

CORE VALUES

COLLABORATION FAMILY INTEGRITY PERSEVERANCE RESPECT TRUST

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

April 1, 2026, 6:30 p.m. [ZOOM](#)

AGENDA

1. Call to Order:
2. Pledge of Allegiance:
3. Executive Session to consult with legal counsel pursuant to 1 MRSA § 405(6)(E)
  - a. Action(s) following Executive Session (if any):
4. Executive Session to consider negotiations between the RSU #38 Board of Directors and the RSU #38 Maranacook Area Support Staff pursuant to 1 MRSA § 405(6)(D)
  - a. Action(s) following Executive Session (if any):
5. Citizens' Comment: (5 min.)
6. Additions/Adjustments to the Agenda by Board and/or Superintendent: (5 min.)
7. Reports/Updates: (20 min.)
  - a. Celebrations:
  - b. Reports:
    - Student Representatives
    - Elementary Principals\*
    - Health Center Director\*
    - Superintendent\*
  - c. Awesome Bear Society Upcoming Meeting - 4/8 @ MCHS Media @ 6:30 pm
  - d. Subcommittee Upcoming Meetings/Minutes
    - Communications – 5/6 @ MCMS Media @ 5:15 pm
    - Curriculum – 4/29 @ Central Office @ 4:15 pm
    - Facilities & Transportation – 4/15 @ MCMS Media @ 5:15 pm
    - Personnel – 4/29 @ Central Office @ 5:15 pm
    - Policy\* – 4/8 @ Central Office @ 5:15 pm
8. Action:
  - a. Approval of Minutes from March 11, 2026, School Board Meeting\*
  - b. Approval of Minutes from March 18, 2026, Budget Workshop with Town Select Boards\*
  - c. Acceptance of Donations through March 27, 2026\*
  - d. Policy DJ, Bidding/Purchasing Requirements\*
  - e. Policy DJ-R, Bidding/Purchasing Requirement Procedures\*
  - f. First Reading, Policy EBBD, Temperature Standards for Schools\*
  - g. First Reading, Policy EBCB. Emergency Drills\*
  - h. Consideration of request for Leave of Absence for 2026-2027 School Year, Maranacook Middle School Team Teacher Anna Satterfield\*
  - i. Consideration of Overnight Field Trip, Adult Ed; Bangor Truck Driving Comp. 5/15-5/17\*
9. Adjournment:

\*Attachments

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

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

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April 1, 2026 -6:30 P.M. @ MCMS CAFETERIA  
[Zoom Link](#)

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Elementary Principals' Report  
 April 8, 2026  
 Abbie Hartford (MES)  
 Michelle Hood (MTV)  
 Jeff Boston (RES)  
 Jeanette Jacobs (WES)

	Pre-K	K	1	2	3	4	5	Total
MES	10	14	12/11	11/11	13/12	14/13	22	143
RES	9/10 (3 WES students in pm session)	7/7	10/11	15/15	13/14	11/11	17/17	167
MTV	2	11	13	11	12	17	16	82
WES	3 @RES	11	7	13	6	8	12	57

**Parent/Teacher Conferences**

The month of March marks our spring Parent/Teacher conferences. Our elementary schools had 80% or above parents attending their child’s conference. We would like to take this opportunity to thank our parents and teachers for all their time and efforts! Parent-teacher conferences are a crucial component of fostering strong home-school partnerships and supporting student success. These conferences provide valuable opportunities for parents and teachers to collaborate, discuss student progress, and develop strategies to address any areas of concern or opportunities for growth. By maintaining open lines of communication and working together, parents and teachers can ensure students receive the support and resources they need to thrive academically, socially, and emotionally.

**Spring Assessments**

The last few weeks of April and the first few weeks of May, all k-5 students will be administered benchmark assessments. These assessments include; NWEA testing and Acadience Testing. These assessments measure student growth during the year. They also help MTSS teams determine which students may need targeted interventions beginning in the fall when we return to school. NWEA reports are prepared and given to parents with the final report card. In addition, all RSU 38 fifth graders will be administered the MEA Science Assessment.

**March Workshop**

On March 20, our staff participated in the WMEC Rendezvous at the University of Maine Farmington as part of our professional development day. This statewide initiative, *EngagMEnt*:

*Cultivating Innovative Teaching & Learning*, is led by the Maine Department of Education in collaboration with the University of Maine System and is designed to provide high-quality, accessible professional learning for educators across Maine.

Throughout the day, our staff engaged in a variety of learning opportunities, including sessions focused on wellness, leadership, technology, student psychology, classroom practices, Responsive Classroom, retirement planning, and more. With a wide range of offerings and a focus on innovative and inclusive practices, the Rendezvous provides a valuable opportunity for our team to grow professionally, collaborate with colleagues from across the state, and bring new ideas back to our school community.

### **Community Involvement**

Jennifer Worthing, community program coordinator for the town of Readfield stated, “ Every March, we have a month-long event called Readfield U. We fill the month with as many events and presentations as possible as a way of getting our senior citizen community out of the house and involved in their community. At our last Rec meeting, I talked to Matt Lajoie a bit about inviting some senior citizens into a gym class as part of our Readfield U programming.” On March 18th, we had five registrants per class (5th grade and 2nd grade classes) and the individuals were relatives of the students in the class. It was a wonderful opportunity for all involved. Thank you to Jennifer Worthing and Matt Lajoie for their efforts in making connections with our community.

SBHC Board report - 4/1/26

Submitted by Sarah Morrill, RN BSN, Health Center Director

#### **Data review**

- **69 medical provider visits**
- **37 additional family planning visits**
- **Approx 47 students in KBH counseling**

#### **Medical Services (MaineGeneral Partnership)**

The partnership with MaineGeneral Health remains strong. Mary Wright, NP, provides onsite services each Friday. Dr. Carol Mansfield is at school every Wednesday morning to see her patients and cover acute care as needed.

#### **Behavioral Health (Kennebec Behavioral Health Partnership)**

We are staffed with 2 full-time KBH counselors who serve the district. There is an open 0.5FTE position for additional coverage at the elementary schools.

Our School-Based Health Center grant supports the coordination of contracted services through an external partner to provide mental health counseling services at school. These counselors are employed by KBH and students are referred to and enrolled with KBH for ongoing services, per our MOU. This report includes the number of students enrolled with KBH and receiving regular (usually weekly) school-based counseling services. While we work collaboratively with the district-employed school counselors (and would be lost without their contribution to student well-being), the SBHC does not track or report on the activities of the school counselors employed by the district.

#### **Reproductive Health (Maine Family Planning Partnership)**

The partnership with Maine Family Planning (MFP) continues for SY '25-'26.

#### **Dental Health**

Simply Smiles mobile dental clinic will return to the district in May for the semi-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](mailto:sarah_morrill@maranacook.com) or x1019 at the High School.

# RSU 38 Maranacook Area Schools Superintendent's Report



April 2026

To: Members of the RSU 38 Board of Directors  
From: Dr. Karen G. Smith

## MCHS Spring Play — *Elsewhere*

The MCHS Spring Play wrapped up its run last weekend, and what a show it was! I had the pleasure of attending the Friday night performance on March 20, and I am so proud of our students and staff. The production of *Elsewhere* was outstanding — the performances were captivating, the storytelling was imaginative and bold, and the set was truly one of the most impressive I have seen on that stage. Our students brought enormous talent, energy, and heart to every moment of the show, and the audience was treated to something genuinely special.

A heartfelt thank you to the cast, crew, directors, and all of the staff who supported this production. The dedication and creativity that went into bringing *Elsewhere* to life is a wonderful reflection of the arts culture we are proud to nurture here at Maranacook. Congratulations to everyone involved — you should be incredibly proud.



## Professional Development — WMEC Rendezvous at UMF, March 20, 2026

On March 20, RSU 38 staff joined educators from across the western Maine region for the annual WMEC Rendezvous professional development conference at the University of Maine Farmington. Organized across three concurrent session blocks, the conference offered participants a wide range of workshops spanning all grade levels and content areas, including AI integration, science of reading, trauma-informed practices, student wellness, place-based and experiential learning, mathematics instruction, and educational leadership. The day provided a valuable opportunity for RSU 38 staff to connect with regional colleagues, expand their professional toolkit, and bring new ideas and strategies back to their classrooms and schools.

RSU 38 was exceptionally well represented as a presenting district, with staff leading sessions across all three blocks. Middle School Teacher Amy Tucker presented on topics ranging from escape room-style learning to AI tools in the classroom. High School Social Studies Teacher Shane Gower presented on hexagonal thinking and Retro Report as tools for teaching social studies connections in grades 6–12.

