

**RSU 63 Board of Directors
Monday, September 23, 2024
6:30pm
Holden Elementary School
Agenda**

Call Meeting to Order

Flag Salute/Moment of Silence

Approval of Minutes for August 26, 2024 Board Meeting

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

Acceptance of Gifts/Donations

Presentation

Questions and Comments from the Public

Dates of Next Meetings

1. **Budget and Finance Committee Meeting:** October 28, 2024 at 5:30pm, Eddington Elementary School
2. **Board Meeting:** October 28, 2024 at 6:30pm, Eddington Elementary School
3. **Policy Committee Meeting:** November 13, 2024 at 3:15pm, Holbrook Middle School
4. **Curriculum Committee:** December 9, 2024 at 5:00pm, Holbrook Middle School

Budget and Finance

1. Business Manager Report
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. School Board Goals
2. Superintendent Evaluation Forms and Timeline
3. MSBA Delegate Assembly Representative and Alternate (Vote Required)
4. MSMA Fall Conference
5. RSU 63 PTG Trunk or Treat on October 26, 2024 at Eddington School
6. Policies to Approve, 1st Reading
 - a. EBABA – Chemical Hygiene Plan (Annual Review)
 - b. EBCA – Comprehensive Emergency Management Plan (Annual Review)
 - c. EBCC – Bomb Threats/Threats of Violence (Annual Review)
 - d. EFC – Food Service Program (Annual Review)
 - e. GBGAA – Exposure Control Plan (Annual Review)
 - f. KF – Community Use of School Facilities and RSU 63 Equipment (Annual Review)
 - g. JL – Student Wellness (Review every 3 years)
 - h. EEAEC – Student Rider Conduct on School Vehicles

Personnel Actions

1. Resignations/Retirements
 - a. Connor Young, Custodian, Eddington
 - b. Vanessa Haines, Special Education Teacher
 - c. Amanda Danico, Ed Tech
2. Elections
 - a. Mary Bridgham, Special Education Teacher, Holden
3. Assignments
 - a. Kendra Bruton, Assistant Cook, Holden
 - b. Megan Fritz, Custodian, Holbrook
 - c. Teighan Colson, Ed Tech I, Eddington
 - d. Gabrielle Kyes, Ed Tech II, Eddington
4. Reassignments
5. Searches
 - a. Special Education Teacher (Eddington)
 - b. MTSS Teacher (Holbrook)
 - c. Anticipated Ed Tech III (Eddington)
 - d. Speech Language Pathologist
 - e. Boys Basketball Coach (A Team)
 - f. Boys Basketball Coach (B Team)
 - g. Cheer Coach
 - h. Bus Drivers

Executive Session – Discussion of negotiations pursuant to 1 MRSA §405(6)(D)

Resume Public Session

Executive Session – Discussion of personnel matter pursuant to 1 MRSA § 405(6)(A)

Resume Public Session for the Purpose of Adjournment

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 26, 2024
Location: Holbrook Middle School
Minutes

RSU 63 Board Member(s) Present:

Town of Holden: Amy Hart, Heather Lander, Cherie Faulkner, and Derrick Robertson

Town of Clifton: Linda Graban

Town of Eddington: Heather Grass, Rachel Downs and Brittany Wood

Linda Graban, Board Chair, called the meeting to order at 6:30pm followed by the flag salute and moment of silence.

Motion by Cherie Faulkner with a second by Rachel Downs to approve the minutes for the July 15, 2024 Board Meeting.

Discussion: None

Vote: 8 Approved; 0 Opposed

At 6:32, a motion was made by Cherie Faulkner with a second by Heather Grass to enter into Executive Session for discussion of contract negotiations pursuant to 1 MRSA §405(6)(D).

Discussion: None

Roll Call Vote: Amy Hart, Yes; Rachel Downs, Yes; Heather Grass, Yes; Linda Graban, Yes; Cherie Faulkner, Yes; Heather Lander, Yes; Derrick Robertson, Yes; Brittany Wood, Yes.

Public Session resumed at 7:23pm.

Recognition and/or Awards of Students, Staff, and Other: Superintendent Fulgoni recognized the following staff for their years of service to the District:

5 Years of Service

- i. Mary St. Peter
- ii. Nathan Dusablon
- iii. Audra Leland
- iv. Heidi Duran
- v. Theresa Jameson
- vi. Amy Shepherd

10 Years of Service

- i. Billie-Jo Lovley
- ii. Heather Kiley
- iii. Leianna Spratt

15 Years of Service

- i. Ashley Perry

20 Years of Service

- i. Michele Archambault
- ii. Lisa Beers
- iii. Lisa Gamblin

25 Years of Service

- i. Rebecca Jordan
- ii. Karen Everhart
- iii. Wendy Giguere

35 Years of Service

- i. Brenda DeRoche

Acceptance of Gifts and Donations: Superintendent Fulgoni thanked the Seminary Hill Daylight Lodge #220 for their generous donation of \$1500.00 to help provide snacks to the students at the elementary schools.

Presentation: None

Questions and Comments from the Public: Susan Dunham Shane, Eddington resident, thanked the Central Office for the lunch they provided to staff today. She also inquired about plans for the hallway at Holbrook Middle School. In addition, Alex Mitchell, Holden resident, inquired about receiving a report of salaries and the justifications and transparency of pay. He also questioned about what the District's strategies are in order to retain staff.

Dates of Next Committee Meetings:

1. **Budget and Finance Committee:** September 23, 2024 at 5:30pm, Holden School
2. **Policy Committee:** TBD
3. **Curriculum Committee:** September 9, 2024 at 5:30pm, Holbrook Middle School
4. **Board Meeting:** September 23, 2024 at 6:30pm, Holden School

Budget and Finance: There was nothing to add to the reports.

Superintendent's Report: Superintendent Fulgoni introduced plans to begin a Holbrook Hall of Fame to put in the entrance hall at Holbrook Middle School. He presented the idea to form a committee that would review nominees and elect inductees. He explained that this would be an excellent way to show students the success of their alumni and community. In addition, staff had a productive and positive first day back!

Acceptance of Reports: Motion by Rachel Downs with a second by Heather Grass to accept the written and verbal Budget and Finance Committee, and Superintendent's Reports.

Discussion: None

Vote: 8 Approved; 0 Opposed

Old Business: None.

New Business:

A motion to approve the paper bid for 2024-2025 school year was made by Cherie Faulkner with a second by Brittany Wood.

Discussion: None

Vote: 8 Approved; 0 Opposed

Consolidation Committee Update: Superintendent Fulgoni updated the community on the committee that was formed to analyze the impact of consolidating the District's three (3) schools into two (2) schools. He outlined the space issues, facility and transportation costs, and projections of declining enrollment as the main causes of the move towards consolidation. The PENQUIS area superintendents have enlisted a consultant to analyze these projections, which will benefit the District with their consolidation. He explained that this process will take some time and that public comments will be welcome down the line. In order to consolidate, two (2) reports will be submitted to the Maine Department of Education, it will then need to be approved by the school board. Once the school board approves, it is sent to referendum for the communities to vote.

Committee Member Assignments: There was a discussion on who would be serving on each committee. It was explained that there is no vote on committees other than Budget and Finance Committee. Amy Hart and Heather Lander volunteered for Curriculum Committee; Rachel Downs, Cherie Faulkner, and Brittany Wood volunteered for Policy Committee; Cherie Faulkner volunteered to be the SPRYCE alternate; Heather Lander will continue as the Student Wellness Representative. Volunteers for the high school liaisons include: Brewer High School, Derrick Robertson; and John Bapst Memorial High School, Amy Hart. Amy Hart briefly described the process of being a liaison to the new board members.

Personnel Actions

Resignations/Retirements: Kasha Robertson, Special Education Teacher; Sarah Holsapple, Elementary Music Teacher; and Melinda Jordan, Holbrook Middle School Cook.

Elections: A motion was made Cherie Faulkner with a second by Rachel Downs to elect the following staff: Stephanie, McLean, Assistant Principal of the Elementary Schools; Julia Grenier, Ed Tech III at Holbrook Middle School; Fletcher Marriner, Ed Tech III at Holbrook Middle School; Rebecca Gideon, Ed Tech III at Holbrook Middle School; David Pearson, Grades 7 & 8 Math Teacher; Rachel Higgins, Occupational Therapist; Dodie Smith, Licensed Social Worker at the Elementary Schools; Morghan Hendsbee, Ed Tech I at Eddington School; Amanda Danico, Ed Tech I at Eddington School; Kelly Davis, Pre-K Teacher; Emily Havel, Ed Tech I at Holden; Carl Stecher, Music Teacher.

Discussion: None

Vote: 8 Approved; 0 Opposed

Appointments: None

Reassignments: Kelly Theriault, Business Manager, noted that Jenny-Lee Lagrange, Assistant Cook, was reassigned from Holden School to Holbrook Middle School; Stephen Neill, Custodian, moved from Holbrook Middle School to Holden School; and John Landry moved from Eddington School to Holbrook Middle School.

Searches: Special Education Teacher, Eddington School; Special Education Teacher, Holden School; Elementary Teacher (Regular Ed); MTSS Teacher; Ed Tech II; Speech Language Pathologist; Cook, Holden; Night Custodian at Holbrook Middle School; Boys Basketball Coach (A Team); Boys Basketball Coach (B Team); Cheer Coach; and Bus Drivers.

At 7:52pm, a motion was made by Cherie Faulkner with a second by Heather Grass to enter into Executive Session for discussion of contract negotiations pursuant to 1 MRSA §405(6)(D).

Discussion: None

Roll Call Vote: Amy Hart, Yes; Rachel Downs, Yes; Heather Grass, Yes; Linda Graban, Yes; Cherie Faulkner, Yes; Heather Lander, Yes; Derrick Robertson, Yes; Brittany Wood, Yes.

Public Session resumed at 8:20pm.

Adjournment: At 8:21pm, motion by Cherie Faulkner with a second by Heather Grass to adjourn the meeting.

Discussion: None

Vote: 8 Approved; 0 Opposed

Respectfully submitted by,

Jared Fulgoni
RSU 63 Superintendent of Schools



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

Date: September 19, 2024
From: Kelly Theriault
RE: September Board Report

BUDGET & FINANCE

- The committee had a short meeting on August 26, 2024 @ 5:30, before the board meeting. We reviewed the current year financials and the paper bids. Only two paper bids were received and the committee recommended the board accept the low bidder; CPG. The bid was accepted at the August board meeting. We next meeting on October 28, 2024 @ 5:30 @ Eddington.

Nutrition

- We're having lots of issues with our dishwasher at Eddington. This is a Hobart unit purchased in the summer of 2022. Since its purchase we've already put half of its cost back into it in repairs! Parts are no longer available for it! I've reached out to the seller and the manufacturer and am requesting it be declared a lemon & replacement offered. The seller has been helpful, so far not much movement from the manufacturer but will keep trying to get something out of it. At this time we are unable to wash dishes through the dishwasher. So we are using disposable trays and washing the pots/pans manually.
- We have new cook in Holden, Mrs. Kendra Bruton. Things are going well! It was a big relief to find someone so quickly to fill the vacancy and removed a lot of stress from Ms. Sherry! Mrs. Bruton seems to be enjoying her new role!

REPORTS

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

MSAD63

Warrant Article Summary Financial YTD

Account Number / Description	Revised Budget 7/1/2024 - 6/30/2025	Current Period 8/1/2024 - 8/31/2024	Reported Period 7/1/2024 - 8/31/2024	Encumbrances 7/1/2024 - 8/31/2024	Amount Remaining 7/1/2024 - 8/31/2024	Percent Remaining 7/1/2024 - 8/31/2024	Last Year Period 7/1/2023 - 8/31/2023
Subtotal Regular Instruction	\$3,022,859	\$117,232	\$179,544	\$16,225	\$2,827,090	94%	\$182,699
Subtotal REg 9-12	\$3,098,269	\$0	\$0	\$0	\$3,098,269	100%	\$0
Subtotal Special Education	\$1,971,666	\$48,555	\$91,608	\$69,164	\$1,810,894	92%	\$77,980
Subtotal Staff & Student Sppt	\$675,475	\$34,492	\$111,606	\$4,042	\$559,827	83%	\$103,294
Subtotal Facilities	\$1,859,923	\$410,764	\$525,090	\$501,240	\$833,593	45%	\$207,517
Subtotal Transportation	\$647,142	\$22,911	\$66,553	\$23,683	\$556,906	86%	\$86,860
Sub Total Trans to Other Units	\$0	\$0	\$13	\$0	\$(13)	---	\$1,958
Subtotal System Administration	\$534,287	\$56,685	\$125,415	\$8,787	\$400,085	75%	\$122,920
Subtotal School Administration	\$518,505	\$40,256	\$96,124	\$1,090	\$421,291	81%	\$104,734
Subtotal Other Instrn	\$87,056	\$0	\$276	\$490	\$86,290	99%	\$610
Subtotal All Other	\$50,000	\$0	\$0	\$0	\$50,000	100%	\$0
Total Expenses	\$1,189,848	\$96,941	\$221,815	\$10,367	\$957,666	80%	\$228,264
Net Revenue over Expense	\$12,465,182	\$730,895	\$1,196,229	\$624,721	\$10,644,232	85%	\$888,572
Subtotal CTE	\$0	\$0	\$0	\$0	\$0	---	\$0
TOTAL ALL EXPENSES	\$0	\$0	\$0	\$0	\$0	---	\$0

Budget and Finance Committee Meeting
August 26, 2024
Holbrook Middle School

Called to Order: 5:42pm

In Attendance: Members – Cherie Faulkner, Brittany Wood, Jared Fulgoni, and Kelly Theriault.

Absent: Derrick Robertson

FY25 Financials

Kelly Theriault, Business Manager, advised that it is early in the year, but so far there are no big items of concern.

Facilities and Transportation

There are no large facility items. Kelly Theriault reported that the new boiler and tanks are installed and the few change orders received for the project have been in the District's favor by \$5,000.00. In regards to transportation, no large items to discuss, but the search for a new bus driver is still ongoing.

