MSAD #28
SCHOOL BOARD MEETING

DATE: April 16, 2014
TIME: 7:00 PM
LOCATION: ****Camden-Rockport Middle School Cafeteria**
Camden, Maine

School Board Norms

- Start and end on time
- Stay focused on goals and don't take on too much
- Make decisions that are in the best interest of students, with fiscal responsibility in mind
- Be reflective and collaborative, using comprehensive and written information that is received in a timely manner
- Create an environment that allows administrators to do their jobs effectively
- Maintain humor and have fun
- When we leave a meeting, know the next step and who is doing it
- Be prepared and take responsibility for expressing opinions during discussions
- No surprises to catch individuals off guard or unprepared.

AGENDA

1. Call to Order.

2. Pledge of Allegiance.

3. Adjustments to the Agenda (if necessary)

4. Public Comment

5. Recognition
   CRMS Jazz Band - Craig Ouellette

6. Notification of Resignations

7. Consideration of Outsourcing Custodial Services

8. Action ItemsMinutes
   Accept the minutes of the March 19, 2014 regular board meeting and the March 20, 2014, March 31, 2014 & April 7, 2014 special board meetings.

   Nominations
   Peter Downing, 2nd Grade Teacher
   Erin Fitzgerald, 3rd Grade Teacher, M7 $45,782

   Shawna Kurr, Assistant Principal, Contract Extension

Eliminate Alternative Ed Teacher Position

Stipends & Volunteer Coach
Geoff James Head Track Coach 24 pts + 0% $1,612.56
Becky Dunton Asst Track & Field 18 pts + 0% $1,209.42
Maggie Massengale Volunteer 7th Boys Baseball Coach

9. Approval of 2014-2015 School Year Calendar

10. Consideration and Approval of 2013-2014 Proposed Budget

11. School Board Chair's Report
    Summer Retreat

12. CRMS Update

13. Superintendent's Report - Elaine Nutter
    CRES & CRMS Principal Search Update

14. Principals' Reports

15. Administrative Reports

16. Committee Reports
    - Curriculum
      Kindergarten Screening
      4th Grade Update
    - Facilities
    - CRMS Communications
    - Finance
    - Personnel
    - Policy
      Second Reading
      ADC-R - Tobacco Use and Possession Administrative Procedures
      JJA-P - Participation Guidelines for Student Activities
      JJIB - Sponsorship and Evaluation of Athletic Programs
      JLF-E - Suspected Child Abuse/Neglect Report Form
      JL - Student Wellness Policy
      JL-R - Student Wellness Guidelines

    - Public Information
    - Stipend
    - Five Town Advisory Committee

17. Communications

18. Executive Session to discuss Megunticook Bus Drivers/Custodians/Food Service Association/MEA/NEA contract negotiations – M.R.S.A. § 405(6)(D)

19. Future Agenda Items

20. Adjournment

MSAD #28
SCHOOL BOARD MEETING

DATE:	March 19, 2014
TIME:	7:00 PM
LOCATION:	Camden-Rockport Elementary School Atrium Rockport, Maine

School Board Norms

- Start and end on time
- Stay focused on goals and don't take on too much
- Make decisions that are in the best interest of students, with fiscal responsibility in mind
- Be reflective and collaborative, using comprehensive and written information that is received in a timely manner
- Create an environment that allows administrators to do their jobs effectively
- Maintain humor and have fun
- When we leave a meeting, know the next step and who is doing it
- Be prepared and take responsibility for expressing opinions during discussions
- No surprises to catch individuals off guard or unprepared.

DRAFT

MINUTES

Present
Matt Dailey, chair
Tori Manzi, vice chair
Eliza Haselton
Lynda Chilton
Marcia Dietrich
John Lewis
Gretchen Richards
Bill Hibbard

Also Present
Elaine Nutter
Maria Libby
Cathy Murphy
Theresa Lash
Thom Ingraham
Matt Smith
Cathy Murphy
Keith Rose
Maggie Massengale
Bob Calderwood
Jan Calderwood
Heather Mackey

1. Call to Order.

The meeting was called to order at 7 PM by Matt Dailey, chair.

2. Pledge of Allegiance.
   Matt asked that everyone stand for the pledge of allegiance.

3. Adjustments to the Agenda (if necessary)
   Matt reported that the CRMS Update with presentation would move up after resignations.

4. Public Comment
   None noted.

5. Recognition
   None noted.

6. Notification of Resignations
   Deb Ithomitis, Grade 2 Teacher

   Elaine noted that she had received and accepted Deb Ithomitis' resignation.

7. CRMS Update
   Elaine reported that 2nd Public Forum will be tomorrow night at CRMS. Keith will be showing the board a power point presentation that will be shown tomorrow night. Options for the proposed project will be reviewed and discussed tomorrow evening and some possibilities will be eliminated.

   Keith outlined some issues that will need to be addressed in the near future and also noted that there have been several additions that have taken place over the years.
   He also spoke about programmatic, instruction, traffic and functionality issues.

   Elaine also noted that there was a document in board folders entitled, '*CRMS Preliminary Project Timeline/Debt Service Impact/New Building*' and '*It's Time*', which Elaine reviewed with the board**.** **(referenced documents are attached)**

8. Action Items Minutes
   Accept the minutes of the February 12, 2014 regular board meeting.

   Upon motion by John Lewis and second by Marcia Dietrich the board accepted the minutes as presented.
   Vote: 8-0

   Stipend Nominations
   Assistant Track & Field Coach David Turner 18 pts. + 20% = $1,451.30
   7th Grade Softball Coach Clairlynn Rountree 26 pts. +10% = $1,921.63

   Upon motion by Tori Manzi and second by Eliza Haselton, the board approved the above stipends as presented.
   Vote: 8-0

   Proposed New Modified Stipends
   CRMS Instrumental Music 37 pts. = $2,535.61 + commitment bonus if applicable

DRAFT

CRMS Yearbook Advisor 13 pts. = $890.89 **+** commitment bonus if applicable

Clarification of Stipend
CRMS Theatrical Production 44 pts. **=** $3,015.32

Tori reported that there is now a separate stipend for CRMS Musical and CRMS Theatrical Production. They will occur on alternate years.

Upon motion by Tori Manzi and second by Eliza Haselton, the board accepted the above stipends as presented.
Vote: 8-0

9. School Board Chair's Report
   None noted.

10. Superintendent's Report - Elaine Nutter
    Elaine reported that interviews for both CRES and CRMS Principal positions will take place next week.

11. Principals' Reports
    Included in board folders.

12. Administrative Reports
    None noted.

13. Committee Reports
    - Curriculum
      Summer Book Approvals
      Grade 5: Ungifted, by Gordon Korman
      Grade 6: The One and Only Ivan, by Katherine Applegate

      Upon motion by Eliza Haselton and second by Gretchen Richards, the board approved the summer books as presented.
      Vote: 8-0

      Textbook Approval
      Glencoe Geometry

      Upon motion by John Lewis and second by Eliza Haselton, the board approved the Glencoe Geometry textbook proposal as presented.
      Vote: 8-0

      Eliza also reported that they discussed registering kindergarten students in May and waiting to do the screening during the first three days of school in August. This is being proposed because of so many changes in enrollment between May and the start of school.

      Upon motion by Matt Dailey and second by Lynda Chilton the board approved moving kindergarten screening to August.
      Vote: 8-0

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Eliza also reported that the Summit Program (Alternate Ed) will not be continued next year.

- Facilities
  Nothing to note.
- Finance
  John Lewis reported that they had met just prior to the board meeting. The finance committee will be bringing a recommendation to the board to accept the changes that currently would result in a 1.11% increase to the taxpayer.
- Personnel
  Job Description
  MSAD #28 Social Worker K- 8

  Tori reported that the money for this position is already in the budget.

  Upon motion by Tori Manzi and second by Gretchen Richards, the board accepted this job description.
  Vote: 8-0

  Recommended Technology Changes for 2014-2015

  We make an adjustment over a two-year period to split the technician positions equally between the SAD and CSD. Colin and the new person will be SAD; Tom and Steve will be CSD. Next year, Tom will need to work with the new SAD computer technician, so a two year transition is justified.

  With an even split, each technician will still have responsibilities that cross districts.

  Tori Manzi just notified the board of the above. This is a clarification in the split of technology personnel.

- Policy
  First Reading
  ADC-R - Tobacco Use and Possession Administrative Procedures
  JJA-P - Participation Guidelines for Student Activities
  JJIB - Sponsorship and Evaluation of Athletic Programs
  IHBEA - English as a Second Language Program
  IHBEA-R - English as a Second Language Program Lau Plan & Recommended Procedures
  JLF-E - Suspected Child Abuse/Neglect Report Form
  JL - Student Wellness Policy
  JL-R - Student Wellness Guidelines
  Second Reading
  CBI-R Superintendent Evaluation Overview
  KHB- Advertising in Schools

  Reviewed
  GCOA-A - Student and Parent Feedback

  Upon motion by Marcia Dietrich and second by Tori Manzi, the board accepted the policies as presented.
  Vote: 8-0

DRAFT

- Public Information
  Lynda Chilton reported that they had met and decided that a postcard would be sent out providing notice that the annual report is on our website.
  Also noted was that the CRMS Communication Committee would be added to our next agenda.
- Stipend
  Tori reported stipends were covered earlier.
- Five Town Advisory Committee
  Elaine reported that this meeting had been rescheduled and will be coming up soon.

