

CORE VALUES

COLLABORATION FAMILY INTEGRITY PERSEVERANCE RESPECT TRUST

**REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS
MARANACOOK COMMUNITY MIDDLE SCHOOL CAFETERIA**

June 3, 2026, 6:30 p.m. [ZOOM](#)

AGENDA

- 1. Call to Order:**
- 2. Pledge of Allegiance:**
National Anthem Performed by the Maranacook Community High School Chambers Singers
- 3. Recognitions:**
 - **Students Attaining Seal of Biliteracy**
 - **Top 10 Scholars**
 - **National Honor Society (new inductees)**
 - **National Technical Honor Society (CATC)**
 - **All State Music Festival**
 - **MS Students Attaining High Honors & Honors all 3 Years**
 - **Student Board Members**
- 4. Introduction of New Student(s) Appointed to RSU #38 School Board for 2026-2027**
- 5. Citizens' Comment:**
- 6. Presentation: Review of 2025-2026 ESEA and proposed 2026-2027 ESEA Grant Projects***
- 7. Additions/Adjustments to the Agenda by Board and/or Superintendent:**
- 8. Reports/Updates:**
 - a. Awesome Bear Society Upcoming Meeting - 6/10 @ 6:30 pm MCHS Media**
 - b. Subcommittee Upcoming Meetings/Minutes**
 - **Facilities & Transportation – 6/3 @ 5:15 pm MCMS Media**
 - **Policy- Minutes 5/27***
First Readings
 - i. Policy EEAEAA-R Drug & Alcohol Testing of School Bus Drivers Administrative Procedures***
 - ii. Policy BEDH- Public Participation at Board Meetings***
- 9. Action/Discussion/Informational Items:**
 - a. Approval of Minutes from May 6, 2026 School Board Business Meeting***
 - b. Approval of Minutes from May 13, 2026, RSU#38 Annual Meeting***
 - c. Nomination of Assistant Superintendent Michelle Lake**
 - d. Nomination of Middle School Assistant Principal Greg Hughes**
- 10. Adjournment:**

***Attachments**

[\(Link to Board Private Shared Drive\)](#)

Any citizen who wishes to add an item to the agenda may do so by notifying the Board Chair or the Superintendent's Office, in writing, ten days prior to the Board's next scheduled meeting.

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STUDENT RECOGNITIONS 2025-2026

HS STUDENTS ATTAINING SEAL OF BILITERACY				
SPANISH	PHOEBE BELL	GRACIE FARRELL	MAIA HOLT	GRACE TWEEDIE*
GERMAN	WILLIAM CONNORS	ARLEY EASTERBY	HADLEY FARWELL	CARTER BENNETT*
FRENCH	SAWYER ROONEY			

***DENOTES STUDENTS WHO HAVE ATTAINED GLOBAL SEAL OF BILITERACY STATUS**

TOP 10 SCHOLARS				
JEFFREY LEMIEUX*	PHOEBE BELL	ALICE FERRAN	QUENTIN PHOENIX	GRACE TWEEDIE
SAWYER ROONEY*	GRACIE FARRELL	KATE PARKER	HANNAH SNIFFEN	JACK THALLER

***DENOTES CO-VALEDICTORIANS**

NEW INDUCTEES TO THE NATIONAL HONOR SOCIETY				
LUCY CORYELL	MEAH JARIUS	JONATHAN ROUSCULP	MAX TOMASSONE	STELLA STEWART
AYLA COTE	ALEX LABELLE	RAMONA SEALSBERY	LUKE BRIDGHAM	
JOSEPHINE FLANNERY	ELLIDA MARTIN	GABRIEL SNIFFEN	REAGAN DWELLEY	
LYDIA GAROFALO	MEGAN PARKER	LYDIA STEVENSON	WILLOW GROENHOUT	
CAROLINE HARPER	JACOB REILY	HENRY TARBUCK	ABIGAIL HAGENAARS	

NEW INDUCTEES TO THE NATIONAL TECHNICAL HONOR SOCIETY				
KATIE TIMS-CULINARY ARTS				

ALL STATE MUSIC FESTIVAL PARTICIPANTS				
ABIGAIL HAGENAARS	AMELIA MCGOWAN	AVA PARE	BO WHITEMORE	

MS STUDENTS ATTAINING HONOR ROLL STATUS FOR 3 CONSECUTIVE YEARS				
JACKSON BENNETT*	OLIVIA BAILEY	CALLEN COTE	AVA HATCH	AUSTIN RODERICK
LIAM FERRAN*	BRENDYN BENAVIDES	JACKSON CULLEN	EMMA LASLEY	BROOKS SMITH
SPENCER GALLANT*	GRAYSON BOUCHER	ADDISON DAIGLE	IZABELL LOIKO	MALIA WHITE
THOMAS GANNETT*	HALEY BERUBE	PAITYN DANFORTH	LUCIA MARBLE	CLAIRE WHITEMORE
LUCAS GAROFALO*	BECKETT CARLSON	HENRY DAVIS	RYLAN MCADAM	BRYCE WING
MASON LEVESQUE*	ARRYN CHRISTIANSEN	CLAIRE DUMAS	NATALIE MORSE	
EVANGELINE WINTER	ADAM CHURCHILL	HUNTER EMMONS	MATTHEW POULIN	

***DENOTES HIGH HONOR ROLL STATUS**

OUTGOING STUDENT BOARD MEMBERS		INCOMING STUDENT BOARD MEMBERS	
LUKE TINCKHAM	KATE PARKER	CONNOR HEBERT	EVA MORRILL

MARANACOOK AREA SCHOOLS

A Caring School Community Dedicated to Excellence

Karen G. Smith, Ed.D.
Superintendent of Schools

Tel. 207-685-3336
Fax 207-685-4703

Date: May 28, 2026

2025-2026 END-OF-YEAR REPORT FOR EVERY STUDENT SUCCEEDS ACT (ESEA) FUNDING

Important Federal Funding Update: In contrast to last year's delay, the U.S. Department of Education has released preliminary FY27 ESSA state allocations on schedule, and the Maine Department of Education has provided district allocations across all Title programs. Total FY27 funding for RSU 38 is **\$241,904.43**, compared with the FY26 total of **\$245,910.04** — a net decrease of **\$4,005.61** (-1.6%). Notable shifts within the portfolio include modest reductions in Title I Part A (-\$1,738.37) and Title II (-\$8,244.00), small increases in Title IV Part A (+\$761.80) and Title V Part B (+\$4,098.86), and the appearance of a Title III Part A allocation of \$1,116.10, which was not received in FY26. A detailed five-year history and the full FY27 proposed project plan appear at the end of this report.

ESSA Goals

The administrative team carried forward the priority work begun in 2024-2025, with three district goals for the 2025-2026 school year focused on student engagement (attendance), student growth in mathematics and reading, and the rollout of a sustainable, age-appropriate Tier 1 behavior response and intervention model. Progress was monitored through regular administrative team meetings, MTSS team data reviews, and analysis of multiple data sources, including the Maine Through-Year Assessment (ME-TYA), PowerSchool daily attendance records, and building-level behavior data.

The Maine Through-Year Assessment (ME-TYA) is the state assessment used for federal and state accountability in mathematics and reading. The Spring 2026 ME-TYA Summary Report from the Maine Department of Education compares district performance to statewide performance at every grade level, reported in four score levels: Well Below, Below, At, and Above State Expectations. The metric for this year's goals is the percentage of students performing At or Above State Expectations. Because the ME-TYA is administered only at Grades 3-8 and Grade 10, NWEA MAP results for Grades K, 1, 2, and 9 are included as a supplement at the end of the Goal 2 section.

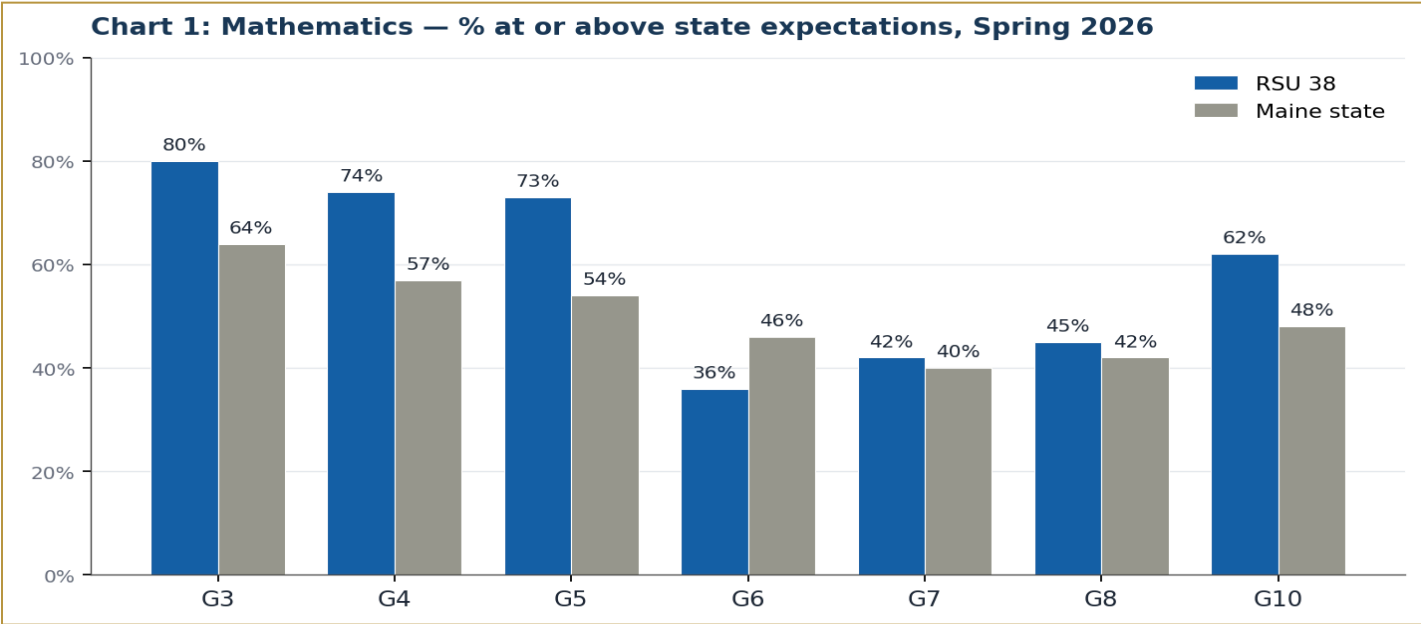
ESSA Goal 1: Student Achievement (Mathematics and Reading)

The mathematics and reading components of Goal 2 are reported separately below. Both components are measured by the Spring 2026 ME-TYA results for Grades 3-8 and Grade 10.