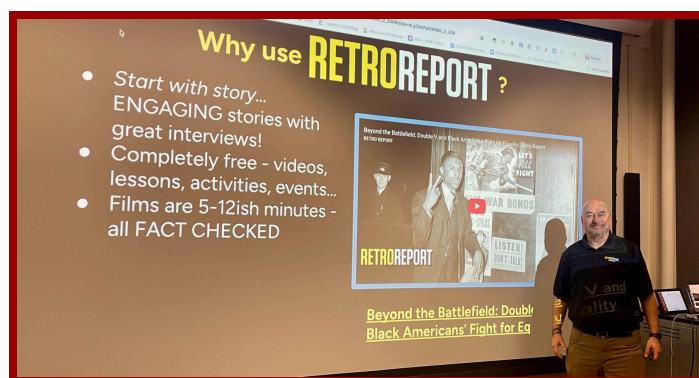


Photo Credit: Jorjeanne Barley

## WMEC Rendezvous at UMF, March 20, 2026

School Counselors Sara Chisholm and Kimberly Ray, along with Assistant Principal Cal Dorman, presented on Maranacook's collaborative approach to student discipline, sharing practical strategies for counselor-administrator partnerships in communication, return-to-school planning, and substance-use intervention. Finally, School Psychologist Erika Wing co-presented a session comparing DSM-5 clinical diagnoses with special education eligibility under IDEA, helping educators better understand the relationship between diagnosis and services within the MTSS process.



Photo Credit: Rachel Poulton

## Maine Educational Assessments (MEA) — Spring 2026

RSU 38 is entering the spring assessment season, and families across the district are being notified of upcoming testing windows. The Maine Through-Year Assessment in Math and Reading for students in Grades 3–8 and the 2nd year of high school will be administered between April 13 and May 29, 2026, building on the fall administration completed between September 15 and October 24, 2025; students in Grades K–2 and Grade 9 will continue to be assessed using MAP Growth Reading and Math during these same windows. The MEA Science assessment, designed by New Meridian, will be administered to high school students (3rd year) between April 1 and April 17, and to students in Grades 5 and 8 between May 11 and May 22, 2026. The Maine State Alternative Assessment (MSAA) in Mathematics, ELA/Literacy, and Science is underway through April 24, 2026, for eligible students with significant cognitive disabilities. Parent notification letters were distributed on March 27, 2026, reinforcing the district's commitment to full student participation and reminding families that assessment data — combined with local assessments, student grades, and teacher reports — provides the comprehensive picture needed to guide instructional decisions and resource allocation across RSU 38.

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**RSU 38 BOARD OF DIRECTORS**  
**MARANACOOK AREA SCHOOLS**



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**LESLIE MARCO**

DAVID GUILLEMETTE  
DANIEL HOLMAN  
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CHAD WIGHT

**Policy Committee Meeting Agenda**  
**March 25, 2026**  
**5:15-6:15 p.m. at Central Office**

**Board Members:** Wendy Brotherlin, Daniel Holman, Leslie Marco

**Administrators:** Superintendent Dr. Karen G. Smith, Shaun Drinkwater (Absent: Mandy Fitzgerald, Finance Director

**1. Policies For Review**

- **Policy EBCB – EMERGENCY DRILLS**

This policy establishes emergency drill requirements for all RSU 38 schools in compliance with Maine DOE regulations. All schools must conduct two evacuation drills during the first two weeks of school. Elementary schools (K-5) must hold eight additional drills during the year; middle schools (6-8) six additional drills; and high schools (9-12) four additional drills. Schools spanning multiple grade levels follow the requirements of the lowest grade included. Each school must also conduct at least one lockdown drill annually and two bus evacuation drills per year. Principals are responsible for recordkeeping, classroom posting procedures, notifying fire officials before each drill, and ensuring appropriate accommodations for students with disabilities. The Superintendent is responsible for annual staff orientation on evacuation procedures.

Recommendation: Move to the Board for First Reading April 1, 2026

- **Policy DJ – BIDDING/PURCHASING REQUIREMENTS**

This policy governs all purchasing and bidding by the school unit. Maine law requires competitive bidding for property/casualty insurance, transportation contracts over \$4,000, and construction projects over \$250,000. For purchases not required by law to be bid, the district's competitive bidding threshold is \$10,000. The Superintendent may use an RFP process as an alternative to competitive bidding for purchases over \$10,000. Purchases under \$10,000 may forgo competitive bidding when time, quality, or other factors warrant, with the Board notified in advance. The policy also establishes that all procurements using federal awards subject to the Uniform Grant Guidance must comply with the companion Federal Procurement Manual (DJ-R). Standard procedures for bidding solicitation, sealed bids, public openings, and contract awards are outlined. This

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policy does not create enforceable rights for vendors until a written contract is executed.

Recommendation: Move to the Board first read and waive the practice of a second read at the April 1, 2026, meeting, proceeding directly to final approval at that time. This recommendation is made in light of a Maine Department of Education Procurement Review finding issued December 1, 2025, which identified a compliance gap in the district's federal procurement procedures as they apply to the School Nutrition Program. The DOE has granted an extension of the original corrective action deadline, and adoption of the revised DJ-R Federal Procurement Manual is a necessary step toward meeting that obligation. Expedited approval supports the district's good-faith effort to achieve compliance within the extended timeframe.

- **Policy DJ-R – BIDDING/PURCHASING REQUIREMENT PROCEDURES**

This is an administrative procedures manual governing all procurements made using federal awards subject to the Uniform Grant Guidance (2 CFR Part 200). It covers five procurement methods: micro-purchases (under \$10,000, no competitive quotes required); small purchases (up to \$250,000, informal methods with price quotes from at least three sources); sealed bids (over \$250,000, preferred for construction); requests for proposals (over \$250,000, qualitative evaluation); and sole-source/non-competitive procurement (limited circumstances only). Additional requirements apply above \$25,000 (SAM.gov debarment check) and above \$250,000 (cost/price analysis and bonding). The manual includes provisions for full and open competition, domestic purchasing preferences, procurement of recovered materials, recordkeeping (minimum 3-year retention), protest procedures, subrecipient vs. contractor determinations, and required contract provisions (Davis-Bacon, Clean Air Act, Byrd Anti-Lobbying, telecommunications prohibitions, and others). The Superintendent or designee serves as Purchasing Agent and is responsible for implementation and periodic updates on a five-year cycle.

Recommendation: Move to the Board first read and waive the practice of a second read at the April 1, 2026, meeting, proceeding directly to final approval at that time. This recommendation is made in light of a Maine Department of Education Procurement Review finding issued December 1, 2025, which identified a compliance gap in the district's federal procurement procedures as they apply to the School Nutrition

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Program. The DOE has granted an extension of the original corrective action deadline, and adoption of the revised DJ-R Federal Procurement Manual is a necessary step toward meeting that obligation. Expedited approval supports the district's good-faith effort to achieve compliance within the extended timeframe.

- **Policy EBDD - TEMPERATURE STANDARDS FOR SCHOOL**

Required by 20-A MRSA § 1001(23), this policy establishes the district's minimum and maximum temperature standards. The Board adopts a comfort zone of 68°F (minimum) to 78°F (maximum), consistent with OSHA recommendations. The policy acknowledges that aging facilities may not consistently maintain these standards. When temperatures exceed the maximum, buildings are expected to take practicable measures to provide relief, including opening windows, using fans, making water available, and relocating students to cooler spaces when possible. On extremely hot days, rescheduling tests is encouraged. On cold days, schools should incorporate more physical activity. Building administrators are responsible for implementation. The policy must be posted on the district's website.

Recommendation: Move to the Board for First Reading April 1, 2026

**2. Meeting Schedule: Wednesdays 5:15-6:15 pm**

April 8, 2026 @ Central Office

May 27, 2026 @ Central Office

**“A CARING SCHOOL COMMUNITY DEDICATED TO EXCELLENCE”**

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

**MARCH 11, 2026, 6:30 p.m.**

**Minutes of Meeting**

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

- |   |   |  |   |
|---|---|--|---|
| <input checked="" type="checkbox"/> Wendy Brotherlin  | <input checked="" type="checkbox"/> Dan Holman    | <input checked="" type="checkbox"/> Patricia Clark | <input checked="" type="checkbox"/> David Twitchell |
| <input checked="" type="checkbox"/> Kristin Dubois    | <input checked="" type="checkbox"/> Noah Easter   | <input checked="" type="checkbox"/> Chad Wight     | <input checked="" type="checkbox"/> Andrew Gorrill  |
| <input checked="" type="checkbox"/> David Guillemette |   | <input checked="" type="checkbox"/> Brian Tarbuck  |   |
| <input checked="" type="checkbox"/> Chip Jones        |   |  |   |
| <input checked="" type="checkbox"/> Kate Parker       | <input checked="" type="checkbox"/> Luke Tinckham |  |   |

**Administrators/Directors Present:** Superintendent Karen Smith, Finance Director Mandy Fitzgerald, Special Education Director Ryan Meserve, Principals Michele LaForge, Mike Muir, Jeff Boston, Michelle Hood, Jeanette Jacobs, Adult Ed Director Steve Vose, Technology Director Diane MacGregor, Transportation Director Jason Sirois, Health Center Director Sarah Morrill

**1. Call to order:** 6:30 pm

**2. Pledge of Allegiance:**

**3. Citizens' Comment:** Jeannie Burnett - Wayne Elementary Parent, Michele LaForge - HS Principal, Angie Dagnau - Wayne Elementary Parent

