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
Fax: 207-582-8305
www.msad11.org

Angela Hardy
Director of Curriculum & Instruction

REGULAR SCHOOL BOARD MEETING
MERLE E. PEACOCK, JR. BOARD ROOM
Thursday, September 3, 2026
6:30 p.m.

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.

AGENDA

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

I. Call to order

II. Introduction
- A. Board Members
- B. Administrative Staff
- C. The Pledge of Allegiance
- D. Public Comment

III. Review and Approval of Agenda/Minutes
- A. Prioritization of items and alteration of the established agenda format sequence as needed.
- B. Approval of Agenda
- C. Approval of Minutes of Previous Meetings
  - Regular School Board Meeting – August 6, 2026

IV. Recognition and Celebrations
- A. Thank you to CMP President Linda Ball for the donation of the book “Good Morning Maine” to each elementary school in the state.
- B. Thank you to Sunrise Bagel for holding a school supplies drive and donating it to Laura E. Richards and River View Community Schools
- C. Opening Day Workshop at Johnson Hall

V. Correspondence
- A. Resignation received from Karen Collin, Elementary Instructional Coach – Literacy
- B. Resignation received from Amanda Hayward, Teacher – Learning Lab English Language Arts, Gardiner Regional Middle School
- C. Resignation received from Patricia Salvadori, Teacher – Grade 7 English Language Arts, Gardiner Regional Middle School
- D. Resignation received from Seth Hasty, Ed Tech II – Special Ed, Gardiner Regional Middle School

E. Resignation received from Deirdra Darcy, Ed Tech II – Life Skills, Gardiner Regional Middle School
F. Resignation received from Stacia Bolitho, Ed Tech III – Library, Pittston-Randolph Consolidated School
G. Resignation received from Jordan Hersom, Health Teacher, Gardiner Area High School
H. Resignation received from Raymond Sergent, Administrative Assistant, Transportation Office

VI. Committee Reports

A. Administrator/Student Presentations – No Report for September
B. Capital Area Technical Center Advisory Committee – No meeting
C. Curriculum Committee – No meeting
D. Dropout Prevention Committee – No meeting
E. Finance Committee – No meeting
F. Policy Committee – August 6, 2026

First Reading
Job Description

- Ed Tech III – MTSS Behavior Interventionist

Policies

- BEDH Public Comment and School Board Meetings
- JKAA Use of Physical Restraint and Seclusion
- IHBAC Child Find
- BHC Board Communications with Staff
- BIA New Board Member Orientation
- BIB Board Member Development Opportunities
- BIC Board Member Freedom of Access
- BID Board Member Compensation and Expenses
- CB School Superintendent
- DJ Bidding and Purchasing

G. Wellness Committee – No meeting
H. SBHC Advisory Committee – No meeting
I. Student Representatives - No Report for September

VII. General Information

A. Staff Transfers
   - Brian Henderson transfer from Ed Tech I – Special Ed Resource Room at Gardiner Regional Middle School to Ed Tech I – Special Ed Behavior Program at Gardiner Area High School
   - Jeanne Moody transfer from Ed Tech I - District to Ed Tech I – Special Ed at Pittston-Randolph Consolidated School
   - Maxwell Gaba, Ed Tech III – STEPS Program to Ed Tech III – STARS Program at Helen Thompson School
   - Rayna Sage transfer from Ed Tech I – Special Ed at Laura E. Richards School to Ed Tech III – Special Ed, Gardiner Area High School
   - Abrielle Tripp from Ed Tech I – Special Ed to Ed Tech II – Special Ed at Laura E. Richards School
B. New Hires
   - Michaela Newton, Ed Tech III – STEPS Program, Helen Thompson School
   - Brittany Chadbourne, Ed Tech III – STEPS Program, Helen Thompson School

- Stacy Williams, Ed Tech I – STEPS Program, Helen Thompson School
- Imane Jouamaa, Ed Tech I – STEPS Program, Helen Thompson School
- Alexandra Colyer, Ed Tech I – Resource Room, Helen Thompson School
- Lynn Young, Parttime SLPA/Parttime Ed Tech II – Special Ed, PreK Program, Laura E. Richards School
- Chad Perry, Ed Tech I – Special Ed, Gardiner Area High School
- Misty Rideout, Nutrition Worker (Floater Position)

C. Team Leaders – Gardiner Regional Middle School
- Jolaine Gallibois-Barss – Grade 6
- To Be Determined – Grade 7
- Angela Smith – Grade 8
- Sonya Koss – Special Ed.
- To Be Determined – MTSS/SEL

D. Co-Curricular – Gardiner Regional Middle School
- Nick Denny – Night in the Jungle
- Kim Quirion – SSO
- Angie Moreland – Lego Robotics
- Willan Barron – Civil Rights Team (shared position)
- Jodie Bennett – Civil Rights Team (shared position)
- Rick Beaule' – District III Music
- Stacy Anderson – Yearbook
- Drama – Willa Barron (shared position)
- Marianna DeSoto (shared position)

E. Athletic Volunteers – Gardiner Regional Middle School
- Meghan Russo – Field Hock

F. Athletic Volunteers – Gardiner Area High School
- Adam Fairservice – Boys Soccer
- Izabella Comstock – Cheering
- Kadeem Edge – Football

G. Team Leaders – Gardiner Area High School
- None

H. Co-Curricular – Gardiner Area High School
- None

VIII. Nominations

A. New Hires
- Brian Hershey, Teacher – ELA – Grade 7, Gardiner Regional Middle School - $81,620
- Brinley Denny, Inclusion Specialist – Grades 6-8, Gardiner Regional Middle School - $52,575
- James Merrick, Teacher – ELA – Learning Lab, Gardiner Regional Middle School - $49,833
- Stacia Bolitho, Teacher – Grade 5, Pittston-Randolph Consolidated School - $45,605
- Abby Ferland, Elementary School Nurse - $49,833

IX. New Business

A. Approval of the PreK Calendar for 2026-2027
B. Homecoming Parade and Bonfire
C. NEDCC Update

X. Old Business
   A. None

XI. Reports
   A. Board Chair
      - Materials for MSBA Delegate Assembly
        - 2026 Proposed New Resolutions
        - Substantive Revisions
        - Non-substantive Revisions
        - MSBA Constitution and Bylaws – proposed changes

   B. Superintendent
      - Update on Cell Phone Policy
      - Staff Vacancies/Resignations
      - Student Enrollment
      - NEDEC Enrollment

XII. Executive Session
   A. None

XIII. Adjournment

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REGULAR SCHOOL BOARD MEETING
MERLE E. PEACOCK, JR. BOARD ROOM
Thursday, August 6, 2026
6:30 p.m.

DRAFT MINUTES

Present: Becky Fles, Chair, Linda Caputo, Meaghan Carlson, Daniel Coutts, Tyler Eldridge, Jeff Hanley, Brandon Martin, Janelle McKinnon, Michelle Tucker, and Kady Gould, Superintendent of Schools

Student Representatives: Ella Kruk and Isaac Boyce

Absent: Barry Manning and Anthony Veit

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

I. Call to order 0:04:06 – 0:04:21

The meeting was called to order at 6:30 pm.

II. Introduction 0:04:22 – 0:16:58

A. Board Members
B. Administrative Staff
C. The Pledge of Allegiance
D. Public Comment
2 Residents and 1 Non-resident spoke.

III. Review and Approval of Agenda/Minutes 0:16:59 – 0:17:48

A. Prioritization of items and alteration of the established agenda format sequence as needed.
B. Approval of Agenda

Upon a motion by Jeff Hanley and a second by Linda Caputo, the Board voted to approve the agenda as written.

Vote: 10,436 – 0 **Student Vote: 2 – 0**

Motion carried.

C. Approval of Minutes of Previous Meetings
- Regular School Board Meeting – June 4, 2026

- Special Board Meeting – June 11, 2026

Upon a motion by Janelle McKinnon and a second by Meaghan Carlson, the Board voted to approve the minutes for the Regular School Board Meeting held on June 4, 2026 and the Special School Board Meeting held on June 11, 2026.

Vote: 10,436 – 0 **Student Vote: 2 – 0**

Motion carried.

IV. Recognition and Celebrations 0:17:49 – 0:18:23

A. Janelle McKinnon selected to serve on the NSBA Policy Leadership Cohort
B. 2026 Spring Sports Individual/Team Conference/State Recognitions
   - Baseball – 2nd Team – Grayson Greenleaf
   - Softball
     - Class B North Regional Champions
     - Class B State Runner-Up
     - 1st Team – Molly Takatsu and Lexi Ouellette
     - All Academic – Brynnlea Chaisson, Sophia Marrone, Abigail Prue
     - Coach of the Year – Ryan Gero
   - Boys Tennis
     - 1st Team – Brady Peacock
     - All Academic – Luke Carr, Henry Gingras, Brady Peacock
   - Girls Tennis
     - All Academic – Keira Blodgett, Ava Hersom, Macy Hickey
   - Boys Lacrosse
     - 2nd Team – Braden Elliott, Logan Cote, Owen Chadwick, Luke Whalen, Nick McKay, Remington Lamorequ, Chase McGrane, Joe Hanley
     - All Academic – Owen Chadwick, Logan Cote, Jason Deering
     - Class C Divisional Runner-Up
   - Girls Lacrosse
     - 1st Team – Catherine Mansir,
     - 2nd Team – Anna Tweedy and Grace Estes
     - All Academic – Maggie Blais, Avrey MacMaster, Catherine Mansir, Abigail McGee
   - Boys Track
     - 2nd Team – Henry Gingras
     - All Academic – Henry Gingras and Brey McCamish
   - Girls Track
     - 1st Team – Natalie Grant
     - All Academic – Molly Stickney and Davyn Swindells
     - Class B State Champion 1600 M Racewalk – Natalie Grant

V. Correspondence 0:18:24 – 0:18:27

A. Resignation received from Joanne O'Brien, School Board Representative from Gardiner
B. Resignation received from Hope St. Denis, Inclusion Specialist, Gardiner Area High School
C. Resignation received from Chelsea Bernier, Inclusion Specialist, Gardiner Regional Middle School

D. Resignation received from Meagan Abbott, Social Worker at Gardiner Regional Middle School
E. Resignation received from Sarah Quinn, School Nurse, Gardiner Regional Middle School
F. Resignation received from Benjamin Lucki, Math Teacher, Gardiner Area High School
G. Resignation received from Ryan Avery, Science Teacher – Grade 7, Gardiner Regional Middle School
H. Resignation received from Kaylee Ray, Grade 1 Teacher, Pittston-Randolph Consolidated School
I. Resignation received from Sandra Brann, Grade 5 Teacher, Pittston-Randolph Consolidated School
J. Resignation received from Terrie Mabe, Ed Tech I – STEPS Program, Helen Thompson School
K. Resignation received from Toni Richardson, Ed Tech III – Title I, Laura E. Richards School
L. Resignation received from Carla Quinlivan, Administrative Assistant, Helen Thompson School
M. Resignation received from Diane Stevens, Bus Driver
N. Resignation received from Kenneth Johnson, Hockey and Lacrosse Coach at Gardiner Area High School
O. Resignation received from Michael Taylor, Ed Tech III – Life Skills, Gardiner Area High School
P. Resignation received from Allie Daigle, Girls' JV Soccer, Gardiner Regional Middle School

