

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– SEPTEMBER 25, 2024
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	___ Kara Kaikini
___ Candace deCsipkes	___ Elisabeth Munsen
___ Malik Farlow	___ Maura Pillsbury
___ Cheyenne Farrell	___ Michelle Ritcheson
___ Danielle George	___ Kelly Sink
___ Carolyn Jensen	___ Phoebe Williamson, Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

A. Consideration and approval of the Minutes of September 11, 2024 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)

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (15 Minutes)

A. Superintendent's Report

1. Resignations: Sara McManus - MSS Educational Technician

9. Administrator Reports:

A. Finance - Kelly Wentworth (5 Minutes)

B. Update from Morse Street School and Goal Review - Julie Nickerson (20 Minutes)

10. Board Comments and Committee Reports:

A. Board Information Exchange and Agenda Requests (10 Minutes)

B. Facilities and Operations Committee (5 Minutes)

C. Policy Committee (5 Minutes)

11. Policy Review: (15 Minutes)

A. Consideration and approval of 1st Read of Policy GBEC - Drug Free Workplace

Motion: _____ 2nd: _____ Vote: _____

12. Unfinished Business:

None

13. New Business: (10 Minutes)

A. MSMA Fall Conference Information (10 Minutes)

B. Discussion of the MSBA 2024 Proposed Resolutions (30 Minutes)

14. Personnel: (5 Minutes)

A. Consideration and approval to employ an Interim Director of Transportation.

Motion: _____ 2nd: _____ Vote: _____

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) for the purpose of discussing 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 11, 2024 – 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 25, 2024 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, Malik Farlow, Cheyenne Farrell, Danielle George, Carolyn Jensen, Kara Kaikini, Elisabeth Munsen (arrived at 6:32 p.m.), Maura Pillsbury, Michelle Ritcheson, and Phoebe Williamson Student Representative
MEMBERS ABSENT: Kelly Sink

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

- A. **VOTED:** To approve the Minutes of August 28, 2024. (Farrell – Farlow) (9 – 0) The Student Representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:

Addition of Item #13.A.

6. GOOD NEWS AND RECOGNITION:

- A. Report from Board's Student Representative - Phoebe Williamson

7. PUBLIC COMMENT:

Daniel Freund, Freeport

8. REPORTS FROM SUPERINTENDENT:

- A. Superintendent's Report
1. Opening of School
 2. Summer Resignations and Professional Staff Hires

9. ADMINISTRATOR REPORTS:

- A. Child Find / FAPE - Elisha Morris, Director of Instructional Support

10. BOARD COMMENTS AND COMMITTEE REPORTS:

None

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

- A. 2024-2025 Board Work Plan
B. FY26 Budget Timeline

- C. **VOTED:** To approve the RSU5 District Goal for 2024-2025 - To engage stakeholders in the communities of RSU5 in a comprehensive and inclusive process to collaboratively develop a five-year strategic plan. (Kaikini – Pillsbury) (10 – 0) The Student Representative voted with the majority.

13. NEW BUSINESS:

- A. **VOTED:** To add Candy deCsipkes to the Policy Committee and Strategic Communications Committee. (Pillsbury – Munsen) (10 – 0) The Student Representative voted with the majority.

14. PERSONNEL:

None

15. PUBLIC COMMENT:

None

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. (Munsen – Farlow) (10 – 0) The Student Representative voted with the majority.

Time In: 8:00 p.m.

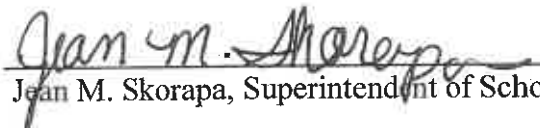
Time Out: 8:39 p.m.

17. ACTION AS A RESULT OF EXECUTIVE SESSION:

None

18. ADJOURNMENT:

- VOTED:** To adjourn at 8:40 p.m. (Jensen – Farrell) (10 – 0)


Jean M. Skorapa, Superintendent of Schools

RSU No. 5

Warrant Articles For the Period 07/01/2024 through 08/31/2024

Fiscal Year: 2024-2025

☐ 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 (-)	\$19,573,905.68	\$3,262,317.64	\$3,262,317.64	\$16,311,588.04	\$0.00	\$16,311,588.04	83.3%
ADDITIONAL LOCAL FUNDS (-)	\$13,087,078.17	\$2,181,179.70	\$2,181,179.70	\$10,905,898.47	\$0.00	\$10,905,898.47	83.3%
ADDLN SHARED REVENUE (-)	\$139,883.76	\$0.00	\$0.00	\$139,883.76	\$0.00	\$139,883.76	100.0%
INTEREST REVENUE (-)	\$209,000.00	\$41,817.24	\$41,817.24	\$167,182.76	\$0.00	\$167,182.76	80.0%
STATE REVENUES (-)	\$7,571,992.39	\$1,079,788.14	\$1,079,788.14	\$6,492,204.25	\$0.00	\$6,492,204.25	85.7%
MISC REVENUES (-)	\$18,600.00	\$0.00	\$0.00	\$18,600.00	\$0.00	\$18,600.00	100.0%
FUND BALANCE (-)	\$900,000.00	\$0.00	\$0.00	\$900,000.00	\$0.00	\$900,000.00	100.0%
Sub-total : GENERAL FUND REVENUES	(\$41,500,460.00)	(\$6,565,102.72)	(\$6,565,102.72)	(\$34,935,357.28)	\$0.00	(\$34,935,357.28)	84.2%
Total : INCOME	(\$41,500,460.00)	(\$6,565,102.72)	(\$6,565,102.72)	(\$34,935,357.28)	\$0.00	(\$34,935,357.28)	84.2%
EXPENSES							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$18,384,052.00	\$201,941.78	\$201,941.78	\$18,182,110.22	\$14,902,103.08	\$3,280,007.14	17.8%
ARTICLE 2 SPECIAL EDUCATION (+)	\$5,870,507.00	\$73,995.69	\$73,995.69	\$5,796,511.31	\$4,730,972.79	\$1,065,538.52	18.2%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$289,668.00	\$72,417.00	\$72,417.00	\$217,251.00	\$217,251.00	\$0.00	0.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$1,034,849.00	\$42,450.04	\$42,450.04	\$992,398.96	\$438,534.95	\$553,864.01	53.5%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$4,371,246.00	\$578,490.77	\$578,490.77	\$3,792,755.23	\$2,974,051.91	\$818,703.32	18.7%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,179,440.00	\$252,685.99	\$252,685.99	\$926,754.01	\$657,197.94	\$269,556.07	22.9%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$2,348,210.00	\$287,034.56	\$287,034.56	\$2,061,175.44	\$1,852,948.35	\$208,227.09	8.9%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$1,586,682.00	\$130,436.73	\$130,436.73	\$1,456,245.27	\$724,544.46	\$731,700.81	46.1%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,139,408.00	\$721,523.29	\$721,523.29	\$4,417,884.71	\$1,741,012.90	\$2,676,871.81	52.1%
ARTICLE 10 - DEBT SERVICE & OTHER COMMITMENTS (+)	\$1,111,064.00	\$0.00	\$0.00	\$1,111,064.00	\$1,108,724.66	\$2,339.34	0.2%
ARTICLE 11 - ALL OTHER EXPENDITURES (+)	\$185,334.00	\$0.00	\$0.00	\$185,334.00	\$185,334.00	\$0.00	0.0%

