

7 Lions Lane
Camden, Maine 04843
(207) 236-3358
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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Regular School Board Meeting
Zoom
Wednesday, May 19, 2021
7:00 P.M.

Meeting URL: <https://networkmaine.zoom.us/j/81511235869>

Note well:

- The meeting will be livestreamed on YouTube: <https://youtube.com/c/SchoolsCamden>
- The public can participate via Zoom. Questions can be asked via the Zoom chatbox or by using the Zoom raised hand feature.
- [Public Participation Guide](#)

AGENDA

1. Call to Order
2. Adjustments to the Agenda
3. Public Comment on Items not on the Agenda
4. Recognition
 - a. Grechen Kuhn and Meghan Fitzpatrick, Maine School Nurses of the Year, awarded to all school nurses in 2020-2021
5. Notification of Resignations
 - a. Carla Fancy, Assistant Director of Student Special Services
6. Minutes
 - a. Approval of the April 14, 2021 Regular Board Meeting Minutes
7. Nominations (Note: Executive Sessions Possible for Nominations)
 - a. Administrator Nomination
Nikole Seeger, Assistant Director of Student Special Services, \$86,000
 - b. Nominations
Mike Seeger, CRES Behavioral Specialist, \$46,000
 - c. Teacher Nominations
Sarah Mann, CRES Art Teacher, B0, \$42,341 (2020-21)
Channa Schroff, CRES Special Education Teacher, B0, \$42,341 (2020-21)
Heather Butler, CRMS Grade 5 Teacher, M22, \$79,162 (2020-21)
Danielle McMenimen, CRES Grade 3 Teacher, B2, \$45,184 (2020-21)
 - d. Stipend Nominations

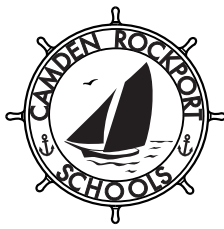
Position	Nominee	Points	Bonus	Amount
ADMIN				
Certification Member - CRES	Debbie Meservey	20	20%	TBD
Certification Member - CRMS	Cara Wincklhofer	20	15%	TBD

CRES Garden Coordinator	Megan Sady	6	0%	TBD
CRMS Dept Head Language Arts	Hilary Flagg	12	0%	TBD
CRMS Dept Head Science	John Dietter	10	10%	TBD
CRMS Dept Head Social Studies	Marsha Norwood	11	10%	TBD
CRMS Dept Head Sp Ed	Krystle Catell	11	0%	TBD
CRMS Horizons LA Screen	Trish Friesland	11	20%	TBD
CRMS Horizons Math Screen	Tammy Hilchey	8	15%	TBD
CRMS Team Leader (Gr 8)	Jacob Eichenlaub	19	0%	TBD
Ed Tech Authorization	Lorraine Hall	11	10%	TBD
Horizons Art Coordinator	Kristen Anderson	18	20%	TBD
ACTIVITY				TBD
CRES Afterschool PE	Eric Martin	23	15%	TBD
CRES Big Brothers/Big Sisters	Susan Conover	14	0%	TBD
CRES Student Council	Sara Burke	16	0%	TBD
CRMS After School Art	Kristen Anderson	18	20%	TBD
CRMS Destination Imagination	Tricia Magri	22	0%	TBD
CRMS Math Team	Tammy Hilchey	17	10%	TBD
CRMS Robotics Club	Erma Colvin	15	20%	TBD
CRMS Student Council	Tanya Young	17	10%	TBD
CRMS Yearbook Advisor	Ally Gabriele	13	0%	TBD
ATHLETIC				TBD
CRMS Cross Country Coach	Jim Morse	24	20%	TBD
CRMS Field Hockey Coach	Brooklyn Curry	26	10%	TBD

8. Approval of the 2021-2024 Megunticook Teachers Association Contract (Executive Session Possible - 1 MRSA §405 (6) D)
9. Approval of the 2021-2022 Revised School Calendars
10. Future Transportation Services – Maria Libby
11. School Board Chair’s Report – Patrick McCafferty
12. Superintendent’s Report – Maria Libby
13. Administrative Reports
 - a. Deb McIntyre, Assistant Superintendent
 - b. Jaime Stone, CRMS Principal
 - c. Chris Walker-Spencer, CRES Principal
 - d. Valerie Mattes, Director of Student Special Services
14. Standing Committee Reports
 - a. Joint Curriculum – Met May 3, minutes attached.
 - i. Possible approval of proposed changes to CRMS Chorus Program
 - b. Finance – Met April 14 and May 7, minutes attached. Meets prior to the Board Meeting May 19.