VI. Committee Reports 0:18:27 – 0:36:38

A. Administrator/Student Presentations – No Report for August
B. Capital Area Technical Center Advisory Committee – No meeting
C. Curriculum Committee – June 9, 2026
D. Dropout Prevention Committee – No meeting
E. Finance Committee – No meeting
F. Policy Committee – June 4, 2026
G. Wellness Committee – No meeting
H. SBHC Advisory Committee – July 21, 2026
I. Student Representatives - No Report for August

VII. General Information 0:36:09 – 0:38:04

A. New Hires
- Carla Quinlivan, Central Office, Administrative Assistant/Receptionist
- Kristine Cornish, Administrative Assistant, Helen Thompson School
- Melanie Day, Ed Tech I – Special Ed, River View Community School
- Cristina Stade, Ed Tech II – Life Skills, Gardiner Area High School
- Mackenzie Wade, Ed Tech III – REACH Program, Gardiner Regional Middle School
- Hannah Smith, Custodian 2nd Shift, Helen Thompson School
- Mari DeSoto, School Nutrition Worker (6 hrs/day) Laura E. Richards School
- Nicholas Seile, Ed Tech III – Life Skills Program, Gardiner Area High School

B. Staff Transfers

- Abigayle Weston, transfer from Special Ed Social Worker at Helen Thompson and Gardiner Regional Middle School to Gen Ed Social Worker at Gardiner Regional Middle School
- Maxwell Gaba transfer from an Ed Tech III – STEPS Program to an Ed Tech III – STARS Program at the Helen Thompson School
- Stephanie Kozma transfer from an Ed Tech II – Life Skills position to an Ed Tech II - Special Ed position at Gardiner Area High School
- Heidi Marshall transfer from an Ed Tech II - STEPS position at Helen Thompson School to an Ed Tech II – Life Skills Program at Gardiner Area High School
- Barbara Sirois transfer from an Ed tech I – Special Ed position at Gardiner Regional Middle School to an Ed Tech I – Special Ed position at Gardiner Area High School
- Dennis Haggerty transfer from an Ed Tech III – Special Ed position at Gardiner Area High School to an Ed Tech III – Special Ed position at Gardiner Regional Middle School
- Linda Paré transfer from an Ed Tech II – Life Skills Program at Gardiner Regional Middle School to an Ed Tech II – Life Skills Program at Gardiner Area High School
- Alana Rolfe transfer from an Ed Tech III – Behavior Program at Gardiner Area High School to an Ed Tech III - RISE Program at Gardiner Area High School
- Nancy Biggs transfer from an Ed Tech III – Special Ed at Gardiner Area High School to an Ed Tech III – Special Ed PreK Program at Laura E. Richards School
- Carleigh Ireland transfer from Ed Tech I – Special Ed to an Ed Tech III – Special Ed PreK Program at Laura E. Richards School
- Jennifer Beaule, transfer from Social Worker/LCPC at Helen Thompson School to Special Ed Social Worker.
- Patrick O'Hanlon transfer from Special Ed Teacher – Behavior, Gardiner High and Middle Schools to Special Ed Teacher – Life Skills Program, Gardiner Area High School
- Monica Jimenez transfer from School Nurse at Laura E. Richards School to School Nurse at Gardiner Regional Middle School

C. Mark St. Vincent, Assistant Athletic Director (Stipend Position)

D. Fall Coaches – Gardiner Area High School
- Patrick Munzing, Football Head Coach
- Patrick Colwell, Football Assistant Coach
- Nate Munzing, Football Assistant Coach
- Derek Session, Football Assistant Coach
- BJ Parkin, Boys Soccer Head Coach
- Trevor Backus, Boys Soccer Assistant Coach
- Jessica Prince, Girls Soccer Head Coach
- Aaron Toman, Girls Soccer Assistant Coach
- Jessica Merrill, Field Hockey Head Coach
- Taryn Nichols, Field Hockey Assistant Coach
- Jennifer Boudreau, Cross Country Head Coach
- Bill Boardman, Volleyball Head Coach
- Emily Grady, Volley Ball Assistant Coach
- Matt Drost, Golf Head Coach
- Sidney Bartunek, Cheering Head Coach

E. Fall Coaches – Gardiner Regional Middle School

- Lindsay Gove, Girls Soccer – Varsity Coach
- Chad Sirois, Boys Soccer – Varsity Coach
- Freda Keyser, Boys Soccer – JV Coach
- Johanna Stickney, Cross Country – Head Coach
- Jamie Pare – Field Hockey – Head Coach

VIII. Nominations 0:38:05 – 0:53:07

A. Administrator Stipends
- Angela Hardy, Assistant Superintendent
- Terry McGuire, Board Meeting Video Production
- Sarah Bolduc-Ignasiak, Multilingual Learners
- Sara Sims, McKinney Vento Liaison
- Sara Sims, Affirmative Action/Title IX Officer

Upon a motion by Meaghan Carlson and a second by Jeff Hanley, the Board voted to approve the above listed Administrator Stipends as recommended by the Superintendent.

Vote: 10,436 – 0 **Student Vote: 2 – 0**

Motion carried.

B. New Hires
- Hope St. Denis, Assistant Special Education Director - $94,453
- Jennifer Feezor, Elementary Social Worker, Pittston-Randolph Consolidated School - $68,434 (25-26)
- Morgan Kirk, Grade 3 Teacher, Pittston-Randolph Consolidated School - $46,712 (25-26)
- Julia Stambolis, Grade 4 Teacher, Pittston-Randolph Consolidated School - $51,328 (25-26)
- Sierra Gilley, Grade 5 Teacher, Helen Thompson School - $52,868 (25-26)
- Angela Cyr, Special Ed Teacher, Helen Thompson School - $67,738 (25-26)
- Kelly Kelley, Science Teacher – Grade 7, Gardiner Regional Middle School - $72,913 (25-26)
- Bryan Feezor, Math Teacher, Gardiner Area High School - $70,786 (25-26)
- Kaitlynn Bean, Grade 1 Teacher, Pittston-Randolph Consolidated School - $45,604 (25-26)
- Becky Jenkins, Inclusion Specialist, Gardiner Area High School – $79,242 (25-26)
- Matthew Haskell, Special Educator– Behavior Program, Gardiner Regional Middle School - $79,242 (25-26)

Upon a motion by Michelle Tucker and a second by Janelle McKinnon, the Board voted to approve the above listed New Hires as recommended by the Superintendent.

Vote: 10,436 – 0 **Student Vote: 2 – 0**

Motion carried.

IX. New Business 0:53:08 – 1:01:08

A. Update on Summer Facility Repairs
B. Annual Approval of a School Physician – Gardiner Family Medicine

Upon a motion by Meaghan Carlson and a second by Janelle McKinnon, the Board voted to approve Abigail Hoke - Gardiner Family Medicine as the School Physician for the 2026-2027 school year.

Vote: 10,436 – 0 **Student Vote: 2 – 0**

Motion carried.

C. Annual Approval of Truancy Officers
- Lauren Arnold, Gardiner Area High School
- Sara Sims, Gardiner Regional Middle School
- Kim Taylor, Helen Thompson School
- Cristina Lavigne, Laura E. Richards School
- Ira Michaud, Pittston-Randolph Community School
- Victoria Duguay, River View Community School

Upon a motion by Meaghan Carlson and a second by Linda Caputo, the Board voted to approve the above listed Truancy Officers as recommended by the Superintendent.

Vote: 10,436 – 0 **Student Vote: 2 – 0**

Motion carried.

X. Old Business 1:01:09

A. None

XI. Reports 1:01:10 – 1:08:11

A. Board Chair
- Election of the Maine School Board Assembly (MSBA) Delegate
  It is important that the elected delegate have computer/technical skills that allow them to fully participate in the scheduled virtual meetings.

Meaghan Carlson was selected to be the MSAD 11 School Board Delegate to the Maine School Board Assembly.

B. Superintendent
- Administrative Team Workshop
- Staff Vacancies
- Cell Phone Policy

End of Regular Session.

The Board recessed. 1:08:12 – 1:16:19

XII. Executive Session 1:16:20 – 1:28:36

A. Executive Session to update the status of contract negotiations with the Gardiner Teachers Association – 1 M.R.S.A. § 405 (6)(D)

Upon a motion by Meaghan Carlson and a second by Jeff Hanley, the Board entered executive session to discuss the status of the contract negotiations with the Gardiner Teachers Association - 1 M.R.S.A. § 405 (6)(D)

Vote: 10,436 – 0

Motion carried.

Exited Executive Session.

Upon a motion by Brandon Martin and a second by Meaghan Carlson, the Board voted to approve the Collective Bargaining Agreement with the Gardiner Teachers Association.

Vote: 10,436 – 0

Motion carried.

XIII. Adjournment 1:28:37 – 1:31:11

The meeting adjourned at 7:57.

Attest a True Record,

Kady Gould
Secretary

Gardiner - Randolph - Pittston - West Gardiner

Maine School Administrative District No. 11

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Superintendent of Schools

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Angela Hardy
Director of Curriculum & Instruction

MERLE E. PEACOCK, JR. BOARD ROOM
POLICY COMMITTEE MEETING
August 6, 2026
5:30 pm

MINUTES

Present: Meaghan Carlson, Tyler Eldridge, Becky Fles, Janelle McKinnon, Kady Gould, Superintendent of Schools

Absent: Anthony Veit, Chair

The meeting was live streamed and is available for viewing at www.msad11.org.

I. Call to Order

The meeting was called to order at 5:33 pm.

II. Discussion/Vote

A. Job Description Review
- Ed Tech III – MTSS Behavior Interventionist

Upon a motion by Janelle McKinnon and a second by Meaghan Carlson, the Committee voted to move the Ed Tech III – MTSS Behavior Interventionist job description forward to the School Board for a first read.

Vote: 4 – 0

Motion Carried.

B. Policy Review
- BEDH Public Comment and School Board Meetings – Current
- BEDH Public Comment and School Board Meetings – MSMA

Upon a motion be Meaghan Carlson and a second by Janelle McKinnon, the committee voted to move policy BEDH – Public Comment and School Board Meetings to the School Board for a first read.

Vote: 4 – 0

Motion carried.

- JKAA Use of Physical Restraint and Seclusion – Current
- JKAA Use of Physical Restraint and Seclusion – MSMA

Upon a motion by Janelle McKinnon and a second by Meaghan Carlson, the Committee voted to move policy JKAA – Use of Physical Restraint and Seclusion to the School Board for a first read.

Vote: 4 – 0

Motion carried.

- IHBAC Child Find – Current
- IHBAC Child Find – MSMA

Upon a motion by Meaghan Carlson and a second by Janelle McKinnon, the Committee voted to move policy IHBAC – Child Find to the School Board for a first read.

Vote: 4 – 0

Motion carried.

- BHC Board Communications With Staff

Upon a motion by Janelle McKinnon and a second by Meaghan Carlson, the Committee voted to move policy BHC – Board Communications with Staff to the School Board for a first read.

Vote: 4 – 0

Motion carried.

- BIA New Board Member Orientation

Upon a motion by Meaghan Carlson and a second by Janelle McKinnon, the Committee voted to move policy BIA – New Board Member Orientation to the School Board for a first read.

Vote: 4 – 0

Motion carried.

- BIB Board Member Development Opportunities

Upon a motion by Meaghan Carlson and a second by Janelle McKinnon, the Committee voted to move policy BIB – Board Member Development Opportunities to the School Board for a first read.

