

# Maine School Administrative District No. 11

150 Highland Avenue  
Gardiner, ME 04345

Patricia Hopkins  
Superintendent of Schools

Phone: 207-582-5346  
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[www.msad11.org](http://www.msad11.org)

Angela Hardy  
Director of Curriculum & Instruction

**REGULAR SCHOOL BOARD MEETING  
MERLE E. PEACOCK, JR. BOARD ROOM  
Thursday, March 2, 2023  
6:30 p.m.**

**REVISED AGENDA**

- 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 – February 2, 2023
    - Special School Board Meeting (Expulsion Hearing) – February 13, 2023
- IV. Recognition and Celebrations
  - A. Matthew Marshall, years of service on School Board
  - B. Theresa Guerrette, years of service on School Board
  - C. Ellie Luken, Helen Thompson School, nominated for 2023 Kennebec County Teacher of the Year
  - D. Sharon Gallant, Gardiner Area High School, nominated for 2023 Kennebec County Teacher of the Year
  - E. Shawn Jiminez placed first at the American Legion Oratorical competition at Thomas College. He will be competing at the Nationals in Indianapolis during April vacation. This is his second year representing Maine at nationals
- V. Correspondence
  - A. Resignation letter received from Chad Kempton, Principal at Gardiner Area High School – effective June 30, 2023
  - B. Resignation letter received from Marlayne Penney, Ed Tech II – Special Ed, Gardiner Regional Middle School – Effective February 26, 2023
  - C. Retirement letter received from Gail Coughlan, Special Ed Teacher, Gardiner Area High School – effective end of the 2022-2023 school year
  - D. Retirement letter received from Susan LeClair, Social Studies Teacher, Gardiner Area High School – effective end of the 2022-2023 school year

- E. Resignation letter received from Mike Gray, Girls Varsity Basketball Coach, Gardiner Area High School
- F. Resignation letter received from Kelly Guido (1 year leave of absence), Science Teacher, Gardiner Regional Middle School

VI. Committee Reports

- A. Capital Area Technical Center Advisory Committee
  - Presentation - CATC Open House
- B. Curriculum Committee – February 14, 2023 (Not available at posting time)
- C. Dropout Prevention Committee – No February Meeting
- D. Finance Committee Meeting – February 28, 2023
  - Food Service Equipment
  - School Revolving Renovation Fund
  - Business Office Generalist
- E. Policy Committee – No February Meeting

Second Reading

- DD Grants
- DF Deposit and Investment
- DKC Expense Authorization/Reimbursement
- DLB Tax Sheltered Annuities
- DM Cash in School Buildings
- DN School Properties
- EBAA Chemical Hazards
- EBCB Emergency Evacuation Drills
- EBCC Bomb Threats
- EBCE School Closings and Cancellations
- EBCF Automated External Defibrillators
- ECB Pest Management in School Facilities and on School Grounds
- ECB-E1 Pest Management Notification – RESCIND
- ECB-E2(E) Notice of Planned Pesticide Application
- EDC Authorized Use of School Equipment
- EEA Student Transportation Services
- EEAA Riders
- EEAEA Student Transportation Employee Requirements, Training, and Responsibilities
- EEAEAA Drug and Alcohol Testing of School Bus Drivers
- EEAEAA-R Drug and Alcohol Testing of School Bus Drivers – Administrative Procedure
- EEAEF Video Cameras on Transportation Vehicles
- GCMA Teacher Prep Time
- ID School Day
- IHBAI Special Education Independent Evaluation Policy
- IKAB Report Cards/Progress Reports
- IKFA Early Graduation
- IKFA-E Request for Early Graduation Form
- ILA Student Assessment
- IMBAA Alternatives to Biological Dissection
- ~~KCB Community Involvement in Decision Making~~
- ~~KCD Public Gifts/Donations to the Schools~~

- ~~KDA~~ ~~Public Information Program~~
- ~~KDD~~ ~~Media Relations~~
- ~~KE~~ ~~Public Concerns and Complaints~~
- ~~KHB~~ ~~Advertising in the Schools~~
- ~~KHC~~ ~~Distribution and Posting of Community Materials~~
- ~~KHD~~ ~~Public Solicitation on School Property~~
- ~~KI~~ ~~Visitors to the Schools~~
- ~~LDA~~ ~~Student Teaching and Internships~~
- ~~ACAC~~ ~~Service Animals in the Schools~~
- ~~ACAC-R~~ ~~Service Animals in the Schools – Administrative Procedure~~
- ~~DB~~ ~~Annual Budget~~
- ~~DBI~~ ~~Budget Implementation/Fund Transfers~~
- ~~DDA~~ ~~Funds from Federal and Other Grant Sources~~
- ~~DFA~~ ~~Revenues from Investments~~
- ~~DFF~~ ~~Student Activities Funds~~
- ~~DH~~ ~~Bonded Employees and Officers – RESCIND~~
- ~~DIDA~~ ~~Fixed Asset Policy~~

F. Student Representatives Report

G. Administrator Reports – February 2023 report

H. Wellness Committee – No Meeting

VII. Ad Hoc Committees

A. Hoch Field Committee

VIII. General Information

A. Michael Gallant, Bus Driver

B. Spring Coaches – Gardiner Area High School

- Charlie Lawrence, Varsity Baseball
- Cole Lawrence, Volunteer Baseball
- Ryan Gero, Varsity Softball
- Ginger Shaw, Volunteer Softball
- Bill Boardman, Volunteer Softball
- Jen Boudreau, Head Coach, Track and Field
- Jordan Hersom, Assistant Coach, Track and Field
- KC Johnson, Varsity Boys Lacrosse
- Nate Prince, JV Boys Lacrosse
- Keegan Smith, Volunteer Boys Lacrosse
- Dalton Sargent, Volunteer Boys Lacrosse
- Sam Wenckus, Volunteer Boys Lacrosse
- Jess Prince, Varsity Girls Lacrosse
- Anna Chadwick, Volunteer Girls Lacrosse
- Guy Cousins, Girls Tennis
- Chad Waterhouse, Boys Tennis

C. Spring Coaches – Gardiner Regional Middle School

- Aaron Toman, Baseball
- Jason Madore, Volunteer Baseball
- Mikayla Shaw, Softball
- Ginger Shaw, Volunteer Softball
- Chad Prince, Volunteer Softball
- Bri Brochu, Volunteer Softball

- Keegan Cochran, Track and Field
- IX. Nominations
  - A. None
- X. New Business
  - A. Approval of the 2023-2024 School Year Calendar
  - B. Approval of the JUUL Litigation Settlement
- XI. Old Business
  - A. Strategic Planning Update
- XII. Reports
  - A. Board Chair
    - None
  - B. Superintendent
    - Snow Day update
    - Gardiner Area High School Principal Position
    - Kennebec Valley Superintendent's Association Showcase – April 13 at Cony High School
- XIII. Executive Session
  - A. Executive Session to discuss negotiations with the MSAD 11 Bus Drivers Association/MEA/NEA – 1 M.R.S.A. 405 § (6)(D)
  - B. Executive Session to discuss negotiations with the Gardiner Teachers' Association – 1 M.R.S.A. 405 § (6)(D)
- XIV. Adjournment

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Angela Hardy  
Director of Curriculum & Instruction

## REGULAR SCHOOL BOARD MEETING Library at Gardiner Area High School Thursday, February 2, 2023 5:30 p.m.

### **DRAFT** Minutes

Present: Becky Fles, Chair; Anthony Veit, Vice Chair; Meaghan Carlson; Matthew Lillibridge; James Lothridge; Nicole Madore; Matthew Marshall; Chris McLaughlin; Diane Potter; Elissa Tracey (arrived 5:43); and Patricia Hopkins, Superintendent

Absent: Theresa Guerrette; Jack Pitteroff; Alyssa Henderson; Sophia Mathieu

I. Call to order 0:00:19 - 0:00:26

A. The Board Chair declared a quorum present and called the meeting to order at 5:33 p.m.

II. Introduction 0:00:27 – 0:02:21

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

III. Review and Approval of Agenda/Minutes 0:02:22 – 0:03:35

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

**Motion by Matthew Marshall to approve the agenda as modified, seconded by Diane Potter.**

**Voted: 11,402 – 0**

**Motion Carried.**

- C. Approval of Minutes of Previous Meetings:
  - Regular School Board Meeting – January 5, 2023

**Motion by Anthony Veit to approve the minutes of the Regular School Board meeting, seconded by James Lothridge.**

**Voted: 11,402 – 0**

**Motion Carried.**

IV. Recognition and Celebrations 0:03:36 – 0:03:38

A. None

V. Correspondence 0:03:39 – 0:03:43

- A. Resignation letter received from Heidi Rivera, Social Studies Teacher, Gardiner Area High School – effective February 17, 2023
- B. Retirement letter received from Susan Shepherd, Title I Teacher, Pittston-Randolph Consolidated School
- C. Resignation letter received from Frances Townsend, Administrative Assistant, Adult Education - Evening

VI. Committee Reports 0:03:44 – 0:18:59

- A. Capital Area Technical Center Advisory Committee – No Meeting
- B. Curriculum Committee – January 10, 2023
- C. Dropout Prevention Committee – January 24, 2023
- D. Finance Committee Meeting – January 17, 2023
- E. Policy Committee – January 5, 2023

First Reading

- |             |  |
|-------------|--|
| • DD        | Grants   |
| • DF        | Deposit and Investment   |
| • DKC       | Expense Authorization/Reimbursement  |
| • DLB       | Tax Sheltered Annuities  |
| • DM        | Cash in School Buildings   |
| • DN        | School Properties  |
| • EBAA      | Chemical Hazards   |
| • EBCB      | Emergency Evacuation Drills  |
| • EBCC      | Bomb Threats   |
| • EBCE      | School Closings and Cancellations  |
| • EBCF      | Automated External Defibrillators  |
| • ECB       | Pest Management in School Facilities and on School Grounds                   |
| • ECB-E1    | Pest Management Notification – RESCIND                                       |
| • ECB-E2(E) | Notice of Planned Pesticide Application                                      |
| • EDC       | Authorized Use of School Equipment   |
| • EEA       | Student Transportation Services  |
| • EEAA      | Riders   |
| • EEAEA     | Student Transportation Employee Requirements, Training, and Responsibilities |
| • EEAEAA    | Drug and Alcohol Testing of School Bus Drivers                               |
| • EEAEAA-R  | Drug and Alcohol Testing of School Bus Drivers – Administrative Procedure    |

- EEAEF Video Cameras on Transportation Vehicles
- GCMA Teacher Prep Time
- ID School Day
- IHBAI Special Education Independent Evaluation Policy
- IKAB Report Cards/Progress Reports
- IKFA Early Graduation
- IKFA-E Request for Early Graduation Form
- ILA Student Assessment
- IMBAA Alternatives to Biological Dissection
- IMBB Exemption from Required Instruction

**Motion by Anthony Veit to approve the above policies for a second reading, seconded by Matthew Lillibridge**

**Voted: 11,402 – 0**

**Motion Carried.**

**Second Reading**

- KCB Community Involvement in Decision Making
- KCD Public Gifts/Donations to the Schools
- KDA Public Information Program
- KDD Media Relations
- KE Public Concerns and Complaints
- KHB Advertising in the Schools
- KHC Distribution and Posting of Community Materials
- KHD Public Solicitation on School Property
- KI Visitors to the Schools
- LDA Student Teaching and Internships
- ACAC Service Animals in the Schools
- ACAC-R Service Animals in the Schools – Administrative Procedure
- DB Annual Budget
- DBI Budget Implementation/Fund Transfers
- DDA Funds from Federal and Other Grant Sources
- DFA Revenues from Investments
- DFF Student Activities Funds
- DH Bonded Employees and Officers – RESCIND
- DIDA Fixed Asset Policy

**Motion by Anthony Veit to approve the above policies, seconded by Matthew Lillibridge.**

**Voted: 11,402 – 0**

**Motion Carried.**

- F. Student Representatives Report
- G. Administrator Reports – January 2023 report
- H. Wellness Committee – No Meeting

VII. Ad Hoc Committees

0:19:00 – 0:19:03

A. Hoch Field Committee

VIII. General Information 0:19:04 – 0:19:07

- A. Tekia Cox, Administrative Assistant, Adult Education
- B. Jennifer Carver, Ed Tech I – Life Skills, Gardiner Area High School

IX. Nominations 0:19:08 – 0:20:25

- A. Jaclyn O'Donnell, Elementary School Nurse, Laura E. Richards School - \$47,915 (Pro-rated)
- B. Monica Jimenez, Elementary School Nurse, River View Community School - \$60,082 (Pro-rated)

**Motion by Elissa Tracey to approve the above nominations as recommended by the Superintendent, seconded by Anthony Veit.**

**Voted: 11,402 – 0**

**Motion Carried.**

X. New Business 0:20:26 – 0:20:27

- A. None

XI. Old Business 0:20:28 – 0:53:09

- A. Update the status of the Gardiner Area High School trip to Peru changing to Spain – April 14 – 25, 2023

XII. Reports 0:53:10 – 0:53:25

- A. Board Chair
  - None
- B. Superintendent
  - Snow Days

**Motion by James Lothridge to give the Superintendent authority to extend 5 school days by 1 hour per day and to look at extending the Early Release days an hour per day, seconded by Elissa Tracey.**

**Voted: 11,402 – 0**

**Motion Carried.**

- Maine Department of Education approval of the Gardiner Regional Middle alternative schedule to make up December 9, 2022.
- School Resource Officer
- Strategic Planning – March 16 at 5:00 p.m.

