REGIONAL SCHOOL UNIT NO. 38 | MARANACOOK AREA SCHOOLS

A Caring School Community Dedicated to Excellence

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

BOARD OF DIRECTORS MEETING AGENDA

NOVEMBER 18, 2026 | 6:30 P.M. | MCMS CAFETERIA | ZOOM

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1. **Call to Order**
2. **Pledge of Allegiance**
3. **Citizens' Comments**
4. **Additions/Adjustments to the Agenda by Board and/or Superintendent**
5. **Presentation (Virtual):** FY25 Audit, Heather Hunter RHR Smith
6. **Subcommittee Updates/Minutes**
   - Facilities & Transportation Minutes 10/28*
   - Policy Minutes 10/28*
     First Readings
     - Policy JKAA Use of Physical Restraint and Seclusion*
     - Policy JKAA-F Incident Report Form*
     - Policy JKAA-R Procedures on Physical Restraint and Seclusion*
     - Policy JKD Suspension of Student*
7. **Action:**
   a. Approval of Board Meeting Minutes November 4, 2026*
   b. Approval of RSU 38 District Emergency Plan*
8. **Executive Session to Consider Expulsion of a Student 1 M.R.S.A § 405(6)(B)**
   a. Action after Executive Session (if Any)
9. **Adjournment**

***Attachments**

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CHAD WIGHT

FACILITIES & TRANSPORTATION COMMITTEE MEETING AGENDA
OCTOBER 28, 2026 | 4:00-5:30 P.M. | CENTRAL OFFICE

Board Members: David Guillemette, Brian Tarbuck, Chad Wight, Noah Easter, Dan Holman

Administrators: Superintendent Dr. Karen G. Smith, Transportation Director Jason Sirois, Facilities Director Shaun Drinkwater

1. **Readfield Trails & Conservation Committee Representative Greg Leimbach**
   a. Greg Leimbach of the Readfield Trails & Conservation Committee presented a grant opportunity through Maine's State Trails program. The program has about $7.5 million available statewide. Standard awards are capped at $150,000 and major project awards at $250,000. The grant covers 90% of project costs, and the 10% local match may be met with cash, donated materials, or volunteer labor. The proposed project would replace and restore two footbridges along Tingley Brook on district-owned land behind the school campus, including a bridge near the ski trails that previously washed out. The Town of Readfield, through Town Manager Eric Dyer, has agreed to serve as grant administrator. The district would need to grant a formal public access agreement or easement over the trail land, and the project would carry no direct cost to the district. Mr. Leimbach noted that the State's recreational use statutes and tort claims protections address liability. Committee members raised questions about parking during school hours, controls on trail use, leash enforcement for dogs, and the security camera placement recommended in the recent Maine School Safety Center assessment. By informal consensus, the Committee supported forming an ad hoc group of community members and district staff, including Steve DeAngelis, to define the project scope and bring back a detailed design before the grant application deadline in July 2027.

2. **Facilities Director Shaun Drinkwater**
   a. **Middle School Windows**
   Superintendent Smith and Facilities Director Drinkwater updated the Committee on plans to replace the guillotine-style windows at the middle school, which pose a safety hazard. The district is consulting legal counsel on the procedural and statutory steps required to access Capital Reserve funds for the project, including any public notice and Board votes. Superintendent Smith will report counsel's guidance at an upcoming Board meeting.

   b. Updated Capital Improvement Plan with Estimated Costs
   Mr. Drinkwater reported that he is updating the district's 10-year capital improvement plan. Upcoming priorities include replacing a section of the middle school roof (estimated at $160,000), repairing the middle school boiler and flooring, repaving sidewalks and asphalt to correct tripping hazards at campus entrances, and removing silt from the fire pond on Tingley Brook.

c. Tree Farm and d. Forest Management Plan

Mr. Tarbuck led a discussion on updating the district's forest management plan and clarifying campus property lines. Mapping shows that parts of the long-standing cross-country running trails cross onto adjacent private parcels. The Committee stressed the need to secure formal easements or look at land acquisition options. The district plans to re-engage local forestry advisors Harold Burnett, Henry Whitmore, and Joe Stevenson to update the management plan. The Committee supported pursuing outdoor planting grants and building forestry units into student learning. Mr. Tarbuck will contact the forestry advisors and research trail easements.

3. Transportation Director's Report – Jason Sirois

a. Modified Bus Route Request

The Committee heard a request from parent Khasandra Choate about Pre-K transportation following the closure of Readfield's only licensed daycare facility. Transportation Director Sirois explained that the district runs two Pre-K buses on half-day schedules, with a one-hour midday window from 10:30 to 11:30 a.m. Adding stops outside district boundaries is not feasible: the extra time needed at each stop to secure three-point safety harnesses would make students arrive 15 to 20 minutes late to school. Route changes are reviewed each year, case by case, based on safety and timing. The Committee discussed longer-term options, including full-day Pre-K, adding three-year-olds in future budgets, and regional or satellite childcare partnerships like those in other districts.

4. Other Business

a. CDL Range Compliance: Mr. Drinkwater and Mr. Sirois reported on new federal and state requirements for Commercial Driver's License range testing. Starting September 17, 2027, certified CDL training ranges must measure 280 feet long by 40 feet wide. The current range at the district bus garage is about 100 feet short. The proposed fix is to reconfigure the perimeter fence, move the entry gate closer to the road, and adjust the driveway entrance. The Committee asked administration to get cost estimates for moving the fence and modifying the paved entrance, and to provide written documentation of the requirement for Board review.

b. Readfield Elementary School Indoor Air Quality: Mr. Drinkwater updated the Committee on environmental testing at Readfield Elementary School, done after a staff member raised concerns. Servpro and a state-affiliated air quality firm tested the air and surfaces. Indoor air results met standard specifications, and one small area of mold was found under a classroom windowsill. During Veterans Day break, Servpro will deep-clean the room contents and remove two feet of sheetrock around the window casing. Contributing factors included items brought into the classroom from outside the school. The Committee recommended that administration develop guidelines for personal furniture and items that staff bring into school buildings.