14. Communications
    None noted.

15. Future Agenda Items
    Kindergarten Proposal
    4th Grade Proposal

    <u>Matt also noted that the April Board Meeting will be at CRMS in the Cafe.</u>

    The regular meeting adjourned at 8:15 PM and the board entered into executive session.

16. Executive Session to discuss Megunticook Bus Drivers/Custodians/Food Service Association/MEA/NEA contract negotiations – M.R.S.A. § 405(6)(D)

    In: 8:18 PM
    Out: 8:40 PM

17. Adjournment
    The meeting adjourned at 8:40 PM.

DRAFT

CRMS Preliminary Project Timeline/Debt Service Impact/New Building

FY	Activity	Original Debt Service (CRMS,CRES and Camden Rockport Share of CHRHS)	Debt Service New CRMS Building 25 M 25 yrs	Use of Capital Maintenance Reserve (for school board discussion)	Efficiency Savings	Planned Maintenance CRMS	Tax Inc/Dec * over 13-14 debt service net of planned maintenance
2013 – 2014	Facilities Study	2,554,516	0		$0	0	$0
2014 – 2015	Referendum/AE Selection/Design Concept Review and Finalization	2,484,784	0		$0	0	(69,732)
2015 – 2016	Drawings/Plans and Spec's/Bid/Award Contract	2,402,553	$349,015		$0	($135,000)	62,052
2016 – 2017	Construction (Crms debt expires)	2,200,298	$1,671,200	($200,000)	$0	($170,000)	946,982
2017 – 2018	Complete Construction/Move	2,121,506	$1,657,700	($200,000)	$0	($120,340)	904,351
2018 – 2019	New Facility Occupied	2,051,514	$1,643,200	$0	($150,000)	($282,900)	707,298
2019 – 2020	New Facility Occupied	1,962,040	$1,627,700	$0	($150,000)	($282,900)	602,325
2020 – 2021	New Facility Occupied (RES West expires)	1,728,965	$1,611,200	$0	($150,000)	($282,900)	352,750
2021 – 2022	New Facility Occupied	1,681,331	$1,593,700	$0	($150,000)	($282,900)	287,616
2022 - 2023	New Facility Occupied (CHRHS expires)	919,020	$1,575,200	$0	($150,000)	($282,900)	(493,196)

* Assumes 2013-2014 Debt Service as Baseline and any savings are put aside into a reserve fund

DRAFT

Camden-Rockport Middle School
Renovation/Building Project

'It's Time'

Question:

Why have we engaged an architectural/engineering firm to help the Board and community determine options for CRMS?

Basic Answer:

The original structure, known as the Mary E. Taylor building, was constructed in 1925. Multiple additions have been completed since that time, but it was never designed to be one school resulting in a comprehensible design change. This results in programmatic, functional, and financial costs that need to be addressed.

Specifics – Programmatic/Instructional

1. Distances between wings are so vast that valuable instructional time is lost in transition especially due to the amount of times that students need to move to a new class each day.
2. No useful flexible learning spaces. A renovation would incorporate space for 21st century learning. (e.g. independent study, virtual learning, break out rooms). This would avoid having students constantly working on the floor of the hallways.
3. Teachers cannot collaborate easily due to building layout.
4. Some spaces are not large enough for the program, for example, the band and chorus rooms.

Specifics – Functional

1. The excess square footage is interspersed throughout the building, including in vast hallway spaces that are impossible to practically supervise. It also results in many potential hiding places.
2. The design of the building results in creating chaotic environments where students cross paths such as: students have to walk through the lunch serving line to get to or from the MET building, students exiting from the chorus room and students entering and exiting from the cafeteria to the playground.
3. The traffic flow of buses and cars, and pedestrian walkways are problematic given the volume of traffic, and safety is a concern.
4. There are some structural issues with part of the building (for example, cracking in the foundation of the Family Consumer Science wing).
5. Some of the building is not ADA compliant.
6. Although grandfathered, most of the building does not meet current safety codes.

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Specifics – Financial

1. Each budget year brings significant capital maintenance improvement costs that add up over time.
2. Each budget year, the Board has to defer capital improvements that will eventually come due.
3. The existing facility, at 121,860 square feet, is much larger than is required for the number of students (approximately 82,000 -85,000 square feet anticipated based upon program needs and number of students), although only about 100,000 sq. ft. is maintained. It is costly to maintain and operate the excess square footage.
4. The current building is not energy efficient.

In summary, it is time to evaluate the options for CRMS.

DRAFT

MSAD #28
SPECIAL SCHOOL BOARD MEETING

DATE:	March 20, 2014
TIME:	IMMEDIATELY Following the CRMS Public Forum
LOCATION:	Camden-Rockport Middle School Library 34 Knowlton Street, Camden Maine

School Board Norms

- Start and end on time
- Stay focused on goals and don't take on too much
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- Maintain humor and have fun
- When we leave a meeting, know the next step and who is doing it
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- No surprises to catch individuals off guard or unprepared.

Present
Matt Dailey, chair
Eliza Haselton, vice chair
Tori Manzi
Bill Hibbard
Lynda Chilton
Gretchen Richards
Marcia Dietrich

Also Present
Elaine Nutter, Superintendent
Maria Libby, Asst. Superintendent
Cathy Murphy
Various Members of Staff and Public

DRAFT

MINUTES

1. Call to Order.
   Matt Dailey called the meeting to order at 7:59 PM.

2. Adjustments to the Agenda (if necessary)
   None noted.

3. CRMS Proposed School Renovation Project
   Upon motion by Tori Manzi and second by Lynda Chilton the board voted to pursue Option C with Oak Point Associates, Oak Point will prepare a report on Option C to be presented to the board in June 2014.
   Vote: 7-0

4. Adjournment
   The meeting adjourned at 8:10 PM.

   See attached presentations that were shown at the Public Forum on 3/20/14.
   Handouts from Public Forum are also attached.

DRAFT

MSAD #28
SPECIAL SCHOOL BOARD MEETING

DATE:	March 31, 2014
TIME:	7:30 AM
LOCATION:	Bus Barn 7 Lions Lane, Camden Maine

School Board Norms

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- Stay focused on goals and don't take on too much
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AGENDA

1. Call to Order.

2. Adjustments to the Agenda (if necessary)

3. Executive Session - to discuss a personnel matter pursuant to 1 M.R.S.A. §405(6)(A)

4. Adjournment

MSAD #28
SPECIAL SCHOOL BOARD MEETING

DATE:	April 7, 2014
TIME:	7:30 AM
LOCATION:	Bus Barn 7 Lions Lane, Camden Maine

School Board Norms

- Start and end on time
- Stay focused on goals and don't take on too much
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- Maintain humor and have fun
- When we leave a meeting, know the next step and who is doing it
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- No surprises to catch individuals off guard or unprepared.

AGENDA

1. Call to Order.

2. Adjustments to the Agenda (if necessary)

3. Executive Session - to discuss a personnel matter pursuant to 1 M.R.S.A. §405(6)(A)

4. Adjournment

MSAD #28

7 Lions Lane
Camden, Maine 04843
(207) 236-3358 • FAX (207) 236-7810

Elaine Nutter, Superintendent
Maria Libby, Assistant Superintendent

MSAD #28 Curriculum Committee
April 9, 2014 – 8:00 a.m. – Bus Barn

Minutes of the Meeting

Present: Theresa Lash, Eliza Haselton, Lynda Chilton, Maria Libby, Matt Smith (8:58 departure), John Lewis, Elaine Nutter (8:21 arrival)

Call to order at 8:06 AM.

1. Adjustments to the Agenda
Add to the agenda: Standards based education follow-up

2. CRMS Academic Pre-Season
Summer school has not been offered for the past several years, but Maria and Matt worked together to develop a new model for this summer in order to provide learning opportunities during these months. Maria explained the new model for summer learning, called Academic Pre-Season, for students entering grades 5 – 8. The program would be open to any student and the thought is to try to make it desirable for a wide variety of students, hence the name change. The goal is to have students view it in a similar manner to pre-season for sports. Getting a leg up on the season by early training. The focus would be math and reading/writing. We would offer two separate two week sessions, although a student could attend both. Math would be the first hour, then reading the second, separated by 30 minutes for a break. Students would use a computer based program to focus math study, either Khan Academy or Mobymax or something similar, and go at his or her own pace with up to 4 teachers available for support. There would be two tracks in reading, one focused on the summer book read, and the other on a classic novel. Each track would focus learning on reading comprehension, vocabulary acquisition, and writing. (see attached for more details.) Info will go home to students once we have the registration process set up. The first step is to hire a coordinator. In the meantime, principals will share the information with staff.