XIII. Executive Session

0:53:10 – 0:53:25  
End of Recorded Session  
Page 4 of 5



- A. Executive Session to discuss negotiations with the Gardiner Teachers' Association – 1 M.R.S.A. 405 § (6)(D)

**Motion by Anthony Veit, to enter Executive Session at 6:30 p.m. to discuss negotiations with the Gardiner Teachers' Association, seconded by Meaghan Carlson.**

**Voted: 11,402 – 0**

**Exited Executive Session at 6:41 p.m.**

**No action taken.**

- B. Executive Session to discuss negotiations with the MSAD 11 Bus Drivers Association/MEA/NEA – 1 M.R.S.A. 405 § (6)(D)

**Motion by Anthony Veit, to enter Executive Session at 6:41 p.m. to discuss negotiations with the Gardiner Teachers' Association, seconded by James Lothridge**

**Voted: 11,402 – 0**

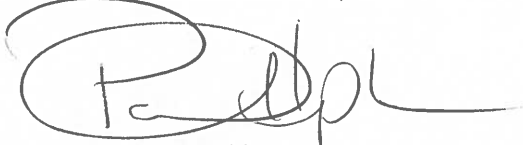
**Exited Executive Session at 6:46 p.m.**

**No action taken.**

XIV. Adjournment

Meeting adjourned at 6:46 p.m.

Attest a True Record,

A handwritten signature in dark ink, appearing to read 'Patricia Hopkins', written over a large, loopy circular flourish.

Patricia Hopkins  
Secretary

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Director of Curriculum & Instruction

**SPECIAL SCHOOL BOARD MEETING  
MERLE E. PEACOCK, JR. BOARD ROOM  
Monday, February 13, 2023  
5:00 p.m.**

## MINUTES

Present: Anthony Veit, Vice Chair; Meaghan Carlson; Matthew Lillibridge; James Lothridge; Nicole Madore; Chris McLaughlin; Jack Pitteroff; Elissa Tracey; and Patricia Hopkins, Superintendent

Others Present: Sara Sims, Principal Gardiner Regional Middle School;  
Terry McGuire, Affirmative Action Coordinator

Absent: Theresa Guerrette; Matthew Marshall; Diane Potter

- I. Call to Order  
Anthony Veit called the meeting to order at 5:02 p.m. and declared a quorum present.
- II. Expulsion Hearing – Executive Session – 1 MRSA § 405(6)(B)  
Motion by Chris McLaughlin, seconded by James Lothridge to go into Executive Session at 5:03 p.m. to consider a student disciplinary matter pursuant to 1 M.R.S.A. § 405 (6)(B).

**Voted: 8 - 0**

Exited Executive Session at 6:20 p.m.

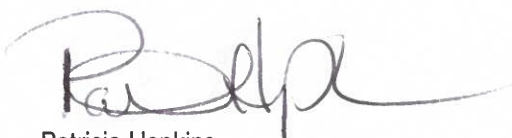
Motion by James Lothridge, seconded by Elissa Tracey to extend a student suspension under the conditions outlined by the Superintendent and to direct the Chair and the Superintendent to provide the student's parents written notice of this action.

**Voted: 8 - 0**

**Motion Carried.**

- III. Adjournment  
Meeting adjourned at 6:23 p.m.

Attest a true record,



Patricia Hopkins  
Secretary

## GRANTS

The MSAD #11 Board encourages the Superintendent/designees to pursue federal, state, foundation, corporate and other grants for the support of the schools and the enhancement of educational opportunities. The Superintendent is expected to be alert to potential sources of grant funding and to make recommendations for ~~MSAD #11~~ Board action. All new grant applications or proposals exceeding \$100,000 must be approved by the ~~MSAD #11~~ Board prior to submission to the funding agency.

It is the policy of the ~~MSAD #11~~ Board to comply with all Federal and State requirements that may be a condition of receipt of grant funds.

When a grant application or proposal is presented to the ~~MSAD #11~~ Board for its approval, the Superintendent/designee will advise the ~~MSAD #11~~ Board as to whether additional staff will be needed to support the implementation of the grant and to maintain records that may be required by the granting entity; the availability of resources if matching funds are required; whether additional resources will be needed for continuation of the program once ~~when~~ the grant expires; and measures that will be used to evaluate whether the objectives of the grant are being achieved.

Grant applications and proposals that apply to individual schools must be submitted to the building principal, who ~~will~~ shall make a recommendation to the Superintendent. The Superintendent ~~may~~ shall present ~~the any~~ grant application or proposal exceeding \$100,000 to the ~~MSAD #11~~ Board for its approval.

Applications ~~Requests~~ from parent-teacher organizations and other school affiliated groups ~~for the schools to apply~~ for grant ~~monies~~ funds must be submitted to the Superintendent, who will make a recommendation to the ~~MSAD #11~~ Board if the proposed grant exceeds \$100,000.

Copies of all grant applications and approval letters must be submitted to the Business Office prior to any funds being committed.

All grant funds received ~~will~~ must be deposited into District accounts. Applicable Federal and State regulations, ~~MSAD #11~~ Board policies and school district administrative procedures regarding purchasing, contracting, expenditures, and accounting ~~will~~ must be followed in the administration and monitoring of grant funds. Staff positions created through grant funding ~~will~~ must be filled pursuant to ~~MSAD #11~~ Board policy.

The Superintendent/designee may establish additional procedures for grant applicants, coordination of grant proposals, and ~~for~~ oversight and administration of grants received.

The Superintendent/designee ~~will~~ shall keep accurate records of all grant expenditures and ~~will~~ shall report annually on all grants received.

Teacher Classroom Grants (“mini-grants”)

Individual teachers may investigate eligibility requirements for foundation, corporate, and other grants that ~~will~~ must benefit a single classroom. The building principal is authorized to approve applications/proposals for such “mini-grants” ~~as long as~~ providing they do not exceed \$1,000, require matching or non-budgeted funds, or impose a continuing obligation. Classroom grants exceeding \$1,000 require the Superintendent’s approval. ~~to approve applications/proposals.~~

Copies of all mini- and classroom grants ~~will~~ must be submitted to the Business ~~Office~~ Manager and ~~all mini-grants and classroom grant~~ of the awarded funds ~~will~~ must be deposited into District accounts.

Awards of mini-grants and classroom grants ~~will~~ must be reported to the building principal, who ~~will~~ must inform the Superintendent and Business Manager. ~~The Superintendent will report such awards to the MSAD #11 Board Finance Committee.~~

Cross Reference: KCD – Public Gifts/Donations to the Schools

Adopted: March 3, 2011

Reviewed: April 5, 2018

## DEPOSIT AND INVESTMENT

### A. Investment Objectives

For all District funds, safety of principal and maintenance of sufficient liquidity are the primary investment objectives and achieving a market rate of return is a subsidiary investment objective.

The MSAD 11 Board recognizes that in order to achieve a rate of return that exceeds inflation, long-term reserve funds may be invested in securities that are subject to loss and whose return is not guaranteed. The Treasurer shall take into consideration the time frame in which the District will need the funds, and the investment of long-term reserve funds is otherwise subject to all other investment objectives and requirements of this policy.

#### 1. Safety

The Treasurer (by law, the Superintendent of Schools serves as the District's Treasurer) shall seek to avoid realized or unrealized capital losses on all investments and deposits of District funds, except to the extent expressly permitted by this policy in the case of long-term reserve funds. The Treasurer shall manage risk through, as applicable, diversification, structuring maturities to meet anticipated cash needs, collateralization, and selection of investment grade securities. The Treasurer shall deposit District funds only in, and enter into repurchase agreements only with, FDIC-insured financial institutions that are adequately capitalized and are otherwise in compliance with the requirements of the federal agency responsible for the safety and soundness of that institution.

#### 2. Liquidity

The Treasurer shall structure investments so that an adequate amount is maintained in short-term securities or deposits that can be converted to cash without loss to meet all reasonably anticipated needs.

#### 3. Return

The Treasurer shall structure investments to seek a market-average rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of secondary importance to the safety and liquidity objectives described above. This does not prohibit the Treasurer from investing long-term reserve funds to achieve a market rate of return in excess of inflation, as previously described.

### B. Role of Treasurer

The Treasurer is responsible to invest District funds. The Treasurer shall invest District funds in a manner designed to achieve the objectives of safety, liquidity and return on investment as described in this policy. The Treasurer shall invest all District funds in a prudent manner in compliance with all applicable laws. The Treasurer is also responsible for the efficient and secure operation of the District's cash management system. The Treasurer shall provide a copy of this policy to any institution with which the District opens a deposit or investment account and to any party who provides investment advice to the District, and shall require all such parties to acknowledge that they shall comply with this policy.

The Treasurer may delegate any of the Treasurer's responsibilities under this policy to the Business Administrator to the fullest extent permitted by law. The Business Administrator shall keep the Treasurer at all times informed as to any matter so delegated. The Treasurer shall properly supervise the Business Administrator. Delegation to the Business Administrator shall not relieve the Treasurer from any responsibility under this policy or applicable law.

#### **C. Role of Finance Committee**

In investing or depositing District funds, the Treasurer shall be subject to and at all times act under the direction of the Finance Committee. If at any time the District does not have a Finance Committee, the Board shall serve as the Finance Committee for purposes of this policy. The Treasurer shall report to the Finance Committee on the investment or deposit of District funds quarterly or at such intervals as the Finance Committee shall determine. Reporting shall include cash flow requirements, quarterly investment reports, investment strategy, and the operations of the cash management system. The Treasurer shall also report to the Finance Committee any significant investment loss and any other significant adverse matter or change affecting the safety, liquidity or return on investment of the District's funds, and any action taken or proposed to address such loss or such adverse matter or change.

#### **D. Statutory Considerations**

The Treasurer shall invest or deposit District funds in compliance with applicable laws, including section 1491 (2) of Title 20-A and sections 5706 and 5711 through 5718 of Title 30-A of the Maine Revised Statutes, as the same may be amended from time to time. It is noted, however, that the investments described as legally permissible in sections 5712 through 5715 of Title 30-A may be suitable only for the investment of long-term reserve funds (with the exception of bankers' acceptances of prime commercial paper described in section 5712, which may also be suitable for investment of other District funds).

#### **E. Ethics and Conflicts of Interest**

The Treasurer, the Business Administrator and Finance Committee members shall refrain from personal business or investment activity that could conflict with the District's

investments and cash management, impair their ability to make impartial investment decisions, or impair public confidence in the District's investment and cash management decisions. They shall disclose to the Board any material finance interests in or employment by financial institutions that conduct business within this jurisdiction, and they shall further disclose any large personal finance/investment positions that could be related to the performance of the District's investments. They shall subordinate their personal investment transactions to those of the District, particularly with regard to the timing of purchase and sales. They shall otherwise comply with all applicable conflict of interest laws and the Board's conflict of interest policy.

#### **F. Internal Controls**

The District's auditors shall review annually the District's investment internal controls. The auditors will concentrate on control of collusion; separation of duties; separating transaction authority from accounting and record keeping; custodial safekeeping; clear delegation of authority; specific limitations regarding securities losses and remedial action; written confirmation of telephone transactions; code of ethics; and documentation of transactions.

Legal Reference:       20-A MRSA § 1491 (2)  
                              30-A MRSA § 5706, 5711-5718

Cross Reference:       BCB – Conflict of Interest

Adopted:

## EXPENSE AUTHORIZATION/REIMBURSEMENT

The same MSAD #11 general policy shall apply to all school system personnel and to District officials (Board members) in regard to reimbursement of expenses.

- A. Personnel and MSAD #11 officials who incur expenses in carrying out their authorized duties shall be reimbursed by the District upon submission of a properly filled out and approved voucher and/or such supporting receipts as required by the Business Manager. Vouchers and/or receipts must be submitted within 60 days of the date expenses are incurred.
- B. Such expenses shall be approved in advance and incurred within the budgetary allocations for the specific types of expenses.
- C. When travel by a personally owned vehicle has been authorized, mileage payment will be made at the current rate approved by the Internal Revenue Service on January 1<sup>st</sup> and July 1<sup>st</sup> of each year.
- D. Travel expenses, as authorized in the current school budget, may be advanced to representatives of the District. Reimbursement is expected to cover the necessary costs for attendance at the meeting/seminar/conference, but shall not include costs beyond those reasonably required.