5. Next Meetings

December 9, 2026; April 7, 2027; May 19, 2027

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POLICY COMMITTEE MEETING MINUTES
OCTOBER 28, 2026 | 6:00-7:30 P.M. | CENTRAL OFFICE

Board Members: Wendy Brotherlin, Daniel Holman, Chip Jones & Board Chair Leslie Marco

Administrators: Superintendent Dr. Karen G. Smith & Assistant Superintendent Michelle Lake

1. **Policy Revisions**

a. JKAA: Use of Physical Restraint and Seclusion. The Committee reviewed proposed revisions to Policy JKAA based on the 2025 MSMA sample policy. The one substantive change removes the word "voluntary" from the definition of physical escort. LD 1248 (P.L. 2025, ch. 266) made this change to 20-A M.R.S.A. § 4014, effective September 24, 2025. Because the JKAA definitions must match state law, the district must update its policy. Administration explained that the change allows staff to briefly guide a student to a safe location when the student is unsafe. A physical escort is still limited to temporary contact with the hand, wrist, arm, shoulder, or back. Any contact that immobilizes a student is still a restraint and carries all documentation, parent notification, and reporting requirements. The Committee takes seriously the concern Disability Rights Maine raised during the legislative process and agreed that staff training must make clear where an escort ends, and a restraint begins. The other revisions are minor wording updates: gender-neutral language, clarification that the 20-business-day complaint response begins when the complaint is received, the updated name of the Comprehensive Health and Safety and Emergency Management Plan, and a cross-reference to the district's law enforcement relations policy.

Action: The Committee approved the revisions and recommended forwarding Policy JKAA to the full Board on 11.18.26 for first reading.

b. JKAA-R: Use of Physical Restraint and Seclusion Procedures. The Committee reviewed revisions to Procedure JKAA-R, which was last revised in March 2022 and predates both LD 1248 and several Chapter 33 requirements. The most significant change is the new state definition of "serious physical injury." The old definition was an injury a reasonable person would consider serious. The new definition is an impairment of physical condition that requires a medical practitioner, including a school nurse, to evaluate or treat the person. Administration noted that this definition is scheduled to be repealed in August 2029, so the procedure will need to be revisited at that time. Other changes include: a meeting requirement after every third incident (third, sixth, ninth, and so on), with no more than one meeting required in any 30-school-day period; incident start and end times and the number and description of each use of restraint or seclusion in incident reports;

cumulative reporting that matches MDOE data elements; and corrections to the district's name and section numbering.

Action: The Committee approved the revisions and recommended that Procedure JKAA-R be forwarded to the full Board together with Policy JKAA.

c. JKAA-F: Use of Physical Restraint and Seclusion Incident Form. The Committee reviewed revisions to Form JKAA-F so that the form collects everything the procedure and Chapter 33 require.

The revised form:

- prints the new serious physical injury definition where injuries are recorded, and asks about student and staff injuries separately;
- records the total number of uses of restraint and seclusion, with a row for each use;
- tracks the every-third-incident meeting requirement;
- adds each staff member's role in the incident; and
- prints the required notification timelines next to each follow-up step.

The existing checkbox options, order, and layout will remain the same so staff recognizes the form. Administration identified the following follow-up items:

- confirm whether the district has adopted KLG or KLGA;
- confirm that the hold names on the form match the district's current training program;
- update the annual staff overview and training to cover the revised definitions and meeting requirements.

Action: The Committee approved the revised form and recommended adopting JKAA, JKAA-R, and JKAA-F together, so they take effect at the same time.

d. JKD: Suspension of Students. The Committee reviewed revisions to Policy JKD that reflect changes to 20-A M.R.S.A. § 1001(9-A) and the MSMA sample policy. As required by law, the principal's general suspension authority now applies to students in grade six and above. A new paragraph says that students in grade five or below may not be given an out-of-school suspension except for a violation of the federal Gun-Free Schools Act, or when the student presents an imminent danger of serious physical injury and less restrictive interventions would be ineffective. Any such suspension may not exceed three school days. The Committee discussed whether to keep the principal's suspension authority at six days or increase it to ten, the maximum the state law allows the Board to delegate, and agreed to increase it to ten school days. The Committee kept the local language clarifying that the policy includes students in the District's PreK program. The



Committee also kept the district's local language that bars suspended students from away games and events. It adopted the MSMA clarification that the extracurricular activity restriction applies to both in-school and out-of-school suspensions.

Action: The Committee approved the revisions and recommended forwarding Policy JKD to the full Board on 11.18.26 for first reading.

2. New Policy Considerations
The Committee discussed four policies the district has not yet adopted for future review: KLGC (Relations with Law Enforcement Personnel), JJIBB (Sportsmanship), IMG/A/B (Animals in School/Service/Therapy Animals), and K (Student Memorials). [Administration will bring draft policies based on the MSMA samples to upcoming meetings for the Committee's review.]

3. Next Meetings
The Committee will meet on December 16, January 16, March 31, April 28, and June 2.

REGIONAL SCHOOL UNIT 38
USE OF PHYSICAL RESTRAINT AND SECLUSION

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

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

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

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

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

      Physical restraint does not include any of the following:

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

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

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

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

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

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

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

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

FIRST READ

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

4. **Training Requirements**

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

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

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

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

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

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

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

FIRST READ

RSU 38 Chapter 33 Incident Report Form

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

A. Student Information

Student Name: _____ Age: _____

School: _____ Grade: _____

Parent/Guardians: _____ Gender: _____

Does the student have (check all that apply):

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

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

☐ Other: _____

B. Incident Information

Date of incident: _____

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

Location of Incident (check all that apply):

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

☐ Special Education Room ☐ Bathroom ☐ Hallway ☐ Quiet Room

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

☐ Other: _____

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

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

☐ Loud Noises ☐ Easy Task ☐ Transition ☐ Unstructured Time

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

☐ Unfamiliar Staff ☐ Crowding/Proximity ☐ Waiting ☐ Unclear

☐ Other: _____

Description of prior events and circumstances:

_____

_____

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

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

☐ Relocation ☐ Supportive Guide ☐ Shoulder Check ☐ Protective Shuffle

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

☐ Other: _____

Comments (if needed):

_____

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

_____

_____

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

☐ Aggression ☐ Using objects as weapons ☐ Eloping

☐ Self-injurious ☐ Throwing large objects

☐ Other: _____

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

_____

_____

_____

C. Seclusion (if applicable)

Total number of uses of seclusion within this incident: _____

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

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

D. Physical Restraint (if applicable)

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

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

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

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

☐ Chair Stability Hold ☐ Leg Wrap ☐ Floor Drop

☐ Other: _____

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

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Restraint or Seclusion Lasting More Than 10 Minutes

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

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

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

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

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

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

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

☐ Change to Behavior Plan ☐ Reduced Demands ☐ Quiet Environment

☐ Other: _____

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

_____

_____

E. Staff Information

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

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

F. Bodily Injury of Student or Staff

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

Student

Did the student sustain bodily injury? ☐ Yes ☐ No

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

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

Describe injury(ies) sustained:

_____

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

Treatment administered (if any):

_____

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Staff

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

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

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

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

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

Treatment administered (if any):

Serious Bodily Injury or Death of a Student

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

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

Superintendent notified by: _____ Date: _____ Time: _____

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

G. Notifications and Follow-Up

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

Date: _____ Time: _____ Notified by: _____

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

Date: _____ Time: _____ Method: _____

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

Staff debrief: Date: _____ Time: _____

Student debrief: Date: _____ Time: _____

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

Every-Third-Incident Team Meeting

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

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

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

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

Team meeting date: _____ Time: _____

Report Completion

Name/Title of person completing report: _____

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

Date sent to parents/guardians: _____

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REGIONAL SCHOOL UNIT 38
PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

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

1. Physical Restraint

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

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

A. Permitted Uses of Physical Restraint

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

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

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

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

B. Prohibited Forms and Uses of Physical Restraint

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

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

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

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

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

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

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

C. Monitoring Students in Physical Restraint

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

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

D. Termination of Physical Restraint

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

2. Seclusion

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

FIRST READ

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

A. Permitted Uses and Location of Seclusion

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

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

B. Prohibited Uses of Seclusion

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

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

c. Seclusion that is life-threatening.

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

C. Monitoring Students in Seclusion

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

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

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

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D. Termination of Seclusion

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

3. Notification and Reports of Physical Restraint and Seclusion Incidents

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

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

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

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

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

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

B. Incident Reports

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

FIRST READ

The incident report must include the following elements:

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

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

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

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

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

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

FIRST READ

5. Procedure for Students After Every Third Incident

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

A. Special Education/504 Students

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

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

B. All Other Students

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

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

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

6. Cumulative Reporting Requirements

A. Seclusion Reports Within the School Unit

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

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

B. Physical Restraint Reports Within the School Unit

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

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

FIRST READ

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

C. Superintendent Review of Reports

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

D. Reports to Maine Department of Education

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

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

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

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

FIRST READ

REGIONAL SCHOOL UNIT 38
SUSPENSION OF STUDENT

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

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

Prior to the suspension, except as hereinafter provided:

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

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

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

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

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

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

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

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

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

FIRST READ

REGIONAL SCHOOL UNIT NO. 38 | MARANACOOK AREA SCHOOLS
Office of the Superintendent · 45 Millard Harrison Drive, Readfield, ME 04355
BOARD OF DIRECTORS MEETING MINUTES
NOVEMBER 4, 2026 | 5:30 P.M. | MCMS CAFETERIA

Board Members: [Board Goals 2026-2027]

☑ Wendy Brotherlin	☑ Patricia Clark	☑ Kristin DuBois
☑ Noah Easter	☑ Andrew Gorrill	☑ Jessica Gorton
☐ David Guillemette	☑ Dan Holman	☑ Chip Jones
☑ Leslie Marco	☐ Brian Tarbuck	☑ David Twitchell
☑ Chad Wight (5:53 pm)	☐ Eva Morrill *(Student)*	☑ Connor Hebert *(Student)*

Administrators/Directors Present:

☑ Jeff Boston	☐ Trudi Cormier	☑ Cal Dorman
☐ Shaun Drinkwater	☐ Jen Hall	☑ Michelle Hood
☑ Greg Hughes	☑ Jeanette Jacobs	☐ Michele LaForge
☑ Michelle Lake	☑ Diane MacGregor	☑ Ryan Meserve
☐ Mike Muir	☑ Jason Sirois	☑ Karen Smith
☑ Steve Vose	☑ Beth Christopher	

1. **Call to Order** 5:30 pm
2. **Pledge of Allegiance**
3. **Executive Session pursuant to 1 M.R.S. § 405(6)(B) to discuss a student readmission following expulsion.**

   a. ***Motion to enter Executive Session pursuant to 1 M.R.S. § 405(6)(B) to discuss a student readmission following expulsion.*** **Time:** 5:34 pm

   Motion: N. Easter **Second:** K. DuBois **Vote:** 10 Yes; 0 No; 0 Abstain (Passed)

   b. ***Motion to approve the student agreement discussed in Executive Session.*** **Time:** 5:53 pm

   Motion: N. Easter **Second:** A. Gorrill **Vote:** 10 Yes; 0 No; 0 Abstain (Passed)
4. **Citizens' Comments** (none)
5. **Additions/Adjustments to the Agenda by Board and/or Superintendent**
6. ***Motion to move Citizens' Comments to before bullet #9.***