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

**a. Superintendent Smith Added:**

- Approval of 2026-2027 School Year Calendar.
- Superintendent Presentation 2026-2027 School Year Plan & Proposal for Strategic Planning

**5. Reports:** Added: **Presentation 2026-2027 School Year Plan & Proposal for Strategic Plan**

**6. Action:**

- Approval of Minutes from February 4, 2026, School Board Meeting**
  - Motion: NE Second: LM Yes: 12 No: 0 Abstain: 1; Passes
- Approval of Minutes from February 25, 2026, School Board Meeting (Budget Workshop)**
  - Motion: PC Second: NE Yes: 13 No: 0 Abstain: 0; Passes
- Acceptance of Donations through March 6, 2026**
  - Motion: NE Second: KD Yes: 13 No: 0 Abstain: 0; Passes
- Consideration of Overnight Field Trip - MCHS All State Music Festival - Dan Gilbert 5/13-5/16**
  - Motion: CW Second: NE Yes: 13 No: 0 Abstain: 0; Passes
- Consideration of Overnight Field Trip - Moose Island Trip to Tanglewood 5/19-5/21**
  - Motion: NE Second: PC Yes: 13 No: 0 Abstain: 0; Passes
- Consideration of Overnight Field Trip - Acadia Trip to Tanglewood 5/26-5/28**
  - Motion: LM Second: DH Yes: 13 No: 0 Abstain: 0; Passes
- Approval of 2026-2027 School Year Calendar**
  - Motion: NE Second: BT Yes: 13 No: 0 Abstain: 0; Passes
- Approval of 2026-2027 School Year Plan & Proposal for Strategic Plan**
  - Motion: PC Second: NE Yes: 11 No: 1 Abstain: 1; Passes

**7. Adjournment:** 7:59 pm; Motion: BT

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

Respectfully submitted,

Dr. Karen G. Smith, Superintendent

Mandy Fitzgerald, Finance Director, Recorder

**“A CARING SCHOOL COMMUNITY DEDICATED TO EXCELLENCE”**

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

**MARCH 18, 2026, 6:30 p.m.**

**Minutes of Meeting**

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

<input checked="" type="checkbox"/> Wendy Brotherlin	<input checked="" type="checkbox"/> Dan Holman	<input checked="" type="checkbox"/> Patricia Clark	<input checked="" type="checkbox"/> David Twitchell
<input checked="" type="checkbox"/> Kristin Dubois	<input checked="" type="checkbox"/> Noah Easter	<input checked="" type="checkbox"/> Chad Wight	<input checked="" type="checkbox"/> Andrew Gorrill
<input checked="" type="checkbox"/> David Guillemette		<input checked="" type="checkbox"/> Brian Tarbuck	
<input checked="" type="checkbox"/> Chip Jones			

Kate Parker                       Luke Tinckham

**Administrators/Directors Present:** Superintendent Karen Smith, Finance Director Mandy Fitzgerald, Special Education Director Ryan Meserve, Principals Michele LaForge, Mike Muir, Jeff Boston, Michelle Hood, Technology Director Diane MacGregor, Transportation Director Jason Sirois

**1. Call to order:** 6:31 pm

**2. Pledge of Allegiance:**

**3. Citizens’ Comment (not related to budget):** John Harker, Mt Vernon Resident, Taylor Stevenson, Wayne Resident/Parent, Rachel Criswell, Mt Vernon Resident/Parent, Lynette Stinneford, Wayne Resident, Sue Spalding, Wayne Resident/School Advisory Committee, Lloyd Irland, Wayne Resident/Selectman

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

**a. Board Member Andrew Gorrill Added:**

- Motion to reverse moving Kindergarten to a two-site plan only for the 2026-2027 School Year.

**5. Budget Workshop:**

**a. Overview of Budget**

**b. Deliberations/Board discussion/Q&A from Select Boards**

**c. Citizens’ Comment (related to budget only):** John Harker, Mt Vernon Resident, Taylor Stevenson, Wayne Resident/Parent, Rachel Criswell, Mt Vernon Resident/Parent, Lynette Stinneford, Wayne Resident/Retiree, Sue Spalding, Wayne Resident/School Advisory Committee, Holly Stevenson, Wayne Resident, Lloyd Irland, Wayne Resident/Selectman, Lacey and Forrest Cornell, Wayne Resident/Parent, Theresa Kerscher, Wayne Resident, Henry Steck, Wayne Selectman, Angela Dagneau, Wayne Resident/Employee/Parent, TJ Dagneau, Wayne Resident/Parent (in no particular order)

**6. Action following Budget Workshop (if needed):**

**a. Motion to reverse the decision to remove Kindergarten from Wayne and Mt Vernon, and wait to allow the strategic plan to work through this process.**

- **Motion:** AG **Second:** DT **Yes:** 2 **No:** 11 **Abstain:** 0; **Passes**

**7. Adjournment:** 8:47 pm; **Motion:** NE

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

Respectfully submitted,  
Dr. Karen G. Smith, Superintendent  
Mandy Fitzgerald, Finance Director, Recorder

**BOARD CHAIR**  
**SHAWN RODERICK**

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CHIP JONES  
BRIAN TARBUCK  
DAVID TWITCHELL  
CHAD WIGHT

**DONATIONS**

(RECEIVED THROUGH MARCH 27, 2026)

<b>DONOR NAME</b>	<b>AMOUNT</b>	<b>RECIPIENT</b>	<b>NOTES</b>
Robert & Jeanne Harris	\$100	Maranacook Food Pantry	In Memory of Norma Grover
Town of Wayne	\$1000	Maranacook Food Pantry	
Brenda Lake	\$1,000	Maranacook Food Pantry	
Tom & Patricia Watson	\$100	Maranacook High School Baseball Infield Improvement	
Tim Downing	\$1,000	Maranacook High School Baseball Infield Improvement	In Memory of Barbara Hreben
Nicole Hasenfus	\$2500	Maranacook High School Baseball Infield Improvement	

**REGIONAL SCHOOL UNIT NO. 38**  
**BIDDING/PURCHASING REQUIREMENTS**

The School Board expects all purchases made by the school unit to be consistent with applicable laws and sound business practices. The Superintendent shall be responsible for developing and implementing administrative procedures for bidding and purchasing consistent with this policy.

This policy is intended solely as an internal guide to purchasing by the school unit. It does not afford any vendor any property or contractual rights against the school unit. No vendor shall have any enforceable rights against the school unit based upon this policy or alleged violations of this policy. No vendor shall have any rights against the school unit until such time as a written contract between the vendor and the school unit is executed by the vendor and an authorized representative of the school unit.

**I. Bidding/Purchasing Required by Law**

**A. Maine Law**

Maine law requires the Board to competitively bid property and casualty insurance; school bus and transportation contracts in excess of \$4,000; certain school building construction, alterations and repairs over \$250,000 (except contracts for professional architectural and engineering services); bond anticipation notes for state-subsidized school construction projects; and lease purchase financing of buildings whose lease purchase costs qualify for state subsidy.

**B. Procurement Methods for Federally Funded Projects**

The Superintendent or his or her designee shall be responsible for developing, updating as necessary, and implementing written administrative procedures (hereafter, the “Federal Procurement Manual”) to govern the procurement and purchase of property, goods, and services using any federal award that is subject to the Uniform Grant Guidance, codified at 2 CFR Part 200 (“UGG Federal Award”). The Federal Procurement Manual shall be consistent with all applicable federal laws and rules.

A “federal award” is any federal financial assistance (including cost-reimbursement contracts) that a school unit receives either directly from a federal agency or indirectly from a pass-through entity such as the State education department (2 CFR § 200.38). Most, but not all, federal awards received by a school unit are subject to the Uniform Grant Guidance. To confirm whether a federal award is subject to the Uniform Grant Guidance, it will be necessary to review the terms and conditions of the applicable grant agreement or cooperative agreement, and the applicability provisions of the Uniform Grant Guidance, codified at 2 CFR § 200.101.

Notwithstanding any policy provision to the contrary, the procurement and purchase of property, goods, and services using a UGG Federal Award, in whole or in part, must comply with the Federal Procurement Manual. Wherever this policy or any of the school unit’s administrative procedures are inconsistent with federal laws or rules, the provisions of the federal laws or rules shall control.

**II. Bidding/Purchasing Not Required by Law**

Where bidding/purchasing is not required by law, it shall be the policy of the school unit to competitively bid purchases of equipment, supplies, materials, or services over \$10,000.00, provided that it is practical and cost-effective to specify the materials or services with sufficient particularity to allow meaningful comparison of bids.

If competitive bidding is not utilized, the Superintendent may seek Requests for Proposals (RFP) for purchases over \$10,000.00. Proposals may be negotiated in the best interest of the school unit. An RFP identifies the need the school unit intends to meet, but permits the vendor to propose the manner in which the work is to be performed and the materials to be used.

The Superintendent, together with the Finance Director and/or other related Administrator/Director, may forego the competitive bid or RFP process for purchases less than \$10,000.00, only when they determine that quality, expertise, time factors, or other important considerations outweigh the possible benefits of bidding or requesting proposals. In each such case, the Board shall be informed of the Superintendent's decision and the reasons for it in advance of entering into a contract.