Operating Statement with Encumbrance

RSU No. 5

Warrant Articles For the Period 07/01/2024 through 08/31/2024

Fiscal Year: 2024-2025

☐ 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>	
Sub-total : GENERAL FUND EXPENSES	\$41,500,460.00	\$2,360,975.85	\$2,360,975.85	\$39,139,484.15	\$29,532,676.04	\$9,606,808.11	23.1%
Total : EXPENSES	\$41,500,460.00	\$2,360,975.85	\$2,360,975.85	\$39,139,484.15	\$29,532,676.04	\$9,606,808.11	23.1%
NET ADDITION/(DEFICIT)	\$0.00	(\$4,204,126.87)	(\$4,204,126.87)	\$4,204,126.87	\$29,532,676.04	(\$25,328,549.17)	0.0%

End of Report

Operating Statement with Encumbrance

Review of Morse Street School Goals 2023-2024

Goal Worksheet			
School: Morse Street School			
School Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. RSU5 Strategic Goal 2: All RSU5 students regularly engage in meaningful student centered learning. 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. Increase in achievement was demonstrated in BAS Benchmark and Number Sense Screener data points. This will continue to be a goal for 2024-2025 as we would like to see our data continue to increase.	Tier 1 Instruction: - Use assessment data to focus differentiated small group instruction and individual student conferences in literacy and math (Classroom teachers, MTSS) - Team Unit planning in Literacy with a lens for differentiating instruction to meet the needs of diverse learners (Classroom teachers & Literacy Strategist) - Identify priority standards in math for each grade level and align classroom instruction to those standards. (Classroom teachers and & Math Strategist) - 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) Response to Intervention: - PLCs examine student data to determine specific intervention strategies to support students within the classroom setting. (Classroom teachers, Literacy and Math Specialists) - Use assessment data to focus differentiated small group instruction and individual student conferences in literacy and math (Classroom teachers, MTSS) Multilingual Learners: - ESOL teachers meet with classroom teachers and grade level teams to collaborate and develop targeted plans that support individual students. (ESOL Teachers) - ESOL Teacher to be part of SAT team - Seek out opportunities for Professional Development	On-going Yes. Embedded as part of our systems On-going at PLCs Yes. This work continues all the time December 2023 Yes. November 2023 Yes, and continues. On-going All in Literacy Kindergarten only in Math On-going (6-8 week cycles) Yes. Continues into next year On-going Yes. Continues into next year On-going (6-8 week cycles) Yes. Still a work in progress October 2023 Yes, more on consult	Baseline data Reading: BAS Benchmark 2023 65% (163/252) students met or exceeded expected growth targets. 2024 70% (171/245) students met or exceeded expected growth targets. Acadience - Reading 2023 70% (169/242) students met or exceeded benchmark 2024 61% (150/245) students met or exceeded benchmark Math: Number Sense Screener: 2023 60% (153/253) met the end of year benchmark 2024 73% (176/242) met the end of year benchmark. NWEA Math

	for teachers to attend (Principal) Social-Emotional and Behavioral Support: • Strengthen Mindset for Learning work in all classrooms across the school. • Continue to strengthen Tier 1 Schoolwide Responsive Classroom practices with consult from Paul White (Teachers and Administrators) • Continue to provide in class guidance lessons that are responsive to identified needs. (School Counselor and Classroom teachers) Special Education: • Classroom teachers and Special Education teachers and therapists use assessment data to collaborate and plan for differentiated instruction for individual students. (Classroom Teachers and Special Education Teachers) • Special Ed teachers participate in PD with classroom teachers to better understand the new Units of Study in Literacy. • 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)	On-going Our needs changed Started in grades 1 & K, 2nd to follow June 2023 and follow up throughout 2023-2024 Yes On-going Yes. Added more time for next year On-going Yes, some partnerships are stronger than others. Building on this next year. Yes August 2023 and throughout 2023-2024 Yes On-going 2023-2024	2023 55% (48/87) Grade 2 Students average or above 2024 Assessment no longer given to Grade 2
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Morse Street School Goals 2024-2025

Goal Worksheet			
School: Morse Street School			
School Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. MSS Goal: Attendance Reduce chronic absentee rate to >10%	MTSS: - Make attendance a component within our multi-tiered systems of support - Create a response system that alerts families and provides a responsive approach to helping families ensure their child attends school consistently Communication and Education for Families: - Include regular reminders to families about expectations of attendance and the impact on instruction in school communications. (School newsletters, social media and School Counselor messages) - Communicate with families when their child is approaching the threshold and offer support to make a change. (MTSS Team) Family and Student Connection to School: - Increase family engagement opportunities so that they feel more connected to their child's learning. - Increase opportunities for families to feel connected to school as a resource as well as a community where they feel like they belong.	September 2024 - June 2025 September 2024 - June 2025 Monthly, September 2024 - June 2025 September 2024 - June 2025	Baseline Attendance data: SY 2022- 2023 13.72% students met criteria for chronic absenteeism SY 2023-2024 12.36% students met criteria for chronic absenteeism
RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. MSS Goal: Family School Engagement Increase opportunities for parent and family	MTSS: Family School Connection: - Create a survey for families to provide input on ways they would like to engage with their child's school. - Strengthen the quality of newsletters sent home by teachers, to ensure consistency and information that supports family needs. - Identify ways each team can connect with families with a variety of purposes. (Inform, Educate, Connect, Partner)	September 2024 - June 2025	Baseline: Family RSU5 Parent Satisfaction Survey Spring 2024: "Parents have opportunities to participate in school activities" 89% Strongly or Somewhat agree.