   Motion: A. Gorrill **Second:** D. Twitchell **Vote:** 10 Yes; 0 No; 0 Abstain (Passed)
7. **Reports/Updates**
   - **a.** Celebrations - MCHS Fall musical members: November 19th- 22nd, *"The Addams Family"* musical*
   - **b.** Reports - As seen in Board packet
   - **c.** Subcommittee Upcoming Meetings/Minutes
   - **d.** Budget- 12/9 @ 6-7:30 p.m. - Central Office
   - **e.** Curriculum -11/17 @ 3:30-4:30 p.m. - Central Office
   - **f.** Facilities & Transportation - 12/9 @ 4-5:30 p.m. - Central Office
   - **g.** Policy - 12/16 @ 5:00 - 6:15 p.m. - MS Media Center - Noted a conflict with band performance
   - **h.** Awesome Bear Society - 11/11 @ 6:30 p.m. HS Media Center
   - **i.** Professional Staff Negotiations - 11/9 @ 5:30 - 7:30 MCHS Rm 130 (not public)
   - **j.** NESDEC Strategic Planning - 11/9 & 11/16 @ 3-5 MCHS Cafeteria
8. **Presentation: Maine School Safety Center, Jack Peck & Michele Legare***

9. **Action/Discussion/Informational Items**

   a. ***Move to approve the October 21, 2026, Board Meeting Minutes as presented.***

Motion: N. Easter **Second:** C. Wight **Vote:** 10 Yes; 0 No; 1 Abstain (Passed)

   b. ***Move to accept the donations through October 30, 2026.***

Motion: N. Easter **Second:** J. Gorton **Vote:** 11 Yes; 0 No; 0 Abstain (Passed)

   c. **MSMA Fall Conference Reports from Board attendees**
      i. Attendees shared out: Patricia Clark & Wendy Brotherlin; Board Chair Workshop: Leslie Marco & Chip Jones

   d. **Board procedure for hearing from Member Town Select Boards* (Discussion & vote on process only)**. The Board Chair and Superintendent recommend a procedure for hearing from the Manchester, Mount Vernon, and Wayne Select Boards regarding the Readfield Select Board's letter presented to the Board on October 21, 2026. The procedure also sets out when the Board will discuss and consider that letter. This item is limited to discussing and voting on the procedure. The Board will not consider the substance of the Readfield letter, and it will not discuss or take action on the letter itself under this item

      i. ***Move to adopt the procedure recommended by the Board Chair and Superintendent for hearing from member town Select Boards regarding the Readfield Select Board's letter presented to the Board on October 21, 2026.***

Motion: D. Holman **Second:** N. Easter **Vote:** 11 Yes; 0 No; 0 Abstain (Passed)

10. **Citizens' Comments (moved from item #4)**
Three community members offered public comment. Holly Stevenson of Wayne asked about the timeframe for implementing the Board procedure discussed in item 8d. She also recommended a joint meeting and asked that the Mt. Vernon letter be considered. Deborah Baeder of Mt. Vernon, Chair of the Education Options Task Force, suggested changing item 8d: once all towns have presented, the Board would process the information in a workshop format that allows ideas to flow freely. She also announced a Town Forum on November 22 from 2:00 to 4:00 p.m. Susan Herman of Mt. Vernon voiced support for the letter from the Mt. Vernon Selectboard Chair. She asked the Board to reconsider item 8d and use a workshop format that allows interaction, dialogue, and brainstorming among the RSU, the various boards, and members of the public. She said the process is premature because the district is in the middle of strategic planning.

11. **Executive Sessions**:

   a. ***Motion to enter Executive Session to consider contract proposals between: RSU 38 Administrators and the RSU #38 Board of Directors pursuant to 1 M.R.S. § 405(6)(D).RSU 38 Maranacook Area Staff Association (Professional Staff) and the RSU #38 Board of Directors pursuant to 1 M.R.S. § 405(6)(D).*** **Time:** 7:23 pm

Motion: N. Easter **Second:** A. Gorrill **Vote:** 11 Yes; 0 No; 0 Abstain (Passed)

   b. **Actions Following Executive Sessions**: None. **Time:** 8:24 pm

12. **Adjournment: Time:** 8:25 pm

Motion: N. Easter **Second:** P. Clark **Vote:** 11 Yes; 0 No; 0 Abstain (Passed)

**** Attachments***

Respectfully submitted,
Dr. Karen G. Smith, Superintendent; Recorded by Michelle Lake, Assistant Superintendent

You are cordially invited to the Addams Family Manor for a night you will NEVER forget.

MCHS Performing Arts Presents

THE ADDAMS FAMILY

November 19th 2026 @ 7PM

November 20th 2026 @ 7PM

November 21st 2026 @ 1PM and 7PM

November 22nd 2026 @ 1PM

SECURITY ASSESSMENT AT FIRST ENTRY



BACKGROUND

The Cybersecurity and Infrastructure Security Agency's (CISA) Security Assessment at First Entry (SAFE) is designed to rapidly evaluate a facility's current security posture and identify options for facility owners and operators to mitigate relevant threats.

PROGRAM DESCRIPTION

SAFE is a rapid physical security assessment that assists facility owners and operators in implementing effective security programs. Using SAFE, CISA Protective Security Advisors (PSA) provide a structured review of a facility's existing security measures and delivers feedback on observed vulnerabilities and options for improving security.

SAFE VISITS

The SAFE assessment is free, quick, and easy for owners and operators. It entails a local PSA conducting a brief walk-through of a site and discussion of its existing security features and concerns. The SAFE visit will

- Focus on physical security;
- Take only a few hours to complete; and
- Be objective.

OUTCOMES FROM VISIT

After completing the SAFE visit, the PSA delivers a short report containing:

- **A list of commendable actions**: During the assessment, the PSA will make note of existing practices that are noteworthy for their effectiveness and that should be continue.
- **A list of vulnerabilities and options for consideration**: The PSA will also make note of any areas that could benefit from additional attention from a security perspective—areas relating to security management, entry control, perimeter security, and other physical security measures. Each identified vulnerability will have one or more mitigation options for owners and operators to consider. These options are purely voluntary, and each facility determines what actions to take in light of its own current security posture, anticipated growth or organizational changes, budgetary outlook, and other factors.
- **A list of individuals, agencies, and organizations**: Useful points of contact for owners and operators as they proceed with efforts to improve a facility's security posture.
- **Helpful links and references**: Resources that provide more information about security options and ways to implement them.

CONTACT US

Please visit cisa.gov for more information on CISA's mission and the role that critical infrastructure vulnerability assessments, including the SAFE, play in infrastructure security and resilience.