2. Instructional Time Discussion
The committee touched upon instructional time at the last curriculum meeting, so we gathered some data in preparation for today's discussion which was shared in graphic and spreadsheet form. Most of the discussion focused at the middle level, particularly regarding how Schooner Time (study hall) works with Band and Chorus. Schooner Time is a significant portion of time each day, almost an equal "pie slice" with Math and LA. Music lessons become a source of dynamic tension because students miss class to attend lessons, in band once per week and in chorus once every three weeks. Parents are often unaware that students miss class for lessons, but there is no other way to offer lessons for as many students as we have in band. We have arranged lessons in such a way that students attend the first 20 minutes of class and then go to their band lessons. Due to our rotating

schedule, lessons impact each class once every four weeks. For a teacher, however, students leave class frequently to attend band and chorus lessons, disrupting the instructional process.

A consultant for CRES earlier this year indicated that there should be a minimum of 90 minutes per day for a reading/writing block, and ideally 120. It is a challenge to fit everything we value into our fixed schedule (length of day). It is a challenge to manage when we are including Spanish, Music, etc. There are trade-offs all the way around, but our community has supported the "extras" we have.

CRMS is currently looking at changing the way the schedule is organized for next year. The thrust behind the change is to add a fifth block in the day in order to offer Science and Social Studies every day. With the increase in time, Social Studies and Science will take responsibility for more reading and writing aligned to the standards.

Key Questions for the above changes:
1) What structures are in place to make sure that our students derive that benefit in terms of reading and writing by increasing that time?
2) What training do those teachers have in teaching writing and reading? How can we insure that students will receive high quality instruction in those areas?

3. Standards Based follow up
Are there areas to look at and/or gather data regarding concerns expressed at the high school level (board meetings, teachers, etc.) regarding standards at the middle level? We brainstormed concerns that have been expressed.

Concerns:
Middle school parents –

1) Seems to parents that teachers apply standards based grading subjectively, even more so than with traditional grades. Doesn't seem like they follow a rubric. Communication issue?
2) Teachers don't seem to enter current assignments or post grades in a timely manner. Parents can't see a snapshot of how their children are doing. They don't bother looking anymore.
3) Is standards based grading working for teachers? Can they better identify how students are doing against a standard with this system versus traditional grading?
4) Are teachers implementing the standards system well and consistently?
5) Would more gradations within the "3" be helpful? Parents and students feel that the spread is so large within a 3.

Middle level suggested action step:

1) It was agreed that it would be helpful for the middle school to take stock of where they are. What is working well, and what is not? This could be done through meetings with teachers and parents. Building administration will pursue this and report back to curriculum committee.

Elementary School update regarding standards based education.
There is a disconnect right now between instruction and the report card. CRES is working on aligning that. There is a plan in place that is being implemented to move toward a standards based grading system, hopefully by next year. They have been standards based for a long time, but expectations around letter grades are not there. The elementary school is interested in the potential of a common report card across the five towns.

4) Adjourned at 9:52 AM.

CRMS

ACADEMIC PRE-SEASON

2014

Give your brain a leg up!

2-week sessions

Monday - Thursday

July 28 - Aug 7

Aug 11 - Aug 21

Math

8:30 - 9:30 AM

Khan Academy

Go at your own pace

Teacher support

Sharpen your math skills

Get ahead

Reading

10:00 - 11:00 AM

Summer Book Read Track

or Classic Novel Track

Vocabulary Building

Critical Analysis

Writing

- Students can sign up for one or two sessions, for Reading or Math or both. depends where you want to **focus your training**.
- Participation will give you a jump on the school year, **avoid typical summer loss**, and **exercise your brain**!
- Open to all students in Camden and Rockport entering grades 5-8 who want that academic edge.
- Free
- Ends with a **Fun Event** (cookout and outdoor activities on the last afternoon for all participants.

Sign up details will be sent home through CRES and CRMS later this spring.

MSAD #28

7 Lions Lane
Camden, Maine 04843
(207) 236-3358 • FAX (207) 236-7810

Elaine Nutter, Superintendent
Maria Libby, Assistant Superintendent

MSAD #28 Curriculum Committee
March 12, 2014 – 8:00 a.m. – Bus Barn

Minutes of the Meeting

Present: Elaine Nutter, Theresa Lash, Eliza Haselton, Linda Chilton, Maria Libby, Thom Ingraham, John Lewis

Call to order at 8:05 AM.

1. Adjustments to the Agenda
Addition: CRMS Summer Book read

2. CRMS Summer Book Read
Thom shared the 2014 summer book read proposal. The school is planning to continue using the grade 7 and 8 books from last year, Out of My Mind and Half Brother, respectively. There are new books proposed for grades 5 and 6.

Grade 5: Ungifted, by Gordon Korman
Grade 6: The One and Only Ivan, by Katherine Applegate

Thom read most of both books and Michelle Gabrielsen read them in their entirety to make sure they are thoroughly appropriate. The fifth grade is also reading Ungifted as a read aloud in class this year and students are responding very well to it.

Upon motion by Eliza Haselton and a second by John Lewis, the committee approved the 5th and 6th grade summer reading books.
Vote: 3 - 0

2. Geometry Text approval
Thom presented the textbook that Tammy wants to use for Geometry for her Advanced Math 8th grade class next year. Questions were asked about the Geometry textbook the HS uses. They use Larson Geometry published by Holt McDougal in the College Prep Geometry class and Elementary Geometry for College Students published by Houghton Mifflin in the Honors Geometry class. Tammy evaluated these texts and felt neither was as good a fit as the proposed text for several reasons, including: the high school texts are not aligned to CCSS, the proposed text is in the same series as the rigorous Algebra series we use, and its format is easier to follow and read for our students. There were also questions

about implications for the high school to have this many students routinely taking Geometry as 8th graders. That is a great question and is something the high school will likely need to make some adjustments for, particularly in terms of senior level math courses beyond Calculus A/B. We will put this on the CSD curriculum committee agenda for next week.

Upon motion by Lynda Chilton and a second by John Lewis, the committee approved the Geometry textbook.
Vote: 3 - 0

3. Horizons changes (60% to regular budget)
Maria explained the changes in the Horizons teachers' salary allocation. Per the state, we cannot charge 100% of their salaries to the Gifted and Talented line because they are also working with students who are not identified. We felt the best balance was 40% G/T and 60% regular instruction line. These changes are reflected in the 2014-15 proposed budget, but has no impact on the bottom line.

4. RTI/Alt Ed changes
Maria explained the handout that showed changes in the RTI/Alt Ed positions over the past two years. For next year, due to a variety of factors, we are proposing discontinuing the Alternative Education program and shifting the teaching position back to RTI. The half time special education technician position in the Alternative Ed program would go back to the special ed department.

There are a variety of reasons for this change, although does not reflect an end to some sort of Alternative Education vision. The program has struggled this year, even though there were significant supports put into place to help it during the year. Thom did not see the results he would have expected. Students were placed back into regular Math and LA classes about half way through the year. The Herring Gut program was discontinued and students went to Tanglewood instead. The administration feels it is best to take a hiatus from the program for a year in order to regroup and re-envision the program. They will consider a regional approach as well, including HAL schools in the conversation.

The board can expect that Alternative Education will likely resurface in a different form, hopefully using existing personnel.

5. Kindergarten proposal
Theresa proposed (written proposal will be forthcoming) only *registering* K students in May and waiting to do the *screening* during the first three days of school in August. This would mean that K students would start school the week after everyone else (on Monday instead of the previous Wednesday). This would include all K students, including multi-age. The idea is being proposed because of the inefficiencies that result from the population of students changing so much between May and the start of school. This spring, school would still be cancelled for K registration, like in the past, but in the future, the K registration process would happen after school and be much more relaxed.

The beginning of school screening would be done by each child's classroom teacher and could include meeting with the nurse and an interview, in addition to the screening tool.

Theresa is also proposing changing the screening tool used. In the past, the ESI has been used, but hasn't been updated in a while. Theresa, Judy Gove, and Judy Laurence evaluated the options and determined that the Dial-4 would be a better diagnostic tool. Teachers will be trained this spring in that tool. The Dial-4 has some similarities to the ESI, but also includes some valuable social and emotional self-help pieces that are indicative of where students are developmentally.

The committee supported these changes.

A question was brought up about progress on the transitional K idea that has floated around this year. There is definitely a need for a way to better support K students who are not ready for school. There is currently no service for the students who are not developmentally ready for school (K Boosters and JumpStart are not geared for this group.) Theresa shared that she is not ready for a proposal at this point and is unlikely to make a recommendation this year. More work and discussion is needed and settling on the best model is important (pull-out? integrated?). It is likely the students who fit this profile would need two years of K. We would need to think about in the context of pre-K, if the state or the district moves forward with that. However, the possibility of a future pre-K should not prevent identifying a strategy to better support students who are not ready for school. These students enter our school every year, sometimes having had a pre-school experience.