Paper Bid

Kelly Theriault reported two bids for paper for the 2024-2025 school year, with the winning bid being Contract Paper Group. Cherie Faulkner moved to send to the Board for approval of the winning bid.

Next Meeting: August 26, 2024 at 5:30pm at the Holbrook Middle School

Meeting Adjourned: 7:38pm



Regional School Unit 63 Clifton, Eddington, and Holden

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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: 09/19/24

The school year is now underway, and I wish to thank all those that have made the opening such a success. The open houses were again well attended, and I continue to hear many positive comments about the new middle school schedule.

After watching the traffic flow at Holbrook during the first home sporting events, I have asked the Facilities Manager to make Holbrook's loop one-way. New signs and new markings will help increase the safety of our driveway and avoid the congestion during home games.

Going through the schools, it seems that the new teachers and new administrators are settling in nicely.

This past week Kelly and I met with members of the Department of Education in Augusta to discuss the possible consolidation of our schools. It was reaffirming to hear that other districts are in the process and others are beginning the process, as a result of statewide enrollment decreases. The process is fairly involved and labor intensive but I think this can has been kicked down the road for a few years now and it's time to move forward with the process.

This year Holbrook alone has 7 unassigned classrooms. Our projected enrollment continues to decrease in accordance with the previous enrollment study. Our buildings continue to require upgrades and repairs to keep them open, and there is an efficiency of resources that cannot be realized currently.

I will continue to apprise the board as we begin this process.

RSU 63 Curriculum Committee Meeting Minutes

September 9, 2024

Holbrook Middle School Conference Room

5:30 pm

In Attendance:

Board Members- Cherie Faulkner, Linda Graban (Former Committee Chair), Heather Grass, Amy Hart (New Committee Chair)

Staff Members- Tina Dumond (Director of Curriculum and Instruction), Ashley Perry (Gr. 1 Teacher)

Parent- Sarah Lane

1. Called to Order at 5:30
2. Elected new Committee Chair- Cherie Faulkner nominated Amy Hart, Heather Grass seconded, unanimously approved
3. Update on the Curriculum Development Process-Tina Dumond
 - a. Role of committees-
 - Curriculum Committee is an ad hoc committee of the school board. Meetings are informational and members represent the community
 - The Curriculum Team represents the staff and makes the decisions about how staff can work towards enhancing the work done with students, parents, staff and community
 - b. New Reading and Math programs-
 - Staff received PD on June 17th for the new HMH Into Reading/Literature program
 - There is online PD available for the reading program and in the process of setting up in person coaching from the program representatives
 - Staff received PD on August 26th for the new iReady Math program
 - They will have a follow up PD on November 15
 - c. RSU #63 Curriculum Plan
 - The plan is on the District website under Curriculum
 - This year the goal is to analyze Social Studies and Science during grade level/team meetings
 - Will take another vertical look at the end of the year
4. Presentations from Staff
 - a. Discussed Grade 4 Team presentation and decided to have it at the October 28th board meeting, giving staff time to adjust to the new programs before having to worry about presenting
 - b. Would like the next presentation on November 25, to be grade 6-8 science
5. Survey
 - a. Updated new members about the survey sent out to RSU 63 high school students and parents
 - b. Teacher survey update- no responses on the survey

6. Other

- Two parents attended the meeting as community members and were asked what they would like to see as parents. They want to know what can do at home and were shown the link on the Curriculum district website that shows what's going on in math
- Parents asked about why we have the new programs. Ashley and Tina explained that the math was being retired and a new one had already been researched/chosen and it is consistent K-8. Then there was a Literacy Grant which provided the funds for a needed Reading program that is consistent K-8
- Tina showed the Pacing Guide on the Curriculum district website as well as the Curriculum Plan and grade level brochures are being updated then will be posted back on the website.
- Ashley was asked how teachers feel about having the two new programs. Right now they are overwhelmed but like it so far. Administrator message is it won't be perfect and just try
- Concerns were raised about all the assessments in the Spring. Tina explained they will be spread out this year. Last year was to get baseline data. Explained that the Maine DOE has changed when state testing can be done so it occurs at more productive times of the school year.
- Tina and Ashley also discussed how all staff are working on engagement, which includes testing strategies for students
- A question was brought up about the Data Walls. The data walls are only for information purposes to guide student instruction. Only staff that need to know have access to student data.

7. Next Meeting Date is December 9 at 5:00 in the Holbrook Conference Room

8. Adjourned at 6:35

POLICY COMMITTEE MINUTES
Wednesday, September 18, 2024
Holbrook Middle School

Members Present: Heather Grass, Heather Lander, and Rachel Downs

Members Absent: None

Also Present: Superintendent, Jared Fulgoni

1. **Call to Order:** The meeting began at 3:17pm.
2. **Elect Policy Committee Chair:** All three members expressed interest in being the Committee Chair. Heather Lander presented her plans for the Committee. Rachel Downs nominated Heather Lander with a second by Heather Grass. Heather Lander accepted.
3. **EBABA – Chemical Hygiene Plan:** Annual review policy. Ken Robichaud and Jake Morgan were removed as employees trained. Policy is ready for the Boards first reading.
4. **EBCA – Comprehensive Emergency Management Plan:** Annual review policy with no changes recommended. Policy is ready for the Boards first reading.
5. **EBCC – Bomb Threats/Threats of Violence:** Annual review policy with no changes recommended. Policy is ready for the Boards first reading.
6. **EFC – Food Service Program:** Annual review policy with no changes recommended. Policy is ready for the Boards first reading.
7. **GBGAA – Exposure Control Plan:** Annual review policy with no changes recommended. Policy is ready for the Boards first reading.
8. **KF – Community Use of School Facilities and RSU 63 Equipment:** Annual review policy with no changes recommended. Policy is ready for the Boards first reading.
9. **JL – Student Wellness:** Policy is reviewed every 3 years; no changes are recommended, but the Committee discussed possible equipment for the Holbrook Middle School that could be provided through the Wellness Committee. Policy is ready for the Boards first reading.
10. **EEAEC – Student Rider Conduct on School Vehicles:** There were no further changes recommended to EEAC. The Committee recommends sending to the Board for its first reading.
11. **Other:** The Committee reviewed Policy BHC – Board Communication and Relationships with Staff.
12. **Next Meeting Date:** November 13, 2024 at 3:15pm at the Holbrook Middle School
13. **Adjourn:** 4:07pm

Principal's Report September 2024

Dear Members of the School Board,

I am pleased to report that the 2024-2025 school year has gotten off to a great start. Students and teachers have been getting acclimated to the new Red/White days schedule and things have settled in nicely.

Holbrook welcomed parents and students to Open House on Thursday, August 29th. The halls were busy with students showing their parents classrooms and meeting teachers.

School pictures were taken on Friday, September 6th with a makeup date to be announced later this Fall.

The 8th grade attended the Cole's Land Transportation Museum on September 12th to interview veterans and tour the museum. The students will be writing an essay on, "What Freedom Means to Me," after their interviews with the veterans. Thank you to the 8th grade team (Mr. Dusablon, Ms. Norris, Mrs. McCarthy, Mrs. Brownell, Ms. Swalec, and Mr. Pearson) who attended with students and to those that stayed back and covered 7th grade classes.

The 7th grade will be attending a field trip to the Penobscot Riverkeepers on September 26th to learn more about the history of the Penobscot River and cleanup efforts. The students and teachers will paddle the river to the waste water treatment centers.

Staffing Updates: Hiring is now complete with a band teacher who is attending Holbrook on Fridays to work with grades 5 - 8. Next Friday, September 20th there will be an informational session for 5th grade students who are interested in playing a band instrument this school year.

Facilities: Our facilities team worked diligently over the summer and the building looks fantastic. Mr. Kimball and Mr. Landry continue to work hard each day to keep Holbrook School cleaned and ready to go for our students and teachers. The link has been shared with staff if they have a custodial/maintenance request.

Athletics: It has been a busy time for athletics. Students signed up for soccer and cross country at Holbrook the first few days of school. Mrs. Everhart worked to make sure that students had turned in their physicals or updated physicals as well as forms. There were no cuts to the soccer program this year with all students who had paper work completed and tried out making a team. The first soccer game of the year was at Holbrook on Tuesday, September 10th with games against Orrington Middle School. Soccer is practicing on Mondays and Wednesdays from 3:30-5:00 with games home and away scheduled for Tuesdays and Thursdays this season. A big thank you to Mr. Smith and Mr. Welch for all that they do!

Cross Country is off and running with the first meet of the year being a home meet on Wednesday, September 11th. Holbrook hosted Bucksport, Milford, Bangor Christian and Orrington. It was a beautiful night for a meet with snacks provided to all teams by Holbrook athletics and the cross country parents. Cross Country will start traveling to away meets on Wednesday, September 18th with a meet each week until mid-October. A big thank you to Mr. Whitney for all that he does to keep cross country running.

Winter sports season is not too far away. In the next few weeks signups will go out for players who are interested in trying out for the 2024-2025 basketball season.

Thank you for your continued support as we begin an exciting and educational year here at Holbrook.

Student Population:

5th Grade – 49

6th Grade - 42

7th Grade - 39

8th Grade – 48

Respectfully submitted,

Michele Archambault



HOLDEN ELEMENTARY SCHOOL

Timothy Baker, *principal* tbaker@rsu63.org
Heather Kiley, *secretary* hkiley@rsu63.org
Dodie Smith, *social worker* dsmith@rsu63.org
Dawna Bickford, *school nurse* dbickford@rsu63.org

590 Main Road | Holden, ME 04429 | P: 207-843-7828 | F:207-843-4329

September 18, 2024

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

I am delighted to present the September Board Report on behalf of the students and staff at the Holden School. The year has commenced on a highly positive note. We currently have 146 students, a number that is set to grow as we progress through the new school year. This growth is a testament to our school's reputation and the trust of our community.

We are off and running here at the Holden School. The students settled in nicely and knew the procedures and expectations. Overall, this has been a terrific start to the school year as a district.

The students have been busy learning the new math curriculum by working on the IReady Diagnostic assessment. Currently, the students are working on the Fall NWEA/ Maine Through the Year Assessment. This will allow teachers to gain a better baseline to help drive their instruction in the classroom to students' individual needs.

On September 12, Lifetouch was here to do school pictures. The students were dressed nicely, and I eagerly anticipated seeing those smiles on the faces of the students. This is going to be a great year.

Respectfully Submitted

Timothy M. Baker
Principal Holden School

September 23, 2024

Stephanie McLean

Assistant Principal RSU 63

Board Report

Prek

- The addition of Mrs. Davis and our second pre-K classroom has been a wonderful enhancement to our school in Eddington.

Kindergarten Screening

- The kindergarten screening process went smoothly, providing us with essential information to help teachers divide classrooms effectively. This information allows us to ensure that each classroom is balanced, catering to the educational and emotional needs of all students. By taking a thoughtful approach to classroom division, we are creating an environment where every child can thrive and succeed.

Outdoor Learning Spaces

- 1st grade uses this space for science experiments , math and literacy center time, and physical activity breaks. We will also use this as a way to bring in some community service by doing some light yard work.
- Prek also has a new space this year. This space is a fenced area that has age appropriate that include gardens, water toys, a play house, building blocks and climbing toys.

New Bus Line Up At Eddington After School

- To improve the bus transfer process at Holbrook, we have established a new bus lineup after school specifically for bus S. Students now form into groups at Eddington ahead of time, sit together on the bus, and remain in these groups during the journey. This organized approach helps ensure a smoother transition at Holbrook, making the overall experience more efficient for everyone involved.

Arrival and Dismissal

- This year, we implemented a revised arrival and dismissal procedure, which has proven to be highly successful. Our main goals were to prevent parents from entering the building during drop-off and pickup times—an issue that had previously led to confusion—and to address safety concerns regarding cars lining up on Rt. 9. We are pleased to report that we have effectively tackled both challenges, resulting in a smoother and safer process for everyone involved.



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

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September 23, 2024

Dear Members of the Board,

I have a short update this month as most of the work has been with the two new programs we have. The staff have been great getting things set up and running. I would like to acknowledge the classroom teachers that have put in the work to get two programs up and running for this school year!!

CURRICULUM:

New ELA and New Math Programs:

Staff received professional development on June 17th for the new HMH Into Reading/Literature program. There is online PD available for the reading program and I am in the process of setting up in person coaching from the program representatives.

Staff received professional development on August 26th for the new iReady Math program.

They will have follow up, in person, professional development on November 15.

Both programs have online professional development that staff can utilize whenever. There are also family components that are available on our District website under Curriculum and that will be sent home.

Curriculum Plan:

Our Curriculum Plan is now up on the District Website under the Curriculum tab. This year the goal is to analyze Social Studies and Science during grade level/team meetings. Staff will take another vertical look at the end of the year, using what we analyzed.

MTSS:

Staff have started following the process in our MDOE required MTSS Handbook. They have collected information on students and are using that to help guide instruction in the classroom. Students that received interventions last year and are continuing to show need, are starting to receive pull out interventions. Classroom teachers will be observing and collecting data on students for the next four weeks. They, then will have a team meeting to recommend pull out intervention services for any students that are still not making adequate progress

Sincerely,

Tina Dumond

Director of Curriculum and Instruction



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

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Director of Special Services Report September 2024

For the 2024-2025 school year, the Special Education Department is currently serving 241 students, broken down as follows:

Individualized Education Plans (IEPS):	147
504s:	93
Currently in Referral Process:	1
Total Number of Students:	241

School/Level	IEPs	504s
High Schools:	44	53
Holbrook:	32	24
Holden:	48	12
Eddington:	23	4

Over the past month, I have worked closely with administration to fill positions and ensure we are meeting the needs of our students. We were thrilled to hire Mary Bridgham for the special education teacher position at Holden, and have filled some educational technician positions as well. The staff and students at all schools are settling into new routines and are excited for a new school year. I have been busy conducting IEP and 504 meetings daily throughout the district, as well as at the area high schools. I have enjoyed getting to know all of the staff at each school and working with the teachers.