Mathematics Achievement

SMART Goal: By June 2026, students in Grades 3-8 and 10 will improve average math scores from 52% (Sp25) to 55% (Sp26), achieving At/Above State Expectations on the ME-TYA, with no single grade performing below an average of 50%.

Outcome: The Spring 2026 average across Grades 3-8 and 10 is **58.9% At/Above State Expectations**, exceeding the 55% target by nearly four percentage points. However, the secondary condition that no single grade falls below 50% was **not met**: Grades 6, 7, and 8 finished at 36%, 42%, and 45%, respectively.



The math results reveal two distinct stories within one district. RSU 38 leads the state by wide margins at the elementary level — Grades 3, 4, and 5 finish 16, 17, and 19 percentage points above the state average, with proficiency rates of 80%, 74%, and 73%. The Grade 10 cohort also outperforms the state by 14 percentage points (62% vs. 48%). These are exceptional results that reflect the strength of our elementary mathematics instruction and the recovery work in the upper grades.

The middle grades tell a different story. Grade 6 finished at 36% At/Above — the only grade and subject combination in the entire ME-TYA report where RSU 38 trails the state (46%), and the result represents a 37-point drop from Grade 5 to Grade 6 within the district. Grades 7 and 8 recovered somewhat but remain below the 50% floor articulated in the goal. The elementary-to-middle transition in mathematics is the single clearest inflection point in this year's data and warrants focused curriculum, instruction, and structural review during the 2026-2027 planning year.

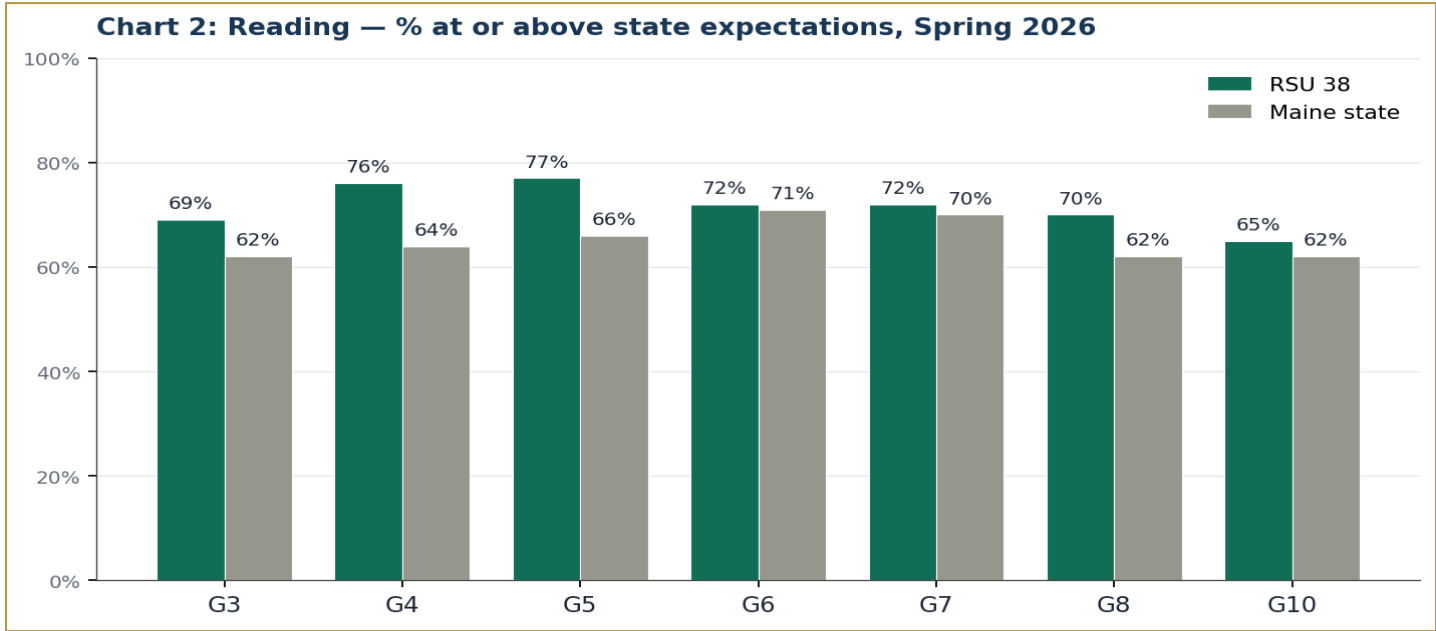
Important cohort consideration: the Spring 2026 Grade 6 cohort will be Grade 7 students in 2026-2027. FY27 intervention planning, therefore, needs to follow this cohort forward — intensifying targeted Grade 7 supports for students whose Grade 6 ME-TYA results showed the largest district-versus-state gap — while simultaneously strengthening the Grade 5-to-Grade 6 transition for the new cohort entering Grade 6 next year. Specific next steps are outlined in the Title Projects and FY27 Proposed Projects sections below.

Reading Achievement

SMART Goal: By June 2026, Grades 3-8 and 10 students will improve average reading scores from 68% (Sp25) to 75% (Sp26), At/Above State Expectations on the ME-TYA, with no single grade performing below an average of 60%.

Outcome: The Spring 2026 average across Grades 3-8 and 10 is **71.6% At/Above State Expectations**, an improvement of approximately four percentage points over the Sp25 baseline. The 75% aggregate target

was not fully met. The secondary condition that no single grade falls below 60% was **met at every grade level**, with the lowest grade (Grade 10, 65%) clearing the 60% floor by five points.

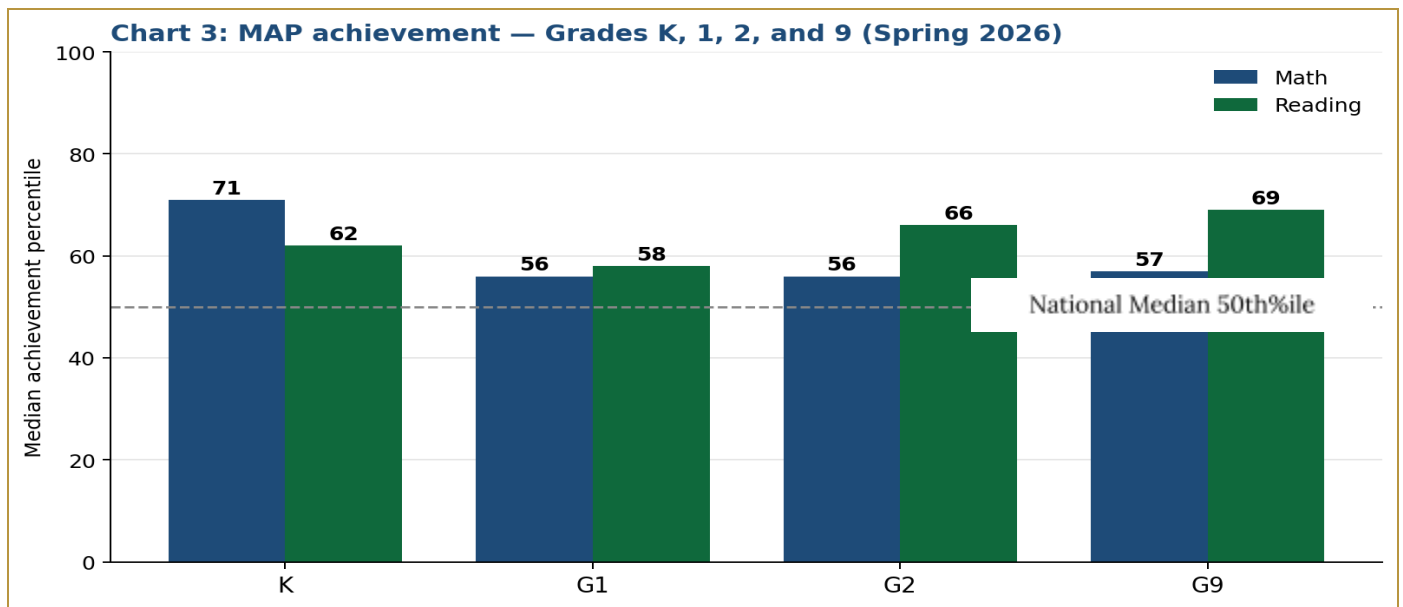


Reading performance is consistently above the state at every grade level — a meaningful achievement and a clear district-wide strength. The strongest results occur at Grades 4 and 5 (76% and 77% At/Above, leading the state by 12 and 11 points, respectively) and at Grade 8 (70%, an 8-point advantage). Margins narrow somewhat at Grade 6 (+1 point), Grade 7 (+2 points), and Grade 10 (+3 points), but in no case does the district fall behind the state.

Although the aggregate did not reach the ambitious 75% target, the trajectory is positive, and the per-grade floor is satisfied. Continued investment in the K-5 structured literacy work — including LETRS, ASPIRE, and Writing Revolution training, along with the Acadience universal screening is expected to sustain and extend these gains over the coming year.

MAP Achievement Supplement — Grades K, 1, 2, and 9

The Maine Through-Year Assessment covers Grades 3-8 and Grade 10. To round out the district's picture of student achievement, the NWEA MAP assessment is administered at Grades K, 1, 2, and 9. The chart below shows the Spring 2026 district median achievement percentile in mathematics and reading for these grades, with the 50th percentile representing the national median.

