



THE MAINE EDUCATIONAL CENTER FOR THE DEAF AND HARD OF HEARING

GOVERNOR BAXTER SCHOOL FOR THE DEAF

One Mackworth Island, Falmouth, ME 04105

**May 2, 2024
Board Meeting
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Board of Directors Meeting
May 2, 2024
Agenda

- 5:30pm I. **Call to Order and Roll Call of Board Members – Lisette Belanger, *Chair***
Roxanne Baker, Lisette Belanger, *Chair*, Jason Bubier, Beth Campbell, Barbara Millios, Tommy Minch, *Vice Chair*, Anna Perna, Mike Pulsifer, Liz Seal, Dawna Thorpe, Sandra Wood
- 5:32pm II. **Adjustments to the Agenda**
“I move to approve the May 2, 2024 agenda [state with or without changes].”
“I second the motion.”
- 5:34pm III. **Motion to Approve the April 5, 2024 Board Meeting Minutes**
“I move to approve the minutes of the April 5, 2024 board meeting [state with or without changes].”
“I second the motion.”
- 5:36pm IV. **Capital Projects Updates - *Dean Flanagin, Director of Operations***
- 5:51pm V. **Report on CEASD Conference - *Susie Tiggs, Director of Statewide Education and Family Services***
- 6:05pm VI. **Public Comments**

New Business

- 6:15pm VII. **Motion to Approve the 2024-25 Academic-year Calendar**
“I move to approve the 2024-25 Academic-year Calendar [state with or without changes].”
“I second the motion.”
- 6:20pm VIII. **Motion to Approve the Proposed Interim Assistant Director Position**
“I move to approve the proposed Interim Assistant Director position [state with or without changes].”
“I second the motion.”
- 6:35pm IX. **Motion to Approve the 2024-2025 Mackworth Island Preschool Handbook**
“I move to approve the 2024-2025 Mackworth Island Preschool Handbook [state with or without changes].”
“I second the motion.”
- 6:40pm X. **Motion to Approve the MECDHH/GBSD Employee Handbook**
“I move to approve the MECDHH/GBSD Employee Handbook [state with or without changes].”
“I second the motion.”
- 6:45pm XI. **2nd Year Probationary Contracts**
 - Agnes Adams
 - Cara Hoppis



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Board of Directors Meeting
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Agenda

- Daniel DeLuca
- Jennifer Sisto
- Jillian Thuringer
- Jolene MacDonald
- Joshua Gray
- Leigha Inskeep

“I move to approve a 2nd-year probationary contract for Agnes Adams, Cara Hoppis, Daniel DeLuca, Jennifer Sisto, Jillian Thuringer, Jolene MacDonald, Joshua Gray, and Leigha Inskeep.”

“I second the motion.”

6:50pm XII. **3rd Year Probationary Contracts**

- Alicia Pieper
- Amy Olson
- Angel King
- Eleanor Gettman
- Erin Bunce
- Jennifer Hickey
- Katie Bucklin
- Stephanie Hughes

“I move to approve a 3rd-year probationary contract for Alicia Pieper, Amy Olson, Angel King, Eleanor Gettman, Erin Bunce, Jennifer Hickey, Katie Bucklin, and Stephanie Hughes.”

“I second the motion.”

6:55pm XIII. **Continuing Contracts**

- Christa Cook McKinney
- Leia Burns
- Marsha Ames
- Megan Garrity
- Melanie Bowlus

“I move to approve a continuing contract for Christa Cook McKinney, Leia Burns, Marsha Ames, Megan Garrity, and Melanie Bowlus.”

“I second the motion.”

7:00pm XIV. **Staff Resignation**

“I move to accept the resignation of Alyssa Guldager, Itinerant Teacher of the Deaf, effective June 17, 2024 [state with or without changes].”

“I second the motion.”

7:05pm XV. **Announcements**

7:15pm XVI. **Adjournment**

“I move to adjourn to **Thursday, June 6, 2024 at 5:30pm.**”

“I second the motion.”



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One Mackworth Island, Falmouth, ME 04105

Board of Directors Meeting April 5, 2024 Minutes

5:47pm I. **Call to Order and Roll Call of Board Members – Lisette Belanger, Chair**

Lisette Belanger, *Chair*, Beth Campbell, Tommy Minch, *Vice Chair*, Anna Perna, Mike Pulsifer, Liz Seal, Dawna Thorpe

Excused: Roxanne Baker, Jason Bubier, Barbara Millios

Also present: Steve Connolly, Superintendent Consultant; Lori Levesque, HR Director, Dean Flanagin, Director of Operations, Susie Tiggs, Director of SEFS; Kim Spencer, Executive Assistant; Cathy Lushman, Culture and Longevity Consultant; Shane Feldman, Innivee Strategies; Zach Hardy, Interpreter; Margaret Haberman, Interpreter, Sam Rapaport, Headlight Audio Visual

5:48pm II. **Adjustments to the Agenda**

“I move to approve the April 5, 2024 agenda without changes.”

“I second the motion.”

Tommy **motioned**; Sandra **seconded**.

7 in favor. 0 opposed. 0 abstained.

5:49pm III. **Motion to Approve the March 7, 2024 Board Meeting Minutes**

“I move to approve the minutes of the March 7, 2024 board meeting **with** changes.”

“I second the motion.”

Mike **motioned**; Anna **seconded**.

6 in favor. 0 opposed. 1 abstained.

Changes: add Beth Campbell, Dawna Thorpe, Barbara Millios to list of people present and remove Steve Connolly, who was not present.

5:51pm IV. **Public Comments - None**

New Business

5:52pm V. **Proposal to Increase an Occupational Therapist Position From .6 to .8 Time**

“I move to *hear* a proposal to change an Occupational Therapist position from .6 to .8 time.”

“I second the motion.”

Liz **motioned**; Dawna **seconded**.

Discussion ensued.

“I move to *accept* a proposal to change an Occupational Therapist position from .6 to .8 time.”

“I second the motion.”

Tommy **motioned**; Liz **seconded**.

6 in favor. 0 opposed. 1 abstained.



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Board of Directors Meeting April 5, 2024 Minutes

5:56pm VI. **Proposal to Hire an Interim Assistant Director for the 2024-25 School Year**

“I move to hear a proposal to hire an Interim Assistant Director for the 2024-25 school year, without changes.”

“I second the motion.”

Tommy **motioned**; Liz **seconded**.

Discussion ensued.

The board requested that by the next board meeting they be given a job description, as well as a list of responsibilities for each position (Director of SEFS and Interim AD).

In addition, they would like to see where the salary and benefits will come from.

6:25pm VII. **Staff Nomination, Megan Garrity, Family and Peer Programming Coordinator**

“I move to accept the recommendation of Megan Garrity for the position of *Family and Peer Programming Coordinator*. Effective date to be determined pending the development of a transition plan from candidate’s current position, without changes.”

“I second the motion”

Liz **motioned**; Anna **seconded**.

6 in favor. 0 opposed. 1 abstained.

6:26pm VIII. **Board Orientation by Shane Feldman, Innivee Strategies**

Sandra Wood arrived at 6:29

7:30pm IX. **Executive Session**

“I move to enter Executive Session to discuss the following:

- Executive Director search, pursuant to Article 405(6)A;

“I second the motion.”

Liz **motioned**; Tommy **seconded**.

7 in favor. 0 opposed. 1 abstained.

8:08pm X. **Announcements**

Sandra shared that the Maine Deaf Film Festival is scheduled for April 12-13 in the MECDHH gym.

Sandra also shared that April 20th there will be a Deaf New American Potluck from 1:00 to 4:00 at USM.

8:11pm XI. **Adjournment**

“I move to adjourn to **Thursday, May 2, 2024 at 5:30pm.**”

“I second the motion.”

Liz **motioned**; Anna **seconded**.

7 in favor. 0 opposed. 0 abstained.



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Board of Directors Meeting March 7, 2024 Minutes

5:40pm I. **Call to Order and Roll Call of Board Members – Lisette Belanger, Chair**

Roxanne Baker, Lisette Belanger, *Chair*, Tommy Minch, *Vice Chair*, Anna Perna, Mike Pulsifer, Sandra Wood

Excused: Jason Bubier, Liz Seal

Also present: Directors Dean Flanagin, Lori Levesque, Susie Tiggs; Board candidates Beth Campbell, Barbara Millios, Dawna Thorpe; Executive Assistant Kim Spencer; Coordinators Melanie Bowlus, Erin Bunce, Donna Casavant, Cathy Lushman, Kristen Shorey, Amy Spencer; President of School Exec Connect Kevin O'Mara; Information System Support Specialist Rich Foisy, Interpreters Zach Hardy, Grace Cooney, Amy Richardson; parent Claire Jeffers.

5:41pm II. **Motion to Elect an Executive Director Pro Tem for the March 7, 2024 Board Meeting**

"I move to elect Lori Levesque as the Executive Director Pro Temp for the March 7, 2024 board meeting."

Tommy **motioned**; Sandra **seconded**.

6 in favor. 0 opposed. 0 abstained.

5:42pm III. **Adjustments to the Agenda**

"I move to approve the March 7, 2024 agenda without changes."

Sandra **motioned**; Anna **seconded**.

6 in favor. 0 opposed. 0 abstained.

5:43pm IV. **Motion to Approve the February 6, 2024 Board Meeting Minutes**

"I move to approve the minutes of the February 6, 2024 board meeting without changes."

Tommy **motioned**; Roxanne **seconded**.

6 in favor. 0 opposed. 0 abstained.

5:46pm V. **Public Comments**

Secondary Site-based Coordinator Erin Bunce shared a letter from all the coordinators stating their concerns about the board's decision not to approve the candidate recommended for hire for the Family and Peer Programming Coordinator position.

Parent Claire Jeffers expressed concern about school events not being well attended by families and suggested holding a community listening session.

5:53pm VI. **Facilities Updates** Dean Flanagin, *Director of Operations*

6:13pm VII. **Departmental Report** Erin Bunce, *Middle School/High School Coordinator*

New Business

6:23pm VIII. **Committee Reports**

- Policy - Mike reporting; nothing to report
- Strategic Planning - Roxanne reporting; nothing to report
- Human Resources - Tommy reporting; nothing to report



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Board of Directors Meeting

March 7, 2024

Minutes

- Finance - Tommy reporting; committee has been reviewing checks, welcomes new members

- Facilities - Liz not present
- Board Development - Anna reporting; board retreat coming up April 5-6
- Member Recruitment & Retention - Anna reporting; we have 3 new board members and 5 returning members who've been sworn in and now need to take an oath in front of a Dedimus Justice
- Legislative Action - Roxanne reporting; nothing to report
- Bylaws - Tommy reporting; nothing to report

6:28pm IX. **Review of Strategic Plan**

6:36pm X. **Executive Session**

"I move to enter Executive Session to discuss the following:

- Executive Director search, pursuant to Article 405(6)A;

"Tommy **motioned**; Sandra **seconded**.

6 in favor. 0 opposed. 0 abstained.

7:39pm XI. **Announcements**

Tommy: 3/16 MeAD meeting, 10am-1pm; 1-4pm guest DeafBlind speaker from Morrison Center

Sandra: 3/8 Deaf Night Out at Funky Bow Brewing - Painting with Emily Blachly

USM Linguistics Dept searching for new ASL/English Interpreting Program Coordinator

7:43pm XII. **Adjournment**

"I move to adjourn to **Friday, April 5, 2024 at 5:30pm.**"

Tommy **motioned**; Sandra **seconded**.

6 in favor. 0 opposed. 0 abstained.



Directors' Board Report: 5-2-2024

Operations - Dean Flanagin, Director

Business and Human Resources

The Business Office is reviewing checklists in preparation for our annual year end audit by Runyon Kersteen Ouellette. We have begun the rollover process to set up Fiscal Year 2025 in our Infinite Visions software.

Facilities projects/improvement

Elaine Clark at the Bureau of General Services (BGS) has given approval for Disability Rights Maine to continue renting 2 offices in Taylor Hall (building C) at least through November 1st. Elaine Clark expressed concerns about the cost to heat the building through the winter without some efficiency improvements to the heating system. A walk through with Siemens was done which identified improvements to controls that can be made to bring greater efficiency. Work can be done in the month of May.

Summer programming is planned to take place in Brewster Hall and rooms 107 and 110 in Greenlaw, plus the cafeteria in Building K (Sanders). A walk-through with Harriman Architects, Elaine Clark of BGS, and Commissioner Pender Makin was done on April 10th to look at space for the proposed Pavilion, as part of the Maine Outdoor Learning Initiative (MOLI). In addition to the Pavilion, space would be utilized in the gym annex. A site walk was done to confirm conditions and allow architects/engineers to begin design work on the Pavilion. Preschool will remain in Brewster Hall (Building H) as a permanent home. Staff offices located in Brewster will remain until work can be done on the 2nd and 3rd floors of Greenlaw, which will house staff offices. The goal is to minimize staff moves and be less disruptive as the renovation work to Greenlaw is planned for summer and fall of 2024. We continue to work with State of Maine BGS to develop those plans, which include a new roof, siding work, and repointing of masonry. MECDHH maintenance staff have been very helpful to Harriman Architects in planning the Phase 1 improvements.

The work to install 5 additional security cameras has been completed by CTR . A training session will be planned for next week. Many thanks to CTR and Rich Foisy for their quick work.

A site visit was made to Kidz Go Eco Preschool in Saco to view their playground and speak with parents about the integration into their program. Feedback from the parents was very positive for the program and playground. Michelle Goulet, Director of Kidz Go Eco Preschool, has offered to visit Mackworth Island to offer ideas on potential playground schematics. Many thanks to Cathy Lushman for her work on the project and giving insightful feedback during our visit to Kidz Go Eco Preschool. A visit to a second school in Kennebunk will be scheduled in the coming weeks to give a broad perspective of playground options.



Human Resources - Lori Levesque, Director

The HR office is busy with all of the end of year tasks that need to be done. There is lots to be done including: gathering annual evaluations, getting contracts and reasonable assurances ready (and sending them once the Board approves the probationary ones), certification renewal support, getting next year's school calendar ready, and of course completing the beginning stages of fiscal year rollover.

We will be working on summer program staffing as well as sending out stipend and committee opportunities for next school year. We want to have the stipend positions and committee membership in place when we start school in September.

We still have the following positions open right now:

- Early Intervention and Family Services Consultant
- Outreach Consultant
- Speech Language Pathologist
- Teacher of the Deaf (Lyman Moore Middle School)

If you know of anyone looking for an awesome job at an amazing organization, send them my way!



Mackworth Island Preschool - Cathy Lushman, Coordinator

We are delighted to share with you the amazing preschool activities that we have had the privilege to be a part of this month. One of the standout events was the egg hunt that took place in our preschool. The families who joined us for this event had a great time socializing and bouncing around in the gym with the big bounce house that we had set up. Although the original plan was to hold this event outside, the inclement weather forced us to move it indoors to the gym. Nevertheless, it was a fantastic opportunity for families to bond with each other while the children had fun running, bouncing, coloring, and playing games. We are grateful to all the families who made the time to join us for this memorable event.

Our preschoolers were also treated to a fantastic fairy tale-themed learning experience. We set up different centers that were inspired by famous fairy tales, such as Little Red Riding Hood, Rapunzel, and Three Billy Goats Gruff. In the drama center, the children played out the story of Little Red Riding Hood, while in the math center, they measured Rapunzel's braid. In the sensory play center, the children enjoyed an immersive experience inspired by Three Billy Goats Gruff, and in the fine motor center, they created king and queen crowns. Additionally, we focused on reading popular fairy tale books such as The Three Little Pigs, The Three Bears, and Little Red Riding Hood, which helped the children to develop their language and comprehension skills.

Lastly, we celebrated NAEYC's Week of the Young Child with an array of exciting activities each day. One of the most memorable activities was the band performance by Andrew Oliver, who taught us how to feel the vibrations of music using various musical instruments. We also had a Tasty Tuesday where we explored different cuisines, worked together on Wednesday to develop team-building skills, and had Artsy Thursday where children could express their creativity through art.





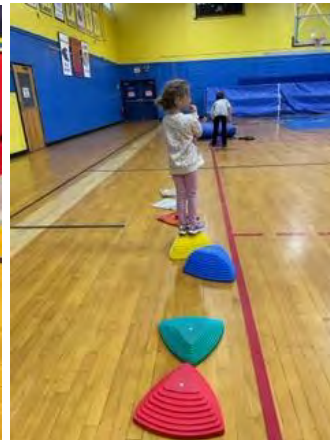
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Elementary - Melanie Bowlus, Coordinator

East End Community School

Last week the MECDHH students at East End Community School made limeade as a part of their writing lesson. The students learned about writing sentences using the sequencing words: first, next, then, and last. Then, they followed these steps when making limeade. Most students liked this new drink - it turned out quite delicious!

