

**RSU 63 Board of Directors**  
**Monday, September 25, 2023**  
**6:30pm**  
**Holden Elementary School**  
**Agenda**

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**Call Meeting to Order**

**Flag Salute/Moment of Silence**

**Executive Session – None**

**Approval of Minutes for August 28, 2023 Board Meeting**

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

**Acceptance of Gifts/Donations**

**Presentation – Curriculum Update by Kristina Dumond, RSU 63 Director of Curriculum**

**Questions and Comments from the Public**

**Dates of Next Meetings**

1. **Budget and Finance Committee Meeting:** September 21, 2023 at 5:00pm, Holbrook Middle School
2. **Policy Committee Meeting:** October 16, 2023 at 6:00pm, Holbrook Middle School
3. **Curriculum Committee:** TBD
4. **Board Meeting:** October 23, 2023 at 6:30pm, Holden Elementary School

**Budget and Finance**

1. Business Manager Report
  - a. FY24 Budget Update
2. Budget and Finance Committee Report

**Superintendent's Report**

**Acceptance of Committees', Administrators', Superintendent's, and Board Chair's Reports**

**Old Business**

**New Business**

1. Superintendent Evaluation Forms and Timeline
2. MSBA Delegate Assembly Representative and Alternate (Vote Required)
3. MSMA Fall Conference

**Personnel Actions**

1. Resignations/Retirements
  - a. Gary Ferrill – Eddington Custodian (Retirement)
  - b. Shelley Wyman – Administrative Assistant to the Superintendent
2. Elections
3. Appointments
  - a. Jason Smith – Boys A Team Soccer Coach
  - b. Daniel Duran – Chess Team Coach
  - c. Thomas Smith – Boys A Team Basketball Coach
  - d. Dennis Whitney – Cross Country Coach
  - e. Ethan Welch – Girls A Team Soccer Coach
4. Reassignments
5. Searches
  - a. Administrative Assistant to the Superintendent
  - b. Ed Tech I, PreK (.6FTE)

- c. Custodian, Eddington Elementary
  - d. Bus Drivers
  - e. ~~Cheering Coach~~
  - f. Long Term Occupational Therapist Substitute
  - g. Substitutes (Teachers, Ed Techs, Drivers, Custodians)
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**Adjournment**

In compliance with the Americans with Disabilities Act, if you require any kind of assistance to fully participate in this meeting, please notify the Superintendent's Office at 843-7851 or write to Superintendent of Schools, 202 Kidder Hill Road, Holden, ME 04429.

**RSU #63 Board Meeting**  
**Date: August 28, 2023**  
**Location: Holbrook Middle School**  
**Minutes**

RSU #63 Board Member(s) Present:

*Town of Holden:* Amy Hart, Tracy Roberts, Matthew Campbell, and Heather Lander

*Town of Eddington:* Heather Grass, Tracy Bigney, and Rachel Downs

*Town of Clifton:* Linda Graban

Board Chair, Tracy Roberts called the meeting to order at 6:43pm followed by the flag salute and moment of silence.

At 6:44pm, motion by Tracy Bigney with a second by Linda Graban to enter into executive session for discussion of contract negotiations pursuant to 1 MRSA section 405(6)(D).

Discussion: None

**Roll Call Vote: Heather Lander, Yes; Rachel Downs, Yes; Linda Graban, Yes; Heather Grass, Yes; Amy Hart, Yes; Tracy Roberts, Yes; Matthew Campbell, Yes; Tracy Bigney, Yes.**

**Vote: 8 Yes; 0 Opposed**

Public session resumed at 7:51pm.

Motion by Linda Graban with a second by Tracy Bigney to approve the three-year administrative contract for RSU 63 Business Manager, Kelly Theriault with a salary as recommended by the Superintendent.

Discussion: None

**Vote: 8 Yes; 0 Opposed**

Motion by Tracy Bigney with a second by Heather Grass to approve the one-year administrative contract for Elementary Schools Principal, Donald Spencer with a salary as recommended by the Superintendent.

Discussion: None

**Vote: 8 Yes; 0 Opposed**

Motion by Tracy Bigney with a second by Heather Lander to approve the three-year administrative contract for Elementary Schools Assistant Principal, Timothy Baker with a salary as recommended by the Superintendent.

Discussion: None

**Vote: 8 Yes; 0 Opposed**

Motion by Matthew Campbell with a second by Rachel Downs to approve the three-year administrative contract for Middle School Principal, Robert Meyer with a salary as recommended by the Superintendent.

Discussion: None

**Vote: 8 Yes; 0 Opposed**

Motion by Matthew Campbell with a second by Tracy Bigney to approve the one-year contract for RSU 63 Administrative Assistant to the Superintendent, Shelley Wyman with a salary as recommended by the Superintendent.

Discussion: None

**Vote: 8 Yes; 0 Opposed**

Superintendent Fulgoni pointed out that the Board approved Ms. Wyman for a one-year contract to determine if an hourly contract or salary contract is more beneficial for this position. The Board has full confidence in Ms. Wyman's ability and job performance.

Motion by Tracy Bigney with a second by Linda Graban to approve the June 26, 2023 Board Meeting Minutes.

Discussion: None

**Vote: 8 Yes; 0 Opposed**

**Recognition and/or Awards of Students, Staff, and Others:** Superintendent Fulgoni recognized the following staff for their length of service. 5 years: Deborah Nadeau, Inez Laverdiere, Ryan Porter. 10 years: Kelly Theriault.

15 years: Amy Faulkner and Keith Kennedy. 35 years: Donald Spencer. Superintendent Fulgoni also recognized the new administrators, Kristina Dumond, Carolyn Brown, Zachary Chenier, and Ryan Porter.

**Acceptance of Gifts/Donations:** None

**Presentation:** None

**Questions from the Public:** None

**Dates of Next Meetings:**

Budget and Finance Committee Meeting: TBD

Policy Committee Meeting: TBD

Curriculum Committee: TBD

Board Workshop: September 25, 2023 at 5:30pm, Holden Elementary School

Board Meeting: September 25, 2023 at 6:30pm, Holden Elementary School

**Budget and Finance:** Kelly Theriault advised Budget and Finance Committee just met prior to the Board Meeting. They recommend the Board accept the bid from Van Sykle for a 2019 Grand Caravan with 42,000 miles. Funds will be used from ESSER III.

**Superintendent's Report:** Superintendent Fulgoni acknowledged how hard staff worked over the summer getting the buildings ready, new staff onboarded, and transportation arranged with many obstacles to overcome. He added that transportation will look different for a few weeks until all drivers have returned and hopefully a few more hired.

**Acceptance of Reports:**

Motion by Tracy Bigney with a second by Heather Lander to accept all written and verbal reports from the Budget and Finance Committee, Administrators, and Superintendent.

**Discussion:** Tracy Bigney stated she found the reports to be very helpful. Tracy Roberts added she found the Curriculum report to also be very helpful. Discussion took place on the curriculum training. Superintendent Fulgoni recommended to have Kristina Dumond present at the next Board Meeting.

**Vote:** 8 Yes; 0 Opposed

**Old Business:** None

**New Business:**

**Revised COVID Safe Return to School Plan:** Motion by Linda Graban with a second by Tracy Bigney to approve the Revised COVID Safe Return to School Plan as amended.

**Discussion:** Kelly Theriault advised this plan will need to be reviewed and approved every 6 months.

**Vote:** 8 Yes; 0 Opposed

**RSU 63 Support Staff Handbook:** Motion by Linda Graban with a second by Heather Grass to approve the RSU 63 Support Staff Handbook as amended.

**Discussion:** None

**Vote:** 8 Yes; 0 Opposed

Motion by Linda Graban with a second by Heather Grass to extend the meeting past 8:30pm.

**Discussion:** None

**Vote:** 8 Yes; 0 Opposed

**Holbrook Boiler Bid:** Motion by Matthew Campbell with a second by Heather Grass to approve the amended Holbrook Boiler Bid from ABM Mechanical in the amount of \$647,000.

**Discussion:** Kelly Theriault advised Carpenter Associates handled the bid process for us. The bids came back much higher than anticipated.

**Vote:** 8 Yes; 0 Opposed

**Van Purchase:** Motion by Linda Graban with a second by Tracy Bigney to accept the proposal from Van Sykle to purchase a 2019 Grand Caravan with 42,000 miles.

**Discussion:** None

**Vote:** 8 Yes; 0 Opposed

**Personnel Actions:**

**Resignations/Retirements:** Brandy Walsh, Art Teacher; Peter Walsh, Math Teacher; Nikki Goss, Math Teacher; Dan Duran, Ed Tech III; and Cindy Smith, Bus Driver.

**Elections:**

Motion by Tracy Bigney with a second by Rachel Downs to approve the election of Carolyn Brown, RSU 63 Special Services Director; Cassidy Seip, Grade 5 Teacher; Kasey Gray, Grade 6/7ELA Teacher; Kaitlyn Helfen, Grade 5 Teacher; Kimberly Karam, Speech Language Pathologist; Stephen Inman, Eddington Custodian; Alison Blais, .7FTE Teacher/.3FTE Ed Tech; David Pearson, Ed Tech III; Gayle Peirce, Library Media Specialist; Kathleen Greenlaw, Art Teacher; Eric Kimball, Holbrook Custodian; Zachary Chenier, Transportation Coordinator/Bus Driver; Bernadene Brownell, .5FTE Math Teacher/Coach; and Lauren Swalec, 7/8 Math Teacher.

**Discussion:** None

**Vote: 8 Yes; 0 Opposed**

**Appointments:** None

**Reassignment:** None

**Searches:** Ed Tech, Bus Drivers, Anticipated Coed B Team Soccer Coach, Chess Coach, and Substitutes.

**Adjournment:**

At 8:45pm, motion by Linda Graban with a second by Rachel Downs to adjourn the meeting.

