



MSAD 28
SCHOOL BOARD MEETING
Monday, February 11, 2019
CAMDEN ROCKPORT ELEMENTARY SCHOOL ATRIUM
7:00 P.M.

AGENDA

1. Call to Order
2. Adjustments to the Agenda
3. Public Comment on Items not on the Agenda
4. Recognition
5. Notification of Resignations
6. Approval of the January 19, 2019 Regular Meeting Minutes
7. Nominations (Note: Executive Sessions are possible for nominations - 1 MRSA § 405(6)A)

a) Stipend Nominations

Position	Nominee	Points	Bonus	Amount
CRMS Theatrical Tech Director	Craig Ouellette	16	0%	\$1,190.08

8. CRMS Building Project Update — Mary Beth Van Keuren
9. 2019 – 20 Budget Presentation
10. 2019 – 20 School Calendars Approval
11. Strategic Plan Implementation Update
12. MET Project Update
13. Concept Approval of New Position: Part-time Communications and Development Director
14. School Board Chair's Report – Matt Dailey
15. Superintendent's Report – Maria Libby
16. Administrative Reports
 - a) Debra McIntyre, Assistant Superintendent
 - b) Jaime Stone, CRMS Principal
 - c) Chris Walker-Spencer, CRES Principal
 - d) Valerie Mattes, Director of Student Special Services
17. Ad Hoc Committee Reports
 - a) CRMS Building Committee — Met February 4, Minutes attached
 - b) Fundraising Committee Update
 - Money Raised to Date
 - Upcoming Events
18. Standing Committee Reports
 - a) Curriculum — Has not met
 - b) Finance — Met January 16, Minutes attached
Meets prior to School Board Meeting on February 11



- c) Personnel — Has not met
- d) Policy — Met January 28, Minutes attached. Next meeting will be March 25 from 3:30 to 4:00 p.m.

First Reads

- ACA – Gender Neutral Language
- ADA – School District Goals and Objectives
- BDA – Board Organizational Meeting
- BEA – School Board use of Electronic Mail
- CRES Facilities Use Form
- BEDH – Public Participation at Board Meetings
- EFE – Competitive Food Sales
- IKE – Promotion, Retention, and Acceleration of Students
- JJIF – Management of Concussion and Other Head Injuries
- Concussion Management Protocol
- JL – Student Wellness
- JCLB – Immunizations of Students
- JLDB – Student Intervention Teams Policy

Review

- BCB – Board Member Conflict of Interest

19. Future Agenda Items

20. Adjourn

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https://www.youtube.com/channel/UCrruYqHtelar_8DQCGn9LEA/videos

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Maria Libby
Superintendent

Debra McIntyre
Assistant Superintendent

MSAD 28
SCHOOL BOARD MEETING
Wednesday, January 16, 2019
CAMDEN ROCKPORT ELEMENTARY SCHOOL ATRIUM
7:00 P.M.

MINUTES

<https://www.youtube.com/watch?v=BMiYUy6wAXE>

Board Members Present

Matt Dailey
Carole Gartley
Marcia Dietrich
Becky Flanagan
Peter Orne
Sarah Bradley Prindiville
Patrick McCafferty

Board Members Absent

Elizabeth Noble

Also Present

Maria Libby, Superintendent
Debra McIntyre, Assistant Superintendent
Jaime Stone
Chris Walker-Spencer
JC Miller, Business Office Manager
Mary Beth Van Keuren

1. Call to Order
Board Chair Matt Dailey called the meeting to order at 7:03 p.m.
2. Adjustments to the Agenda
None
3. Public Comment on Items not on the Agenda
None
4. Approval of the December 19, 2018 Regular Meeting Minutes
Upon motion by Carole Gartley, and second by Sarah Bradley Prindiville, the Board voted to approve the above minutes as written.

Vote: 7 – 0 Passed



5. Nominations (Note: Executive Sessions are possible for nominations - 1 MRSA § 405(6)A)

a) Stipend Nominations

Position	Nominee	Points	Bonus	Amount
Softball coach	Kyle Peterson	26	%	\$1,933.88

Upon motion by Peter Orne, and second by Carole Gartley, the Board voted to approve the above stipend nomination.

Vote: 7 – 0 Passed

6. CRMS Building Project Update — Mary Beth Van Keuren

- On-site erosion control continues with daily updates provided to the DEP, the Town of Camden and the Superintendent. Sediment ponds are being pumped out and ice is removed as needed. Pumped out water is dispersed on site over dirt bags that filter out the sediment. Then the water runs through berms for additional filtering. Erosion measures are generally designed to manage up to 2 inches. On December 22, the area received 3 ½ rain. The pumps were monitored overnight and into the next morning with minimal cloudy water occurring. Mary Beth speculated that what cloudy water there was, occurred due to the cleansing of foundation stones. The site ground is now frozen which should minimize erosion issues.
- Recent photos were shown of the new building taking shape. The steel beams on site will be all be placed by the end of next week and welding of roof decks and frames will begin. Under slab work continues. Water lines have been chlorinated and tested. Although framing for pouring cellular concrete is nearly complete, the actual pouring may be delayed a week. Panels being built off-site will be used to enclose the structure shortly.
- The steel installation is ahead of schedule. Areas of construction that are slightly behind are expected to catch up. The project is on schedule for a target completion of the academic wing by the end of May 2020 and the administrative wing to be completed by the end of July 2020.

7. MET Bond Resolution approval

Upon motion by Matt Dailey, and second by Marcia Dietrich, the Board voted to adopt the resolution entitled, "Resolution to Authorize Issuance of General Obligation Bonds in Principal Amount of up to \$4,897,897 to Finance Mary E. Taylor Building Renovation Project," in the form presented at the meeting and that an attested copy of said Resolution be filed with the minutes of this meeting.

Vote: 7 – 0 Passed

8. School Board Chair's Report — Matt Dailey

- Matt reported that last year's School Board self-evaluation resulted in a plan have School Board Meeting Recaps written and distributed to the Press with the goal of better public engagement. Increased awareness of School Board activities could be a positive result of doing the recaps. Matt suggested that someone, other than himself, should take on that initiative. A short discussion ensued. Marica wondered if doing a recap was a good investment of time since School Board Meetings are live-streamed and the minutes are posted online. No decision was made on this topic.
- Matt noted that the February MSAD #28 School Board Meeting will be held on Monday, the 11th at 7 p.m. in the CRES Atrium.



9. Superintendent's Report — Maria Libby

- The Fundraising effort for the new Camden Rockport Middle School was discussed. Maria reported that the target fundraising goal had been scaled back by half and that it has been challenging to gain traction with the Committee. The professional fundraiser option did not work out and part-time, administrative help for the effort has been secured. The strategy has been to secure private asks and corporate donations upfront and then to sell theater seats during a fundraising event for most of the remainder. A fundraising brochure is in the final stages of editing and will soon be available. Sarah offered to help facilitate the fundraising efforts. A donation of \$25,000 was recently made and is earmarked for the Jesse Salisbury art installation. The next CRMS Fundraising Committee Meeting will be held on January 30th at 6:30 in the Bus Barn.
- Maria met with the Maine Department of Education Commissioner designate, Pender Makin, and reported that Ms. Makin was generally supportive of the Districts' Remote School Days initiative. Ms. Makin felt that since the district has more than the minimum required school days, a pilot program could run prior to having five snow days. It would simply be the day the district has beyond the minimum required. Maria will be getting in touch with administrators and families to prepare for holding a Remote School Day within the next few weeks.

10. Administrative Reports

- a) Debra McIntyre, Assistant Superintendent, as written
- b) Jaime Stone, CRMS Principal, as written
 - Jaime called attention to an error in an event date on her report. The upcoming Middle School Band Concert will be held on January 29th.
 - Jamie presented an overview of Student-Centered Learning analysis for the Middle School. She and Chris Walker-Spencer worked together to survey both the Middle School and the Elementary School Staff to quantify Student-Centered instruction practices. This will make baseline information available for comparison as both schools move in that direction.
 - Jaime engaged the Board in a discussion about rebranding the Middle School by adding navy blue to the long-standing red and white color scheme. It was pointed out that the high school had added in black to the red and white color scheme over time. Adding in blue would be phased in. The color blue was thought to be more reflective of CRMS school culture. Jaime agreed to get feedback from students, parents, and the community.
- c) Chris Walker-Spencer, CRES Principal, as written
Chris will be reporting his school findings for the Student-Centered Learning analysis at CRES at the next Board meeting.
- d) Valerie Mattes, Director of Student Special Services, as written

11. Ad Hoc Committee Reports



- a) CRMS Building Committee — Next meeting February 4, 2019

12. Standing Committee Reports

- a) Curriculum — Has not met
- b) Finance — Met December 5 and 19, Minutes attached; Met prior to School Board Meeting on January 19
- Peter presented the November Budget to Actual figures. The budget had 52.69% remaining and the target goal was 50% remaining. Traditional timing issues resulted in the variance.
 - The Preliminary/Status Quo Budget was reviewed. Over the last several years budget increases have been staying consistent at around 3% and this year's budget increase, not including Debt Service, will be in the same range. The expected annual cost of doing business includes contract increases, salary raises and predicted health care cost increases.
 - The MSAD #28 Finance Committee will be the overseeing body for the MET Renovation Project. A discussion ensued as to what that oversight will entail. It was noted that Oak Point, the Architecture firm of record for the renovation, credited the District \$31,000 towards the cost of the project, from the work completed over the summer in preparation for the bond vote. The upcoming bond sale timeline was also discussed. On January 28th there will be a due diligence meeting before the issuance of bonds. On February 28th bids will be opened. Also, within the next few weeks, there will be a meeting to go over space and programming needs for the Central Office and Zenith. It was confirmed that the construction bid process has to be a competitive bid process as noted in the law. Waivers are no longer allowed.
- c) Personnel — Has not met
- d) Policy — Next meeting January 28, 2019

13. Future Agenda Items

- Live Stream Data Metrics
- Fundraising for MET

The meeting adjourned at 8:10 p.m.

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https://www.youtube.com/channel/UCrruYqHtelar_8DQCGn9LEA/videos

CRMS Update (Mary Beth Van Keuren)
February 5, 2019

Progress since 1/10/19 update:

- There was one significant rain event during this period. On January 24th, the site received 2 1/4" of rain and 8" of snow melt, which totaled about 3" of water. Both sediment ponds filled and there was one area where the water concentrated along the silt fence, getting close to the top of the fence. However, the erosion ponds, berms and silt fence held. JBI was on site and monitored the site overnight, pumping water as required up onto the large flat area of bark mulch. There was very slightly murky water discharged from the footing drains.
- Following the rain event, the ponds have been pumped down to make room for the next event. Ice has been removed and trucked away.
- The retaining walls have been placed around the locker rooms and to the SE corner of the gym.
- The footing has been excavated at the south wall of the gym and the playground retaining wall. This is the last of the footings at the lower level.
- Steel erection has been completed on the academic wing and has progressed to the mechanical/band room. The steel deck installation; and bolting and welding of the frames is underway.
- Temporary framing for placement of lightweight cellular fill continued.
- Installation of the footing drains at the back of retaining wall was complete.
- Grading of the area under the temporary framing has been completed and is ready for cellular fill placement.
- Waterproofing and insulation of the retaining wall continued.
- Temporary walls have been built around the lower level of the academic to enclose the area for slab placement.
- The grade at the lower level of the academic wing has been brought up and is ready for installation of vapor barrier, insulation, radiant tubing and slab.