- i. Finance Update
 - c. Joint Personnel – Met May 11, minutes attached.
 - New Job Descriptions for Approval**
 - Director of Support Operations
 - Revised Job Descriptions for Approval**
 - Central Office Administrative Assistant
 - Educational Technician I
 - Educational Technician II
 - Educational Technician III
 - Food Service Manager
 - Food Service Staff
 - Middle School Assistant Principal
 - Middle School Coach
 - Middle School Intervention Coordinator
 - Occupational Therapist
 - Operations and Maintenance Director
 - School Psychological Services Provider
 - Social Worker
 - Technology Integration Specialist
 - d. Joint Policy – Met April 12, minutes attached. Next meeting May 24, 3:30 p.m.
 - First Reads**
 - IHBGA – Home School Students Participation in Programs
 - IJJ – Instructional and Library Materials Selection
 - IJJ-E – Citizen’s Challenge of Educational Media Form
 - ILA – Comprehensive Assessment System
 - IMG – Animals on School Premises
 - IMGA – Service Animals in Schools
 - JLCB – Immunizations of Students
 - Review with minor or no revisions**
 - IHBG – Home Schooling
 - IHBGB-E – Statement of Rights for Private School Students with Disabilities
 - IJOA – Educational Field Trips
 - IJOA-E – Request for Student Travel Form
 - IJOA-R – Field Trips and Extended Travel Administrative Rules and Procedures
 - IL – Evaluation of Instructional Programs
 - ILD – Educational Research: Student Submission to Surveys, Analyses, or Evaluations
15. School Advisory Committee Reports
- a. DEI Task Force – Met April 28, minutes attached. Next meeting May 26, 2021, 6:30 p.m.
16. Future Agenda Items
17. Executive Session to Discuss Labor Contracts – 1 MRSA §405 (6) D

18. Adjourn



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Superintendent
Debra McIntyre
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Camden Rockport Schools
Regular School Board Meeting
CRMS Library
Wednesday, April 14, 2021
7:00 P.M.

Meeting recording: <https://www.youtube.com/watch?v=ISmxBJo7KLO>

MINUTES

Board Present

Patrick McCafferty, Chair
Brianna Gutierrez, Vice Chair
Marcia Dietrich
Becky Flanagan
Sarah Bradley Prindiville (arrived at 7:04 p.m.)
Marcus Mrowka

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent
Chris Walker-Spencer, CRES Principal
Jaime Stone, CRMS Principal
Valerie Mattes, Director of Student Special Services
Peter Nielsen, Business Manager
Vicki Doudera, Maine State Representative, District #94
Ryan Watts, CRMS Assistant Principal nominee

Board Absent

Peter Orne
Elizabeth Noble

1. Call to Order
Board Chair Patrick McCafferty called the meeting to order at 7:02 p.m.
2. Adjustments to the Agenda
 - a. Stipend adjustment
 - Add CRMS Baseball Coach, Craig Ouellette: Points 26, Bonus 15%, and Amount \$2,328.62.
3. Public Comment on Items not on the Agenda

None.

4. Recognition

- a. Jaime Stone, Maine Principal of the Year 2021-22
Superintendent Libby shared that the Executive Director of the Maine Principals Association presented the Maine Principal of the Year award to Jaime at CRMS in front of the CRMS student body over Zoom. An award at this level is a first for the district and reflects well for Jaime, CRMS, and the district. Jaime will move on to the national competition.