Adopted: Prior to 1985

Revised: June 5, 1986; January 7, 1993; December 6, 2005; May 6, 2010;  
April 5, 2018



## TAX SHELTERED ANNUITIES

So that MSAD #11 employees may obtain the benefit of tax sheltered annuities, the Board hereby authorizes the adoption of a Tax Sheltered Annuity Plan. The Superintendent is authorized to sign a written Tax Sheltered Annuity Plan (the "Plan") on behalf of the Board. The Plan shall provide that:

- A. Any employee may participate in the Tax Sheltered Annuity Plan, subject to the limitations of the Plan and the Internal Revenue Code.
- B. Any agent or agency wishing to sell tax sheltered annuities to employees must file with the Superintendent evidence of its license to sell such annuities in the State of Maine.
- C. Only those providers of annuities who agree to comply with the terms of the Plan shall be permitted to participate as an annuity provider under the Tax Sheltered Annuity Plan. In accordance with the Plan, the Board retains the right to limit the number of annuity providers authorized to sell annuities to employees. These shall include, but are not limited to, TSA's and IRA's, provided that no new TSA providers shall be permitted unless at least five (5) employees have signed up with that provider.
- D. At no time will solicitation by providers of tax sheltered annuities be permitted in school buildings or on school property during regular school hours.

Adopted: December 6, 2005

Revised: May 6, 2010; April 5, 2018

## CASH IN SCHOOL BUILDINGS

In MSAD #11 no money shall be kept overnight in schools except in a locked depository that the principal has made available for that purpose.

School funds left in designated depositories will be insured.

In the event that money is stolen from desks or cabinets or elsewhere in the school buildings, the ~~MSAD #11~~ School Board cannot be held liable for the loss.

Adopted: Prior to 1985

Revised: June 5, 1986; January 7, 1993; December 6, 2005; May 6, 2010;  
April 5, 2018

## SCHOOL PROPERTIES DISPOSITION

The MSAD #11 Superintendent is authorized to determine, through procedures ~~he/she~~ they develops, when personal property (supplies, materials, equipment), as distinguished from real property, is obsolete or no longer of use to the school district and to declare it surplus.

The Board is to be informed of any property declared surplus by the Superintendent prior to its disposal. Procedures for disposal of all surplus personal property shall be in accordance with the following:

- A. All member municipalities are to be informed in writing of property declared surplus and are to have first option to purchase. The charges for municipal purchases shall be determined by the Superintendent after consultation with the Board (or “Board’s Finance Committee”).
- B. Surplus property, including books, to be offered for sale shall be disposed of by sealed bid, public auction, or public sale. Public notice of any sale of surplus property shall be given at least one week in advance of an auction, sale or opening of sealed bids.
- C. Library books, textbooks and instructional materials are to be disposed of by a means most likely to offer promise of continuing educational benefit, first to citizens of the school district, then to others.
- D. Any surplus property which is offered for public sale and is not sold may be disposed of in a manner deemed advisable by the superintendent, including donation to non-profit agencies.
- E. Any property determined to be worthless, or for any reason is considered to be inappropriate for sale, shall be disposed of in a manner the Superintendent deems appropriate after so informing the Board, with recycling as a priority where feasible.
- F. Any school district identification that has been applied to the surplus property shall be removed or, if not possible to remove, be further identified to indicate the intended disposition and surplus nature (i.e., “SOLD BY”, “SURPLUS”).

All revenues which result from the sale of surplus property shall be credited as miscellaneous income except in any instance where law requires that it be credited to a specific account.

Legal Reference: 20-A MRSA § 7

Adopted: Prior to 1985

Revised: 1986; April 2, 1992; January 7, 1993; December 6, 2005; May 6, 2010;  
April 5, 2018

## CHEMICAL HAZARDS

~~MSAD #11~~ The Board is committed to providing a safe environment for students and employees. It is the policy of MSAD #11 to follow safe practices in regard to the storage and handling of hazardous chemicals in its schools. The school district will comply with all applicable Maine and federal laws and regulations concerning hazardous chemicals.

~~The Superintendent will be responsible for developing a Chemical Hygiene Plan that includes procedures relevant to the identification, purchase, storage, inventory, handling, and disposal of hazardous chemicals, maintenance of material safety data sheets (MSDS), and for ensuring that employees are provided required training and information concerning hazardous chemicals used in the schools. The Superintendent may delegate responsibilities associated with Plan development to school system staff (Director of Plant Operations).~~

~~The Superintendent/designee will appoint a Chemical Hygiene Officer (Director of Plant Operations) for the school unit. The chemical Hygiene Officer will have the primary responsibility for implementing the school unit's Chemical Hygiene Plan. The person appointed Chemical Hygiene Officer should be familiar with State and federal regulations pertaining to laboratory and chemical safety and the chemicals used in the schools.~~

~~The chemical Hygiene Office shall achieve such certification and/or attend such training as may be mandated by the Maine Department of Education or other State agencies.~~

The Superintendent has responsibility for the safe handling and storage of hazardous chemicals in schools, the development of required written plans, the designation of a Chemical Hygiene Officer, and ensuring that staff is trained with respect to chemical hazards found in the workplace. Written plans shall include information regarding proper purchasing, labelling, storage, training, handling, and disposal of hazardous chemicals.

## HAZCOM (HAZARD COMMUNICATION) STANDARDS

The school district will comply with OSHA's Hazard Communication standard 29 CFR 1910.1200, as adopted and enforced by the Maine Department of Labor, which requires a written hazard communication (HazCom) plan, including a listing of chemicals being used in the schools; training of employees that handle these chemicals; and, for all employees, where safety data sheets (SDS) are located, and how to read them. This standard applies to hazard communications for hazardous chemicals such as those used in cleaning and disinfection, which may be found in custodial and food service areas, among other locations.

## LABORATORY SCIENCE CHEMICALS

The school district will comply with OSHA standard 29 CFR 1910.1450, as adopted and enforced by the Maine Department of Labor, which addresses science laboratory chemicals.

This standard applies to science laboratory chemicals commonly found in chemistry and biology laboratories in schools.

The Superintendent will appoint an employee of the school district as Chemical Hygiene Officer for the MSAD #11. The Chemical Hygiene Officer will be responsible for developing and implementing a Chemical Hygiene Plan, to be reviewed annually, that includes procedures relevant to the identification, purchase, storage, inventory, handling, and disposal of hazardous chemicals used in science laboratories; maintenance of safety data sheets (SDS) for laboratory chemicals; and ensuring that employees with science/laboratory responsibilities are provided appropriate training on the specific hazards associated with the chemicals being used in school laboratories and how to read the SDS for these chemicals

The person appointed Chemical Hygiene Officer must be an employee of MSAD #11, preferably a science teacher or another staff member who is knowledgeable about the chemicals being used in school laboratories and stored in the schools.

Legal Reference:	29 C.F.C. § 1910.1200, <u>1910.1450</u>
	26 M.R.S.A. § 565
	<del>Ch. 2 § 179 (Dept. of Prof. Regulation Rule)</del>
	<del>Ch. 161 (Dept. of Educ. Rule)</del>
	<u>Me. Dept. of Prof. Regulation Rule Ch. 2 § 179</u>
	<u>Me. Dept. of Ed. Rule Ch. 161</u>
	Commissioner's Administrative Letter No. 33, June 9, 2005 (Chemicals in Schools)

Cross Reference:	<del>EBCA - Crisis Response Plan</del> <u>Comprehensive Emergency Management Plan</u>
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Adopted: October 6, 2005

Revised: December 7, 2006; June 3, 2010; August 3, 2017

## **EMERGENCY EVACUATION DRILLS**

In order to protect the health and safety of students and staff and in compliance with the Maine Department of Education regulations, schools at all levels, Pre-K-12 are required to hold two emergency evacuation drills during the first two weeks of school. MSAD #11 schools housing grades Pre-K-5 will hold an additional eight emergency drills during the school year; MSAD #11 schools housing grades 6-8 an additional six emergency drills; and MSAD #11 schools housing grades 9-12 an additional four emergency drills. MSAD #11 schools housing any combinations of these grade levels will hold the additional number of emergency drills required of the lowest grade level within the span, except that the local fire chief may increase the number of drills required. Results shall be recorded and deficiencies noted and corrected.

Emergency evacuation procedures will be incorporated into the school district's emergency management plan. Building principals may seek the advice of local fire, emergency management and law enforcement officials to identify routes that will accomplish the evacuation of their individual school buildings as quickly and efficiently as possible.

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

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

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

## **BUS EVACUATION DRILLS**

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

## **LOCK DOWN DRILLS**

Some high-risk situations (e.g., intruder with weapon) may result in a lock down or partial lock down of a school rather than an evacuation. A minimum of two lock down drills will occur annually with the first drill occurring within the first month of school.

Legal Reference: Ch. 125 § 10.2 (Me. Dept. of Ed. Rule)  
Ch. 81 § 2(B) (Me. Dept. of Ed. Rule)  
Resolve Ch.2, 127<sup>th</sup> Leg., 1<sup>st</sup> Session (Me. 2015)

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

Adopted: Prior to 1985

Revised: June 5, 1986; June 25, 1992; August 6, 1992; December 7, 2006; June 3, 2010; March 3, 2011; September 7, 2017



## **BOMB THREATS**

The MSAD #11 Board recognizes that bomb threats are a significant concern to the school district. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The ~~MSAD #11~~ Board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

### **A. Conduct Prohibited**

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a “look-alike” bomb on school premises will be considered a threat for the purpose of this policy.

It is also a violation of ~~MSAD #11~~ Board policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the schools. For the purpose of this policy, “toxic or hazardous substance or material” means any material or substance, including materials or organisms, that, when placed as threatened, could be harmful to humans.

### **B. Definitions**

1. A “bomb” means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, “Molotov cocktail” or other destructive device.
2. A “look-alike bomb” means any apparatus or object that conveys the appearance of a bomb or other destructive device.
3. A “bomb threat” is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.
4. “School premises” means any school property and any location where any school activities may take place.
5. A “toxic or hazardous substance or material” means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

C. Development of Bomb Threat Procedures

The Superintendent/designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the school district's ~~Crisis Response Plan~~ emergency management plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

1. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);
2. Building evacuation and re-entry (including selection of potential alternative sites for those who are evacuated);
3. Incident "command and control" (who is in charge, and when);
4. Communications contacts and mandatory bomb threat reporting;
5. Parent notification process;
6. Training for staff members; and
7. Support services for students and staff.

The initial bomb threat procedure will be subject to approval by the RSU MSAD #11 Board. The Superintendent/designee will be responsible for overseeing a review or evaluation of bomb threat procedures prior to the Board's required annual approval of the school district's ~~MSAD #11~~ Comprehensive Emergency Management Plan or following implementation of the procedure in response to a specific threat.

D. Reporting of Bomb Threats

A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building principal, teacher, the School Resource Officer or other employee in a position of authority.

An employee of the school district who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the school district's bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures.

The Superintendent shall be responsible for reporting any bomb threat to the Department of Education within two business days of the incident. Reports will

include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

E. Student Disciplinary Consequences

Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school.

The administration may suspend and/or recommend for expulsion any student who makes a bomb threat. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A M.R.S.A. § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school.

In addition, a student who is found after hearing by the ~~MSAD #11~~ Board to have brought a bomb to school shall be expelled from school for at least one year in accordance with 20-A M.R.S.A. § 1001(9-A) and Policy JICIA, except that the Superintendent may modify the requirement for expulsion based on individual circumstances.

A student who has been identified through the IEP (Individualized Educational Program) process as having a disability and whose conduct in violation of this policy is related to the disability shall be disciplined as provided in Policy JKF.

F. Aiding Other Students in Making Bomb Threats

A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

G. Failure to Report a Bomb Threat

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

H. Staff Disciplinary Consequences

A school district employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and ~~MSAD #11~~ Board policies.

A school district employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

I. Civil Liability

The school district reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

J. Lost Instructional Time

Instructional time lost as a result of a bomb threat may be rescheduled at the earliest appropriate opportunity, as determined by the Superintendent/ designee in consultation with the ~~MSAD #11~~ Board.

**Time lost may be rescheduled on a weekend or vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.**

K. Notification Through Student Handbook

All student handbooks shall address the school district's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

Legal References: 18 U.S.C. §§ 921; 8921  
17-A M.R.S.A. § 210  
20-A M.R.S.A. §§ 263; 1001(9); 1001(9-A); 1001(17); 1001(18)  
Ch. 125 § 10.06 (Me. Dept. of Ed. Rules)

Cross References: EBCA – Comprehensive Health and Safety Emergency ~~Management~~ Plan  
JKD – Suspension of Students  
JKE – Expulsion of Students  
JKF – Suspension/Expulsion of Students with Disabilities  
JICIA – Weapons, Violence and School Safety  
Student Code of Conduct

Adopted: February 2003

Revised: December 7, 2006; June 3, 2010; September 7, 2017

## **SCHOOL CLOSINGS AND CANCELLATIONS**

The MSAD #11 School Board authorizes the Superintendent to cancel or close school(s) for the day, delay opening, or dismiss school(s) early in the event of severe weather, hazardous travel conditions, or other emergencies which present threats to the safety of students and staff. Decisions to close school for the day should be made no later than 6:00 A.M.