Current and Upcoming Work:

- Placement of the cellular concrete fill was postponed and is now scheduled to start Thursday, Feb 7th. The 1st phase will take about a week.
- After cellular fill is placed. Upper level footings at the cafeteria and admin areas will start.
- Placement of the footing and frost walls at the south wall of the gym will occur.
- Backfilling the perimeter and interior will continue.
- Installation of perimeter drains and backfilling will continue as frost walls are completed.
- Installation of underslab utilities will continue where possible.
- Placement of slabs in the academic wing will start at the end of February.
- Exterior stud wall framing in the academic wing will start at the end of February.
- Installation of the roof in the academic wing will start at the end of February.

Budget Update:

- Currently, we have encumbered 94% and expended 22% of the construction budget.
- With the lightweight cellular fill change order, we had budgeted an allowance of \$60,000 for winter conditions. The work is happening later than expected and we have already far exceeded the budgeted allowance. We can expect to be over by at least \$100,000. That is significant and we are working with the contractor to address the situation. The building committee has been apprised of this as well.



Academic wing looking north west.



Academic wing looking north east.



View of gym with excavation for south wall in the foreground.



Temporary enclosure at the north side of the academic wing.



View looking west at the lower level of the academic wing.



View behind the retaining wall, ready for cellular fill.

DRAFT 020419
Camden-Rockport Middle School
2019-2020 School Calendar
Grades 5-8

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

AUGUST (0)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	TP	W	W	30	31

SEPTEMBER (20)						
S	M	T	W	T	F	S
1	H	O	4	5	6	7
8	9	10	11	12	13	14
15	16	17	ER	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER (22)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	H	15	16	17	18	19
20	21	22	ERH	24	ERH	26
27	28	29	30	31		

NOVEMBER (17)						
S	M	T	W	T	F	S
					1	2
3	4	5	ER	7	8	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	X	H	X	30

DECEMBER (17)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	ER	12	13	14
15	16	17	18	19	20	21
22	X	X	H	X	X	28
29	30	31				

JANUARY (21)						
S	M	T	W	T	F	S
			H	2	3	4
5	6	7	8	9	10	11
12	13	14	ER	16	17	18
19	H	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY (18)						
S	M	T	W	T	F	S
						1
2	3	4	ER	6	7	8
9	10	11	12	13	ERH	15
16	H	W	19	20	21	22
23	24	25	26	27	28	29

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

APRIL (17)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	ER	9	10
11	12	13	14	15	16	ERH
17	18	19	H	X	X	X
20	21	22	23	24	25	26

MAY (20)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	ERH	14	ERH	16
17	18	19	20	21	22	23
24	H	26	27	28	29	30
31						

JUNE (2)						
S	M	T	W	T	F	S
	1	O	3	4	5	6
7	TP	W	W	M	M	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

August 27 Teacher Prep
August 28, 29 Teacher Workshop Day

September 2 Labor Day
September 3 First Day of School
September 18 Early Release (1:15)
October 14 Columbus Day
October 23, 25 Early Release (11:30) for conferences

November 6 Early Release (1:15)
November 11 Veterans Day Observed
November 26 T1 Ends
November 27-29 Thanksgiving Break
Dec 11 Early Release (1:15)
Dec 23 - Dec 27 Holiday Break

January 1 New Year's Day
January 15 Early Release (1:15)
January 20 Martin Luther King, Jr. Day
February 5 Early Release (1:15)
February 14 Early Release (11:30) 1/2 Teacher Day
February 17 Holiday
February 18 Workshop Day

March 6 T2 Ends
March 11 Early Release (1:15)
April 8 Early Release (1:15)
April 17 Early Release (11:30) 1/2 Teacher Day
April 20-24 Spring Break

May 13, 15 Early Release (11:30) for conferences
May 25 Memorial Day
June 2 *Last Day of School/T3 Ends
June 8 Teacher Prep
June 9+10 Teacher Workshop - Packing Days
June 11+12 Teacher Moving Days - Flex

Student Days	
Month	Days
Aug	0
Sept	20
Oct	22
Nov	17
Dec	17
Jan	21
Feb	18
Mar	22
Apr	17
May	20
June	2
Total	176

Teacher Days	
Month	Days
Aug	3
Sept	20
Oct	22
Nov	17
Dec	17
Jan	21
Feb	19
Mar	22
Apr	17
May	20
June	7
Total	185

Trimester	Days
T1	59
T2	61
T3	56
Total	176

O= First/Last Day of School
W= Workshop Day (no school)
H= Holiday (no school)
X= Vacation (no school)
ER= Early Release (1:15 dismissal)
ERH= Early Release Half Day (11:30 dismissal)
TP= Teacher Prep (no school)

176 Student Days
5 Teacher Workshop Days
2 Teacher Prep Days
2 Teacher Moving Days
185 Teacher Days

***If there is a snow DELAY on an Early Release day, (ER, ERH) the early release will not occur.**

***School will not go past June 5 in 2019-20 for CRMS
If there are more than 3 snow days, we will make them up on Saturdays or in an alternative way**

Approved by MSAD 28 School Board on

DRAFT 013019
Camden-Rockport Elementary School
2019-2020 School Calendar
Grades K-4

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

AUGUST (0)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	TP	W	W	KO	31

August 27 Teacher Prep Day
August 28, 29 Teacher Workshop Day
August 30 Kindergarten Orientation - 1/2 day

Student Days		
Month	Days	
Aug	0	
Sept	20	
Oct	20	
Nov	15	
Dec	15	
Jan	21	
Feb	15	
Mar	21	
Apr	17	
May	20	
June	12	
Total	176	

SEPTEMBER (20)						
S	M	T	W	T	F	S
1	H	O	4	5	6	7
8	9	10	11	12	13	14
15	16	17	ER	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER (20)						
S	M	T	W	T	F	S
		1	2	3	W	5
6	7	8	9	10	11	12
13	H	15	16	17	18	19
20	21	22	ER	24	C	26
27	28	29	30	31		

September 2 Labor Day
September 3 First Day of School
September 18 Early Release (2:00)
October 4 Workshop Day
October 14 Columbus Day
October 23 Early Release (2:00)
October 25 No School - Parent Conferences

NOVEMBER (15)						
S	M	T	W	T	F	S
					1	2
3	4	5	ER	7	8	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	W	W	X	H	X	30

DECEMBER (15)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	ER	12	13	14
15	16	17	18	19	20	21
22	X	X	H	X	X	28
29	X	X				

November 6 Early Release (2:00)
November 11 Veterans Day Observed
November 25-26 Teacher Workshops
November 27-29 Thanksgiving Break
November 22 T1 Ends
Dec 11 Early Release (2:00)
Dec 23 - Jan 1 Holiday Break

Teacher Days		
Month	Days	
Aug	3	
Sept	20	
Oct	22	
Nov	17	
Dec	15	
Jan	21	
Feb	15	
Mar	22	
Apr	17	
May	20	
June	13	
Total	185	

JANUARY (21)						
S	M	T	W	T	F	S
			H	2	3	4
5	6	7	8	9	10	11
12	13	14	ER	16	17	18
19	H	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY (15)						
S	M	T	W	T	F	S
						1
2	3	4	ER	6	7	8
9	10	11	12	13	ERH	15
16	H	X	X	X	X	22
23	24	25	26	27	28	29

January 1 New Year's Day
January 15 Early Release (2:00)
January 20 Martin Luther King, Jr. Day
February 5 Early Release (2:00)
February 14 Early Release (12:15)
February 17-21 Winter Break

Trimester Days	
T1	55
T2	61
T3	60
Total	176

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

APRIL (17)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	ER	9	10	11
12	13	14	15	16	ERH	18
19	H	X	X	X	X	25
26	27	28	29	30		

March 11 Early Release (2:00)
March 13 T2 Ends
March 20 No School - Parent Conferences
April 8 Early Release (2:00)
April 17 Early Release (12:15)
April 20-24 Spring Break

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

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

May 13 Early Release (2:00)
May 25 Memorial Day
June 16 *Last Day of School/T3 Ends
June 17 Teacher Prep

O= First/Last Day of School
W= Workshop Day (no school)
H= Holiday (no school)
X= Vacation (no school)
ER= Early Release (1:15 dismissal)
ERH= Early Release Half Day (11:30 dismissal)
TP= Teacher Prep (no school)
KO= Kindergarten Orientation

176 Student Days
5 Teacher Workshop Days
2 Teacher Prep Days
2 Parent Conference Days
185 Teacher Days
C= Parent Conferences - No School

*For every snow day, add a day to the last day of school

*If there is a snow delay on an Early Release day, (ER) the early release will not occur.

Approved by MSAD 28 School Board on



**2018-19 MSAD #28 Strategic Plan:
Action Strategies for Implementation and Achievement**
MID-YEAR PROGRESS REPORT

GOAL #1: We will meet the social, emotional, and cognitive needs of students and support staff wellness to improve student achievement and build strong character.					February 11, 2019 Updates
	ACTION STRATEGIES	PRIMARY DESIGNEE	HOW	BY WHEN	
1.1	Develop and sustain a program that educates, assesses and intervenes to better support students' mental health.	Kara, assistant principals, clinicians	<p>1.1a. Establish a continuum of mental health services</p> <p>1.1b. Match clinical providers to service provided in the continuum</p> <p>1.1c. Identify best practice intervention for student's social, emotional, behavior needs</p> <p>1.1d. Establish procedure for goal setting and progress monitoring</p>	<p>October 2018</p> <p>December 2018</p> <p>July 2019</p> <p>July 2019</p>	<p>CRMS: We have made strides in putting behavior plans in place for students who are flagging in our BRTI system. We are collecting data for students through behavioral plans and school-wide SRSS/Kid Talk data.</p> <p>CRMS: Social Workers and School Counselor are taking course work for Behavioral RTI certificate.</p> <p>CRMS: 1.1.c/1.1/d</p> <p>We have developed an action plan for Behavioral Response to Intervention at the middle school. We have implemented whole grade level data tracking systems and individual data through behavior plan implementation.</p>