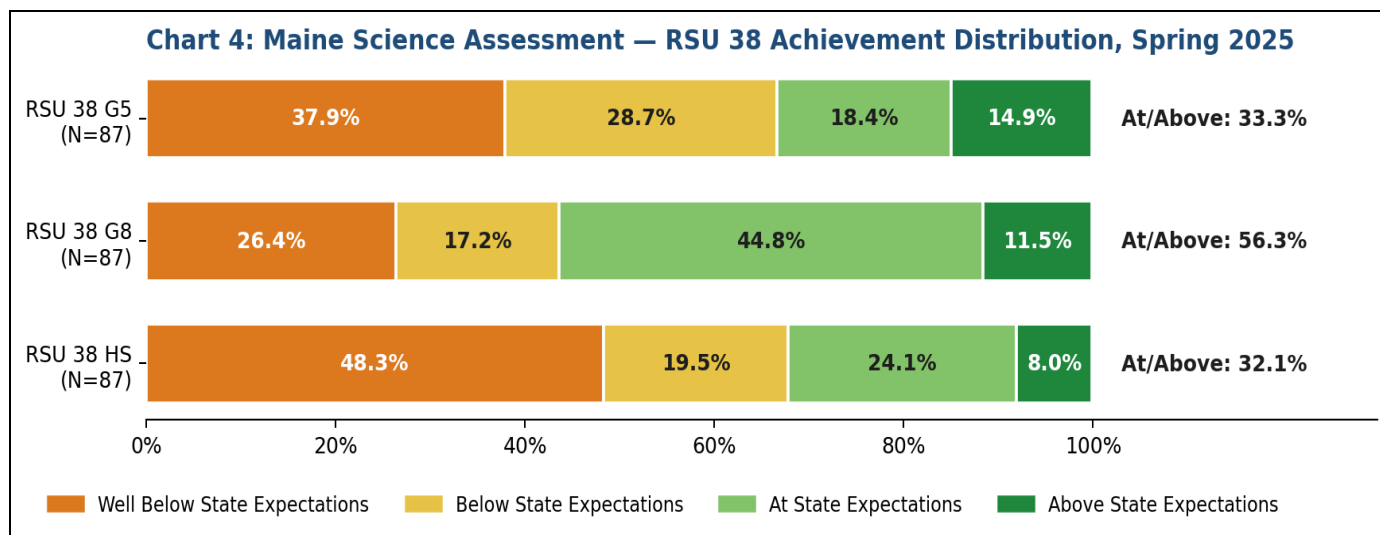


All four grades are at or above the national median in both subjects. Kindergarten mathematics stands out as the district's strongest result, with a median at the 71st percentile and 35% of students performing above the 80th percentile nationally. Grade 9 reading is also a clear strength, at the 69th percentile, with 34% of students above the 80th percentile. Grades 1 and 2 mathematics results are closest to the national median (both at the 56th percentile) – within range, but worth monitoring as those students continue to develop the foundational skills measured by the ME-TYA beginning in Grade 3. Reading achievement is solid across all grades, with Grade 2 (66th) and Kindergarten (62nd) particularly strong.

Science Achievement — Maine Science Assessment

Note: Science achievement is not part of the 2025-2026 SMART goals. This section presents the Spring 2025 Maine Science Assessment results, consolidated across all RSU 38 grade levels tested, as a baseline for the potential science goal in 2026-2027 or beyond. Spring 2026 Maine Science Assessment results will not be available until Fall 2026 and will be reported separately then.

The Maine Department of Education administers the Maine Science Assessment annually at Grades 5 and 8 and at the high school level (*Grade 11*). The Spring 2025 results below present a full district view: Grade 5 figures are aggregated across our four K-5 elementary schools (Manchester, Mt. Vernon, Readfield, and Wayne; total N=87); Grade 8 results are from Maranacook Community Middle School (N=87); and high school results are from Maranacook Community High School (N=87).



Score comparison (avg scaled score | district vs. state): Grade 5 – 37 vs. 35 (+2); Grade 8 – 41 vs. 39 (+2); High School – 36 vs. 36 (tied). RSU 38 meets or exceeds the state average scaled score at every tested grade level.

Grade 5 results across the district's four elementary schools show that **33.3%** of students perform **At or Above State Expectations**, compared with **25.3% statewide** — an eight-point advantage. The proportion of Grade 5 students reaching the highest category, Above State Expectations, is 14.9% in the district versus 7.2% statewide, more than double the state rate. The district's overall Grade 5 achievement level is reported as Below, the same designation as the state, but the underlying distribution is meaningfully stronger. Building-level variability is worth noting for the board: Readfield Elementary and Manchester Elementary together account for the bulk of the Above-State-Expectations performers, while Mt. Vernon Elementary shows no students in the Above category in Spring 2025. Building-level data is available in the underlying school reports.

Grade 8 is the district's strongest science performance level. **56.3%** of Maranacook Community Middle School Grade 8 students performed **At or Above State Expectations**, compared with **47.4% statewide** — a nine-point advantage. Grade 8 is also the only tested level where the district's overall achievement designation is At State Expectations rather than Below. The middle school's Spring 2025 science profile is consistent with its strong reading performance reported earlier in this document, and stands in contrast to the Grade 6 mathematics result that drove the Goal 2 floor concern.

High school (Grade 11) is the most concerning level relative to the state. Although the average scaled score (36) matches the state average exactly, the achievement-level distribution is less favorable: 48.3% of Maranacook Community High School students performed Well Below State Expectations, compared with 44.2% statewide, and the **At-or-Above rate (32.1%)** trails the **state (36.1%)** by four points. The high school is the only level at which RSU 38 lags the state on the At-or-Above metric in the Spring 2025 administration. As with mathematics, the secondary level — and particularly the high school — warrants focused attention in subsequent goal-setting and program review.

District-wide pattern. Science performance peaks at Grade 8 and weakens at the high school level. This trajectory differs from the district's reading profile (consistently above state at every grade) but parallels the well-documented secondary-grade challenges in mathematics. The Grade 5 baseline is encouraging, given the adoption of the PK-5 Knowledge Building Literacy Curriculum that promotes science (and social studies) concepts within and across grade levels.

Proposed Direction for a 2026-2027 Science Goal

The following draft framework is offered to be measured against Spring 2027 results (available Fall 2027):

By June 2027, RSU 38 students will maintain average Maine Science Assessment scaled scores at or above the state average at every tested grade level (5, 8, and HS); achieve at least 40% of Grade 5 students performing At or Above State Expectations (Spring 2025 baseline: 33.3%); sustain Grade 8 At-or-Above performance at or above 55% (Spring 2025 baseline: 56.3%); and close the high school At-or-Above gap to the state, targeting at least 36% At or Above (Spring 2025 baseline: 32.1%; state baseline: 36.1%).

Refinement of these specific targets can occur during the summer 2026 administrative team retreat as part of the broader SY 2026-2027 goal-setting process. Investment in the science curriculum, instructional materials, and elementary and secondary science professional development will need to be evaluated against current Title funding capacity, as no Title project explicitly funds science programming.

ESSA Goal 2: Student Engagement (Attendance)

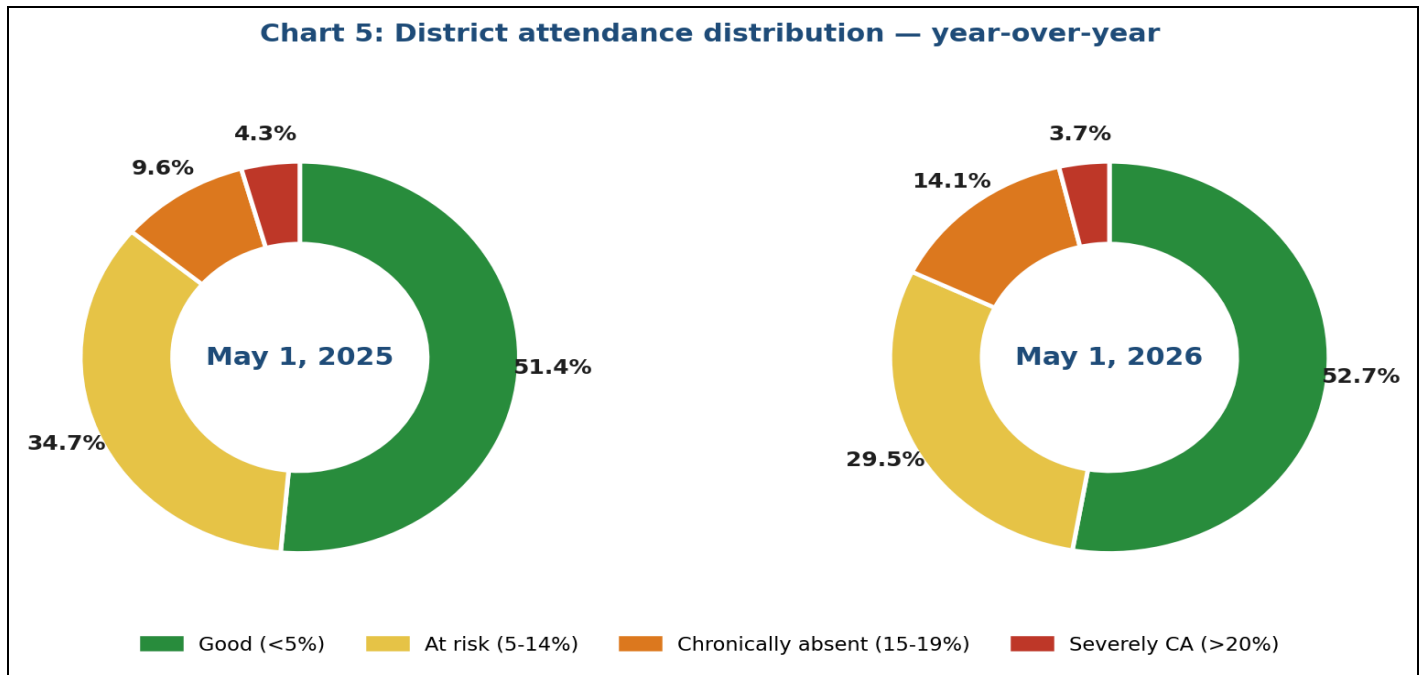
SMART Goal: *By June 2026, the district attendance rate will increase from 94% to 95%, as measured by PowerSchool daily attendance reports, and the district's chronic absenteeism rate will decrease from 14.0% to 10%.*

Outcome (as of May 1, 2026): Total chronic absenteeism stood at 17.8%, up from 13.9% at the same point in the prior year. Final district average daily attendance figures through June 1 are not yet available and will be provided in a supplemental update.

Year-over-year attendance results are mixed. The share of students with good attendance (fewer than 5% absences) increased modestly from 51.4% to 52.7%, and the at-risk population (5-14% absent) declined meaningfully from 34.7% to 29.5% — a 5.2 percentage point reduction. The severely chronically absent rate (greater than 20% absent) also decreased, from 4.3% to 3.7%. These movements indicate that targeted interventions continue to re-engage some students at the margins.

At the same time, the chronically absent category (15-19% absent) grew from 9.6% to 14.1%, driving the overall increase in total chronic absenteeism. Taken together, the data suggest that the district moved some students from at-risk to good attendance, but a parallel shift saw another group of at-risk students slip into the chronically absent range. The result is a more polarized distribution: more students with strong attendance and more students with chronic attendance concerns, with fewer in the middle band.

Chart 5: District attendance distribution — year-over-year



Disaggregating by school level, our elementary (K-5) and middle school (6-8) grades show the strongest attendance, with the majority of students in good standing. Attendance weakens noticeably at the high school level, where chronic absenteeism is most concentrated in Grade 12. This pattern — strong elementary and middle school attendance followed by a decline through the high school years — is consistent with the historical trend and with national post-pandemic patterns. The district currently has one student at the middle school who meets the statutory definition of truant under Maine law; this case is being managed through the established truancy protocol.

