Gardiner - Randolph - Pittston - West Gardiner

Maine School Administrative District No. 11

150 Highland Avenue
Gardiner, ME 04345

Kady Gould
Superintendent of Schools

Phone: 207-582-5346
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www.msad11.org

Angela Hardy
Director of Curriculum & Instruction

MERLE E. PEACOCK, JR. BOARD ROOM
POLICY COMMITTEE MEETING
April 2, 2026
5:30 pm

AGENDA

The meeting will also be live streamed and available for viewing at www.msad11.org.

I. Call to Order

II. Discussion/Vote

A. Job Description Review
- School Based Mental Health Professional
- Inclusion Specialist

B. Policy Review
- GE-R Manual for Policy GE – Non-Unionized Personnel

C. Handbook Review
- Pre-K Student Handbook 2025-2026

D. Policy Review
- EBBD Temperature Standards for Schools - DRAFT
- BHC Board Communications with Staff
- BIA New Board Member Orientation
- BIB Board Member Development Opportunities
- BIC Board Member Freedom of Access
- BIC-E Certification of Completion
- BID Board Member Compensation and Expenses
- CB School Superintendent
- CBI Evaluation of Superintendent – Current
- CBI Evaluation of Superintendent – MSMA
- CB-R Superintendent Job Description – Current
- CB-R Superintendent Job Description – MSMA
- DJ Bidding and Purchasing

III. Adjourn

DRAFT
Position/Title: School Based Mental Health Professional

MSAD #11 Job Description for School Based Mental Health Professional

Qualifications: Licensed Clinical Social Worker (LCSW), Licensed Master Social Worker - Conditional Clinical (LMSW-cc), Licensed Clinical Professional Counselor (LCPC), Licensed Conditional Clinical Professional Counselor (LCPC-c) or School Psychologist or Licensed Psychologist. Must have current CHRC authorization through the State of Maine Department of Education. *Conditionally licensed individuals will require clinical supervision per their respective regulatory board. Most often, this can be provided by a fully licensed individual within the district.*

Position Description: MSAD #11 is seeking a dynamic and compassionate Masters level Mental Health Professional to join our Student Support Team. This role is designed to provide school-based mental health services within MSAD #11. The ideal candidate will be passionate about supporting student well-being, promoting positive school climates, and collaborating with educators, families, and community partners to support student success.

Key Responsibilities:

- Provide direct support and interventions to students, including individual and group counseling sessions, as well as crisis response.
- When necessary, conduct risk assessments and maintain proper training and documentation in suicide prevention.
- Collaborate with ~~special~~ educators, support staff, service providers, parents, and administrators to develop and implement strategies that address student needs.
- Assist school teams with **planning, aligning and implementing** social-emotional learning, behavior intervention ~~planning~~, and attendance improvement efforts.
- Maintain accurate and timely records in accordance with district policies and state/federal regulations.
- Participate in IEP meetings, offering data-informed feedback to support the development of appropriate goals specific to **individual** Mental Health needs and programming ~~Social Work goals~~.
- Conduct regular progress monitoring and data tracking to document student growth and inform service adjustments.
- **Actively participate and collaborate with colleagues** as a member of the building based Multi-Tier Systems of Support team **and the district wide Mental Health Awareness Team.**
- ~~Will be a member of the district wide Mental Health Awareness Team.~~
- Assist building administrators with scheduling and facilitating 504 meetings as needed.
- Potential to travel routinely between assigned buildings to support across settings.

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 11

Job Description

TITLE: Inclusion Specialist

QUALIFICATIONS:

Required:

1. Master's Degree in special education, educational leadership, administration, or a related field;
2. Minimum 3 years experience as a teacher of students with disabilities;
3. Maine Department of Education certification as a Teacher of Students with Disabilities (282);

Additional Skills Preferred:

1. Demonstrates the ability to work collaboratively with stakeholders.
2. Possesses thorough knowledge of current research, theory, and pedagogy as it relates to the education of students with disabilities.
3. Possesses thorough knowledge and understanding of special education law and regulations.
4. Possesses thorough knowledge of intervention strategies appropriate for use with students with disabilities.
5. Demonstrates excellent communication skills:
    a. Communicates effectively, orally and in writing, with colleagues, administrators, special educators, and the general public;
    b. Interacts effectively with parents;
    c. Promotes a positive image of the schools and the department;
    d. Explains school policies, procedures, and legal requirements of special education as requested;
    e. Listens to and assimilates the ideas of others;
    f. Communicates ideas in an effective manner and considers the ideas of others.
6. Maine Department of Education certification as one of the following: Assistant Administrator of Special Education (035), Administrator of Special Education (030), Building Administrator (040), or Assistant Building Administrator (045).

REPORTS TO: Special Education Director, Assistant Special Education Director

SUPERVISES: Not Applicable

JOB GOALS: To assist the Special Education department in ensuring continuity of the district's special education programs as related to eligibility and compliance with the policies, rules, and regulations established by federal, state, and local guidelines.

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PROFESSIONAL RESPONSIBILITIES:

1. Cultivates and maintains positive relationships with all team members, parents, and the community;
2. Analyzes and synthesizes evaluation data to aid in determining eligibility and programming needs;
3. Assists in identifying necessary evaluations to address referral questions and to aid in eligibility discussions;
4. Collaborates and liaises with staff regarding MTSS, eligibility, and compliance, etc.
5. Proactively engages with the Individualized Education Program (IEP) Team;
6. Manages scheduling of all building based IEP meetings;
7. Facilitates meetings and negotiates outcomes to achieve consensus;
8. Advocates for Least Restrictive Environment (LRE) and best practices;
9. Establishes a system to monitor and ensure compliance with all special education timelines required in the Child Find, Evaluation, and IEP processes;
10. Completes all required IEP paperwork in a compliant manner in accordance with local, state, and federal regulations;
11. Consults with special education staff, regular education staff, and administrators on various student and program needs related to eligibility;
12. Keeps abreast of current trends in special education law and programming relevant to the field through coursework, conferences, workshops and current literature;
13. Completes achievement testing and when possible, observations;
14. Assists in transition planning for incoming kindergarteners, fifth to sixth graders, and eighth to ninth graders, as applicable to the school/position;
15. Performs all other duties as assigned by the Assistant Special Education Director or the Special Education Director;
16. If appropriately certified, acts as the local education association (LEA) representative at IEP meetings (with an additional stipend).

PHYSICAL REQUIREMENTS:

1. Ability to work long, flexible hours;
2. Ability to sit or stand for prolonged periods of time;
3. Requires occasional stooping, bending, reaching, squatting, climbing stairs, and kneeling;
4. Requires some travel;
5. Ability to handle emotional/physical stress; and
6. Ability to work in noisy, crowded, fast paced environments.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student performance and written or oral records;
2. Demonstrates a respect for the legal and human rights of students;
3. Meets and follows all policies, laws, and regulations at the local, state, and federal levels;
4. Follows health and safety procedures established by the School District
5. Arrives and departs punctually, notifying appropriate personnel about absences and coverage;
6. Demonstrates loyalty, dependability, integrity, and other ethical standards;

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7. Follows the chain of command for various administrative procedures for student, staff, or program concerns; and
8. Observes all School Board policies and procedures.

TERMS OF EMPLOYMENT: Salary per the teacher's collective bargaining agreement with a stipend if certified as an administrator, to enable them to act as the LEA at designated IEP meetings.

EVALUATION: Performance of this job will be evaluated in accordance with School Board policy.

To perform this job successfully, an individual must be able to perform each duty and responsibility satisfactorily. The requirements are representative of the knowledge, skill, and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either present or in the future.

Approved by the MSAD 11 School Board: (Indicate Date)

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MANUAL FOR POLICY GE—NON-UNIONIZED PERSONNEL

POSITIONS INCLUDED

Payroll Specialist, Superintendent's Administrative Assistant, Accounts Payable Specialist, Business Office Generalist, Central Office Administrative Assistant (Up to 220 days per year), Special Education Administrative Assistant, and Technology Technician.

A. FRINGE BENEFITS

The District shall reimburse unit members at the current IRS mileage rate (established annually in July by the District) for personal vehicle use required by the employee's immediate supervisor for school business. Unit members must submit a mileage form, approved by the member's immediate supervisor, to the Superintendent's Office on a monthly basis to receive reimbursement.

B. SICK LEAVE

Fifteen days (15) per year accumulated to 150. Sick days are to be used only for illness or injury, which prevent an employee from performing their assigned duties or other responsibilities and medical appointments, which simply cannot be scheduled outside of work days.

Up to ten (10) days may be used to provide firsthand care for illness in the immediate family. Immediate family shall include spouse, children and other persons living in the same household. Up to five (5) days may be used to care for other relatives in exceptional circumstances, with approval from the Superintendent.

Unused personal days would be added to sick leave accumulation to 150 days.

As a condition of sick leave use, a physician's statement may be required by the Superintendent (a) after five (5) work days out sick; or (b) at any time regardless of the length of the absence where the Superintendent has a reasonable basis to suspect that an employee is using sick leave in circumstances other than for permitted uses described above or has utilized sick leave in a manner which suggests possible sick leave abuse. Patterns of sick leave use which might suggest abuse include, for example, absence for three or more Mondays or Fridays or use of all annual sick leave days in any work year.

