

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– SEPTEMBER 27, 2023
FREEPORT HIGH SCHOOL - CAFETERIA
6:30 P.M. REGULAR SESSION
AGENDA**

1. Call to Order:

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

2. Attendance:

___ Colin Cheney
___ Candace deCsipkes
___ Malik Farlow
___ Danielle George
___ Susana Hancock
___ Kara Kaikini

___ Elisabeth Munsen
___ Maura Pillsbury
___ Michelle Ritcheson
___ Kelly Sink
___ Madelyn Vertenten
___ Teagan Davenport – Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

- A. Consideration and approval of the Minutes of September 13, 2023 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. Adjustments to the Agenda:

6. Good News & Recognition:

- A. Report from Board's Student Representative (10 Minutes)

7. Public Comments: (30 Minutes)

8. Reports from Superintendent: (10 Minutes)

- A. Items for Information
1. School Properties Disposition

9. Administrator Reports:

- A. Finance - Kelly Wentworth (5 Minutes)
B. Update from Morse Street School and Goal Review - Julie Nickerson (20 Minutes)

10. Board Comments and Committee Reports:

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

11. Policy Review: (30 Minutes)

A. Consideration and approval of 1st read of Policy ACAAA - Transgender and Gender Expansive Students.

Motion: _____ 2nd: _____ Vote: _____

12. Unfinished Business:

None

13. New Business:

A. Discussion of the MSBA 2023 Proposed Resolutions (30 Minutes)

B. MSMA Fall Conference Information (10 Minutes)

14. Personnel: (5 Minutes)

A. Consideration and approval to employ a 3rd Grade Teacher at Pownal Elementary School for the 2023-2024 school year.

Motion: _____ 2nd: _____ Vote: _____

15. Public Comments: (30 Minutes)

16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, September 13, 2023 – 6:30 p.m.
Freeport High School - Cafeteria
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the September 27, 2023 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:34 p.m.

- 2. MEMBERS PRESENT:** Colin Cheney, Candace deCsipkes, Malik Farlow, Danielle George, Susana Hancock, Kara Kaikini, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Kelly Sink, Madelyn Vertenten, and Teagan Davenport, Student Representative (left at 8:20 p.m.)
MEMBERS ABSENT: None

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

VOTED: To approve the Minutes of August 23, 2023. (Hancock – deCsipkes) (11 – 0). The Student Representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:

Addition of two resignations under Item #8.A.2.

6. GOOD NEWS AND RECOGNITION:

A. Report from Board's Student Representative - Teagan Davenport

7. PUBLIC COMMENT:

Durham - Adam Stone, Jessica Conley, Anthony Pringle

Freeport - Jacqueline Priestly, Samantha Miles, Ben Jensen, Joe Migliaccio, Carolyn Jensen, Hugh Bowen

Other - Allen Sarvinas (Topsham), Jennifer Curran (Falmouth)

8. REPORTS FROM SUPERINTENDENT:

A. Items for Information

1. Opening of School

2. Summer Resignations and Professional Staff Hires

Additions: Theresa Ward - PES Laugh and Learn Teacher

Katie Goodell - DCS Nutrition Assistant

9. ADMINISTRATOR REPORTS:

None

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Finance Committee

B. Strategic Communications Committee

C. Policy Committee

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

A. Board's Work Plan for 2023-2024

B. FY25 Budget Timeline

C. **VOTED:** To add, delete, or consolidate committees and make annual appointments. (Hancock – deCsipkes) (11 – 0). The Student Representative voted with the majority.

1. Negotiations - Professional - George, Pillsbury, Ritcheson
Support deCsipkes, Vertenten
2. Policy - deCsipkes, Kaikini, Cheney
3. Finance - Pillsbury, Ritcheson, Munsen
4. Strategic Communications Committee - deCsipkes, Kaikini, Sink
5. RSU5 Community Programs Advisory Committee - Committee Deleted, fold function into Facilities and Operations Standing Committee
6. Maine Region 10 Technical High School Board - deCsipkes, Cheney
7. Dropout Prevention Committee (BOOST) - Munsen
8. Stipend Review Committee (Moved to a Standing Committee) - Kaikini, Munsen
9. Freeport Cable TV Board - Hancock
10. Freeport Performing Arts Center Advisory Committee - Committee Deleted, fold function into Facilities and Operations Standing Committee
11. Safety Committee - Committee Deleted, fold function into Facilities and Operations Standing Committee
12. Wellness Committee - Sink
13. Sustainability - Committee Deleted, fold function into Facilities and Operations Standing Committee
14. Diversity, Equity, Inclusion - Cheney, Farlow
15. Facilities and Operations - New Standing Committee - Farlow, Sink, Ritcheson
16. Curriculum and Program Development - New - George, deCsipkes

D. Board Self-Evaluation

E. Strategic Plan Review

F. **VOTED:** To approve the RSU5 District Goals for 2023-2024. (Hancock – George) (11 – 0).

13. NEW BUSINESS:

None

14. PERSONNEL:

None

15. PUBLIC COMMENT:

Durham - Claire Ross

16. EXECUTIVE SESSION:

VOTED: To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent's evaluation. (Pillsbury – Munsen) (11 – 0)

Time In: 9:07 p.m.

Time Out: 9:40 p.m.