Administration will continue to deploy targeted, tiered supports through the close of the school year, with particular attention to the high school population. The BARR (Building Assets, Reducing Risks) framework remains a central engagement strategy at the secondary level. The district did not meet either component of Goal 1, and reducing chronic absenteeism — particularly at the high school level — will remain a top priority in the 2026-2027 school year.

Title Projects — FY26 Year-End Update

The following sections summarize each ESSA Title project as implemented during the 2025-2026 school year, with current-year expenditures and balances drawn from finance department records. Final FY26 reconciliation will occur following the close of the federal fiscal period.

Family Engagement (Title V)

Family engagement remains a cornerstone of our work to support student achievement and attendance. During the 2025-2026 school year, Family Engagement Title V funds supported the Back-to-School Family Engagement event in August, Curriculum Night in October, Family Game Night in February, and the End-of-Year Title 1 Math and Literacy Support Parent Coffee & Muffins. The Family Engagement Committee continues to convene over the summer to set goals and plan activities for the upcoming school year, with a sustained focus on supporting families across all schools and grade levels.

Family Engagement (Title V)	
FY25 Carry Over	\$2,025.00
FY26 Allocated	\$1,148.88
Expended to Date (May 2026)	\$493.95
Balance	\$2,679.93

Professional Development (Title V)

Building on the foundation laid in 2024-2025, the district continued its strategic concentration of professional development during the summer months and on dedicated district-wide PD days. Highlights for 2025-2026 included continued LETRS training, Acadience math and reading training, Writing Revolution coursework, ASPIRE training, CKLA implementation support at the PK-5 level, and onboarding of the new middle school math curriculum for Grade 6-8 staff. Building-level MTSS Leadership Teams remained the primary structure for translating professional learning into classroom practice.

Summer 2025 Professional Learning Communities were funded through carryover from the prior fiscal year. They supported the implementation of grade-level math and literacy curricula, music programming, executive functioning training, and new-staff onboarding. Plans for Summer 2026 PLCs are currently being approved on a rolling basis. They will focus on the same priorities, with additional attention to middle school mathematics — particularly preparation for the incoming Grade 7 cohort, who, as Grade 6 students this spring, posted the district's largest gap to the state average.

Professional Development (Title V)	
FY25 Carry Over	\$10,649.70
FY26 Allocated	\$5,000.00
Balance (May 2026)	\$15,649.70

Title I Schools – Mt. Vernon, Wayne, and Readfield Elementary

Mt. Vernon Elementary (MTVES) and Wayne Elementary (WES) operate as Schoolwide Title I programs, providing supplemental academic support for literacy and math to all K-5 students. Both schools are designated as CSI-R Title I schools, with Leadership Teams meeting regularly to self-assess instructional practices and student growth. Title I funds support 44% of the math interventionist salary at MTVES and 29% at WES. Readfield Elementary (RES) operates as a Title I Targeted Assistance school, with Title I funds covering 80% of the literacy interventionist salary; this position is supported by two literacy education technicians funded through the general operating budget.

Approximately 80% of all Title funds across the district continue to support math and literacy interventionist positions at the elementary level, with the remaining funds supporting professional development and family engagement that strengthen instructional capacity and student support systems.

Title IA — School-Level Allocations	
MTVES — FY26 Allocated	\$75,425.57
WES — FY26 Allocated	\$42,830.56
RES — FY26 Allocated	\$121,455.03
Total Title IA Allocated	\$239,711.16*
Total Expended to Date (May 2026)	\$233.342.18
Total Balance	\$6,368.98

*Less \$50 set aside for Homeless project

FY27 ESSA Proposed Projects

FY27 preliminary allocations have been received from the Maine Department of Education across all Title programs. The five-year history and FY27 preliminary amounts are summarized below; all FY27 figures should be treated as preliminary until the final state confirmation.

Fiscal Year	Title I	Title II	Title III	Title IV	Title V	Total
FY27 (preliminary)	\$166,419.63	\$46,648.12	\$1,116.10	\$17,472.84	\$10,247.74	\$241,904.43
FY26	\$168,158.00	\$54,892.12	—	\$16,711.04	\$6,148.88	\$245,910.04
FY25	\$159,042.14	\$50,825.09*	—	\$16,940.74*	\$10,247.73	\$237,055.70
FY24	\$166,138.85	\$48,287.40*	—	\$19,457.82*	\$10,247.72	\$244,131.79
FY23	\$181,420.90	\$55,027.79*	—	\$18,237.97*	\$12,945.03	\$267,631.69
FY22	\$175,440.52	\$51,188.59	—	\$18,162.78	\$12,945.03	\$257,736.92
FY21	\$187,806.00	\$45,015.18	—	\$15,034.47†	\$13,094.00	\$260,949.65

* Funds transferred from Title II / Title IV Part A to Title V Part B in those fiscal years.

† FY21 Title IV figure shown reconciled to the published total; the original allocation document contained a transcription error in this cell.

Note on prior-year fund transfers: In FY23, FY24, and FY25, the district transferred a portion of Title II and Title IV Part A funds into Title V Part B to support flexible programming. With the preliminary FY27 allocations distributed across all five Title programs, the district will continue to evaluate transfer decisions in consultation with the Maine DOE.

Title I Part A

Title I schools (MTVES, WES, RES) will continue with Title I-funded plans to raise student achievement by strengthening Tier I classroom-based instruction. Title I will continue to support K-5 math and literacy interventionist positions in our Title I schools. The FY27 Title I Part A allocation of \$166,419.63 represents a small decrease from FY26 (-\$1,738.37, -1.0%); current staffing models are anticipated to remain stable, with adjustments addressed through the regular budget process.

Family Involvement

Family engagement programming will continue across all schools, with a continued emphasis on extending engagement work beyond the K-5 Title I context to PreK-12. As funding permits and based on final allocation confirmations, the district will evaluate the appropriate Title program (Title I or Title V) under which to budget specific family engagement activities.

Professional Development

Building on the 2025-2026 work, FY27 professional development will continue to support evidence-based instruction in mathematics and literacy. Priorities for FY27 include: continued district-wide literacy training through LETRS, ASPIRE, and Writing Revolution; further expansion of Acadience training; sustained implementation support for the new middle school math curriculum, with cohort-following focus on the incoming Grade 7 students (the Spring 2026 Grade 6 cohort) and reinforced Grade 5 to Grade 6 transition supports for the new Grade 6 group; and continued investment in summer Professional Learning Communities. The strategic concentration of professional development during the summer months will be maintained.

Title III Part A (New)

RSU 38 received a preliminary Title III Part A allocation of \$1,116.10 for FY27, the first such allocation in recent years. Title III supports programming for English Learner students and immigrant students. The district will work with the Maine DOE to confirm allowable uses and develop an appropriate plan for using these funds to support any qualifying students in our schools.

Title IV Part A

The FY27 Title IV Part A allocation of \$17,472.84 represents a modest increase of \$761.80 over FY26. Title IV funds will continue to support student support services and well-rounded education programming, with funding allocations determined in consultation with the administrative team based on identified student needs.

Title V Part B (RLIS)

The Rural and Low-Income Schools (RLIS) program allocation increased meaningfully from \$6,148.88 in FY26 to a preliminary \$10,247.74 in FY27 (+\$4,098.86). These funds will continue to support professional development and family engagement across the district, with the increase providing additional flexibility for high-priority initiatives.

***This report was submitted by Dr. Karen G. Smith, Superintendent of Schools, on 05/27/2026.
Please send any feedback to karen_smith@maranacook.com by June 10, 2026.***

BOARD CHAIR
SHAWN RODERICK

WENDY BROTHERLIN
PATRICIA CLARK
KRISTIN DUBOIS
NOAH EASTER
ANDREW GORRILL

RSU 38 BOARD OF DIRECTORS
MARANACOOK AREA SCHOOLS



BOARD VICE CHAIR
LESLIE MARCO

DAVID GUILLEMETTE
DANIEL HOLMAN
CHIP JONES
BRIAN TARBUCK
DAVID TWITCHELL
CHAD WIGHT

Policy Committee Meeting Minutes
May 27, 2026
5:15-6:15 p.m. at Central Office

Board Members: Wendy Brotherlin, Daniel Holman, Leslie Marco (Absent)

Administrators: Superintendent, Dr. Karen G. Smith; MCHS Principal, Michele LaForge; Transportation Director, Jason Sirois; MCMS Principal, Mike Muir

1. IKE- Promotion, Retention and Acceleration/IE- Grade Placement/IE-R Procedures

At the April 8 meeting, the Committee identified meaningful overlaps, gaps, and one apparent conflict between current RSU 38 Policies IE and IE-R and the MSMA sample IKE, and requested principal input and other district sample policies for review at this meeting. The Committee received and reviewed a consolidated DRAFT Policy IKE and accompanying DRAFT Procedure IKE-R prepared in response to that request.

Summary of Draft Policy IKE. The draft adopts the MSMA framework that treats promotion, retention, and acceleration as a single, integrated policy aligned with the Maine Learning Results. Section A retains the twelve criteria from the MSMA sample, with explicit primary weight given to achievement of Learning Results content standards. Section B (Retention) restructures the retention process to combine the strongest features of current IE/IE-R with the MSMA structure: early parent notification; school-based committee process; parent-initiated retention requests with a 10-day acknowledgment requirement and an April 15 preferred filing date; Hearing Committee process (principal, parent/guardian, classroom teacher, district administrator); and final retention decision by the principal with appeal in writing to the Superintendent within 10 calendar days (Superintendent's decision final), which resolves the conflict identified on April 8 between IE (Superintendent makes final decision after Hearing Committee) and IKE (principal decides, with appeal to Superintendent) in favor of the principal-decides / Superintendent-appeals structure. Section B also incorporates the MSMA option of conditional advancement — advancement contingent on successful remediation or demonstrated proficiency within a specified period — which is not currently available under IE/IE-R. Section C (Acceleration) is new content not addressed in current IE/IE-R; it establishes both school-initiated and parent-initiated acceleration processes, coordination with the Gifted and Talented Education Coordinator, and reference to Maine DOE Rule Chapter 104, with appeal to the Superintendent (final). Section D addresses transfer students and unclear placements, with high school sophomore/junior/senior status referenced to Policy IKF (Graduation Requirements) rather than embedded as fillable thresholds.

Committee Action. The Committee directs the Superintendent to bring the DRAFT Policy IKE and DRAFT Procedure IKE-R to the Administrative Team (ATEAM) for feedback. The revised draft will return to the Policy Committee following ATEAM review.

