “The First Six weeks of School: Including All Learners” workshop (Leadership Team) ● TC Staff Developer and Literacy Strategist will provide targeted professional development in identified areas of need. (TC Staff Developer & Literacy Strategist) ● All teachers PK-2 will participate in team based coaching cycles to improve instruction on data driven areas of need in both literacy and math (Literacy and Math Strategist) ● Use assessment data to focus differentiated small group instruction and individual student conferences in literacy and math (Classroom teachers) ● Team Unit planning in Core content areas with a lens for differentiating instruction to meet the needs of diverse learners (Classroom teachers) <p>Response to Intervention:</p> <ul style="list-style-type: none"> ● PLCs examine student data to determine specific intervention strategies to support students within the classroom setting. (Classroom teachers, Literacy and Math Specialists) <p>Multilingual Learners:</p> <ul style="list-style-type: none"> ● ESOL teachers meet with grade level teams to discuss strategies that will set MLs up for success in the classroom. (ESOL Teachers) ● Seek out opportunities for Professional Development for teachers to attend (Principal) <p>Social-Emotional and Behavioral Support:</p> <ul style="list-style-type: none"> ● Continue to strengthen Tier 1 Schoolwide Responsive Classroom practices (Teachers and Principal) 	<p>August 2022</p> <p>November 2022, April 2023 On-going</p> <p>Scheduled throughout the school year</p> <p>On-going</p> <p>On-going</p> <p>Following RTI Cycles every 6 - 8 weeks throughout the school year</p> <p>Scheduled throughout the school year</p> <p>2022-2023 school year</p> <p>On-going</p>	<p>Baseline data Reading: F & P Benchmark</p> <p>2022 64% (129/234) students met or exceeded expected growth targets</p> <p>2023</p> <p>Acadience - Reaching 2022 (no baseline)</p> <p>2023</p> <p>Math: Acadience -Math 2022 43% (71/164) Grade 1 & 2 met expected benchmark</p> <p>48% (117/242) Grade K, 1 & 2 met expected benchmark</p> <p>2023</p> <p>NWEA Math</p> <p>2022 52% (45/85) Grade 2 Students average or above</p>

	<ul style="list-style-type: none"> ● Continue to provide in class guidance lessons that are responsive to identified needs. (School Counselor and Classroom teachers) ● All teachers Pk-2 participate in Professional development on understanding and supporting behavior (Principal and Consulting BCBA) <p>Special Education:</p> <ul style="list-style-type: none"> ● Classroom teachers and Special Education teachers collaborate to plan for differentiated instruction for individual students. (Classroom Teachers and Special Education Teachers) ● Speech and Language Pathologist to support classroom teachers so that they can use AAC devices to support student communication in classrooms (Classroom teachers and SLP) ● Special Education teachers and Ed-techs will receive professional development from Math Consultant for differentiation of math instruction. (Special Education teachers, Ed-techs and Math Consultant) 	<p>On-going</p> <p>Spring 2022</p> <p>On-going</p> <p>On-going</p> <p>10 days throughout 2022-2023 school year</p>	<p>2023</p>
--	---	--	-------------



Regional School Unit 5
Durham · Freeport · Pownal

"To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions."

Jean Skorapa, Superintendent of Schools
Peggy Brown, Interim Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
June Sellers, Ed.D., Director of Instructional Support

Finance Committee Minutes
September 14, 2022
Freeport High School Cafeteria

In Attendance:

Beth Munsen, Chair
Michelle Ritcheson
Jean Skorapa
Peggy Brown

Absent: Maura Pillsbury

Chair Munsen called the meeting to order at 5:04 p.m.

FY22 Update:

1) Per the June 22nd meeting, \$210,000.04 was moved from Article 1. Article 3 (Career and Technical Education) received \$.04, Article 6 (System Administration) received \$10,000.00, and Article 8 (Transportation and Buses) received \$200,000.00.

2) Grant invoicing (Titles, ESSERF grants, Local Entitlement) has been a major focus since last December and there is now a monthly invoicing procedure. Peggy meets monthly with the Asst. Superintendent and the Director of Instructional Support prior to invoicing. Supporting documentation for each invoice cycle is now maintained for future reference.

3) The June 2022 monthly financial report was provided to the committee. Review is still ongoing and is also part of the audit procedure. Summer warrants were brought to the meeting to be signed.