Respectfully Submitted,

Carmen Rioux

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 18, 2024
Re: Monthly Report

I submit this report to the School Board of Directors for September 2024.

Student Device Rollout

All students in grades 5-8 received their Chromebook laptops on August 30th. A total of 178 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 opened September 16th and closes October 4th. 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

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 1st, 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 1st, January 1st, April 1st, and July 1st. 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,

September 2024 Board Report
Ryan Porter – Facilities/Maintenance Manager

Holbrook:

Checked all fire doors/exit doors to make sure they were working properly. Had to do some minor adjustments to a couple. We had Northstar Protection, (bought out Eagle Security), to do an upgrade to the security and fire system. We are now able to arm/disarm the building the building once again. We will start doing so after I get everything finalized with assigning new building codes for the new hires. Removed a huge hornet's nest that was in the red shed up on the field. Worked on a few small facilities projects.

Had interviews for the night custodial position and we believe we have found our candidate. In the process of getting everything finalized so she can come aboard hopefully withing the next few weeks.

We have some annual water testing being done to make sure levels are where they need to be.

Working on a new traffic pattern so it will be a one way going up the side of the hill out front, up to the ballfields and back down the hill out back. Had some issues recently that could have ended in a accident so we will get this resolved ASAP.

Sorted & delivered air filters to have the custodians change them out before furnace/heaters turns on.

Holden:

New custodians are getting used to their shifts and are working on perfecting their daily routines for cleaning. Asked some staff and the principal on how the school and rooms looked and I heard good remarks for both the day and night time custodian.

Had to expose an outside wall where hornets were going into above an outside electrical outlet. We tried spaying a couple weeks ago and seemed to be fine until I noticed more the other day. I used my shop vacuum to suck up what hornets I could that were coming and going. After removing the outlet, there were an abundance of more hornets & their combs still remaining going to the side of the inside wall and up. Used the vac to dispose of the remaining hornets and the combs.

Eddington:

Went up on the roof to take some measurements for the kitchen hood exhaust. We need to replace at least the bearings, if not the whole unit which was installed in 1992, so we can get it up and running in case there was ever a fire on the kitchen stove. This is a safety concern and needs to be addressed. Mechanical services is putting together a quote for us.

Custodians have been busy with their cleaning and putting together lots of new furniture that has been arriving for the 2nd Pre-K room.

Meeting with Special services to discuss what needs to be done in their room for safety concerns for staff & students. We are looking into putting up some type of dividers so when they do one on one, they don't get distracted with what's going on around them and can concentrate with their teacher. There are safety measures that need to be taken care of to provide well-being on certain students, trying to make the room safer for them.



RSU 63
Department of Transportation
202 Kidder Hill Road
Holden, ME 04429
(207) 561-9238
Zachary Chenier, Transportation Coordinator
Zchenier@rsu63.org



Clifton

Eddington

Holden

To RSU 63 Board of Education:

Please accept this report for the month of September for the Department of Transportation. This month has come and gone like that!

Transportation is going well. We are currently on target when it comes to safety trainings. This month we had two trainings. One was with Holden Fire Department as they demonstrated how to properly use a fire extinguisher and taught us the different types. This was a fun and exciting training as we also got to use the extinguishers to put out “fires.” I thank Holden Fire for doing this as it helps make sure our students stay safe. The second training was in preparations for our Maine State Police inspections. For this training the drivers and I walked through each bus doing our pre-trip making sure they were in tiptop shape for Tuesday the 24th.

We are currently working on behavior on the buses. Currently we have had 6 write ups within the month of September but since calling home behaviors have improved. We still have two drivers’ positions, but hoping to fill one of the positions next week. Fingers crossed.

As always driving safe,
Zach Chenier
Transportation Coordinator

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
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).

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 (use 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

Understanding that the Superintendent will have different relationships with various Board members because of the various foci assigned committees and special projects, individual Board members will only submit ratings on their "Superintendent Evaluation" for those areas on the evaluation form with which they have genuine knowledge and/or experience.

Areas with which a Board member has no knowledge, or with which the Superintendent has had no responsibility or involvement, are to be rated N/A. Any rating of 1 or 4 will be accompanied with specific examples supporting the rating.

Superintendent Evaluation Form

A. Board Relations					Rating and Comments
	Ineffective (1)	Partially Effective (2)	Effective (3)	Highly Effective (4)	
Information	Does not provide the information the board needs to perform its responsibilities. Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Keeps only some members informed, making it difficult for the board to perform its responsibilities. Meeting materials are incomplete, and don't include supporting information.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities. Materials are provided. Some supporting information is included.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities. Meeting materials are provided with supporting information in order to make informed decisions.	
Materials and Background	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.	
Board Questions	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.	
Policy Involvement	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.	
Board Development	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.	
Category Rating (Average)					

Superintendent Evaluation Form

B. Community Relations

	Ineffective (1)	Partially Effective (2)	Effective (3)	Highly Effective (4)	Rating and Comments
District Image	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.	
Communication with Community	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.	
Media Relations	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.	
Approachability	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.	
Category Rating (Average)					

Superintendent Evaluation Form

C. Staff Relationships					
	Ineffective (1)	Partially Effective (2)	Effective (3)	Highly Effective (4)	Rating and Comments
Internal Communications	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.	
Personnel Matters	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.	
Delegation of Duties	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.	
Recruitment	Seeldom 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.	
Visibility	Category Rating (Average)				

Superintendent Evaluation Form

D. Business and Finance					
	Ineffective (1)	Partially Effective (2)	Effective (3)	Highly Effective (4)	Rating and Comments
Budget Development and Maintenance	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.	
Budget Reports	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.	
Facility Management	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.	
Resource Allocation	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.	
Category Rating (Average)					

Superintendent Evaluation Form

E. Instructional Leadership					Rating and Comments
	Ineffective (1)	Partially Effective (2)	Effective (3)	Highly Effective (4)	
Professional Knowledge	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.	
Self-improvement	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.	
Focus on Students	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

<p>Goal Development</p>	<p>Goals are not developed.</p>	<p>Goals are defined by implementing state curriculum and seeking to maximize student scores.</p>	<p>Facilitates the development of short-term goals for the district. Provides the necessary financial resources to meet those goals.</p>	<p>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.</p>	
<p>Staff Development</p>	<p>Staff development isn't provided. Staff members are responsible for their own improvement.</p>	<p>Staff development programs are offered based upon available opportunities.</p>	<p>Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.</p>	<p>Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.</p>	
<p>Curriculum</p>	<p>Curriculum isn't a priority in the district.</p>	<p>Allows teachers to define their own curriculum. There is little or no coordination.</p>	<p>A curriculum is in place that seeks to meet the state standards.</p>	<p>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.</p>	
<p>Category Rating (Average)</p>					



Jared Fulgoni <jfulgoni@rsu63.org>

MSBA Proposed Resolutions Packet

1 message

MSMA/MSBA/MSSA News <noreply@news.msmaweb.com>
To: MSMA/MSBA/MSSA News <noreply@news.msmaweb.com>

Fri, Aug 2, 2024 at 11:30 AM

Maine School Boards Association

49 Community Drive

Augusta, ME 04330

800-660-8484

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

FROM: Jane Osborne, President

Joseph Long, Chair, Constitutions and Bylaws Committee

Faye Anderson, Chair, Resolutions Committee

Steven Bailey, Executive Director

DATE: August 2, 2024

RE: MSBA Proposed Resolutions Packet

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

Please share these proposed Resolutions with your school board members during your August School Board meetings. Also, please select the delegate from your School Board who will attend the October 19, 2024, MSBA Delegate Assembly at your August School Board meeting. Remote meetings of the MSBA Regions have been scheduled for September where the Resolutions will be discussed prior to Delegate Assembly. It is very much desired that the delegate from your school board will be able to attend these pre-Delegate Assembly regional meetings so as to be better informed, early, on the resolutions being brought before the Delegate Assembly. Please be on the lookout for the virtual meeting for your Region. The list of Regional Meetings for September can be found [here](#). An announcement will come from an MSBA email closer to the time of the meeting in your Region. If you cannot attend the regional meeting for your region, please join the meeting on a different night. Let us know and we'll send you the link for that meeting.

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

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

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

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

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

[2024 Proposed Resolutions](#)

[2023-24 MSBA Resolutions](#)

[Delegate Form](#)

Maine School Boards Association
[49 Community Drive](#)
[Augusta, ME 04330](#)
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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 22, 2024**

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

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

B. Resolutions Proposed for Deletion: These resolutions are no longer needed and are not incorporated into other revised resolutions included within Section C.

~~Grey~~ = to be deleted

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

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

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

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

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

C. Proposed Revisions to Existing Resolutions

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

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

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

Accepting the above would delete the following resolution:

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

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

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

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

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

Accepting the above would delete the following resolutions:

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

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

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

Accepting the above would delete the following resolutions:

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

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

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

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

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

Accepting the above would delete the following resolutions:

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

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

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

Accepting the above would delete the following resolution:

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

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

Accepting the above would delete the following resolution:

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

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

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

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

Accepting the above would delete the following resolutions:

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

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

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

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

Accepting the above would delete the following resolutions:

3.A.1 — Essential Programs and Services

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

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

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

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

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

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

Accepting the above would delete the following resolutions:

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

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

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

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

Accepting the above would delete the following resolutions:

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

~~4.19 **Individuals with Disabilities Education Act (IDEA)**—The Maine School Boards Association urges Congress to reauthorize and fully fund the Individuals with Disabilities Education Act providing 40% reimbursement for locally expended funds for special education costs, compared to the 14% currently received from the federal government. (Adopted 2022)~~

D. New Resolutions – Proposed 2024

Artificial Intelligence (AI) in Schools

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

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

Rationale

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

School Funding – Submitted by RSU 26 (Orono)

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

Rationale

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

PRELIMINARY CLINIC PROGRAM

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

CLINICS I — Thursday, 1:10-2:10 P.M.

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

CLINICS II — Thursday, 2:20-3:20 P.M.

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

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

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

CLINICS IV — Friday, 8:00-9:00 A.M.

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

CLINICS V — Friday, 9:10-10:10 A.M.

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

CLINICS VI — Friday, 11:30-12:30 P.M.

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

CLINICS VII — Friday, 12:40-1:40 P.M.

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

- III.** This program is for the benefit and protection of all who use the school facility. It contains information on potential chemical hazards and how they should be handled.
- IV.** The District does not have a specific science “lab”. Throughout this policy, the term “lab” is used to define a room where students are using chemicals.
- V. Responsibilities:**
Specific to this Chemical Hygiene Plan (CHP) for the District, employees (teachers, staff), administrators (Superintendent, Principals), and students all have responsibilities to conform to this standard. The District Administration will provide continuing support for institutional chemical hygiene. *29 CFR 1910.1450 (e) (3) (vii) and Appendix A(B)*
- A. Administration Responsibilities:**
1. The Chemical Hygiene Officer (CHO) for the District is the Facilities Manager.
 2. Implement a CHP conforming to the OSHA Lab Standard. *29 CFR 1910.1450.*
 3. Ensure that employees receive training regarding the CHP.
 4. Allocate staff time for regular, formal, chemical hygiene, and housekeeping inspections, including routine inspections of emergency equipment and an annual chemical inventory.
 5. Maintain a record of all chemical exposures and provide employee access to these records as well as any medical records.
 6. Ensure confidentiality of all personal records.
 7. Provide resources to ensure that facilities and equipment align with requirements of the plan.
 8. Ensure local Fire Departments receive a copy of the annual chemical inventory.
 9. Provide training to colleagues, including administrators, teachers, and facilities staff.
 10. Submit budget for maintenance of equipment and inspections.
- B. CHO Responsibilities:**
1. Work with the administration and staff to develop and implement appropriate chemical hygiene policies and practices.
 2. Monitor procurement, use, and disposal of chemicals, including determining facilities and training levels are adequate for any chemicals in use.
 3. Perform regular safety audits.
 4. Maintain Safety Data Sheets (SDS) for chemicals.
 5. Oversee annual chemical inventory. Provide a copy of the current chemical inventory to the custodians, mechanics, Principals, Superintendent, and local first responders. In the District, this occurs every September and is updated as needed.
 6. Maintain legal regulations for chemical safety.
 7. Coordinate annual review of the CHP by staff.
 8. Coordinate annual hazardous waste disposal for the District.
 9. Oversee maintenance of appropriate spill kit(s) and materials.

10. Maintain communication with administration regarding the CHP.

C. Teacher Responsibilities:

1. Plan and conduct operations in accordance with the CHP and safe work practices.
2. Develop good personal chemical hygiene habits.
3. Align curriculum with CHP. Teach good personal chemical hygiene habits. Ensure that students meet their safety responsibilities. Prohibit unsupervised work by students.
4. Participate in annual chemical inventory.
5. Plan and conduct each exercise with the least toxic materials. Obtain and review SDS prior to requesting a new chemical.
6. Annually submit a list of materials needed to the CHO.
7. Label, use, and dispose of each chemical as required.
8. Maintain safety equipment.
9. Maintain spill kits that are consistent with type and amount of chemicals used.
10. Maintain communication with CHO.

D. Student Responsibilities:

1. Understand the experimental procedure before starting to work in the laboratory.
2. Become familiar with the properties and hazards of the chemicals in use.
3. Obey all safety rules and regulations. Wear appropriate personal protective equipment as instructed.
4. Clean personal work area immediately after use. Obey good housekeeping practices.
5. Do not engage in inappropriate behavior (*i.e.* no horseplay).
6. Conduct only the experiments assigned by the instructor. Never perform unauthorized or unsupervised experiments.
7. Never remove chemicals from the classroom.
8. Never work with chemicals unless authorized to do so. Never work alone.
9. Report chemical spills and accidents to teacher immediately.

E. Custodian Responsibilities:

1. Understand and follow chemical and hazardous waste management regulations and best practices.
2. Clean storage areas with caution.
3. Report chemical spills to CHO and/or administrator. Do not clean up spills without proper training and using the proper materials.