6. <u>4th grade Proposal</u>
Theresa provided some history of why 4th grade changed from a self-contained model to a more content-based model (each teacher taught one subject, but switched subject areas each trimester). It was initially a creative solution to a different class make up (very high proportion of boys). It worked well, so they wanted to continue it (slight change this year - each teacher taught one course all year.) There have been positive responses from parents and students. They would like to continue for a third year, with another slight adjustment. They would like to have two teams of two, each person teaching two content areas (Math/Sci and LA/SS). The schedule would also allow more time in reading and math (75 minute classes). There was support for this idea, but it was noted that we should evaluate its effectiveness over time with data from both 4th and 5th grade teachers and student academic preparedness and achievement.

7. <u>Y2 of Reading Framework</u>
Theresa gave an update on the implementation of the Fountas and Pinnell balanced literacy framework. Next year CRES will shift to an in-house training model. Stephanie Marshall, as literacy coach, has been very successful with training and will become the person primarily responsible for continuing the training next year instead of contracting with Heinemann. Stephanie will provide coaching, instructional leadership, and teachers will have time to practice and learn. The plan is to continue focusing on reading implementation and trying to phase writing in next year. May ultimately go with a specific writing program. There is still a need to talk about spelling and grammar as well.

8) <u>Other:</u>
A. <u>Instructional time.</u> Maria suggested that we gain a better sense of how our instructional time is allocated district-wide, as that could become an increasingly important factor as we go forward in a standards based environment. We should consider setting

some type of guidelines so that decisions are not made in isolation. A question was asked about whether there are state guidelines for instructional time. There are not subject specific guidelines, only day-long instructional time guidelines (average of 5 hours of instructional time per day). We will also administratively revisit the time guidelines agreed upon at ATeam numerous years ago.

9) Adjourned at 9:38 AM.

Possible Agenda items for April meeting:
Instructional Time Discussion
CRMS Writing Program
Spelling Proposal

Maine School Administrative District #28

Camden-Rockport Elementary School

11 Children's Way
Rockport, ME 04856
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Program Review and Proposal for 2014-2015
Grade 4 Program
Spring 2014

History:
In the winter of 2010-2011, I asked the fourth grade team to brainstorm some alternative instructional programming for the entire class of incoming students. This was a unique group of students in many ways and I felt that traditional programming was not best suited for their needs. This is the class that benefitted from an "all boys classroom" due to the large enrollment of male students. The team brainstormed a teaming arrangement that would meet the goals. They presented their proposal to stakeholders including parents and the MSAD #28 Curriculum Committee and began the program in Fall 2012 (year one). In the 2013-2014 school year (year two), the team changed the program by having each teacher teach one content area. The rationale was that teachers

Description of Program:
Four teachers work collaboratively with one another and with colleagues from the specialist, special education, and intervention teams. Teachers content teach four one-hour sessions per day, seeing all fourth graders in the span of a school day. Students transition between the four classrooms, carrying only their schedule folder. Homework assignments are written for the students into their folder. Interventionists, including special education staff, would be integrated into the curriculum. Students are grouped heterogeneously with a few purposeful placements to maximize use of resources or minimize social conflict. Whole grade meetings are held weekly and the first several weeks of school involve in-depth team building activities including off-site work with Otolith Education.

Program Goals:
- Decrease the number of pull outs and use special education and intervention services more effectively
- Differentiate with greater success for the various academic levels in the grade
- Provide more concentrated time for content area instruction
- Provide an opportunity to team teach with interventionists in the building, providing greater understanding of 4th grade content and goals
- Encourage students to take responsibility for their own learning
- Promote independence
- Provide more teachers to assist with problem solving both academically and socially
- Provide the opportunity for students to interact and have a strong report with their family of teachers

Alignment with District and School Goals:
The program is designed to align with all of the District and School goals.

MSAD #28 Mission Statement:
We are STUDENTS building character and intellect
SCHOOLS inspiring love of learning
COMMUNITIES supporting individual growth and responsibility

Camden Rockport Elementary School Mission Statement:
We strive to provide students with:
High quality educational experiences within a
Balanced, child-centered education
In a safe place where students can learn

Measures:
Parent survey, Fall 2012
Student survey, Spring 2013
Parent survey, Spring 2013
Staff feedback
Feedback and discussion with Grade 5 team from CRMS

Parent survey, Winter 2014
Student survey, Winter 2014
Staff feedback
Feedback from Grade 5 team at CRMS

Strengths:
- Ability to focus on goals
- Increased fidelity of the program by allowing the teacher to focus on content
- Allows for fluid groupings
- Allows for team teaching
- Schedule enables the grade to meet as a whole community, hearing the same message at the same time (consistency)
- Provides teachers with the opportunity to know each fourth grader and decreases conflict by knowing their personality
- Develops a sense of community
- Provides more instructional time than in the past
- Allows students to experience different teaching styles
- Allows all students to receive the same curriculum and the same style of teaching
- Builds independence and responsibility in students
- Transitions between classes helps focus students' attention, reduces friction between students (constant change in group dynamics)
- Allows teachers to support students who need support in the classroom using fourth grade curriculum (less pull outs)
- Some special education students are able to receive instruction in the regular classroom setting as opposed to the resource room setting. Some made more than a year's growth in one year.

Areas of Challenge:

- Parent Conferences can only be held with the homeroom teacher
- Parents don't always feel like they have the same level of communication that they would have with only one teacher

Outcome of Measures:

Parent feedback in both 2013 and 2014 has been positive.

Over 90% liked the fact that their child interacted with more than one teacher.

95% (2014) and 84% (2013) felt that the transitions were a positive experience.

100% (2014) and 84% (2013) liked the increase in time spent on the five main content areas.

100% (2014) and 92% (2013) of respondents appreciated that their child wasn't pulled out for services.

93% (both years) liked the level of community building and experiences designed to promote unity amongst fourth graders.

93% (2014) and 91% (2013) appreciated that their child had the opportunity to build responsibility skills and independence.

When parents were asked if they would choose this type of program again for their child, their response was positive.

	Yes	Maybe	No
2014	88%	7%	5%
2013	84%	7%	9%

Student feedback in both 2013 and 2014 was also positive.

72% (2014) 89% (2013) liked working with more than one teacher.

68% (2014) 70% (2013) liked transitioning between classrooms.

65% (2014) 82% (2013) liked being with different classmates throughout the day.

55% (2014) 53% (2013) felt more responsible and independent. 36% (2014) 43% (2013) felt "sort of" responsible and independent.

49% (2014) 49% (2013) felt a sense of community. 43% (2014) 47% (2013) "sort of" felt a sense of community.

87% (2014) 93% (2013) said they'd recommend this program to other students.

The feedback from the fourth grade team continues to be overwhelmingly positive. Special education teachers, specialists and interventionists are also supportive.

The fifth grade team was offered the opportunity for feedback but didn't feel that they could comment positively or negatively. They agreed that the current class was challenging. It is hard to know if the challenges would have been worse if they had not had an alternative fourth grade program.

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Suggested future for this program

We would like permission to use this model/program for a third year. One change that we would like to make is to adjust the teaching assignments in order to provide a longer block of reading and math instruction daily to all fourth graders. The current schedule does not allow for every student to have five days of instruction and blocks are shorter (60 minutes).

There would be emphasis on writing across all content areas. Teachers A and B have adjoining rooms, as do Teachers C and D. This arrangement will increase planning and teaming to better meet the needs of students. Interventions can be shared across two rooms, increasing the availability of those limited services. Students can be shared across two rooms for reading groups and literacy circles.

Time	Teacher A	Teacher B	Teacher C	Teacher D
75 min	**Reading**	**Reading**	**Math**	**Math**
75 min	**Reading**	**Reading**	**Math**	**Math**
45 min	**Sci/SS**	**Sci/SS**	**Writing**	**Writing**
45 min	**Sci/SS**	**Sci/SS**	**Writing**	**Writing**

Maine School Administrative District #28
Camden-Rockport Elementary School

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Proposal for Kindergarten Changes
Fall 2014

- **<u>Challenge</u>: Kindergarten Screening is no longer serving its purpose when done in May, due to the low numbers of students who attend.**

- **<u>Response:</u> Change Kindergarten Screening to Kindergarten Registration and do all Screening and assessment activities during the first three days of the school year.**

<u>1. Kindergarten *registration* would be held in May.</u>

-We would continue to do the parent interview with teacher, sending home some suggestions for summer learning activities. Parents would also meet the nurse.

-Parents will continue to learn about classroom options and makes preference for options (regular classroom, multi-age, etc.). Teacher assignments would be made by June for those students who registered.

-A quick check of letters, numbers and name writing will be done to give teachers enough information to make placements.

-We will continue to offer a parent night in May and an Ice Cream Social just before school starts.

<u>2. Kindergarten *Screening* would be done in August.</u>

-The first three days of school there would be no kindergarten classes. The first day of kindergarten would be on September 2, 2014.

-On those three days, students and parents would be given appointments.

-Students would be screened using the DIAL 4. This serves as our Child Find, which is required by law.

-Students would also be given one literacy and one mathematics assessment. This is the only assessment students would be given for the beginning of the year. This would mean not doing the AIMSWeb assessments in the fall, only in the winter and spring.

