

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY- SEPTEMBER 23, 2026
FREEPORT HIGH SCHOOL - LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

1. Call to Order:

The meeting was called to order at _____ p.m. by Chair Michelle Ritcheson

2. Attendance:

____ Karen Breer
____ Colin Cheney
____ Anna Child
____ Melissa Jordan
____ Kara Kaikini
____ Michelle Ritcheson

____ Christopher Savaiano
____ Kelly Sink
____ Anne Ware
____ Valerie Williams
____ Stephanie Worth
____ Maria Abbatemarco, Student Representative
____ Moon Tussing, Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes: (5 Minutes)

- A. Consideration and approval of the Minutes of September 9, 2026 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. Adjustments to the Agenda:

6. Good News & Recognition: (10 Minutes)

- A. Report from Board's Student Representative

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (10 Minutes)

- A. Superintendent's Report
B. Support Staff Hires - Elizabeth Dalton - MSS Ed Tech

9. Administrator Reports:

- A. Finance - Kelly Wentworth (5 Minutes)
B. Overview of RSU5's Instructional Practices - Math, Literacy & Technology - Mandy Lewis (30 Minutes)
C. Update from Morse Street School and Goal Review - Julie Nickerson (20 Minutes)

10. Board Comments and Committee Reports:
 - A. Board Information Exchange and Agenda Requests (10 Minutes)
 - B. Facilities and Operations Committee (5 Minutes)
 - C. Curriculum and Program Development Committee (10 Minutes)
 - D. Policy Committee (5 Minutes)
11. Policy Review: (25 Minutes)
 - A. Consideration and approval of 1st Read of the following policies:
 1. BEDB - Agenda
 2. BEDD - Rules of Order
 3. BEDH - Public Participation at Board of Directors Meetings

Motion: _____ 2nd: _____ Vote: _____

12. Unfinished Business:
None

13. New Business:
 - A. MSMA Fall Conference Information (10 Minutes)
 - B. Discussion of the MSBA 2026 new and revised resolutions and proposed revisions to the MSBA Constitution (30 Minutes)
 - C. Consideration and approval to change the Curriculum and Program Development Committee from an "Other" committee to a Board of Directors Standing Committee to be made up of three Board members with the following purpose and responsibilities: (15 minutes)

Purpose

The overall purpose of the Curriculum and Program Development Committee is to align the Strategic plan with major curriculum and educational programming initiatives within the district, support transparency and communication regarding student learning priorities and outcomes, and recommend action to the Board of Directors.

Responsibilities

The Committee shall:

- Discuss district student learning priorities and outcomes with the goal of continuous improvement;
- Provide a forum for community engagement and diverse perspectives related to curriculum and educational programming;
- Support transparency and communication related to major curriculum and program initiatives;
- Provide periodic updates and reports to the Board of Directors;
- Recommend district-wide curriculum initiatives, assessments, and curriculum alignment efforts occurring across schools and grade levels to the Board of Directors.

Motion: _____ 2nd: _____ Vote: _____

14. Personnel:

- A. Consideration and approval to employ a Kindergarten Teacher at Morse Street School for the 2026-2027 school year. (5 Minutes)

Motion: _____ 2nd: _____ Vote: _____

15. Public Comments: (10 Minutes)

16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, September 9, 2026 – 6:30 p.m.
Freeport High School - Library
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the September 23, 2026 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:30 p.m.

2. MEMBERS PRESENT: Karen Breer, Colin Cheney, Anna Child, Melissa Jordan, Kara Kaikini, Michelle Ritcheson, Christopher Savaiano, Kelly Sink, Anne Ware, Valerie Williams, Stephanie Worth. Maria Abbatemarco, Student Representative (left at 7:53 p.m.)

MEMBERS ABSENT: None

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. **VOTED:** To approve the Minutes of August 26, 2026.

(Child – Breer) (11 - 0) The Student Representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:

Add Items #14.A. and B. under Personnel

6. GOOD NEWS AND RECOGNITION:

A. Report from Board's Student Representative

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

A. Superintendent's Report

1. Opening of School
2. Summer Resignations and Staff Hires
3. Systems and Sustainability Update

9. ADMINISTRATOR REPORTS:

None

10. BOARD COMMENTS AND COMMITTEE REPORTS:

None

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

A. 2026-2027 Board Work Plan

- B. **VOTED:** To approve the RSU5 District Goals for 2026-2027
(Williams – Kaikini) (11 - 0) The Student Representative voted with the majority.

13. NEW BUSINESS:

- A. FY27 Budget Timeline

14. PERSONNEL:

- A. **VOTED:** To approve the creation of a Special Education Educational Technician position for the Mast Landing School Functional Life Skills Program due to student needs. Position to be paid from Article 2 Reserve Account.
(Sink – Cheney) (11 - 0) The Student Representative voted with the majority.
- B. **VOTED:** To approve the creation of a 17.5 hour per week van driving position. Position to be paid from Substitute Driver Account.
(Williams – Kaikini) (11 - 0) The Student Representative voted with the majority.

15. PUBLIC COMMENT:

None

16. EXECUTIVE SESSION:

- A. **VOTED:** To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent's evaluation. (Cheney – Breer) (11 – 0) The Student Representative voted with the majority.

Time In: 7:53 p.m.

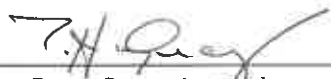
Time Out: 8:25 p.m.

17. ACTION AS A RESULT OF EXECUTIVE SESSION:

None

18. ADJOURNMENT:

VOTED: To adjourn at 8:25 p.m. (Sink – Worth) (11 – 0)



Tom Gray, Superintendent of Schools

RSU No. 5

Warrant Articles For the Period 07/01/2026 through 08/31/2026

Fiscal Year: 2026-2027

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
NCOME							
GENERAL FUND REVENUES							
REQUIRED LOCAL FUNDS (-)	\$20,220,920.18	\$3,390,230.22	\$3,390,230.22	\$16,830,689.96	\$0.00	\$16,830,689.96	83.2%
ADDITIONAL LOCAL FUNDS (-)	\$17,794,332.55	\$2,945,645.26	\$2,945,645.26	\$14,848,687.29	\$0.00	\$14,848,687.29	83.4%
ADDLN SHARED REVENUE (-)	\$109,121.06	\$0.00	\$0.00	\$109,121.06	\$0.00	\$109,121.06	100.0%
INTEREST REVENUE (-)	\$259,000.00	\$34,036.11	\$34,036.11	\$224,963.89	\$0.00	\$224,963.89	86.9%
STATE REVENUES (-)	\$8,098,468.21	\$1,190,163.38	\$1,190,163.38	\$6,908,304.83	\$0.00	\$6,908,304.83	85.3%
MISC REVENUES (-)	\$23,600.00	\$50.00	\$50.00	\$23,550.00	\$0.00	\$23,550.00	99.8%
FUND BALANCE (-)	\$1,019,978.00	\$0.00	\$0.00	\$1,019,978.00	\$0.00	\$1,019,978.00	100.0%
Sub-total : GENERAL FUND REVENUES	(\$47,525,420.00)	(\$7,560,124.97)	(\$7,560,124.97)	(\$39,965,295.03)	\$0.00	(\$39,965,295.03)	84.1%
Total : INCOME	(\$47,525,420.00)	(\$7,560,124.97)	(\$7,560,124.97)	(\$39,965,295.03)	\$0.00	(\$39,965,295.03)	84.1%
EXPENSES							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$20,129,173.00	\$138,223.26	\$138,223.26	\$19,990,949.74	\$15,746,851.58	\$4,244,098.16	21.1%
ARTICLE 2 SPECIAL EDUCATION (+)	\$7,510,422.00	\$147,624.81	\$147,624.81	\$7,362,797.19	\$5,890,376.32	\$1,472,420.87	19.6%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$337,282.00	\$28,106.83	\$28,106.83	\$309,175.17	\$309,175.17	\$0.00	0.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$1,172,539.00	\$91,047.00	\$91,047.00	\$1,081,492.00	\$451,963.54	\$629,528.46	53.7%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$4,906,366.00	\$337,641.30	\$337,641.30	\$4,568,724.70	\$3,313,509.34	\$1,255,215.36	25.6%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,308,008.00	\$282,209.47	\$282,209.47	\$1,025,798.53	\$708,168.01	\$317,630.52	24.3%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$2,638,024.00	\$334,076.01	\$334,076.01	\$2,303,947.99	\$1,965,574.18	\$338,373.81	12.8%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$2,388,457.00	\$256,128.99	\$256,128.99	\$2,132,328.01	\$1,048,997.98	\$1,083,330.03	45.4%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,993,777.00	\$1,012,344.91	\$1,012,344.91	\$4,981,432.09	\$2,630,785.04	\$2,350,647.05	39.2%
ARTICLE 10 - DEBT SERVICE & OTHER COMMITMENTS (+)	\$1,071,577.00	\$108,835.00	\$108,835.00	\$962,742.00	\$962,741.97	\$0.03	0.0%
ARTICLE 11 - ALL OTHER EXPENDITURES (+)	\$69,795.00	\$0.00	\$0.00	\$69,795.00	\$0.00	\$69,795.00	100.0%

Operating Statement with Encumbrance

RSU No. 5

Narrant Articles For the Period 07/01/2026 through 08/31/2026

Fiscal Year: 2026-2027

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
Sub-total : GENERAL FUND EXPENSES	\$47,525,420.00	\$2,736,237.58	\$2,736,237.58	\$44,789,182.42	\$33,028,143.13	\$11,761,039.29	24.7%
Total : EXPENSES	\$47,525,420.00	\$2,736,237.58	\$2,736,237.58	\$44,789,182.42	\$33,028,143.13	\$11,761,039.29	24.7%
NET ADDITION/(DEFICIT)	\$0.00	(\$4,823,887.39)	(\$4,823,887.39)	\$4,823,887.39	\$33,028,143.13	(\$28,204,255.74)	0.0%

End of Report

2026-2027

Curriculum, Instruction, and Assessment Landscape



LITERACY

MATH

TECHNOLOGY



Mission Statement:



Empower and equip every learner with skills, curiosity, character, and purpose to thrive and live fulfilling lives in an ever-changing world.

Cognitive Growth

Real-World Relevance

**Emotional Intelligence
and Character Building**

Presentation Overview

Literacy/ELA

Goal of instruction: grow reading skills, develop critical thinking skills, and inspire lifelong reading habits.

Key instructional elements
Core curricular resources
Assessment of learning

Math

Goal of instruction: increase students' mathematical reasoning skills to solve real-world puzzles.

Key instructional elements
Core curricular resources
Assessment of learning

Technology

Devices PK-12
Instructional Resources
Digital Literacy



A note on early childhood literacy



PK-5 Literacy



Our PK–5 literacy approach integrates explicit, systematic instruction in foundational reading skills with rich opportunities to build language comprehension, vocabulary, knowledge, and engagement with texts. Teachers use whole-group, small-group, and individual instruction to provide targeted support while ensuring all students access grade-level content and texts.



Literacy/ELA



Grade Span	Key instructional elements	Core Curricular Resources	Assessment of learning
PK-5	-Use of data to inform instruction -Explicit phonics (decoding and encoding) instruction -Explicit handwriting instruction -Explicit high frequency word instruction in reading/writing -Individual, small group, and whole group instruction -Interactive read-alouds -Book clubs (gr. 3-5) -Reading and writing across genres	-Read, Write, Ink - <i>explicit instruction in reading, writing, phonics, vocabulary, grammar, and language development through structured, engaging lessons.</i> -Heggerty Phonemic Awareness - <i>a short, explicit, and systematic instructional routine that develops students' ability to hear, identify, and manipulate sounds in spoken words.</i> -Units of Study in Reading, Writing, Phonics - <i>a workshop-based literacy curriculum that develops students as confident, independent readers and writers. Through mini-lessons, independent practice, small-group instruction, and conferences, students learn strategies for reading closely, analyzing texts, developing ideas, writing across genres, revising, and reflecting on their work.</i>	-Read, Write, Ink -Acadience (K-2) -Fountas and Pinnell Benchmark Assessment System 2.0 (BAS) -Maine Through Year Assessment / Measures of Academic Progress (3-5)



Grades 6-8 Literacy/ELA



Our grades 6–8 literacy instruction emphasizes interactive read-alouds, explicit vocabulary and grammar instruction, and reading and writing across diverse genres to strengthen comprehension, language, and communication skills. Book clubs, writing clubs, and interactive learning structures provide opportunities for students to engage collaboratively, deepen their analysis, and apply literacy skills in meaningful contexts.



Literacy/ELA

Grade Span	Key instructional elements	Core Curricular Resources	Assessment of learning
6-8	-Interactive read-alouds -Explicit vocabulary and grammar instruction -Book clubs -Writing clubs -Reading and writing across genres -Interactive learning structures	-Maine Learning Results (MLR) <i>The Maine Learning Results (MLRs) are Maine's statewide academic standards that define what students should know and be able to do at each grade level across core subject areas.</i> -Common Core English Language Arts Standards <i>Similar to MLR, these standards outline the knowledge and skills students should develop in reading, writing, speaking and listening, and language.</i>	-Acadience -Maine Through Year Assessment / Measures of Academic Progress -Habits of Work Grades

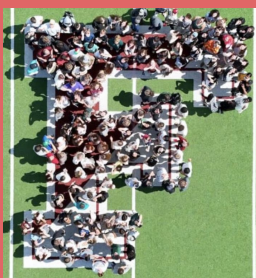
Grades 9-12 Literacy/ELA



Our grades 9–12 literacy and English Language Arts instruction emphasizes close and analytical reading, annotation, inference, literary devices, and reading and writing across genres to develop students’ critical thinking and communication skills. Students also receive explicit instruction in research, source evaluation, and synthesis, while discussion protocols, collaboration, and a strong emphasis on revision support deeper thinking and more effective writing.

Literacy/ELA

Grade Span	Key instructional elements	Core Curricular Resources	Assessment of learning
9-12	-Close / analytic reading and annotation -Explicit instruction on literary devices -Explicit instruction on inference -Reading and writing across genres -Explicit instruction on research process, evaluation of sources, and integration of multiple sources to develop ideas -Discussion and collaboration protocols -Emphasis on the revision process	-Maine Learning Results (MLR) -Common Core English Language Arts Standards -Course specific resources Example: <i>Advanced Placement courses follow the College Board’s course-specific standards and expectations that guide the content, skills, and rigor of AP courses. They ensure students engage with college-level material and develop skills such as analysis, critical thinking, research, evidence-based writing, and effective communication in preparation for AP exams.</i>	-Reading and writing summatives -Maine Through Year Assessment -PSAT and SAT -Advanced Placement Exams



Literacy/ELA

Freeport High School (core) ELA Courses:

English 9; English 9 Honors
English 10; English 10 Honors
English 11; AP English Language and Composition
English 12: Composition; English 12: Literature
English 12: Creative Writing; English 12: Public Speaking
AP English Literature and Composition



Literacy/ELA

Fall data review will include:

BAS, Acadience, MTYA, PSAT, SAT

Questions we are grappling with this year:

- What information is the data telling us and not telling us?
- What is the role of systematic phonics instruction?
- At what point do we engage interventions, and are the benchmarks we use appropriate?
- How do we define benchmarks across grades and schools?