Vote: 4 – 0

Motion carried.

- BIC Board Member Freedom of Access

Upon a motion by Meaghan Carlson and a second by Janelle McKinnon, the Committee voted to move policy BIC – Board Member Freedom of Access to the School Board for a first read.

Vote: 4 – 0

Motion carried.

- BIC-E Certification of Completion

No vote was taken. Will be placed on September 9, 2026 Policy Committee Meeting agenda.

- BID Board Member Compensation and Expenses

Upon a motion by Janelle McKinnon and a second by Meaghan Carlson the Committee voted to move policy BID – Board Member Compensation and Expenses to the School Board for a first read.

Vote: 4 – 0

Motion carried.

- CB School Superintendent

Upon a motion by Janelle McKinnon and a second by Meaghan Carlson, the Committee voted to move policy CB – School Superintendent to the School Board for a first read.

Vote: 4 – 0

Motion carried.

- CBI Evaluation of Superintendent – Current
- CBI Evaluation of Superintendent – MSMA
- CB-R Superintendent Job Description – Current
- CB-R Superintendent Job Description – MSMA

The Superintendent will bring back a draft of policies CBI – Evaluation of Superintendent and CB-R – Superintendent Job Description for a future meeting.

- DJ Bidding and Purchasing

Upon a motion by Janelle McKinnon and a second by Meaghan Carlson, the committee voted to move policy DJ – Bidding and Purchasing to the School Board for a first read.

Vote: 4 – 0

Motion carried.

III. Adjourn

The meeting adjourned at 6:22 pm

Respectfully Submitted,



Kady Gould
Superintendent of Schools

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 11

JOB DESCRIPTION

TITLE: DISTRICT EDUCATIONAL TECHNICIAN III – MTSS Behavior Interventionist

QUALIFICATIONS:

Required:

1. High School Diploma or equivalent;
2. Documentation of at least three years of post-secondary education or a combination equivalent to 90 hours of approved study; and
3. Maine Department of Education authorization as Educational Technician III Certificate 023.

Additional Skills Preferred:

1. Understanding of the diverse needs of students as it relates to behavior and regulation;
2. Possession of strong oral and written communication skills;
3. Strong organizational and interpersonal skills;
4. Strong technology skills;
5. Willingness and ability to work collaboratively with others;
6. Ability to work independently with little direct supervision; and
7. Ability to work positively and collaboratively with administration, staff, students, and parents.
8. Ability and interest in becoming Safety Care trained.

REPORTS TO: Building Administrator and Director of Curriculum

JOB GOAL: To provide targeted interventions with students to meet their MTSS goals focused on regulation, stamina, and executive function.

DUTIES AND RESPONSIBILITIES:

1. Works under the directions of and in cooperation with educators designated by the building administrator or Director of Curriculum to assist with:
    a. Providing tier 3 instructional interventions and support focused around the identified MTSS goal(s) to individual and/or small groups of students.
    b. Reinforcing positive student behavior and offering feedback around both individual and classroom behavior management.
    c. Supporting implementation of tier 3 behavior plans and maintaining progress monitoring data.
    d. Planning of specialized curriculum for individual and/or small groups of students.
    e. Communication between home and school by participating in parent conferences, family engagement activities, MTSS meetings, IEPs, and 504 meetings, as requested.
2. Performs duties assigned by the principal and/or Director of Curriculum to assist with the general operations of the educational system, such duties may include but not be limited to:
    a. Meeting with the supervisor on a regular basis to review the progress of individual students with whom they are working and to assist in planning and receiving instructional direction.

b. Participating as a member of the building MTSS team.
c. Supervising students participating in outdoor or indoor non-academic activities.
d. Perform routinely assigned duties (e.g. supervision duties, attendance) understanding that duties will be assigned in an equitable fashion. At times, when needed, a district ed technician III may substitute in classrooms.
e. Monitoring students as they move from one place to another; i.e., classroom to lunchroom.
f. Participating in educational in-service activities when required.

PHYSICAL REQUIREMENTS/ENVIRONMENTAL CONDITIONS:

1. Requires stooping, bending, sitting, walking, reaching, squatting, carrying, pushing, climbing, and kneeling;
2. Must be able to work with students;
3. May be exposed to human waste and body fluids;
4. May be required to administer basic medical procedures;
5. May require some travel;
6. Must have the ability to handle emotional/physical stress;
7. Must work indoors and outdoors year-round;
8. Must work in noisy and crowded environments; and
9. Ability to lift 25-50 lbs.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student and staff information;
2. Demonstrates a respect for the legal and human rights of students;
3. Meets and follows all laws and regulations at both the State and Federal levels;
4. Follows health and safety procedures established by the district;
5. Arrives and departs punctually, notifying appropriate personnel about absences and coverage;
6. Demonstrates loyalty, dependability, integrity, and other ethical standards;
7. Follows the chain of command for various administrative procedures for student or program concerns; and
8. Observes all School Board Policies and Procedures.

TERMS OF EMPLOYMENT: In accordance with the contract as negotiated by the School Board.

EVALUATION: Building Administrator and/or Director of Curriculum/designee in accordance with School Board policy.

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 at present or in the future.

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.

Approved by the MSAD 11 Board
Date: XXX

PUBLIC PARTICIPATION AT SCHOOL BOARD MEETINGS

The primary purpose of School Board meetings is to conduct the business of the Board related to ~~Board~~ **school** policies, programs, and operations. The MSAD 11 Board encourages residents to attend Board meetings so that they may become acquainted with the operations and programs of the schools~~.~~ **and cordially invites any interested member of the public to attend and participate as provided in this policy.**

The Board ~~also~~ recognizes the value of public comments on school and educational matters. To permit fair and orderly expression of public comments at Board business meetings while still allowing the Board to conduct its business efficiently, the Board has established the procedure below for regular business meetings.

At special, emergency, or workshop meetings, public comments will be limited to the topic(s) of the particular meeting.

In addition to speaking during the designated public comment portion of the agenda at Board meetings, members of the public are welcome to submit written comments on school and educational matters to the Board and Superintendent**.**~~,~~ ~~or to submit requests to have items placed on a Board agenda, in accordance with applicable Board policies.~~

The following rules apply to public participation in Board business meetings:

1. The Board ~~will~~ include**s** a public comment period, not to exceed 20 minutes on the agenda of its regular business meetings. **Individual speakers will be given equal amounts of time to speak during public comment period, limited to a maximum of 2 minutes per speaker.** ~~Comments by individuals are limited to a minimum of two (2) minutes at a meeting.~~ Individuals may not relinquish a portion of their allotted time to another speaker. The time limits in this paragraph may be modified at a particular meeting at the discretion of the Board **Chair**.

2. The Board will hear public comments from residents and employees of the school unit first. If there is time remaining in the public comment period once all residents **and employees** have had the opportunity to speak, the Board will permit comments from non-residents. Individuals who wish to speak are required to fill out the sign-in form available at each Board meeting, prior to the beginning of the public comment period, and review a copy of this policy. Each individual will be required to state their name and town/city of residence before beginning their remarks.

3. **In order to make efficient use of meeting time, the Board requests that groups or organizations be represented by designated spokespersons.**

4. **Individuals shall stand behind the podium during their allotted time for comment. Speakers will not be permitted to approach the Board or work or stand elsewhere around the room during their comment period.**

5. The Board Chair is responsible for ensuring the orderly conduct of Board meetings and for ensuring compliance with this policy, including the following rules of order:

a. Speakers ~~will~~ **must** be recognized by the Board Chair, and comments should be addressed to the Board Chair. Requests for information or concerns that require further research may be referred to the superintendent for further action, if necessary.

b. Speakers are expected to follow rules of common etiquette and decorum **for the forum - a school business meeting at which students may be present - and are required to refrain**~~, including refraining~~ from **(i)** using indecent ~~vulgar~~ and/or obscene language, **(ii) engaging in disruptive conduct, including but not limited to inciting criminal conduct, shouting,** ~~yelling,~~ threatening others using words or by other actions, making defamatory comments, ~~or otherwise engaging in any activity that disrupts orderly meeting progress. Examples of disruptive conduct include, but are not limited to,~~ exceeding the allotted time limits, talking over or interrupting others, offering repetitive comments, and offering comment on matters unrelated to ~~the~~ school **or education matters** ~~unit's programs, policies, or operations~~. **For purposes of this policy, the following definitions apply:**

Indecent - the remark is uttered before 10:00 p.m. and describes or depicts sexual or excretory activities or organs in a patently offensive manner as measured by contemporary community standards.

Obscene - the remark appeals to the prurient (i.e., shameful, morbid, or unwholesome fascination with sex, nudity, or excretory functions) interest; depicts or describes sexual conduct in a patently offensive way; and, taken as a whole, lacks serious literary, artistic, political or scientific value.

c. Discussion of personnel matters is not permitted during the public comment period due to the privacy, confidentiality and due process rights of school unit employees. For purposes of this policy, "discussion of a personnel matter" means any discussion**, whether positive or negative,** of **the** job performance or conduct of a school unit employee **(whether the employee is named directly or, in the judgement of the Board Chair, the identity of the employee can be reasonably identified due to the content of the remarks).**~~, including complaints about them.~~

d. Discussion of matters involving individual students are also not permitted during the public comment period due to the privacy, confidentiality, and due process rights of the school unit's students.

e. ~~Any~~ **All** concerns about personnel matters and/or student matters should be directed to the Superintendent or another appropriate administrator outside of Board meetings so that they can be addressed through an alternative channel and in a

manner consistent with privacy, confidentiality, and due process rights of the individuals involved.

f. The Board Chair will stop any public comment that is contrary to these rules.

g. Individuals who disrupt a Board meeting may be asked to leave in order to allow the Board to conduct its business in an orderly manner. The Board Chair may request the assistance of law enforcement if necessary to address disruptions or safety concerns.

Legal Reference:

20-A MRSA § 1001(20)
20-A MRSA § 6101
1 MRSA § 405

Cross Reference:

BE – School Board Meetings
BEDB – Agenda
BEDB-R – Agenda Format
BEC – Executive Sessions
KE – Public Concerns and Complaints

Adopted: September 7, 2017

Revised: May 7, 2020; August 17, 2023

[NOTE: Local school boards are required to adopt a policy and procedure to implement 20-A MRSA § 4014 and MDOE Rule Chapter 33. Because the sample policy and procedure closely follow the language in the law and in the revised Rule Chapter 33, any modification of these samples should be made only with the advice of legal counsel.]

USE OF PHYSICAL RESTRAINT AND SECLUSION

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

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

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

I. DEFINITIONS

[NOTE: These definitions are contained in state law and should not be changed.]

The following definitions apply to this policy and the accompanying procedure:

A.

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

ii. **Physical restraint does not include any of the following:**

a. Physical escort: A temporary~~, voluntary~~ touching or holding of the hand, wrist, arm, shoulder or back to induce a student to walk to a safe location.

b. Physical prompt: A teaching technique that involves voluntary physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
c. Protective physical interventions: Brief physical contact with a student in response to potentially harmful student action that serves to deflect, block, or redirect the student's actions or disengage from a student's inappropriate grip, but from which the student could freely move away.
d. The use of adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement than would be possible without the use of such devices or supports.
e. The use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

B.

i. **Seclusion**: The involuntary isolation or confinement of a student alone in a room or clearly defined area from which the student does not feel free to go or is physically denied exit.
ii. **Seclusion does not include**: A timeout, an intervention where a student requests, or complies with an adult request for, a break.