When school is closed for the day or dismissed early, all after-school and evening school-sponsored activities may be cancelled or postponed, while all community use of school facilities will be cancelled or postponed.

Notice of closing or cancellation shall be given to students and parents by means of media announcements or by other appropriate means. Such notice shall be given sufficiently in advance of the school session in order to avoid confusion and inconvenience.

When school is in session, it remains the responsibility of parents to decide whether or not their children shall attend school under the existing conditions.

Storm days lost in excess of the number provided for in the school year calendar will be made up as determined by the ~~MSAD #11~~ Board.

If approved by the Board, the Superintendent may submit a plan to the Commissioner of Education that would provide for a one-hour extension of the school day for up to 25 days in a school year. If approved by the Commissioner, five one-hour extensions would be counted as an additional school day. Extended days may be used for the purpose of making up school days missed due to weather or other emergency closures.

Legal Reference:                    20-A MRSA §4801 (F)

Adopted:        December 7, 2006

Revised: June 3, 2010; January 11, 2018

## **AUTOMATED EXTERNAL DEFIBRILLATORS (AED'S)**

The MSAD #11 School Board recognizes that from time to time medical emergencies may arise that warrant the use of an automated external defibrillator (AED). MSAD #11 may acquire one or more AED's for use in its schools and at school athletic events.

MSAD #11 will offer training to students on performing cardiopulmonary resuscitation (CPR) and use of an AED in accordance with such rules as may be adopted by the Maine Department of Education, and may require training for those school district personnel who have been identified by the Superintendent, in consultation with the school physician, as needing such training to effectively carry out their job responsibilities.

The Superintendent shall be responsible for developing, in consultation with the school physician or other qualified experts, and in accordance with the manufacturers' instructions, protocols for the use, storage, location, testing and maintenance of the school district's AEDs, and for the identification of school personnel who should be trained in the use of an AED.

Although the Board authorizes the acquisition of AEDs, it cannot and does not guarantee that an AED or a person trained in its use will be available at any particular school site or school-sponsored event.

**~~(NOTE: The AED law, 22 MRSA § 2150-C, as amended, provides immunity from civil liability for damages relating to the use, possession or purchase of an AED and arising out of acts or omissions relating to preparing for and responding to suspected sudden cardiac arrest emergencies absent gross negligence or willful or wanton misconduct for any person or entity acquiring, maintaining, using, prescribing, or providing instruction in the use of an AED.)~~**

Legal Reference:     14 MRSA § 164  
                              20-A MRSA § 4009  
                              22 MRSA § 2150-C  
                              Maine Dept. of Educ. Rule Ch. 41

Cross Reference:     EBCA – ~~Crisis Response Plan~~ Comprehensive Health and Safety  
Emergency Plan  
                              JLCE – First Aid and Emergency Medical Care

Adopted:            August 22, 2007

Revised:            May 7, 2008; December 4, 2008; June 3, 2010; January 11, 2018

## **PEST MANAGEMENT IN SCHOOL FACILITIES AND ON SCHOOL GROUNDS**

The MSAD 11 School Board recognizes that structural and landscape pests can pose significant problems for people and school unit property, but that use of some pesticides may raise concerns among parents, students, and staff. It is therefore the policy of the ~~MSAD 11 School Board~~ to incorporate Integrated Pest Management (IPM) principles and procedures for the control of structural and landscape pests. A copy of this policy shall be kept in every school and made available upon request to staff, parents, students, and the public.

IPM is a systematic approach to pest management that combines a variety of methods for managing pests, including monitoring; improved horticultural, sanitation, and food storage practices; pest exclusion and removal; biological control; and pesticides.

The objective of the school district's IPM program is to provide effective pest control while minimizing pesticide use. The goals of the IPM program include managing pests to reduce any potential hazards to human health; preventing loss or damage to school structures or property; preventing pests from spreading beyond the site of infestation to other school property; and enhancing the quality of life for students, staff and others.

Pesticides may periodically be applied in school buildings and on school grounds and applications will be noticed in accordance with Maine Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Schools.

### **RESPONSIBILITIES OF THE IPM COORDINATOR**

The Superintendent/designee will appoint an IPM Coordinator for each school. The IPM Coordinator will act as the lead person in implementing the school district's IPM policy. ~~He/she~~ They will be responsible for coordinating pest monitoring and pesticide applications; and making sure that all notice requirements set forth in Maine Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Schools, are met; keeping records of pesticide applications as required by rule; authorize any pesticide applications that are not exempted by rule; and implementing the notification provisions required by rule.

The IPM Coordinator will complete the training requirements established in Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Schools.

The school district will provide the Board of Pesticides Control with the identity and contact information for any person appointed as IPM Coordinator in the schools.

## NOTIFICATION OF PESTICIDE APPLICATIONS

When school is in session the school shall provide notification of each application not exempted by rule, whether inside a school building or on school grounds, to all school staff and parents/guardians of students. Such notices shall state, at a minimum: a) the trade name and EPA registration number of the pesticide to be applied; b) the approximate date and time of the application; c) the location of the application; d) the reasons for the application; and e) the name and phone number of person to whom further inquiry regarding the application may be made. Notices must be provided at least five days prior to the planned application. In addition, signage will be posted at each point of access to the treated area and in a common area of the school at least two working days prior to the application and for at least 48 hours following the application.

When school is not in session, signage will be posted at each point of access to the treated area and in a common area of the school at least two working days prior to the application and for at least 48 hours following the application.

In accordance with Maine Board of Pesticides Rule Chapter 27, school is considered to be in session during the school year including weekends. School is not considered to be in session during any vacation of at least one week.

The IPM Coordinator for MSAD 11 is Gabe Dostie, Director of Operations and Maintenance, who may be contacted at 207-582-6663. This IPM policy and Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Public Schools is available for inspection and copying at every school.

Legal Reference: 7 MRSA §§ 601-625  
22 MRSA §§ 1471-A-1471-X  
Ch. 27 Me. Dept. of Agriculture Board of Pesticides Control Rules  
(Standards for Pesticide Applications and Public Notification in  
Schools)

Cross Reference: EBAA - Chemical Hazards

Adopted: January 11, 2018



## **PEST MANAGEMENT NOTIFICATION**

MSAD #11 uses an Integrated Pest Management (IPM) approach to the control of insects, rodents, microorganisms, weeds and other pests in school buildings and on school grounds. IPM combines a variety of methods for managing pests including monitoring, improved sanitation and food storage practices, pest exclusion and removal, biological control, and pesticides. The objective of the IPM program is to provide effective pest control while minimizing pesticide use.

### **Pesticides**

Non-chemical pest management methods will be implemented whenever possible. However, sometimes pesticide use may be necessary to control a pest problem. When that happens, the school will use the least hazardous effective pesticide feasible.

### **Notification**

When required by law, parents/guardians and school staff will be notified at least five days\* in advance of specific pesticide applications. When required by law, pesticide application notices will be posted in school and on school grounds.

Notification need not be given for pesticide applications recognized by law or regulations to pose little or no risk of exposure to students or staff.

A copy of the school system's IPM/Pest Management policy is available for review in the school office. The school also keeps records of prior pesticide applications and the pesticides used. You may review these records, a copy of the policy and Maine's "Pesticides in Schools" regulation (Chapter 27 of the Department of Agriculture Board of Pesticides Control "Standards for Pesticide Applications and Public Notification in Schools") by contacting our IPM Coordinator Gabe Dostie at 207-582-5346.

Adopted: December 7, 2006

Revised: June 3, 2010; January 11, 2018

## **NOTICE OF PLANNED PESTICIDE APPLICATION**

The following notice is provided in compliance with State regulations establishing standards for pesticide applications and notification in schools.

[Product name], EPA registration number [000000], containing [chemical name] will be applied by [name of pest control company or licensed applicator] to [area in building or on school property where pesticide will be applied] during [approximate time of day and date of application] for the purpose of controlling [type of pest].

For additional information regarding this application, you may contact the Director of Operations and Maintenance at 207-582-5346.

This application is consistent with MSAD #11 Integrated Pest Management (IPM) program. The objective of the IPM program is to provide effective pest control while minimizing pesticide use. The goals of the IPM program include managing pests to reduce any potential hazards to human health; preventing loss or damage to school structures or property; preventing pests from spreading beyond the site of infestation to other school property; and enhancing the quality of life for students, staff and others.

The regulation requires that the notice contain, at a minimum, the following information:

- a. Trade name and EPA registration number of the pesticide to be applied;
- b. Approximate date and time of the application;
- c. Location of the application;
- d. Reasons for the application; and
- e. Name and phone number of the person to whom further inquiry regarding the application may be made.

Legal Reference: Ch. 27 § 4, Department of Agriculture Board of Pesticides Control Rule (Standards for Pesticide Applications and Public Notification in Schools)

Adopted: December 7, 2006

Revised: June 3, 2010; January 11, 2018

## **AUTHORIZED USE OF SCHOOL EQUIPMENT**

The MSAD #11 Board will permit school equipment, including computers, to be loaned to staff when its use is related to their duties in the district. School equipment may be loaned to students when the equipment is necessary for instructional purposes or for co-curricular or extracurricular activities.

School furniture and equipment, with the exception of technology and science resources, may be loaned to community groups for educational, civic, or charitable purposes when such groups are meeting in school buildings or on school grounds as permitted by policy KF-Public Use of School Facilities under the following conditions:

- A. The group borrowing the equipment agrees to accept responsibility for repairing or replacing any equipment damaged or lost; and
- B. Use of equipment will not interfere with the school program.

Use of school equipment by individuals or groups for any other purpose is prohibited.

The Superintendent/designee will be responsible for implementing procedures to ensure borrowers' responsibility for and return of all such equipment.

Adopted: May 4, 1989

Revised: August 6, 1992; December 7, 2006; June 3, 2010; January 11, 2018

## **STUDENT TRANSPORTATION SERVICES**

The MSAD #11 Board will provide transportation for all students living beyond a reasonable distance from their school or from a scheduled bus stop as the Board has determined. This distance is defined as one (1) mile.

Distance shall be measured by the shortest public road from the residence to the bus stop or school door. In cases questioned, distance will be measured and established by the Superintendent.

Exceptions to the above distance shall be made for the following reasons only:

A. Health

Exceptions to established walking distances may be made for students with disabilities as required by their IEP or Individual Health Plan (504) Plan. Exceptions may also be made to accommodate a student's need for transportation with written documentation from the student's physician.

B. PK-Kindergarten Students

PK-Kindergarten bus service will include pick-up and delivery to the home, providing a suitable bus turn is available.

C. Hazardous Walking Conditions

Hazardous walking conditions shall be defined as those which would place a child of a given age in a situation of greater than normal or average danger.

Authorized bus stops will be located so as to load and unload students with the most safety allowed by road conditions. The distance between stops may vary according to safety factors. If possible, students will be loaded and unloaded so that it is not necessary for them to cross a main highway to reach their homes.

Requests for bus stops, inconsistent with this policy must be made in writing and submitted to the Superintendent.

Legal Reference: 20-A MRSA § 5401

Cross Reference: EEAA - Riders  
EEAC – School Bus Scheduling and Routing  
JICC - Student Conduct on School Buses

Adopted: Prior to 1985

Revised: June 5, 1986; August 6, 1992; June 3, 2004; December 7, 2006;  
June 3, 2010; January 11, 2018

## **RIDERS**

MSAD #11 students are expected to ride the bus to which they are assigned.

Each student may have no more than two (2) designated bus stops and must have a set schedule approved by the building principal and the Director of Operations and Maintenance.

Parents/guardians may request temporary changes in transportation arrangements. Such requests must be submitted in advance to the building principal. Approval is subject to available bus seating.

MSAD #11 bus drivers shall not permit any person other than a student, teacher, school official, mechanic, police, or patrol officer to ride in ~~his/her~~ their bus without written consent from the Superintendent's Office or the Director of Operations and Maintenance/Designee.

Legal Reference: 20-A MRSA § 5401

Adopted: March 2, 1972

Revised: June 5, 1986; August 6, 1992; June 3, 2004; December 7, 2006;  
June 3, 2010; January 11, 2018

## **STUDENT TRANSPORTATION EMPLOYEE REQUIREMENTS, TRAINING, AND RESPONSIBILITIES**

### **Part A - School Bus Drivers**

The school bus driver is responsible for safeguarding the lives of children in performance of ~~his/her~~ their duty. The work requires physical strength, mental poise, ability to cope effectively with emergencies, excellent driving skills and an ability to relate positively with students.