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2. EEAEAA-R Drug and Alcohol Testing of School Bus Drivers Administrative Procedures

At the April 8 meeting, the Committee reviewed the MSMA sample EEAEAA-R and requested more information regarding the Required Testing section (Part VI of the MSMA sample), including review of comparable procedures from other Maine school districts, before drafting an RSU 38 EEAEAA-R for adoption. The Committee received and reviewed a DRAFT Policy EEAEAA-R and a DRAFT Policy EEAEAA-R1 (Driver Consent Form) at this meeting, with Transportation Director Jason Sirois present to provide operational input.

Summary of Draft EEAEAA-R. The draft administrative procedure follows the MSMA fifteen-section structure and incorporates the federal regulatory framework under 49 CFR Parts 40, 382, 390, and 395 and the Omnibus Transportation Employee Testing Act of 1991. It establishes applicability to all drivers operating district-owned vehicles subject to commercial driver's license requirements; Superintendent responsibility for implementation; the list of controlled substances covered; safety-sensitive functions as defined by 49 CFR §382.107 and §395.2; driver prohibitions (including the 0.02 alcohol-concentration threshold and pre-duty timing rules); the six required testing categories (pre-employment, post-accident, random at 10% alcohol / 50% controlled substances minimum, reasonable suspicion, return-to-duty, and follow-up); refusal-to-submit provisions; supervisor training requirements (60 minutes each on alcohol and on controlled substances); enforcement; recordkeeping and confidentiality; driver notification and educational materials; physician-prescribed substance disclosure; referral, evaluation, and treatment by a substance abuse professional; and return-to-duty conditions (with driver responsible for the cost of evaluation, treatment, and return-to-duty testing).

Summary of Draft EEAEAA-R1 — Driver Consent Form. The new companion form provides general consent for (1) limited queries of the FMCSA Commercial Driver's License Drug and Alcohol Clearinghouse, with multi-query authorization for an annual September 1–August 31 window, and (2) driver record checks through the Maine Department of Transportation. The form notifies the driver that, if a limited Clearinghouse query indicates a violation, FMCSA will not disclose substantive information to the District without additional specific consent, and that refusal to provide consent will result in prohibition from safety-sensitive functions, including driving a commercial motor vehicle, driving district vehicles, and transporting students.

Discussion — Transportation Feedback. Transportation Director Sirois confirmed that the draft procedure and consent form are operationally workable for the RSU 38 Transportation Department. The 10% random alcohol / 50% random controlled-substance rates are the federal minimum and are met through the District's consortium participation. The reasonable-suspicion escort requirement (supervisor plus another district employee), the September 1–August 31 consent window, and the driver-cost provision for evaluation, treatment, and return-to-duty testing are all consistent with current Transportation Department practice and the District's consortium arrangement. Existing pre-employment, return-to-duty, and post-accident testing practices already conform to the procedure.

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Committee Action. The Committee recommends DRAFT Policy EEAEAA-R and DRAFT Policy EEAEAA-R1 (Driver Consent Form) to the Board for **First Reading on June 3, 2026** and **Second Reading on June 10, 2026**.

3. JICJ- Student Use of Cell Phones and Other Electronic Devices

The Committee reviewed the current RSU 38 Policy JICJ (Student Use of Cell Phones and Other Electronic Devices), the MSMA 2026 sample with bell-to-bell requirements, a redlined version of the current policy showing the changes needed to conform with the new bell-to-bell statutory requirements, and a new DRAFT Procedure JICJ-R.

Background — New Bell-to-Bell Requirement. Recent legislation requires Maine school boards to adopt a bell-to-bell prohibition on student personal cell phones, smartwatches, and other personal electronic devices (PEDs) with Internet or cellular network connectivity capabilities during the school day, with limited exceptions, effective by **August 1, 2026**. RSU 38's current Policy JICJ (adopted 12/04/07; revised 6/01/16; reviewed 2/23/21) regulates device use, prohibits use that disrupts instruction, and permits teacher- or principal-authorized educational, health, or safety use — but does not prohibit possession or carry, does not require bell-to-bell power-off and storage, and continues to permit teacher authorization for instructional use. **The current policy therefore does not satisfy the new statutory requirement.**

Summary of Redline Changes (current policy → bell-to-bell conforming version). The title is revised to "Cell Phones and Other Personal Electronic Devices in Schools (Alternative Title: Phone-Free Schools)," and the statement of intent is updated to reference focused learning, minimizing distractions, and student social and emotional well-being. Scope is expanded to all PEDs with Internet or cellular network connectivity, wearable or handheld. A new Bell-to-Bell Prohibition section applies Pre-K through Grade 12 and extends to carrying, wearing, and accessing devices, which must be powered off and stored as directed by the building administrator from the starting bell to dismissal. Provisions A–E of the current policy (teacher/principal-authorized use; camera restrictions in private-expectation areas; designated I-Pod/listening-device locations; violations and consequences list) are deleted to the extent inconsistent with bell-to-bell and reorganized into new Exceptions, Photography and Privacy, and Violations and Consequences sections. Exceptions are limited to IHP-documented health monitoring, IEP-required use, documented Section 504 accommodation, translation services for emergent English language learners where no other option is reasonably available, and emergency authorization by the building administrator — and the discretionary teacher/principal authorization for instructional use is removed, consistent with the new statutory requirement.

Summary of Draft Procedure JICJ-R. The draft defines the "school day" as starting bell to dismissal (including passing periods, lunch, study halls, recess, assemblies, and field trips during the school day), and clarifies that the prohibition does not extend to morning/afternoon bus transportation outside school hours or to before- and after-school extracurricular activities and athletic events. Building-specific storage is set as follows: at the four elementary buildings (Mt. Vernon, Manchester, Readfield, Wayne), device use is discouraged and devices must be powered off in the student's backpack or stored in the main

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office; at MCMS, devices must be powered off and stored in lockers or classroom-designated containers and may not be carried on the student's person; at MCHS, devices must be powered off and stored in classroom-designated containers at the start of first period and may not be carried on the student's person — and smartwatches must be powered off or placed in offline mode for the full school day. The procedure also details the documentation pathways for each exception, prohibits photography and recording in private-expectation areas at all times, directs parent-student communication during the school day through the main office, establishes a four-step progressive enforcement scheme (verbal warning; confiscation; parent retrieval with administrator meeting and device-management plan; additional discipline up to suspension) with refusal to surrender a device addressed as insubordination, and assigns staff responsibilities to the building principal, teachers, school nurse, Director of Special Services, and office staff.

Discussion. The Committee discussed implementation considerations, including: the practical differences between elementary backpack-storage and middle/high school locker- or classroom-container storage; the staff burden of consistent enforcement, particularly during the early implementation period; family communication in advance of the August 1, 2026 effective date; the removal of the teacher discretionary-authorization carve-out for instructional use (the Committee acknowledged this is required by the new law); and the documentation pathways for IHP, IEP, 504, and ESL exceptions.

Committee Action. The Committee directs the Superintendent to bring the DRAFT Redline Policy JICJ and the DRAFT Procedure JICJ-R to the Administrative Team (ATEAM) for feedback, with particular attention to building-level storage logistics, enforcement consistency, staff training needs, and family communication. The Committee further recommends that **an additional Policy Committee meeting be scheduled in advance of the August 1, 2026 statutory deadline** to review ATEAM feedback and finalize the policy and procedure for Board First Reading and adoption.

4. **BEDH Policy - Public Participation at Board Meetings**

MSMA provided notice that the U.S. District Court for the District of Maine issued an order on a motion for preliminary injunction filed by a member of the public seeking to enjoin another school board's enforcement of various provisions of its Policy BEDH (Public Participation at Board Meetings). The court granted the motion in part and denied it in part. The underlying lawsuit is ongoing.

Context. The order assessed a policy that was different in material respects from the current MSMA sample BEDH (now titled "Public Comment at Board Meetings"). The ruling is a reminder that boards must keep policy current as laws, regulations, and court decisions affect existing policies. MSMA has indicated it will consult with its legal counsel (Drummond Woodsum) to determine what clarifications may be needed to MSMA's 2023 sample policy BEDH based on the reasoning in the order, and will promptly notify superintendents and school board members if MSMA's sample is modified. Neither MSMA nor Drummond Woodsum reads the order to mean that members of the public have free reign to say and do whatever they please at board meetings, or that boards lack the ability to control public comment sessions; civility, respect, and the board's ability to accomplish its meeting objectives remain operative principles.

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Discussion. The Committee discussed RSU 38's current Policy BEDH in light of the developments described in the MSMA notice and reviewed the draft revision to Policy BEDH that:

- Aligns with the current MSMA sample policy (Public Comment at Board Meetings);
- Reflects the relevant principles indicated by the court's reasoning to the extent currently known; and
- Preserves the Board's ability to maintain order, set reasonable time, place, and manner restrictions on public comment, and accomplish its meeting objectives.

Committee Action. The Committee recommended the revised DRAFT Policy BEDH to the Board for **First Reading on June 3, 2026** and **Second Reading on June 10, 2026.**

Next Meeting: Additional Policy Committee meeting to be scheduled in advance of the August 1, 2026 deadline (JICJ).

REGIONAL SCHOOL UNIT NO. 38
DRUG AND ALCOHOL TESTING OF SCHOOL BUS DRIVERS ADMINISTRATIVE
PROCEDURE

The School Board is committed to establishing an alcohol and controlled-substance testing program that meets all applicable requirements of the federal Omnibus Transportation Employee Testing Act of 1991, as well as pertinent state laws and regulations. The purpose of the testing program shall be to help prevent accidents and injuries resulting from the misuse of alcohol and controlled substances by drivers performing safety-sensitive functions.

The following administrative procedure summarizes the main provisions of federal regulations promulgated to implement drug and alcohol testing for bus drivers. The following procedure in no way attempts to modify said regulations, which should always be referred to when questions as to the implementation of this policy/procedure arise.

I. APPLICABILITY

All persons operating any district-owned vehicle that transports staff or students and are subject to the commercial driver's license requirements mandated under both federal and state laws, including the Omnibus Transportation Employee Testing Act of 1991, shall be subject to the drug and alcohol testing provisions herein contained.

II. IMPLEMENTATION

The Superintendent shall be responsible for implementing a drug and alcohol testing program that complies with procedures outlined in Title 49 Parts 40, 382, 390, and 395 of the Federal Code of Regulations. Such a testing program shall include pre-employment/pre-duty drug testing, post-accident testing, random testing, reasonable-suspicion testing, return-to-duty testing, and follow-up testing. This school unit shall provide parties subject to testing with written notice of materials and information available to them as required by Part 382.

