Gardiner - Randolph - Pittston - West Gardiner

Maine School Administrative District No. 11

150 Highland Avenue
Gardiner, ME 04345

Patricia Hopkins
Superintendent of Schools

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Howard Tuttle
Director of Curriculum & Instruction

MERLE E. PEACOCK, JR. BOARD ROOM
REGULAR MEETING
June 6, 2013
7:00 pm
AGENDA

I. Introduction
- A. Board Members
- B. Administrative Staff
- C. The Pledge of Allegiance
- D. Student Council President
- E. Public Comments for Items Not on the Agenda

II. Review and Approval of Agenda/Minutes
- A. Prioritization of items and alternation of the established agenda format sequence as needed
- B. Approval of Agenda
- C. Approval on minutes of previous meeting: Regular School Board Meeting – May 2, 2013, Special Board Meeting – May 21, 2013

III. Recognition and Celebrations
- A. Retiring Staff and Student Recognition – June 11, 2013 @ 6:00 pm at GAHS Gymnasium
- B. Graduation – June 8, 2013 @ 6:30 pm at Augusta Civic Center

IV. Correspondence
- A. Letter of retirement from Alma Ranslow, Teacher, T. C. Hamlin School effective the end of the school year
- B. Letter of retirement from Peggy Devins, Ed. Tech I, T. C. Hamlin School effective the end of the school year
- C. Letter of retirement from Donna Walls, Ed Tech III – Title 1 Math, River View School effective the end of the school year
- D. Letter of retirement from Walter Beckwith, Bus Driver effective the end of the school year
- E. Letter of resignation from Ingrid Flemming, Special Ed. Tech III, T. C. Hamlin School effective the end of the school year
- F. Letter of resignation from Kathy Fenner, Bus Driver, effective May 10, 2013
- G. Letter of resignation from Jessica Frazee, Teacher, Helen Thompson School effective the end of the school year
- H. Letter of resignation from Kerry Kendall, Special Ed Tech II, effective May 7, 2013

V. Committee Reports – Vote
- A. Curriculum Committee – May 14, 2013

B. Dropout Committee – May 6, 2013
C. Educational Plan Committee – May 17, 2013
D. Finance Committee – May 21, 2013
E. Negotiations Committee - None
F. Policy Committee – May 2, 2013

1st Reading

- JFD Pre-Kindergarten Enrollment
- JKAA Use of Physical Restraint and Seclusion
- JKAA-R Procedures on Physical and Seclusion

The following policies were recommended to be rescinded:

- AEC Accomplishment Reporting to the Public
- BBBA Board Member Qualifications
- BBBE Unexpired Term Fulfillment/Vacancies
- BDG School Attorney/Legal Services

2nd Reading

- None

Job Descriptions

- None

G. Relations by Objective Committee - None

VI. General Information

VII. Nominations

Continuing Contracts
Sherry Boochko – School Nurse

Administrator Contracts

Name	Position	Term
Diann Bailey	Dir. of Adult Education	2 years
Chad Kempton	Principal	2 years
Juan LaValle-Rivera	Asst. Special Education Dir.	2 years
Teresa McGuire	Dir. of Technology	2 years
Jacqueline Pare	Asst. Principal	2 years
Shelly Simpson	Principal	2 years
Jeffrey Turnbull	Asst. Principal/Athletic Dir.	1 year
Michael Flynn	Dir. of Student Nutrition	2 years
Margaret Long	Dir. of Special Services	2 years
	Asst. Superintendent (5% Base Salary)	1 year

Name	Position	Term
Jon Stonier	Dir. of Operations	2 years
Andrea Vintinner Disch	Business Manager	2 years

Stipend
Susan Shepherd – Teaching Principal - $5000 - 1 year

Teacher
Kim Backus, Math Teacher, GAHS, $54,707.57

VIII. Old Business
- A. MLTI Initiative
- B. TIF Grant Update

IX. New Business
- A. Computation and Declaration of the Budget Votes
- B. Approval of a Student Representative

X. Reports

Board Chair
- Maine School Board Association Retreat
- School Board Retreat – August 22nd / 4 - 8 pm
- School Board Committee Assignments

Superintendent
- Leadership Maine: Education Leaders Experience
- Community Conversations Regarding Facilities and Possible Reconfiguration
- Homeless Liaison 2012 – 2013 Report

XI. Executive Session
- A. Discuss a personnel matter - 1 MRSA § 405(6)(A)
- B. Discuss negotiations with the Gardiner Administrators' Association - 1 MRSA § 405(6)(D)
- C. Discuss the Superintendent's Evaluation – 1 MRSA § 405(6)(A)

XII. Adjournment

Maine School Administrative District 11

REGULAR MEETING
Merle E. Peacock, Jr. Board Room
Thursday, May 2, 2013
7:00 p.m.

PRESENT: Rebecca Fles, Chair, Eric Jermyn, Vice – Chair, Candace Avery, Marc Cone, Debra Couture, Andrew Grover, Deborah Holmes, Penny Poolman, Diane Potter, Nicole Sacre, Tyler Trott, Tony Veit, Patricia Hopkins, Superintendent, Andrea Disch, Business Manager

ABSENT:

STUDENT MEMBERS: Nathan MacDonald, Anastasia Zajchowski

Mrs. Fles called the meeting to order at 7:01 p.m. and declared a quorum present.

GAHS Student Council President, Mariah Damon, stated the Council continues preparation for its annual Spring Fling. The Council is winding down its annual activities as they prepare to elect new leadership and award their annual scholarships to deserving seniors.

VOTED: 12 – 0
2 – 0 Student Members

Motion by Mr. Veit, seconded by Mr. Trott, to approve the agenda, as amended.

Motion carried.

VOTED: 12 – 0
2 – 0 Student Members

Motion by Mr. Trott, seconded by Mrs. Couture, to approve the minutes of the April 4, 2013 Regular Board Meeting and the April 11th and April 24th Special Board Meetings.

Motion carried.

RECOGNITION AND CELEBRATIONS

- 7th Grade GRMS Student, Charles Caldwell, Kennebec County Spelling Bee Champion
- 8th Grade GRMS Student, Hunter Russell, GRMS Geography Bee Champion

Both GRMS students shared with the Board their experiences competing in State Bees.

CORRESPONDENCE

- Letter of Retirement from Susan Lavallee, Ed Tech II Librarian, Teresa C. Hamlin School
- Letter of Resignation from Karen Murphy, Grade 2 Teacher, Laura E. Richards School

COMMITTEE REPORTS

A. Curriculum Committee – At its April 9th meeting, the Committee discussed the 21st Century Library and the challenges of sharing the District's only librarian between Gardiner Area High School and Gardiner Regional Middle School. The Committee also discussed curriculum and technology donations to the District and how the donations may, at times, conflict with district priorities or create inequities.