-Speech and language screening would be done at this time. Students who fail this screening could be immediately referred for evaluation.

-Parents of newly enrolled students would be interviewed as part of their child's screening appointment. Friday afternoon we would place the newly enrolled students and call parents.

Advantages:

-When students began school the following week, all assessments would be done and teachers could spend the month truly focused on establishing procedures and building a classroom community.

-Assessments would be done by their new teacher, allowing them to build that relationship.

-The amount of assessment would be significantly reduced.

-We would not have to re-screen so many students.

-Will not have to cancel kindergarten for three days in May, which are far more instructionally relevant than three days in August.

-The school will be more settled than it is on the first day of school and less confusing for the kindergartners. There will be an increase in support for kindergartners because they can be the sole focus of staff and volunteers (as opposed to supporting other grades).

-Some surrounding schools (RSU 13 and SAD 40) use this model, which provides regional consistency.

-With so many students moving to Camden and Rockport in the days before school starts, we no longer have good representation at Kindergarten Screening. This means a significant number of students have to be screened in the fall, in addition to re-testing those who scored low on the ESI.

-Students may score higher in August than they would have in May, given the extra couple of months of growth and development. This could also be true of the speech screen, which often has to be re-administered.

-In the current model we are unable to do parent interviews with the parents of newly enrolled students. With this model we would be able to do so, giving us valuable information and forming an important home-school connection.

Disadvantages:

-Kindergartners have to wait to start school and won't have the traditional "first day" with siblings and older friends. This is particularly an issue for the students in the two multi-age classrooms.

-Parents would have to find childcare for those three days as well as take time off from work to keep the screening appointment. It could be argued that they would otherwise have to find childcare in May.

- **<u>Challenge:</u> A large number of students are coming to kindergarten unprepared to learn and engage socially.**

- **<u>Response</u>: Jump Start Program will run for 6-8 weeks before the Kindergarten Boosters program begins.**

<u>1. Implement the Jump Start Program.</u>

-Using literacy screening data obtained in August, students who were weak in letter and sound knowledge (but scored at an appropriate level on the DIAL 4) would be placed in this program for six to eight weeks.

-The program would be co-taught by the Kindergarten Boosters teacher and a special education paraprofessional who is trained in the delivery of the program. The special education director has approved the hire of a substitute to cover that paraprofessional during this time.

-There would be a strong parent component to this program, similar to the Kindergarten Boosters model. There is a potential that some of these students would transition to the Boosters program after the Jump Start program ends.

<u>Advantages:</u>

-The Kindergarten Booster teacher currently spends the first several weeks of school re-testing students who failed the ESI at the May screening and testing students who did not attend the May screening. This is a much better use of her time and the students' instructional time.

-This would serve as an intensive, short-term intervention designed to raise students to (or above) grade level expectations in literacy. The hope is that these students would need no further intervention.

<u>Disadvantages:</u>

-Students are removed from their regular classroom for 2.5 hours a day. In the 2013-2014 school year that put students at a disadvantage when they returned to the classroom after 6 weeks.

- **<u>Challenge:</u>** Each year we have 6-8 students (and those numbers are increasing) who are not developmentally ready for school. They have no social skills, have had limited life experiences, have limited vocabulary, lack concepts about print, have weak fine and gross motor skills, lack self help skills, and find it difficult to function in the structure of a kindergarten classroom.

- **<u>Idea:</u>** Consider a transitional kindergarten program that would provide these students with a pre-kindergarten level program designed to meet their learning needs. There would be an assumption that the students would repeat kindergarten the following year in a regular classroom setting.

- While this idea has merit, more discussion is needed for implementation. This discussion should continue in the next year to potentially create this badly needed program.

FIVE TOWN CSD/MSAD #28

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(207) 236-3358 • FAX (207) 236-7810

Elaine Nutter, Superintendent
Maria Libby, Assistant Superintendent

Five Town CSD/ MSAD # 28
Public Information
March 21, 2014
7:30 a.m.
Camden Deli

MINUTES

Present: Lynda Chilton, chair, Gretchen Richards, Tori Manzi, John Lewis, Maria Libby, and Elaine Nutter

1. Call to order
   Lynda Chilton called the meeting to order at 7:40 AM.

2. Adjustments to the agenda
   None noted.

3. Building project update
   The committee discussed the public input forum results and SAD's vote to proceed with preliminary planning for new construction of the middle school and renovation of the Mary E. Taylor building. The committee recommended that the SAD Board should have an agenda item in April to solidify the role of the CRMS Communication Committee and that a chair needs to be appointed. The first role of the CRMS Communication Committee is to develop widespread understanding of why we need to address the middle school facility at this point in time.

4. Follow up on website
   There is agreement that the districts need a different platform. Elaine will have as an administrative agenda item to develop an organized list of what we need the website to do. We should have focus groups of parents and students to expand the list, then use the list to help determine the future direction of the website.

5. Review of Advisory Committee meeting date and agenda
   Gretchen appointed Elaine as a facilitator for the first meeting. The leadership for the group will be determined later. The first meeting is Monday, March 24, 2014 at 5:30 at the Bus Barn. The agenda has been posted through the usual distribution means, and Elaine has delivered an agenda to MCST.

6. The committee determined topics that should be included in Elaine's reports in the town reports. For the CSD, topics include the cost center comparisons, Performance Based diploma, and coordinated work with HAL schools. For the SAD, the report should include the CRMS project, the public forums, and the principal search for CRMS and CRES.

7. Adjournment
   The meeting adjourned at 8:30 AM.

   The next meeting will be Friday April 18 at 7:30 AM at the Camden Deli.

MSAD #28

7 Lions Lane
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Elaine Nutter, Superintendent
Maria Libby, Assistant Superintendent

MSAD 28
Finance Committee Minutes
March 17, 2014

Present

John Lewis
Tori Manzi
Eliza Haselton
Bill Hibbard
Lynda Chilton
Gretchen Richards

Also Present

Elaine Nutter, Superintendent
Maria Libby, Asst. Superintendent
Cathy Murphy, Business Manager
Judy Gove, Special Education Director
Keith Rose, Facilities Director
Theresa Lash, CRES Principal
Thom Ingraham, CRMS Principal
Bob Calderwood, MBCSF Rep

The meeting was called to order at 6:00PM.

Elaine Nutter reviewed reductions to the budget brought forth by Administration. The total changes being recommended in the first level of reduction totals is $182,156. Preliminary subsidy received from the State results in a revenue increase of $89,943. These changes combined result in a 1.74% ($214,179) increase to the budget and a 1.20% ($136,434) increase to the taxpayer. There was an additional level of reductions, which totals $59,500. These additional changes would result in a 1.26% ($154,679) increase to the budget and a .68% ($76,934) increase to the taxpayer.

Still unknown is the actual Health Insurance increase, which we have been told will be released on April 1st. The highest increase possible according to MEA/Anthem will be 9.5%. The MSAD currently has 8% budgeted. Oil has not yet been locked in and is currently in the budget for $3.30 per gallon. The state has cautioned that the subsidy numbers are preliminary and are subject to change.

Allocations to the towns, which is the percentage of the tax bill that each town will pay for the school, changed a very minimal amount. Rockport will see an increase in their allocation of .0014, and Camden will see a decrease in their allocation of .0014.

Board Members will be asked to take a straw poll vote on the reductions at the March 19th Finance Meeting which will be held at 6PM in the CRES atrium.

The meeting adjourned at 6:35PM.

Budget documents can be found on the MSAD 28 website.

MSAD 28 Public Input Meeting will be held March 25th in the CHRHS Chorus Room at 6PM.

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NEPN/NSBA Code: ADC-R

MSAD #28 POLICY
TOBACCO USE AND POSSESSION ADMINISTRATIVE PROCEDURE

I. Prohibited Conduct

A. Students

The use, possession, sale, dispensing or distribution of tobacco products by all students is prohibited in all school facilities, at school-sponsored events, on school grounds and buses, and at all other times.

B. Employees and All Other Persons

The use of tobacco products by employees and all other persons is prohibited in all school facilities and on school buses at school-sponsored events and at all other times on school grounds.

II. Enforcement

In order to enforce the tobacco use policy, the following guidelines shall be utilized by the Building Administrator of a school in which prohibited conduct occurs. The Building Administrator shall report any violations of this policy/procedure, as promptly as practicable, to the Superintendent.