III. CONTROLLED SUBSTANCES

Controlled substances in this policy/procedure refer to those covered by the Omnibus Transportation Employee Testing Act of 1991, including marijuana, cocaine, opiates, amphetamines, phencyclidine (PCP), MDMA (Ecstasy), and 6-Acetylmorphine (heroin) *and other mind-altering or illegal drugs*.

IV. SAFETY-SENSITIVE FUNCTION

Safety-sensitive function(s) in this policy/procedure refer to functions defined in 49 CFR §382.107 and §395.2 (On-Duty Time, paragraphs (1) through (6)).

V. PROHIBITIONS

All drivers subject to this policy shall be prohibited from:

- A. Using any alcohol while on duty and for four hours before going on duty;
- B. Possessing alcohol while on duty;

- C. Reporting for duty or remaining on duty while having an alcohol concentration of 0.02 or greater;
- D. Using any alcohol for eight hours following an accident, or until they undergo a post-accident alcohol test, whichever occurs first;
- E. Refusing to submit to a required alcohol or controlled substance test(s);
- F. Reporting for duty or remaining on duty when using any controlled substance, except when use is pursuant to the instructions of a physician who advised the driver that the substance does not adversely affect the driver's ability to operate the vehicle safely; and
- G. Reporting for duty, remaining on duty, or performing a safety-sensitive function, if the driver tests positive for a controlled substance.

VI. REQUIRED TESTING

- A. **Pre-Employment Testing.** Before the first time a driver performs a safety-sensitive function for the school unit, the driver shall undergo a controlled substances test. However, no driver shall be subjected to pre-employment controlled substance testing before being offered a position. Employment is conditioned upon a verified negative controlled substance test result.
- B. **Post-Accident Testing.** As soon as practicable following an accident, each surviving driver will be subject to alcohol and controlled substance testing as follows:
 - 1. Any driver performing safety-sensitive functions with respect to the vehicle, if the accident involved loss of human life;
 - 2. Any driver who receives a citation under State or local law for a moving violation arising from the accident; and
 - a. Causes bodily injury to a person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
 - b. Should one or more motor vehicles incurring disabling damage as a result of the accident require a motor vehicle to be transported away from the scene by a tow truck or other motor vehicle?
 - 3. In addition, the following provisions will also apply.
 - a. **Alcohol.** If a test required under this section is not administered within two hours following the accident, the school unit shall prepare and maintain a record on file stating the reasons the test was not promptly administered. If a test is not administered within eight hours following the accident, the school unit shall cease attempts to administer the test and shall prepare and maintain the same record. Records shall be submitted to the Federal Motor Carrier Safety Administration (FMCSA) upon request of the Associate Administrator.
 - b. **Controlled Substances.** If a test required by this section is not administered within 32 hours following the accident, the school unit shall cease attempts to administer the test. It shall prepare and maintain a record on file stating the reasons the test was

not promptly administered. Records shall be submitted to the FHWA upon request of the Associate Administrator.

- C. Random Testing. All drivers subject to this policy/procedure will be subject to random, unannounced alcohol and controlled-substance testing throughout the year. The minimum annual percentage rate for testing of drivers is as follows:
1. Random alcohol testing shall be a minimum of 10 percent of the number of driver positions each selection period; and
 2. Random controlled substance testing shall be at least 50 percent of the number of driver positions in each selection period.
 3. If the school unit conducts random testing for alcohol and/or controlled substances through a consortium, the number of drivers to be tested may be calculated for each school unit or may be based on the total number of drivers covered by the consortium who are subject to random testing at the same minimum annual percentage rate under 49 CFR Part 382 or any Department of Transportation random testing rule.]
- D. Reasonable Suspicion Testing. All drivers subject to this policy/procedure shall submit to alcohol and controlled substance testing when the employer has reasonable suspicion to believe that the driver has violated the prohibitions found in Part V. of this procedure, except Part V. B. regarding alcohol possession. The school unit shall base its determination that reasonable suspicion exists requiring the driver to undergo such testing on observations concerning the driver's appearance, behavior, speech, or body odor. When controlled substances are at issue, observations may include indications of the chronic and withdrawal effects of controlled substances.
- In addition, the following provisions also apply.
1. Any Driver subject to testing under Reasonable Suspicion will be escorted to the testing facility by a supervisor and another district employee.
 2. Alcohol. Alcohol testing will be performed only if the aforementioned observations are made during, just preceding, or just after the period of the workday that the driver is required to comply with this policy/procedure. If a test required under this section is not administered within two hours following the reasonable suspicion determination, the school unit shall prepare and maintain a record on file stating the reasons the test was not promptly administered. If a test required under this section is not administered within eight hours following a determination that reasonable suspicion exists, the school unit shall cease attempts to administer an alcohol test. It shall state in the record the reasons for not administering the test. The school unit shall submit to the FMCSA records of tests required by this section that were not completed within 8 hours, in accordance with 49 CFR §382.307(3).
 3. Controlled Substances. The school unit shall, within 24 hours or before the results of the controlled substances test are released, whichever is earlier, create a written record of the observations that led to the controlled substances test, which shall be signed by the supervisor or school unit official who made said observations.
- E. Return-to-Duty Testing. Before returning to duty requiring the performance of safety-sensitive functions when a driver has engaged in conduct prohibited under this

policy/procedure, the driver shall undergo a return-to-duty alcohol and/or controlled substances test(s) as appropriate.

Drivers found to have engaged in prohibited conduct under the alcohol provisions of this policy/procedure will not be permitted to return to duty unless the subsequent alcohol test reveals a result less than or consistent with federal and state standards. In cases involving controlled substances, a verified negative result is necessary before a driver may return to duty.

- F. Follow-up Testing. If a driver has been found to have violated the prohibitions herein contained and is identified as requiring assistance in resolving problems associated with alcohol and/or controlled substances, the school unit shall require the driver to submit to at least six unannounced follow-up alcohol and/or controlled substances tests during the first 12 months after returning to duty. Follow-up tests will be unannounced and may continue for up to 60 months after returning to duty. Follow-up alcohol testing shall be conducted only when the driver is performing, just before, or just after ceasing to perform safety-sensitive functions.

VII. REFUSAL TO SUBMIT TO TESTING

All drivers who are required by federal regulations to submit to drug/alcohol testing must do so immediately upon being directed to submit to the test(s). A driver's refusal to submit to testing will result in immediate removal from the performance of safety-sensitive functions. In addition, failure to comply with Federal regulations or this procedure is grounds for disciplinary action up to and including dismissal. Any of the following actions on the part of a driver constitutes a refusal to submit to a test:

- A. Failure to provide adequate specimens/samples of substance(s) undergoing testing, including but not limited to breath, saliva, and urine, without a valid medical reason;
- B. Engaging in conduct which obstructs the testing process; and
- C. Refusal by an employee to complete and sign testing forms.

VIII. TRAINING FOR SUPERVISORS

This school unit will assign persons who will be designated to determine whether reasonable suspicion exists to require a driver to undergo testing under Part 382, with at least 60 minutes of training on alcohol misuse and receive at least an additional 60 minutes of training on controlled substances. Training shall cover the physical, behavioral, speech, and performance indicators of probable alcohol misuse and use of controlled substances.

IX. ENFORCEMENT

This school unit, in its independent authority as an employer, shall subject any driver who violates this policy/administrative procedure or Federal regulations to potential disciplinary action up to and including dismissal, except to the extent that any state law or collective bargaining agreement requires otherwise.

In addition, any driver who refuses to submit to a post-accident, random, reasonable suspicion, return-to-duty, or follow-up test(s) shall not perform or continue to perform safety-sensitive functions.

Furthermore, no driver tested and found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform or continue to perform safety-sensitive functions, including driving a commercial motor vehicle, until the start of the driver's next regularly scheduled duty period, but not less than 24 hours after the test was administered.

X. RECORDS

Employee drug and alcohol tests and results shall be maintained under strict confidentiality in a secure location with controlled access and released only in accordance with law. A driver, upon written request, shall receive copies of any records about his/her use of drugs or alcohol, including any records about his/her drug tests. Records shall be made available to subsequent employers or other identified persons only when expressly requested in writing by the driver.

XI. NOTIFICATIONS

Each driver shall receive educational materials before the school unit's alcohol and controlled substances testing begins. Such material will explain the requirements of the Code of Federal Regulations, Title 49 Part 382, and contain a copy of the Board's policy and administrative procedures for meeting these requirements. Representatives of employee organizations shall be notified of the availability of this information. The school unit shall also include in the package of informational material submitted to each driver a statement certifying that he/she has received it. The school unit shall maintain the original signed copy of the statement on file.

In addition to the aforementioned items, the school unit shall also make available to drivers and representatives of employee organizations information that shall identify:

- A. The person designated by the school unit to answer questions about the materials;
- B. The procedures that will be used to test for the presence of alcohol and controlled substances; protect the driver and the integrity of the testing processes, safeguard the validity of the test results, and ensure that those results are attributed to the correct driver;
- C. Information concerning the effects of alcohol and controlled substances on an individual's health, work, and personal life; signs and symptoms of an alcohol or a controlled substance(s) problem (the driver's or co-worker's); and available methods of intervening when an alcohol or controlled substances problem is suspected, including confrontation, referral to any employee assistance program and/or referral to management; and
- D. Post-accident procedures that will make it possible for a driver to comply with post-accident testing before any driver operates a commercial vehicle.
- E. The results of pre-employment controlled substance test(s) if the applicant requests such results within 60 calendar days of being notified of the disposition of the employment application; and
- F. The results of random, reasonable suspicion, and post-accident drug tests, if the results are verified positive. The school unit shall also tell the driver which controlled substance(s) were verified as positive.

XII. CONTROLLED SUBSTANCES

Drivers shall inform their supervisors if at any time they are using a controlled substance that their physician has prescribed for therapeutic purposes. Such substance may be used in conjunction

with duty only if the physician has advised the driver that it will not adversely affect their ability to operate a commercial motor vehicle safely.]

XIII. REFERRAL, EVALUATION, AND TREATMENT

- A. **Referral.** A driver who has engaged in conduct prohibited by this policy/procedure shall be advised by the school unit of resources available to the driver in evaluating and resolving problems associated with the misuse of alcohol and use of controlled substances. The information the bus driver receives will include: names, addresses, and telephone numbers of substance abuse professionals and counseling and treatment programs, in addition to information regarding their responsibilities regarding payment for such services.
- B. **Evaluation/Treatment.** A driver who engages in such prohibited conduct shall be evaluated by a substance abuse professional who shall determine what assistance or treatment the employee needs in resolving controlled substance use.