17. ACTION AS A RESULT OF EXECUTIVE SESSION:

None

18. ADJOURNMENT:

VOTED: To adjourn at 9:41 p.m. (Hancock – Munsen) (11 – 0)



Jean M. Skorapa, Superintendent of Schools

SCHOOL PROPERTIES DISPOSITION

The Superintendent is authorized to determine, through procedures he/she develops, when personal property (supplies, materials, equipment), as distinguished from real property is obsolete or no longer of use to the school unit and to declare it surplus.

The Board of Directors is to be informed of any property declared surplus by the Superintendent prior to its disposal. Procedures for disposal of all surplus personal property shall be in accordance with the following:

- A. All member municipalities are to be informed in writing of property declared surplus and are to have first option to purchase. The charges for municipal purchases shall be determined by the Superintendent after consultation with the Board.
- B. Surplus property, including books, to be offered for sale shall be disposed of by sealed bid, public auction, or public sale. Public notice of any sale of surplus property shall be given at least one week in advance of an auction, sale or opening of sealed bids.
- C. Library books, textbooks and instructional materials are to be disposed of by a means most likely to offer promise of continuing educational benefit, first to citizens of the school unit, then to others.
- D. Any surplus property which is offered for public sale and is not sold may be disposed of in a manner deemed advisable by the Superintendent, including donation to non-profit agencies.
- E. Any property determined to be worthless, or for any reason is considered to be inappropriate for sale, shall be disposed of in a manner the Superintendent deems appropriate after so informing the Board, with recycling as a priority where feasible.
- F. Any school unit identification that has been applied to the surplus property shall be removed or, if not possible to remove, be further identified to indicate the intended disposition and surplus nature (i.e., "SOLD BY", "SURPLUS").

All revenues which result from the sale of surplus property shall be credited as miscellaneous income except in any instance where law requires that it be credited to a specific account.

Legal Reference: Title 20A MRSA Sec. 7

Adopted: January 27, 2010

Reviewed: December 14, 2011

Reviewed: April 30, 2014; June 12, 2019

RSU No. 5

Item #9.A.

Warrant Articles For the Period 07/01/2023 through 08/31/2023

Fiscal Year: 2023-2024

Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
INCOME							
GENERAL FUND REVENUES							
REQUIRED LOCAL FUNDS (-)	\$19,054,353.67	\$3,008,842.52	\$3,008,842.52	\$16,045,511.15	\$0.00	\$16,045,511.15	84.2%
ADDITIONAL LOCAL FUNDS (-)	\$11,319,982.05	\$1,748,692.61	\$1,748,692.61	\$9,571,289.44	\$0.00	\$9,571,289.44	84.6%
ADDLN SHARED REVENUE (-)	\$149,911.00	\$20,396.18	\$20,396.18	\$129,514.82	\$0.00	\$129,514.82	86.4%
INTEREST REVENUE (-)	\$100,000.00	\$68,987.79	\$68,987.79	\$31,012.21	\$0.00	\$31,012.21	31.0%
STATE REVENUES (-)	\$7,444,322.28	\$1,056,467.30	\$1,056,467.30	\$6,387,854.98	\$0.00	\$6,387,854.98	85.8%
MISC REVENUES (-)	\$0.00	\$2,393.44	\$2,393.44	(\$2,393.44)	\$0.00	(\$2,393.44)	0.0%
FUND BALANCE (-)	\$900,000.00	\$0.00	\$0.00	\$900,000.00	\$0.00	\$900,000.00	100.0%
Sub-total : GENERAL FUND REVENUES	(\$38,968,569.00)	(\$5,905,779.84)	(\$5,905,779.84)	(\$33,062,789.16)	\$0.00	(\$33,062,789.16)	84.8%
Total : INCOME	(\$38,968,569.00)	(\$5,905,779.84)	(\$5,905,779.84)	(\$33,062,789.16)	\$0.00	(\$33,062,789.16)	84.8%
EXPENSES							
GENERAL FUND EXPENSES							
ARTICLE 1 REGULAR INSTRUCTION (+)	\$17,072,759.00	\$718,970.32	\$718,970.32	\$16,353,788.68	\$14,396,774.32	\$1,957,014.36	11.5%
ARTICLE 2 SPECIAL EDUCATION (+)	\$5,366,821.00	\$207,023.85	\$207,023.85	\$5,159,797.15	\$4,351,988.18	\$807,808.97	15.1%
ARTICLE 3 - CAREER & TECHNICAL CTR (+)	\$272,017.00	\$68,004.24	\$68,004.24	\$204,012.76	\$204,012.76	\$0.00	0.0%
ARTICLE 4 - OTHER INSTRUCTION (+)	\$1,044,071.00	\$43,686.35	\$43,686.35	\$1,000,384.65	\$481,948.95	\$518,435.70	49.7%
ARTICLE 5 - STUDENT & STAFF SUPPORT (+)	\$3,867,554.00	\$417,241.21	\$417,241.21	\$3,450,312.79	\$2,913,093.47	\$537,219.32	13.9%
ARTICLE 6 - SYSTEM ADMINISTRATION (+)	\$1,074,251.00	\$264,165.17	\$264,165.17	\$810,085.83	\$628,630.02	\$181,455.81	16.9%
ARTICLE 7 - SCHOOL ADMINISTRATION (+)	\$2,067,029.00	\$315,025.65	\$315,025.65	\$1,752,003.35	\$1,612,687.00	\$139,316.35	6.7%
ARTICLE 8 - TRANSPORTATION & BUSES (+)	\$1,551,608.00	\$115,761.61	\$115,761.61	\$1,435,846.39	\$653,095.19	\$782,751.20	50.4%
ARTICLE 9 - FACILITIES MAINTENANCE (+)	\$5,219,819.00	\$544,539.82	\$544,539.82	\$4,675,279.18	\$2,008,460.06	\$2,666,819.12	51.1%
ARTICLE 10 - DEBT SERVICE & OTHER COMMITMENTS (+)	\$1,139,395.00	\$0.00	\$0.00	\$1,139,395.00	\$0.00	\$1,139,395.00	100.0%
ARTICLE 11 - ALL OTHER EXPENDITURES (+)	\$293,245.00	\$0.00	\$0.00	\$293,245.00	\$0.00	\$293,245.00	100.0%