					<p>CRES: 1.1c/1.1d</p> <p>We have focused on identifying specific behaviors and collecting targeted data to inform plans</p> <p>SAD:</p> <p>1.1a/1.1b: Several documents were created to outline the clinical continuum, services provided by the clinical staff, and caseload assignments. These documents were reviewed with the Admin team and clinical team. The next critical step is communicating this information to all staff.</p> <p>1.1c/1.1d: Kara led a PD for our staff around functional behavioral assessment and developing behavior plans.</p> <p>1.1c</p> <p>The clinical team met during the November PD time and began establishing a document that identifies best practice interventions for various social, emotional, and behavioral needs and tools needed to provide these intervention. We will continue this work during early release days.</p>
1.2	Provide school-wide community-building	Shawna	1.2a. Community building team determine draft	Sept. 2018	<p>CRES:</p> <p>led by the Community Building Committee</p>

	activities.		schedule/ priorities and themes to take to leadership		Held 3 assemblies and holiday staff gathering this year.
1.4	Do a school-wide communication self-assessment to determine areas of challenge and develop an action plan to address those areas.	Principal - CRES	Do a specific survey, both internal and external, focused on specific areas of communication to get information to improve.	March 2019	
GOAL #2: Curriculum, instruction, and assessment will provide a continuum of learning opportunities that are engaging and meaningful to students and allow them to thrive. (Board Goal: "Student-centered" instructional practices will be reflected in 90% of the classrooms in our district.)					
2.1	Optimize classroom practices and intervention strategies to improve proficiency rates.	CRES- Stephanie CRES- Chris	2.1a. Literacy coach will train 10 staff members in best practices in literacy 2.1b. Assess the implementation level of literacy best practices and determine next PD steps for staff	On-going	CRES: 2.1a / 2.1bMPCL Graduate class is beginning the 2nd semester. 1:1 coaching is ongoing. Literacy team surveyed staff and guided literacy PD including how to access and analyze AimsWeb data. Running Record analysis and skill diagnosis is upcoming. CRES: 2.1c: individual teacher coaching as needed. CRES: 2.1e: substitutes provided in early Feb. at CRES for staff to observe peers as required. CRMS 2.1 d: Staff Meeting PD around how to use district
		CRMS- Jaime	2.1c. Provide coaching in behavior management 2.1d. Revisit standards and learning target alignment to our district curriculum doc to		

		CRMS- Jaime/ department head	focus on unit and year long planning 2.1e. Peer observations within departments/ team		documents to anchor and reflect on your yearly planning and daily work with LT's. All Staff. Area of focus in evaluation meetings includes annual and unit planning.
		CRMS- Jaime/ department head	2.1f. Review assessment data for formative assessments to plan for differentiated teaching and evaluate effectiveness through the analysis of summative assessments		CRMS 2.1.f Deb led a math professional development in looking at MEA data, the construct of the test, question analysis, and connections to classroom assessment. Three department heads (LA, MA,SC) went to the state training for MEA assessments to plan for turn around training for their departments in Feb/March.
2.3	Provide professional development in student-centered instruction and assessment practices.	Deb/ Principals/ Staff Building admin.	2.3a. Provide two day DI workshop to all staff, including book study 2.3b. Admin visits and feedback	Nov 2018 On-going	CRMS/CRS: November workshop days (2) offered differentiation of instruction as well as multiple offerings focused on student-centered instruction. Book study has been moved to SY 2019-2020. CRS 2.3b: Admin providing individual feedback during observation debriefs.
2.4	Create and use efficient student-centered assessment and instructional practices.	Teachers	2.4a. Implement and refine curriculum and instructional practices	On-going	CRS/CRMS: Collecting baseline data around practices from staff via survey. Jaime presented results in Jan. Chris will do in Feb.

2.5	Research, understand, and problem solve the obstacles families face in accessing quality pre-K programming in our community.	Deb/Val	2.5a. Survey families and local pre-K providers	May 2019	Met 2/1/19: Meet with Carol G from BOE Pull info from DOE site
2.6	Provide families information to better support their student's education.	Principals	2.6a. Add this question to CRES/ CRMS parent survey: What information do you need that you are not currently getting to better support your child's education	January 2019	Was included in the survey.
2.7	Develop and implement a sustainable curriculum review system.	Deb	2.7a. Research and develop review system that is sustainable in our district.	March 2019	Curriculum review calendar has been developed and processes are in place. Documentation of revised curriculum will be available in multiple places (online, hard copies) to create transparency.
2.8	Review both academic and behavioral intervention services to align efforts within/between schools (and data recording tools).	Kara/ Deb/ Building admin	2.8a. District admin will meet with building admin to share and align framework. 2.8b. Building admin will implement framework	November 2018 January 2019	RTI framework rolled out at a team retreat. Kara and Deb ongoing work supporting implementation. Schools are working to implement the "non-negotiables" of the RTI framework. CRMS: Implementation of Academic RTI (ARTI) tier I checklist for all team meetings. Meetings ARTI happen on a

					regular schedule of once everyone 6 weeks.
					CRES: Rollout revised RTI process over the fall. Ongoing refinement of process.
GOAL #3: The district will provide effective and fiscally responsible oversight in the development of the middle school campus project that is sensitive to community needs.					
3.1	Build and maintain strong relationships with the architects, contractors, building committee members, project representatives (clerk of the works, commissioning agent, owner's representative), and the community.	Maria/Jaime/Keith	3.1a. Exhibit strong interpersonal skills in dealings with everyone involved in the building and keep community informed.	ongoing	Our strong relationships have helped us weather a difficult fall. The team is strong in large part because of the relationships we have cultivated. CRMS: Weekly meetings with building team and almost daily communication with Steve.
3.2	Provide leadership for diligent oversight through committee work, regular meetings between key representatives, walkthroughs and financial analysis.	Maria/Jaime/Keith Jaime/Keith	3.2a. Weekly meetings with Owner's Rep, Building Superintendent, Admin and Architect. Close analysis of finances. 3.2b. Weekly meeting with principal, owner's rep, Facilities Director, Building Superintendent,	ongoing	Weekly meetings occur regularly. Budget reports come monthly. Oversight feels solid. Yes. Ongoing.

		Maria/Keith	3.2c. Monthly meetings with contractor to review financials		Yes. Monthly requisition meetings.
3.4	Minimize disruption to the educational process during construction.	Jaime	3.4a. Work with the contractor to anticipate and thwart any activity that would significantly disrupt the educational process.	ongoing	Jaime works closely with site superintendent to alleviate educational impacts of various construction activities.
3.5	Use best practices to maintain a safe campus environment during construction.	Jaime/Keith	3.5a. Regularly discuss safety matters and concerns at weekly meetings with the building Superintendent.	ongoing	We review safety on a regular basis.

Five Town CSD/MSAD #28
JOB DESCRIPTION

COMMUNICATIONS AND DEVELOPMENT DIRECTOR

Five Town CSD and MSAD #28 are two integrally connected innovative school districts that pride themselves on nurturing an incredible array of opportunities for its 1400 students, including top-notch teachers, project-based learning, internships, an innovation center, diverse course offerings, intercultural travel, competitive and varied athletic teams, a robust arts program, and dedicated professionals at every level of the organization.

SKILLS/QUALIFICATIONS/EXPERIENCE:

1. Bachelor's degree in related field. Specific coursework or equivalent experiences in communications, public relations and marketing desired.
2. Strong writing and editing skills
3. Experience and expertise in visual media production
4. Capacity to manage multiple projects simultaneously
5. Excellent computer skills. Regular use of Word, Excel, WordPress, Photoshop and design/layout software
6. Experience with website and newsletter production and message development
7. Grant writing success
8. Proven ability to take initiative, requiring minimal supervision
9. Strong interpersonal skills and sense of humor.
10. At least 3-5 years of communications/publications and grant writing experience, and

REPORTS TO: Superintendent of Schools

JOB GOAL: To improve the communities' understanding of the school district through varied and effective communication and to bring revenue to the district through a variety of fundraising means.

POSITION DESCRIPTION

The Communications & Development Director is a part-time professional position whose purpose is to direct and manage the districts' public relations, communications, and fundraising efforts. Compensation is commensurate with experience. The position works in collaboration with the Superintendent and the board of directors and is supervised and evaluated by the Superintendent. On-going educational and professional development opportunities will be provided.

RESPONSIBILITIES

Communications - shape, manage and drive the implementation of an effective outreach and communication campaign to educate the community and cultivate support, including:

1. Create, write, edit and produce press releases, publications, videos, electronic posts, and printed materials, including annual reports.

2. Develop and implement cost-effective and proactive outreach strategies to communicate with a range of constituencies through printed and electronic media, using photos, words, graphic design, narrative, and/or video.
3. Increase transparency and understanding by informing and educating our community about the inner workings of education, the philosophy, vision, and mission of the districts, and the programming we offer students.
4. Develop and manage proactive communication about district events and issues.
5. Update and maintain districts' website and social media.
6. Take photos of campus events when possible.

This position will be the creative architect of most external communication for the school districts.

DEVELOPMENT – shape, manage and drive the implementation of a successful fundraising strategy to support organizational and project development needs, including:

1. Direct the creation of an annual appeal
2. Identify, cultivate, recruit, and organize annual appeal leaders and volunteers
3. Establish recognition, acknowledgements, and incentives for donors and volunteers
4. Explore and be familiar with federal, state and private grant funding opportunities that further promote the core mission of the district
5. Prepare and submit grant application materials for potential funding streams

ESSENTIAL FUNCTIONS:

1. Ability to read, reason, and understand policies and procedures and related information and to follow verbal or demonstrated instructions
2. Physical ability to perform all necessary upper and lower body movements
3. Ability to hear, see, and speak

TERMS OF EMPLOYMENT:

Salary commensurate with experience. Half-time salaried position. Flexible hours based on a 230 day contract.

EVALUATION:

Performance of this job will be evaluated in accordance with this document and assessment of annual goals by the Superintendent.

To perform this job successfully, an individual must be able to perform each duty and responsibility satisfactorily. The responsibilities are representative of the knowledge, skill, and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Approved by _____ Date _____

Reviewed and agreed to by _____ Date _____



MSAD 28
Superintendent Board Report
February 11, 2019

1. Goals Update

a. Instruction

- i. Bi-weekly ATeam meetings regularly included professional development for admin in using the Marshall Rubric for effective teacher evaluation.
- ii. Admin have done their second instructional round this year.
- iii. Schools continue to focus on this goal with teachers and their reports detail their work.

b. Building Projects:

i. CRMS.

- I have been actively making asks on behalf of the Fundraising Committee that have yielded donations of \$38,500. The committee as a whole has raised \$80,500. The goal is \$510,000.
- Work on moveable equipment is the next big project for the district team and will begin fairly soon. Oak Point is the only firm that responded to the RFP for this work, so we have added an amendment to their original contract. The money for this was budgeted in the construction project.

ii. MET.

- JC and I went to Drummond Woodsum for the Due Diligence meeting related to the bond sale.
- The bond will go out for sale on Feb 12 and we plan to open bids on Feb 28. We have participated in 2 bond rating calls.
- We have begun working on finalizing the design for the office and classroom spaces in MET.

2. Budget

The administrative team did an excellent job working together to bring the original requested expense budget from over 4% to 2.44% (excluding debt service). We had some deep, thoughtful, and disciplined conversations as we reduced the original budget by \$292,833. We feel comfortable about the decisions we made, given the context of our task, considering taxpayer realities and sufficiently resourcing our schools to maintain and build upon our strengths.

3. Other

- a. I am headed to a National Conference (AASA – The School Superintendent’s Association) on February 13. It is my first time attending this conference, so I am really looking forward to it.
- b. I will be on vacation from February 19 – 26.