Audit Update:

Marge Hall, our Auditor from Berry Talbot Royer, returns on September 21st. Our goal this year is to not need any audit extension. We are hopeful this will be feasible due to time she already spent in the office in July, frequent communication, and consistent data collection of grants, etc. for her review.

FY23 Update:

1) Q1 Budget Revenue report has been submitted to DOE and accepted. The Q1 Budget Expenditure was re-submitted, yet there are still some software glitches. Peggy expressed there have been difficulties with our financial software and she is working with the Tyler Technologies support team to resolve these issues.

2) Peggy met with our representative of BEU in July to start the process of reviewing our copier and printer service plans. Peggy plans to work on a strategy to decrease printing costs throughout the year.

3) The 22-23 Warrant Schedule, along with July and August financials, were provided to the committee. Peggy indicated issues with encumbrances and has notified the software support team at Tyler Technologies for assistance.

4) Jean and Peggy have met to discuss turnover savings as the plan to pay for an additional ESOL Teacher which is needed. They have also met to determine funding for SAT/PSAT (approx. \$9,000.00), translation services, and the Latin software platform.

5) The Property and Casualty bill (MSMA) came in approx. 4% overbudget. Jean and Peggy will reach out to MSMA.

FY24 Preparation:

Peggy is seeking upgraded reports for budget preparation meetings with departments.

Other:

1) Michelle Ritcheson nominated Beth Munsen to be the Finance Committee Chair. The motion was seconded by Beth Munsen and the vote was unanimous (Ritcheson, Munsen).

2) Beth Munsen discussed planning for the upcoming board presentation regarding Cost Sharing.

3) Michelle Ritcheson requested that the Assistant Superintendent and Director of Instructional Support attend an upcoming Finance Committee meeting to provide information regarding grants.

Adjournment:

Chair Munsen motioned to adjourn at 5:59 p.m. Motion was seconded by Michelle Ritcheson. Vote was unanimous (Munsen, Ritcheson).

Respectfully submitted,

Peggy Brown

Interim Director of Finance & HR



Regional School Unit 5
Durham · Freeport · Pownal

Item #10.C.

"To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions."

Jean Skorapa, Superintendent of Schools
Peggy Brown, Interim Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
June Sellers, Ed.D., Director of Instructional Support

Policy Committee Report

Committee: Policy

Zoom Meeting date: September 9, 2022

Chair: Candy deCsipkes

Committee Members in attendance: Candy deCsipkes, Maddy Vertenten, Colin Cheney,
Cynthia Alexander

Absent: N/A

Guest: Jen Gulko

Review/Revise Policies:

The following policy was revised and will be brought to the Board for 2nd read on September 28, 2022.
FFA Memorials and Remembrances

The following policy was not reviewed and will be brought back to the Committee on September 30, 2022.

JLCD Administration of Medication to Students

The next meeting will be held by Zoom on September 30, 2022 at 8:45 a.m.
The new chair for the Policy Committee will be Maddy Vertenten beginning on September 10, 2022.

Submitted by: Cynthia Alexander



Regional School Unit 5
Durham · Freeport · Pownal

Item # 11.A.

"To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions."

Jean Skorapa, Superintendent of Schools
Peggy Brown, Interim Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
June Sellers, Ed.D., Director of Instructional Support

TO: Colin Cheney, Candace deCsipkes, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Kara Kaikini, Jill Piker, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Piper Williams

CC: Julie Nickerson, Holly Johnson, Kelli Rogers, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Peter Wagner, Jen Gulko, June Sellers, Jean Skorapa, Emily Grimm, Conor Walsh, Charlie Mellon, Peggy Brown, Gayle Wolotsky, Jen Winkler, Nancy Doherty, Anne-Marie Spizzuoco, Lynn Shea, Kristy Johnson, Lisa Blier, Heidi Cook, Jill Hooper, Dorothy Curtis, Grace Marley, Alicia DeRoche, Julie McCabe

FROM: Cynthia Alexander, Assistant Superintendent of Curriculum, Instruction, and Assessment
DATE: September 16, 2022
RE: Review/Update of Policies

At the September 28, 2022 Board of Directors Meeting, the following policy will be on the agenda:

2nd Read
FFA - Memorials and Remembrances

MEMORIALS AND REMEMBRANCES

PURPOSE

The RSU No. 5 Board recognizes that when a school community experiences the death of a student or staff member, it is important to the school community and to those who are personally affected to acknowledge the event.