All school bus drivers must hold a valid commercial driver's license (CDL) with a school bus ~~operator license~~ endorsement issued by the Maine Secretary of State. All drivers are required to participate in any in-service training provided by MSAD #11.

#### **A. Annual Medical Examination**

All drivers operating a vehicle designed to carry 10 or more passengers must undergo an annual physical examination. ~~by a licensed medical examiner registered with the United States Department of Transportation Federal Motor Carrier Safety Administration National Registry of Certified Examiners and submit the completed School Bus Driver Physical Examination Form to the Superintendent/designee.~~ Physical examinations shall be conducted by a physician selected by the school district and paid for by the school district.

~~If a driver wishes to select a different physician, the physician selected by the driver must be approved in advance and the examination shall be conducted at the driver's own expense.~~

Annual examinations must be completed during the month preceding the start of the school year for regular drivers. New and substitute bus drivers must complete the examination before beginning their driving duties.

#### **B. Drug and Alcohol Testing**

School bus drivers will participate in drug and alcohol testing as required by applicable federal and state laws.

#### **C. Annual Motor Vehicle Records Check**

Each school bus driver operating a vehicle carrying 10 or more passengers shall undergo an annual state motor vehicle records check.

### **Part B - Other Employees with Student Driving Responsibilities**

The Superintendent/designee is directed to obtain annual motor vehicle records checks for any school employee who transports students as part of their regular duties.

Legal Reference: 49 CFR Parts 40 and 382  
26 MRSA §§ ~~681(8)(B)~~; 685(2); 689  
29-A MRSA §2303  
~~Uniform School Bus Standards, 081(6)~~

Cross Reference: EEAEAA - Drug and Alcohol Testing of Bus Drivers  
EEAEAA-R - Drug and Alcohol Testing of Bus Drivers -  
Administrative Procedure

Adopted: December 7, 2006

Revised: June 3, 2010; January 11, 2018



## **DRUG AND ALCOHOL TESTING OF SCHOOL BUS DRIVERS**

In accordance with the federal Omnibus Transportation Employee Testing Act of 1991, in addition to other pertinent state and federal laws promulgated to effectuate a drug and alcohol-free workplace, the MSAD #11 School Board is committed to the establishment of an alcohol and controlled substance testing program for district bus drivers, in addition to any other employee who drive vehicles to transport sixteen (16) or more passengers, including the driver.

The purpose of the testing program shall be to help prevent accidents, injuries and deaths resulting from the misuse of alcohol and controlled substances by drivers performing safety-sensitive functions. The Superintendent shall be responsible for the implementation of an alcohol and drug-testing program consistent with federal regulations and shall implement additional administrative procedures to assist and further the implementation of the federal mandates regarding alcohol and controlled substances testing as ~~he/she~~ they deems necessary.

Legal References: 49 CFR Part 382  
26 MRSA §§ 681(8)(B); 685(2); 689

Adopted: December 7, 1995

Revised: December 7, 2006; June 3, 2010; January 11, 2018

## **DRUG AND ALCOHOL TESTING OF SCHOOL BUS DRIVERS ADMINISTRATIVE PROCEDURE**

The MSAD #11 Board is committed to the establishment of an alcohol and controlled substance testing program that meets all applicable requirements of the federal Omnibus Transportation Employee Testing Act of 1991, in addition to pertinent state laws and regulations. The purpose of the testing program shall be to help prevent accidents and injuries resulting from the misuse of alcohol and controlled substances by MSAD #11 drivers performing safety-sensitive functions.

The following administrative procedure represents a summary of the main provisions found in federal regulations promulgated to effectuate drug and alcohol testing of bus drivers. The following procedure in no way attempts to modify said regulations, which should always be referred to when questions as to implementation of this policy/procedure arise.

### **I. APPLICABILITY**

All persons operating a commercial motor vehicle in commerce in any state and subject to the commercial driver's license requirements mandated under both federal and state laws, including the Omnibus Transportation Employee Testing Act of 1991, shall be subject to the drug and alcohol testing provisions herein contained.

### **II. IMPLEMENTATION**

The Superintendent shall be responsible for implementing a drug and alcohol testing program which complies with procedures set forth in Title 49 Parts 40, 382, 390 and 395 of the Federal Code of Regulations. Such testing program shall include pre-employment/pre-duty drug testing, post-accident testing, random testing, reasonable suspicion testing, return-to-duty and follow-up testing. This school district shall provide parties subject to testing with written notice of materials and information available to them as required by Part 382.

### **III. CONTROLLED SUBSTANCES**

Controlled substances in this policy/procedure refer to those covered by the Omnibus Transportation Employee Testing Act of 1991, including marijuana, cocaine, opiates, amphetamines, and phencyclidine (PCP), MDMA (Ecstasy) and 6-Acetylmorphine (heroin).

### **IV. SAFETY-SENSITIVE FUNCTION**

Safety-sensitive function(s) in this policy/procedure refer to functions defined in 49 CFR §382.107 and §395.2 (On-Duty Time, paragraphs (1) through (6)).

V. PROHIBITIONS

All drivers subject to this policy shall be prohibited from:

- A. Using any alcohol while on duty and four (4) hours prior to going on duty;
- B. Possessing alcohol while on duty;
- C. Reporting for duty or remaining on duty while having an alcohol concentration of 0.02 or greater;
- D. Using any alcohol for eight (8) hours following an accident, or until ~~he/she~~ they undergoes a post-accident alcohol test, whichever occurs first;
- E. Refusing to submit to a required alcohol or controlled substance test(s);
- F. Reporting for duty or remaining on duty when using any controlled substance, except when use is pursuant to the instructions of a physician who advised the driver that the substance does not adversely affect the driver's ability to safely operate the vehicle; and
- G. Reporting for duty, remaining on duty, or performing a safety-sensitive function, if the driver tests positive for a controlled substance.

VI. REQUIRED TESTING

- A. Pre-Employment Testing. Prior to the first time a driver performs a safety-sensitive function for the school district, the driver shall undergo testing for controlled substances. However, no driver shall be subjected to pre-employment controlled substance testing prior to having been offered a position. Employment is conditioned upon a verified negative controlled substance test result.
- B. Post-Accident Testing. As soon as practicable following an accident, each surviving driver will be subject to alcohol and controlled substance testing as follows:
  - 1. Any driver performing safety-sensitive functions with respect to the vehicle if the accident involved loss of human life;
  - 2. Any driver who receives a citation under State or local law for a moving violation arising from the accident; and
    - a. Causes bodily injury to a person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or

- b. Should one or more motor vehicles incurring disabling damage as a result of the accident, require a motor vehicle to be transported away from the scene by a tow truck or other motor vehicle.
  - 3. In addition, the following provisions will also apply.
    - a. Alcohol. If a test required under this section is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered. If a test is not administered within eight (8) hours following the accident, the school district shall cease attempts to administer the test and shall prepare and maintain the same record. Records shall be submitted to the Federal Motor Carrier Safety Administration (FMCSA) upon request of the Associate Administrator.
    - b. Controlled Substances. If a test required by this section is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test and shall prepare and maintain on file a record stating the reasons the test was not promptly administered. Records shall be submitted to the FHWA upon request of the Associate Administrator.
- C. Random Testing. All drivers subject to this policy/procedure will be subject to random and unannounced alcohol and controlled substance testing throughout the year. The minimum annual percentage rate for testing of bus drivers is as follows:
  - 1. Random alcohol testing shall be a minimum of 10 percent of the number of driver positions each selection period; and
  - 2. Random controlled substance testing shall be a minimum of 50 percent of the number of driver positions each selection period.
- D. Reasonable Suspicion Testing. All drivers subject to this policy/procedure shall submit to alcohol and controlled substance testing when the employer has reasonable suspicion to believe that the driver has violated the prohibitions found in Part V. of this procedure, with the exception of Part V. B. regarding alcohol possession. The school district shall base its determination that reasonable suspicion exists requiring the driver to undergo such testing on observations concerning appearance, behavior, speech, or body odors of the driver. When controlled substances are at issue, observations may include indications of the chronic and withdrawal effects of controlled substances.

In addition, the following provisions also apply.

1. Alcohol. Alcohol testing will be performed only if the aforementioned observations are made during, just preceding, or just after the period of the work day that the driver is required to be in compliance with this policy/procedure. If a test required under this section is not administered within two (2) hours following the reasonable suspicion determination, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered. If a test required under this section is not administered within eight (8) hours following a determination that reasonable suspicion exists, the school district shall cease attempts to administer an alcohol test and shall state in the record reasons for not administering the test. The school district shall submit to the FMCSA records of tests required by this section that were not completed within eight (8) hours according to the mandates of 49 CFR § 382.307 (3).
  2. Controlled Substances. The school district shall, within twenty-four (24) hours or before the results of the controlled substances test are released, whichever is earlier, create a written record of the observations leading to a controlled substances test which shall be signed by the supervisor or school district-official making said observations.
- E. Return-to-Duty Testing. Prior to returning to duty requiring the performance of safety-sensitive functions when a driver has engaged in conduct prohibited under this policy/procedure, the driver shall undergo a return-to-duty alcohol and/or controlled substances test(s) as appropriate.
- Drivers found to have engaged in prohibited conduct under the alcohol provisions of this policy/procedure will not be permitted to return to duty unless the subsequent alcohol test reveals a result less than or consistent with federal and state standards. In cases involving controlled substances, a verified negative result is necessary before a driver may return to duty.
- F. Follow-up Testing. In the event that a driver has been found to have been in violation of the prohibitions herein contained and is identified as requiring assistance in resolving problems associated with alcohol and/or controlled substances, the school district shall require the driver to submit to at least six (6) unannounced follow-up alcohol and/or controlled substances tests during the first twelve (12) months after returning to duty. Follow-up tests will be unannounced and may continue for up to sixty (60) months after returning to duty. Follow-up alcohol testing shall be conducted only when the driver is performing, just before, or just after ceasing to perform safety-sensitive functions.

## VII. REFUSAL TO SUBMIT TO TESTING

All drivers who are required by federal regulations to submit to drug/alcohol testing must do so immediately upon being directed to submit to the test(s). A driver's refusal to

submit to testing will subject the driver to immediate removal from the performance of safety-sensitive functions. In addition, failure to comply with Federal regulations or this procedure is grounds for disciplinary action up to and including dismissal. Any of the following actions on the part of a driver constitutes a refusal to submit to a test:

- A. Failure to provide adequate specimens/samples of substance(s) undergoing testing, including but not limited to breath and urine, without a valid medical reason;
- B. Engaging in conduct which obstructs the testing process; and
- C. Refusal by an employee to complete and sign testing forms.

#### VIII. TRAINING FOR SUPERVISORS

This school district will assign persons who will be designated to determine whether reasonable suspicion exists to require a driver to undergo testing under Part 382, with at least sixty (60) minutes of training on alcohol misuse and receive at least an additional sixty (60) minutes of training on controlled substances. Training shall cover the physical, behavioral, speech, and performance indicators of probable alcohol misuse and use of controlled substances.

#### IX. ENFORCEMENT

This school district, in its independent authority as an employer, shall subject any driver who violates this policy/administrative procedure or Federal regulations to potential disciplinary action up to and including dismissal, except to the extent that any state law or collective bargaining agreement requires otherwise.

In addition, any driver who refuses to submit to a post-accident, random, reasonable suspicion, return-to-duty or follow-up test(s) shall not perform or continue to perform safety-sensitive functions.

Furthermore, no driver tested and found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform or continue to perform safety-sensitive functions including driving a commercial motor vehicle until the start of the driver's next regularly scheduled duty period, but not less than twenty-four (24) hours after the test was administered.

#### X. RECORDS

Employee drug and alcohol tests and results shall be maintained under strict confidentiality in a secure location with controlled access and released only in accordance with law. A driver, upon written request, shall receive copies of any records pertaining to ~~his/her~~ their use of drugs or alcohol, including any records pertaining to ~~his/her~~ their drug

tests. Records shall be made available to subsequent employers or other identified persons only when expressly requested in writing by the driver.

## XI. NOTIFICATIONS

Each driver shall receive educational materials prior to the school district's commencement of alcohol and controlled substances testing. Such material will explain the requirements of the Code of Federal Regulations, Title 49 Part 382, and contain a copy of the Board's policy and administrative procedures for meeting these requirements. Representatives of employee organizations shall be notified of the availability of this information. The school district shall also include in the package of informational material submitted to each driver, a statement certifying that ~~he/she has~~ they have received the informational material. The school district shall maintain the original signed copy of the statement on file.