Operating Statement with Encumbrance

RSU No. 5

Warrant Articles For the Period 07/01/2023 through 08/31/2023

Fiscal Year: 2023-2024

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	\$38,968,569.00	\$2,694,418.22	\$2,694,418.22	\$36,274,150.78	\$27,250,689.95	\$9,023,460.83	23.2%
Total : EXPENSES	\$38,968,569.00	\$2,694,418.22	\$2,694,418.22	\$36,274,150.78	\$27,250,689.95	\$9,023,460.83	23.2%
NET ADDITION/(DEFICIT)	\$0.00	(\$3,211,361.62)	(\$3,211,361.62)	\$3,211,361.62	\$27,250,689.95	(\$24,039,328.33)	0.0%

End of Report

Morse Street School Goals 2022-2023

Goal Worksheet			
School: Morse Street School			
School Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>RSU5 Strategic Goal 2: All RSU5 students regularly engage in meaningful student centered learning.</p> <p>MSS Goal: PK-2 Classrooms will effectively differentiate Tier 1 instruction in math, literacy and behavioral support, in order for all students to meet the expected academic growth.</p>	<p>Tier 1 Instruction:</p> <ul style="list-style-type: none"> All staff participate in "The First Six weeks of School: Including All Learners" workshop (Leadership Team) TC Staff Developer and Literacy Strategist will provide targeted professional development in identified areas of need. (TC Staff Developer & Literacy Strategist) All teachers PK-2 will participate in team based coaching cycles to improve instruction on data driven areas of need in both literacy and math (Literacy and Math Strategist) Continued math work on Counting collections Use assessment data to focus differentiated small group instruction and individual student conferences in literacy and math (Classroom teachers) Team Unit planning in Core content areas with a lens for differentiating instruction to meet the needs of diverse learners (Classroom teachers) <p>Response to Intervention:</p> <ul style="list-style-type: none"> PLCs examine student data to determine specific intervention strategies to support students within the classroom setting. (Classroom teachers, Literacy and Math Specialists) <p>Multilingual Learners:</p> <ul style="list-style-type: none"> ESOL teachers meet with grade level teams to discuss strategies that will set MLs up for success in the classroom. (ESOL Teachers) Seek out opportunities for Professional Development for teachers to attend (Principal) <p>Social-Emotional and Behavioral Support:</p> <ul style="list-style-type: none"> Continue to strengthen Tier 1 Schoolwide Responsive 	<p>August 2022 - Completed</p> <p>November 2022, April 2023 On-going Completed - Differentiated by grade Scheduled throughout the school year Literacy - all grades Math - Grade 1 On going Started and On-going</p> <p>Started and On-going</p> <p>Started and on-going Following RTI Cycles every 6 - 8 weeks throughout the school year</p> <p>Scheduled throughout the school year This year</p> <p>2022-2023 school year Sharing work as colleagues - did not attend specific training</p> <p>Yes and On-going</p>	<p>Baseline data Reading: F & P Benchmark</p> <p>2022 64% (129/234) students met or exceeded expected growth targets</p> <p>2023 65% (163/252) students met or exceeded expected growth targets.</p> <p>Acadience - Reading 2022 (no baseline)</p> <p>2023 70% (169/242) students met or exceeded benchmark</p> <p>Math: Acadience -Math 2022 43% (71/164) Grade 1 & 2 met expected benchmark</p> <p>48% (117/242) Grade K, 1 & 2 met expected benchmark</p> <p>2023 Assessment not given</p>

	<p>Classroom practices (Teachers and Principal)</p> <ul style="list-style-type: none"> ● Continue to provide in class guidance lessons that are responsive to identified needs. (School Counselor and Classroom teachers) ● All teachers Pk-2 participate in Professional development on understanding and supporting behavior (Principal and Consulting BCBA) <p>Special Education:</p> <ul style="list-style-type: none"> ● Classroom teachers and Special Education teachers collaborate to plan for differentiated instruction for individual students. (Classroom Teachers and Special Education Teachers) ● Speech and Language Pathologist to support classroom teachers so that they can use AAC devices to support student communication in classrooms (Classroom teachers and SLP) ● Special Education teachers and Ed-techs will receive professional development from Math Consultant for differentiation of math instruction. (Special Education teachers, Ed-techs and Math Consultant) 	<p>Yes and On-going</p> <p>Completed Spring 2022</p> <p>Yes and On-going</p> <p>Yes and On-going</p> <p>Completed and will continue 10 days throughout 2022-2023 school year</p>	<p>Number Sense Screener: 2023 60% (153/253)</p> <p>NWEA Math</p> <p>2022 52% (45/85) Grade 2 Students average or above</p> <p>2023 55% (48/87) Grade 2 Students average or above</p>
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Morse Street School Goals 2023-2024