XIV. RETURN TO DUTY

If a school unit has not discharged a driver due to their engagement in prohibited conduct under this policy/procedure, the bus driver must, before returning to safety-sensitive duties:

- A. Undergo return-to-duty testing and obtain an alcohol concentration level of less than 0.02 and/or a verified negative test for controlled substances;
- B. Have been evaluated by a substance abuse professional; and
- C. Have followed prescribed and/or recommended treatment.
- D. The cost of Evaluation, Treatment, and Return To Duty drug and Alcohol Testing will be the sole responsibility of the driver.

XV. OTHER POLICIES/PROCEDURES

Nothing contained in this administrative procedure shall prevent the Board from establishing and enforcing independent policies/procedures relating to the possession, being under the influence of, distribution, sale, or use of alcohol or controlled substances or any misconduct associated therewith and the penalties for violation of those policies/procedures, up to and including dismissal.

Legal References: 49 CFR Parts 40, 382, 390, 395
26 MRSA §§ 681(8)(B); 685(2); 689

Adopted: _____



**MARANACOOK
AREA SCHOOLS**

A Caring School Community Dedicated to Excellence

**General Consent for
Limited Queries of the Federal Motor Carrier Safety Administration (FMCSA)
Drug and Alcohol Clearinghouse and
Driver Record Checks through the Maine Department of Transportation**

I, _____, hereby provide consent to RSU 38 to conduct a limited query of the FMCSA Commercial Driver's License and Alcohol Clearinghouse to determine whether drug or alcohol violation information about me exists in the Clearinghouse. I understand that RSU 38 may make multiple queries and give my consent for queries to be run from September 1, _____ through August 31, _____.

I understand that if the limited query conducted by RSU 38 indicates that drug or alcohol violation information about me exists in the Clearinghouse, FMCSA will not disclose that information to RSU 38 without first obtaining additional specific consent from me.

I also provide consent for RSU 38 to conduct a driver record check through the Maine Department of Transportation to determine whether driver violations exist. I give consent for multiple checks made by RSU 38 as necessary.

I further understand that if I refuse to provide consent for RSU 38 to conduct a limited query of the Clearinghouse and driver record checks through the Maine Department of Transportation, RSU 38 must prohibit me from performing safety-sensitive functions including driving a commercial motor vehicle as required by FMCSA's drug and alcohol program regulations, driving district vehicles, and transporting students.

Employee Signature

Date

RSU 38 Transportation Director Signature

Date

REGIONAL SCHOOL UNIT #38
PUBLIC COMMENT AT SCHOOL BOARD MEETINGS

The primary purpose of School Board meetings is to conduct the Board's business related to school policies, programs, and operations. The Board encourages residents to attend Board meetings to 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 also 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 will include a public comment period, not to exceed 20 minutes, on the agenda of its regular business meetings. Comments by individuals are limited to a maximum of two (2) minutes at a meeting. 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. The Board will first hear public comments from residents of the school unit first. If time remains in the public comment period after all residents and employees 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 before 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.
3. In order to make efficient use of meeting time, the Board requests that groups or organizations be represented by designated spokespersons.
4. 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.
5. 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 is 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 Board meetings so that they can be addressed through an alternative channel and in a manner consistent with the 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 to allow the Board to conduct its business in an orderly manner. The Board Chair may request assistance from law enforcement, if necessary, to address disruptions or safety concerns.

Legal Reference: 20-A MRSA § 1001(20)
20-A MRSA § 6101
1 MRSA § 405

Cross Reference: BED – Remote Participation in School Board Meetings
BEDB – School Board Meetings and Agendas
BEC – Executive Sessions
KE – Public Concerns

Adopted by RSU# 38 Board of Directors: 04/07/05

Revised: 04/27/09

Revised: 03/02/16

Revised: 03/04/20

Revised: 12/04/24

Revised: 02/04/26

Revised:

"A CARING SCHOOL COMMUNITY DEDICATED TO EXCELLENCE"

**REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS
MARANACOOK COMMUNITY MIDDLE SCHOOL CAFETERIA**

MAY 6, 2026, 6:30 p.m.

Minutes of Meeting

Board Members: ☒ Chair, Shawn Roderick, ☒ Vice Chair, Leslie Marco

☒ Wendy Brotherlin	☒ Dan Holman	☒ Patricia Clark	☒ David Twitchell
☒ Kristin Dubois	☒ Noah Easter	☒ Chad Wight	☒ Andrew Gorrill
☒ David Guillemette		☒ Brian Tarbuck	
☒ Chip Jones			
☐ Kate Parker	☒ Luke Tinckham		

Administrators/Directors Present: Superintendent Karen Smith, Finance Director Mandy Fitzgerald, Special Education Director Ryan Meserve, Principals Michele LaForge, Mike Muir, Michelle Hood, Abbie Hartford, Assistant Principal Cal Dorman, Technology Director Diane MacGregor, Transportation Director Jason Sirois, Maintenance Director Shaun Drinkwater

1. Call to order: 6:30 pm

2. Pledge of Allegiance

3. Statement from the Superintendent, recommendation from the Administrative Team regarding Kindergarten configuration for the 2026-27 school year

a. Action(s) Following Statement (if any):

- **Motion to approve reversing the Kindergarten component of the 2026-27 one-year plan and maintaining Kindergarten in all four elementary schools; Motion: DT Second: NE Yes: 13 No: 0 Abstain: 0; Passes**

4. Additions/Adjustments to the Agenda by Board and/or Superintendent:

- The board noted that it is Teacher Appreciation Week and thanked our staff for all their hard work.

5. Reports/Updates

6. Citizens' Comment

7. Action/Discussion/Informational Items:

- Approve the Minutes from April 1, 2026, School Board Business Meeting**
 - **Motion: PC Second: NE Yes: 13 No: 0 Abstain: 0; Passes**
- Approve the Minutes from April 15, 2026, School Board Business Meeting**
 - **Motion: DG Second: NE Yes: 12 No: 0 Abstain: 1; Passes**
- Acceptance of Donations through May 1, 2026**
 - **Motion: NE Second: BT Yes: 13 No: 0 Abstain: 0; Passes**
- Acceptance of the Appointment of the Second Probationary Contract Teachers as listed**
 - **Motion: NE Second: CW Yes: 13 No: 0 Abstain: 0; Passes**
- Acceptance of the Appointment of the First Continuing Contract Teachers as listed**
 - **Motion: PC Second: NE Yes: 13 No: 0 Abstain: 0; Passes**
- Approve the Second Reading of Policy EBBB, Temperature Standards for Schools**
 - **Motion: CW Second: NE Yes: 13 No: 0 Abstain: 0; Passes**
- Approve the Second Reading of Policy EBCB, Emergency Drills**
 - **Motion: NE Second: LM Yes: 13 No: 0 Abstain: 0; Passes**

8. Adjournment: 7:14 pm; **Motion: NE**

Any citizen who wishes to add an item to the agenda may do so by notifying the Board Chair or the Superintendent's Office, in writing, ten days before the Board's next scheduled meeting.

Respectfully submitted,

Dr. Karen G. Smith, Superintendent

Mandy Fitzgerald, Finance Director, Recorder 26 of 31

**ANNUAL MEETING OF THE
REGIONAL SCHOOL UNIT NO. 38
Maranacook Community Middle School
May 13, 2026**

Minutes of Meeting

Board Members: ☒ Chair, Shawn Roderick, ☒ Vice Chair, Leslie Marco
 ☒ Wendy Brotherlin ☒ Dan Holman ☒ Patricia Clark ☒ David Twitchell
 ☒ Kristin Dubois ☒ Noah Easter ☒ Chad Wight ☒ Andrew Gorrill
 ☒ David Guillemette ☒ Brian Tarbuck
 ☒ Chip Jones

Call to Order: Superintendent Karen Smith called the meeting to order at 7:00 p.m.
Superintendent Smith entertained a motion to nominate a moderator to preside at said meeting.

ARTICLE 1 To choose a moderator to preside at the said meeting.
MOTION and Second to nominate Richard A. Spencer to preside at the said meeting. No other nominations were brought forward. **Article 1 Passes.**

ARTICLE 2 To see what sum the RSU will be authorized to expend for Regular Instruction, including Alternative Education, Multilingual Learners Instruction, and Gifted & Talented Education.

School Board Recommends: \$9,442,965.00

This article includes negotiated salaries and benefits for regular education instructional staff, supplies, professional development, contracted services, and copier maintenance costs.

MOTION and Second to Approve Article 2 as recommended. **Article 2 Passes.**

ARTICLE 3 To see what sum the RSU will be authorized to expend for Special Education.

School Board Recommends: \$3,802,011.00

This article includes negotiated salary and benefits for special education administration and instructional staff, special education legal costs, and tuition costs for out-of-district placements. Special Education provides services as required by law.

MOTION and Second to Approve Article 3 as recommended. **Article 3 Passes.**

ARTICLE 4 To see what sum the RSU will be authorized to expend for Career and Technical Education, Co-op/Pathways Program, and Capital Area Technical Center (CATC) Tuition.

School Board Recommends: \$0

The State of Maine has changed funding and expenses for CATC, so we no longer need to budget this tuition.

MOTION and Second to Approve Article 4 as recommended. **Article 4 Passes.**

ARTICLE 5 To see what sum the RSU will be authorized to expend for Other Instruction (co-curricular, extra-curricular, and regular education summer instruction).

School Board Recommends: \$658,563.00

This article includes activities in middle and high school, such as sports, plays, math team, speech and debate, and student senate. The expenses in this article are for coaching salaries, officials' services, supplies, equipment, dues & fees. This article also includes salaries and benefits for summer regular education instructional programs.

MOTION and Second to Approve Article 5 as recommended. **Article 5 Passes.**

ARTICLE 6 To see what sum the RSU will be authorized to expend for Student Support (guidance, health, technology) and Staff Support (improvement of instruction and staff training, curricular, library, assessment).

School Board Recommends: \$2,479,734.00

This article includes negotiated salary and benefits for staff and directors in the above-mentioned departments, district-wide professional development, and other assessment testing and supplies.

MOTION and Second to Approve Article 6 as recommended. **Article 6 Passes.**

ARTICLE 7 To see what sum the RSU will be authorized to expend for System Administration (School Board and Superintendent's Office).

School Board Recommends: \$847,365.00

This article includes negotiated salary and benefits for central office staff, school board stipends, contracted services for legal and audit, legal liability insurance, and supplies for the school board and central office.

MOTION and Second to Approve Article 7 as recommended. **Article 7 Passes.**

ARTICLE 8 To see what sum the RSU will be authorized to expend for School Administration (principals' offices).