Payment for unused sick days - employees who have accumulated 150 days shall be paid ~~**$30**~~ **$40** for each day over 150 (maximum of 15) not used. Payment is to be made at the end of each fiscal year.

C. PERSONAL LEAVE

Employees will have available five (5) personal days available per year. Except in emergency situations, personal leave must be approved in advance by the Superintendent. Personal Leave may be taken in increments of not less than one hour. The use of personal days must follow the protocols outlined in the Earned Paid Leave Administrative Procedures – GBA-R. The Superintendent's decision is final.

D. BEREAVEMENT

~~A total of five (5) days per bereavement, without salary loss, may be used for bereavement for a member~~

~~of the immediate family, including spouse, parent, child, sibling, grandparent, and in-laws of same~~. A total of five (5) days per bereavement, without salary loss, may be used for immediate family. Immediate family shall be regarded as parent, spouse, sibling, child, aunt, uncle, grandparent or grandchild, in-laws of the same, steps of the same, and other persons who were living within the same household until their death

Additional bereavement leave may be requested of the Superintendent. It is at the discretion of the Superintendent to grant or not. The Superintendent's decision is final. Any additional days shall be deducted from the employee's personal days and/or accumulated sick leave.

E. Storm Days

It is expected that personnel will work during storm days unless directed otherwise by the Superintendent. Those who are unable or unwilling to travel, may use personal, sick, or vacation time.

F. Discipline and Dismissal

Disciplinary actions and/or dismissal shall be enacted in a fair and reasonable manner for violation of work rules, failure to perform according to job description, or failure to comply with management's expectations. Unit members shall be disciplined according to the progressive discipline standard as follows:

1. Verbal reprimand;
2. Written reprimand;
3. Suspension without pay; and /or
4. Dismissal.

This standard of progressive discipline shall not apply for offenses that are repeated, of a serious nature, or where an employee's work record is unsatisfactory. In such cases, the higher levels of discipline may be applied at the discretion of the Superintendent, whose decision is final.

G. Paid Holidays

Employees are salaried and paid for the year. The following holidays will be observed without any deduction in salary:

New Year's Day	Labor Day
Martin Luther King Day	Indigenous People's Day
President's Day	Thanksgiving Day
Patriot's Day	Day after Thanksgiving
Memorial Day	Veteran's Day
Juneteenth	Independence Day
Christmas Day	

December 24th ~~**(when December 24th Eve falls on Monday–Friday)**~~
provided it falls on a weekday (Monday – Friday)
December 26th ~~**(when December 26th falls on Monday – Friday)**~~
provided it falls on a weekday (Monday – Friday)

H. VACATION

~~Eligible employees must be employed to work 260 days per year.~~ Eligible employees are those whose work year consists of 260 days.

1st year	One (1) week
After 1 year	Two (2) weeks
After 3 years	Three (3) weeks
After 8 years	Four (4) weeks
After 20 years	Five (5) weeks

After 8 years, up to 5 days can be carried over to the next fiscal year.

~~I.~~ LONGEVITY

~~**AFTER 10 years of service $500 After 15 years of service $650 After 20 years of service $800 After 25 years of service $1,000**~~

After 5 years of service	$500
After 10 years of service	$750
After 15 years of service	$1,000
After 20 years of service	$1,500
After 25 years of service	$2,000

Longevity to be paid in a lump sum the first payroll in December.

J. DENTAL INSURANCE

The District will provide 100% of single subscriber. ~~for Plan II.~~

K. HEALTH INSURANCE

The Board agrees to pay up to the following amounts toward the District's health insurance plan:

- Choice Plus Single – 100%
- Choice Plus Parent/Child(ren) – 70%
- Choice Plus ~~Husband/Wife~~ Employee /Legal Spouse – 70%
- Choice Plus Full Family – 70%

Notwithstanding the above, the following exceptions shall apply:

1. The District will pay 100% of ~~husband/wife or~~ full family coverage for any currently married couple working full time within the District.
2. The spouse of an employee shall be eligible for coverage by the District only if the spouse is not eligible for health insurance coverage through their own employer.
3. Employees shall be entitled to set aside pre-tax dollars in medical and dependent care

reimbursement accounts to cover anticipated expenses, in accordance with the appropriate IRS codes under Section 125. ~~The maximum yearly employee contribution to the medical accounts shall be $1,500, and $5,000 to the dependent account, although the amount may be changed by mutual agreement of the Board and the Employees. The Board shall be responsible for paying only the first year set up fee, any employee presentation fess, and annual renewal fees for medical and dependent care reimbursement accounts. All other administrative fees shall be paid by the participants.~~ The maximum annual contribution to each account shall be the limit established by the IRS for that plan year. The Board shall be responsible for paying only the initial set up fee, any employee presentation fees, and the annual renewal fees for medical and dependent care reimbursement accounts. All other administrative fees shall be the responsibility of participating employees

~~.**Note: The implementation of the Medical and Dependent Care Reimbursement Plan is contingent upon at least 10% of the employees covered by this Agreement signing up for said Plan on a yearly basis.**~~

L. RETIREMENT BENEFIT

Upon proof of receipt of retirement (benefits from Social Security or Maine State Retirement System), with twenty years of continuous service with the District, the Board will pay accumulated sick leave up to the maximum of 30 days.

M. PERSONAL DEVELOPMENT

~~At the time of approval, the District will pay the total cost, up to the University of Maine Orono rates, for up to six credits, and related fees and materials (not to exceed $50 per course) annually upon successful completion of the course and presentation of earned grade **to the Superintendent for graduate credit hours** earned in a matriculating degree program related to the position.~~

~~For credits earned outside of a matriculating graduate degree program, the District will pre-pay the actual cost up to the UMO rates for up to three credits, including credit hours and CEU credits, annually, upon completion of the course and presentation of earned grade to the Superintendent.~~

~~All courses shall be pre-approved by the Superintendent and must fulfill requirements for reimbursement (e.g., accredited college or university) related to their present position or in a matriculated degree program. There is no carryover of credits from year to year.~~

~~Payment shall be made for completion of credits of less than three (3) credit hours, such as two (2) credit hours or 1.5 CEU credits, upon proof of credit but not exceeding the UMO rate.~~

Upon prior approval, the District will reimburse up to the University of Maine Orono (UMO) tuition rate for a maximum of six (6) credits per year earned in a matriculated degree program related to the employee's position. Reimbursement includes required fees and materials, not to exceed $50 per course. Payment will be made after successful completion of the course with a grade of B- or higher and submission of the earned grade to the Superintendent.

For credits earned outside a matriculated degree program, the District will prepay the actual cost, up to the UMO tuition rate, for up to three (3) credits per year. This includes both credit hours and CEU credits. Payment is contingent upon successful completion of the course with a grade of B- or higher (where applicable) and submission of the earned grade to the Superintendent.

All courses must be pre-approved by the Superintendent and must be offered through an accredited college or university. Courses must be related to the employee's current position or part of a

matriculated degree program to qualify for reimbursement. Unused credits do not carry over from year to year.

Reimbursement will also be provided for courses worth fewer than three (3) credit hours (e.g., two (2) credits or 1.5 CEUs), upon proof of completion and a grade of B- or higher (if a letter grade is issued), not to exceed the UMO tuition rate.

N. PHYSICALS

The District will pay for physicals required by the District. The employee will take the physical at a vendor chosen by the District.

O. SALARY SCALE FOR TECHNOLOGY TECHNICIANS

2023-2024 School Year (Steps = Years of Experience)

Step 1	$24.00
Step 2	$24.96
Step 3	$25.92
Step 4	$26.88
Step 5	$27.84

In subsequent years, the percentage increase to the Educational Technician/ Administrative Assistant Scale will ~~be applied to step 1 of this scale and calculated through the steps accordingly.~~ **be applied to Step 5 of this scale and calculated in a manner that maintains a $0.96 differential between steps.**

P. SALARY INCREASES

~~Salary increases will be the same as those negotiated on the base step for the Educational Technician and Administrative Assistant Association's contract.~~ Salary increases shall be equal to those negotiated for the highest step (Step 9) of the Educational Technician and Administrative Assistant Association contract.
In any year in which the Educational Technician/Administrative Assistant contract has not been settled, the group shall receive a cost-of-living increase based on the annual Social Security COLA, not to exceed three percent (3%).
Upon settlement of the Educational Technician/Administrative Assistant contract, the group shall receive an increase equal to the percentage increase applied to the highest step of the Educational Technician/Administrative Assistant salary schedule.
If the percentage increase negotiated in the Educational Technician/Administrative Assistant contract is less than the cost-of-living increase previously provided, the group shall be held harmless and shall not be required to repay or forfeit any portion of the increase already received.

Q.MAINE PAID FAMILY MEDICAL LEAVE

When Maine's Paid Family and Medical Leave law becomes applicable to employees covered by this Agreement, the District shall split the cost of the premium with employees so that each pays fifty percent (50%) of the cost of the premium.