**Discussion:** None

**Vote: 8 Yes; 0 Opposed**

Respectfully submitted by,

Jared Fulgoni  
RSU 63 Superintendent of Schools

**Approved:**



**Regional School Unit 63**  
**Clifton, Eddington, and Holden**

*RSU 63 is a community of learners dedicated to providing a safe, supportive, and challenging academic environment. Our students are respectful citizens and responsible stewards of our world. They are well prepared for high school with skills and a work ethic that enables them to succeed.*

Jared Fulgoni  
Superintendent of Schools

Kelly Theriault  
Business Manager

TO: RSU 63 BOARD of DIRECTORS  
FROM: JARED FULGONI, SUPT OF SCHOOLS  
RE: REPORT TO BOARD  
DATE: 09/19/23

The school year is now underway, and despite a few transportation issues the opening was successful. The open houses were well attended, and I thank all the teachers who came out and made the schools such a welcoming place for families.

The schools are clean and fresh and I sincerely want to thank all of our custodians who have been such an important part of creating a positive school atmosphere for everyone.

Likewise, I have been going through the classrooms of the new teachers and I am pleased at the high levels of engagement and focused instruction that I have witnessed.

Holbrook sustained some minor water damage as a result of the winds and rain associated with tropical storm Lee. A few ceiling tiles were replaced and the rugs were cleaned where the water penetrated the openings created by the HVAC project.

After observing and assessing this district over the past year and looking at the issues associated with transportation, facilities, and their budgetary impact, I think the district should again discuss its future plans for 3 separate school buildings. We are facing expensive boiler replacements, fuel conversions, aging school facilities, and the ongoing difficulty to transport students to three different buildings across a fairly rural geographic region. These issues should be considered in the context of the community's desire to keep 3 school buildings open.

## Principal's Report - 15 Sep 2023

School Year 2023-2024 at Holbrook has started smoothly and with a positive vibe. Numerous teachers stated that it has been one of the smoothest openings in recent years, and with so many new faces the energy and excitement for a new school year is high.

**Staff Update:** Despite a nationwide teacher shortage, we were fortunate to have been able to hire new teachers and staff members over the summer to fill all of our vacancies. Many are new to the profession, and some just new to Holbrook, consequently our recently enhanced mentorship program will be a valuable asset to them as they develop their skills. Along this line, a few experienced teachers have been given the role of teacher coaches to routinely and deliberately support the new teachers. They will help identify curriculum and instructional strategies for the new teachers to learn and use. They are a go-to resource for the newbies.

Our new guidance counselor, Ms. Estes has been a great help already. She is highly experienced and hit the ground running with a very competent delivery of a guidance program.

The new interventionist position has already proven to be money well spent. As we gather student data to identify those in need of support and interventions, Ms. Merchant has been immensely helpful in her coaching role, supporting the new teachers with everything from teaching strategies to student behavior issues, and general "Holbrook Way" information. Recently received standardized test scores has helped us start to identify students in need of interventions and Ms. Merchant, working with teachers, has been prioritizing the list and will soon begin working with teachers and students to support academic achievement.

**Curriculum Update:** Teachers and staff have been working with Tina Dummond to assess our current state of curriculum and to identify priority areas to work. As Mr. Fulgoni has emphasized, the curriculum is a critical foundation and needs work. Our teachers are anxious to improve the curriculum, particularly in math and literacy. The good news is that the new science curriculum is being implemented and the students have been doing preparation work, getting ready for the engaging projects ahead. The teachers are excited about the program and are rolling it out currently.

We had not initially planned to offer an Honors level 7th grade ELA class due to anticipated staff shortages. However, as hiring firmed up and parents requested a second look, we concluded that we could realign one section and offer the class. We have also initiated a new approach to our Gifted and Talented program. We will now offer a three part option. Students that desire to participate can join a weekly computer coding class that will lead to a Robotics Field Day competition in the spring. They can also participate in a high level history challenge program during the WIN time. And starting in October we will offer an after school option using the Odyssey of the Mind program. These new offerings, in addition to existing GT program

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elements, should give students a way to gather together to collaborate on high order thinking skills and activities.

**Schedule Update:** Having identified last year that instructional contact time is an area that could be adjusted to increase learning and academic achievement, the schedule was changed to increase class periods by 18%, going from 45 minutes (generally considered to be a minimum for class time) to 53 minutes. This should allow teachers increased teaching time and allow them to go deeper and further in curriculum presentation. Also, in support of the school board's desire to offer year round Physical Education to all students, we created a three day rotating schedule for PE/Art/Music or band. This will allow students to have PE and the other electives all year long. Elective classes that require a deeper level of knowledge and learning, such as STEM and Spanish, will continue to meet every day for a trimester. In addition, we adjusted our last period of the day. We shortened it from 45 minutes to 26 minutes, eliminated the enrichment portion, and retained the support aspect. During this time, students are required to read, do homework, or most importantly, receive any support and remediation they might need from their teachers. This is a time of day that athletes are frequently dismissed early, so this allows them to both work on homework on non-game days, and not miss core class instruction when leaving early for games.

**Sports Update:** From the AD:

The Holbrook Fall sports season started the 1 st week of September with tryouts for Boys/Girls A soccer. There were 16 girls that tried out for soccer this season. Mr. Ethan Welch is coaching the girls A team this fall for Holbrook. There were 24 boys that tried out for soccer this season and 18 boys chosen for the boys A soccer team along with two managers. The numbers were such that a B team could not be made and the boys who were not chosen for the team also have Holbrook Recreation Saturday soccer as a place to play. Mr. Jason Smith is coaching the boys A soccer team this season.

Cross Country is being coached by Dennis Whitney with 16 runners. The first cross country meet of the year took place at Holbrook on Tuesday, September 12 th . The Holbrook School hosted the Orrington Consolidated school, Bucksport Middle School as well as Bangor Christian School. The meet was a success and the Cross Country team begins traveling the week of September 18 th for away meets throughout the PVML.

A parents sports meeting was held on Monday, September 11 th at Holbrook in the evening. Parents and students met with Mrs. Archambault in the cafeteria to review sports communication and schedule changes, concerns and how to address them, grades and eligibility, sportsmanship, looking for help to run the soccer clock, and PVML guidance for soccer play. The parents and students then joined the Fall coaches for a separate parent meeting.

**Co-Curricular Activities:**

After school clubs will begin in October. The coordinator is currently assessing student and teacher interests to determine what will be offered. One change to this program is that clubs will now be held on Monday and Wednesday due to transportation challenges supporting them on the same day as athletic events (T/Th). Apart from the occasional Monday holiday, this should not negatively impact participation.

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**Student Population:**

5th Grade - 40

6th Grade - 39

7th Grade - 44

8th Grade - 47

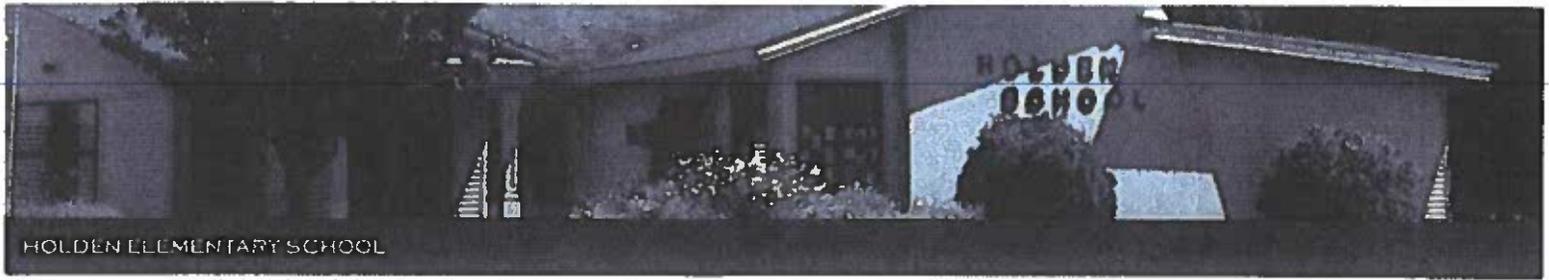
Total - 170

**Miscellaneous:**

Transportation issues have been challenging to deal with from a school perspective, but as that area improves things should become smoother and more predictable at the school. We will be keeping an eye on it this coming week to see if any further adjustments need to be made.

Respectfully submitted,

*Robert C. Meyer*



HOLDEN ELEMENTARY SCHOOL

Don Spencer, principal dspencer@rsu63.org  
Heather Kiley, secretary hkiley@rsu63.org  
Lauren Moulton, school counselor lmoulton@rsu63.org  
Dawna Bickford, school nurse dbickford@rsu63.org

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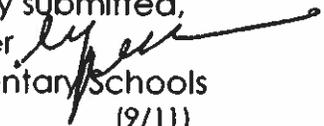
I submit my September board report on behalf of the students and staff at the Holden Elementary School. As we enter the end of the 1<sup>st</sup> full month of the school year we have **49** in 2<sup>nd</sup> , **41** in 3<sup>rd</sup> , and **46** in 4<sup>th</sup> for a total of **136**. (**an increase of 12 students over the start of the last school year**) We did have some students who had signed up during the summer and ended up not coming after all. The students and staff have spent the first weeks getting into their routines and making new friends. It does appear that having students come 3 days then 4 days and then a full week is a great way to get their classes adjusting to new schedules, school rules and so much more.

We continue to remind parents about the importance of students being in school each day. **Attendance matters!!!** We had a good turn- out at our open house and thank the teachers for coming back in the evening to host this important event. We also will have fall pictures taken along with our fund raiser kick off this coming week; busy as ever in the elementary schools.