	- Continue to strengthen Tier 1 Schoolwide Responsive Classroom practices with consult from Paul White (Teachers and Administrators) Special Education: - Classroom teachers and Special Education teachers and therapists use assessment data to collaborate and plan for differentiated instruction for individual students. (Classroom Teachers and Special Education Teachers) - Special Ed teachers participate in PD with classroom teachers to better understand the Tier 1 curriculum.	September 2024 - June 2025	
		September 2024 - June 2025	



Regional School Unit 5
Durham · Freeport · Pownal

Item #10.B.

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

Jean Skorapa, Superintendent of Schools
Kelly Wentworth, Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
Elisha Morris, Director of Instructional Support

Facilities and Operations Committee
Wednesday, September 11, 2024
5:00 p.m. - Freeport High School
Minutes

Committee Members Present: Malik Farlow, Michelle Ritcheson

Committee Members Absent: Kelly Sink

Administrators: Jean Skorapa, Glen Reynolds, Kelly Wentworth

Agenda Items and Discussion:

1. Amended Agenda: Election of Chair
 - a. Kelly Sink was unanimously selected to be chair by committee members present.
2. Summer Facilities Department Work - Director of Facilities Glen Reynolds provided the committee with an update regarding summer facilities projects in the district.
 - a. Pownal Elementary School Septic Project
 - b. Pownal Elementary School Boiler
 - c. Other Projects
3. Staffing Update
 - a. Currently there are two full time custodian positions and 1 custodian/bus driver position open.
4. Energy Project Update
 - a. Director Reynolds shared with the committee that a meeting with EMC was held to discuss the full scope of work needed to be completed.
 - b. Life/Safety projects will be prioritized. An articulated recommended plan will be provided to the committee and the Board of Directors.



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
Kelly Wentworth, Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
Elisha Morris, Director of Instructional Support

Policy Committee Report

Committee: Policy

Zoom Meeting date: September 6, 2024

Chair: Colin Cheney

Committee Members in attendance: Colin Cheney, Danielle George, Kara Kaikini

Absent: none

Administrator: Cynthia Alexander, Assistant Superintendent

Guests: Candy deCsipkes, Board member

Review/Revise Policies:

1. Policy Review

The following policy was revised and will go to the Board for 1st read on September 25, 2024.
GBEC Drug Free Workplace

The following policies were tabled and will go back to the Policy Committee on October 4, 2024.

EEAEA Student Transportation Employee Requirements, Training and Responsibilities
EEA Student Transportation Services

2. At Board/Superintendent Request

none

3. Required Changes by law:

none

The next meeting will be held on October 4, 2024 at 8:45 a.m. by Zoom.

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
Kelly Wentworth, Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
Elisha Morris, Director of Instructional Support

TO: Colin Cheney, Candy deCsipkes, Malik Farlow, Cheyenne Farrell, Danielle George, Carolyn Jensen, Elisabeth Munsen, Kara Kaikini, Maura Pillsbury, Michelle Ritcheson, Kelly Sink, Phoebe Williamson

CC: Julie Nickerson, Amanda Marsden, Holly Johnson, Kate Harrison, Amy St.Pierre, Erica Mullally, Will Pidden, Eric Hall, Peter Wagner, Jen Gulko, Elisha Morris, Jean Skorapa, Paige Fournier, Emily Grimm, Scott Emery, Charlie Mellon, Kelly Wentworth, Sam Rigby, Glen Reynolds, Jen Winkler, Trevor Bean, Nancy Doherty, Grace Marley, Jill Hooper, Theresa Clark, Lisa Blier, Heidi Cook, Amanda Chisholm, Eliza Bowen, Heather Perry, Pam Gee, Caitlyn Hecox

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

DATE: September 16, 2024

RE: Review/Update of Policies

At the September 25, 2024 Board of Directors Meeting, the following policies will be on the agenda:

1st Read

GBEC - Drug Free Workplace

DRUG FREE WORKPLACE

The RSU No. 5 Board of Directors recognizes that alcoholism and drug dependency are treatable diseases. Left untreated, they may result in serious personal and family problems. ~~At the same time,~~ The Board is also seriously concerned about the effects of alcohol and drug dependency upon an employee's job performance and ability to serve as a role model for our students.

The Board believes strongly that all employees and students should be able to work and learn in an environment free from alcohol and drug abuse. Accordingly, the RSU No. 5 School Department expects all employees to report for work and to perform their duties in a manner which does not jeopardize the health, safety and wellbeing of coworkers and students.

No employee shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor. Nor shall an employee unlawfully manufacture, distribute, dispense, possess, use or be under the influence of "bath salts" or other synthetic hallucinogen or of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance (as defined in schedules I through V of section 202 of the federal Controlled Substance Act [21 USC § 8 12]; by regulation at 21 CFR, § 1300.11 through 1300.15; and in 17A MRSA, § 1101). This applies before, during and after school hours, at school or in any other school system location, defined as follows:

"School system location" means in any school building or on any school premises; in any school owned vehicle or in any other school approved vehicle used to transport students to and from school or school activities; off school property at any school sponsored or school approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school unit; or during any period of time such employee is supervising students on behalf of the school system or otherwise engaged in school unit business.

Any employee who suspects that ~~he/she~~ they may have an alcohol or drug dependency problem is strongly encouraged to contact ~~his/her~~ their supervisor or the Human Resource Coordinator to seek voluntary diagnosis and treatment. The employee will be provided confidential referral services to an outside agency upon request and assisted in determining the extent to which insurance coverage to help pay for such services is available. All voluntary referrals shall be kept as confidential as possible given the situation.

Any illegal use, possession, furnishing, selling or provision of assistance in obtaining "bath salts", alcoholic beverages or scheduled drugs not covered above may, depending upon the circumstances, constitute sufficient grounds for discipline, up to and including dismissal. Referrals under foregoing paragraphs of this policy will not preclude disciplinary action under this paragraph, depending on the circumstances.

As provided in the DrugFree Workplace Act of 1988, any employee is required to notify the school unit of a criminal or civil conviction for a drug violation occurring in the workplace no later than five calendar days after such conviction. In turn, the Superintendent, within 10

calendar days of learning of such a conviction, is to give written notification to the U.S. Department of Education and to any other federal agency from which the unit receives grant funds.

Appropriate personnel sanctions shall be taken against any employee who violates the terms of this school unit's drug and alcohol policy, up to and including dismissal.

Implementation

The Superintendent shall be responsible for developing and administering appropriate procedures to implement this policy.