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Maria Libby
Superintendent

Debra McIntyre
Assistant Superintendent

- c. I went on an Innovation Tour of Boston in mid-January as part of my work in helping to develop an Innovation Center at the high school. My hope is that part of this work has application in the MSAD 28, so I am keeping this in mind as we move forward with that project.
- d. I spent a great deal of time last month preparing for the Policy meeting. We have systematically gone through every policy that needed updating the past three years. This work has placed in a great position with regard to policy. Our policies are up to date and have been thoroughly reviewed. At this point, our oldest policies were last updated in 2013. We will continue to review policies as laws change or there is some other factor driving a need to revise policies.

Respectfully Submitted,
Maria Libby

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Maria Libby

Superintendent

Debra McIntyre

Assistant Superintendent

Debra McIntyre
Assistant Superintendent
MSAD #28 Board
Feb. 11, 2019

Curriculum Highlights

- Continued conversations with committees at CRES – learning targets and reporting systems.
- Meetings and problem solving in regards to Response to Intervention – ongoing work collaborating with administrators.
- Middle School Mathematics Pilot – conversations with other school districts implementing programs and gathering feedback.
- Supporting staff in reviewing and analyzing state testing data and how best to use released items.

Trainings

- Ongoing screening, interviewing and training for substitutes – continue to have peaks and valleys in our fill rate – short-notice absences are more challenging to fill.
- New Teacher Induction – Day #2

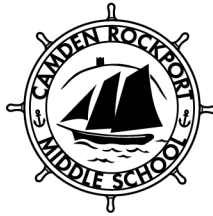
Other

- Classroom visits
- Budget development and review
- Policy - including preparing for implementation of Policy JLFA

Respectfully,

Debra McIntyre

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Jaime Stone
Principal
Matt Smith
Assistant Principal

Camden Rockport Middle School Principal Report

February 5, 2019 Prepared by: Jaime Stone

Draft Board Goal 2: Instruction "Student-centered" instructional practices will be reflected in 90% of the classrooms in our district.

Learning Walk for Jaime and Matt is schedule for Feb. 13th to collect evidence student-centered practices. A learning walk letter will be shared with staff outlining our observations and considerations.

Early release professional development time Feb. 6th will be spent planning 3rd and 4th quarter Project Based Learning units. Non-grade level specific team members will join participate in a work session about behavioral feedback to students, behavior slips, and partnership with parents during this time.

Draft Board Goal 4: Middle School Building Project: The district will work with the building committee to provide effective and fiscally responsible leadership in the development of the middle school campus project that is sensitive to community needs.

Jaime continues to meet with Steve (Ledgewood Building Superintendent) and MaryBeth (owner's rep) to manage information, proactively plan for school and construction events that may impact one another, and to solve problems together. Other specific updates will come from MaryBeth's report.

Recently we've been dealing with exhaust fumes in the building on the wing where we have 7th grade teachers, students, and family consumer science. We have had to relocate classrooms and staff in order to deal with this some days. We tracked the issues back to heaters that are puffing as they run low on fuel. Some of this was happening overnight and some has been during the day. Ledgewood has put a plan in place to refuel late at night to try to get the heaters to run all night long. They have also committed to checking the heaters each morning by 7am. Our custodial staff is checking for smell each around 6:15am each morning to try and be as proactive as possible in our communication about issues to the building crew and make time to move students and staff before the day begins. The heaters will be less of a need in the coming week once the concrete is in place.

General Updates

- We had an excellent band concert last month!
- We held our annual Spelling Bee and Geography Bee in January
- Our Girl's Coalition held a *Wear Red* event in collaboration with our Wellness Team in honor of National Women's Heart Health Month. In the morning at lunch there was a photo booth, heart healthy playlist, snacks, smoothies, posters, pins, magnets, and much more. Donations will be made to the American Heart Association.

Student Enrollment Table

	October	February
Grade 5	91	92
Grade 6	93	95
Grade 7	85	83
Grade 8	95	95
Total	364	365



Chris Walker-Spencer – Principal
Camden-Rockport Elementary
Board Report
February 11, 2019

Goals Update:

Goal #1: Healthy Learning Environment / Positive School Climate

The School-Wide Positive Behavior Committee recently presented the matrix they developed for the school. The matrix clearly describes what our core values look like in different locations around the school (e.g. playground, cafeteria). The faculty agreed to implement the matrix to align our behavioral expectations and to revisit periodically to make any needed revisions. An example of this work is the poster we created and displayed around targeted expectations when traveling through the hallways. HALLS stands for:

- **H**ands by your side
- **A**ll eyes forward
- **L**ow/no voice
- **L**ow speed
- **S**pace between walkers

The faculty also reflected on how closely we have adhered to our building norms, both as a group and as individuals. We developed new norms as a building this past summer. The results were positive with ratings averaging approximately 6 or 7 out of 10 with a score of 10 meaning 'doing great'.

Goal #2: Student Centered Instructional Practices

Twenty-four CRES teachers provided baseline data around the implementation levels of student centered learning practices. Teachers responded to the same survey that CRMS staff used. Briefly, teachers were asked to identify the frequency with which they use teaching methods that shift the focus of instruction from the teacher to the student. A summary of the results is below:

Most Commonly Cited Broad Structures						
	Strong Relationships with students	Providing appropriate challenge level for each	Using formative assessment	Releasing students to make meaning	Student choice in curricular or	Cooperative learning groups



		learner (differentiation structure)	to guide instruction	of new learning	instructional tasks	
Daily	96%	58%	67%	42%	38%	50%
Weekly	0%	42%	33%	46%	46%	38%
Monthly	4%	0%	0%	8%	13%	13%
"Other" examples: debrief, inquiry-based discussions, student goal setting based on assessments						

Most commonly cited Instructional Practices				
	Guided Reading Groups	Student Presentations	Literature Circles	Student Discussion Protocols
Daily	67%	0%	28%	12%
Weekly	16%	38%	25%	33%
Monthly	0%	38%	12%	0%
"Other" examples: literacy stations, pair share, choice matrix, student lead conferencing, guided discovery, place based instruction, individual plans with work/method modification				

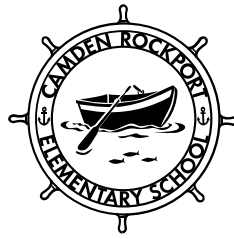
Our next steps include a data dialogue with the CRES Leadership team and setting up a Learning Walk with brief classroom visits to observe the role students play in classrooms. Like CRMS, we will also focus on levels of student engagement and consider what steps are needed to increase the levels of student-centered instruction. Given the results above, we also have a number of practices already in place. We will recognize, celebrate and build from these strengths. We will also conduct a follow-up survey in the spring.

Goal #3: Close the low SES performance gap

Our February grade level data team meetings involved a deep dive into January universal screening data along with classroom assessment data. We continue to see areas of accelerated growth in grade levels. For example, 67% of Kindergarten students screened as low risk in Numeracy (very likely to meet end of year performance goals), up from 56% in the fall. Further, 50% of first graders were low risk in Literacy, an improvement from 31% in the fall. Second Grade also showed strong math growth, with the low risk group increasing from 69% to 80% of the grade.

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MSAD Board
February 11, 2019
Chris Walker-Spencer
Principal

Shawna Kurr
Assistant Principal

Enrollment Update: 10/01/18 – 372
02/04/19 – 373

Upcoming Events:

February 13 – 2nd Grade to Tanglewood
February 14 & 28 – 4th Grade learn-to-ski program – Camden Snow Bowl
March 13 – Kindergarten guest speaker - Chewonki

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Valerie Mattes
Director of Special Services
Carla Fancy
Assistant to Director of Special Services

Special Services MSAD Board Report
February 11, 2019

Introduction to new special education teacher:

Welcome to Nikole Seeger, who started with our CRES family on January 28th in the Explorer Program! Nikole has her degree in Special Education and Elementary Education from Millersville State University along with a M.Ed. in Curriculum and Leadership. She has 10 years of special education experience. Nikole is filling a temporary teaching position until June 2019.

Notes from State Advisory Panel: IDEA Part B Committee Meeting, 1/16/2019

Re: Public Pre-school - ages 3-5 special education students

- Legislative updates: Most significant bill going in is regarding the CDS reassignment of B-3 (Birth to 3) to a new structure. That structure would involve moving Part C into Department of Special Education and ages 3-4 to public school districts. Lots to work out if that is going to pass, such as how to fund. Many communities want to "own" their children. With the growth of 4-year old pre-K programs, this makes sense. But lots to consider first to do this.
- Phase-in plan: Year 1-5 Framework exists if bill passes.
- Districts need to consider space, personnel and transportation.
- No grants available at this point. State will provide resources through their own DOE resources.
- Related services, such as OT/PT/SL, hired by schools.
- Providing for 3-4 year olds is not mandatory at this time but in time CDS will not exist and districts will be responsible.
- CDS personnel will come to meet with the advisory committee at upcoming meetings to get more information.

Upcoming Events:

Swim Special Olympics - March 8, 2019 at the Waldo County YMCA in Belfast

Student Counts:

Special Education: 132; Percentage – 18%



CRMS Building Committee

February 4, 2019

Minutes

Present:

Will Gartley
Bob Falciani
Joe Russillo
Anastasia Fischer
Ian McKenzie
Emily McConnell
Keith Rose
Jaime Stone
Marcia Deitrich
Maria Libby

Public:

Mary Beth van Keuren, Owner's Rep
Mark Ratner

1. Project Update

- a. Erosion Control – we have had quite a bit of rain this fall/winter, including a recent 3.5" event. Mary Beth showed photos on the projector. The first image was one of the sediment ponds that works well with 2" or less. They have been breaking the ice and trucking it off and sometimes pumping to make way for more rain. There have been times when both ponds were full and JBI is managing by pumping them out. Backfill is also helping the erosion. Site is doing better than it was in the past.
 - b. Building – steel started in December. Most of academic wing is done. North wall of gym into locker room have been poured, and the locker room area is being poured this week. Just started excavating the south wall of the gym. All underdrains for academic wing are done, getting ready to pour slab by end of month.
 - c. Moveable Equipment – Put RFP out and Oak Point was only bid. Will start in about a month. Have done inventory already. Will go out to bid next winter.
2. Fundraising - \$80,500 raised. Goal is \$500,000. Brochure was shared. A few questions were asked and answered regarding fundraising.
 3. Overall schedule. Still on schedule. Behind on lightweight concrete fill. Supposed to start this Thursday. That has been a moving target. We haven't seen the plan and sequencing.

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Maria Libby

Superintendent

Debra McIntyre

Assistant Superintendent

Although behind on concrete, ahead of steel and the academic wing. Contractor feels this will balance timing and are still expecting that we are on time for a Sept 2020 start.