PK-5 Math



Our PK–5 mathematics instruction emphasizes active, collaborative learning through gameplay, choral counting, interactive structures, and whole- and small-group instruction. Students develop mathematical thinking through collaborative whiteboard work and structured problem-solving that encourages reasoning, discussion, and application of mathematical concepts.



Math

Grade Span	Key instructional elements	Core Curricular Resources	Assessment of learning
PK-5	-Game play -Choral counting -Interactive learning structures -Whole group / small group instruction -Collaborative whiteboard work -Structured collaborative problem-solving -Emphasis on mathematical thinking	-Everyday Math (EDM) <i>Everyday Mathematics is a comprehensive Pre-K through Grade 5 mathematics program designed with the Common Core State Standards (CCSS). Key elements include a spiraling approach and use of real world problems.</i>	-Number Sense Screener -EDM Unit Assessments -Maine Through Year Assessment / Measured Academic Progress (3-5)



Grades 6-8 Math

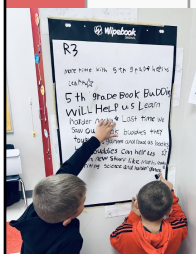


Our grades 6–8 mathematics instruction emphasizes collaborative learning through whiteboard work, flexible grouping, and whole- and small-group instruction. Students engage in meaningful mathematical tasks that promote problem-solving, reasoning, discussion, and deeper conceptual understanding.



Math

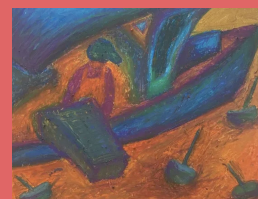
Grade Span	Key instructional elements	Core Curricular Resources	Assessment of learning
6-8	-Collaborative whiteboard work -Random grouping and regrouping for collaborative work -Whole group instruction; small group instruction -Meaningful mathematical tasks	-Big Ideas Math (BIM) <i>BIM emphasizes procedural fluency (practice, formulas) with deep conceptual understanding and real-life applications. BIM integrates clear learning targets grounded in CCSS and success criteria to help students track their own progress.</i> -Polynomials (7/8) <i>A two-year, student-centered, zero-lecture, briskly-paced, discovery-based math course.</i>	-Maine Through Year Assessment / Measured Academic Progress -End of Unit Assessments



Grades 9-12 Math



Grades 9–12 mathematics instruction emphasizes explicit development of mathematical concepts and procedures, supported by strategic use of technology and collaborative whiteboard work. Students develop mathematical reasoning and communication through explicit instruction and purposeful mathematical discourse.



Math

Grade Span	Key instructional elements	Core Curricular Resources	Assessment of learning
9-12	-Explicit development of concepts and procedures -Strategic use of technology -Collaborative whiteboard work -Explicit instruction and development of mathematical discourse	-Maine Learning Results (MLR) -Common Core Math Standards (CCMS) -Course specific resources Examples: Advanced Placement courses provide specific curriculum resources	-Maine Through Year Assessment / Measured Academic Progress -PSAT / SAT -Unit Assessments



Math

Freeport High School (core) Math Courses:

Pre-Algebra; Algebra 1; Algebra 1 Honors
Geometry; Geometry Honors
Algebra 2; Algebra 2 Honors
Pre-Calculus; Pre-Calculus Honors
Quantitative Reasoning; Calculus; Statistics
AP Calculus AB; AP Calculus BC; AP Statistics



Math

Data review will include:

Number Sense Screener, MTYA, PSAT, SAT

Questions we are grappling with this year:

- What is our data telling us (and not telling us) about math skill development PK-12?
- What are our grade level expectations?
- How do we define benchmarks across grades and schools?
- At what point do students receive intervention?



Technology

Grade Span	Devices	Instructional Resources	Digital Literacy
PK-5	PK/K - clusters of iPads 2-5 - iPads / Chromebooks (1:1)	PK/K - STEM Freckle Epic/Sora ConnectED	Common Sense Media (3-5)
6-8	iPads (1:1)	Big Ideas Math Epic/Sora	Common Sense Media Media Literacy Health Curriculum
9-12	MacBooks (1:1) iPads - classroom sets	FHS Cloud Library Epic/Sora Research Databases	Library Lessons Source Evaluation Health Curriculum



Technology

Data:

- Determine what data would be useful for consideration

Curriculum Review:

- Strands - AI, resource review, social media
- Digital Literacy

2026-2027

LITERACY

MATH

TECHNOLOGY



Next Steps:

- Curriculum and Program Development Committee
- Curriculum Review Cycles
- Data Presentations - fall and winter
- Technology Presentation - December 9

Assessment *updated 9/2026	Grade Level	Average time to complete	Purpose	Who reviews data	Why this is helpful	When is it given	Limitations
Brigance	Before Pre-K	Typically takes 15-30 minutes per child	Evaluates developmental, academic and functional skills.	Instructional Strategists, building administrators, teachers	The assessment identifies strengths as well as areas where the child may need support.	Before Pre-K	Young children are difficult to assess reliably; it doesn't capture all aspects of school readiness; one-on-one setting doesn't necessarily capture classroom behavior.
Developmental Indicators for the Assessment of Learning (DIAL-4)	Before Kindergarten to all students who did not have Pre-K	20-30 minutes - per student in a 1-1 setting	Screens five areas: motor, language, basic concepts, self-help, and social development. This is a childfind tool.	Instructional Strategists, building administrators, teachers	This is a quick, norm-referenced early screening test, composed of a variety of fun tasks. In some cases, results could indicate a need for assistance or intervention.	Before K	This is a screener, not a diagnostic assessment. It could miss more subtle differences.
Number Sense Screener	Pre-K through Grade 5	10-15 minutes per student in a 1-1 setting	Assesses a student's foundational understanding of numbers and quantities.	Instructional Strategists, building administrators, teachers	This screener identifies student's strengths and weakness with number-sense and monitors progress.	Fall, winter, spring	This is a screener, not a diagnostic assessment. It does not measure problem solving, mathematical reasoning, or other math skills.
PAST	K through Grade 2	1-1 setting	Assesses phonological awareness.	Instructional Strategists, building administrators, teachers	This screener informs which students may be lagging in phonological skills and it informs instruction within the classroom.	Fall, winter, spring	This is a screener, not a diagnostic assessment.
Benchmark Assessment System (BAS 2.0), Fountas and Pinnell	Kindergarten through Grade 5	20-50 minutes - per student in a 1-1 setting	Measures independent and instructional reading levels, including fluency, comprehension, accuracy, and rate.	Instructional Strategists, building administrators, teachers	Students are provided with books that match their reading levels, to ensure they are challenged and successful in becoming readers. Students may be identified as needing further assistance in learning to read, or qualified for programs that provide assistance. Results may be used to determine if class, school, or district goals in reading have been met, and inform other decisions.	Summative administration in May; formative administration throughout the year	BAS does not identify WHY a student is reading at that level. Decoding is not separated from comprehension. BAS does not fully assess phonics/word recognition. BAS should not be a standalone screener.
Acadience	Kindergarten-2 Grade 6-8	Under 10 minutes per student.	Measures essential literacy skills: phonemic awareness, phonics, fluency, and comprehension.	Instructional Strategists, building administrators, teachers	Scores determine interventions needed for students at all grade levels. Growth is measured over time.	Fall and spring	This is primarily a screening tool and not a diagnostic tool. It measures a narrow set of literacy skills, specifically focused on foundational reading skills and fluency. The brief format may oversimplify performance.
Maine Through Year Assessment	Grades 3-8 and 2nd year in high school.	Approx. 2 sessions of 60-90 minutes each (computer adaptive but less so due to Maine standards)	Measures the progress of students toward the content standards adopted for Maine students in literacy and mathematics.	Instructional Strategists, building administrators, teachers	Scores are used to measure the progress of each class and school, to make changes in instruction or curriculum, and to determine the success of improvement efforts. This assessment will be used to meet the federally required assessment that determines school success under the ESSA.	Fall and spring	MTYA is a state accountability assessment, not a comprehensive diagnostic evaluation. MTYA identifies if a student is meeting standards but does not identify the WHY. Achievement categories are broad. MTYA has limited information about foundational reading skills. MTYA answers the question: <i>How well is this student demonstrating Maine's grade-level standards, and does that performance meet the state's expectations?</i>
MAP Assessment -NWEA (Northwest Evaluation Association)	Grades 3-8 and 2nd year in high school.	2 sessions of 60 minutes each (computer adaptive)	Measures the growth of a student in reading and mathematics from the student's starting point using normative measures.	Instructional Strategists, building administrators, teachers	Teachers use results to inform instruction. Schools use results to reflect on growth over time.	May (Some students are tested in the fall and at mid-year)	Similar to and different from MTYA - RIT scale and technology platform are the same. MAP Growth answers the question: Where is this student academically, and how much are they growing over time?
Science- NGSS (New Meridian)	Grades 5, 8 and 3rd year of HS	3 sessions - 60 minutes each	Measures student progress toward NGSS science standards.	Building administrators, Science teachers	The Science test provides data to students, parents, and teachers. Scores can be used to establish whether students have met standards in science, and may also be used to make judgments about the classroom, school or curriculum.	Mid to late May	Science is difficult to measure with a standardized assessment, and this is not a complete measure of science learning for students.
PSAT	Grade 10 (Optional) not funded Grade 11	About half a day.	Measures skills and knowledge in reading, writing and mathematics.	School Counselors, building administrators	Provides valuable information to the student and helps them prepare for the SAT. It is also a way to compete for scholarships.	October	PSAT measures a relatively narrow set of skills and does not identify why a student may have a low score in reading. Scores may be influenced by socioeconomic circumstances (test preparation, educational opportunities, etc).
SAT (Mathematics and Literacy)	Optional 3rd year in high school	About a day (7:30 - 1PM)	Measures skills and knowledge in reading, writing and mathematics.	School Counselors, building administrators	Scores may be included with transcripts sent to colleges, and may be considered in college admission. They are used locally when considering curriculum changes and school improvement efforts.	Spring	Similar to the PSAT, it measures a limited range of academic skills. It is not diagnostic enough to identify why students may be struggling. SAT results should be considered alongside other academic and instructional data.

Item # 9.C.

MSS Street School Goals 2025-2026 (Review)

[illegible]

RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. MSS Goal: Family School Engagement Continue to refine purposeful opportunities for parent and family engagement Maintain or increase parent positive response to 3 question surveys.	MTSS: Family School Connection: • Create a survey for families to provide input on ways they would like to engage with their child's school. • Strengthen the quality of newsletters sent home by teachers, to ensure consistency and information that supports family needs. • Identify ways each team can connect with families with a variety of purposes. (Inform, Educate, Connect, Partner) • Plan a variety of opportunities across times, weeks and months. • Provide a calendar for the entire year so that families can plan ahead Family Involvement: • Explore ways in which to engage more parent voices in decision making teams.	June 2025 informed 2025-2026 planning Bi-weekly Newsletters August 2025 - June 2026 August 2025 August 2025 September 2025 September 2025 - June 2026	Baseline Survey Data 2024-2025: Q1: 84.8% Agreed or strongly agreed (connected to school) Q2. 88.9% Agreed or strongly agreed (Classroom Newsletters) Q3. 88.9% Agreed or strongly agreed (Opportunities offered) 2025-2026 Q1: 86.5% Agreed or strongly agreed (connected to school) Q2. 82.7% Agreed or strongly agreed (Classroom Newsletters) Q3. 86.5% Agreed or strongly agreed (Opportunities offered)
RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. RSU5 Strategic Goal 2: All RSU5 students regularly engage in meaningful student centered learning. MSS Goal: PK-2 Classrooms will effectively differentiate Tier	MTSS: Tier 1 Instruction (Classroom and Specials Teachers): • Use assessment data to focus differentiated small group instruction and individual student conferences in literacy and math (Classroom teachers, MTSS) • Provide PD in math and to increase understanding of the progression of math development to support growth in math in all grade levels. • Explicit focus on Habits of Work at all grade levels, as a means to support Social Emotional Development. • Team Unit planning in Literacy and math with a lens	Ongoing work throughout the year: August 2025 - June 2026	Baseline data Reading: BAS Benchmark 2024 70% (171/245) students met or exceeded expected growth targets. 2025 83% (193/233) students met or exceeded the expected growth targets.

1 instruction in math, literacy and behavioral support, in order for all students to meet the expected academic benchmarks. Increase our reading and math benchmarking data points by 5% or more. Goal Achieved: Literacy - Increase by 8% as measured by the Acadience reading assessment Increase by 2% on BAS 2.0 (new assessment with more rigorous expectations) Math - Increase by 16% as measured by the Number sense screener	for differentiating instruction to meet the needs of diverse learners (Classroom teachers & Instructional Strategist) - Utilize Co-created 4 star rubrics so that students fully understand learning expectations and can use these as a tool for self assessment and goal setting - School based Instructional Strategist will provide targeted professional development in identified areas of need. (Instructional Strategist) - All teachers PK-2 will participate in team based coaching cycles to improve instruction on data driven areas of need in both literacy and math (School based Instructional Strategist) PLC: - PLCs examine student data to determine specific intervention strategies to support students within the classroom setting. (Classroom teachers, Special Teachers, Admin and Instructional Strategist) - Use assessment data to focus differentiated small group instruction and individual student conferences in literacy, math and approaches to learning (Classroom teachers, MTSS) - Utilize video and other observation strategies to provide peer feedback to increase effectiveness of instruction Social-Emotional and Behavioral Support: - During the first six weeks of school Implement extended Play Workshop in Kindergarten to bridge the transition between Pre-k to K and target Social Emotional competencies - Continue to strengthen Tier 1 Schoolwide Responsive Classroom practices with consult from Paul White (Teachers and Administrators) Special Education and Intervention: - Classroom teachers and Special Education teachers and therapists use assessment data to collaborate and plan for differentiated instruction for individual students. (Classroom Teachers and Special Education Teachers)		75% (175/233) students met or exceeded the expected benchmark 2026 77% (163/213) students met or exceeded expected growth targets. 77% (163/213) students met or exceeded the expected benchmark. Acadience - Reading 2024 61% (150/245) students met or exceeded benchmark 2025 67% (156/233) students met or exceeded benchmark 2026 75% (159/211) students met or exceeded benchmark Math: Number Sense Screener: 2024 73% (176/242) met the end of year benchmark. 2025 63% (147/233) students met the end of year benchmark 2026 79% (170/214) students met or exceeded the end of year benchmark.
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	• Special Ed teachers and Interventionists participate in PD with classroom teachers to better understand the Tier 1 curriculum. • Utilize Co-created 4 star rubrics so that students fully understand learning expectations and can use these as a tool for self assessment and goal setting • Set ambitious targeted goals rooted in Common Core Standards so that students grow more than a year in a year.		
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MSS BAS Reading Assessment										
Benchmark	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023-2024	2024-2025	2025-2026
K	65%	55%	62%	COVID	68%	61%	69%	67%	89%	93%
1	81%	68%	62%	COVID	55%	68%	60%	73%	66%	82%
2	57%	57%	64%	COVID	34%	37%	52%	50%	77%	56% *(72%)
K-2	68%	59%	62%	COVID	54%	55%	63%	64%	75%	77%
Grade 3					52.9%	39%	36%	40%	38%	
Acadience										
							2022 - 2023	2023-2024	2024-2025	2025-2026
K							74%	64%	75%	82%
1							62%	69%	58%	82%
2							76%	50%	69%	65%
K-2							70%	61%	67%	75%