B. Dropout Committee – *No Report*

C. Educational Plan Committee –The Educational Plan Committee will next meet on Friday, May 17th.

D. Finance Committee – On April 2nd the Committee was presented the System 2000 Boiler System. At the conclusion of the presentation, the Finance Committee directed the Director of Operations to investigate the potential of converting River View Community School to the System 2000 Boiler.

At its April 11th meeting, Jon Stonier, Director of Operations informed the Committee that after touring the District with the System 2000 engineer, he was informed the System 2000 Boilers would not be a good fit for the District's larger schools. However, Laura E. Richards School and River View Community School would be a good fit for the boilers and that a comprehensive study of each facility, by the engineer, would be $2,500 per facility.

Because of the conflicting and mass amount of information provided to the Committee regarding alternative heating sources, the Committee agreed to form a sub-committee consisting of Eric Jermyn, Marc Cone, Deb Holmes, Jon Stonier, and Andrea Disch to further investigate alternative heating sources.

Additionally, at its April 11th meeting, administration provided the Committee with an additional $59,000 in savings as requested. Among cuts identified: half time reductions of both a GAHS Art and GAHS Career Prep Teacher as a result of both a decrease in student enrollment and lack of student signups for those programs. Also among the cuts, Freshmen Football, GAHS Cross Country, various extra-curricular and co-curricular supplies, as well as a reduction of $10,000 from the Technology Budget.

The Committee was informed the District had also received a corrected ED279 from the Department of Education which restored approximately $30,000 of the lost subsidy. With the identified savings and correction in subsidy, the Budget is approximately $77,951, or .36% above the current year budget (FY 2013). However, as a result of the proposed increase in mill rate by the Department of Education, the proposed increase to taxpayers is approximately $278,934, an overall increase to municipalities of 4.88%. At the end of its discussion, the Finance Committee voted 4-2 to recommend to the Board the approval of the General Budget.

The Committee reviewed the proposed FY 2014 School Nutrition Budget and Revenue as provided.

Due to the increase in health insurance and the cost of providing healthier foods, the School Nutrition Budget is $23,718, or 2.18% above the current year budget. In addition, as a result of the decline in daily lunch sales, the School Nutrition Program will require an additional $43,436 in revenue from the District's General Budget.

The Committee reviewed the proposed FY 2014 Adult Education Budget. The proposed FY 2014 Budget is $2,559, or .87% less than the current year budget. As part of the cuts to the general education budget, the Adult Program is receiving $4,500 less in revenue from the District's General Budget. The Adult Education Program requested an increase in the assessment to local communities of approximately $2,000. The Committee voted unanimously to recommend to the Board the approval of the Adult Education Budget.

E. Negotiations Committee – *To be discussed in Executive Session*

F. Policy Committee – The Policy Committee did not meet in April. The following policies are before the School Board for 2nd reading:

VOTED: 12 – 0 2 – 0 Student Members

Motion by Mrs. Couture, seconded by Mr. Veit, to approve the following recommended policies for 2nd reading:

JK	Student Discipline
JKD	Suspension of Students

Motion carried.

VOTED: 11 – 1 2 – 0 Student Members

Motion by Mrs. Couture, seconded by Mr. Veit, to approve policy JICA, Student Dress Code, for 2nd reading, as amended. *(Mr. Trott voted in opposition)*

Motion carried.

G. Relations by Objective Committee – Superintendent Hopkins stated the Committee has accomplished their goal of the review of the demands on teachers' time as identified by the Association.

GENERAL INFORMATION

The following was approved by the Superintendent and provided to the Board as General Information:

- Approved Helen Thompson School 5th Grade Field Trip to Boston
- Ben Philbrook, GAHS JV Softball Coach

NOMINATIONS

VOTED: 12 – 0

Motion by Mr. Trott, seconded by Mr. Jermyn, to approve the following Teacher Contracts, as recommended by the Superintendent:

2 – 0 Student Members

2nd Year Probationary Contracts

Jennifer Boudreau, Teacher / Special Education
Andrea Creamer, Teacher /World Language
Andrew Dean, Teacher /Social Studies
Angela Gaudreau, Teacher /General Elementary
Robert Munzing, Teacher /Video Production
Jeremy Porter, Part – Time Teacher /Career Prep
Deborah Tong, Ed Specialist /Librarian

VOTED: 12 – 0
2 – 0 Student Members

Motion by Mr. Trott, seconded by Mr. Jermyn, to approve the following Teacher Contracts, as recommended by the Superintendent:

Continuing Contracts

Keenan Blindow, Teacher /Physical Education
Meghann Gipson, Part –Time Teacher /Art
Kristin Klaiber, Teacher /General Elementary
Karl Matulis, Teacher /Science
Dena McQuarrie, Teacher /Special Education
Debra Owen, Teacher /General Elementary
Hillary Wing, Teacher /Health

OLD BUSINESS

A. TEACHERS INCENTIVE FUND (TIF) 4 GRANT UPDATE

Superintendent Hopkins informed the Board the work is difficult but they are continuing to move forward. The Committee has received a general outline of what needs to be included in the teacher evaluation process and they will soon receive the same for leadership. This will lead to the development evaluation tool and comprehensive document. Students throughout the District are being solicited to provide electronic feedback to their teachers. In turn, teachers and administrators have been provided surveys to provide feedback to administrators and leadership.

The Committee is in the process of identifying teachers who will agree to serve as TPEG Leaders. TPEG Leaders will be provided training to serve as experts on the standards of the teacher evaluation tool. Once trained, the TPEG Leaders will work with cohorts of teachers to provide a better understanding of the standards they are being evaluated on. Teachers will also be given the opportunity to engage in Take One! to begin their journey towards becoming a National Board Certified Teacher. Superintendent Hopkins stated information and guidance received is slow and often contradictory thus creating

frustration. Superintendent Hopkins stated because of the monetary cost, the District may not be able to sustain the work.

B. MLTI UPDATE

Superintendent Hopkins informed the Board the State announced Hewlett Packard (HP) as its preferred contractor in the Maine Learning Technology Initiative's bid. Terry McGuire, Director of Technology, stated the HP machines are in an entirely different direction than the Apple Computers currently being used by the District. Because so many questions have yet to be answered by the State and because Administration is unfamiliar with the other devices in the classroom, Ms. McGuire stated additional time is needed before a decision can be made.