Representative Vicki Doudera shared congratulatory words and read the following proclamation from the Legislature of the State of Maine:

“Be it known to all that we, the members of the Senate and the House of Representatives, join in recognizing Jaime Stone of Camden, Principal of Camden Rockport Middle School, who has been named Maine Principal of the Year 2021 to 2022 by the Maine Principals Association. We extend our congratulations and best wishes and be it ordered that this official expression of sentiment be sent forthwith on behalf of the 130th Legislature and the people of the state of Maine.” Signed by the President of the Senate, the Speaker of the House, Secretary of the Senate, and the Clerk of the House. Introduced by Representative Vicki Doudera and co-sponsored by Senator Dave Miramont.

Board Chair, Patrick McCafferty congratulated Jaime and recognized that this was a significant year to be awarded Principal of the Year because of the challenges COVID-19 presented. Another board member expressed that CRMS is a gem of the district thanks to Jaime’s leadership.

5. Notification of Resignation

- a. Susan Dowley, CRES Art Teacher
b. Fern Campagnoli, 5th Grade Teacher
c. Chris St. Peter, Special Education Teacher

Maria noted she accepted the above resignations effective at the end of the 2020-21 school year.

6. Minutes

- a. Approval of the March 17, 2021 Regular Board Meeting Minutes

Upon Motion by Becky Flanagan and second by Marcus Mrowka, the Board voted to approve the minutes of the March 17 meeting as written.

Vote: 6-0 Passed

7. Nominations (Note: Executive Sessions Possible for Nominations)

a. Administrator Nomination

Ryan Watts, CRMS Assistant Principal, Salary \$100,000

b. Teacher Nominations

New

Matthew Gordon, CRMS Band Teacher, M3, \$52,026 (2020-21)

Heather Bowen, Pre-K Teacher, M24, \$79,162 (2020-21)

2nd Year Probationary Contracts

Lori Taylor

3rd Year Probationary Contracts

Amanda Pingree

Shanna Schaab

Nikole Seeger

Kelly Webber

Barbara Williams

Continuing Contracts

Anne Brady

Amy Brown

Scott Kady

Molly MacIntosh

Deborah McSweyn

Lacy Oakes

Leah Percy

c. Stipend Nominations

Position	Nominee	Points	Bonus	Amount
CRMS Track and Field Coach	Jim Morse	28	20%	\$2,616.77
CRMS Track and Field Coach	Ian McKenzie	18	0%	\$1,401.84
CRMS Baseball Coach	Craig Ouellette	26	15%	\$2,328.62

Upon Motion by Marcia Dietrich and second by Becky Flanagan, the Board voted to approve the above Administrator, Teacher, and the Stipend nominations as amended.

Vote: 6-0 Passed

8. Approval of the 2021-22 Camden Rockport Schools Budget in the amount of \$17,269,139.02
 Superintendent Libby shared that the budget included in the packet reflected the recent changes in health insurance expense because the increase came in at 0%, and 8% had been budgeted. It was important to revise the budget accordingly so that taxpayers can realize those savings. A 2% buffer was left in to cover unexpected changes in health insurance elections. That change resulted in an expense budget of \$17,269,139.02 which is an increase of 2.62%, down from 3.31% presented at the last meeting. The overall taxpayer impact is an increase of 2.18%, down from 2.93% presented at the last meeting.

The next step in the budget approval process is the May 18 virtual Public Hearing.

Upon Motion by Marcia Dietrich and second by Marcus Mrowka, the Board voted to approve the 2021-22 Camden Rockport Schools Budget in the amount of \$17,269,139.02.

Vote: 6-0 Passed

9. Vote to Call a District Budget Referendum, Call a Public Hearing, Approve the Referendum Warrants, and Approve the Notice of Public Hearing.

Upon Motion by Marcia Dietrich and second by Becky Flanagan, the Board voted to call a district Budget Referendum, Call a Public Hearing, Approve the Referendum Warrants, and Approve the Notice of a Public Hearing.

Vote: 6-0 Passed

10. School Board Chair's Report – Patrick McCafferty

11. Superintendent's Report – Maria Libby

Superintendent Libby shared an article from the magazine *Learning by Design* which highlights Camden Rockport Middle School as the winner of an Honorable Mention for the architectural design of the building. The architects from Oak Point Associates submitted the CRMS project to the magazine's competition.

Depending on the status of COVID-19 restrictions, the district would like to have an open house in December 2021 to give tours of CRMS. We are eager to have the community come in and tour the building.