Math: Number Sense Screener EOY Benchmark

	2022-2023	2023-2024	2024-2025	2025-2026
K	64/83 77%	49/80 61%	41/72 63%	59/68 87%
1	53/85 62%	79/83 95%	54/74 73%	53/67 79%
2	36/85 42%	48/79 61%	52/87 60%	58/79 73%
K-2	153/253 60%	176/242 73%	147/233 63%	170/214 79%

MSS Street School Goals 2026-2027

Goal Worksheet			
School/Department: Morse Street School			
School Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
RSU5 Strategic Plan Goal 1: Cognitive Growth 1A: Design and utilize a curriculum that is rigorous, interdisciplinary, and iterative. 1B: Foster student agency through reflection, collaboration, goal setting, and self-advocacy in learning. MSS Goal 1: PK-2 Classrooms will effectively differentiate Tier 1 instruction in math, in order for all students to meet the expected academic benchmarks. Increase our math benchmarking data points by 5% or more.	Tier 1 Instruction (Classroom and Specials Teachers): • Use formative and summative assessment data to focus differentiated small group instruction and individual student conferences in math (Classroom teachers, MTSS) • Provide PD in math and to increase understanding of the progression of math development to support growth in math in all grade levels. (Instructional Strategist for all teachers)) • Increase opportunities for student ownership and agency throughout the learning process. (Classroom Teachers and Specials Teachers) • Team Unit planning in math with a lens for developing mathematical reasoning and fluency to meet the needs of diverse learners (Classroom teachers & Instructional Strategist) • Utilize Co-created 4 star rubrics so that students fully understand learning expectations and can use these as a tool for self assessment and goal setting (Classroom teachers and Specials Teachers) • School based Instructional Strategist will provide targeted professional development in identified areas of need in math (Instructional Strategist) • All teachers PK-2 will participate in team based coaching cycles to improve instruction on data driven areas of need in math (Classroom teachers, Instructional Strategist) PLC: • PLCs examine student data to determine specific	Ongoing work throughout the year: August 2026 - June 2027	Baseline data Math: Number Sense Screener: 2024 73% (176/242) met or exceeded the end of year benchmark. 2025 63% (147/233) students met or exceeded the end of year benchmark 2026 79% (170/214) students met or exceeded the end of year benchmark. Maine Through Year Math Assessment: Fall 2025 Grade 3 86% - 40th percentile or above. 62% - 60th percentile or above Fall 2026 Grade 3 <i>Data not yet available</i>

	intervention strategies to support students within the classroom setting. (Classroom teachers, Specials Teachers, Admin and Instructional Strategist) • Use assessment data to focus differentiated small group instruction and individual student conferences in math and approaches to learning (Classroom teachers, MTSS teachers) • Utilize video and other observation strategies to provide peer feedback to increase effectiveness of instruction (All teachers) Special Education and Intervention: • Intentionally increase opportunities for Special Education teachers and classroom teachers to collaborate. (All teachers) • Classroom teachers and Special Education teachers use assessment data to collaborate and plan for differentiated instruction for individual students. (Classroom Teachers and Special Education Teachers) • Special Ed teachers and Interventionists participate in PD with classroom teachers to better understand the Math Tier 1 curriculum. (Special Ed Teachers) • Utilize Co-created 4 star rubrics so that students fully understand learning expectations and can use these as a tool for self assessment and goal setting (Special Ed Teachers) • Set ambitious targeted goals rooted in Common Core Standards so that students grow more than a year in a year. (Special Ed Teachers)		
RSU5 Strategic Plan Goal 4: Emotional Intelligence and Character Building 4A: Refine ongoing implementation of SEL curriculum across all grade levels 4C: Cultivate resilience,	Tier 1 Instruction Social-Emotional and Behavioral Support (All Teachers) : • Provide PD to strengthen effective teaching strategies to teach social emotional skills. (Administrators) • During the first six weeks of school Implement extended Play Workshop in Kindergarten to bridge the transition between Pre-k to K and target Social Emotional competencies (Kindergarten teachers) • Continue to strengthen Tier 1 Schoolwide	Ongoing work throughout the year: August 2026 - June 2027	<u>Baseline Data</u> Teachers will self assess growth in instructional skills Classroom observations by admin and peers

perseverance, and a growth mindset through supportive learning environments that normalize challenge and reflection. MSS Goal 2: PK-2 Classrooms will effectively differentiate Tier 1 instruction in social emotional/ behavioral skills, in order for all students to be successful. Increase instructional skills of teachers for social-emotional instruction	Responsive Classroom practices (Teachers and Administrators) • Identify teachers to train as Responsive Classroom trainer to coach and support new teachers in RC practices (Administrators) PLC: • Use observational data to focus differentiated small group instruction and individual student conferences in social-emotional approaches to learning (Classroom teachers, MTSS) • PLCs examine student observational data to determine specific intervention strategies to support students within the classroom setting. (Classroom teachers, Specials Teachers, Admin and Instructional Strategist) • Utilize video and other observation strategies to provide peer feedback to increase effectiveness of instruction (All Teachers)		
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"Empower and equip every learner with skills, curiosity, character, and purpose to thrive and live fulfilling lives in an ever changing world"

Tom Gray, Superintendent of Schools

Mandy Lewis, Assistant Superintendent of Schools

Kelly Wentworth, Director of Finance & Human Resources

Elisha Morris, Director of Instructional Support

**Facilities and Operations Committee
Wednesday, September 9, 2026 5:00 P.M.
Freeport High School
Minutes**

Committee Members Present: Michelle Ritcheson, Melissia Jordon, Kelly Sink

Committee Members Absent:

Administrators in Attendance: Tom Gray, Superintendent; Glen Reynolds, Director of Facilities; Kelly Wentworth, Director of Finance & HR

Guests: Molly Mayer; Becky Costa, FHS Assistant Tennis Coach, Two Members of the public.

Meeting called to order: 5:10 P.M.

Agenda Items and Discussion:

1. Energy Audit Phase one/two Project Update- Director Reynolds shared with the committee on the Energy Audit phase one/two projects. Director Reynolds informed the committee about the new roofs at Freeport High School as well as an unfortunate incident when some concrete mortar fell from the ridge plate. No injuries occurred as well as no damage to the gym floor. Director Reynolds shared that there will be no activity until an approved recommendation to close off the gym for two weeks. At the end of the two week Director Reynolds would assess the progress of the new roof installation. Director Reynolds also shared that the lighting projects are just about completed with MSS being the last school to complete.
2. Summer Project Update-Director Reynolds shared with the committee some additional projects that were completed this past summer. Those projects were inter/exterior painting, new floors at the Central Office as well as new carpet in one of the classrooms in the modular at Durham Community School. The maintenance department built two rooms in a classroom. These rooms allow students who need a moment an opportunity to do so.
3. Tennis Courts Update- Director Reynolds informed the committee on 9/3/26 the tennis courts bids went out to selected vendors. Director Rerynolds also shared a copy of the estimated timeline for the tennis courts. Director Reynolds also shared there is a virtual pre-bid tour Friday 9/11/26 AT 2PM. The committee confirmed a pre meeting on 9/30/26 at 4pm at the Morse Street School location is needed so the committee can go over the bids for the tennis courts that are due to Director Reynolds on 9/24/26 by 2pm. Molly Mayers updated the committee regarding the USDA grant finding. Molly mentioned she is waiting for the grant committee response from CHA. Michelle Ritcheson, Board chair asked Molly if she could get any information on the possible amount the grant might be which Molly will look into.

4. Director Reynolds shared with the committee at Pownal Elementary school the water was tested by Yarmouth Water District. The results of that test came back positive for coliform. This information went to the Maine Drinking Water Program which determined that the water remains safe to use and drink due to the levels being so low. Director Reynolds is meeting with the Yarmouth Water District on 9/16/26 at 11 am to complete a level 1 assessment. On 9/25/26-9/26/26 Yarmouth water will shock the well and return the next day to flush the system. Once the system is flushed Yarmouth Water will retest the system.

Meeting Adjourned: 5:53 P.M.

Next meeting date:

September 30, 2026 - at Morse street school 4pm.

October 7, 2026

November 4, 2026

December 9, 2026- Possible joint meeting with Finance

January 13, 2027

February 10, 2027

March 10, 2027

April 7, 2027

May 5, 2027

June 2, 2027



Regional School Unit 5
Durham · Freeport · Pownal

Item #10.C.

"Empower and equip every learner with skills, curiosity, character, and purpose to thrive and live fulfilling lives in an ever changing world"

Tom Gray, Superintendent of Schools
Kelly Wentworth, Director of Finance & Human Resources

Mandy Lewis, Assistant Superintendent of Schools
Elisha Morris, Director of Instructional Support

Curriculum and Program Development Committee
Tuesday, September 8, 2026
Minutes

Committee Members Present: Anna Child, Annie Ware, Karen Breer

Committee Members Absent: N/A

Administrators in Attendance: Mandy Lewis, Assistant Superintendent of Curriculum, Instruction and Assessment; Tom Gray, Superintendent

Members of the public: Kate McElligott

The meeting started at 10:02 a.m.

Agenda:

1. Appointment of chair: Anna Child
2. 2026-2027 Meeting dates/times/location/topics
 - a. Meeting dates are:
 - i. September 22 - 11:30-12:30pm
 - ii. October 6 - 11:30-1pm
 - iii. November 6 - 11:30-1pm
 - iv. November 20 - 9-10:30am
 - v. December 1 - 11:30-1pm
 - vi. January 5 - 11:30-1pm
 - vii. February 2 - 11:30-1pm
 - viii. March 2 - 11:30-1pm
 - ix. April 6 - 11:30-1pm
 - x. May 4 - 11:30-1pm
 - xi. June 1 - 11:30-1pm
3. Draft Purpose Statement
 - a. Committee reviewed and finalized a purpose statement that will be shared with the Board of Directors on September 23, 2026.
4. Draft presentation for September 23, 2026
 - a. Committee reviewed a draft of the literacy, math and technology presentation framework and gave feedback.

The meeting ended at 11:31 a.m.



Regional School Unit 5
Durham · Freeport · Pownal

Item #10.D.

"Empower and equip every learner with skills, curiosity, character, and purpose to thrive and live fulfilling lives in an ever changing world"

Tom Gray, Superintendent of Schools
Kelly Wentworth, Director of Finance & Human Resources

Mandy Lewis, Assistant Superintendent of Schools
Elisha Morris, Director of Instructional Support

Policy Committee
September 3, 2026
4:15 p.m. - Google Meet
Minutes

Committee Members Present: Colin Cheney, Kara Kaikini, Chris Savaiano

Committee Members Absent: None

Administrators in Attendance: Tom Gray, Superintendent

Guests: None

The meeting started at 4:15 p.m.

1. Law Change:

JLF - Child Abuse Reporting, Prevention and Education– discussed changes to be discussed further in Policy Committee.

JLFA - Child Sexual Abuse Prevention and Response (To be rescinded)

2. Regular Review:

BEDB - Agenda– revisions to current policy discussed; committee agreed to advance to Board of Directors.

BEDD - Rules of Order– revisions to current policy discussed; committee agreed to advance to Board of Directors.

BEDH - Public Participation at Board of Directors Meetings– revisions to current policy discussed; committee agreed to advance to Board of Directors.

3. Board Request:

N/A

The meeting adjourned at 5:21p.m.



Regional School Unit 5
Durham · Freeport · Pownal

Item # 11.A.

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

Tom Gray, Superintendent of Schools
Kelly Wentworth, Director of Finance & Human Resources

Erica Mazzeo, Assistant Superintendent of Schools
Elisha Morris, Director of Instructional Support

TO: Karen Breer, Colin Cheney, Anna Child, Melissa Jordan, Kara Kaikini, Michelle Ritcheson, Chris Savaiano, Kelly Sink, Valerie Williams, Anne Ware, Stephanie Worth, Maria Abbatemarco, Moon Tussing

CC: Julie Nickerson, Amanda Marsden, Holly Johnson, Kate Harrison, Ben McDonough, Eric Hall, Peter Wagner, Tim Grivois, Mandy Lewis, Elisha Morris, Donna Casavant, Pam Crosby, Bill Ridge, Emily Grimm, Scott Emery, Charlie Mellon, Erica Reilly, Kelly Wentworth, Sam Rigby, Glen Reynolds, Nick Weiss, Jill Hooper, Jen Winkler, Anne-Marie Spizzuoco, Elaine Despres, Emily Robinson, Matt Greear, Amy Hunter, Nancy Doherty, Amanda Chisholm, Kerri Freeman, Caitlyn Hecox, Pam Gee, Trevor Bean, Susan Baker

FROM: Tom Gray, Superintendent
DATE: September 16, 2026
RE: Review/Update of Policies

At the September 23, 2026 Board of Directors Meeting, the following policies will be on the agenda:

1st Read

1. BEDB - Agenda
2. BEDD - Rules of Order
3. BEDH - Public Participation at Board of Directors Meetings

AGENDA

Agenda Preparation and Dissemination

The Superintendent, in consultation with the Chair, shall prepare an agenda for each meeting of the Board of Directors. ~~Board members, school unit staff, groups or organizations, and members of the public may submit written requests to the Board through the Chair or the Superintendent for items to be placed on the agenda. The request must be received a minimum of seven days prior to the meeting at which the group or individual wishes the item to be addressed by the Board in order for it to be considered for the agenda of that meeting. The Chair and Superintendent shall make the final decision regarding placement of items on the agenda. Once prepared, the agenda will be distributed to Board members, the media, and to designated school-affiliated organizations no later than five days prior to a regular meeting of the Board of Directors and, whenever possible, no later than 24 hours two days prior to in advance of a special meeting. In the case of an emergency meeting, notice of the agenda will be given as soon as practicable and the media shall receive notice of the meeting in the same manner as the members of the Board.~~

Copies of the agenda will be posted and/or available at the Superintendent's Office, town hall, and school unit website. Copies of the agenda will also be available at the Board meeting. Anyone desiring additional information regarding an agenda item should direct inquiries to the ~~Office of the Superintendent.~~

~~In the case of an emergency meeting, notice of the agenda will be given as early as practicable and will be provided to the media at the same time and in the same manner that it is given to Board members.~~

Dissemination of Supporting Materials

As an accompaniment to the agenda, the Superintendent will provide to the Board such background materials and data that in their judgment are necessary for the Board to give informed consideration to agenda items. ~~The Superintendent will also provide to the Board the draft minutes of Board meetings that will be presented for approval.~~

Requests for Agenda Items

Board members, school department staff, groups or organizations, and members of the public may submit written requests to the Board through the Chair or the Superintendent for items to be placed on the agenda. To be considered for placement on the agenda, the proposed item must be within the scope of the Board's duties, timely, and appropriate for consideration under all applicable laws and Board policies. The request must be received a minimum of seven days prior to the meeting at which the group or individual wishes the item to be addressed by the Board in order for it to be considered for the agenda of that meeting. The Chair and Superintendent shall make the final decision regarding placement of items on the agenda.