Safety continues to be a high priority and our school is off and going with fire drills happening the first few weeks of school. My thanks to the Holden Fire Department for their assistance in getting these done. The children do a wonderful job of exiting the buildings in a timely and orderly fashion. Well done Holden school!!!

We held our first assembly last week and were able to welcome the new students to the school as well as recognizing student achievement and good behaviors☺

The year promises to be an educational, exciting, and fun filled adventure; one that I look forward to each September.

Respectfully submitted,  
Mr. Spencer   
Principal Eddington & Holden Elementary Schools  
(9/11)



Timothy Baker, *principal* tbaker@rsu63.org  
Tina Ferrill, *secretary* tferrill@rsu63.org  
Lauren Moulton, *school counselor* lmoulton@rsu63.org  
Dawna Bickford, *school nurse* dbickford@rsu63.org

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On behalf of the students and staff at the Eddington Elementary School, I proudly submit my Principal's report for September. The current enrollment at the Eddington school is 22 students in Pre-Kindergarten, 52 in Kindergarten, and 46 in first grade, for 120 students.

This year, we have hit the ground running by establishing PBIS procedures that focus on being safe and kind and working hard. Throughout the building, we have posters with verbal and visual cues that reinforce the expectations of each area of the school. The teachers have worked and continue working with students on Eddington's expectations and procedures.

This year, we have had three fire drills, and the students have been remarkable with exiting the building quickly and quietly. In the fall, we plan on conducting a working lockdown drill to practice those procedures and expectations. All-day Pre-K is going forward. In the afternoon, we are finding that over half of the students are sleeping through the afternoon.

During the day here at Eddington, work always needs to be accomplished. At the start of the year, I assisted with figuring out bus passes for the Eddington School students; I have also been learning how to use Infinite Campus to begin tracking Attendance and Truancy issues within the district. I also continue to be the after-hours and weekend sub-caller for all three schools in RSU#63. I have been checking in with new students in the school to see how they are enjoying it and getting around to classrooms to see the learning happening.

Respectfully Submitted,  
Timothy M. Baker  
Assistant Principal RSU #63



**Regional School Unit 63**  
**Office of Special Services**  
**Clifton, Eddington, and Holden**

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**Director of Special Services Report – September 2023**

The Special Education Department has been hard at work to ensure that all students are receiving services per their IEPs. We are currently serving 237 students, broken down as follows:

Individualized Education Plans (IEPs)	144
504s	88
Currently in the Referral Process	5

Sonja Salley has completed the kindergarten speech screenings and has been contacting parents concerning possible referrals for those that may need services. All related services (Speech, Occupational Therapy, Physical Therapy) have started.

Every three years, as required by MUSER (Maine Unified Special Education Regulation), RSU 63 must conduct an evaluation of students with disabilities to determine if the student continues to have a disability and requires specialized academic and related services. We are currently in the process of scheduling those evaluations along with new evaluations of students who have been referred for special services.

I have been attending webinars conducted by the Maine Department of Education on MUSER, Procedural Manual, and the IEP along with one on Maine Through the Year Accommodations. On September 14, I attended the MASDEC (Maine Administrators of Services for Children with Disabilities) in Bangor. On September 29, I will be attending the 2023-2024 New Special Education Administrator Academy in Augusta. The purpose of this academy is to support new administrators in Maine during their first three years. I welcome the opportunity to learn and network with other Special Education Administrators.

Respectfully submitted,  
Carolyn Brown  
Director of Special Services



George Cummings  
Technology Coordinator

p: 207.843.4316  
e: gcummings@rsu63.org  
www.rsu63.org

**To:** RSU 63 Board of Directors  
**From:** George Cummings  
**Date:** September 15, 2023  
**Re:** Monthly Report

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I submit this report to the School Board of Directors for September 2023.

#### **Curriculum Management/Support**

I have all our online learning/support applications (Lexia, Learning Ally, Book Creator, IXL) ready to go for teachers and students to use. This year we will continue IXL licensing to include Science and Social Studies for students in grades 4-8, as well Math and ELA for student in grades K-8.

#### **Student Device Rollout**

All students in grades 5-8 received their Chromebook laptops on the first day of school. A total of 181 laptops were inventoried and assigned to Holbrook students.

#### **Maine Through Year Assessment**

The Maine Through Year Assessment fall testing window for students in grades 3-8 opens October 2<sup>nd</sup> and closes October 27<sup>th</sup>. The Maine Through Year Assessment is very similar to the NWEA (online and administered in the Fall and Spring) however its aligned to Maine's Common Core State Standards and complies with federal assessment and accountability requirements.

#### **Student Data Management/Support**

Significant work continues with supporting secretaries, teachers, and principals with various Infinite Campus questions and issues that have popped up during the start of the school year. In addition, as we move closer to October 1<sup>st</sup>, I will be testing and uploading student demographic, attendance, behavior, and enrollment data to the MDOE student information system. The MDOE requires us to upload this data every October 1<sup>st</sup>, January 1<sup>st</sup>, April 1<sup>st</sup>, and July 1<sup>st</sup>. Our Infinite Campus data has to 100% match the MDOE data requirements and formats to be accepted for verification. This is always a challenge when merging data with 2 different systems.

Respectfully submitted,



**Regional School Unit 63**  
**Clifton, Eddington, and Holden**

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September 25, 2023

Dear Members of the Board,

Here is an update for you on the planning that has been happening for our district.

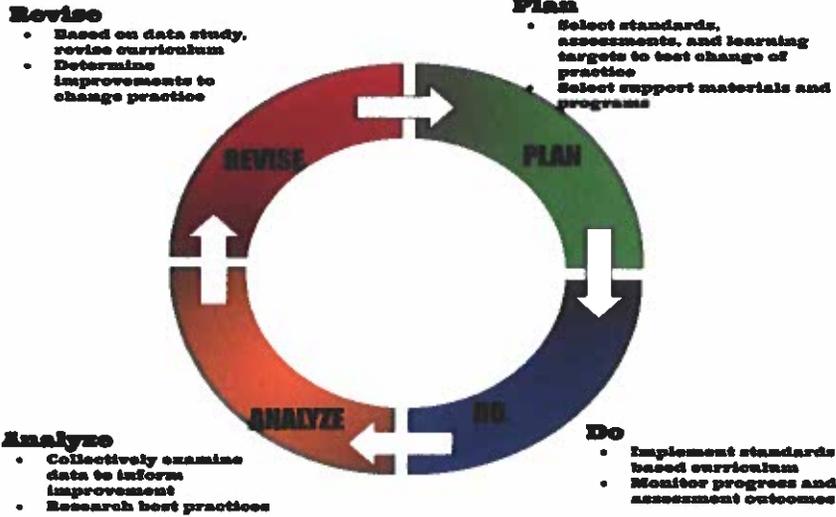
**CURRICULUM:**

**Curriculum Plan:**

The Curriculum Committee met on September 12. The committee was given the Curriculum Plan that outlines the goals and stages we will follow moving forward.

The current Curriculum Plan includes the Curriculum Review Cycle in RSU 63. This is a systematic process to plan, implement (do), analyze, revise and return back to planning. It is a continuously revised process that examines student data to make improvements/change our practice to continue to advance the district's mission.

It is important that staff are provided with the support, training, instructional resources and a positive educational climate to meet the needs of all learners. It is also important that the teachers are a part of the curriculum planning process so they have a sense of agency to the process. This is the purpose of implementing a systematic Curriculum Review Cycle process to analyze, revise, plan and implement all standards based curricula in a manner that allocates district resources wisely and effectively.



The curriculum review cycle process is a continuous one. There is constant revision and data analysis throughout each stage of the process. The different stages allow us to focus on specific needs.

For RSU #63 we are going to start with a 4 year cycle and

revise as we see needs arise in different content areas. The cycle is starting based on where previous curriculum work, that had been started already, is now.

This is a conservative approach and some stages may overlap within a school year. It will be updated at the end of each year based on the needs and progress.

	2023-2024	2024-2025	2025-2026	2026-2027
<b>Math K-5</b>	Revise	Plan	Do	Analyze
<b>Math 6-8</b>	Revise	Plan	Do	Analyze
<b>ELA (Writing) K-8</b>	Analyze	Revise	Plan	Do
<b>ELA (Reading) K-8</b>	Plan	Do	Analyze	Revise
<b>Science &amp; Technology</b>	Do	Analyze	Revise	Plan
<b>Social Studies</b>	Do	Analyze	Revise	Plan
<b>Physical</b>	Do	Analyze	Revise	Plan

<b>Education/Health</b>				
<b>Visual Performing Arts (Music, Art)</b>	Do	Analyze	Revise	Plan

**CURRICULUM PLAN:**

**Long-Term Goals-**

1. By 2023 Thanksgiving Break Curriculum Maps, Scopes and Sequences and at least one Unit Plan will be completed (or close to completion) at each grade level for ELA and Math and continue to work for the rest of the school year to create Unit Plans (continue into the next year if needed)
2. By the end of the school year, each classroom will have an electronic Curriculum Binder that contains the District Mission/Vision/Core Values, Guiding Principles, Taxonomy of Educational Objectives, Curriculum Map(s), Scope and Sequence, completed Unit Plans, Curriculum Review Cycle.
3. By the end of the 2023-2024 school year, the Curriculum Maps and Scopes and Sequences will be available to view on our District and school websites.
4. Continuously meet by grade level and/or content area to implement the Curriculum Review Cycle of planning, doing, analyzing and revising.
5. Meet a few times a year by content area only to implement the Curriculum Review Cycle vertically which would include finding common programs to teach from that span vertically K-8.