To learn more about SAFE assessments, contact your local PSA or email ISDAssessments@cisa.dhs.gov.

MAINE School Safety Center
Creating a Culture of Care and Safety

Maine DOE

Restorative Practices

CREATING A CULTURE OF CARE IN SCHOOLS USING RESTORATIVE PRACTICES

This program aims to provide schools with the tools needed to help create an environment of safety, belonging, and accountability for students, staff, and community members that increases learning while reducing undesirable behavior and exclusionary discipline.

WHOLE SCHOOL TRAINING PROGRAM

- Asynchronous modules
- In-person facilitated by school-based team
- Student Curriculum
- Parent Programming

Schools sign up to participate in this no cost program as a whole staff. Schools select a team of leaders to undergo training from a coach. The staff are trained asynchronously at a pace chosen by the school.

DR. STACEY GULLEY-VERNON CAN HELP WITH:

- Restorative Process in an educational setting
- Alternatives to suspension
- Integrating trauma informed practices into school behavioral response
- Code of Conduct development

Supporting a Restorative Culture of Care and Safety in Schools

For more information on this **no cost training,** email Stacey.Gulley-Vernon@maine.gov

Helping educators, students, & schools thrive. | *maine.gov/doe*

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Maine DOE

Behavioral Threat Assessment & Management

The Maine School Safety Center (MSSC) provides no cost training and support in Behavioral Threat Assessment and Management (BTAM) to help schools identify, assess, and manage potential threats of violence before harm occurs. Ensuring that all Maine schools are adequately prepared to respond to concerning behavior is an essential part of maintaining safe, supportive learning environments. This work strengthens collaboration among school staff, law enforcement, and mental health professionals, promoting early intervention, prevention, and the protection of every student and educator in Maine's schools.

COMPREHENSIVE SCHOOL THREAT ASSESSMENT GUIDELINES (CSTAG)

The Maine School Safety Center delivers training in the Comprehensive School Threat Assessment Guidelines (CSTAG), a nationally recognized model for behavioral threat assessment in schools. CSTAG was selected due to its strong foundation in research and its widespread use in K-12 settings, offering proven strategies to address potential threats in a systematic, fair, and effective manner. By equipping multi-disciplinary teams with CSTAG's evidence-based process, the MSSC enables schools to proactively prevent violence, support student well-being, and foster safer learning environments for all Maine students.

DR. JAMES BABCOCK CAN HELP WITH:

- Training for multidisciplinary school-based threat assessment teams
- Guidance and resources on best practices in BTAM
- Ongoing consultation and implementation support

Supporting a Restorative Culture of Care and Safety in Schools

For more information on this **no cost training,** email James.Babcock@maine.gov

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School Emergency Management

The Maine Department of Education (DOE) through the Maine School Safety Center (MSSC) and the School Emergency Management (SEM) program will provide school emergency management training and resources for all administrative school units, districts and individuals schools. The MSSC will provide training, guidance, and ongoing support to ensure that every school in Maine possesses a comprehensive health and safety and emergency management plan as defined and required in Sec.1. 20-MRSA, subsection 16.

EMERGENCY OPERATIONS PLAN REVIEW

- Safety team guidance
- Plan review
- Resources and guidance with annexes

EMERGENCY EXERCISES & DRILLS

- Table-top and full scale exercises
- In-person planning and facilitation
- Working with State and Local agencies

On-site evaluations of Maine schools through the Crime Prevention Through Environmental Design (CPTED) model

JACK PECK CAN HELP WITH:

- The development of a Comprehensive Health and Safety and Emergency Management Plan
- Forming a collaborative, multidisciplinary planning team
- Emergency management training and education opportunities
- Emergency exercises/drills

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For more information on this **no cost training,** email Jack.Peck@maine.gov

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Safety & Security

The Maine School Safety Center is dedicated to ensuring schools have the latest and most up to date information regarding a safe and supportive school environment, accounting for the whole student. We work with our Federal, State, County, and Local partners to improve physical campus security and the school safety climate.

SITE ASSESSMENT

- Physical Assessment that focuses on physical security, climate, and culture of a school
- Provide confidential written report with commendable practices and viable options for consideration

SCHOOL RESOURCE OFFICER TRAINING

- Certification Program in partnership with the Maine Criminal Justice Academy
- Providing ongoing guidance, training, support, and networking

MICHELLE LEGARE CAN HELP WITH:

- Supporting collaboration between Law Enforcement and schools
- Digital safety
- Cyberbullying
- Support and guidance with Memorandums of Understanding (MOU)

Supporting a Restorative Culture of Care and Safety in Schools

For more information on this **no cost training,** email Michelle.Legare@maine.gov

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MAINE School Safety Center
Creating a Culture of Care and Safety

Maine DOE

Transportation Safety

Today's school buses incorporate advanced technologies that make them safer, more fuel-efficient, more durable, and more environmentally responsible than ever before.

The Maine Department of Education's School Transportation program provides guidance and support to school administrative units and works collaboratively with the Legislature to promote safe and efficient transportation for all students. The program focuses on policy development, operational support, and training initiatives, while also collecting data and monitoring trends to continuously improve school transportation across the state.

BUS PURCHASING

- Completes RFQ process to provide schools with low bid options from the approved vendors
- Review and approve purchases subsidized by the State of Maine
- Provide guidance and support around the purchasing process

TRAINING

- Transportation Director 101 and guidance for new directors
- Reporting in NEO EFT17, EFT18, EFT20, EFT21, & EFT24
- Support bus driver training statewide
- Provide updates on rules & statutes

CHERYL BRACKETT CAN HELP WITH:

- Support with ensuring compliance concerning transportation rules and statutes.
- Working with stakeholders to make transportation state rules and regulations clear, practical, and achievable.
- Available to schools and families to discuss school bus transportation safety.
- Receives and disseminates updates from federal partners.