Additions and Adjustments to the Agenda

After the meeting has been called to order, the Superintendent or Board Chair may recommend additions and/or adjustments to the agenda of a regular meeting or, unless otherwise prohibited by Board policy, to the agenda of a special meeting.

Any Board member who wishes to add an item to the agenda may offer a motion to that effect. Such a motion shall require a second to proceed to a vote.

~~Any such~~ All additions to the agenda ~~by a Board member~~ must be approved by a majority vote of the members present and voting.

In order to facilitate its business or to accommodate groups in attendance, the Board of Directors may adjust the agenda by changing the order of business. Such adjustments shall require the consent of the Board by majority vote.

Legal Reference: 20-A MRSA § 1477 (RSU)

Cross Reference: BE - Board of Directors Meetings
BEDB-R - Agenda Format
BEDH - Public Participation Comment at Board Meetings
KE - Public Concerns and Complaints

Adopted: November 18, 2009
Reviewed: March 23, 2011
Reviewed: January 22, 2014
Revised: March 25, 2020

RULES OF ORDER CONDUCT OF BOARD MEETINGS – PROCEDURAL RULES

~~Except as otherwise provided by law or by regulations of the Department of Education, or as otherwise provided in Board of Directors policy, Robert's Rules of Order, Revised (latest edition available) shall be used to resolve procedural uncertainties.~~

School Board meetings should be conducted in an orderly manner with a minimum of procedural complexity. The Board Chair generally shall have discretion to preside over Board meetings consistent with these simplified rules, fairness and common sense. When necessary, the Chair may consult legal counsel or Robert's Rules of Order to help resolve difficult procedural matters.

1. The Chair presides over Board meetings and rules on all procedural matters.
2. Members of the Board may question a procedural ruling by raising a point of order. The Chair shall consider the point of order, and then either modify or affirm the ruling.
3. If a member of the Board disagrees with the Chair's final ruling on a point of order, the member may move to appeal the ruling by stating what they think the ruling should be. Any such motion requires a second.
4. The final authority on any disputed procedural matter is the majority of voting members, provided a quorum is present, and always subject to any applicable law.
5. All motions made at Board meetings must be worded in an affirmative manner, must not conflict with any law, and require a second.
6. The Chair may make motions, second motions and participate in discussion. The Superintendent may participate in discussion, but cannot vote.
7. Any Board member who voted in the minority on a motion may move to reconsider the motion during the course of the meeting in which the initial motion acted upon.
8. In order to consider rescission of an action taken at a previous meeting, notice of the proposed rescission must be included in the agenda for the meeting. If the proposed rescission may affect the legal rights of other parties, legal counsel should be consulted in advance of action on a motion to rescind. Any motion to rescind an action taken at a previous meeting must be passed by a majority of the full Board.

Cross Reference: BEDC - Quorum

Adopted: November 18, 2009

Reviewed: March 23, 2011; February 26, 2014; March 11, 2020

Revised:

PUBLIC PARTICIPATION COMMENT AT BOARD OF DIRECTORS MEETINGS

~~Board meetings are conducted for the purpose of carrying on the official business of the school system. All meetings of the RSU No. 5 Board are open to the public. The public is cordially invited to attend and participate in Board meetings as provided in this policy. This policy applies only to meetings of the full Board, not to meetings of Board subcommittees.~~

~~Although Board meetings are not public forums, the Board will provide appropriate opportunities at its meetings for members of the public to express opinions and concerns related to the matters concerning education and the RSU No. 5 schools. The intent is to allow a fair and adequate opportunity for the public to be heard, while ensuring that the time allowed for public discussion does not interfere with the fulfillment of the scheduled agenda.~~

~~The Board will designate a portion of its agenda as an opportunity for public participation. During the time allotted for public participation, the public may speak on any subject directly related to the operations of the schools, except for personal matters or complaints concerning specific employees or students, which shall be addressed through established policies and procedures.~~

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

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

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

~~information or questions may be answered by the Board Chair. If further research is needed, the Board Chair may defer to the Superintendent for follow-up.~~

~~G. — Members of the Board of Directors and the Superintendent may ask clarifying questions of any person who addresses the Board, but are expected to refrain from arguing or debating issues. Questions must be addressed through the Chair.~~

~~H. — Comments about matters involving individual students and/or staff are not permitted during the public comment period due to privacy, confidentiality, and due process rights.~~

~~—— Complaints or personal matters concerning students or staff must be referred through established policies and procedures. [See KE Public Concerns and Complaints]~~

~~I. — In order to make efficient use of meeting time, the Board discourages duplication or repetition of comments to the Board. The Board requests that groups or organizations be represented by designated spokespersons.~~

~~J. — The Chair has the authority to stop any presentation that violates these guidelines or the privacy rights of others.~~

~~K. — Persons who disrupt the meeting may be asked to leave, and the Chair may request law enforcement assistance, as necessary, to restore order.~~

~~L. — In the event of an emergency or substantial disruption, the Chair may declare a recess to restore order or may declare the meeting adjourned or to be continued to a designated time and place or at the call of the Chair.~~

~~An agenda shall be published in advance of each meeting in accordance with Board policy. Copies will be posted and/or available prior to regular meetings, at the Superintendent's Office, in each school, town hall, and is sent to local publications. It is also posted on the RSU No. 5 website. Anyone desiring additional information about an agenda item should direct such inquiries to the Office of the Superintendent.~~

~~Opportunity for public participation at standing committee meetings of the Board is not required, but may be permitted at the discretion of the standing committee chair.~~

The primary purpose of School Board meetings is to conduct the business of the Board related to school policies, programs, and operations. The Board encourages residents to attend Board meetings so that they may become acquainted with the operations and programs of the schools and cordially invites any interested member of the public to attend and participate as provided in this policy.

The Board recognizes the value of public comments on school and educational matters. To permit fair and orderly expression of public comments at Board business meetings, while still allowing the Board to conduct its business efficiently, the Board has established the procedure below for regular business meetings.

At special, emergency, or workshop meetings, public comments will be limited to the topic(s) of the particular meeting.

In addition to speaking during the designated public comment portion of the agenda at Board meetings, members of the public are welcome to submit written comments on school and educational matters to the Board and Superintendent.

The following rules apply to public participation in Board business meetings:

1. The Board includes a public comment period, not to exceed 10 minutes on the agenda of its regular business meetings. Individual speakers will be given equal amounts of time to speak during public comment period, limited to a maximum of three (3) minutes per speaker. Individuals may not relinquish a portion of their allotted time to another speaker. The time limits in this paragraph may be modified at a particular meeting at the discretion of the Board Chair.

2. Pursuant to the provisions of policy BEDD- Conduct of Board Meetings-Procedural Rules, any member of the Board may move to modify the time limits in this paragraph during a particular meeting. Any such motion shall require a second to proceed to a vote. The final authority on such a seconded motion is the majority of the voting members, provided a quorum is present, and always subject to applicable law.

3. The Board will hear public comments from residents of the school unit first. If there is time remaining in the public comment period once all residents have had the opportunity to speak, the Board will permit comments from non-residents. Individuals who wish to speak are required to fill out the sign-in form available at each Board meeting, prior to the beginning of the public comment period, and review a copy of this policy. Each individual will be required to state their name and town/city of residence before beginning their remarks.

4. In order to make efficient use of meeting time, the Board requests that groups or organizations be represented by designated spokespersons.

5. Individuals shall stand behind the podium during their allotted time for comment. Speakers will not be permitted to approach the Board or walk or stand elsewhere around the room during their comment period. Speakers must be recognized by the Board Chair, and all public comments should be addressed to the Board Chair.

6. The Board Chair is responsible for ensuring the orderly conduct of Board meetings and for ensuring compliance with this policy, including the following rules of order:

- a. Speakers are expected to follow rules of common etiquette and decorum for the forum – a school business meeting at which students may be present – and are required to refrain from (i) using indecent and/or obscene language, (ii) engaging in disruptive conduct, including but not limited to inciting criminal conduct, shouting, threatening others using words or by other actions, making defamatory comments, exceeding the allotted time limits, talking over or interrupting others, offering repetitive comments, and offering comments on matters unrelated to school or education matters. For purposes of this policy, the following definitions apply:

Indecent – the remark is uttered before 10:00 p.m. and describes or depicts sexual or excretory activities or organs in a patently offensive manner as measured by contemporary community standards.

Obscene – the remark appeals to the prurient (i.e., shameful, morbid, or unwholesome fascination with sex, nudity, or excretory functions) interest; depicts or describes sexual conduct in a patently offensive way; and, taken as a whole, lacks serious literary, artistic, political or scientific value.

- b. Discussion of personnel matters is not permitted during the public comment period due to the privacy, confidentiality and due process rights of school unit employees. For purposes of this policy, “discussion of a personnel matter” means any discussion, whether positive or negative, of the job performance or conduct of a school unit employee (whether the employee is named directly or, in the judgment of the Board Chair, the identity of the employee can be reasonably identified due to the content of the remarks).
- c. Discussion of matters involving individual students are also not permitted during the public comment period due to the privacy, confidentiality, and due process rights of the school unit’s students.
- d. All concerns about personnel matters and/or student matters should be directed to the Superintendent or another appropriate administrator outside of Board meetings, in accordance with RSU 5 Policy KEB- Complaints About School Personnel, so that they can be addressed through an alternative channel and in a manner consistent with privacy, confidentiality, and due process rights of the individuals involved.
- e. The Board Chair will stop any public comment that is contrary to these rules.
- f. Individuals who disrupt a Board meeting may be asked to leave in order to allow the Board to conduct its business in an orderly manner. The Board Chair may request the assistance of law enforcement if necessary to address disruptions or safety concerns.

Legal Reference: 1 MRSA § 401 et seq. 405

20-A MRSA § 1001 (20)

20-A MRSA § 6101

Cross Reference: BE - Board of Directors Meetings

BEC – Executive Session

~~BEDA – Notification of Board of Directors Meetings~~

BEDB – Agenda

BEDBA – Agenda Format

BEDD – Rules of Order

KE – Public Concerns and Complaints

KEB- Complaints About School Personnel

Adopted: November 18, 2009

Revised: March 23, 2011

Reviewed: February 26, 2014
Revised: November 14, 2018
Revised: April 27, 2022
Revised: May 10, 2023
Revised: _____

Item #13.A.



Stronger Together For Maine Students

53rd Annual Maine School Management Association Fall Conference

*** October 29–30, 2026 • Augusta Civic Center**

TO: Maine Superintendents, Assistant Superintendents, & CTE Directors

It's time to **register for the 53rd Annual Maine School Management Association Fall Conference!**

We are excited about this year's conference and believe it will be one of our best yet. With **more than 70 clinics, inspiring keynote and endnote speakers, more than 50 exhibitors, great entertainment, professional networking, and opportunities to celebrate the accomplishments of Maine's school leaders and board members**, there will be something for everyone.

This year's conference theme is **"Stronger Together For Maine Students."** It captures what Maine's public schools need now more than ever: educators,

** Please let Ginny know By October 2nd If you would like to attend.*

administrators, school boards, students, families, and communities working together to meet the challenges and opportunities facing our schools.

We hope you and your colleagues will join us for **two days of learning, inspiration, collaboration, and connection** on Thursday and Friday, October 29 and 30, at the Augusta Civic Center.

[Online Registration Instructions](#)

A Powerful Opening: A.J. Juliani



We are thrilled to welcome **A.J. Juliani** as our keynote speaker. His topic:

Intentional Innovation: How to Guide Risk-Taking, Build Creative Capacity, and Lead Change

As the world changes, how do we educate differently so students, teachers, and staff are empowered to thrive?

In this engaging and practical keynote, bestselling author A.J. Juliani will share a clear process for **guiding risk-taking, building creative capacity, and leading meaningful change**. He will explore why intentional innovation matters and how school leaders can put it into practice in classrooms, schools, and their own professional lives.

Juliani is a *Wall Street Journal* and *USA Today* bestselling author of *Adaptable* and serves as an instructor for the University of Pennsylvania Graduate School of Education. A former Director of Learning and Innovation and former K–12 educator and instructional coach, he has spent his career helping schools create innovative learning experiences. He is also the author of *Empower*, *Launch*, and *The PBL Playbook*.

Be prepared to think differently, challenge assumptions, and leave inspired to lead change.

More Than 70 Clinics—Something for Everyone



This year's conference will feature more than 70 clinics covering a wide range of timely topics for Maine school leaders.

Clinic offerings will address leadership, governance, instruction, school operations, student needs, emerging challenges, legal pitfalls, and practical strategies that can be taken back to your district and put to work.

A complete clinic schedule with titles, dates, and times will be distributed as soon as it becomes available.

[Click here to watch video highlights from last year's Fall Conference!](#)

More Conference Highlights:

Celebrate School Leadership

Join us as we recognize years of school board service and present the Maine School Boards Association's annual awards.

Thursday Lunch Entertainment

Enjoy a performance by the **Marshwood High School Concert Band** during Thursday's luncheon.

Connect with More Than 50 Exhibitors

Explore the latest products, publications, technologies, and services designed for your buildings, board meetings, classrooms, and offices.

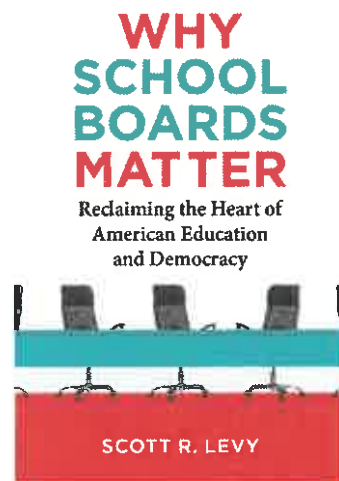
Door Prizes

Be sure to enter for a chance to win some fabulous door prizes!