The students receiving specialized instruction in emotional regulation continued to work on identifying emotions and picking strategies to use when needed. This important work will continue through the spring as we continue to grow our toolbox of strategies.

Our students received pre-teaching about the Solar Eclipse last week and this week. We viewed "Eclipse" in ASL, a child-friendly book about the total eclipse by Rocky Mountain School of the Deaf. Students then cut out the moon and the sun to create a 3-D diagram of how the eclipse occurs and received individual booklets for reading practice. East End Community



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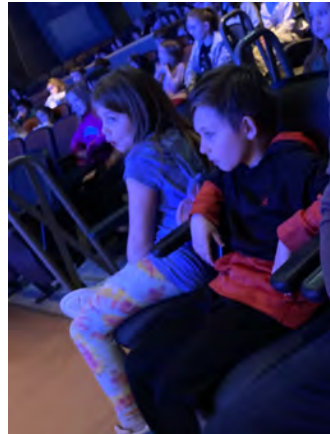
www.mecdhh.org

School sent our students home with approved eclipse glasses!

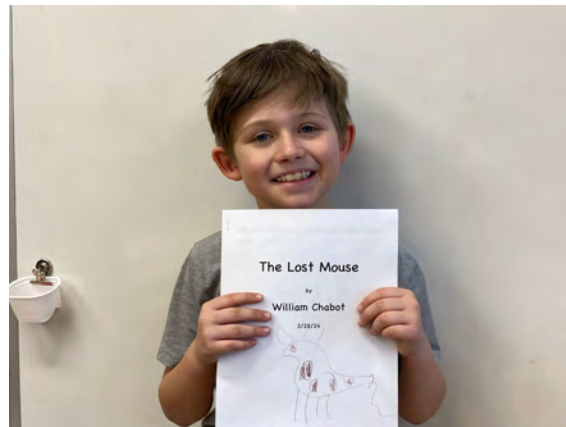




Brewer Community School



The middle school put on a play, "The American Revolution in 40 Minutes" and our students went to watch it. Dan (ASL Specialist) used this as a foundation for the ASL lesson that day. Here's hoping they remember all the details when they get to seventh grade and need to learn about the revolution!



Our second grader wrote a wonderful story, illustrated it, and read it to her class. She felt pretty proud when her class applauded her! Our third grader was inspired by his friend so he wrote his own book as well.



Our pre-k student has been building letters with playdough.



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Power of Peers (POP) gathering was on April 9. We discussed the accommodations that help us out and made a graph of all we use. We played Pass the Follow the Leader, did animal charades, and had some free play time where students in small groups played with a variety of toys.





Middle School and High School - Erin Bunce, Coordinator

April has largely been a month of taking it day by day, and for a good reason! Staff and students alike all had a well deserved Spring Break.

At the beginning of April, several representatives from the Maine Department of Education visited Lyman Moore Middle School with Dr. Susie Tiggs. Dr. Tiggs escorted the representatives to the GBSD classrooms. The representatives had the opportunity to watch Robert Gillies do a follow up mini lesson to an activity that the students had just completed in their social studies class, specifically the civics unit. The students had to consider and vote on the issue of "should school uniforms be required?" Students were able to watch a debate between two staff members that debated the issue in a structured manner, thus enabling the students to see how two different viewpoints could be presented to the public at large in a civil manner. After the debate, students voted on their preference. The representatives were able to see how the students were actively engaged in the voting process in a democratic manner. It was a fantastic lesson to watch and more importantly, it was wonderful to see the students so engaged with the lesson! Kudos to Robert Gillies for doing such an awesome job! Perhaps more importantly, recognition must be given to the educational technicians, Matt Welch, Julian Bartlett, and Andrew Douphinett, as well as the students themselves, because the representatives had the momentous opportunity to see how direct instruction in ASL in the classroom is highly effective!

Before the Spring Break began, Alicia Pieper at Portland High School started the exciting task of planning for MECDDHH/GBSD students to participate in the annual Special Olympics event at Bonny Eagle High School. This opportunity is critical for some of our students as it enables them to be able to be part of a fantastic organization that supports the abilities of all students. Keep your eyes peeled for the next board report because it will contain more information about the Special Olympics planned for May 10, 2024.

Until next time!



Part B Outreach - Donna Casavant, Coordinator

Kindergarten Transition information sessions occurred in the last week of March. Parents appreciated the information shared and got to ask questions of coordinators presenting. We received input that the events were helpful to alleviate anxieties associated with this exciting time for our preschoolers heading towards “the big school!”

Outreach and related service providers are still attending transition meetings for these students. The calendar is busy. At last count, 26 of the 36 meetings have been scheduled or completed! Preschool and Outreach teams are exploring a new protocol for ensuring that our records are complete before the beginning of the school year.



Outreach is gathering data on which students will need summer services by their TODs. So far, we know of as much as 27 hours a week of services required during the five weeks of ESY. Thankfully Christy, Shannon, and Jolene will have summer contracted days to help meet that need.



The Bangor office got a bit of a face lift over vacation. Shannon and Donna spent some time adding a little bling to the front space. Check it out!

Other than that, data, data, data ... Donna will be pulling service logging data for outreach within the next month. It will be exciting to see how much our service documentation has improved. The state wants us to provide data to show we need more outreach support. We're getting it!



Special Education and Related Services - Kristen Q. Shorey, Coordinator

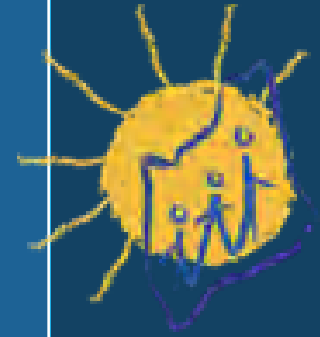
The priority and organizational focus needs to be about cleaning and upgrading our Mackworth Island Preschool classrooms. We have three year old deaf and hard of hearing children with additional disabilities who need a preschool program to attend and receive their special education services. Our current temporary classrooms only allow for a maximum of 25 students. Students will be transitioning to Kindergarten in the fall, however we have a waiting list. Thank you in advance for your support.

Maintenance - Steve Kimball, Supervisor

We accomplished a lot in the month of April, even with one member relaxing on the beach in Hawaii, others using some time off, and dealing with the wicked storms. What did we do? We plowed snow, then it melted, and then we patched roads, removed broken trees and limbs. We ran the generator for many hours, as CMP had to repair our power poles and lines.

The removal of the glass walkway between building K (Sanders Hall) and building G (Carter Hall) is well under way. The elevator in building D (Greenlaw Hall) has been recertified and our sewerage pump station has been inspected and recertified.

We began working on areas around the Water Tower to clean out trees, undergrowth, and the old Tennis Court area as the state moves ahead with plans for development of an outside learning area. Along with the work that was accomplished, we had the usual setups and events.



The Maine Educational Center for the Deaf and Hard of Hearing/ Governor Baxter School for the Deaf

Board Presentation May 2, 2024



BUDGET GENERAL FUND THRU APRIL 24, 2024

	2024 YTD	2024 Budget	Budget Balance	% Collected or Spent vs. Anticipated
Revenues	\$8,395,739	\$11,416,045	\$3,020,306	Actual 74% Target 80%
Expenses	\$8,273,767	\$11,416,045	\$3,142,278	Actual 73% Target 81%

REVENUES GENERAL FUND



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	2024 YTD	2024 Budget	Budget Balance	% Collected vs Anticipated
Allocation ME.	\$7,217,461	\$9,912,244	\$2,694,783	73/80
CDS&LEA's	\$1,015,410	\$875,000	\$-140,410	116/80
Mainecare	\$11,988	\$50,000	\$38,012	24/80
Facility Rental	\$46,971	\$90,000	\$43,029	52/80
Tuition Pre-K	\$16,136	\$40,000	\$23,864	40/80
Miscellaneous	\$87,773	\$33,000	\$-54,773	266/80
Fund Balance	\$0.00	\$415,801	\$415,801	0/80
Total	\$8,395,739	\$11,416,045	\$3,020,306	74/80

EXPENSES GENERAL FUND

	2024 YTD	2024 Budget	Budget Balance	% Spent vs Anticipated
Regular Instruction	\$0	\$0	\$0	0
Special Education	\$5,687,472	\$8,129,389	\$2,441,918	70/81
Vocational Education	\$0	\$0	\$0	0
Other Instruction	\$49,250	\$244,117	\$194,867	20/81
Student/Staff Support	\$102,458	\$119,242	\$119,242	97/81
System Administration	\$965,358	\$1,059,227	\$93,869	91/81
School Administration	\$0.00	\$0.00	\$0	\$0.00

EXPENSES GENERAL FUND



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	2024 YTD	2024 Budget	Budget Balance	% Spent vs Anticipated
Transportation	\$487,926	\$690,132	\$202,206	71/81
Facilities Maintenance	\$968,086	\$1,173,938	\$205,852	83/81
Debt Service	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0
Total	\$8,273,767	\$11,416,045	\$3,142,278	73/81



BUDGET NOTES-Revenues

➤ Mainecare will be under budget by as much as \$15K

➤ DRM ended it's current lease on 4/1/24 Annual lease of \$75,006

➤ FY24 revenue decrease of \$18,750 (\$6,250 per month)

➤ BGS has granted approval for a lease of smaller space by DRM

➤ Budget supplements have been approved in the amount of \$1,024,557

➤ Misc. revenue reflects investment income which has been positive thanks to a balanced approach

BUDGET NOTES-Expenses



- **Special Education –**
 - Increased interpreting costs (more student services, more deaf staff)
- **Extra-Curricular**
 - Now paying for transportation costs if in students IEP
 - Now paying for interpreting if in students IEP
 - Baxter Foundation granted funding for support of basketball team through a donation from FEDEX
- **Maintenance**
 - Holding off on spending due to Utilization Plan
 - State of Maine BGS agreed to pay for remaining repairs to Building D
- **Transportation**
 - Now paying additional when cost goes above \$3.50 per gallon for gas
 - Gas prices have been rising for the past 2 weeks



MECDHH/GBSD 2024-2025 CALENDAR

22, 27-29 Teacher work days
25, 26, 30 No students/teachers (other staff reports)
 (0 student days)
 (4 teacher days)

AUGUST 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

7 Teacher professional learning day for Portland site-based only; PreK in session
17 Presidents Day
17-21 February recess
 (15 student days)
 (16 teacher days)

2 Labor Day
3 First student day PreK & gr 1-12
4 First early release day (Portland site-based K-12 only)
5 First day Kindergarten (Portland site-based only)
 (20 student days)
 (20 teacher days)

SEPTEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14 Second trimester ends (Elem/MS)
 (21 student days)
 (21 teacher days)

11 No students/teachers (other staff reports)
14 Indigenous Peoples' Day
 (21 student days)
 (21 teacher days)

OCTOBER 2024						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

4 End of quarter 3 (HS)
18 No students/teachers (other staff reports)
21 Patriots Day
21-25 April recess
 (16 student days)
 (16 teacher days)

1 End of quarter 1 (HS)
11 Veterans Day
26 Trimester 1 ends (Elem/MS)
27 No students/teachers (other staff reports)
28-29 Thanksgiving break
 (17 student days)
 (17 teacher days)

NOVEMBER 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2025						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

26 Memorial Day
 (21 student days)
 (21 teacher days)

25-31 Winter break
 (15 student days)
 (15 teacher days)

DECEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2025						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

9 Last student day PreK
13 Last student day K-12
16 Last teacher day
17, 18, 20 Tentative storm days
19 Juneteenth
 (10 student days)
 (11 teacher days)

1 New Year's Day
20 Martin Luther King, Jr Day
24 End of quarter 2/semester 1 (HS)
 (21 student days)
 (21 teacher days)

JANUARY 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JULY 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4 Independence Day

Teacher professional learning day
 Holiday/vacation
 First/last student day
 1 hr early release (Ptld site-based)
 Tentative storm day
 No students/teachers (other staff reports)
 All Staff meeting, 3-4pm

Proposal for INTERIM Assistant Director of Education

SEFS Director Responsibilities per Job Description

- Curriculum
- Assessment and evaluation
- IEP development
- Service planning and implementation
- Data collection
- Strategic planning
- And so much more!
- DHHS licensure
- MRTQ/NAEYC Accreditation
- DOE/CDS requirements
- Local Entitlement grant
- Student records
- Annual reporting
- Staff supervision

The director oversees

- 89% of MECDHH/GBSD staff as well as
- 100% of children and family programming
 - early intervention, site-based, and outreach
 - all communication modalities
 - throughout the state

Lack of consistent standards and practices is resulting in inconsistency and inequity of services and practices

Current challenges

- **Processes and procedures desperately needed for SEFS to function efficiently and effectively; consistency!!!**
 - Started creating but never finished, too many other things take priority, too many fires to put out daily
 - Evaluation and Assessment
 - Initial evaluation/eligibility determination

- Requesting ALL educational/related service evals, including psycho-educational evaluation - students (why, guiding questions, who, how)
- Annual progress monitoring/student evaluation
- Requesting additional assessments for MECDHH students
- Triennials
- Referral process
 - Transition Part C to Part B
 - Part C to MIP
 - Part C to Outreach
 - Transition 619/3-5/Preschool to K-12
 - MIP to Outreach
 - MIP to Site-based
 - Referral to MECDHH
 - New student suspected of DHH (no IEP and/or 504, IEP and/or 504 already) - assessment, observation, etc
 - Transfer from another state
 - Request for services when SAU has been serving
- Service Delivery
 - Determining service delivery
 - Type of service
 - Amount of service
 - Flowchart of placement options and guiding questions/considerations
 - Process for requesting consideration of change in placement
- Determination of need for interpreting services
- Audiology
 - HAT vs FLE
 - Procedures for requesting support
 - Role in new referrals and/or request for information
- ASL services
 - Determining need
 - L1 ASL
 - L1 English
 - No L1
 - Curriculum/scope and sequence

- Evaluation
- Role of eval in determining prerequisite skills for interpreting services
- Parent/Family training
- Handbooks with processes and procedures
 - Outreach
 - Related Services
 - EIFS
 - (Possibly others - above highest need)
- **Addressing activities on the Strategic Plan**
 - No time to focus on bigger picture strategic plan
 - Don't have the capacity at this point to complete all of the activities because of other considerations

Strategic Plan Progress	# of goals	% of plan
In progress	5	8%
Not yet started	12	18%
Completed	49	74%
	66	

- **General Challenges**
 - Email response time (big staff concern)
 - Limited time to be visible on campuses, team meetings, and in the field
 - Limited ability to truly provide coordinator support
 - Determining where on org chart related service staff fit
 - Structure last year not successful
 - Structure this year not successful
 - What next
- **Anticipated challenge with transition of preschool from CDS to LEAs**
 - MIP students will be managed by MECDHH and not CDS
 - Double the number of IEPs to be scheduled and facilitated (additional ~25)
 - Significant increase in budget to oversee
 - Will be adding more preschool outreach students as CDS transitions to districts
 - Additional number of students receiving services

- Training needs of our outreach team on serving students in that age group

Inefficient use of Director’s knowledge and skills

Positive changes with this addition (how does it address challenges in SEFS)

- Help with minutia in running program so can divide responsibilities
- Response time
- Additional support to coordinators which leads to better support for program staff which leads to better support of students and meeting student needs
- Enhanced IEP management
- Enhanced communication with partnering organizations and special ed directors
- Growing the capacity of our current staff to become leadership or move up in leadership roles
- Completion of processes and procedures required to run an effective program

**Topic came up that the Executive Director position needs to include the “boots-on-the-ground” interaction with staff and students, as well as the legislative component. By adding an Assistant Director, the Director would have more time to help with that.