In addition to the aforementioned items, the school district shall also make available to drivers and representatives of employee organizations information which shall identify:

- A. The person designated by the school district to answer questions about the materials;
- B. The procedures that will be used to test for the presence of alcohol and controlled substances; protect the driver and the integrity of the testing processes, safeguard the validity of the test results, and ensure that those results are attributed to the correct driver;
- C. Information concerning the effects of alcohol and controlled substances on an individual's health, work, and personal life; signs and symptoms of an alcohol or a controlled substance(s) problem (the driver's or co-worker's); and available methods of intervening when an alcohol or controlled substances problem is suspected, including confrontation, referral to any employee assistance program and/or referral to management; and
- D. Post-accident procedures that will make it possible for a driver to comply with post-accident testing before any driver operates a commercial vehicle.

MSAD #11 shall also make available the following information:

- A. The results of pre-employment controlled substance test(s) if the applicant requests such results within sixty (60) calendar days of being notified of the disposition of the employment application; and
- B. The results of random, reasonable suspicion and post-accident drug tests if the results are verified positive. The school district shall also tell the driver which controlled substance(s) was verified as positive.

## XII. CONTROLLED SUBSTANCES

Drivers shall inform their supervisors if at any time they are using a controlled substance which their physician has prescribed for therapeutic purposes. Such substance may be used in conjunction with duty only if the physician has advised the driver that it will not adversely affect ~~his/her~~ their ability to safely operate a commercial motor vehicle.]

## XIII. REFERRAL, EVALUATION, AND TREATMENT

- A. Referral. A driver who has engaged in conduct prohibited by this policy/procedure shall be advised by the school district of resources available to the driver in evaluating and resolving problems associated with the misuse of alcohol and use of controlled substances. The information the bus driver receives will include: names, addresses, and telephone numbers of substance abuse professionals, counseling and treatment programs, in addition to information relating to ~~his/her~~ their responsibility with regard to payment of such services.
- B. Evaluation/Treatment. A driver who engages in such prohibited conduct shall be evaluated by a substance abuse professional who shall determine what assistance or treatment, if any, the employee needs in resolving controlled substance(s) use.

## XIV. RETURN TO DUTY

If a school district has not discharged a driver due to ~~his/her~~ their engagement in prohibited conduct under this policy/procedure, the bus driver must, prior to returning to safety-sensitive duties:

- A. Undergo return-to-duty testing and obtain an alcohol concentration level of less than 0.02 and/or a verified negative test for controlled substances;
- B. Have been evaluated by a substance abuse professional; and
- C. Have followed prescribed and/or recommended treatment.

## XV. OTHER POLICIES/PROCEDURES

Nothing contained in this administrative procedure shall prevent the ~~RSU~~ MSAD #11 Board from establishing and enforcing independent policies/procedures relating to the possession, being under the influence of, distribution, sale or use of alcohol or controlled substances or any misconduct associated therewith and the penalties for violation of those policies/procedures, up to and including dismissal.

Legal References: 49 CFR Parts 40, 382, 390, 395  
26 MRSA §§ 681(8)(B); 685(2); 689

Adopted: December 7, 2006



Revised: June 3, 2010; January 11, 2018

## **VIDEO CAMERAS ON TRANSPORTATION VEHICLES**

The MSAD #11 Board recognizes the school district's continuing responsibility to maintain order on school transportation vehicles to ensure the safety of staff and students. After carefully balancing the need for discipline and safety with students' interests in privacy, the ~~MSAD #11~~ Board supports the use of video cameras on school transportation vehicles. In an effort to reduce student behavior violations, the cameras may be used to monitor student behavior during transport to and from school, extracurricular activities and field trips.

When the resulting videotapes recordings are used as a basis for discipline, parents/guardians will be notified and given the opportunity to view the portion of the ~~tape recording~~ recording pertaining to the alleged violation. Students in violation of school discipline/conduct codes shall be dealt with in accordance with established ~~MSAD #11~~ Board policy, administrative procedures, and school practices.

Notice of use of video cameras for disciplinary purposes in school transportation vehicles will be provided all students, parents, and staff in appropriate handbooks on an annual basis. Moreover, notice that video observation may take place will be posted in each transportation vehicle.

Any recording used in a disciplinary proceeding will be retained as part of a student's disciplinary record, being disposed of as other such documentation except when special circumstances warrant longer retention. In regard to such video recordings, the school district will comply with all applicable provisions of state and federal law concerning student records.

The Superintendent will be responsible for the development of administrative procedures regarding review of video recordings made on school transportation vehicles. Such procedures will provide a process for review when significant violations of the student discipline/conduct code occur. Procedures will also address the retention of videotapes recordings, the security of video cameras and recordings, specifying the school official(s) to be responsible for purchase, installation, maintenance, and replacement of equipment, scheduling and placement of cameras on transportation vehicles, requests for viewing and any necessary follow-up.

Cross Reference: JRA - Student Records

Adopted: March 2, 1995

Revised: December 7, 2006; June 3, 2010; January 11, 2018

## TEACHER PREPARATION TIME

The MSAD #11 Board recognizes that, in addition to assigned classroom responsibilities, teachers devote a considerable number of hours each week to a variety of tasks that contributes to student learning. Because the MSAD #11 Board sees the completion of these tasks as critical to the success of students, the MSAD #11 Board provides time for the completion of these tasks in the form of preparation time within the work day. Preparation time is defined as a continuous period of unassigned duty-free time falling within the scheduled instructional day and is exclusive of administrative mandated meetings.

~~These preparation tasks may include preparing for classes, enriching the school environment, correcting assignments, working with individual students or small groups, returning contracts from parents and other staff, meeting with other staff about individual students or planning instructional programs, and paperwork that cannot be done during instructional time.~~

This self-directed preparation time allows for lesson planning and reflection, grading and providing feedback, preparation of materials for instruction or assessment, parent communication, and IEP preparation. It is also a time when a teacher may choose to collaborate or plan with colleagues and/or seek out consultation from a specialist. It is the expectation of the MSAD #11 Board that the preparation time provided be used for the completion of the above-mentioned tasks unless and until all such outstanding tasks have been completed. Every effort will be made to ensure teachers do not lose preparation time; and, it may be impacted by school cancellations, dismissals, staffing shortages, and calendar variations.

~~The MSAD #11 Board supports the provision of reasonable teacher preparation time within the school day~~ Except when the workday is shortened due to inclement weather or emergency, teachers will have personal preparation time in accordance with the following guidelines schedules:

1. Elementary teachers (inclusive of classroom and special education) shall receive 40 minutes of preparation time four times per week. For the purposes of this article, specialists are physical education, music, art, and library. In the situation in which a substitute is unavailable when a vacancy exists, every effort will be made to fill the role.
2. Whenever possible in the judgment of the principal without overburdening available educational technicians, elementary school teachers shall receive a minimum of 30 minutes preparation time in lieu of lunchtime duties at least three times per week. In addition to the four preparation periods per week when students are scheduled to be with itinerant teachers, any lunchtime duties will be assigned to teachers on an equitable rotating basis.
3. Elementary specialists/itinerant teachers and pre-Kindergarten teachers will receive an equivalent number of minutes of personal preparation time per week, however, the time may be allocated differently across the week.

4. Whenever possible, middle school and high school teachers, social workers, and school counselors, will receive at least 400 minutes bi-weekly for personal preparation time, during the student day.

Administrative directed time may be scheduled to efficiently operate the school, meet the needs of students, and work toward the achievement of school or district goals. Prep time directed by the administration may include collaborative planning time also known as professional learning communities, student success teams, MTSS teams, and duties.

1. Administrators may identify time outside of the personal preparation time for routine and non-routine administrative directed meetings.
2. Duties will be assigned to staff on an equitable rotating basis, including lunch and/or recess, as long as all staff have an uninterrupted lunch period daily. When developing duty coverage schedules, principals will plan to include all instructional staff in duty coverage.
3. In cases of inclement weather, teachers will be assigned to cover classrooms when students need supervision. When possible, in the judgment of the principal, teachers will be relieved of providing coverage in these situations if coverage can be provided by educational technicians in an equitable fashion.

As used in this policy, the term “inclement weather” means weather conditions which do not permit students safely to leave the school building and be supervised outdoors.

A. ~~Except in cases of inclement weather or other emergency:~~

1. ~~Whenever possible in the judgment of the principal without overburdening available educational technicians, elementary school teachers shall receive a minimum of 30 minutes preparation time in lieu of performing daily lunchtime duties, in addition to the three preparation periods per week when students are scheduled to be with itinerant teachers. Any lunchtime duties will be assigned to teachers on an equitable rotating basis.~~
2. ~~Whenever possible, middle school and high school teachers will receive at least 400 minutes bi-weekly for preparation time, during the student day.~~

B. ~~In cases of inclement weather, educational technicians will to the extent possible in the judgment of the principal without overburdening them be used on a rotating basis to cover as many classrooms as possible before teachers are asked or assigned, on an equitable rotating basis, to provide such coverage.~~

~~As used in this policy, the term “inclement weather” means weather conditions, which do not permit students safely to leave the school building and be supervised outdoors.~~

C. ~~In emergencies, teachers are expected to provide duty coverage, which will be arranged by building administrators on an equitable rotating basis. At the elementary level, educational technicians will to the extent possible in the~~

~~judgment of the principal without overburdening them first be used to provide such coverage before it is assigned to teachers.~~

~~The term “emergency” includes cases where staff is unavailable as a result of sick leave or other reason.~~

Adopted: November 15, 2001

Revised: September 2, 2004; April 2, 2009; February 4, 2016

## SCHOOL DAY

The MSAD #11 Board believes that direct contact between teachers and students is essential to student learning and achievement. It is the ~~MSAD #11~~ Board's intent to provide for each level ~~in the student body~~ maximum instructional time within the instructional day.

For the purpose of this policy, "instructional day" means a school day during which both students and teachers are present, either in a school or in another setting, and "instructional time" is the portion of the school day that is devoted to the teaching-learning process. Instructional time is not considered to include homeroom periods, opening exercises, recess, lunchtime, passing times, extracurricular activities, and the like.

The number of school days shall meet or exceed the State requirement and be set annually by the ~~MSAD #11~~ Board and included in the school calendar. Abbreviated days to be included for in-service, conferences, etc., shall be kept to a minimum.

A. High School Level (Grades 9-12)

The instructional day shall consist of 4 teaching periods, each 80 minutes in length. Double or continuous laboratory periods, block scheduling, and the like, may be approved by the Superintendent. Appropriately-conducted study halls, individually scheduled for the needs of the students, shall be recognized as within the instructional day. The school year shall include at least 963 instructional hours.

B. Middle School Level (Grades 6-8)

The instructional day shall consist of 5 hours and 30 minutes, appropriately divided and scheduled according to the school unit's middle school philosophy. The school year shall include at least 963 instructional hours.

C. Elementary School Level (Kindergarten – Grade 5)

The instructional day for grades kindergarten ~~and higher~~ through grade five shall consist of 5 hours and 30 minutes. The school year shall include at least 963 instructional hours.

D. Pre-Kindergarten

Instructional time for pre-kindergarten shall be 3 hours per session for 4 days/week.

Legal Reference: 20-A MRSA § 4801  
Ch. 125 § ~~6.01~~ 6.02-6.04 (Me. Dept. of Ed. Rule)

Adopted: Prior to 1985  
Revised: August 7, 1986; February 3, 1994; May 3, 2007; February 4, 2016

## **SPECIAL EDUCATION INDEPENDENT EVALUATION POLICY**

MSAD #11 has adopted this policy regarding special education independent educational evaluations, consistent with state and federal special education regulations.

An independent educational evaluation is an evaluation conducted by a qualified examiner who is not employed by MSAD #11. An independent educational evaluation at public expense means that the school either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. Qualified examiners in private practice under contract with the school unit who have not previously evaluated, instructed or provided consultation regarding a particular student are eligible to provide an independent educational evaluation of the student.

A parent has a right to obtain an independent evaluation at public expense when they disagree with the evaluation done by the school, as set forth below.

If a parent requests an independent educational evaluation at public expense, the school unit may ask for the parent's reason why he or she objects to the public school's evaluation. However, the school unit may not require the parent to provide an explanation and may not unreasonably delay either providing the independent educational evaluation at public expense or denying the request and filing for a due process hearing to defend the public school's evaluation.

A parent is entitled to only one independent educational evaluation at public expense each time the school conducts an evaluation with which the parent disagrees, but only if other conditions in this policy are also met.

If MSAD #11 refuses to provide an independent evaluation at public expense, then the school unit must initiate a due process hearing within 30 days of receiving the request. If the hearing officer upholds the appropriateness of the school unit's evaluation, then the parents shall be fully responsible for the cost of the independent evaluation. If the hearing officer concludes that the school unit's evaluation was not appropriate, then the school district must pay for the cost of the independent educational evaluation.

The following criteria must be met if the school unit is going to approve an independent evaluation at public expense. Unique circumstances may justify deviation from these criteria. If a parent or school staff member is aware of such unique circumstances, they should inform the student's case manager or the school unit's special education director immediately.