Cross Reference: GBP Earned Paid Leave
GBP-R Earned Paid Leave Administrative Procedures Adopted:

May 6, 1993

Revised: June 1996; May 2000; June 2000; June 2001; June 2002; June 2003; June 2004;

February 2, 2006; February 1, 2007; January 3, 2008; January 8, 2009; April 1, 2010; June 2, 2011; September 6, 2012; June 1, 2017; August 5, 2021; June 2, 2022; August 17, 2023

MSAD11
4-Year-Old Program Handbook

updated: December 2025

MSAD 11 Elementary Schools

Gardiner:	Laura Richards School - Grades Pre-K-2
	River View Community School - Grades 3-5
Pittston-Randolph:	Pittston-Randolph Consolidated School - Grades K-5
West Gardiner:	Helen Thompson School - Grades K-5, STARS, STEPS

ELEMENTARY SCHOOL PRINCIPALS

Victoria Duguay, River View Community School	582-3402
Cristina Lavigne, Laura E. Richards School	582-3612
Elizabeth Drolet, Pittston-Randolph School	582-6268
Cherie Poole, Helen Thompson School	724-3930
Jennifer Howes, Helen Thompson School A.P.	724-3930

SUPERINTENDENT'S OFFICE ADMINISTRATIVE STAFF

Kady Gould, Superintendent	582-5346
Angela Hardy, Director of Curriculum and Instruction	582-5346
Sarah Bolduc-Ignasiak, Director of Special Services	582-7366
Christina Ferreira, Assistant Director of Special Services	582-7366
Linda Sergent, Director of Child Nutrition Services	582-5346
Gabe Dostie, Director of Facilities	582-5346
Jeff Ellis, Director of Transportation	582-6663
Terry McGuire, Director of Instructional Technology and Title IX/Affirmative Action Coordinator	582-5346

SCHOOL BOARD MEMBERS

Becky Fles (G), Board Chair
Anthony Veit (G), Board Vice Chair
Linda Caputo (P)
Meaghan Carlson (G)
Daniel Coutts (R)
Jeff Hanley (P)
Barry Manning (R)
Janelle McKinnon (W)
Kate Merrill (W)
Joanne O'Brien (G)
Molly Rogers (W)
Michelle Tucker (G)
Kiera Blodgett - Student Representative
Ella Kruk - Student Representative

MSAD 11
PRIDE IN LEARNING
GARDINER • PITTSTON • RANDOLPH • WEST GARDINER

Our Mission:

Together, we commit to **helping every student know they matter**. Our goal is to empower students to acquire skills, participate in meaningful experiences, and build community connections to navigate a healthy and productive future.

We believe:

- a positive learning experience is vital for children to have a successful beginning to their lifelong journey.
- education is a shared responsibility between home and school, working as a team.
- your involvement is both welcomed and necessary.

Check out each of our District's and schools' websites at www.msad11.org

MSAD 11 2025 – 2026 PREK SCHOOL CALENDAR – Approved 3/6/25

2025

JULY

S	M	T	W	T	F	S
		1	2	3	H	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST - 0

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	NS	22	23
24	25	W	W	W	29	30
31						

SEPTEMBER - 21

S	M	T	W	T	F	S
	H	F1	F2	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER - 21

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	ER	W	11
12	H	14	15	16	PK	18
19	20	21	22	ER	PK	25
26	27	28	29	30	31	

NOVEMBER - 16

S	M	T	W	T	F	S
						1
2	3	4	ER	6	PK	8
9	10	H	12	13	14	15
16	17	18	19	20	21	22
23	24	TE	V	H	V	29
30						

DECEMBER - 17

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	PK	20
21	22	ER	V	H	V	27
28	V	V	V			

2026

JANUARY - 19

S	M	T	W	T	F	S
				H	V	3
4	5	6	7	8	9	10
11	12	13	14	15	PK	17
18	H	20	21	22	SE	24
25	26	27	ER	29	PK	31

FEBRUARY - 15

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	ER	14
15	H	V	V	V	V	21
22	23	24	25	26	27	28

MARCH - 21

S	M	T	W	T	F	S
1	2	3	4	5	PK	7
8	9	10	TE	ER	W	14
15	16	17	18	19	20	21
22	23	24	25	ER	27	28
29	30	31				

APRIL - 16

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	W/C	18
19	H	V	V	V	V	25
26	27	28	29	30		

MAY - 20

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	PK	16
17	18	19	ER	21	22	23
24	H	26	27	28	PK	30
31						

JUNE - 9

S	M	T	W	T	F	S
	1	2	3	PK	5	6
7	8	9	10	LD	12	G
14	15	16	17	18	H	20
21	22	23	24	25	26	27
28	29	30				

Holidays Listed on Page 2

140 Pre-K Student Days **175 Student Days**

First Student Day F1	Grades K-6 & Grade 9	September 2
First Student Day F2	Pre-K, Grades 7-8 & 10-12	September 3

NS – New Staff Orientation: August 21

W – Workshop Days:

August 26	October 10
August 27	March 13
August 28	April 17 (Teacher Comp Day)

Pre-K Students DO NOT ATTEND on Early Release Days

ER – Early Release Days

October 9	February 13
October 23 (P/T Conf)	March 12
November 5	March 26 (P/T Conf)
December 23	May 20
January 28	

Pre-K Students Attend on the following Fridays:

October 17	January 30
October 24	March 6
November 7	March 20
December 19	May 15
January 16	May 29

V – Vacation Days

November 26	January 2
November 28	February 17 – 20
December 24	April 21 – 24
December 26 – 31	

Pre-K Last Day: June 4, without Emergency/Snow Days

LD – Last Day: June 11 without Emergency/Snow Days

Graduation: June 13

High School:

SE – Semester Ends

1st Semester Ends (89)	January 23
2nd Semester Ends (86)	June 11

Middle and Elementary Schools:

TE – Trimester Ends:

1st Trimester (58)	November 25
2nd Trimester (60)	March 12
3rd Trimester (57)	June 11

H - SCHOOL HOLIDAYS

July 4	Independence Day
September 1	Labor Day
October 13	Indigenous Peoples' Day
November 11	Veterans Day
November 27	Thanksgiving Day
November 28	Day After Thanksgiving
December 25	Christmas Day
January 1	New Year's Day
January 19	Martin Luther King, Jr. Day
February 16	Presidents' Day
April 20	Patriots' Day
May 25	Memorial Day
June 19	Juneteenth

*American Education Week is November 16-22.
**Religious/Cultural Holidays listed on the back of this calendar

2025-2026 MAJOR RELIGIOUS AND CULTURAL HOLIDAYS

August 16	Janmashtami
September 22-24	Rosh Hashanah*
October 1-2	Yom Kippur*
October 20	Diwali+
December 14-22	Hanukkah
December 25	Christmas
January 7	Eastern Orthodox Christmas
February 17	Chinese New Year
February 17 – March 18	Ramadan*+
February 18	Ash Wednesday
March 4	Holi
March 19-20	Eid al Fitr
April 1-9	Passover*
April 13	Good Friday
April 5	Easter
April 12	Eastern Orthodox Easter
May 1	Buddha Day+

*Observance of Jewish and Muslim holidays start at sundown on the preceding day.

+Date may vary by one day (or more for Buddha Day) because of lunar calendar.

Note: Holidays which occur in the summer are not listed.

Registration:

Schools will begin sending out and receiving registration materials for the upcoming school year on March 1st.

Eligibility:

- This program is offered to all children who live in the MSAD 11 District.
- Children must turn four on or before October 15th of the current school year.
- Students may only access one session of MSAD 11's 4-Year-Old Program.
- **Other Eligible Students:**

  At the end of August, once all eligible MSAD 11 students have enrolled, any available slots may be granted to students based on the following priority:

  1. Children of District employees
  2. Children whose families live outside of the District but work within the District. *
  3. Children whose families live outside of the District. * (May be charged tuition)

  *Note: This policy does not supersede public school district's legal authority to grant or deny a family's request to attend MSAD 11's 4-Year-Old Program through a Superintendent's Agreement.

Exception(s) to the October 15th date:

- In some instances, the PreK team (teachers and administrators) may determine through the screening process that children are not developmentally and/or emotionally ready for the demands of a structured PreK program. Based on the screening results and, only if the child's birthday falls between **July 1st and October 15th**, the PreK team may recommend the child wait until the following school year to enroll in the PreK program. The final enrollment decision will be made by the PreK screening team (teachers and administrators) based on specific criteria (See page 4).

- **Chapter 101 (676)**: Parents of children whose fifth birthday falls between July 1st and October 15th and who already receive Free Appropriate Public Education (FAPE) services through Child Development Services (CDS) have the right to choose not to enroll their children in kindergarten until the start of the following school year and to have their child continue receiving FAPE services from CDS in the interim. These children would have an active Individualized Education Plan (IEP) in place through CDS by December 1 of the school year. An IEP meeting must occur between April 1st and April 15th in order for the District and CDS to present to parent(s) how each could provide programming for the child. This allows the parents to make an informed decision. Parents must inform the CDS site in writing on or before May 1st of the year their child becomes school age eligible. A teacher from the 4-Year-Old program must be present from the District.