School Board Recommends: \$1,440,086.00

This article includes negotiated salary and benefits for principals and secretaries, principal professional development, accreditation costs, supplies, dues, and fees.

MOTION and Second to Approve Article 8 as recommended. **Article 8 Passes.**

ARTICLE 9 To see what sum the RSU will be authorized to expend for Transportation and Buses.

School Board Recommends: \$1,340,162.00

This article includes negotiated salary and benefits for transportation administration, mechanic, and bus drivers, mandated physicals and drug testing, repairs, vehicle insurance, fuel, supplies, and lease purchase payments.

MOTION and Second to Approve Article 9 as recommended. **Article 9 Passes.**

ARTICLE 10 To see what sum the RSU will be authorized to expend for Facilities Maintenance.

School Board Recommends: \$4,031,361.00

This article includes negotiated salary and benefits for maintenance administration, custodians, and School Resource Officer (SRO), utilities (electricity, oil/propane, telephone), contracted services for snowplowing, heating systems, and roof monitoring, building repairs and projects, painting, and supplies. It also includes the facility's repair bond principal and interest payment.

MOTION and Second to Approve Article 10 as recommended. **Article 10 Passes.**

ARTICLE 11 To see what sum the RSU will be authorized to expend for Debt Service and Other Commitments.

School Board Recommends: \$ 0

MOTION and Second to Approve Article 11 as recommended. **Article 11 Passes.**

ARTICLE 12 To see what sum the RSU will be authorized to expend for All Other Expenditures (Food Services, Reimbursable Transportation).

School Board Recommends: \$114,337.00

This article includes local dollar support of the food service program and reimbursable transportation provided for RSU #38 towns and recreation programs.

MOTION and Second to Approve Article 12 as recommended. **Article 21 Passes.**

ARTICLE 13 To see what sum the RSU will appropriate for the total cost of funding public education from pre-kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and to see what sum the RSU will raise and assess as each municipality's contribution to the total cost of funding public education from pre-kindergarten to grade 12 as described in the Essential Programs and Services Funding Act in accordance with the Maine Revised Statutes, Title 20-A, section 15688.

ARTICLE 13 School Board Recommends: amounts set forth below

<i>Total appropriated (by municipality)</i>		<i>Total raised (School Unit assessments by municipality)</i>	
Manchester	\$4,730,939.18	Manchester	\$2,822,405.91
Mount Vernon	\$2,960,157.20	Mount Vernon	\$2,271,736.16
Readfield	\$5,108,706.00	Readfield	\$2,410,320.91
Wayne	\$1,956,714.08	Wayne	\$1,822,676.41

School Unit Total Appropriated \$14,756,516.46 School Unit Total Raised \$9,327,139.39

State-Mandated Explanation: RSU #38's contribution to the total cost of funding public education from pre-kindergarten to grade 12, as described in the Essential Programs and Services Funding Act, is the amount of money determined by state law to be the minimum amount that RSU #38 must raise and assess in order to receive the full amount of state dollars. *In other words, this article gives the minimum amount that each town will pay based on the ED 279 (state subsidy report) and that RSU #38 must raise and assess in order to receive the full amount of state dollars.*

MOTION and Second to Approve Article 13 as recommended. **Article 13 Passes.**

ARTICLE 14 To see what sum the RSU will raise and appropriate for the annual payments on debt service previously approved by the legislative body for non-state-funded school construction projects or non-state-funded portions of school construction projects, in addition to the funds appropriated as the local share of the RSU's contribution to the total cost of funding public education from pre-kindergarten to grade 12.

School Board Recommends: \$ 0

State-Mandated Explanation: Non-state-funded debt service is the amount of money needed for the annual payments on RSU #38's long-term debt for major capital school construction projects that are not approved for state subsidy. The bonding of this long-term debt was previously approved by the voters.

MOTION and Second to Approve Article 14 as recommended. **Article 14 Passes.**

ARTICLE 15 To see what sum the RSU will raise and appropriate in additional local dollars in support of the food service program.

School Board Recommends: \$105,000.00

This money helps fund the school's food service program and equipment replacement.

MOTION and Second to Approve Article 15 as recommended. **Article 15 Passes.**

WRITTEN BALLOT REQUIRED

ARTICLE 16 To see what sum the RSU will raise and appropriate in additional local funds (Recommend \$7,177,562.00), which exceeds the State's Essential Programs and Services allocation model by (Recommend \$7,177,562.00), as required to fund the budget recommended by the School Board.

The School Board recommends \$7,177,562.00 for additional local funds and gives the following reasons for exceeding the State's Essential Programs and Services funding model by \$7,177,562.00.

The \$7,177,562.00 that exceeds the 100% EPS funding level is needed to continue programs and services presently offered by the RSU which are not covered, or not fully covered, by EPS such as: contingency - \$75,000.00, co-curricular program and summer school (athletics, theater, math team, debate, etc.) - \$564,363.00, operations and maintenance - \$2,452,437.00, transportation - \$404,734.00, special education - \$1,035,134.00, system administration - \$694,276.00, regular education instruction - \$1,951,618.00. The funding from the state (\$5,429,377.00) is 36.79% of the total Essential Programs and Services (EPS) allocation. This allocation covers only a portion of the above-noted programs. This article describes the additional funds that RSU #38 needs to raise to achieve the RSU #38 school district budget.

State Mandated Explanation: The additional local funds are those locally raised funds over and above RSU #38's local contribution to the total cost of funding public education from pre-kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and local amounts raised for the annual payment on non-state funded debt service that will help achieve the RSU #38 budget for educational programs.

MOTION and Second to Approve Article 16 as recommended.

Written vote on Article 16 Passes: 89 yes, 5 no.

ARTICLE 17 To see what sum the RSU will authorize the School Board to expend for the fiscal year beginning July 1, 2026 and ending June 30, 2027 from the RSU's contribution to the total cost of funding public education from pre-kindergarten to grade 12 as described in the Essential Programs and Services Funding Act, local funds for non-state-funded school construction projects, additional local funds for school purposes under the Maine Revised Statutes, Title 20-A, section 15690, unexpended balances, tuition receipts, state subsidy and other receipts for the support of schools.

School Board Recommends: \$24,156,584.00

This article authorizes the School Board to spend the recommended budget in the Fiscal Year 2026. The School Board cannot spend an amount above the authorized budget.

MOTION and Second to Approve Article 17 as recommended. **Article 17 Passes.**

ARTICLE 18 In the event that the RSU receives more state education subsidy than the amount included in its budget, shall the School Board be authorized to use all of the additional state subsidy to decrease the local cost share expectation, as defined in Title 20-A, section 15671-A(1)(B), for local property taxpayers for funding public education as approved by the School Board?

School Board Recommends: OUGHT TO PASS

This article authorizes the School Board to use the entire additional State subsidy to reduce local assessments.

MOTION and Second to Approve Article 18 as recommended. **Article 18 Passes.**

ARTICLE 19 Shall the RSU appropriate (Recommend \$404,067.00) for Adult Education and raise (Recommend \$40,000.00) as the local share, with authorization to expend any additional, incidental, or miscellaneous receipts in the interest and for the well-being of the adult education program?

School Board Recommends: OUGHT TO PASS

This article covers academics and vocation as well as enrichment programs offered through the adult education program.

MOTION and Second to Approve Article 19 as recommended. **Article 19 Passes.**

ARTICLE 20 Shall the School Board be authorized to expend other revenue from State, Federal, local and private sources for the support of the schools?

School Board Recommends: OUGHT TO PASS

This article allows the School Board to pursue and use funds that may be received through unexpected grants or donations, and grant applications that are made by members of the Regional School Unit staff or community. We do not include a specific amount due to the unpredictability of the receipt of the funds and because most are dedicated to a specific project or purpose. Examples of some of the funding we received in 2025-2026 are: Title IA \$168,158.00; Title IIA \$54,892.00; Title IV \$16,711.00; Title V-Rural Low Income \$6,149.00; Local Entitlement \$411,876.00; and other miscellaneous grants \$50,000.00. The estimated income for the upcoming year is \$707,786.00.

MOTION and Second to Approve Article 20 as recommended. **Article 20 Passes.**

ARTICLE 21 Shall the School Board be authorized to transfer up to \$400,000 from available fund balances at the end of the 2025-2026 fiscal year to the Capital Reserve Fund, and to expend from said Reserve Fund as needed at the discretion of the School Board?

School Board Recommends: OUGHT TO PASS

This article covers the Capital Reserve Fund and the expenditure as needed.

MOTION and Second to Approve Article 21 as recommended. **Article 21 Passes.**

ARTICLE 22 Shall the School Board be authorized to transfer up to \$75,000 from available fund balances at the end of the 2025-2026 fiscal year to the Special Education Reserve Fund, and to expend from said Reserve Fund as needed at the discretion of the School Board?

School Board Recommends: OUGHT TO PASS

This article covers the Special Education Reserve Fund and the expenditure as needed.

MOTION and Second to Approve Article 22 as recommended. **Article 22 Passes.**

ARTICLE 23 Shall the School Board be authorized to enter into a five-year contract with the Fayette School Department to allow Fayette resident students in grades 6-12 to attend RSU 38 schools.

School Board Recommends: OUGHT TO PASS

This article renews the contract for school privileges between the RSU 38 Board and the Fayette School Department to accept tuition students, grades 6-12. This is a renewal of an agreement that began in 2011. Current year revenue is \$875,000.00.

MOTION and Second to Approve Article 23 as recommended. **Article 23 Passes.**

Adjournment: **MOTION** and Second to adjourn the meeting at 7:31 p.m.

Respectfully submitted,

Karen G. Smith

Karen Smith, Superintendent/Secretary
M. Fitzgerald, Recorder

Staffing 2026-2027 SY

Name of Candidate	Position	Start Date	PK-12 Educator Yrs Exp	Certification	Department/School	Status
Michelle Lake	Assistant Superintendent	July 1, 2026	14 yrs classroom 10 yrs admin 7 yrs higher ed	Professional 015 Assistant Superintendent	Superintendent's Office	New Hire (vacant 2025-26 SY)
Gregory Hughes	Assistant Principal/Athletic Director	July 1, 2026	20 yrs classroom 4 yrs AP/AD	Professional 040 Building Administrator <i>Pending Maine DOE renewal authorization (six week wait time for certification)</i>	MCMS	New Hire (vacant 2025-26 SY)
Joseph Dupont	1-Year Team Teacher	August 25, 2026	Long-term substitute since January 5, 2026	Professional 020 General Elementary K-8	MCMS	1-Year position (Anna Satterfield LOA)