Goal Worksheet			
School: Morse Street School			
School Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>RSU5 Strategic Goal 2: All RSU5 students regularly engage in meaningful student centered learning.</p> <p>MSS Goal: PK-2 Classrooms will effectively differentiate Tier 1 instruction in math, literacy and behavioral support, in order for all students to meet the expected academic growth.</p>	<p>Tier 1 Instruction:</p> <ul style="list-style-type: none"> ● Use assessment data to focus differentiated small group instruction and individual student conferences in literacy and math (Classroom teachers, MTSS) ● Team Unit planning in Literacy with a lens for differentiating instruction to meet the needs of diverse learners (Classroom teachers & Literacy Strategist) ● Identify priority standards in math for each grade level and align classroom instruction to those standards. (Classroom teachers and & Math Strategist) ● Staff Developer and Literacy Strategist will provide targeted professional development in identified areas of need. (TC Staff Developer & Literacy Strategist) ● All teachers PK-2 will participate in team based coaching cycles to improve instruction on data driven areas of need in both literacy and math (Literacy and Math Strategist) <p>Response to Intervention:</p> <ul style="list-style-type: none"> ● PLCs examine student data to determine specific intervention strategies to support students within the classroom setting. (Classroom teachers, Literacy and Math Specialists) ● Use assessment data to focus differentiated small group instruction and individual student conferences in literacy and math (Classroom teachers, MTSS) <p>Multilingual Learners:</p> <ul style="list-style-type: none"> ● ESOL teachers meet with classroom teachers and grade level teams to collaborate and develop targeted plans that support individual students. (ESOL Teachers) ● ESOL Teacher to be part of SAT team ● Seek out opportunities for Professional Development 	<p>On-going</p> <p>On-going at PLCs</p> <p>December 2023</p> <p>November 2023</p> <p>On-going</p> <p>On-going (6-8 week cycles)</p> <p>On-going</p> <p>On-going (6-8 week cycles)</p> <p>October 2023</p> <p>On-going</p>	<p>Baseline data Reading: F & P Benchmark 2023 65% (163/252) students met or exceeded expected growth targets.</p> <p>Acadience - Reading 2023 70% (169/242) students met or exceeded benchmark</p> <p>Math: Number Sense Screener: 2023 60% (153/253)</p> <p>NWEA Math 2023 55% (48/87) Grade 2 Students average or above</p>

	<p>for teachers to attend (Principal)</p> <p>Social-Emotional and Behavioral Support:</p> <ul style="list-style-type: none"> ● Strengthen Mindset for Learning work in all classrooms across the school. ● Continue to strengthen Tier 1 Schoolwide Responsive Classroom practices with consult from Paul White (Teachers and Administrators) ● Continue to provide in class guidance lessons that are responsive to identified needs. (School Counselor and Classroom teachers) <p>Special Education:</p> <ul style="list-style-type: none"> ● Classroom teachers and Special Education teachers and therapists use assessment data to collaborate and plan for differentiated instruction for Individual students. (Classroom Teachers and Special Education Teachers) ● Special Ed teachers participate in PD with classroom teachers to better understand the new Units of Study in Literacy. ● Special Education teachers and Ed-techs will receive professional development from Math Consultant for differentiation of math instruction. (Special Education teachers, Ed-techs and Math Consultant) 	<p>Strated in grades 1 & K, 2nd to follow June 2023 and follow up throughout 2023-2024</p> <p>On-going</p> <p>On-going</p> <p>August 2023 and throughout 2023-2024</p> <p>On-going 2023-2024</p>	
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Regional School Unit 5
Durham · Freeport · Pownal

Item # 10.B,

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

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

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

Finance Committee Minutes
September 13, 2023
Freeport High School Library

In Attendance: Beth Munsen, Chair, Michelle Ritcheson, Maura Pillsbury, Jean Skorapa, Kelly Wentworth

Chair Munsen called the meeting to order at 5:08 P.M.

FY23 Financial Update:

Kelly reviewed the draft June 2023 financial report and indicated that 97.5% of revenues and 94.1% of expenses have been posted. Kelly explained that she is still reviewing last year's financials and making needed corrections in preparation for the audit. The Finance Committee approved and signed a FY23 Transfer Warrant to move \$101,963.08 from Article 1 Contingency to the following articles: \$16,664.94 to Article 4, to cover retirement benefits cost; \$85,291.60 Article 8, to cover Purchased Repairs & Maintenance and Fleet Fuel costs, and \$1.54 to Article 10 to cover bond interest costs.

FY23 Audit Update:

The auditors will be at the Central Office next week, September 18th - 22nd. A strong emphasis will be put on getting the FY23 audit completed on time.