VI. Basic Safety Rules and Procedures:

“The Chemical Hygiene Plan will include ... standard operating procedures relevant to safety and health considerations to be followed when laboratory work involves the use of hazardous chemicals.” 29 CFR 1910.1450 (e) (3) (i) and Appendix A (E)

A. Adhere to the intent and procedures of this CHP.

B. Know the safety equipment. Users of chemicals must know:

1. The location of eyewash fountains, safety showers, fire extinguishers, first aid kits and emergency exit;
 2. How to respond in case of an emergency; and
 3. How to use the safety equipment. Those expected to use the equipment (e.g. fire extinguishers) must receive proper training.
- C. Know the hazards of the materials being used. Read labels carefully to make sure you are using the right chemical. Know how to interpret information from an SDS.
- D. No horseplay, games, or pranks near chemicals.
- E. Dispose of all waste materials according to instructions. Follow local, state, and federal disposal requirements.
- F. Report any chemical accidents or unsafe conditions to the CHO immediately.
- G. Assume any chemical mixture is more toxic than its most toxic component. Substances of unknown toxicity will be assumed to be toxic. Do not underestimate the risk of any chemicals.
- H. Do not eat, drink, or apply cosmetics near chemicals.
- I. Do not taste any chemical. Do not smell chemicals directly.
- J. Do not perform pipette solutions by mouth.
- K. Wash hands with soap and water before leaving the classroom, even if you have been wearing gloves.
- L. Promptly flush exposed skin with water. **In Holbrook Middle School, a Drench Shower is located in Room 128.**
- M. Also see the Housekeeping section of this CHP.
- VII. **Chemical Procurement:** *29 CFR 1910.1450 Appendix A (D)*
- A. Before a chemical is procured, proper handling, storage, and disposal methods must be known to those responsible for handling the chemical.
 - B. Purchase the smallest possible amounts. Whenever practical, chemicals should be purchased as pre-diluted solutions to minimize mixing and the chance for improper labeling and storage.
 - C. No container will be accepted without an adequate label and SDS.
 - D. The District will follow its purchasing policy (Policy DJB) and procedures to minimize large quantities of chemicals and/or extremely hazardous chemicals from entering the school.

- E. No chemical will be purchased in quantities greater than a two-year supply.
(Maine Department of Education regulations, Ch. 161)
- F. Requests for procurement of new chemicals will be made through the building Principal. Any concerns about the safety of a requested chemical should be brought to the attention of the CHO.
- G. All chemicals will be received by the CHO or their designee.
- H. The school will not accept donations of chemicals from outside sources without review by the CHO to ensure the material is:
 - 1. needed by the school,
 - 2. useful to the school's program,
 - 3. a quantity no greater than a two-year supply, and
 - 4. not hazardous waste from the donating organization.
- I. The school will follow Maine's Hazardous Waste Management Rules, *Chapter 850 Section (3) (A) (4) (xvii) & (xviii)* for applicable exclusions and procedures for transfer.

VIII. Control Measures:

“The Chemical Hygiene Plan will include... criteria that the employer will use to determine and implement control measures to reduce employee exposure to hazardous chemicals including engineering controls, the use of personal protective equipment, and hygiene practices...” *CFR 1910.1450 (e) (3) (ii)*

A. Engineering Controls:

Engineering controls are the preferred methods of minimizing exposure to chemicals. Controls must be maintained in proper working order. Engineering controls must not be modified unless testing indicates the changes will not reduce protection. **Immediately report improper functioning of engineering controls to the CHO.**

- 1. Chemicals requiring laboratory hoods will not be used in RSU #63.
- 2. Storage cabinets for flammable and hazardous chemicals will be provided and ventilated as needed in compliance with state and federal regulations. The flammable cabinet will be either directly vented to the outside or not vented with bungs/stoppers left in place.
- 3. All acids will be stored in an acid cabinet.
- 4. A general ventilation system will be maintained.

B. Protective Clothing and Equipment:

Clothing worn should offer protection from splashes and spills, should be easily removable in case of an accident, and should be fire resistant.

- 1. Conduct personal protective equipment (PPE) hazard assessment to determine appropriate PPE for conditions, equipment, and chemicals being used. List activities requiring PPE and type of PPE required:

Activity	Type of PPE required
Chemical handling	Chemical goggles and gloves

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2. Students and staff will wear appropriate PPE to avoid chemical exposure.
 - a. Wear eye protection during chemical transfer and handling.
 - b. Do not wear sandals, perforated shoes, or have bare feet when using chemicals.
 - c. Shorts and skirts will not be worn unless a disposable apron is worn to protect legs.
 - d. Gloves appropriate to the materials and task will be provided. All gloves have breakthrough time. The teacher will check manufacturers recommendations.
3. The school will provide required PPE for all employees at no cost.
4. PPE for students will be provided as necessary.
5. The District will provide training for students at no cost.
6. The user must inspect PPE before each use. Defective personal protective equipment will not be used and will be reported to the CHO by the teacher.
7. Fire alarms are located near each building's exterior doors.
8. Work with toxic chemicals will not be conducted in classrooms.
9. **An emergency phone is located by Room #128 at Holbrook. Dial 100 for the main office.**

C. Housekeeping:

Each instructor is responsible for keeping their workspace clean and is jointly responsible for chemical storage.

1. Access to emergency equipment such as showers, eyewash, fire extinguishers, and emergency exits is to be kept unobstructed.
2. Work areas are to be kept clean and uncluttered. Chemicals and equipment are to be properly labeled and stored. Work areas are to be cleaned at the end of each operation or each day. All water outlets are to be completely shut off. All items used in the experiment are to be returned to their proper storage location.
3. Dispose of chemical wastes according to Department of Environmental Protection hazardous waste or solid waste rules. (ref. Chapters 850 and 851)
4. Any spills are to be cleaned up immediately using proper materials.

D. Hazardous Material Handling and Storage:

Follow all federal, state, and local regulations for material handling and storage and waste disposal.

1. **At Holbrook Middle School, science chemicals will be stored in Room 128.** The 8th grade Science Teacher will oversee the chemical storage.
2. All used chemicals and hazardous waste will be stored in the Holbrook garage for no more than three months.
3. All chemicals will be stored according to chemical compatibility. Use appropriate shelving or cabinets. If metal clips are used to hold shelves, they should be inspected for corrosion and replaced as necessary.
4. Store flammable liquids in approved fire cabinets. Where possible, vent

flammable cabinets to the outdoors. If not possible to vent to the outdoors, do not vent the cabinet at all (leave the bungs/stoppers in place).

5. Do not store chemicals on the floor (except gas cylinders) or above eye level.
6. Gas cylinders will not be used in RSU #63 school buildings. Gas cylinders used in the bus garage must be properly secured from falling, segregated according to compatibility, and stored upright & away from heat sources.
7. Standard refrigerators should never be used to store chemicals.
8. Restrict access to chemical storage areas through signage and secure locks. No student or unauthorized faculty should be allowed unsupervised in the storage area.
9. Make sure shelves holding containers are secure. Attach anti-roll lips on shelves to prevent chemicals from falling.
10. Before opening newly received chemicals, immediately read the warning label to be aware of any special storage precautions like refrigeration or inert atmosphere storage.
11. Storage of chemicals is not allowed in classrooms or areas outside the designated chemical storage room, such as in aisles, stairwells, hallways, floors, or on desks.
12. Maintain a complete inventory of chemicals in the chemical storage room. In compliance with state law, inventory science chemicals in September (update as needed). File the inventories with the Holden Fire Dept., the Eddington Fire Dept., and with the CHO.
13. **During the inventory, any chemicals identified as expired, outdated, unlabeled, unknown, or unwanted must be listed for disposal.** See Waste Disposal – Section XI.
14. Mark the acquisition dates on all peroxide forming chemicals; test them for peroxides or dispose of them after six months.
15. Provide spill cleanup supplies (absorbents & neutralizers) in any room used for chemical storage or use.
16. Chemicals should be dated upon receipt, dated when to be disposed of where appropriate, and dated when opened.
17. **Science chemical containers should be checked for rust, corrosion, leakage, and for container integrity by the 8th grade science teacher at least once a month.**
18. Chemical labels should state name of chemical, be firmly attached to the container, list hazards, and name responsible party (manufacturer).
19. Chemical labels must be readable and free from chemical encrustation.
20. Maintain a clear access to and from the storage areas. Where possible, two separate exits will be provided in chemical storage areas.
21. Highly toxic chemicals (LD 50 mg/kg), whose containers have been opened, will be stored in secondary containers.

E. Inspections:

1. **The day custodian is responsible for activating safety showers and eyewash fountains once per week to flush the lines and to verify proper operation. Eyewash fountains are located Room 128 at Holbrook Middle**

School, and in the kitchens and custodial areas in all three schools.

2. **The day custodian is responsible for making sure fire extinguishers are the correct type (ABC), at recommended pressure, are easily accessible, and are inspected monthly.** Fire extinguishers should be securely mounted on the wall with a sign indicating their location posted above the fire extinguisher.
3. Users should inspect personal protective equipment prior to each use.
4. In addition to daily walk-through inspections, **the day custodian is responsible for conducting safety inspections in each classroom weekly to monitor housekeeping and to make sure safety equipment is working.**
5. **Keep records of inspections.** Inspection records are maintained in a manual kept in the CHO's office. Inspection records include:

Inspection Description	Date Inspected	Inspected By

IX. Medical Program:

“The Chemical Hygiene Plan will include provisions for medical consultation and medical examinations in accordance with paragraph (g) of this section.” *CFR 1910.1450 (e) (3) (vi) and (g)*

A. Medical Consultation and Examination

When employees or supervisors suspect that an employee or student has been exposed to a hazardous chemical to a degree and in a manner that might cause harm to the victim, the victim is entitled to a medical consultation and examination without cost or loss of pay to the victim. *Medical records will be retained according to state and federal laws in accordance with 29 CFR 1910.1020.* The events and circumstances that might result in overexposure to a chemical are:

1. A hazardous chemical leaked, was spilled, or otherwise released in an uncontrolled manner.
2. A hazardous chemical was spilled on the skin or splashed in the eye.
3. A person displays signs or symptoms that might indicate overexposure to a hazardous chemical including, but not limited to, rash, headache, nausea, coughing, dizziness, tearing, irritation or redness of eyes, irritation of nose or throat, or the loss of motor dexterity or judgment.
4. The District has arranged for Occupational Health and Rehab to provide medical consultation/examination in the event of chemical exposure.

B. Exposure Assessment:

1. All chemical exposure incidents will be documented on an accident report form along with any action taken. If no further action is taken, the reason for

Supervisor’s Incident Report (provided by the Maine School Management Association. The CHO will maintain copies of the accident report.

- D. Each student, teacher, and staff member must know immediately what to do and where to go in case of any emergency.
- E. In the District, the CHO and nurse are responsible for promptly addressing the needs of people who may have been exposed.
- F. The CHO must report the spill to the Dept of Public Safety (1-800-452-4664).
- G. All waste generated from a chemical spill will be treated as hazardous waste.
- H. **Custodians and faculty cannot respond to chemical spills unless appropriate training and equipment has been provided.** The following list identifies those people who are trained to conduct spill response at this school and the date their training was conducted:

Employees trained in spill response	Date trained
Ryan Porter, Eddington Elementary	02/21/2020
Holbrook	
Ken Robichaud, Holden Elementary	02/21/2020
Keith Kennedy, Jake Morgan , Bus Garage	02/21/2020

XII. Waste Disposal: “Aim: To ensure that minimal harm to people, other organization, and the environment will result from the disposal of waste laboratory chemicals” *CFR 1910.1450 Appendix A (D) (11)*

Environmental regulations also govern chemical waste disposal. Reference: Department of Environmental Protection Rules, Chapters 850 and 851.

- A. Each year, the 8th grade Science Teacher will complete an inventory of stored chemical wastes (including virgin chemical stock identified as waste) and submit it to the CHO.
- B. The CHO will coordinate hazardous waste disposal. Waste will be collected for disposal at least twice a year.
- C. Indiscriminate disposal by pouring waste down the drain or adding them to the trash is unacceptable. It is not permissible to neutralize quantities of > 500 milliliters of corrosive hazardous waste or evaporate, distill, filter, or burn other waste chemicals.
- D. If large quantities of hazardous chemical waste are being stored or if a container is full, a hazardous waste pick-up will be scheduled by the CHO within 10 days of the call to Clean Harbors for a container to be picked up.

- E. The CHO is responsible for all hazardous waste manifests and associated paperwork.
- F. No waste pick-ups will be scheduled during regular school hours.
- G. All chemical wastes destined for hazardous waste disposal must be stored in the designated, signed hazardous waste storage area, the Holbrook Middle School garage, in appropriate DOT approved shipping containers and segregated for compatibility. All containers must have the following information on the label:
 - 1. "Hazardous Waste"
 - 2. The chemical contents
 - 3. The date that waste was first put in
 - 4. The date the container was filled
- H. When a hazardous waste pick-up is needed, this school will contact Clean Harbors at 1-800-526- 9191 or (207) 234-4008 to transport and dispose of hazardous waste.

NOTE: Most schools are usually considered Small Quantity Generators by the Dept. of Environmental Protection. Schools that do not know their regulator status should check with DEP at (207) 287-7703.

Non-hazardous liquid may be disposed of down the drain without the permission of the CHO. Corrosive hazardous waste, which is hazardous only due to pH (i.e. no contaminants of heavy metal, solvents, etc.) and which is less than 500 milliliters in quantity, may be neutralized to a non-hazardous waste prior to disposal. Non-hazardous liquid chemicals may also be solidified for solid waste disposal (i.e. put in the trash).

Custodians must be notified of any chemical put in the trash for disposal.

XIII. Information and Training: (29CFR 1910.1450 (f))

- A. All employees will be trained on the hazards of the chemicals and how to work safely with them. They will receive training at the time of employment and prior to assignments involving new exposure situations.
- B. Teachers are responsible for teaching students about hazards and safe practices.
- C. The CHO is responsible for ensuring that all employees receive information and training annually to ensure they are aware of the hazards of chemicals that are present in their work area. This training must include the following:
 - 1. The contents of OSHA Lab Standard and appendices information.
 - 2. Location and availability of CHP, chemical safety reference materials, including Safety Data Sheets, and the Permissible Exposure Limits for OSHA regulated substances.
 - 3. In Holbrook Middle School:
 - a. A copy of the CHP is kept in the Principals' office, Superintendent's office, and room 128.