II. PROCEDURES FOR IMPLEMENTING PHYSICAL RESTRAINT AND SECLUSION

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

III. ANNUAL NOTICE OF POLICY/PROCEDURE

[School unit name] shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

[NOTE: Local boards should consider how best to provide notice to parents/legal guardians. For parents, suggestions include providing the policy/procedure in the first-day packet or inclusion in student handbooks. Information can also be provided on the school unit's website, but we do not recommend that the website be the sole method of disseminating information to families.]

IV. TRAINING REQUIREMENTS

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

[School unit name] will ensure that there are a sufficient number of administrators/ designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Superintendent's Office, in each school office and in the school unit's Comprehensive Health and Safety and Emergency Management Plan.

[NOTE: Local boards should ensure that this information is included in the school unit's comprehensive emergency management plan and in any specific safety/emergency plans for individual schools.]

V. PARENT/LEGAL GUARDIAN COMPLAINT PROCEDURE

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

[**NOTE: Chapter 33 does not contain a specific time limit for local school units to respond to parental complaints. A time limit has been inserted for discussion purposes, but local boards should discuss what makes sense for their school unit. For ease of administration, it may make sense to make the deadline consistent with other complaint procedures, such as the employee and student discrimination/ harassment complaint procedures.]**

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

Legal References: 20-A MRSA §§ 4014, 4502(5)(M); 4009
Me. Dept. of Educ. Rule Ch. 33

Cross References: JKAA-R — Procedures on Physical Restraint and Seclusion
JK — Student Discipline

KLG/KLG-R — Relations with Law Enforcement OR
KLGA/KLGA-R — Relations with School Resource Officers
EBCA — Comprehensive Health and Safety and Emergency Management Plan

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.

CHILD FIND

[School unit name] seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are school-age 5 and under the age of 22 and who are in need of special education and supportive assistance. This includes homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

[For school units that tuition or contract for educational services for some or all of its students, add the following paragraph:

(School unit name) is responsible for Child Find for resident students attending private or public schools through public tuition payments or public contract and shall meet this duty either through appropriate arrangements with the receiving unit or school or through direct child find services by unit personnel or contracted personnel."]

The school unit's Child Find responsibility shall be accomplished through a unit-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

The school unit shall provide Child Find during the first 30 days of the school year or during the first 30 days of enrollment for transfer children, in addition to other Child Find activities provided by the school unit.

[NOTE: School units should consider adding to any information sheets sent out to all parents at the start of the year a statement to this effect: "Please let us know on this form if you have any disability concerns regarding your child that you think should be addressed."]

This Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. **[School unit name]** may schedule Child Find

activities during its annual kindergarten enrollment to assist in planning for necessary special education and related services at the start of the school year. If screening occurs in the spring prior to school entry, **[School unit name]** will refer the child to the regional CDS site within 10 school days.

If the Child Find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

Legal Reference: 34 C.F.R. § 300.111 (2006)
Me. Dept. of Educ. Rule Ch. 101, IV 2(A), (C) (2015)
Me Dept. of Educ. Administrative Letter 1 (January 21, 2021)

Adopted: _____

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

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

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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

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

MSBA Resolutions Committee Work 2026

PROPOSED NEW RESOLUTIONS

1) **Student Board Members –** The Maine School Boards Association (MSBA) strongly encourages all Maine school boards and school committees to include at least one student representative as a member of their governing body. MSBA affirms the importance of student participation as a meaningful opportunity for civic learning, leadership development, and engagement in democratic processes. MSBA encourages local boards to invite student representatives to cast their advisory votes prior to other members, ensuring that the student perspective is clearly heard and considered before final decisions are made.

   Rationale: *Student representatives on a local school board provide an important and meaningful voice in school board decision-making while offering students valuable opportunities to develop civic knowledge, leadership skills, and an understanding of democratic governance. Encouraging student participation on school boards strengthens the connection between students and their governing bodies and ensures that school board decisions affecting students are informed by direct student perspective and input.*

2) **Importance of Civics Education –** The Maine School Boards Association (MSBA) strongly encourages all Maine public schools to fully implement and emphasize the Civics & Government strand of the Maine Learning Results: Parameters for Essential Instruction across all grade spans. MSBA affirms the importance of intentional instruction and learning experiences that help students understand their rights and responsibilities as citizens and provide meaningful opportunities to practice civic engagement. MSBA encourages school boards, administrators, and educators to prioritize the teaching and modeling of civil discourse so that all students are equipped with the skills necessary to participate thoughtfully, respectfully, and constructively in a diverse and democratic society. MSBA calls upon the Maine Legislature and the Maine Department of Education to provide dedicated, sustained funding and resources to support professional development towards local implementation of the Civics & Government strand across all grade spans.

   Rationale: *A strong civics education is essential to preparing students to become informed, engaged, and responsible citizens who understand both their rights and responsibilities in a democratic society. Emphasizing civics, civic engagement, and civil discourse across all grade spans strengthens students' ability to participate thoughtfully and respectfully in their communities while supporting educators and schools with the resources necessary to make meaningful civic learning a priority.*

3) **Educator and School Staff Recruitment and Retention –** The Maine School Boards Association (MSBA) believes that recruiting, supporting, and retaining a high-quality and

diverse educator and school staff workforce is among the most critical challenges facing Maine's public schools. MSBA supports a comprehensive, multi-pronged approach to addressing Maine's educator workforce crisis, and calls upon the Legislature, the Governor, and the Maine Department of Education to pursue the following strategies in partnership with local school districts:

- **Compensation and Financial Incentives.** MSBA supports targeted financial incentives, funded by the state, particularly for educators in high-need fields, in rural and under-resourced communities, and in leadership roles, as well as state income tax credits to recruit and retain educators, particularly in shortage areas.
- **Certification and Alternative Pathways.** MSBA supports recent changes to Maine's educator certification system that create alternative and flexible pathways into the profession, including portfolio-based certification, residency programs, educator apprenticeships, and grow-your-own pipelines that allow paraprofessionals and educational technicians already working in Maine schools to earn certification, while maintaining high standards.
- **Early Career Support and Mentoring.** MSBA supports state investment in structured mentoring and induction programs for new educators as essential components of any comprehensive retention strategy.
- **Housing and Cost-of-Living Support.** MSBA encourages the Legislature to explore dedicated housing support strategies for educators, including down payment assistance programs, mortgage assistance, workforce housing partnerships, and state tax incentives that help educators afford to live in the communities they serve.
- **Loan Forgiveness and Pipeline Development.** MSBA supports expanded state loan forgiveness programs for educators who commit to teaching in Maine, particularly in shortage subject areas and underserved communities, as well as programs that introduce students to the teaching profession as early as the high school level, building a long-term pipeline of homegrown educators invested in Maine's communities.

MSBA recognizes that addressing Maine's educator workforce crisis requires sustained commitment and partnership across state and local government, higher education, and the education community, and will advocate for policies and resources that support Maine schools in recruiting, developing, and retaining the talented and dedicated staff that Maine students deserve.

Rationale: *The ability of Maine's public schools to provide high-quality educational opportunities depends upon having a qualified, supported, and stable workforce. A comprehensive approach to recruitment and retention includes competitive compensation, flexible pathways into the profession, mentoring, housing and financial supports, and strong educator pipelines. This will help Maine school boards address workforce shortages and ensure that talented educators and school staff can build successful careers serving Maine students and communities.*

4) **Cost of Special Education –** The Maine School Boards Association (MSBA) believes that the rising cost of special education represents a significant fiscal challenge facing Maine school districts and local taxpayers today. Maine's overall special needs student rate has risen from 16 percent to 20 percent of all students. More districts have had to place students in out-of-district or special purpose private schools, resulting in unpredictable expenses that can be financially devastating and are difficult to budget. These pressures fall hardest on rural, small, and property-tax-dependent communities, and they threaten the ability of districts across Maine to maintain high-quality educational programs for all students.

   MSBA supports the efforts of the Maine Education Policy Research Institute (MEPRI) to study the feasibility and potential benefits of regional Education Service Centers to assist in delivering special education programs and services in Maine, and encourages the Legislature to provide MEPRI with the direction, resources, and time necessary to complete this important work thoroughly.

   MSBA also supports increased state financial support for high-cost placements, incentives for districts that build in-house capacity to serve students' complex needs; investments in programs to recruit and retain more special education educators; and potential changes to the special education funding formula to provide more consistency and predictability.

Rationale: *The rising cost and complexity of special education services create significant and increasingly unpredictable financial pressures for Maine school districts, particularly for small, rural, and property-tax-dependent communities. A comprehensive state and local response includes exploring regional service models, strengthening in-district capacity, supporting the special education workforce, and improving funding for high-cost placements. These are essential to ensuring that Maine students receive the services they need without compromising the quality and stability of educational programs for all students.*

MSBA Resolutions Committee Work 2026

PROPOSED SUBSTANTIVE REVISIONS

1) 1.6 In-Service Education Programs

CURRENT RESOLUTION:

1.6. In-Service Education Programs – MSBA recognizes the value of continuous in-service education programs for school board members and resolves itself to encourage the development of such state-wide and regional programs as are necessary to provide the information and skills required to assure effective local school board service by Maine's elected public school officials. (Adopted 1982)

NEW RESOLUTION:

1.6. ~~In-Service Education Programs~~ – ~~MSBA recognizes the value of continuous in-service education programs for school board members and resolves itself to encourage the development of such state-wide and regional programs as are necessary to provide the information and skills required to assure effective local school board service by Maine's elected public school officials.~~

School Board Professional Development - The Maine School Boards Association (MSBA) affirms its commitment to promoting high-quality governance training and the adoption of best practices as foundational to effective school board service throughout the State of Maine. MSBA strongly encourages all newly elected and appointed school board members to participate in orientation and foundational governance training at the earliest practicable opportunity following the commencement of their service, and encourages member boards to establish local expectations and policies that support such participation. MSBA encourages all school board members — regardless of tenure — to engage in ongoing professional development throughout their service, and recognizes that effective governance is a continuous practice that benefits from regular learning, reflection, and collaboration with peers; MSBA identifies the following as core areas of knowledge and practice essential to effective school board governance, and will work to ensure that training opportunities address each of these areas:

- The distinct and complementary roles of the school board and the superintendent, and the importance of maintaining a productive and professional working relationship between them;
- Policy development, adoption, and oversight as the primary instrument of board governance;
- Budget development, financial oversight, and the responsible stewardship of public funds;
- Maine education law, including the requirements of Title 20-A of the Maine Revised Statutes, and the legal obligations of school board members;

- The Freedom of Access Act
- Parliamentary Procedure
- School board Self-evaluation
- On-boarding of school board members
- Collective bargaining processes and the board's role in labor relations;
- Ethical conduct, conflict of interest, and the responsibilities of public office;
- Community engagement, transparency, and building public trust in local educational governance

MSBA will develop, expand, and continually improve its training programs, resources, and peer learning opportunities to serve the diverse needs of member boards across Maine, including boards in rural, small, and under-resourced districts.

