

**MSAD #72 Board of Directors
Wednesday, April 6, 2016
Meeting Minutes
Molly Ockett Middle School
7:00 PM**

Call to Order: Bob Steller called the meeting to order at 7:00 and declared a quorum.

Members Present:

Card, Linda*
Cummings, Laura
Dondero, Mitchell
Jones, Jack
LeBlanc, Sharon*
Mattei, Chris
Myrback, Louise
Schasel, Dean

Shorey, Kathiann
Snow, Norma
Spooner, Ed
Steller, Bob
Struven, Marie
Trumbull, Anne
Weston, Laurie
Williams, Jane*

Administrators

Emily Kirkpatrick
Terri Mahanor
Pat Menzel
Rhonda Poliquin
Jay Robinson
Mark Schrader
Rick Wohlenberg

Members not Present:

Burk, Christopher (Excused) Lyman, Kathleen* (Excused) Ring, Karen* (Excused)
Fisher, Sharon* Ontengco, Julie

Agenda:

1. Public Discussion (15-Minute):

Lindsay Knapp, Fryeburg: She shared that her son had brought cupcakes to school to celebrate his birthday with his class, and that the cupcakes were sent home because bringing food from home to celebrate is against the District wellness policy. She shared that her son was upset about this and asked if the Board would revisit the wellness policy to see if a happy medium could be found.

Ashlee Chaine, Fryeburg: She also would like the Board to revisit the wellness policy. She had done research looking at over 12 other schools to see how they handle having food from home for celebrations. The majority of schools did not have a policy restricting them from having students bring in food for celebrations.

There was much discussion amongst the Board members as to whether the Wellness Policy should be revisited. Some were in favor of looking at it again where others felt a lot of time had already been spent discussing the policy in previous meetings and after those discussions the policy had been approved.

2. Approval of Minutes from March 9, 2016 Meeting:

A motion was made to approve the Minutes from the March 9, 2016 Board Meeting.
Motion: Norma Snow Second: Mitchell Dondero Passed
All in Favor

3. Communications:

Resignation: Rhonda Poliquin shared that she had received a letter of resignation from Linda Dunlea, who will be retiring after 32 years of serving as the secretary of New Suncook School. While she will be greatly missed, the staff at New Suncook wishes her well in her retirement.

A motion was made to accept Linda's resignation with regret.

Motion: Laurie Weston

Second: Norma Snow

Passed

All in Favor

4. New Business:

- Policies for Second Read (**attached**)

IHBA: Individualized Education Programs

IHBAA: Referral and Use of General Education Interventions

IHBAA-R: Referral and Use of General Education Interventions Procedure

JLCB: Immunizations of Students

JLDBG: Reintegration of Students from Juvenile Detention Facilities

A motion was made to approve the policies listed above for Second Read.

Motion: Norma Snow

Second: Marie Struven

Passed

All in Favor

Discussion: After vote was taken Kathiann Shorey brought up Policy JLCB: Immunizations of Students and whether that was supposed to be up for a Second Read tonight as per discussion at the last Board meeting the Policy Committee was going to look at a procedure to go along with this policy. Norma Snow, Policy Chair, confirmed that Kathiann was correct. The Policy should not have been on the Agenda for Second Read tonight. An amendment to the previous motion was made.

A motion was made to approve the policies listed above with the exception of Policy JLCB (which was tabled and has not received a first read) for second read.

Motion: Kathiann Shorey

Second: Norma Snow

Passed

All in Favor

- Policies for First Read

GCOA: Supervision & Evaluation of Professional Staff

GCOC: Evaluation of Administrative Staff

IHBG: Home Instruction Program

IJOA: Field Trips

IK: Evaluation of Student Proficiency

IKAB: Grading Systems/Student Proficiency

ILD: Educational Research

IMB: Teaching Controversial Issues

A motion was made to approve the policies listed above for First Read.

Motion: Norma Snow

Second: Jack Jones

Passed

All in Favor

Discussion: Jack Jones had a few questions regarding Policy GCOA and whether the last paragraph of the policy was necessary. Norma Snow stated that this Policy is required and the language is taken directly from the MSBA policy.