- b. Safety Data Sheets are kept in the custodian's office.
 - c. Additional safety information is located in the kitchen and custodian areas.
4. Signs and symptoms associated with exposure to hazardous chemicals.
 5. Methods and observations that may be used to detect the presence or release of a hazardous chemical (visual appearance, odor, monitoring equipment and etc.)
 6. Knowledge of the hierarchy of protective measures such as engineering controls, work practices, personal protective equipment, and emergency procedures to protect workers from overexposure to hazardous chemicals.
 7. Emergency procedures to be used in case of a spill or exposure, including clean up methods and equipment needed.
 8. Use of fire extinguishers and other emergency equipment.

XIV. Annual Chemical Hygiene Plan Audit (*29CFR 1910.1450 (e) (4)*)

The CHO will conduct an audit of all phases of the Chemical Hygiene Plan each year. They will provide audit results to the Superintendent and Principals, who are responsible for taking corrective action.

MSMA INCIDENT REPORT FORMS TO BE USED

RSU #63

- a. **NEPN/NSBA Code:** EBCA
- b. **Title:** Comprehensive Emergency Management Plan
- c. **Author:** Policy Committee
- d. **Replaces Policy:**
- e. **Date Approved:** 10/23/2023 RSU #63
- f. **Previously Approved:** ~~10/23/2023~~ ~~11/28/2022~~
- g. **Policy Expiration:** Annual Review
- h. **Responsible for Review:** Superintendent, Policy Committee, Administrators
- i. **Date Reviewed:**
 - 10/23/2023 Superintendent
 - 10/23/2023 Policy Committee
 - 10/23/2023 Administrators
- j. **References:**
 - Legal Reference:** 20-A M.R.S.A. § 1001(16)
LD42, Chapt. 464
 - Cross Reference:** Policy EBAA-Chemical Hazards
Policy EBCB-Emergency/Lockdown/Fire Drills
Policy EBCC-Bomb Threats
Policy EBABA-Chemical Hygiene Plan
- k. **Narrative:**

The RSU #63 Board of Directors (the Board) recognizes the need for a Comprehensive Emergency Management Plan (the Plan) for each and all schools within the RSU #63 (the District) and student activities conducted both on and off school unit grounds.

- I. The Superintendent and Principals are responsible for developing, in consultation with staff and persons or agencies with expertise in planning for and responding to emergencies, a comprehensive emergency management plan that identifies and addresses health and safety as well as, all hazards and potential hazards that could reasonably be expected to affect the school unit, school facilities, and off-grounds school activities.
- II. The Superintendent and Principals will be responsible for ensuring the Plan is implemented in each school and evaluated on an Annual Basis.
- III. The Plan, within a clearly marked binder, will be retained in the Principal’s office in each school and will be readily available in case of an emergency. Copies will also be kept in the Superintendent’s Office and the office of the Transportation Coordinator and the Facilities and Maintenance Manager.
- IV. As required by law, the Board will approve the Plan annually. Any substantive changes in the Plan will be subject to the approval of the Board.

- V. The following information pertaining to the RSU #63 Comprehensive Emergency Management Plan is considered public information:
- A. A description of the scope and purpose of the Plan and the process used for developing and updating it;
 - B. General information on auditing for safety and preparedness;
 - C. Roles and responsibilities of school administrators, teachers, and staff and the designated chain of command during an emergency; and
 - D. Strategies for conveying information to parents and the general public during an emergency.
- VI. Except as specified in sections A-D above, those portions of the Plan and any records describing security plans, security procedures, or risk assessments prepared specifically for preventing or preparing for acts of terrorism will not be considered public information under the Freedom of Access Act. This is only to the extent the release of such information could reasonably be expected to jeopardize the physical safety of the schools and/or students of RSU #63, its personnel, and the public.

For the purpose of this policy, “terrorism” is defined as in 1 MRSA Ch. 402(3)(L) as “conduct that is designed to cause serious bodily injury or substantial risk of bodily injury to multiple persons, substantial damage to multiple structures whether occupied or unoccupied, or substantial physical damage sufficient to disrupt the normal functioning of a critical infrastructure.”

RSU #63

- a. NEPN/NSBA Code:** EBCC
- b. Title:** Bomb Threats/Threats of Violence
- c. Author:** Superintendent
- d. Replaces Policy:**
- e. Date Approved:** 10/23/2023 RSU #63
- f. Date Previously Approved:** 10/23/2023 ~~11/28/2022~~
- g. Policy Expiration:** Annual Review in Conjunction with Annual Review of Comprehensive Emergency Management Plan
- h. Responsible for Review:** Superintendent, Administrators, & Policy Committee
- i. Date Reviewed:**
 - 10/23/2023 Superintendent
 - 10/16/2023 Policy Committee
 - 10/13/2023 Administrators
- j. References:**
 - Legal Reference:** 18 USC §§ pg. 921; 8921
17-A M.R.S.A. § 210
20-A M.R.S.A. §§ pg. 263; 1001(9); 1001 (9-A);
1001 (17); 1001 (18)
Ch. 125 § 10.06 (Me. Dept. of Ed. Rules)
 - Cross Referenced Policies:** EBCA-Comprehensive Emergency Management Plan
JKD-Suspension of Students
JKE-Expulsion of Students
JKF-Suspension/Expulsion of Students with Disabilities
JICIA-Weapons, Violence, and School Safety
JIC-Student Code of Conduct

k. Narrative:

The RSU #63 Board of Directors (the Board) recognizes that bomb threats and threats of violence are a significant concern to the school unit. Whether real and implemented, intended as a prank, or for some other purpose, a bomb threat/threat of violence represents a potential threat to the safety and welfare to students, staff, and the integrity of school property. Bomb threats/threats of violence disrupt the instructional program and learning environment as well as placing significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Threats will be regarded as an extremely serious matter and treated accordingly. The Board directs the Superintendent to react promptly and appropriately to information concerning threats and to initiate or recommend suitable disciplinary action up to and including suspension and/or expulsion.

I. Definitions:

- A. “Bomb” means an explosive, incendiary, or poison gas bomb, grenade, rocket, missile, mine, “Molotov cocktail”, or other destructive devices.
- B. “Look-alike bomb” means any apparatus or object that conveys the appearance of a bomb or other destructive device.
- C. “Bomb threat” is the communication, by any means, that a bomb has been or will be placed on school premises, including possession or placement of a bomb or “look-alike” bomb on school premises.
- D. “School premises” means any school property, vehicle, or location where any school activities may take place.
- E. “Threats of Violence” is the communication, by any means, that violence will take place on school premises.

II. Conduct Prohibited:

- A. No person will make or communicate, by any means, a threat that a bomb has been or will be placed on school premises. Because of the potential for evacuation of the school(s) and other disruption of school operations, placement of a bomb or “look-alike” bomb or device on school premises will be considered a threat for the purpose of this policy.
- B. No person will make or communicate, by any means, a threat that violence will take place on school premises.

III. Procedures:

The Superintendent or his/her designee will be responsible for developing and implementing procedures specific to bomb threats as part of the RSU #63 (the District) “Comprehensive Emergency Management Plan” (policy EBCA). These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event a bomb threat/threat of violence is received and should include provisions to address:

- A. Assessment of the threat so a response in proportion to the given threat is taken to ensure safety of those concerned;
- B. Selection of evacuation routes, sites, alternate sites, and control measures in place to ensure proper and safe movement;
- C. Designation of primary and alternate individuals to be in charge of the evacuation, re-entry, and informing proper officials both within the District and law enforcement;
- D. Designation of primary and alternate individuals who will make the necessary notification calls and when those calls will be made. Development and posting of a list of those to be contacted with alternate individuals or offices as necessary;

- E. Development of a plan and designation of who will contact parents if it becomes necessary;
- F. Dissemination of the procedures to be followed and by whom to all staff members with responsibility to ensure the safety of all students and staff; and
- G. Provision of support services for students and staff during and after any bomb threat or event.

The Superintendent and his/her designee are responsible for overseeing a review or evaluation of bomb threat/threat of violence procedures prior to the annual approval of “RSU #63’s Comprehensive Emergency Management Plan” or following implementation of the procedure in response to a specific threat.

IV. Reporting of Bomb Threats/Threats of Violence will be as follows:

- A. A student who learns of a bomb threat, threat of violence, or the existence of a bomb on school premises must immediately report such information to the building Principal, teacher, staff, or other adult in a position of authority;
- B. A District employee who learns of a threat will immediately take appropriate steps to protect the safety of students and staff in accordance with the District’s threat procedures as developed under Section III above, and inform the Principal who will notify the Superintendent of the threat;
- C. All bomb threats/threats of violence will be reported immediately to the local law enforcement authority by calling 911 at the Regional Communication Center.
- D. The Superintendent is responsible for reporting any bomb threat to the Department of Education within two (2) calendar school days of the incident. Reports will include the school within the District, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrator(s) has/have been apprehended.

V. Student Disciplinary Consequences for making a bomb threat:

- A. Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat will be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat will be subject to the District disciplinary action.
- B. The administration may suspend and/or recommend for expulsion any student who makes a bomb threat. A student who has been identified through the Individualized Education Plan (IEP) process as having a disability and whose conduct in violation of this policy is related to the disability will be disciplined as provided by state law.

- C. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA p. 1001(9-A) and will be grounds for expulsion if found necessary for the peace and usefulness of the school.
- D. In addition, after a hearing by the Board, a student who is found to have brought a bomb to school will be expelled from the school for at least one year in accordance with 20-A MRSA p. 1001(9-A) and Policy JICIA, except that the Superintendent may modify the requirement based on individual circumstances after discussion with the Board.

VI. Student Disciplinary Consequences for making a threat of violence:

- A. Making a threat of violence is a crime under Maine law. Any student suspected of making a threat of violence will be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a threat of violence will be subject to the District disciplinary action.
- B. The administration may suspend and/or recommend for expulsion any student who makes a threat of violence. A student who has been identified through the Individualized Education Plan (IEP) process as having a disability and whose conduct in violation of this policy is related to the disability will be disciplined as provided by state law.
- C. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA § 1001(9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing, and trafficking of scheduled drugs.

VII. A student, who knowingly encourages, causes, aids, or assists another student in making or communicating a bomb threat/threat of violence, will be subject to the disciplinary consequences described in Section V and VI above.

VIII. A student, who fails to report information or knowledge of a bomb threat/threat of violence, or the existence of a bomb or other destructive device in a school building, vehicle, or on school property, may be subject to disciplinary consequences, which may include suspension and/or expulsion.

IX. Staff Disciplinary Consequences for Inappropriate Action:

- A. A District employee who makes or communicates a bomb threat/threat of violence will be reported to the appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action will be consistent with the appropriate collective bargaining agreement, other employment agreements, and Board policies.

- B.** A District employee who fails to report information or knowledge of a bomb threat, threat of violence, or the existence of a bomb on District property will be subject to discipline up to and including termination of employment as specified in Section IX (A) above.
- X.** The District reserves the right to bring a civil liability suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.
- XI.** Instructional time lost because of a bomb threat/threat of violence will be rescheduled at the earliest practicable opportunity, as determined by the Superintendent within parameters set by the Board. Time lost may be rescheduled on a weekend or vacation day, or after what would normally be the last day of the school year, except on days when school must be closed as required by law. It would be best to schedule the date as soon as practicable after the event, and not wait until the end of the school year. The Superintendent should take into consideration the terms of collective bargaining agreements, potential conflicts with holiday or vacation periods, or with planned school events and school bus schedules in determining an appropriate make-up date.
- XII.** All student handbooks will address the District's bomb threat/threat of violence policy and procedures and explain the educational consequences of threats. In addition, student handbooks will notify students and parents that bomb threats/threats of violence violate civil and criminal law and Board policy, and violators will be reported to the appropriate law enforcement agency.

RSU #63

- a. **NEPN/NSBA Code:** EEAEC
- b. **Title:** Student and Rider Conduct on School Vehicles
- c. **Author:** Transportation & Facilities Committee
- d. **Replaces Policy:**
- e. **Date Approved:** ~~01/22/2018~~ RSU #63
- f. **Previously Approved:** ~~01/22/2018~~ ~~09/28/2015~~
- g. **Policy Expiration:** Review as Needed
- h. **Responsible for Review:** Superintendent/Policy Committee
- i. **Date Reviewed:** ~~12/12/2017~~ Transportation
~~Coordinator & Facilities Director~~
~~01/02/2018~~ Policy Committee
- j. **References:** 20A MRSA Ch. 1001, 9, 9A, 9B, 15
Cross Reference: JIC-Student Code of Conduct
EEAAA-School Vehicle Operating Procedures
JICK-Bullying, Cyber bullying
ADC- Tobacco Use and Possession
- k. **Narrative:**

School Vehicle Rules and Discipline:

RSU #63 (the District) provides school vehicles (buses and vans) to ensure safe, prompt, and convenient transportation to students who live too far from school to walk. In order to transport the large number of students safely, it is imperative that both parent(s)/guardian(s) and students understand and comply with the proper conduct for entering, riding, and leaving the vehicle.

Parent(s)/guardian(s) and students are encouraged to discuss, understand, and cooperate with the rules of riding school vehicles. A form is attached which is to be signed and returned to the school secretary. Duplicates can be made if needed.

- I. Bus Driver's Authority:
 - A. The driver is in charge of the vehicle.
 - B. On scheduled runs, the driver will not wait for students who are not at their designated pick-up location at the designated time.
 - C. The driver will indicate with a "thumbs up" when it is safe for students to cross the road for boarding and exiting students.
 - D. The driver will assign/reassign seats to maintain safety and security of all riders.
 - E. It is up to the driver to decide if students may eat in vehicles during field trips, activity runs, and late vehicle runs.