Can we afford it (budget considerations)

- Estimated budget is \$90,950 salary, plus \$36,380 in benefits; Total \$127,330
- We can afford this for FY2025, but would need approval in the FY2026 State budget

Structure and services (compared to public school)

Public Schools	MECDHH
Administrative Staff	
SPED Director	Director of SEFS
Assistant SPED Director	
Coordinators	Coordinators
Out of District placement coordination assigned to AD or Coordinator	
Students Served	

Public Schools	MECDHH
K-12	Outreach PreK-12
Soon Preschool	Site-based K-12
	Early intervention
	Site-based PreK
Additional Requirements	
	DHHS licensure
	NAEYC Accreditation
	Rising Stars ME QRIS



Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf

OPEN(1)
Executive Director

Kimberly Spencer(1)
Executive Admin Assistant

Lori Levesque (1)
Director of Human Resources

Dean Flanagin (1)
Director of Operations

David Hillier (1)
Administrative Assistant

Susie Tiggs (1)
Director of Statewide Education & Family Services

Margaret Airey (1)
Administrative Assistant

Mary Jane Sturtevant
(.7)
Receptionist

Steve Kimball (1)
Maintenance Supervisor

Megan Garrity (1)
Family and Peer Programming

Kristen Shorey (1)
Special Education & Related Services

Donna Casavant(1)
Outreach Coordinator

Amy Spencer(1)
Early Intervention N/S Coordinator

Catherine Lushman(1)
Site-based PreK Coordinator

Melanie Bowlus (1)
North/South Elem Coordinator

Erin Bunce (1)
North/South MS/HS Coordinator

Chris Rheault (1)
Accountant III

Andrew Oliver(1)
Maintenance Mechanic

Katherine Duncan (1)
Audiologist

Stacia Thomas (1)
Audiologist

Shannon Locke (1)
TOD North

OPEN (1)
TOD North

Cathy Glover (1)
TOD North

Erin Hansen (1)
TOD

Linda Koehler (1)
TOD North

Joanie Grondin (1)
TOD South

OPEN(1)
TOD MS South

Michelle Rheault (1)
Accounts Payable Generalist

Caleb Drake (1)
Maintenance Mechanic

Shana Kelley-Cohen (1)
Social Worker

Brittany Bubar (1)
SLP North

Joshua Gray(1)
TOD North

Alyssa Guldager (1)
TOD South

OPEN (1)
TOD North

Stephanie Hughes (1)
TOD

Abby Kimball (1)
Ed Tech North

Katie Bucklin (1)
TOD South (1 year LOA)

Rob Gillies (1)
TOD MS South

Richard Foisy (1)
IT Systems Support Specialist

Michael Geary (1)
Maintenance Mechanic

Christa Cook-McKinney (1)
SLP South

Dan DeLuca (1)
ASL Specialist North

Angel King (1)
TOD Aroostook

Denise Adams (1)
TOD South

Melinda Meyers (1)
Ed Tech III/Deaf Mentor South

Marsha Ames (1)
TOD

Katrina Stacey (1)
Ed Tech South

Ann Dorian (1)
Ed Tech South

Alicia Pieper (1)
TOD HS South

Dan Michaud (1)
Maintenance Mechanic

OPEN(1)
SLP South

Jennifer Hickey (1)
South ASL Specialist

Kirstan Banfield (1)
TOD South

Leia Burns(1)
TOD South

Chelsea Alexander (1)
SLP South

Amy Olson (1)
ASL Specialist/ TOD

Kathie Booth(1)
Ed Tech South

Brian Dietzel (1)
Ed Tech South

Morgan Gavaletz (1)
Ed Tech HS South

Jennifer Sisto (1)
TOD South

Jolene MacDonald (1)
TOD South

Caitlin O'Connell (1)
OT South

Kelly Knowlton-Randall (1)
Ed Tech

Agnes Adams(1)
SPED TOD

Cara Hoppis (1)
Occupational Therapist

Andrew Douphinett (1)
Ed Tech MS South

Christy LoCicero (1)
TOD South

OPEN (1)
TOD South

Eleanor Gettman (1)
TOD South

Evelyn Clement (1)
Ed Tech

Meghan Pitko (1)
SLP South PreK/Elem

Meghan Pitko (1)
SLP South PreK/Elem

Julian Bartlett (1)
Ed Tech MS South

Leigha Inskeep (1)
SLP South

Hillary Morrison (1)
Ed Tech

Matthew Welch (1)
Ed Tech MS South

Jillian Thuringer (1)
TOD South

Monique Prevost (1)
Ed Tech

Emily Blachly (1)
South ASL Specialist

OPEN (1)
TOD South

Sydney Levesque (1)
Ed Tech

Kirsten Lewis (.6)
Occupational Therapist

OPEN (1)
SLP South PreK

2023-24 School Year

73.3 FILLED + 8 OPEN = 81.3 TOTAL HEAD COUNT

Mackworth Island Preschool

Maine Educational Center for the Deaf and Hard of Hearing/
Governor Baxter School for the Deaf



Family Handbook

Mackworth Island Preschool Program

Family Handbook

Maine Educational Center for the Deaf and Hard of Hearing /

Governor Baxter School for the Deaf

1 Mackworth Island

Falmouth, Maine 04105

Phone 207-781-3165

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Welcome!

Welcome to the Mackworth Island Preschool program at the Maine Educational Center for the Deaf and Hard of Hearing/Governor Baxter School for the Deaf (MECDHH/GBSD). We are thrilled you have chosen us to launch your child’s learning adventures!

Your child’s teachers will work closely with you in helping your child grow in all developmental areas. As parents, you will be provided opportunities to support your child through classroom involvement and close communication with teachers and providers.

This Family Handbook has been written to inform families of children attending Mackworth Island Preschool (MIP) about the program, policies, and procedures, as well as to answer questions that you may have. Please keep this handbook for future reference throughout the year.

The term “parent” when used in this handbook means an official caregiver of a minor child, including but not limited to mother, father, stepparent, grandparent, foster parent or court-appointed guardian, foster caregiver, or caretaker. If you have any questions about this Handbook, please contact the Preschool Coordinator, Catherine Lushman, catherine.lushman@mecdhh.org.

Campus Contact Information

Please feel free to contact the Mackworth Island Preschool office at (207) 781-6215.

MECDHH/GBSD Mission and Vision

Our Mission

In collaboration with families and professionals throughout Maine, we provide transformative learning, language-focused education, and opportunities for social-emotional growth, empowering Deaf and Hard of Hearing individuals, birth to 22, to reach their full potential.

Our Vision

A community where all individuals, families, and professionals are united in support of Deaf and Hard of Hearing success.

Rights of Children

Children Receiving Child Care

Children receiving child care from providers have the following rights.

1. Children must be free from emotional, physical, sexual abuse, neglect and exploitation.
2. Each Child has the right to freedom from harmful actions or practices that are detrimental to the Child's welfare, and to practices that are potentially harmful to the Child.
3. Each Child has a right to an environment that meets the health and safety standards in this rule.
4. Each Child must be provided childcare services without regard to race, age, national origin, religion, disability, sex, or family composition.
5. Children must be treated with dignity, consideration and respect in full recognition of their individuality. This includes the use of Developmentally Appropriate practices by the Provider and Staff Members.
6. Each Child has the right to the implementation of any plan of service that has been developed for that Child in conjunction with community or state agencies by the Provider.
7. Each Child has a right to Developmentally Appropriate activities, materials, and equipment.
8. Children with disabilities have the right to reasonable modifications to Provider policies and practices.

Maine Deaf Child Bill of Rights (summarized)

20-A M.R.S.A. c. 303-A § 7321 (2007)

Rights established. Deaf and hard-of-hearing children must have an education in which their communication mode is respected, used, and developed to an appropriate level of proficiency.

Deaf and hard-of-hearing children must be ensured the following rights:

- A high-quality, ongoing, and fluid means of communication, both inside and outside of the classroom;
- Placement in the least restrictive educational environment and services based on their unique communication, language, and educational needs;

- Staff who understand the unique nature of deafness and are specifically trained to work with hard-of-hearing and deaf children;
- Sufficient number of age-appropriate peers and adults with whom deaf and hard-of-hearing children can interact and communicate in a spontaneous and fluid way;
- Opportunity to choose a variety of language modes and languages to enhance language learning;
- Staff proficient in appropriate language modes who can communicate spontaneously and fluidly with DHH children; and
- Opportunity to develop proficiency in English, including oral and manual visual methods of communications, and American Sign Language.

MIP Accreditation and Licensure

National Association for the Education of Young Children (NAEYC)

The Mackworth Island Preschool has engaged in self-study and achieved NAEYC accreditation. Through the accreditation process, programs are discovered that create a stronger and more committed team of teachers, administrators, and families who work together to continually improve program quality. Teachers and administrators find their work more rewarding and families appreciate and seek out NAEYC accredited programs for their children. Since its founding in 1926, the National Association for the Education of Young Children (NAEYC) has been working to define quality in programs for young children.

As a NAEYC accredited preschool, we are committed to the following NAEYC core values:

- Appreciate childhood as a unique and valuable stage of the human life cycle.
- Base our work on knowledge of how children develop and learn.
- Appreciate and support the bond between the child and family.
- Recognize that children are best understood and supported in the context of family, culture, community and society.
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague).
- Respect diversity in children, families, and colleagues.

- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect.

Our NAEYC accreditation certificate is posted in the MIP foyer. Learn more about NAEYC by visiting their website: <https://www.naeyc.org/>.

Department of Health and Human Services (DHHS)

Mackworth Island Preschool is licensed by the State of Maine Department of Health and Human Services (DHHS), Office of Child and Family Services, Children’s Licensing and Investigation Unit. This requires very strict mandates per Child Care Facility Licensing Rule 10-148 Code Of Maine Rules Chapter 32. As required, our DHHS certificate of licensure is posted in the MIP foyer, along with a binder with the most recent inspection results and the Licensing Rules. You can learn more about DHHS licensure on their website: <https://www.maine.gov/dhhs/ocfs>.

Rising Stars for ME

One requirement of DHHS Licensure is to participate in Maine’s Quality Rating and Improvement System (QRIS), *Rising Stars for ME*, per Child Care Facility Licensing Rule 10-148 Code Of Maine Rules Chapter 31. Programs participate in a rigorous self evaluation process, addressing seven (7) standards by which a program is evaluated to determine its Star Rating. A program’s Star Rating is determined based on the extent which programs have met all requirements for each Standard.

- Standard 1: Learning Environment / Developmentally Appropriate Practice;
- Standard 2: Program Evaluation;
- Standard 3: Child Care Staff Member Qualifications and Professional Development;
- Standard 4: Administration and Business Practices;
- Standard 5: Family Engagement and Partnership;
- Standard 6: Child and Youth Assessment; and
- Standard 7: Health, Safety, Nutrition, and Physical Activity.

Rising Stars for ME uses program data on specific Standards to give programs a rating from 1 to 5 Stars. Mackworth Island Preschool holds a 5 Star Rating. As required, our Rising Star certificate is posted in the MIP foyer. For more information about *Rising Stars for ME*, visit their website: <https://www.mrtg.org/rising-stars-for-me/>.

Maine Roads to Quality (MRTQ)

While *Rising Stars for ME* is a system for QRIS of programs, the *Maine Roads to Quality (MRTQ)* is a system for individuals. All MIP staff members are required to be registered with *MRTQ*. The purpose of *MRTQ* is to support early childhood professionals in developing the expertise necessary to provide high-quality, inclusive, and culturally responsive care to Maine’s children. The *MRTQ* Registry uses education, training, and experience to assign individuals to a Level (1 to 8). Mackworth Island Preschool has 11 staff members, 5 of whom are at Level 8 and an additional 3 of whom are at level 7. Information on the *MRTQ* program can be found on their website: <https://mrtq.org/>.

Annual Program Inspection

DHHS is required to inspect programs annually. Families have the right to be fully informed of findings of the most recent inspection conducted by DHHS. Licensing inspection results are public information, and the most recent inspection conducted by DHHS is available in a binder in the MIP foyer.

Reporting Licensing Violations

The MIP program is licensed as a child care provider by the State of Maine Children’s Licensing and Investigation Unit within the Office of Child and Family Services. Per licensing regulations, any violations will be communicated to families by Mackworth Island Preschool within two business days of any actions taken against MIP by DHHS, including but not limited to, decisions to issue conditional licenses, refusal to renew a license, or to impose fines or other sanctions.

To learn more about the licensure requirements, visit their website at <https://bit.ly/3WCJjMX>.

Mackworth Island Preschool (MIP)

MIP Philosophy & Goals

Philosophy

Our preschool program is child-centered and family-oriented, striving to build a life-long love of learning. We promote the growth of children’s social, emotional, physical, and cognitive development by utilizing evidence-based practices in early childhood education. As a result, we

focus on the whole child, understanding that learning must be integrated across the developmental domains and that it does not occur in isolation.

Our program fosters the growth and development of children with learning experiences that are meaningful and culturally relevant to their life. The preschool program encourages the joy, wonder, and enthusiasm that children possess while supporting their communication and language needs in an enriching learning environment. In our classrooms, play allows young children to explore, experiment, and manipulate their environment, while developing problem-solving skills. Young children construct knowledge based on their experiences with the world around them – they learn by doing. Children increase their knowledge of the world through interactions with adults, peers, and materials. We have designed our programs to encourage the exploration and interaction of young children.

Program Goals

- To engage the whole child in learning experiences that are meaningful and culturally relevant to their lives;
- To foster the growth and development of expressive and receptive language;
- To support the continuum of language and communication options;
- To encourage both independence and self-confidence while developing problem-solving and critical thinking skills; and
- To foster a sense of community within the classroom and beyond with respect for the similarities and differences amongst us.

Language-Rich Environment

The Mackworth Island Preschool program at MECDHH/GBSD offers language-rich early childhood education for Deaf, hard of hearing, and children with typical hearing levels ages 3 to 5. Children with a range of language and communication styles are guided to play, interact, and explore their environment to cultivate social-emotional growth, cognitive development, motor skill development, pre-literacy skill development, communication proficiency, and creativity.

MIP is a bilingual/bimodal setting offering children open exploration, access, and experience in American Sign Language (ASL) and spoken English. There are two classroom environments. In one room, spoken English is used as the language of instruction and communication. In the second room, American Sign Language is the primary language of instruction and communication. Children will have many opportunities to interact in both of the classrooms throughout their day.

Children are encouraged to explore all learning centers in the ASL and spoken English classrooms to aid in development of auditory/listening skills, spoken English, and both receptive and expressive ASL skills. The staff in the Preschool Program are versatile and adept at meeting the various communication goals of individual children. The teachers, assistants, and speech therapists facilitate opportunities for children to effectively and independently express themselves. Throughout the preschool day children have whole and small group learning experiences that foster language and communication development.

Each child's natural curiosity and individual pace steers their learning process in each area of development. The island and classrooms serve as a palette for children's learning, directed by the child and nurtured by staff to ensure growth in all areas indicated in state and national education guidelines. Through play, children are developing their sense of self, trying out different roles and making meaning of the world around them.

Children in preschool benefit from clear, consistent structure and expectations. When children have a clear understanding of the organization of the day, they are able to focus their energy and enthusiasm on the business of discovery and play.

All classroom environments have been acoustically modified to minimize background noise and reverberation. Hearing assistance technology compatible with individual children's personal hearing aids and cochlear implants is used throughout the school day.

Enrollment Criteria

Preschool Children who are Deaf or Hard of Hearing

Placement in Mackworth Island Preschool, accommodations, and supports needed are documented through the IEP process with Child Development Services (CDS). The program is licensed for 49 children, though we average between 25-30 during the school year.

Peer Language Models

All children whose families are interested in having their child attend MIP as peer language models will have a hearing screening, a speech and language screening, and a developmental screening prior to enrolling in the program. The purpose of these screenings is to ensure that the peer language models enrolled in the program have typical hearing levels and are not demonstrating any areas of concern in their speech and language development. Once a family begins the enrollment process, the screenings will occur at MIP and will be administered by a team that includes a Teacher of the Deaf, speech pathologist, and audiologist.

Peer language models should not be receiving any services through CDS (e.g., physical, occupational, developmental, speech/language therapies). Any child who does not meet

screening criteria will be offered support in seeking further evaluation through CDS. To learn more about CDS, visit their website: <https://www.maine.gov/doe/learning/cds>.

Priority for enrollment is given to siblings of children in the program, children of staff members of MECDHH, and children of Deaf Adults.

Getting Started in Our Program

When families are interested in our preschool program the following steps occur:

- MIP coordinator is contacted by
 - Parents who express interest in program;
 - CDS Coordinator with referral for services; or
 - Child's Local Education Unit (LEA) through Individual Education Program (IEP) process.
- Program visit guided by MIP Coordinator;
- Meet with MIP Coordinator to review
 - Program options;
 - Required paperwork;
 - Billing procedures (if applicable – for children with typical hearing levels);
 - Family handbook; and
 - Policies.
- Schedule child visit for 1-2 hours with parents for part then without parents
- Screening for hearing and developmental/language for peer language model;
- Paperwork reviewed and completed prior to the child's first day;
 - MIP forms on website at <https://bit.ly/mipforms>
- Family Handbook given to parents, and parent's signature obtained stating they have read and understand contents; and
- Start date is determined based on
 - Availability;
 - Child's readiness to transition into MIP; and
 - IEP process.

Tuition Policy

Tuition for DHH Children

Tuition for children who are deaf or hard of hearing is funded through special education and is available at no cost to parents.