Communication

A copy of this policy is to be given or mailed to all current employees and to new employees at the time of their employment and is to be posted in appropriate locations throughout the school system.

Legal Reference	20 USC § 7101 et seq. (Safe and Drug-Free Schools and Communities Act) 21 U.S.C. § 812 (Controlled Substances Act) 21 C.F.R. §§ 1300.111300.15 Fed. P.L. 101226 17A MRSA § 1101 22 MRSA § 2390-2394
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Cross Reference: JICH Drug and Alcohol Use by Students

Adopted: June 24, 2009
Revised: December 14, 2011
Revised: January 25, 2017

51st ANNUAL MSMA FALL CONFERENCE
October 24-25, 2024
PRELIMINARY CLINIC PROGRAM

Item # 13.A.

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

CLINICS I — Thursday, 1:10-2:10 P.M.

- A. What I Learned from Attending Sixteen Budget Meetings in 2024
- B. First Amendment Issues
- C. MEPRI EPS Study
- D. Support your School and Students through Understanding and Utilizing the Maine Integrated Youth Health Survey (MIYHS)
- E. Empowering SAU's to Establish Positive Culture and Climate within Their Learning Communities
- F. L.D. 436: Earning Core Content Credits Towards Graduation at Career and Technical Schools
- G. Empowering Growth: Building a Culture of Employee Wellness and Professional Learning
- H. Unlocking Student Creativity

CLINICS II — Thursday, 2:20-3:20 P.M.

- A. Legal Year in Review
- B. "Do we really have to give that to them?" Responding to Difficult Requests under Maine's Freedom of Access Act
- C. CDS
- D. Is your Safety/Security Proactive or Reactive? Understanding Assessments
- E. A Community Vision for Career and Technical Education
- F. Special Education: Then, Now, and On the Horizon
- G. Response to Tragedy - A Timeline of Reflections
- H. Talking to the Media: Sharing the Story of Your District

CLINICS III — Thursday, 3:30-4:30 P.M.

- A. Managing your Facilities Manager
- B. Bargaining Basics
- C. Trends in Special Education Litigation: A Refresher on Key Concepts
- D. What is with All the School Investigations: How to Manage the Increasing Burden on Maine's Public Schools
- E. Civil Rights Alphabet Soup – Title VI, Title IX, and More: What School Board Members Need to Know!!
- F. The Counterintuitive Middle School: Doing the "Right Thing" by doing "Everything Wrong"
- G. School Board Self-Evaluation and Goal Setting
- H. Driving Forward: Innovative Approaches to School Bus Safety and Efficiency

CLINICS IV — Friday, 8:00-9:00 A.M.

- A. Maine Loves Public Schools
- B. Social Skills for Adolescents and Young Adults
- C. Policy Alignment with Effective Educational Practices: Big Ideas and Key Investments
- D. The Use of AI to Create an Enhanced Stakeholder Engagement Strategic Planning Process
- E. Empowering Your Staff to Maximize School Safety
- F. Addressing Middle Level Students' Critical SEL Needs: Designing Effective Advisory Sessions

CLINICS V — Friday, 9:10-10:10 A.M.

- A. Managing Public Engagement in Divisive Times
- B. Walking the Tightrope: Balancing Public Concerns with the Operation of the School
- C. AI
- D. Graduation Coaches: Grades 7-12
- E. Welcoming Newcomers
- F. Advanced Bargaining
- G. Comprehensive Approach to School Budgeting
- H. Special Education Duties Expand to New Age Groups

CLINICS VI — Friday, 11:30-12:30 P.M.

- A. Title IX Compliance: Investigating and Responding to Sexual Harassment Claims
- B. Managing Dangerous Student Behavior
- C. The Parameters of Limiting Student Speech in Schools
- D. School Finance 101 – Essential Programs and Services
- E. Intellectual Freedom Essentials for Leaders in Education
- F. Say Something: Empowering Student Voices with Anonymous Reporting
- G. District Strategies for Improving Attendance
- H. Not in My School, PFAS!

CLINICS VII — Friday, 12:40-1:40 P.M.

- A. Title IX Update – What's New and What Has Stayed the Same
- B. School Officials and Social Media After Lindke
- C. SNAP Outreach in Schools
- D. Board Leadership and Teamwork in Challenging Times
- E. Advanced Bargaining
- F. MSSC
- G. A Policy Primer: The Basics of School Board Policy
- H. Partnering to Staff Schools

* If you are interested in attending the Conference, Please let Ginny know by Friday, October 4, 2024



Ginny McManus <mcmanusg@rsu5.org>

Save the Date! 51st Annual MSMA Fall Conference!

1 message

MSMA <msma@msmaweb.com>

Tue, Aug 27, 2024 at 8:04 AM

Reply-To: msma@msmaweb.com

To: mcmanusg@rsu5.org

Maine
School
Management
Association



MSMAWEB.COM

(800) 660-8484

WEB VERSION

UNSUBSCRIBE

August 27, 2024

MSMA's 51st Annual Fall Conference Keynote Speaker



KEYNOTE SPEAKER: Weston Kieschnick

TOPIC: The Educator's ATLAS: Leading the Way on the Path to Engagement

WHEN: Thursday, October 24th at 8:15 a.m.

WHERE: Augusta Civic Center

WHO SHOULD ATTEND: Board members, board chairs, superintendents, assistant superintendents, and CTE directors

MSMA is pleased to announce this year's Fall Conference Keynote Speaker: **Weston Kieschnick**.

Keynote Description:

There is an engagement crisis in America's schools. In 2023, Gallup reported fewer than half of students (47 percent) felt engaged at school. More alarming, as many as 25% of students polled reported they were actively disengaged from school. In the rapidly changing world of education, what do educational leaders need to know, and do, in order to support classroom teachers in their efforts to re-engage students in the learning process? First, we need to agree that engagement is more than just "fun".

Engagement is curiosity, participation, and a desire to persevere. Second, we'll explore how the world's most engaging educators continue to actively engage everyone from students to employees. Finally, we'll demystify and distill the world of engaging instruction, so that leaders can cultivate it in their schools and districts.