- Policies for Deletion
IHBAAR1: Merged into IHBAAR
IHBAAR2: Merged into IHBAAR
IHBAH: Replaced with IHBA

A motion was made to approve the policies listed above for Deletion.

Motion: Norma Snow

Second: Jack Jones

Passed

All in Favor

- Bond Vote (**Motion and Resolution attached**)

Motion: I move that the Resolution entitled, "Resolution to Authorize \$19,341,759 Loan Agreement, Issuance of Bonds, and Related Documentation to Finance Replacement of Snow School and Renovation of Molly Ockett Middle School," be approved in form presented to this meeting, and that an attested copy of said Resolution be included with the minutes of this meeting.

Motion: Jane Williams

Second: Norma Snow

Passed

All in Favor

5. Unfinished Business

- Pre-K Programming

Jay shared that the District has had an ongoing agreement with Headstart to provide some in-kind services, such as snow removal, lawn mowing, etc. There is a current agreement for Headstart to lease the property for roughly the next 15 years. A year from next Fall the Board will need to vote on whether to allow Headstart to use one of the two Pre-K classrooms that will be in the new building, and this will happen via the Memorandum of Understanding (MOU) that the Board approves before the start of each school year. .

Discussion: There was much discussion amongst Board members regarding incorporating Headstart into the new building. Points being made: Headstart is not open to all District students therefore should not be housed in a public school building; in previous board discussions regarding the new building and pre-school there was no understanding that Headstart would be in one of the new classrooms; the District would not have pre-school classes unless mandated by the State.

Rhonda Poliquin spoke to the benefits of having the Headstart program. Although we don't pay for the program, we receive subsidy through providing some services. The program benefits our students.

- 2016-2017 School Calendar - Final draft
The final version of the 2016-2017 School Calendar was given to the board for approval. **(See attached)**

A motion was made to approve the proposed 16/17 School Calendar.

Motion: Norma Snow

Second: Chris Mattei

Passed
All in Favor

6. Public Discussion: (15 Minutes)

Note: Discussions/questions should pertain to items discussed at this meeting.

A motion was made that the Board take another look at the Wellness Policy, JL.

Motion: Chris Mattei

Second: Ed Spooner

Failed
7 for/7 opposed

A weighted vote was needed for the above motion. **(see attached)**

464/437

7. Agenda Planning/Adjournment:

Next Meeting: April 13, 2016 - 7:00 (Budget Workshop) **at Snow School**

April 27, 2016 - 7:00 (Budget Workshop)

A motion was made to adjourn the meeting.

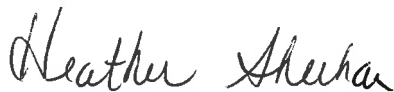
Motion: Dean Schasel

Second: Marie Struven

Passed
All in Favor

Meeting adjourned at 7:35.

Respectfully Submitted,



Heather Sheehan

Recording Secretary

INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

It shall be the policy of M.S.A.D. #72 to maintain a complete individualized education program (IEP) for each resident student who has been identified with a disability and in need of special education services under state and federal special education laws, and who is in attendance at M.S.A.D. #72 schools including resident students in attendance at Fryeburg Academy. M.S.A.D. #72 shall develop these IEPs in a manner consistent with the procedural requirements of state and federal special education laws.

Student IEPs shall be reasonably calculated to provide the identified student with educational benefits in the least restrictive educational environment. The District shall ensure that the student's IEP is implemented no later than 30 days after the IEP Team's initial identification of the student as a child with a disability in need of education and supportive services. All identified children with disabilities shall have a current IEP in effect at the start of each school year.

If the District is unable to hire or contract with the professional staff necessary to implement a child's IEP, it will reconvene an IEP Team to identify alternative service options. This IEP meeting shall occur no later than 30 days after the start of the school year or the date of the IEP Team's development of the IEP. The IEP Team shall determine any amendments to the IEP necessary to reflect the inability to commence services as originally anticipate by the IEP Team.

All IEP's must be reviewed at least annually, as prescribed by state and federal special education laws.