**Short-Term Goals-**

1. Meeting with each grade level K-5 and 6-8 ELA teachers during their common planning time once in the month of September during the week of the 18th. We will focus on-
  - Looking at the Reading/Phonics standards on the already created report cards
  - Creating and/or adjust curriculum map to match standards on report card
2. Meet with grade levels once a month in Sept. and Oct. during designated staff meeting times to continue with Reading/Phonics map work
3. Meet with the Curriculum Team (Ashley Merchant, Ashley Perry, Ashley Hutchings, Samantha Bedore, Sierra Blake and Deborah Nadeau) once a month (day to be determined). We will focus on-
  - Reviewing curriculum maps
  - Making a plan to work with grade level groups to work on Unit Plans

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4. On the afternoon of Oct. 27 K-4 teachers will finish up their curriculum map work for Reading/Phonics and we will work together to learn how to create a Unit Plan
  5. On November 20 and 21 Ashley Merchant and I will each have a day to work with staff. Curriculum work will involve Unit Planning, Vertical Teaming and monitoring, evaluating and adjusting (Stage 3) Math.
  6. When the Curriculum Team meets in December, we will see where we are at and create short term goals for the next part of the school year.

### **Gifted and Talented-**

Mr. Meyer, Mrs. Ford and I met on 9/11/23 & 9/12/23 to work on our Gifted and Talented Plan.

The following is currently in place:

- Students identified as GT, in the area of either ELA/Math or both, have been placed in honors classes
- Students identified as GT, in any area, are being provided performance based activities by their teacher. The focus is creating greater breadth and depth in the subject being studied. Mrs. Ford is providing these resources to teachers.

What has been planned for this year:

- GT students will be meeting on Wednesdays during WIN time
- On Wednesday, September 20th, GT students, will be introduced to their accelerated activities
- Wednesday, Sept. 20th GT will begin working on code.org. This site has various subject area options and allows students to excel by broadening their abilities in their identified area as well as gaining computer science skills
- Starting the week of October 10th, GT students will choose and begin working in teams to get ready for one of two competitions.
  - The first option is Robotics Club to help prepare for the Robot Track Meet <https://www.robottrackmeets.org/> The club and meet gives an opportunity for youth to excel in engineering and computer science
  - The second option is the National History Day club which will prepare them for the National History Day contest <https://nhd.org/en/contest/> where teams choose a topic and dive deeply into the past by conducting extensive research in libraries, archives, and museums. They then present their conclusions and evidence through papers, exhibits, performances, documentaries, or websites, moving through a series of contest levels where they are evaluated by professional historians and educators.
- When after school clubs start in October we will be offering OM <https://www.odysseyofthemind.com/> and enter into their competition

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What needs to be done:

- Find create a different or additional objective aptitude test
- Get DEP's finalized and shared with the team

## **GRANTS:**

### **ESEA-**

The ESEA grant is our district grant application to the MDOE for the allocation of Title funds. The application has been approved!

Part of our funding supports enrichment activities for after school. Ashley Merchant, who is the Holbrook After School Coordinator, has reached out to be able to offer clubs like: Philosophy, Intramurals, Board Games and Chess, Cribbage, STEM club, Book club, Garden Club, Hiking club...just to name a few.

Clubs will be held on Monday or Wednesday (or both) this year until 4:30. Staff are compensated for their time. Students are provided a snack and busing home if needed. The clubs will begin in October. The Monday/Wednesday rotation will help with alleviating busing issues for travel games on Tuesday/Thursday.

### **STEPHEN & TABITHA KING FOUNDATION GRANT-**

This grant is in the planning process. Kelly Davis and I met to discuss possibilities for this grant. We are focusing on health, PE and Life and Career Ready standards to guide our planning. We would like to get snow-shoeing and cross country skiing available to students for the winter. We are looking into how we can enhance the school gardens. We are looking into other projects that will enhance our outdoor learning. We are hoping to get the grant submitted by the October 15th deadline.

Sincerely,  
Tina Dumond  
Director of Curriculum and Instruction

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September Board Report  
Ryan Porter – Facilities/Maintenance Manager

**Eddington:**

Our Eddington daytime custodian has been settling in nicely. I have heard nothing but positive feedback from everyone here. Made an appointment to look at the excessive heat in room #107 and is scheduled for next week. Overall, pretty quiet here at the Eddington School.

**Holden:**

We have had some issues concerning the emergency lights the last week or so. I had the electrician come over to check it out and he seems to think the 3 batteries are no good for the lights are at low voltage and need to be replaced. I had him give me a quote for the whole job and are setting up an install date ASAP. I would install the batteries myself to help save cost but this being my first time at this school with this experience, I want to be sure that it's just the batteries and not something else.

The new freezer is having a condensation issue on the bottom of the door area. I have reached out to the company that installed the freezer and they are contacting the manufacturing company to see what can be stop to resolve this issue. He seems to think it is the diamond plate threshold that may be causing very tiny gaps that are not being fully sealed due to the diamond plate bumps. I was informed that he has run into this with this same freezer before at different installs. Just waiting to hear back from them to discuss what needs to be done to resolve this.

We had an appointment with the Holden Fire Dept. to discuss some issues they found during an earlier walk through, most of which has been resolved. We went through the list and marked the ones that still needed attention and are currently working on them.

**Holbrook:**

The new daytime custodian has been working out great. Finding his routine and making use of his time. We have been busy preparing the soccer field and cross-country trail by mowing, weed whacking, tree/brush removal, painting lines and roots.

I've been busy scheduling appointments for the elevator inspection and renewal, Eagle Security so we can arm/disarm the building.

Our walkthrough with Carpenter Associates went well for the air quality construction project and things are moving along nicely. Devoe Construction set in place one of the ERV units inside the school. Overall, things are coming together.

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**September 2023 Board Report**  
**Zachary Chenier, Transportation Coordinator**

Transportation is starting to flow smoothly, after the last week of having two drivers out. Our fleet is getting back in shape after our state police report took a few buses off the road for a day or two. Our drivers are happy and picking up kids who are smiling while getting on the bus! We are still looking for a few drivers to fill our openings and currently training a van driver, which is going very well. We hope to see her behind the "big yellow" very soon!



## Regional School Unit 63 Clifton, Eddington, and Holden

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Jared Fulgoni  
Superintendent of Schools

Kelly Theriault  
Business Manager

Date: September 18, 2023  
From: Kelly Theriault  
RE: September Board Report

- 
- Budget & Finance met on August 28, 2023. The handbook was reviewed with recommended changes to the paid leave benefit waiting period and the mechanic hourly rates. Board approval followed at the board meeting and the handbook was distributed to hourly staff in early September. The committee also approved the bids for the van and the Holbrook boiler project. The also moved forward to the board for final approval.

### **BUDGET ISSUES**

- The Eddington convection oven is starting to have issues. When Pine Tree Equipment came to service and start it up for the school year, they had difficulty starting it up. They were able to get it running but are not confident it was stay working long. I will get a bid out and shoot for a November install for replacement. It looks like the cost will be \$8,000-\$10,000.
- We had a small accident at the bus garage last week resulting in some damage to the building. An insurance claim has been filed and an appraiser will need to come out to assess the damage.
- The Eddington heating controls seem to not be working properly still. Ryan has been working with Devoe & Carpenter Associates to get this corrected. I've held the contingency back until his issue is resolved.
- We've had multiple high cost students arrive for school that were not planned/budgeted for this year. Several of them are at high cost out of district placements. Others we are able to keep in house but require additional, unbudgeted staffing.
- The new freezer at Holden is forming condensation and ice build up inside. We believe this is due to the doors not being sealed properly and/or the heat units around the door not working properly. The vendor was on site last week to troubleshoot. No payments have been made on this project yet.
- It's early in the school year but we are closely monitoring the FY24 budget.

### **AUDIT UPDATE**

- The business office has been working on closing out year end for FY23 and getting audit materials and reports completed. Audit files need to be uploaded the week of 9/18/23 for the FY23 audit work to start. Once that is done, they will be on site during the week of October 2, 2023 to complete any on-site field work needed. Once again we are required to have a federal compliance audit and this will delay the audit. The Federal Compliance audit due date is March 31 but unfortunately the Department of Education doesn't update their audit due date requirement to follow this. I've spoke with the auditors regarding the timeliness of completing the audit but it is unlikely we will make the December 31 due date, primarily because of the amount of extra work the compliance audit requires. We will likely need to request an audit extension through D.O.E.

### **REPORTS**

- Reports completed this month in the business office; MePERS, monthly school nutrition claim, CNP annual financial, EFS07, Federal reimbursement invoicing.

**RSU 63**  
**Budget & Finance Committee**  
**Meeting Minutes**  
August 28, 2023  
Holbrook Middle School  
5:45 p.m.

**Members Present in Person:** Tracy Bigney, Heather Lander, and Linda Graban

**Also Present In-Person:** Matthew Campbell, Kelly Theriault, RSU 63 Business Manager and Jared Fulgoni, RSU 63 Superintendent of Schools

**Call the meeting to Order:** 5:52pm

**Elect Officers**

**Chair** – Linda recommends Tracy Bigney, Heather Lander second. Tracy Bigney accepted. Vote: 3-0

**Vice Chair** – Linda agreed to continue as Vice Chair. Vote: 3-0

**FY24 Financials**

Kelly Theriault advised it is early in the year. Next month she will have staff assignments and budget impact. There were some big changes to staff. Transportation and Facilities budgets had a few issues come up. Some items that were budgeted were not budgeted with enough funds. The Holden freezer was budgeted as a repair project, however a new freezer was ordered but not budgeted. Special Education had 7 unbudgeted high-cost students enter our district.

**Bids**

**Van:** 2019 Dodge Caravan with 42,000 miles. Van Syckle repainted the hood that had a bit of paint bubbling and included 4 snow tires. Formality for acceptance of proposal from Van Syckle. The purchase was previously approved via email. Recommendation to the Board to purchase in the amount of \$21,428.00.