The social and emotional well-being of the staff and student body is important. With an understanding that our responsibility is to serve all students, our intention is to create an environment where losses are treated equitably.

Schools are designed primarily to support learning. The purpose of this policy is to set forth guidelines for responding to the death of a student or staff member.

GUIDELINES

These guidelines allow for the expression of grief in the school community which is caring and respectful, yet minimizes disruption to learning. They show how the school may provide an opportunity to mourn the loss of students or staff equitably and appropriately.

SCHOOL RESPONSE

Following the death(s) of a student or staff member, the principal is responsible for determining the school response in consultation with the Superintendent, and, as appropriate, the family of those affected.

The principal shall consider questions of student equity and discretion in consideration of the social and emotional well-being of the student body when determining approved activities. Care should be taken not to detract from regularly scheduled classroom or school programs. Rescheduling or canceling events, will only occur with prior Superintendent approval.

The following guidelines shall be used by the principal to determine appropriate response(s):

Allowable

- Additional district counseling services may be made available to provide support.
- Schools may observe a moment of silence.
- Remembrances of flowers, personal messages and mementoes may be allowed near lockers, parking spaces, and other areas on district property. The display of all remembrances shall be temporary in nature, removed after an appropriate period of time, and may be offered to the family.
- School yearbooks, graduation ceremonies, and other district activities may memorialize an individual.
- Memorial scholarships may be established in collaboration with the school unit. Refer to *scholarship procedures* on the RSU No. 5 website.
- Contributions (such as money, plants, and service) may be made to existing memorial gardens for all district RSU loss, without particularly naming the lost individual.

Not Allowable

- **Classes will not be dismissed early or canceled on the day of a memorial or funeral service.**
- **Flags may be lowered only in accordance with state and federal law.**
- **The school unit will not install permanent memorials in memory of an individual or event.**
- **District property (e.g., buildings, rooms, fields, gymnasiums, etc.) must comply with Board policy *FF – Naming Facilities*.**
- **The Board discourages the use of district property for memorial services. Any such request will only be considered in accordance with Board policy *KF – Community Use of School Facilities* and applicable administrative procedures.**

GRANDFATHERING

Memorials that are currently in existence, shall remain, although relocated if necessary.

Cross Reference: **EBCA – Emergency Management Plan**
 FF – Naming Facilities
 KF – Community Use of School Facilities

Adopted: _____

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

**Proposed Resolution Deletions, Revisions and Additions
As approved by the MSBA Board of Directors
July 27, 2022**

A. Resolutions that were reviewed; no action recommended

1. 2.A.2.1. Staff Use of Social Media
2. 2.A.4.n. Role of Maine Department of Education
3. 2.B.3.e. Professional Staff Development
4. 2.B.5.f. Vouchers and Education Savings Accounts
5. 3.B.6.b. Administrative Skills
6. 4.3 Student Visas for Public Schools

Grey = to be deleted

Yellow = New - Proposed

B. Revisions

1. 2.A.2.h. Administration of Medication

The Maine School Boards Association (MSBA) urges local school boards to adopt policy governing the administration of medications to students at school. In the interest of student health and safety, MSBA opposes legislation that would limit or prohibit the current options available to school systems in the administering of medications to students. (Adopted 1996 – Amended 1999, Proposed draft 2022)

2. 2.A.3.d. ~~Maine Educational Assessments~~ State Assessments

The Maine School Boards Association believes that state assessments ~~the MEAs~~ should be limited include ~~to~~ English language arts and literacy, math, ~~and~~ science, and social studies/civics. Any state assessment selected or developed should be relevant, provide timely feedback to inform instruction, and not consume undue amounts of instructional time. (Adopted 2002 – Amended 2008, 2020, Proposed draft 2022)

3. 2.A.4.m. Legislative Mandates

Decisions concerning education should be made by the local school board whenever possible. ~~Therefore~~, The Maine School Boards Association urges the Legislature not to interfere with the decision-making responsibilities of local school boards by ~~mandating~~ requiring educational programs and unfunded mandates beyond those required to maintain standards, equal rights and opportunities. (Adopted 1977 – Amended 1982, 1986, 1998, 1999, Proposed draft 2022)

4. 3.B.1.b. Scheduling of Career and Technical Education Programs (CTE)