Maine School Administrative District No. 11

Birthdays that fall between July 1st and October 15th:

Please understand that the **screening team will make the final enrollment decision** based on the criteria below.

Criteria (2 or more):

1. Birthday falls between July 1 - October 15
2. Significant refusal to participate in the screening
3. Significant separation anxiety (hard to separate from caregiver, crying, refusing to speak, it was necessary for the caregiver to accompany the child)
4. Significant self-care concerns, such as:
    a. Unable to dress independently
    b. Unable to feed themselves
    c. Unable to toilet independently
5. Scores from DIAL-4 (16%):
    a. Concepts (out of 32 points): 15 or less
    b. Motor (out of 30 points): 15 or less
    c. Speech (out of 24 points): 15 or less
    d. Potential delay in one or more areas
    e. Overall score (out of 86 points): 45 or less

Based on 2 or more of the criteria above, your child will need to wait another year **due to individual developmental needs**. Every child grows and develops differently. The gift of time will give your child the opportunity to be more successful when he or she enters a structured, educational environment. **We believe it is in your child's best interest to attend a PreK program. We will hold a spot for your child in a PreK class for the next school year.**

Birth Certificates:

Maine state law requires that schools receive a copy of an original birth certificate in order to enroll in public schools.

Immunizations:

Maine state law requires that children attending a public-school program be in compliance with their immunizations, unless exempted under the law.

4-Year-Olds must have the following:

- 4 DTaP
- 2 MMR
- 3 Polio
- 1 Varicella

Placement:

Currently there are two classrooms at Laura E. Richards School. Morning and afternoon sessions are offered with no more than 16 children in each session, serving a total of 64 students. Placement considerations for MSAD 11's school programs are based on where students live, daycare, classroom availability, and bus schedules. Placement in a school program will be completed in August. Parent(s)/Guardian(s) must notify the school immediately if their daycare or residence changes. This could impact school placement.

Classroom Schedules:

Morning sessions are from **8:10-11:10**. Afternoon sessions are from **12:15-3:00.** Students remain in the same session for the entire school year.

PreK students attend 4 days/week, Monday through Thursday. Please see the MSAD 11 PreK School Calendar for Early Release days and Friday attendance. Parents must commit to the 4-day program.

Transportation:

MSAD11 transportation services are available for resident students. However, if a student registers after the start of the school year or moves to another town in the district and a program opening is not available, parents may need to provide transportation.

Transportation for non-resident students will be the responsibility of the family unless the transportation needs can be met through pre-established routes.

Childcare:

In order to provide transportation services, placement in the District's 4-year-old program is significantly impacted by where a student receives his/her childcare services.

Class sizes and Staff:

The classroom will not exceed a maximum staff-to-child ratio of 1 to 8 with a maximum class size of 16 children, with one teacher and one educational technician per classroom.

Child Development Services:

The Child Development Services (CDS) system is an Intermediate Educational Unit that provides both Early Intervention (birth - two years) and Free Appropriate Public Education (FAPE for ages three - five years) under the supervision of the Maine Department of Education. CDS provides case management and direct instruction for families with children from birth through age five. Informational pamphlets about CDS are available at each school.

For more information on Child Development Services, visit:

http://www.maine.gov/education/speced/cds/index.html

Screening:

Public schools screen each child prior to the school year to determine if special education services are needed and to help staff create balanced classrooms. Screening is the first step of the assessment process for special education services and is a requirement of the ChildFind law. However, screening does not provide enough information to determine if a student requires special education.

The areas evaluated in a screening include:

- Visual-Motor/Adaptive: block building, drawing, and copying forms
- Language and Cognition: verbal expression and memory
- Gross Motor: jumping, hopping and other physical coordination tasks

The screening takes 15-20 minutes to administer to each child. If the screening reveals a possible need for special education services, staff will refer the child-to-Child Development Services within 10 school days. Final identification of students with disabilities and programming for such students occurs only after appropriate evaluations are completed. A team made up of the CDS coordinator, teacher, service providers (ie. Occupational Therapy, Speech), and parent(s) will meet to determine what services are needed and to write the student's Individualized Education Plan (IEP).

For more information on the ChildFind policy, please click on the link

Link: IHBAC Child Find Policy

Serving Children with Special Needs:

As in any K-12 public school program, schools are required to provide services and programming to children with special needs. MSAD 11 works with Child Development Services (CDS) to evaluate students' needs, create Individualized Education Plans (IEP), and implement service plans with providers for these students. Actual services for Pre-kindergarten students are provided by CDS, not the public school. A teacher from the District's 4-Year-Old Program must be present at all IEP meetings.

Progress Reports:

Trimester progress reports are completed as well as two parent teacher conferences per year. Assessments will be collected to document student progress for fine and gross motor skills, social and emotional development, early literacy and math skills, and listening and speaking skills. This program complies with MSAD 11 District curriculum and the Maine Early Childhood Guidelines.

Snacks:

Parents provide daily snacks and drinks. Milk is available at school for $.05 per day.

Toileting:

- MSAD 11's 4 Year-Old Program will not refuse to enroll a child who is not toilet trained. Parent(s)/legal guardian are required to supply clean clothes and pull-ups, if needed.
- No child shall be punished for soiling, wetting, or not using the toilet.
- If a toileting issue arises, the staff will work in the following ways to address toileting issues:

    1. Communicate with the family to establish whether there are medical needs involved. If there are medical needs, staff will work with the family using a medical plan of care to support the child.
    2. Meet with parents to develop a plan for toilet training.

School Delays:

In the event of a late start to school due to bad weather, the morning 4-year-old program will be closed.

EBBD

TEMPERATURE STANDARDS FOR SCHOOLS

MSAD 11 is committed to maintaining safe, healthy, and comfortable learning and working environments. The Board believes that the optimal environment ("comfort zone") for teaching and learning is between a minimum of 68 degrees and a maximum of 82 degrees and adopts this as the "temperature standard" for the District's schools.

The Board recognizes that, due to age and manner of construction, the District's school buildings may not have HVAC (heating, ventilation, and air conditioning) systems capable of maintaining consistent temperatures in this range in some or all areas of the building. Some schools may have air conditioning in a few spaces, and some schools may have no air conditioning at all.

Temperature conditions will be evaluated using a central reading at ~5 feet above the floor near the center of the room. This provides an objective and consistent standard of record, recognizing that localized hot or cold spots may exist near windows, doors, or vents.

It is understood that large assembly areas (gyms, cafeterias, auditoriums) may be maintained at lower baselines, with conditions adjusting during full use. 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, considering 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 the point that will require action to be taken.

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.

Extreme weather, aging equipment, or system failures may temporarily prevent adherence. In such cases, Facilities will act promptly to restore conditions and communicate with administrators. Building administrators will be responsible for implementation of this policy, including identifying and planning for measures that are feasible in 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)

[NOTE: The full text of 20-A MRSA § 1001(23) is *"A school board shall adopt and implement a written policy establishing standards for minimum temperatures and maximum temperatures for school buildings. The policy must be posted on the school board's publicly accessible website. A school board shall seek guidance from [the Maine DOE] prior to adopting and implementing the written policy."*

As of the [<u>date of MSMA's distribution of this policy</u>], the DOE has not developed or issued such guidance.]

BOARD RELATIONSHIPS AND COMMUNICATIONS WITH STAFF

A clear understanding of responsibilities and relationships between and among the MSAD 11 Board and school personnel is essential for a smoothly running and efficient school system. It should be remembered that the ~~MSAD #11~~ Board, school administrators, teachers, and all others responsible for any phase of the work of the school system have a common and basic responsibility—the welfare of the children in the schools. This responsibility must guide all of the ~~MSAD #11~~ Board's considerations and decisions.

Board and Superintendent

The relationship of the ~~MSAD #11~~ Board and the Superintendent can best be described as one of teamwork. They must function cooperatively as some of their functions are not readily separable. However, the primary functions are separable and should be clearly understood by each. The ~~MSAD #11~~ Board is the ~~legislative~~ governing body of the school unit and has the responsibility for adopting policies and providing for the care and management of the schools. ~~It exercises its mandated management of the schools through the formation of policies.~~

The Superintendent is the ~~executive officer~~ ex officio secretary of the Board and the chief administrative officer. The Superintendent is responsible for the day to day administration of the school unit and for ensuring that the operations of the school unit conform to Board policies and applicable law. The ~~MSAD #11~~ Board recognizes this and wishes to make this clear to all staff members and to all citizens.

All communications or reports to the ~~MSAD #11~~ Board, or to any committee of the ~~MSAD #11~~ Board from principals, supervisors, teachers, or other employees shall be submitted through the Superintendent.

Board and Principal

The School Principal has no direct administrative relations with the ~~MSAD #11~~ Board. ~~His/her~~ Their relations to the ~~MSAD #11~~ Board are through the Superintendent, for the Board recognizes that the Superintendent is the person to whom it must look for professional leadership within the schools. A spirit of cooperation and mutual helpfulness must prevail between the Superintendent and the Principal if the best results are to be realized. For instance, the Principal and the Superintendent must cooperate in the selection of school staff because the Principal is in the best position to know the kind of person needed for a particular type of service in the school. However, the Principal must make recommendations to the Superintendent and not to the ~~MSAD #11~~ Board. At all times the Principal must remember that all matters which require Board action must be presented to the ~~MSAD #11~~ Board by the Superintendent.