Work will begin to address concerns with the baseball field next week and it is expected to be ready for play in the fall. There should be funding available within the project to also renovate the softball/baseball field in the near future.

The board chair thanked Maria for presenting the 2021-22 school budget to each town. He shared some of the positive feedback he received from the public regarding those presentations.

12. Administrative Reports

- a. Deb McIntyre, Assistant Superintendent – as written
- b. Jaime Stone, CRMS Principal – as written

Jaime thanked everyone for the recognition and support regarding her award. She highlighted that CRMS recently held virtual workshops for families and the community. The Parenting During a Pandemic workshop was attended primarily by community partners which created an opportunity for resource sharing and discussions about helping families during the pandemic. The Parent Technology

workshop had a great turnout of 45 families. The discussion centered around how to better support children and navigate their use of technology.

- c. Chris Walker-Spencer, CRES Principal – as written
Chris shared that during the current evaluation process he was able to reflect on the remarkable resilience the staff has shown this year given all the challenges, new initiatives, and amount of change they have experienced. He thanked the staff and the board for their support. There was a question about the enrollment overview in his report. Chris shared that given the ongoing COVID-19 spacing protocols, CRES is at capacity for in-person learning. Therefore, remote students will need to stay remote for the remainder of the year. There may be more flexibility for in-person enrollment for next year depending on the status of COVID-19 safety protocols especially around spacing requirements at lunch. Another question was asked about Pause Place. Chris shared that there have been over 4,000 visits so far this year. They have developed a pass system to spread out the number of kids that visit at any one time and offer times for teachers to visit to learn how Pause Place works.
- d. Valerie Mattes, Director of Student Special Services – as written
Valerie congratulated Jaime for her award and thanked her for her instructional leadership and partnership with Special Education. Valerie noted that April is Autism Acceptance Month.

13. Standing Committee Reports

- a. Joint Curriculum – Next meeting May 3, 3:00 p.m.
- b. Joint Negotiations – Met March 25 and April 8.
- c. Finance – Met March 17, minutes attached. Meets prior to the Board Meeting April 14.
 - Finance Update
The March budget summary had 35.17% remaining with a target of 23.08%. After the upcoming debt payments are made, the percent remaining will normalize for the next budget summary. The insurance bill was higher than expected largely because of an increase in insurance premium rates.
- d. Joint Personnel – Met March 18, minutes attached. Next meeting May 11, 4:30 p.m.
 - New Job Descriptions for Approval**
Behavior Specialist
 - Revised Job Descriptions for Approval**
Administrative Assistant to the Superintendent
CRES Horizons GT Coordinating Teacher
Groundskeeper
Library Media Specialist PK-8
Lunch Monitor
Maintenance I
Maintenance II

Maintenance III
Principal
School Nurse
Teacher

Upon Motion by Becky Flanagan and second by Marcus Mrowka, the Board voted to approve the New and Revised Job Descriptions listed above.

Vote: 6-0 Passed

e. Joint Policy – Met April 12. Next meeting May 24, 3:30 p.m.

14. Ad Hoc Committee Reports

a. Stipend Committee – Annual meeting March 26, 2:45 p.m.

New Stipends for Approval

CRMS 10-Week Choral Program Director – 24 pts

CRMS District III Chorus Director – 23 pts

Jaime explained the reasoning behind the restructuring of the Choral program at CRMS. For the past two years, CRMS has been working toward a music integration model that dovetails nicely with their emphasis on project-based learning. The CRMS Teacher, Allyssa Anderson, will be fully devoted to music integration and performing arts as a cultural arts teacher. She will not have the capacity to teach chorus. Therefore, the Chorus Program is shifting to an after-school program, for two 10-week sessions (fall and spring). They expect about 60 students to participate in their model, compared to the 260 historically in chorus. However, now all 370 students at CRMS will have vocal and performing arts experiences through music integration. The District III stipend will address the needs of the most talented and interested vocal musicians at CRMS through a separate after-school stipend. There was a question about evaluating the effectiveness of this change over the next year or two. Jaime shared that they have started to evaluate program engagement rates and like all courses, they will ask for student feedback through surveys.

Upon Motion by Marcus Mrowka and second by Becky Flanagan, the Board voted to approve the new stipends listed above.