**Holbrook Boiler:** Carpenter Associates went to bid for us. We had split this project into three phases. Last year we did engineer costs. The project was bid in total cost due to low bid activity. ABM is low bidder at \$627,000, high bidder was \$930,500. ABM will complete the project in three phases based on our funding available. The contract was drafted in phases. Committee discussion took place on how the phases are broken down. Budget and Finance recommends to the Board to move forward with ABM Mechanical.

**Facilities & Transportation**

**Mechanic Rates:** Keith had requested a salary adjustment as the Bus Drivers received one, and he did not. Kelly advised this needs to be done through the Support Staff Handbook.

**Handbook**

**Mechanic Rates** – Recommend to increase the pay scale for this position. Bus Drivers are now making more than the Mechanics. This position should have been changed when the bus rates were changed.

**Probationary Period/Benefits Waiting Period** – recommend to reduce the waiting period for health/dental benefits, remove the waiting period for holidays, and change the waiting period for sick and vacation time to 45 days.

**Administrative Assistant to Superintendent** - Recommend to remove from the hourly staff handbook.

Recommend to make all changes effective September 1, 2023 and bring to the Board.

**Other** – Discussion on Eddington heating inconsistency throughout the classrooms and how it is being controlled. Kelly will follow up with Ryan Porter and Carpenter on status of efficiency, control consistency, and fuel cost savings.

Eddington convection oven needs to be replaced. It is back up and running right now, but they do not anticipate it lasting long. Kelly is pricing a replacement.

**Next Meeting Date:** TBD

**Adjourn:** 6:39pm

**APPROVED:**



## Regional School Unit 63 Clifton, Eddington, and Holden

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### Curriculum Committee Minutes

Date: September 12, 2023

School Board Member Attendees: Linda Graban, Amy Hart, Tracy Bigney

Other Attendees: Jared Fulgoni, Kristina Dumond

Meeting called to order at 5:40 pm.

A nomination was made by Tracy Bigney for Linda Graban to be the chairperson of the Committee. Amy seconded the nomination. All were in favor.

The meeting began with a discussion about who should be in attendance at these meetings. Should we have teachers and community members represented? Mrs. Dumond is going to ask other districts how their meetings are run, what they have on the agenda and what bylaws/procedures they have conducting a Curriculum Committee meeting.

Mrs. Dumond then gave an update on the curriculum work being done. It included the long-term and short-term goals for the district ([RSU #63 Curriculum Plan](#)). The committee discussed the plan and asked questions about the plan. It was requested that the plan be provided to the full Board at the next School Board meeting.

Mrs. Dumond then gave an update on the Gifted and Talented plan ([GT Plan '23-'24](#)). The committee discussed the proposal and asked questions about the proposal. A discussion ensued regarding identification of GT students as well as the assigned class activities provided to students that are identified as GT.

Other business that was discussed:

1. We need to create a way to keep track of the progress of our students in high school. Members are going to reach out to other K-8 schools to see how they keep track. Amy Hart also suggested creating a survey to send out to HS students and parents.



## **Regional School Unit 63**

**Clifton, Eddington, and Holden**

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2. There was a brief discussion about PE. Members would like to see middle school students have PE the entire year. Members would like to know the guidelines for the amount of time and how often that is recommended for PE.
3. The next meeting was to be scheduled, however the members felt that more information was needed on who should attend and how it will be run, before another date is set.

Meeting adjourned at 6:55 pm



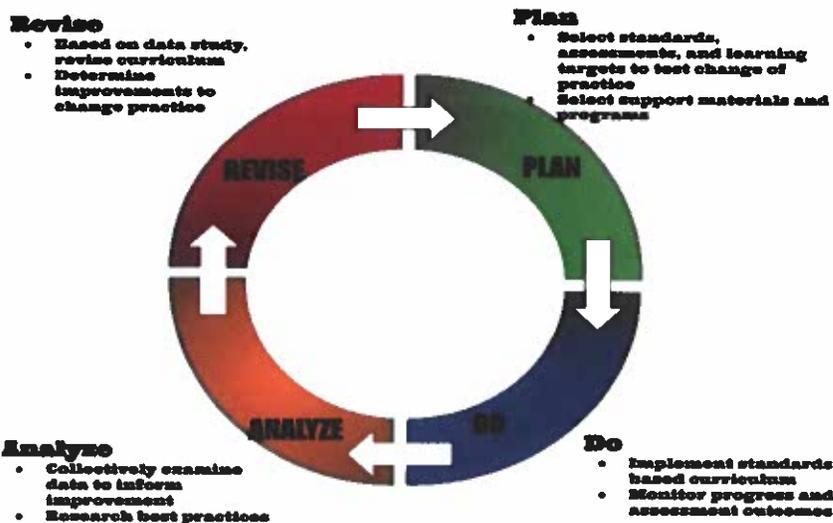
## Regional School Unit 63 Clifton, Eddington, and Holden

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### Curriculum Plan

The current Curriculum Plan includes the Curriculum Review Cycle in RSU 63. This is a systematic process to plan, implement (do), analyze, revise and return back to planning. It is a continuously revised process that examines student data to make improvements/change our practice to continue to advance the district's mission.

It is important that staff are provided with the support, training, instructional resources and a positive educational climate to meet the needs of all learners. It is also important that the teachers are a part of the curriculum planning process so they have a sense of agency to the process. This is the purpose of implementing a systematic Curriculum Review Cycle process to analyze, revise, plan and implement all standards based curricula in a manner that allocates district resources wisely and effectively.



The curriculum review cycle process is a continuous one. There is constant revision and data analysis throughout each stage of the process. The different stages allow us to focus on specific needs.

For RSU #63 we are going to start with a 4 year cycle and

revise as we see needs arise in different content areas. The cycle is starting based on where previous curriculum work, that had been started already, is now.



**Regional School Unit 63**  
**Clifton, Eddington, and Holden**

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**Curriculum Plan**

**This is a conservative approach and some stages may overlap within a school year. It will be updated at the end of each year based on the needs and progress.**

	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>
<b>Math K-5</b>	Revise	Plan	Do	Analyze
<b>Math 6-8</b>	Revise	Plan	Do	Analyze
<b>ELA (Writing) K-8</b>	Analyze	Revise	Plan	Do
<b>ELA (Reading) K-</b>	Plan	Do	Analyze	Revise
<b>Science &amp; Technology</b>	Do	Analyze	Revise	Plan
<b>Social Studies</b>	Do	Analyze	Revise	Plan
<b>Physical Education/Health</b>	Do	Analyze	Revise	Plan
<b>Multicultural Learning (Music, Art)</b>	Do	Analyze	Revise	Plan

**CURRICULUM PLAN:**

**Long-Term Goals-**

1. By 2023 Thanksgiving Break Curriculum Maps, Scopes and Sequences and at least one Unit Plan will be completed (or close to completion) at each grade level for ELA and Math and continue to work for the rest of the school year to create Unit Plans (continue into the next year if needed)
2. By the end of the school year, each classroom will have an electronic Curriculum Binder that contains the District Mission/Vision/Core Values, Guiding Principles, Taxonomy of Educational Objectives, Curriculum Map(s), Scope and Sequence, completed Unit Plans, Curriculum Review Cycle.



## Regional School Unit 63 Clifton, Eddington, and Holden

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### Curriculum Plan

3. By the end of the 2023-2024 school year, the Curriculum Maps and Scopes and Sequences will be available to view on our District and school websites.
4. Continuously meet by grade level and/or content area to implement the Curriculum Review Cycle of planning, doing, analyzing and revising.
5. Meet a few times a year by content area only to implement the Curriculum Review Cycle vertically which would include finding common programs to teach from that span vertically K-8.

#### Short-Term Goals-

1. Meeting with each grade level K-5 and 6-8 ELA teachers during their common planning time once in the month of September during the week of the 18th. We will focus on-
  - Looking at the Reading/Phonics standards on the already created report cards
  - Creating and/or adjust curriculum map to match standards on report card
2. Meet with grade levels once a month in Sept. and Oct. during designated staff meeting times to continue with Reading/Phonics map work
3. Meet with the Curriculum Team (Ashley Merchant, Ashley Perry, Ashley Hutchings, Samantha Bedore, Sierra Blake and Deborah Nadeau) once a month (day to be determined). We will focus on-
  - Reviewing curriculum maps
  - Making a plan to work with grade level groups to work on Unit Plans
4. On the afternoon of Oct. 27 K-4 teachers will finish up their curriculum map work for Reading/Phonics and we will work together to learn how to create a Unit Plan
5. On November 20 and 21 Ashley Merchant and I will each have a day to work with staff. Curriculum work will involve Unit Planning, Vertical Teaming and monitoring, evaluating and adjusting (Stage 3) Math.
6. When the Curriculum Team meets in December, we will see where we are at and create short term goals for the next part of the school year.

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## GT '23-'24 Plan

Mtg. Date: 9/11/23 & 9/12/23

In Attendance: Marleina Ford- GT Coordinator, Robert Meyer- Holbrook Principal, Tina Dumond- Director of Curriculum & Instruction/GT Administrator

### Currently-

- Students identified as GT, in the area of either ELA/Math or both, have been placed in honors classes
- Students identified as GT, in any area, are being provided performance based activities by their teacher. The focus is creating greater breadth and depth in the subject being studied. Mrs. Ford is providing these resources to teachers.