Board and Teachers

The relationship of the teacher to the ~~MSAD #11~~ Board is indirect. The teacher is directly responsible to the Principal/Assistant Principal and through ~~him/her~~ the Principal/Assistant Principal to the Superintendent, and then to the Board. ~~However, this does not mean that the teacher does not have access to the Superintendent or to the MSAD #11 Board. Conditions may arise when direct access may be obtained through channels established for grievances.~~

Other school employees, depending on their position, are directly responsible to the Principal/Assistant Principal or to the supervisor to whom the employee reports, and through the Principal or supervisor to the Superintendent, and then to the Board.

Direct access between employees and the Board may be obtained through channels established for grievances or through applicable Board policies.

BOARD COMMUNICATIONS WITH STAFF

The Board will communicate regularly with school staff on matters of current interest and importance to the school community at such times and through such methods as the Board deems appropriate.

Individual employees and employee organizations are expected to utilize communication channels established through Board policies, administrative procedures, and collective bargaining agreements and not to circumvent the chain of command and their direct supervisors.

Communications with staff are the responsibility of the Board as a whole. Individual board members should refrain from initiating communications or conversations with staff members on their own.

Legal Reference: 20-A MRSA §§1(28);1001(21); 1051; 13201-13202

Adopted: June 15, 2006

Revised: December 3, 2015; March 4, 2021

NEW BOARD MEMBER ORIENTATION

In order that newly elected MSAD 11 Board members may cast informed votes and function effectively as board members, the Board and Superintendent will extend to them the fullest measures of courtesy and cooperation, and will make every reasonable effort to assist newly elected Board members in understanding the Board's functions, policies, procedures and current issues.

A. In the interim between a new member's election or appointment and ~~his/her~~ their assuming office, the Board, through the Superintendent, will invite newly elected members to attend meetings, except those held in executive session, and provide newly elected members with agenda, minutes and reports applicable to those meetings. During the time between election or appointment and the assumption of office, the status of the future-member remains that of a private citizen and not that of an elected or appointed official.

B. The Board, through the Superintendent, will ensure new members know how to access Board policies, student handbooks and all appropriate publications relevant to their committee assignment(s).

C. The Board Chair or Superintendent will remind Board Members of their obligation to complete, not later than the 120th day after the date of taking the oath of office, training on the requirements of Maine's Freedom of Access Law. The Chair or Superintendent will provide Board members with information regarding available training options. Each Board member shall attest by means of a written or electronic record that ~~he/she has~~ they have completed the training and provide a copy of such record to the Superintendent's Office. To facilitate documentation of training, the Superintendent will make available to Board members copies of the State's sample Certification of Completion of Access Training form.

D. The Board will encourage new members to attend appropriate in-district and out-of-district orientation and/or boardsmanship workshops. Reimbursement for such activities must be approved in advance by the Board Chair, in consultation with the Superintendent, and is subject to the availability of funds.

E. The Chair and Superintendent will schedule and arrange for an orientation session for new Board members as soon as practicable after election or appointment. A reasonable amount of time will be provided for discussion of:

1. The roles and responsibilities of the Board and individual members;

2. Basic operational procedures of the ~~MSAD #11~~ Board;

3. Placement of items on the agenda;

4. The role of committees, subcommittees and advisory committees;

5. How and why executive sessions may be held;

6. What is considered confidential or privileged information;

7. Appropriate responses of an individual member when a request or complaint is made directly to ~~him/her~~ them by a student, parent or member of the community;

8. How the Board responds to complaints involving personnel;

9. General information about the school system and its resources;

10. How Board members, in fulfilling their duties, may request information concerning schools and District operations, finances and personnel;

11. How Board members may make arrangements to visit schools and the protocol for such visits;

12. Protocol for dealing with the media; and

13. Other relevant topics.

All Board members will be invited to the orientation session and encouraged to attend. The orientation is intended to serve as a useful review of basic boardsmanship concepts for experienced members, as well as an opportunity to provide information and counsel to new Board members.

Legal Reference: 1 MRSA § 412

Cross Reference: BIC – Board Member Freedom of Access Law Training

Adopted: November 6, 2008

Revised: January 7, 2016; April 1, 2021

BOARD MEMBER DEVELOPMENT OPPORTUNITIES

Recognizing the value of continuous and life-long learning, the MSAD 11 School Board places a high priority on the development of its members' "boardsmanship" skills and on supporting opportunities for in-service education. The purpose of board development is to enhance the quality of education in the school unit and the effectiveness of school district governance.

Board members need to be well informed and to expand their knowledge of trends and issues affecting education and school governance. In addition, Board members need to develop and reinforce the skills required for effective policy-making, budget planning, ~~and~~ communications and efficient use of parliamentary procedure.

Board members are encouraged to participate in district-sponsored training sessions and/or workshops and in school board or related conferences, seminars, workshops and conventions sponsored by the Maine School Boards Association, the Maine School Management Association, the National School Boards Association and other recognized leaders in education. Board members are also encouraged to be active in leadership opportunities that may be available within regional, state and national associations.

Adequate funds shall be budgeted annually to support Board member development, including participation at meetings, subscriptions to publications that address the concerns of Board members and memberships in school boards associations.

Upon Board approval and within budgetary limitations, reimbursement for travel and necessary expenses will be provided to individual members for activities related to Board development. The Board, on a case-by-case basis, will determine the number of Board members authorized to attend specific meetings, conferences, conventions or other events at the school unit's expense, as warranted by budgetary limitations. Board members may use their own discretion regarding attendance at meetings, conferences, conventions or other events where reimbursement will not be provided by the school unit.

At Board meetings subsequent to attendance at an educational event, members are encouraged to report briefly to the Board and to the public to share knowledge gained and thoughts on implications for local school governance. Board members are also encouraged to study and share with the Board and Superintendent materials of interest they have collected.

Adopted: Prior to 1985

Revised: June 5, 1986; October 1, 1992; June 15, 2006; January 7, 2016; April 1,2021

BOARD MEMBER FREEDOM OF ACCESS LAW TRAINING

In accordance with Maine law every Board member, whether elected or appointed, must complete a course of training on the requirements of Maine's Freedom of Access law as it relates to public records and proceedings not later than the 120th day after the date he/she takes the oath of office to assume ~~his/her~~ their duties as an elected official.

Freedom of Access training must be repeated within 120 days of taking the oath of office each time a Board member is elected to serve a new term.

At a minimum, the training course must include instruction in:

A. The general legal requirements of the Freedom of Access law regarding Public records and public proceedings;

B. Procedures and requirements regarding complying with a request for a public Record under the Freedom of Access law; and

C. Penalties and other consequences for failure to comply with the Freedom of Access law.

A Board member may meet the training requirement by conducting a thorough review of all the information made available by the State of Maine on the Frequently Asked Questions portion of its Freedom of Access website, or by completing any other training course that includes all of this information.

The Frequently Asked Questions portion of the State's Freedom of Access website may be found at www.maine.gov/foaa/faq/

Each Board member shall attest by means of a written or electronic record that ~~he/she has~~ they have completed the training and provide a copy of such record to the Superintendent's Office.

To facilitate documentation of training, the Superintendent will make available to Board members copies of the State's sample Certificate of Completion of Freedom of Access Training form.

Legal Reference: 1 MRSA §§ 411, 412

Cross Reference: BID New Board Member Orientation
KDB Public's Right to Know/Freedom of Access

Adopted: November 6, 2008

Revised: December 3, 2015; March 4, 2021

CERTIFICATION OF COMPLETION OF FREEDOM OF ACCESS TRAINING REQUIRED BY 1 MRSA § 412

I, _____, hereby certify that I have met the
(*Name of elected official, Superintendent, or Asst. Superintendent)*

Training requirements set forth in MRSA § 412 on _____ by
(Date of training)

Completing the following training.

☐ A thorough review of all of the information made available on the Frequently Asked Questions portion of the State Freedom of Access website, www.maine.gov/foaa/faq

☐ Another training course that includes this information, identified as follows:

_____
(Title of course)

_____
(Name of course provider)

Dated this _____day of _____, 20___.

_____
(Signature)

_____
(Printed name)

_____
(Elected office or Public Official Role)

NOTE: Training must be completed within 120 days after an elected official takes the oath of office.

Adopted: November 6, 2008

Revised: January 7, 2016; April 1, 2021; December 2, 2021

BOARD MEMBER COMPENSATION AND EXPENSES

A stipend of $25.00 per Regular Board and $15.00 for Bimonthly and Special Board meetings for each MSAD 11 Board member is authorized. This payment will be made for attendance at all regular meetings and for attendance at special meetings when minutes are prepared and subsequently accepted. For the school board members serving on the Board's Negotiations Committee, a stipend of $250.00 will be paid annually, when staff contracts are negotiated.