Vote: 6-0 Passed

15. School Advisory Committee Reports

a. DEI Task Force – Met March 24, minutes attached. Next meeting April 28, 6:30 p.m. Fifteen staff members have been participating in the Culture Competency Institute (CCI) Cohort, which is a professional development opportunity sponsored by Maine Schools Superintendents Association (MSSA). That group will consolidate with the DEI Task Force as they are both engaged in diversity, equity, and inclusion work.

16. Future Agenda Items

None.

17. Executive Session to Discuss Labor Contracts – 1 MRSA §405 (6) D

Upon Motion by Marcia Dietrich and second by Becky Flanagan, the Board voted to enter Executive Session.

Vote: 6-0 Passed

In: 7:55 p.m.

Out: 8:36 p.m.

18. Adjourn

The meeting adjourned at 8:36 p.m.

Draft

Motion:

I move that the Vote entitled, "Vote to Call a District Budget Referendum, Call a Public Hearing, Approve the Referendum Warrants, and Approve the Notice of Public Hearing," be approved in form presented to this meeting and that a copy of said Vote be included with the minutes of this meeting.

VOTE TO CALL A DISTRICT BUDGET REFERENDUM, CALL A PUBLIC HEARING,
APPROVE THE REFERENDUM WARRANTS, AND APPROVE THE NOTICE OF PUBLIC
HEARING

Whereas, pursuant to Governor's Executive Orders #8 and #8A FY20/21, the District budget meeting is suspended and replaced by a remote public hearing and the proposed budget submitted to referendum, and whereas the School Board has approved a proposed budget and other questions for submission to the voters of the District; now therefore be it

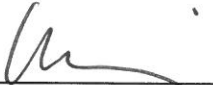
VOTED:

That the Warrants and Notices of Election for the District Budget Referendum presented to this meeting be approved, and that a District Budget Referendum be called for June 8, 2021 for the purpose of submitting the fiscal year 2021-2022 school budget and other fiscal matters to the voters of the District for approval, as set forth in the Warrants and Notices of Election;

That the Notice of Public Hearing presented to this meeting be approved, and that a remote public hearing be called for May 18, 2021 for consideration of and comment on the fiscal year 2021-2022 school budget and other fiscal matters to be submitted to the District voters at the June 8, 2021 District Budget Referendum; and

That the Warrants and Notices of Election and the Notice of Public Hearing shall each be signed by a majority of the School Board, and that such signatures may be made electronically, by execution of counterparts, or in person at the convenience of the members of the School Board.

A true copy as adopted by a majority of the School Board, attest:



Maria Libby, Secretary

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SECRETARY'S CERTIFICATION

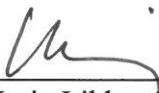
I certify that the April 14, 2021 meeting of the Maine School Administrative District No. 28 School Board was: [check one box]

conducted as a public meeting with no Board members participating remotely; or

conducted through telephonic, video, electronic, or other similar means of remote participation, and that the Board's vote on the matter attested to above was taken by roll call as follows:

BOARD MEMBER	PARTICIPATION			VOTE		
	Physically Present	Attending Remotely	Not Attending	YES	NO	ABSTAIN
Brianna Biferrez	✓			✓		
Marcia Dietrich	✓			✓		
Patrick McCafferty	✓			✓		
Becky Flanagan	✓			✓		
Marcus Mrowka	✓			✓		
Sarah Bradley Pridewitz	✓			✓		
Peter Orne			✓			
Elizabeth Noble			✓			
TOTALS:						

Date: April 14, 2021



 Maria Libby, Secretary
 Maine School Administrative District No. 28

Camden Rockport Elementary School

2021-22 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						
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				

SEPTEMBER (16)						
S	M	T	W	T	F	S
			W	W	TP	4
5	H	SO	O	9	10	11
12	13	14	15	16	W	18
19	20	21	ER	23	24	25
26	27	28	29	30		

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

NOVEMBER (18)						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	H	12	13
14	15	16	ER	18	19	20
21	22	23	X	H	X	27
28	29	30				

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

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

FEBRUARY (15)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	ER	10	11	12
13	14	15	16	17	ERH	19
20	H	X	X	X	X	26
27	28					