Tuition for Peer Language Models

- \$175/week flat-rate fee for 5 days enrollment (Monday - Friday, 8:30 - 3:00)
- \$100/week flat-rate fee for children of MECDHH/GBSD staff

Tuition is based on enrollment, not attendance. To maintain a reserved space, tuition must be paid during the absence of a child due to illness, family vacations, snow days, and holidays. Parents do not need to pay during school vacation weeks.

Tuition is paid weekly. Weekly payments are due by Friday of every week and may be brought to or sent to the business office at MECDHH, 1 Mackworth Island, Falmouth, Maine 04105; placed in the “tuition box” in the lobby; or paid through Venmo. Payment two weeks overdue will result in your child being excluded from the program until payment is rendered.

Late Pick Up

Please pick up your child at designated times. Our staff members have meetings and commitments at the end of the school day. Children must be picked up and out of the building by 3:00. Our policy is to charge a \$25.00 late fee if a child is picked up late. If parents continue to arrive late, we reserve the right to terminate participation in the program.

Supervision of Children

Staff members ensure children are adequately supervised at all times. Staff members will conduct regular child counts before the group leaves an area and when the group enters a new area to confirm the safe whereabouts of every child.

- Staff members must be aware of where children are at all times. Preschoolers (ages 3-5) may be momentarily out of sight and sound (e.g., if a child is in the classroom bathroom). Students do not leave the classroom without an adult.
- Staff members are assigned to specific areas for close supervision of children on the playground.
- Children are closely supervised when using indoor gross motor equipment such as the tumbling mat, mini trampoline, etc.

The child-to-staff ratio is 1:4 in the morning and 1:6 in the afternoon. There are primary staff assigned to each classroom. As children spend time in other classrooms, staff may move around to satisfy the children’s language plan goals. Outdoor learning environments maintain indoor classroom child-to-staff ratios.

Playground, Quad, and Gym Supervision Expectations

The playground, quad, and gym areas are yet another “classroom” for children to learn and should be approached as such for staff. Staff members will continue to be engaged with the children, at their eye level, leading activities, and creating opportunities for the children to engage with each other.

Attendance

School Calendar

The Mackworth Island Preschool follows the Portland Public School and Child Development Services calendars.

Please refer to the calendar in the appendix for information about school breaks, first and last day of school, professional development days, etc. Please note that the school end date is subject to change based on school cancellations during the school year.

Arrival & Dismissal Times

- Our preschool day **begins at 8:30 a.m.**
 - Children are expected to arrive at 8:45 am at the latest, so that they are able to transition into the classroom at their own pace and fully participate in the program
- Dismissal time every day is 3:00 p.m.

Absences

Please notify the school if your child will be absent due to illness, inclement weather, or other reasons. You may notify staff through the Brightwheel app, or contact the MIP office at (207) 781-6215.

Drop Off and Pick Up

Parents are asked to make contact with at least one of the teachers or ed techs at drop off and pick up times. Parents who plan to drop off or pick up their child at a time other than the regular arrival or dismissal time should contact the classroom teacher in advance through the Brightwheel app. Parents are asked to put a message on Brightwheel to alert staff of any deviation from the child's schedule, including absences and planned late drop off or early pick up.

The child's file will contain written permission by the child's parent or legal guardian of the names of the individuals authorized to pick up their child from preschool. Provide written permission and timely notification if you are arranging for someone to pick up your child who is not on their authorized child pick up list. Children will **not** be allowed to be dismissed to anyone under **any** circumstances without this permission, **no Exceptions**.

School Closures

Mackworth Island Preschool follows Portland Public Schools with regard to weather closures and delays. Additional closures may occur due to weather concerns that impact the causeway or building.

Instruction

Preschool Curriculum

MIP uses the *PreK 4 Maine* curriculum, which is a rich, play-based, intentional curriculum that is aligned to Maine's Early Learning and Development Standards as well as the Head Start Early Learning Outcomes Framework.

<https://www.maine.gov/doe/learning/earlychildhood/PreK4ME>

We believe that the children learn best when the curriculum is fully integrated into all of the content and developmental domains. The *Prek for ME* curriculum is comprehensive and covers all domains of early learning. The content of each unit is built around a carefully crafted daily routine within an activity-centered day. Themes, skills, and concepts are developed through quality children's fiction and non-fiction books.

The curriculum is based on six thematically organized units, each continuing for four weeks:

- Family
- Friends
- Wind and Water

- The World of Color
- Shadows and Reflections
- Things that Grow

Teachers and staff supplement additional units throughout the year to fill in the time gaps between the above-mentioned units, continuing with the *Prek for ME* system of planning. These units will vary depending upon child interest as well as time of year.

Young children learn by doing; as a result, both children and teachers are actively engaged in the discovery of new information. Children's natural curiosity and interest is considered by the teachers during the planning process.

We value the wonder that children show in newly discovered information. In the early childhood classrooms, teachers "set the stage" for new discoveries and information, while always remaining flexible to the directions that children may go as they embark on the adventure of learning. The theme is reflected in all areas of the learning environment, allowing children to engage in the content using multiple learning styles (e.g., visual, auditory, tactile).

The MIP classrooms are organized so that children have daily opportunities to engage in Block Building, Dramatic Play, Art, Writing, Book Exploration, Sensory Experiences, and Small Manipulatives while in a visually and language rich environment.

Parent communication is an important aspect of our curriculum. Parents are kept informed of information related to each unit and given activities to expand on their child's learning at home through the Brightwheel messaging app, face to face communication, email, and by phone. If difficulties arise in interactions between families and program staff, the case manager for the child will call the family, or the family may contact the case manager. If difficulties continue, the Preschool Coordinator may be included in the conversation. If difficulties still continue, the Director may be contacted.

Schedule

The MIP program runs Monday - Friday from 8:30 - 3:00, with early release at 2:00 on Wednesdays. A typical day at MIP is as follows:

8:30 – 9:00	Arrival, Listening/Gear Check, Sensory/Gross Motor Play
9:00 – 9:45	Transition, Bathroom, and Snack
9:45 – 10:00	Morning Meeting/Story Time/Movement Activity
10:00 – 10:15	Whole Group Activity and Closed Door Center Time
10:15 – 11:00	Open Door Center Time
11:00 – 11:15	Large Group Bi-lingual/Bi-modal Story
11:15 – 12:00	Sensory/Gross Motor Play
12:00 – 12:30	Bathroom and Lunch
12:30 – 1:30	Rest Time, Quiet Activities
1:30 – 2:30	Play Based Learning
2:30 – 2:45	Bathroom and Snack
2:45 – 3:00	Sensory/Gross Motor Play, Dismissal

In the Preschool Program children are expected to arrive at 8:45 am at the latest, so that they are able to transition into the classroom at their own pace and fully participate in the program. If your child utilizes a transportation service, please make sure to inform them of the program hours. Before school care is not available.

Please send a blanket and a cherished “lovey” that might help the child to relax during rest time. Blankets will be sent home on Fridays for washing and should be returned the following Monday.

Assessment

Throughout the year children’s progress is monitored and assessed both formally and informally. The staff uses standardized and curriculum-based assessments, anecdotal evidence, checklists, progress reports, and portfolios to document what children are learning and how they are acquiring new information.

Purposes of Assessment

- To provide a record of growth in all developmental areas: cognitive, physical/motor, language, social-emotional, and approaches to learning;
- To identify children who may need additional support and determine if there is a need for intervention or support services;
- To help educators plan individualized instruction for a child or for a group of children that are at the same stage of development;
- To identify the strengths and weaknesses within a program and information on how well the program meets the goals and needs of the children; and
- To provide a common ground between educators and parents to use in collaborating on a strategy to support their child.

Portfolios

Each child has an electronic portfolio that includes a developmental checklist of the Maine Early Learning Development Standards, as well as documentation through photographs by unit, children’s work, and anecdotal records to support the progress report. Teachers and therapists will update the file in the Google Drive monthly.

Portfolios may include but are not limited to

- Communication Parent Questionnaire;
- Communication Plan or Child Language Profile;
- MELDS Checklist;
- Language samples;
- Developmental checklists;
- Quarterly IEP CDS progress reports;
- Self-portrait with name;

- Input to IEP Form;
- Batteries from formal evaluation tools; and
- Additional: Sensory Activity, Sensory Diet, Behavior Plan.

Ed Techs will be assigned duties in collecting data, language sampling, and assessing, as needed. Results will be kept confidential and only shared with that child's team members.

Assessment tools used have been evaluated by the program administration and deemed valid and reliable for use in measuring the progress of children in Early Childhood Programs. Assessments will take place in the preschool setting, either in a group or one-on-one.

If there is a concern about a child's developmental progress, we will utilize the observation and documentation of the child to discuss the concerns with the IEP team, which includes the parents and CDS. The IEP team may decide to use the above-mentioned formal evaluation tools to seek information on eligibility for special services. Parents will be required to sign a consent to evaluate before any additional evaluations can be completed. We will not contact outside assistance without the written consent of the child's parents. Notice will go out in our weekly newsletter regarding when the developmental assessments will be conducted by teachers in preparation for fall conferences and spring transitions. These typically take place in October and March.

Progress Reports

MIP utilizes a progress report that aligns with the Maine Early Learning Guidelines and looks at:

- Personal and Social Development
- Approaches to Learning
- Creative Arts
- Early Language and Literacy
- Health and Physical Education
- Mathematics
- Science
- Social Studies

IEP Progress Reports

For children who attend MIP and have an established IEP, additional reports are sent home quarterly that discuss the progress that a child is making in regards to their goals on their Individual Education Plan. Children with an IEP have an additional annual team meeting to discuss the progress that a child is making in relation to the specific goals. If at any time there is

a concern about how your child is developing and you would like the IEP team to meet, you can contact your child's case manager at CDS to schedule a meeting.

Parent-Teacher Conferences

We believe parents and teachers work collaboratively as a team to provide the best support for the children in our program. Parents meet with their child's teacher to discuss the progress that the child is making in their learning environment and to set goals for their child. This is an opportunity to discuss your child's successes, strengths, and areas of challenge. Additional times to meet with your child's teacher are always available. Parent/Teacher Conferences are scheduled twice during the school year, in November and March.

Discipline

Disciplinary Action

The MECDHH/GBSD School Board believes that children and staff are entitled to learn and work in a school environment free of violence, threats, and disruptive behavior. Children are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

With a goal of limiting or eliminating the use of suspension, expulsion, and other exclusionary measures, school staff will utilize training and strategies to prevent, minimize, and manage behavioral challenges. The Executive Director may suspend and/or recommend expulsion of children who violate preschool policy based upon the facts of each case and in accordance with applicable state and federal laws.

Social Stories

Social stories are stories with simple text and pictures often used to help children learn appropriate behavior and/or expectations, transitions, or to help with events outside their typical routine. The stories can be "read" over and over again to help children gain confidence and understanding in the specific area. Copies are often shared with families, for carry-over at home.

Guiding Behavior

Within the preschool, children are in the process of learning self-control and self-regulation, as well as how to share and how to work/play with others. As a result, problem solving is a big part of what we do.

In preschool we:

- Model how to solve problems with our words, not our bodies.
- Show (and practice) respect for self and others.
- Provide positive reinforcement when children are making safe choices.
- Use “I” statements when speaking to children (e.g., “I notice that Billy is sad, can you tell me what happened?”) and facilitate opportunities for preschoolers to practice this skill.
- Redirect children to a different activity if needed.
- Provide children with a safe, supervised space when they need a break.

Physical restraint, shaming, verbal abuse, or withholding of food is not acceptable in our program. MIP staff never use physical punishment such as shaking or hitting and do not engage in physical abuse or coercion. **“Time Out” is not used in our program.**

Mackworth Island Preschool Policies

Birthdays

We enjoy honoring children’s birthdays at school. We welcome a special birthday snack, although this is optional. We prefer non-sweet snacks, but we do make exceptions on birthdays. Please check with your child’s teacher regarding any food allergies in the classroom.

Change of Clothes

The learning endeavors of young children are often messy! We ask that you leave two extra sets of clothes (including socks and underwear) in your child’s cubby and label them. Soiled clothing will be sent home in plastic bags.

Family Involvement

Family involvement and open communication is imperative to the success of our program and to the success of each child. We support ongoing communication throughout the year through the Brightwheel messaging app. Individual parent conferences are offered twice a year. Additional meetings can be set up by contacting your child’s teacher. Families will be informed of workshops, conferences, and family events throughout the year at MECDHH. Teachers and staff have a variety of resources that they would be happy to share.

If you have questions, comments, or concerns, please let us know. You can send a note with your child, connect with us at drop off or pick up, call, email, or contact us through Brightwheel. Our Preschool Coordinator is also available to meet with you. Information is shared between home and school via:

- Parent-teacher conferences;
- Brightwheel messaging app;
- Email and phone; and
- Facebook page: Mackworth Island Preschool.

Parents are welcomed and encouraged to participate in the classroom in a variety of ways. Some examples include:

- Making a special snack with the children;
- Reading a book or telling a story;
- Assisting during Outdoor Play time; and
- Being involved in Center Time.

Please discuss options with your child’s classroom teacher. They will be happy to find an activity for you to help with.

Holidays

The Mackworth Island Preschool program recognizes holidays from a multicultural perspective. We recognize that each family comes with their own traditions and customs. We respect the differences that diverse families bring to our programs, and we embrace the similarities that are common. We learn about the similarities and differences of all the holidays and welcome families into the classroom community to share their own special traditions and customs.

Nut Free Environment

The Mackworth Island Preschool adheres to a Tree Nut Free policy throughout the Preschool Environment when necessary. If notified to do so, parents and children need to be mindful of any products containing nuts when preparing lunches or snacks. Parents of children who have previously experienced an anaphylactic reaction to any foods or insect bites will be asked to provide the school with an up-to-date medical action plan, signed by their treating doctor.

Outdoor Play

Our program is located on beautiful Mackworth Island. Children are able to actively observe and interact with the environment in this setting. We are fortunate to have both ocean and forest habitats within walking distance of the classrooms. As a result, the MIP program fosters a love and curiosity of the outdoors.

We play outside every day, weather and air quality permitting. We alternate our outside time between the playground, the quad area, and the walking paths around the island. Please send your child to school with appropriate clothing for outdoor play. Children need sturdy shoes for running, jumping, climbing, and exploring the natural environment and playground. If you would like us to apply sunscreen or bug spray during sunny months, please sign our sunscreen and bug spray waiver and include these items in your child's backpack. During the winter we will play outside as long as the temperature is above 20 degrees (including the wind chill). In the winter, please send your child to school with hats, mittens, snow pants, and boots for outside play. When conditions do not allow for play outside, we will utilize the indoor gymnasium on site.

Rest and Quiet Time

Because children lead vigorous and active lives, each child is afforded the opportunity to rest. Rest time is typically after lunch. The State of Maine's Rules for the Licensing of Child Care Providers requires children in attendance for more than four hours to have an opportunity for rest or relaxation for at least one hour.

Separations

The comings and goings and separating from parents are important events for young children. For some children good-byes are difficult, and they may be very teary. We have found it works well to give your child clear messages and to say very definitively and positively, "I am leaving now," "I will see you soon," "I will pick you up after school," or other similar messages. Letting your child know who to expect to pick them up at the end of the day decreases anxiety about what is happening. A clear routine of hugs, squeezes, and kisses often helps. If your child has difficulty during this transition, it may be helpful to ask a teacher for help. We will help to warmly redirect your child's attention and interest them in activity or offer some special attention to help bridge the gap. We also utilize a "Goodbye Door." At the Goodbye Door, children are encouraged to connect with their parent before entering preschool. Options for saying goodbye could include a fist bump, high-five, hugs, a kiss, etc.

Snack and Lunch

We ask that you send your child to school with a brown bag-type of lunch. Please only send items that do not need to be refrigerated or warmed-up. In addition, send two snacks, one labeled as "Morning Snack" and one labeled as "Afternoon Snack."

Young children are busy learning and growing and need well-balanced meals each day. Mealtime is a great opportunity for children to be independent and practice making choices

about what to eat and in what order they will eat their food. Please keep this in mind when deciding what foods to send for your child's lunch.

Please remember the following:

- Children are encouraged to try all of the food that they bring for lunch each day.
- All food from home needs to be labeled with the child's name and date on the containers.
- Food that has not been eaten or is unfinished will be sent home.
- Please do not send popcorn, candy, or soda.
- If lunch items need to be kept cold, please include an ice-pack in your child's lunchbox.
- If your child has particular dietary needs/concerns (e.g., food allergies, lactose intolerance) please inform your child's teacher.