MSMA Reception — Thursday at 3:30 p.m.

Come together with colleagues for an afternoon reception featuring **light refreshments, door prize drawings, and music from Belmont Radio!**

A Thought-Provoking Endnote: Scott Levy



We will close the conference with **Scott Levy**, whose presentation is especially relevant for school board members, administrators, and policymakers:

Why School Boards Matter

School boards occupy a unique position in addressing some of the most pressing challenges facing public education and our democracy.

Scott will explore the current governmental environment and the role of strong board governance in strengthening public education and supporting democracy. He will tackle issues including **social media, polarization, state versus local control, initiative fatigue, district climate, community trust, accountability, and maintaining a long-term focus.**

Most importantly, Scott will offer **practical, actionable insights** that school board members and administrative leaders can use as they navigate today's increasingly complex governance environment.

Scott Levy is an Adjunct Lecturer at the Harvard Graduate School of Education and has been elected four times to a local public school board in Westchester County, New York. He has served as president of a regional school boards association, chairman of a children's hospital, and Executive Director of the Yale Center for Emotional Intelligence. He also spent two decades as an investment banker advising corporate boards and senior executives.

Bring Your Student Board Member!

Student board members are strongly encouraged to attend this year's conference. On Thursday there will be four clinics designed especially for student board members and hosted by the National Student Board Member Association team.

The registration fee for student board members is **\$100 per student**. If your student board member is not currently listed in the registration portal, **please add them to the portal when registering** (we realize that some student board members will be elected or appointed only after the start of the upcoming school year).

Registration Information

Registration for the Fall Conference should be completed **through your Superintendent's Office.**

- **Registration fee:** \$360 per person
- **Student board member registration:** \$100 per student
- **Purchase orders accepted**, but prepayments are not.
- Your district will be **billed after the conference.**

53rd Annual MSMA Fall Conference

Augusta Civic Center | October 29 – 30, 2026

THURSDAY, OCTOBER 29

Time	Event & Description	Location
7:30 – 4:00	Registration & Continental Breakfast	Lobby
7:30 – 8:00	Vendor Visits	Main Auditorium
8:00 – 8:15	Welcome & Introductions	Main Auditorium
8:15 – 9:30	 Keynote Speaker: A.J. Juliani Intentional Innovation: <i>How to Guide Risk-Taking, Build Creative Capacity, and Lead Change:</i> As the world changes, how do we educate differently so students, teachers, and staff are empowered to thrive? Bestselling author A.J. Juliani (former Curriculum Coordinator, Tech Director, English teacher, football coach and K-12 Instructional Coach) shares a clear process to guide risk-taking so you can build intentional innovation in your classroom, school, and life.	Main Auditorium
9:40 – 10:40	Clinics Session I	Various Rooms
10:50 – 11:50	Clinics Session II	Various Rooms
12:00 – 1:00	 Lunch & Vendor Visits	Main Auditorium
	Featuring music by the Marshwood High School Concert Band and the presentation of the annual MSBA Awards .	
1:10 – 2:10	Clinics Session III	Various Rooms
2:20 – 3:20	Clinics Session IV	Various Rooms
3:30 – 5:00	 Reception & Vendor Visits Mingle with peers, enjoy refreshments, and listen to live music by Belmont Radio!	Main Auditorium
	 <i>Great door prizes donated by our exhibitors! (Must be present to win).</i>	

 FRIDAY, OCTOBER 30

Time	Event & Description	Location
7:30 – 11:00	Registration Morning coffee, tea, and light snacks provided.	Lobby
8:00 – 9:00	Clinics Session V	Various Rooms
9:10 – 10:10	Clinics Session VI	Various Rooms
	Brunch & Endnote Speaker Introduction of Officers and presentation of the School Board Service Awards .	
10:10– 11:30	 Endnote Speaker: Scott Levy , Author and Adjunct Lecturer at the <i>Harvard Graduate School of Education</i> . <i>Why School Boards Matter:</i> <i>How can local school boards overcome political polarization, social media noise, and initiative fatigue? In his endnote, Scott shares actionable insights for school board members, administrators, and policymakers. Attendees will learn how to strengthen board governance, rebuild community trust, and foster long-term civic participation.</i>	
11:40– 12:40	Clinics Session VII	Various Rooms
12:50– 1:50	Clinics Session VIII	Various Rooms



TO: School Board Members, Superintendent of Schools and CTE
Directors

FROM: Joe Long, President
Kim Bedard, Chair, Constitution & Bylaws Committee
Lucy Richard, Chair, Resolutions Committee
Eric Waddell, Executive Director

DATE: August 18, 2026

RE: Materials for MSBA Delegate Assembly

Linked below are the proposed 2026 new and revised resolutions that will be considered by the MSBA Delegate Assembly at their meeting on October 24, 2026. These resolutions include four new proposed resolutions, along with resolutions proposed for both substantive and non-substantive changes. An additional document details proposed revisions to the MSBA Constitution & Bylaws. These require action at Delegate Assembly as well.

We request that your local school board review these proposed revisions at an upcoming school board meeting. If you haven't already, your local board must take action to select your delegate and alternate for the Delegate Assembly. The September School Board Support & Development meetings are scheduled as follows:

- September 9th at 6:00 p.m. via Zoom
- September 14th at 12:00 p.m. via Zoom
- September 17th at 6:00 p.m. via Zoom

In large part, the September School Board Support & Development meetings will focus on the proposed new and revised resolutions along with the proposed changes to the Constitution & Bylaws. Our hope is that all delegates and alternates will attend one of the three September School Board Support & Development meetings. Be on the lookout for the agenda and Zoom link for these meetings (remember, you need only attend one!).

MSBA requires that additional proposed changes to resolutions from members be presented to MSBA no later than October 2, 2026, for consideration at the Delegate Assembly.

If you are interested in reading all MSBA resolutions, they are included on the MSBA website and linked [here](#). *Cattachod*

As a reminder, the 2026 MSBA Delegate Assembly will be held via Zoom. It is set for Saturday, October 24, beginning at 9:30 a.m. Delegates must be technology savvy and must log-on no later than 9:15 a.m.

Please be reminded that each delegate must be appointed by their local school board and registered as a delegate, prior to October 8, 2026.

Please contact [Eric Waddell at MSBA](#) with any questions regarding the MSBA Delegate Assembly.

2026 Proposed New Resolutions

Substantive Revisions

MSBA Resolutions Committee Work 2026

PROPOSED NEW RESOLUTIONS

- 1) **Student Board Members** – The Maine School Boards Association (MSBA) strongly encourages all Maine school boards and school committees to include at least one student representative as a member of their governing body. MSBA affirms the importance of student participation as a meaningful opportunity for civic learning, leadership development, and engagement in democratic processes. MSBA encourages local boards to invite student representatives to cast their advisory votes prior to other members, ensuring that the student perspective is clearly heard and considered before final decisions are made.

***Rationale:** Student representatives on a local school board provide an important and meaningful voice in school board decision-making while offering students valuable opportunities to develop civic knowledge, leadership skills, and an understanding of democratic governance. Encouraging student participation on school boards strengthens the connection between students and their governing bodies and ensures that school board decisions affecting students are informed by direct student perspective and input.*

- 2) **Importance of Civics Education** – The Maine School Boards Association (MSBA) strongly encourages all Maine public schools to fully implement and emphasize the Civics & Government strand of the Maine Learning Results: Parameters for Essential Instruction across all grade spans. MSBA affirms the importance of intentional instruction and learning experiences that help students understand their rights and responsibilities as citizens and provide meaningful opportunities to practice civic engagement. MSBA encourages school boards, administrators, and educators to prioritize the teaching and modeling of civil discourse so that all students are equipped with the skills necessary to participate thoughtfully, respectfully, and constructively in a diverse and democratic society. MSBA calls upon the Maine Legislature and the Maine Department of Education to provide dedicated, sustained funding and resources to support professional development towards local implementation of the Civics & Government strand across all grade spans.

***Rationale:** A strong civics education is essential to preparing students to become informed, engaged, and responsible citizens who understand both their rights and responsibilities in a democratic society. Emphasizing civics, civic engagement, and civil discourse across all grade spans strengthens students' ability to participate thoughtfully and respectfully in their communities while supporting educators and schools with the resources necessary to make meaningful civic learning a priority.*

- 3) **Educator and School Staff Recruitment and Retention** – The Maine School Boards Association (MSBA) believes that recruiting, supporting, and retaining a high-quality and

diverse educator and school staff workforce is among the most critical challenges facing Maine's public schools. MSBA supports a comprehensive, multi-pronged approach to addressing Maine's educator workforce crisis, and calls upon the Legislature, the Governor, and the Maine Department of Education to pursue the following strategies in partnership with local school districts:

- **Compensation and Financial Incentives.** MSBA supports targeted financial incentives, funded by the state, particularly for educators in high-need fields, in rural and under-resourced communities, and in leadership roles, as well as state income tax credits to recruit and retain educators, particularly in shortage areas.
- **Certification and Alternative Pathways.** MSBA supports recent changes to Maine's educator certification system that create alternative and flexible pathways into the profession, including portfolio-based certification, residency programs, educator apprenticeships, and grow-your-own pipelines that allow paraprofessionals and educational technicians already working in Maine schools to earn certification, while maintaining high standards.
- **Early Career Support and Mentoring.** MSBA supports state investment in structured mentoring and induction programs for new educators as essential components of any comprehensive retention strategy.
- **Housing and Cost-of-Living Support.** MSBA encourages the Legislature to explore dedicated housing support strategies for educators, including down payment assistance programs, mortgage assistance, workforce housing partnerships, and state tax incentives that help educators afford to live in the communities they serve.
- **Loan Forgiveness and Pipeline Development.** MSBA supports expanded state loan forgiveness programs for educators who commit to teaching in Maine, particularly in shortage subject areas and underserved communities, as well as programs that introduce students to the teaching profession as early as the high school level, building a long-term pipeline of homegrown educators invested in Maine's communities.

MSBA recognizes that addressing Maine's educator workforce crisis requires sustained commitment and partnership across state and local government, higher education, and the education community, and will advocate for policies and resources that support Maine schools in recruiting, developing, and retaining the talented and dedicated staff that Maine students deserve.

Rationale: *The ability of Maine's public schools to provide high-quality educational opportunities depends upon having a qualified, supported, and stable workforce. A comprehensive approach to recruitment and retention includes competitive compensation, flexible pathways into the profession, mentoring, housing and financial supports, and strong educator pipelines. This will help Maine school boards address workforce shortages and ensure that talented educators and school staff can build successful careers serving Maine students and communities.*

- 4) **Cost of Special Education** – The Maine School Boards Association (MSBA) believes that the rising cost of special education represents a significant fiscal challenge facing Maine school districts and local taxpayers today. Maine's overall special needs student rate has risen from 16 percent to 20 percent of all students. More districts have had to place students in out-of-district or special purpose private schools, resulting in unpredictable expenses that can be financially devastating and are difficult to budget. These pressures fall hardest on rural, small, and property-tax-dependent communities, and they threaten the ability of districts across Maine to maintain high-quality educational programs for all students.

MSBA supports the efforts of the Maine Education Policy Research Institute (MEPRI) to study the feasibility and potential benefits of regional Education Service Centers to assist in delivering special education programs and services in Maine, and encourages the Legislature to provide MEPRI with the direction, resources, and time necessary to complete this important work thoroughly.

MSBA also supports increased state financial support for high-cost placements, incentives for districts that build in-house capacity to serve students' complex needs; investments in programs to recruit and retain more special education educators; and potential changes to the special education funding formula to provide more consistency and predictability.

Rationale: *The rising cost and complexity of special education services create significant and increasingly unpredictable financial pressures for Maine school districts, particularly for small, rural, and property-tax-dependent communities. A comprehensive state and local response includes exploring regional service models, strengthening in-district capacity, supporting the special education workforce, and improving funding for high-cost placements. These are essential to ensuring that Maine students receive the services they need without compromising the quality and stability of educational programs for all students.*

MSBA Resolutions Committee Work 2026
PROPOSED SUBSTANTIVE REVISIONS

1) 1.6 In-Service Education Programs

CURRENT RESOLUTION:

1.6. In-Service Education Programs – MSBA recognizes the value of continuous in-service education programs for school board members and resolves itself to encourage the development of such state-wide and regional programs as are necessary to provide the information and skills required to assure effective local school board service by Maine’s elected public school officials. (Adopted 1982)

NEW RESOLUTION:

~~1.6. In-Service Education Programs – MSBA recognizes the value of continuous in-service education programs for school board members and resolves itself to encourage the development of such state-wide and regional programs as are necessary to provide the information and skills required to assure effective local school board service by Maine’s elected public school officials.~~

~~**School Board Professional Development** - The Maine School Boards Association (MSBA) affirms its commitment to promoting high-quality governance training and the adoption of best practices as foundational to effective school board service throughout the State of Maine. MSBA strongly encourages all newly elected and appointed school board members to participate in orientation and foundational governance training at the earliest practicable opportunity following the commencement of their service, and encourages member boards to establish local expectations and policies that support such participation. MSBA encourages all school board members — regardless of tenure — to engage in ongoing professional development throughout their service, and recognizes that effective governance is a continuous practice that benefits from regular learning, reflection, and collaboration with peers; MSBA identifies the following as core areas of knowledge and practice essential to effective school board governance, and will work to ensure that training opportunities address each of these areas:~~

- ~~• The distinct and complementary roles of the school board and the superintendent, and the importance of maintaining a productive and professional working relationship between them;~~
- ~~• Policy development, adoption, and oversight as the primary instrument of board governance;~~
- ~~• Budget development, financial oversight, and the responsible stewardship of public funds;~~
- ~~• Maine education law, including the requirements of Title 20-A of the Maine Revised Statutes, and the legal obligations of school board members;~~

- The Freedom of Access Act
- Parliamentary Procedure
- School board Self-evaluation
- On-boarding of school board members
- Collective bargaining processes and the board's role in labor relations;
- Ethical conduct, conflict of interest, and the responsibilities of public office;
- Community engagement, transparency, and building public trust in local educational governance

MSBA will develop, expand, and continually improve its training programs, resources, and peer learning opportunities to serve the diverse needs of member boards across Maine, including boards in rural, small, and under-resourced districts.