2) 3.B.3.g Taxpayer Dollars Support Public Education

Current Resolution

3.B.3.g. Taxpayer Dollars Support Public Education – The Maine School Boards Association (MSBA) believes taxpayer dollars should support public schools that are open to all and regulated by the state. MSBA opposes any effort, such as vouchers or tax credits that would siphon off public resources to support any form of private education. If parents wish to send their children to private schools, it is their choice, but it is not an option that should come at taxpayer expense. We also believe it is not appropriate to use public dollars to advance any particular religion or dogma. (Adopted 2019 – Amended 2025)

Proposed Resolution

3.B.3.g. Taxpayer Dollars Support Public Education - The Maine School Boards Association (MSBA) believes that taxpayer dollars should support public schools that are open to all and regulated by the state. While intending to maintain existing practices of funding existing so-called 60-40 private academies and institutions and the ability of local school administrative units (SAUs) to distribute public funding as best serves their student populations, MSBA opposes any effort, such as vouchers or tax credits, that would siphon off public resources historically directed to support public SAUs in favor of any form of private education. If parents wish to send their students to private schools, it is their choice, but it is not an option that should come at taxpayer expense, except through the existing approval process of their home SAU. ~~We~~ MSBA also believes that, while respecting all individuals' right to freedom of religious choice and expression, it is not appropriate to use public dollars to advance any particular religion or dogma. Any private school receiving public funds must meet basic school approval standards and comply with state law.

3) Updated School Funding/EPS – Combine and Replace

Current Resolutions (Both Would Be Deleted And Replaced With Proposed Revision):

4.12 School Funding – The legislature and governor need to not only fund 55% of EPS but ensure that EPS increases in pace with inflation. And they need to restore the real dollar funding lost in recent years when EPS has fallen badly behind inflation (Adopted 2024)

3.A.2. Essential Programs and Services – The Maine School Boards Association recognizes both the joint responsibility of municipalities and the state as a whole to provide for the cost of education, as well as the need for a funding model to provide for the equitable and efficient distribution of state monies for education across all Maine school administrative units. While the Essential Programs and Services (EPS) model is used to fill this need, MSBA believes that the original underlying assumptions about school units upon which the model is based, the expectations for educational outcomes to which Maine school districts are presently held, and alterations in local, regional, and national economic conditions, may prevent EPS as currently formulated from realizing this ongoing responsibility. MSBA calls on the Governor, Commissioner, State Board of Education, and Legislature, to work with all deliberate speed, to ensure that changes are made to the EPS funding formula such that: its original intent for equitable, predictable, and sustainable distribution of funds is honored, and represents a model for adequacy in all of Maine's disparate, and very often, broad, rural, lowpopulation regions, despite being designed around data from high-performing, cost-effective districts; metrics of communities' ability to pay more appropriate than state valuation are incorporated into EPS; the cost matrix of the formula is annually adjusted for inflation; and, alternatives to property tax for raising money to support the cost of education are made available to municipalities. (Adopted 1995 – Amended 1998, 2003, 2004, 2008, 2024)

New Resolution (To Combine and Replace Entirety of Both 4.12 and current 3.A.2):

3.A.2. ~~Essential Programs and Services~~ School Funding – The Maine School Boards Association (MSBA) recognizes the joint responsibility of municipalities and the state to provide for the cost of education, as well as the need for a funding model that ensures the equitable, predictable, and sustainable distribution of state education dollars across all Maine school administrative units. While the Essential Programs and Services (EPS) model is used to fill this need, MSBA believes that the original underlying assumptions upon which the model is based, the educational outcomes to which Maine school districts are presently held, and changes in local, regional, and national economic conditions have at times prevented EPS from fully realizing this responsibility, particularly for rural, low-population, and high-poverty communities across Maine.

MSBA welcomes the work of the Legislature, the Maine Department of Education, and the Maine Education Policy Research Institute to study and modernize the EPS formula, and recognizes LD 2226 as meaningful progress, particularly in incorporating measures of community income and poverty into the determination of a district's ability to pay, and in updating aspects of the formula to better reflect Maine's labor markets and align with

Maine’s minimum teacher salary structure. MSBA supports continued efforts to build on this progress, recognizing that LD 2226 represents an important first step and that significant work remains. In particular, MSBA calls on the Legislature and MEPRI to study the cumulative impact that years of inadequate inflation adjustments have already had on the formula's underlying cost assumptions, and to assess whether EPS as currently formulated is truly adequate to meet the actual cost of delivering a quality education to Maine students today.

MSBA calls on the Governor, Commissioner, and Legislature to ensure that: the cost matrix of the formula is adjusted annually for inflation so that EPS maintains its real value over time; the real dollar funding lost in years when EPS has fallen behind inflation is restored; the statutory requirement to fund at least 55% of EPS is met consistently; the formula continues to evolve to accurately reflect the actual cost of delivering education in all of Maine's diverse communities; and alternatives to the property tax for raising local education revenues are explored and made available to municipalities.

4) 4.3 Student Visas for Public Schools

Current Resolution:

4.3 Student Visas for Public Schools – It is the position of the Maine School Boards Association that the present federal system, INA Section 214 (m) (1) (A) (B) (i), that allows 4-year visas in private schools but only a 1-year visa in public schools is discriminatory and inequitable. Furthermore, the current practice adversely impacts a public school's ability to raise additional revenue to lower local taxes. MSBA requests an immediate change in this unfair system, thus permitting all eligible international students to acquire 4-year visas. (Adopted 2010)

Proposed Changes:

4.3 Student Visas for Public Schools - It is the position of the Maine School Boards Association (MSBA) that the ~~present federal system, INA Section 214 (m) (1) (A) (B) (i) that allows 4-year visas in private schools but only a 1-year visa in public schools is~~ current federal regulations implementing Section 214(m) of the Immigration and Naturalization Act (8 USC § 1184(m)) which pertain to student F-1 visas are discriminatory and inequitable~~.~~ ~~Furthermore, the current practice~~ in that they adversely impact~~s~~ a public school district's ability to raise revenue to reduce ~~lower~~ local taxes. Under the current regulations, a student with an F-1 visa who is admitted to attend a public high school is limited to 12 months of study (in the aggregate) while a student with an F-1 visa admitted to attend a private high school has no such restriction; they may attend for the time necessary to complete their studies so long as they maintain their F-1 visa status (8 CFR 214.2(f)(5)(i)). MSBA requests a~~n immediate~~ change in ~~this unfair system, thus permitting all eligible international students to acquire 4-year visas.~~ the federal regulations to enable public schools to be on an equal footing with private schools in this regard.

5) 2.B.1.r Artificial Intelligence (AI) In Schools

Current Resolution:

2.B.1.r. Artificial Intelligence (AI) in Schools – The Maine School Boards Association recognizes the use of AI (including generative AI) in schools as a tool to enhance student education. Its purpose should be to support all students to achieve their educational goals. All use of AI should adhere to existing policies. The goal of the use of AI is to promote literacy, providing students the opportunity to learn to question and evaluate information while making informed decisions about generated content. Appropriate use and awareness of the potential dangers of AI will guide students to think critically about the results they obtain through AI. AI is not a substitute for schoolwork that requires original thought. (Adopted 2024, Amended 2025)

Proposed Resolution:

2.B.1.r. Artificial Intelligence (AI) in Schools – The Maine School Boards Association recognizes the responsible use of AI (including generative AI) in schools as a tool to enhance student ~~education~~ learning. Its purpose is ~~should be~~ to support all students in achieving ~~to achieve~~ their educational goals through informed, ethical, and effective use. All ~~use of~~ AI use must comply with ~~should adhere to~~ existing policies including those related to privacy, security, and academic integrity. ~~The goal of t~~The use of AI should ~~is to~~ promote digital and information literacy, providing students the opportunity to learn to question, validate, and critically ~~and~~ evaluate information while making informed decisions about AI-generated content. Appropriate use, combined with ~~and~~ awareness of the potential ~~dangers of AI will guide students to think critically about the results they obtain through AI.~~ risks such as bias, misinformation, and overreliance, will guide students to think critically about AI outputs. AI is not a substitute for schoolwork that requires independent thinking and original ~~thought~~ expression.

6) **2.A.4.e Local School Board Responsibility**

Current Resolution:

2.A.4.e Local School Board Responsibility – School boards are the governing bodies of school administrative units, comprised of locally elected individuals whose duty is to represent and ensure the best interests of students and staff, and oversee the operation of their schools while following state law and district policies. The Maine School Boards Association supports local board control of educational programs which allows communities to tailor their educational approach to the specific needs of their students. School boards have direct involvement in developing school policies, budgets, curriculum, and safety for all students and staff within their respective districts. Open dialogue between school boards and stakeholders can ease conflict and promote educational objectives. MSBA strongly supports the well-established tradition of local board control of education where school boards directly oversee policy development, curriculum, budget, and facilities management, and work towards the advancement of quality public education. Local board decision making empowers educators to collaborate and innovate, leading to more effective and responsive educational programs. MSBA urges legislators and Maine's congressional delegation to oppose laws that may hinder or erode local board control. (Adopted 1974 – Amended 1976, l982, 2020, 2024).

Proposed New Resolution:

2.A.4.e Local School Board Responsibility - Local s~~S~~chool boards are locally elected governing bodies ~~of school administrative units, comprised of locally elected individuals whose duty is to represent and ensure~~ responsible for representing the best interests of students and staff~~, and oversee the operation of their schools while following~~ while overseeing school operations in compliance with state law and district ~~policies~~ policy. The Maine School Boards Association (MSBA) supports strong local ~~board~~ control~~, of educational programs which allows~~, allowing communities to tailor ~~their~~ educational ~~approach~~ programs to the ~~specific~~ unique needs of their students. ~~School boards have direct involvement in developing school policies, budgets, curriculum, and safety for all students and staff within their respective districts. Open dialogue between school boards and stakeholders can ease conflict and promote educational objectives. MSBA strongly supports the well-established tradition of local board control of education where school boards directly oversee policy development, curriculum, budget, and facilities management, and work towards the advancement of quality public education. Local board decision making empowers educators to collaborate and innovate, leading to more effective and responsive educational programs.~~ Boards play a central role in policy development, budgeting, curriculum, safety, and facilities, and foster open dialogue with stakeholders to support educational goals. MSBA urges legislators and Maine's congressional delegation to oppose ~~laws~~ measures that ~~may hinder~~ would weaken ~~or erode~~ local board ~~control~~ authority and undermine effective community-based decision making.

7) **2.A.4.h. Child Advocacy**

Current Resolution:

2.A.4.h. Child Advocacy – As advocates for children, the Maine School Boards Association urges school boards to incorporate in their mission statements language which clearly establishes that the thorough and efficient education of all children is their primary statutorily based responsibility. (Adopted 1993 – Amended 1999)

Proposed Resolution:

2.A.4.h. Child Advocacy – As advocates for children, the Maine School Boards Association urges school boards to ~~incorporate~~ state clearly in their mission statements ~~language which clearly establishes that the~~ that their primary statutory responsibility is to provide a thorough and efficient education ~~of~~ for all children, free from discrimination prohibited under state or federal law. ~~is their primary statutorily based responsibility.~~

8) **2.A.6.e Just Cause**

Current Resolution:

2.A.6.e. Just Cause – The Maine School Boards Association urges school boards to reject undefined "just cause" bargaining proposals presented by employee unions. In the event, however, that the board includes "just cause" language in a collective bargaining agreement, MSBA strongly urges that it be clearly defined so that both parties to the agreement have a full and common understanding of its intent and application. (Adopted 1983 – Amended 1984, 1999).