If you need assistance with providing lunch for your child each day, please discuss this with your child's teacher or the Preschool Coordinator.

Tobacco Use and Possession

In order to promote the health and safety of all children and staff and to promote the cleanliness of all facilities, the MECDHH/GBSD prohibits smoking and the use of all other tobacco products in school buildings, facilities, and on school buses during school-sponsored events and at all other times on school grounds by all persons. For more information, visit the MECDHH Board Policy webpage: <https://bit.ly/mecdhhboardpolicies>.

Toilet Training and Diapering

We accept children into our programs at any level of toilet training. We feel that children will begin to use the toilet according to their own schedule. We will work cooperatively with families during this important stage of development.

It is the parents' responsibility to bring the appropriate diapers, wipes, and changes of clothes that may be needed for their child. We follow the Universal Precautions, as noted below, for the health and safety of all. For children who are toilet-trained or are in the process of being trained, toileting needs will be supported by staff. Families should inform staff if the child is beginning the toilet training process and let us know how to best help your child be successful in this area.

Toys from Home

We ask that you do not let your child come to school with toys from home, as this can lead to feelings of competition, and items may become lost or broken. Throughout the year we will have opportunities for children to share a special item from home during whole group times. Please label the item.

Translation into Other Languages

At MECDHH/GBSD we communicate in American Sign Language and Spoken English. If you communicate more comfortably in another language, please let us know. We will make every effort to make our materials and communications accessible for you in your home language.

Transportation Procedures

In order to maintain a healthy breathing environment during drop off and pick up times, please turn off your vehicle's engine, except if vehicles need to idle in cases of extreme heat or cold to maintain interior or engine temperatures.

MIP is not responsible for transporting children to or from school. Transportation for students on IEPs may be provided by contractors of CDS.

We do not participate in off-island field trips.

Provide written permission of the names of the individuals authorized to pick up your child from preschool. Provide written permission and timely notification if you are arranging for someone to pick up your child who is not on their authorized child pick up list. Children will **not** be allowed to be dismissed to anyone under **any** circumstances without this permission, **no Exceptions**.

Visitors and Volunteers

One goal of Mackworth Island Preschool is to foster awareness of and respect for a bilingual-bicultural environment. Welcoming volunteers and visitors is an excellent way to foster that awareness and respect. Volunteers and visitors also provide opportunities for our students to interact with individuals who are not in their typical educational environment.

Visitors must sign in at the MIP front office . A visitor's badge will be assigned and worn at all times throughout the visit. All visitors who wish to visit classrooms, observe aspects of the instructional program, or meet with staff members are expected to schedule such visits in advance. Teachers and other staff may not use instructional time to discuss individual matters with visitors.

If anyone you know is interested in volunteering, have them contact the Executive Director’s administrative assistant at (207) 781-6284 to fill out the appropriate paperwork. For more information about requirements, visit the MECDHH Board Policy Webpage: <https://bit.ly/mecdhhboardpolicies>.

Health Information

MIP encourages positive, preventative health practices among children and staff at the school.

General Health Policy

Both staff and children should be well enough to participate in the Mackworth Island Preschool program each day that they attend. If any of the following apply, your child should stay home:

- Your child does not feel well enough to participate comfortably in the usual classroom and outdoor activities.
- Experiencing any of the symptoms that indicate a contagious disease, as indicated below, or an immediate need for medical intervention.

If your child shows any of the following symptoms, they should not attend the program (please see addendum chart “When Should I Stay Home?”):

- Diarrhea in the past 24 hours
- Vomiting in the past 24 hours
- Fever over 101 degrees in the past 24 hours
- Skin conditions/rashes with drainage
- Drainage from the nose or eyes that is not clear

If your child develops any of these symptoms while at school, you will be notified that your child needs to go home. Your child must be picked up within an hour of contacting you, and you will need to keep your child home for 24 hours. If the parent is not able to be reached, we will contact the next person on the emergency contact information. It is imperative that each child have a complete, accurate emergency/contact information card on file to ensure the proper quick response by the school.

If your child has been seen by a physician and placed on antibiotics, they should remain at home for 24 hours or longer until the antibiotics have taken effect and the condition has improved.

Parents should exercise every caution and keep your child home if unusual symptoms are noticed. If your child has been exposed to a highly contagious disease, details should be reported to the MIP Coordinator. While maintaining the confidentiality of the child, we will post information to families regarding any communicable disease to which their child has been exposed, signs and symptoms of the disease, mode of transmission, and period of communicability. We will also notify the Center for Disease Control of any contagious diseases according to the “Notifiable Conditions List” that is prepared by the Maine Department of Health and Human Services, Bureau of Health. Strep throat, pinworms, viral infections, measles, mumps, chicken pox, fifth disease, scarlet fever, conjunctivitis, diarrhea, and impetigo are among those conditions categorized as “highly contagious.”

Classroom Prevention of Communicable Disease

All surfaces and toys are cleaned on a regular basis, as recommended by NAEYC’s Cleaning and Sanitation table. We use standard precautions for cleaning surfaces that have come in contact with potentially infectious bodily fluids. By including illness-prevention practices in daily routines and following clear prevention policies, we are able to limit the spread of infection.

Standard precautions we take to prevent communicable disease include:

- Ensuring any surface that may come in contact with body fluids are disposable or made of material that can be sanitized.
- Using barriers and techniques that minimize contact of mucous membranes or openings in skin with other body fluids.
- Cleaning up spills of body fluid immediately with detergent and water rinsing.
- Sanitizing non-porous surfaces according to the Cleaning and Sanitation Table (<https://bit.ly/45sKcvJ>).
- Blotting and spot cleaning rugs with a detergent-disinfectant, shampooing, or steam cleaning.
- Disposing of contaminated materials and diapers in a tied plastic bag in a closed container.
- Separating toys that have been mouthed or contaminated into a separate bin for cleaning at a later time, or by cleaning the toys immediately with detergent, sanitizing them, and letting them air dry.

Staff will take precautions to ensure communal water play does not spread infectious disease by ensuring:

- No children drink the water.

- Children with sores on their hands are not permitted to use the water table.
- Fresh water is used and changed every day.
- Fresh water can flow freely out through a drain in the table to a bucket underneath.

Communicating About Serious Incidents

Families will be notified of any incident or accident involving their child on the day the incident occurs, and immediately if the incident or accident is serious and/or involves medical care.

Accident and/or Serious Incident Reports will be filled out by the end of day, submitted to the MIP Coordinator, and sent home to the parents within 24 hours.

Confidential Medical and Emergency Information

Mackworth Island Preschool at MECDHH/GBSD maintains the confidentiality of all student educational records. Records containing emergency contact information, allergies and pertinent medical information, transportation information, and contact number are compiled and updated by the Preschool Team and Administrative Assistant on an ongoing basis. These records are stored in the MIP office.

Hand Washing

Good hand washing practices prevent the spread of germs in early childhood programs. Staff will assist children with hand washing as needed to successfully complete the task. Children's and adults' hands should be washed, using proper hand washing technique, which will be posted by all sinks:

- Upon arrival at the child care setting;
- When moving from one classroom to another;
- Immediately before and after eating or preparing food;
- After handling bodily fluids (e.g., blowing a nose);
- After using the toilet;
- Before and after diapering;
- Before and after using water tables (Children with sores are not allowed at the water table); and
- After playing on the playground.

Sinks in the classrooms and bathrooms are not used for bathing children or for removing fecal material from clothes or other materials.

Health-Related Staff Training

All staff members are required to participate in the following health-related training annually:

- Bloodborne Pathogen Exposure Prevention; and
- MRTQ Health and Safety Orientation and Update.

Staff members are required to participate in the following health-related training biannually:

- First Aid;
- Automatic electronic defibrillator (AED);
- Adult cardiopulmonary resuscitation (CPR); and
- Pediatric CPR.

Immunization Records

According to Maine's rules for the Licensing of Child Care Facilities, a child care facility must have on file, within thirty (30) days of the child's first admission to the program and updated annually after, a Certificate of Immunization which clearly illustrates each child's present immunization status and that they are up to date with routine screenings. The following immunizations must be documented:

- measles,
- mumps,
- rubella,
- diphtheria,
- pertussis,
- polio,
- tetanus,
- haemophilus influenza type B,
- hepatitis B,
- pneumococcal conjugate,
- VZV (Varicella or chicken pox), and
- Hepatitis A.

A blood test demonstrating immunity to measles, mumps, and rubella can be provided as proof of immunity. If immunization is medically inadvisable, a written statement from the child's physician is acceptable and will be kept in the child's file. In the event of a disease outbreak,

children not vaccinated for medical reasons must be excluded from the program until the outbreak no longer exists, or until the child receives the necessary immunization.

Medication Policy

If your child needs medication while at school, please see your child's teacher or the Preschool Coordinator. Only medication that has been prescribed by a physician and is in the original container marked with the child's name, dosage, and date will be administered. Medications will be stored in a locked container. Long-term medications need to be accompanied by a special permission form signed by the doctor and renewed every six months or annually, depending upon the condition. **Over the counter drugs also need a physician's permission. Staff cannot administer ANY drugs, including Tylenol or cough syrup, without written notice from the child's doctor.**

Serious Injury and Child Death Reporting

If a medical emergency arises with a child, we will notify a parent immediately. If the emergency is life threatening to the child, necessary steps will be taken to put the child's safety first (calling 911, doctor, poison control, emergency transportation to the nearest hospital, etc.) and then parents will be notified. Maine Law requires child care providers to report serious injuries that require medical treatment from a healthcare professional or emergency room, such as a broken bone or losing consciousness. Mackworth Island Preschool will document all accidents, serious injuries/death, or emergencies on the day of the occurrence and make the report available to parents and legal guardians. A copy of the incident report must be signed by a parent and will be kept in the child's file. These situations will be reported to child care licensing within 24 hours of occurrence.

Storage of First Aid Supplies

First aid supplies (including, but not limited to, bandages, gloves, gauze, adhesive tape, hydrogen peroxide, and ipecac) are located in each classroom in a secured cabinet above the sink area, out of the reach of children. There is another first aid kit for use in outdoor spaces. Additional first aid supplies, including EpiPens, are available in the MIP front office.

Mackworth Island Preschool Program Staff

MIP Staff Positions

- Director of Statewide Education and Family Services
- Preschool Coordinator
- Teachers of the Deaf and Hard of Hearing
- Classroom Assistants (Ed Techs)
- Speech Language Pathologist
- Occupational Therapist
- ASL Specialist
- Educational Audiologist

We believe that a caring, competent, and qualified teacher for every child is the most important ingredient in a child's educational experience, and we want to assure you that we consider all our staff to be fully qualified for their positions. We are extremely proud of our staff. We work hard to ensure that every class has a teacher with the appropriate background, experience, and credentials for their current teaching assignment. Our ed techs provide support to the teachers and may float throughout the program, depending on the needs of the children.

All of our teachers are currently entitled to teach under Maine's strict certification requirements and have college degrees. Most teachers and therapy staff have advanced degrees. Our ed techs hold Maine Ed Tech certification, Level I, II, or III. All of our ed techs have college degrees or are currently enrolled in a higher education program.

In addition to degrees and certifications, each staff member continues their own learning through professional development activities, and our staff members are evaluated each year to make sure that their skills remain at the highest possible level. Staff are supervised and observed by the Preschool Coordinator and Director of Statewide Education and Family Services.

Mandatory Reporting

Maine law requires that educators who suspect child abuse and neglect report to the Maine Department of Health and Human Services (DHHS). MIP has a Child Abuse and Neglect Plan that staff are required to follow. For more information about Mandatory Reporting, visit the Maine DHHS website: <https://bit.ly/mainecps>.

Professional Development

Throughout the school year there are professional development days for staff that are built into the calendar. These learning experiences are important opportunities for teachers and staff to enhance their skills to better meet the needs of the children they serve. Professional development days are listed on the school calendar received at the beginning of the school year. Staff receive at least two hours monthly of in-service training.

Documentation of staff development training is kept on file in the MIP office and Business Office. All staff receives training annually in the following areas:

- Confidentiality/HIPAA/FERPA;
- Sexual Harassment;
- Mandatory report;
- Evidence-based, Developmentally- Appropriate Practice in early childhood education;
- Bloodborne Pathogen Exposure Prevention; and
- MRTQ Health and Safety Orientation and Update.

In addition to training provided on site, staff are encouraged to locate and attend other meetings, conferences, and workshops related to early childhood education. Mentoring and coaching experiences are included as part of professional development.

Staff Member Qualifications, Supervision, and Training

- Staff must complete a Maine Child Care Background check and submit an original DHHS Letter of Eligibility or have an email verification of eligibility from DHHS (childcarecheck.dhhs@maine.gov) prior to their first day of employment.
- CPR and First Aid certification will be updated every 2 years.
- 30 hours of training will be completed each year.
- Staff will be trained in emergency disaster response for the program during their first 90 days.
- All staff must be registry members with Maine Roads to Quality and submit training/education to reflect their highest level of academic/professional training/achievements.
- Within the first 90 days of employment staff must complete the 6-hour online Health and Safety Basics (HSB) course through Maine Roads to Quality and complete the 2-hour online HSB renewal annually thereafter.
- Within the first 90 days of employment staff must complete a Mandatory Reporting training and renew it every 4 years.

- All staff will be supervised by the Preschool Coordinator. Performance feedback will be given formally and informally throughout the time of employment on an on-going basis, and annual performance evaluations will occur.

Staff Orientation

All new staff members receive training in the following areas within the first few weeks of hire, including but not limited to:

- Specifics of their individual job;
- Behavior management including positive behavior support;
- Requirements related to child abuse reporting;
- School philosophy, organization, program, practices, and goals;
- Employee hiring/firing, advancement, performance reviews;
- Confidentiality/HIPAA/FERPA;
- Emergency procedures, evacuation policies and procedures, and use of the alarm system and equipment, such as fire extinguishers;
- Curriculum and assessment practices; and
- Communicating in a bilingual bicultural environment.

Additional Services

Interpreting Services

The role of the staff interpreter is to be available to facilitate face-to-face communication among signing and non-signing administrators, teachers, staff, children, their families, and visitors on a scheduled as well as on an impromptu basis. As the mix of signing abilities at MECDHH/GBSD varies from year to year, so does the role of the staff interpreter.

MECDHH/GBSD provides staff interpreting services to family members who come to campus with emergency information to convey to their child. Parents may also request interpreting services for MECDHH/GBSD events such as parent group meetings. Requests for MECDHH/GBSD interpreting services can be made by filling out the Interpreter Request form, located online. If you have any questions about filling out the form, please contact the Interpreter Coordinator at [interpreter.coordinators@mecdhh.org](mailto:interpreter coordinators@mecdhh.org).

MECDHH/GBSD **does not** provide interpreting services for outside agencies that are themselves required by law to make their services accessible to people who are deaf or hard of hearing. A

staff interpreter cannot be used simply because it is “convenient” to meet with a child at school. A staff interpreter can help by educating outside agencies as to their legal responsibilities to provide interpreting services and by referring them to reputable interpreter agencies.

Audiology Services

The MECDHH/GBSD educational audiologist provides consultation with TODs/SLPs regarding auditory access in the academic environment. The educational audiologist can serve as a liaison between the educational team and the managing audiologist. All children who wear hearing aids, cochlear implants, or bone conduction devices must have a primary care audiologist outside of MECDHH to provide audiological management.

Educational Audiologist Program-Related Service	Managing Audiologist Clinical Setting
Functional Listening Evaluations, Hearing Assistive Technology Evaluations, & middle ear checks	Hearing Evaluations & middle ear checks
Fitting/programming of Hearing Assistive Technology	Fitting/programming of personal hearing technology
Technology checks & troubleshooting of personal hearing technology & Hearing Assistive Technology	Earmold impressions/earmold fitting & repairs of personal hearing technology
Collaboration with managing audiologist	Collaboration with educational audiologist

Insurance Coverage

MECDHH/GBSD **does not** carry insurance to cover personal hearing technology from accidental loss, theft, or damage that might occur at school. Families can contact their primary care audiologist or hearing aid dispenser to purchase a repair warranty or loss/damage insurance if their child’s hearing technology is not currently covered.

Safety and Emergency Preparedness

Campus Safety

While children are on campus, a member of the CORE leadership team as well as maintenance staff are on duty. If you need to contact staff for assistance, please call the MIP office at (207) 781-6215.

Emergency Preparedness Plan

Emergencies often happen suddenly. Emergency preparedness is the process of taking steps to ensure our program is safe before, during, and after an emergency. In collaboration with Falmouth Emergency Services, an emergency preparedness plan for MIP has been developed. All staff members have been trained to know how to respond quickly and appropriately to emergencies that could happen in our program, and practice drills occur regularly.