Legal Reference: 20-A MRSA § 1251(4)

Adopted: Prior to 1985

Revised: June 5, 1986; October 1, 1992; June 15, 2006; January 7, 2016; April 1, 2021

SCHOOL SUPERINTENDENT

A primary function of the MSAD 11 School Board is to select a Superintendent of Schools. To select a Superintendent, a majority vote of all members of the Board shall be required. ~~He/she~~ They may be appointed to a contract of up to five years in accordance with the laws of the state of Maine.

The Superintendent shall be executive officer of the Board. In addition, under Maine Statutes ~~he/she~~ they shall serve as secretary ex officio to the Board. ~~He/she~~ They shall attend all meetings and have the right to speak on all subjects, but shall have no vote.

The Superintendent shall administer and supervise the public educational system of the District. ~~He/she~~ They shall have discretionary authority, subject to later approval by the Board, to act upon all emergency matters and those as to which ~~his/her~~ their power and duties are not specifically set forth or limited.

The Superintendent shall devote ~~his/her~~ their entire working time to the duties of the position. ~~He/she~~ They may, without violation of the provisions of this section, perform educational functions outside the city/town with the approval of the Commissioner of Education and the Board.

Legal Reference: 20-A MRSA §§ 1001, 1053

Cross Reference: CB-R – Superintendent of Schools Job Description
CBI - Evaluation of the Superintendent

Adopted: November 6, 2008

Reviewed: April 1, 2010; January 7, 2016; April 1, 2021

EVALUATION OF THE SUPERINTENDENT

The MSAD 11 School Board will evaluate the performance of the Superintendent no less than once every three years. The primary purposes of the evaluation will be to continually improve administrative leadership, to strengthen the working relationship of the Board and Superintendent governance team, and to assist the Board in reviewing issues associated with the Superintendent's employment.

Guidelines

A. The Superintendent should be involved in developing the evaluation form and standards or reviewing the existing evaluation form and standards.

B. The evaluation(s) should be at a regularly scheduled time and place, in an executive session in which all Board members are present.

C. The Superintendent should prepare for the evaluation by conducting a self-evaluation.

D. The ~~MSAD #11~~ School Board should prepare for the evaluation as follows:

1. Board members will submit individual written assessments to the Chair, using the evaluation form and standards, with supporting comments giving specific examples related to conduct and/or performance.

2. The Chair will develop a composite evaluation from members' written opinions.

3. The Board will meet in executive session to review the composite evaluation and materials related to the Superintendent's performance. The Superintendent may be invited to, or excluded from, this session at the Board's discretion. [Note: The Superintendent must be present for any discussion that may lead to or result in allegations, charges, or investigation of misconduct.]

E. The ~~MSAD #11~~ School Board will meet with the Superintendent in executive session to review the evaluation:

1. The Board as a whole will meet with the Superintendent to discuss the evaluation, which should include the composite of individual ~~MSAD #11~~ School Board members' written assessments as agreed upon by the ~~MSAD #11~~ School Board.

2. The evaluation should include a discussion of strengths as well as areas identified for improvement.

3. As no form or set of guidelines can encompass the totality of the Superintendent's responsibilities, the evaluation discussion may include items not described in the evaluation form.

4. The Board's evaluation should be supported by specific examples of the Superintendent's conduct/performance and should represent the perspective of the majority of the Board.

5. The Superintendent shall be given the opportunity to provide feedback to the Board regarding ~~his/her~~ their perceptions of the working relationship between the Superintendent and the Board and other issues the Superintendent identifies as relevant to ~~his/her~~ their job responsibilities and performance.

F. The Board will meet in executive session to discuss issues such as compensation, benefits, and extension of contract which are directly related to the Superintendent's evaluation and employment. The Superintendent may be invited to, or excluded from, this session at the Board's discretion.

G. The Board will meet with the Superintendent in executive session to discuss compensation, benefits, extension of contract and other matters relevant to the Superintendent's employment.

H. Following the completed evaluation process, the Board Chair shall provide the Superintendent with a written summary of the key elements of the evaluation review.

Performance Objectives

Using the Superintendent's evaluation(s) for the year and the priorities established by the Board, the Board and the Superintendent will establish mutually agreed upon and clearly understood performance goals for the ensuing year. Progress toward these goals will be included as part of the next Board evaluation of the Superintendent.

Cross Reference: BDD - Board-Superintendent Relationship
CB - School Superintendent
CB-R - Superintendent Job Description

Adopted: August 6, 1992

Revised: November 6, 2008; April 1, 2010; August 3, 2017; December 2, 2021

SUPERVISION AND EVALUATION OF THE SUPERINTENDENT

The School Board employs and evaluates one person—the Superintendent—holding that person accountable for the school unit's performance and compliance with applicable laws, regulations, and Board policy.

Having hired the Superintendent as its chief executive officer, the Board delegates to him/her the authority to operate the schools, implement board policy, and provide leadership to staff. This delegation of authority empowers the Superintendent to pursue the mission, visions, and goals set by the Board.

The Board, in its oversight role, is responsible for ensuring that a plan is in place for effective transition for an incoming Superintendent, supporting the Superintendent's continued success, and monitoring the Superintendent's performance to ensure that the school unit is progressing toward its goals. The evaluation process culminates in the annual performance evaluation.

The Board believes that a successful employment relationship—and ultimately, the success of the school unit—depends on mutual respect and a clear understanding of the roles, responsibilities, and expectations of both the Superintendent and the Board. The Board sees evaluation as an opportunity to facilitate communication, enhance the Board-Superintendent relationship, and improve the performance of the school unit.

Evaluation of the Superintendent begins with the process of defining how success in the position will be demonstrated. Based on the Superintendent's job description, professional standards for the position, and knowledge of the school unit, the Superintendent in consultation with the Board will identify annual goals to lead and enhance the work of the school unit.

Supervision/monitoring of the Superintendent should be thoughtfully planned. The Board will engage with the Superintendent in an informal semi-annual evaluation. This is intended to provide the Superintendent with an update on their progress toward the goals and expectations agreed to and to determine whether there has been any change in the school unit's priorities. This will also be an opportunity for the Board to express any concerns about the Superintendent's performance to date so that adjustments can be made if necessary, and for the Superintendent to communicate their own concerns to the Board.

ANNUAL EVALUATION

Annually, the Board will evaluate the performance of the Superintendent as a regular and scheduled activity. The primary purpose of the evaluation will be to continually improve

administrative leadership, to strengthen the working relationship of the Board and Superintendent governance team, and to assist the Board in reviewing issues associated with the Superintendent' employment.

The following guidelines apply to the annual evaluation:

A. The Superintendent should be involved in developing the evaluation form and standards or reviewing the existing evaluation form and standards.

B. The evaluation(s) should be at a regularly scheduled time and place, **[Optional language: with no other items on the agenda]** in an executive session in which all Board members are present.

C. The Superintendent should prepare for the evaluation by conducting a self-evaluation based on the job description, mutually agreed to and previously developed goals, and knowledge of the district. This self-evaluation is to be prepared prior to individual Board members completing their superintendent evaluation documents.

D. The Board should prepare for the evaluation as follows:

1. Board members will submit individual written assessments to the Chair, using the evaluation form and standards, with supporting comments giving specific examples related to conduct and/or performance. Board members will have access to the superintendent self-evaluation prior to completing their individual evaluation forms.

2. The Chair may seek individual assessment information from other sources within the district, such as but not limited to Central Office Administrators and Directors, Building Administrators, and Teacher Leadership.

3. The Chair **[OR: Chair and Vice-Chair]** will develop a composite **[OR: summary]** evaluation from members' written opinions.

4. The Board will meet in executive session to review the composite **[OR: summary**] evaluation and materials related to the Superintendent's performance as prepared by the Chair. The Superintendent may be invited to, or excluded from, this session at the Board's discretion.

[NOTE: The Superintendent must be present for any discussion that may lead to or result in allegations, charges or investigation of misconduct.]

5. Adjustments, if any, to the summary evaluation will be made before a final copy is shared with the Superintendent. The importance of the Board speaking with one voice in the summary evaluation cannot be over-emphasized.

E. The Board will meet with the Superintendent in executive session to review the evaluation:

1. The Board as a whole will meet with the Superintendent to discuss the evaluation, which should include the composite **[OR: summary]** of individual Board members' written assessments, and other assessment information, as agreed upon by the superintendent and the Board.

2. The evaluation should include a discussion of strengths as well as areas identified for improvement.

3. As no form or set of guidelines can encompass the totality of the Superintendent's responsibilities, the evaluation discussion may include items not described in the evaluation form.

4. The Board's evaluation should be supported by specific examples of the Superintendent's conduct/performance, and should represent the perspective of the majority of the Board.

5. The Superintendent shall be given the opportunity to provide feedback to the Board regarding their perceptions of the working relationship between the Superintendent and the Board and other issues the Superintendent identifies as relevant to their job responsibilities and performance.

6. Adjustments, if any to the summary evaluation will be made before a final copy is shared with the Superintendent. The importance of the board speaking with one voice in the summary evaluation cannot be over-emphasized.