NEW BUSINESS

VOTED:
11 – 1
2 – 0 Student Members

Motion by Mr. Trott, seconded by Mr. Jermyn, to eliminate the following positions effective the 2013/2014 school year:

- Two Elementary Teaching Positions (K – 5)
- Instructional Coach (K – 12)
- English Teacher (9 -12)
- Part – Time Art Teacher (9 – 12)
- Part – Time Career Prep Teacher (9 – 12)
- T.C. Hamlin Building Administrator (Principal)
- Ed Tech II /Librarian (K – 5)
- Part Time Custodian (9 – 12)
- Substitute Caller
- Carpenter /Maintenance Position

(Mrs. Sacre voted in opposition)

Motion carried.

REPORTS – EDUCATIONAL /ADMINISTRATIVE

BOARD CHAIR REPORT

The Board Chair updated the Board on the following:

- Committee Assignments
- Boardsmanship Revisited

SUPERINTENDENT REPORT

The Superintendent updated the Board on the following:

- The End of Year Celebration is tentatively scheduled for Tuesday, June 11th in the Gymnasium of Gardiner Area High School.
- The Superintendent and Student Representatives to begin the process of electing a new Student Board Representative to replace Student Representative, Anastasia Zajchowski, who will be graduating. May 8 @ 9 am is the meeting with the Sophomore Class to inform them of this opportunity.
- The Superintendent shared with the School Board the letter grades assigned to the MSAD 11 schools resulting from the new Maine School Performance Grading System. A letter will be sent to parents explaining its meaning.
- Possible School Reconfiguration – meetings will be scheduled soon to inform parents/community members of the possible options and to collect their input in advance of creating an official plan. School Board members are encouraged to attend these meetings when possible.

VOTED: 12 – 0 Motion by Mr. Trott, seconded by Ms. Avery, to go into Executive Session at 8:45 p.m. to discuss negotiations with the Gardiner Teachers' Association, pursuant to 1 M.R.S.A. § 405(6)(D). The Board reconvened at 9:25 p.m.

Motion carried.

VOTED: 12 – 0 Motion by Mr. Trott, seconded by Mr. Veit, to go into Executive Session at 9:25 p.m. to discuss a personnel matter, pursuant to 1 M.R.S.A. § 405(6)(A). The Board reconvened at 9:30 p.m.

Motion carried.

VOTED: 12 – 0 Motion by Mr. Trott, seconded by Mr. Veit, to go into Executive Session at 9:30 p.m. to discuss the Superintendent's Annual Evaluation, pursuant to 1 M.R.S.A. § 405(6)(A). The Board reconvened at 9:58 p.m.

Motion carried.

The Meeting adjourned at 9:58 p.m.

Attest a true record,

Patricia Hopkins, Secretary

Maine School Administrative District 11

SPECIAL MEETING
Merle E. Peacock, Jr. Board Room
Tuesday, May 21, 2013
5:30 p.m.

PRESENT: Rebecca Fles, Chair, Eric Jermyn, Vice Chair, Candace Avery, Marc Cone, Debra Couture (5:35 pm), Andrew Grover, Deborah Holmes, Penny Poolman, Diane Potter (5:34), Tyler Trott, Tony Veit
Patricia Hopkins, Superintendent

ABSENT: Nicole Sacre

STUDENT MEMBERS: None

Mrs. Fles called the meeting to order at 5:30 p.m. and declared a quorum present.

VOTED: 11 – 0 Motion by Ms. Avery, seconded by Mr. Veit, to go into Executive Session at 5:30 p.m. to discuss the Superintendent's Evaluation - 1 MRSA § 405(6)(A). The Board reconvened at 7:14 p.m.

Motion carried.

The meeting adjourned at 7:14 p.m.

Attest a true record,

Patricia Hopkins, Secretary

Maine School Administrative District 11
CURRICULUM COMMITTEE MEETING
Merle E. Peacock, Jr. Board Room
Tuesday, May 14, 2013
7:00 a.m.

PRESENT: Mr. Grover, Mrs. Potter, Mr. Tuttle, Ms. Avery
ABSENT: Mr. Veit, Mrs. Holmes

Diane Potter called the meeting to order at 7:05am.

NO CHILD LEFT BEHIND FEDERAL GRANT UPDATE

Mr. Tuttle described changes to the federal grant application for the school year 2013-2014.

- Funding will decrease by approximately 5-10% due to sequestration at the federal level. This could possibly mean the reduction of a .5 Title I Ed tech.
- Title IIA will no longer fund our instructional coach. Title IIA will fund one class size reduction teacher and professional development activities related to TIF for non-TIF schools.

MLTI DISCUSSION

Mr. Tuttle presented information from Terry Mcguire, Technology Director, about the ongoing research of what MLTI device to choose for MSAD 11. The state is offering a choice of a Windows HP tablet, an Apple iPad, or an Apple Macbook Air. Terry Mcguire will present information to the school board at the next school board meeting and make a recommendation about which device to choose.

UNIVERSITY OF MAINE AT AUGUSTA ALGEBRA COURSE

Mr. Tuttle discussed a proposal to offer college credit for MSAD 11's Advanced Math class, which is typically taken by seniors. Our Advanced Math Class already has a syllabus that closely matches a course offered at University of Maine at Augusta. Students could receive college credit through UMA if they wished after taking this course. There is a $50 fee to receive college credit. The committee members asked several questions about this proposal. Mr. Tuttle will return next meeting with more information in order to answer these questions.

End Time: 8:15am

Respectfully Submitted,

Howard Tuttle

Howard Tuttle, Director of Curriculum

Maine School Administrative District 11
Drop Out Prevention Committee
Meeting Minutes
May 6, 2013
3:00 pm
Gardiner High School

Members Present:

Diann Bailey, Adult Education Director, Chair
Phyllis Worthley, GAHS Guidance, Secretary
Jackie Pare, GAHS Assistant Principal
Peter Griffin, Parent
Diane Potter, School Board Member
Joe Klofas, GAHS English Teacher
Gary Verhille, GAHS Alternative Education Teacher
Patsy Adams, Pittston Consolidated School Teacher
Brenda Lawrence, GRMS Educational Technician

Members Absent:

Todd Sanders, GRMS Principal
Matt Burgess, Jobs for Maine Graduates Teacher
Dena McQuarrie, GAHS Special Education Teacher
Marcus Neidner, School Resource Officer

Diann Bailey and Phyllis Worthley reported on The Key to Drop Out Prevention conference that they attended on February 28th. The presentation focused on a packaged freshman transition program for all grade 9 students published by Academic Innovations. It promotes drop out prevention, college aspirations and self-sufficiency. The program can be either a single semester or a full year and culminates with every student having a ten-year plan. The plan is updated throughout high school through built in academic advising. The cost of the program is based on a per student fee. As an example, 30 licenses would cost approximately $2600.00. It would appear that budget limitations would prevent us from purchasing this program. However, we did come away with sample materials which staff may be able to utilize.