Legal Reference: 20 USC §§ 1414(d)
34 CFR § 300.320-.328 (2006)
Maine DOE Rule Ch. 101 § IX (3) (July 2011)

Adopted: 4/6/16

REFERRAL AND USE OF GENERAL EDUCATION INTERVENTIONS

It shall be the policy of M.S.A.D. #72 to refer all school-age students suspected of having a disability that requires special education to the Individualized Education Program (IEP) Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP team may be made by parents at any time, and by professional school staff regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

Regardless of the source of the referral, a referral will be considered received by the school district on the date that the written referral is received by the office of the Director of Special Services. It shall be signed and dated by the Director of Special Services or designee, thereby indicating the date of the receipt of that referral.

The Superintendent, in consultation with the Director of Special Services, may develop procedures for referral and the use of general education interventions within M.S.A.D. #72, and may from time to time amend those procedures as necessary.

Legal References: Ch. 101, §§ II (17), III, IV (2) (D), (E), V (4) (A) (July 2011)
(Maine Dept. of Ed. Rules)

Adopted: 9/14/94
Amended: 8/26/98
Amended: 7/6/11
Amended: 4/6/16

**REFERRAL AND USE OF GENERAL EDUCATION INTERVENTIONS
– ADMINISTRATIVE PROCEDURE**

These procedures are established for the purpose of meeting the obligations of M.S.A.D. #72 under state regulations and the Board's policy IHBAAR governing referral and use of general education interventions.

I. REFERRAL

M.S.A.D. #72 shall refer to the **Individualized Education Program (IEP)** Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

Referrals by parents. A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the office of the Director of Special Services. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the parent in making the referral in writing to the office of the Director of Special Services. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the office of the Director of Special Services.

A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the school unit's general education interventions. Those general education interventions shall continue during the referral process, however.

Referrals by staff. Any professional employee of the school unit may refer a child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by the District. The District may move directly forward with the referral process in those circumstances where the District and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Professional school staff shall prepare a referral in writing and shall submit that referral directly to the office of the Director of Special Services.

Referrals by others. Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by the District. The District may move directly forward with the referral process in those circumstances where the District and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the office of the Director of Special Services.

Receipt of Referral. Regardless of the source of the referral, a referral is received by the District on the date that the written referral is received by the Office of the Director of Special Services. It shall be signed and dated by the Director of Special Services/designee, thereby indicating the date of the receipt of that referral.

Time Line for Processing Referral. Once the referral has been received in the office of the Director of Special Services, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, the District must send a "consent to evaluate" form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the District shall send the parent its Written Notice form documenting that referral.

Once the office of the Director of Special Services receives the signed consent for evaluation back from the parent, the District shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting, or within 30 calendar days of determining that the student is eligible.

The District shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

Transfer Students. Students who have already been identified as in need of special education services and who transfer into the District from another school unit *within Maine*, shall upon enrollment and in consultation with the parent be provided with Free and Appropriate Public Education (FAPE) (including services comparable to those described in the child's IEP from the previous school unit) until the local unit either adopts the child's IEP from the previous unit or develops, adopts and implements a new IEP.

Students who have already been identified as in need of special services and who transfer into the District from another school unit from *outside of Maine* shall upon enrollment and in consultation with the parent be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until the local unit conducts an evaluation (if determined to be necessary by this school unit) to determine whether the student is eligible for special education, and if so, develops, adopts and implements a new IEP.

If the transfer student's current IEP from his or her prior school unit is not available, or is believed to be inappropriate by either the parent or the school, the District should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

If a child transfers into the District after the referral time line has begun in the previous school unit but before an eligibility determination has been made, the time line referenced above for completing that process shall not apply if the local District is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and District agree to a specific time when the evaluation will be completed and the eligibility decision made.

II. GENERAL EDUCATION INTERVENTIONS

General education interventions are general education procedures involving regular benchmark assessment of all children, using curriculum based measurements, to monitor child progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are encouraged to confer with specialists and teaching professionals, but general education personnel are responsible for the implementation of the intervention.