F. The Board will meet in executive session to discuss issues such as compensation, benefits, and extension of contract that are directly related to the Superintendent's evaluation and employment. The Superintendent may be invited to, or excluded from, this session at the Board's discretion.

G. The Board will meet with the Superintendent in executive session to discuss compensation, benefits, extension of contract and other matters relevant to the Superintendent's employment.

H. Following the completed evaluation process, the Board Chair shall provide the Superintendent with a written summary of the key elements of the evaluation review.

Performance Objectives

Using the Superintendent's evaluation(s) for the year and the priorities established by the Board, the Board and the Superintendent will establish mutually agreed upon and clearly understood performance goals for the ensuing year prior to **[insert date]**. Progress toward these goals will be included as part of the next Board evaluation of the Superintendent.

Cross Reference: BDD - Board-Superintendent Relationship
CB - School Superintendent
CB-R - Superintendent Job Description

Adopted: _____

PLEASE NOTE MSMA sample policies and other resource materials do not necessarily reflect official Association policy. They are not intended for verbatim replication. Sample policies should be used as a starting point for a board's policy development on specific topics. Rarely does one board's policy serve exactly to address the concerns and needs of all other school units. MSMA recommends a careful analysis of the need and purpose of any policy and a thorough consideration of the application and suitability to the individual school system.

MSMA sample policies and other resource materials may not be considered as legal advice and are not intended as a substitute for the advice of a board's own legal counsel.

SUPERINTENDENT OF SCHOOLS JOB DESCRIPTION

I. JOB GOAL

To provide leadership in developing and maintaining the best possible educational programs and services for the students of ~~our school system~~ MSAD 11. To lead, guide, and direct every member of the administrative, instructional, and support services teams in setting and achieving the highest standards of excellence in educational programs and operating systems. To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the school system. To oversee and administer the use of all facilities, property, and funds in the best interests of students and the school system.

II. MINIMUM JOB REQUIREMENTS

A. Superintendent Certification (010) Maine Department of Education (or certifiable).
B. Minimum of Certificate of Advanced Study
C. Minimum of Five Years of Administrative Experience
D. Such alternatives to the qualifications listed in B. and C. as the Board may find appropriate and acceptable.

REPORTS TO: MSAD 11 School Board

SUPERVISES: All administrative and supervisory personnel of the school system.

PERFORMANCE RESPONSIBILITIES AND CRITERIA

The criteria for performing the job responsibilities of the Superintendent include the ability to function effectively in the following categories: A) Communication; B) Community Relations; C) Curriculum; D) School/Community Involvement; E) Leadership; F) Organizational Management; G) Personnel Management; H) School Facility Management; I) School Finance/Budgeting; J) School Improvement; K) Staff Development; L) Superintendent/Board Relations; and M) Supervision/ Evaluation.

A. Communication—Able to communicate clearly with staff, parents, students, and community, both verbally and in writing.

1. Keeps the public informed of the status of the schools.

2. Conducts meetings of administrators, teachers, and other staff members as necessary for the discussion of matters concerning the improvement and welfare of the schools.

3. Communicates to all staff members, directly or through delegation, actions of the Board relating to personnel matters and receives from employees communications to be made to the Board.

4. Confers as appropriate with professional and lay groups concerning the school program and transmits suggestions to the Board and others, as appropriate.

B. Community Relations—Recognizes the importance of both stimulating and reflecting community needs/wants regarding education. Demonstrates ability to involve the community in developing and implementing goals. Views the community/school relationship as a partnership.

1. Establishes and maintains a program of public relations to keep the public well informed of the activities and needs of the school system, effecting a wholesome and cooperative working relationship between the schools and the community.

2. Communicates with and understands the needs and perspectives of various community groups.

3. Attends, or delegates a representative to attend, meetings of municipal agencies at which matters pertaining to the school system appear on the agenda or are expected to be raised.

4. Keeps the public informed about current educational practices, educational trends, and the policies, practices, successes, and challenges of the schools.

C. Curriculum—Strong commitment to leading the effort to define and deliver an effective, consistent curriculum PK-12.

1. Administers the development and maintenance of educational programs designed to meet the needs of the community and to carry out the policies of the MSAD #11 Board.

2. Conducts reviews of the total school program and advises the Board on recommendations for the educational advancement of the schools.

3. Recommends to the Board, through the use of appropriate personnel, adoption of courses of study, curriculum, teaching materials, etc.

4. Oversees timely revisions of curriculum and courses of study.

D. School/Community Involvement—Visible in the schools, aware of current issues and activities in the schools and shows an interest in community affairs.

1. Visits schools and classrooms as appropriate. Attends a reasonable number of student/staff events.

2. Seeks to stay informed about issues and activities in the schools.

3. Has a reasonable level of knowledge of administrators, staff, and students.

4. Has a reasonable level of knowledge about community events, concerns, accomplishments, and direction.

E. Leadership—Able to motivate, lead, guide and direct people. Committed to implementing the Mission and Vision Statement of the school system.

1. Facilitates the development of and implements a collaborative educational vision and assists the Board in setting priorities for the school unit.

2. Serves as the educational leader of the school unit. Performs job responsibilities using the Mission and Vision Statement as a guide.

3. Communicates the educational vision and priorities effectively to staff, students, and community.

4. Attend conventions and conferences to keep abreast of latest educational trends.

5. Ensures that policies, procedures, and school rules promote a safe, respectful, and healthy school environment.

F. Organizational Management—Uses a systematic approach to managing and improving the schools. Excellent organizational skills, working knowledge of school law, and proven ability to resolve organizational conflicts.

1. Administers, as chief school executive, the development, maintenance, and improvement of the educational program.

2. Maintains, directly or through delegation, such personnel records, pupil accounting records, business records and other records as required by law and/or Board policy.

3. Files, or causes to be filed, all reports required by state or federal laws/regulations.

4. Advises the Board of the need for new and revised policies and ensures that all policies of the Board are implemented.

5. Makes administrative decisions necessary for the effective and efficient operations of the schools. Acts on own discretion when emergency action is necessary in matters not covered by Board policy. Reports such

emergency actions to the Board and recommends policy for future guidance.

6. Develops and implements rules and procedures for staff and students as necessary to comply with Board policies, and state and federal laws/regulations.

7. Delegates to other staff, at own discretion, the exercise of any powers and duties, with the knowledge that such delegation does not relieve the Superintendent of final responsibility for any actions taken.

8. Recommends attendance boundaries for all schools and the transfer of students from one building to another in the interest of good administration of the instructional program. Implements Board policies and state laws/regulations for the promotion, retention, and acceleration of students.

9. Makes recommendations to the Board concerning the transportation of students in accordance with Board policies, state laws/regulations, and student safety considerations.

G. Personnel Management—Excellent people skills. Ability to recruit and retain high quality staff. Strong personnel management practices and understanding of collective bargaining issues.

1. Develops and implements a hiring process that complies with applicable state and federal laws and attracts the most qualified candidates.

2. Nominates to the Board for employment the most qualified and competent teachers and administrators.

3. Employs the most qualified and competent support staff.

4. Develops job descriptions for all staff, subject to Board review and approval.

5. Assigns and transfers employees as the interests of the school system require and reports such actions to the Board for information and record.

6. Participates, as deemed appropriate by the Board, in negotiations with recognized employee bargaining units.

7. Handles employee grievances or problems in accordance with applicable Board policies, collective bargaining agreements, and/or state/federal laws and regulations.

8. Establishes and implements personnel policies and procedures for non-union staff.

9. Ensures that the Board complies with meet and consult requirements on educational policy issues.

10. Establishes personnel procedures that provide information that may be used to advance the quality of the school unit, such as exit interviews for departing employees, employee focus group discussions on specific aspects of job performance and duties, questionnaires and/or other means of eliciting staff member feedback.

H. School Facility Management—Good understanding of facilities management, including development of long-term maintenance plans, and budgeting/planning for future building needs.

1. Makes recommendations to the Board on the location and size of new school sites and additions to existing sites; the location and size of new buildings on sites; plans for new school buildings; appropriates for sites and buildings; and improvements, alterations and changes in buildings and equipment.

2. Develops and implements short and long-term maintenance plans for school buildings and grounds, delegating particular duties as the Superintendent deems appropriate.

3. Includes maintenance and other facilities/equipment needs in budget planning.

4. Develops and implements guidelines and procedures governing the use and care of school facilities and property.

5. Recommends to the Board sales of surplus property no longer needed and authorizes the proper execution of such sales.

I. School Finance/Budgeting—Strong working knowledge of school finance, including budget development and management. Ability to effectively communicate with the Board, staff, community, and local municipal officials. Clear understanding of federal, state, and local funding issues.

1. Demonstrates the ability to perform effective financial forecasting and long and short-term financial planning.

2. Supervises the preparation and presentation of the annual budget and recommends it to the Board for approval.

3. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget.