The committee felt that giving all freshmen the opportunity to participate in a transition program is proactive and has merit. Up until now we have not been talking about all students but have instead focused on identifying students that might drop out. Maybe we should think more globally in our prevention planning. One of the things we should keep talking about is the phrase: "If you don't know where you are going you won't know when you get there."

Phyllis reported that there will be some MELMAC monies ear marked for apprenticeship programs. We have been trying to get Bath Iron Works as an apprentice site but the high school program is not available any longer. It was noted that a MELMAC grant has also been awarded to the Middle School.

We discussed the grade 8 summer transition program that will be offered this summer. Jackie did a good job of giving an overview of the program. Students that come through this program are tracked for their four years to assure that remediation needs are met. Jackie indicated that they tend to persist and graduate. The 5th grade transition program was also mentioned, as was the three-day sophomore awareness program. We understand why a three day program is no longer feasible but wonder if we could go to a one day educational program.

The question of attendance being an issue at the elementary level was brought up. Patsy and Brenda indicated that there are some attendance issues at their levels and added that DHHS is not helpful in

resolving some attendance issues although they could be. Family vacations add to the difficulty at the elementary and middle school levels. Phyllis stated that the truancy law does not help us greatly. Jackie reported that students sometimes call school to ask for a ride.

Joe asked if we have a forum for talking to parents. Certainly the 8th grade move-up and orientation meetings provide an opportunity for staff to make parents aware of expectations. Joe asked if we could mandate a parent education meeting for students who are truant. We spend a huge amount of time on the expectations for students but we really need to work with the parents on their expectations.

The graduation rate has gradually improved over time. Jackie will share Chad's recent presentation to the School Board with the Drop Out Prevention Committee so we can take a closer look at the data.

Diann will work with technology staff to post relevant drop out prevention materials to the district website. It was suggested that we post our student surveys on the site. We will look at the DOE website to see if they have any parent information that we could link to our website.

We are curious to review our senior list to see if any of the students that we have had interventions with are now going to be successful. It seems as if many students find out that being successful is not as difficult as they think. If our students perceive that they can succeed, they usually do. It is great to hear them say: "I really can do this." The question we might have is "why do our students surrender so quickly?"

Patsy discussed the book that her staff has been reading, "Closing the Global Achievement Gap" and posed the question of how student centered learning will help with drop out prevention. Discussion followed and it was noted that student centered learning is a key component of the district's educational plan. It was also noted professional development is important in moving this concept forward.

We will gather again in late September.

Meeting adjourned 4:30 pm

Sincerely,

Phyllis Worthley
Secretary

MSAD 11

FINANCE COMMITTEE
Merle E. Peacock, Jr. Boardroom
Tuesday, May 21, 2013
7:00 p.m.

Committee Members: Eric Jermyn, Chair, Marc Cone, Debra Couture, Deborah Holmes, Penny Poolman, Tyler Trott, Patricia Hopkins, Superintendent, and Andrea Disch, Business Manager

Mr. Jermyn called the meeting to order at 7:15 p.m. and declared a quorum present.

A. FY 2014 Budget Meeting

The Finance Committee discussed preparations for the May 28th MSAD 11 District Budget Meeting.

B. Fuel Bid

The Business Manager requested guidance from the Committee regarding Fuel Bids for the 2013-2014 Fiscal Year. After discussing whether the District would be prepared to migrate to an alternative heating source in FY 2014, the Committee agreed fuel bids should be sought, as usual, for 2013-2014.

C. MaineCare Reimbursement

The Notice of Violation from the State regarding MaineCare reimbursement was shared with the Finance Committee. The Committee discussed the violation and the law regarding MaineCare reimbursement as it currently stands. Superintendent Hopkins and the Business Manager voiced recommendation to no longer seek MaineCare reimbursement as the District cannot comply with Section 65 of the reimbursement requirement as currently written.

VOTED: 6 – 0

Motion by Mr. Jermyn, seconded by Mr. Cone, to direct the Business Manager to cease billing the State for the reimbursement of MaineCare expenses until such time the District is able to comply with the State reimbursement requirement.

Motion carried.

D. Affordable Care Act

The Business Manager requested tabling the discussion until additional guidance has been provided by counsel as they have since scheduled a webinar on the subject.

The Meeting adjourned at 8:00 p.m.

Attest a true record,

Patricia Hopkins, Secretary

MSAD #11
POLICY COMMITTEE MEETING
MERLE E. PEACOCK JR. BOARD ROOM
May 2, 2013
6:00 pm

MINUTES

Present: Deb Couture, Chair, Becky Fles, Andrew Grover (6:30), Penny Poolman, Nicole Sacre (6:10), Tony Veit

Others: Pat Hopkins, Superintendent

1. Mrs. Couture called the meeting to order at 6:03 p.m.

2. Discussion/Vote

Mrs. Couture recommended language be added to policy JICA – Student Dress Code, which is on the School Board agenda for a 2nd reading, to provide flexibility for administrators should extenuating circumstances warrant it. The Committee agreed to add the following language:

School administrators may adapt this policy to fit extenuating circumstances.

The following policies were reviewed and recommended to the School Board for a 1st reading:

JFD	Pre-Kindergarten Enrollment
JKAA	Use of Physical Restraint and Seclusion
JKAA-R	Procedures on Physical Restraint and Seclusion

The following policies were reviewed and recommended to the School Board to be rescinded:

AEC	Accomplishment Reporting to the Public
BBBA	Board Member Qualifications
BBBE	Unexpired Term Fulfillment/Vacancies
BDG	School Attorney/Legal Services

The meeting was adjourned at 6:50 p.m.

Respectfully Submitted,

Patricia Hopkins
Superintendent of Schools

File: JFD

PRE-KINDERGARTEN ENROLLMENT

The MSAD #11 School Board's Pre-Kindergarten Program is designed to provide a free high-quality educational experience to enhance school readiness for eligible four-year-olds and to prepare students for kindergarten with a developmentally appropriate curriculum that incorporates both social and academic needs.