We believe there is a continuing need to examine ways in which the scheduling and delivery of ~~secondary~~ CTE programs can be more responsive to the needs of students, school officials, parents/guardians and other adult citizens at the local level. We feel this goal can be achieved by the advancement of legislation that would: ~~a) allow more~~

~~flexibility in the scheduling of CTE courses;~~ a) provide for a greater opportunity for shared funding and decision-making responsibilities within units served by career and technical centers and regions; and b) improve coordination between secondary and post-secondary CTE programs and facilities. (Adopted 1979 – Amended 1982, 2017, Proposed draft 2022)

5. 3.B.6.d. **Alternative Certification**

The Maine School Boards Association (MSBA) recognizes ~~that changes inherent in the restructuring of schools~~ and filling of positions where there may be a shortage of candidates may require ~~that~~ professional staff possess or develop skills often found in other employment sectors. MSBA therefore, pledges its support ~~of and participation in a collaborative for the continuation of the~~ effort to study and initiate legislation that will create appropriate, alternative routes to certification for teachers, and administrators. (Adopted 1991 – Amended 1994, 1998, Proposed draft 2022)

5. 4.7 **Teacher Preparation Programs**

The Maine School Boards Association (MSBA) recommends the convening creation of a special ~~commission collaborative~~ to examine the current state of approved teacher preparation programs to determine if they are appropriately preparing teachers through best practices to help all students master-achieve the Common Core Standards standards within the Maine System of Learning Results. ~~Teachers must be trained in best practices that are aligned with the Common Core Standards and be held accountable through rigorous evaluation systems.~~

Additionally, MSBA recommends that approved teacher preparation programs include best practice training to help teachers assist in the identification of students who may have mental health, behavioral or academic issues.

MSBA believes that such a ~~commission collaborative~~ should include membership from the State Board of Education, Maine Department of Education, the MSBA, Maine School Superintendents Association, Maine Principals' Association, Maine Education Association, ~~and~~ Maine Administrators of Services for Children with Disabilities, and Maine School Counselors Association, as well as representation from the colleges and universities. (Adopted 2012 – Proposed draft 2022)

C. **Deletions:**

Resolution that is recommended for deletion (thought to be covered by two other existing resolutions, 2.A.2.j. School Safety and 2.A.2.f Violence in the Schools)

~~2.B.5.c. **Crime, Violence, and Discipline**—The Maine School Boards Association urges local school boards to develop policies and programs that will lead to an educational climate in each school that will provide students a safe place in which to learn. While such programs should include preventive measures, MSBA supports legislation that would return to the educator the “in loco parentis” doctrine. MSBA opposes violence in media and supports projects designed to reduce portrayal of violence in the media. MSBA encourages local~~

~~school boards to work to increase the educational value of television for children. (Adopted 1977 Amended 1978, 1982, 1986, 1999, 2008)~~

D. New – Proposed 2022

School board meeting public comment period. The Maine School Boards Association recommends the following revision to current statute to provide further guidance to public comment at school board meetings: A school board shall provide the opportunity for the public as defined below to comment on school and education matters at a school board meeting. Nothing in this subsection restricts the school board from establishing reasonable standards for the public comment period, including time limits and conduct standards. Public is defined as (a) residents/tax payers of the communities served by the school unit, or (b) immediate families of enrolled students, or (c) employees of the school unit.

Rationale:

Local Maine school boards do invite the engagement of the public in school and education matters, however, current statute, Title 20-A, §1001, sub-21, passed in 2019 does not define public in a consistent manner as is defined in Title 20-A, §1001, sub-22, which includes public as: ... “members of the public who reside within the boundaries of the school administrative unit.” MSBA thinks that greater latitude should be provided in addition to residents, so have expanded the definition. However, MSBA is proposing that the “shall” in the statement “provide the opportunity for the public as defined below to comment on school and education matters” be limited to the three stated categories. This is not to say that an invitation could not be offered to members of the public who may be of a different category.

Individuals with Disabilities Education Act (IDEA) The Maine School Boards Association urges Congress to reauthorize and fully fund the Individuals with Disabilities Education Act providing 40% reimbursement for locally expended funds for special education costs, compared to the 14% currently received from the federal government.

Rationale:

- The reauthorization of IDEA is long overdue, resulting in outdated and irrelevant requirements on local school districts and the need to address current challenges facing students with disabilities and their local school districts.
- IDEA reauthorization should:
 - Focus on progress and demonstrably positive outcomes for all students;
 - Promote collaboration and trusted relationships between parents and schools;
 - Urge Congress to fully fund IDEA at the level (40%) promised. Special education cost estimates range from \$80 billion to \$110 billion per year. The federal contribution has been less than 20% with the states and local school districts assuming the balance of the funding burden.