A little more about Weston:

Weston is considered one of the world's most recognizable and sought-after speakers and educational leaders. He is an award-winning teacher, best-selling author, TEDx speaker, coach, husband, and father. He is the author of, *The Educator's ATLAS*, *Bold School*, *Breaking Bold*, co-author of *The Learning Transformation: A Guide to Blended Learning for Administrators* and the creator and host of *Teaching Keating*; one of the most downloaded podcasts in the United States for educators and parents. Weston has worked in collaboration with innovative tech and publishing companies (Google, Houghton Mifflin Harcourt, Apple) to redefine teaching and learning in schools. As such, he's advised educators from every state in the US and more than 30 countries around the world. Districts where Mr. Kieschnick has designed content, implemented initiatives, and trained educational leaders have been recognized by the Learning Counsel as being among the top ten in the nation for their work in blended learning. You can find Weston's work published in EdWeek, EdTech Magazine, The Spark, and featured on TED, the 10-Minute Teacher, Teaching Tales, Kids Deserve It, and LeadUp Teach. Connect with Weston on X, Instagram, LinkedIn, or at WestonKieschnick.com.

**Mark your calendar for October 24-25 for MSMA's 51st
Annual Fall Conference.**

**Registration materials will be sent to all superintendent's
in September.**



49 Community Drive, Augusta ME 04330 • Telephone: (207) 622-3473 • Toll Free: (800) 660-8464 • Fax: (207) 626-2968





Item #13.B.

Ginny McManus <mcmanusg@rsu5.org>

Fwd: MSBA Proposed Resolutions Packet

1 message

Jean Skorapa <skorapaj@rsu5.org>
To: Ginny McManus <mcmanusg@rsu5.org>

Wed, Aug 28, 2024 at 1:34 PM

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

From: **MSMA/MSBA/MSSA News** <noreply@news.msmaweb.com>
Date: Fri, Aug 2, 2024 at 11:30 AM
Subject: MSBA Proposed Resolutions Packet
To: MSMA/MSBA/MSSA News <noreply@news.msmaweb.com>

Maine School Boards Association
49 Community Drive
Augusta, ME 04330
800-660-8484

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

FROM: Jane Osborne, President
Joseph Long, Chair, Constitutions and Bylaws Committee
Faye Anderson, Chair, Resolutions Committee
Steven Bailey, Executive Director

DATE: August 2, 2024

RE: MSBA Proposed Resolutions Packet

Linked below are the proposed 2024 Resolutions that will be considered by the MSBA Delegate Assembly at their meeting on October 19, 2024. These resolutions include proposed deletions, proposed revisions, and new resolutions. The beginning list of minor edits are FYI only and will not be voted upon.

Please share these proposed Resolutions with your school board members during your August School Board meetings. Also, please select the delegate from your School Board who will attend the October 19, 2024, MSBA Delegate Assembly at your August School Board meeting. Remote meetings of the MSBA Regions

have been scheduled for September where the Resolutions will be discussed prior to Delegate Assembly. It is very much desired that the delegate from your school board will be able to attend these pre-Delegate Assembly regional meetings so as to be better informed, early, on the resolutions being brought before the Delegate Assembly. Please be on the lookout for the virtual meeting for your Region. The list of Regional Meetings for September can be found here. An announcement will come from an MSBA email closer to the time of the meeting in your Region. If you cannot attend the regional meeting for your region, please join the meeting on a different night. Let us know and we'll send you the link for that meeting.

For your reference, and not for any other action, the full history document of the 2023 MSBA Resolutions is also linked below.

Please note that it is not uncommon for events to unfold during the next two months that may require additional proposed Resolutions to be presented to the Delegate Assembly.

As a reminder, the 2024 MSBA Delegate Assembly will be held remotely, via Zoom, and will be on Saturday, October 19, beginning at 9:30 a.m. Delegates must be technology savvy and will need to be in attendance by 9:15 a.m.

* This preliminary packet is being provided to give local boards time to review the Resolutions and give feedback to their elected Delegate. **Please be reminded that each Delegate must be elected by their local school board and must be registered as a Delegate, with the appropriate documentation, prior to October 9, 2024.**

Please contact Steven Bailey at MSMA with any questions regarding the MSBA Delegate Assembly

2024 Proposed Resolutions

2023-24 MSBA Resolutions

Delegate Form

Maine School Boards Association
49 Community Drive
Augusta, ME 04330
Direct Line 207-622-3473
Fax 207-626-2968
www.msmaweb.com

* Delegate
Cheyenne Farrell

* Alternate
Maura Pillsbury

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

**Proposed Resolution Deletions, Revisions and Additions
Approved for presentation to Delegate Assembly by MSBA Board of Directors
July 22, 2024**

A. Resolutions that were reviewed with no substantive changes – FYI.

2.A.5.c. Securing Liability Insurance Protection

B. Resolutions Proposed for Deletion: These resolutions are no longer needed and are not incorporated into other revised resolutions included within Section C.
~~Grey~~ = to be deleted

3.B.2.d. ~~Property/Casualty Insurance~~—The Maine School Boards Association opposes the concept of state involvement in providing property and casualty insurance for local schools. MSBA believes that any statewide insurance trusts established for this purpose be governed by representatives of local school boards and subject to oversight by the State Bureau of Insurance. (Adopted 1991)

4.17 ~~CDS Move to Public Schools~~—The Maine School Boards Association supports the eventual move of programs for 3 to 5 year olds into public schools, but only if it is well planned and continually, fully funded by the state as a separate line item independent from the EPS funding formula.

~~We call on the 129th Legislature to convene a task force to inform that plan. Public school staff must be involved, as well as current staff of Child Development Services, DOE leadership, and other appropriate stakeholders. State funding must be adequate to hire staff and provide appropriate services to all eligible children to avoid the kind of shortages documented under the current system. One of the task force's goals will be to develop a detailed funding plan. The goal must be to take the current program and improve it where necessary, so our youngest students receive the services and interventions they need to be successful as they move through the public school system. (Adopted 2018)~~

4.18 ~~Special Education Reform~~—The Maine School Boards Association believes the special education system created by Congress more than 40 years ago needs to be reviewed and amended on the federal and state level to assure all student needs are being met. A task force created as a result of an MSBA resolution in 2016 has made reasonable proposals for change at the state level. Legislation should be introduced in the first session of the 129th Legislature to implement those changes. This resolution also directs the MSBA officers to urge Maine's congressional delegation to support reforms recommended by the National School Boards Association when the Individuals with Disabilities Education

Act (IDEA) is brought up for reauthorization and to fully fund the promised federal share of costs. (Adopted 2018)

C. Proposed Revisions to Existing Resolutions

4.21 Re-Number – remove from MSBA Resolutions, Section 4, Special Resolutions and move to MSBA Resolutions, Section 2, Policy Statements; also remove last sentence.