M.S.A.D. #72 shall implement general education interventions. These interventions shall include:

- a. Documentation that every child, prior to entering the general education intervention process, was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965 (ESEA), appropriate mastery based instruction in math, appropriate instruction in the writing process, and positive behavioral supports;
- b. A team-based decision-making process;
- c. Screening at reasonable intervals to determine whether all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements;
- d. Data Analysis of screening results focusing on determining to what extent all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements and identifying which children are not making adequate progress towards these goals and are in need of targeted general education interventions;
- e. A determination as to whether a child's assessed difficulties are likely the result of linguistic or cultural differences;
- f. Provision of research-based general education interventions targeted at the child's presenting academic and/or behavioral concerns as determined by screening results;
- g. Repeated formative assessments of student response to targeted interventions, conducted at reasonable intervals, that generate rate based measurable data for both specifying academic and behavioral concerns and monitoring child progress during general education interventions;
- h. Documentation that parents were notified about the process, given the opportunity to participate in instructional decision-making, and kept informed of their child's progress during targeted general education interventions;
- i. A team shall review the child's progress no later than 60 school days after the start of formal general education interventions and approximately every 30 school days thereafter. At each meeting the team shall review data on the child's progress to determine if modifications to the general education interventions are needed and/or if a referral to special education is indicated: and

- j. Provisions for targeted general education interventions to continue during any subsequent special education referral.

The parent of a child receiving general education interventions may request that the agency conduct a full and individual evaluation for possible special education eligibility determination at any time during M.S.A.D. #72's established general education intervention process.

The general education interventions developed through this pre-referral process shall continue in the event of a referral while the referral is being handled by the IEP Team, and the resulting data shall become part of the child's special education file.

References: Ch. 101, §§ II (17), III, IV (2) (D), (E), V (4) (A) (Maine Dept. of Ed. Rules) (May 2012)

Adopted: 7/6/11
Amended: 4/6/16

REINTEGRATION OF STUDENTS FROM JUVENILE
CORRECTIONAL FACILITIES

Maine law requires the establishment of a reintegration team to assist a student entering a public school from a juvenile correctional facility. The Board recognizes the need for advance planning and appropriate confidentiality in these circumstances.

The Superintendent shall be responsible for determining whether a student will be accepted or denied access to school based on compliance with the juvenile's rehabilitation plan as it affects reintegration. Access may be denied until the Superintendent is satisfied that conditions have been met.

The District will comply with reintegration standards established by the Maine Department of Education. The Superintendent will be responsible for overseeing the transition of students from juvenile correctional facilities based on the following guidelines.

- A. Within ten days of receiving information from the Department of Corrections concerning the release of the juvenile offender, the Superintendent shall establish and convene a meeting of a reintegration team to review information received from the Department of Corrections, evaluate the student's individual educational needs, and determine what additional information may be relevant.
- B. The reintegration team shall include at a minimum the principal/designee of the school to which the student will be admitted, at least one classroom teacher to which the student will be assigned or who is involved in the school's student assistance team, the student's parent/guardian/custodian, and a guidance counselor. The student's juvenile correctional officer or other representative from the Department of Corrections may be invited to attend. Other professional personnel shall be included, as appropriate to the student's needs.
- C. The reintegration team will determine, on the basis of need, which school employees should have access to information that would otherwise be considered confidential. The nature and extent of information provided should be limited to that needed to implement the student's reintegration plan and ensure the health and safety of the student, the safety of the school's students and staff, and the integrity of school property.
- D. The Superintendent/designee will be responsible for ensuring that confidentiality training, including a review of the District's policy and administrative procedures pertinent to records from the juvenile criminal justice system, including the juvenile correctional facility, and to all student educational records under the Family Education Records and Privacy Act (FERPA), is provided to all school employees who have access to this information.