Supporting a Restorative Culture of Care and Safety in Schools

For more information on this **no cost training**, email Cheryl.Brackett@maine.gov

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MAINE School Safety Center
Creating a Culture of Care and Safety

Maine DOE

Michelle Legare
michelle.legare@maine.gov
207-592-2568

Jack Peck, Jr.
jack.peck@maine.gov
207-458-5438

Confidentiality & Legal Protection Notice

This assessment report contains sensitive information related to school safety, security procedures, and risk assessments. As such, it is protected from public disclosure under applicable federal law and the Maine Freedom of Access Act. Pursuant to Maine law, 1 M.R.S. §402(3)(L), records describing security plans, procedures, or risk assessments prepared for the purpose of preventing or responding to acts of terrorism are confidential to the extent that their release could reasonably be expected to jeopardize the safety of government personnel or the public. Disclosure of this report is therefore restricted and may only be shared with authorized individuals under conditions that prevent further dissemination For the purposes of this protection, “terrorism” is defined under Title 37-B, §703(8) as the unlawful use of force or violence against persons or property to intimidate or coerce a government or civilian population. This includes actions intended to cause serious bodily injury, damage to multiple structures, disruption of critica infrastructure, or cyberattacks affecting information and communications systems. Unauthorized distribution, reproduction, or disclosure of this report, as a whole or in part, is strictly prohibited.

Why Conduct a School Safety Assessment?

- Identify strengths, vulnerabilities, and potential gaps
- Evaluate the building, grounds, policies, and procedures through a layered approach
- Build a safer and more resilient school community
- Objective is to deter, detect, or delay and respond to adversarial behavior

Maine's School Buildings – A Changing Landscape

Maine has 594 public school buildings

Average building age is 54 years

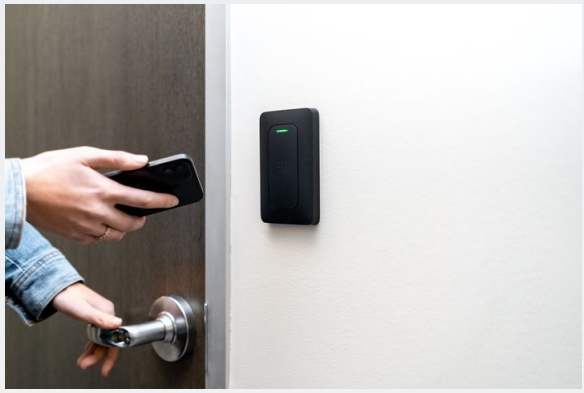
A safety assessment helps us evaluate the building as it exists today- an aging school doesn't mean it's not safe

No one-size-fits-all

70 percent of schools in the US were built before 1970

Source: Maine school building inventory, published January 2025.

Access Control



Access system for first responders

- Knox box
- Key fob
- Proximity card
- Master key

Access control systems are being used in 94 percent of public schools nationwide

Electronic access that can be managed – employee termination

Who has keys? Community?

Wayfinding

Signage

Label exterior doors and windows – reflective material- begin at main entrance and proceed clockwise

Single point of entry- monitored

Facility Mapping to share with first responders

Celebrated entryway





Visitor Management

Visitor badging system- sign all visitors into a **log** – check student information system to ensure that visitors are allowed on campus or to sign out a student

School name and logo
VISITOR text in large bold font
Name of visitor
Date and time

Volunteer background checks
Vendor and contractor background checks



Classroom Doors- Exterior Doors

Locked and Closed during occupied time **Locked from the inside- Keys available to law enforcement**

Policy for control of exterior openings- propped doors, alarm

Secure Vestibule- double locking doors, be careful of piggybacking, tailgating (grabbing a door while someone is leaving)
Video monitoring – door buzzer system

Propped doors, **obstructed locking mechanisms**, undermines protection

Glazing for windows – one-way film classroom door windows

Security Film exterior door vision panels and sidelites
Expansion of existing electronic access control to include interior rooms

Video Surveillance

Clear camera views, cut back vegetation

Storage

Live time monitoring

Remote Access

Who has access

Does Law Enforcement have access

Pan, tilt, zoom

Communication

Two-way radios – between office and staff

PA system- playgrounds, parking lots, athletic fields, bus loading/unloading, drop off/pick up areas, restrooms

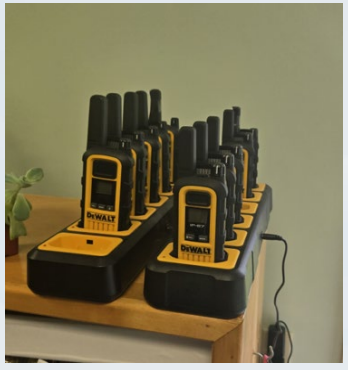
Mass notification system

E-911 system with no codes, anyone can call



Script
Media contact (PIO)

Have a **communication plan**- up to date list for staff, students, parents, and emergency services
Identify multiple communication methods- email, phone tree, messaging apps



School bus radio system- interoperable

Panic button- Main office, cafeteria, library (under a desk, foot pedal)

Barriers, Traffic, Lighting

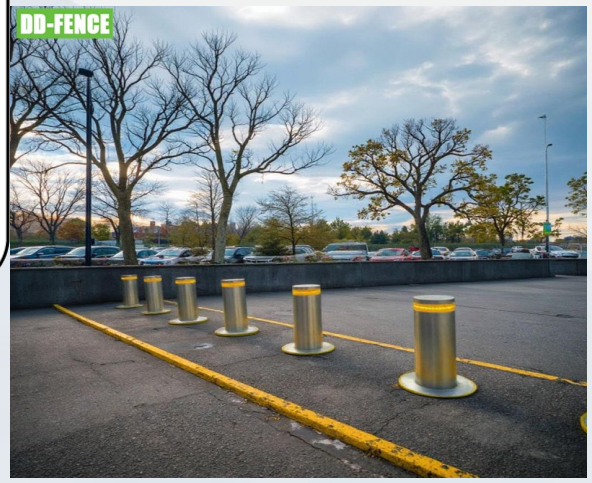
Mitigate high speed vehicle approach
- Jesey barriers, concrete planters, bollards
- **Traffic pattern** evaluations

Clear boundaries to the public and provide visible notice of rules and responsibilities
- **Signage-** No weapons, No drones, etc

LED Lighting-improve visibility in parking areas, along pedestrian walkways, near building entrances, and around the exterior perimeter, helping staff, students, families, and visitors remain aware of their surroundings. Well-lit areas can also assist staff and first responders with identifying activity and navigating the property during evening events or emergencies. LED lighting offers the added benefits of energy efficiency and reduced maintenance demands. Continued attention to lighting placement, consistency, and maintenance can help minimize dark areas and strengthen the overall safety of the school grounds.