FY24 Meeting dates and topics:

The Committee will meet the second Board meeting of the month. 5:00 P.M. Meetings will be held in the Freeport High School Library unless otherwise noted. Oct 25 @ PES, Nov 29 @ DCS, Dec 13, Jan 24, Feb 28, Mar 27, Apr 24 @ DCS, Jun 12. Topics to include: Election of Chair, Cost Sharing, Insurance Bidding, Technology Plan Review, Capital Projects Plan Review, Negotiations Impact Updates, Budget Review and Impact, Review of Finance Policies and Procedures, Undesignated Fund Balance Review, and Current Year Budget to Actual Review and any related action necessary. Members will request additional topics as the need arises.

Other:

None

Meeting adjourned at 5:59 P.M.



Regional School Unit 5
Durham · Freeport · Pownal

Item #10.C.

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

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

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

Policy Committee Report

Committee: Policy

Zoom Meeting date: September 8, 2023

Chair: Colin Cheney

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

Administrator: Cynthia Alexander

Guests: Kara Kaikini

Review/Revise Policies:

1. Policy Review

The following policies were reviewed with no substantive changes.

BCA Board of Directors Code of Ethics
GBJC Retention of Application Materials

The following policy was reviewed and will be brought to the Policy Committee on October 6, 2023.

BBBA Board of Directors Member Qualifications

2. ACAA Transgender and Gender Expansive Students - Board Committee Report Out

The committee discussed the content of the report to the board.

3. 2023-2024 Policy Committee Logistics

The next meeting will be held on October 6, 2023 at 8:45 a.m. by Zoom.

Submitted by: Cynthia Alexander



Regional School Unit 5
Durham · Freeport · Pownal

Item # 11.A.

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

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

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

TO: Colin Cheney, Candace deCsipkes, Malik Farlow, Danielle George, Susana Hancock, Elisabeth Munsen, Kara Kaikini, Maura Pillsbury, Michelle Ritcheson, Kelly Sink, Madelyn Vertenten, Teagan Davenport

CC: Julie Nickerson, Amanda Marsden, Holly Johnson, Kate Harrison, Ray Grogan, Erin Dow, Jeremy Arsenault, Will Pidden, Eric Hall, Peter Wagner, Jen Gulko, June Sellers, Jean Skorapa, Paige Fournier, Conor Walsh, Charlie Mellon, Kelly Wentworth, Sam Rigby, Glen Reynolds, Jen Winkler, Nancy Doherty, Anne-Marie Spizzuoco, Lynn Shea, Grace Marley, Jill Hooper, Lisa Blier, Heidi Cook, Kelli Wedgewood, Amanda Chisholm, Eliza Bowen

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

DATE: September 18, 2023

RE: Review/Update of Policies

At the September 27, 2023 Board of Directors Meeting, the following policy will be on the agenda:

1st Read
ACAAA - Transgender and Gender Expansive Students

The following policies were reviewed with no substantive changes.
BCA - Board of Directors Code of Ethics
GBJC - Retention of Application Materials

TRANSGENDER AND GENDER EXPANSIVE STUDENTS**A. PURPOSE**

The purposes of this policy are to: (1) foster a learning environment that is safe and free from discrimination, harassment and bullying; and (2) assist in the educational and social integration of transgender and gender expansive students in our schools. This policy is intended to be interpreted in light of applicable federal and state laws/regulations, as well as other applicable Board policies, procedures and school rules.

This policy is not intended to anticipate every possible situation that may occur, since the needs of particular students and families may differ depending on the student's age and other factors. The programs, facilities and resources of each school may also differ. Administrators and school staff are expected to consider the needs of students on a case-by-case basis, and to utilize this policy and other available resources.

B. DEFINITIONS

The following definitions are not intended to provide rigid labels for students, but to assist in discussing and addressing the needs of students. Excepting those which are specifically defined in Maine law (indicated by "*quoted text*"), the terminology in this area is constantly evolving, and preferences for particular terminology vary widely. Administrators, school staff, volunteers, students and others who interact with students are expected to be sensitive to the ways in which individual transgender and gender expansive students may wish to be identified. However, for the sake of brevity, this policy refers to "transgender students" and "gender expansive students."

1. *Sexual orientation* – Sexual orientation is defined in the Maine Human Rights Act as an individual's "*actual or perceived heterosexuality, bisexuality, homosexuality or gender identity or expression.*"
2. *Gender identity* – Gender identity is defined in the Maine Human Rights Act as "*gender-related identity, appearance, mannerisms or other gender-related characteristics of an individual, regardless of the individual's assigned sex at birth.*"
3. *Gender expression* – The manner in which a person represents or expresses gender to others, such as through clothing, hairstyles, activities, voice, behaviors or mannerisms.
4. *Gender expansive* – An umbrella term used to describe a person who expands notions of gender expression and identity beyond a perceived or expected societal gender binary (male/female).
5. *Transgender* – An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.
6. *Transition* – The process by which a person transitions from presenting as one gender to another. Transgender students under the age of 18 may be in a process of social transition from one gender to another, regardless of whether or not they are undergoing medical interventions.

C. RIGHTS OF TRANSGENDER AND GENDER EXPANSIVE STUDENTS

The Maine Human Rights Act prohibits discrimination, bullying, and harassment against students because they're transgender.