4. Contingency – We have signed 4 change orders to date total \$381,694, and some more are currently under review. Mostly they are for a couple thousand dollars (missing steel beam, basketball hoop, sink styles, etc). There is currently \$788,000 left in the contingency.
5. Winter Conditions Allowance. As part of lightweight concrete fill change order the committee approved in Aug/Sept, there was a \$60,000 allowance for winter conditions (heat, temporary structure, etc). However, due to the weather mostly, and the impact on timing, it is likely we will go over our allowance by at least \$100,000, and it could be more. Hoping to negotiate with Ledgewood about these costs and limit further exposure (scheduling ideas). Members asked a few questions and Mary Beth answered. Unfortunately, we are in this situation without an opportunity to weigh in regarding how it is done. Owner had no control over the money that was being spent, and there is no actual cap on it. Ledgewood spent money they weren't authorized to spend. They don't have authorization to spend beyond the contract.
Maria will provide an email update on resolution of this situation.
6. Next meeting — March 4, 5pm, Bus Barn
 - a. Resolution of Winter Conditions
 - b. Understanding of how to avoid similar situation in future
7. Adjourned 5:56

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Maria Libby

Superintendent

Debra McIntyre

Assistant Superintendent

Finance Committee Meeting
Wednesday January 16, 2019
Camden Rockport Elementary School Atrium
6:00 PM

MINUTES

Board Present

Carole Gartley
Matt Dailey
Peter Orne
Patrick McCafferty

Also Present

Maria Libby, Superintendent
Deborah McIntyre, Assistant Superintendent
JC Miller, Business Manager

1. Call to Order

The meeting was called to order at 6:06 PM

2. December 2018 Budget to Actual

JC presented the December 2018 budget to actual documents. Although there were timing variances from the 50 percent expenditure target, JC noted the budget has 52.69 percent remaining. JC followed up on a question brought up in December regarding Rental income and explained that the Montessori School and CSD are expected to make their rental payments current as of January.

3. 2019-2020 Budget Update and Upcoming Dates

It was mentioned that the next finance committee meeting is scheduled for Monday February 11th.

In addition, JC presented the updated Expense Budget template that shows the "Operating Budget" increase separately from the total budget increase that includes debt service. The Status Quo budget represents a \$1,199,097 increase (7.65 percent) overall. When looking at the Status Quo expense budget increase before debt it represents a \$387,340 increase (3.13 percent)

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Maria Libby

Superintendent

Debra McIntyre

Assistant Superintendent

The committee requested a pie chart of the overall budget, for our presentation moving forward.

In addition, JC shared with the committee a ten-year Historical General Fund Expense Budget that summarizes the "Operating Budget" increases as well as percentage changes.

4. MET Project Update

Superintendent Libby shared with the committee what the Finance Committee role will be in their oversight role in the project. She mentioned that although the committee will not be involved in the day to day decision-making, the committee will advise on value management and approve change orders as needed.

Superintendent Libby also mentioned that the architect did issue a credit for work already completed in the summer.

5. Adjourn

The meeting adjourned at 6:40PM

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MSAD Board
February 11, 2019
Page 34

Maria Libby
Superintendent

Debra McIntyre
Assistant Superintendent

Five Town CSD/MSAD #28
Joint Policy Committee Meeting
January 28, 2019
3:30-5:00 p.m.
Bus Barn

MINUTES

Members Present

Matt Dailey
Marcia Dietrich
Becky Flanagan
Sarah Bradley Prindiville

Also Present

Maria Libby, Superintendent
Debra McIntyre, Assistant Superintendent
Shawn Carlson, CHRHS Principal (arrived at 4:20 p.m.)
Jaime Stone, CRMS Principal
Chris Walker-Spencer, CRES Principal
Patrick McCafferty

1. Call to order
Marcia called the meeting to order at 3:32 p.m.
2. MSAD only
 - a. JLDB – Student Intervention Teams Policy – review (old)
The policy was reviewed. The committee recommended changing the Student Intervention Team (SIT) reference to be Response To Intervention (RTI) throughout the policy.
 - b. IKE – Promotion, Retention, and Acceleration of Students – review (old)
The following changes made to the policy were reviewed and approved by the committee.
 - Changing the word “school” to “student” in the first sentence
 - Adding the phrase “or acceleration” wherever retention is mentioned
 - Changing the word “guidance” to “school” in the third paragraph



- Removing the sentence "Only in unusual circumstances should a student be retained more than once," and the phrase, "except in very unusual circumstances," in the next sentence.
- In the fourth paragraph, the with the semicolon will be removed along and the word "and" after the number 10 listing

c. CRES Facilities Use Form – slight revisions

The changes made to the form were reviewed and slightly revised.

- Discussion ensued about whether or not the School Board wanted to be involved with approval of forms that are not official policies. The committee reached consensus that they were ok with reviewing forms linked to policies.
- The committee recommended that the time frames for use in Cafeteria and Stage should be removed because they were too limiting. Consensus was reached that it was up to the building principal to control hours of usage for the different rooms in the school.
- A question was raised as to whether \$1m is an adequate amount for liability coverage for people who use our facility. Maria will confirm with our insurance company.

3. CSD/MSAD Joint Review

a. BEA – School Board use of Electronic Mail – minor revision

The change made to the policy was reviewed and approved. It was noted that District email usage is covered in New School Board Member Orientation.

b. BEDH – Public Participation at Board Meetings – minor revisions

The changes made to the policy were reviewed and the committee recommended alterations including:

- Changing "Citizens" to "Residents"
- Adding "as well as" in front of "Parents of a current student"
- Changing wording to "parents of currently enrolled students"

c. EFE – Competitive Food Sales – minor revisions

The changes made to the policy were reviewed and approved.

d. JCLB – Immunizations of Students – minor revision

The change made to the policy was reviewed and approved.

e. JL – Student Wellness – minor revisions

The following changes made to the policy were reviewed and approved by the committee.



- The committee recommended changing the focus from district committees to school committees in the language as that better reflects current Wellness Committee organization.
- It was recommended that membership on the Wellness Committees should include a variety of stake holders as deemed appropriate by the Principals
- A discussion ensued regarding the alignment of the JL policy with the Strategic Plan
- It was noted to check the SAD version of the policy for consistency

f. JJIF – Management of Concussion and Other Head Injuries – minor revisions
The following changes made to the policy were reviewed and approved by the committee.

- A discussion ensued regarding having the policy reviewed by a consulting doctor. Maria agreed to have Dr. Kendra Bryant, a local neurologist specializing in concussion protocol, review the policy and the flow chart. *That has been done and the revisions going to the board reflect Dr. Bryant's input.*
- The Concussion Management Protocol Flow Chart was reviewed, and some formatting changes were recommending including moving the School Sponsor Activities to appear prior to the School Sponsored Sports section. The committee also suggested removing the words "Flow Chart" from the name of the document since it was not really a flow chart layout
- A discussion ensued regarding Inconsistent make-up work requirements by teachers after a student returns to school. Shawn reported that post-concussion student workload was generally treated in the same way as a 504 assessment.
- A suggestion was made that the policy language be broadened to include non-athletic activities.

g. ACA – Gender Neutral Language – review (old)

The following changes made to the policy were reviewed and approved by the committee.

- Google doc reference is to be removed.

h. ADA – School District Goals and Objectives – review (old)

The following changes made to the policy were reviewed and approved by the committee.

- The committee recommended the word "efficient" will be changed to "effective".

i. BCB – Board Member Conflict of Interest – review (old)



The policy was reviewed and approved as is. The committee clarified that a Board Member who has a relationship to a potential vendor, does not need to recuse him/herself from voting on school budgets.

j. BDA – Board Organizational Meeting – review (old)
The policy was reviewed and approved as is.

4. CSD Only

a. GDD-A - Computation of Vacation for Central Office Staff – revisions

This policy had gone through a first read in the fall, but the new Human Resources person recommended some clarifying language. The following changes made to the policy were reviewed and approved by the committee.

It was noted that vacation time will be accrued over time and not be available in one lump amount

- The rationale behind setting the date of June 30 for accrual of vacation time was explained
- It was decided by consensus, that years of employment do not have to be consecutive to count towards vacation time accrual

b. EEFA – Transportation to and From Extra Curricular Activities – revision

The following changes made to the policy were reviewed and approved by the committee. Maria explained rationale behind the new section 4 which describes the 16-mile radius allowable for students to drive themselves to rehearsals, practices and games. The committee recommended alterations including:

- Adding the phrase, “when transportation is provided” at the end of the first paragraph
- Changing time from 2:30 to 3:00 p.m. in the number 2 section.
- Changing the word “contests” to “games” and adding the phrase, “unless prohibited by school personnel supervising the activity” at the end of the number 4 section

c. BDFA – Five Town Advisory Committee – review (old)

The following changes made to the policy were reviewed and approved by the committee.

- Adding “required by State Statute in the first sentence
- Adding the Statute reference for clarification at the end of the policy
- The Chairman of the CSD School Board will be the Chairman of the Five Town Education Advisory Committee

7 Lions Lane
Camden, Maine 04843

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Maria Libby
Superintendent

Debra McIntyre
Assistant Superintendent

A discussion was held regarding content to be covered in the next Joint Policy Committee meeting to be held on March 25, 2019. Maria has another batch of older policies that she wants to bring forward for review. The committee agreed to review policies older than six years.

The meeting adjourned at 5:18 p.m.

NEPN/NSBA Code: ACA

MSAD #28 POLICY

GENDER NEUTRAL LANGUAGE

The School Board directs that all staff members be especially alert to and avoid the use of sexist or other discriminatory language in all communication, both oral and written.

Cross Reference:

- AC – Non-Discrimination/Equal Opportunity & Affirmative Action

History: Adopted 12/12/01

Reviewed: 05/12/12; 02/11/19

NEPN/NSBA Code: ADA

MSAD #28 POLICY

SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board recognizes its responsibility to set goals for the ~~efficient~~ **effective** operation of the school unit. In discharging this responsibility, the Board will strive to ensure that the resources of the unit are directed toward meeting the educational needs of each eligible student.

The Board will develop annual goals based on input solicited from a variety of sources. These goals will be shared with the community, the staff, and the students. The administration shall develop appropriate objectives designed to achieve the stated priorities.

The Board will regularly evaluate progress toward meeting the goals and will adopt appropriate policies designed to facilitate their accomplishment.

Legal Reference:

- 20-A MRSA § 4511.3, A

History: Adopted: 12/12/01

Reviewed: 02/11/19

NEPN/NSBA Code: BDA

**MSAD #28 POLICY
BOARD ORGANIZATIONAL MEETING**

Reorganization shall be effected ~~at the first regular~~ a meeting of the MSAD #28 School Board held ~~after the June elections~~ in July. At this meeting, there shall be an election for the ensuing year of a Chair and a Vice Chair.

The Chair and Vice Chair shall serve until the next annual organizational meeting, at the pleasure of the Board. Removal prior to the next organizational meeting shall require three-fifths (3/5) vote of the whole Board.

The newly elected Board Chair shall appoint members of the Board to all committees and appoint the committee chair. Each Board Chair shall appoint members of the Board to any advisory committees. The Board Chair will ~~nominate~~ determine representatives to MCST for one year terms at the annual reorganization meeting.

All committees shall be composed of less than the majority of the Board.