### III. Procedures for Bidding and Requesting Proposals

The method of notification that the school unit uses to solicit bids and proposals shall be reasonably designed to attract qualified vendors. Depending on the circumstances, such notification may include public advertising, mailing notices to potential vendors, and/or telephone calls to potential vendors (for RFPs).

#### Competitive Bid Procedures

Unless other bid procedures are required by law, the school unit shall use the following procedures when soliciting competitive bids:

- A. **Solicitation.** The solicitation shall specify the bid submission deadline and the time and place of bid opening. Bid alternates shall be permitted at the discretion of the Superintendent. The solicitation shall reserve the right of the school unit to reject any or all bids, and to waive technical or immaterial non-conformities in bids if in the best interest of the school unit, and to exercise judgment in evaluating bids.
- B. **Written bids.** Bids shall be in writing, sealed with an outside envelope or wrapper plainly marked "Bid, not to be opened until (insert appropriate date)," and mailed or filed with the Superintendent of the unit.
- C. **Time of opening.** A School Board member or employee of the school unit may not open a bid until the appointed time.
- D. **Public opening.** At the time and place stated in the public notice, and open to the public, all bids shall be opened by the Superintendent or, in the Superintendent's absence or disability, by any School Board member designated for the purpose by the Chair of the School Board.
- E. **Reading.** If any members of the public who are not School Board members or employees of the school unit, or if any representatives of the press are present, bids shall, at that time, either be made available for examination by them or shall be read aloud in a manner to be heard plainly by those in attendance.
- F. **Awards.** In general, the School Board will award contracts to the lowest bidder, which the Superintendent and School Board deem can satisfactorily fulfill the contract.

#### Requests For Proposals Procedures

Unless other RFP procedures are required by law, the school unit shall use the following procedures when soliciting requests for proposals:

- A. **Solicitation.** The solicitation shall specify the deadline for submitting responses to the RFP and the time and place of proposal opening. The solicitation shall reserve the right of the school unit to reject any or all proposals, and to waive technical non-conformities in proposals if in the best interest of the school unit, and to exercise judgment in evaluating proposals.
- B. **Written Proposals.** Proposals should be submitted in plain envelopes clearly marked "Proposal, not to be opened until (state time and date)." The RFP shall state the time and date that proposals shall be opened, and no proposals shall be opened before that time. Public opening is not required.

**C. Evaluation and Awards.** Proposals are to be evaluated against criteria appropriate to the project in question, and the contract will be awarded to the vendor whom the Superintendent and/or School Board deem best able to meet the requirements of the school unit.

**Legal Reference:** 5 MRS § 1743-A  
20-A MRS § 1001(14), 5401(13)(D); 5402  
20-A MRS § 1492  
Me. DOE Rule Ch. 61 (Rules for Major Capital School Improvement Projects)  
Me. DOE Rule Ch. 64 (Rules for Maine School Facilities Program and School Revolving Renovation Fund Program)  
34 CFR Parts 74 and 80 (Education Department General Administrative Regulations (“EDGAR”) (for federal awards made prior to 12/26/2014)  
2 CFR Part 200 (Uniform Administrative Requirements) (for federal awards made on or after 12/26/2014)

**Cross Reference:** DJ-R – Federal Procurement Manual  
DJH – Purchasing and Contracting: Procurement Staff Code of Conduct

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DRAFT

**REGIONAL SCHOOL UNIT NO. 38**  
**BIDDING/PURCHASING REQUIREMENT PROCEDURES**

FEDERAL PROCUREMENT MANUAL  
 FOR SCHOOL UNIT PROCUREMENTS USING FEDERAL AWARDS  
 THAT ARE SUBJECT TO THE UNIFORM GRANT GUIDANCE

This Federal Procurement Manual governs the procurement and purchase of property, goods, and services using any federal award,<sup>1</sup> in whole or in part, that is subject to the Uniform Grant Guidance, codified at 2 CFR Part 200.

To the extent necessary or convenient, the Superintendent or their designee shall implement further written measures to ensure compliance with these procedures and any applicable federal laws and rules, including any applicable provisions of the Uniform Grant Guidance and the federal award terms and conditions. Any such written measures shall be made part of this manual. In addition, the Superintendent or their designee should review and update this manual at least every five years, on a cycle roughly corresponding with the five-year federal review of the Uniform Grant Guidance as provided in 2 CFR § 200.109.

### A. OVERVIEW

The School Board expects all procurements of property, goods, or services made by the school unit using federal awards to be consistent with sound business practices and applicable federal laws and rules, including the Uniform Grant Guidance.

These administrative procedures, in combination with the school unit’s written policies—including but not limited to Policy DJ (Bidding/Purchasing) and Policy DJH (Purchasing and Contracting: Procurement Staff Code of Conduct)—are intended to comply with the federal requirement that the school unit must (1) use its own documented procurement procedures consistent with applicable federal, state, and local laws and regulations and, more specifically, conform to the procurement standards identified in 2 CFR §§ 200.317 through 200.327; and (2) maintain written standards of conduct covering conflicts of interest—real and perceived—for staff engaged in the selection, awarding, or administration of a contract. (2 CFR § 200.318(a), (c).)

The Superintendent or their designee, acting singly, (the “Purchasing Agent”), shall be responsible for implementing these administrative procedures and shall have direction and control over the purchasing of property, goods, and services for the school unit using federal funds.

Wherever these administrative procedures are inconsistent with applicable federal laws and rules, or the terms and conditions of a federal award, the provisions of the applicable federal laws, rules, or award terms and conditions shall control.

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<sup>1</sup> A “federal award” is any federal financial assistance (including cost-reimbursement contracts) that a school unit receives either directly from a federal agency or indirectly from a pass-through entity such as the state education department. *See* 2 CFR § 200.1. Most, but not all, federal awards received by a school unit are subject to the Uniform Grant Guidance. To confirm whether a federal award is subject to the Uniform Grant Guidance, the school unit should review the terms and conditions of the applicable grant agreement or cooperative agreement and the applicability provisions of the Uniform Grant Guidance, codified at 2 CFR § 200.101.

## B. GENERAL PROCUREMENT PROCEDURES

1. **Full and Open Competition.** All procurements must be conducted in a manner that provides full and open competition. Real or perceived unfair advantages will be avoided. Accordingly, the school unit will not (i) place unreasonable requirements on firms or vendors to qualify for a procurement, (ii) require unnecessary experience or use excessive bonding, (iii) use noncompetitive pricing practices between firms or affiliated companies, (iv) allow organizational conflicts of interest, (v) specify a “brand name” product without allowing firms or vendors to offer an equal alternate product, or (vi) allow any arbitrary action in the procurement process. To ensure objective contractor performance and eliminate unfair competitive advantage, firms or vendors that develop or draft specifications, requirements, statements of work, or invitations for bids proposals must be excluded from competing for such procurements. (2 CFR § 200.319(a), (b).)
2. **Responsible Contractors.** The school unit must award contracts only to responsible contractors capable of performing successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, public policy compliance, proper classification of employees (*see* Fair Labor Standards Act, 29 U.S.C. 291, Ch. 8), past performance record, and financial and technical resources. (2 CFR § 200.318(h).)
3. **Oversight of Contractors.** The school unit must maintain a contract administration and oversight system to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. (2 CFR § 200.318(b); *see also* § 200.501(h).)
4. **Fostering Economy and Efficiency.** The school unit must avoid purchasing unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase, and to using federal surplus equipment and property. When appropriate, an analysis should be made between leasing and purchasing property or equipment to determine the most economical approach. When appropriate for the procurement or use of common or shared goods and services, consideration should also be given to: (i) entering into state and local intergovernmental agreements or inter-entity agreements, (ii) using excess and surplus federal property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs, and (iii) using value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. (2 CFR § 200.318(d)-(g).)
5. **Domestic Preferences for U.S. Goods, Products, or Materials Encouraged.** The school unit should, to the greatest extent practicable and consistent with law, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards, contracts, and purchase orders under federal awards. For purposes of this section, “produced in the United States” means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States. For purposes of this section, “manufactured products” means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber. (2 CFR § 200.322.)