Free-Reduced Lunch Qualification

The Maine School Board Association (MSBA) urges Congress and the Administration to define poverty level requirements for the Free and Reduced Lunch Program by utilizing Area Median Income as used by the Department of Housing and Urban Development or the national federal poverty level, whichever is higher. MSBA believes these are initiatives that should be established federally while in no way being confused with Maine's meal program.

Rationale:

- The Department of Housing and Urban Development (HUD) takes the impact of the median income of an area into consideration when determining eligibility for subsidized housing, using a percentage of Area Median Income (AMI) to determine the level of subsidy provided for a family. In some regions, families could have very low incomes in relation to the area median income, but not even qualify for reduced lunch prices. By allowing the use of AMI, schools could better identify students whose families struggle socio-economically in their community.
- The Free and Reduced Lunch Program currently uses the national Federal Poverty Level (FPL) to determine eligibility for the program.

Funding of the Universal School Meals Act of 2021

The Maine School Boards Association calls upon Congress to pass the Universal School Meals Program Act of 2021 which would amend the Child Nutrition Act of 1966 and the Richard B. Russell National School Lunch Act to make breakfasts and lunches free for all children, without adversely affecting federal funding formula that may use free and reduced lunch rates.

Rationale:

- Students experiencing hunger are more likely to have behavior and attention problems and higher rates of suspensions and excessive absences.
- Offering free meals to all children helps to end the stigma associated with needs based free- and reduced-lunches and eliminates lunch shaming when a student has an overdrawn account.
- Schools would no longer have to foot the bill for unpaid meal fees or try to collect from families.
- Students who eat free and nutritious meals at school, reduce financial strain on the family food budget.
- National School Lunch Program lunches provide one-third or more of the recommended levels for key nutrients.
- Healthy meals are an integral part of our investment in education for the whole child.

Social Security: Repeal of Government Pension Offset and Windfall Elimination Provision

The Maine School Boards Association urges Congress to repeal the Windfall Elimination Provision and the Government Pension Offset to the Social Security Act to ensure that a quality pool of teacher candidates are available to be hired so as to meet the needs of students.

Rationale:

- The 1983 amendments to the Social Security Act established the Government Pension Offset (GPO) and the Windfall Elimination Provision (WEP), and
- In those states in which public employees do not participate in the Social Security System as part of the state retirement system or other retirement income benefit, the GPO has the effect of reducing earned Social Security benefits to individuals who receive state, county or local pension benefits that would be paid to spouses who were not receiving the state or local pension benefits, and
- Local school districts that wish to recruit staff from private sector employment who are or will be beneficiaries of the Social Security system find it difficult to attract such staff or experienced personnel because these individuals fear the loss of other benefits earned under the Social Security System, and
- These prospective employees possess valuable skills in science, mathematics, engineering, technology, vocational, and skilled career and technical education fields.



MSMA FALL CONFERENCE

OCTOBER 27-28, 2022
AUGUSTA CIVIC CENTER

Item # 13.6

EMBRACING THE FUTURE - TOGETHER!

TO: Superintendents, CTE Region Directors, and MCSBA Attorneys
FROM: Maine School Management Association
DATE: September 13, 2022
RE: 49th ANNUAL MSMA FALL CONFERENCE—In Person—OCTOBER 27 & 28, 2022

* If you are interested
in attending, please e-mail
Ginny By October 4, 2022

Attached is registration information as well as a preliminary list of clinic offerings for the 49th Annual MSMA Fall Conference.

“Embracing the Future - Together!” is the theme of this year’s Fall Conference to be held in person on Thursday and Friday, October 27 and 28, at the Augusta Civic Center. The two days being planned will be informative and inspiring. Highlights include the following:

KEYNOTE:

- ◆ **David Horsager** - CEO of Trust Edge Leadership Institute, Trust Expert in Residence at High Point University, Podcaster, and *The Wall Street Journal* best-selling author of *The Trust Edge*, *The Daily Edge*, and *Trusted Leader*.