1. MSAD #11 will provide to parents, upon request for an independent educational evaluation, information about where an independent evaluation may be obtained, and the criteria set forth in this policy for obtaining an independent evaluation at public expense.
2. For an independent educational evaluation to be funded at public expense, it must meet the following conditions:

- A. The parents must be in disagreement with a school-ordered evaluation;
- B. The contested school evaluation is inappropriate in the opinion of the Director of Special Services;
- C. The proposed independent evaluator is appropriately qualified professional to conduct the type of evaluation being considered;
- D. The person or agency completing the independent evaluation submits a written report that conforms to all the requirements for written evaluations set forth in Maine special education regulations, currently found at MUSER V;
- E. The cost of the evaluation shall not be higher than the Medicaid rate ceiling for comparable evaluation services, unless the family establishes that an independent evaluation is not available at or below the Medicaid rate ceiling for that evaluation, and in that event, the cost of the evaluation shall not exceed the usual and customary rate for such evaluations in Kennebec County;
- F. A complete copy of the independent evaluation has been provided to MSAD #11 before payment;
- G. The evaluator has reviewed relevant educational records as part of the evaluation;
- H. Unless otherwise determined by the members of the child's IEP Team, the evaluator has either: a) observed the child in one or more educational settings; or b) made at least one contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. Evaluators are encouraged to make additional contacts with other involved general and special education teachers and related service providers;
- I. The evaluator is permitted to directly communicate and share information with members of the IEP Team, the ~~Special Education~~ Director of Special Services, and the Director's designees. The evaluator must also release the assessments and results, including any parent and teacher questionnaires, to members of the IEP Team, the Director of Special Services, and the Director's designees; and
- J. MSAD #11 shall be entitled to inspect and obtain copies of the evaluator's records, including any records created by third parties. However, those records will not be deemed accessible to any school personnel other than the evaluator, unless and until the School ~~Department~~ District exercises its right to inspect or obtain copies of those records from the evaluator.



3. The Director of Special Services will respond within 30 days of receipt of a request for an independent evaluation at public expense. In the event that the Director is denying the request, the Director must also file for a due process hearing prior to the conclusion of that same 30-day time period.
4. A parent cannot request an independent evaluation at public expense in response to a school evaluation that is more than two years old. When the parent requests an independent evaluation at public expense in an assessment area that has not been evaluated by the school, MSAD #11 shall notify the parent that it cannot approve or deny such a request until after the school has had the opportunity to complete a school-ordered evaluation in the area requested. The Director of Special Services should refer the question of additional school-ordered evaluations in the areas of concern to the IEP Team.
5. A qualified examiner is permitted to observe a child at school or at a potential educational placement when the qualified examiner is not employed by the school and is conducting an independent educational evaluation at the request of the parent, at times and durations as the school would permit a qualified examiner that is employed by the school.
6. If a parent provides MSAD #11 with a copy of an independent educational evaluation, the IEP team will consider the evaluation whether or not that evaluation is provided at public expense. MSAD #11 will not accept or rely on any independent educational evaluation that does not meet state regulatory criteria for evaluations.

Legal Reference: 34 C.F.R. § 300.502 (2006)  
Me. Dept. of Educ Rule Ch. 101 § V (2015)

**~~Legal Reference: Maine Unified Special Education Regulations, Maine Unified Special Education Regulations (“MUSER”) ch. 101, § V (2015); 34 C.F.R. § 300.502 (2006)~~**

Adopted: April 5, 2018

## **REPORT CARDS/PROGRESS REPORTS**

The Superintendent will be responsible for ensuring the development of a system for communicating information regarding student achievement and academic progress to students and parents/guardians. This system shall be approved by the MSAD #11 Board. Within this system, grades, proficiency levels, performance notations, narratives, and other forms of reporting should be understandable to parents and should indicate how the student is progressing relative to achievement of the content standards of the Learning Results as well as performance in specific courses or content areas.

As a component of the system, a report card will be issued for each student at regular intervals to be reviewed ~~and signed~~ by the student's parent/guardian.

Interim progress reports indicating deficiency, need for remedial intervention, or improvement in performance may be issued at any time.

The principal will provide written notification to students and parents if the student may not qualify for a high school diploma because ~~he/she has~~ they have not met the required standards.

Cross Reference:    IK – Student Achievement/Evaluation of Student Achievement  
                          IKE – Promotion, Retention and Acceleration  
                          ILA – Student Assessment/~~Local Assessment System~~  
                          IKF – Graduation Requirements

Adopted:     May 3, 2012  
Revised:     January 8, 2015

## EARLY GRADUATION

The MSAD #11 Board recognizes that students may need more or fewer than the typical four years of high school to meet the requirements for a high school diploma. For the purpose of this policy, “early graduation” refers to graduation that occurs prior to the completion of the traditional four years of high school.

A student may complete graduation requirements in fewer than four years of study. A student who has otherwise met all credit, course, and other requirements established by the State and the MSAD #11 Board may receive a high school diploma at the end of the school year in which they have qualified to do so. ~~For students anticipating graduating under this policy at the end of the 2020/21 school year or later, diploma requirements include demonstrated achievement of the proficiency graduation requirements for the standards based diploma.~~

Before registering for the year in which early graduation is anticipated, the student and parent/guardian must notify the high school principal, in writing, that they wish the student to complete his/her high school requirements at the conclusion of that school year. Form IKFA-E must be completed and provided to the principal.

After this notification but prior to registering for courses, the student and parent/guardian must complete a conference with the principal/designee and guidance school counselor to discuss the request.

It is the belief of administration and staff at Gardiner Area High School that the majority of students greatly benefit by experiencing the traditional four years of high school. We realize, however, that extenuating circumstances may require that a student complete graduation requirements early. We are open to that concept, providing the following criteria are met:

1. The student petitioning for Early Graduation must be at least a second semester sophomore.
2. The student must be on track to earn a minimum of 14 credits by the end of ~~his/her~~ their sophomore year. Failure to achieve this requirement will result in any existing approval for Early Graduation being revoked.
3. The student must not have a grade lower than “C” in any required course at the time of application.

In addition, the following documents must be submitted to the student’s guidance counselor:

1. A detailed essay addressing the reasons that Early Graduation is being sought, as well as, an outlined plan to meet all graduation requirements.
2. A plan for post-graduation that includes goals and objectives.
3. A letter from a parent/guardian supporting the application.

Following submission of application material, a meeting will be held between student, parent/guardian, guidance school counselor, principal, and advisor to discuss the merits of the application. Should the application be approved, the following requirements will be instituted:

1. All courses required for graduation unless otherwise approved by the principal must be ~~taken at~~ part of the approved courses as noted in the Gardiner Area High School Program of Studies Day School Program, and a minimum “C” average must be maintained in these courses.
2. Quarterly meetings will be held with the student’s ~~guidance~~ school counselor to monitor progress. A student’s plan may be terminated or adjusted at any meeting if criteria are not being met.

The student will be awarded a high school diploma at the conclusion of the school year if all courses have been successfully completed, the student has met ~~any~~ applicable graduation requirements, and if the student and parent/guardian approve at that time.

#### Delayed Awarding of Diplomas

Students who leave school prior to completion of four years of high school, to enroll in an accredited institution of higher learning from which credits are transferred back to the high school, are also eligible to receive a high school diploma after all credits have been earned. Prior to the conclusion of the final school year in which the student is enrolled, the student and parent/guardian will notify the high school principal in writing that they wish the student to complete ~~his/her~~ their high school requirements at an institution of higher learning in which the student has been accepted. The student and parent/guardian will confer with the principal and ~~guidance~~ school counselor to agree on a course of study that will fulfill high school diploma requirements. On successful completion of the course of study, the student will be awarded a high school diploma.

Cross Reference: IKF – Graduation Requirements

Legal Reference: 20-A MRSA §§ 4721~~(5)~~ (2); ~~6202~~  
Ch. 127 § 7.02 (B), (C)

Adopted: June 31, 1971

Revised: January 8, 1976; May 5, 1994; May 3, 2007; November 6, 2008;  
November 4, 2010; April 6, 2017

## Request for Early Graduation

I, \_\_\_\_\_ do hereby request that  
~~she/he~~ my GAHS student, \_\_\_\_\_ be allowed  
to complete ~~his/her~~ graduation requirements by (date) \_\_\_\_\_.

We feel that this is important for the following reason(s):

Completion of the following plan is necessary in order to complete these requirements:

Those students who complete their graduation requirements early will be encouraged to take part in all graduation activities during the spring.

Date of request: \_\_\_\_\_

SIGNATURE

Parent(s)/Guardian(s): \_\_\_\_\_

Student: \_\_\_\_\_

~~Guidance~~ School Counselor: \_\_\_\_\_

Principal: \_\_\_\_\_

Decision:

Adopted: November 4, 2010

Revised: April 6, 2017

## **STUDENT ASSESSMENT/~~LOCAL ASSESSMENT SYSTEM~~**

The Board recognizes that Maine law requires each school administrative unit to use multiple assessment methods to measure student achievement. ~~An~~  
~~“assessment system” is a~~ The multiple methods include a coordinated collection of assessments administered to students that, as a whole, provides information on individual students, the school, and the school administrative unit with respect to student achievement of the content standards of the system of Learning Results.

The purpose of the assessment system is to provide information that will be used to monitor student progress toward proficiency and meet the needs of individual students; inform instruction and curriculum; enable school administrators to make informed determinations regarding the quality and effectiveness of the educational program and the need for professional development; provide the State with student achievement data; inform parents of student progress; and enable to Board to make informed decisions related to allocation of resources.

The Superintendent and Director of Curriculum will be responsible for implementing MSAD 11’s assessment system. The Superintendent shall be responsible for ensuring that the assessment system is in compliance with applicable statutes and Maine Department of Education rules. The Board expects that there will be input from teachers and administrators in the development and refinement of the assessment system.

Legal Reference: 20-A M.R.S.A. §§ ~~4722-A~~; 6201-6202-B, 6209  
 Me. DOE Rule Ch. 127

Cross Reference: ADF – School System Commitment to Learning Results  
 IK – Student Achievement  
 IKE – Promotion and Retention of Students  
 IKF – Graduation Requirements  
IKA – Mastery and Grading Policy PK-12

Adopted: December 7, 2017

## **ALTERNATIVES TO BIOLOGICAL DISSECTION**

The MSAD #11 Board recognizes that divergent opinions exist among parents/guardians and students regarding the appropriateness of using dissection as a means of achieving certain instructional goals in the biological sciences. Therefore, in order to ensure that legitimate objections to dissection are taken into account while at the same time protecting the integrity of the instructional program, the following procedure shall be observed:

- A. In instances where students and/or parents/guardians object to dissection on ethical or moral grounds, a written request from the parents/guardians of the student wishing to be excused from dissection shall be submitted to the teacher in whose class the dissection is to occur. The request shall state the reasons for requesting that the student be excused from dissection.
- B. The teacher, in consultation with the principal, shall review the request. Those reviewing the request may wish to schedule an interview with the parent(s)/guardian(s) and/or student in order to gain information needed to reach a decision.
- C. If the request is approved, an alternative activity closely related and of comparable rigor, will be assigned in lieu of the laboratory dissection. The alternatives may include such activities as computer simulations and research.
- D. If the request is disapproved, the parent(s)/guardian(s) may appeal the decision in accordance with the ~~MSAD #11~~ School Board's policy.
- E. The student will be responsible for and evaluated on the material covered in the alternative activity.
- F. The alternative activity will carry credit equivalent to the dissection activity.
- G. The Superintendent will ensure that sufficient means are put in place to annually inform students and parents/guardians about the availability of alternatives to dissection and the procedure for requesting such alternatives.