Legal Reference:

- 20-A MRS § 1251
- 20-A MRS § 1471(6) (RSU)

History: Adopted: 11/14/12

Reviewed: 02/11/19

NEPN/NSBA Code: BEA

MSAD #28 POLICY

SCHOOL BOARD USE OF ELECTRONIC MAIL

Use of electronic mail (e-mail) by school board members should conform to the same standards of judgment, propriety and ethics as other forms of school board-related communication. Board members shall comply with the following guidelines when using e-mail in the conduct of board responsibilities:

- a. The School Board shall not use e-mail as a substitute for deliberations at Board meetings or for other communications or business properly confined to Board meetings. E-mail will be used to distribute materials and communications that will provide information helpful to Board members, but does not in any way circumvent deliberations.
- b. Board members should be aware that e-mail and e-mail attachments received or prepared for use in board business or containing information relating to board business are likely to be regarded as public records which may be inspected by any person upon request, unless otherwise made confidential by law.
- c. Board members should avoid reference to confidential information about employees, students or other matters in e-mail communications because of the risk of improper disclosure. Board members should comply with the same standards as school employees with regard to confidential information.
- d. Board members should use their Five Town email for all board communications.

Legal Reference:

- 1 MRSA § 401 et seq.
- 20-A MRSA § 6001-6002
- 20 USC § 1232g

Cross Reference:

- GBJ - Personnel Records and Files
- JRA - Student Educational Records

History: Adopted: 11/01/00; 11/17/04

First Reading: February 11, 2019

Second Reading:

Adopted:

Camden-Rockport Elementary School Request for Facility Use

MSAD Board
February 11, 2019
Page 43

Organization: _____ Today's Date: _____

Contact Name: _____ Phone: _____ Email: _____

Address: _____
Mailing Address Town State Zip

Name of Event: _____

Type of Event: ☐ music ☐ dance ☐ speaker ☐ meeting ☐ athletic ☐ other _____

Fee Category: Are you charging an entrance fee to your event? ☐ Yes ☐ No (If yes, insurance required)

Date of Event: _____ Need Snow Date? ☐ Yes ☐ No

Time of Event: _____ Set-up Time: _____ End Time: _____

Rooms Requested: ☐ Gym* (Insurance required) ☐ Cafeteria
☐ Atrium ☐ Cafeteria with Kitchen (Insurance required)
☐ Classroom ☐ Playing Fields
☐ Parking Lots ☐ Conference Room 227
☐ Library ☐ Common Area: ___2nd Gr ___3rd Gr ___4th Gr
☐ Lobby ☐ Stage*

Equipment: ☐ Piano Upright ☐ Tables: _____ ☐ Chairs: _____ ☐ Athletic: _____
☐ Other: _____

Tech Needs: ☐ Projector ☐ Vocal mics ☐ Instrumental mics ☐ Apple TV ☐ Screen
☐ Other: _____

Set-up Needs and Additional Information: _____ (use back of page for more information)

Insurance and Damage information:

Per MSAD #28 policy KFB, a certificate of insurance in the amount of \$1,000,000.00 naming the MSAD #28 as an additional insured and covering the period under contract is required for all events using the gymnasium and kitchen and all other events that charge an admission fee. This certificate must be presented prior to the start of the period covered by this contract. Local school districts and municipal governments are not required to provide an insurance certificate. If your organization is not using the gymnasium or kitchen and you do not have insurance, you must sign the Damage Responsibility section below.

☐ I will provide an insurance certificate as required.

OR

☐ I have read and understand MSAD #28 policy KFB and agree that I am financially responsible for any damage to the facilities, and that the MSAD #28 is not responsible for loss of or damage to articles brought to the facility.

Signature

Organization

Date

Please complete and return to: Facilities Scheduler, Camden-Rockport Elementary School, 11 Children's Way, Rockport, ME 04856

Office Use Only:

Notify: ___ Building Admini ___ Ops & Maint. Dir. ___ Food Service Dir. ___ P.E. Teacher ___ Custodian ___ Technology/IT

Calendared: ☐

Deposit Rec'd: ☐

Event Billed: ☐

Contract Sent: ☐

Insurance Rec'd: ☐

Invoice Paid: ☐

Contract Rec'd: ☐

* No food or beverages

History: Adopted: 05/13/16

First Reading: February 11, 2019

Second Reading:

Adopted:

History: Approved April 13, 2016

Reviewed: February 6, 2019

MSAD #28 POLICY

PUBLIC PARTICIPATION AT BOARD MEETINGS

Board meetings are conducted for the purpose of carrying on the official business of the school system. All regular, special and emergency meetings of the Board are open to the public. The public is cordially invited to attend and participate in Board meetings as provided in this policy.

Although Board meetings are not public forums, the Board will provide appropriate opportunities for citizens to express opinions and concerns directly related to school operation. The intent is to allow a fair and adequate opportunity for the public to be heard and to provide adequate time for the Board to obtain information and opinion on subjects before it, while ensuring that the time allowed for public discussion does not interfere with the fulfillment of the scheduled agenda.

During the time allotted for public participation, members of the public may speak on any subject directly related to the operations of the schools, except for personal matters or complaints concerning specific employees or students, which shall be addressed through established policies and procedures.

Every regular Board meeting opens with an opportunity for the public to comment on issues not on the agenda.

Members of the public may address the Board within the guidelines provided in this policy. The Chair shall be responsible for maintaining proper order and compliance with these guidelines.

The following guidelines shall apply to public participation at Board meetings:

1. ~~Citizens~~ **Residents** and employees of the District **as well as parents enrolled students** are welcome to participate as provided in this policy. Others may be recognized to speak at the Chair's discretion. Individual employees and/or employee groups will not be permitted to discuss matters for which complaint or grievance procedures are provided.
2. ~~The Chair may limit the time allotted for comments on a particular topic as well as the time each individual may speak.~~ **Comments will be limited to 3 minutes per speaker.**
3. In the event of a sizeable audience, the Chair may require persons interested in speaking to sign up so they may be called on in a fair and efficient manner.
4. During the time set aside for public participation, the Chair will be responsible for recognizing all speakers, who must identify themselves as they begin talking.
5. Speakers are not permitted to share gossip, make defamatory comments, or use abusive or vulgar language.
6. All speakers are to address the Chair and direct questions or comments to particular Board members or the Superintendent only with approval of the Chair. Requests for information or concerns that require further research may be referred to the Superintendent to be addressed at a later time.
7. Members of the Board and the Superintendent may ask questions of any person who

addresses the Board but are expected to refrain from arguing or debating issues. Questions must be addressed through the Chair.

8. No complaints or allegations will be allowed at Board meetings concerning any person employed by the school system or against particular students. Personal matters or complaints concerning student or staff issues will not be considered in a public meeting but will be referred through established policies and procedures.
9. In order to make efficient use of meeting time, the Board discourages duplication or repetition of comments to the Board. The Board requests that groups or organizations be represented by designated spokespersons.
10. The Chair has the authority to stop any presentation that violates these guidelines or the privacy rights of others.
11. Persons who disrupt the meeting may be asked to leave, and the Chair may request law enforcement assistance as necessary to restore order.

Legal Reference:

- 1 MRSA § 401 et seq.

Cross Reference:

- BEC – Executive Session
- BEDA – Notification of Board Meetings
- BEDB – Agenda
- BEDD – Rules of Order

History: Adopted: 01/19/05

Reviewed: 02/13/13

First Reading: February 11, 2019

Second Reading:

Adopted:

MSAD #28 POLICY

COMPETITIVE FOOD SALES - SALES OF FOODS IN COMPETITION WITH THE SCHOOL FOOD SERVICE PROGRAM

The MSAD #28 supports good nutrition as part of a school environment that contributes to student health and encourages positive food choices and eating habits. The Board believes that nutrition influences a student's ability to take full advantage of the school system's educational program and is, therefore, related to student achievement.

The Board also recognizes that proceeds from the sale of foods and beverages outside of the School Lunch Program ("competitive foods") are a significant source of funds for student activities that the MSAD #28 might not otherwise be able to provide.

The Board has adopted this policy to govern the sale of foods and beverages on school property.

~~[NOTE: This policy has been revised to assist boards and their school units in complying with the January 29, 2006 revision of Maine Department of Education (DOE) Rule Chapter 51, Child Nutrition Programs in Public Schools and Institutions. DOE guidance concerning interpretation of the rule may be found on the Department's website at <http://www.maine.gov/education/sfs/chapter51.html>. The format is "Frequently Asked Questions and Answers."]~~

RESTRICTION ON SALE OF COMPETITIVE FOODS

State and Federal regulation mandates that any food or beverage sold at any time on school property of a school participating in the National School Lunch or School Breakfast Programs shall be a planned part of the total food service program of the school and shall include only those items which contribute both to the nutritional needs of children and the development of desirable food habits, and shall not include foods of minimal nutritional value as defined in applicable federal regulations¹, except as provided for by school board policy in certain circumstances.

As allowed by state and federal regulations, the Board permits the sale of food and beverages outside the total food program to:

1. Attendees at school-sponsored community events held on school property (i.e., school-sponsored events that are open to the public)
2. The public at community events held on school property in accordance with the Board's facilities use policy
3. By a school, approved student organization or program if consistent with the requirement that such sales not include foods of minimal nutritional value as defined in 7 C.F.R. § 210.11(a)(2).

This policy applies to sales of foods and beverages at any time on school property by any

person, group or organization.

When foods and beverages are sold to raise funds for schools or student activities to attendees at community events sponsored by the school or held on school property, students, staff, parents, or school-sponsored organizations involved in such sales are encouraged to include at least some healthy food choices.

FUNDS FROM SALES OF COMPETITIVE FOODS

Funds from all food and beverage sales made at any time on school property shall accrue to the benefit of the school's non-profit school food service program, except that funds raised through authorized sales outside the total food service program shall accrue to the sponsoring school or approved student organization in accordance with applicable policies, cash-management procedures and administrative directives, or to the sponsor of a community event that is held on school property in accordance with the Board's facilities use policy.

Foods of minimal nutritional value may be sold by approved student organizations when an event held on school property is open to the public. However, students may not sell foods of minimal nutritional value if an event is not open to the public. Boosters may also sell foods of minimal nutritional value if the event is open to the public, e.g., basketball games.

[NOTE: The Board has broad discretion in determining when a sponsor of an event is an "approved student organization" and when an activity is a school-sponsored event.]

In their ATM presentation on February 10, 2006, DOE staff confirmed that it is the Department's intent that funds raised by approved student organizations and by school-affiliated booster groups through the sales of foods and beverages at events open to the public will accrue to the sponsoring organization, not to the school's food service program, provided that the Board has adopted policy language that allows for this.

DOE staff also confirmed that Foods of minimal nutritional value may be sold by approved student organizations when an event held on school property is open to the public. However, students may not sell foods of minimal nutritional value if an event is not open to the public. Boosters may also sell foods of minimal nutritional value if the event is open to the public, e.g., basketball games.

Community events that are sponsored by non-school groups ("outside organizations" such as Kiwanis, Boy Scouts, Girl Scouts, Little League, other community organizations) are events over which the school unit has no authority or responsibility other than through the Board's facilities use policy and procedures that implement the facilities use policy. Funds raised by these groups will accrue to the organization, provided that the Board has adopted appropriate policy language. This will also apply to certain booster groups and booster activities that do fundraising activities in accordance with the facilities use policy.]