MSAD #11 Eligible Students:

1. A resident of MSAD #11.
2. Must turn four on or before October 15th of the current school year. (Exception: students whose birth date falls between September 1 and October 15 have the option of attending the program in the current school year or in the following school year. Students may repeat the program if parents and teacher agree the child is not developmentally ready for kindergarten.)

Other Eligible Students:

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

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

*Note: This policy does not supersede public school district's legal authority to grant or deny a family's request to attend MSAD #11's pre-kindergarten program through a Superintendent's Agreement.

Class Sizes

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

Transportation

MSAD #11 transportation services are available for resident students.

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

Cross Reference: MSAD #11 4-Year-Old Program Handbook

Adopted:

USE OF PHYSICAL RESTRAINT AND SECLUSION

The MSAD 11 School Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents ~~an imminent~~ a risk of injury or harm to the student or others.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as he/she deems appropriate.

1. Definitions

The following definitions apply to this policy and procedure:

A. **Physical restraint:** An intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.

Physical restraint does not include any of the following:

1. Physical escort: A temporary touching or holding, ~~of the hands, wrist, arm, shoulder, hip or back for the purpose of moving a student voluntarily.~~ inducing a student to walk to another location, including assisting the student to the student's feet in order to be escorted.

2. Physical prompt: A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.

3. Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.

4. A brief period of physical contact necessary to break up a fight.

5. Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful or dangerous to the student or others.

6. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.

7. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.

8. Restraints used by law enforcement officers in the course of their professional duties are not subject to this policy/procedure or DOE Rule Chapter 33.

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

B. **Seclusion:** The involuntary confinement of a student alone in a room or clearly defmed area from which the student is physically prevented from leaving, with no other person in the room or area with the student.

Seclusion does not include:

1. Timeout: An intervention where a student requests, or complies with an adult request for, a break.

2. **Procedures for Implementing Physical Restraint and Seclusion**

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

3. Annual Notice of Policy/Procedure

MSAD 11 shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

4. Training Requirements

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

B. MSAD 11 will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Superintendent's Office, in each school office and in the school unit's Emergency Management Plan.

5. Parent/Legal Guardian Complaint Procedure

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

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

Legal References: 20-A M.R.S.A. §§ 4502(5)(M); 4009
ME DOE Rule, Ch. 33

Cross References: JKAA-R-Procedures on Physical Restraint and Seclusion
JK – Student Discipline
KLG/KLG-R-Relations with Law Enforcement
EBCA – Comprehensive Emergency Management Plan

Adopted: September 6, 2012

Revised:

PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

These procedures are established for the purpose of meeting the obligations of MSAD 11 under state law/regulations and Board Policy JKAA governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

1. Definitions

For purposes of these procedures, the terms "physical restraint" and "seclusion" shall have the meanings defined in Policy JKAA. Definitions for other important terms in this procedure include:

A. **Emergency:** A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.

B. ~~**Imminent risk**~~ Risk **of injury or harm:** A situation in which a student has the means to cause physical harm or injury to him/herself or others and such injury or harm is likely to occur ~~at any moment,~~ such that a reasonable and prudent person would take steps ~~instantly~~ to protect the student and others against the risk of such injury or harm.

C. **Dangerous behavior:** Behavior that presents ~~an imminent risk~~ a risk of injury or harm to a student or others.

D. **Serious bodily injury:** Any bodily injury that involves: (1) A substantial risk of death; (2) Extreme physical pain; (3) Protracted and obvious disfigurement; or (4) Protracted loss or impairment of the function of a bodily member, organ or mental faculty.

2. Physical Restraint

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

A. Permitted Uses of Physical Restraint

1. Physical restraint may be used only as an emergency intervention when the behavior of a student presents ~~imminent risk~~ a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

2. Physical restraint may be used to move a student only if the need for movement outweighs the risks involved in such movement.

3. Prescribed medications, harnesses, and other assistive or protective devices may be used as permitted by Rule Chapter 33.

4. Parents may be requested to provide assistance at any time.

B. Prohibited Forms and Uses of Physical Restraint

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

2. Physical restraint used ~~solely~~ to prevent property destruction or disruption of the environment in the absence of ~~imminent~~ a risk of injury or harm.

3. Physical restraint that restricts the free movement of a student's diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia).

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

5. Aversive procedures and mechanical and chemical restraints.

    a. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.

    b. Mechanical restraints are defined as any item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards.

    c. Chemical restraints are defined as the use of medication, including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student's health care plan.

C. Monitoring Students in Physical Restraint

1. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.

2. The student must be continuously monitored until he/she no longer presents ~~an imminent~~ a risk of injury or harm to him/herself or others.

3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Physical Restraint

1. The staff involved in the use of physical restraint must continually assess for signs that the student is no longer presenting ~~an imminent~~ a risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.

    a. The time a student is in physical restraint must be monitored and recorded.

    b. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.

    c. If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that create an ~~imminent risk~~ a of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

3. Seclusion

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

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

A. Permitted Uses and Location of Seclusion

1. Seclusion may be used only as an emergency intervention when the behavior of a student presents ~~imminent~~ a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

2. Seclusion may be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height.

    a. Seclusion may not take place in a locked room.

    b. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous material and objects which the student could use to self-inflict bodily injury.

3. Parents may be requested to provide assistance at any time.

B. Prohibited Uses of Seclusion

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

2. Seclusion used solely to prevent property destruction or disruption of the environment in the absence of ~~imminent~~ risk of injury or harm.

C. Monitoring Students in Seclusion

1. At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.

2. The student must be continuously monitored until he/she no longer presents ~~an imminent~~ a risk of injury or harm to him/herself or others.

3. If ~~any~~ an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Seclusion

1. The staff involved in the seclusion must continually assess for signs that the student is no longer presenting ~~an imminent~~ a risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.

    a. The time a student is in seclusion must be monitored and recorded.

b. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the restraint is terminated.

c. If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create a ~~imminent~~ risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

4. Notification and Reports of Physical Restraint and Seclusion Incidents

For the purposes of this procedure, an "incident" consists of all actions between the time a student begins to create a risk of harm and the time the student ceases to pose a risk of harm and returns to his/her regular programming.

A. Notice Requirements

After each incident of physical restraint or seclusion:

1. A staff member involved in the incident shall make an oral notification to the administrator/designee as soon as possible, but no later than the end of the school day.

[NOTE: For students in out-of-district placements, the entity must make this report to the sending school within 24 hours or by the next business day.]

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

3. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with MSAD 11 usual emergency notification procedures.

4. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the MSAD 11 emergency

notification procedures shall be followed and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

B. Incident Reports

Each use of physical restraint or seclusion must be documented in an incident report. The incident report must be completed and provided to an administrator/designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident.

