REGIONAL SCHOOL UNIT NO. 38 | MARANACOOK AREA SCHOOLS

Office of the Superintendent · 45 Millard Harrison Drive, Readfield, ME 04355

BOARD OF DIRECTORS MEETING AGENDA

DECEMBER 2, 2026 | 6:30 P.M. | MCMS CAFETERIA | ZOOM

BOARD GOALS 2026-2027

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1. **Call to Order**
2. **Pledge of Allegiance**
3. **Citizens' Comments**
4. **Additions/Adjustments to the Agenda by Board and/or Superintendent**
5. **Reports/Updates**
   - **a.** Celebrations- Fall Student Recognitions, RSU 38 Board & Superintendent Smith*
     - HS Varsity Class C Golf State Championship Team
     - HS Varsity Girl's Class C Soccer State Championship Team
     - HS Cross Country State Champion
     - HS Fall Musical Participants
     - Individual Student Achievements
   - **b.** Reports
     - Student Representatives
     - Director of Student Services*
     - Middle School Principals*
     - High School Principals*
     - Adult & Community Ed Director*
     - Finance Director*
     - Health Center Director*
     - Superintendent*
6. **Subcommittee Upcoming Meetings/Minutes**
   - **a.** Facilities & Transportation - 12/9 @ 4-5:30 p.m. - Central Office
   - **b.** Budget- 12/9 @ 6-7:30 p.m. - Central Office
   - **c.** Awesome Bear Society - 12/9 @ 6:30 p.m. HS Media Center
   - **d.** Policy - 12/16 @ 5-6:15 p.m. - Central Office
   - **e.** Curriculum - 2/23 @ 2:30-4 p.m. Central Office- Minutes 11/17*
7. **Action/Discussion/Informational Items**
   - **a.** Approval of Board Meeting Minutes November 18, 2026*
   - **b.** Policy Second Readings
     - Policy JKAA Use of Physical Restraint and Seclusion*
     - Policy JKAA-F Incident Report Form*
     - Policy JKAA-R Procedures on Physical Restraint and Seclusion*
     - Policy JKD Suspension of Student*
   - **c.** Acceptance of Donations*
   - **d.** Consideration of Overnight Field Trip-MCMS Royal River Team to Tanglewood 4-H Camp*
   - **e.** Acceptance of Resignation by Retirement, Bus Driver Joel Swimm effective June 2027
   - **f.** Consideration of RSU #38 LAU Plan*
8. **Executive Sessions:**
   - **a.** Executive Session pursuant to 1 M.R.S. § 405(6)(D) to discuss the agreement between the RSU 38 Board of Directors and the RSU 38 Administrators
   - **b.** Executive Session pursuant to 1 M.R.S. § 405(6)(D) to discuss the labor contract between the RSU 38 Board of Directors and the Maranacook Area Staff Association (Professional Staff)
   - **c.** Actions Following Executive Sessions (if any)
9. **Adjournment**

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2026 GIRL'S CLASS "C" CROSS COUNTRY STATE CHAMPION

REAGAN MATTSON

2026 GIRL'S VARSITY SOCCER CLASS "C" STATE CHAMPIONS

COOPER DAVIS	LYDIA STEVENSON	CAMDYN LUCAS	CAROLINE HARPER
EVE SIMCOCK	JOSIE FLANNERY	HADLEY STEVENSON	MEGAN PARKER
STELLA STEWART	ALEX MILLER	HUNTER FORTIER	ELLIE TINCKHAM
ABI HAGENAARS	CHLOE MILLS	LEAH CHARLAND	SAVANNA KELLAS
MADI JACOBSON	INGRID STEWART	LIA CROSBY	CHARLOTTE BERG
EVELYN STEVENSON	ALEXIS MOEHNKE	BRINNA DAVIS	ALEXA OLIVER
KYLEIGH PINKHAM	HALEY BERUBE	BRINLEY FARWELL	DAHLIA ERICKSON
KOLBY WEBB	ASHLEY PAYNE	LYDIA NORTON	EMILY PAYNE
WILLOW WOODFORD			

2026 BOY'S VARSITY GOLF CLASS "C" STATE CHAMPIONS

SAMUEL DUNTON	JOSHUA HERZING	JAYDEN PRIEST	WYATT SPAULDING
WYATT FARRINGTON	GRADY HREBEN	RORIE SAGE	JOHAN MESERVE
JACK FONTAINE	CONNOR LABRIE	GABRIEL SNIFFEN	BODE FOURNIER

2026 MCHS FALL MUSICAL PARTICIPANTS

DELYLA AMES	LALY FABRE	LILLYAHNA MCLAUGHLIN	ZYLAH SECHRIST
RENEE BEAVERS	CHLOE FOLEY	ELIAS MORIN	CHLOE WHITTEMORE
BROOKLYN BOR	JAKOB FREEMAN	LIBBY MORIN	EVANGELINE WINTER
JASPER BRIDGHAM	WILL FRIZZELL	AUGUST NELSON	AUDREY TUCKER
BECKETT CARLSON	REESE GOODWIN	TAYLOR O'DONOGHUE	CLAIRE WHITTEMORE
CAITLYN CATES	JAKOB GRAF	AVA PARE	SCARLETT WINTER
HARDEN COLPITT	TAYLOR HARKINS	CALEB PARE	BO WHITTEMORE
VIOLETTA COVENTRY	ELLIE HARMON	JACOB PEREZ	JOHANNA WIGHT
RAINI CRAWFORD	GRACE HEBERT	MASON RICKER	MASON LEVESQUE
LEXIE DEPALMA	MACKINLEY KEEGAN	JACOB RILEY	MEKA MACDONALD
VIRGINIA DOBOS	EMMA LASLEY	RIVER POWELL	PENELOPE RUSSELL
CLAIRE DUMAS	LILLIAN LEMOINE	EVELYN ROBITAILLE	JACOB ESHELMAN
ETHAN ELIASON	JACOB LEON	MYLES ROESNER	PENELOPE RUSSELL
JADEN EMMONS			

2026 GIRL'S MVC CROSS COUNTRY RUNNER OF THE YEAR

REAGAN MATTSON

2026 GIRL'S MVC SOCCER PLAYER OF THE YEAR

COOPER DAVIS

2026 INDIVIDUAL SCHOOL BOY CHAMPION (GOLF)

JACK FONTAINE

2026 CAMPBELL CONFERENCE FOOTBALL PLAYER OF THE YEAR

KADEN NEPTUNE

DIRECTOR OF STUDENT SERVICES
FALL 2026 REPORT

HIGH SCHOOL ATHLETICS



GIRLS SOCCER CLASS C STATE CHAMPIONS

Girls Soccer

Coaches: Travis Magnusson, Sean Harper, Rob Mohlar, Karen Magnusson

For the second year in a row, the team won the Class C State Championship (3rd in school history) over Fort Kent, 2-0. The girl finished the regular season as the #2 seed (13-1), and won the Mountain Valley Conference championship. Cooper Davis was named the MVC Player of the Year as well as being a 1st team all-conference selection. Other 1st team selections were Eve Simcock, Evelyn Stevenson, and Caroline Harper. Stella Stewart and Willow Woodford were named as Honorable Mention. Cooper, Eve, Evelyn, and Caroline were also named to the Maine Soccer Coaches Association All-State Team.



Football

Coaches: Josiah Kearns, Tim Matteson, Joey Dupont, Owen Dunn

The football team finished the regular season with a 3-4 record, earning the #4 seed heading into the playoffs. The team fell to Old Orchard Beach in the opening round of postseason play. Kaden Neptune was named the Campbell Conference Player of the Year and earned First Team All-Conference honors at both running back and linebacker. Alex Labelle also earned First Team All-Conference honors as an offensive lineman. Second Team All-Conference selections included Nick Ciampa (defensive back), Josh Crosby (quarterback), Alex Labelle (defensive line), and Gavin Turner (defensive line).



Boys Soccer

Coaches: Garrett Whitten, Dane Wing, Duncan Rogers

The boys' soccer team finished the regular season with a 10-4 record, earning the #3 seed heading into the playoffs. Their season came to an end with a tough 1-0 loss to Waynflete in the quarterfinal round. Six student-athletes received MVC All-Conference recognition, with Max Caban and Henry Tarbuck earning First Team honors, Cam Jones and Bryce Wing earning Second Team honors, and Grady Hreben and Tristan Riley receiving Honorable Mention. Max Caban and Henry Tarbuck were also recognized for their outstanding seasons with selections to the Maine Soccer Coaches Association All-State Team.



Volleyball

Coaches: Jorgeanne Barley, David Barley

In their fourth year as a varsity sport, the girls' volleyball team finished the season with a 0-14 record. Despite a challenging season, the girls continued to demonstrate perseverance, positivity, and commitment to the program. A highlight of their season was being selected as the recipient of the Class C South Good Sportsmanship Award, a recognition that speaks to the character of our student-athletes and coaches and how they represent Maranacook.



Cross Country

Coaches: Casey Spencer, Anya Davidson, Kelsey Barrett

Both the boys' and girls' cross country teams had an outstanding fall season. The girls captured the Mountain Valley Conference Championship, while the boys finished as MVC runners-up. Both teams continued their success at the Regional Championships, with the girls finishing 3rd and the boys finishing 2nd. Both teams qualified for the Class C State Championships, where they each earned a 4th place finish. Freshman Reagan Mattson had a remarkable season, breaking two different course records (Maranacook & Winthrop), earning MVC Runner of the Year honors, and capturing both the Regional and State individual championships. 1st team all-conference selections include Gage Mattson and Reagan Mattson. 2nd team all-conference selections include RJ Haldane, Harper Olmstead, and Evangeline Winter. Earning honorable mention were Liam Farmer, Tommy Gannett, Ellida Martin, and Kira Pelletier. Coach Casey Spencer was also recognized as the MVC Girls Cross Country Coach of the Year. The continued growth and success of both teams is exciting for the future of the program.



Field Hockey

Coach: Holly Daigle, Emily Dooling Hamilton, Nicki Hasenfus, Emily Kempton

Six Maranacook student-athletes participated on the Winthrop/Maranacook cooperative field hockey team this fall. The team had an impressive season, finishing the regular season with a 13-1 record and capturing both the Mountain Valley Conference and Class C South Regional Championships. The team advanced to the Class C State Championship, where they fell to Foxcroft Academy 2-0. Addie Daigle earned Second Team All-Conference honors. Representing Maranacook

on the cooperative team were Ella Giles, Katie Tims, Addie Daigle, Malia White, Lyra St. Pierre, and Jacie Clark.



GOLF CLASS C STATE CHAMPIONS

Golf

Coach: Ryan Meserve, Tom Labrie

The golf team had an outstanding fall season, finishing 2nd at the Mountain Valley Conference Shootout before going on to capture the Class C State Championship. Jack Fontaine added to the team's success by winning the individual Class C Schoolboy Championship and earning First Team All-Conference honors. Josh Herzing and Wyatt Farrington earned Second Team All-Conference honors, while Grady Hreben and Gabe Sniffen received Honorable Mention recognition. It was a tremendous season for the golf program, highlighted by both team and individual accomplishments.

HIGH SCHOOL CO-CURRICULAR

Math Team

Advisor: Bill Babbitt

The math team is off to a strong start this year, earning first-place finishes at both of their opening meets at Hall-Dale and Gardiner. The team will host its annual home math meet at Maranacook Community High School on December 9th at 3:30 p.m. We look forward to seeing their continued success throughout the season.



Fall Musical

Director: Dan Gilbert

Our Thespians spent nearly three months preparing for their fall production of *The Addams Family Musical*. The cast and crew brought their hard work and dedication to the stage with seven performances from November 18th through November 22nd. The production was an incredible success, with four of the seven performances selling out! The talent of our student performers, along with the countless hours of behind-the-scenes work by the crew and directors, made this an exceptional production. It was wonderful to see such strong community support for our theater program.

MIDDLE SCHOOL ATHLETICS



Cross Country

Coach: Matt Lajoie, Dustin Haldane

The boys and girls cross country teams had a wonderful season. Both teams came in first each of the five regular season meets and they both finished first place at the league championships hosted by Cony.





Boys Soccer

Coaches: Tom Radcliff (A Team), Xavier Trask (B Team)

The Boys “A” soccer team finished the season with a 7-0-1 record and ended up losing in the semi-finals to Hall Dale 0-1. The Boys “B” team led by Coach Trask had a fantastic season with everyone getting a lot of playing time.



Girls Soccer

Coaches: Amy Jones (A Team), Hannah Flannery (B Team)

The “A” girls soccer team finished the season with a 7-1 record and lost to an extremely talented team in the semi-finals. The “B” team also had a wonderful season while they learned a lot and had a ton of fun with Coach Flannery.

Field Hockey

We had five student athletes join with Winthrop to compete in Field Hockey. The “A” team had an undefeated season followed up by a perfect run through the playoffs. The “B” team had a ton of success all season long with ample playing time for all of the athletes.

Maranacook Community Middle School
Board Report - Sept. 30, 2026

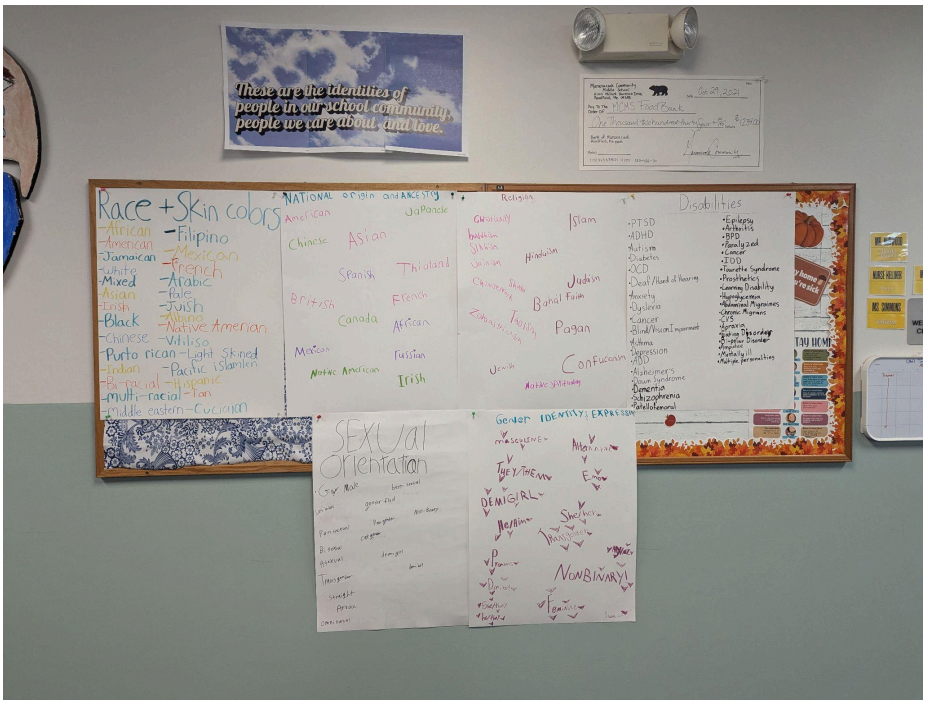


Dear Board,

Below are some updates from our teachers:

Team & Who	One Important Thing that is Happening or Happened?
Acadia	Acadia students performed mental health-related skits for our community on 11/19 as part of their reading classes this fall. Students practiced characterization through appearance, tone, and action as they brought their characters to life. The Young Writer's Fright Club contest invited 28 of our students to publish their work in a nationwide contest.
Moose	Moose Island had a successful field trip to Maine Maritime Museum.
Music	Jacob Perez, Willa Frizzell, and Mackinley Keegan were accepted into the MMEA District 3 Jazz Festival. They will rehearse/perform at Morse High School December 4th. This is the first time our school has participated in this festival. Norah Hatt, Carlene Parks, Grace Hebert, Willa Frizzell, Mackinley Keegan, Abi Reiley, and Micah Whittemore were accepted into the MMEA District 3 7th/8th Grade Honors Festival. They will rehearse/ perform at Mt. Ararat April 9th and 10th. Abi Bosshart, Gwen Bosshart, Ben Foyt, Aiden Palmer, Henry Trefethan, Carolann Clark, Connor Gordon, and River Keene have been nominated for the MMEA District 3 6th Grade Honors Festival. We will know who was accepted by the end of January.

	7 8th graders performed in the High School's musical production of "The Addams Family" and did a great job. **The MCMS Winter Concert is December 15th at 5:30 in the Cafeteria. Both Choirs and both Bands will perform.** General Music students have wrapped up their bucket drumming units and are starting on piano.
Sports - Soccer, Field Hockey, Skiing (Alpine & Nordic), Track & Field	Congratulations to both cross country teams for winning the league championships at Cony this fall. Both the A girls and boys soccer teams lost close games in the semi-final round of the league playoffs. Basketball has started and we have forty four athletes competing at the "A" and "B" level. Alpine and Nordic skiing will start up some time in December with an additional thirty students signed up to participate.
Yearbook Tucker	The yearbook is underway! Our staff is working hard to add pictures from all school events. Everyone who purchases a yearbook before the deadline has two customizable pages!
Vicki's Boutique	The boutique has been cleaned up of clothing that has been there over a few years, reorganized, and sized. Bags of clothes are being donated to a few organizations that give away their clothes to people in need. At this time the boutique is in need of gloves for both girls and boys. We are all set with coats, boots, and hats.
Alt Education	During Tri 1, students in all classes worked on fall decorations, Thanksgiving cards and holiday crafts for the customers of the food pantry. The Design and Build classes have been busy creating wall racks, bird houses, game boards, and other interesting items for friends, family or themselves. Service Learning classes have completed projects on mental health in teens and how it affects schools, home, and community and wildfires in Maine and the nation.
Royal	Our 7th Math class joined the Community Cafe, helping make Veterans Day cards. Our Weather and Waves class has been doing choice projects to show concepts learned in class, and many of them chose to do Podcasts, Meteorologist Reporting, and Kitchen Lab activities! Our Natural Disasters class is building shelters to withstand floods, blizzards, mudslides, and earthquakes.