DELEGATION OF RESPONSIBILITY

The Superintendent/designee shall be responsible for enforcement of this policy. A school unit employee who observes conduct he/she believes to be a violation of this policy or is informed of such conduct by a parent, student or community member should contact the building administrator or Superintendent/designee.

Legal Reference:

- ~~Ch. 51 (Dept. of Educ. Rule) (Child Nutrition Programs in Public Schools and Institutions)~~
- **National School Lunch Program**

Cross References:

- JJE - Fundraising
- JJF - Student Activities Fund Management
- KFB - Community Use of School Facilities

History: Approved: 10/05/05; 05/03/06; 03/20/13; 05/16/18

First Read: February 11, 2019

Second Read:

Adopted:

~~*According to DOE Rule Chapter 51 (1)(b), the "Total Food Service Program" includes the federal Milk Program as defined in 7 C.F.R. § 215; the federal Breakfast Program, which means the federal program under which a breakfast that meets the nutritional requirements set forth in 7 C.F.R. § 220 is offered; the National School Lunch Program (including the After School Snack), which means the federal program under which the school operates a nonprofit lunch program that meets the requirements of 7 C.F.R. § 210; or any combination of these programs.~~

¹"Foods of minimal nutritional value" as defined in 7 C.F.R. § 210.11 means: (a) In the case of artificially sweetened foods, a food which provides less than 5 percent of the Reference Daily Intake (RDI) for each of the eight specified nutrients per serving; (b) in the case of all other foods, a food which provides less than 5 percent of the RDI for each of eight specified nutrients per 100 calories and less than 5 percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are: protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium, and iron. This definition is applicable to foods that are part of the total food service program of the school, and foods and beverages sold at food sales, school stores, and in vending machines. A listing of "Categories of Foods of Minimal Nutritional Value" is in Appendix B to 7 C.F.R. Part 210 (National School Lunch Program).

MSAD #28 POLICY

PROMOTION, RETENTION and ACCELERATION OF STUDENTS

The MSAD #28 Board of Directors acknowledges the large body of research that discourages ~~school~~ **student** retention **or acceleration** except in very unusual, ~~well-documented~~ circumstances. When considering retention **or acceleration**, it should be abundantly clear that such action will significantly position the child for academic or social growth.

It is the MSAD #28 Board's intent that appropriate instruction be offered to all students in a progressive and sequential way that will enable them to meet the MSAD #28 standards at each level. Therefore, the placement of each student will be made on an individual basis, understanding that the level of instruction at each grade is not a single level of instruction but rather a series of levels intended to meet the various needs of students assigned to that level. The MSAD #28 Board recognizes that, at every level, there are differences among students in intellectual, physical, social, and emotional development and that individual students may be more proficient in some content areas of the curriculum than others. While most students will advance from one level to another at the end of the academic year, some students may benefit from retention or acceleration. Decisions concerning promotion, retention, or acceleration of a student should be consistent with the best educational interest of the student.

As far as possible, retention or acceleration will be decided through conferences involving the ~~P~~Principal, teachers, and parents. The ~~guidance~~ **school** counselor and other school consultants will participate as appropriate. Any necessary decision concerning proper placement should take place as early in a student's educational career as possible. ~~Only in unusual circumstances should a student be retained more than once.~~ Parents will be notified as early as possible that retention **or acceleration** is being considered, ~~and except in very unusual circumstances no later than March 15.~~ The Principal shall be responsible for making the final decision as to retention or acceleration and assignment. Parents dissatisfied with this decision may appeal to the Superintendent.

The following criteria shall be utilized in making decisions concerning promotion, retention, or acceleration:

1. Student Achievement of content standards of the curriculum;
2. Participation and success in intervention programs, tutoring, summer school and/or other opportunities for success;
3. Academic potential;
4. Attendance;
5. Health;
6. Social and emotional maturity;
7. Physical size and age in relation to placement;
8. Student attitude toward retention or acceleration;
9. Parent attitudes toward retention or acceleration;
10. Out-of-school influences;

11. Program options;

Legal Reference:

- Chapter 127 (Maine Department of Education Rule)

History: Adopted: 06/20/12

First Reading: February 11, 2019

Second Reading:

Adopted:

MSAD #28 POLICY

MANAGEMENT OF CONCUSSIONS AND OTHER HEAD INJURIES

The Board recognizes that concussions and other head injuries are potentially serious and may result in significant brain damage and/or death if not recognized and managed properly. The Board adopts this policy to promote the safety of students participating in school-sponsored extracurricular athletic activities, including but not limited to interscholastic sports.

While most of this policy focuses on athletics, the Board also recognizes that concussions can occur both inside and outside of school. No matter where they occur, they affect a student's health. It is important that staff and parents communicate to one another whenever and wherever a concussion occurs so that the school can take proper measures to assist a student with a concussion. Any staff member who witnesses a concussion or learns of a concussion should make sure to report that information to the school nurse.

COGNITIVE CONSIDERATIONS

School personnel will be trained to recognize and be alert to cognitive and academic issues that may be experienced by students who have suffered a concussion or other head injury, including but not limited to difficulty with concentration, organization, long-and-short term memory and sensitivity to bright lights and sounds, and accommodate a gradual return to full participation in academic activities as appropriate, based on the recommendations of the student's health care provider and appropriate designated school personnel (e.g., 504 Coordinator).

TRAINING

By June 30 of each year, the Athletic Director will identify the school-sponsored athletic activities that pose a risk of concussion or other head injury. A list of these activities will be distributed to school administrators and coaches.

All coaches, including volunteer coaches, must undergo training in the identification and management of concussive and other head injuries prior to assuming their coaching responsibilities. The training must be consistent with such protocols as may be identified or developed by the Maine Department of Education (DOE) and include instruction in the use of such forms as the DOE/MPA may develop or require.

Coaches shall be required to undergo refresher training every year or when protocols and/or forms have been revised.

STUDENT AND PARENT INFORMATION

Annually, at the beginning of each sport season (Fall, Winter and Spring), students and parents of students who will be participating in school-sponsored athletic activities will be provided information regarding:

1. The risk of concussion and other head injuries and the dangers associated with continuing to participate when a concussion or other head injury is suspected;

2. The signs and symptoms of concussion and other head injuries; and
3. The MSAD #28's protocols for:
 - a. removal from the activity when a student is suspected of having sustained a concussion or other head injury,
 - b. evaluation, and
 - c. return to participation in the activity ("return to play").
- ~~4. School will notify parent in an annual notice of any concussion or head injury of student.~~

The student and his/her parent(s) must sign a statement acknowledging that they have received and read this information before the student will be allowed to participate in any school- sponsored athletic activity.

MANAGEMENT OF CONCUSSIVE AND OTHER HEAD INJURIES

It is the responsibility of the coach **or supervisor** of the activity to act in accordance with this policy when the coach/volunteer recognizes that a student may be exhibiting signs, symptoms and behaviors associated with a concussion or other head injury.

Any student suspected of having sustained a concussion or other head injury during a school-sponsored athletic **or extra-curricular** activity including but not limited to competition, practice or scrimmage, must be removed from the activity immediately. The student and his/her parent(s) will be informed of the need for an evaluation for brain injury before the student will be allowed to return to the activity.

No student will be permitted to return to the activity or to participate in any other school-sponsored athletic **or extra-curricular** activity on the day of the suspected concussion.

Any student who is suspected of having sustained a concussion or other head injury shall be prohibited from further participation in school-sponsored athletic **or extra-curricular** activities until he/she has been evaluated and received written medical clearance to do so from a licensed health care provider who is qualified and trained in concussion management.

Coaches/volunteers and other school personnel shall comply with the student's health care provider's recommendations in regard to gradual return to participation. No student will be permitted to return to full participation (competition) until cleared to do so. More than one evaluation by the student's health care provider may be necessary before the student is cleared for full participation.

If at any time during the return to play program signs or symptoms of a concussion are observed, the student must be removed from the activity and referred to his/her health care provider for re-evaluation.

CONCUSSION MANAGEMENT TEAM

The Superintendent will appoint a concussion management team including a school administrator to be responsible, under the administrative supervision of the Superintendent, to make recommendations related to implementation of this policy. The concussion management team will include the Athletic Director and school nurse and may include one or more principals or assistant principals, the school physician and such other school personnel or consultants as the Superintendent deems appropriate. **Staff will refer to Concussion Management Protocol for the management of all student concussions.**

History: Adopted: 11/14/12

First Reading February 11, 2019

Second Reading:

Adopted:

MSAD #28
Concussion Management Protocol ~~Flow Chart~~
Addendum to policy JJIF

Head Injury/Suspected Concussion:

~~I. Outside School-Sponsored Activities,~~ student report outside of school, or suspected symptoms

- a) All Staff
 - a. Report any suspected ~~non-sport related~~ student concussion to school nurse
- b) School Nurse
 - Evaluate student
 - Contact parent & **and** provide concussion fact sheet
 - Recommend HCP evaluation
 - Follow up with parent
 - If concussion confirmed, notify counselor
 - Forward all HCP academic accommodations
 - Document concussion in student health record
 - **Inform the Athletic Director if the student plays a school sport**
- c) Counselor
 - Forward HCP academic accommodations to teachers
 - Update teachers as needed
 - If concussion results in non-transitory long-term health implications, consider 504 referral.
- d) Teachers
 - Follow academic accommodations
 - Contact counselor regarding academic concerns or questions
 - Contact school nurse for any health symptoms of concern

II. ~~During School Sponsored Sports (home or away):~~

- a) Coach
 - Remove student from activity
 - Inform parent; ensure student goes home with parent **if possible & and** provide concussion fact sheet
 - Notify Athletic Director (AD) ~~or Athletic Trainer (AT)~~, as soon as possible and submit Accident Report within 24 hours
- b) ~~Athletic Trainer &/or Athletic Director~~
 - Submit Accident Report copies to School Nurse & Principal as soon as possible

- Contact parent for follow up
 - Follow HCP protocols for Return to Play (RTP)
 - Provide School Nurse with Health Care Provider (HCP) written medical clearance for RTP
 - Notify coach of RTP clearance
- c) School Nurse
- Liaison between parent, HCP, counselors, AD, AT, Administration (Adm.)
 - Contact parent for follow up
 - If concussion confirmed, notify counselor, AD, AT, Adm.
 - Forward all HCP documentation and updates to AD, AT, Adm.
 - Provide AD & AT with HCP written medical clearance for RTP. Provide Counselor with HCP academic accommodations
 - Document concussion in student health record
- d) Counselor
- Forward HCP academic accommodations to teachers
 - Update teachers as needed
 - Provide ongoing support for student and family
 - If concussion results in non-transitory long-term health implications, consider 504 referral.
- e) Teachers
- Follow academic accommodations
 - Contact counselor regarding academic concerns or questions
 - Contact school nurse for any health symptoms of concern

History: Adopted: 10/21/13

First Reading February 6, 2019

Second Reading:

Adopted:

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 STANDARDS

MSAD #28 will ensure that meals provided by its Food Services Program meet the nutrition standards established by federal regulations. 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.

ASSURANCE

This policy serves as assurance that school unit 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.