[NOTE: For students in out-of-district placements, the entity must make the incident report to the sending school.]

The incident report must include the following elements:

1. Student name;
2. Age, gender and grade;
3. Location of the incident;
4. Date of the incident;
5. Date of report;
6. Person completing the report;
7. Beginning and ending time of each physical restraint and/or seclusion;
8. Total time of incident;
9. Description of prior events and circumstances;
10. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why;
11. The student behavior justifying the use of physical restraint or seclusion;
12. A detailed description of the physical restraint or seclusion used;
13. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
14. Description of the incident, including the resolution and process of returning the student to his/her program, if appropriate;

15. Whether the student has an IEP, 504 Plan, behavior plan, IHP (individual health plan) or any other plan.

16. If a student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification and any treatment administered;

17. The date, time and method of parent/legal guardian notification;

18. The date and time of administrator/designee notification; and

19. Date and time of staff debriefing.

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

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

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

1. Review the incident with all staff persons involved to discuss: (a) whether the use of physical restraint or seclusion complied with state and school board requirements and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.

2. Meet with the student who was physically restrained or secluded to discuss: (a) what triggered the student's escalation and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.

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

6. Procedure for Students with Three Incidents in a School Year

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

A. Special Education/504 Students

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

B. All Other Students

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

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

7. Cumulative Reporting Requirements

A. Reports within the School Unit

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

   a. Aggregate number of uses of physical restraint;

   b. Aggregate number of students placed in physical restraint;

   c. Aggregate number of uses of seclusion;

   d. Aggregate number of students placed in seclusion;

   e. Aggregate number of serious bodily injuries to students related to the use of physical restraints and seclusions; and

   f. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.

2. The Superintendent shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

B. Reports to Maine Department of Education

1. The Superintendent shall submit an annual report to the Maine Department of Education on an annual basis that includes the information required in Section 7.A.1 above.

Legal Reference: ME DOE Reg., Ch. 33

Cross Reference: JKAA - Use of Physical Restraint and Seclusion

Adopted: September 6, 2012

Revised:

ACCOMPLISHMENT REPORTING TO THE PUBLIC

The RSU #11 Board is conscious of its responsibility for making informed decisions that will impact student learning and school system operations. As an elected body, the RSU #11Board recognizes that it is accountable to the citizens of the school unit for its decisions and the educational achievement of its students. Basic to accountability is the reporting of data concerning student achievement and, in general, the operations of the schools.

The RSU #11Board directs the Superintendent to prepare appropriate reports that will provide the RSU #11 Board with the information it needs to make appropriate policy and planning decisions and to keep the public informed regarding the academic progress of its students, the effectiveness of school programs, and the needs of the school system. As practicable, the Superintendent may combine such reports into a single document and/or presentation or use multiple reporting processes, depending upon the nature of the information. Such reports shall be made available to the public pursuant to the Freedom of Access Law.

The Superintendent shall also be responsible for gathering and submitting data to the Maine Department of Education (DOE) and other agencies as required by law and/or regulations, and for preparing and disseminating reports to the RSU #11 Board and the public in compliance with applicable laws and/or regulations. Data collated by the State shall be incorporated into reports to the Board and/or public as mandated by law and/or regulations.

Unit Annual Report

Each year the Superintendent shall prepare and present to the RSU #11 Board an annual report addressing the activities of the school unit and his/her recommendations for improving student learning and school system operations. The report shall be made available to the public as a means of informing parents and citizens of the school system's goals, plans, programs and operations.

Comprehensive Plan Report

Each school unit must develop and implement a comprehensive education plan that is aligned with Maine's system of Learning Results, focused on the learning of all students and oriented to continuous improvement. The Superintendent shall

make an annual report to the RSU #11 Board and public on the school system's Comprehensive Education Plan and school improvement progress. The RSU #11 Board shall annually review and approve the Comprehensive Education Plan.

Local Assessment System

The Superintendent/designee, with the assistance of appropriate staff, will prepare for the RSU #11 Board's review and for dissemination to the public on an annual basis the results of the Local Assessment System. The purpose is to enable the RSU #11 Board and public to monitor student progress in achieving the content standards of the system of Learning Results and to make informed decisions concerning the instructional program and allocation of resources.

Unit Report Cards

In compliance with federal law and regulations, and to provide relevant information concerning the academic performance of the school system and of its individual schools, the Superintendent shall be responsible for annually collecting and submitting required data and for preparing and making available to schools, the parents of children in those schools, and the public a "unit report card."

As required by federal law, unit report cards shall contain the following information:

A. Aggregate data on student achievement at each proficiency level on state academic assessments and disaggregated data reflecting race, ethnicity, gender, disability, migrant status, English proficiency and status as economically disadvantaged;

B. Comparison of these student groups regarding achievement levels on each of the State assessments;

C. Percentage of students not tested, disaggregated by student groups;

D. Most recent two-year trend data in achievement by subject area and grade level in areas where assessments are required;

E. Aggregate data on state indicators to determine Adequate Yearly Progress (AYP), such as attendance rates for elementary schools;

F. Graduation rates for secondary schools, disaggregated by student groups;

G. Information on the school unit's performance relevant to Adequate Yearly Progress (AYP) and the number, percentage and names of schools identified for improvement, including how long they have been so identified;

H. Professional qualifications of teachers and percentage of teachers with emergency or provisional qualification;

I. Percentage of classes not taught by highly qualified teachers, in the aggregate and disaggregated by high poverty and low poverty level schools; and

J. Comparison of the school unit's student achievements on state assessments and other indicators of Adequate Yearly Progress (AYP) to students in the state as a whole.

As applied to data for individual schools, the unit report card will include the following information:

A. The same information contained in the unit report card;

B. Whether the school has been identified for school improvement; and

C. Information that shows how the school's students' achievement on the statewide academic assessments and other indicators of Adequate Yearly Progress (AYP) compared to students in the school unit and the state as a whole. *(20 U.S.C. § 6311(h)(2)(B)).*

Responsibilities Associated with Unit

The Superintendent/designee shall be responsible for:

A. Updating and submitting required information;

B. Providing unit report cards to parents of students in the unit's schools in an understandable and uniform format and, to the extent practicable, in a language the parents can understand; and

C. Making unit and school report cards widely available through public means, such as distribution to the media, posting on the Internet, and distribution through public agencies.

Financial Reports

The Superintendent/designee shall provide to the RSU #11 Board and public reports concerning the financial condition of the school system.