Traffic

Consider conducting a comprehensive review of vehicle and pedestrian traffic patterns to ensure that routine school operations do not interfere with emergency response or evacuation. Work with school administration, facilities staff, transportation personnel, and local fire, police, and EMS representatives to:

Identify and map emergency access routes
Evaluate drop-off and dismissal procedures
Establish procedures to keep access points clear,
Assign staff responsibilities
Review traffic flow during an emergency exercise



School Resource Officer



Location matters- close coordination with the main office, privacy for sensitive student conversations

Welcoming environment

Mentor and educate students and build trust

Memorandum of Understanding (MOU) - between agency and school to define roles, responsibilities and expectations

Evacuation and Reunification- Emergency Preparedness

The need for coordination can be of even greater importance in rural and underserved communities with limited resources



Pre-identifying a location supports a more organized response following an evacuation or critical incident by providing a planned location for student and staff accountability, family communication, and the controlled release of students to authorized caregivers.

- **Family reunification- Coordinated plan**
- **Lock Down drills** – options based
- **Emergency plans** to include individuals with access and functional needs
- Teachers, staff and substitutes **trained on emergency protocols**
- **Identifying mental health resources** ahead of time to provide post-incident stress debriefings and long – term trauma care

BTAM and Reporting – School Climate

Violence and bullying prevention programs- RSU 38 commended for having Robust BTAM- CSTAG

Training faculty, staff, students, and parents to recognize indicators, of potential self-harm, suicide, or violence

Social emotional learning programs

Bystander Intervention- reporting

Anonymous Reporting Systems- mobile applications, online, email, phone

A positive school climate promotes respectful, trusting, and caring relationships and open lines of communication

Backup Power- Intrusion Alarms

Backup Power – Generator capable of powering critical areas - Loss of power could impact emergency communications, access control, security systems, lighting, heating, and other essential building functions .Priority should be given to maintaining life-safety, communications, security, and essential building systems during an extended outage.

Intrusion Alam - provides an additional layer of protection when the building is unoccupied. These systems can alert designated personnel or a monitoring service when unauthorized entry is detected, allowing for an appropriate response. They can help protect the building, equipment, technology, records, and other valuable school resources.
However, simply having an alarm system is not enough. It must be properly maintained, routinely tested, and consistently used. If staff experience repeated false alarms or believe the system is too sensitive, they may become reluctant to arm it. Those concerns should be addressed with the alarm provider rather than allowing the system to fall out of regular use.

Cybersecurity

Dry chemical suppression in server rooms

Conduct annual cybersecurity training

Phishing protection

Require multi-factor authentication for users

Require Re-authentication after periods of inactivity



Turn the Assessment into Action

The goal is not to eliminate every imaginable risk. It is to identify vulnerabilities, reduce preventable risks, strengthen preparedness, and ensure that our schools are doing everything reasonably possible to protect the students and staff entrusted to their care.

Michelle Legare
michelle.legare@maine.gov
207-592-2568

Jack Peck, Jr.
jack.peck@maine.gov
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RE: Recommended Process for Hearing from Member Town Select Board Response following the receipt of the 10.21.26 Readfield Select Board Public Comment and Letter (Section 13g)

Board Chair Statement:

Before we open discussion on this item, I want to clarify what is before the Board tonight and what is not.

On October 21, the Board heard from Readfield during public comment about the Readfield Select Board's September 14 letter. As we do with all public comment, the Board listened without discussion. Since then, the Mount Vernon Select Board has requested a joint meeting of the four Select Boards and the School Board, and the Wayne Local School Committee has shared its perspective with the Wayne Select Board. Mount Vernon and Wayne each also have local committees studying the future of their elementary schools, and we would welcome hearing from Manchester as well. With multiple towns now engaged, the Superintendent and I believe the Board needs a clear, consistent way to hear from every member town before it considers the Readfield letter.

This item is only about that process. The substance of the Readfield letter is not before the Board tonight, and we will not discuss or act on it under this item.

The Superintendent and I recommend the following, and we intend to move through it within a reasonable timeline:

- First, the Board would invite the Manchester, Mount Vernon, and Wayne Select Boards to each choose one or two spokespeople to update the Board at a regular meeting. Each update could cover the town's own work and its response to the other towns. The Board would listen without discussion, as it did with Readfield.
- Second, once each Select Board has had that opportunity, the Board would discuss the matter at a later meeting.
- Third, any vote would come only after that discussion, so Board members have time to reflect before acting.
- Fourth, our strategic planning work with NESDEC would continue on its current timeline, with the final plan coming to the Board in March 2027.

We are recommending this approach for a few reasons.

- Every member town should have the same opportunity to be heard, in the same format.
- Board members should hear from all four towns before forming positions.
- The Board should make any decision openly, at a properly noticed meeting, after full discussion.
- This procedure also sets a respectful, timely timeline.
- It gives each town a fair opportunity to share its work, while recognizing that Readfield has already been heard and that the Board owes every town a prompt and orderly process.
- And the strategic plan, which asks what we want for our students and how we sustain ourselves as an RSU, should inform any larger decisions rather than follow them.
- Our Reorganization Plan already calls for a careful, deliberate process on questions like these, and this procedure is consistent with that.

I'll now open the floor for Board discussion of the procedure. I'd ask members to keep comments to the process itself. After discussion, we'll take up a motion.

If asked about the joint meeting:

Tonight, the Board is considering how it will hear from each town's Select Board. Each Select Board will have the opportunity to update the Board at a regular Board meeting, in the same format Readfield used.