	Students have been learning about mitigation and adaptation strategies in regard to climate change.
Civil Rights(Amy Tucker)/Sources of Strength(GWen)	The Civil Rights Team Project Statewide Day of Welcome was November 13. Our team invited advisee groups to share a little bit about the people in our family and social circles. We learned that, despite first appearances, our greater school community is quite diverse. 

Middle School Enrollment (as of 11/23/26)

- 6th grade - 94
- 7th grade - 104
- 8th grade - 91
- **Total** - 289

Respectfully Submitted,

Mike Muir
Principal



Congratulations to the The Addams Family cast and crew for an extraordinary performance last weekend

November 23, 2026

Dear amazing MCHS Board,

Here is your MCHS report for the last month. November saw the end of a spectacular Athletics and Extra-curriculars season, with 4 out 5 sold out shows for our extraordinary fall musical performance of *The Addams Family*. Our Girls Soccer Team earned the State Title, as did our Golf Team. Our Cross Country team earned a number of accolades, both individual and group, and our combined Field Hockey team earned State runners up. MCHS Math Team finished the second meet of the season in first place. Our other teams all had strong seasons as well and participation in extracurriculars at the start of this year is at an all time high. Our Student Senate implemented a wonderful Homecoming week and Community Dinner, and the entire student body took part in a Community Service Day of Caring. Civil Rights Team, Can We?, Rho Kappa, NHS, and many other clubs and activities have been equally active.

I have shared some details of student activity *out of* the school day because broad participation beyond academics indicates strong engagement in our school and does have a positive impact on engagement *during* the school day. We are off to a great academic start this year, too, and you will hear more about ongoing initiatives across

the curriculum including the student designed Teen Issues day on December 2nd. One of the morning sessions on Teen Issues Day will be a debut Snowmobiling Safety course for our students who sled to school in the winter.

Our enrollment at the high school is as follows as of 11/24/26:

Grade Level	Total in Grade
9	104 M 53 /F 51
10	92 M 44 /F 48
11	93 M 53 /F 40
12	91 M 48 /F 43
Total	380 M 198 /F 182

With that, we'll leave you with some photos.

All our best wishes for the holiday season,
Michele, Cal, and Trudi



Día de los Muertos exhibit from Lilian, Leif, and Jacie! Thank you, Jorgeanne Barley, for the photo.



Ash's beautiful whale spoon



Civil Rights Team and the Day of Welcome



A record Open Gym during Lunch B this month





[Black Bears Representing at the Next Level]





10/27/26 Mock Election with Secretary of State



MCHS signature game of Frazzleerham, played twice weekly with the coaching of volunteer Lee Behrendt



Intense AP Bio lab, 9th grade Physical Science, 10th grade Biology, and Physics



2026 State Championship Golf Team
2026 Individual School Boy Champion Golfer Jack Fontaine
2026 MVC Champions Girls Cross Country Team
2026 MVC Runners Up Boys Cross Country Team
2026 Girls MVC Runner of the Year Reagan Mattson
2026 Class C South Regional Cross Country Champion Reagan Mattson
2026 Class C South Regional Runners Up Boys Cross Country
2026 Girls Coach of the Year Casey Spencer
2026 MVC Field Hockey Champions!









2026 State Class C Girls Soccer Champions! (6th conference championship win!) and Premiere season of MCHS Unified Volleyball team









TA Mason,
Sheet metal
Tech Ava,
and...
Lucy &
Charlie Brown?

Woodworking



Homecoming Dance 2026



Hello, Concert Band!



Sunrise 10/16/26



Homecoming Bonfire





Homecoming Pep Rally



Halloween







The Addams Family

Monthly Report

November 2026

CDL Class B Truck Driver Training Program

Maranacook Adult Education continues to offer opportunities for individuals to pursue careers in the transportation industry through our CDL Class B truck driver training program.

Our October CDL training cohort, led by instructor Patti Springer, began on October 20. A second cohort, led by Nancy Frost, began on November 7. Both classes include participants receiving financial assistance through our Women in Trucking Grant and the Harold Alfond Scholarship Program, helping to reduce financial barriers and expand access to career training.

On November 4, our CDL program welcomed recruiters from the Maine Department of Transportation (MaineDOT). Representatives met with Patti Springer's class to discuss current employment opportunities, career pathways, and the benefits of pursuing a career with MaineDOT. Our CDL program strives to do more than providing training; it is building relationships with employers and actively introducing students to career opportunities.

Additionally, on November 17 and 18, I visited Kate Magnusson's freshman classroom to introduce students to our high school CDL scholarship opportunities and discuss the importance of considering commercial truck driving as a viable career pathway. These presentations provided an opportunity to expose students to an industry that offers meaningful employment opportunities without necessarily requiring a traditional two or four-year college degree.

Adult Education Administration & Professional Development

October and November included several opportunities to collaborate with adult education colleagues, participate in professional development, and stay informed about statewide initiatives.

- **October 7:** Attended the monthly Hub 5 Directors meeting. Discussion included preparations for our annual staff development day, tentatively scheduled for early March.

- **October 14–16:** Attended the Maine Adult Education Association (MAEA) annual conference in Phippsburg. Conference sessions covered a variety of timely topics, including artificial intelligence, apprenticeship programs, Integrated Education and Training (IET) certification, eCASAS, HiSET, and workforce development.
- **October 28:** Attended CSTAG Level 2 training at Maranacook High School.
- **November 5–6:** Attended the biannual Maine Adult Education Directors Meeting, hosted by the Maine Department of Education at the Senator Inn in Augusta. Directors from across the state gathered to discuss important federal and state initiatives, program updates, and issues impacting adult education.
- **November 16:** Attended the NESDEC strategic planning meeting at Maranacook High School.
- **December 1:** I will be enrolling in my final graduate class required to achieve licensure as a Maine Superintendent of Schools. I am excited to finally complete this chapter in my educational journey and look forward to next steps.

Enrichment Programs

Our winter/spring enrichment course catalog went live on the Maranacook Adult Education website on November 3. We are excited to offer a diverse selection of enrichment opportunities this season, including welding, forging, painting, aerobics, Zumba, felting, first aid/CPR, ATV and snowmobile safety, pickleball, and cooking classes. Our enrichment programs provide community members with opportunities to learn new skills, explore personal interests, stay active, and connect with others. We encourage everyone to browse our offerings and consider joining us for one of our many winter and spring programs.

For a complete listing of courses and registration information, visit **https://maranacookadulteducation.org** or call **207-200-9923.**.

Steve Vose
Director, Maranacook Adult Education

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STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023

JANET T. MILLS
GOVERNOR

PENDER MAKIN
COMMISSIONER

Karen Smith
45 Millard Harrison Drive
Readfield ME 04355
karen_smith@maranacook.com

Dear Superintendent, Smith,

This letter is to inform you that Hub 5 is an Adult Education Top Performer for Fiscal Year 2026. A top performer is a program that has met or exceeded the state target in Measurable Skills Gains (MSG) and other performance targets.

Hub 5 - made up of Augusta Adult Education, Kennebec Neighbors Adult Education (MSAD 11, Winthrop, RSU 2,) Maranacook Adult Education, MidMaine Regional Adult & Community Education– met all 4 of the state's performance targets.

	Enrollment Growth	MSG Rate	Post Test Rate	Data Match Rate
State's Performance Targets	≥ 0% NRS Enrollment Growth from FY25	43%	60%	90%
Hub 5	458	63.54%	71.02%	95.20%

Meeting these targets represents the hard work and impact of adult education on your local community. Each data point is a person in your community whose life has been improved by adult education.

Congratulations!

Signed by:
Megan Dichter
5A48E91E6916439...

Megan Dichter
State Director of Adult Education
Maine Department of Education

REGIONAL SCHOOL UNIT NO 38

WARRANT ARTICLE RECONCILIATION

November 23,2026

Account Number / Description	Approved Budget 7/1/2026 - 6/30/2027	Revised Budget 7/1/2026 - 6/30/2027	Expended 7/1/2026 - 11/23/2026	Encumbered 7/1/2026 - 11/23/2026	Amount Remaining 7/1/2026 - 11/23/2026	Percent Remaining 7/1/2026 - 11/23/2026
ARTICLE 2 REGULAR INSTRUCTION	$9,442,964.91	$9,442,964.91	$3,296,526.19	$26,351.25	$6,120,087.47	64.81%
ARTICLE 3 SPECIAL EDUCATION	$3,802,010.57	$3,802,010.57	$1,064,819.31	$717.44	$2,736,473.82	71.97%
ARTICLE 4 CTE INSTRUCTION	$0.00	$0.00	$0.00	$0.00	$0.00	---
ARTICLE 5 OTHER INSTRUCTION	$658,562.65	$658,562.65	$209,149.15	$7,966.93	$441,446.57	67.03%
ARTICLE 6 STUDENT & STAFF SUPP	$2,479,733.97	$2,479,733.97	$984,330.24	$8,106.64	$1,487,297.09	59.97%
ARTICLE 7 SYSTEM ADMIN	$847,365.51	$847,365.51	$359,647.77	$11,644.56	$476,073.18	56.18%
ARTICLE 8 SCHOOL ADMIN	$1,440,086.30	$1,440,086.30	$544,330.58	$2,438.24	$893,317.48	62.03%
ARTICLE 9 TRANSPORTATION	$1,340,162.15	$1,340,162.15	$437,113.08	$40,384.09	$862,664.98	64.37%
ARTICLE 10 OPER/MAINT OF PLANT	$4,031,360.60	$4,031,360.60	$1,693,803.53	$447,316.99	$1,890,240.08	46.88%
ARTICLE 11 DEBT SERVICE PYMNTS	$0.00	$0.00	$0.00	$0.00	$0.00	---
ARTICLE 12 ALL OTHER EXP	$114,337.20	$114,337.20	$1,700.84	$0.00	$112,636.36	98.51%
GRAND TOTAL	$24,156,583.86	$24,156,583.86	$8,591,420.69	$544,926.14	$15,020,237.03	62.17%

SBHC Board report - 12/2/26
Submitted by Sarah Morrill, RN BSN, Health Center Director

Data review

- **42 medical provider visits**
- **5 additional family planning visits**
- **Approx 48 students in KBH counseling**

Medical Services (MaineGeneral Partnership)

The partnership with MaineGeneral Health remains strong. Our providers are at the SBHC 8 hours per week, offering preventive services and covering acute care as needed.

- SBHC Medical Director Carol Mansfield MD from Winthrop Pediatrics sees students at school every Wednesday from 8-noon.
- Our SBHC medical provider is Mary Wright FNP-BC, from the MaineGeneral FMI/Dartmouth Clinic. She is at school on Fridays from 8-noon.

Behavioral Health (Kennebec Behavioral Health Partnership)

We are staffed with 2 full-time KBH counselors who serve the district. There is an open FTE position for additional coverage at the elementary schools.

- Our KBH Behavioral Health counselors are Zoe Thomas and Laura Wheeler, who cover both Middle and High Schools daily to see students enrolled in that service.

Reproductive Health (Maine Family Planning Partnership)

The partnership with Maine Family Planning (MFP) continues for SY ‘26-’27.

Dental Health

Simply Smiles mobile dental clinic has been in the district this week for the annual hygiene and fluoride clinic.

Thank you again for your time and dedication to the success of the Maranacook schools!
Please reach out with any questions to sarah_morrill@maranacook.com or x1019 at the High School.

As we head into the Thanksgiving break, I want to reflect on a full and good fall. This year marks Maranacook's 50th anniversary, and the season gave us plenty to celebrate. Homecoming weekend brought students, families, and alumni together, and the bonfire was a warm evening that felt like Maranacook at its best, thanks to Chief Mank and the Readfield Fire Department.

Our fall teams brought home two state championships, a sportsmanship award, and several individual recognitions. Winter sports are now underway, with many of the same athletes already back at practice. Thank you to our coaches, to Trudi and the athletic staff, and to the families who cheer them on.

Our high school students brought *The Addams Family* to the stage for four performances, meeting long rehearsals and opening-night nerves with real courage and talent. I am grateful to Dan Gilbert and to the staff, volunteers, and families who made it happen.

Beyond the field and the stage, students took part in a mock election, Make a Difference Week, and JMG career exploration; our math team is having a terrific season; and our PTOs hosted the Halloween dance. I am proud of how many students get involved and of the families who joined us for open houses, curriculum night, and parent-teacher conferences.

Our strategic planning work with NESDEC began in August. This fall, staff, students, and community members joined visioning sessions to share what they value about our schools and what they hope for our students. Thank you to everyone who took part. The Community Planning Team and the District Leadership Team are now drafting the plan, which will come to the Board in March.

This time of year can be tiring for students and staff alike. I encourage all of us to use the break to rest and recharge. Taking care of ourselves is how we take care of our students.

None of this happens without our staff. Thank you to our teachers; our educational technicians; our special education staff and related service providers; our school counselors and social workers; our school nurses; our library staff; our administrative assistants and office staff; our bus drivers and transportation staff; our food service staff; our custodians; our maintenance and facilities staff; our technology staff; our central office and business office staff; our coaches and advisors; our substitutes; and our building and district administrators. You show up for our students every day. I am equally grateful to our families, PTOs, local school committees, volunteers, boosters, and town partners, who support our schools at games and performances, in classrooms, and in our planning conversations.

The months ahead will bring real challenges. The FY28 budget, rising costs, and strategic planning will ask a lot of us, and we will not always see things the same way. That is all right. What has carried Maranacook through difficult times before is a shared commitment to our students across all of the towns we serve. If we keep that at the center, listen to one another with respect, and work through the hard questions together, I am confident we will come through them stronger.

Thank you to each of you for the time and thought you give to this work. I hope you have a restful Thanksgiving with the people who matter most to you. I will close with the dedication from the 1982 Maranacook yearbook, written to our four towns:

> *"To the people of our communities—Readfield, Mt. Vernon, Wayne, and Manchester—thank you for being there when things get rough, when we weren't sure what would happen next; you were there, all of you smiling, knowing that everything would work out right."*

With gratitude,
Dr. Karen G. Smith, Superintendent of Schools

REGIONAL SCHOOL UNIT NO. 38 | MARANACOOK AREA SCHOOLS A

Caring School Community Dedicated to Excellence

Office of the Superintendent · 45 Millard Harrison Drive, Readfield, ME 04355

BOARD OF DIRECTORS MEETING AGENDA
NOVEMBER 18, 2026 | 6:30 P.M. | MCMS CAFETERIA | ZOOM

Attendance: W. Brotherlin, D. Guillemette, L. Marco, C. Wight, P. Clark, A. Gorrill, D.Holman, B. Tarbuck, K. DuBois, J. Gorton, C. Jones, D. Twitchell, M. Lake, S. Vose, D. MacGregor, B. Christopher, C. Dorman, K. Smith

1. Call to Order 6:31 PM
2. Pledge of Allegiance
3. Citizens' Comments
    a. Tom Molokie - thanked the Board for putting "community" back into Maranacook Community School and to share a sense of welcome experienced with recent school visits; spoke highly of school leadership and the Board.
4. Additions/Adjustments to the Agenda by Board and/or Superintendent
    a. 7c. Action Item: Vote on FY25 Audit
    b. Informational update from 11.4.26 meeting (see additional material section of folder)
5. Presentation (virtual): FY25 Audit, Heather Hunter RHR Smith
6. Subcommittee Updates/Minutes
    a. Facilities & Transportation Minutes 10/28*
        i. RES air quality - update on remediation
    b. Policy Minutes 10/28* First Readings
        i. Policy JKAA Use of Physical Restraint and Seclusion*
        ii. Policy JKAA-F Incident Report Form*
        iii. Policy JKAA-R Procedures on Physical Restraint and Seclusion*
        iv. Policy JKD Suspension of Student*
    c. Announcement about Mt. Vernon Community Forum
        i. Sunday, November 22nd at MTV Elementary School - MTV Education Options group offering a presentation from 2:00 - 4:00; will facilitate a discussion and seek public feedback
        ii. Reminder of Board's invitation to MTV, Wayne, and Manchester to send representatives to update the Board on conversations being had in each town
    d. Adams Family the Musical
        i. Opening Thursday 19th, show open through Sunday 22nd
7. Action:
    a. Approval of Board Meeting Minutes November 4, 2026*
        i. ***Move to approve the Board Meeting Minutes from November 4, 2026 as presented***
            Motion: A Gorrill Second: Kristen Vote: 10 Yes, 0 No, 2 Abstain
    b. Approval of RSU 38 District Emergency Plan*
        i. Move to accept the RSU 38 Comprehensive Emergency Management Plan for the 2026-2027 school year as recommended by the Superintendent
            Motion: A. Gorrill Second: B. Tarbuck Vote: 12 Yes, 0 No, 0 Abstain
    c. Approval of FY25 Audit
        i. ***Move that the Board accept the audited Financial Reports of RSU 38 issued by RHR Smith & Company for the fiscal year ending June 30, 2025***
            Motion: A. Gorrill Second: C. Wight Vote: 12 Yes, 0 No, 0 Abstain
8. Executive Session to Consider Expulsion of a Student 1 M.R.S.A § 405(6)(B)
    a. ***Move to enter into Executive Session to consider expulsion of a student pursuant to 1 M.R.S.A § 405(6)(B)*** 7:21 PM
        Motion: A. Gorrill Second: C. Wight Vote: 12 Yes, 0 No, 0 Abstain
    a. Action after Executive Session (if Any)
        i. Move to approve the student agreement discussed in Executive Session
            Motion: C. Jones Second: C. Wight Vote: 12 Yes; 0 No; O Abstain
9. Adjournment 7:43PM
    Motion: D. Twitchell Second: A. Gorrill

Superintendent's Office

Dr. Karen G. Smith
Superintendent of Schools

Michelle L. Lake, EdM
Assistant Superintendent
McKinney-Vento Liaison

Amy Therrien
Administrative Assistant

Chrissy Michaud
Human Resources Specialist

Finance Office
Elizabeth Christopher
Director of Finance

Sharie Ouellette
Payroll Specialist

Accounts Payable Specialist
Dawne Townsend

Special Education Office

Ryan Meserve
Special Education Director

Nicole Fyfe
Administrative Assistant

RSU38 Office of the Superintendent
45 Millard Harrison Drive
Readfield, Maine 04355
www.maranacook.org
Tel. 207-685-3336
Fax. 207-685-4703

MARANACOOK AREA SCHOOLS RSU 38
A Caring School Community Dedicated to Excellence

TO: RSU #38 Board of Directors
FROM: Dr. Karen G. Smith, Superintendent of Schools
SUBJECT: Annual Approval of RSU 38 Comprehensive Emergency Management Plan
MEETING: November 18, 2026
DATE: November 12, 2026

The purpose of the *Emergency Management Plan* is to inform town citizens, government officials, school officials, and administrators of their responsibilities in an emergency. This plan provides the basis for coordinating protective actions before, during, and after any emergency. The School Board requires annual approval under Policy EBCA and 20-A M.R.S.A. § 1001(16).