Children have a constitutional right not to have intimate facts about their lives disclosed without their consent. Public school staff have the responsibility of upholding the rights of transgender students to equal access to education under Maine law along with other school policies that maintain the safety and well-being of all our students.

D. SUPPORT PLAN FOR TRANSGENDER AND GENDER EXPANSIVE STUDENTS

Gender identity or expression is a personal decision and does not require public affirmation.

If and when a student requests a support plan or if the administration determines it is necessary, the following procedure will be used:

1. The student and/or their parent(s)/guardian(s) should contact the building administrator or the student's school counselor or trusted school staff person. In the case of a student who has not yet enrolled in school, the appropriate building administrator should be contacted.
2. A designated staff person will meet with the student to discuss the student's preferences, needs and accommodations. If requested by the student, a meeting will be scheduled to discuss the student's needs, and may include other participants at the request of the student, such as parents/guardians, other school staff, and/or outside providers and/or support persons.
3. In the case of a student who has not yet discussed a change in their gender identity with their parent(s)/guardian(s), the designated staff person will discuss parent/guardian involvement with the student to ensure that the student feels safe and supported.
4. The school will develop a support plan in consultation with the student and other relevant meeting participants to address the student's particular needs. If the student has an IEP and/or a 504 Plan, the provisions of these plans should be taken into consideration when developing a plan for addressing transgender and gender expansive issues within the school program.
5. The school administration may request documentation from family/guardians and/or outside providers if deemed necessary to assist in developing a plan appropriate for the student.
6. Any support plan developed must be reviewed and approved by the building administrator and ensure alignment with other existing plans. If the parties developing the plan cannot reach an agreement about the elements of the student's plan, the Superintendent/designee shall be consulted.

E. GUIDANCE ON SPECIFIC ISSUES

1. **Privacy:** All students have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. In some cases, a student may want school staff and students to know that they are transgender or gender expansive, and in other cases the student may not want this information to be widely known. Accordingly:
 - a. The student's support plan shall be kept confidential and shared only with individuals attending the plan development meeting, the Superintendent/designee, others with a bona fide need to know.

b. As part of the development of the student's plan, the discussion should include what information may be shared, to whom the information may be shared, and how the information should be shared.

c. School staff should take care to follow the student's plan and not to inadvertently disclose information that is intended to be kept private or that is protected from disclosure (such as confidential medical information, the student's transgender status, their legal name, or sex assigned at birth).

d. School staff should keep in mind that under FERPA, student records may only be accessed and disclosed to parents/guardians and to staff with a legitimate educational interest in the information. Disclosures to others should only be made with appropriate authorization from the administration and/or parents/guardians.

2. School Records: Schools are required to maintain a large number of records for students. If a student makes a legal change in their name and/or gender, appropriate documentation should be provided to the building administrator and records will be changed.

A student who has not legally changed their name and/or gender may still request that the school unit utilize their preferred name and/or gender on school records, and this request will be honored to the extent that the school unit is not legally required to use a student's legal name or gender on particular records. This information should be included in any plan developed for the student.

If a student requests a change to their name and/or gender in school records without parental approval, the Superintendent should be consulted, and the matter resolved on a case-by-case basis. Students should be informed that parents/guardians have a right to access all education records of their child. This information should be discussed in the development of the student's plan.

In the event of a student transferring to a new school unit from RSU5, the building administrator will designate a person who will inform the new school unit or out-of-district school program that the student's records indicate a change in name preference, and what the student's prior and current name preferences are.

3. Names/Pronouns: The student should be addressed by school staff, substitutes, volunteers and other students by the name and pronoun corresponding to their gender identity that is expressed at school.

4. Restrooms: Students are permitted to use the restrooms that most closely match their gender identity. If any student expresses a need for privacy, they will be provided with access to reasonable alternative facilities or accommodations such as a single-occupancy toilet facility or a staff facility. However, the student shall not be required to use a separate non-communal facility over their objection.

5. Locker Rooms: The student is permitted to use the locker room that most closely matches their gender identity. If the student expresses a need for privacy, they will be provided with access to reasonable alternative facilities or accommodations, such as using a separate stall, a staff facility, or an alternative schedule.

6. Other Gender-Segregated Facilities or Activities: As a general rule, in any other facilities or activities when students may be separated by gender, the student may participate in accordance with their gender identity. Participation in interscholastic athletic activities will be addressed in accordance with current Maine Principals Association guidelines and procedures.

7. Dress Code: Transgender or gender expansive students may dress in accordance with any applicable requirements in the dress code or school rules.

F. SAFETY AND SUPPORT FOR TRANSGENDER AND GENDER EXPANSIVE STUDENTS

1. School staff are expected to comply with any plan developed for a transgender or gender expansive student.
2. School staff are expected to promptly notify the building administrator or other designated support person for the student if there are concerns about the support plan, or about the student's safety or welfare.
3. School staff should be sensitive to the fact that transgender and gender expansive students can be at higher risk for being bullied or harassed, and should immediately notify the appropriate administrator if they become aware of a problem.
4. As part of the support plan development, the concerned parties should discuss safe zones (ex. main office, counselor's office) the student may access at any time the student feels unsafe or uncomfortable. A support person (and possibly a back-up person) should also be identified for each student.