Legislative Focus on Students - The Maine School Boards Association would like to stipulate that Legislators and our own legislative review committee view every legislative proposal affecting public education through the lens of whether or not it is in the best interest of the students we serve. The impact on children should be spelled out in both the language of the proposed law and in the testimony we present. If the legislation does not have the students' best interest as its focus, legislators should require it to be clearly explained, redrafted, rejected, or sent back with an amendment. ~~This proposal should be in the form of a resolve voted on in the second session of the 129th Legislature.~~ (Adopted 2019, **Proposed Amended 2024**)

2.A.2.j. School Safety– Recognizing that the threat of violence exists, the Maine School Boards Association (MSBA) urges local school boards to be increasingly vigilant in seeking to promote a safe school culture. To support a public school's responsibility to keep students and staff safe, the MSBA advocates the following comprehensive approach: ongoing risk assessments not only for active shooter attacks but other disruptors that could put students or staff at risk; increased focus on social and emotional support; training on early warning signs around student perpetrators of violence and programs like "Say Something", which encourage students to go to an adult with their concerns about a potentially violent peer; close connections with the Maine Department of Education School Safety Center for resources and recommendations; increased funding in the Revolving School Renovation Fund that includes school safety projects as priorities; support for state and federal funding for School Resource Officers where appropriate; the use of core values to develop and implement local codes of conduct; and staff training as appropriate. We also support tasking the Department's School Safety Center to collect, advise and disseminate best practices on keeping students safe. (Adopted 2018 – Amended 2020, **Proposed Amended 2024**)

Accepting the above would delete the following resolution:

2.A.2.j. (Prior Version) School Safety—To support a public school's responsibility to keep children and staff safe, the Maine School Boards Association advocates the following comprehensive approach: Ongoing risk assessments not only for active shooter attacks but other disruptors that could put students or staff at risk; Increased focus on social and emotional support; Training on early warning signs around student perpetrators of violence and programs like "Say Something", which encourage students to go to an adult with their concerns about a potentially violent peer; Increased funding in the Revolving School Renovation Fund that includes school safety projects as priorities; and, Support

~~for state and federal funding for School Resource Officers where appropriate. We also support tasking the Department's Facilities Office to advise, collect and disseminate best practices on keeping children safe. (Adopted 2018—Amended 2020)~~

~~**2.A.2.f. Violence in the Schools**—Recognizing that the threat of violence exists, the Maine School Boards Association urges local school boards to be increasingly vigilant in seeking to promote a safe school culture. MSBA supports the use of core values to develop and implement local codes of conduct. School boards should also consider the need for staff training. (Adopted 1993—Amended 1999, 2002)~~

2.A.2.k. Gun-Free Schools – The Maine School Boards Association (MSBA) supports the current state ban on guns, loaded or unloaded, on school property and opposes any legislative attempts to amend that prohibition. The ban is both symbolic and practical. It affirms ours and the nation's belief that schools should be safe havens and does not invite intended or unintended tragedy by allowing loaded guns on school grounds. Suggestions that schools can somehow monitor whether guns in cars are safely locked and unloaded are unworkable. **Furthermore, MSBA supports evidence-based public health interventions to reduce gun violence in schools and communities.** (Adopted 2018, Proposed Amended 2024)

2.A.3.e. State Assessment - The Maine School Boards Association (MSBA) is committed to raising student achievement in all districts and believes statewide standardized assessments, used appropriately, have to be only one of multiple measures of progress toward that goal. The selected state assessment tool should include English language arts, literacy, math, science, and social studies/civics. MSBA calls on the Department of Education to give adequate time to allow rigorous review of potential vendors before a contract is awarded, and to maintain consistent assessment for no less than five years. Any state assessment selected or developed should be relevant, provide timely feedback to inform instruction, and not consume undue amounts of instructional time in its execution. (Adopted 1991 – Amended 1999, 2007, 2015, 2020, **Proposed Amended 2024**)

Accepting the above would delete the following resolutions:

~~**2.A.3.c. Business Employment of Student**—The Maine School Boards Association reminds local school boards of the statute which restricts employment of students during the school year, as well as limits work permits to students with appropriate attendance and grades. Moreover, boards are urged to direct the schools to work closely with parents or guardians, businesses, and potential employers of students to obtain recognition and support of the need for balance between work and schooling to enhance the development of young people. The MSBA urges the Maine Legislature to refrain from passing legislation that prescribes a date certain for the opening of Maine schools. MSBA believes that decision is best made at the local level. (Adopted 1991—Amended 1999, 2007, 2020)~~

~~4.12 — Standardized Testing Benchmarks — The Maine School Boards Association is committed to raising student achievement in all districts and believes statewide standardized tests, used appropriately, have to be one of the multiple measures of progress toward that goal. To be of value, the same standardized tests have to be in place long enough to establish a base year and reliable year-over-year growth measurements. MSBA is calling on the Department of Education to give adequate time to allow a rigorous review of potential vendors before a contract is awarded for new state assessments. Time spent now will help assure the successful implementation of the tests and their use over time to produce comparable achievement data. (Adopted 2015).~~

2.A.4.e. Local Board Responsibility - School boards are the governing bodies of school administrative units, comprised of locally elected individuals whose duty is to represent and ensure the best interests of students, staff, and residents, and oversee the operation of their schools while following state law and district policies. The Maine School Boards Association (MSBA) supports local control of educational programs which allows communities to tailor their educational approach to the specific needs of their students. School boards have direct involvement in developing school policies, budgets, curriculum, and safety for all students and staff within their respective districts. Open dialogue between school boards and constituencies can ease conflict and promote educational objectives. MSBA strongly supports the well-established tradition of local control of education where school boards directly oversee policy development, curriculum, budget, and facilities management, and work towards the advancement of quality public education. Local decision making empowers educators to collaborate and innovate, leading to more effective and responsive educational programs. MSBA urges legislators and Maine's congressional delegation to oppose laws that may hinder or erode local control. (Adopted 1974 – Amended 1976, 1982, 2020, **Proposed Amended 2024**)

Accepting the above would delete the following resolutions:

~~**2.A.4.b. Local Control** — The Maine School Boards Association supports efforts to strengthen the cherished concept of local control of education whereby school boards, as representatives of the best interests of the residents they represent, directly oversee the operation of their schools and cooperate fully with lay and professional groups toward the advancement of quality public education. (Adopted 1963 — Amended 1982, 1999).~~