- 6. Clear and Accurate Technical Requirements.** The school unit must have written procedures for procurement transactions that incorporate a clear and accurate description of the technical requirements for the property, equipment, or service to be procured, identify all requirements that offerors must fulfill, and identify all other factors to be used in evaluating solicitations. Technical descriptions (i) may include a statement of the qualitative nature of the property, equipment, or service to be procured; (ii) when necessary, must provide those minimum essential characteristics and standards to which goods or services must conform; (iii) should avoid detailed product specifications if at all possible; and (iv) may use a “brand name or equivalent” description of features to provide procurement requirements as a means to define performance or other salient requirements of procurement when it is impractical or uneconomical to make a clear and accurate description of the technical requirements (the specific features of the named brand must be clearly stated). Such written procedures must ensure that all solicitations exclude contractors that develop or draft specifications, requirements, statements of work, or invitations for bids from competing on those procurements. (2 CFR § 200.319(d).)
- 7. Prequalified Contractor Lists.** The school unit must ensure that all prequalified lists of persons, firms, or products used in procurement transactions are current and include enough qualified sources to ensure maximum open competition. When establishing or amending prequalified lists, the school unit must consider objective factors that evaluate price and cost to maximize competition. The school unit must not preclude potential bidders from qualifying during the solicitation period. (2 CFR § 200.319(e).)
- 8. Procurement of Recovered Materials.**
- a.* The school unit and its contractors must comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act of 1976, as amended. The requirements of Section 6002 include procuring only items designated in the guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.
  - b.* The school unit should, to the greatest extent practicable and consistent with law, purchase, acquire, or use products and services that can be reused, refurbished, or recycled; contain recycled content, are biobased, or are energy and water-efficient; and are sustainable. This may include purchasing compostable items and other products and services that reduce single-use plastic use. (2 CFR § 200.323; Exec. Order 14057, section 101, Policy.)
- 9. Scoring Mechanism.** The school unit may, to the extent consistent with established practices and legal requirements applicable to the school unit, develop written procedures for procurement transactions that incorporate a scoring mechanism that rewards bidders that commit to specific numbers and types of U.S. jobs, minimum compensation, benefits, on-the-job-training for employees making work products or providing services on a contract, and other worker protections. The school

unit may make inquiries of bidders about these subjects and assess the responses. Any scoring mechanism must be consistent with the U.S. Constitution, applicable federal statutes and regulations, and the terms and conditions of the federal award.

## C. PROCUREMENT METHODS AND THRESHOLDS

**1. Methods of Procurement.** The school unit must use one of the following five methods to procure goods or services: micro-purchases, small purchases, sealed bids, competitive proposals (a.k.a. requests for proposals), and non-competitive proposals (a.k.a. sole-source procurement). (2 CFR § 200.320.)

**a. Micro-purchases (less than \$10,000 as of November 12, 2020).** Micro-purchases up to the federal micro-purchase threshold (\$10,000 as of November 12, 2020)<sup>2</sup> may be made without soliciting competitive quotations if the Purchasing Agent considers the price to be reasonable based on research, experience, purchase history, or other information and maintains documents to support its conclusion. To the extent practicable, the Purchasing Agent must distribute micro-purchases equitably among qualified suppliers, vendors, or firms. (2 CFR §§ 200.67, 200.320(a)(1).)

On an annual basis, the school unit may establish a micro-purchase threshold higher than the federal micro-purchase threshold, up to \$50,000. The school unit must maintain documentation, which must be made available to the federal agency or pass-through entity and auditors in accordance with 2 CFR § 200.334. The self-certification must include a justification, clear identification of the threshold, and supporting documentation of any of the following: (i) a qualification as a low-risk auditee, in accordance with the criteria in 2 CFR § 200.520 for the most recent audit; (ii) an annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or (iii) for public institutions, a higher threshold consistent with state law. (2 CFR § 320(a)(1)(iv).)

**b. Small Purchases (\$250,000 or less as of November 12, 2020).** Small purchases up to the federal simplified acquisition threshold (\$250,000 as of November 12, 2020)<sup>3</sup> may be made using simple, informal procurement methods and without requiring sealed bids. For any such purchases, the Purchasing Agent must obtain price or rate quotes from an adequate number of qualified sources (preferably, from at least three qualified vendors or firms). Unless specified by the federal agency, the school unit may exercise its judgment in determining what number is adequate. The Purchasing Agent shall document any price or rate quotes received, whether written or oral. (2 CFR §§ 200.88, 200.320(a)(2).)

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<sup>2</sup> For procurements utilizing federal funds obtained prior to November 12, 2020, the micro-purchase threshold is \$3,500. The threshold is subject to adjustment every five years in the Federal Acquisition Regulations.

<sup>3</sup> For procurements utilizing federal funds obtained prior to November 12, 2020, the simplified acquisition threshold is \$150,000. The threshold is subject to adjustment every five years in the Federal Acquisition Regulations (“FAR”). The school unit is responsible for determining an appropriate simplified acquisition threshold based on internal controls, an evaluation of risk, and its documented procurement procedures; however, in no circumstances can this threshold exceed the dollar value established in the FAR (48 CFR part 2, subpart 2.1) for the simplified acquisition threshold. The school unit should determine if local government laws on purchasing apply. (2 CFR § 200.1 – see definition of “simplified acquisition threshold.”)

**c. Sealed Bids (over \$250,000 as of November 12, 2020).** For purchases in excess of the federal simplified acquisition threshold (\$250,000 as of November 12, 2020) sealed bidding is used if (i) a complete, adequate, and realistic specification or purchase description is available; (ii) two or more responsible bidders have been identified as willing and able to complete effectively for the business; and (iii) the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price. This is the preferred method for procuring construction. If sealed bids are used, the following requirements apply:

- Bids must be solicited from an adequate number of qualified sources, providing them with sufficient response time prior to the date set for opening the bids. Unless specified by the federal agency, the school unit may exercise its judgment in determining what number is adequate;
- The invitation for bids must be publicly advertised;
- The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
- All bids will be opened at the time and place prescribed in the invitation for bids; • The bids must be opened publicly;
- A firm fixed price (lump sum or unit price) contract award will be made in writing to the lowest responsive and responsible bidder whose bid conforms to all material terms and conditions of the invitation to bid. Where specified in bidding documents, factors such as discounts, transportation costs, and life-cycle costs must be considered in determining which bid is lowest. Payment discounts must only be used to determine the low bid when the school unit determines they are a valid factor based on prior experience; and
- The school unit must document and provide a justification for all bids it rejects.

(2 CFR §§ 200.88, 200.320(b)(1).)

**d. Requests for Proposals (over \$250,000 as of November 12, 2020).** For purchases in excess of the simplified acquisition threshold (\$250,000 as of November 12, 2020), this procurement method is used when conditions are not appropriate for the use of sealed bids. Typically, a request for proposals (“RFP”) seeks proposals that are evaluated qualitatively such that price is not the primary evaluation criterion. Contracts may be awarded on either a fixed price or cost-reimbursement basis. If this procurement method is used, the following requirements apply:

- RFPs must require public notice and shall identify all evaluation factors and their relative importance. Any response to an RFP must be considered to the maximum extent practicable;
- The RFP must have written procedures for conducting technical evaluations and making selections;

- Proposals must be solicited from an adequate number of qualified offerors; and
- The Purchasing Agent must award a contract to the responsible offeror whose proposal is most advantageous to the school unit, considering price and other factors; however, any and all proposals may be rejected if there is a sound documented reason.

The Purchasing Agent may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (“A/E”) professional services whereby competitors’ qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where the price is not used as a selection factor, may only be used to procure A/E professional services. This method may not be used to purchase other services provided by A/E firms that are a potential source to perform the proposed effort. (2 CFR § 200.320(b)(2).)

*e. Non-Competitive Proposals (Sole Source); Emergencies.* Procurements may be made through a non-competitive process (i.e., through the solicitation of a proposal from only one source) only when one or more of the following circumstances apply:

- The aggregate amount of the procurement transaction does not exceed the micro-purchase threshold (*see* Section C.1.a, above);
- The procurement transaction can only be fulfilled by a single source;
- A public exigency or emergency for the requirement will not permit a delay resulting from providing public notice of a competitive solicitation;
- The federal awarding agency or pass-through entity provides written approval to use a non-competitive procurement method in response to a written request from the school unit; or
- After soliciting several sources, competition is determined inadequate.

The Purchasing Agent must document the basis for the sole source procurement by documenting the basis for any exigency or emergency, obtaining express authorization from the federal awarding agency or pass-through entity, or demonstrating a good faith effort on the part of the school unit to solicit proposals from a number of sources. (2 CFR §§ 200.320(c), 200.118(i).)

**2. Purchases Over \$25,000.** For purchases exceeding \$25,000, prior to contracting with a vendor, the Purchasing Agent shall use the System for Award Management ([SAM.gov](https://www.sam.gov)) to search for the vendor by name, tax identification number, or another characteristic to make sure that the vendor has not been suspended or debarred from performing federally funded work. (2 CFR §§ 200.206(d), 180.220.)

**3. Purchases Over the Simplified Acquisition Threshold (\$250,000 as of November 12, 2020).** The following additional procedures apply to purchases exceeding the simplified acquisition threshold:

**a. Cost/Price Analysis.**

- (i) The school unit must perform a cost or price analysis in connection with every procurement transaction, including contract modifications, in excess of the simplified acquisition threshold. The method and degree of analysis depends on the facts surrounding the particular procurement transaction (for example, the school unit should consider potential workforce impacts in its analysis if the procurement transaction will displace public sector employees). However, as a starting point, the Purchasing Agent must make independent estimates before receiving bids or proposals.
- (ii) Costs or prices based on estimated costs for contracts under a federal award are allowable only to the extent that the costs incurred or cost estimates included in negotiated prices would be allowable under Subpart E (Cost Principles) of 2 CFR Part 200. The school unit may reference its own cost principles that comply with Subpart E of 2 CFR Part 200.
- (iv) The school unit must not use the “cost plus a percentage of cost” and “percentage of construction costs” methods of contracting.