- E. Before the student enters school, at least one additional meeting of the reintegration team should be held to develop an individualized plan for the student's reintegration based on the student's educational needs and the options available within the school system. This meeting should include the student as well as the members of the reintegration team. The reintegration plan will address the student's educational program, participation in activities (including co-curricular and extracurricular activities), and access to school facilities (including transportation).
- F. Placement in grade, class, and/or school programs will be based on the student's abilities and academic achievement demonstrated in prior educational settings, including the student's stay at the juvenile correctional facility. The principal will be responsible for evaluating the student's transcript and portfolio from the juvenile correctional facility to assess progress toward meeting the content standards of the Learning Results. The principal may require the student to participate in additional tests or other demonstrations of skill or knowledge, consistent with the local assessment system, for the purpose of determining appropriate placement.
- G. The Superintendent/designee will be responsible for developing and implementing a process for monitoring and reporting a student's progress and compliance with the reintegration plan and for modifying the plan as needed.
- H. A student who violates Board policy or school rules will be subject to the disciplinary consequences described in policy, administrative procedures, and/or the student handbook/student code of conduct.
- I. The Superintendent/designee shall make any reports that may be required by the Department of Education concerning numbers of students entering the local school unit from juvenile correctional facilities.

Legal Reference: 20-A M.R.S.A. §§ 254(12), 1055(12), 2902(10), 4502(5) (O),
6001-B (1), 6001-B (2), 6001-B (3-A)
15 M.R.S.A. § 3009

Adopted: 4/6/16

April 6, 2016

Motion: I move that the Resolution entitled, "Resolution to Authorize \$19,341,759 Loan Agreement, Issuance of Bonds, and Related Documentation to Finance Replacement of Snow School and Renovation of Molly Ockett Middle School," be approved in form presented to this meeting, and that an attested copy of said Resolution be included with the minutes of this meeting.

RESOLUTION TO AUTHORIZE \$19,341,759 LOAN AGREEMENT, ISSUANCE OF BONDS, AND RELATED DOCUMENTATION TO FINANCE REPLACEMENT OF SNOW SCHOOL AND RENOVATION OF MOLLY OCKETT MIDDLE SCHOOL

Be it hereby RESOLVED, as follows:

1. That pursuant to referendum approval of the voters of Maine School Administrative District No. 72 (the "District") on June 10, 2014, the Treasurer and the Chair of the School Board (the "Chair") of the District are authorized to execute and deliver a Loan Agreement between the District and the Maine Municipal Bond Bank (the "Bond Bank") substantially in the form presented to this meeting, with such changes therein not contrary to the general tenor thereof as they may approve, said approval to be conclusively evidenced by the execution and delivery thereof, to effect borrowings from and the issuance of general obligation bonds to the Bond Bank in the aggregate principal amount not to exceed Nineteen Million Three Hundred Forty-One Thousand Seven Hundred Fifty-Nine Dollars (\$19,341,759.00) to purpose of (i) replacing the Snow School in Fryeburg with a new grade K-5 school addition to be constructed and equipped on the site of the Molly Ockett Middle School in Fryeburg, (ii) renovating the existing Molly Ockett Middle School building and site, and (iii) acquiring easements or other real estate interests that may be required, if any, for the development of the site (the "Project");
2. That the District be and it hereby is authorized to assign its rights to reimbursement from the State of Maine for school construction costs to the Bond Bank or its designee, and, in connection therewith, to execute and deliver an Assignment from the District to the Bond Bank with respect to the same, which Assignment shall be substantially in the form presented to this meeting, and such Assignment is hereby approved in all respects.
3. That pursuant to the terms of the Loan Agreement and sections 1490 and 1501 of Title 20-A of the Maine Revised Statutes, as amended, upon the sale of the Bond Bank's Bonds, at any public or private sale that the Bond Bank may approve, the Treasurer and the Chair are authorized to borrow the sum of up to \$19,341,759.00 and in connection therewith to issue general obligation securities (bonds or notes) of the District in an original principal amount of up to \$19,341,759.00 and to execute and deliver the District's general obligation bonds or notes (as so executed and delivered, the "Bond") in registered form under the seal of the District and attested by the Secretary, and to pledge the full faith and credit of the District in payment of the Bond;



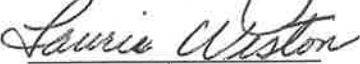
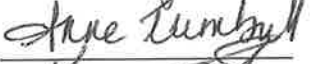

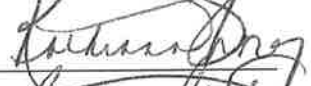
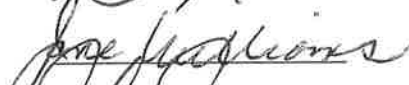