2) 3.B.3.g Taxpayer Dollars Support Public Education

Current Resolution

3.B.3.g. Taxpayer Dollars Support Public Education – The Maine School Boards Association (MSBA) believes taxpayer dollars should support public schools that are open to all and regulated by the state. MSBA opposes any effort, such as vouchers or tax credits that would siphon off public resources to support any form of private education. If parents wish to send their children to private schools, it is their choice, but it is not an option that should come at taxpayer expense. We also believe it is not appropriate to use public dollars to advance any particular religion or dogma. (Adopted 2019 – Amended 2025)

Proposed Resolution

3.B.3.g. Taxpayer Dollars Support Public Education - The Maine School Boards Association (MSBA) believes ~~that~~ taxpayer dollars should support public schools that are open to all and regulated by the state. ~~While intending to maintain existing practices of funding existing so-called 60-40 private academies and institutions and the ability of local school administrative units (SAUs) to distribute public funding as best serves their student populations,~~ MSBA opposes any effort, such as vouchers or tax credits, that would siphon off public resources ~~historically directed~~ to support ~~public SAUs in favor of~~ any form of private education. If parents wish to send their students to private schools, it is their choice, but it is not an option that should come at taxpayer expense, ~~except through the existing approval process of their home SAU.~~ ~~We~~ MSBA also believes that, while respecting all individuals' right to freedom of religious choice and expression, it is not appropriate to use public dollars to advance any particular religion or dogma. ~~Any private school receiving public funds must meet basic school approval standards and comply with state law.~~

3) Updated School Funding/EPS – Combine and Replace

Current Resolutions (Both Would Be Deleted And Replaced With Proposed Revision):

4.12 School Funding – 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 (Adopted 2024)

3.A.2. Essential Programs and Services – The Maine School Boards Association 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, predictable, and sustainable distribution of funds is honored, and represents a model for adequacy in all of Maine's disparate, and very often, broad, rural, lowpopulation 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, 2024)

New Resolution (To Combine and Replace Entirety of Both 4.12 and current 3.A.2):

3.A.2. ~~Essential Programs and Services~~ School Funding – The Maine School Boards Association (MSBA) recognizes the joint responsibility of municipalities and the state to provide for the cost of education, as well as the need for a funding model that ensures the equitable, predictable, and sustainable distribution of state education dollars 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 upon which the model is based, the educational outcomes to which Maine school districts are presently held, and changes in local, regional, and national economic conditions have at times prevented EPS from fully realizing this responsibility, particularly for rural, low-population, and high-poverty communities across Maine.

MSBA welcomes the work of the Legislature, the Maine Department of Education, and the Maine Education Policy Research Institute to study and modernize the EPS formula, and recognizes LD 2226 as meaningful progress, particularly in incorporating measures of community income and poverty into the determination of a district's ability to pay, and in updating aspects of the formula to better reflect Maine's labor markets and align with

Maine's minimum teacher salary structure. MSBA supports continued efforts to build on this progress, recognizing that LD 2226 represents an important first step and that significant work remains. In particular, MSBA calls on the Legislature and MEPRI to study the cumulative impact that years of inadequate inflation adjustments have already had on the formula's underlying cost assumptions, and to assess whether EPS as currently formulated is truly adequate to meet the actual cost of delivering a quality education to Maine students today.

MSBA calls on the Governor, Commissioner, and Legislature to ensure that: the cost matrix of the formula is adjusted annually for inflation so that EPS maintains its real value over time; the real dollar funding lost in years when EPS has fallen behind inflation is restored; the statutory requirement to fund at least 55% of EPS is met consistently; the formula continues to evolve to accurately reflect the actual cost of delivering education in all of Maine's diverse communities; and alternatives to the property tax for raising local education revenues are explored and made available to municipalities.

4) 4.3 Student Visas for Public Schools

Current Resolution:

4.3 Student Visas for Public Schools – It is the position of the Maine School Boards Association that the present federal system, INA Section 214 (m) (1) (A) (B) (i), that allows 4-year visas in private schools but only a 1-year visa in public schools is discriminatory and inequitable. Furthermore, the current practice adversely impacts a public school's ability to raise additional revenue to lower local taxes. MSBA requests an immediate change in this unfair system, thus permitting all eligible international students to acquire 4-year visas. (Adopted 2010)

Proposed Changes:

4.3 Student Visas for Public Schools - It is the position of the Maine School Boards Association (MSBA) that the ~~present federal system, INA Section 214 (m) (1) (A) (B) (i) that allows 4-year visas in private schools but only a 1-year visa in public schools is current~~ federal regulations implementing Section 214(m) of the Immigration and Naturalization Act (8 USC § 1184(m)) which pertain to student F-1 visas are discriminatory and inequitable. ~~Furthermore, the current practice in that they adversely impacts a public school district's~~ ability to raise revenue to ~~reduce lower~~ local taxes. Under the current regulations, a student with an F-1 visa who is admitted to attend a public high school is limited to 12 months of study (in the aggregate) while a student with an F-1 visa admitted to attend a private high school has no such restriction; they may attend for the time necessary to complete their studies so long as they maintain their F-1 visa status (8 CFR 214.2(f)(5)(i)). MSBA requests ~~an immediate change in this unfair system, thus permitting all eligible international students to acquire 4-year visas;~~ the federal regulations to enable public schools to be on an equal footing with private schools in this regard.

5) 2.B.1.r Artificial Intelligence (AI) In Schools

Current Resolution:

2.B.1.r. 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 and awareness of the potential dangers 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. (Adopted 2024, Amended 2025)

Proposed Resolution:

2.B.1.r. Artificial Intelligence (AI) in Schools – The Maine School Boards Association recognizes the **responsible** use of AI (including generative AI) in schools as a tool to enhance student **education-learning**. Its purpose **is should be** to support all students **in achieving to achieve** their educational goals **through informed, ethical, and effective use**. All **use of** AI use must comply with **should adhere to** existing policies **including those related to privacy, security, and academic integrity**. **The goal of** The use of AI **should is to** promote digital and information literacy, providing students the opportunity to learn to question, **validate, and critically and** evaluate information while making informed decisions about **AI-generated** content. Appropriate use, **combined with and** awareness of the potential **dangers of AI will** guide students to think critically about the results they obtain through AI. risks such as bias, misinformation, and overreliance, will guide students to think critically about AI outputs. AI is not a substitute for schoolwork that requires **independent thinking and original thought** expression.

6) 2.A.4.e Local School Board Responsibility

Current Resolution:

2.A.4.e Local School 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 and staff, and oversee the operation of their schools while following state law and district policies. The Maine School Boards Association supports local board 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 stakeholders can ease conflict and promote educational objectives. MSBA strongly supports the well-established tradition of local board 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 board 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 board control. (Adopted 1974 – Amended 1976, 1982, 2020, 2024).

Proposed New Resolution:

2.A.4.e Local School Board Responsibility - Local sSchool boards are locally elected governing bodies ~~of school administrative units, comprised of locally elected individuals whose duty is to represent and ensure~~ responsible for representing the best interests of students and staff, ~~and oversee the operation of their schools while following~~ while overseeing school operations in compliance with state law and district ~~policies~~ policy. The Maine School Boards Association (MSBA) supports strong local board control, ~~of educational programs which allows, allowing~~ communities to tailor ~~their~~ educational ~~approach~~ programs to the ~~specific~~ unique 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 stakeholders can ease conflict and promote educational objectives. MSBA strongly supports the well-established tradition of local board 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 board decision making empowers educators to collaborate and innovate, leading to more effective and responsive educational programs.~~ Boards play a central role in policy development, budgeting, curriculum, safety, and facilities, and foster open dialogue with stakeholders to support educational goals. MSBA urges legislators and Maine’s congressional delegation to oppose ~~laws~~ measures that ~~may hinder~~ would weaken ~~or erode~~ local board ~~control~~ authority and undermine effective community-based decision making.

7) 2.A.4.h. Child Advocacy

Current Resolution:

2.A.4.h. Child Advocacy – As advocates for children, the Maine School Boards Association urges school boards to incorporate in their mission statements language which clearly establishes that the thorough and efficient education of all children is their primary statutorily based responsibility. (Adopted 1993 – Amended 1999)

Proposed Resolution:

2.A.4.h. Child Advocacy – As advocates for children, the Maine School Boards Association urges school boards to ~~incorporate~~ state clearly in their mission statements ~~language which clearly establishes that the~~ that their primary statutory responsibility is to provide a thorough and efficient education ~~of for~~ all children, free from discrimination prohibited under state or federal law. ~~is their primary statutorily based responsibility.~~

8) 2.A.6.e Just Cause

Current Resolution:

2.A.6.e. Just Cause – The Maine School Boards Association urges school boards to reject undefined “just cause” bargaining proposals presented by employee unions. In the event, however, that the board includes “just cause” language in a collective bargaining agreement, MSBA strongly urges that it be clearly defined so that both parties to the agreement have a full and common understanding of its intent and application. (Adopted 1983 – Amended 1984, 1999).

Proposed Resolution:

2.A.6.e Just Cause – The Maine School Boards Association ~~urges school boards to reject undefined “just cause” bargaining proposals presented by employee unions. In the event, however, that the board includes “just cause” language in a collective bargaining agreement, MSBA strongly urges that it be clearly defined so that both parties to the agreement have a full and common understanding of its intent and application.~~ advises that if a school board adopts a “just cause” provision in a collective bargaining agreement, it should be written with specific, shared definitions so both the board and employee unions have a clear and consistent understanding of how it will be applied.

9) 2.A.6.h Negotiation of Educational Policy

Current Resolution:

2.A.6.h. Negotiation of Educational Policy – The Maine School Boards Association strongly opposes any legislative efforts to weaken the ability of local school boards to set education policy. MSBA directs its Executive Board of Directors and staff to work with other educational organizations in order to form a coalition to oppose legislation that would broaden the current negotiability of educational policy. MSBA supports the decision of the Maine Supreme Court in the MSAD #58 Board of Directors v. Mt. Abrams Teachers Association case and endorses the arbitration decisions rendered in the Lisbon School Systems v. Lisbon Teachers Association report. MSBA encourages local boards to work with their professional staff to achieve a meaningful meet and consult process on subjects of educational policy. (Adopted 1991 – Amended 1999, 2002)

Proposed Resolution:

2.A.6.h. Negotiation of Educational Policy – The Maine School Boards Association (MSBA) strongly opposes any legislative efforts to weaken the ability of local school boards to set education policy. MSBA directs its Executive Board of Directors and staff to work with other educational organizations in order to form a coalition to oppose legislation that would broaden the current negotiability of educational policy. ~~MSBA supports the decision of the Maine Supreme Court in the MSAD #58 Board of Directors v. Mt. Abrams Teachers Association case and endorses the arbitration decisions rendered in the Lisbon School Systems v. Lisbon Teachers Association report.~~ MSBA encourages local boards to work with their professional staff to achieve a meaningful meet and consult process on subjects of educational policy.

MSBA Resolutions Committee Work 2026
PROPOSED NON-SUBSTANTIVE REVISIONS

1) 1.1 MSBA Mission Statement

Current Resolution:

1.1 MSBA Mission Statement – To enhance the education of all students in Maine’s public schools by identifying and serving the needs of local school boards through board development, information and support services, and by advocating for all Maine public schools at the state and national levels. (Adopted 1995)

Proposed Resolution

1.1 MSBAMaine School Boards Association Mission Statement - The mission of the Association is ~~To~~ **to** prioritize and enhance the education of all students in Maine’s public schools by identifying and serving the needs of local school boards through board development, information and support services, and by advocating for all Maine public schools at the state and national levels.

2) 1.2. Governance Role of the Local School Board

Current Resolution:

1.2. Governance Role of the Local School Board – The MSBA resolves herewith to adopt this mission statement as a means to guide Maine’s school boards in this era of change in the local school setting.

NSBA’s Vision for Public Education

The National School Boards Association believes local school boards are the nation’s preeminent expression of grass roots democracy and that this form of governance of the public schools is fundamental to the continued success of public education. Adequately funded, student-centered public schools will provide, in a safe and supportive environment, a comprehensive education for the whole child and will prepare all of America’s children for a lifetime of learning in a diverse, democratic society and an interdependent global economy. By focusing on raising student achievement and by actively engaging the community, school boards will provide leadership for academic success in the nation’s public schools. America’s school boards, by creating a vision of

excellence and equity for every child, will provide performance-oriented schools that meet today's problems as well as the challenges of tomorrow. (Adopted 1992 – Amended 2008)

Proposed Resolution:

1.2. Governance Role of the Local School Board – The MSBA resolves herewith to adopt this mission statement as a means to guide Maine's school boards in this era of change in the local school setting.

~~NSBA's~~ National School Boards Association's Vision for Public Education

The National School Boards Association believes local school boards are the nation's preeminent expression of grass roots democracy and that this form of governance of the public schools is fundamental to the continued success of public education. Adequately funded, student-centered public schools will provide, in a safe and supportive environment, a comprehensive education for the whole child and will prepare all of America's children for a lifetime of learning in a diverse, democratic society and an interdependent global economy. By focusing on raising student achievement and by actively engaging the community, school boards will provide leadership for academic success in the nation's public schools. America's school boards, by creating a vision of excellence and equity for every child, will provide performance-oriented and competency-based schools that meet today's problems as well as the challenges of tomorrow. (Adopted 1992 – Amended 2008)

3) 1.3. Support for Public Education

Current Resolution:

1.3. Support for Public Education – The public education system is open to all children and provides learning opportunities and support systems to prepare them to be life-long learners, productive workers and good citizens. It also must support innovations that assure traditional public schools remain the schools of choice. This resolution officially puts Maine School Boards on the record as standing with other states to support the National School Boards Association's "Stand Up for Public Schools" campaign. It calls for the adoption of local resolutions; better publicity around the excellent work going on in our districts; and public celebration of the educators and school leaders who support that work. (Adopted 2017)

Proposed Resolution:

1.3. Support for Public Education – The public education system is open to all children and provides learning opportunities and support systems to prepare them to be life-long learners, productive workers and good citizens. It also must support innovations that assure traditional

public schools remain the schools of choice. This resolution officially puts Maine School Boards on the record as standing with other states to support the National School Boards Association's "Stand Up for Public Schools" campaign. It calls for the adoption of local resolutions; better publicity around the excellent work going on in our districts; and public celebration of the educators and school leaders who support that work **through local efforts and statewide efforts such as MSBA's "Maine Loves Public Schools" and "Learning from Maine" campaigns.**

4) 1.4 Legislative Focus on Students

Current Resolution:

1.4 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. (Adopted 2019 – Amended 2024)

Proposed Resolution:

1.4 Legislative Focus on Students – The Maine School Boards Association ~~would like to stipulate that Legislators encourages 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~~to consider the impact of all proposals affecting public education on the students we serve. ~~The impact on children should be spelled out~~ Whenever possible, the implications for students should be clearly articulated in both the language of proposed law legislation 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.~~ When a proposal's impact on students is not readily apparent, we encourage further clarification and thoughtful discussion to ensure that student outcomes are meaningfully considered in the policymaking process.

5) 1.7. School Board Leadership

Current Resolution:

1.7. School Board Leadership – The Maine School Boards Association is encouraged to take a leadership role in developing and directing a broad coalition of education interest groups for the purpose of supporting quality public education in the State of Maine. (Adopted 1991 – Amended 2002)

Proposed Resolution:

1.7. School Board Leadership – The Maine School Boards Association is encouraged to ~~take a leadership role in developing and directing~~ lead and coordinate a broad coalition of education interest groups ~~for the purpose of supporting~~ to support quality public education in ~~the State of~~ Maine.