Our District Level Safety Steering Committee provides comprehensive oversight of emergency preparedness across RSU 38. The core committee meets bi-monthly and includes the Superintendent, Assistant Superintendent, Building Administrators, Facilities Director, Transportation Director, Technology Director, and School Resource Officer. Additional stakeholders, including school staff, community members, and local emergency management officials (i.e., fire, police, EMS), participate as appropriate to address specific safety and emergency preparedness initiatives.

The committee devoted the 2025-2026 school year to the baseline assessment it set as its first goal. Central to that work was our partnership with the **Maine School Safety Center** (MSSC), the Maine Department of Education's office for school safety training, technical assistance, and site assessments. In June and July 2026, MSSC staff led by Chief Jack Peck (ret.) conducted on-site safety assessments at all six of our schools. MSSC delivered its reports on July 21, 2026, including a Crime Prevention Through Environmental Design (CPTED) review of the elementary school additions. Chief Peck reviewed the findings with the Safety Steering Committee on September 15, 2026.

Each school has a designated emergency chain of command that includes contacting the Superintendent's Office. The Superintendent of Schools will communicate with parents and the general public during an emergency. Information will be conveyed through Thrillshare phone, text, and email alerts; the District website and social media; letters from the Superintendent; and school newsletters.

2025-2026 Progress
Building on the baseline assessment, the committee completed or advanced the following work:

- **MSSC Site Assessments**: Completed for all six schools, providing an independent, building-by-building review of physical security and emergency readiness.
- **Building Access Guidelines**: Since February 2026, the committee has been drafting School Building Entry and Exit Points: Access Guidelines, Safety Standards, and Security Measures, which classify every exterior door in the district into one of four access classes.
- **Campus Traffic and Parking**: Reviewed traffic flow and parking on the Maranacook campus for the school day, after-school activities, and weekend events. Field and parking lot signage is now in place.
- **Behavioral Threat Assessment**: RSU 38 uses the Comprehensive School Threat Assessment Guidelines (CSTAG) model, which MSSC also supports.
- **Policy Review**: Revised Policy EBCF (Automated External Defibrillators) in response to the 2026 Maine AED law and brought it to the Board for first reading on October 7, 2026.

2026-2027 Goals and Initiatives
With the assessment phase complete, this year's work shifts to acting on what we learned:

- **MSSC Action Plan**: Prioritize the MSSC recommendations by urgency and cost. Address operational and low-cost items as they can be; consider capital items through the FY28 budget process and the district's long-range facilities planning.
- **Building Access Guidelines**: Finalize and implement the entry and exit points guidelines across all six schools.
- **Plan Update**: Incorporate the MSSC findings and the access guidelines into the Comprehensive Emergency Management Plan and its building-level annexes, with continued technical assistance from MSSC.
- **Training and Professional Development**: Continue ALICE training, maintain CSTAG threat assessment team training, and build out role-specific emergency preparedness training for all staff.
- **Stakeholder Engagement**: Develop a regular communication plan with local fire, police, and EMS, county emergency management, and MSSC, and keep families informed about how the district communicates during an emergency.

As outlined in 20-A M.R.S.A. § 1001(16), the Board must annually approve a comprehensive health, safety, and emergency management plan that meets nationally recognized practices and is developed collaboratively with appropriate stakeholders. The statute also authorizes the formation of a steering committee to regularly review and refine the plan, a structure we have implemented and continue to strengthen. The Board's approval of the plan is public information; the plan's contents, and records describing security plans, procedures, and risk assessments, including the MSSC site assessment reports, are protected from public release under 1 M.R.S. § 402(3)(L).

Recommended Motion:
"Move to accept the RSU #38 Comprehensive Emergency Management Plan for the 2026-2027 school year as recommended by the Superintendent."

Approved by the RSU 38 Board: 11/18/26

RHR SMITH & COMPANY
Certified Public Accountants

Regional School Unit No.38

June 30, 2025

Financial Statement Presentation



The RHR Smith & Company, CPAs office building pictured in 1914

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6. Fund Balance Analysis (3-year comparison)
7. General Fund Revenues (3-year comparison)
8. General Fund Revenues (budget to actual)
9. General Fund Expenditures (3-year comparison)
10. General Fund Expenditures (3-year comparison) Cont.
11. General Fund Expenditures (budget to actual)
12. Balance Sheet Analysis (*Food Service Activity*)
13. *Food Service Activity* Revenues (3-year comparison)
14. *Food Service Activity* Expenditures (3-year comparison)
15. Findings and Management Letter Comments
16. Final Thoughts

Presented by:

Heather Hunter, Director of Audit

November 18, 2026

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RHR SMITH & COMPANY
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Regional School Unit No.38

Client's Responsibilities

- Design, implement, and maintain internal controls
- Provide an understanding of the company's control environment, including software programs utilized
- Comply with applicable laws, regulations, and accounting standards (GASB and GAAP)
- Responsible for the selection and use of appropriate accounting policies
- Communication accounting estimate rationale and preparation/review of financial statements
- Provide key financial information including reconciliations, trial balances, and supporting documentation on a timely basis
- Provide supplementary information requested by the firm
- Create and utilize various accounting and financial related policies
- Understand financial and compliance related details that accompany grant accepted

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Auditor's Responsibilities

- Audit in accordance with AICPA guidelines including understanding your control environment sufficient to assess the risk of material misstatement. We do not render an opinion on your control environment.
- Identify and propose adjustments to remedy material misstatements
- Audit the financial statements of the governmental activities and where applicable, business-type activities, each major fund and the aggregate of the remaining fund information.
- Determine the client's adherence with GAAP and GASB
- Evaluate key factors and assumptions used to develop accounting estimates
- Identify and resolve any disagreements with management that could be significant to the financial statements and auditor's report
- Prepare the draft financial statements, footnotes, required supplementary information and if required, federal compliance report
- Make recommendations to improve the control environment

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Regional School Unit No.38
Audit Opinion

RHR SMITH & COMPANY

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Regional School Unit No. 38
Readfield, Maine

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities, the business-type activities, each major fund and the aggregate remaining fund information of the Regional School Unit No. 38, as of and for the year ended June 30, 2025 and the related notes to the financial statements, which collectively comprise the Regional School Unit No. 38's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund and the aggregate remaining fund information of the Regional School Unit No. 38 as of June 30, 2025 and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Regional School Unit No. 38 and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund and the aggregate remaining fund information of the Regional School Unit No. 38 as of June 30, 2025 and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

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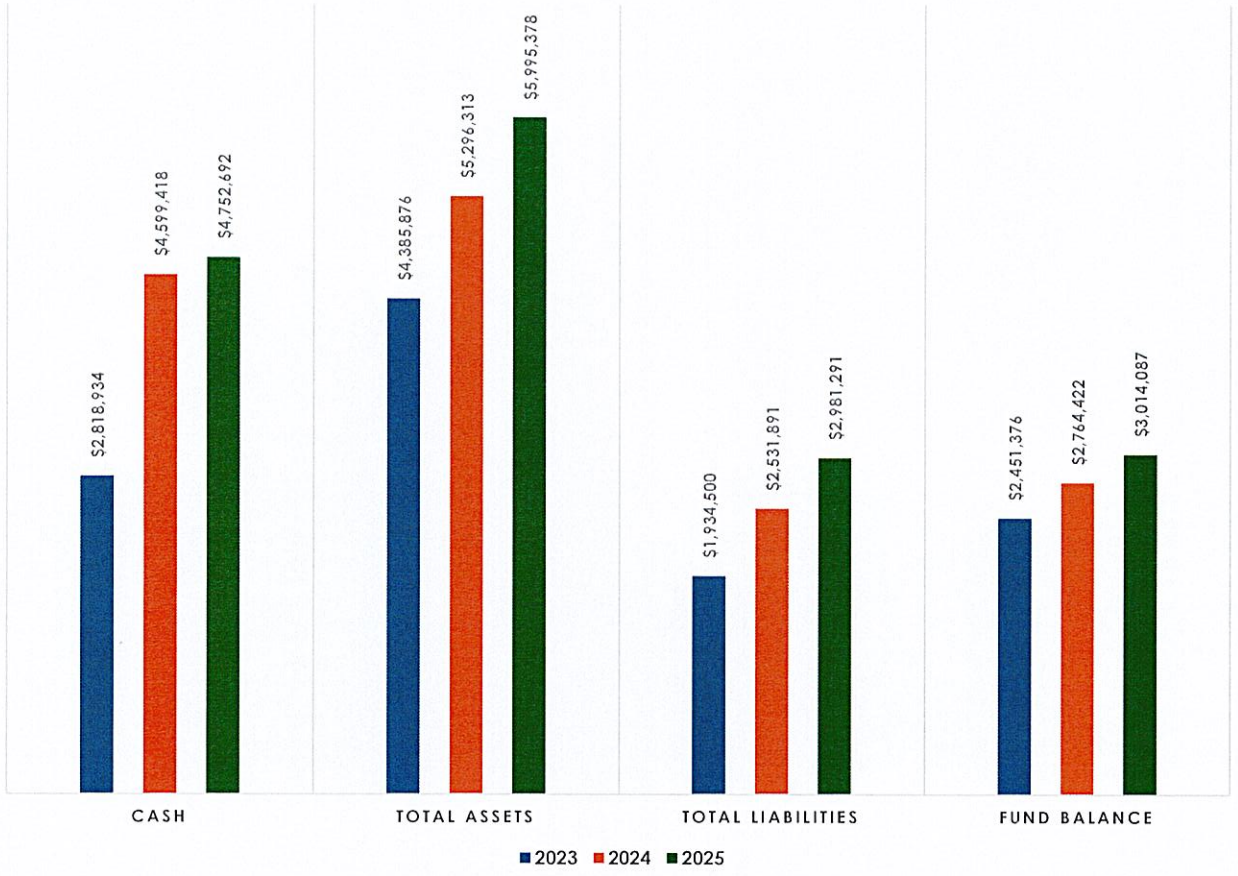
Regional School Unit No.38
Balance Sheet Analysis (3-Year Comparison)
General Fund



COMMENTARY

- Statement C, pg. 17
- General fund assets climbed $699,065 or 13.2%.
- All asset categories took part in the overall growth with cash climbing $153,274 or 3.3%, Investments spiked $266,300, followed by increases in accounts receivable and amounts owed from other funds of $205,048 and $74,443, respectively.
- Total liabilities rose $449,400 or 17.8%, all attributed to increases in amounts owed to other funds and accrued payroll.
- Current/quick ratio is 2.01, within industry norms of 2 and 1, respectively.
- Local Entitlement is another major fund with assets and liabilities of approx. $308,000, and fund balance of $520.

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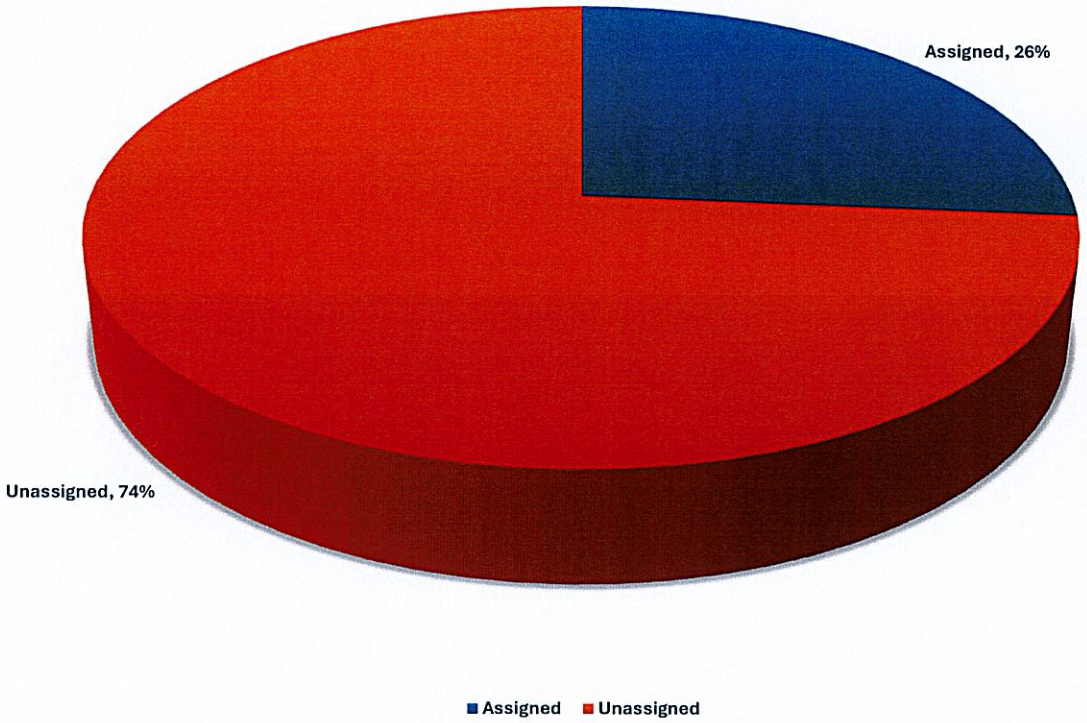
Regional School Unit No.38
Fund Balance Analysis (CY)
General Fund



COMMENTARY

- The District utilizes 2 of the 5 fund balance classifications.
- Assigned – $792,656 for FY26 budgetary utilization.
- Details found in Note12 to the financial statements on pg. 42.

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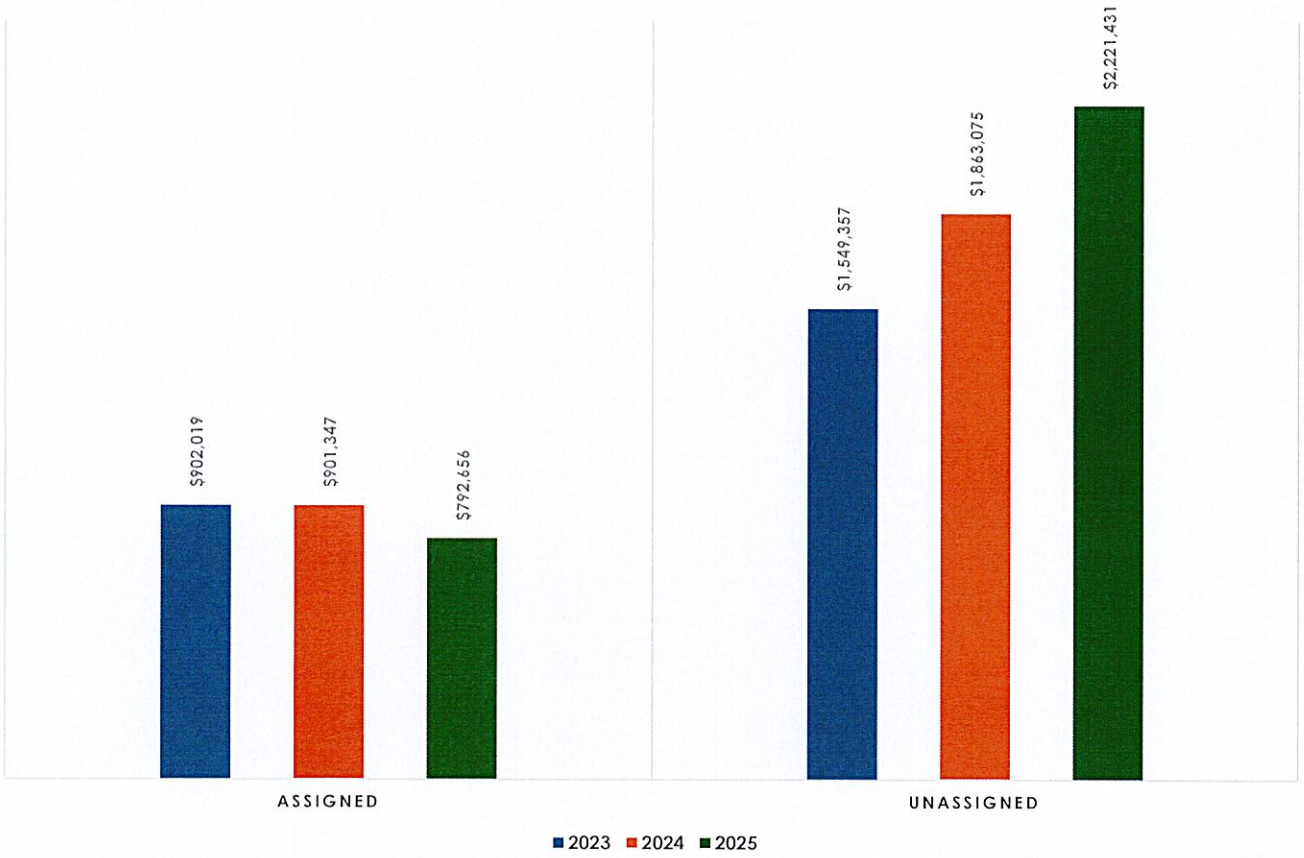
Regional School Unit No.38
Fund Balance Analysis (3-Year Comparison)
General Fund



COMMENTARY

- Total fund balance climbed $249,665 in FY25 to $3,014,087.
- The unassigned portion of fund balance rose 19.2% or $358,356 attributed to both the current year surplus and the $108,691 reduction in the assigned portion of fund balance.
- Expenditure coverage was 9.6% or about 5 weeks providing some financial flexibility.
- The Local Entitlement Fund essentially broke even in FY25 with revenues of $413,982 and expenditures of $413,592.