- F. The driver will issue verbal warnings and/or discipline to students as appropriate.
- G. The driver will report the issuance of multiple verbal warnings and vehicle discipline slips to the Transportation and Facilities Director.
- H. Without permission from the Transportation and Facilities Director, the driver will not transport any student who has had his/her riding privileges suspended or who has been suspended from school.

~~II. Prior to Boarding and after Exiting:~~

- ~~A. All students must be at their designated pick-up location at the scheduled time for pick-up. Recognizing that road conditions and daily pick-ups and drop-offs may vary, students should be ready five minutes prior to the regular time and be prepared to wait five minutes after the regular time.~~
- ~~B. Students should stay a safe distance back from the road, while waiting.~~
- ~~C. Students must not attempt to board, move forwards, or run alongside a vehicle until the driver brings it to a complete stop.~~
- ~~D. Students waiting on the opposite side of the road/street are to wait until the driver gives them the “thumbs up” to before crossing the street.~~
- ~~E. There should be no “horseplay”(eg: pushing, racing, etc.) when getting on or off vehicles.~~
- ~~F. Students who have to cross the street after exiting the vehicle are to (1) walk forward on the right side of the vehicle for a distance of 10 feet, (2) wait, and (3) cross in front of the bus ONLY when the driver gives them the “thumbs up” sign.~~

~~III. Expected Student Behavior on School Vehicles:~~

- ~~A. Students will follow the driver’s directions when boarding, exiting, or while riding a school vehicle.~~
- ~~B. Students must obey any directions, orders, and seat assignment issued by the driver.~~
- ~~C. For safety reasons, students must stay quiet when approaching a railroad crossing.~~
- ~~D. Students will be courteous, friendly, and polite to others.~~
- ~~E. Students will not distract or startle the driver.~~

- ~~F. — Students will remain seated while the vehicle is in motion.~~
- ~~G. — Smoking and tobacco products are not permitted within the vehicle.~~
- ~~H. — Students will keep their hands, feet, legs, and heads inside the vehicle at all times.~~
- ~~I. — Windows are not to be opened or closed without the permission of the driver.~~
- ~~J. — Students will not throw anything in the vehicle or out a window.~~
- ~~K. — The Emergency Door must never be opened except in emergencies or during emergency exit training.~~
- ~~L. — Students will keep the aisles clear of books, packages, coats, and any other items. Cans or bottles must be contained in a backpack or lunch bag.~~
- ~~M. — Vehicles will be kept clean. There will be no eating on the regular morning and night runs. With the permission of the driver, eating may be allowed on field trips, activity runs, and late vehicle runs.~~
- ~~N. — No student will leave the school vehicle except at his/her home, designated drop off, or assigned school. Students must have written permission from his/her parent(s)/guardian(s) or school principal to ride a different vehicle or get off at another person's house.~~
- ~~O. — There will be no profanity, swearing, inappropriate language, or gestures.~~
- ~~P. — There will be no violence, spitting, fighting, bullying, or physical assaulting of others on the vehicle.~~
- ~~Q. — Students will not tamper with the vehicle or its equipment. Parent(s)/guardian(s) will be charged for repairs of any damages caused by their child(ren).~~
- ~~R. — Students taking any action which interferes with the rights of other passengers, or which constitutes a hazard to any passenger's safety, will be subject to disciplinary action.~~
- ~~S. — If a student has had his/her privileges to ride a school vehicle suspended, he/she may not ride a different school vehicle.~~

IV.III. Electronic Devices on School Vehicles:

- A. Electronic devices (cell phones, laptops, iPhones, etc.) can be distracting for the driver and thereby contributing factors relating to safety issues. Student use,

therefore, must be limited to activities that do not generate noise (example: texting instead of talking on cell phones). If a student chooses to bring such devices on a school vehicle and uses them there, causing no distraction – directly or indirectly – to the driver, the devices must come on board and leave in the student’s backpack. Neither RSU #63 nor the Transportation Department is responsible for lost or missing devices. Once at school, the student’s possession/use is determined by the school’s policies.

- B.** Drivers will have all personal cell phones turned OFF or silenced and not in use while driving school vehicles. Drivers have communication devices with them that connect to the Bus Garage.

Parent(s)/guardian(s) who desire to communicate information to a vehicle driver (example: student will not be attending school that day, student will be picked up by parent(s)/guardian(s), etc.) should call the student’s school or the Bus Garage at 561-9238 with the information, which will be communicated to the driver.

V. Disciplinary Procedures for Misconduct on Any School Vehicle Used by PK-12 Students:

Progressive disciplinary measures are used to address student violations involving school vehicle transportation. Penalties for misbehavior on school vehicles are imposed at the discretion of the Transportation and Facilities Director and the appropriate school Principal depending on the circumstances of the offense. Penalties may include removal or riding privileges from one (1) day and up to one (1) school year. Serious misbehavior on the vehicle may also be cause for punishment up to, and including, suspension or expulsion from school.

- A.** A student’s first offense will result in a verbal warning. If a student receives a second warning on the same vehicle ride, he/she may be sent to speak with the Principal. The driver and the Transportation and Facilities Director will attend if needed.
- B.** Repeated offenses will result in a vehicle discipline slip being issued.

VI. Disciplinary Procedures for Continued Misconduct for PK-8 Students:

- A.** The Transportation and Facilities Director will bring the bus discipline slip to the appropriate Principal, who will deliver it to the student involved. The slip must be taken home by the student and signed by the parent(s)/guardian(s). The signed discipline slip should be presented to the driver before the student is allowed to board/ride the vehicle.
- B.** If a student gets a second discipline slip, the parent(s)/guardian(s) will be notified by the school Principal and the student’s school vehicle privileges will be

removed for up to five (5) school days.

- C. If a student receives a third discipline slip, the parent(s)/guardian(s) will be notified by the school Principal and the student's school vehicle privileges will be removed for up to ten (10) school days. The student will also meet with the Superintendent or designee.
- D. If a student receives a fourth discipline slip, the parent(s)/guardian(s) will be notified by the school Principal and the student's school vehicle privileges will be removed for the remainder of the year. IF the parent(s)/guardian(s), student, Principal, and Transportation and Facilities Director agree to a behavioral plan, the student may return to riding the school vehicle on a trial basis.
- E. Specific offenses and penalties:
 - 1. Cutting seats or causing severe damage: Privileges to ride a school vehicle will be removed for a minimum of two weeks. Privileges may be suspended for the remainder of the school year depending on the amount of damage or disciplinary history of the student during the school year. Parent(s)/guardian(s) will be responsible for the cost of repairing the damage caused by their student.
 - 2. Shouting swear words or obscenities at others and/or at passing vehicles while riding a school vehicle: Privileges to ride a school vehicle will be removed for a minimum of one week. The amount of time will be determined by the Transportation and Facilities Director and Principal.
 - 3. Spitting or throwing bodily materials, harassing, bullying, or assaulting another student or the driver: The student will be removed from the school vehicle, by law enforcement personnel, if necessary. Privileges to ride a school vehicle will be removed for a minimum of two weeks. Privileges may be suspended for the remainder of the school year depending on the outcome of an investigation.

VII. Disciplinary Procedures for Continued Misbehavior on a School Vehicle for Grades 9-12:

- A. For a first offense, the student will be given a vehicle discipline slip by the driver. His/her riding privileges will be immediately suspended for up to ten (10) days. The discipline slip must be signed by the student's parent(s)/guardian(s) and presented to the driver before the student will be allowed to resume riding privileges. Authorities will be notified if appropriate.
- B. If a student receives a second vehicle discipline slip, his/her riding privileges will be immediately suspended for up to one (1) month. If a student gets a second discipline slip, the parent(s)/guardian(s) will be notified by the Transportation and

Facilities Director. Authorities will be notified as appropriate.

- C. If a student receives a third vehicle discipline slip, his/her riding privileges will be immediately suspended for the remainder of the school year or up to six (6) months. Authorities will be notified as appropriate. The student’s parent(s)/guardian(s) will be notified by the Transportation and Facilities Director.

VIII. Disciplinary Action for Serious Misconduct for ALL PK-12 Students: If a driver sees a weapon (object used or could be used in a manner to inflict harm), the student will be expelled from school vehicles for one (1) school year. Parent(s)/guardian(s), Superintendent, and law authorities will be notified *immediately*.

IX. PK-8 Merit Award: Students who portray good riding practices or show a noticeable Act of Kindness may receive a “Busted Slip”, which the student should take to the school secretary. The student will receive special acknowledgement by the school.

SAMPLE

BUS DISCIPLINE REPORT	
BUS NO. _____	DRIVER’S NAME _____
DATE _____	
STUDENT’S NAME _____	
SCHOOL _____	
PARENT(S)/GUARDIAN(S)	
SIGNATURE _____	
TRANSPORTATION DIRECTOR’S SIGNATURE _____	
ACTION TAKEN BY TRANSPORTATION DIRECTOR _____	

_____ Student was out of his seat the Bus was in motion.	
_____ Student was standing up.	
_____ Student was using inappropriate language.	
_____ Student was fighting/hitting/wrestling other students.	
_____ Student was changing seats without permission.	
_____ Destroying Bus property.	
_____ Distracting the Driver through misbehavior/very loud.	
_____ Throwing things in or out of the Bus.	
_____ Not keeping the aisle clear.	
_____ Not keeping hands or head inside the Bus.	
_____ Not being friendly towards others.	
_____ Student was being rude toward the Driver.	
_____ Had to speak to Student more than once today.	
_____ Student was eating on the Bus. (No Food, Drink, or Candy Allowed)	
*This slip must be signed and returned to the Driver before student may ride the Bus Again.	
Transportation Office: 561-9238 White Copy-Parent Yellow Copy-Office	

1st Review Policy Committee: 04/01/2024

2nd Review Policy Committee: 09/18/2024

1st Reading Board: 09/23/2024

PARENT/GUARDIAN ACKNOWLEDGEMENT FORM

Please detach and return to the school secretary.

I have read the school vehicle safety regulations and rules and have reviewed them with my student.

PARENT/GUARDIAN SIGNATURE _____

STUDENT'S NAME _____

ADDRESS _____

PHONE NUMBER(S) Home: _____ Cell: _____

If there is more than one student in the family riding a school vehicles, please provide a signed Acknowledgement Form for each student.

RSU #63

- a. **NEPN/NSBA Code:** EFC
- b. **Title:** Food Services Program
- c. **Author:** Superintendent/Budget & Finance Committee
- d. **Replaces Policy:**
- e. **Date Approved:** 10/23/2023 RSU #63
- f. **Previously Approved:** 10/23/2023 ~~09/26/2022~~
- g. **Policy Expiration:** Annual Review
- h. **Responsible for Review:** Superintendent/Budget & Finance Committee/
Policy Committee
- i. **Date Reviewed:** 09/21/2023 B&F Committee
10/16/2023 Policy Committee
10/16/2023 Superintendent
- j. **References:** 20-A MRSA § 6601 et. seq.
Policies: EFCA-RSU #63 Free & Reduced-Price Meal Program
EFC-R1 – Administrative Procedures Relating to RSU #63’s
Free & Reduced-Price Meal Program

k. Narrative:

RSU #63 (the District) will take part, as feasible, in the National School Lunch and other food programs that may become available to assure that all children for whom the Board is responsible will have the opportunity to receive proper nourishment.

Parents will be advised that this program is available and eligibility criteria will be made public.

In accordance with the guidelines for participation in these programs, and in accordance with the wishes of the Board, no child who a teacher believes is improperly nourished will be denied a free lunch, or other food, simply because proper application has not been received from their parents or guardians.

It will be the policy in our schools that when school lunch is desired, payment is expected on that day or in advance by/for pupils not eligible for free lunches. Should there be any difficulty in obtaining such payment, the matter is to be resolved by direct contact with the parent/guardian (or student, if emancipated). No student is to be denied food as a disciplinary measure.

The administration will establish and publish, as appropriate, procedures that conform with state and federal requirements and the intent of this policy regarding participation in programs for free/reduced price meals and supplementary food.

RSU #63

- a. **NEPN/NSBA Code:** GBGAA
- b. **Title:** Exposure Control Plan
- c. **Author:**
- d. **Replaces Policy:**
- e. **Date Approved:** 10/23/2023 RSU #63
- f. **Previously Approved:** 10/23/2023 ~~01/24/2022~~
- g. **Policy Expiration:** Annual Review Required
- h. **Responsible for Review:** Superintendent, Policy Committee,
Facilities Manager, Business Manager
- i. **Date Reviewed:** 10/16/2023 Superintendent
10/16/2023 Policy Committee
10/13/2023 Facilities Manager
10/13/2023 Business Manager
- j. **References:** OSHA Standard 29 CFR 1910.1030
Occupational Exposure to Bloodborne Pathogens
The Hazard Communication Standard (29 CFR 1910.1200)
National Institute of Occupational Safety & Health
(NIOSH)
Cross References:
Policy EBCF-R – Automated External Defibrillators-
Administrative Procedure
Policy EBCA-Comprehensive Emergency Management Plan
- k. **Narrative:**

RSU #63 (the District) is committed to providing a safe and healthful work environment for our entire staff. This includes protection from the daily potential for injury to students and staff by exposure to contamination from bloodborne pathogens. The Occupational Safety and Health Administration (OSHA) issued a standard to reduce the risk and protect employees from this threat. This District Bloodborne Pathogens Exposure Control Plan is adopted to meet this standard.

I. Purpose:

The Purpose of this Exposure Control Plan is to provide and maintain a safe working environment for all employees by eliminating and/or minimizing occupational exposure to bloodborne pathogens, including, but not limited to, Hepatitis B Virus (HBV), Hepatitis C Virus (HCV), and Human Immunodeficiency Virus (HIV). It is the responsibility of the employer to provide and maintain appropriate engineering controls and personal protective equipment (PPE), and to develop, establish, and promote safe work practices, ongoing training, and education for its employees. It is also expected that employees will practice and follow the guidelines set forth by this plan.

II. Scope:

This plan covers all employees who could be “reasonably anticipated” as a result of the performance of their job duties, to come into contact with blood or other potentially infectious materials. (See **Exposure Determination: Category I** – section IV).