(2 CFR § 200.324.)

**b. Bonding Requirements.** For construction or facility improvement contracts or subcontracts in excess of the simplified acquisition threshold, the federal agency or pass-through entity may accept the school unit’s policy and requirements for bonding, as long as the federal agency or pass-through entity determines that the federal interest is adequately protected. If such a determination has not been made, the minimum bonding requirements must be as follows:

- (i) A bid guarantee from each bidder equivalent to 5% of the bid price. The bid guarantee must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute any required contractual documents within the specified timeframe;
- (ii) A performance bond on the contractor’s part for 100% of the contract price. A performance bond is a bond executed in connection with a contract to secure the fulfillment of all the contractor’s obligations under a contract; and
- (iii) A payment bond on the contractor’s part 100% of the contract price. A payment bond is a bond executed in connection with a contract to assure payment as required by the law of all persons supplying labor and material in the execution of the work provided for under a contract.

(2 CFR § 200.326.)

## D. CONTRACTING WITH SMALL BUSINESSES, MINORITY BUSINESSES, WOMEN'S BUSINESS ENTERPRISES, VETERAN-OWNED BUSINESSES, AND LABOR SURPLUS AREA FIRMS

When possible, the school unit should ensure that small businesses, minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are considered. Such consideration means:

1. Including these business types on solicitation lists;
2. Soliciting these business types whenever they are deemed eligible as potential sources;
3. Dividing procurement transactions into separate procurements to permit maximum participation by these business types;
4. Establishing delivery schedules (e.g., the percentage of an order to be delivered by a given date of each month) that encourage participation by these business types;
5. Utilizing organizations such as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
6. Requiring a contractor under a federal award to apply paragraphs (1) through (5) of this section to subcontracts.

(2 CFR § 200.321.)

## E. CONTRACTS ARISING FROM PROCUREMENTS

1. **Contract Administrator.** Prior to the execution of a contract funded by a federal award, the school unit should name a Contract Administrator. The Contract Administrator is responsible for the tasks, technical requirements, service performance, and verification that payments are in compliance with the contract.
2. **Contract Type.** The school unit may use a time-and-materials type contract (i.e., a contract whose cost to the school unit is the sum of (i) the actual cost of materials and (ii) direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit) only if the school unit determines that no other contract is suitable and the contract includes a ceiling price that the contractor exceeds at its own risk. The school unit must assert a high degree of oversight to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls. (2 CFR § 200.318(j).)
3. **Contract Provisions.** Any contract entered into between the school unit and a firm or vendor who is to be compensated using a federal award or a portion thereof must contain the applicable contract provisions described in Appendix I of this manual. (2 CFR § 200.327.)
4. **Labor and Employment Practices.** The school unit may use the practices listed below if

consistent with the U.S. Constitution, applicable federal statutes and regulations, the objectives and purposes of the applicable federal financial assistance program, and other requirements under the Uniform Grant Guidance.

- a. Using Project Labor Agreements (PLAs) or similar forms of pre-hire collective bargaining agreements;
- b. Requiring construction contractors to use hiring preferences or goals for people residing in high-poverty areas, disadvantaged communities as defined by the Justice40 Initiative (*see* OMB Memorandum M-21-28), or high-unemployment census tracts within a region no smaller than the county where a federally funded construction project is located. The hiring preferences or goals should be consistent with the policies and procedures of the school unit, and must not prohibit interstate hiring;
- c. Requiring a contractor to use hiring preferences or goals for individuals with barriers to employment (as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102(24)), including women and people from underserved communities as defined by Executive Order 14091;
- d. Using agreements intended to ensure uninterrupted delivery of services;
- e. Using agreements intended to ensure community benefits; or
- f. Offering employees of a predecessor contractor rights of first refusal under a new contract.

(2 CFR § 200.318(l).)

**5. Subrecipient and Contractor Determinations.** The school unit, as a recipient or subrecipient of a federal award, may serve as a pass-through entity by providing a subaward to a subrecipient or lower-tier subrecipient. When serving as a pass-through entity, the school unit is responsible for making case-by-case determinations as to whether the entity receiving federal funds is a subrecipient receiving a subaward or a contractor entering into a procurement contract. The school unit must make this determination using its judgment based on the characteristics set forth in (a) and (b) below, as well as any additional guidance supplied by the federal awarding agency. All of the characteristics listed below may not be present in all cases, and some characteristics from both categories may be present at the same time. No single factor or any combination of factors is necessarily determinative. In making this determination, the substance of the relationship is more important than the form of the agreement.

- a. **Contractors.** A contract is for the purpose of obtaining goods and services for the recipient's or subrecipient's own use and creates a procurement relationship with a contractor. (*See* 2 CFR § 200.1.) Characteristics that support a procurement relationship between the school unit and a contractor include, but are not limited to, when the contractor (i) provides the goods and services within normal business operations; (ii) provides similar goods or services to many different purchasers; (iii) normally operates in a competitive environment; (iv) provides goods or services that are ancillary to the implementation of the federal program; and (v) is not subject to compliance requirements of a federal program as a result of the

agreement; however, similar requirements may apply for other reasons.

- b. Subrecipients.** A subaward is for the purpose of carrying out a portion of a federal award and creates a federal financial assistance relationship with a subrecipient. (*See* 2 CFR § 200.1.) Characteristics that support the classification of a party receiving federal funds as a subrecipient include, but are not limited to, when the party (i) determines who is eligible to receive what federal assistance; (ii) has its performance measured in relation to whether objectives of a federal program were met; (iii) has responsibility for programmatic decision making; (iv) is responsible for adherence to applicable federal program requirements specified in the federal award; and (v) implements a program for a public purpose specified in authorizing statute, as opposed to providing goods or services for the benefit of the pass-through entity.

When the school unit is serving as a pass-through entity, the school unit must:

- (i) Verify that the potential subrecipient is not suspended, debarred, or otherwise excluded from receiving federal funds by (i) checking the System for Awards Management ([SAM.gov](https://www.sam.gov)); (ii) collecting a certification from the potential subrecipient; or (iii) adding a clause or condition to the procurement contract. (2 CFR § 180.300.)
- (ii) Ensure that every subaward is clearly identified to the subrecipient as a subaward and includes the information required by 2 CFR § 200.332(b).
- (iii) Evaluate each subrecipient's fraud risk and risk of noncompliance with a subaward to determine the appropriate subrecipient monitoring described below, which may include consideration of such factors as: (a) the subrecipient's prior experience with the same or similar subawards; (b) the result of previous audits including whether or not the subrecipient receives a Single Audit in accordance with Subpart F (Audit Requirements) of 2 CFR Part 200, and the extent to which the same or similar subaward has been audited as a major program; (c) whether the subrecipient has new personnel or new or substantially changed systems; and (d) the extent and results of federal awarding agency monitoring.

Depending on the pass-through entity's assessment of the risk posed by the subrecipient, the pass-through entity may implement the following monitoring tools to ensure proper accountability and compliance with program requirements and achievement of program goals:

- A.** Providing subrecipients with training and technical assistance on program-related matters;
- B.** Performing on-site visits to review the subrecipient's program operations; and
- C.** Arranging for agreed-upon-procedures engagements as described in 2 CFR § 200.425.

- (iv) If appropriate, consider imposing specific subaward conditions upon a subrecipient as described in 2 CFR § 200.208 and notifying the federal agency of the specific conditions.
  - (v) Monitor the activities of the subrecipient as necessary, and as further provided in 2 CFR § 200.332(c), to ensure that the subrecipient complies with federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals and objectives are achieved.
  - (vi) Verify that each subrecipient is audited as required by Subpart F (Audit Requirements) of 2 CFR Part 200.
  - (vii) Consider whether the results of the subrecipient's audits, site visits, or other monitoring necessitate adjustments to the school unit's own records.
  - (viii) Consider taking enforcement action against noncompliant subrecipients as described in 2 CFR § 200.339.
- (2 CFR § 200.332.)

## **F. RECORDS**

- a. Recordkeeping.** The school unit must maintain records sufficient to detail the history of each procurement transaction. Records must include the following: (i) rationale for the procurement, (ii) method of procurement, (iii) selection of contract type, (iv) contractor selection or rejection, and (v) the basis for the contract price.
- b. Record Retention Requirements.** The school unit must maintain records related to each federal procurement for a period of three years from the date of submission of the final financial report or, for federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively. The three-year retention requirement does not apply to the school unit when records are transferred to or maintained by the federal agency. Records to be retained include, but are not limited to, financial records, supporting documentation, and statistical records. Federal agencies or pass-through entities may not impose any other record retention requirements except for the following:
  - (i) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.
  - (ii) When the school unit is notified in writing by the federal agency or pass-through entity, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs to extend the retention period.
  - (iii) Records for property and equipment acquired with federal funds must be retained for 3 years after final disposition.