Keynote: The Trust Edge: How Top Leaders and Organizations Drive Results through Trust

Trust is a fundamental, bottom-line issue. Without it, leaders lose teams and respect, and schools lose reputation, retention of good people, and relationships. But with trust, individuals, schools, and organizations enjoy greater creativity, productivity, freedom, and results. Through David’s industry-leading research, The Trust Outlook®, and firsthand experience working with the world’s highest-performing organizations, David reveals how top leaders, schools, and organizations drive results to become the most trusted in their industry.

Session Outline & Key Takeaways:

- **The Case for Trust:** An overview of the Trust Edge 8-Pillar Framework™ for becoming the most successful leaders and organizations.
 - Shift thinking and see current research on trust
 - Understand the definition of trust and why it’s NOT a soft skill
 - Learn how everything of value is built on trust
 - See why a lack of trust is your biggest expense
- **Clarity:** Gain the VUCA, Strategy for getting absolutely clear
- **Commitment:** Learn the key to rebuilding trust and three questions for high-trust leaders
- **Consistency:** Discover how the little things done consistently make the biggest difference

CONTENT:

- ◆ More than 60 clinics will be offered this year, as well as recognition of years of board service and awards of the Maine School Boards Association. Lunch entertainment will be provided by the Boothbay-Boothbay Harbor Community School District Music Department. Take time to visit over 40 vendors to see the latest products, publications, technologies, and services for use in your buildings, board meetings, classrooms, and offices. Sign up to win fabulous door prizes and be sure to attend the MSMA reception on Thursday, starting at 4:15 p.m. Winners will be announced and light refreshments will be served!

Registration for the Fall Conference should be made through the superintendent’s office—please see online event registration instructions included in this email. ***Purchase Orders only, please—no pre-payments will be accepted this year. Your District will be billed after the Conference.**

The MSMA staff is looking forward to seeing you on October 27 and 28.

49th ANNUAL MSMA FALL CONFERENCE
AUGUSTA CIVIC CENTER
October 27 - 28, 2022

A G E N D A

THURSDAY, OCTOBER 27

7:30 - 4:00	REGISTRATION <i>A.M. Continental Breakfast</i>	Lobby
7:30 - 8:30	VENDOR VISITS	Main Auditorium
8:30 - 9:00	WELCOME and INTRODUCTIONS	Main Auditorium
9:00 - 10:30	KEYNOTE SPEAKER: David Horsager, CEO, The Trust Edge Leadership Institute. Topic: <i>The Trust Edge: How Top Leaders and Organizations Drive Results through Trust</i> . Trust is a fundamental, bottom-line issue. Without it, leaders lose teams and respect, and schools lose reputation, retention of good people, and relationships. But with trust, individuals, schools, and organizations enjoy greater creativity, productivity, freedom, and results. Through David's industry-leading research, The Trust Outlook®, and firsthand experience working with the world's highest-performing organizations, David reveals how top leaders, schools, and organizations drive results to become the most trusted in their industry.	Main Auditorium
10:40 - 11:40	CLINICS I	
11:45 - 12:45	LUNCH/VENDOR VISITS: ENTERTAINMENT, SCHOOL BOARD SERVICE AWARDS, and WELCOME/REMARKS by Frank Henderson, President, National School Boards Association	Main Auditorium
12:45 - 1:45	CLINICS II	
1:55 - 2:55	CLINICS III	
3:05 - 4:05	CLINICS IV	
4:15 - 5:30	RECEPTION – VENDOR VISITS <i>Visit the exhibitors, mingle with other attendees, and enjoy refreshments. GREAT DOOR PRIZES donated by our exhibitors!!! You must be present to win a prize.</i>	Main Auditorium

FRIDAY, OCTOBER 28

7:30 - 11:00	REGISTRATION <i>A.M. Coffee/Tea</i>	Lobby
7:30 - 8:00	VENDOR VISITS	Main Auditorium
8:00 - 8:45	WELCOME: INTRODUCTION of OFFICERS/AWARDS	Main Auditorium
8:50 - 9:50	CLINICS V	
9:50 - 10:50	BRUNCH/VENDOR VISITS	Main Auditorium
11:00 - 12:00	CLINICS VI	
12:10 - 1:10	CLINICS VII	
1:20 - 2:20	CLINICS VIII	

NOTE: Our Thursday, Keynote Speaker Presentation is from 9:00 a.m. – 10:30 a.m. Visit our vendors in the Main Auditorium and register for Door Prizes to be awarded Thursday (4:15 p.m.).