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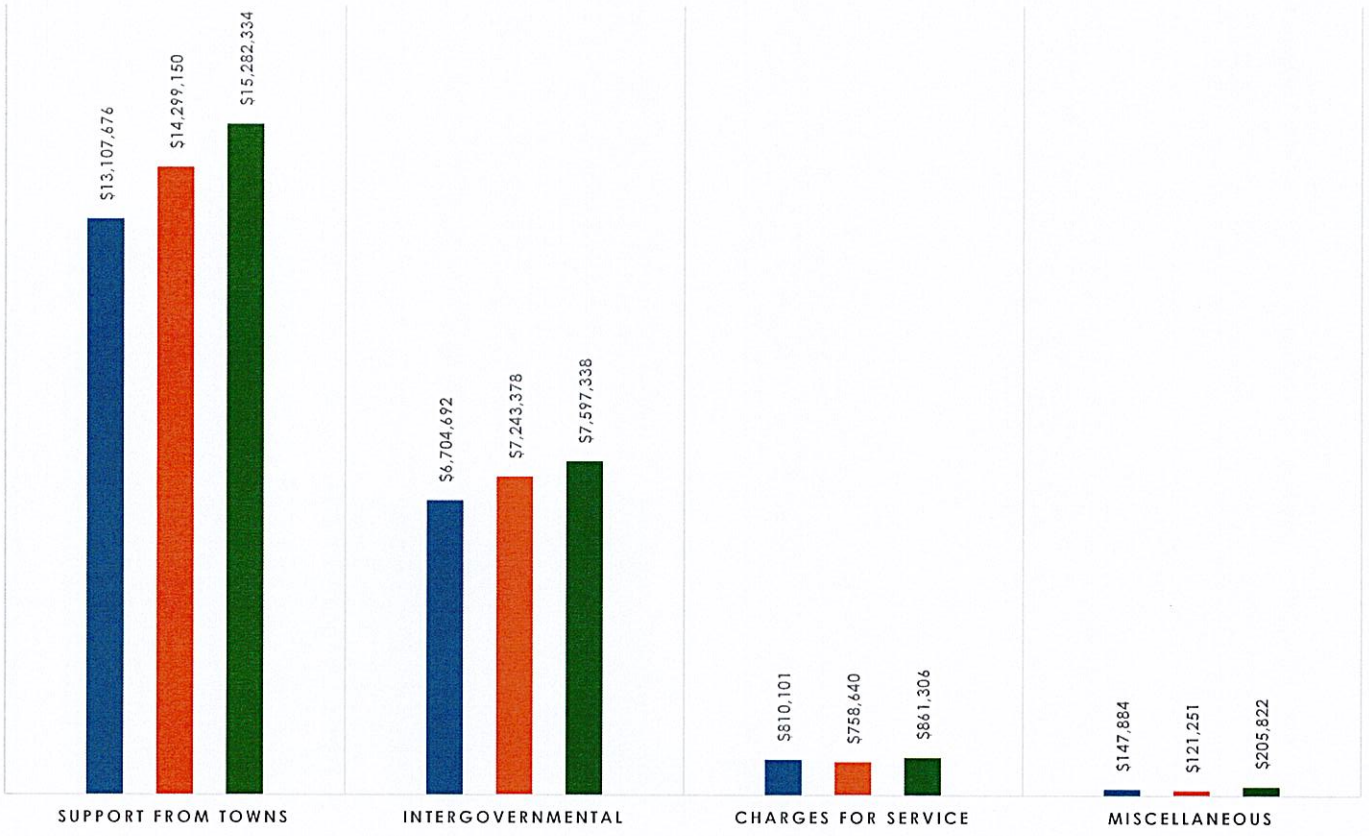
Regional School Unit No.38
Revenues (3-Year Comparison)
General Fund



COMMENTARY

- Statement E, pg. 19
- General fund revenues climbed $1.5 million or 6.8%, to $23.9 million.
- As with other school districts, the bulk of your revenues are derived from tax support from member towns. For RSU38, this funding source amounts to 63.8% of total revenues and increased $983,184 or 6.9%.
- Intergovernmental revenues, the second highest revenue source, rose $353,960 or 4.9% and contributes 31.7% to total revenues.
- Increases were noted in both charges for services and misc. for a combined total of $187,237.

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RHR SMITH & COMPANY
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Regional School Unit No.38
Revenues (CY budget to actual)
General Fund

	Budget	Actual	Variance
Support From Towns	$ 15,282,334	$ 15,282,334	$ -
Intergovernmental: State Subsidy	$ 5,855,263	$ 5,967,401	$ (112,138)
Intergovernmental: Other	$ 16,000	$ 30,504	$ (14,504)
Charges for Services: Tuition	$ 800,000	$ 845,591	$ (45,591)
Charges for Services: Transportation	$ 40,000	$ 15,715	$ 24,285
Miscellaneous	$ 57,000	$ 205,822	$ (148,822)
Total Revenues	$ 22,050,597	$ 22,347,367	$ (296,770)

COMMENTARY

- Schedule 1, pg. 65
- Overall revenue budget surplus of $296,770 or 1.3% of budget.
- Additional state subsidy funding and misc. revenues account for 87.9% of the total surplus.

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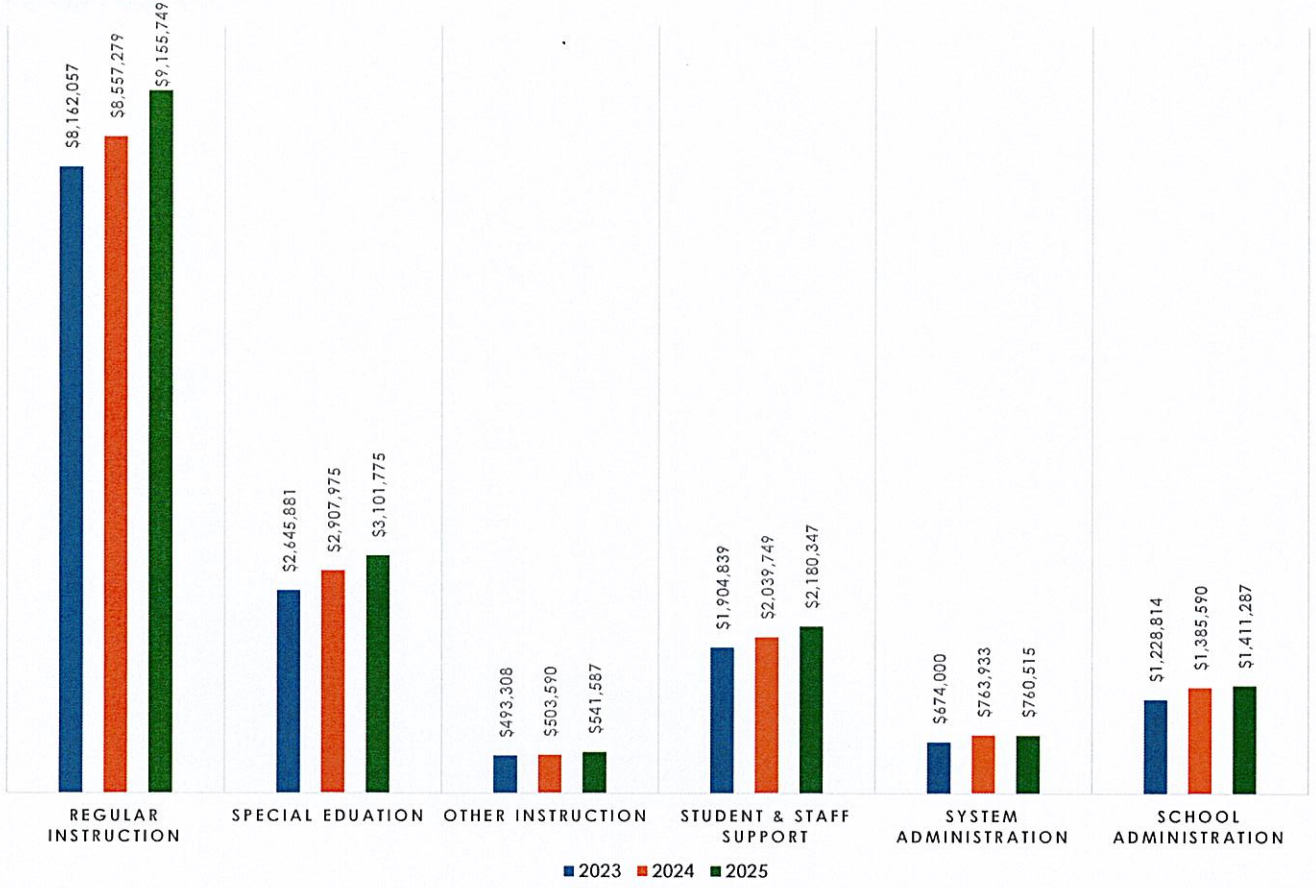
Regional School Unit No.38
Expenditures (3-Year Comparison)
General Fund



COMMENTARY

- Statement E, pg. 19
- Expenditures totaled $23.1 million, climbing $1.1 million or 5.1%.
- Regular instruction is the largest cost driver at 39.7%, with special education holding the #2 spot at 13.4%.
- Regular instruction increased by $598,470 or 7%, contributing 53.8% to the overall expenditure increase.
- Special education contributed 17.4% to the overall increase, rising $193,800 or 6.7%.
- Student/staff support rose $140,596 or 6.9%, accounting for 12.6% of the FY25 increase.
- Combined administration rose by a net $22,279.

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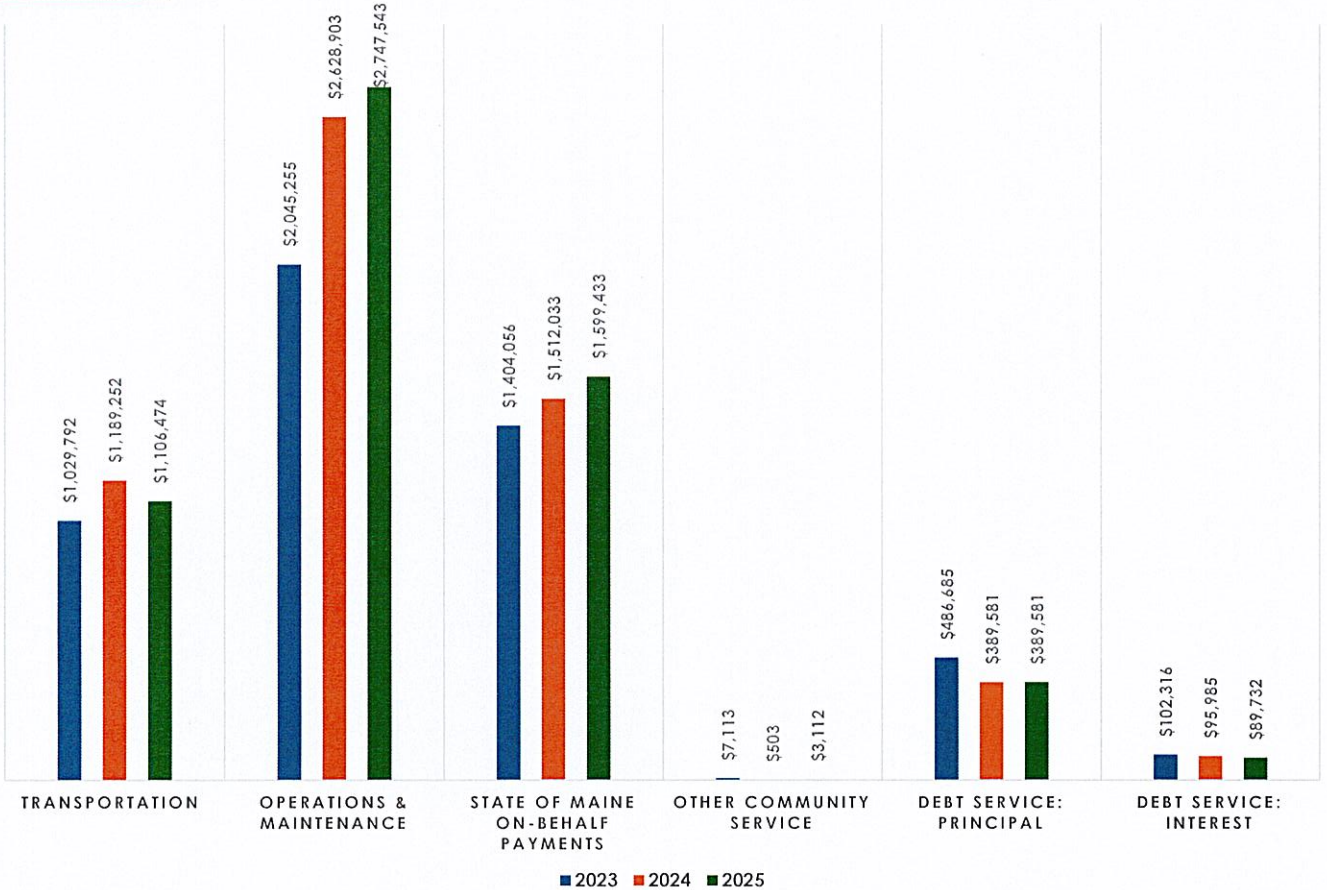
Regional School Unit No.38
Expenditures (3-Year Comparison) Cont.
General Fund



COMMENTARY

- Operations and maintenance is the third highest budget driver at 9.4% of total expenditures, rising $118,640 or 4.5%.
- Total debt service of $479,313, fell $6,253 in the fiscal year.
- Another notable savings was in transportation costs, dropping $82,778 or 7%.

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Regional School Unit No.38
Expenditures (CY budget to actual)
General Fund

	Budget	Actual	Variance
Regular Instruction	$ 9,596,231	$ 9,155,749	$ 440,482
Special Education	$ 3,227,856	$ 3,101,775	$ 126,081
Other Instruction	$ 567,369	$ 541,587	$ 25,782
Student and Staff Support	$ 2,232,327	$ 2,180,347	$ 51,980
System Administration	$ 829,562	$ 760,515	$ 69,047
School Administration	$ 1,469,660	$ 1,411,287	$ 58,373
Transportation	$ 1,357,694	$ 1,106,474	$ 251,220
Operations and Maintenance	$ 3,047,722	$ 2,747,543	$ 300,179
Debt Service: Principal	$ 389,581	$ 389,581	$ -
Debt Service: Interest	$ 89,615	$ 89,732	$ (117)
Other Community Service	$ 9,327	$ 3,112	$ 6,215
Transfers to Other Funds	$ 135,000	$ 610,000	$ (475,000)
Total Expenditures	$ 22,951,944	$ 22,097,702	$ 854,242

COMMENTARY

- Schedule 1, pg. 65
- No supplemental appropriations.
- Overall expenditure budget surplus of $854,242 or 3.7% of the final budget.
- Savings in regular instruction, operations and maintenance, and transportation produced the most notable savings and account for the surplus.
- Excess transfers out totaled $475,000, overdrawing this account.
- Total combined budget surplus amounted to $1,151,012, making the planned use of $901,347 of fund balance unnecessary.