~~**2.A.4.c. Local Board Responsibility** — School boards are the governing bodies of school administrative units. They are locally elected public boards obligated to follow state education law in the best interest of the students they serve. They are uniquely empowered to adopt educational policies that address the content and quality of our students' educational experience and their safety and supervision during the school day. Educational policies are not negotiable within local collective bargaining. School boards should maintain a close relationship and free two-way communication with their constituencies to ease conflict and improve the probability that both board and community are~~

~~pursuing similar educational objectives. (Adopted 1974 — Amended 1976, 1982, 2020)~~

~~**2.A.4.p. Preserving Local School Boards**—The Maine School Boards Association is opposed to any efforts to dilute or negate the authority of school boards by eroding local control when it comes to school budgets and policy decisions. These efforts must be opposed on the federal level, where the US DOE is imposing mandates on school boards, and on the state level, where advocates of school choice, charter schools and voucher systems want to break the bond between school boards and the people that elect them by ignoring school district boundaries. MSBA urges its local legislators and members of its congressional delegation to oppose law changes that erode local control. (Adopted 2013)~~

2.A.4.m. Legislative Mandates – The Maine School Boards Association (MSBA) opposes any legislative unfunded mandates. MSBA believes that should the Maine Legislature pass mandates that impact schools, the state should provide additional, continuous funding to support affected schools in their implementation of such mandates. By adequately funding educational mandates, schools can support initiatives that promote student success, such as professional development for teachers and access to essential resources and technology. It is crucial for our state to invest in our schools through the funding of these mandates. (Adopted 1977 – Amended 1982, 1986, 1988, 1998, 1999, 2008, 2022, **Proposed Amended 2024**)

Accepting the above would delete the following resolutions:

~~**2.A.4.m. Legislative Mandates**—Decisions concerning education should be made by the local school board whenever possible. The Maine School Boards Association urges the Legislature not to interfere with the decision-making responsibilities of local school boards by requiring educational programs and unfunded mandates beyond those required to maintain standards, equal rights and opportunities. (Adopted 1977 — Amended 1982, 1986, 1998, 1999, 2022)~~

~~**3.B.3.e. Funding of Mandatory Programs**—The Maine School Boards Association supports the inclusion of geographically diverse citizen input in the development of mandatory programs proposed by the Maine Legislature or Congress. MSBA supports full funding of mandated programs. (Adopted 1986— Amended 1988, 1998, 2008)~~

2.A.7.a. Social Service Supports - The Maine School Boards Association (MSBA) recognizes poverty and food insecurity are adverse childhood experiences that impact child well-being and contribute to the achievement gap. MSBA continues to support funding for free universal school meals for the children of Maine. MSBA also encourages legislation that provides support to children and families that address poverty, food insecurity, and social needs, with programs like the Community School Model and other community wrap-around services. (Adopted 1993 – Amended 1999, **Proposed Amended 2024**)

Accepting the above would delete the following resolution:

~~2.A.7.a Social Service Links~~ — The Maine School Boards Association recognizes there are many social needs of children that affect learning. Therefore, local boards are encouraged to examine the role of their schools in meeting the needs of students and their families in a coordinated manner. (Adopted 1993—Amended 1999)

2.B.1.e. Multilingual Learners - The Maine School Boards Association believes the needs of multilingual learners (MLs) should be addressed by creating a more inclusive school environment/climate for all students. In doing so students will feel their native language and cultural background is valued while reinforcing a sense of belonging and pride. When students receive adequate support, they are empowered and are more likely to excel academically, contribute positively to their learning environment, and navigate educational challenges with resilience, ultimately fostering a more inclusive and enriching school environment for all. Resources such as English for speakers of other languages, bilingual education or language support services are essential to ensuring equitable access to education, fostering academic success, boosting self-esteem, and preparing students to thrive in a globalized world where multilingualism is increasingly valued. (Adopted 1974 – Amended 1976, 1982, 1999, Proposed Amended 2024)

Accepting the above would delete the following resolution:

~~2.B.1.e Bilingual Education~~ — In recognition of our nation's diversified cultural heritage and some of the educational problems that have resulted from such diversity, the Maine School Boards Association urges the state to work with local units to seek ways of preserving that heritage through the development of educational programs that will ensure that non-English speaking children shall have access to quality education while not impeding their learning of the English language. (Adopted 1974—Amended 1976, 1982, 1999)

2.B.4.c. Equitable Educational Opportunities – The Maine School Boards Association (MSBA) recognizes that students differ in interests, motivation, and ability, yet MSBA is committed to providing equal but not identical equitable opportunities in education for all students and urge that local boards follow through on that commitment. In order to develop the best possible educational program for all students, MSBA urges school boards to evaluate educational philosophies, policies, and programs periodically in order to make the greatest possible use of new research and techniques in education, teaching, and management. Local boards are encouraged to consider statewide assessment program test results in their ongoing evaluations of educational programs. By involving parents and other citizens in this process when appropriate, local boards can use test results in positive constructive ways. (Adopted 1975 – Amended 1976, 1982, 1985, 1999, Amended Proposed 2024)

2.B.4.e. Equity in Education - All students, regardless of their race, color, sex, sexual orientation, gender identity or expression, religion, ancestry, national origin, disability, age or economic status, deserve equitable opportunities and support

to learn in Maine's public schools. The Maine School Boards Association believes all district leaders should, on an ongoing basis, facilitate a self-examination and discussion around recognizing bias and stereotyping, and adopt policies and practices that eliminate them, and that the Maine Department of Education should provide support for this purpose. (Adopted 1992 - Amended 1999, Proposed Amended 2024, incorporated 4.20 below)

Accepting the above would delete the following resolutions:

~~**2.B.4.E Gender Equity** – The Maine School Boards Association believes that local school boards have the obligation to recognize and acknowledge gender inequities in their school systems, and to work for prevention and correction as needed. School boards need to stand strongly against discrimination of any kind, including unintentional gender bias, and to work to increase sensitivity so that all students may have equal educational opportunities. (Adopted 1992 – Amended 1999)~~

~~**4.20 Equity in Education** – All students, regardless of their race, color, sex, sexual orientation, gender, religion, ancestry, national origin, disability, age or economic status deserve equitable opportunities and support to learn in Maine's public schools. The Maine School Boards Association believes all district leaders should facilitate a self-examination and discussion around recognizing bias and stereotyping, and adopt policies and practices that eliminate them, and that the Maine DOE should provide support for this purpose. (Adopted 2020)~~

3.A.1. Essential Programs and Services - The Maine School Boards Association (MSBA) recognizes both, the joint responsibility of municipalities and the state as a whole to provide for the cost of education, as well as the need for a funding model to provide for the equitable and efficient distribution of state monies for education across all Maine school administrative units. While the Essential Programs and Services (EPS) model is used to fill this need, MSBA believes that the original underlying assumptions about school units upon which the model is based, the expectations for educational outcomes to which Maine school districts are presently held, and alterations in local, regional, and national economic conditions, may prevent EPS as currently formulated from realizing this ongoing responsibility.