PRELIMINARY CLINIC PROGRAM

*** Please note that the date/time of clinics may change. ***

CLINICS I — Thursday, 10:40-11:40 A.M.

- A. The Trust Edge™ 2.0
- B. Diversity, Equity, Inclusion, Belonging (D.E.I.B.)
- C. Hot Topics in School Litigation
- D. Supporting Classroom Teachers in Uncovering their Blind Spots
- E. Expanding Student Voice via Superintendent's Student Advisory Council
- F. Special Education in Maine: Then and Now
- G. A Collaborative Approach for Keeping High Risk Youth in School
- H. Superintendent/Board Relationships

CLINICS II — Thursday, 12:45-1:45 P.M.

- A. Meet the Commissioner (*Repeats Clinic V.A.*)
- B. Special Education Year in Review: 2021-2022
- C. 2022 Legal Year in Review
- D. Communicating with the Public on Difficult or Controversial Topics
- E. School Meals For All: Implementation Round Table Discussion
- F. Leading with Trust
- G. Connecting Student Learning and Workforce Development
- H. Counseling School Boards in Divisive Times

CLINICS III — Thursday, 1:55-2:55 P.M.

- A. Supporting SAUs to Engage in Data-informed Identification of Evidence-based Practices
- B. Special Education Discipline in an Hour!
- C. Collective Bargaining 101
- D. Supporting Suicide Prevention and Resilience in Schools
- E. Boardmanship 101
- F. Equity of Access for Students in the EUT
- G. Strategic Planning without the Pain - or the Cost
- H. Walking the Tightrope: Boards, Complaints, and Employment Issues

CLINICS IV — Thursday, 3:05-4:05 P.M.

- A. The Top 5 Issues Schools and Boards are Expected to Face in 2022-23
- B. PreK-12 Grade CTE: Putting Trades, Technology, and Innovation Back into the Heart of Public Education
- C. Reinventing Online Learning for Success
- D. Creating Systemic Change in Public School
- E. Math as a Path: Connecting Secondary to College and Career
- F. A Policy Primer: The Basics of School Board Policy
- G. Daily Routines to Build a Positive Attendance Culture
- H. Student Rights in the Classroom and Beyond

CLINICS V — Friday, 8:50-9:50 A.M.

- A. Meet the Commissioner (*Repeat of Clinic II.A.*)
- B. Electric School Buses: A Way Forward for Maine
- C. Embedding Core Instruction in CTE Programs to Increase Student Success
- D. Behavioral Threat Assessment and Intervention
- E. Partnering with Junior Achievement: Engaging Students in Career Readiness
- F. Teacher Residency: Career Ladders for Teacher Recruitment and Retention
- G. Emotional Intelligence: Why Primary Prevention Begins with Us
- H. It's All About Balance: A System of Assessments

CLINICS VI — Friday, 11:00-12:00 P.M.

- A. Making the Learning Real Through Immersive Environments and Partnerships
- B. Surviving Controversial Book Challenges
- C. School Construction Projects: A Guide to Getting Started
- D. Understanding the ED 279 Report
- E. Labor Negotiations Update
- F. Keeping Public Comment under Control at Board Meetings
- G. The School Cyber-Puzzle
- H. Using Social Media to Tell Your School's Real Story

CLINICS VII — Friday, 12:10-1:10 P.M.

- A. Maine Education 2050: Designing the Future of School for Personal, Civic, and Economic Thriving
- B. Moments with Marvin: Social Emotional Learning
- C. Board Leadership and Teamwork in Challenging Times
- D. Supporting Safety and Well-being in Youth
- E. Interdisciplinary Education
- F. Beyond 2022: The 3 R's (Reality, Re-image, and Re-purpose)
- G. A Refresher on Discrimination Issues in Maine Schools

CLINICS VIII — Friday, 1:20-2:20 P.M.

- A. Board Power and Authority: Leadership in a Divided Community
- B. Teaching Skills that Matter for Success in Life and Work
- C. Making Schools Safer with Asset Mapping
- D. What Does Electrifying Your School Buses Actually Involve? More Than You Think!
- E. Left to Their Own Devices: Debunking the Myth of Digital Natives
- F. Maine 2021 MIYHS Data: Moving School and Community to Action
- G. Energy Efficiency and Electrification in Maine Schools
- H. Addressing Dangerous Behavior: Student Discipline Issues and Special Education