Proposed Resolution:

2.A.6.e Just Cause – The Maine School Boards Association ~~urges school boards to reject undefined "just cause" bargaining proposals presented by employee unions. In the event, however, than the board includes "just cause" language in a collective bargaining agreement, MSBA strongly urges that it be clearly defined so that both parties to the agreement have a full and common understanding of its intent and application.~~ advises that if a school board adopts a "just cause" provision in a collective bargaining agreement, it should be written with specific, shared definitions so both the board and employee unions have a clear and consistent understanding of how it will be applied.

9) **2.A.6.h Negotiation of Educational Policy**

Current Resolution:

2.A.6.h. Negotiation of Educational Policy – The Maine School Boards Association strongly opposes any legislative efforts to weaken the ability of local school boards to set education policy. MSBA directs its Executive Board of Directors and staff to work with other educational organizations in order to form a coalition to oppose legislation that would broaden the current negotiability of educational policy. MSBA supports the decision of the Maine Supreme Court in the MSAD #58 Board of Directors v. Mt. Abrams Teachers Association case and endorses the arbitration decisions rendered in the Lisbon School Systems v. Lisbon Teachers Association report. MSBA encourages local boards to work with their professional staff to achieve a meaningful meet and consult process on subjects of educational policy. (Adopted 1991 – Amended 1999, 2002)

Proposed Resolution:

2.A.6.h. Negotiation of Educational Policy – The Maine School Boards Association (MSBA) strongly opposes any legislative efforts to weaken the ability of local school boards to set education policy. MSBA directs its Executive Board of Directors and staff to work with other educational organizations in order to form a coalition to oppose legislation that would broaden the current negotiability of educational policy. ~~MSBA supports the decision of the Maine Supreme Court in the MSAD #58 Board of Directors v. Mt. Abrams Teachers Association case and endorses the arbitration decisions rendered in the Lisbon School Systems v. Lisbon Teachers Association report.~~ MSBA encourages local boards to work with their professional staff to achieve a meaningful meet and consult process on subjects of educational policy.

MSBA Resolutions Committee Work 2026

PROPOSED NON-SUBSTANTIVE REVISIONS

1) 1.1 MSBA Mission Statement

Current Resolution:

1.1 MSBA Mission Statement – To enhance the education of all students in Maine's public schools by identifying and serving the needs of local school boards through board development, information and support services, and by advocating for all Maine public schools at the state and national levels. (Adopted 1995)

Proposed Resolution

1.1 ~~MSBA~~Maine School Boards Association Mission Statement - The mission of the Association is ~~T~~to prioritize and enhance the education of all students in Maine's public schools by identifying and serving the needs of local school boards through board development, information and support services, and by advocating for all Maine public schools at the state and national levels.

2) 1.2. Governance Role of the Local School Board

Current Resolution:

1.2. **Governance Role of the Local School Board** – The MSBA resolves herewith to adopt this mission statement as a means to guide Maine's school boards in this era of change in the local school setting.

NSBA's Vision for Public Education

> The National School Boards Association believes local school boards are the nation's preeminent expression of grass roots democracy and that this form of governance of the public schools is fundamental to the continued success of public education. Adequately funded, student-centered public schools will provide, in a safe and supportive environment, a comprehensive education for the whole child and will prepare all of America's children for a lifetime of learning in a diverse, democratic society and an interdependent global economy. By focusing on raising student achievement and by actively engaging the community, school boards will provide leadership for academic success in the nation's public schools. America's school boards, by creating a vision of

excellence and equity for every child, will provide performance-oriented schools that meet today's problems as well as the challenges of tomorrow. (Adopted 1992 – Amended 2008)

Proposed Resolution:

1.2. **Governance Role of the Local School Board** – The MSBA resolves herewith to adopt this mission statement as a means to guide Maine's school boards in this era of change in the local school setting.

~~NSBA's~~ National School Boards Association's Vision for Public Education

The National School Boards Association believes local school boards are the nation's preeminent expression of grass roots democracy and that this form of governance of the public schools is fundamental to the continued success of public education. Adequately funded, student-centered public schools will provide, in a safe and supportive environment, a comprehensive education for the whole child and will prepare all of America's children for a lifetime of learning in a diverse, democratic society and an interdependent global economy. By focusing on raising student achievement and by actively engaging the community, school boards will provide leadership for academic success in the nation's public schools. America's school boards, by creating a vision of excellence and equity for every child, will provide performance-oriented and competency-based schools that meet today's problems as well as the challenges of tomorrow. (Adopted 1992 – Amended 2008)

3) 1.3. Support for Public Education

Current Resolution:

1.3. **Support for Public Education** – The public education system is open to all children and provides learning opportunities and support systems to prepare them to be life-long learners, productive workers and good citizens. It also must support innovations that assure traditional public schools remain the schools of choice. This resolution officially puts Maine School Boards on the record as standing with other states to support the National School Boards Association's "Stand Up for Public Schools" campaign. It calls for the adoption of local resolutions; better publicity around the excellent work going on in our districts; and public celebration of the educators and school leaders who support that work. (Adopted 2017)

Proposed Resolution:

1.3. Support for Public Education – The public education system is open to all children and provides learning opportunities and support systems to prepare them to be life-long learners, productive workers and good citizens. It also must support innovations that assure traditional

public schools remain the schools of choice. This resolution officially puts Maine School Boards on the record as standing with other states to support the National School Boards Association's "Stand Up for Public Schools" campaign. It calls for the adoption of local resolutions; better publicity around the excellent work going on in our districts; and public celebration of the educators and school leaders who support that work through local efforts and statewide efforts such as MSBA's "Maine Loves Public Schools" and "Learning from Maine" campaigns.

4) 1.4 Legislative Focus on Students

Current Resolution:

1.4 Legislative Focus on Students – The Maine School Boards Association would like to stipulate that Legislators and our own legislative review committee view every legislative proposal affecting public education through the lens of whether or not it is in the best interest of the students we serve. The impact on children should be spelled out in both the language of the proposed law and in the testimony we present. If the legislation does not have the students' best interest as its focus, legislators should require it to be clearly explained, redrafted, rejected or sent back with an amendment. (Adopted 2019 – Amended 2024)

Proposed Resolution:

1.4 Legislative Focus on Students – The Maine School Boards Association ~~would like to stipulate that Legislators~~ encourages legislators and our ~~own~~ legislative review committee ~~view every legislative proposal affecting public education through the lens of whether or not it is in the best interest of~~ to consider the impact of all proposals affecting public education on the students we serve. ~~The impact on children should be spelled out~~ Whenever possible, the implications for students should be clearly articulated in both the language of proposed ~~law~~ legislation and in the testimony we present. ~~If the legislation does not have the students' best interest as its focus, legislators should require it to be clearly explained, redrafted, rejected, or sent back with an amendment.~~ When a proposal's impact on students is not readily apparent, we encourage further clarification and thoughtful discussion to ensure that student outcomes are meaningfully considered in the policymaking process.

5) 1.7. School Board Leadership

Current Resolution:

1.7. School Board Leadership – The Maine School Boards Association is encouraged to take a leadership role in developing and directing a broad coalition of education interest groups for the purpose of supporting quality public education in the State of Maine. (Adopted 1991 – Amended 2002)

Proposed Resolution:

1.7. School Board Leadership – The Maine School Boards Association is encouraged to ~~take a leadership role in developing and directing~~ lead and coordinate a broad coalition of education interest groups ~~for the purpose of supporting~~ to support quality public education in ~~the State of~~ Maine.

6) Heading 2: Policy Statements

Current Heading:

POLICY STATEMENTS

These resolutions represent the Association's views regarding substantial issues affecting a) how local school boards function and operate, and b) matters that directly relate to education

Proposed Heading:

2. ~~POLICY~~ BELIEF STATEMENTS

These resolutions represent the Association's views regarding substantial issues affecting a) how local school boards function and operate, and b) matters that directly relate to education.

7) 2.A.2.d. Gender Neutral Language

Current Resolution:

2.A.2.d. Gender Neutral Language Policies – The Maine School Boards Association encourages local school boards to adopt policies that would promote the use of gender-neutral language in all communications. (Adopted 1990 – Amended 1999)

Proposed Resolution:

2.A.2.d. Gender Neutral Language ~~Policies~~ – The Maine School Boards Association encourages local school boards to adopt ~~policies~~ practices that would promote the use of gender-neutral language in all communications and policies.

8) 2.A.2.k. Staff Use of Social Media

Current Resolution:

2.A.2.k. Staff Use of Social Media – The Maine School Boards Association supports development of local board policy and guidelines around the appropriate use of social media by

employees during the workday and outside of work, and expectations and consequences for staff using social media to bully or disrupt the school learning environment. Schools need to be clear about who has authorization to create and monitor school-sponsored sites on Facebook and other platforms and are encouraged to do appropriate training for staff around good digital citizenship. (Adopted 2019)

Proposed Resolution:

2.A.2.k. Staff Use of Social Media – The Maine School Boards Association supports development of local board policy and guidelines around the appropriate use of social media by employees during the workday and outside of work, and expectations and consequences for staff using social media to bully or disrupt the school learning environment. Schools need to be clear about who has authorization to create and monitor school-sponsored social media ~~sites on Facebook and other platforms~~ and are encouraged to do appropriate training for staff around good digital citizenship.

9) 2.A.3.a. Citizen Involvement in the Schools

Current Resolution:

2.A.3.a. Citizen Involvement in the Schools – The Maine School Boards Association urges school boards to implement programs that foster constructive parental or guardian involvement and that make use of adult volunteers as a means of enriching the learning experiences of students while building better school-community relationships. (Adopted 1979 – Amended 1982, 1999, 2020)

Proposed Resolution:

2.A.3.a. Citizen Involvement in the Schools - The Maine School Boards Association urges school boards to implement programs that foster constructive ~~parental or guardian~~ involvement of not only parents or guardians but that also ~~and that~~ make use of adult community members as volunteers as a means of enriching the learning experiences of students while building better school-community relationships.

10) 2.A.3.b. Report Public School Education Success

Current Resolution

2.A.3.b. Report Public School Education Success – The Maine School Boards Association believes that, in order to strengthen public confidence in education, the many positive accomplishments of the public schools should be publicized. MSBA, therefore, urges school boards, superintendents and state educational leaders to actively and appropriately share the achievements of public education through media reporting, presentations to groups of parents and citizens, and other communications with the public. Local school boards are urged to

produce supplementary reports highlighting the accomplishments as well as the needs of their local schools. (Adopted 1982 – Amended 1988, 1999)

Proposed Resolution:

2.A.3.b. Report Public School Education Success – The Maine School Boards Association believes that, in order to strengthen public confidence in education, the many positive accomplishments of the public schools should be publicized. MSBA, therefore, urges school boards, superintendents and state educational leaders to actively and appropriately share the achievements of public education through media reporting, presentations to groups of parents and citizens, and other communications with the public such as "Maine Loves Public Schools" and "Learning from Maine." Local school boards are urged to produce supplementary reports highlighting the accomplishments as well as the needs of their local schools.