- (iv) When records are transferred to or maintained by the federal agency, the 3-year retention requirement is not applicable to the school unit.
- (v) Records for program income earned after the period of performance must be retained for three years from the end of the school unit's fiscal year in which the program income is earned. This only applies if the federal agency or pass-through entity requires the school unit to report on program income earned after the period of performance in the terms and conditions of the federal award.
- (vi) Records for indirect cost rate computations or proposals, cost allocation plans, and any similar accounting computations of the rate at which a particular group of costs is chargeable (such as computer usage chargeback rates or composite fringe benefit rates) must be retained as follows:
  - A. When a proposal, plan, or other computation must be submitted to the Federal Government to form the basis for negotiation of an indirect cost rate (or other standard rates), then the 3-year retention period for its supporting records starts from the date of such submission.
  - B. When a proposal, plan, or other computation is not required to be submitted to the Federal Government to form the basis for negotiation purposes of an indirect cost rate (or other standard rates), then the 3-year retention period for the proposal, plan, or computation and its supporting records starts from the end of the fiscal year (or other accounting period) covered by the proposal, plan, or other computation.

(2 CFR §§ 200.318(i), 200.334.)

## **G. PROTESTS AND CLAIMS**

The school unit is responsible for the settlement of all contractual and administrative issues arising out of its procurement transactions. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school unit of any contractual responsibilities under its contracts. The federal agency will not substitute its judgment for that of the school unit unless the matter is primarily a federal concern. The school unit must report violations of law to the federal, state, or local authority with proper jurisdiction.

- 1. Protest Submission Requirements.** To be considered by the school unit, a protest must be made in writing, supported by sufficient information to enable the protest to be fairly evaluated, and submitted within the time periods set forth herein. At minimum, protests must include (i) the name, phone number, and address of the protester; (ii) identification of the detailed and specific provision(s) of applicable federal or state law which would be allegedly violated by the procurement; (iii) copies of all exhibits, evidence, or documents supporting the protest; and (iv) a concise description of all remedies or relief requested.
- 2. Pre-Award Protests.** Pre-award protests are protests based upon the content of the solicitation documents. Any protest to the terms, conditions, or specifications set forth in a solicitation must be submitted to the Purchasing Agent or the contract administrator, if a contract administrator is

identified in the solicitation, within five calendar days after the issuance of the solicitation. All such protests will be considered by the Purchasing Agent, or the contract administrator as appropriate, prior to the solicitation due date, and a written decision will be provided to the protestor. A decision of the Purchasing Agent or contract administrator is final, and no further protest or appeal of the terms, conditions, or specifications of any solicitation will be considered by the School Board.

- 3. Protests of Proposal Evaluations and Award Decision.** Proposers shall be notified of any award decision by a written or oral notice of the award. This notice shall be transmitted to each proposer at the address, email address, or telephone number contained in its proposal. Any proposer whose proposal has not lapsed may protest an award decision on any ground arising from the evaluation of proposals or the award decision, but not on any ground specified in the “Pre-Award Protests” category, above. Any such protest must be submitted to the Purchasing Agent or the contract administrator, if a contract administrator is identified in the solicitation, within three calendar days after notice of the award. All such protests will be considered by a Protest Review Subcommittee, composed of members selected by the school board/committee of the school unit in its sole discretion. A written decision from the Protest Review Subcommittee stating the grounds for allowing or denying the protest shall be transmitted to the protestor before a final contract award is made. A decision of the Protest Review Subcommittee is final, and no further protest or appeal will be considered by the school unit.

(2 CFR § 200.318(k).)

## **H. FEDERAL AWARDING AGENCY OR PASS-THROUGH ENTITY REVIEW**

1. The federal agency or pass-through entity may review the technical specifications of proposed procurements under the federal award if the federal agency or pass-through entity believes the review is needed to ensure that the item or service specified is the one being proposed for acquisition. The school unit must submit the technical specifications of proposed procurements when requested by the federal agency or pass-through entity. This review should take place prior to the time the specifications are incorporated into a solicitation document. When the school unit desires to accomplish the review after a solicitation has been developed, the federal agency or pass-through entity may still review the specifications. In those cases, the review should be limited to the technical aspects of the proposed purchase.
2. The school unit, upon request, must provide procurement documents (such as requests for proposals, invitations for bids, or independent cost estimates) to the federal agency or pass-through entity for pre-procurement review. The school unit may conduct a pre-procurement review when:
  - a. The school unit’s procurement procedures or operation fails to comply with the procurement standards in 2 CFR Part 200;
  - b. The procurement is expected to exceed the simplified acquisition threshold and is to be awarded without competition or only one bid is expected to be received in response to a solicitation;

- c. The procurement is expected to exceed the simplified acquisition threshold and specifies a “brand name” product;
- d. The procurement is expected to exceed the simplified acquisition threshold and a sealed bid procurement is to be awarded to an entity other than the apparent low bidder; or
- e. A proposed contract modification changes the scope of a contract or increases the contract amount by more than the simplified acquisition threshold.

The school unit is exempt from the pre-procurement review in this paragraph if the federal awarding agency or pass-through entity determines that its procurement systems comply with the standards of 2 CFR Part 200.

- 3. The school unit may request that the federal awarding agency or pass-through entity review its procurement system to determine whether it meets these standards for its system to be certified. Generally, these reviews must occur where there is continuous high-dollar funding, and third-party contracts are awarded regularly.
- 4. The school unit may self-certify its procurement system. However, self-certification does not limit the federal agency’s or pass-through entity’s right to review the system. Under a self-certification procedure, the federal agency may rely on written assurances from the school unit that it is complying with these standards. The school unit must cite specific policies, procedures, regulations, or standards as complying with these requirements and have its system available for review.

(2 CFR § 200.325.)

**I. EXCEPTIONS TO THESE ADMINISTRATIVE PROCEDURES**

The requirements set forth in these administrative procedures, except for Section E.5 (Subrecipient and Contractor Determinations) and provisions related to covered telecommunications equipment, do not apply to:

- 1. Block grants awards authorized by the Omnibus Budget Reconciliation Act of 1981 (including Community Services);
- 2. Federal awards to local education agencies under 20 U.S.C. 7702-7703b (portions of the Impact Aid program, including federal payments relating to federal acquisition of school property and federal payments for students residing on military installations or Indian lands);
- 3. Federal awards authorized under the Child Care and Development Block Grant Act of 1990, as amended;
- 4. Classes of federal awards or non-federal entities identified as exceptions by the Office of Management and Budget; or
- 5. Any circumstance where the provisions of federal statutes or regulations differ from the provisions of 2 CFR Part 200.

(2 C.F.R. §§ 200.101, 200.102.)

## APPENDIX I, REQUIRED CONTRACT PROVISIONS

All contracts made by the school unit for the procurement of property, goods, or services using a federal award must contain provisions covering the following, as applicable:

- A. Remedies (over \$250,000).** Contracts for more than the simplified acquisition threshold (currently \$250,000) must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and must provide for such sanctions and penalties as appropriate.
- B. Termination for Cause and Convenience (over \$10,000).** All contracts in excess of \$10,000 must address termination for cause and for convenience by the school unit, including the manner by which it will be effected and the basis for settlement.
- C. Equal Employment Opportunity.** Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of “federally assisted construction contract” in 41 CFR § 60-1.3 must include the equal opportunity clause provided under 41 CFR § 60-1.4(b), in accordance with Executive Order 11246, “Equal Employment Opportunity” (30 FR 12319, 30 FR 12935, 3 CFR, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 CFR Part 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.”
- D. Davis-Bacon Act, Copeland “Anti-Kickback” Act (construction contracts over \$2,000).** When required by federal program legislation, all prime construction contracts in excess of \$2,000 awarded by the school unit must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144 and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, “*Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction*”). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The school unit must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The school unit must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland “Anti-Kickback” Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, “*Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States*”). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The school unit must report all suspected or reported violations to the Federal awarding agency.
- E. Contract Work Hours and Safety Standards Act (over \$100,000).** Where applicable, all contracts awarded by the school unit in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each

contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions that are unsanitary, hazardous, or dangerous. These requirements do not apply to the purchase of supplies, materials, or articles ordinarily available on the open market, or to contracts for the transportation or transmission of intelligence.

- F. Rights to Inventions Made Under a Contract or Agreement.** If the federal award meets the definition of “funding agreement” under 37 CFR § 401.2(a) and the school unit wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment, or performance of experimental, developmental, or research work under that “funding agreement,” the school unit must comply with the requirements of 37 CFR Part 401, “*Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements*,” and any implementing regulations issued by the awarding agency.
- G. Clean Air Act; Federal Water Pollution Control Act (over \$150,000).** Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires compliance with all applicable standards, orders, or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act, as amended (33 U.S.C. 1251-1387). Violations must be reported to the federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).
- H. Debarment and Suspension.** A contract award (*see* 2 CFR 180.220) must not be made to parties listed on the government-wide exclusions in the System for Award Management ([SAM.gov](https://sam.gov)), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p. 189) and 12689 (3 CFR Part 1989 Comp., p. 235), “*Debarment and Suspension*.” SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.
- I. Byrd Anti-Lobbying Amendment (over \$100,000).** Contractors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any federal contract, grant, or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-federal funds that takes place in connection with obtaining any federal award. Such disclosures are forwarded from tier to tier up to the non-federal award.
- J. Domestic Preference.** As appropriate and to the extent consistent with law, the school unit should, to the greatest extent practicable under a federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards, including all contracts and purchase orders for work or

products under a federal award. For purposes of this section, “produced in the United States” means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States. For purposes of this section, “manufactured products” means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber. *See* 2 CFR § 200.322.