A. Student Violations
Refer to policy JICH - Misuse of Chemical Substances by MSAD #28 Students

~~1st Violation~~

1. ~~Parents/legal guardians shall be sent written notice regarding the tobacco violation. A parent/ legal guardian shall be required to meet with the Building Administrator within five days of the violation~~
2. ~~Up to three days suspension. When the student returns to school, the student will be offered supportive services in regards to tobacco use.~~
3. ~~The student will not be allowed to participate in any extracurricular activities during the suspension period.~~

~~2nd Violation~~

1. ~~Parents/legal guardians shall be sent written notice regarding the tobaccp violation. A parent/legal guardian shall also be required to meet with the Building Administrator within five days of the violation.~~
2. ~~Up to five days suspension.~~
3. ~~The student will not be allowed to participate in any extracurricular activities during the suspension period. When applicable, the student must attend the athletic practices but cannot compete in any events during the suspension.~~
4. ~~The student shall be referred to supportive services.~~

~~3rd Violation~~

1. ~~Parents/legal guardians shall be sent written notice regarding the tobacco violation. A parent/legal guardian shall also be required to meet with the Building Administrator within five days of the violation.~~
2. ~~Minimum of five-day suspension.~~
3. ~~The student shall be referred to supportive services.~~
4. ~~The student will not be allowed to participate in any extra/co-curricular activity during suspension. When applicable, the student will also be prohibited from attending athletic practices and competitions in any extra/co-curricular events during the suspension.~~

B. ~~Student Referral to Law Enforcement Agency~~

~~The Building Administrator or Superintendent or his/her designee will notify the law enforcement agency of the violation, on a case-by-case basis.~~

C. ~~Other Persons in Violation~~

~~All other persons violating this policy, e.g., employees, visitors, shall be immediately directed to cease violative behavior. In addition, all persons suspected of selling, distributing or in any way dispensing tobacco products to students shall be referred to a law enforcement agency.~~
~~Any employee violating this policy shall be subject to appropriate disciplinary measures.~~

III. ~~Notices~~

~~This Board's policy and corresponding disciplinary actions for infractions of this policy shall be printed in employee and parent and/or student handbooks.~~

Legal References:

- 20 USC § 6081 (Pro-children Act of 1994-Goals 2000)
- 22 MRSA § 1578-B
- ME. PL 470 (An Act to Reduce Tobacco Use By Minors)

Cross Reference:

- ADC - Tobacco Use and Possession

History:
First Reading: 02/13/02
Second Reading: 03/3/02
Adopted: 03/13/02

First Reading: March 19, 2014
Second Reading: April 16, 2014

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MSAD#28 POLICY
Participation Guidelines for Student Activities

Whenever participation falls below the numbers as listed, it will be appropriate for the Administrator to notify the Board with a recommendation on whether or not to continue that sport or activity.

Whenever participation exceed the numbers as listed, the Administrator will consider whether privately or homeschooled resident students may participate on the CRMS team.

CRMS Sport	Number Range	CRMS Activity	Number Range
Cross Country (boys)	6-20	After School Art	4-20
Cross Country (girls)	6-20	Yearbook	4-20
Field Hockey	13-25	Robotics	4-20
Golf	5-18	Student Council	4-16
Soccer	13-25	Drama (musical)	10-115
Basketball	8-16	Drama (play)	10-60
Wrestling	5-20	Jazz Band	8-30
Baseball	10-16		
Softball	10-16		
Track	15-60		

Cross Reference:

- JFABE-E - Resident Private School Participation Form
- IHBGA - Participation in MSAD #28 Curricular, Co-Curricular, and Extra-Curricular Programs by Students in Approved Equivalent Instruction Programs
- JFABE - Use of Public School Services and Facilities by Resident Private School Students:

First Reading: March 19, 2014
Second Reading: April 16, 2014

SPONSORSHIP AND EVALUATION OF ATHLETIC PROGRAMS

It is the Board's desire to offer **MSAD #28** students athletic programming that provides diverse, developmentally appropriate opportunities and encourages student participation. At the same time, the Board recognizes that resources may not be available to fund all of the sports in which students and the community have an interest. In order to provide students with meaningful athletic experiences while maintaining high quality, sustainable programs, the Board adopts this policy governing sponsorship and evaluation of the school unit's athletic programs.

Through sponsorship, the school unit assumes responsibility for, and control of, a particular athletic program. Sponsorship requires Board approval. The school unit assumes responsibility only for those interscholastic athletic programs the Board has designated as school-sponsored.

The Board will approve for sponsorship only those programs that are consistent with its philosophy and policies and with regulations established by the appropriate governing bodies, including the Busline League and, where appropriate, the Maine Principals' Association (which refers to its regulations as "policies"). Sponsorship does not mean that funding will be provided in whole or in part through the school unit's budget. Sponsorship is required even for activities that may be funded in full by booster organizations.

Sponsorship is required before any team may represent itself using the school name, to be eligible for league play and tournament participation, or to be eligible for school athletic awards.

In order to assess the sustainability of athletic activities, each ongoing activity will be evaluated on at least a five-year cycle.

The Board establishes the following process for the approval and evaluation of athletic programs.

A. CRITERIA FOR APPROVAL AND EVALUATION OF ATHLETIC PROGRAMS

The superintendent or designee shall be responsible for developing a process for evaluating potential athletic programs and assessing the viability of existing programs. The process shall take into consideration the following factors, which shall be applied consistently to all programs:

1. Student body interest;

2. Community interest;

3. Gender equity;

4. Impact on facilities;

5. Impact on existing programs;

6. Impact on administration and staff;

7. Expenses;

8. Availability of competition;

9. Potential to field competitive teams;

10. Alignment with Board philosophy and policies; and

11. Availability of funds, consideration of extraordinary costs (e.g., rental of facilities, transportation, specialized equipment), and other relevant data.

The process should include a scale for weighting and rating these criteria and for reporting a total score that may be used for comparison purposes.

B. APPROVAL OF NEW ATHLETIC PROGRAMS

Sponsorship of all new interscholastic athletic programs must be approved in advance. The Athletic Director shall be responsible for making and supporting recommendations to the Board at least six months prior to the proposed starting date. Recommendations are to be made based on data from the evaluation process.

The Board may impose conditions that must be met for the program to be approved.

Following initial approval, new programs will be placed on a two year probationary status.

~~Six months prior to the end of the probationary period, the Superintendent **[OR: Athletic Director]** must submit a report to the Board including recommendations and support for continued Board approval. The Board may provide for continuing approval, deny approval, or extend the probationary status for one additional year. Probationary status shall not exceed _3___ years.~~

C. EVALUATION OF EXISTING OR ONGOING SCHOOL-SPONSORED ATHLETIC PROGRAMS

Every athletic program will be reviewed on a five-year cycle. The purpose of evaluation is to ensure that all existing or previously approved programs continue to meet the standards and criteria established by the Board. The Board may authorize a program to be reviewed out of sequence based upon the recommendation of the Superintendent. The evaluation of existing or ongoing approved programs will be done using the same process used to assess proposed programs.

Based upon the data, the Superintendent shall make a recommendation to the Board as to whether the program should continue or be deleted. The Board may vote to delete any program that it deems no longer sustainable or in keeping with Board philosophy, standards or criteria.

D. DELEGATION OF AUTHORITY

The Superintendent may appoint a program evaluation or review committee to perform evaluations of proposed and existing athletic programs. Any such committee must have balanced representation including the Superintendent and/or Athletic Director, a middle school administrator, teachers who are employed as coaches, and community. Any such committee will use the process for program evaluation.

The committee shall be advisory to the Board. While it may make recommendations to the Board, the Board retains full authority over **MSAD #28** athletic programs.

First Reading: March 19, 2014
Second Reading: April 16, 2014

NEPN/NSBA Code: IHBEA

Five Town CSD / MSAD #28 Policy
PROGRAM FOR LIMITED ENGLISH PROFICIENT STUDENTS/ LAU PLAN

~~**The School Board recognizes the need to provide a program for students who are limited in English proficiency in order to assure equal educational opportunity.**~~

~~**The Superintendent shall be responsible for developing and implementing a plan (Lau Plan) to meet the needs of such students, including procedures for identification, assessment, programming, monitoring and follow-up. A Language Assessment Committee shall be appointed to assist in the coordination, oversight and periodic review of the program.**~~

~~**The Lau Plan developed by the school unit shall be approved by the Board.**~~

The School Board recognizes that there may be some students attending Five Town CSD/MSAD #28 schools for whom English is a new or second language. These students may be significantly challenged as they acquire or improve English proficiency at the same time they are learning the knowledge and skills associated with the content standards of the system of Learning Results. In order to ensure equal educational opportunity, the school system will provide a program for students who are limited in English proficiency.

To that end, the Superintendent/designee shall be responsible for developing and implementing the school unit's "Lau Plan." To meet the needs of such students, including procedures for identification, programming, assessment, and monitoring, a Language Assessment Committee (LAC) shall be appointed to assist the coordination, oversight and periodic review of the program.

The "Lau Plan" developed by the school unit shall be approved by the School Board.

The school unit will comply with all applicable federal laws and/or regulatory requirements if federal funds or grants are utilized for limited English proficiency programs.