Drills

Fire safety, prevention, fire drill, and building evacuation procedures are reviewed annually at the beginning of the school year with all staff and children. Preschool staff will ensure that all children are evacuated safely and accounted for. Children and staff will wait in the designated area until permission to re-enter the buildings and/or further instruction is provided. It is imperative that each child have a complete, accurate emergency/contact information card on file to ensure the proper quick response by the school in case of a disaster.

Fire drills are required monthly. Evacuation sites throughout the island have been identified and marked, and fire drill/evacuation procedures and information are posted at the front of each classroom as well as in the MIP lobby.

In the event of inclement weather which may be harmful to staff and children (e.g., rain, snow, low temperatures), teachers may move children to a connector which has immediate available exits to the outside, or they may evacuate to the MECDHH/GBSD school bus and drive around the parking lot until permitted to return to the building..

Twice a year lock-down/shelter-in-place drill occurs. For the first drill, staff are notified the morning of the drill, and the emergency services team conducts the drill without full gear. Before the second drill, the team visits the classrooms to show the students their full gear, with the goal of helping children become familiar with the people wearing gear and to decrease potential fear. The second lock-down/shelter-in-place drill is conducted in full gear, and staff are not given advance notice.

Evacuation drills are required two times a year. Students and staff evacuate to the MECDHH/GBSD school bus and are driven across the causeway.

Emergency Evacuation

In case of an emergency evacuation, children and staff will evacuate to the school bus, cross the causeway, and meet families at the Falmouth High School Gymnasium. Communication with families will be sent through Brightwheel, and follow up phone calls will be made by office team members.

Mackworth Island is accessed by a single causeway which includes a 120-foot bridge in the center. The causeway has the potential to become impassable by vehicle and unsafe to do so on foot for an extended period of time. If there is a risk of this happening, school will be canceled before it becomes a problem.

If for some reason the causeway becomes impassable before we can close the school, evacuation transportation has been arranged with Casco Bay Islander Ferry Service. The evacuation site in that instance would be the Casco Bay Island Ferry.



Susie Tiggs, Ed.D
Director, Statewide Education and Family Services

susie.tiggs@mecdhh.org
207.200.5175

Dear Parent/Guardian:

We are sending you this information as one way to fulfill our obligations under the Individuals with Disabilities Education Act (IDEA). Under these requirements, teachers must meet general qualifications as well as the specific requirements of the subject they are teaching. This means we will be informing parents whenever a teacher who does not meet the new federal definition of "Highly Qualified" teaches a child for four consecutive weeks. Maine has some of the most qualified teachers in the country, and we are extremely proud of our teaching staff. At the Maine Educational Center for Deaf and Hard of Hearing (MECDHH)/Governor Baxter School for the Deaf (GBSD) we work hard to ensure that every class has a teacher with the appropriate background, experience, and credentials for their current teaching assignment. All of our teachers already meet the federal definition of "Highly Qualified."

We believe that a caring, competent, and qualified teacher for every child is the most important ingredient in education reform, and we want to assure you that we consider all our teachers to be fully qualified for their positions. All of our teachers are currently entitled to teach under Maine's strict certification requirements. All of our teachers have college degrees and many have advanced degrees. In addition, every teacher continues their own learning through professional development activities, and our teachers are evaluated each year to make sure that their teaching skills remain at the highest possible level.

At the Maine Educational Center for Deaf and Hard of Hearing (MECDHH)/Governor Baxter School for the Deaf (GBSD) we work hard to ensure that every class has a teacher with the appropriate background, experience, and credentials for their current teaching assignment.

In addition to having teachers in our classrooms, we have certified educational technicians (ed techs) who provide supportive educational services. All of our ed techs currently have bachelor degrees or are working toward that goal. We provide extensive training to ensure the ed techs have the skills they need to support both the teachers and children.

Additional information on the IDEA, as well as on the qualifications of your child's teachers and ed techs, is available on request. Please contact Susie Tiggs at (207) 781-6215 if you have questions or would like further information. Working with parents is an important aspect of our efforts to help children learn, and we welcome your interest.

Susie Tiggs

Susie Tiggs, Ed.D.

Director of Statewide Education and Family Services

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of child education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the child when he or she reaches the age of 18 or attends a school beyond the high school level. Children to whom the rights have transferred are "eligible children."

For more information about FERPA, visit the MECDHH Board Policy Webpage:

<https://bit.ly/mecdhhboardpolicies>.

Section 504 of the Rehabilitation Act of 1973

Section 504 is an Act that prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill its obligation under Section 504, MECDHH/GBSD, including Mackworth Island Preschool, recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and children. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices operated by MECDHH/GBSD. For more information about requirements, visit the MECDHH Board Policy Webpage: <https://bit.ly/mecdhhboardpolicies>.

MECDHH/GBSD School Board

Revised: July 2023

School Board Members

Roxanne Baker

Rep. Deaf Community
rox3bak@gmail.com

Anna Perna

Rep. Member of the General Public
annaperna55@gmail.com

Lisette Belanger, *Chair*

Rep. Deaf Community
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Rep. Parent of a D/HH Student
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Rep. Parent of a D/HH Student
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Tommy Minch, *Vice Chair*

Rep. Member of the General Public
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Sandra Wood

Rep. Member of the General Public with
Expertise in Deaf Education
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School Board Duties and Responsibilities

The Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf School Board shall have general charge of this MECDHH/GBSD and shall exercise such other responsibilities as specifically provided by law.

The Board shall concern itself primarily with broad questions of policy rather than with administrative details. The application of policies is an administrative task to be performed by the Executive Director and their staff, who shall be held responsible for the effective administration and supervision of the entire school system.

The Board, functioning within the framework of laws, court decisions, attorney generals' opinions, and similar mandates from the state and national levels of government, and

recognizing the authority of the state, fulfills its mission as the governing body of a political subdivision by acting as follows in the execution of its duties including but not limited to:

- Enacts policy
- Selects, employs and evaluates the Executive Director
- Provides for the planning, expansion, improvement, financing, construction and maintenance of the physical plant of the school system
- Prescribes the minimum standards needed for the efficient operation and improvement of the school system
- Requires the establishment and maintenance of records, accounts, archives, management methods and procedures incidental to the conduct of school business
- Approves the budget, financial reports, audits, major expenditures, payment of obligations and policies whereby the administration may formulate procedures, regulations and other guides for the orderly accomplishment of business
- Estimates the funds necessary from taxes for the operation, support, maintenance and improvement of the school system
- Adopts courses of study
- Provides staff and instructional aids
- Evaluates the educational program to determine the effectiveness with which the schools are achieving the educational purposes of the school system
- Provides for the dissemination of information relating to the schools necessary for creating a well-informed public
- Approves/disapproves teacher/administrative nominations from the Executive Director and determines (where appropriate via collective bargaining) compensation and working conditions of all staff.
- Establishes criteria to be used in determining eligibility of applicants for enrollment

Legal Reference: 20-A MRS § 1001

Revised and Adopted: October 3, 2013

Board Meetings

The MECDHH/GBSD School Board normally meets the first Thursday of the month from 5:30pm to 7:30pm in the cafeteria, or you can join via zoom by going to the link below. Here you will also find the agenda and can check the date of the next meeting.

The School Board will determine if adjustments need to be made to these dates. Special Board meetings may be scheduled.









*No meetings are held in July

The Executive Director and board chair prepare the agenda for the meetings. Agendas are posted on the website the Monday before each meeting. <https://www.mecdhh.org/events/>

Board Approved Policies

Board approved policy documents can be found on the [Board Approved Policies](#) webpage.

When should I stay home?

I have a fever	I am vomiting	I have diarrhea	I have a rash	I have a cough or runny nose with thick mucus that is not clear	I have an eye infection	I have been in the hospital	I have strep throat or another bacterial infection
							
Temperature of 100° F or higher	Within the past 24 hours	Within the past 24 hours	Body rash with oozing, drainage, or fever	Within the past 24 hours	Redness, itching, and/or pus draining from eye	Hospital stay and/or emergency room visit	Within the past 24 hours

I am ready to go back to school when I am...

Fever free without the assistance of medication for 24 hours (e.g., Tylenol, Motrin, Advil)	Free from vomiting for 24 hours	Free from diarrhea for 24 hours	Free from rash or fever and have been evaluated by my doctor if needed	Free from symptoms for 24 hours	Free from drainage and/or have been evaluated by my doctor if needed	Released by my medical provider to return to school	On an antibiotic for at least 24 hours and my medical care provider has given permission for me to return to school
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We encourage you to seek medical attention when your child is sick and to follow your health care provider's recommendations about returning to school and other activities. Please don't send your child to school if they developed any of these symptoms during the night or morning of school day.

Mackworth Island Preschool Calendar 2023 - 2024

2023-2024



MACKWORTH ISLAND PRESCHOOL CALENDAR

August '23

M	T	W	T	F
	1	2	3	4★
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

24 STAFF PD DAY
 25 NO STUDENTS OR SY STAFF
 28-31 SY STAFF PD DAYS
 0 student days/5 SY staff days

September '23

M	T	W	T	F
				1
4	5	6	7★	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1 NO STUDENTS OR SY STAFF
 4 LABOR DAY
 5 FIRST STUDENT DAY
 19 student days/19 SY staff days

October '23

M	T	W	T	F
2	3	4	5★	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

6 STAFF PD DAY/NO STUDENTS
 9 INDIGENOUS PEOPLE'S DAY
 27 STAFF PD DAY/NO STUDENTS
 19 student days/21 SY staff days

November '23

M	T	W	T	F
		1	2★	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

10 VETERANS DAY
 22 NO STUDENTS OR SY STAFF
 23-24 THANKSGIVING BREAK
 18 student days/18 SY staff days

December '23

M	T	W	T	F
			1	2★
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

6 ALL STAFF MTG/EARLY RELEASE (12:30)
 15 Progress reports due
 22 NO STUDENTS OR SY STAFF
 25-29 WINTER BREAK
 15 student days/15 SY staff days

January '24

M	T	W	T	F
1	2	3	4★	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

1 NEW YEAR'S DAY
 15 MARTIN LUTHER KING, JR DAY
 21 student days/21 SY staff days

February '24

M	T	W	T	F
			1★	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

7 ALL STAFF MTG/ EARLY RELEASE (12:30)
 19 PRESIDENTS' DAY
 19-23 FEBRUARY BREAK
 16 student days/16 SY staff days

March '24

M	T	W	T	F
			7★	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

15 Progress reports due
 21 student days/21 SY staff days

April '24

M	T	W	T	F
1	2	3	4★	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

3 ALL STAFF MTG/EARLY RELEASE (12:30)
 12 NO STUDENTS OR SY STAFF
 15 PATRIOTS' DAY
 15-19 APRIL BREAK
 16 student days/16 SY staff days

May '24

M	T	W	T	F
			1	2★
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

27 MEMORIAL DAY
 22 student days/22 SY staff days

June '24

M	T	W	T	F
3	4	5	6★	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

12 LAST STUDENT DAY (1/2 DAY)
 13 LAST DAY SY STAFF
 19 JUNETEENTH
 14-21 TENTATIVE STORM MAKEUP DAYS
 8 student days/9 SY staff days

July '24

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

0 student days/0 SY staff days

- KEY**
- No students or school year (SY) staff
 - Holiday/Vacation (non-paid teacher days)
 - Staff PD day (no students)
 - Early release @ 12:30 (no after-care)
 - First and Last student day
 - School Board meeting
 - Last day SY staff
 - Tentative storm makeup day (calendar will be adjusted accordingly)
 - All-staff meeting, 3-4:30PM/Early release (12:30)
 - Progress reports due (12/15, 3/15, & 15 calendar days after last day of school)
 - Preschool open house

Work days, school year staff

August - 5
 September - 19
 October - 19
 November - 18
 December - 15
 January - 21
 February - 16
 March - 21
 April - 16
 May - 22
 June - 9
Total - 183



Employee Handbook

2024-2025

Maine Educational Center for the Deaf and Hard of Hearing/ Governor Baxter School for the Deaf (MECDHH/GBSD)

1 Mackworth Island, Falmouth ME, 04105

www.mecdhh.org

Our Mission

In collaboration with families and professionals throughout Maine, we provide transformative learning, language-focused education, and opportunities for social-emotional growth, empowering Deaf and Hard of Hearing individuals, birth to 22, to reach their full potential.

Our Vision

A community where all individuals, families, and professionals are united in support of Deaf and Hard of Hearing success.

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URLs cited in the document:

- [Board Approved Policies](#)
 - <https://www.mecdhh.org/deaf-children-maine-language/board-of-directors/board-approved-policies/>
- [Staff Resources](#)
 - <https://www.mecdhh.org/resources/staff-resources/>
- [Staff Forms](#)
 - <https://sites.google.com/mecdhh.org/mecdhhforms>
- [Collective Bargaining Agreement \(CBA\)](#)
 - <https://www.mecdhh.org/resources/staff-resources/>

Employee Acknowledgment

(To be signed and returned to the Human Resources Director.)

My signature below indicates that I have read and understand the MECDHH/GBSD Employee Handbook. I accept responsibility for contacting the HR Director if I have any questions, concerns, or need further explanation.

Printed Name _____

Signature _____

Date _____

The HR Director will maintain this page in the employee's personnel file.

About This Handbook

This *Employee Handbook* is intended to provide employees with information regarding policies, procedures, ethics, expectations and standards of MECDHH/GBSD; however, this *Handbook* should not be considered all inclusive. [Board Approved Policies](#) are on the MECDHH/GBSD website. It is important that each employee is aware of the policies and procedures related to their position. The rights and obligations of all employees are governed by all applicable laws and regulations, including, but not limited by enumeration to the following: Federal laws and regulations, the laws of the State of Maine, Code of Maine Rules, and the policies of the Maine Department of Education.

General Practices and Expectations

MECDHH/GBSD expects its employees to produce quality work, maintain confidentiality, work efficiently, and exhibit a professional and courteous attitude toward supervisors, other employees, parents, and students. MECDHH/GBSD expects employees to comply with all applicable Board Approved Policies, work rules, job descriptions, terms of this *Handbook*, and legal obligations.

MECDHH/GBSD expects employees to comply with the standards of conduct set out in Board Approved Policies, this *Handbook*, administrative regulations, and with any other policies, regulations, and guidelines that impose duties, requirements or standards attendant to their status as MECDHH/GBSD employees. Violation of any policies, regulations, and guidelines may result in progressive disciplinary action, as outlined in the Collective Bargaining Agreements (CBA).

The following delineation of employment practices is for informational purposes and is not intended to be an exhaustive list of all employment expectations that may be found in other applicable Board Approved Policies, work rules, job descriptions, terms of this *Handbook*, and legal obligations.

Attendance

In order to provide appropriate services for children and their families, MECDHH/GBSD expects employees to make every effort to be present for work. Employees are expected to adhere to their assigned schedule. In order for the schools to operate effectively, employees are expected

to perform all assigned duties and work all scheduled hours during each designated workday, unless the employee has received approved leave. Breaks and meal periods should only be taken during times designated by the employee's supervisor. Any deviation from assigned hours must have prior approval from the employee's supervisor.

Employees who are unable to report to work shall follow the following procedures for reporting their absence.

- Contact your supervisor
- Site-based staff contact the sub line (207-210-7624 voice or text)
- Enter leave into Employee Portal (found on the [MECDHH Staff Resources](#) webpage)

Please note, different types of leave have specific request requirements. For more detailed information, see the Leave section under Human Resources in this *Handbook*.

Communications

MECDHH/GBSD is committed to providing technology resources that allow employees to communicate effectively. In MECDHH/GBSD's effort to maintain current technology practices, more responsibility and cooperation is required of employees.

Please review the following [Board Approved Policies](#).

- GCSB – Staff Social Media Use
- GBCC – Employee Use of Cell Phones
- GBEB – Staff Conduct
- IJND – Staff Use of Computers and Internet Resources
- IJND-R – Staff Computer & Internet Procedures

Dress Code and Personal Appearance

Employees represent The Maine Educational Center for the Deaf and Hard of Hearing/Governor Baxter School for the Deaf (MECDHH/GBSD) when interacting with the families we serve, childcare and school personnel, contracted providers, and other community members.

Therefore, it is important for all employees to exercise good judgment and wear appropriate attire that reflects the importance of our roles.

Regardless of where the employee is assigned to work for the duty (including, but not limited to working at their office or within a school, childcare, or community setting, meeting with a family in their home or at the office, or attending meetings, conducting evaluations, and/or providing

services remotely), the employee’s attire is expected to be neat, clean, properly fitting, and conducive to workplace safety. Clothing worn by employees must meet the criteria for business casual attire during all working hours.