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

APRIL (16)						
S	M	T	W	T	F	S
					1	2
3	4	5	ER	7	8	9
10	11	12	13	14	ERH	16
17	H	X	X	X	X	23
24	25	26	27	28	29	30

MAY (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	20	21
22	23	24	25	26	27	28
29	H	31				

JUNE (13)						
S	M	T	W	T	F	S
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12	13	14	15	16	O	18
19	TP	21	22	23	24	25
26	27	28	29	30		

September 1,2 Teacher Workshop Day
 September 3 Teacher Prep Day
 September 6 Labor Day Holiday
 September 7 Student Orientation/K screening
 September 8 First Day of School
 September 17 Teacher Workshop Day
 September 22 Early Release (1:15)
 October 8 Teacher Workshop Day
 October 11 Indigenous Peoples Day Holiday
 October 20 Early Release (1:15)
 October 29 No School - Parent Conferences

November 11 Veterans Day Holiday
 November 17 Early Release (1:15)
 November 24 Teacher Workshop Day - Flex
 November 24-26 Thanksgiving Break
 December 3 T1 ends
 December 8 Early Release (1:15)
 Dec 23 - Jan 1 Holiday Break

January 1 New Years Day Holiday
 January 12 Early Release (1:15)
 January 17 Martin Luther King, Jr., Day Holiday
 February 9 Early Release (1:15)
 February 18 Early Release (11:30) - 1/2 Teacher Day
 February 21-25 Winter Break

March 9 Early Release (1:15)
 March 17 T2 ends
 March 18 No School - Parent Conferences
 April 6 Early Release (1:15)
 April 15 Early Release (11:30) - 1/2 Teacher Day
 April 18-22 Spring Break

May 11 Early Release (1:15)
 May 30 Memorial Day Holiday
 June 17 *Last Day of School/T3 ends
 June 20 Teacher Prep Day

Student Days	
Month	Days
Sept	16
Oct	18
Nov	18
Dec	16
Jan	20
Feb	15
Mar	22
Apr	16
May	21
June	13
Total	175

Teacher Days	
Month	Days
Sept	21
Oct	20
Nov	18
Dec	16
Jan	20
Feb	15
Mar	23
Apr	16
May	21
June	14
Total	184

Term	Days
1st Trimester	55
2nd Trimester	61
3rd Trimester	59
Total	175

O = First/Last Day of School
 W = Workshop Day
 H = Holiday
 X = Vacation
 ER= Early Release (2:00 dismissal)
 ERH= Early Release Half Day (12:15 dismissal)
 C = Conferences
 TP = Teacher Prep Day

175 Student Days
 4 Teacher Workshop Days
 2 Teacher Prep Days
 2 Parent Conference Day
 184 Teacher Days

***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 or ERH) the early release will not occur.**

Approved by CRS board on June 9, 2021

Camden Rockport Middle School

2021-22 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						
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				

SEPTEMBER (17)						
S	M	T	W	T	F	S
			W	W	TP	4
5	H	O	8	9	10	11
12	13	14	15	16	W	18
19	20	21	ER	23	24	25
26	27	28	29	30		

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

NOVEMBER (18)						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	H	12	13
14	15	16	ER	18	19	20
21	22	23	X	H	X	27
28	29	30				

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

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

FEBRUARY (15)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	ER	10	11	12
13	14	15	16	17	ERH	19
20	H	X	X	X	X	26
27	28					