October 30, 2026

Dr. Karen G. Smith, Ed.D.
Superintendent of Schools
RSU 38 Maranacook Area Schools
45 Millard Harrison Drive
Readfield, ME 04355

RSU 38 Board of Directors
45 Millard Harrison Drive
Readfield, ME 04355

Re: Request for Joint Meeting with Member Town Selectboards Regarding Potential Elementary School Closures

Dear Dr. Smith and Members of the RSU 38 Board of Directors:

I am writing on behalf of concerned residents and municipal officials to respectfully request that RSU 38 convene a joint meeting with the Select Boards of Readfield, Manchester, Wayne, and Mount Vernon to discuss the proposal advanced by the Readfield Select Board requesting that the RSU Board begin the process contemplated under Section 13(g) of the 2009 Reorganization Plan regarding potential elementary school closures. The Readfield proposal specifically asks the Board to prepare closure plans for all four elementary schools and begin the data collection process required under the Reorganization Plan.

The member towns have a significant interest in understanding the practical implications of any proposal that could ultimately affect the future of their elementary schools. While the Readfield proposal describes initiating an exploratory process, it does not explain what educational model is envisioned should one or more elementary schools eventually close.

Accordingly, we request a meeting with the Select Boards of all four member communities so that municipal leaders and residents can better understand several important questions:

1. Is there a proposal, concept, or preliminary vision for a consolidated elementary school serving the district?
2. If so, where would such a school be located?
3. What facilities are being considered to house elementary students if local elementary schools were closed?
4. Is there a proposal to relocate students to one or more existing district facilities?
5. If existing facilities are under consideration, which facilities are being evaluated and what capacity analyses have been completed?
6. Are there additional proposals, assumptions, or planning concepts that have not yet been publicly discussed but are contemplated within the closure study request?

7. How would transportation, student travel times, and educational programming be affected under any potential consolidation scenario?

The 2009 Reorganization Plan recognizes that local schools are a central element of the identity of Maine communities and establishes a deliberate process requiring extensive analysis before any closure decision can be considered. Among other requirements, the Plan calls for a review of attendance boundaries, an analysis of alternatives, and a plan for providing services to students if a school were to close.

Because these issues affect not only students and families but also municipal planning, community development, property values, and the long-term vitality of our towns, we believe direct engagement between RSU leadership and the governing bodies of each member municipality is appropriate and necessary at this early stage.

A joint meeting would provide an opportunity for transparent discussion, ensure that municipal leaders have accurate information, and allow all communities to better understand the objectives, assumptions, and potential consequences associated with the Readfield proposal before any further action is considered.

Thank you for your consideration of this request. We respectfully ask that the Board schedule such a meeting at the earliest practical opportunity and invite representation from each member town's Select Board.

Sincerely,



Carl J. Rogers, Ph.D., MBA
Chair, Mount Vernon Select Board

To: Wayne Selectboard Members and Shannon McDonnell, Town Manager

Date: November 1, 2026

From: Wayne Local School Committee

Re: Response to Town of Readfield September 14, 2026 letter to RSU 38

As we mentioned to Shannon in an earlier communication, the Wayne Local School Committee has discussed the proposal advanced by the Readfield Select Board outlined in the attached September 14, 2026 letter. The Town of Readfield is requesting that the RSU 38 Board prepare closure plans for all the elementary schools in the district, a process outlined under Section 13(g) of the 2009 Reorganization Plan.

We are sorry that due to prior conflicts, we cannot attend the November 10 Selectboard meeting to discuss this topic with you. We hope that you will consider the following perspectives and suggestions that we have outlined in this letter.

1. We think that the timing of Readfield's proposal is premature and presumptuous. RSU 38 and our four communities are involved in a District wide strategic planning process –with a report scheduled for RSU Board review in March 2027. There have many meetings to date about the planning process and additional meetings and topics of consideration are scheduled between now and March. In those forums, RSU superintendent, Dr. Karen Smith and many others including the district's attorney Peter Felmly of Drummond and Woodsum, have noted that a school strategic planning process is not a school closure process.

2. Each of the four towns in the RSU have an interest in understanding the implications of any proposal that could affect the future of their elementary schools. Given these implications, in June 2025, the voters in the Town of Wayne allocated $25,000 to study options for the future of Wayne Elementary School (WES). The Wayne Options Committee has been meeting monthly to address this topic and has held a number of public forums for the community, with a report planned for winter, 2027.

3. It is our understanding that if the RSU votes to close WES, the building will be transferred by deed to the Town of Wayne. Therefore, the Wayne Local School Committee asked Fred Duplisea and other WES building experts, including long time custodian Ray Kelley, to assess the current condition of WES. Fred is preparing a WES physical building status report, which we plan to present to the Selectboard and Wayne residents this winter.

4. As the Wayne Comprehensive Planning Committee continues their work to update our Town's Comprehensive Plan, we understand that they are staying informed about RSU 38's strategic planning process and the March 2027 report timeline.

It is our understanding that the Mount Vernon Selectboard has requested a joint meeting with the Selectboards of all four towns to discuss the Readfield proposal. Given the significance of this topic, we strongly encourage your participation in this community wide discussion.

We appreciate that all of these issues affect our children's current and future educational opportunities, family and community life, and the social and economic well-being of our region.

Thank you for your consideration of this request. We would be happy to participate in any way that would be helpful.

Sincerely,

Theresa Kerchner and Sue Spalding
Wayne Local School Committee members

Cc: Dr. Karen Smith, Superintendent and the RSU 38 School Board, Wayne Community Members, RSU Strategic Planning Committee; Wayne Options Committee, Wayne Comprehensive Planning Committee members

Superintendent's Office

Dr. Karen G. Smith
Superintendent of Schools

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

Amy Therrien
Administrative Assistant

Chrissy Michaud
Human Resources Specialist

Finance Office
Elizabeth Christopher
Director of Finance

Sharie Ouellette
Payroll Specialist

Accounts Payable Specialist
Dawne Townsend

Special Education Office

Ryan Meserve
Special Education Director

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

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

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

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

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

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

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

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

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

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

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

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