Types of Attire	Examples of Appropriate Attire	Examples of Inappropriate Attire
Pants and Shorts	Dress pants, dressy capris, leggings worn with a top that comes to mid-thigh or longer, dark solid-color jeans that do not have holes or frayed hems, shorts that come down to mid-thigh or below (end of fingertips when arm is extended down)	Faded jeans with holes/rips, sweatpants, exercise pants, shorts that are above mid-thigh, leggings/ spandex/ other form-fitting pants worn without a top that comes to mid-thigh or below, medical scrubs, athletic/basketball shorts
Skirts and Dresses	Dresses or skirts that have a slit at or below the knee, dresses or skirts that come to mid-thigh or below (end of fingertips when arm is extended down)	Skirts or dresses that are above mid-thigh in length, beach dresses or coverups, strapless dresses, dresses with spaghetti straps
Shirts, Blouses, Tops, and Jackets	Blouses and shirts that fully cover cleavage, back, stomach, and underwear; dress shirts; sweaters; golf-type shirts; turtlenecks; suit jackets; sports jackets; school spirit wear (except sweatshirts); tank tops worn under another blouse, shirt, jacket, or dress	Halter tops; crop tops; tops that expose bare shoulders; sweatshirts; shirts with words/terms, logos/pictures, or slogans; tank tops worn without another blouse, shirt, jacket, or dress; tops with spaghetti straps; tops made of see-through fabric, medical scrubs
Shoes and Footwear	Conservative athletic or walking shoes, loafers, clogs, sneakers, flats, dress heels/sandals, boots	Flip flops, slippers, bare feet, stockings/socks without shoes, sneakers that are in poor condition

Types of Attire	Examples of Appropriate Attire	Examples of Inappropriate Attire
Hats and Head Coverings	Headcovers that are required for religious purposes or to honor cultural traditions, headcovers used for medical purposes	Hats including but not limited to baseball caps, knit hats, beanies, cowboy hats, etc.

For safety purposes, employees who work in classrooms or with children must wear shoes that strap to their feet or lace up. ID badges must be on break away lanyards or clips.

Employees attending IFSP, IEP, or other professional meetings should not wear jeans. Employees working in other schools that have a more stringent dress code should follow as required by the school they are working in; otherwise, the MECDHH/GBSD dress code should be followed.

Maintenance staff will wear the uniform t-shirts, sweatshirts, and coats assigned to them.

MECDHH/GBSD Leadership Team reserves the right to determine whether an employee’s clothing meets the criteria for business casual attire. Employees not adhering to the dress code may be sent home to change into clothing that meets the dress code requirements described above. A pattern of disregarding the dress code may result in disciplinary actions.

Drug-, Alcohol-, and Tobacco-Free Workplace

MECDHH/GBSD seeks to provide a safe drug-free workplace for all of its employees.

Please review the following [Board Policy](#).

- GBEC – Drug-Free Work Place

Employee Development and Training - Elective

Employees who wish to request participation in professional development activities must submit your request to your supervisor prior to beginning the training in order to receive funding. The Off-site Professional Development Request form can be found on the [MECDHH Staff Forms webpage](#). Professional development activities paid for by staff members will not be reimbursed if your supervisor has not granted prior approval.

Employees who wish to request reimbursement for courses to continue your education must submit a request for approval by submitting the Course Reimbursement Request form.

Instructions for completing the form as well as the link to the form can be found on the Course Reimbursement Protocol on the [MECDHH Staff Forms webpage](#).

For more information about employee development and training, as well as course reimbursement, refer to the CBA link below.

- [CBA](#) - Article 18/20 (Support) or Article 17/19 (Professional)

Purchase Requests

Employees who wish to purchase materials related to your work must complete the Purchase Requisition form found on the [MECDHH Staff Forms webpage](#). The Purchase Requisition form is then provided to your supervisor for prior approval before it is submitted to the director for final approval and a purchase order is generated. Additional information about completing the Purchase Requisition form can be found on the [MECDHH Staff Forms webpage](#).

Items purchased by staff members will not be reimbursed if your supervisor has not granted prior approval.

Requesting Services or Reservations

MECDHH/GBSD staff that need services or reservations should use the forms on our website to ensure your colleagues have enough information to support you and provide the appropriate service. Please use the following [Forms](#).

- Interpreting Services
- Maintenance Services
- IT/Computer Services
- Vehicle Reservations
- Event/Room Reservations

Teamwork

Providing a quality education for students and a quality work experience for employees involves teamwork among all MECDHH/GBSD employees. Some important actions include:

- Getting to know co-workers and their capabilities.
- Helping to create a pleasant, caring, and enjoyable work atmosphere.
- Making use of MECDHH/GBSD technology to effectively communicate with all employees in MECDHH/GBSD.
- Making use of MECDHH/GBSD technology in order to perform all job functions well.

Teamwork is demonstrated by showing respect, cooperation, and leadership at all times. Serving as an effective team member is a key component in accomplishing MECDHH/GBSD's mission.

Human Resources

Certification/Licensure

All employees are required to maintain current Fingerprinting and Criminal History Record Check (CHRC) through the Maine Department of Education.

Each employee who is required to be licensed or certified by law must provide MECDHH/GBSD with a copy of the current license or certificate to be maintained in their personnel file. Personnel files can be found in the MECDHH/GBSD HR office. Employees are expected to know the expiration date of their license/certification and meet the requirements for re-licensure or certification in a timely manner. Employment may be terminated if certifications are not maintained.

Compensation

- [CBA](#) - Article 6 (Support) or Article 6 (Professional)
- [CBA](#) – Salary Scales
- Payroll Date Calendar (found on the [MECDHH Staff Resources webpage](#))

Expense Reimbursement

- [CBA](#) - Article 20 (Support) or Article 19 (Professional)
- Travel Protocol (found on the [MECDHH Staff Resources webpage](#))
- General travel and expense voucher (found on the [MECDHH Staff Forms webpage](#))

Grievance Procedure

- [CBA](#) - Article 23 (Support) or Article 22 (Professional)

Investigations

- [CBA](#) - Article 7 (Support) or Article 7 (Professional)

Leave

Collective Bargaining Agreements

- Bereavement Leave - Article 3 (Support) or Article 3 (Professional)
- Parental Leave - Article 5 (Support) or Article 5 (Professional)
- Jury Duty Leave - Article 10 (Support) or Article 10 (Professional)
- Personal Leave - Article 37 (Support) or Article 36 (Professional)
- Sick Leave - Article 49 (Support) or Article 48 (Professional)
- Unpaid Leave of Absence - Article 51 (Support) or Article 51 (Professional)
- Vacation Leave - Article 53 (Support) or Article 53 (Professional)

Board Approved Policies

- GBN – Family & Medical Leave
- GBN-R1 – Family & Medical Leave Admin. Procedures
- GBN-R2 – Family & Medical Leave Admin. Procedures
- GBO – Family Care Leave
- GBP – Earned Paid Leave

Memorandum of Understandings (MOU's)

MECDHH/GBSD offers two MOU's to their employees, one regarding remote work opportunities, and the other addressing mile reimbursement and travel. Both MOUs can be found on the [MECDHH Staff Resources webpage](#).

Personnel Files

- [CBA](#) - Article 38 (Support) or Article 39 (Professional)

Required Training

1. Various Maine and Federal laws and/or regulations impose requirements for employee training. Employee training records must be maintained by the organization. MECDHH/GBSD will provide this training through the Safe Schools online platform. Employees will have time during work hours to complete the training.

2. Staff must complete a Maine Child Care Background check and submit an original DHHS Letter of Eligibility or have an email verification of eligibility from DHHS (childcarecheck.dhhs@maine.gov) prior to their first day of employment.
3. CPR and First Aid certification will be updated every 2 years.
4. 12 hours of training will be completed each year.
5. Staff will be trained in emergency disaster response for the program during their first 90 days.
6. All staff must be registry members with Maine Roads to Quality and submit training/education to reflect your highest level of academic/professional training/achievements.
7. Within the first 90 days of employment staff must complete the 6-hour online Health and Safety Basics (HSB) course through Maine Roads to Quality and complete the 2-hour online HSB renewal annually thereafter.
8. Within the first 90 days of employment staff must complete a Mandatory Reporting training and renew it every 4 years.

Staff Injury/Workers' Compensation

Any staff-related injuries occurring on school property, school buses, or during the course of school-sponsored activities, including field trips and other away events, are to be reported to the building principal, supervisor, and HR Director immediately.

The First Report of Injury form must be submitted to the supervisor and HR Director within twenty-four (24) hours.

- [CBA](#) - Article 56 (Support) or Article 56 (Professional)
- First Report of Injury Form (found on the [MECDHH Staff Forms webpage](#))

Supervision and Evaluation

All employees will meet regularly with their supervisor. These meetings will be used to develop and monitor employee goals and support workplace success. Performance feedback will be given formally and informally throughout the time of employment on an on-going basis; at the end of the school year all employees will meet with their supervisor to discuss their job performance and annual evaluation summary. This summary will be kept in the employee's personnel file.

Reporting Licensing Violations

A child's parent or legal guardian has the right to be fully informed of findings of the most recent inspection conducted by DHHS. I will inform children's parents or legal guardians that the licensing inspection results are public information, and the inspection results will be posted on Brightwheel. Parents or legal guardians will be notified by Mackworth Island Preschool within two business days of any actions taken against Mackworth Island Preschool by DHHS, including but not limited to, decisions to issue conditional licenses, refusal to renew a license, or to impose fines or other sanctions.

Student-Related

Child Abuse Reporting

Please review the following [Board Policy](#).

- JLF - Reporting Child Abuse and Neglect

Confidentiality

Student information obtained as the result of employment with MECDHH/GBSD is confidential and protected by law. The law and respect for our students require that student issues are only discussed with employees and parents who need to know the information. In addition to student information, confidentiality is expected in other areas, including employee or MECDHH/GBSD business information. Any requests for MECDHH/GBSD records shall be referred to the appropriate administrator.

Please review the following [Board Policy](#).

- JRA – Student Educational Records
- JRA-E – Notification for Rights Under FERPA
- JRA-R – Procedures for Student Educational Records

Rights of Children

A. Rights of children. Children receiving child care from Providers have the following rights.

1. Children must be free from emotional, physical, sexual abuse, neglect and exploitation.
2. Each Child has the right to freedom from harmful actions or practices that are detrimental to the Child's welfare, and to practices that are potentially harmful to the Child.

3. Each Child has a right to an environment that meets the health and safety standards in this rule.
4. Each Child must be provided childcare services without regard to race, age, national origin, religion, disability, sex or family composition.
5. Children must be treated with dignity, consideration and respect in full recognition of their individuality. This includes the use of Developmentally Appropriate practices by the Provider and Staff Members.
6. Each Child has the right to the implementation of any plan of service that has been developed for that Child in conjunction with community or state agencies by the Provider.
7. Each Child has a right to Developmentally Appropriate activities, materials, and equipment.
8. Children with disabilities have the right to reasonable modifications to Provider policies and practices.

Safe Sleep Policy

N/A

Serious Injury and Child Death Reporting

If a medical emergency arises with a child, we will notify a parent immediately. If the emergency is life threatening to the child, necessary steps will be taken to put the child's safety first (calling 911, doctor, poison control, emergency transportation to the nearest hospital, etc.) and then parents will be notified. Maine Law requires child care providers to report serious injuries that require medical treatment from a healthcare professional or emergency room, such as a broken bone or losing consciousness. Mackworth Island Preschool will document all accidents, serious injuries/death, or emergencies on the day of the occurrence and make the report available to parents and legal guardians. A copy of the incident report must be signed by a parent and will be kept in the child's file. These situations will be reported to child care licensing within 24 hours of occurrence.

Student Code of Conduct

Please review the following [Board Policy](#).

- JIC – Student Code of Conduct

Student Incident Report

All student-related incidents occurring on school property, school buses, or during the course of school-sponsored activities, including field trips and other away events, are to be reported to the building principal and supervisor immediately. Reports should cover property damage as well as personal injury.

Families will be notified of any incident involving their child on the day the incident occurs, and immediately if the incident or accident is serious and/or involves medical care.

A completed incident report form must be submitted to the building principal, supervisor, and family within twenty-four (24) hours.

- Incident Report Form (found on the [MECDHH Staff Forms webpage](#))

Site based and outreach staff will also follow the process for reporting at the school in which the incident occurred.

Transportation Policy

We do not transport students at this time.

Workplace Safety

Emergency Procedures

MECDHH/GBSD uses Crisis Go to notify employees of threats and emergencies. The Crisis Go App can be installed on mobile devices as well as computers. When an alert is triggered, a message is sent to Crisis Go users to let them know the type of alert, as well as when the alert has been cleared.

Site-based campuses have each been provided with a “panic button” for front office staff to use to trigger the alert through Crisis Go.

Additional information about emergency procedures, as well as instructions for using Crisis Go, can be found on the [MECDHH Staff Resources webpage](#).

Health and Safety

- [CBA](#) - Article 24 (Support) or Article 23 (Professional)
- [Board Approved Policies](#) – Section E

School Closures/Delays

MECDHH/GBSD south staff follow Portland Public Schools with regard to weather closures and delays. Additional closures on Mackworth Island may occur due to weather concerns that impact the causeway or buildings.

MECDHH/GBSD north staff in the Bangor office and the Brewer Site Based program follow Brewer Community School with regard to weather closures and delays.

MECDHH/GBSD Aroostook County staff follow Mars Hill weather closures.

Employees are encouraged to monitor TV and radio stations in their area. In addition, staff can sign up for text alerts from their local TV station. If you are unsure if you are impacted, please contact your supervisor.

MECDHH Staff Resources webpage

The following documents and links can be found on the [MECDHH Staff Resources](#) webpage. Additional information pertinent to staff will be posted on this webpage.

- Employee Portal
- MECDHH Forms and Protocols
- Event Room Reservation Form
- Student Database Infinite Campus
- Remote Work MOU
- Travel Protocol MOU
- Staff Contact Sheet
- School Cancellation Protocol
- Emergency Procedures
- MSEA Professional Staff
 - Professional Contract
 - Professional Staff Job Descriptions
- MSEA Support Staff
 - Support Contract
 - Support Job Descriptions

MECDHH Forms

The following forms, as well as instructions for completing them, can be found on the [MECDHH Staff Forms webpage](#). Additional forms developed will be posted on this webpage as needed.

- Course Reimbursement
- Database Intake and Revision Form (DIRF)
- EIFS Authorization for Release of Info
- Educational Technician III Substitute Pay
- Employee Report of Injury
- Incident Report
- Off-site Professional Development Request
- Out of State Vehicle Use Agreement
- Outreach Consultation Summary
- Physical Restraint Incident Report
- Purchase Requisition
- Student Accident Injury
- Supervisor Report of Employee Injury
- Supplemental Pay
- TPT protocol & link to form
- Travel & Expense Voucher
- Vehicle Use Agreement

Board Approved Policies

The following documents can be found on the [Board Approved Policies](#) webpage.

A. Foundations and Basic Commitments

Policies about rules and governance; harassment, discrimination, hazing, educational philosophy, district goals, etc.

- AC – Nondiscrimination/Equal Opportunity & Affirmative Action
- ACAA – Harassment & Sexual Harassment of Students
- ACAAA – Transgender and Gender Expansive Students
- ACAA-R – Student Discrimination & Harassment Complaint Procedure
- ACAB – Harassment & Sexual Harassment of School Employees
- ACAB-R – Employee Discrimination/Harassment/Title IX Sexual Harassment Complaint Procedure
- ACAD – Hazing
- AC-R Grievance Procedures for Persons with Disabilities
- AD – Educational Philosophy
- ADA – School Board Goals and Objectives
- ADAA – Ethical and Responsible Behavior
- ADC – Tobacco Free Schools Use & Possession of Tobacco & Electronic Smoking Devices
- ADC-R – Tobacco Use and Possession – Administrative Procedure
- ADF – School District Commitment to Learning Results
- AEC – Accountability – Reporting to the Public

B. Board Governance and Operations

Policies about the Board; responsibilities, qualifications, conduct, meetings, agendas, officers, etc.

- BB – School Board Appointments
- BBA – School Board Duties & Responsibilities
- BBAA – Board Member Authority
- BBB/JIB- Student Board Members

- BBBD – Policy on Attendance at School Board Meetings
- BBBDA – Board Declared Vacancy Caused by Absenteeism
- BCA – School Board Member Ethics
- BCB – Board Member Conflict of Interest
- BCC – Nepotism
- BE – School Board Meetings
- BEC-R – Executive Sessions Procedure
- BEDA – Notification of Board Meetings
- BEDB – Agenda
- BEDB-R – Agenda Format
- BEDC – Quorum
- BEDD – Rules of Order
- BEDG – Minutes
- BEDH – Public Participation at Board Meetings
- BG – School Board Policy
- BG-R – Policy Adoption Procedure
- BHC – Board Communication with Staff
- BIB – Board Member Development

C. School Administration

Policies about school and district administration: superintendent/executive director, school organization, etc.