Adopted: May 3, 2007

Revised: March 3, 2016

## FEBRUARY 2023

Focus Area: PK-5	Presenter:
<p><b>LER</b></p> <p><u>Noteworthy:</u> We have begun a “Kindness Counts” campaign for the months of February and March. Staff are trying to catch and reinforce students who are showing kindness to their peers and staff. When caught, students are given a coupon from staff that tells what the student did that was kind. Students are recognized over morning announcements; have their pictures taken and put in our “Kindness Celebrities” book in the lobby; and, to make it extra special, have their names put in a pocket on a 100 board in the cafeteria. When we have 10 pockets filled in a column or row, those students will have a special snack time with Mrs. Moody. Students are very excited about this incentive!</p> <p><u>Noteworthy #2:</u> Our custodians have begun doing some interior renovations to our school. The green vinyl wallpaper and terracotta chair rail have been removed, and the walls are being scraped and prepped for new paint in the cafeteria. Our cafeteria staff are sewing new curtains. We’re pretty excited about the transformation that has already happened! Pictures will be posted on our school Facebook page as the work is completed. While it will take time to do the whole interior of LER, we are looking forward to a brighter, fresher school environment!</p>	
<p><b>RV</b></p> <p><u>Noteworthy:</u> Mr. O’Brien, our new PE teacher, took advantage of winter in Maine and took his PE classes out to go snowshoeing and sledding. You could see them snowshoeing around our back field and sliding on our sledding hill. We love winter in Maine!</p> <p><u>Challenge:</u> I know I sound like a broken record, but staffing continues to be our biggest challenge.</p>	
<p><b>HT</b></p> <p><u>Noteworthy:</u> Teams have reviewed winter testing data. As a school we increased from 11% in the fall to 38% of our students performing at or above grade level in math. 71% of our students made growth in NWEA Reading from fall to winter. Absences did not increase for 31 of our 68 chronically absent students. Grade 5 had the lowest absenteeism rate in January, reducing from 20% in the fall to 13%.</p> <p><u>Challenge:</u> Staff absenteeism due to illness was high before the vacation week, and many positions were unfilled by substitutes over the two weeks prior to break.</p>	
<p><b>PRCS</b></p> <p><u>Noteworthy:</u> The enthusiasm for new books was contagious at our recent Book Fair. Due to the pandemic we even had some first time shoppers. It was also wonderful to be able to support access for all students thanks to the support of the PTG and the donors who “rounded up” when they shopped.</p> <p><u>Challenge:</u> It remains a challenge to have enough support for the students who require extra social and emotional teaching and learning.</p>	
Focus Area: 6+	Presenter:
<p><b>GRMS</b></p> <p><u>Noteworthy:</u> Read across America month is coming up next month and preparations around the building are underway. Reading challenges, posters of teachers recommending great books, book</p>	



clubs, and so many great activities that students are already getting excited about. Students are also currently participating in an empathy project called Walk a Mile in My Shoes. Students pick a shoe template and design it to suit their personality and place something on it about a challenge that they have been through. These are anonymous and are hung on the walls in the cafeteria as they are completed so others can see them, read them, and empathize with the various things their peers have gone through or are going through. This year we streamlined our discipline referral process and aligned it to MTSS tiers. Recent analysis of our data shows a dramatic decline in referrals to the office this year compared to last.

Challenge: We are seeing an uptick in social media conflict between students where the content of the messages is full of incredibly inappropriate language and comments made between students. Students are also individually posting pictures and videos of themselves that involve vaping, smoking marijuana, and sexual connotations out on social media. Other students are reporting this information of pictures and videos to teachers and administration as they are concerned about peers.

### **GAHS**

Noteworthy: We had our winter spirit week from 2/6 - 2/10 led by our student council. The week included daily spirit participation days, a school-wide rally on Friday, and the SnowBall dance Saturday night.

Our NHS chapter organized a carnation day on Valentine's Day.

Our theater group performed the winter musical, "The Addams Family" on February 2-4.

Challenge:

### **Adult Education**

Noteworthy: It was a bumpy start to the year with unexpected staff changes in the office. Despite that, enrollment in our enrichment courses has improved over this time last year and we continue to see one to two new intakes each week for high school completion. A new instructor, Mike Emery, is on board to help us part-time with math through the end of this year; he has many years experience in adult education and we are fortunate he is available to us.

Challenge: We have a number of younger adult students coming into our HiSET program, with a wide range of preparedness. This creates greater need for differentiating instruction and increases need for different career advising efforts.

### **Athletics**

Noteworthy: We had a very successful winter sports season, and it's not done yet. As I write this, our girls varsity basketball team completed an undefeated regular season and is entering the tournament as the number 1 seed. We've had wrestlers, swimmers, cheerleaders, and skiers all compete in their respective State Championships. Boys ice hockey is still competing in their regular season and hoping to earn a spot in post-season play. Our middle school basketball teams were very successful at the 8th grade level with both boys and girls teams going undefeated on the season.

Challenge: Finding suitable competition for our 8th grade boys and girls basketball teams.

Focus Area: System Directors

Presenter:

### **Technology**

Noteworthy: *Voice Paging Adapters - Bell Schedulers* will be installed in each school building during the school vacation week. Paging issues will be resolved, and users in buildings will be able to program the

bells using a web browser moving forward.

Challenge: N/A

**Special Services**

Noteworthy: This year, K-8 Special Educators were offered the opportunity to review and select a math intervention curriculum to be utilized in the elementary and middle schools. Four intervention programs were selected to trial and last month the special educators who participated in this process prioritized the options. The recommendation was brought to the curriculum committee.

Challenge: Staff attendance in some of our special programs continues to be a challenge.

**Curriculum**

Noteworthy: A sizable team from the high school will be working with building and district leadership, in partnership with Nate Levenson's group New Solutions, to learn more about student-centered secondary scheduling practices. It's a great opportunity to analyze and appreciate what is working and to consider opportunities for refinement in a collaborative manner.

**Food Service**

Noteworthy: My HS staff has once again stepped up and are able to keep the nutrition program going while being short staffed. The manager is very organized and makes sure that everyone is fed without having to make any changes in the program, even though it is a lot more work.

Challenge: I am still short staffed at the HS. I have a long term sub position available and am having a hard time filling it. Most people who apply do not have their CHRC and either are not applying for it or do not want to pay the money to get it.

# MSAD 11 2023 – 2024 SCHOOL CALENDAR **DRAFT**

2023

2024

JULY - 0						
S	M	T	W	T	F	S
						1
2	3	H	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST - 2						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	NS	25	26
27	W	W	F1	F2		

SEPTEMBER - 20						
S	M	T	W	T	F	S
						1
3	H	F3	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER - 20						
S	M	T	W	T	F	S
1	2	3	4	ER	W	7
8	H	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	ER	27	28
29	30	31				

NOVEMBER - 18						
S	M	T	W	T	F	S
						1
5	6	7	8	ER	H	11
12	13	14	15	16	TE	18
19	20	21	V	H	V	25
26	27	28	29	30		

DECEMBER - 15						
S	M	T	W	T	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	V	23
24	H	V	V	V	V	30
31						

JANUARY - 21						
S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	H	16	17	18	QE	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY - 16						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	ER	17
18	H	V	V	V	V	24
25	26	27	28	29		

MARCH - 20						
S	M	T	W	T	F	S
						1
3	4	5	6	7	TE	9
10	11	12	13	ER	W	16
17	18	19	20	21	22	23
24	25	26	27	ER	QE	30
31						

APRIL - 16						
S	M	T	W	T	F	S
						1
7	8	9	10	11	W/C	13
14	H	V	V	V	V	20
21	22	23	24	25	26	27
28	29	30				

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

JUNE - 5						
S	M	T	W	T	F	S
						1
2	3	4	5	6	LD	G
9	W	11	12	13	14	15
16	17	18	H	20	21	22
23	24	25	26	27	28	29
30						

**175 Student Days    6 Workshop Days    181 Teacher**

## H – School Holidays

July 4	Independence Day
September 4	Labor Day
October 9	Indigenous Peoples' Day
November 11 (Observed Nov. 10 <sup>th</sup> )	Veterans Day
November 23	Thanksgiving Day
December 25	Christmas Day
January 1	New Year's Day
January 15	Martin Luther King Day
February 19	Presidents' Day
April 15	Patriots' Day
May 27	Memorial Day
June 19	Juneteenth
*American Education Week is November 14 – 18	
**Religious/Cultural Holidays listed on back of this calendar	

First Student Day F1	Grades K-6 & Grade 9	August 30
First Student Day F2	Grades 7-8 & 10-12	August 31
First Student Day F3	Pre-K	September 5

## NS – New Staff Orientation:

August 24

## W – Workshop Days:

August 28	March 15
August 29	April 12 (Teacher Comp Day)
October 6	June 10

## ER – Early Release Days

October 5	February 16
October 26 (P/T Conf)	March 14
November 9	March 28 (P/T Conf)
	May 16

## V – Vacation Days

November 22	December 26 - 29
November 24	February 20 - 23
December 22	April 16 - 19

## LD – Last Day:

June 7 without Emergency Days

## Graduation:

June 8

## Grades 6 – 12:

### QE – Quarter Ends

1 <sup>st</sup> Quarter Ends (45)	November 3
2 <sup>nd</sup> Quarter Ends (43)	January 19
3 <sup>rd</sup> Quarter Ends (44)	March 31
4 <sup>th</sup> Quarter Ends (43)	June 9

### SE – Semester Ends

January 20

### PK – 5 Schools:

### TE – Trimester Ends:

1 <sup>st</sup> Trimester (54)	November 17
2 <sup>nd</sup> Trimester (64)	March 8
3 <sup>rd</sup> Trimester (57)	June 7

## **MAJOR RELIGIOUS AND CULTURAL HOLIDAYS**

July 29	10 <sup>th</sup> of Muharram+
September 6-7	Janmashtami
September 15-17	Rosh Hashanah*
September 24-25	Yom Kippur*
November 12	Diwali+
December 25	Christmas
January 7-8	Eastern Orthodox Christmas
January 22	Chinese New Year
February 14	Ash Wednesday
March 25	Holi
March 11 – April 9	Ramadan*+
March 29	Good Friday
March 31	Easter
April 9-10	Eid al Fitr
April 22-30	Passover*
May 5	Eastern Orthodox Easter
May 15	Buddha Day+

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

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

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

**MSAD #11 ENROLLMENT - February 28,2023**

<b>LER</b>				<b>RVCS</b>			
<b>Principal - Karen Moody</b>				<b>Principal - Victoria DuGuay</b>			
PK	Duquette, A.	AM	15	3	McLaughlin, R.	18	
PK	Duquette, A.	PM	12	3	Robinson, R	19	
PK	Ellis, A.	AM	15	3	Savoy, C	19	
PK	Ellis, A.	PM	12	3	Storey, M.	17	
K	Chadbourne, L.		15	4	Patrick, K.	16	
K	Gagnon, S		17	4	Lorbeski, K.	19	
K	Luiz, S.		16	4	Estabrook, K	17	
K	Nelson, E.		15	5	Crane, S.	18	
1	Bishop, K.		16	5	Duca, R.	17	
1	Clary, L.		16	5	O'Brien, K.	18	
1	Lancaster, J.		16				
1	Whitman, A.		15				
2	Grant, T.		16				
2	Hersom, E		16	<b>Total Students</b>		<b>178</b>	
2	Keyser, F.		15				
2	Lowell, T.		14				
<b>Total Students</b>			<b>241</b>	<b>PITT-RAND</b>			
				K	Ciampa, L.	12	
				K	Hilton, G.	12	
				K	Somes, B.	11	
				1	Carter, K.	15	
				1	Woodcock, K.	16	
<b>HTS</b>				2	Damon, K.	15	
PK	Moore, J.	AM	14	2	Rowe, H.	15	
PK	Moore, J.	PM	12	3	Casey, L.	16	
K	Belmore, A.		15	3	Dedeo, D.	16	
K	Luken, E.		15	4	Tarrio, M.	17	
1	Bannister, B.		19	4	Webb, S.	17	
1	Brann, N		18	5	Adams, P.	14	
2	Beaulieu, A.		15	5	King, S.	15	
2	Lucas, S.		16				
3	Marx, S.		21				
3	Snow, C.		20				
4	Johnston, T.		18	<b>Total Students</b>		<b>191</b>	
4	Pare, L.		17				
5	Hanley, S.		19				
5	Lazaro, A.		20				
Steps	Craig, A.		7				
STARS	Thomas, P.		2				
<b>Total Students</b>			<b>248</b>				

<b>GRMS</b>	<b>Principal - Sara Sims</b>				<b>GAHS</b>	<b>Principal - Chad Kempton</b>		
6th Grade			161		9th Grade			160
7th Grade			153		10th Grade			140
8th Grade			141		11th Grade			158
					12th Grade			161
<b>Total Students</b>			<b>455</b>		<b>Total Students</b>			<b>619</b>
<b>GRANDE TOTAL February 28, 2023</b>								
Steps		7						
STARS		2						
PK		80						
K	Grade	128						
1st	Grade	131						
2nd	Grade	122						
3rd	Grade	146						
4th	Grade	121						
5th	Grade	121						
6th	Grade	161						
7th	Grade	153						
8th	Grade	141						
9th	Grade	160						
10th	Grade	140						
11th	Grade	158						
12th	Grade	161						
<b>TOTAL ENROLLMENT</b>		<b>1,932</b>						
<b>February 28, 2023</b>								
<b>Home School Students who access District Programs = 7</b>								
	<b>28-Feb</b>	<b>31-Jan</b>	<b>Change</b>		<b>28-Feb</b>	<b>28-Feb</b>	<b>Change</b>	
	<b>2023</b>	<b>2023</b>			<b>2023</b>	<b>2022</b>		
Laura E. Richards School	241	240	1		241	258	-17	
River View Community School	178	178	0		178	170	8	
Helen Thompson School	248	249	-1		248	263	-15	
Pittston-Randolph Consolidated School	191	191	0		191	206	-15	
Gardiner Regional Middle School	455	457	-2		455	447	8	
Gardiner Area High School	619	619	0		619	616	3	
<b>Totals</b>	<b>1932</b>	<b>1934</b>	<b>-2</b>		<b>1932</b>	<b>1960</b>	<b>-28</b>	