“Good Samaritan” acts, such as assisting a co-worker with a nosebleed, would not be considered an occupational exposure.

III. Background:

The Center for Disease Control (CDC) has recognized the following as linked to the potential transmission of HBV, HIV, and other bloodborne pathogens in the occupational setting:

- A. blood/blood products,
- B. semen,
- C. vaginal secretions,
- D. amniotic fluid,
- E. saliva (in dentistry),
- F. any body fluid visibly contaminated with blood,
- G. pleural fluid,
- H. peritoneal fluid,
- I. cerebrospinal fluid,
- J. all body fluids in situations where it may be difficult or impossible to differentiate between fluids

These substances shall be collectively referred to as blood or “other potentially infectious material” (OPIM) for the remainder of this document.

IV. Exposure Determination:

- A. **Category I:** Employees who *are likely* to have occupational exposure as part of their normal work routine. **Identified staff:** Bus Driver, Coach, School Nurse, Custodians/Maintenance, Cooks; Pre-Kindergarten and Kindergarten Teachers, Physical Education Teachers, Special Ed Teachers and Ed Techs, Mechanics, and School Secretaries.
- B. **Category II:** Employees who *do not* have occupational exposure as part of their normal work. **Identified staff:** All other staff.

V. Hepatitis B Vaccine:

All District employees defined as Category I personnel will be offered the vaccine for HBV, which is a life-threatening bloodborne pathogen. Informed consent as per standard medical regulations will be used. (Appendix A)

The vaccination will be done at no cost to the employees and is provided as a precaution for personnel safety. **Vaccinations will be provided by a health care provider approved by the District.** If an employee chooses not to receive the HBV vaccination, the employee must sign a letter of declination (Appendix A). A copy will be placed in the employee’s file.

VI. Universal Precautions, Engineering Controls, and Work Practice Controls:

The following procedures will be followed by all staff:

- A. Universal precautions (Appendix B) will be followed by all employees at all times. All blood and OPIM will be considered potentially infectious.

- B. Employees are advised to wear gloves and safety glasses when exposed to blood and OPIM.
- C. If an employee becomes contaminated, wash the area immediately with soap and water. If running water is not available, employees will be provided an appropriate hand wash substitute, such as antiseptic foam cleanser or towelettes until an appropriate handwashing facility can be utilized.
- D. All waste containers will be lined with a plastic bag. Waste containers in the health/school nurse offices will be double bagged and emptied each school day by custodians.
- E. Plastic needle containers will be kept in each School Nurse's office. All needle-like contaminated "sharps" and first aid equipment will be deposited in designated containers. Full "sharps" containers will be taken by the School Nurse to the school physician's office for disposal.
- F. If clothing should become contaminated with OPIM, it should be double-bagged and placed in a designated container for proper cleaning.
- G. Contaminated surfaces or areas will be decontaminated with an appropriate disinfectant immediately after exposure.
- H. When a spill occurs, the building administrator will limit access to areas of potential exposure and notify the custodian immediately.
- I. All work tasks will be performed in a manner that will reduce the risk of exposure. Employees in areas where exposure hazards exist are expected to adhere to the following:
 - 1. Eating, drinking, applying lipstick or balm, and/or handling contact lenses are prohibited in work areas where there is reasonable anticipated exposure.
 - 2. Food and drink will not be kept in refrigerators, shelves, or cabinets where blood or OPIM are stored or present.

VII. Personal Protective Equipment:

- A. Personal Protective Equipment (PPE), including but not limited to gloves and protective eye wear, will be provided by the District and kept in each School Nurse's office and custodial closet.
- B. Non-latex gloves and Band-Aids will be provided by the School Nurse to each classroom. School bus supplies will be provided by the Transportation Department at the beginning of the year and replenished as used.
- C. Training in the use of the appropriate PPE for the tasks or procedures the employee will perform will be provided by the School Nurse and/or an appropriate course.

VIII. Training for Exposure Control:

- A. Employees in Category I will, upon hire, be initially trained on the precautions, risks, and actions to take if exposure to bloodborne pathogens occur.
- B. Employees in Category I who perform tasks which have been determined to have a potential for exposure will be provided training annually.
- C. Training will include explanation and location of 29 CFR 1910.1030, Bloodborne Pathogens Standard and location of this plan.
- D. Custodians will be provided annual cleaning procedures for exposure to bloodborne pathogens.
- E. Certification of training will be maintained with copies in the employee's file.

IX. Post-Exposure Procedures and Evaluation:

Employees who come in contact with OPIM in the performance of their job will take steps necessary to safeguard their health. "Contact" will be considered as having said fluids enter one's body through cuts in the skin or splashes of fluids into eyes, mouth, nose, or other mucous membranes. If exposed:

- A. Immediate first aid – Employees will wash the exposure site thoroughly with soap or disinfectant and water. Flush eyes and/or mucous membranes with water immediately.
- B. Employee will immediately report the injury to his/her immediate supervisor. When school is not in session, the employee is to be referred to a health care provider approved by the District or a hospital Emergency Room. Report the incident to the **Business Manager** within 24 hours.
- C. The School Nurse will arrange for a medical post-exposure evaluation and follow-up. This evaluation and follow-up is to be provided by a **health care provider approved by the District or the employee's personal health care provider. If the School Nurse is not available, the Business Manager or Transportation and Facilities Director will arrange for the evaluation.**
- D. The immediate supervisor will complete a Supervisor's Incident Report (provided by Maine School Management Association [MSMA]), which will include the circumstances under which the incident occurred and documentation of the route of exposure (skin, mucous membrane, etc.) and should be submitted to the Business Manager within 24 hours of the accident. This report will be forwarded along with the Employee's Incident Report (provided by MSMA) to MSMA as required.
- E. If the source individual is known, the School Nurse will attempt to obtain consent and assist in making arrangements to have the source individual tested as soon as possible

to determine HIV, HBV, and HCV infectivity. Results of the testing will be sent to the employee's medical provider.

G. Flow of forms:

1. Original forms to Business Manager for filing in the Worker's Compensation files.
2. Copies of forms to be kept in the employee's file for further follow-up.

APPENDIX A

RSU #63
INFORMED CONSENT/REFUSAL FOR HEPATITIS B VIRUS VACCINE
(Mandatory if employee refuses vaccination)

I, the undersigned employee, have read the portion of this two-page form regarding information about Hepatitis B and the Hepatitis Vaccine. I understand that, due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B Virus (HBV) infection in the workplace. I have been given the opportunity to be vaccinated with Hepatitis B Vaccine, at no charge to myself.

I further understand the risks involved in making this decision and I agree that RSU #63, its agents and employees, who are required by law or regulation to make the Hepatitis B Vaccine available to me, are not legally responsible or liable for the side effects that may occur as a result of my accepting/not accepting the Hepatitis Vaccine.

_____ I have opted to decline the Hepatitis B Vaccine at this time. I have already had the Hepatitis B Vaccine.

_____ I agree to accept the Hepatitis B Vaccine, given in three (3) doses over the next 6 months. (If you are pregnant or breast feeding, it is advisable that you consult with your doctor before taking the Hepatitis B Vaccine series.)

_____ I have opted to decline the Hepatitis B Vaccine at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis B Vaccine, I can receive the vaccination series at no charge to me.

Print Name: _____

Title _____

Signature: _____

Date: _____

School/Location: _____

Witness: _____

Date: _____

**RSU 63
HEPATITIS B VIRUS VACCINE**

For Your Information – Please Read Carefully

The Disease – Hepatitis B is a viral infection caused by the Hepatitis B virus (HBV) which causes death in 1% to 2% of patients infected. Most people with Hepatitis B recover completely but approximately 5% to 10% become chronic carriers of the virus. Most of these people have no symptoms but can continue to transmit the disease to others. Some may develop chronic hepatitis or cirrhosis. Carriers face other problems, too. They run a high risk of developing primary liver cancer and pregnant carriers transmit the HBV through the placenta with some 90% of infected infants becoming carriers.

Simple, Effective Solution – Fortunately, now, there is a simple way to prevent HBV infection. The Center for Disease Control (CDC) recommends vaccination for anyone frequently exposed to blood or other body fluids in the workplace. If you fall into this category, the CDC says that 15% to 25% of these above specified healthcare workers will contract Hepatitis B during their careers. Your individual risk is directly related to how often you are exposed to blood and other body fluids.

The Vaccine – The Hepatitis B Vaccine currently used is a noninfectious vaccine made from bread yeast (*Saccharomyces cerevisiae*). When injected into the deltoid muscle, the hepatitis vaccine has induced protection levels of antibodies in more than 90% of the healthy individuals who received the recommended three doses of the vaccine. Persons with immune-system abnormalities, such as dialysis patients, have less response to the vaccine; but over half of those receiving it do develop antibodies. Full immunization requires three doses of vaccine over a six-month period although some persons may not develop immunity even after three months. There is no evidence that the vaccine has ever caused Hepatitis B. However, persons who have been infected with Hepatitis B virus prior to receiving the vaccine may go on to develop clinical hepatitis in spite of immunization. The duration of immunity is unknown at this time.

Possible Adverse Side Effects – the incidence of side effects is very low. No serious side effects have been reported with the vaccine. A few persons have experienced:

- A. Soreness, swelling, warmth, itching, redness, bruising, and nodule formation at the injection site,
- B. Fever + 100 degrees F and malaise,
- C. Tiredness/weakness,
- D. Headache,
- E. Nausea and/or diarrhea,
- F. Sore throat and/or upper respiratory infection,
- G. Dizziness,
- H. Muscle aches, and/or
- I. Joint pain.

APPENDIX B - RSU 63

Reference: Occupational Safety

Health Administration

Standard 29 CFR 1910-1030

UNIVERSAL PRECAUTIONS

In order to provide a consistent approach in managing body substances from all students and staff, and reduce the risks of exposure to bloodborne pathogens, the practice of Universal Precautions will be followed by all employees at all times, regardless of the situation. All blood and body fluids will be considered potentially infectious.

Universal Precautions will apply to all blood/blood components and body fluids including semen, vaginal secretions, breast milk, amniotic fluids, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, and wound drainage.

Each job classification may be required to formulate and revise as necessary, separate procedures regarding the use of personal protective equipment (PPE) and development of work practices for the protection of employees. Compliance with Universal Precautions will be monitored by the School Nurse and building administrators.

A. Hand Washing

Hand washing continues to be an important means of interrupting disease transmission.

1. Wash hands often and thoroughly, with soap and water.
2. Wash hands after removing gloves or other PPE.
3. Wash hands after contact with blood or other potentially infectious material.
4. In the event hand washing facilities are not immediately available, a substitute antiseptic hand cleaner or towelette can be used. Hands will be washed with running water and soap as soon as possible.

B. Gloves

1. Gloves will be worn when there is anticipated or potential contact with blood or body fluids.
2. Gloves will be worn when the employee has non-intact skin (cuts, abrasions, dermatitis, etc.).
3. Gloves will be worn by the person responsible for the transportation of soiled lines, clothing, or waste materials containing potentially infectious materials.
4. Gloves will be worn when cleaning any surfaces soiled with blood or body fluids,
5. Gloves will be worn when handling/cleaning rooms and/or areas where there are potentially infectious materials.
6. Gloves will be changed when visibly soiled or damaged.

C. Gowns

Remove clothing if saturated with blood and place in a doubled bag for proper cleaning. Personal protective gowns are available in the School Nurse's office if deemed necessary.

D. Needles/Sharps

1. Needles will not routinely be recapped, bent, broken, removed from disposable syringes, or otherwise manipulated by hand.
2. Equipment with sharp edges (art supplies, staplers, etc.) will be properly cleaned if exposed to blood.
3. All needles will be disposed of in puncture-proof containers specifically manufactured for this purpose. These containers will be located in the School Nurse's office in each school under the direction of the School Nurse and changed when full.
4. **Sharps (knife blades, guidewires, etc.):** Place the sharp object on a piece of sturdy cardboard and carefully tape the sharp object to the cardboard. Place another piece of cardboard over the taped object and tape the two pieces of cardboard together. Write on both sides of the cardboard – "SHARP OBJECT" – (blade, etc.).

E. Waste

All waste should be properly packaged to prevent spill or leakage and labeled for disposal by the area generating the waste.

F. Blood or Body Fluid Spills

In the event of a blood or body fluid spill, all visible organic matter must first be removed and then the area decontaminated.

G. Resuscitation Equipment

Automated External Defibrillators (AEDs) will be strategically located to provide personnel with immediate access for emergency situations.

H. Hepatitis B Vaccine Program

All employees who work in job Category I are likely or may have occupational exposure to OPIM, will be offered the Hepatitis B Vaccine at no cost to the employee. These workers will be vaccinated or if they choose, decline. Any employee who initially declines the vaccine may, at any time, request the vaccine at a later date.

I. Exposure Incidents

All exposure incidents and OPIM contacts must be reported to the School Nurse or building administrator within one hour of occurrence.

J. Education

All Employees will receive training in Universal Precautions, pertinent to their job classification and will review the Universal Precautions annually through staff development.

RSU #63

- a. NEPN/NSBA Code: JL
 - b. Title: Student Wellness
 - c. Author: Superintendent
 - d. Replaces Policy:
 - e. Date Approved: 11/29/2021 RSU #63
 - f. Previously Approved: ~~11/29/2021~~ ~~04/03/2017~~
 - g. Policy Expiration: Review Every 3 Years
 - h. Responsible for Review: Superintendent/Policy Committee/Wellness Committee
 - i. Date Reviewed:
 - ~~10/20/2021~~ Superintendent
 - ~~11/08/2021~~ Policy Committee
 - ~~10/20/2021~~ Wellness Committee
 - j. References:
 - 42 U.S.C. § 1751
 - Title 7-U.S. Dept. of Agriculture, Chapter II- Food and Nutrition Service, Dept. of Agriculture, Part 210-National School Lunch Program (7 C.F.R. § 210)
 - 20-A MRSA Subchapter 9 § 6662
- Cross Referenced Policies: EFE - Competitive Food Sales/Sales in Competition with the School Food Services Program**
KHB - Advertising in Schools

k. Narrative

The Board of Directors (the Board) recognizes that student wellness and good nutrition are related to students’ physical and psychological well-being and their readiness to learn. The Board is committed to providing a school environment that supports student wellness, healthy food choices, nutrition education, and regular physical activity. The Board believes that students who learn and practice healthy lifestyles in their formative years may be more likely to be conscious of the importance of good nutrition and exercise as adults, practice healthy habits, and reduce their risk of obesity, diabetes, and other chronic diseases.