4. Clearly explains proposed budgets, needs and priorities to the Board, community, and local municipal officials.

5. Conducts all financial operations and purchasing within Board policies and applicable state/federal laws/regulations.

6. Maintains appropriate financial accounts and ensures that audits are performed on an annual basis.

7. Provides prior notice to the Board when there is a need to depart from Board policy in any financial matter.

J. School Improvement—Commitment to supervise and evaluate school programs in the spirit of continuous improvement; understanding of educational practices, research, and national/state/local initiatives, including Maine's Learning Results; and ability to frame issues for discussion, reach timely decisions, and implement change.

1. Develops, implements, and monitors the change process to improve the educational program.

2. Is familiar with current research and educational issues.

3. Involves the staff and community in plans to improve the educational program.

4. Ensures that there is a comprehensive system of student assessment in place.

5. Informs and advises the Board about educational programs and instructional practices in the schools.

6. Communicates effectively with staff, students and the community about educational trends, curriculum needs and instructional programs.

7. Ensures that the educational program complies with Board policies and applicable state and federal laws/regulations.

8. Ensures that administrators and teachers communicate student progress and school curricula to parents on a regular basis.

K. Staff Development—Committed to and fosters continuous staff improvement. Emphasizes both system-wide and individual development.

1. Fosters an environment that encourages continuous learning and improvement on the part of school staff.

2. Develops and implements an effective system of staff development focused on improving the educational and operational programs of the schools, with appropriate input from the Board, administration, and staff.

3. Provides reasonable opportunities for staff to participate in conferences, visitations, and coursework within the framework of the school unit's budget.

4. Ensures that all staff are involved in the school unit's staff development opportunities.

5. Informs the Board of staff development priorities, needs, and activities.

L. Superintendent/Board Relations—Understands that the Superintendent is responsible for management of the schools under the Board's policies and is accountable to the Board. Supports and facilitates the work of the Board. Maintains open communication with the Board.

1. Supervises and ensures compliance with all laws, regulations, and Board policies.

2. Keeps the Board informed about programs, activities, accomplishments, problems, and needs of the schools.

3. Presents information and recommendations necessary to assist the Board in performing its duties effectively, including the need for policy on particular subjects.

4. Schedules and attends meetings of the Board.

5. Serves as Secretary to the Board as required by law.

6. Serves as an ex officio member of all Board committees, attending meetings as specified by the Board.

7. Advises and recommends action by the Board as appropriate concerning student and staff disciplinary issues.

8. Assists the Board in developing annual and long-range goals for the school system.

9. Represents the school unit with the media and other groups as deemed appropriate by the Board.

10. Performs such other tasks as may be assigned by the Board.

M. Supervision/Evaluation—Understands the importance of accountability for staff and self. Uses an evaluation process that establishes clear performance standards and follows through to resolve performance issues.

1. Develops and implements an effective system of supervision and evaluation for all staff, based on Board policies and with appropriate input from administration and staff.

2. Oversees methods of teaching, supervision, evaluation and administration in the schools.

3. Disciplines employees as necessary and reports such actions to the Board as appropriate.

4. Recommends salary changes or dismissal/nonrenewal of administrators and teachers to the Board for final action.

TERMS OF EMPLOYMENT

Work year shall be twelve (12) months. Length of contract, salary, and benefits shall be determined by the Board and Superintendent under the Superintendent's individual contract.

EVALUATION

Performance shall be evaluated in accordance with the provisions of the ~~MSAD #11~~ Board's policy on evaluation of the Superintendent.

Cross Reference: CBI - Evaluation of Superintendent

Adopted: November 6, 2008

Reviewed: April 1, 2010; August 3, 2017; December 2, 2021

SUPERINTENDENT OF SCHOOLS

I. JOB GOAL

To provide leadership in developing and maintaining the best possible equitable educational programs and services for all students of [School unit name]. To lead, guide, and direct every member of the administrative, instructional, and support services teams in setting and achieving the highest standards of excellence, equity and diversity in hiring, educational programs, and operating systems. To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the school system, including academic growth of students and professional growth of employees. To utilize the adopted policies of the district and state and federal laws to oversee and administer the use of all facilities, property, and funds in the best interests of students and the school system.

II. MINIMUM JOB REQUIREMENTS

A. Superintendent Certification (010) Maine Department of Education (or certifiable).

B. **[Local Unit Insert: Degree(s) required and major area of study.]**

C. **[Local Unit Insert: Type and amount of prior job experience required.]**

[Sample language: ____ years as central office administrator; strong elementary and/or secondary school administrator experience; strong knowledge of *Maine's Learning Results.*]

D. Such alternatives to the qualifications listed in B. and C. as the Board may find appropriate and acceptable.

III. REPORTS TO: School Board

IV. SUPERVISES: Directly or indirectly, every school system employee

V. DUTIES AND RESPONSIBILITIES

MISSION, VISION, AND CORE VALUES:

As an educational leader, develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

a) Develops an educational mission for the schools to promote the academic success and well-being of each student.

b) In collaboration with members of the schools and the community and using relevant data, develops and promotes a vision for the schools on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c) Articulates, advocates, and cultivates core values that define school culture and stresses the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d) Strategically develops, implements, and evaluates actions to achieve the vision for the schools.

e) Reviews the mission and vision of the schools and adjust them to changing expectations and opportunities for the schools and changing needs and situations of students.

f) Develops shared understanding of and commitment to mission, vision, and core values within the schools and the community.

g) Models and pursues the school unit's mission, vision, and core values in all aspects of leadership.

ETHICS AND PROFESSIONAL NORMS:

Acts ethically and according to professional norms to promote each student's academic success and well-being.

a) Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

b) Acts according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

c) Places children at the center of education and accept responsibility for each student's academic success and well-being.

d) Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

e) Leads with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

f) Provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.

EQUITY AND CULTURAL RESPONSIVENESS:

Strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

a) Ensures that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

b) Recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning.

c) Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

d) Develops student policies and addresses student misconduct in a positive, fair, and unbiased manner.

e) Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

f) Promotes the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

g) Acts with cultural competence and responsiveness in their interactions, decision making, and practice.

h) Addresses matters of equity and cultural responsiveness in all aspects of leadership.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

a) Implements coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b) Aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

c) Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

d) Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e) Promotes the effective use of technology in the service of teaching and learning.

f) Employs valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

g) Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

COMMUNITY OF CARE AND SUPPORT FOR STUDENTS:

Cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

a) Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

b) Creates and sustains a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

c) Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

d) Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

e) Cultivates and reinforces student engagement in school and positive student conduct.

f) Infuses the school's learning environment with the cultures and languages of the school's community.

PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL:

Develops the professional capacity and practice of school personnel to promote each student's academic success and well-being.

a) Recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and form them into an educationally effective faculty.

b) Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

c) Develops teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

e) Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

f) Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

g) Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

h) Promotes the personal and professional health, well-being, and work-life balance of faculty and staff.

i) Tends to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF:

Fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.

a) Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b) Empowers and entrusts teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

c) Establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promotes mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

e) Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

f) Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g) Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning.

h) Encourages faculty-initiated improvement of programs and practices.

MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITIES:

Engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

a) Is approachable, accessible, and welcoming to families and members of the community.

b) Creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.

c) Engages in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d) Maintains a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the schools.

e) Creates means for the school community to partner with families to support student learning in and out of school.

f) Understands, values, and employs the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

g) Develops and provides the schools as a resource for families and the community.

h) Advocates for the school and district, and for the importance of education and student needs and priorities to families and the community.

a) Advocates publicly for the needs and priorities of students, families, and the community.

j) Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.

OPERATIONS AND MANAGEMENT:

Manages school operations and resources to promote each student's academic success and well-being.

a) Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the schools.

b) Strategically manages staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

c) Seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d) Is a responsible, ethical, and accountable steward of the school district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

e) Protects teachers' and other staff members' work and learning from disruption.

f) Employs technology to improve the quality and efficiency of operations and management.

g) Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement.

h) Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

a) Develops and manages relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j) Develops and manages productive relationships with the central office and School Board.

k) Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

l) Manages governance processes and internal and external politics toward achieving the mission and vision of the schools.

SCHOOL IMPROVEMENT:

Acts as an agent of continuous improvement to promote each student's academic success and well-being.

a) Seeks to make school more effective for each student, teachers and staff, families, and the community.

b) Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the schools.

c) Prepares the schools and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

d) Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

e) Employs situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

f) Assesses and develops the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

g) Develops technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h) Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs, and services.

i) Manages uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

j) Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

BIDDING/PURCHASING REQUIREMENTS

The MSAD 11 Board (hereafter, the "school unit") 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 financings of buildings whose lease purchase costs qualify for state subsidy.

B. Procurement Methods for Federally Funded Contracts

The Superintendent or their 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 $25,000 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 equal to or over $25,000. 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 may forego the competitive bid or RFP process for purchases less than $25,000, or 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 upon the circumstances, such notification may include public advertising, mailing of notices to potential vendors, and/or telephone calls to potential vendors (in the case of 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 deadline for submitting bids 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 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.

RFP 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 or immaterial 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 based on criteria appropriate for 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 MRSA § 1743-A (ALL)
- 20-A MRSA §§ 1001(14), 5401(13)(D); 5402 (ALL)
- 20-A MRSA § 1314 (MSAD)
- 20-A MRSA § 1492 (RSU)
- 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

Adopted: April 1, 2021