11) 2.A.3.c. Shared Responsibility in Education

Current Resolution:

2.A.3.c. Shared Responsibility in Education – The Maine School Boards Association believes that public school personnel can best meet the personal and educational needs of students where there is meaningful communication and continuous interaction between the school and parents or guardians. MSBA urges local school boards to take a leadership role in developing policies that foster communication and programs for constructive parental or guardian involvement that will help to assure all students an equal opportunity to succeed. Procedures should be developed by local boards that allow for input from individuals and parent groups with regard to policy-level decision making, yet which recognize the ultimate responsibility of the elected school board to provide the lay governance of the schools as prescribed in law. (Adopted 1985 – Amended 1989, 1992, 1999, 2020)

Proposed Resolution:

2.A.3.c. Shared Responsibility in Education – The Maine School Boards Association (MSBA) believes that public school personnel can best meet the personal and educational needs of students where there is meaningful communication and continuous interaction between the school and parents or guardians. MSBA urges local school boards to take a leadership role in developing policies that foster communication and programs for constructive parental or guardian involvement that will help to assure all students an equal opportunity to succeed. Procedures should be developed by local boards that allow for input from individuals and parent groups with regard to policy-level decision-making, ~~yet which recognize~~ while recognizing that the ultimate responsibility of the elected school board is to provide the lay governance of the schools as prescribed in law.

12) 2.A.3.e. State Assessments

Current Resolution:

2.A.3.e. State Assessments – The Maine School Boards Association is committed to raising student achievement in all districts and believes statewide standardized assessments, used appropriately, have to be only one of multiple measures of progress toward that goal. The selected state assessment tool should include English language arts, literacy, math, science, and social studies/civics. MSBA calls on the Department of Education to give adequate time to allow rigorous review of potential vendors before a contract is awarded, and to maintain consistent assessment for no less than five years. Any state assessment selected or developed should be relevant, provide timely feedback to inform instruction, and not consume undue amounts of instructional time in its execution. (Adopted 1991 – Amended 1999, 2007, 2015, 2020, 2024)

Proposed Resolution:

2.A.3.e. State Assessments – The Maine School Boards Association (MSBA) is committed to raising student achievement in all districts and believes that while statewide standardized assessments~~,~~ are important when used appropriately, ~~have to~~ they should be ~~only~~ one of multiple measures of progress toward that goal. The selected state assessment tool should include English language arts, literacy, math, science, and social studies/civics. MSBA calls on the Department of Education to give adequate time to allow rigorous review of potential vendors before a contract is awarded, and to maintain consistent assessment for no less than five years. Any state assessment selected or developed should be relevant, provide timely feedback to inform instruction, and not consume undue amounts of instructional time in its execution.

13) 2.A.4.n. Role of Maine Department of Education

Current Resolution:

2.A.4.n. Role of Maine Department of Education – The Maine School Boards Association believes that the major effort of the Maine Department of Education should be to provide support to local educational units. The Department should keep information gathering and regulatory functions to a minimum. MSBA believes that the Department should support local school units in implementing Maine's System of Learning Results. MSBA strongly urges the Commissioner of the Department to thoroughly review all new state policy proposals and initiatives with local school board representatives as well as other school officials prior to their proposal. (Adopted 1979 – Amended 1988, 1998, 2002, 2008)

Proposed Resolution:

2.A.4.n. Role of the Maine Department of Education – The Maine School Boards Association believes ~~that the major effort of~~ the Maine Department of Education should ~~be to provide support to~~ focus primarily on supporting local ~~educational~~ school units, while limiting regulatory functions ~~The Department should keep information gathering and regulatory functions to a minimum~~. ~~MSBA believes that t~~The Department should ~~support local school units~~ assist districts in implementing Maine's System of Learning Results and collaborate with local school boards and officials by reviewing proposed policies and initiatives before adoption. ~~MSBA strongly~~

~~urges the Commissioner of the Department to thoroughly review all new state policy proposals and initiatives with local school board representatives as well as other school officials prior to their proposal.~~

14) 2.A.6.a. Staff Relationships

Current Resolution:

2.A.6.a. Staff Relationships – The Maine School Boards Association urges school boards to enact and publicize procedures that give voice to district employees. While boards have the final say in matters of policy, staff impacted by policy should have the means to provide input through a robust meet and consult process. School Board Policy Committee members, through administrators who attend policy committee meetings, should seek input from affected staff. (Adopted 1969 – Amended 1999, 2020, 2023)

Proposed Resolution:

2.A.6.a. Staff Relationships – In accordance with Title 26, Ch. 9-A, MRSA §965, ~~T~~the Maine School Boards Association urges school boards to enact and publicize procedures that give voice to district employees. While boards have the final say in matters of policy, staff impacted by policy should have the means to provide input through a robust meet and consult process. School Board Policy Committee members, through administrators who attend policy committee meetings, should seek input from affected staff.

MAINE SCHOOL BOARDS ASSOCIATION
49 Community Drive, Augusta, Maine 04330

CONSTITUTION AND BYLAWS

CONSTITUTION

- PREAMBLE -

Recognizing that the nation's future is dependent upon the effective education of its youth; that school boards bear a significant responsibility to bring about needed improvement in public education; that an exchange of ideas is important at all times; that coordination of effort on the part of all educational interests is necessary; we believe that a strong state organization of Maine school board members will aid in accomplishing these goals.

ARTICLE I
NAME AND DEFINITION

Section 1. Name - The name of this organization shall be the Maine School Boards Association, hereinafter referred to as the Association.

Section 2. Definition - For the purposes of this Constitution and its Bylaws enacted hereunder, the term "School Board" shall be interpreted to mean School Committees, Boards of Directors, District School Committees, or any other group legally established to govern the local school administrative unit.

ARTICLE II
MISSION

The mission of the Association is to prioritize and enhance the education of all students in Maine's public schools by identifying and serving the needs of local school boards through board development, information and support services, and by advocating for all Maine public schools at the state and national levels.

ARTICLE III
PURPOSES

Purposes - The purposes of this Association shall be:

a) to serve and represent the School Boards comprising the Association,

b) to promote and maintain local control of public schools,

c) to promote closer cooperation among the individual School Boards,

d) to represent the combined interests of School Boards in the legislative process,

e) to cooperate with other agencies in the State interested in the improvement of public education,

f) to provide information for School Boards and the general public about the needs and the accomplishments of the public schools, and

g) to sponsor, develop, and encourage those projects and programs that promote better public education in Maine.

ARTICLE IV
MEMBERSHIP

Classes: There shall be four classes of membership in the Association:

a) Active Regular Membership - All School Boards in Maine are eligible and shall be considered active regular members upon payment of dues as required by the Bylaws. This membership allows voting privileges within elections of officers, directors, and resolutions and formal involvement in the Association's policy adoption process for the policies that govern the work of the Association.

b) Associate Memberships

Career and Technical Regions - Any cooperative board of a Career and Technical Region shall be considered an associate member upon payment of dues as required by the Bylaws. This membership, although not considered a School Board as defined in Article I, Section 2, allows voting privileges at the annual Delegate Assembly.

State and Private Schools - State operated schools, private schools, or other formally organized school supervisory entities not considered School Boards as defined in Article I, Section 2, shall be considered associate members upon payment of dues as required by the Bylaws. This membership shall not allow voting rights, nor shall it entitle the member to labor relations and legal services.

Municipalities - Municipalities or quasi-municipal corporations shall be considered associate members upon payment of dues as required by the Bylaws. This membership shall not allow voting rights, nor shall it entitle the member to labor relations and legal services.

Education Service Centers - Education Service Centers, as defined in Title 20-A M.R.S.A., Chapter 123, §3801, shall be considered associate members upon payment of dues as required by the Bylaws. This membership shall not allow voting rights, nor shall it entitle the member to labor relations and legal services.

c) Individual Membership - Any individual duly elected or appointed member of a Maine School Board, which itself is not an active member of the Association, shall be considered an individual member upon payment of dues as required by the Bylaws. This membership shall not allow voting rights, nor shall it entitle the member to labor relations and legal services.

d) Honorary Individual Membership - This honor may be conferred by the Delegate Assembly, when so recommended by the Executive Board of Directors, upon individuals who have rendered outstanding service to public education. This membership shall not allow voting rights, nor shall it entitle the member to labor relations and legal services.

ARTICLE V
OFFICERS

Section 1. Officers - The officers of the Association shall be a President, President-Elect, and Vice President.

Section 2. Succession - The current President-Elect shall automatically assume the office of the President for one (1) year following their term as President-Elect.

Section 3. Elections - President-Elect and Vice President, for the following year, shall be elected annually at the Delegate Assembly for a term of one (1) year. If the President-Elect is unable to assume the office of the President, the President shall also be elected at the annual meeting of the Delegate Assembly for a term of one (1) year.

Section 4. Duties

a) The President shall preside at all meetings of the Executive Board of Directors and of the Association. The President shall perform all duties specified in this Constitution, as well as such duties as usually pertain to the office of President.

b) The President-Elect and the Vice President shall render the President assistance as needed in carrying out the work of the Association. In cases of absence for any reason of the President, the President-Elect shall serve in that capacity, and in cases of absence for any reason of the President-Elect, the Vice President shall serve in that capacity.

Section 5. Vacancies - In the event that a vacancy occurs in one or more officer positions, the Executive Board of Directors may call a meeting for the purpose of appointing an interim officer to each position with a vacancy. The most senior officer present at the meeting or, in the case that no officer remains or is available, the Executive Director of the Association, shall preside. A person serving as Interim President-Elect shall not automatically assume the office of President at the beginning of the next term unless decided at the regular Delegate Assembly.

If more than eight months remain until the next regular Delegate Assembly, the Executive Board of Directors shall vote on whether to convene the Nominating Committee and call for a special Delegate Assembly to formally elect replacement officers for the duration of the term.

ARTICLE VI
EXECUTIVE BOARD OF DIRECTORS

Section 1. Members

a) The Executive Board of Directors shall consist of the three (3) officers of the Association, one member from each of the nine (9) regions selected according to Section 2 (a) under

this Article, six (6) members at-large and, as a voting ex officio, the immediate Past President of this Association.

b) Not more than three officers and/or directors shall be members of School Boards in any one MSBA region, and only one member of an active regular member School Board shall be eligible to serve on the Board of Directors.

c) The term of office shall be for three (3) years except in the case of the election to fill a vacancy in which case the term shall be for the unexpired portion of the term to be filled.

d) If, during the term of their office, a Director ceases to be a member of their School Board, or their School Board ceases to be a member of the Maine School Boards Association, they may serve until the next annual meeting of the Delegate Assembly, at which time a replacement shall be elected.

e) A Director who is absent for two (2) consecutive Executive Board meetings without cause or reason as determined by the Executive Board of Directors, shall be considered disinterested in the work of the Association, whereupon the Executive Board of Directors shall declare that a vacancy exists and notify that Director.

Section 2. Elections and Vacancies

a) Directors shall be elected according to (b), (c) and (d) of this Section.

b) Annually, three of the nine regional Directors shall be elected for terms of three (3) years each with the exception of a Director elected to fill the unexpired portion of a vacant position at the Delegate Assembly.

c) At-Large Directors shall be elected by ballot at the Delegate Assembly. Annually, two of the six At-Large Directors shall be elected at the Delegate Assembly for terms of three (3) years each with the exception of a director elected to fill the unexpired portion of a vacant position.

d) Vacancies on the Executive Board of Directors shall be filled by the President, with the approval of the Executive Board of Directors. Those Directors appointed by the President shall serve until the next meeting of the Delegate Assembly at which time new Directors shall be elected to fill the unexpired terms.