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

APRIL (16)						
S	M	T	W	T	F	S
					1	2
3	4	5	ER	7	8	9
10	11	12	13	14	ERH	16
17	H	X	X	X	X	23
24	25	26	27	28	29	30

MAY (20)						
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	H	31				

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

- September 1,2 Teacher Workshop Day
- September 3 Teacher Prep Day
- September 6 Labor Day Holiday
- September 7 First Day of School
- September 17 Teacher Workshop Day
- September 22 Early Release (2:00)
- October 8 Teacher Workshop Day
- October 11 Indigenous Peoples Day Holiday
- October 20 Early Release (2:00)
- October 29 No School - Student-Led Conferences
- November 11 Veterans Day Holiday
- November 17 Early Release (2:00)
- November 24 Teacher Workshop Day - Flex
- November 24-26 Thanksgiving Break
- December 3 T1 ends
- December 8 Early Release (2:00)
- Dec 23 - Jan 1 Holiday Break
- January 1 New Years Day Holiday
- January 12 Early Release (2:00)
- January 17 Martin Luther King, Jr., Day Holiday
- February 9 Early Release (2:00)
- February 18 Early Release (12:15) - 1/2 Teacher Day
- February 21-25 Winter Break
- March 9 Early Release (2:00)
- March 17 T2 ends
- April 6 Early Release (2:00)
- April 15 Early Release (12:15) - 1/2 Teacher Day
- April 18-22 Spring Break
- May 11 Early Release (2:00)
- May 20 No School - Student-Led Conferences
- May 30 Memorial Day Holiday
- June 17 *Last Day of School/T3 ends
- June 20 Teacher Prep Day

Student Days	
Month	Days
Sept	17
Oct	18
Nov	18
Dec	16
Jan	20
Feb	15
Mar	23
Apr	16
May	20
June	13
Total	176

Teacher Days	
Month	Days
Sept	21
Oct	20
Nov	18
Dec	16
Jan	20
Feb	15
Mar	23
Apr	16
May	21
June	14
Total	184

Term	Days
1st Trimester	56
2nd Trimester	61
3rd Trimester	59
Total	176

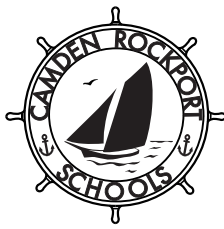
- O = First/Last Day of School
- W = Workshop Day
- H = Holiday
- X = Vacation
- ER= Early Release (1:15 dismissal)
- ERH= Early Release Half Day (11:30 dismissal)
- C = Conferences
- TP = Teacher Prep Day

- 176 Student Days
- 4 Teacher Workshop Days
- 2 Teacher Prep Days
- 2 Parent Conference Day
- 184 Teacher Days

***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 or ERH) the early release will not occur.**

Approved by CRS board on June 9, 2021



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Superintendent Board Report
May 19, 2021

1. 2021-22 Budget Process Update

I presented the 21-22 district budget to local governing bodies in our two towns last month. In addition, we held a public input meeting on March 22. Although participation was very limited at the public input meeting, many good, probing questions were asked. At this point, we have provided 3 public budget presentations beyond those done at the school board and have posted all of the information on our website. The next step in this process will be the virtual public hearing that should be attended by members of the Finance Committee, the Business Manager, and the Superintendent. Hopefully there will be interested public there as well.

Upcoming Budget Meetings

- May 18, 6pm – Virtual Public Budget Meeting
- June 8, all day – Budget Referendum Vote

2. Changing Landscape for Schools during the Pandemic

Rules and regulations regarding safety measures have shifted constantly since last year and continue to do so this spring. Outdoor masking rules have been lifted for situations where people are able to maintain 6' distance. This will mean that most of our spring athletes are competing without wearing a face mask. We are also able to have meetings without masks in when everyone in the space has been fully vaccinated. Some of the surface disinfecting expectations are no longer relevant or backed by science. We continue to adapt as the rules change and we continue to be curious what may change for next fall. Superintendents are coordinating a plea to the DOE and DHHS to clearly define the rules for next fall as early as possible, paying particularly close attention to the science as it pertains to distancing, especially while eating. The ability for most schools to fully reopen hinges on their ability to manage lunch time. Six-foot distancing makes it very difficult to feed students. I am also hopeful that they will take a close look at the 3' distancing for students in light of other measures that may be in place in schools.

3. Facilities Project Updates

a. Elm Street School Sump Pump – It was brought to my attention a couple of months ago that the sump pump hook-up at the Elm Street School is in violation of town ordinances and needs to be fixed by early September or we will begin getting fined. The sump pump is currently connected to the sewer system and needs to be connected to the stormwater system. Upon a great suggestion made by the town public works director, I have been in communication with Ranger construction, the contractor who is doing the Maine DOT storm water drain work in downtown Camden, including right

near the Elm Street School. We are hiring them to extend a pipe from the new storm water drain to the corner of the school where our in-house plumber will then finish the connection to the sump pump. We are awaiting a permit from DOT for the connection which I expect very soon.