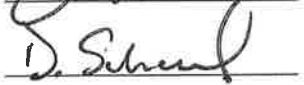

4. That the Bond shall be substantially in the form annexed to the Loan Agreement presented to this meeting with such changes therein not contrary to the general tenor thereof as the Treasurer and Chair may approve; shall bear such date(s); shall be payable in substantially equal annual installments of principal for such term and commencing on such date; and shall bear interest at such rate(s) not to exceed Six percent (6.00%) per annum, payable semi-annually and commencing on such date as the Treasurer and Chair may approve, said approval to be conclusively evidenced by the execution and delivery thereof;
5. That proceeds of the Bond are appropriated for the Project, including costs of issuance;
6. That the Bond may be made callable, with or without premium, prior to final maturity, in the discretion of the Treasurer, and in accordance with the Loan Agreement;
7. That the Treasurer and Chair, acting singly, are authorized to covenant, certify and agree, on behalf of the District, for the benefit of the Bond Bank and any holders of its bonds, that the District will file any required reports, make any annual financial or material events disclosure, and take any other action that may be necessary, to ensure that the disclosure requirements imposed by Rule 15c2-12 of the Securities and Exchange Commission, to the extent applicable, are met;
8. That the Treasurer is authorized to covenant on behalf of the District that no part of the proceeds of the Bond shall be used directly or indirectly to acquire any securities or obligations, the acquisition of which would cause the Bond to be an "arbitrage bond" within the meaning of Section 148 of the Internal Revenue Code of 1986, as amended (the "Code");
9. That the Treasurer is authorized to execute and deliver on behalf of the District such tax compliance certificates and arbitrage and use of proceeds certificates as may, in the Treasurer's judgment, be necessary or convenient to effect the transactions hereinbefore authorized;
10. That the Treasurer is authorized to take all lawful actions necessary to ensure that interest on the Bond will be excludable from the gross income of the owners thereof for purposes of federal income taxation and to refrain from taking any action that would cause interest on the Bond to become includable in the gross income of the owners thereof;
11. That the Treasurer is authorized and directed to implement written post-issuance tax compliance procedures with respect to the Bond, including without limitation programs (including appropriate instruction and education of personnel) to ensure timely remedial action for all nonqualified bonds according to U.S. Treasury regulations and to monitor compliance with the arbitrage, yield restriction, and rebate requirements of the Code;
12. That the interest on the Bond shall be excludable from gross income of individuals and corporations for purposes of State of Maine income taxation;
13. That the Treasurer, Chair and Secretary, acting singly, are authorized to execute and deliver on behalf of the District such other documents and certificates, including such documents and certificates as may be required by bond counsel or the Bond Bank, and to do or cause to be done all such other acts and things as may be necessary or desirable in order to effect the

transactions hereinbefore authorized, and any such prior action by them is hereby ratified and confirmed;

14. That if the Chair, Treasurer or Secretary are for any reason unavailable to, as applicable, approve, execute, attest or deliver the Bond, or any other documents necessary or convenient to the offering, sale, issuance, execution or delivery of the Bond, the person or persons acting in any such capacity, whether as assistant, deputy or otherwise, are authorized to act for such unavailable official with the same force and effect as if such official had performed the act, and any such prior action by them is hereby ratified and confirmed;

15. That if any of the officers or officials of the District who have signed or sealed the Bond shall cease to be such officers or officials before the Bond so signed or sealed shall have been actually authenticated or delivered, the Bond nevertheless may be authenticated, issued and delivered with the same force and effect as though the person or persons who signed or sealed on behalf of the District by those persons who, at the actual date of the execution of the Bond, shall be the proper officers and officials, although at the nominal date of the Bond any such person shall not have been such officer or official; and

16. That the Secretary include an attested copy of this Resolution with the minutes of this meeting.

		_____
		_____
		_____
		_____
		_____
		_____
		_____

Being a majority of the members of the School Board of Maine School Administrative District No. 72.