G. STAFF TRAINING AND INFORMATIONAL MATERIALS

1. Teachers and other staff who have responsibilities for a transgender student with a plan will receive support in implementing the plan. The Superintendent and/or building administrators may institute in-service training and/or distribute educational materials regarding the legal rights, personal safety and emotional wellbeing of transgender and gender expansive students.

Legal Reference: 5 MRSA §§ 4553(5-C), (9-C); 4592(9)
Maine Human Rights Act 5MRSA §§ 4602

Cross Reference: AC–Non Discrimination/Equal Opportunity and Affirmative Action
ACAA – Harassment and Sexual Harassment of Students
ACAD – Hazing
JICK – Bullying

Adopted: _____

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

**Proposed Resolution Deletions, Revisions and Additions
Approved for presentation to Delegate Assembly by MSBA Board of Directors
July 19, 2023**

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

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

Grey = to be deleted

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

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

- 2.B.3.c. ~~Teacher Evaluation—The Maine School Boards Association urges local school boards to develop a comprehensive systematic teacher evaluation policy designed to measure and improve the effectiveness of instruction on a continuous basis. Feedback is critical for all teachers regardless of where they are in their career. Evaluation systems need to be based on high performance standards and supported by ongoing professional development and mentorship. The process should address all aspects of teaching performance and recognize the fulfillment of student needs and achievement of educational outcomes are of primary importance. (Adopted 1979—Amended 1983, 1999, 2021)~~
- 4.9 ~~Sequestration—The Maine School Boards Association (MSBA) is opposed to the pending federal government budget sequestration action. Federal Impact Aid cuts would become effective during this school year. Other federally funded education programs budget cuts are scheduled to take place during 2013–14 school year. School districts will see a reduction in Title I grants for disadvantaged students, a reduction in special education grants, a reduction in English Language Acquisition grants and a reduction in federal subsidy payments on certain school bond programs.~~
- ~~The sequestration budget cuts to education programs would likely mean increased class sizes and less access to programs for children with special needs, summer school, college counselors, early childhood education and after school programming. (Adopted 2012)~~
- 4.10 ~~Enhanced Circuit Breaker—In light of evidence that there is a correlation between the amount districts can spend on education and student achievement, the Maine School Boards Association supports the use of additional state funding for an enhanced circuit breaker program in Maine that would give tax relief to low income homeowners, while maintaining appropriate levels of local property tax support for schools. (Adopted 2013)~~
- 4.14 ~~Department of Education Leadership—In recognition of the important relationship between school districts and the state Department of Education, the Maine School Boards Association is calling on the governor’s office to outline the process and qualifications it wants in a permanent commissioner and to nominate a candidate for legislative approval in the upcoming session. The absence of a permanent commissioner has left the state without an official leader to articulate education policy and direction and has caused disruption and turnover among DOE staff, whom districts rely on for information and guidance. If the governor’s office does not put forth a permanent commissioner nominee, the next Legislature needs to express and advance viable options for filling this key position. (Adopted 2016)~~
- 4.25 ~~Board Meeting Remote Participation—The Maine School Boards Association believes what we have learned about remote participation in board meetings during the coronavirus pandemic supports a law change allowing such~~

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

C. Proposed Revisions to Existing Resolutions

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

Accepting the above would delete the following resolutions:

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

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

~~**3.B.1.b. Scheduling of Career and Technical Education Programs (CTE)** – The Maine School Boards Association believes there is a continuing need to examine ways in which the scheduling and delivery of CTE programs can be more responsive to the needs of students, school officials, parents/guardians and other adult citizens at the local level. We feel this goal can be achieved by the advancement of legislation that would: a) provide for a greater opportunity for shared funding and decision-making responsibilities within units served by career and technical centers and regions; b) improve~~

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

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

Accepting the above would replace the following resolution:

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

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

Accepting the above would delete the following resolutions:

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

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

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

Accepting the above would delete the following resolutions:

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

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

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

~~MSBA believes that such a collaborative should include membership from the State Board of Education, Maine Department of Education, the MSBA, Maine School Superintendents Association, Maine Principals' Association, Maine Education Association, and Maine Administrators of Services for Children with~~

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

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

Accepting the above would replace the following resolutions:

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

D. New – Proposed 2023

Non-Partisan School Board Members

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

Rationale

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

Parental/Guardian Engagement in the Education of Their Children

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

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

Rationale

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

State Funding to Support Students' Mental and Behavioral Health

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

Rationale

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

* If you are interested in attending the Conference, please let Ginny (mcmanusg@rsus.org) know by October 5, 2023



MSMAWEB.COM

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WEB VERSION

UNSUBSCRIBE

September 18, 2023



It is time to register for the 50th Annual MSMA Fall Conference! We are very pleased with the speakers, number and content of "clinics", and new and returning exhibitors.

Linked below is registration information as well as a preliminary list of clinic offerings for the 50th Annual MSMA Fall Conference.

"Maine Public Schools - They Connect Us!" is the theme of this year's Fall Conference to be held on Thursday and Friday, October 26 and 27, at the Augusta Civic Center. The two days being planned will be informative and inspiring. Highlights include the following:

KEYNOTE: Lessons Learned from Learning 2025: Creating Future Focused Schools

Dr. Bill Daggett is the founder of both the Successful Practices Network and the International Center for Leadership in Education. He recently co-chaired the AASA LEARNING 2025: National Commission for Student-Centered, Equity-Focused, Future-Driven Education and is now leading the National Demonstration Network for AASA.