Legal References: Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d
P.L. 107-110 (No Child Left Behind Act of 2001)
20-A M.R.S.A. § 15670(18)
Ch. 127 § 3.02 (Me. Dept. of Ed. Rule)
Commissioner's Administrative Letter No. 24 (December 9, 2003)

First Reading: February 16, 2005
Second Reading: March 23, 2005
Adopted: March 23, 2005

Revision 2013
First Reading: June 19, 2013
Second Reading: July 10, 2013
Adopted: July 10, 2013

First Reading: March 19, 2014
Second Reading: April 16, 2014

FIVE TOWN CSD / MSAD #28
ENGLISH AS A SECOND LANGUAGE PROGRAM
LAU PLAN & Recommended Procedures

Statement of Commitment

The purpose of the Lau Plan for the Five Town CSD is to define procedures for identifying and serving students with Limited English Proficiency (LEP) in accordance with the Civil Rights Act of 1964 and the Equal Educational Opportunity Act of 1974. The Five Town CSD/MSAD #28 is committed to providing quality curricular, instructional and other related services to insure that all language minority students are able to effectively participate in the schools' educational programs.

Definition of Terms

- ESL (English as a Second Language): The use of a special curriculum and support services to help students learn English whose first language in the home is not English. This term is used as synonymous with ELL.
- ELL (English Language Learners): This term is used as synonymous with ESL. It is currently used by the professional field and federal government to describe students learning English.
- ILAP (Individual Language Acquisition Plan): This is a plan developed for each student defining the special language services needed for him/her to reach full English proficiency.
- LAC (Language Assessment Committee): This committee is responsible for seeing that needs of ELL students are met.
- LAU: This refers to the Lau vs. Nichols U.S. Supreme Court case. The decision required school districts to provide support for the ELL students who could not benefit from education, which was conducted in English.
- LEP (Limited English Proficiency): Students whose first language is other than English and whose level of English proficiency hinders access to the curriculum.
- FEP (Full English Proficiency): Students who have achieved Level 6 on the ACCESS for ELLs.
- ACCESS for ELLs: The ACCESS for ELLs is the language proficiency assessment adopted by the Sate of Maine.

Language Assessment Committee (LAC)

The Language Assessment Committee will coordinate and oversee the educational program of ELL students enrolled in the Five Town CSD/MSAD #28

A. Composition of the LAC

1. Permanent members of the LAC will include an ESL endorsed educator, a content area teacher from the District, and/or the ~~Special Education Director~~ Superintendent's

designee.

2. Additional members specific to the individual LEP student's situation may include parents, teacher(s), building administrator, guidance counselor, speech & language therapist, and student (when appropriate).
3. The English as a Second Language (ESL) educator and/or the ~~Special Education Director~~ Superintendent's designee will be responsible for facilitating each meeting.
4. At the beginning of each school year, the school unit shall notify parents of students identified for or participating in ESL programs about the instructional program and parent rights, as required by law. Parents will be regularly apprised of their child's progress. Whenever practicable, communications with parents will be in the language understood by the parents.

B. Responsibilities of the LAC

1. To identify LEP students through home language surveys followed up by *WIDA Assessment Consortium "ACCESS for ELLs" (Assessing Comprehension and Communication in English State-to-State for English Language Learners) testing for placement.
2. To notify parents of the date and nature of meetings, program decisions and evaluations concerning their children. Whenever practicable, communications with parents will be in the language understood by the parents.
3. To oversee the annual administration of multi-criteria evaluations to LEP students.
4. To make a determination from the multi-criteria evaluations and other data about placement and programming for LEP students, including but not limited to amount of services, time of delivery of services, and types of programs.
5. To monitor students' language and academic progress on an annual basis.
6. To recommend modification of ESL support services or reclassification of students from limited English proficiency to full English proficiency (FEP).
7. To carry out annual monitoring for two years after LEP students' reclassification to FEP. This is consistent with provisions under the No Child Left Behind Act (NCLB).
8. To create and maintain an ESL file for each LEP student.
9. To provide general and specific information to the school staff on LEP students and ESL programs.
10. To recommend revisions and additions to the Five Town CSD Lau Plan for action by it's Board of Directors.

Identification of Students

A. Potential LEP students will be initially identified by any of the following means:

1. Home Language Survey (required).
2. WIDA Assessment Consortium placement via "ACCESS for ELLs" assessment tool (required):
3. Review of relevant educational documents and student records
4. Referrals from parents
5. Referrals from school personnel

B. Assessment Procedures

In order for students to be identified as LEP, the following assessment information may be considered:

1. The ACCESS for ELLs® is a federally and state-required annual assessment for all English Learners and participation is a component of *No Child Left Behind* (NCLB) accountability. If a student is identified as an English Learner, then that student must be administered the ACCESS for ELLs® annually until that student attains the State's definition of English language proficient, which is defined as a Level 6 Composite score on the ACCESS for ELLs®: It identifies students according to the following proficiency levels:
   I – Entering: The student knows and uses social language and visually supported information in reading, mathematics, science, and social studies.
   II – Beginning: The student knows and uses social English and some general language of reading, mathematics, science and social studies.
   III – Developing: The student knows and uses social English and some general and specific language of reading mathematics, science and social studies.
   IV– Expanding: The student knows and uses social English and some academic English, including some technical language in the subject areas.
   V – Bridging: The student knows and uses social and academic English and understands and uses technical language in the subject areas at grade level with minimal support.
   VI – Reaching: The student functions in English at grade level; may no longer need bilingual or English language support.
2. The students' overall school performance will be reviewed with emphasis on teachers' observations and knowledge of the students' strengths and needs.
3. Students identified through the above testing as being LEP ~~will~~ may receive further in-school content area assessment by a reading consultant or other qualified person to help determine the level of academic support most appropriate for them.
4. State approved accommodations and alternate assessments for local and state tests will be utilized as needed for LEP students.
5. The ESL Endorsed Educator/Coordinator and/or ~~Special Education Director~~ Superintendent's designee will periodically provide reports to the Superintendent and/or the schools' boards.

Individual Learning Acquisition Programs (ILAP)

When a student is determined as being LEP, an individualized, structured program will be developed by the LAC. All students who meet the criteria for ELL will be assigned a certified ELL case-manager. The case manager will work with the grade level content teacher and other service providers to determine what instructional combination of services is most appropriate for each student.

ELL students receive his/her instruction from a certified ESL teacher **or a non-endorsed teacher or education technician supervised by an educator who holds a Maine ESL endorsement. The focus of direct ESL instruction will be** English language development and grade level content. ELL services may include supported grade level instruction where the ELL student is taught by grade level teacher with support and /or monitoring from ESL teacher. The ESL teacher may share the cultural diversity and the new language with other students in the class. Each student will be enrolled in grade level /content program to the extent possible and integrated into regular activities. Accommodations to the regular curriculum will be supported by appropriate instructional materials. Instruction will focus on language acquisition and content knowledge simultaneously.

The following guidelines will be followed for the development of a student's ILAP:

1.Instruction will be provided during the regular school hours.
2.Student's grade placement will be age appropriate.
3.The ELL teacher and classroom teacher will coordinate efforts to support the student's acquisition of English and the Learning Results.
5.Instructional space and resources will be provided to LEP students that are comparably provided to non LEP students.
6.The amount of time spent with the ELL teacher will be determined by the LAC based on age and need of the student.
7. Every attempt will be made to meet with and communicate with parents in their native language.
8.In accordance with statue, an ILAP will be developed for each child and shared with parents at least once a year. ILAPs will be developed within 30 days of the start of school. In the case of students entering during the school year, the student will be screened and a plan developed within 21 school days.

Parent Notification and Option to Withdraw Approval

A parent may request that the child's program be reviewed or changed at any time. In the event that a parent/guardian refuses ESL services for their child, a signed letter of refusal will be placed in the student's file. Students will be tested annually when/if required by law. As long as he/she remains eligible, students may re-enter the ELL program at any time upon parent request.

Reclassification and Exit Criteria

A. The LAC members, the parents or the students themselves may decide if reclassification (reduction in ESL services) or exit from the program is warranted. Once this recommendation has been made, an evaluation process and a review of records will take place. This review may include:

1. Results of WIDA ACCESS testing for content area English proficiency and ESL test(s) indicating English fluency beyond English Language Proficiency (ELP) Level V.
2. Teacher evaluations and informal assessments.
3. Results of standardized test scores, which indicate these students, demonstrate achievement of the ~~Maine~~ *Learning Results* current Maine state formal assessments on parity with their English-speaking peers of the same grade level

4. Interviews with the students and parents.

B. When an ELL student is *reclassified*, the LAC will monitor his or her academic performance and social-emotional well being after the program change has been made. Annual reviews will continue.

C. When ELL students are *exited* from ELL direct services, their academic performance and social-emotional well-being will be monitored for two years as required under NCLB. This could take place during annually scheduled LAC meetings.

Special Education and ESL Students

Limited English proficiency is not a disability as defined by the Americans with Disabilities Act of 1994 and state special education regulations. If a language minority student is referred for a special education evaluation, a culturally and linguistically non-biased evaluation must be utilized which complies with state and federal regulations. The student's native language skills should also be assessed as close as possible to school entry so any significant problems can be identified and noted for future reference.

Program Evaluation

The ESL program will be reviewed at least bi-annually by the LAC.