6) Heading 2: Policy Statements

Current Heading:

POLICY STATEMENTS

These resolutions represent the Association's views regarding substantial issues affecting a) how local school boards function and operate, and b) matters that directly relate to education

Proposed Heading:

2. ~~POLICY-BELIEF~~ STATEMENTS

These resolutions represent the Association's views regarding substantial issues affecting a) how local school boards function and operate, and b) matters that directly relate to education.

7) 2.A.2.d. Gender Neutral Language

Current Resolution:

2.A.2.d. Gender Neutral Language Policies – The Maine School Boards Association encourages local school boards to adopt policies that would promote the use of gender-neutral language in all communications. (Adopted 1990 – Amended 1999)

Proposed Resolution:

2.A.2.d. Gender Neutral Language ~~Policies~~ – The Maine School Boards Association encourages local school boards to adopt ~~policies-practices~~ that would promote the use of gender-neutral language in all communications ~~and policies~~.

8) 2.A.2.k. Staff Use of Social Media

Current Resolution:

2.A.2.k. Staff Use of Social Media – The Maine School Boards Association supports development of local board policy and guidelines around the appropriate use of social media by

employees during the workday and outside of work, and expectations and consequences for staff using social media to bully or disrupt the school learning environment. Schools need to be clear about who has authorization to create and monitor school-sponsored sites on Facebook and other platforms and are encouraged to do appropriate training for staff around good digital citizenship. (Adopted 2019)

Proposed Resolution:

2.A.2.k. Staff Use of Social Media – The Maine School Boards Association supports development of local board policy and guidelines around the appropriate use of social media by employees during the workday and outside of work, and expectations and consequences for staff using social media to bully or disrupt the school learning environment. Schools need to be clear about who has authorization to create and monitor school-sponsored ~~social media sites on Facebook and other platforms~~ and are encouraged to do appropriate training for staff around good digital citizenship.

9) 2.A.3.a. Citizen Involvement in the Schools

Current Resolution:

2.A.3.a. Citizen Involvement in the Schools – The Maine School Boards Association urges school boards to implement programs that foster constructive parental or guardian involvement and that make use of adult volunteers as a means of enriching the learning experiences of students while building better school-community relationships. (Adopted 1979 – Amended 1982, 1999, 2020)

Proposed Resolution:

2.A.3.a. Citizen Involvement in the Schools - The Maine School Boards Association urges school boards to implement programs that foster constructive ~~parental or guardian~~ involvement ~~of not only parents or guardians but that also and that~~ make use of adult ~~community members~~ ~~as~~ volunteers as a means of enriching the learning experiences of students while building better school-community relationships.

10) 2.A.3.b. Report Public School Education Success

Current Resolution

2.A.3.b. Report Public School Education Success – The Maine School Boards Association believes that, in order to strengthen public confidence in education, the many positive accomplishments of the public schools should be publicized. MSBA, therefore, urges school boards, superintendents and state educational leaders to actively and appropriately share the achievements of public education through media reporting, presentations to groups of parents and citizens, and other communications with the public. Local school boards are urged to

produce supplementary reports highlighting the accomplishments as well as the needs of their local schools. (Adopted 1982 – Amended 1988, 1999)

Proposed Resolution:

2.A.3.b. Report Public School Education Success – The Maine School Boards Association believes that, in order to strengthen public confidence in education, the many positive accomplishments of the public schools should be publicized. MSBA, therefore, urges school boards, superintendents and state educational leaders to actively and appropriately share the achievements of public education through media reporting, presentations to groups of parents and citizens, and other communications with the public such as “Maine Loves Public Schools” and “Learning from Maine.” Local school boards are urged to produce supplementary reports highlighting the accomplishments as well as the needs of their local schools.

11) 2.A.3.c. Shared Responsibility in Education

Current Resolution:

2.A.3.c. Shared Responsibility in Education – The Maine School Boards Association believes that public school personnel can best meet the personal and educational needs of students where there is meaningful communication and continuous interaction between the school and parents or guardians. MSBA urges local school boards to take a leadership role in developing policies that foster communication and programs for constructive parental or guardian involvement that will help to assure all students an equal opportunity to succeed. Procedures should be developed by local boards that allow for input from individuals and parent groups with regard to policy-level decision making, yet which recognize the ultimate responsibility of the elected school board to provide the lay governance of the schools as prescribed in law. (Adopted 1985 – Amended 1989, 1992, 1999, 2020)

Proposed Resolution:

2.A.3.c. Shared Responsibility in Education – The Maine School Boards Association (MSBA) believes that public school personnel can best meet the personal and educational needs of students where there is meaningful communication and continuous interaction between the school and parents or guardians. MSBA urges local school boards to take a leadership role in developing policies that foster communication and programs for constructive parental or guardian involvement that will help to assure all students an equal opportunity to succeed. Procedures should be developed by local boards that allow for input from individuals and parent groups with regard to policy-level decision-making, ~~yet which recognize~~ while recognizing that the ultimate responsibility of the elected school board is to provide the lay governance of the schools as prescribed in law.

12) 2.A.3.e. State Assessments

Current Resolution:

2.A.3.e. State Assessments – The Maine School Boards Association 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, 2024)

Proposed Resolution:

2.A.3.e. State Assessments – The Maine School Boards Association (MSBA) is committed to raising student achievement in all districts and believes ~~that while~~ statewide standardized assessments ~~are important when~~ used appropriately, ~~have to~~ they should 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.

13) 2.A.4.n. Role of Maine Department of Education

Current Resolution:

2.A.4.n. Role of Maine Department of Education – The Maine School Boards Association believes that the major effort of the Maine Department of Education should be to provide support to local educational units. The Department should keep information gathering and regulatory functions to a minimum. MSBA believes that the Department should support local school units in implementing Maine's System of Learning Results. MSBA strongly urges the Commissioner of the Department to thoroughly review all new state policy proposals and initiatives with local school board representatives as well as other school officials prior to their proposal. (Adopted 1979 – Amended 1988, 1998, 2002, 2008)

Proposed Resolution:

2.A.4.n. Role of the Maine Department of Education – The Maine School Boards Association believes ~~that the major effort of~~ the Maine Department of Education should ~~be to provide support to~~ focus primarily on supporting local ~~educational~~ school units, while limiting regulatory functions ~~The Department should keep information gathering and regulatory functions to a minimum. MSBA believes that~~ The Department should ~~support local school units~~ assist districts in implementing Maine's System of Learning Results and collaborate with local school boards and officials by reviewing proposed policies and initiatives before adoption. ~~MSBA strongly~~

~~urges the Commissioner of the Department to thoroughly review all new state policy proposals and initiatives with local school board representatives as well as other school officials prior to their proposal.~~

14) 2.A.6.a. Staff Relationships

Current Resolution:

2.A.6.a. Staff Relationships – The Maine School Boards Association urges school boards to enact and publicize procedures that give voice to district employees. While boards have the final say in matters of policy, staff impacted by policy should have the means to provide input through a robust meet and consult process. School Board Policy Committee members, through administrators who attend policy committee meetings, should seek input from affected staff. (Adopted 1969 – Amended 1999, 2020, 2023)

Proposed Resolution:

2.A.6.a. Staff Relationships – ~~In accordance with Title 26, Ch. 9-A, MRSA §965, the~~ Maine School Boards Association urges school boards to enact and publicize procedures that give voice to district employees. While boards have the final say in matters of policy, staff impacted by policy should have the means to provide input through a robust meet and consult process. School Board Policy Committee members, through administrators who attend policy committee meetings, should seek input from affected staff.

CONSTITUTION AND BYLAWS

CONSTITUTION

- PREAMBLE -

Recognizing that the nation's future is dependent upon the effective education of its youth; that school boards bear a significant responsibility to bring about needed improvement in public education; that an exchange of ideas is important at all times; that coordination of effort on the part of all educational interests is necessary; we believe that a strong state organization of Maine school board members will aid in accomplishing these goals.

ARTICLE I
NAME AND DEFINITION

Section 1. Name - The name of this organization shall be the Maine School Boards Association, hereinafter referred to as the Association.

Section 2. Definition - For the purposes of this Constitution and its Bylaws enacted hereunder, the term "School Board" shall be interpreted to mean School Committees, Boards of Directors, District School Committees, or any other group legally established to govern the local school administrative unit.

ARTICLE II
MISSION

The mission of the Association is to **prioritize and** enhance the education of all students in Maine's public schools by identifying and serving the needs of local school boards through board development, information and support services, and by advocating for all Maine public schools at the state and national levels.

ARTICLE III
PURPOSES

Purposes - The purposes of this Association shall be:

- a) to serve and represent the School Boards comprising the Association,
- b) to promote and maintain local control of public schools,
- c) to promote closer cooperation among the individual School Boards,
- d) to represent the combined interests of School Boards in the legislative process,

- e) to cooperate with other agencies in the State interested in the improvement of public education,
- f) to provide information for School Boards and the general public about the needs and the accomplishments of the public schools, and
- g) to sponsor, develop, and encourage those projects and programs that promote better public education in Maine.

ARTICLE IV MEMBERSHIP

Classes: There shall be four classes of membership in the Association:

- a) Active Regular Membership - All School Boards in Maine are eligible and shall be considered active regular members upon payment of dues as required by the Bylaws. This membership allows voting privileges within elections of officers, directors, and resolutions and formal involvement in the Association's policy adoption process for the policies that govern the work of the Association.

- b) Associate Memberships

Career and Technical Regions - Any cooperative board of a Career and Technical Region shall be considered an associate member upon payment of dues as required by the Bylaws. This membership, although not considered a School Board as defined in Article I, Section 2, allows voting privileges at the annual Delegate Assembly.

State and Private Schools - State operated schools, private schools, or other formally organized school supervisory entities not considered School Boards as defined in Article I, Section 2, shall be considered associate members upon payment of dues as required by the Bylaws. This membership shall not allow voting rights, nor shall it entitle the member to labor relations and legal services.

Municipalities - Municipalities or quasi-municipal corporations shall be considered associate members upon payment of dues as required by the Bylaws. This membership shall not allow voting rights, nor shall it entitle the member to labor relations and legal services.

Education Service Centers - Education Service Centers, as defined in Title 20-A M.R.S.A., Chapter 123, §3801, shall be considered associate members upon payment of dues as required by the Bylaws. This membership shall not allow voting rights, nor shall it entitle the member to labor relations and legal services.

- c) Individual Membership - Any individual duly elected or appointed member of a Maine School Board, which itself is not an active member of the Association, shall be considered an individual member upon payment of dues as required by the Bylaws. This membership shall not allow voting rights, nor shall it entitle the member to labor relations and legal services.

- d) Honorary Individual Membership - This honor may be conferred by the Delegate Assembly, when so recommended by the Executive Board of Directors, upon individuals who have rendered outstanding service to public education. This membership shall not allow voting rights, nor shall it entitle the member to labor relations and legal services.

ARTICLE V OFFICERS

Section 1. Officers - The officers of the Association shall be a President, President-Elect, and Vice President.

Section 2. Succession - The current President-Elect shall automatically assume the office of the President for one (1) year following their term as President-Elect.

Section 3. Elections - President-Elect and Vice President, for the following year, shall be elected annually at the Delegate Assembly for a term of one (1) year. If the President-Elect is unable to assume the office of the President, the President shall also be elected at the annual meeting of the Delegate Assembly for a term of one (1) year.

Section 4. Duties

- a) The President shall preside at all meetings of the Executive Board of Directors and of the Association. The President shall perform all duties specified in this Constitution, as well as such duties as usually pertain to the office of President.
- b) The President-Elect and the Vice President shall render the President assistance as needed in carrying out the work of the Association. In cases of absence for any reason of the President, the President-Elect shall serve in that capacity, and in cases of absence for any reason of the President-Elect, the Vice President shall serve in that capacity.

Section 5. Vacancies - In the event that a vacancy occurs in one or more officer positions, the Executive Board of Directors may call a meeting for the purpose of appointing an interim officer to each position with a vacancy. The most senior officer present at the meeting or, in the case that no officer remains or is available, the Executive Director of the Association, shall preside. A person serving as Interim President-Elect shall not automatically assume the office of President at the beginning of the next term unless decided at the regular Delegate Assembly.

If more than eight months remain until the next regular Delegate Assembly, the Executive Board of Directors shall vote on whether to convene the Nominating Committee and call for a special Delegate Assembly to formally elect replacement officers for the duration of the term.

ARTICLE VI EXECUTIVE BOARD OF DIRECTORS

Section 1. Members

- a) The Executive Board of Directors shall consist of the three (3) officers of the Association, one member from each of the nine (9) regions selected according to Section 2 (a) under

this Article, six (6) members at-large and, as a voting ex officio, the immediate Past President of this Association.

- b) Not more than three officers and/or directors shall be members of School Boards in any one MSBA region, and only one member of an active regular member School Board shall be eligible to serve on the Board of Directors.
- c) The term of office shall be for three (3) years except in the case of the election to fill a vacancy in which case the term shall be for the unexpired portion of the term to be filled.
- d) If, during the term of their office, a Director ceases to be a member of their School Board, or their School Board ceases to be a member of the Maine School Boards Association, they may serve until the next annual meeting of the Delegate Assembly, at which time a replacement shall be elected.
- e) A Director who is absent for two (2) consecutive Executive Board meetings without cause or reason as determined by the Executive Board of Directors, shall be considered disinterested in the work of the Association, whereupon the Executive Board of Directors shall declare that a vacancy exists and notify that Director.

Section 2. Elections and Vacancies

- a) Directors shall be elected according to (b), (c) and (d) of this Section.
- b) Annually, three of the nine regional Directors shall be elected for terms of three (3) years each with the exception of a Director elected to fill the unexpired portion of a vacant position at the Delegate Assembly.
- c) At-Large Directors shall be elected by ballot at the Delegate Assembly. Annually, two of the six At-Large Directors shall be elected at the Delegate Assembly for terms of three (3) years each with the exception of a director elected to fill the unexpired portion of a vacant position.
- d) Vacancies on the Executive Board of Directors shall be filled by the President, with the approval of the Executive Board of Directors. Those Directors appointed by the President shall serve until the next meeting of the Delegate Assembly at which time new Directors shall be elected to fill the unexpired terms.

Section 3. Duties - The Executive Board of Directors is the governing body of this Association and all voting power is reserved to it except as otherwise provided in this Constitution. The Executive Board of Directors shall:

- a) meet at least six (6) times annually at the call of the President and at such other times as may be designated by the President or requested in writing by three Directors,
- b) propose and initiate programs and activities that are in harmony with the adopted policies of the Association,
- c) transact business of the Association between meetings of the Delegate Assembly,

- d) act as the policy-making body of the Association,
- e) in the event of dissolution of the Maine School Management Association, appoint and set the salary of the Executive Director, and receive, disburse, and account for all funds of the Association through the Executive Director, and
- f) assign the duties of the Executive Director which include the keeping of the records of the Association and of the Executive Board of Directors, and direct the activities of the Association according to adopted Association policies.