MSBA calls on the Governor, Commissioner, State Board of Education, and Legislature, to work with all deliberate speed, to ensure that changes are made to the EPS funding formula such that: its original intent for equitable distribution of funds is honored and represents a model for adequacy in all of Maine's disparate, and very often, broad, rural, low-population regions, despite being designed around data from high-performing, cost-effective districts; metrics of communities' ability to pay more appropriate than state valuation are incorporated into EPS; the cost matrix of the formula is annually adjusted for inflation; and, alternatives to property tax for raising money to support the cost of education are made available to municipalities. (Adopted 1995 – Amended 1998, 2003, 2004, 2008, Proposed Amended 2024)

Accepting the above would delete the following resolutions:

~~3.A.1 Essential Programs and Services~~

~~The Maine School Boards Association (MSBA) has historically been supportive of the development of the Essential Programs and Services (EPS) school funding model since work commenced on that model by the State Board of Education in 1996. MSBA's support came from the belief that EPS would offer a rational vehicle to ensure equitable funding so that all Maine public school students would have equal access to quality education programs to help them meet the standards of Maine's system of Learning Results.~~

~~MSBA is convinced that this school funding model is being used for cost containment rather than directed toward providing adequate educational program offerings. In this application the EPS model no longer reflects a fair and reasonable funding protocol for an adequate education program, but instead reflects the funds available for state subsidy.~~

~~MSBA calls on the Governor, Commissioner, State Board of Education, and Legislature, to work with all deliberate speed, to complete the EPS model and ensure that the original ends of adequacy, predictability, and sustainability are achieved. Having a completed comprehensive EPS model more accurately shows communities the bare minimum required funding of our public schools.~~

~~MSBA directs its officers and staff to work through the Legislative process to secure an EPS School Funding Formula that honors EPS' original intent. (Adopted 1995 — Amended 1998, 2003, 2004, 2008)~~

~~3.B3.a. Alternatives to Property Tax~~ — The Maine School Boards Association strongly advocates that the Legislature act to create alternatives to the property tax to adequately fund education. (Adopted 1998)

3.B.3.b. Tuition Tax Credits and Vouchers – The Maine School Boards Association opposes any proposal to provide federal funds (e.g., vouchers, tuition tax credits) to the parents or guardians of children who are enrolled in elementary or secondary private schools. Provision of such funds erodes financial support for public schools and disenfranchises local taxpayers by taking away their voice and vote on how education tax dollars are spent. We urge the legislature to oppose any attempts to allow a publicly funded voucher or tax credit programs to be established in the State of Maine. (Adopted 1981 – Amended 1986, 1998, Proposed Amended 2024)

Accepting the above would delete the following resolutions:

~~2.B.5.e. Vouchers and Education Savings Accounts~~ — The Maine School Boards Association opposes the use of vouchers, including their latest iteration known as Education Savings Accounts (ESAs). These vouchers and ESAs erode financial support for public schools and disenfranchise local taxpayers by taking away their voice and vote on how education tax dollars are spent. We urge the

~~Legislature to oppose any attempts to allow a publicly funded voucher or ESA program to be established in the state of Maine. (Adopted 2015)~~

~~3.B.3.b. Tuition Tax Credits and Vouchers — The Maine School Boards Association opposes any proposal to provide federal funds (such as vouchers, tuition tax credits, etc.) to the parents or guardians of children who are enrolled in elementary or secondary private schools. (Adopted 1981 — Amended 1986, 1998)~~

3.B.3.h. Federal Special Education Program Funding – Providing Free Appropriate Public Education (FAPE) for all students in need of special education and related services is a federal mandate under the Individuals with Disabilities Education Act (IDEA). The need for these expensive services is growing as the age range of students covered has been expanded (3 years of age up to and including 21 years if not having graduated from high school) and COVID-related school closures, increased poverty, and other negative social pressures are impacting our students. It is vitally important that Congress provide the 40% reimbursement for locally expended funds called for in IDEA rather than the rate of 14% as recently as 2024. The Maine School Boards Association urges the Maine Congressional Delegation to continue to provide strong support for moving toward full funding of the federal reimbursement. (Adopted 2000, Amended 2008, **Proposed Amended 2024**)

Accepting the above would delete the following resolutions:

~~3.B.3.h. The Maine School Boards Association urges members of the Maine Congressional Delegation to continue to give their strongest support to current efforts at the national level to move federal funding for special education programs towards achieving the original goal of 40% of those costs being supported through federal funding sources. MSBA recommends that the legislature requires that the Commissioner of Education prepare annual impact reports relative to the benefits that the increased federal share would have on state and local budgets, as well as the positive effect on local and state efforts to achieve Maine's Learning Results. (Adopted 2000 — Amended 2008)~~

~~4.19 — **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. (Adopted 2022)~~

D. New Resolutions – Proposed 2024

Artificial Intelligence (AI) in Schools

The Maine School Boards Association recognizes the use of AI (including generative AI) in schools as a tool to enhance student education. Its purpose should be to support all students to achieve their educational goals. All use of AI should adhere to existing policies. The goal of the use of AI is to promote literacy, providing students the opportunity to learn to question and evaluate information while making informed

decisions about generated content. Appropriate use of AI will guide students to think critically about the results they obtain through AI. AI is not a substitute for schoolwork that requires original thought.

Rationale

The use of AI has become commonplace in the corporate world and in other applications of daily life. Students and staff of our public schools will need to know the importance of and the selective purpose of AI for the positive, informed use of this tool.

School Funding – Submitted by RSU 26 (Orono)

The legislature and governor need to not only fund 55% of EPS but ensure that EPS increases in pace with inflation. And they need to restore the real dollar funding lost in recent years when EPS has fallen badly behind inflation.

Rationale

Funding 55% of EPS means little if EPS does not keep up with inflation. In fact, that scenario is the same as cutting funding to the schools in real dollar terms. In the last three years since the 55% milestone was reached, funding for schools has actually been cut by 5-10% in real dollar terms due to failing to keep EPS up with inflation. This has resulted in large property tax increases and burdens on homeowners in districts across the state and/or large budget cuts that significantly hurt students.