**K. Procurement of Recovered Materials.** The contractor must comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR Part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines. *See* 2 CFR § 200.323.

**L. Prohibition on Certain Telecommunications and Video Surveillance Services or Equipment.** Contractors are prohibited from obligating or expending loan or grant funds to (i) procure or obtain; (ii) extend or renew a contract to procure or obtain; or (iii) enter into a contract (or extend or renew a contract) to procure or obtain equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. As described in Public Law 115-232, section 889, “covered telecommunications equipment” includes telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities); video surveillance and telecommunications equipment produced by Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company (or any subsidiary or affiliate of such entities); telecommunications or video surveillance services provided by such entities or using such equipment; and telecommunications or video surveillance equipment or services produced or provided by an entity that the Secretary of Defense, in consultation with the Director of the National Intelligence or the Director of the Federal Bureau of Investigation, reasonably believes to be an entity owned or controlled by, or otherwise connected to, the government of a covered foreign country. *See* 2 CFR § 200.216.

**Legal Reference:** 34 CFR Parts 74 and 80 (Education Department General Administrative Regulations (“EDGAR”)) (for federal awards made prior to 12/26/2014); 2 CFR Part 200 (Uniform Administrative Requirements) (for federal awards made on or after 12/26/2014)

**Cross Reference:** DJ – Bidding/Purchasing  
DJH – Purchasing and Contracting: Procurement Staff Code of Conduct

Adopted: \_\_\_\_\_

Amended: \_\_\_\_\_

**REGIONAL SCHOOL UNIT 38  
TEMPERATURE STANDARDS FOR SCHOOLS**

Maine law (20-A MRSA § 1001(23)) requires school boards to adopt and implement a policy establishing minimum and maximum temperature standards for school buildings.

The Board believes that the optimal environment (“comfort zone”) for teaching and learning is between a minimum of 68 degrees and a maximum of 78 degrees and adopts this OSHA-recommended “temperature standard” for the District’s schools.

The Board recognizes that, due to age and construction, the District’s school buildings may not have HVAC (heating, ventilation, and air conditioning) systems capable of maintaining consistent temperatures within this range in all or some areas of the buildings. Some schools may have air conditioning in a few spaces, while others may have none at all.

When temperatures in the building as a whole or in classrooms or other occupied spaces exceed the maximum comfort zone, schools are expected to take practicable measures to relieve heat and humidity-related discomfort, such as (but not limited to):

- Opening windows, when this can be done safely
- Pulling down shades or blinds
- Using fans and/or opening doors within the building to improve air circulation
- Turning off heat-producing electronics and equipment
- Having water readily available to students and staff
- Allowing students and staff to bring battery-operated personal fans to school
- If an individual classroom is affected, allowing teachers to move students to a cooler area of the building (e.g., air-conditioned library or space on shaded side of the building) or, if feasible, to move students to a cooler “outside classroom” for continued instruction
- On days of extreme heat, consider rescheduling tests/exams to another day to enable more effective demonstration and evaluation of student performance

This does not preclude building administrators from acting preemptively in anticipation of a rise in building/classroom temperature to a point that will require action.

On cold days, when building and classroom temperatures hover near the minimum, schools are encouraged to incorporate more opportunities for physical activity during class time and may consider having extra layers of clothing available.

Families should ensure that their students are dressed appropriately for expected weather conditions.

Building administrators will be responsible for implementing this policy, including identifying and planning feasible measures for their schools.

This policy will be posted/made accessible to the public on the District’s website.

Adopted: \_\_\_\_\_

Legal Reference: 20-A MRSA § 1001(23)

## **REGIONAL SCHOOL UNIT NO. 38 EMERGENCY DRILLS**

To protect the safety of students and school personnel and in compliance with Maine Department of Education regulations, schools at all levels (K-12) are required to hold two emergency evacuation drills during the first two weeks of school. Schools enrolling grades K-5 will hold an additional eight emergency evacuation drills during the year; schools enrolling grades 6-8 will hold an additional six emergency evacuation drills; and schools enrolling grades 9-12 will hold an additional four emergency evacuation drills. Schools enrolling any combination of these grade levels will hold the additional number of emergency evacuation drills required of the lowest grade level within the span, except that the local fire chief may increase the number of drills required. Results shall be recorded, deficiencies noted, and corrected.

Emergency evacuation procedures will be incorporated into the school unit's emergency management plan. Building principals should seek advice from local fire, emergency management, and law enforcement officials to identify routes for evacuating their individual school buildings as quickly and efficiently as possible.

Written procedures for emergency evacuation drills shall be posted in each classroom and in the building principal's office.

Principals shall keep a record of all fire drills held in their schools, stating the date and time the drill was held and the time required for evacuation of the building. This information will be reported to the Superintendent or their designee after each drill. Fire officials will be notified before each drill.

The Superintendent/designee will be responsible for ensuring that school personnel receive an annual orientation concerning emergency evacuation procedures. The building principal will be responsible for ensuring that teachers familiarize students with designated evacuation routes before the first emergency evacuation drill of the school year.

### **LOCKDOWN DRILLS**

In some high-risk situations, the school may be locked down rather than evacuated. Each school will hold at least one lockdown drill during the school year, which may be incorporated into the required emergency drills in the previous section.

### **BUS EVACUATION DRILLS**

Maine Department of Education regulations require that students transported on school buses be instructed in safe riding practices and participate in emergency evacuation drills at least twice a year. The building principal will be responsible for arranging the times and locations of such drills. Bus evacuation drills must be conducted in the school parking lot or other safe location. The principal, in consultation with the Special Services Director and/or Section 504 Coordinator, will determine appropriate evacuation procedures for students with disabilities.

Legal Reference: Ch. 125 § 10.2 (Me. Dept. of Ed. Rule)

Ch. 81 § 2(B) (Me. Dept. of Ed. Rule)

Resolve Ch.2, 127<sup>th</sup> Leg., 1<sup>st</sup> Session (Me 2015)

Cross Reference: EBCA – Comprehensive Emergency Management Plan (Crisis Response Plan)

Adopted:



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

Superintendent's Office

Dr. Karen G. Smith  
*Superintendent of Schools*

Amy Therrien  
*Administrative Assistant*

Finance and Human Resources Office

Mandy Fitzgerald  
*Director of Finance*  
*McKinney-Vento Liaison*

Chrissy Michaud  
*Payroll Specialist*

Dawne Townsend  
*Accounts Payable Specialist*

Christine Dunn  
*Human Resources Specialist*

Special Education Office

Ryan Meserve  
*Special Education Director*

Nicole Fyfe  
*Administrative Assistant*

March 27, 2026

To: RSU #38 Board of Directors

From: Karen G. Smith, Superintendent of Schools

Subject: Leave of absence request, Anna Satterfield, MCMS Teacher

I am writing in support of Anna Satterfield's request for a leave of absence for the 2026-2027 school year, due to personal reasons.

Sample Motion: I move to approve the leave of absence for Anna Satterfield, as recommended by the Superintendent.

Sincerely,

Dr. Karen G. Smith

Karen G. Smith, Ed.D.  
Superintendent/Assistant Superintendent  
RSU #38 Maranacook Area Schools  
Superintendent's Office  
45 Millard Harrison Drive  
Readfield, ME 04355  
Office (207) 685-3336, Ext. 1209  
Cell (207) 778-1391

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RSU 38 Office of the Superintendent  
45 Millard Harrison Drive  
Readfield, Maine 04355  
www.maranacook.org  
Tel. 207-685-3336  
Fax. 207-685-4703



Manchester • Mt. Vernon • Readfield • Wayne

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)

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: Adult Edu. Date of trip: 5/15-17 Destination: Bangor

Departure time (from school): After school Fri Return time (to school): Sunday

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

Teacher: Steve Yose, Patti Springer Grade level(s): Adult Ed.

Number of students: 3 Number of chaperones: 3 Cost of activity: \$0

Cost of transportation\*: \$0 Transportation paid by: Students/Parents driving  
(if not paid by school, please include billing information including mailing address)

Paid By: Adult Edu.  
(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.)

This trip is to the annual truck driving competition in Bangor hosted by the Maine Motor Transport Assoc.

Planned Stop(s): NA

Sites(s) have been notified:  Yes  No (Including food establishments)

Notification of transportation needs made to Transportation Director: (Date) NA  
(Final approval of transportation arrangements dependent upon availability of bus & driver)

Other Transportation arrangements have been made - please specify: NA

Storm Date: NA

Stephen Van  
Principal's Signature

Recommended  Not Recommended

3/19/25  
Date

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

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