### To Come-

- GT students will be meeting on Wednesdays during WIN time
- On Wednesday, September 20th, GT students, will be introduced to their accelerated activities
- Wednesday, Sept. 20th GT will begin working on code.org. This site has various subject area options and allows students to excel by broadening their abilities in their identified area as well as gaining computer science skills
- Starting the week of October 10th, GT students will choose and begin working in teams to get ready for one of two competitions.
  - The first option is Robotics Club to help prepare for the Robot Track Meet <https://www.robottrackmeets.org/> The club and meet gives an opportunity for youth to excel in engineering and computer science
  - The second option is the National History Day club which will prepare them for the National History Day contest <https://nhd.org/en/contest/> where teams choose a topic and dive deeply into the past by conducting extensive research in libraries, archives, and museums. They then present their conclusions and evidence through papers, exhibits, performances, documentaries, or websites, moving through a series of contest levels where they are evaluated by professional historians and educators.
- When after school clubs start in October we will be offering OM <https://www.odysseyofthemind.com/> and enter into their competition

### To Do:

- Find create a different or additional objective aptitude test
- Get DEP's finalized and shared with the team

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## RSU #63

- |                            |  |
|----------------------------|--|
| 1. NEPN/NSBA Code:         | GCBI   |
| 2. Title:                  | Annual Evaluation of the Superintendent                      |
| 3. Author:                 |  |
| 4. Replaces Policy:        | Policy GCBI  |
| 5. Date Approved:          | 06/18/2018 RSU #63   |
| 6. Previously Approved:    | 01/25/2016   |
| 7. Policy Expiration:      | Review as Needed   |
| 8. Responsible for Review: | Board of Directors/Policy Committee                          |
| 9. Date Reviewed:          | 06/18/2018 Board of Directors<br>04/03/2018 Policy Committee |

### j. References:

**Cross References: Policy CB-Superintendent of Schools  
Policy CB-R – Duties & Responsibilities of  
the Superintendent  
Policy CBD-Superintendent’s Contract  
20-A MRSA section 1051**

### k. Narrative:

The Superintendent of Schools reports to and provides services to the RSU #63 Board of Directors (the Board). The Board is responsible for conducting an annual evaluation of the Superintendent with the objective of determining the Superintendent’s accomplishments of the previous year, the areas needing improvement, and to set priorities for the coming year. The primary purpose of the evaluation will be to effect improvements in administrative leadership and, subsequently, improvements in the school unit. This written evaluation will be considered the sole and official evaluation of the Superintendent.

Maine law (20-A MRSA section 1051) requires the Superintendent’s employment be considered no later than December 31st of the year preceding the expiration of his/her contract; earlier consideration is the Board’s option. If it is the last year of the contract with the Superintendent, the evaluation process will include a decision by the Board whether or not to enter into a new contract with the Superintendent.

### I. Guidelines:

- A. The Superintendent will be involved in the development of the standards with which s/he will be evaluated or appropriate to her/his operations. (See “Superintendent Evaluation Form,” attached as Exhibit A.)
- B. The evaluation will be at a scheduled time and place, in Executive Session, with a quorum of the Board present and completed by the end of November.
- C. The evaluation will include four sections (a written evaluation, data from community/staff survey, assessment data, and an action plan with goals).

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### **September**

1. Data Regarding Community and Staff Relations - In September, the Board Chair will begin to collect this data on a rotating basis, from the community one year and from District staff the following year. The Superintendent will be involved in the development of the survey questions.
2. Board members will prepare their "Superintendent Evaluation Form" and will provide it to the Board Chair prior to the October Evaluation/Executive Session. The Superintendent Evaluation Form is attached as Exhibit A. Each component of the written evaluation, prepared by the Board, relating to the administration of the school unit and major components considered essential to its success must be rated from 1 to 4. 1 meaning Ineffective, 2 meaning Partially Effective, 3 meaning Effective, and 4 meaning Highly Effective.

### **October**

1. The Superintendent will provide the assessment data and results of the District-Wide Student Learning Objectives (SLO) from the previous year.
2. During an Evaluation/Executive Session, the Board will reach consensus on the written evaluation to be presented to the Superintendent (using the Superintendent Evaluation Form).
3. During an Evaluation/Executive Session the data and the evaluation will be reviewed and discussed with the Superintendent. Individual Board members may address any additional or different, and by definition "minority opinion" or issue, he/she wishes with the Superintendent. This need not be limited to the items that appear on the evaluation form because no form or set of guidelines can encompass the totality of the Superintendent's responsibility.

### **November**

1. During an Executive Session at the next Board meeting (typically November), the Superintendent will present an action plan for discussion. This will include his/her designated areas for focus, objectives, and goals for professional growth in the coming year. The Board and Superintendent will set official goals and objectives for the ensuing year.
- II.** An overall rating at 3 or above will be required for an increase in compensation for the following contract but does not obligate the Board to increase compensation.
- III.** With the permission of the Board, a new Superintendent, who did not take office until July 1 of any fiscal year, may have her/his first annual evaluation during the fall of the year following the Superintendent's initial employment – in essence after eighteen (18) months of employment.

**Superintendent Evaluation Form**

<b>A. Board Relations</b>					<b>Rating and Comments</b>
	<b>Ineffective (1)</b>	<b>Partially Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>	
<b>Information</b>	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities.	
<b>Materials and Background</b>	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided with supporting information in order to make informed decisions.	
<b>Board Questions</b>	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
<b>Policy Involvement</b>	Makes decisions without regard to adopt policy.	Is minimally involved in the development, recommendation and administration of district policies.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	
<b>Board Development</b>	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.	
<b>Category Rating (Average)</b>					

Superintendent Evaluation Form

<b>B. Community Relations</b>					
	<b>Ineffective (1)</b>	<b>Partially Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>	<b>Rating and Comments</b>
<b>District Image</b>	Is negative about the district.	Doesn't actively promote the district.	Projects a positive image of the district as expected.	Projects and promotes a positive image of the district.	
<b>Communication with Community</b>	Isn't readily available.	Provides appropriate information only when asked.	Actively seeks two-way communication with the community as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with the community.	
<b>Media Relations</b>	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media.	Promotes the district in the media.	Initiates and actively engages the media.	
<b>Approachability</b>	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.	
<b>Category Rating (Average)</b>					

Superintendent Evaluation Form

<b>C. Staff Relationships</b>					
	<b>Ineffective (1)</b>	<b>Partially Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>	<b>Rating and Comments</b>
<b>Internal Communications</b>	Doesn't have specific system to inform staff of important matters.  There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	Is inconsistent in keeping staff informed of important matters.  A system has been established, but it is not applied consistently.	Keeps staff informed of most important matters.  A system is used to address personnel matters with consistency, fairness, discretion, and impartiality.	Establishes a system of keeping staff continually informed of important matters.  Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	
<b>Personnel Matters</b>	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decision-making authority.	Delegates responsibilities to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills.	
<b>Delegation of Duties</b>	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
<b>Recruitment</b>	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classrooms as time permits.	Regular visits to buildings and classrooms are a priority item.	
<b>Category Rating (Average)</b>					

Superintendent Evaluation Form

<b>D. Business and Finance</b>					
	<b>Ineffective (1)</b>	<b>Partially Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>	<b>Rating and Comments</b>
<b>Budget Development and Maintenance</b>	Superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and considered the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
<b>Budget Reports</b>	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Regularly reports to the board concerning the budget and financial status.	Constant flow of budgetary/financial information provided with discussion of the ramifications of any changes.	
<b>Facility Management</b>	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan is place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
<b>Resource Allocation</b>	Resources are allocated without consideration of district needs.	Resources are allocated to meet to meet immediate needs.	Resources are distributed based upon district goals and seek to meet immediate objectives.	Resources are distributed based upon district goals and seek to meet immediate and long-range objectives.	
<b>Category Rating (Average)</b>					

Superintendent Evaluation Form

<b>E. Instructional Leadership</b>					
	<b>Ineffective (1)</b>	<b>Partially Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>	<b>Rating and Comments</b>
<b>Professional Knowledge</b>	Is unaware of current instructional programs.	Is somewhat knowledgeable of current instructional programs. Relies on others for info./data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.	
<b>Self-improvement</b>	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations.	
<b>Focus on Students</b>	Focus is on the management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the district.	Student achievement is important and guides decisions made within the district.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in the budget.	

**Superintendent Evaluation Form**

<b>Goal Development</b>	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial resources to meet those goals.	Believes in and facilitates the development of short/long term goals for the district. Aligns the available resources within the budget to accomplish these goals.	
<b>Staff Development</b>	Staff development isn't provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.	
<b>Curriculum</b>	Curriculum isn't a priority in the district.	Allows teachers to define their own curriculum. There is little or no coordination.	A curriculum is in place that seeks to meet the state standards.	There is an on-going review process to be sure the curriculum is aligned to the state standards and meets the needs of our students.	
<b>Category Rating (Average)</b>					

**\*Reminder\* MSBA Proposed Resolutions**

1 message

MSBA <msba@msmaweb.com>  
Reply-To: msba@msmaweb.com  
To: swyman@rsu63.org

Tue, Sep 19, 2023 at 1:43 PM

[MSMAWEB.COM](http://MSMAWEB.COM)

(800) 660-8484

[WEB VERSION](#)[UNSUBSCRIBE](#)**September 19, 2023****\*REMINDER\*****MSBA Proposed Resolutions Packet**

**TO:** School Board Chairs and Superintendents of Schools

**FROM:** Peggy Lembo-Splaine, President  
Jane Osborne, Chair, Resolutions Committee  
Steven Bailey, Executive Director

Linked below are the 2023 proposed Resolutions that will be considered by the MSBA Delegate Assembly. These resolutions include proposed revisions, proposed deletions and the new resolutions.

Please share these proposed Resolutions with your school board members during your September and October School Board meetings. Meetings of the School Board Regions were conducted in September where the Resolutions were discussed. (Region I & II meeting is on 9/21 and the Region III & IV meeting is on 9/25.) Proposed language adjustments will be considered and made prior to Delegate Assembly.

Also 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.