Other Reports

The RSU #11 Board may request, and the Superintendent/designee shall provide, to the RSU #11 Board and/or public other reports related to school system goals and objectives, the instructional program, and operations of the schools.

Legal References: 20 U.S.C. § 6311 (No Child Left Behind Act)
20-A M.R.S.A. §§ 4502(1), (6)
Ch. 125, 127 (Me. Dept. of Ed. Rules)

Cross References: KD/Public Information and Communications

Adopted: October 6, 2005; December 3, 2009

File: BBBA

BOARD MEMBER QUALIFICATIONS

A person is legally qualified to become a member of the RSU #11 Board if he/she is a United States citizen, a resident of the State of Maine, a qualified voter in the community or ward thereof by and from which he/she is elected and at least 18 years of age.

Elections shall be nonpartisan. Candidates' qualifications, residency requirements and proper nomination procedures shall be the same as for candidates for city council and Board of Selectpersons.

No member of the RSU #11 Board or spouse shall be an employee in any public school within the system.

Legal Reference: 30-A MRSA § 2526
20-A MRSA § 1002(2)

Adopted: Prior to 1985

Revised: June 5, 1986; November 1, 1990; October 1, 1992; June 15, 2006

File: BDG

SCHOOL ATTORNEY/LEGAL SERVICES

The RSU #11 Board recognizes that the increasing complexity of school unit operations frequently requires procurement of professional legal services. Therefore, the RSU #11 Board shall designate an attorney and/or law firm to provide such services on an ongoing basis. The school attorney(s) shall be admitted to practice law in Maine. The RSU #11 Board reserves the right to obtain legal services outside of its designated attorney/law firm as deemed appropriate.

A decision to seek legal advice or assistance on behalf of the school unit shall normally be made by the Superintendent or RSU #11 Board Chair in accordance with RSU #11 Board policy and when an obvious need exists. Such services may also be obtained as a consequence of a formal vote of the RSU #11 Board.

Legal services required by the school unit may include, but not be limited to:

A. Providing general legal advice to the RSU #11 Board and/or administration;

B. Assisting with labor negotiations;

C. Assisting with personnel matters;

D. Assisting with expulsions and other student disciplinary matters;

E. Conduct and/or assist with pending or actual litigation involving the school **unit** ~~district~~;

F. Other specialized legal services; and

G. Attendance at RSU #11 Board meetings or other activities as appropriate.

Many types of legal services are considered routine and do not require specific Board approval. However, when the Superintendent concludes that the potential for significant legal expenditure exists or under other unusual circumstances, he/she shall inform the Board at an appropriate point in the process. The Board may take action on such matters as appropriate.

Adopted: October 1, 1992

Revised: June 15, 2006

Kim Backus

PROFESSIONAL EXPERIENCE

RSU #2 Hallowell, Maine
Math Teacher August 2001 - Present
- Compile, administer, and grade examinations.
- Prepare course materials such as syllabi, homework assignments and handouts.
- Initiate, facilitate, and moderate classroom discussions.
- Maintain student attendance records, grades, and other required records.
- Plan, evaluate, and revise curricula, course content, and course materials and methods of instruction.
- Act as advisors to student organizations.

KENNEBEC VALLEY COMMUNITY COLLEGE, Fairfield, Maine
Math Teacher September 2010-Present
- Compile, administer, and grade examinations.
- Prepare course materials such as syllabi, homework assignments and handouts.
- Initiate, facilitate, and moderate classroom discussions.
- Maintain student attendance records, grades, and other required records.
- Plan, evaluate, and revise curricula, course content, and course materials and methods of instruction.

MSAD #11, Gardiner, Maine
Math Teacher August 1996- June 2001
- Compile, administer, and grade examinations.
- Prepare course materials such as syllabi, homework assignments and handouts.
- Initiate, facilitate, and moderate classroom discussions.
- Maintain student attendance records, grades, and other required records.
- Plan, evaluate, and revise curricula, course content, and course materials and methods of instruction.
- Act as advisors to student organizations.

EDUCATION

University of New England, Biddeford, Maine
- Earned Master of Science in Education with a 4.0 GPA

Castleton State College, Castleton, Vermont
- Earned a Bachelor of Arts with a major in Mathematics and Secondary Education. GPA 3.74

Report of the MSAD 11 Homeless Liaison
School Year 2012-13

The 2012-13 school year saw an explosion of homeless incidents throughout the district. The total intakes for the prior year were sixteen, with about a dozen requiring transportation arrangements. This school year saw twenty-six intakes, many of which called for transportation. Transportation costs also soared, and were approaching the ten thousand dollar mark for the same period. Concern over these expenses was such that I met with Peg Long and Jon Stonier in May to discuss the possibility of contracting with a private individual to perhaps reduce next year's costs. Much of this year's expense was incurred by service provided to us by KVCAP and private taxi companies, which still proved cheaper in many instances than what it would have cost had we used our own transportation.

Activities that I participated in as liaison included an annual McKinney-Vento training on November 29th at the Department of Education, and a meeting with representatives from the National Center for Homeless Education (NCHE) on February 15th, also at D.O.E. I also coordinated the Feed the Children backpack initiative once again, working with a fellow liaison from Brunswick to distribute 320 backpacks and assorted books to area homeless shelters. I also disseminated information to district administrators and secretaries concerning the seamless enrollment of homeless and displaced students, and coordinated with Mike Flynn to provide free lunch to qualifying students. Much time was spent in conversation with Jon and Gabe at MSAD 11 transportation, as well as with area liaisons, as we worked to solve various transportation dilemmas, and with Pat Hopkins and Coleen O'Neill at central office to address the funding mechanisms.

In February I was given direct access to the Infinite Campus database, which made recording qualifying students much quicker and easier.

Following is a brief synopsis of cases and dispositions. I have also included the mid-year report that was prepared for the superintendent to deliver to the school board as part of this report.

August 2012

1. Displaced GRMS student living with district employees as preferable option to substandard conditions elsewhere. Identified student as qualifying under Mckinney-Vento, and advised the people providing housing as to legalities.
2. LER student in transitional housing in Augusta. Student identified. Parent will transport.
3. GAHS student homeless/doubled up. Identified and notified food service.

September 2012
1. Student living with parent at shelter and requesting enrollment at LER. Subsequently discovered that student had been previously enrolled in Augusta. Student was re-enrolled in Augusta.