A. **The review team of the ESL program will evaluate:**

- Attainment of program outcomes
- Attainment of learner outcomes
- School climate and support for LEP students
- Quality of instructional materials
- Maintenance of information on students
- Effectiveness of staff development activities
- Effectiveness of mainstream-ESL collaboration
- Effectiveness of school and program communication with parents
- Implementation of *Lau* Plan

First Reading: March 19, 2014
Second Reading: April 16, 2014

FIVE TOWN CSD/MSAD #28
SUSPECTED CHILD ABUSE/NEGLECT REPORT FORM

1) Name/title/telephone number of person making first report: _____

_____

2) Date and time of first report: _____

3) Name/title of school department official first report made to: _____

_____

4) Did the person making first report contact DHS independently: _____ Yes _____ No

5) Date/time/person making report to Superintendent: _____

6) Name of student who is subject of report: _____

Birthdate: _____ Sex: _____ Grade: _____

Known history of abuse/neglect? _____

Parent/Guardian Name(s): _____

Address: _____

Home and work telephone numbers: _____

Name(s) of sibling(s): _____

7) Statements or indicators leading to the suspicion of abuse/neglect (include all known information, including date, time and location, name of alleged abuser, and relationship to student): _____

_____

_____

_____

8) List any photographs taken or other materials collected related to the report: _____

_____

_____

9) Actions taken by school officials (list date, time and personnel involved):

_____

_____

_____

_____

_____

_____

10) Reports to authorities:

Agency contacted by telephone: _____

Name and title of agency contact: _____

Date and time of telephone report: _____

Copy of report form sent (include date and addressee): _____

_____

Signature and title of person completing form:

_____ _____

Date: _____

First Reading: March 19, 2014
Second Reading: April 16, 2014

MSAD #28 POLICY

STUDENT WELLNESS

The Board recognizes that student wellness and good nutrition are related to students' physical and psychological well-being and their readiness to learn. The Board is committed to providing a school environment that supports student wellness, healthy food choices, nutrition education, and regular physical activity. The Board believes that students who learn and practice healthy lifestyles in their formative years may be more likely to be conscious of the importance of good nutrition and exercise as adults, practice healthy habits, and reduce their risk of obesity, diabetes and other chronic diseases.

Nutrition Education

Nutrition education will be integrated into the instructional program through the health education program and/or the curriculum as aligned with the content standards in the Maine Learning Results. Nutrition education should focus on skills students need to adopt and maintain healthy eating behaviors. Students should receive consistent nutrition messages throughout the schools, including classrooms, cafeteria, and school-home communications.

Nutrition Standards

The MSAD #28 will ensure that meals provided by its Food Services Program meet or exceed the nutrition standards established by federal regulations.[1] Sales of foods and beverages that compete with the school lunch program (and/or school breakfast program) must be in compliance with the Board's policy EFE, Competitive Food Sales/Sales in Competition with the School Food Services Program.

Goals for Nutrition Education

The MSAD #28 will provide nutrition education that focuses on the skills students need to adopt and maintain healthy eating behaviors.

The MSAD #28's nutrition education will be provided in a sequential, comprehensive health education program aligned with the content standards of the Maine system of Learning Results.

Nutrition education will be integrated into other subjects as appropriate to complement, not replace, the health education program.

[1] Title 7-U.S. Department of Agriculture, Chapter II-Food and Nutrition Service, Department of Agriculture, Part 210-National School Lunch Program (7 C.F.R. § 210).

The MSAD #28 will provide ~~foods that meet or exceed the federal nutrition standards,~~ adequate time for students to obtain food and eat, lunch scheduled at appropriate hours of the day ~~(OR:~~ as close to the middle of the school day as possible, adequate space to eat, and a clean and safe meal environment.

Consistent nutrition messages <u>based upon the latest dietary Guidelines for Americans</u> will be disseminated throughout the school unit in the classroom, the cafeteria, and school-home communications.

Administrators and staff will be encouraged to model nutritious food choices and eating habits.

Appropriate professional development will be provided for food services staff and other professionals as appropriate

<u>Assurance</u>

This policy serves as assurance[2] that the MSAD #28 guidelines for reimbursable meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the National School Lunch Act and the Child Nutrition Act.

<u>Physical Activity</u>

The MSAD #28 will strive to provide all students developmentally appropriate opportunities for physical activity through physical education classes, recess periods for elementary school students, and extracurricular activities (clubs, intramural and interscholastic athletics). School programs are intended to build and maintain physical fitness and to promote healthy lifestyles. The schools should encourage parents to support their children's participation in physical activities, including available after-school programs.

<u>Goals for Physical Activity</u>

The physical education program will provide students with the knowledge and skills needed to be physically fit and take part in healthful physical activity on a regular basis.

Students will be encouraged to develop motor skills and apply them to enhance their coordination and physical performance.

Students will be encouraged to demonstrate responsible personal and social behaviors in physical activity settings.

The physical education curriculum will be aligned with the content standards in the Maine Learning Results.

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[2] See 42 U.S.C. § 1751(a)(2).

Physical education classes will keep all students involved in purposeful activity for a majority of the class period.

Physical education classes will provide opportunity to learn for students of all abilities.

The MSAD #28 will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude toward health and fitness.

The MSAD #28 will promote efforts to provide opportunities for students to engage in age-appropriate activities on most days of the week in both school and community settings.

The MSAD #28 will provide opportunities for physical activity through a variety of after-school programs including, but not limited to, intramural sports, interscholastic athletics and physical activity clubs.

Appropriate professional development will be provided for physical education staff and other staff involved in the delivery of such programs..

Other School-Based Wellness Activities

The schools, with prior approval of the Superintendent/designee, may implement other appropriate programs that support consistent wellness messages and promote healthy eating and physical activity.

The Board may approve policy, regulations or guidelines for refreshments served at parties or celebrations during the school day or for food as rewards, or may delegate the responsibility for such regulations or guidelines to administrators at the district or school level.

The MSAD #28 may develop programs that encourage staff to learn and engage in healthy lifestyle practices.

Goals for Other School-Based Activities

Goals of the wellness policy will be considered when planning school or classroom parties, celebrations or events.

Parents will be encouraged to provide nutritionally sound snacks from home and food for classroom parties or events.

The MSAD #28 is aligned with the vision of Maine's coordinated School Health Program (www.mainecshp.com).

The MSAD #28 will encourage maximum participation in school meal programs.

The MSAD #28 will encourage parents and students to take advantage of developmentally appropriate community-based after-school programs that emphasize physical activity.

The MSAD #28 will encourage parents to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

As feasible, school physical activity facilities will be made available after school hours for student, parent and community use to encourage participation in physical activity.

School administrators, staff, parents, students and community members will be encouraged to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.

The MSAD #28 is encouraged to cooperate with agencies and community organizations to support programs that contribute to good nutrition and physical activity.

Implementation and Monitoring

The Superintendent/designee shall be responsible for the implementation of the wellness policy, for monitoring efforts to meet the intent of this policy, and for reporting to the Board on an annual basis.

Monitoring may include surveys or solicitation of input from students, parents, staff, and school administrators.

Reports may include, but are not limited to:

- The status of the school environment in regard to student wellness issues
- Evaluation of the school food services program and compliance with nutrition guidelines
- Summary ~~[OR: List]~~ of wellness programs and activities in the schools
- Feedback from students, parents, staff, school administrators and wellness committee
- Recommendations for policy, program or curriculum revisions

Each school will have a Wellness Team, which may be comprised of the following:

- Board member
- School administrator
- Food Services Director/ designee
- Staff representative

- School nurse
- Community representative

The Wellness Team will serve as an advisory committee in regard to student and staff wellness issues.

Legal reference: 42 U.S.C. § 1751

Cross reference: Policy EFE – Competitive Food Sales – Sales of Foods in Competition with the School Food Service Program

First Reading: June 21, 2006
Second Reading: July 5, 2006
Adopted: July 5, 2006

First Reading: March 19, 2014
Second Reading: April 16, 2014

NEPN/NSBA Code: JL-R

MSAD # 28 POLICY AND PROCEDURES
STUDENT WELLNESS GUIDELINES

The following are guidelines to the implementation of Policy JL Student Wellness.

1. To the extent possible, schools meals will include adequate time for eating (after sitting down, at least 10 minutes for breakfast and at least 20 minutes for lunch).
2. School meals will include access to free drinking water.
3. Schools will provide students access to hand washing and/or sanitizing.
4. Food or beverages should not be used as a reward or incentive for students' behavior or performance.
5. Schools are encouraged to use physical activity as rewards or incentives for students' behavior or performance.
6. All students should have a minimum of 30 minutes of developmentally appropriate activity, through recess, active classroom lessons, in-class physical activity breaks, and physical education.
7. Schools will not use physical activity (e.g. running laps, pushups) as a punishment.
8. Schools will not withhold opportunities for physical activity during the day (e.g. recess, physical education) as punishment, unless participation would cause a student to be a danger to himself/herself or others or is allowed by a student's individual educational plan (IEP).
9. Screen time such as television, computers, video games and other electronic media should be used for educational purposes only, with the exception of screen time that engages students in physical activity.
10. Exceptions to any of the guidelines would be made at the discretion of the building principal.

First Reading: March 19, 2014
Second Reading: April 16, 2014