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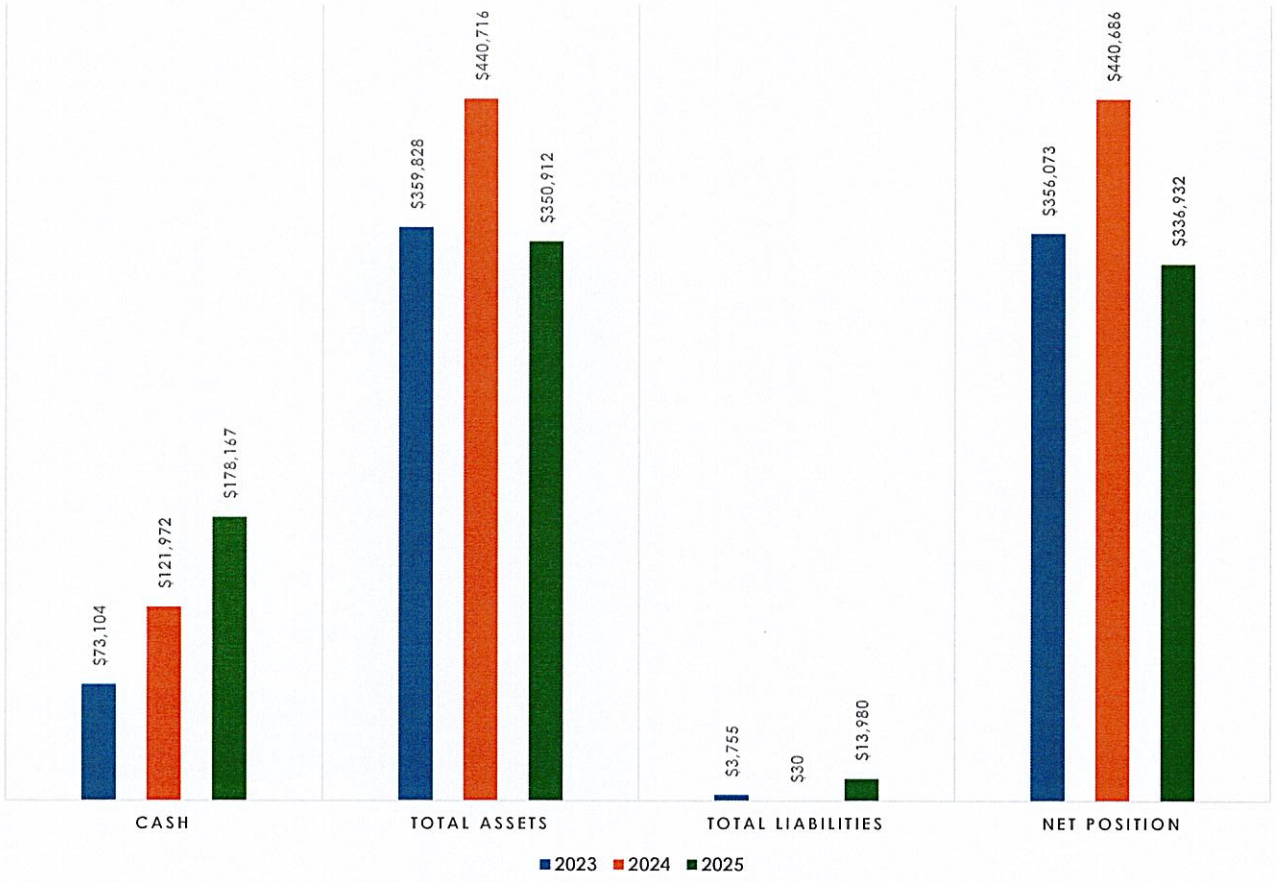
Regional School Unit No.38
Balance Sheet Analysis (3-Year Comparison)
Food Service Activity



COMMENTARY

- Statement G, pg. 21
- Total food service assets dropped by $89,804 or 20.4%.
- The $56,195 or 46.1% spike in cash partially mitigated the drop in amounts owed from other funds.
- Total liabilities rose by $13,950 all attributed the increase in amounts owed to other funds.
- Current and quick ratios are 17.29 and 15.50, well above the industry norms of 2 and 1, respectively.
- Net position fell $103,754 or 23.5%, with the unrestricted portion dropping $87,224 or 27.7%.

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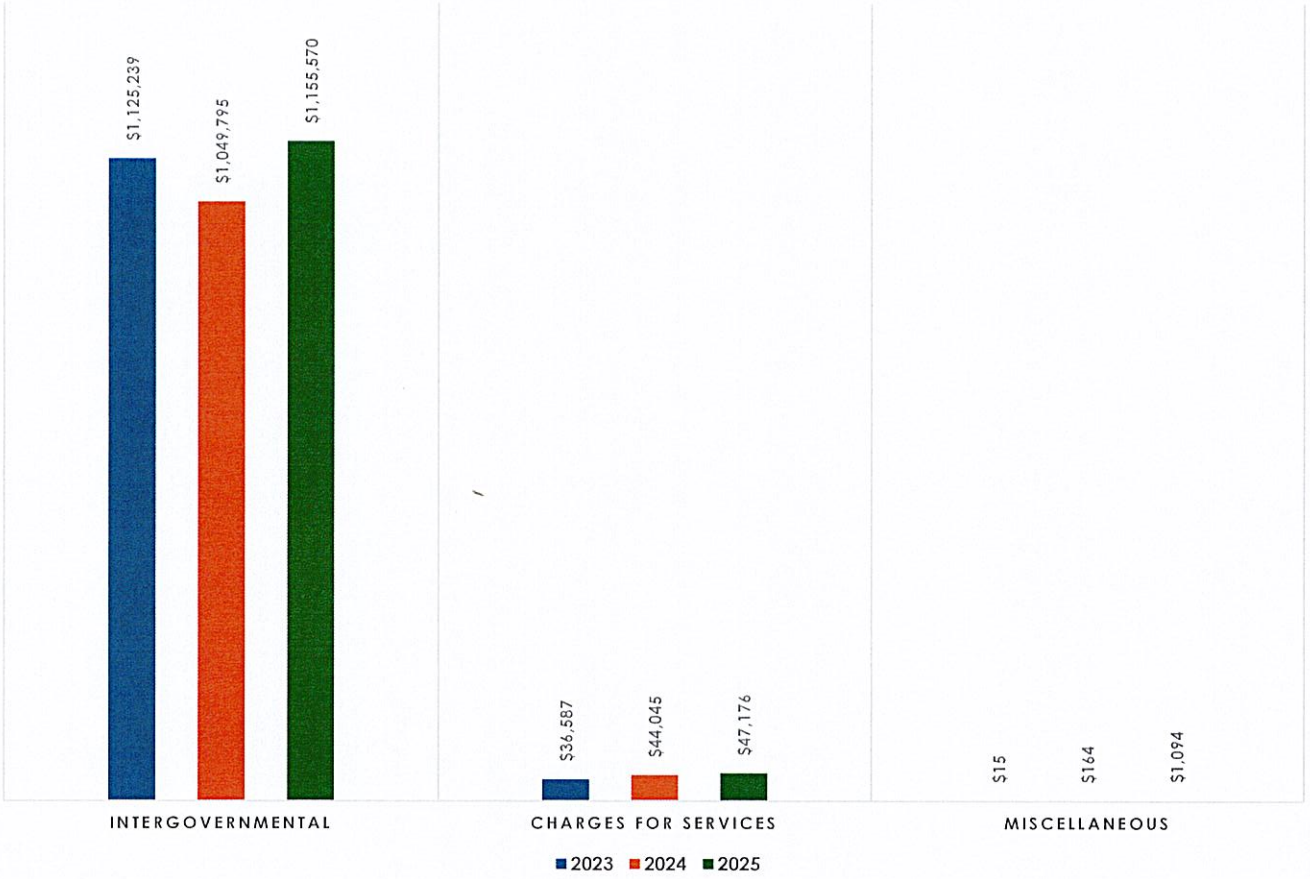
Regional School Unit No.38
Revenues (3-Year Comparison)
Food Service Activity



COMMENTARY

- Statement H, pg. 22
- Food service revenues climbed $109,836 or 10%, to $1,203,840.
- 96% of total revenues are funded by intergovernmental sources.
- Intergovernmental revenues rose $105,775 or 10.1%.
- Charges for services increased by $3,131 or 7.1%.

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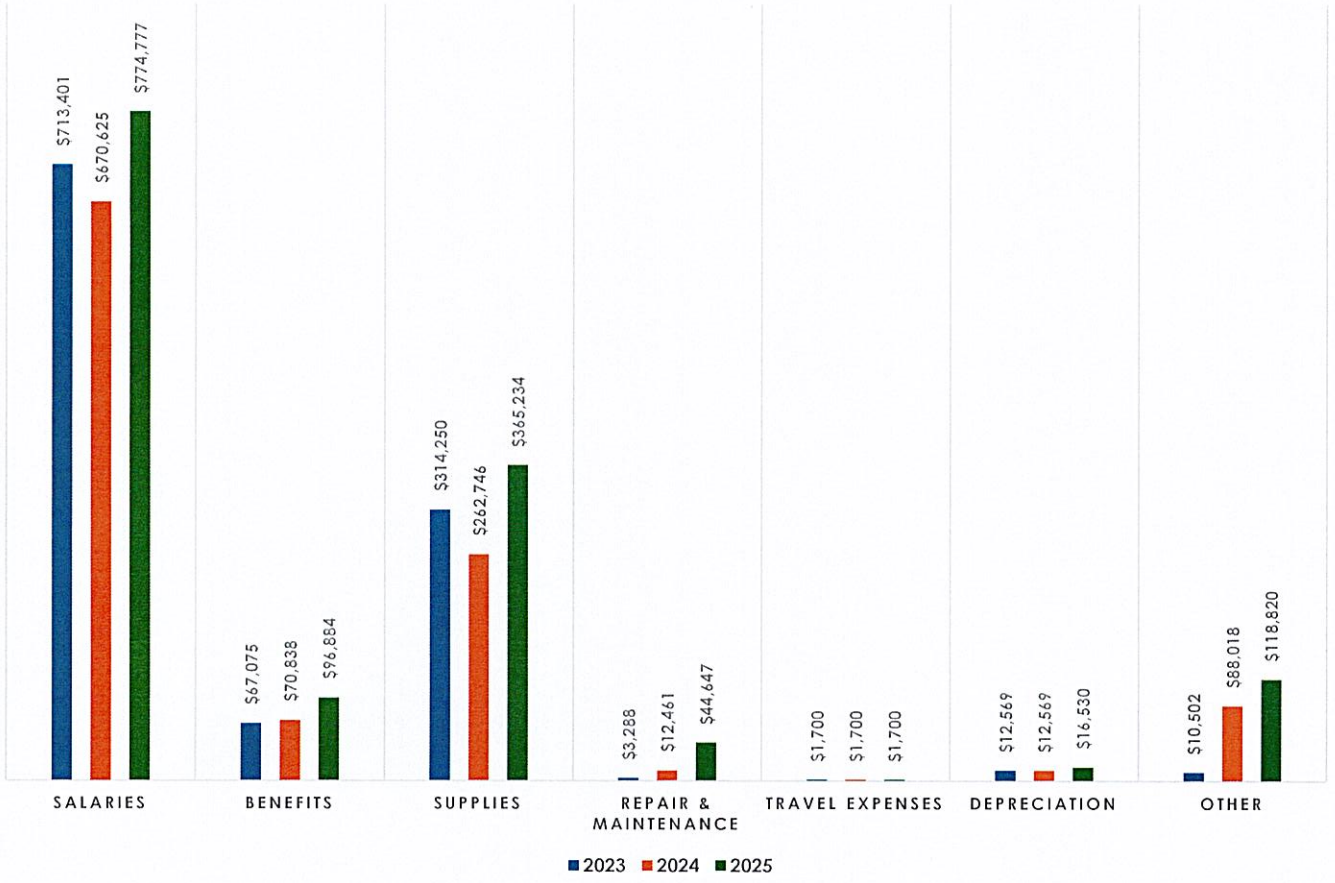
Regional School Unit No.38
Expenditures (3-Year Comparison)
Food Service Activity



COMMENTARY

- Statement H, pg. 22
- Expenditures totaled $1,418,592, climbing $299,635 or 26.8%.
- Total personnel cost of $871,661 is the largest cost driver and increased 17.6% or $130,198.
- Supplies rose by $102,488 or 39%.
- Other rotatable increases were in other expenses and repairs and maintenance totaling a combined $62,988.

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Regional School Unit No.38
Findings and Management Letter Comments

General Ledger/Payroll Liability Reconciliation

We noted various payroll liability accounts were not reconciled in a timely manner.

Student Activities Accounts

We noted bank reconciliations were not completed in a timely manner, and the preparer and/or reviewer did not sign and/or date all completed bank reconciliations.

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Certified Public Accountants

Regional School Unit No.38
Final Words

This presentation is designed to support the Board of Directors and management in their review and understanding of the School's financial operating results. The information contained herein should be considered alongside the audited financial statements and accompanying disclosures. It is not intended for any other use without the express written consent of **RHR Smith & Company, CPAs**.

Please contact us at 207-929-4606 or 800-300-7708
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RSU 38 BOARD OF DIRECTORS
MARANACOOK AREA SCHOOLS

BOARD VICE CHAIR
CHIP JONES

DAVID GUILLEMETTE
DANIEL HOLMAN
JESSICA GORTON
BRIAN TARBUCK
DAVID TWITCHELL
CHAD WIGHT

CURRICULUM COMMITTEE MEETING AGENDA
NOVEMBER 17, 2026 | 3:30-4:30 P.M. | CENTRAL OFFICE

Attendance: P. Clark, D. Holman, A. Gorrill, K. Smith, M. Lake, D. MacGregor

1. Welcome
    a. Reviewed and agreed upon Roles and Responsibilities
2. Curriculum, Instruction, and Assessment website
    a. Reviewed the new webpages
3. Assessment updates - changes coming in FY28
    a. Reviewed MDOE Priority Notices regarding changes in upcoming assessments
4. Technology update (Diane MacGregor)
    a. Updated the committee on the ongoing work of the Technology work group sharing progress made since summer 2026 to present
    b. Next steps will be to look for ways to collect meaningful feedback from other stakeholders including families
5. From the floor
    a. Discussed D. Holman's request to add a meeting in February to further discuss progress of the Technology work group and ideas from a New York Times article shared with the group from D. Holman.

RSU #38
BOARD OF DIRECTORS

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Curriculum Subcommittee

Purpose: The Curriculum Subcommittee provides board-level support and guidance on the district's academic curriculum and instructional programs. The subcommittee does not write, select, or deliver curriculum; that work belongs to the superintendent, administration, and staff. Its role is to stay informed, ask thoughtful questions, and make recommendations to the full board.

Role of Subcommittee Members:

- Receive regular updates from administration on curriculum review cycles, alignment to state and national standards, and instructional materials.
- Review proposed additions, changes, or removals of courses, programs, and graduation requirements, and offer recommendations to the full board before it acts.
- Ask questions to help ensure the curriculum provides equitable access and opportunity for all students.
- Stay informed about current practices, educational trends, and researched best practices as shared by administration and on the district's curriculum website.
- Understand the plans for curriculum implementation, training, and professional development, and consider the resources they require.
- Share regular updates regarding committee deliberations and proposals with the full board to help foster open communication across all leadership and with the community.
- Provide input on the district's multi-year curriculum priorities and confirm that they support the board's goals.
- Coordinate with other board committees on topics that overlap with curriculum, such as budget, technology, and extracurriculars.

Membership: The subcommittee shall consist of at least three board members. The superintendent and the assistant superintendent will serve as ex officio members.

Meetings: The subcommittee will meet two to three times per year, with additional meetings as needed. Notes will be recorded and shared with the board. Meetings are open to the public.

REGIONAL SCHOOL UNIT 38
USE OF PHYSICAL RESTRAINT AND SECLUSION

The Regional School Unit 38 School Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may be used only as an emergency intervention when a student's behavior presents an imminent risk of serious physical injury to the student or others, and less intrusive interventions have failed or been deemed inappropriate.

State law and MDOE Rule Chapter 33 do not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as they deem appropriate.

1. **Definitions**: The following definitions apply to this policy and the accompanying procedure:

   A. **Physical restraint:** A personal restriction that immobilizes or reduces a student's ability to move their arms, legs, or head freely.

      Physical restraint does not include any of the following:

      a. Physical escort: Temporary touching or holding of the hand, wrist, arm, shoulder, or back to encourage a student to walk to a safe location.

      b. Physical prompt: A teaching technique that involves voluntary physical contact with the student and enables the student to learn or model the physical movement necessary to develop the desired competency.

      c. Protective physical interventions: Brief physical contact with a student in response to potentially harmful student action that deflects, blocks, or redirects the student's actions, or disengages from a student's inappropriate grip, but from which the student can freely move away.

      d. The use of adaptive devices or mechanical supports to achieve proper body position, balance, or alignment to allow greater freedom of movement than would be possible without the use of such devices or supports.

      e. The use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

   B. **Seclusion:** The involuntary isolation or confinement of a student alone in a room or clearly defined area from which the student does not feel free to go or is physically denied exit.

      Seclusion does not include a timeout or an intervention in which a student requests, or complies with an adult request for, a break.

2. **Procedures for Implementing Physical Restraint and Seclusion**: The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation, and reporting, are included in the accompanying procedure, JKAA-R.

SECOND READ

3. **Annual Notice of Policy/Procedure**: RSU 38 shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

4. **Training Requirements**

A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.

B. RSU 38 will ensure that a sufficient number of administrators/designees, special education staff, and other staff maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. The Superintendent will update the list of certified staff annually and maintain it in the Superintendent's Office, each school office, and the school unit's Comprehensive Health and Safety and Emergency Management Plan.

5. **Parent/Legal Guardian Complaint Procedure**

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Superintendent as soon as possible. The Superintendent/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days of receiving the complaint, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may, at its sole discretion, initiate its own investigation. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within 60 calendar days of receiving the complaint.