This preliminary packet is being provided at this time to allow local boards 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. Delegate forms must be returned no later than October 11, 2023.**

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

2023 Proposed MSBA Resolutions

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**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 19, 2023**

**A. Resolutions that were edited with no substantive changes - FYI**

1. 1.1 MSBA Mission Statement
2. 1.6 School Board Leadership
3. 2.A.2.c. Child Abuse Reporting
4. 2.A.2.c. Advertising in Schools
5. 2.A.2.f. Violence in Schools
6. 2.A.2.g. Student Absenteeism
7. 2.A.2.i. Board Fiduciary Responsibility
8. 2.A.2.j. School Safety
9. 2.A.2.k. Gun-Free Schools
10. 2.A.3.e. Business Employment of Students
11. 2.A.4.d. Board-Teacher Relations
12. 2.A.4.o. District-Sponsored Email Accounts
13. 2.A.5.a. Facilities
14. 2.B.1.e. Bilingual Education
15. 2.B.1.m. Dropout Prevention
16. 2.B.2.a. Accountability
17. 2.B.4.a. Freedom of Expression (Students and Teachers)
18. 2.B.4.b. Students' Rights/Conduct
19. 2.B.4.c. Equal Educational Opportunity
20. 3.B.1.f. DOE Workshop Scheduling
21. 3.B.2.b. Funding of the Universal School Meals Act of 2021
22. 3.B.4.a. Court-ordered Placements of Students with Disabilities
23. 3.B.5.a. Binding Arbitration
24. 3.B.6.e. Professional Development to Support Learning Results

**Grey** = to be deleted

**B. Resolutions Proposed for Deletion:** No longer needed and not incorporated into other resolutions during revision as in Section C.

- 2.A.6.e. ~~Union Security—The Maine School Boards Association urges local school boards to reject bargaining proposals on “union security” which would place them in the position of requiring membership in a union, or which would require contributions in lieu of membership by non-union employees. (Adopted 1983—Amended 1999)~~

2.B.3.c. **Teacher Evaluation**—The Maine School Boards Association urges local school boards to develop a comprehensive systematic teacher evaluation policy designed to measure and improve the effectiveness of instruction on a continuous basis. Feedback is critical for all teachers regardless of where they are in their career. Evaluation systems need to be based on high performance standards and supported by ongoing professional development and mentorship. The process should address all aspects of teaching performance and recognize the fulfillment of student needs and achievement of educational outcomes are of primary importance. (Adopted 1979—Amended 1983, 1999, 2021)

4.9 **Sequestration**—The Maine School Boards Association (MSBA) is opposed to the pending federal government budget sequestration action. Federal Impact Aid cuts would become effective during this school year. Other federally funded education programs budget cuts are scheduled to take place during 2013–14 school year. School districts will see a reduction in Title I grants for disadvantaged students, a reduction in special education grants, a reduction in English Language Acquisition grants and a reduction in federal subsidy payments on certain school bond programs.

The sequestration budget cuts to education programs would likely mean increased class sizes and less access to programs for children with special needs, summer school, college counselors, early childhood education and after school programming. (Adopted 2012)

4.10 **Enhanced Circuit Breaker**—In light of evidence that there is a correlation between the amount districts can spend on education and student achievement, the Maine School Boards Association supports the use of additional state funding for an enhanced circuit breaker program in Maine that would give tax relief to low income homeowners, while maintaining appropriate levels of local property tax support for schools. (Adopted 2013)

4.14 **Department of Education Leadership**—In recognition of the important relationship between school districts and the state Department of Education, the Maine School Boards Association is calling on the governor's office to outline the process and qualifications it wants in a permanent commissioner and to nominate a candidate for legislative approval in the upcoming session. The absence of a permanent commissioner has left the state without an official leader to articulate education policy and direction and has caused disruption and turnover among DOE staff, whom districts rely on for information and guidance. If the governor's office does not put forth a permanent commissioner nominee, the next Legislature needs to express and advance viable options for filling this key position. (Adopted 2016)

4.25 **Board Meeting Remote Participation**—The Maine School Boards Association believes what we have learned about remote participation in board meetings during the coronavirus pandemic supports a law change allowing such

participation absent a health emergency. The technology is available to allow robust discussion on issues and real time face to face deliberations not only with fellow board members, but with the public. MSBA supports introducing legislation in the 130<sup>th</sup> Legislature that would allow such meetings under the public records law if the local School Board votes to adopt the practice. (Adopted 2020)

## C. Proposed Revisions to Existing Resolutions

**2.B.1.g. Career and Technical Education Opportunities** – With a growing demand that public schools better prepare students for work as well as college, the Maine School Boards Association supports expanded opportunities for students to participate in Career and Technical Education (CTE) classes. Early exposure to hands-on skills helps students discover interests and visualize career paths. CTE also makes traditional learning more relevant and keeps students engaged. We support efforts to make CTE classes more available, understanding it will take local coordination efforts and greater flexibility in scheduling to make it work. It also is critical that our CTE programs form alliances with local businesses to support this effort, and that the state provides adequate funding to support CTE services and programs to include transportation and equipment. (Adopted 2017)

Accepting the above would delete the following resolutions:

~~**2.B.1.f. Career and Technical Education**—The Maine School Boards Association (MSBA) recognizes the continued importance of providing students with meaningful learning opportunities through career and technical education (CTE). MSBA urges the Maine Department of Education, through its rulemaking authority, to assure the integration of CTE content within the Maine System of Learning Results. The MSBA further urges the DOE to provide adequate funding within the EPS funding formula and the allocation model to support CTE programs and services, to include transportation and equipment. (Adopted 1975—Amended 1976, 1982, 1999, 2007) *Combined in REVISED 2.B.1.g.*~~

~~**3.B.3.j. CTE Funding Restoration**—This resolution calls for the state to fund CTE using an equitable and transparent formula and to increase funding for this program important to our schools and economy. (Adopted 2019) *Combined in REVISED 2.B.1.g*~~

~~**3.B.1.b. Scheduling of Career and Technical Education Programs (CTE)**—The Maine School Boards Association believes there is a continuing need to examine ways in which the scheduling and delivery of 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) provide for a greater opportunity for shared funding and decision-making responsibilities within units served by career and technical centers and regions; b) improve~~

~~coordination between secondary and post-secondary CTE programs and facilities, and c) expand business internships and apprenticeships. (Adopted 1979—Amended 1982, 2017, 2022) Combined in REVISED 2.B.1.g~~

**2.A.6.a. Staff relationships** – The Maine School Boards Association urges school boards to enact and publicize procedures that give voice to district employees. While boards have the final say in matters of policy, staff impacted by policy should have the means to provide input through a robust meet and consult process. School Board Policy Committee members, through administrators who attend policy committee meetings, should seek input from affected staff.

**Accepting the above would replace the following resolution:**

~~**2.A.6.a. Staff relationships**—The Maine School Boards Association urges school boards to set up definite policies and procedures whereby communications may be fostered between the board of district employees. Such procedures should be publicized. School boards shall make the final decision on policy matters, but those affected by the policy should have a voice in its formulation. (Adopted 1969—Amended 1999, 2020)~~

**2.B.3.a. Professional Development**— The Maine School Boards Association urges local school boards to ensure the continuing professional development needs of the education professionals with whom they share the responsibility for school improvement are met. MSBA believes in better preparation of instructional staff and encourages professional development that will exemplify the highest ideals in education through: a) development of in-service programs related to the specific needs of their school systems; b) encouragement of full utilization of such programs; and c) compensation for additional credits if such additional training is in the area of competency of the individual staff, or as otherwise deemed appropriate by the school board. School boards should work to ensure maximum opportunities are provided for all staff so that year by year their effectiveness increases as educators and as leaders in the community. Attainment of the Maine System of Learning Results requires sustained devotion of time, effort, and financial resources to the continuing education of the instructional staff. (Adopted 1972 – Amended 1982, 1983, 1999)

**Accepting the above would delete the following resolutions:**

~~**2.B.3.b. Professional Status**—The Maine School Boards Association urges local school boards to maintain and improve the professional status of the teaching profession, and to encourage potential candidates for teaching those persons who will exemplify the highest ideals. School boards should work to provide maximum opportunities for teachers at all levels of training and experience to grow in service so that year by year their effectiveness increases as teachers and as leaders in the community. (Adopted 1963—Amended 1982, 1999)  
*Combined within 2.B.3.a.*~~

~~2.B.3.e. Professional Staff Development—The Maine School Boards Association urges local school boards to assess the continuing professional development needs of the education professionals with whom they share the responsibility for school improvement. It is generally recognized that the Maine Learning Results will only be attainable with sustained devotion of time, effort and financial resources to the continuing education of the instructional and administrative staff. (Adopted 1992—Amended 1999)—Combined within 2.B.3.a.~~

**2.B.3.d. Teacher Preparation Programs** – The Maine School Boards Association believes there should be ongoing review of teacher preparation programs through collaboration with colleges and universities, local school boards, the Department of Education and MSBA along with other groups and individuals as appropriate. The goal of the collaboration is to determine if teachers are being prepared appropriately with best practices to help all students achieve the standards within the Maine System of Learning Results, improving the quality of teaching and certification procedures. Additionally, MSBA recommends that approved teacher preparation programs include best practice training to help teachers assist in the identification of students who may have behavioral health (substance use or mental health) or academic issues. (Adopted 2012 – Amended 2022) (there is a need for teacher preparation in both academic standards instruction and identification of students who may have behavioral health or academic issues and will know where to go for referral of students).