- CBI – Evaluation of the Executive Director
- CC – Administrative Line of Authority
- CHAA – Museum & Archive Policy
- CHCAA – Student Handbooks
- CHD – Administration in the Absence of a Policy

D. Fiscal Management

Policies about budget; school funds, purchasing, financial accounts, etc.

- DFB – Rental or Leasing of School-Owned Facilities
- DJH – Bidding/Purchasing Requirements
- DN – School Property Disposition GBCC – Employee Cell Phone Use

E. Support Services

Policies about procedures; safety, wellness, emergencies, transportation, drugs and alcohol, etc.

- EBAA – Chemical hazards
- EBCA – Comprehensive Emergency Management Team
- EBCC – Bomb Threats
- ECB – Pest Management
- ECB-E1 – Pest Management Notification
- EEA – Student Transportation Services
- EEAEAA – Drug and Alcohol Testing
- EEAEAA-R – Drug & Alcohol Testing Admin Procedure
- EEBB – Use of State & Private Vehicles
- EFE – Competitive Food Sales Revised
- EHB – Records Management and Retention

G. Personnel

Policies about staff; hiring, assignments, evaluations, resignations, etc.

- GBCC – Employee Use of Cell Phones
- GBEB – Staff Conduct
- GBEC – Drug Free Workplace
- GBGAA – Blood born Pathogens
- GBN – Family & Medical Leave
- GBN-R1 – Family & Medical Leave Admin. Procedures
- GBN-R2 – Family & Medical Leave Admin. Procedures
- GBO – Family Care Leave
- GBP – Earned Paid Leave
- GCF – Professional Staff Hiring

- GCG – Substitute Teachers
- GCFB – Recruiting Hiring Admin. Staff
- GCFB-R – Recruiting Hiring Admin. Staff Procedure
- GCI – Professional Development System Policy
- GCOA – Supervision & Evaluation of Professional Staff
- GCOC – Evaluation of Administrative Staff
- GCSB – Staff Social Media Use
- GDO – Supervision and Evaluation of Support Staff

I. Instruction

Policies about teaching; curriculum, special education, library, volunteers, promotion and retention, testing, etc,

- IGA – Curriculum Adoption & Development
- IHAJ – Use of Student Computers & Internet Resources
- IHBA – Industrial Ed Program
- IHBAA – Referral/Pre-referral of Students with Disabilities
- IHBAA-R – Referral and Use of General Education Interventions Administrative Procedures
- IHBAC – Child Find
- IHBAD – Personnel Dev Policy
- IHBAE – Parent Involvement
- IHBAG – Participation in Regular Ed Program
- IHBAH – Individual Education Program
- IHBAK – Life Sustaining Emergency Care
- IHBG – Home Schooling
- IHBGA – Homeschooling, Participation in School Programs
- IJJ – Instructional Library Materials
- IJOA – Educational Field Trips & Excursions
- IJND – Staff Use of Computers and Internet Resources

- IJND-R – Staff Computer & Internet Procedures
- IJNDB – Student Computer & Internet Use & Safety
- IJNDB-R- Student Computer & Internet Use Rules
- IKE – Promotion, Retention & Acceleration of Students
- IKF – Graduation Requirements
- ILA – Student Assessment
- ILD – Educational research
- IMBB – Exemption From Required Instruction

J. Students

Policies about students and learning (Sometimes the largest number of policies); athletics, discipline, academics, records, promotion and graduation, etc.

- JEA – Compulsory Attendance
- JFABD – Admission of Homeless Students
- JFC – Student Withdrawal From School
- JIBB – School Board Student Members
- JIC – Student Code of Conduct
- JICK – Bullying
- JICFA – Student Hazing
- JICH – Drug & Alcohol Use by Students
- JICI – Weapons in School
- JICIA – Weapons and Violence
- JICI-R – Weapons in School Administrative Procedure
- JICK-R – Bullying & Cyberbullying Administrative Procedure
- JICK-E1 – Bulling & Cyberbullying Reporting Form
- JICK-E2 – Bulling & Cyberbullying Responding Form
- JICK-E3 – Bulling & Cyberbullying Remediation Form
- JIH – Student Searches
- JJIF – Management of Concussions & Other Head Injuries

- JK – Student Discipline
- JKAA – Use of Physical Restraint & Seclusion
- JKAA-R – Procedures on Physical Restraint & Seclusion
- JKD – Suspension of Students
- JKE – Expulsion of Students
- JFK – Disciplinary Removal of Students with Disabilities
- JFK-R – Disciplinary Removal of Students with Disabilities Admin Procedure
- JKG – Physical Restraint
- JKGA – Time out Rooms & Therapeutic Restraint
- JKGA-R – Time out Rooms & Therapeutic Restraint Admin Procedure
- JL – Student Wellness
- JLCDA – Medical Marijuana in School
- JLF – Reporting Child Abuse & Neglect
- JLFA – Child Sexual Abuse Prevention and Response
- JLFA-E – Child Sexual Abuse Prevention and Response Form
- JLCA – Physical Examination of Students
- JLCB – Immunization of Students
- JLCC – Communicable / Infectious Diseases
- JLCCA – Students with HIV
- JLCD – Administration of Medication to Students
- JLCD-R – Medication on School Field Trips
- JLDBG – Reintegration of Students
- JLF-R – Complaints & Investigation Protocol of Abuse & Neglect Investigations or Standards Violations
- JRA – Student Educational Records
- JRA-E – Notification for Rights Under FERPA
- JRA-R – Procedures for Student Educational Records

K. School/Community Relations

Policies about parents and community members; school use, complaints, parent involvement, visitors, police in schools, advertising, etc.

- KBF – Parent Involvement in Title I
- KBF-E1 – Title I Parent Involvement
- KBF-E2 – Title I Parent Involvement
- KDB – Public’s Right to Know – Freedom of Access
- KE – Public Concerns & Complaints
- KF – Governing Use of Building
- KI – Visitors

L. Education Agency Relations

- LDA – Student Teachers and Interns
- LDA-R – Student Teachers & Interns

Collective Bargaining Agreement Articles - Support

Agreement between the MECDHH/GBSD and the Maine State Employees Association- SEIU Support Services Unit

The complete Collective Bargaining Agreements can be found on the [MECDHH Staff Resources webpage](#).

- Preamble
- Article 1. Union Recognition
- Article 2. Access To Employees
- Article 3. Bereavement Leave
- Article 4. Bulletin Boards
- Article 5. Childbirth, Adoption, and Long Term Foster Care Leave
- Article 6. Compensation
- Article 7. Complaints and Investigations
- Article 8. Conclusion of Negotiations
- Article 9. Copies of Agreement
- Article 10. Court Service/Jury Duty
- Article 11. Court Time
- Article 12. Deferred Compensation
- Article 13. Dental Insurance
- Article 14. Discipline
- Article 15. Dues Deduction
- Article 16. Wellness and Employee Assistance Program
- Article 17. Employee Data
- Article 18. Employee Development and Training
- Article 19. Employee Organization Leave
- Article 20. Expense Reimbursement
- Article 21. Extracurricular Activities Positions
- Article 22. Flexible Spending Accounts
- Article 23. Grievance Procedure
- Article 24. Health and Safety
- Article 25. Health Insurance
- Article 26. Holidays
- Article 27. Job Descriptions
- Article 28. Labor/Management Committee
- Article 29. Life Insurance
- Article 30. Maintenance of Benefits
- Article 31. Management Rights
- Article 32. Military Leave
- Article 33. MSEA Membership Packets
- Article 34. MSEA Retirement Handbook
- Article 35. Non-Discrimination
- Article 36. Outside Employment

- Article 37. Personal Time
- Article 38. Personal Services
- Article 39. Personnel Files
- Article 40. Probationary Period
- Article 41. Resignation
- Article 42. Responsibilities of the Parties
- Article 43. Retirement Contribution Refunds
- Article 44. Rules and Regulations
- Article 45. School Vehicles and Equipment
- Article 46. Seniority, Reduction In Force and Vacancies
- Article 47. Severability
- Article 48. Storm & School Closure Days
- Article 49. Sick Leave
- Article 50. Union Membership and Dues Deduction
- Article 51. Unpaid Personal Leaves of Absence
- Article 52. Use of School Facilities
- Article 53. Vacation
- Article 54. Work Rules
- Article 55. Work Stoppage and Slowdown
- Article 56. Workers' Compensation
- Article 57. Acting Capacity
- Article 58. Compensating Time
- Article 59. Hours and Work Schedules
- Article 60. Overtime Assignments
- Article 61. Reclassifications
- Article 62. Rest and Lunch Periods
- Article 63. Unit Work

Collective Bargaining Agreement Articles - Professional

Agreement between the MECDHH/GBSD and the Maine State Employees Association- SEIU Professional and Supervisory Units

The complete Collective Bargaining Agreements can be found on the [MECDHH Staff Resources webpage](#).

- Preamble
- Article 1. Union Recognition
- Article 2. Access To Employees
- Article 3. Bereavement Leave
- Article 4. Bulletin Boards
- Article 5. Childbirth, Adoption and Long-Term Foster Care Leave
- Article 6. Compensation
- Article 7. Complaints and Investigations
- Article 8. Conclusion of Negotiations
- Article 9. Copies of Agreement
- Article 10. Court Service/Jury Duty
- Article 11. Court Time
- Article 12. Deferred Compensation
- Article 13. Dental Insurance
- Article 14. Discipline
- Article 15. Wellness and Employee Assistance Program
- Article 16. Employee Data
- Article 17. Employee Development and Training
- Article 18. Employee Organization Leave
- Article 19. Expense Reimbursement
- Article 20. Extracurricular Activity (ECA) Stipend Positions
- Article 21. Flexible Spending Accounts
- Article 22. Grievance Procedure
- Article 23. Health and Safety
- Article 24. Health Insurance
- Article 25. Holidays
- Article 26. Job Descriptions
- Article 27. Labor/Management Committee
- Article 28. Life Insurance
- Article 29. Maintenance of Benefits
- Article 30. Management Rights
- Article 31. Military Leave
- Article 32. MSEA Membership Packets
- Article 33. MSEA Retirement Handbook
- Article 34. Non-Discrimination
- Article 35. Outside Employment
- Article 36. Personal Time
- Article 37. Personal Services

- Article 38. Personnel Files
- Article 39. Probationary Period
- Article 40. Resignations
- Article 41. Responsibilities of the Parties
- Article 42. Retirement Contribution Refunds
- Article 43. Rules and Regulations
- Article 44. Sabbatical Leave
- Article 45. School Vehicles and Equipment
- Article 46. Seniority, Reduction of Force and Vacancies
- Article 47. Severability
- Article 48. Sick Leave
- Article 50. Union Membership and Dues Deduction
- Article 51. Unpaid Personal Leaves of Absence
- Article 52. Use of School Facilities
- Article 53. Vacation
- Article 54. Work Rules
- Article 55. Work Stoppage and Slowdown
- Article 56. Workers' Compensation
- Article 57. Duty-Free Lunch
- Article 58. Hours and Work Schedules
- Article 59. Term of Agreement



MECDHH/GBSD 2024-2025 CALENDAR

22, 27-29 Teacher work days
25, 26, 30 No students/teachers (other staff reports)
 (0 student days)
 (4 teacher days)

AUGUST 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

7 Teacher professional learning day for Portland site-based only; PreK in session
17 Presidents Day
17-21 February recess:
 (15 student days)
 (16 teacher days)

2 Labor Day
3 First student day PreK & gr 1-12
4 First early release day (Portland site-based K-12 only)
5 First day Kindergarten (Portland site-based only)
 (20 student days)
 (20 teacher days)

SEPTEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14 Second trimester ends (Elem/MS)
 (21 student days)
 (21 teacher days)

11 No students/teachers (other staff reports)
14 Indigenous Peoples' Day
 (21 student days)
 (21 teacher days)

OCTOBER 2024						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

4 End of quarter 3 (HS)
18 No students/teachers (other staff reports)
21 Patriots Day
21-25 April recess
 (16 student days)
 (16 teacher days)

1 End of quarter 1 (HS)
11 Veterans Day
26 Trimester 1 ends (Elem/MS)
27 No students/teachers (other staff reports)
28-29 Thanksgiving break
 (17 student days)
 (17 teacher days)

NOVEMBER 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2025						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

26 Memorial Day
 (21 student days)
 (21 teacher days)

25-31 Winter break
 (15 student days)
 (15 teacher days)

DECEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2025						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

9 Last student day PreK
13 Last student day K-12
16 Last teacher day
17, 18, 20 Tentative storm days
19 Juneteenth
 (10 student days)
 (11 teacher days)

1 New Year's Day
20 Martin Luther King, Jr Day
24 End of quarter 2/semester 1 (HS)
 (21 student days)
 (21 teacher days)

JANUARY 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JULY 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 Independence Day

Teacher professional learning day
 Holiday/vacation
 First/last student day
 1 hr early release (Ptld site-based)
 Tentative storm day
 No students/teachers (other staff reports)
 All Staff meeting, 3-4pm

From: **Alyssa Guldager** <alyssa.guldager@mecdhh.org>

Date: Wed, Apr 24, 2024 at 11:51 AM

Subject: Resignation

To: Lori Levesque <lori.levesque@mecdhh.org>, Susie Tiggs <susie.tiggs@mecdhh.org>

Dear Lori and Susie

I regret to inform you that I will be resigning as an Outreach Teacher of the Deaf at MECDHH at the end of this school year. I will miss everyone and this was not an easy decision but in the end I need to be closer to my family and my husband finally found a full time job in Vermont.

Let me know what else you need from me.

ALyssa

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ALyssa M. Guldager, MS

Teacher of the Deaf, Outreach

The Maine Educational Center for the Deaf and Hard of Hearing/Governor Baxter School for the Deaf

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MECDHH/GBSD HR Committee Minutes
April 23, 2024

Attendance: Board members Lissette Belanger, Tommy Minch, Liz Seal and Mike Pulsifer; HR Director Lori Levesque; and Interpreter Margaret Haberman.

1. The meeting was called to order at 5:01 pm by committee chair Tommy Minch. Tommy turned the meeting over to Lori Levesque to lead the committee discussions. Lori noted that the HR committee has not met this year, and it was a good time to get the committee updated on a couple of items. As MECDHH does not have a full time Executive Director, Lori wanted to run some things by the committee to check in and get feedback.
2. Lori shared that the Core team has been working well together, and efficiently, and Steve Connolly has worked in smoothly with everyone also. The directors are optimistic that a new ED can be hired, but it might be good to discuss as a full Board what to do if one cannot be found by July 1. The committee concurred, if a new ED cannot be hired in a timely fashion, a full discussion should be held by the Board to map out the plan going forward. Hopefully, our search will yield positive results.
3. Lori next reviewed two personnel issues that she wanted to share with the committee to get everyone updated and to get feedback on how things have been handled. All Board members were confident in Lori's responses, and felt that she and the team are managing things well and following the contract to get the best possible outcomes.
4. The committee meeting was adjourned at 5:44 pm.

Recruitment and Retention Meeting
4/24/24
Minutes

Attendance: Kim Spencer, Lisette Belanger, Anna Perna, Roxanne Baker, Margaret Haberman (interpreter)

Started at 4:04pm

Ended at 4:30pm

1. Open seats to be filed:
 - #11 General public
 - #13 Parent
 - #14 Student
 - #15 Student

2. Recommendations by staff and board members:
 - Erika Martinez, for seat #11, recommended by Roxanne Baker, very active in Deaf Community spearheading Deaf Night Out
 - Alexander Low, for seat #11, recommended by Tommy Minch, resume to be reviewed, new to the state of Maine
 - Emily Cain, for seat #11, recommended by Anna Perna, Former state Representative from District 2 North
 - Clarie Jeffers, for seat #13, recommended by Lori Levasque, strong parent advocate and voice
 - Chyanne Moray, 9th Grade, for seat #14 and Maya Henderson, 10th grade, for seat #15, both recommended by Liz Seal and Susie Tiggs

3. Assignments for committee:
 - Susie to contact both students
 - Roxanne to contact Erica
 - Lisette to contact Alexander Low
 - Anna to contact Emily Cain
 - Kim to contact. Claier Jeffers

4. Next meeting May 13, 2024 at 3:30pm via Zoom. Interpreter Margaret Haberman was secured for this meeting.