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 of Maine's system of 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 PROMOTION

The school will support healthful eating by students and encourage parents/guardians to provide healthy meals for their children by providing consistent nutrition messages and information and by cooperation with other agencies and organizations.

PHYSICAL ACTIVITY

MSAD #28 will strive to provide all students developmentally appropriate opportunities for physical activity through physical education classes, recess periods, 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 before- and after-school 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.

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

IMPLEMENTATION AND MONITORING

The Superintendent/designee shall be responsible for the oversight of implementation of the wellness policy in the schools, for monitoring efforts in the schools to meet the intent of this policy and achieve wellness goals, 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:

1. The status of the school environment in regard to student wellness issues
2. Evaluation of the school food services program and compliance with nutrition guidelines
3. Summary of wellness programs and activities in the schools
4. Feedback from students, parents, staff, school administrators and wellness committee, including suggestions for improvement in specific areas
5. Recommendations for policy and/or program revisions

MSAD #28 will publicly disseminate information about school wellness activities, healthy eating and school nutrition, and the results of wellness program evaluations/monitoring on MSAD #28's wellness policy implementation efforts on MSAD #28's website or by other means, as appropriate.

The Board will review the wellness policy periodically to set or revise goals.

APPOINTMENT AND ROLE OF THE WELLNESS COMMITTEE

The District shall ~~have~~ appoint a district-wide ~~school-based~~ Wellness Committees ~~that should include for each school comprised of at least one of each of the following, if possible: a variety of stake holders appointed by the Principal.~~

- ~~1. Board member;~~
- ~~2. School administrator;~~

- ~~3. Food Services Director/designee;~~
- ~~4. Student representative;~~
- ~~5. Parent representative; and/or~~
- ~~6. Community representative.~~

The Wellness Committee may also include:

- ~~1. School nurse and/or other school health professional;~~
- ~~2. Physical education teacher;~~
- ~~3. Guidance counselor;~~
- ~~4. Social worker;~~
- ~~5. Community organization or agency representative;~~
- ~~6. Other staff, as designated by the Board; and/or~~
- ~~7. Other persons, as deemed appropriate by administration and other personnel.~~

The Wellness Committees shall serve as an advisory committee to the schools in regard to student wellness issues and will be responsible for making recommendations related to the wellness policy, wellness goals, administrative or school regulations and practices, or raising awareness of student health issues.

~~With the prior approval of the Superintendent/designee,~~ The Wellness Committees may survey parents, students and the community and/or conduct focus groups or community forums.

Each Wellness Committee shall provide periodic reports to the Superintendent/ designee and, as requested, to the Board.

The Wellness Committees shall conduct an assessment of the wellness policy every three years, at a minimum, to determine:

- Compliance with the Wellness policy;
- How the wellness policy compares to model Wellness policies;
- Progress made in attaining the goals of the Wellness policy.

The Wellness Policy will be posted on the District website and communicated annually to keep students, parents, staff, and the community informed of wellness initiatives.

WELLNESS GOALS

The Board has identified the following goals associated with student wellness:

1. Goals for Nutrition Education

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

The schools' 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.

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.

Appropriate professional development will be provided for food services staff.

2. Goals for Nutrition Promotion

MSAD #28 staff will cooperate with agencies and community organizations to provide opportunities for appropriate student projects and learning experiences related to nutrition as it appropriately complements the curriculum.

Consistent nutrition messages will be disseminated throughout MSAD #28 in the classroom, the cafeteria, and school-home communications.

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

Schools will encourage parents/guardians to provide healthy meals and snacks for their children through take-home materials or other means.

3. Goals for Physical Activity

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 develop motor skills and apply them to enhance their coordination and physical performance.

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

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

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 schools 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 schools will provide facilities adequate to implement the physical education curriculum for the number of students served.

The schools 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 schools will provide opportunities for physical activity through a variety of before-and/or 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.

4. 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.

Schools will encourage maximum participation in school meal programs.

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

The schools 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.

Student organizations will be encouraged to engage in fundraising projects that are supportive of healthy eating and student wellness.

School-based marketing of foods and beverages, such as through advertisements in school publications, school buildings, athletic fields, and other areas accessible to students should support the goals of the wellness policy.

The schools are encouraged to cooperate with agencies and community organizations to support programs that contribute to good nutrition and physical activity.

Legal Reference:

- 42 U.S.C. § 1751
- The Hunger-Free Kids Act of 2010 – Public Law 111-296

Cross Reference:

- Policy EFE – Competitive Food Sales – Sales of Foods in Competition with the School Food Services Program

History: Adopted: 07/05/06, 04/16/14, 06/08/16

First Reading: February 11, 2019

Second Reading:

Adopted:

MSAD #28 POLICY

IMMUNIZATIONS OF STUDENTS

All students who enroll in the school district are required by Maine law to present a certificate of immunization or evidence of immunization or immunity against poliomyelitis, diphtheria, pertussis (whooping cough), tetanus, measles, mumps, rubella and varicella (chicken pox) and meningococcal ~~disease~~ **meningitis**.

Non-immunized students shall not be permitted to attend school unless one of the following conditions are met:

- A. Parents and guardians will provide written assurance that the child will be immunized, followed by proper documentation within ninety (90) days. This option is available only once to each student during their school career; or
- B. The parents/guardians provide a physician's written statement each year that immunizations against one or more diseases may be medically inadvisable (as defined by law/regulation); or
- C. The parents/guardians state in writing each year that immunization is contrary to their sincere religious or philosophical beliefs.

The Superintendent shall exclude from school and school activities any non-immunized student when there is a danger to the health of others as provided by law.

The Superintendent/designee is directed to develop such administrative procedures as are necessary to carry out this policy and comply with statutory requirements.

Legal Reference:

- 20- A MRSA §§ 6352-6359
- Chapter 126 (ME Dept. of Ed. Rules)

Cross Reference:

- JLCC - Communicable/Infectious Diseases
- JRA - Student Educational Records

History: Adopted: 07/10/02; 12/14/05; 1/24/18; 06/11/18

First Read: February 11, 2019

Second Read:

Adopted:

MSAD #28 POLICY

RESPONSE TO INTERVENTION ~~STUDENT INTERVENTION TEAMS~~ POLICY

Schools in the MSAD #28 may have one or more ~~Student Intervention Teams (SIT)~~ **Response To Intervention (RTI) teams** to address the needs of students who are at risk or experiencing academic, behavioral or emotional problems that may interfere with school. An Intervention Team will use a process to identify, refer and intervene with students in all grades. The ~~SIT~~ **RTI** also may include professionals from the community.

Referrals to the Intervention Team can be initiated by the classroom teacher, other concerned staff and by the student's parent. Assuming they act in good faith, those referring students or acting as Intervention Team members are protected from liability and recrimination by the legal doctrine of **in loco parentis*.

All referrals to and actions by the Intervention Teams are confidential, in keeping with district policies and both state and federal laws. Other than Intervention Team members, only those needing the information are to be involved in or informed about an Intervention Team referral and the findings or interventions arising from it.

Except in unusual circumstances, school staff should go through the Intervention Team in referring students for special education or 504 services. Interventions recommended by the Intervention Team shall be tried and evaluated before such referrals are made, unless the Team decides an immediate referral is justified. A parent is able to request a child's referral for special education services directly.

Nothing in this policy contradicts applicable state or federal laws or regulations involving parental rights, privacy, special education, etc.

History: Adopted: 07/05/06; 12/21/11

First Reading: February 11, 2019

Second Reading:

Adopted:

MSAD #28 POLICY

BOARD MEMBER CONFLICT OF INTEREST

Board service is a matter of public trust. In making decisions that affect the MSAD #28 schools, Board members have the duty to act in the interest of the common good and for the benefit of the people they represent.

A conflict of interest may arise when there is an incompatibility between a Board member's personal interest and his/her responsibilities as an elected official in a matter proposed or pending before the Board. Board members have a legal and ethical responsibility to avoid not only conflict of interest, but the reasonable appearance of conflict of interest as well.

Financial Interest

A Board member has a financial interest in a question or contract under consideration when he/she or a member of his/her immediate family may derive some financial or other material benefit or loss as a result of the Board action. The vote of the Board is voidable if a Board member has a financial interest and votes on that question or is involved in the discussion, negotiation, or award of a contract or other action in which he/she has a financial interest. In order to prevent the vote on a question or contract from being voidable, a Board member who has a financial interest must:

1. Make full disclosure of his/her interest before any action is taken; and
2. Abstain from discussing and voting, from the negotiation or award of the contract and from otherwise attempting to influence the decision.

The Secretary of the Board shall record in the minutes of the meeting the member's disclosure and abstention from taking part in the decision in which he/she has an interest.

A Board member shall not have any direct or indirect pecuniary interest (as defined by law) in a contract with the school unit, nor shall he/she furnish directly any labor, equipment, or supplies to the unit.

In the event that a Board member is employed by a corporation or business, or has a secondary interest in a corporation or business which furnishes goods or services to the schools, the Board member shall declare his/her secondary interest and refrain from debating or voting upon the question of contracting with the company.

It is not the intent of this policy to prevent a Board member from voting or MSAD #28 from contracting with a business because a Board member is an employee of that business or has another, indirect interest in the firm. The policy is designed to prevent the placing of Board members in a position where their interest in the schools and their interest in their places of employment (or other indirect interest) might conflict, and to avoid reasonable appearances of conflict of interest even though such conflict may not exist.

Reasonable Appearance of Conflict of Interest

A Board member should do nothing to give the impression that his/her position or vote on an issue is influenced by anything other than a fair consideration of all sides of a question. Board members shall attempt to avoid the appearance of conflict of interest by disclosure and/or by abstention.

Appointment to Office and Other Employment

A Board member may not, during the time the member serves on the Board and for one year after the member ceases to serve on the Board, be appointed to any civil office of profit or employment position which has been created or the compensation of which has been increased by the action of the Board during the time the member served on the board.

Employment

A member of the Board or spouse of a member may not be an employee in a public school within the jurisdiction of the Board to which the member is elected or in a contract high school or academy located within a supervisory union in which the member is a representative on the union committee.

Board Members as Volunteers

A member of the Board, or spouse of a member, may not serve as a volunteer when that volunteer has primary responsibility for a curricular, co-curricular or extracurricular program or activity and reports directly to the Superintendent, principal, athletic director or other school administrator in a public school within the jurisdiction of the Board to which the member is elected or in a contract high school or academy located within a supervisory union in which the member is a representative on the school committee.

Volunteer activities of a member of the Board or member's spouse, other than in roles that are prohibited by this section, may be prescribed by policies developed and approved by the Board.

Definitions

For the purposes of this policy, the following statutory definitions apply:

1. "Employee" means a person who receives monetary payment or benefits, no matter the amount paid or hours worked, for personal services performed for a school administrative unit.
2. "Volunteer" means a person who performs personal services for a school administrative unit without monetary payments or benefits of any kind or amount.

Legal Reference:

- 17 MRSA § 3104
- 20-A MRSA §§ 1002 et seq.; 1051
- 30-A MRSA §§ 2251; 2604 et seq.

Cross Reference:

- BCA – Board Member Code of Ethics

History: Adopted: 07/10/02, 11/14/12

Reviewed: 02/11/19