**Accepting the above would delete the following resolutions:**

~~2.B.3.d. Improvement of Teaching Skills—The Maine School Boards Association believes that school boards should work with teacher preparation institutions and the State Board of Education to improve the quality of teaching through improved teacher preparation and more productive certification procedures and requirements with input from the Maine Department of Education. (Adopted 1982—Amended 1999, 2020)~~

~~4.8—Teacher Preparation Programs—The Maine School Boards Association recommends the convening of a special collaborative to examine the current state of approved teacher preparation programs to determine if they are appropriately preparing teachers with best practices to help all students achieve the standards within the Maine System of Learning Results.~~

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

~~MSBA believes that such a 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, Maine School Counselors Association, Maine Association of School Psychologists, the National Association of Social Workers—Maine Chapter, as well as representation from the colleges and universities. (Adopted 2012—Amended 2022)~~

- 2.B.5.d. School District Collaboration (Previously “School Choice”) –** The Maine School Boards Association applauds the efforts of many local school boards to establish programs that allow students options to learn in a manner that is most productive to them. Therefore, MSBA encourages and supports continuation of efforts to provide multiple pathways via inter-district choices for voluntary efforts among public school units to establish and maintain regional programs for the benefit of their students. MSBA opposes mandated inter-district choice. (Adopted 1989 – Amended 1991, 1999)

**Accepting the above would replace the following resolutions:**

~~2.B.5.d. **School Choice** The Maine School Boards Association applauds the efforts of many local school boards to establish programs that allow students options to learn in a manner that is most productive to them. Therefore, MSBA encourages and supports continuation of efforts to provide intra-district choices for school programs and voluntary efforts among school units to establish and maintain regional programs for the benefit of their students. MSBA opposes mandated inter-district choice. (Adopted 1989—Amended 1991, 1999)~~

#### **D. New – Proposed 2023**

##### **Non-Partisan School Board Members**

The Maine School Boards Association recognizes and supports the non-partisan practice of the election of local school board members. As determined by the school district structure statute in 1 MRSA, Title 20-A, school board members are elected on a general ballot, without party designation, and once elected are to focus on what’s in the best interest of the students and the school district.

##### **Rationale**

This resolution underscores our obligation as school board members to make decisions based on what is best for the students we serve and make decisions through that lens, regardless of an individual’s party affiliation.

##### **Parental/Guardian Engagement in the Education of Their Children**

The Maine School Boards Association believes parents/guardians are pivotal partners in the education of their children. MSBA supports the opportunities for parents/guardians to be involved in their children’s education as described and designated within federal and state laws and school district policies, handbooks, procedures, and other guidance related to parental involvement and engagement. These times for engagement include the opportunity to be heard by school district leadership, opportunities for consultations with teaching staff about what is being

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taught, and the opportunity to receive and review information about school budgets and spending. Parents/guardians also have the ability to opt their child(ren) out of programming they do not feel is appropriate for their child. These opportunities for involvement should be communicated clearly and consistently through documentation in school district policies, school websites, handbooks and through other forms of communication, which are publicly available and easily accessible. Times to raise questions of school personnel about these engagement opportunities should be offered to all parents/guardians. MSBA also believes that parental/guardian opportunities for involvement in the education of their own child(ren) should not inhibit the education of other children.

### **Rationale**

The public education of students is most effective when parents are actively engaged. Opportunities for that engagement should be communicated to parents, with appropriate parameters that accommodate school schedules and parent schedules. That communication can and should include public forums on topics of great interest, as well as one-on-one conversations when needed.

### **State Funding to Support Students' Mental and Behavioral Health**

The Maine School Boards Association believes that additional funding needs to be allocated to school districts to support students' mental and behavioral health. The legislature needs to dedicate additional funding that can be distributed to all districts, including minimum receivers, through targeted funds within the EPS formula to support students. Action at the state level to help address waitlists, barriers to access, and the shortage of staff equipped to help address the needs is essential as is support for the provision of resources besides personnel, including best practices and other specialized trainings.

### **Rationale**

Schools saw concerns with students' mental and behavioral health made worse during the shutdown of schools due to COVID, and they still persist today. We need to address this mental and behavioral health concern which affects how students feel about themselves and how they relate to others. We need to seek ways to provide greater resources to support students with these needs.

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**50<sup>th</sup> ANNUAL MSMA FALL CONFERENCE**  
**AUGUSTA CIVIC CENTER**  
**October 26 - 27, 2023**

**A G E N D A**

**THURSDAY, OCTOBER 26**

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 - 10:15	KEYNOTE SPEAKER: Dr. Bill Daggett, founder of both the Successful Practices Network and the International Center for Leadership in Education <b>Keynote Description:</b> Today's students need to be prepared for their future. Living in a rapidly evolving global economy, students need to be able to think at higher levels, employ strong literacy and analytical skills, and solve problems in unpredictable situations. There is currently a gap between what students need and what our schools provide. To be prepared for success in today's technology-focused and information-based society, ALL students need a rigorous and relevant learning experience.	Main Auditorium
10:30 - 11:30	CLINICS I	
11:45 - 12:45	LUNCH/VENDOR VISITS: ENTERTAINMENT, MSBA SCHOOL BOARD AWARDS	Main Auditorium
12:50 - 1:50	CLINICS II	
2:00 - 3:00	CLINICS III	
3:10 - 4:10	CLINICS IV	
4:15 - 6:00	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 27**

7:30 - 11:00	REGISTRATION <i>A.M. Coffee/Tea and light snacks</i>	Lobby
8:00 - 9:00	CLINICS V	
9:10 - 10:10	CLINICS VI	
10:15 - 12:15	BRUNCH: INTRODUCTION of OFFICERS/SERVICE AWARDS ENDNOTE: Kristi Swett, President, National School Boards Association	Main Auditorium
12:20 - 1:20	CLINICS VII	
1:30 - 2:30	CLINICS VIII	

**NOTE: Our Thursday, Keynote Speaker Presentation is from 9:00 a.m. – 10:15 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, 10:30-11:30 A.M.**

- A. Career Ready Trumps College Ready
- B. Community Schools in Maine: Forward Movement
- C. 2023 Legal Year in Review
- D. Budget and Audit
- E. Relative Age Effect: Ensuring Student Success
- F. Moving the Needle on Inclusive Teaching and Learning
- G. How To Share Your District's Story
- H. Every Day Counts! Supporting Student Attendance

**CLINICS II — Thursday, 12:50-1:50 P.M.**

- A. Managing Public Engagement in Divisive Times
- B. Collective Bargaining: The Fundamentals
- C. Fostering Trust Between the Superintendent and School Board
- D. Understanding Maine EPS Funding Formula
- E. Rocking it in Rural Schools
- F. Maine Youth Present Substance Use Education
- G. A Policy Primer: The Basics of School Board Policy

**CLINICS III — Thursday, 2:00-3:00 P.M.**

- A. Title IX Compliance: Investigating and Responding to Sexual Harassment Claims
- B. Seven Lessons Learned from This Year's U.S. Supreme Court Decisions
- C. What's with all the Investigations?
- D. MaineCare in Education
- E. Maine APP Challenge
- F. Board Leadership and Teamwork in Challenging Times
- G. Addressing the Educational Leadership Crisis: The Factors that Lead to Principal Retention
- H. Enhance Your School with Energy Efficiency Upgrades

**CLINICS IV — Thursday, 3:10-4:10 P.M.**

- A. Freedom of Speech, Parents' Rights, and School Board Responsibilities: Addressing Challenges to Curriculum Content
- B. Labor Negotiations Update
- C. Supporting Special Education in Maine Schools
- D. What Does It Take to Lead Outdoor Learning at the District Level?
- E. The Hard Divide of the Sneezeguard: Overcoming Division Between School Nutrition and Educational Staff
- F. Maine Loves Public Education
- G. Equity-centered and Trauma-informed McKinney-Vento
- H. Support after a Suicide Loss in Schools: Best Practices and Trends

**CLINICS V — Friday, 8:00-9:00 A.M.**

- A. Meet the Commissioner
- B. Proficiency-based Learning Through Apprenticeship and Pre-apprenticeship Programs
- C. Leadership Practices Around Fidelity Mandates

**CLINICS V — Friday, 8:00-9:00 A.M. (continued)**

- D. MIYHS and School Health Profiles: Productive Use of the Data
- E. Digital Ownership: Teaching Gen Alpha's New Literacy
- F. Lessons Learned from a School Swatting Event
- G. Connecting the Dots Between Trauma, SEL, and Student Success
- H. From Digital to Physical: A 360-Degree View of Risk Management—Including Updates on Cyber Security, Property & Liability, and Workers' Compensation

**CLINICS VI — Friday, 9:10-10:10 A.M.**

- A. The "A.I." in M(AI)NE: Impacts of Artificial Intelligence in Maine Schools
- B. School Boards, Transparency, and Communication: What is Achievable/Meaningful in 2023?
- C. How your School Budget gets Approved: An Introduction for School Board Members
- D. CSforAll: Creating Pathways in Computer Science
- E. How Does Your Child Nutrition Program Affect Your Budget?
- F. Communicating with our Critics
- G. Behavioral Threat Assessment Management
- H. Not in My School, PFAS!

**CLINICS VII — Friday, 12:20-1:20 P.M.**

- A. The Art of Communication: Successfully Navigating the Sharing of Student Related Information in 2023
- B. Maine Educator Apprentice Program
- C. Electric Buses in the Real World: Benefits and Implementation
- D. Planning a School Addition: Here are Some Factors to Consider
- E. Shields Up Maine! State and Local Cyber Security Planning
- F. The Value of Adult Education
- G. Maine Safe Schools Initiative
- H. The Economic Impacts of Inclusion for Students

**CLINICS VIII — Friday, 1:30-2:30 P.M.**

- A. Trends in Special Education Litigation: A Refresher on Key Concepts
- B. L.D. 1682: Get Help Building Experiential Learning into Your Schools
- C. School Boards and School Leaders: Responsibility, Roles, and Building an Effective Team
- D. Lessons Learning During the Construction of Maine Schools
- E. Why Prioritize Health Promotion and Wellness Programs for All
- F. Supporting Transgender and Gender-Expansive Students: Best Practices and Legal Framework
- G. Building a Restorative School Culture: DOE Fall Training Program Launch
- H. Strengthening PBIS Implementation and Sustainability Through District Level Teaming