Dated: April 6, 2016

A true copy, attest:


Jay Robinson, Secretary

[SEAL]

**M.S.A.D. #72
SCHOOL CALENDAR
2016-2017
K - 8**

SEPTEMBER				
M	T	W	T	F
NT	NT	W	W	N
N	6	7	8	9
12	13	E	15	16
19	20	21	22	23
26	27	28	29	30

Aug 31st & Sept 1st
Teacher Workshop Days
5 - Labor Day/No School
6 - First Student Day
14 - Early Release

OCTOBER				
M	T	W	T	F
3	4	5	6	N
N	11	12	13	14
17	18	E	20	21
24	25	26	27	28
31				

7 - Fryeburg Fair Day
10 - Columbus Day
19 - Early Release

NOVEMBER				
M	T	W	T	F
	1	2	3	4
7	8	E	10	N
14	15	16	17	18
21	22	W	N	N
28	29	30		

9 - Early Release
11 - Veterans' Day
23 - Teacher Workshop Day
First Day Thanksgiving
Break for Students

DECEMBER				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	E	15	16
19	20	21	22	N
N	N	N	N	N

14 - Early Release
23 - First day of
Vacation

2017

JANUARY				
M	T	W	T	F
N	3	4	5	6
9	10	E	12	13
N	17	18	19	20
23	24	25	26	27
30	31			

2 - New Year's Celebrated
11 - Early Release
16 - Martin Luther King Day

FEBRUARY				
M	T	W	T	F
		1	2	3
6	7	E	9	10
13	14	15	16	17
N	N	N	N	N
27	28			

8 - Early Release
20 - Presidents Day
First Day Vacation

MARCH				
M	T	W	T	F
		1	2	W
6	7	E	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

8 - Early Release
3 - Teacher Workshop

APRIL				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
N	N	N	N	N
24	25	26	27	28

17 - Patriots Day
First Day Vacation

MAY				
M	T	W	T	F
1	2	3	4	5
8	9	E	11	12
15	16	17	18	19
22	23	24	25	26
N	30	31		

10 - Early Release
29 - Memorial Day

JUNE				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	S1	S2	S3
S4	S5	W	22	23
26	27	28	29	30

21 - Teacher Workshop Day

E- Early Release Days at 12:30
N - No School for Students or Teachers
W - Workshop Day (no school for students)
S - Storm Day Make-Up As Necessary
NT - New Teacher Workshop

***The last student day will be June 20, 2017
if all five storm days are used
Students will be dismissed at 12:30**

For School Cancellation Information:

WMWV	93.5	WGMX	93.1
WOXO	92.7	WPKQ	103.7
FRANK	107.5	WPOR	101.9
WBLM	102.9	WJBQ	97.9
WOLF	99.9	WCYY	94.3
WYNZ	100.9	MAGIC	104
WHOM	94.9	WTBM	100.7

WCSH TV - Channel 6
WMTW TV - Channel 8
WGME TV - Channel 13
www.msad72.org

Summary

175 Student Days
5 Workshop Days

180 Total Days

Approved: 4/6/16

Weighted Voting 2015-2016

Meeting Date: 4-6-16	Present	#Votes	Yes	No
Brownfield 192 Votes				
Ontengco, Julie		96		
Dondero, Mitch	✓	96		94
*Vacant Position		*96		
Denmark 138 Votes				
Burk, Christopher		69		
Snow, Norma	✓	69		69
LeBlanc, Sharon*	✓	*69	69	
Fryeburg 408 Votes				
Cummings, Laura	✓	68		68
Mattei, Chris	✓	68	68	
Schasel, Dean	✓	68	68	
Struven, Marie	✓	68	68	
Trumbull, Anne	✓	68	68	
Weston, Laurie	✓	68		68
Card, Linda*	✓	*68		
Lovell 136 Votes				
Jones, Jack	✓	68		68
Steller, Robert	✓	68	68	
Williams, Jane*	✓	*68		
Stoneham 28 Votes				
Spooner, Ed	✓	28	28	
Ring, Karen*		*28		
Stow 48 Votes				
Myrback, Louise	✓	48		48
Fisher, Sharon*		*48		
Sweden 47 Votes				
Shorey, Kathiann	✓	47		47
Lyman, Kathleen*		*47		
15 + 7*		997		
*Alternate				
Majority=votes present/2 + A/O			437	464