Legal References: 20-A M.R.S.A. §§ 4014, 4502(5) (M); 4009
Me. DOE Reg., ch. 33

Cross References: JKAA-R – Procedures on Physical Restraint and Seclusion
JKAA-F – Incident Report Form
JK – Student Discipline
KLG/KLG-R – Relations with Law Enforcement OR
KLGA/KLGA-R – Relations with School Resource Officers
EBCA – Comprehensive Health and Safety and Emergency Management Plan

Revised: December 4, 2013
Reviewed: 11/06/18
Revised: 01/05/22
Revised: 04/10/24
Revised: 10/28/2026

SECOND READ

RSU 38 Chapter 33 Incident Report Form

Complete for each incident of physical restraint and/or seclusion. Provide to the administrator/designee within two (2) school days; provide a copy to the parent/legal guardian within seven (7) calendar days.

A. Student Information

Student Name: _____ Age: _____

School: _____ Grade: _____

Parent/Guardians: _____ Gender: _____

Does the student have (check all that apply):

☐ Individualized Education Program (IEP) ☐ 504 Plan ☐ Multi-Tiered Supports Plan

☐ Individual Health Plan (IHP) ☐ Behavior Support Plan ☐ Safety/Crisis Plan

☐ Other: _____

B. Incident Information

Date of incident: _____

Incident start time: _____ Incident end time: _____ Total time: _____

Location of Incident (check all that apply):

☐ Regular Education Room ☐ Outside/Playground ☐ Bus ☐ Cafeteria

☐ Special Education Room ☐ Bathroom ☐ Hallway ☐ Quiet Room

☐ Special/Unified Arts Room ☐ Gym ☐ Office ☐ Lobby/Common Areas

☐ Other: _____

Prior Events and Circumstances (Antecedents) (check all that apply):

☐ Schedule Change ☐ Difficult Task ☐ Direction ☐ No/Diverted Attention

☐ Loud Noises ☐ Easy Task ☐ Transition ☐ Unstructured Time

☐ Peer Interaction ☐ Non-preferred Task ☐ Small Group ☐ Physical Demand

☐ Unfamiliar Staff ☐ Crowding/Proximity ☐ Waiting ☐ Unclear

☐ Other: _____

Description of prior events and circumstances:

_____

_____

Less Restrictive Interventions Tried Prior to the Use of Physical Restraint or Seclusion (check all that apply):

☐ Help Strategy ☐ Prompt Strategy ☐ Wait Strategy ☐ Visual Supports

☐ Relocation ☐ Supportive Guide ☐ Shoulder Check ☐ Protective Shuffle

☐ Support Offered ☐ Differential Reinforcement ☐ Choice Offered ☐ Increased Monitoring

☐ Other: _____

Comments (if needed):

_____

If no less restrictive interventions were tried prior to the use of physical restraint/seclusion, explain why:

_____

_____

SECOND READ

Student Behavior Justifying the Use of Physical Restraint/Seclusion (check all that apply):

☐ Aggression ☐ Using objects as weapons ☐ Eloping

☐ Self-injurious ☐ Throwing large objects

☐ Other: _____

Describe the behavior that created an imminent risk of serious physical injury to the student or others:

_____

_____

_____

C. Seclusion (if applicable)

Total number of uses of seclusion within this incident: _____

Type(s) of seclusion used: ☐ Enclosed ☐ Purposefully Isolated ☐ Prevented from Leaving

#	Start Time	End Time	Duration	Detailed description of this use
1				
2				
3				
4				

D. Physical Restraint (if applicable)

Total number of uses of physical restraint within this incident: _____

Type(s) of restraint used (check all that apply):

☐ 1-Person Stability Hold ☐ 1-Person Seated Hold ☐ 2-Person Stability Hold

☐ 2-Person Seated Hold ☐ Forward Transport ☐ Reverse Transport

☐ Chair Stability Hold ☐ Leg Wrap ☐ Floor Drop

☐ Other: _____

#	Start Time	End Time	Duration	Detailed description of this use
1				
2				
3				
4				

SECOND READ

Restraint or Seclusion Lasting More Than 10 Minutes

Did any seclusion or physical restraint last for more than ten (10) minutes? ☐ Yes ☐ No

If "yes," record each 10-minute administrator/designee check-in and determination:

Name: _____ Time: _____ Continue? ☐ Yes ☐ No

Name: _____ Time: _____ Continue? ☐ Yes ☐ No

Name: _____ Time: _____ Continue? ☐ Yes ☐ No

Resolution and Return to Program (check all that apply):

☐ Followed Behavior Support Plan ☐ Continued Monitoring ☐ Response by Nurse

☐ Change to Behavior Plan ☐ Reduced Demands ☐ Quiet Environment

☐ Other: _____

Description of the incident, including the resolution and process of returning the student to their program:

_____

_____

E. Staff Information

List each staff member involved, their role in the physical restraint and/or seclusion, and whether they are certified in an MDOE-approved training program.

Name	Position	Role in restraint/seclusion	Certified?
			☐ Yes ☐ No
			☐ Yes ☐ No
			☐ Yes ☐ No
			☐ Yes ☐ No
			☐ Yes ☐ No
			☐ Yes ☐ No

F. Bodily Injury of Student or Staff

Serious physical injury *means any impairment of the physical condition of a person, whether self-inflicted or inflicted on someone else, that requires a medical practitioner, including but not limited to a school nurse, to evaluate and/or treat the person.* (20-A M.R.S.A. § 4014, *as amended by* P.L. 2025, *ch.* 266)

Student

Did the student sustain bodily injury? ☐ Yes ☐ No

If yes, was it a serious physical injury (as defined above)? ☐ Yes ☐ No

If serious, the injury was related to: ☐ Physical restraint ☐ Seclusion ☐ Both

Describe injury(ies) sustained:

_____

Nurse/response personnel notified – Date: _____ Time: _____

Treatment administered (if any):

_____

SECOND READ

Staff

Did any staff member sustain bodily injury? ☐ Yes ☐ No

If yes, was it a serious physical injury (as defined above)? ☐ Yes ☐ No

If serious, the injury was related to: ☐ Physical restraint ☐ Seclusion ☐ Both

Staff member(s) injured and description of injury(ies):

Nurse/response personnel notified – Date: _____ Time: _____

Treatment administered (if any):

Serious Bodily Injury or Death of a Student

Did the student sustain serious bodily injury or death during the restraint or seclusion? ☐ Yes ☐ No

If "yes," follow RSU 38 emergency notification procedures and notify the Maine Department of Education within 24 hours or the next business day.

Superintendent notified by: _____ Date: _____ Time: _____

Maine DOE notified by: _____ Date: _____ Time: _____

G. Notifications and Follow-Up

Administrator/designee notified (oral notice by a staff member involved, no later than end of school day)

Date: _____ Time: _____ Notified by: _____

Parent/guardian notified (same school day; inform that written documentation will be provided within 7 calendar days)

Date: _____ Time: _____ Method: _____

Debriefs (within 2 school days, or by the next school day if serious bodily injury required emergency medical treatment)

Staff debrief: Date: _____ Time: _____

Student debrief: Date: _____ Time: _____

Response and de-escalation plan: ☐ Developed ☐ Reviewed/Revised ☐ Reviewed, no change

Every-Third-Incident Team Meeting

Number of restraint/seclusion incidents this school year (including this one): _____

Is this the student's 3rd, 6th, 9th (or other multiple of three) incident this school year? ☐ Yes ☐ No

Has a team meeting to address restraint/seclusion been held within the past 30 school days? ☐ Yes ☐ No

If this is a third incident and no meeting has been held in the past 30 school days, the IEP/504 Team (or, for other students, the team described in JKAA-R) must meet within 10 school days.

Team meeting date: _____ Time: _____

Report Completion

Name/Title of person completing report: _____

Date of report: _____ Date provided to administrator/designee: _____

Date sent to parents/guardians: _____

SECOND READ

REGIONAL SCHOOL UNIT 38
PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

These procedures are established to meet the obligations of Regional School Unit 38 (RSU 38) under state law/regulations and Board Policy JKAA governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

1. Physical Restraint

To the extent possible, staff certified in a Maine Department of Education-approved training program will implement physical restraint. If untrained staff intervene and initiate a physical restraint in an emergency, trained staff must be summoned to the scene to assume control if the emergency continues.

This procedure does not preclude law enforcement personnel or other first responders from implementing physical restraints consistent with their professional responsibilities.

A. Permitted Uses of Physical Restraint

a. Physical restraint may be used only when a student's behavior presents an imminent risk of serious physical injury to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate. The physical restraint must end immediately upon the cessation of the imminent risk of serious physical injury to the student or another person, and should involve the least amount of force necessary to protect the student or other person.

b. "Serious physical injury" is a physical injury that a reasonable person would consider to be serious for the victim if it were to occur. "Serious physical injury" is any impairment of the physical condition of a person, whether self-inflicted or inflicted on someone else, that requires a medical practitioner, including but not limited to a school nurse, to evaluate and/or treat the person.

c. Prescribed medications, harnesses, seat belts, and other assistive or protective devices may be used as permitted by law and described in Policy JKAA.

d. Parents/legal guardians may be asked to assist with their child at any time.

B. Prohibited Forms and Uses of Physical Restraint

a. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.

b. Physical restraint used solely to prevent property destruction or disruption of the environment when there is no risk of serious physical injury.

c. Physical restraint that is life-threatening, restricts breathing, or restricts blood flow to the brain, including prone restraint.

d. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.

e. Physical restraint that is contraindicated based on the child's disability, health care needs, or medical or psychiatric condition if appropriately documented in:
    i. A health care directive or medical management plan;
    ii. A school-approved behavior plan;

SECOND READ

iii. An IEP or an Individual Family Service Plan (IFSP); or
iv. A school-approved 504 or ADA plan.

f. Aversive procedures and mechanical and chemical restraints.
   i. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include, but are not limited to, inflicting bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; and costumes or signs.
   ii. Mechanical restraints are defined as any restraint that uses a device to restrict a student's freedom of movement. Such restraints do not include adaptive devices or mechanical supports to achieve proper body position, balance, or alignment to allow greater freedom of movement, or the use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.
   iii. Chemical restraints are defined as the use of a drug or medication that is not prescribed as the standard treatment of a student's medical or psychiatric condition by a licensed physician or other qualified health professional acting under the scope of the professional's authority under state law that is used on a student to control behavior or restrict freedom of movement.

C. Monitoring Students in Physical Restraint

a. At least two adults must be present at all times when physical restraint is used, except when safety reasons preclude waiting for a second adult to arrive.

b. Continuously monitor the student until they no longer present a risk of injury or harm to the student or others.
c. If an injury occurs, follow applicable school policies and procedures.

D. Termination of Physical Restraint

a. Staff involved in the use of physical restraint must continually assess for signs that the student in physical restraint no longer presents an imminent risk of serious physical injury to themselves or others, and must discontinue physical restraint immediately after it is determined that the imminent risk of serious physical harm has ended.
   i. Monitor and record the time a student is in physical restraint.
   ii. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.
   iii. If attempts to release the student from physical restraint have been unsuccessful and the student continues to present behaviors that create an imminent risk of serious physical injury to the student or to others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

2. Seclusion

To the extent possible, staff will implement seclusion only if they are certified in a training program approved by the Maine Department of Education. If untrained staff intervene and initiate seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

SECOND READ

A "timeout" in which a student requests, or complies with an adult request for, a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or clearly defined area with the student (including but not limited to classrooms, offices, and other school locations).

A. Permitted Uses and Location of Seclusion

a. Seclusion may be used only as an emergency intervention when a student's behavior presents an imminent risk of serious bodily injury to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate. The seclusion must end immediately upon the cessation of the imminent risk of serious physical injury to the student or another person. "Serious physical injury" is any impairment of the physical condition of a person, whether self-inflicted or inflicted on someone else, that requires a medical practitioner, including but not limited to a school nurse, to evaluate and/or treat the person.

b. Seclusion may occur in any part of a school building with adequate light, heat, ventilation, and of normal room height.
   i. Seclusion may not take place in a locked room.
   ii. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat, and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous material and objects which the student could use to self-inflict bodily injury.
   iii. Parents/legal guardians may be asked to assist with their child at any time.

B. Prohibited Uses of Seclusion

a. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.

b. Seclusion used solely to prevent property destruction or environmental disruption when there is no imminent risk of serious physical injury.

c. Seclusion that is life-threatening.

d. Seclusion that is contraindicated based on the child's disability, health care needs, or medical or psychiatric condition if appropriately documented in:
   i. A health care directive or medical management plan;
   ii. A school-approved behavior plan;
   iii. An IEP or IFSP; or
   iv. A school-approved 504 or ADA plan.

C. Monitoring Students in Seclusion

a. At least one adult must be physically present at all times to continuously monitor a student in seclusion. If the adult is not in the room or defined area, they must position themselves so the student is always visible.

b. Continuously monitor the student until they no longer present an imminent risk of serious physical injury to the student or others.

c. If an injury occurs, follow applicable school policies and procedures.

SECOND READ

D. Termination of Seclusion

a. Staff involved in the seclusion must continually assess for signs that the student no longer presents an imminent risk of serious physical injury to the student or others, and must discontinue seclusion as soon as that imminent risk ceases.
   i. Monitor and record the time a student is in seclusion.
   ii. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the seclusion is terminated.
   iii. If attempts to release a student from seclusion are unsuccessful and the student continues to exhibit behaviors that create an imminent risk of serious physical injury to the student or others, staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

3. Notification and Reports of Physical Restraint and Seclusion Incidents

For the purposes of this procedure, an "incident" consists of all actions from the time a student begins to create an imminent risk of serious physical injury until the student ceases to pose that imminent risk and returns to their regular programming.

A. Notice Requirements - After each incident of physical restraint or seclusion:

a. A staff member involved in the incident shall orally notify the administrator/designee as soon as possible, but no later than the end of the school day. Note: For students in out-of-district placements, the entity must make this report to the sending school within 24 hours or by the end of the next business day.

b. An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical, but within the school day in which the incident occurred. The administrator/designee must utilize all available phone numbers or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that the school will provide written documentation within seven (7) calendar days.

c. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with the school unit's usual emergency notification procedures.

d. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the RSU 38 emergency notification procedures shall be followed, and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

B. Incident Reports

Document each use of physical restraint or seclusion in an incident report (Form JKAA-F). The incident report must be completed and provided to an administrator/designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident. For students in out-of-district placements, the entity must make the incident report to the sending school.

SECOND READ

The incident report must include the following elements:

1. Student name;
2. Age, gender, and grade;
3. Location of the incident;
4. Does the student have an Individualized Education Program or 504 Plan
5. Date of the incident;
6. Date of report;
7. Person completing the report;
8. Beginning and ending time of each physical restraint and/or seclusion;
9. Incident start and end time;
10. Total time of incident;
11. Total number of uses of seclusion within the incident period, and the beginning and ending time and a detailed description of each use;
12. Total number of uses of physical restraint within the incident period, and the beginning and ending time and a detailed description of each use;
13. Description of prior events and circumstances;
14. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why;
15. The student behavior justifying the use of physical restraint or seclusion;
16. A detailed description of the physical restraint or seclusion used;
17. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
18. Description of the incident, including the resolution and process of returning the student to their program, if appropriate;
19. Whether the student has an IEP, 504 Plan, behavior plan, IHP (individual health plan), or any other plan.
20. If a student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification, and any treatment administered;
21. The date, time, and method of parent/legal guardian notification;
22. The date and time of administrator/designee notification; and
23. The date and time of staff debriefing.

Copies of the incident reports shall be maintained in the student's file and in the school office.

4. School Unit Response Following the Use of Physical Restraint or Seclusion

A. Following each incident of physical restraint or seclusion, an administrator/designee shall take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day):

a. Review the incident with all staff persons involved to discuss: (a) whether the use of physical restraint or seclusion complied with state and school board requirements and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.
b. Meet with the student who was physically restrained or secluded to discuss: (a) what triggered the student's escalation and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.

B. After the meetings, staff must develop and implement a written response and de-escalation plan for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purposes of this procedure, "de-escalation" means using behavior management techniques intended to make a situation involving a student's problem behavior more controlled, calm, and less dangerous, reducing the risk of injury or harm.

SECOND READ

5. Procedure for Students After Every Third Incident

The school unit will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

A. Special Education/504 Students

a. After every third incident of physical restraint and/or seclusion in one school year, the student's IEP Team or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.

b. Schools are not required to hold more than one meeting within any 30-school-day period to address restraints or seclusion, notwithstanding the "after every third incident" standard noted above.

B. All Other Students

a. After every third incident of physical restraint and/or seclusion in one school year, a team consisting of the parent/legal guardian, administrator/designee, a teacher for the student, a staff member involved in the incident (if not the administrator/designee or teacher already invited), and other appropriate staff shall meet within ten (10) school days to discuss the incidents.

b. Schools are not required to hold more than one meeting within any 30-school-day period to address restraints or seclusion, notwithstanding the "after every third incident" standard noted above.

c. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan).

6. Cumulative Reporting Requirements

A. Seclusion Reports Within the School Unit

Each building administrator must report the following data on a quarterly and annual basis:

1. Total number of incidents that include the use of seclusion.
2. Aggregate number of students placed in seclusion;
3. Aggregate number of uses of seclusion;
4. Aggregate number of students with disabilities having IEPs or 504/ADA plans who are placed in seclusion;
5. Aggregate number of serious physical injuries to students related to the use of seclusion; and
6. Aggregate number of serious physical injuries to staff related to the use of seclusion.