2.Hall-Dale HS student living in district and requesting transportation to and from school. Transportation arranged by taxi and confirmed with Hall-Dale. Student was a no-show for transport on several occasions and transportation was thusly discontinued.
3. GRMS student living in Augusta with grandmother, who requests transportation services. Transportation arranged through KVCAP, costs to be shared with Augusta.
4. GAHS student living at teen shelter in Lewiston. Lewiston liaison to arrange taxi transportation. Costs to be shared between districts. Student later transferred out.
5. GRMS student living at Augusta shelter with mom, who requests transportation one way. Taxi service through Where Am I Taxi arranged.

October 2012
1. Two siblings, one at River View and one LER, living with mother at domestic violence shelter in Lewiston. Taxi transportation arranged by Lewiston liaison with split cost. Family later moved back into the district.
2. Cony HS student living in district and requesting transportation to school. Transportation arranged by Augusta liaison using taxi service. Student later enrolled at GAHS.
3.Two siblings, one a GAHS student and one GRMS, living with relatives in Jefferson and requesting transportation. MSAD 11 agreed to transport to and from Chelsea, mother to be reimbursed for transportation costs. Students were later found to be living in the district and any reimbursement discontinued.
4. GRMS student living with mom at Augusta shelter. Student identified and transportation arranged with taxi service.
5. GRMS student living with mom at Augusta shelter. Student identified and transportation arranged with taxi service.

November 2012
1. LER student evicted from rental in district, living in Vassalboro, mom requesting reimbursement for transportation. Arrangements made through RSU 2 liaison. Student later transferred to Vassalboro school.
2. Siblings at LER and Hamlin living at shelter in Augusta with mom, requesting transportation. Transportation has been going on for over a year, and Augusta liaison was approached about suggesting that students enroll in Augusta, which subsequently happened.

January 2013
1. LER student removed from mother's house in district by DHHS and living with dad in Augusta. Transportation being requested, and was arranged through KVCAP.
2. GAHS student placed temporarily at Halcyon House in Skowhegan and requesting transportation, which was arranged through KVCAP. Student later moved in with MSAD 11 employee, and transportation was no longer needed.
3. Two Hamlin siblings displaced and living with mom at friend's residence in West Gardiner...requesting transportation. Transportation arranged through MSAD 11.

March 2013

1. GAHS student returning from school in PA, now living with friends in district. Identified as eligible and notified food service.
2. Morse HS student displaced and living in district. Requesting transportation to and from Bath. Transportation arranged through KVCAP with RSU 1 to split the costs.
3. Administrator requested new transportation arrangements for two students attending LER. Mode of transport was changed from taxi to KVCAP.

April 2013
1. Hamlin student displaced, living with mom between Randolph and Augusta. Mom requesting help with transportation. Taxi service set up on a "will call" basis through Where Am I Taxi.
2. GAHS student no longer living at home. Status change recorded and food service notified.
3. GRMS student living at youth shelter in Lewiston. Their liaison to arrange transportation via taxi.
4. GAHS student no longer living at home, and parents are moving this summer. Living with boyfriend in Whitefield. Status change recorded and food service notified.
5. GAHS student displaced and living with relative. Status change recorded and food service notified.

Summary:

In all of the above cases, I recorded students as homeless in the Infinite Campus database with the proper designation. Food service was notified as appropriate, and eligible students immediately began receiving free meals.

All transportation arrangements with neighboring districts are by mutual agreement, and costs should be split evenly. Whoever receives the transportation bills should bill the other district for half the expense.

Goals and Objectives:

My major task prior to the next school year will be attempting to contact those people for whom transportation was previously provided to determine their current status. This will give us a place to start in August, as we explore transportation options. I plan to meet with Peg and Jon again at that time to further discuss the possibility of contracting out part of the service.

As always, I will continue to disseminate information to schools, parents, and students in regard to my role as liaison, as well as provide any new information that may become available regarding homelessness.

Respectfully submitted,

Daniel P. Connolly
MSAD 11 Liaison

MAY Enrollments - 2013

LER	Principal - Karen Moody		
PK	Duquette	AM	14
PK	Duquette	PM	16
PK	Ellis	AM	15
PK	Ellis	PM	14
K	Carey		15
K	Grant		15
K	Michaud		15
K	Plummer		16
1	Clary		18
1	Cockrell		16
1	Malcolm		16
1	Whitman		16
2	Brown		18
2	Canning		19
2	Murphy		17
2	Smith		19
TOTAL STUDENTS			259
Bldg Capacity		310	

HTS	Principal - Lynn Izzi	
PK	Moore AM	16
PK	Moore PM	16
K	Frazee	13
K	Johnson	12
K	Stevens	14
1	Brann	19
1	Jessop	20
2	Marx	18
2	White	17
2	Lucas	18
3	Gilbert	22
3	Luken	22
4	Hall	15
4	Hanley	16
4	Nickerson	17
5	Hicks	21
5	Smith	20
TOTAL STUDENTS		296
Bldg Capacity	260	

RVCS	Principal - Al Ghoreyeb	
3	Keene	21
3	Storey	22
3	J. White	19
4	Lorbeski	22
4	Michaud	20
4	Green	21
5	Sergent	21
5	Henerlau	20
5	Galibois-Barss	22
TOTAL STUDENTS		188
Bldg Capacity	230	

PITTSTON	Principal - Shelly Simpson	
K	Alexander	11
K	Ciampa	14
1	Webb	17
1	Marcum	16
2	Damon	21
2	Klaiber	21
3	Cloutier	14
3	Owen	15
4	Tarrio	10
5	Tarrio	10
4	Rowe	8
5	Rowe	11
4	Adams	10
5	Adams	10
TOTAL STUDENTS		188
Bldg Capacity	210	

TCH	Principal - Travis Works	
PK	Smith AM	15
PK	Smith PM	12
K	Viens	13
1	Ouellette	13
2	Snow	13
3	Gaudreau	11
4	Gaudreau	12
5	Ranslow	14
TOTAL STUDENTS		103
Bldg Capacity	155	

GRMS	Principal - Todd Sanders	
6th Grade		153
7th Grade		176
8th Grade		150
TOTAL STUDENTS		479
Bldg Capacity	657	

GAHS	Principal - Chad Kempton	
9th Grade		162
10th Grade		162
11th Grade		127
12th Grade		146
TOTAL STUDENTS		597
Bldg Capacity	857	

GRADE TOTALS- MAY 2013		
PK		118
K		138
1st	Grade	151
2nd	Grade	181
3rd	Grade	146
4th	Grade	151
5th	Grade	149
6th	Grade	153
7th	Grade	176
8th	Grade	150
9th	Grade	162
10th	Grade	162
11th	Grade	127
12th	Grade	146
TOTAL ENROLLMENT		
MAY 2013		2110