I. Nutrition Standards

- A. The school district will ensure that meals provided by its Food Services Program meet the nutrition standards established by federal regulations. Foods and beverages sold or available to students during the school day (“competitive foods”) must meet federal Smart Snacks guidelines. Sales of foods and beverages that compete with the school lunch program (and/or school breakfast program) must be in compliance with Board policy EFE - Competitive Food Sales/Sales in Competition with the School Food Services Program.

II. Food and Beverage Advertising

- A. Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snack standards. Food and beverage marketing includes but is not limited to:
 - B. Brand names, logos or tags, except those that are present as labels on the food or

- beverage product or its container;
- C.** Displays, such as vending machine exteriors;
- D.** Corporate brands, logos, names or trademarks on school equipment such as message boards or scoreboards;
- E.** Corporate brands, logos, names or trademarks on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment;
- F.** Corporate brands, logos, names or trademarks on posters, book covers, or school supplies distributed or offered by the school unit; or
- G.** Advertisements in school publications or school mailings; or on product coupons or free samples.

Corporate brands, names, logos or trademarks for companies that market products that comply with the USDA Smart Snacks in School nutrition standards will not be prohibited solely because they offer some noncompliant food or beverage items in their product line.

For the purposes of the subsection cited, “advertising” does not include advertising on broadcast media or in print media such as newspapers and magazines, clothing with brand images worn on school grounds or advertising on product packaging.

III. Assurance

- A.** This policy serves as assurance that school district guidelines for reimbursable meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the National School Lunch Act and Child Nutrition Act.

IV. Nutrition Education

- A.** Nutrition education will be integrated into the instructional program through the health education program and/or the curriculum as aligned with the content standards of Maine’s system of Learning Results. The promotion of nutrition education should focus on skills students need to adopt and maintain healthy eating behaviors. Students should receive consistent nutrition messages throughout the schools, including classrooms, cafeteria, and school-home communications.

V. Nutrition Promotion

- A.** Schools will support healthful eating by students and encourage parents/guardians to provide healthy meals for their children by providing consistent nutrition messages and information and by cooperation with other agencies and organizations.

VI. Physical Activity

- A.** The school district will strive to provide all students developmentally appropriate opportunities for physical activity through physical education classes, recess periods for all RSU #63 students, and extracurricular activities (clubs, intramural, and interscholastic athletics). School programs are intended to build and maintain physical fitness and to promote healthy lifestyles. The schools should encourage parents to support their students’ participation in physical activities, including

available before- and after-school programs. In collaboration with families, RSU #63 will strive to provide opportunities for students to participate in 60 minutes of physical activity per day (as per CDC guidelines).

VII. Other School-Based Wellness Activities

- A.** The schools, with prior approval of the Superintendent/designee, may implement other appropriate programs that support consistent wellness messages and promote healthy eating and physical activity.
- B.** The Board may approve policy, regulations, or guidelines for refreshments served at parties or celebrations during the school day or for food as rewards, or may delegate the responsibility for such guidelines to administrators at the district or school level.
- C.** The school district may develop programs that encourage staff to learn and engage in healthy lifestyle practices.

VIII. Implementation and Monitoring

- A.** The superintendent/designee will be responsible for the implementation of the wellness policy, for monitoring efforts to meet the intent of this policy, and for reporting to the Board on an annual basis. This information can be provided in various verbal or monthly reports to the Board by the Superintendent.
- B.** Monitoring may include surveys or solicitation of input from students, parents, staff, and school administrators.
- C.** Reports may include, but are not limited to:
 - i.** The status of the school environment in regard to student wellness issues.
 - ii.** Evaluation of the school food services program and compliance with nutrition guidelines.
 - iii.** Summary (or list) of wellness programs and activities in the schools.
 - iv.** Feedback from students, parents, staff, school administrators, and wellness committee.
 - v.** Recommendations for policy, program or curriculum revisions.

IX. Appointment and Role of the Wellness Committee

The Board will appoint a district-wide Wellness Committee comprised of at least one of each of the following:

- A.** Board Member
- B.** School Administrator
- C.** Food Services Director/designee
- D.** Student Representative
- E.** Parent Representative and/or
- F.** Community Representative
- G.** Representatives from a district-wide Coordinated Health Team if one exists.

In the interest of obtaining input from diverse points of view within the school system, the Board is encouraged to add at least the school nurse, one or more teachers, and a guidance counselor or social worker to the Wellness Committee because these individuals have a direct interest in student health issues.

The Wellness Committee will serve as an advisory committee in regard to student wellness issues and will be responsible for making recommendations related to the wellness policy, wellness goals, administrative or school regulations and practices, or raising awareness of student health issues.

With the prior approval of the Superintendent/designee, the Wellness Committee may survey parents, students, and the community and/or conduct focus groups or community forums.

The Wellness Committee will provide periodic reports to the Superintendent/designee and, as requested, to the Board.

X. Communication

The local Wellness Policy content and implementation of the wellness policy including progress made in attaining the goals of the policy will be communicated with school staff, students, parents and community members.

XI. Triennial Progress Assessments

Every Three years, the Superintendent/Designee will:

- A. Assess the extent to which the school unit's schools are in compliance with the wellness policy;
- B. Assess the extent to which the school unit's wellness policy compares to model wellness policies; and
- C. Provide a description of the progress made in attaining the goals of the school unit's wellness policy.

XII. Wellness Goals

The law requires each school district's wellness policy to include goals for nutrition promotion and education, physical education, and other school-based activities designed to promote student wellness. Examples are:

- A. Nutrition promotion and education will be integrated as a compliment to subjects throughout the curriculum, but will not replace the health education program.
- B. The school district will provide foods that meet or exceed the federal nutrition standards.
- C. The school district will provide free breakfast and lunch for as many students as possible. This will be a complement to funding available under federal funding programs.
- D. The physical education program will provide students with the knowledge and skills needed to be physically fit and take part in healthful physical activity on a regular basis.
- E. Students will demonstrate responsible personal and social behaviors in physical activity settings.
- F. The school district will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude toward health and fitness.
- G. Schools will provide opportunities for physical activity through a variety of

1st Review Policy Committee: 09/18/2024

1st Reading Board: 09/23/2024

before- and/or after-school programs including, but not limited to, intramural sports, interscholastic athletics, and physical activity clubs.

- H.** Goals of the wellness policy will be considered when planning school or classroom parties, celebrations, or events.

- I.** Parents will be encouraged to provide nutritionally sound snacks from home and food for classroom parties or events.
- J.** School will encourage maximum participation in school meal programs.
- K.** Student organizations will be encouraged to engage in fundraising projects that are supportive of healthy eating and student wellness.

RSU #63

- a. **NEPN/NSBA Code:** **KF**
- b. **Title:** **Community Use of RSU #63 Facilities**
- c. **Author:** **Policy Committee**
- d. **Replaces Policy:** **KF**
- e. **Date Approved:** ~~11/27/23~~ **RSU #63**
- f. **Date Previously Approved:** **11/27/23** ~~09/26/22~~
- g. **Policy Expiration:** **Annual**
- h. **Responsible for Review:** **Superintendent, Business Manager, Policy Committee**
- i. **Date Reviewed:**
 ~~10/23/23~~ **Superintendent**
 ~~10/23/23~~ **Business Manager**
 ~~11/27/23~~ **Policy Committee**
- j. **References:**
- k. **Narrative:**

For the purpose of this policy, “school facilities” include building and grounds, parking lots, playing fields and fixed equipment.

It is the RSU #63 Board of Directors (the Board) desire that the local taxpayers who provide the school should be able to obtain maximum use of the facilities, to the extent consistent with the primary educational function of the school. It is intended that community uses for educational, recreational, social, civic, and philanthropic, and like purposes be approved by the administration, in accordance with this policy, the implementing regulations, and a fee schedule approved annually by the Board.

The Superintendent is responsible for developing administrative regulations which provide for: timely applications; uses which do not interfere with educational or extracurricular programs of the public-school students; preference to local, not-for-profit organizations; and the acceptance of appropriate responsibility and liability.

The following provisions apply to community use:

- A. A certificate of insurance will be required as appropriate to the particular use;
- B. No alcoholic beverages may be brought onto school property;
- C. The use of tobacco and or vaping products is not allowed on school property;
- D. School facilities may not be used for any illegal purposes;
- E. Community adults and children are free to use outdoor grounds and facilities for recreation whenever not otherwise scheduled. However, formal approval of buildings and grounds use will only be granted to recognized organizations and groups;
- F. Any approval of the use of school facilities is to require the signing of a Facility Use Agreement setting forth the conditions of use;
- G. Application for use is to be made through the Principal, with final approval determined by the Superintendent;
- H. Repeat use may be denied to any group which has not demonstrated appropriate conduct and care; and
- I. All activities must be supervised by a competent, responsible adult.

- J.** A RSU #63 staff member must be present in the building during facility use as directed by the Superintendent.

Facility use may be granted without rental charge, as follows:

- A.** Not-for-profit educational, recreational, cultural and fraternal organizations having a significant number of members who are community residents;
- B.** Not-for-profit groups which present programs that are designed to be educationally, recreationally, or culturally beneficial to local citizens; and
- C.** Municipal-sponsored groups and organizations.

Other groups will pay rent, in advance, on a multi-increment scale which reflects highest amounts for groups engaging in a profit-making enterprise on school grounds.

The following may be requested of any group:

- A.** Reimbursement for incidental expenses (e.g., utilities);
- B.** A deposit with application, refundable after leaving the facility in satisfactory condition;
- C.** Reimbursement for property damage and any cleaning and repair costs;
- D.** Reimbursement for custodian or other staff costs when necessary to the use of the facility; and
- E.** Fees for rental of equipment.

RSU #63 FACILITIES USE APPLICATION AND AGREEMENT FORM

IN ORDER THAT YOUR REQUEST FOR THE USE OF RSU #63 FACILITIES BE CONSIDERED, KINDLY COMPLETE THE FOLLOWING FORM. RETURN SIGNED FORM AND SUPPORTING DOCUMENTATION TO:

**Superintendent's Office
202 Kidder Hill Road
Holden, ME 04429
207-843-7851**

I. Building/Grounds Use Request:

The _____ (organization) requests the use of the
_____ (facility) for the purpose of
_____ (activity/activities).

A. Will the activity be open to the public? _____ Yes _____ No

B. Will there be fees charged to the public? _____ Yes _____ No

One-time Use Request: Date: _____ Time: _____

Multiple-times Use Request: Dates: _____ Time(s): _____

II. Contact person:

Name: _____

Address: _____

Phone: _____

Email: _____

III. Insurance Information: Please provide a copy of the
Certificate of Liability Insurance *Waived?* _____ *Yes* _____ *No*
If Waived,

Signature of RSU #63 Superintendent and/or Business Manager:

Limits of Liability \$ _____

Bodily Injury \$ _____

Property Damage \$ _____

IV. Facility Use Agreement:

- A. I agree, on behalf of the organization/group indicated above, all members and guests will observe **RSU #63's Core Values**, regulations, and rules.
_____ (initials)
- B. No alcoholic beverages will be on school property at any time. _____ (initials)
- C. The use of tobacco and or vaping products will not be allowed on school property.
_____ (initials)
- D. School facilities will not be used for any illegal purposes. _____ (initials)
- E. I, individually, and/or as an authorized representative of the requesting organization, assume full financial responsibility for any and all damages done to school property during the period of use indicated above. _____ (initials)
- F. I, individually, and/or as an authorized representative of the requesting organization, agree to reimburse RSU #63 for any custodian, kitchen, or other staff costs necessary to use the facility. This includes the unlocking/locking the building. (Note: School kitchen staff or someone trained by kitchen staff and approved by the Superintendent, are required when using the kitchen.)
_____ (initials)
- G. I, individually, and/or as an authorized representative of our organization/group will, at all times, hereafter indemnify the above-named school against any loss, damage, or expense of any kind, which said school may sustain or incur because of use of the above described building by our organization/group. We will further hold said school harmless for loss of any kind in connection herewith.
_____ (initials)

Signed: _____ **Date:** _____
(Requesting person)

Recommend for Approval: _____ *NOT Recommended for Approval: _____

Signed: _____ Date: _____
(Principal)

Recommend for Approval: _____ *NOT Recommended for Approval: _____

Signed: _____ Date: _____
(Business Manager)

Approved: _____ *NOT Approved: _____

Signed: _____ Date: _____
(Superintendent)

*Explain, in writing, reason for not recommending approval or not approving.
RSU #63 FACILITIES USE BILLING FORM

The information below must be provided to the Business Manager, in addition to the Facilities Use Agreement, prior to any requested use being approved.

Organization: _____
User Representative (same as Facilities Use Agreement): _____
Date(s) Requested: _____
Time of Actual Event: From _____ To _____
Time Required for Setup/Cleanup: From _____ To _____
Anticipated Number of People Attending: _____
Will the use of the Kitchen be required? _____
Specify Any Furniture or Equipment Required: _____

BILLING INFORMATION

Name: _____
Address: _____
Telephone: _____ Fax: _____
Email Address: _____

BILLING ESTIMATE: Actual charges may differ from original estimate, based upon required amount of time to clean areas used during the actual event. If a custodial fee is charged, time charged will include any time required to return the areas used, whether intended or not, to “ready for school” condition.

Building/Grounds Estimate: _____ hours @ \$35 per hour = \$ _____
Kitchen Use Estimate: _____ hours @ \$35 per hour = \$ _____
Total Estimate: \$ _____

If custodian and/or kitchen staff volunteer their time, a written, signed statement must be provided.

Signed: _____ Date: _____
(Requesting person)

Signed: _____ Date: _____

(Business Manager)