B. Physical Restraint Reports Within the School Unit

Each building administrator must report the following data on a quarterly and annual basis:

1. Total number of incidents that include the use of physical restraint
2. Aggregate number of uses of physical restraint;
3. Aggregate number of students placed in physical restraint;

SECOND READ

4. Aggregate number of students with disabilities having IEPs or 504/ADA plans who are placed in physical restraint;
5. Aggregate number of serious physical injuries to students related to the use of physical restraints;
6. Aggregate number of serious physical injuries to staff related to the use of physical restraints; and

C. Superintendent Review of Reports

The Superintendent shall review the cumulative reports and identify areas to address to reduce future use of physical restraint and seclusion. These cumulative reports may be requested by the Maine Department of Education at any time.

D. Reports to Maine Department of Education

The Superintendent shall submit an annual report to the Maine Department of Education on an annual basis that includes the information in Section 6.A-B above.

Legal Reference: 20-A M.R.S.A. §§ 4014, 4502(5)(M); 4009
Me. DOE Rule, ch. 33

Cross Reference: JKAA – Physical Restraint and Seclusion Policy
JKAA-F – Incident Report Form
JK – Student Discipline
KLG/KLG-R – Relations with Law Enforcement OR
KLGA/KLGA-R – Relations with School Resource Officers
EBCA – Comprehensive Health and Safety and Emergency Management Plan

Revised: 03/22/22; 10/28/2026

SECOND READ

REGIONAL SCHOOL UNIT 38
SUSPENSION OF STUDENT

The Board delegates to the principals the authority to suspend disobedient and disorderly students in grade six and above for a period not to exceed ten (10) school days. The principal may suspend students in-school or out-of-school at their discretion. Suspensions longer than 10 days may be imposed by the Board.

Students in grade five or below, including students enrolled in the District's PreK program, may not be given an out-of-school suspension except when a student has violated the federal Gun-Free Schools Act or presents an imminent danger of serious physical injury to the student or others, and it is determined that less restrictive interventions would be ineffective. Any suspension of a student in grade five or below cannot be longer than three (3) school days.

Prior to the suspension, except as hereinafter provided:

A. The student shall be given oral or written notice of the charge(s) against them;
B. The student shall be given an explanation of the evidence forming the basis for the charge(s); and
C. C.The student shall be given an opportunity to present their version of the incident.

However, the student may be immediately removed from school if their presence poses a continuing danger to persons or property or an ongoing threat to disrupting the instructional process. In such cases, the district shall arrange notice of charges, an explanation of evidence, and the student's opportunity to present their version of the incident as soon as practicable after removing the student from school.

The student's parents/guardians shall be notified of any in-school or out-of-school suspension as soon as practicable by telephone (if possible) and by written notice sent by mail. A copy of the notice shall also be sent to the Superintendent.

Students are not allowed on school property or at any school function, including away games/event during any out-of-school suspension except with the principal's or Superintendent's prior authorization.

Parents/guardians and the student must schedule a conference with the building administrator/designee during the suspension period and before re-admittance to school.

Students shall be responsible for any schoolwork missed during their suspension. After re-admittance, they may take tests, quizzes, or other evaluations that affect their grades.

Students serving out-of-school or in-school suspension may not participate/attend in or attend school-sponsored extracurricular activities.

Legal Reference: 20-A MRSA §§ 1001(9-A) (15-A)(D)
Cross Reference: JIC – Student Code of Conduct
JICIA – Weapons, Violence and School Safety
JICK – Bullying
JK – Student Discipline
JKE – Expulsion of Students
JKF – Disciplinary Removal of Students with Disabilities

Adopted: 04/27/09
Revised: 05/01/17, 03/14/18; Reviewed: 03/26/24
Revised: 10/28/2026

SECOND READ

BOARD CHAIR
LESLIE MARCO

WENDY BROTHERLIN
PATRICIA CLARK
KRISTIN DUBOIS
NOAH EASTER
ANDREW GORRILL

RSU 38 BOARD OF DIRECTORS
MARANACOOK AREA SCHOOLS

BOARD VICE CHAIR
CHIP JONES

JESSICA GORTON
DAVID GUILLEMETTE
DANIEL HOLMAN
BRIAN TARBUCK
DAVID TWITCHELL
CHAD WIGHT

DONATIONS RECEIVED THROUGH 11/24/26

DONOR NAME	AMOUNT	RECPIENT	NOTES
John & Cricket Blouin	100	Food Pantry	Ron Simons
Maranacook Education Foundation	$1065	Food Pantry	
Diana Gingles	$100	Food Pantry	In Memory of Ron Simons
Holly & Nicholas Daigle	$500	Food Pantry	Make A Difference Week
Nancy Perkins	$450	Food Pantry	October, November, & December
Hannah Flannery	$126.95	MCMS Royal River Team	
Hannaford	$1,164	MCHS	Hannaford Helps Donation

Make-A-Difference Weeks at MCMS & MCHS

Maranacook Middle and High Schools partnered with the Maranacook Education Foundation to host their annual Make a Difference Weeks. The middle school held its event October 27–30, followed by the high school November 3–9. Students and families were encouraged to support the Maranacook Food Bank by donating food, essential items, and money online. The initiative brought the school communities together to help local families facing food insecurity.

Hannaford Helps Donation

Donations received through the Hannaford Helps program are deposited into the High School Principal's Activity Account. These funds will be used to support Staff Appreciation and Student Recognition Awards.

RSU #38
Maranacook Area Schools – Field Trip Request Form

Please submit request to office at least 3 weeks prior to field trip

Out-of-State and/or Overnight Trips must be sent directly to the Superintendent for Board approval

Select One: (for full definitions, please refer to Policy IJOA)

- [x] Field Trip – takes place during the school day and is organized and conducted by one or more RSU 38 employees as a means of accomplishing particular curricular objectives.
- [ ] Competition Trip – related to an academic, artistic, athletic, or other student competition or performance that involves individual students or teams.
- [ ] Other School-sponsored Trip – organized and conducted by one or more employees as a supplement to the curriculum, as a class social activity, or as an activity planned by a student club or organization.
- [ ] Non-school-sponsored Travel – organized by employees, parents or others that is not an extension of the instructional program or school-sponsored activities and has not been approved as a school-sponsored trip.

School: MCMS Date of trip: 4/28 - 4/30/27 Destination: Tanglewood 4H Camp, Lincolnville, ME

Departure time (from school): 8:00 a.m. Return time (to school): 4:00 p.m.

☐ Bag lunches will be needed (please confirm with Food Service 2 weeks before trip)

Teacher: The Royal Team (Reiter, Mathieu, Spila) Grade level(s): 6-8

Number of students: 73 Number of chaperones: 10 Cost of activity: $200/student

Cost of transportation*: _____ Transportation paid by: RSU 38
(if not paid by school, please include billing information including mailing address)

Paid By: Student activity account
(School, Parent Association, specific student activity account, other)

Educational objectives: (Include description of activities, pre-trip activities, correlation with curriculum, concepts/skills learned, follow-up lessons.) (Use back side or attach sheet for objectives if needed.)

Hands-on educational programming for students. Students practice being effective and caring citizens of Earth through environmental education and nature-based experiences.

Planned Stop(s): n/a

Sites(s) have been notified: ___Yes _____No (Including food establishments)

Notification of transportation needs made to Transportation Director: (Date) 11/19/26 11/23/2026
(Final approval of transportation arrangements dependent upon availability of bus & driver)

☐ Other Transportation arrangements have been made - please specify: _____

Storm Date: _____

Principal's Signature Recommended X Not Recommended ___ 11/19/26 Date

*Cost of transportation based upon cost per mile as determined through budget process (driver, bus, gas, depreciation)

Copies: send electronically ONLY 11/23/2026
1 copy to Transportation Director
1 copy to Food Service Director (if during lunch)
1 copy to Health Services/Nurse

MARANACOOK AREA SCHOOLS

Amy Th[illegible]en <amy_therrien@maranacook.com

School Board agenda item

eigh Mathieu <leigh_mathieu@maranacook.com> Thu, Nov 19, 2026 at 1:13 PI
o: Amy Therrien <amy_therrien@maranacook.com>
:c: Aimee Reiter <aimee_reiter@maranacook.com>, Christina Spila <christina_spila@maranacook.com>, Mike Muir mike_muir@maranacook.com>

Thank you, Amy!

Itinerary and explanation of the trip:

Tanglewood 4H Camp will be providing a hands-on educational experience for the students of the Royal Team at MCMS. During their time there, students will practice being effective and caring citizens of Earth through environmental and nature-based experiences.

There are 73 Royal Team students - this is the potential list of attendees. Greg Hughes has agreed to be trained in the healthcare and medication needs of our students and will be attending the field trip with the Royal Team.

Greg Hughes 11/21/2026

We have contacted Jason Sirois about this field trip and are awaiting his reply.

We will make sure any chaperones who attend have completed the volunteer paperwork.

We plan on fundraising with students and already have completed two fundraisers (one ending tomorrow).

Please let us know if we missed any pieces.

Thank you very much!

~The Royal Team

Leigh Mathieu
she/her/hers
Royal River Team Teacher
Class of 2031 Advisor
(207) 685-3128 ext. 1149
Maranacook Community Middle School
2100 Millard Harrison Drive
Readfield, Maine 04355

[Quoted text hidden]

REGIONAL SCHOOL UNIT NO. 38
FIELD TRIPS AND OTHER STUDENT TRAVEL

The Board recognizes the educational value of school-sponsored trips as a means of supplementing the curriculum and as a vehicle for encouraging and supporting student participation in academic, artistic, and athletic activities, performances and competitions. In addition, some school-sponsored trips may provide social experiences and contribute to the development of a positive school culture.

This policy provides guidance for the various kinds of trips that may be sponsored by the RSU #38 schools.

I. Field Trips

"Field trip" means a trip that takes place during the school day and is organized and conducted by one or more RSU #38 employees as a means of accomplishing particular curriculum objectives. All students within the class or grade, or curriculum related subgroup within a class, will be eligible to participate.

Field trips must be approved in advance by the building principal.

Teachers and principals will be expected to consider the following factors in planning and approval of field trips:

A. The trip must be substantially related to the curriculum.

B. The value of the time spent in the activity must justify the time spent in travel.

C. Any trip having a duration of a week or more shall be scheduled to include the school vacation period, or provide justification for scheduling it for some other time.

D. A plan to address any missed classwork must be established and agreed to by students, teachers, parents, and principal.

E. All classes should have equal access to field trip funds.

F. All students should be included in activities. An alternative activity will be made available where appropriate.

G. For trips further than 100 miles, public carrier transportation may be required. The classes may be requested to raise funds to cover the cost.

H. Students need to meet eligibility requirements in order to participate on field trips lasting five or more days.

I. Efforts should be made to seek venues that are the most cost effective and inclusive of the most students.

In addition the Board requires that:

A. Parents/guardians give written permission for field trip participation.

B. Adequate supervision be provided to maintain discipline and safety and to respond to emergencies.

C. Students participating in field trips conduct themselves in a manner consistent with all Board policies and school rules.

D. Any overnight curriculum-related trip be approved by the Board.

II. Competition Trips

"Competition trip" means any trip related to an academic, artistic, athletic, or other student competition or performance that involves individual students or teams. Any competition trip out-of-state must be approved in advance by the RSU #38 Board. Approval may be contingent upon availability of funding through the school budget or other sources.

III. Other School-Sponsored Trips

Other school-sponsored trips are those that are organized and conducted by one or more employees of RSU #38 as a supplement to the curriculum, as a class social activity, or as an activity planned by a student club or organization. Such trips may include overnight, long-distance in-state or out-of-state travel, or foreign travel. To be school-sponsored, the trip must relate directly to the curriculum or to activities for which the student club is organized.

Participation in such trips is entirely voluntary. There shall be no extra credit awarded for participation and no loss of credit for not taking a trip.

Participation may be limited to students taking courses related to the purpose of the trip or to students who are affiliated with the student club or organization planning the trip.

The Board must approve, in advance, any trips involving out-of state travel and all overnight and foreign trips. Approval may be contingent upon availability of funding from the school budget and other sources, including student fundraising.

IV. Non-School-Sponsored Travel

Travel organized by RSU #38 employees, parents or others that is not an extension of the instructional program or school-sponsored activities and has not been approved as a school-sponsored trip in compliance with this policy will be considered a non-school-sponsored trip.

All responsibility for non-school-sponsored trips lies with the individual(s) or group(s) organizing them. The Board accepts no responsibility for non-school-sponsored trips, and organizers should be aware that such trips or excursions are not covered by the school unit's liability insurance.

To minimize the impact of these trips on the instructional program and operation of the schools, the Board strongly encourages organizers/sponsors to schedule non-school-sponsored trips during

weekends and/or vacation periods. Staff members planning or participating in non-school-sponsored travel must notify the building principal of such plans. Student absences due to participation in non-school sponsored travel will be considered unexcused absences.

Instructional time may not be used to promote the trip or distribute materials. Individuals or groups who wish to use the schools for the purpose of publicizing trips or recruiting participants and parents/chaperones may do so in accordance with the Board's facilities use policy. Individuals or groups wishing to distribute promotional materials may do so only in accordance with Board policy. Non-school-sponsored trips must not be represented as school functions or as related to, or an extension of, the District's instructional, co-curricular or extracurricular programs.

It is the responsibility of any staff engaging in such trips or activities to notify the parents of prospective and participating students that this is not a school activity, but an independent voluntary trip organized or lead by that teacher or staff member. To minimize any risk of misunderstanding, the following statement must be made in any informational meetings or materials promoting the trip:

> "This trip is not approved or sponsored by the RSU #38 Board. It has not been reviewed, approved or endorsed by authorized RSU #38 administrators and it is not covered by any of RSU #38's insurance policies."

Students participating in field trips and other school-sponsored trips must conduct themselves in a manner consistent with all Board policies and school rules. Students who violate Board policy or school rules will be subject to disciplinary consequences.

Cross Reference: KH – Advertising in the Schools
JEA – Compulsory Attendance
KF – Use of School Facilities

Revised by RSU #38 Board of Directors: 11/04/15
Reviewed by Policy Committee: 01/21/20

Regional School Unit (RSU) 38 LAU PLAN
45 Millard Harrison Drive, Readfield, Maine 04355

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Appendix A: Terms

Mission Statement

In Maine, students whose primary/home language is not English and who are not yet proficient in English are referred to as multilingual learners. The US Department of Education refers to such students as English learners.

It is the policy of RSU 38 to provide effective language and content acquisition programming to students who are identified as multilingual learners. According to the following federal legislation and Supreme Court decisions, RSU 38 is aware that we must provide equitable access to education for all students, including students who are identified as multilingual learners:

Section 1: Legal Foundation for Providing Effective Educational Services to English Learners

Federal Legislation

- *The Every Student Succeeds Act (2015)* provides strong accountability for the education of all children and includes provisions specific to limited English proficient students, especially under Titles I and III of the Act. NCLB also provides funds to states, local schools, and universities to carry out the Act's intent. Every Student Succeeds Act (ESSA) | U.S. Department of Education (U.S. Department of Education's official ESSA website)
    - Title I, Part A, Section 1111(b)(2)(G)
    - Title I, Part A, Section 1111(b)(1)(F)
    - Title I, Part A, Section 1116(f)
    - Title I, Part A, Section 1111(c)(4)(B)

- *Title VI of the Civil Rights Act of 1964* prohibits discrimination based on national origin (and other civil rights). For full text, visit: Education and Title VI | U.S. Department of Education

- *Equal Education Opportunities Act of 1974* requires schools to "take appropriate action" to assure equal access: H.R.40 - 93rd Congress (1973-1974): Equal Educational Opportunities Act

Supreme Court Decisions

- *Lau vs. Nichols (1974)* ruled that providing the same access to curriculum, instruction, and materials for multilingual learners as is provided to English-dominant students is not, in effect, equitable: Kinney Kinmon LAU, a minor by and through Mrs. Kam Wai Lau, his guardian ad litem, et al., Petitioners, v. Alan H. NICHOLS et al. | Supreme Court

- *Plyler vs. Doe (1981)* ruled that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants: http://www.law.cornell.edu/supct/html/historics/USSC_CR_0457_0202_ZO.html

- *Castañeda vs. Pickard (1981)* case precedent requires schools to use a three-pronged approach to ensure that they are following the spirit of the above decisions vis-à-vis: a practice grounded in sound educational theory; effective implementation of an appropriate program; assurance that the program is working through an evaluation and subsequent program modification to meet this requirement: IA1b Castañeda vs. Pickard - Full Text

Maine Statute

- Maine Human Rights Act. Title VI: Administrative Procedures and Services: Title 5, §4602: Unlawful educational discrimination

Section 2: Multilingual Learner Identification

Legal Basis: Section 3111, Elementary and Secondary Education Act of 1965

- Title I, Part A, Section 1111(b)(2)(G)

In accordance with ESSA requirements, all MLs must be identified within 30 days of enrollment. For students enrolling at the start of the school year, parents/guardians must be notified of ML identification within that 30-day period. For students enrolling after the start of the school year, parents/guardians must be notified within two weeks of ML identification. RSU 38 follows the monitoring and reidentification guidelines as stated in Maine DOE Administrative Letter 2: ADMINISTRATIVE LETTER: Legal Requirements to Provide English Language Acquisition Services to Students Who Are Multilingual Learners (Revised October 9, 2025) – Maine DOE Newsroom

Required Legal/Policy Action	***Execution & Role Responsible***
Administration of the Maine DOE Language Use Survey Enrollment Resources | Department of Education	The Language Use Survey is included with every registration packet given to all parents/guardians when they register a child for school in RSU 38. Each building administrator is responsible for ensuring that registration packets include the most recent version of the Language Use Survey.
Translation/Interpretation Services Provided to Parents/Guardians Interpretation & Translation | Department of Education	Translations of the Language Use Survey (provided by Maine DOE in 26 languages) are provided to parents/ guardians as needed. Parents/guardians who require interpreting services are provided with a qualified interpreter to complete registration materials, including the Language Use Survey. School staff will have access to a language line or phone interpreting service when in-person interpreters are not readily available. Front office staff is responsible for ensuring that parents/guardians receive the necessary translation/interpretation.
Referral of all Potential Multilingual Learners for Screening	If a Language Use Survey indicates that the student has a primary/home language other than English, then the building administrator will immediately contact the ESOL teacher or ML Coordinator.
Administration of English Language Proficiency Screener	If the child enrolls prior to the start of the school year, the ESOL teacher will contact the parent/guardian to schedule the screening. The ESOL teacher or ML Coordinator will administer the screener.
Development of individualized program of services	Upon first enrollment in a US school, the ESOL teacher or ML Coordinator administers a thorough enrollment interview with the student and family to inform the student's placement and services. A Language Acquisition Committee reviews the student's Individual Acquisition Plan (ILAP) at least annually.