Section 4. Voting - Each member of the Executive Board of Directors shall be eligible to vote.

Section 5. Quorum - At any meeting of the Executive Board of Directors, the attendance of a majority of sitting directors and officers shall constitute a quorum.

ARTICLE VII COMMITTEES

Section 1. Standing - The MSMA Policy Committee, the MSBA Nominating, Constitution and Bylaws, Legislative, ~~and~~ Resolutions, ~~and~~ Strategic Planning Committees shall be the standing committees of this Association.

Section 2. Ad Hoc - Special committees may be authorized by the Executive Board of Directors for specific purposes.

Section 3. Membership - Members of committees shall be nominated by the President and approved by the Executive Board of Directors, with the exception of the Nominating Committee and the MSMA Policy Committee which will be chosen by the Executive Board of Directors.

Section 4. MSMA Policy Committee

- a) The MSMA Policy Committee is the governing body of Maine School Management Association.
- b) The five-member Policy Committee shall consist of the President, President-Elect, and Immediate Past President of the Maine School Boards Association, and two members nominated and elected by and from the Executive Board of Directors. The two elected members will be elected for alternating two-year terms.
- c) The Executive Board of Directors of the Maine School Boards Association shall be empowered to fill any and all vacancies of the Policy Committee of the Maine School Management Association for the unexpired term.
- d) The full term of a Policy Committee member will begin immediately following the MSBA Delegate Assembly and will expire at the conclusion of the MSBA Delegate Assembly in the second year thereafter.

- e) The MSMA Policy Committee shall elect and set the salary of the Executive Director of the Maine School Management Association who shall also serve as the Executive Director of the Maine School Boards Association.
- f) In the eventuality of the dissolution of the Maine School Management Association, the Policy Committee shall cease to exist.

Section 5. Nominating Committee/Nominations

- a) The Nominating Committee shall solicit nominations for Director vacancies to be filled at the Delegate Assembly from member School Boards. Based on interviews of candidates, the Nominating Committee shall prepare a written ballot to recommend Officers and Directors to be elected at the Delegate Assembly. In the case of regional Director nominations, the member School Boards filing such nominations shall be located within the region in question. The Nominating Committee shall make provision on the ballot for write-in voting for Directors.
- b) Director Nominations - Nominations for regional and at-large Directors may be made in advance of the Delegate Assembly by the filing of written statements by at least two member School Boards submitted at least thirty (30) days prior to the Delegate Assembly. Nominations from the floor **for vacancies that have been announced prior to the Delegate Assembly** may be made and seconded by member School Board delegates ~~in accordance with the requirements of this Section.~~
- c) Officer Nominations
 - 1. Officer candidates must have completed at least one year on the MSBA Executive Board of Directors by the time of their election.
 - 2. Candidates who wish to be nominated by the Committee must submit an application by the deadline set by the Committee.
 - 3. Persons not nominated by the Committee, who wish to be candidates, must submit an official, written endorsement of their candidacy from two MSBA member boards by the deadline set by the Committee.
 - 4. All officer candidates will be permitted to submit a written statement of no more than 150 words, to be circulated prior to the Delegate Assembly. The format/content of the statement is to be outlined by the Committee.
 - 5. No nominations from the floor or write-in candidates will be permitted for officer positions.

Section 6. Constitution and Bylaws Committee

- a) The Constitution and Bylaws Committee shall monitor the state of the Constitution and Bylaws and propose revisions, as needed, to the Executive Board of Directors, for ultimate consideration by the Delegate Assembly.

- b) The Committee shall be comprised of the Vice President, who shall serve as Chair of the Committee, and at least one (1) member from at least five (5) MSBA regions. Directors new to the Executive Board of Directors are encouraged to sign up for this committee.
- c) A quorum of membership from at least three (3) MSBA Regions is necessary to conduct business and vote. ~~The alternates~~ All board of directors are invited to attend each meeting and may speak when acknowledged by the committee chairperson.
- d) The Committee will meet annually, as needed.

Section 7. Legislative Committee

- a) The Committee shall review proposed legislation as printed and made available from the Maine Legislature. The Committee will recommend testimony based on adopted resolutions of MSBA.
- b) The Committee will meet as needed, once printed bills become available from the Legislature, and will continue to meet until all bills to be considered have been reviewed with the Legislative Session.
- c) The Committee shall be comprised of the President, who shall serve as Chair of the Committee and represent the MSBA region they are from, and one (1) member, if possible, from each of the other eight (8) MSBA Regions. These nine (9) members will be the voting members of the committee.
- d) An alternate from each region will be assigned (if possible) and will be able to vote should the assigned member not be present for the meeting. ~~The alternates~~ All board of directors are invited to attend each meeting and may speak when acknowledged by the committee chairperson.
- e) A quorum of membership from at least five (5) MSBA Regions is necessary to conduct business and take votes on bills up for consideration.

Section 8. Resolutions Committee

- a) The Resolutions Committee shall annually review the previously adopted resolutions of the Association and meet to determine if there are new resolutions to present to the Executive Board of Directors, who would then present them to the Annual Delegate Assembly.
- b) The Committee shall be comprised of the President-Elect, who shall serve as Chair of the Committee and represent the MSBA region they are from, and one (1) member, if possible, from each of the other eight (8) MSBA Regions. These nine (9) members will be the voting members of the committee.
- c) An alternate from each region will be assigned (if possible) and will be able to vote should the assigned member not be present for the meeting. ~~The alternates~~ All board of directors are invited to attend each meeting and may speak when acknowledged by the committee chairperson.

- d) A quorum of membership from at least five (5) MSBA Regions is necessary to conduct business and vote.
- e) The Committee will meet as needed, beginning in the winter of each Association year, following the election of officers at the Annual Delegate Assembly.

Section 9. Strategic Planning Committee

- a) The Committee shall be comprised of the immediate past president, who shall serve as Chair of the Committee, and at least one (1) member from at least five (5) MSBA regions.
- b) A quorum of membership from at least three (3) MSBA Regions is necessary to conduct business and vote. All board of directors are invited to attend each meeting and may speak when acknowledged by the committee chairperson.
- c) The Committee shall:
 - a. Conduct an annual review of the Strategic Plan to assess relevance, progress, and emerging needs, and bring forward recommended revisions for full Board consideration and approval.
 - b. Serve as a sounding board for new ideas or initiatives, helping determine their alignment with the Strategic Plan before they are elevated to the full Board.
 - c. Identify areas where additional focus, resources, or Board attention may be needed to advance key strategies.

ARTICLE VIII MEETINGS OF ASSOCIATION

Section 1. Annual - There shall be an annual meeting of the Delegate Assembly. All plans and arrangements for the meeting of the Delegate Assembly shall be the responsibility of the Executive Board of Directors. Quorum - Twenty (20) delegates or their alternates, with representation from at least five (5) MSBA regions present at any meeting of the Delegate Assembly shall constitute a quorum.

Section 2. Special - Special meetings of the Delegate Assembly may be called by the President or shall be called by the President upon the written request of six (6) members of the Executive Board of Directors. Quorum - Twenty (20) delegates or their alternates present at any meeting of the Delegate Assembly shall constitute a quorum.

Section 3. Members - Each member School Board and member CTE Region Board shall be entitled to be represented at annual and special meetings of the Delegate Assembly by a voting delegate. An alternate may be elected to serve in the absence of the delegate. The delegate and alternate shall continue in office during membership on the School Board or until replaced by that School Board. No one individual shall represent more than one School Board or CTE Board.

Section 4. Duties - The Delegate Assembly shall:

- a) elect officers and directors as nominated,

- b) adopt policies and resolutions that express the beliefs and purposes of the Association, and
- c) transact such other business as presented to it prior to the opening of the Delegate Assembly by any delegation or the Executive Board of Directors.

Section 5. Voting - Adoption of policies and resolutions shall require a two-thirds majority of those voting. All other business shall be by simple majority vote.

ARTICLE IX AMENDMENTS

Section 1. Procedure - Any proposed amendments to this Constitution shall be presented to the Executive Board of Directors at least thirty (30) days prior to the meeting of the Delegate Assembly. Such proposed amendments shall be circulated with the agenda prior to the Delegate Assembly together with the recommendations of the Executive Board of Directors.

Section 2. Vote - This Constitution may be amended by a two-thirds majority of those voting at the Delegate Assembly.

Section 3. Emergency - In case of emergency, so declared by the Executive Board of Directors, this Constitution may be amended by a two-thirds vote of the MSBA member School Boards and CTE Regions, said vote to be taken by e-mailed ballots.

BYLAWS

ARTICLE I FISCAL YEAR

The fiscal year of the Association shall run from July 1 through June 30.

ARTICLE II ASSOCIATION PROPERTY

The real and personal property of the Association shall be managed by the Policy Committee of the Maine School Management Association.

ARTICLE III VOTING

The Executive Board of Directors is authorized to conduct meetings with electronic participation by its members as long as there exists a quorum for the meeting. Members attending the meeting electronically shall have the right to full participation within the meeting.

Committees of the Executive Board of Directors of MSBA also shall operate as in the above paragraph with two exceptions as noted below.

There are four instances when voting by email will be allowed: 1) By the Legislative Committee of MSBA when a timely opinion is needed and testimony needs to be crafted to support or object to proposed Legislation; 2) to vote on replacement members for the Nominating Committee when circumstances require; 3) to conduct a vote on an emergency consideration of an Amendment to the MSBA Constitution, per Article IX, Amendments; and 4) to cast an initial vote on the MSBA dues at least ten (10) days prior to the MSBA Delegate Assembly. Said vote must be confirmed at the MSBA Board of Directors meeting held prior to the MSBA Delegate Assembly.

ARTICLE IV DUES

Dues for all classes of membership shall be fixed by the Executive Board of Directors on the recommendation of the MSMA Policy Committee, at least ten (10) days before the annual meeting of the Delegate Assembly. However, the Delegate Assembly at their annual meeting may disapprove the action of the Executive Board of Directors and fix the annual dues in a different amount or amounts. Dues for any class of membership may be waived by the Executive Board of Directors subject to the same approval or disapproval action by the Delegate Assembly at their annual meeting.

ARTICLE V MSBA REGIONS

Section 1. Organization - The Association shall be divided into MSBA regions as determined by the Executive Board of Directors in each of which regions there may be formed a regional

association. Any change in the number of regions shall be approved by the Delegate Assembly at their annual meeting.

Section 2. Purpose - The purpose of the MSBA regions shall be to further the purposes of the Association through local meetings and conferences for discussion, study, and interpretation of educational problems of common interest to School Boards and members in their region, and to promote additional opportunities for School Board member participation in the activities of the Association.

ARTICLE VI AMENDMENTS TO BYLAWS

These Bylaws may be amended by a two-thirds vote of those voting at any meeting of the Delegate Assembly.

ARTICLE VII PARLIAMENTARY AUTHORITY

The rules contained in Robert's Rules of Order shall govern the proceedings of the Association, except in such cases as are governed by the Constitution and Bylaws.

Proposed Curriculum and Program Development Standing Committee

Purpose

The overall purpose of the Curriculum and Program Development Committee is to align the Strategic plan with major curriculum and educational programming initiatives within the district, support transparency and communication regarding student learning priorities and outcomes, and recommend action to the Board of Directors.

Responsibilities

The Committee shall:

- Discuss district student learning priorities and outcomes with the goal of continuous improvement;
- Provide a forum for community engagement and diverse perspectives related to curriculum and educational programming;
- Support transparency and communication related to major curriculum and program initiatives;
- Provide periodic updates and reports to the Board of Directors;
- Recommend district-wide curriculum initiatives, assessments, and curriculum alignment efforts occurring across schools and grade levels to the Board of Directors.

CURRICULUM AND PROGRAM DEVELOPMENT COMMITTEE

("Other Committee")

ROLE OF THE COMMITTEE

The role of the Curriculum and Program Development Committee is to develop a deeper understanding of the curriculum work being completed in the district in order to provide a detailed report to the Board of Directors three times yearly.

MEMBERSHIP

The Curriculum Committee shall consist of the following:

- Two members of the Board of Directors
- The Assistant Superintendent shall serve as the administrative liaison to the Committee.

RESPONSIBILITIES

- Review data regarding the progress of the current District working curriculum committee.
- Report updates to the Board three times a year.

MEETINGS

This Committee of the Board of Directors shall meet once a trimester during the school year.

Meetings shall be scheduled one month in advance and notice of meetings posted as specifically required by policy.

All meetings are open to the public.

Board Review: 9-13-23

BOARD OF DIRECTORS STANDING COMMITTEES

The Board of Directors believes that standing committees can be useful to its decision-making process and in the transaction of Board business. The Board may establish such standing committees as it deems necessary to facilitate school unit governance and address ongoing school unit needs. A standing committee has only such authority as specified by the Board.

All standing committees shall be comprised of less than a majority of the Board of Directors

All standing committee meetings are open to the public except as provided by the Freedom of Access Law and the Municipal Public Employees Labor Relations Law.

Establishment and Functions of Standing Committees

The following provisions apply to the establishment and functions of standing committees:

- A. All standing committees shall be established by vote of the Board of Directors. A motion to establish a standing committee shall state the purpose and responsibilities of the committee (the “charge”) and set the number of members comprising the committee.
- B. The Board of Directors will elect members to a standing committee from among the membership of the Board. For existing standing committees, appointments will be made at or as soon as practicable after the Board of Director’s annual organizational meeting.
- C. The Board of Directors Chair may also make appointments, after Board discussion, to standing committee vacancies on standing committees that occur prior to the Board’s next organizational meeting.
- D. The term of appointment to a standing committee shall be until the next organizational meeting.
- E. Each standing committee will elect its own chair.
- F. The Board of Directors Chair and Superintendent shall be ex officio members of all standing committees.
- G. Any Board of Directors member may attend standing committee meetings, but only appointed members of the committee may vote.

- H. Except as authorized by law or Board of Directors action, a standing committee may research issues and make recommendations for Board action, but may not act for the Board.
- I. A standing committee may be abolished at any time by a vote of the Board of Directors.
- J. The number of members on a standing committee and/or the responsibilities of a standing committee may be modified at any time by a vote of the Board of Directors.

Authorization/Appointment of Standing Committees

The Board of Directors shall have the following standing committees:

Finance Committee

Negotiations Committee

Policy Committee

Strategic Communications Committee

*Also, Facilities
and Operations
Committee
and Stipend Review
Committee*

The Board of Directors may establish other standing committees it deems necessary in accordance with this policy.

Legal Reference: 1 M.R.S.A. § 401 et seq.

Adopted: October 28, 2009
Reviewed: February 16, 2011
Revised: January 22, 2014
Revised: January 24, 2018