Section 3. Duties - The Executive Board of Directors is the governing body of this Association and all voting power is reserved to it except as otherwise provided in this Constitution. The Executive Board of Directors shall:

a) meet at least six (6) times annually at the call of the President and at such other times as may be designated by the President or requested in writing by three Directors,

b) propose and initiate programs and activities that are in harmony with the adopted policies of the Association,

c) transact business of the Association between meetings of the Delegate Assembly,

d) act as the policy-making body of the Association,

e) in the event of dissolution of the Maine School Management Association, appoint and set the salary of the Executive Director, and receive, disburse, and account for all funds of the Association through the Executive Director, and

f) assign the duties of the Executive Director which include the keeping of the records of the Association and of the Executive Board of Directors, and direct the activities of the Association according to adopted Association policies.

Section 4. Voting - Each member of the Executive Board of Directors shall be eligible to vote.

Section 5. Quorum - At any meeting of the Executive Board of Directors, the attendance of a majority of sitting directors and officers shall constitute a quorum.

ARTICLE VII
COMMITTEES

Section 1. Standing - The MSMA Policy Committee, the MSBA Nominating, Constitution and Bylaws, Legislative, ~~and~~ Resolutions, and Strategic Planning Committees shall be the standing committees of this Association.

Section 2. Ad Hoc - Special committees may be authorized by the Executive Board of Directors for specific purposes.

Section 3. Membership - Members of committees shall be nominated by the President and approved by the Executive Board of Directors, with the exception of the Nominating Committee and the MSMA Policy Committee which will be chosen by the Executive Board of Directors.

Section 4. MSMA Policy Committee

a) The MSMA Policy Committee is the governing body of Maine School Management Association.

b) The five-member Policy Committee shall consist of the President, President-Elect, and Immediate Past President of the Maine School Boards Association, and two members nominated and elected by and from the Executive Board of Directors. The two elected members will be elected for alternating two-year terms.

c) The Executive Board of Directors of the Maine School Boards Association shall be empowered to fill any and all vacancies of the Policy Committee of the Maine School Management Association for the unexpired term.

d) The full term of a Policy Committee member will begin immediately following the MSBA Delegate Assembly and will expire at the conclusion of the MSBA Delegate Assembly in the second year thereafter.

e) The MSMA Policy Committee shall elect and set the salary of the Executive Director of the Maine School Management Association who shall also serve as the Executive Director of the Maine School Boards Association.

f) In the eventuality of the dissolution of the Maine School Management Association, the Policy Committee shall cease to exist.

Section 5. Nominating Committee/Nominations

a) The Nominating Committee shall solicit nominations for Director vacancies to be filled at the Delegate Assembly from member School Boards. Based on interviews of candidates, the Nominating Committee shall prepare a written ballot to recommend Officers and Directors to be elected at the Delegate Assembly. In the case of regional Director nominations, the member School Boards filing such nominations shall be located within the region in question. The Nominating Committee shall make provision on the ballot for write-in voting for Directors.

b) Director Nominations - Nominations for regional and at-large Directors may be made in advance of the Delegate Assembly by the filing of written statements by at least two member School Boards submitted at least thirty (30) days prior to the Delegate Assembly. Nominations from the floor for vacancies that have been announced prior to the Delegate Assembly may be made and seconded by member School Board delegates ~~in accordance with the requirements of this Section~~.

c) Officer Nominations

1. Officer candidates must have completed at least one year on the MSBA Executive Board of Directors by the time of their election.

2. Candidates who wish to be nominated by the Committee must submit an application by the deadline set by the Committee.

3. Persons not nominated by the Committee, who wish to be candidates, must submit an official, written endorsement of their candidacy from two MSBA member boards by the deadline set by the Committee.

4. All officer candidates will be permitted to submit a written statement of no more than 150 words, to be circulated prior to the Delegate Assembly. The format/content of the statement is to be outlined by the Committee.

5. No nominations from the floor or write-in candidates will be permitted for officer positions.

Section 6. Constitution and Bylaws Committee

a) The Constitution and Bylaws Committee shall monitor the state of the Constitution and Bylaws and propose revisions, as needed, to the Executive Board of Directors, for ultimate consideration by the Delegate Assembly.

b) The Committee shall be comprised of the Vice President, who shall serve as Chair of the Committee, and at least one (1) member from at least five (5) MSBA regions. Directors new to the Executive Board of Directors are encouraged to sign up for this committee.

c) A quorum of membership from at least three (3) MSBA Regions is necessary to conduct business and vote. ~~The alternates~~ All board of directors are invited to attend each meeting and may speak when acknowledged by the committee chairperson.

d) The Committee will meet annually, as needed.

Section 7. Legislative Committee

a) The Committee shall review proposed legislation as printed and made available from the Maine Legislature. The Committee will recommend testimony based on adopted resolutions of MSBA.

b) The Committee will meet as needed, once printed bills become available from the Legislature, and will continue to meet until all bills to be considered have been reviewed with the Legislative Session.

c) The Committee shall be comprised of the President, who shall serve as Chair of the Committee and represent the MSBA region they are from, and one (1) member, if possible, from each of the other eight (8) MSBA Regions. These nine (9) members will be the voting members of the committee.

d) An alternate from each region will be assigned (if possible) and will be able to vote should the assigned member not be present for the meeting. ~~The alternates~~ All board of directors are invited to attend each meeting and may speak when acknowledged by the committee chairperson.

e) A quorum of membership from at least five (5) MSBA Regions is necessary to conduct business and take votes on bills up for consideration.

Section 8. Resolutions Committee

a) The Resolutions Committee shall annually review the previously adopted resolutions of the Association and meet to determine if there are new resolutions to present to the Executive Board of Directors, who would then present them to the Annual Delegate Assembly.

b) The Committee shall be comprised of the President-Elect, who shall serve as Chair of the Committee and represent the MSBA region they are from, and one (1) member, if possible, from each of the other eight (8) MSBA Regions. These nine (9) members will be the voting members of the committee.

c) An alternate from each region will be assigned (if possible) and will be able to vote should the assigned member not be present for the meeting. ~~The alternates~~ All board of directors are invited to attend each meeting and may speak when acknowledged by the committee chairperson.

d) A quorum of membership from at least five (5) MSBA Regions is necessary to conduct business and vote.

e) The Committee will meet as needed, beginning in the winter of each Association year, following the election of officers at the Annual Delegate Assembly.

Section 9. Strategic Planning Committee

a) The Committee shall be comprised of the immediate past president, who shall serve as Chair of the Committee, and at least one (1) member from at least five (5) MSBA regions.

b) A quorum of membership from at least three (3) MSBA Regions is necessary to conduct business and vote. All board of directors are invited to attend each meeting and may speak when acknowledged by the committee chairperson.

c) The Committee shall:
   a. Conduct an annual review of the Strategic Plan to assess relevance, progress, and emerging needs, and bring forward recommended revisions for full Board consideration and approval.
   b. Serve as a sounding board for new ideas or initiatives, helping determine their alignment with the Strategic Plan before they are elevated to the full Board.
   c. Identify areas where additional focus, resources, or Board attention may be needed to advance key strategies.

ARTICLE VIII
MEETINGS OF ASSOCIATION

Section 1. Annual - There shall be an annual meeting of the Delegate Assembly. All plans and arrangements for the meeting of the Delegate Assembly shall be the responsibility of the Executive Board of Directors. Quorum - Twenty (20) delegates or their alternates, with representation from at least five (5) MSBA regions present at any meeting of the Delegate Assembly shall constitute a quorum.

Section 2. Special - Special meetings of the Delegate Assembly may be called by the President or shall be called by the President upon the written request of six (6) members of the Executive Board of Directors. Quorum - Twenty (20) delegates or their alternates present at any meeting of the Delegate Assembly shall constitute a quorum.

Section 3. Members - Each member School Board and member CTE Region Board shall be entitled to be represented at annual and special meetings of the Delegate Assembly by a voting delegate. An alternate may be elected to serve in the absence of the delegate. The delegate and alternate shall continue in office during membership on the School Board or until replaced by that School Board. No one individual shall represent more than one School Board or CTE Board.

Section 4. Duties - The Delegate Assembly shall:

a) elect officers and directors as nominated,

b) adopt policies and resolutions that express the beliefs and purposes of the Association, and

c) transact such other business as presented to it prior to the opening of the Delegate Assembly by any delegation or the Executive Board of Directors.

Section 5. Voting - Adoption of policies and resolutions shall require a two-thirds majority of those voting. All other business shall be by simple majority vote.

ARTICLE IX
AMENDMENTS

Section 1. Procedure - Any proposed amendments to this Constitution shall be presented to the Executive Board of Directors at least thirty (30) days prior to the meeting of the Delegate Assembly. Such proposed amendments shall be circulated with the agenda prior to the Delegate Assembly together with the recommendations of the Executive Board of Directors.

Section 2. Vote - This Constitution may be amended by a two-thirds majority of those voting at the Delegate Assembly.

Section 3. Emergency - In case of emergency, so declared by the Executive Board of Directors, this Constitution may be amended by a two-thirds vote of the MSBA member School Boards and CTE Regions, said vote to be taken by e-mailed ballots.

BYLAWS

ARTICLE I
FISCAL YEAR

The fiscal year of the Association shall run from July 1 through June 30.

ARTICLE II
ASSOCIATION PROPERTY

The real and personal property of the Association shall be managed by the Policy Committee of the Maine School Management Association.

ARTICLE III
VOTING

The Executive Board of Directors is authorized to conduct meetings with electronic participation by its members as long as there exists a quorum for the meeting. Members attending the meeting electronically shall have the right to full participation within the meeting.

Committees of the Executive Board of Directors of MSBA also shall operate as in the above paragraph with two exceptions as noted below.

There are four instances when voting by email will be allowed: 1) By the Legislative Committee of MSBA when a timely opinion is needed and testimony needs to be crafted to support or object to proposed Legislation; 2) to vote on replacement members for the Nominating Committee when circumstances require; 3) to conduct a vote on an emergency consideration of an Amendment to the MSBA Constitution, per Article IX, Amendments; and 4) to cast an initial vote on the MSBA dues at least ten (10) days prior to the MSBA Delegate Assembly. Said vote must be confirmed at the MSBA Board of Directors meeting held prior to the MSBA Delegate Assembly.

ARTICLE IV
DUES

Dues for all classes of membership shall be fixed by the Executive Board of Directors on the recommendation of the MSMA Policy Committee, at least ten (10) days before the annual meeting of the Delegate Assembly. However, the Delegate Assembly at their annual meeting may disapprove the action of the Executive Board of Directors and fix the annual dues in a different amount or amounts. Dues for any class of membership may be waived by the Executive Board of Directors subject to the same approval or disapproval action by the Delegate Assembly at their annual meeting.

ARTICLE V
MSBA REGIONS

Section 1. Organization - The Association shall be divided into MSBA regions as determined by the Executive Board of Directors in each of which regions there may be formed a regional

association. Any change in the number of regions shall be approved by the Delegate Assembly at their annual meeting.

Section 2. Purpose - The purpose of the MSBA regions shall be to further the purposes of the Association through local meetings and conferences for discussion, study, and interpretation of educational problems of common interest to School Boards and members in their region, and to promote additional opportunities for School Board member participation in the activities of the Association.

ARTICLE VI
AMENDMENTS TO BYLAWS

These Bylaws may be amended by a two-thirds vote of those voting at any meeting of the Delegate Assembly.

ARTICLE VII
PARLIAMENTARY AUTHORITY

The rules contained in Robert's Rules of Order shall govern the proceedings of the Association, except in such cases as are governed by the Constitution and Bylaws.

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