English Language Proficiency Screener (ELP)

RSU 38 follows the Maine Multilingual Learner Identification and Placement Guidance, which requires* the following screeners:

English Language Proficiency Screening Assessment Requirements

Grade	Screening Assessment	Non-ML Min. Score
PreK	English Language Proficiency (ELP) screener of the SAU's choice *	*Reference Maine's ML Identification and Placement Guidance
1st semester K	WIDA Screener for Kindergarten	Oral Language Level 4.5
2nd semester K/1st semester 1st grade	WIDA Screener for Kindergarten	Overall Composite Proficiency Level 4.5
2nd semester 1st grade-12th grade	WIDA Screener Online	Overall Composite Proficiency Level 4.5

Note that Maine will not be implementing WIDA Alternate Screener for the 2026-2027 school year.

For any student enrolling in grades K–12 with a documented significant cognitive disability, the IEP team (including an ESOL educator) must complete WIDA's *Tell Us About Your Child Survey* with the family before conducting language screening. Both the survey and screener score report must be added to the student's cumulative file: Tell Us About Your Child Survey | WIDA

Parent/Guardian Notification and Rights

If a student is identified as in need of ESOL services, the parents/guardians should be notified no later than 30 days after the beginning of the school year or within 30 days of the child's placement in the program, in accordance with the requirements of ESEA. Parents/guardians should be invited to attend and participate in all meetings pertaining to their child and should be notified of all school activities called to the attention of other families.

Parents/guardians have the right to refuse ESOL services for their child. A parent who does not want their child to have ESOL services is required to sign a Parent/Guardian Notification of Intent to Decline ESOL Program Services, which is then placed in the student's permanent record: Parent/Guardian Notification of Intent to Decline English for Speakers of Other Languages (ESOL) Program Services

However, if a parent/guardian refuses ESOL services, the school must still provide meaningful education. When a parent/guardian refuses ESOL services, the school must document the refusal, but it does not release the school from its responsibility to provide meaningful education to the ML. If refusal of ESOL services denies an ML access to a meaningful education, this violates the student's rights. A parent/guardian cannot refuse "education," and if a student cannot access education without ESOL services, the school must support the student's academic learning. If an ESOL program is necessary to ensure academic progress, then ESOL services must be provided. Further, even if parents

refuse services, all identified MLs must still participate in Maine's federally required annual language assessment: WIDA ACCESS or WIDA Alternate ACCESS, if applicable. Students and families who refuse services or assessment must meet with a building administrator and an ESOL teacher or coordinator to review the student's rights and the school's responsibilities to educate and assess the student.

Section 3: Development of Individualized Language Acquisition Programs

Legal Basis: Title VI of the Civil Rights Act of 1964

- ESSA Reference: Title I, Part A, Section 1111(b)(1)(F)
- ESSA Reference: Title I, Part A, Section 1116(f)
- ESSA Reference: Title I, Part A, Section 1113(c)(3)(B)(C)
- ESSA Reference: Title I, Part A, Section 1111(c)(4)(B)

Appropriate placement and programming are determined by the Language Acquisition Committee (LAC) in the development of an Individualized Language Acquisition Plan (ILAP).

General Service Provision Guidelines

Proficiency	Recommended English Language Development Services (ELD)	Recommended time for ELD Services (Provided by a certified ESOL teacher)
Level 1 - Beginning Level 2 - Entering	Intensive ELD Support	Min. 2 class periods/day
Level 3 - Developing	Cognitive Academic Language Support	Min. of 1 class period/day
Level 4-4.5 - Expanding	Cognitive Academic Language Support	Min. of 1 class period/day

**Class period is equivalent to a grade-level class period*

Support Structures Available for Students who are Multilingual Learners

–Grade level/content instruction with linguistic accommodations and strategies incorporated
–Collaborative co-planning between ESOL teacher and general education teacher
–In-class and/or designated English language development instruction with an ESOL teacher
–Supplemental supports through a paraprofessional

Overview of Programming

ESOL staff design programming, in collaboration with other staff, to meet the needs of each individual student, taking into consideration all aspects of their learner profile. The general service provision amount/frequency above is used as a guideline, but the amount/frequency of service varies to meet individual student needs. The ESOL staff will collaborate with grade-level content teachers and other service providers to determine the instructional combination of services deemed most appropriate for each learner. All MLs must be provided with ESOL services that enable them to meaningfully access the curriculum to meet grade-level standards. MLs should acquire English language development and content area knowledge simultaneously rather than consecutively. MLs

are entitled to ELD services until exiting by demonstrating English language proficiency on WIDA ACCESS or WIDA Alternate ACCESS, if applicable.

ESOL services minimize ML isolation from the general student population and encourage MLs to participate in all aspects of the school program, including advanced coursework, career and technical education, gifted and talented programs, and extracurricular activities. If a parent/guardian declines services for their student(s), the school will still provide academic and family support through consultation with classroom teachers and, as needed, interpreter/translation services. Students whose parents/guardians have declined services will still be required to participate in the annual assessment of English language proficiency, WIDA ACCESS or WIDA Alternate ACCESS if applicable. ESOL teachers will maintain a file on each student with copies of all relevant documents (state and local assessment scores, ILAPs, progress reports) in their cumulative files.

Individual Language Acquisition Plan (ILAP)

Each student's ILAP will outline a personalized action plan for language development. The ILAP is created by the student's team of educators and is updated annually. Each year, the ILAP is shared with parents/guardians and staff directly working with the student. The ILAP is a useful resource that helps all teachers understand and effectively meet the individual student's needs in terms of English proficiency levels, Can Do Descriptors, language goals, modifications, and accommodations.

Multilingual Learners and Special Education

RSU 38 is committed to providing equity for all students, from early intervention, response to intervention, referral, and identification of services. Through a robust Multi-Tiered System of Support (MTSS), we strive to provide linguistically and culturally responsive core instruction, monitor academic progress, and respond to students' linguistic, academic, and behavioral needs through consistent and continuous support. When a referral to special education is appropriate, we ensure that cultural, linguistic, and experiential factors are considered through a collaborative process involving special education, ESOL, general educators, and families.

Students may qualify for and have legal entitlement to both ESOL and special education services. Appropriate screening is required to determine students' eligibility for each type of service. Depending on a student's learning disability and Individual Education Plan (IEP), universal testing tools or accommodations may be needed to measure English language proficiency. When evaluating an ML for learning disabilities, screening must be linguistically and culturally appropriate.

For MLs with IEP teams, the United States Department of Education has provided the following guidance: "When an EL student is determined to be a child with a disability—as defined in IDEA, or an individual with a disability under the broader definition of disability in Section 504—the student's EL and disability-related educational needs must be met. For EL students, in addition to the required IEP team participants under IDEA, the IEP team must include participants who understand the student's language needs. It is also important that the IEP team include professionals with training, and preferably expertise, in second language acquisition and how to differentiate between the

student's needs stemming from a disability or lack of ELP." RSU 38 will continue to follow state and national guidelines as they are developed.

Immigrants and International Students

Title VI of the Civil Rights Act of 1964 prohibits public schools from discriminating based on race, color, or national origin, among other factors. SAUs are required under federal law to enroll children regardless of citizenship or immigration status (Plyler v. Doe): Access to Education - Rule of Law

This applies equally to immigrant students and international students attending a Maine public school as exchange students or tuition-paying students. All students, including immigrant and international students, must be screened for ML status. Any student who is identified as an ML, regardless of citizenship or immigration status, is entitled to ELD services and must be administered WIDA ACCESS annually. International students are not exempt from Title I-required state academic assessments. In Maine, recently arrived MLs enrolled in a U.S. school for less than 12 months are exempt from one administration of the state's English language arts assessment only.

SAUs cannot discourage the enrollment of undocumented immigrant children by inquiring about immigration status, denying enrollment due to foreign birth certificates, or if parents decline to provide Social Security numbers or race/ethnicity information. While schools may request Social Security numbers for identification, they must inform parents that this is voluntary. Schools cannot deny enrollment if a parent refuses. SAUs may require proof of residency, such as lease agreements or utility bills, but cannot ask about immigration status to establish it. Schools may require proof of age, but cannot bar enrollment because of a foreign birth certificate or lack thereof. This fact sheet from the Departments of Justice and Education outlines acceptable documentation requests: Fact Sheet: Information on the Rights of All Children to Enroll in School

Section 4: Meaningful and Equitable Access to Academic and Extracurricular Programs

Legal Basis

- ESSA Reference: Title I, Part A, Section 1111(b)(1)(F)
- ESSA Reference: Title I, Part A, Section 1116(f)
- ESSA Reference: Title I, Part A, Section 1113(c)(3)(B)(C)
- ESSA Reference: Title I, Part A, Section 1111(c)(4)(B)

Multilingual learners are entitled to equitable access to all academic and extracurricular programs that their schools offer, such as college preparatory classes, Advanced Placement, dual enrollment, Gifted and Talented, Career and Technical Education, athletics, academic/career counseling, performing and visual arts, clubs, honor societies, and others.

Students have equal access to academic and extracurricular activities, including summer programming. Language proficiency levels will not determine a student's eligibility for such programming and activities. Information about these programs is provided through individual school communication from teachers, district leadership, and other staff and community members. All

communications will be provided in a language that is understandable to each family, in written and/or oral formats.

Section 5: Equitable Personnel, Facilities, and Materials

Legal Basis: Title VI of the Civil Rights Act of 1964

- ESSA Reference: Title I, Part A, Section 1111(b)(1)(F)
- ESSA Reference: Title I, Part A, Section 1112(e)(3)(A)
- ESSA Reference: Title I, Part A, Section 1111(c)(4)(B)

Multilingual learners must be provided with sufficient, qualified teaching staff to meet their language learning and academic content acquisition needs, as well as facilities and materials of comparable quality to those of their peers.

ESOL services are provided through qualified ESOL teachers certified through the State of Maine 660 ESOL endorsement. Staffing is adjusted according to need and the number of students on teacher caseloads. ESOL teachers are available to consult with mainstream teachers and may also provide professional development to staff when possible. An educational technician may provide ESOL services under the supervision of an ESOL teacher if those services do not supplant the standard curriculum or replace direct services by an ESOL teacher. Educational technicians, tutors, and aides can provide ESOL direct services temporarily while a school district actively hires, trains, or secures qualified, ESOL-endorsed teachers.

An ESOL program budget line is used to provide MLs with equitable educational materials, comparable to those of their non-ML peers. Students who are MLs have full access to all educational opportunities and materials provided by RSU 38.

Section 6: Annual English Language Proficiency Test Administration

Legal Basis

- ESSA Reference: Title I, Part A, Section 1111(c)(4)(B)

Federal and state laws require annual measurement of all MLs' English language proficiency as part of accountability under the Elementary and Secondary Education Act (ESEA). If a student is identified as an ML, that student must be administered WIDA ACCESS or WIDA Alternate ACCESS, if applicable, annually until the student demonstrates English language proficiency. The Maine Department of Education defines English language proficiency as an overall composite proficiency level of 4.5 on WIDA ACCESS and 4.0 on WIDA Alternate ACCESS.

State law requires that WIDA ACCESS and WIDA Alternate ACCESS be administered only by an individual trained in their administration. The individual is not required to be an ESOL 660-certified educator.

For dually identified students who qualify for alternate state academic assessments, WIDA Alternate ACCESS can be considered. RSU 38 uses LAC Team and IEP team input to determine whether students would benefit from and be eligible for WIDA Alternate ACCESS. Only those students who qualify for alternative state academic assessments may be administered Alternate ACCESS.

All identified multilingual learners will be administered WIDA ACCESS or WIDA Alternate ACCESS if applicable, annually according to federal and State of Maine Department of Education policy.

Section 7: Exit and Monitoring

Legal Basis

- ESSA Reference: Title I, Part A, Section 1111(c)(4)(B)

When a multilingual learner meets Maine's definition of English language proficiency on WIDA ACCESS or, if applicable, WIDA Alternate ACCESS, the student exits multilingual learner status. Note that no other criteria may substitute for a proficient score on WIDA ACCESS and WIDA Alternate ACCESS.

RSU 38 monitors the academic performance of all exited multilingual learners for two years to ensure that ESOL services are no longer needed. If a student's academic performance and progress demonstrate that the student is no longer proficient in English, a multidisciplinary team will collect information from the student, parent, and staff to determine if there is another reason for a decline in performance (health, attendance, etc.) and create a plan using Multi-Tiered Systems of Support (MTSS) before rescreening with the WIDA Screener. When rescreening is needed, a student who scores below an overall composite proficiency score of 4.5 must be reentered into multilingual learner status, provided ESOL services, and administered WIDA ACCESS or WIDA Alternate ACCESS if applicable, annually until exiting again.

Section 8: Ongoing Program Evaluation

Legal Basis

- ESSA Reference: Title I, Part A, Section 1111(c)(4)(B)

RSU 38 strives to provide an equitable and high-quality educational program for all multilingual learners. The district evaluates ESOL teachers' effectiveness annually through the district-wide teacher evaluation process. The Comprehensive Needs Assessment provides longitudinal data collection and analysis methods as needed to ensure that long-term outcomes are comparable to those of students who were never multilingual learners. The following multilingual learner data will be reviewed annually, and program modifications will be made as necessary:

- State and local academic assessment scores
- Graduation rate
- Multilingual learner status exit rate
- Participation in advanced coursework (college prep, AP)

Section 9: Meaningful Communication and Parents/Guardians

Legal Basis: Title VI of the Civil Rights Act of 1964; Titles I and III of the Elementary and Secondary Education Act of 1965

- ESSA Reference: Title I, Part A, Section 1116(f)

RSU 38 ensures meaningful communication with parents/guardians in a language they can understand. Families not only have a right to meaningful communication, but RSU 38 also recognizes them as essential partners in their children's education. Communication must be two-way, asset-based, and culturally responsive to fully engage families. Engaged families are key to success for individual students and the community.

Parents/guardians of students who are MLs are notified about any program, service, or activity of the school district or individual schools. Under civil rights law, schools must identify the interpretation/ translation needs of all parents/guardians. RSU 38 does this through the intake process, either through a question on registration paperwork or during the ILAP.
The essential communication provided to parents/guardians includes but is not limited to information regarding:

- ESOL programs
- ILAPs
- special education and related services
- IEP meetings
- grievance procedures
- notices of nondiscrimination
- student discipline policies and procedures
- registration and enrollment
- report cards
- permission slips
- parent/guardian-teacher conferences
- parent/guardian handbook
- gifted and talented programs
- health and wellness information provided by the district
- any other school and program choice options

School building administrators provide annual training and support to office staff, teachers, school-based health care providers, and other school-based staff on how to access interpreters and translation services for families.

Appendix A: Terms

WIDA ACCESS—Assessing Comprehension and Communication in English State to State for English Language Learners: used as an annual state assessment for multilingual learners.

CAN DOs—WIDA Can Do descriptors: used to describe what learners can do at benchmarks 1 to 12 in the academic English language skills of Listening, Speaking, Reading, and Writing.

EL—English Learner: The US Department of Education refers to students whose primary/home language is not English and who are not yet proficient in English as English learners. In Maine, such students are referred to as multilingual learners.

ELD—English Language Development

ELL—English Language Learner: a previously used term to describe a student below level 4.5 on the WIDA ACCESS assessment.

ESL—English as a Second Language: a previously used term to describe students from a non-English language background who learn English in a school setting.

FEP—Fluent English Proficient: used to describe students who can function in an English-only educational environment in reading, writing, listening, and speaking, using social and academic language.

ILAP—Individualized Language Acquisition Plan

LAC—Language Acquisition Committee: a committee responsible for identifying and ensuring that multilingual learners' educational needs are met.

Lau Plan—an equal access plan developed to describe appropriate educational practices for multilingual learners following the Supreme Court case Lau v. Nichols (1974).

ML—Multilingual Learner. In Maine, students whose primary/home language is not English and who are not yet proficient in English are referred to as multilingual learners. The US Department of Education refers to such students as English learners.

NEP— Non-English Proficient: used to describe a student who has not had exposure to English.

RSU—Regional School Unit

SAU—School Administrative Unit

WIDA Screener—WIDA Assessment and Placement Test: used to screen newly enrolled students who have not taken the WIDA ACCESS assessment to determine eligibility for ML services.

WIDA—World-Class Instructional Design and Assessment: a federally funded assessment and member-state-supported consortium including Maine, Vermont, and New Hampshire. This consortium has created English language proficiency standards aligned with the Common Core.

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