Dr. Daggett, who is the author of 26 books, is recognized worldwide for his proven ability to move preK-12 education systems towards more rigorous and relevant skills and knowledge for all students. For 30 years, he has crisscrossed our nation, as well as the industrialized world, to lead school reform efforts to effectively prepare students for their future.

Keynote Description

Today's students need to be prepared for their future. Living in a rapidly evolving global economy, students need to be able to think at higher levels, employ strong literacy and analytical skills, and solve problems in unpredictable situations. There is currently a gap between what students need and what our schools provide. To be prepared for success in today's increasingly technology-focused and information-based society, ALL students need a rigorous and relevant learning experience.

Equity, social justice, Social-Emotional Learning, mental health, and a rigorous and relevant instructional program for all students are recent but critical issues that schools today are required to address. Meanwhile, the demands of the past have not gone away. The brick-and-mortar school model of the last century with the bell schedule, boundaries, rules, regulations, certifications, tenures, contracts, and a hyper-focus on meeting proficiency on high-stakes tests continue to demand attention. While the demands continue to compound, a silver lining is emerging through the hardships brought on by COVID. It has created a tipping point for many educators, policy makers, business leaders, and parents around the immediate need to transform our education system. The pandemic has also taught us that change is possible in the ways we had not imagined even one year ago.

Dr. Bill Daggett will share emerging solutions and evidence-based practices to these challenges that have proven to be most effective and will provide suggestions on how school districts can implement these practices from classroom to boardroom.

CONTENT:

More than 60 clinics will be offered this year, as well as recognition of years of board service and awards of the Maine School Boards Association. Lunch entertainment will be provided by the Windham Chamber Singers and Friday brunch by Cape Elizabeth Band Chamber Ensembles. Take time to visit over 40 vendors to see the latest products, publications, technologies, and services for use in your buildings, board meetings, classrooms, and offices. Sign up to win fabulous door prizes and be sure to attend the MSMA reception on Thursday, starting at 4:15 p.m. Winners will be announced, light refreshments will be served and music will be provided by Belmont Radio!

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

*Student Board Members are encouraged to attend the Conference. The cost is just \$25/day - to cover the cost of meals only. The registration fee for Presenters is waived - we ask only that they pay for the cost of their meal (\$25) on the alternate day that they present.

The MSMA staff is looking forward to seeing you on October 26 and 27!

Please contact Angle Audette via email aaudette@msmaweb.com with any registration questions.

[Online events registration instructions](#)

[Registration Form](#)

[Hotel Information](#)

[Agenda](#)

[Preliminary Clinic Outline](#)



100 Community Drive, Augusta ME 04330 • Telephone: (207) 622-3475 • Toll Free: (800) 561-8484 • Fax: (207) 622-2460

 **higher logic**

50th ANNUAL MSMA FALL CONFERENCE
AUGUSTA CIVIC CENTER
October 26 - 27, 2023

A G E N D A

THURSDAY, OCTOBER 26

7:30 - 4:00	REGISTRATION <i>A.M. Continental Breakfast</i>	Lobby
7:30 - 8:30	VENDOR VISITS	Main Auditorium
8:30 - 9:00	WELCOME and INTRODUCTIONS	Main Auditorium
9:00 - 10:15	KEYNOTE SPEAKER: Dr. Bill Daggett, founder of both the Successful Practices Network and the International Center for Leadership in Education Keynote Description: Today's students need to be prepared for their future. Living in a rapidly evolving global economy, students need to be able to think at higher levels, employ strong literacy and analytical skills, and solve problems in unpredictable situations. There is currently a gap between what students need and what our schools provide. To be prepared for success in today's technology-focused and information-based society, ALL students need a rigorous and relevant learning experience.	Main Auditorium
10:30 - 11:30	CLINICS I	
11:45 - 12:45	LUNCH/VENDOR VISITS: ENTERTAINMENT, MSBA SCHOOL BOARD AWARDS	Main Auditorium
12:50 - 1:50	CLINICS II	
2:00 - 3:00	CLINICS III	
3:10 - 4:10	CLINICS IV	
4:15 - 6:00	RECEPTION – VENDOR VISITS <i>Visit the exhibitors, mingle with other attendees, and enjoy refreshments. GREAT DOOR PRIZES donated by our exhibitors!!! You must be present to win a prize.</i>	Main Auditorium

FRIDAY, OCTOBER 27

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

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

50th ANNUAL MSMA FALL CONFERENCE
October 26-27, 2023
PRELIMINARY CLINIC PROGRAM

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

CLINICS I — Thursday, 10:30-11:30 A.M.

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

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

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

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

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

CLINICS IV — Thursday, 3:10-4:10 P.M.

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

CLINICS V — Friday, 8:00-9:00 A.M.

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

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

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

CLINICS VI — Friday, 9:10-10:10 A.M.

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

CLINICS VII — Friday, 12:20-1:20 P.M.

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

CLINICS VIII — Friday, 1:30-2:30 P.M.

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