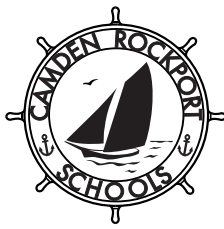
b. Secondary Egress – There were some delays in getting the engineering/design work done for this project that we had hoped to begin this spring. Hopefully permits will be submitted soon, but this will take up to 4 months. Because there is a narrow summer window to work on the area where we have to cross a stream (per DEP rules), there is a chance we could miss the summer of 2021 for this project and it would be delayed further until 2022. At this point, that remains unknown.

c. Baseball Field – JBI did a lot of work over April vacation to address concerns with the new baseball/soccer field as part of the CRMS Project. We are working to keep people off the field, praying for both rain and sun, and hoping the forces line up to produce a spectacular new field. We are going to install irrigation this summer which will help tremendously with the long-term maintenance.

4. Other

- Actively involved in teacher negotiations
- Conducting many final interviews for a variety of open positions. I continue to be heartened by the comments nearly every one of our final candidates shares about why they are interested in working in our district during the final interviews with me. I hear candidates say that our district has a reputation for being innovative, progressive, willing to take risks, clearly cares about students, is professional, provides a multitude of services to support students, etc. This is the first year I have heard such consistent reinforcement of the very qualities we aspire to. I have thought, "Huh, our hard work is paying off, and people are really *seeing* what we are doing!" Kudos to our staff who are all an integral part of what makes this district so special.
- The Annual Report has been mailed out. Thanks to Trina for her hard work on that report!
- I have been nominated to become secretary of Maine School Superintendent's Association – the professional organization for superintendents in the state, which puts me in line to become president of that organization in 4 years.

Respectfully Submitted,
Maria Libby



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Assistant Superintendent Board Report
May 19, 2021

Update

Goal #2 Teaching and Learning

- Outdoor Learning – continuing to investigate physical spaces and places for expanding outdoor learning opportunities – working with building principals as we explore any possible outdoor spaces including trail work. Obstacles exist but we will try to accomplish some primary goals – CRMS access to the river, CRES priority is the PreK area and dealing with the “dump”, which creates a hazard. Met with Off the Beaten Path, trail builders and walked the sites to discuss ideas and possibilities.
- Summer planning – still working on the details – transportation continues to be an obstacle as well as the time for accessing our federal funds which would pay for these opportunities.
- Ongoing work in developing PreK program –off and running! We have opened up our pre-application for submission (14 applications in 3 days). We also have a PR blitz planned – distributing fliers to pediatrician’s, libraries, CSD office, PenBay YMCA and various other locations. We have hired the educational technician so staffing the program is complete.
- Assessment – ongoing work to implement the new science state test for grades 5 and 8. NWEA for reading and math is given to students in grades 2-8 – even though this is the state test this year, we would normally give this assessment for our spring benchmark. In addition, we are piloting a K-2 reading fluency assessment through NWEA – this assessment will qualify for our legal need to administer a dyslexia screening for our earliest learners.
- Summer Professional Development Planning – Technology Institute and Outdoor Learning Institute

Other

- Ongoing committee work – recertification (district and Mid-Coast Admin), personnel
- Serving on interviewing committees and screening/selection committees.
- Curriculum of the Year selection committee.
- Participation in the SS PD for Understanding Contentious Topics.
- Meeting with the private schools in our catchment area for ESEA planning for 2021-22.
- Maria and I visited each school to “drive the snack shack” around to each staff member in order to express our appreciation for all of their work this year.

Respectfully,
Debra McIntyre

34 Knowlton Street
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Jaime Stone
Principal

Matt Smith
Assistant Principal

Camden Rockport Schools
CRMS Principal Board Report
May 19, 2021

Board 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.

Amy Libby, school social worker, is planning student events for the month of May for Mental Health Awareness Month. She works hard to help our community normalize our attention to our mental care and wellness.

Students in grade 8 participated in Kieve Leadership programming for two full days in May. One group was at the Bishopswood Site and the other at Camp Kieve for day programming. On day two student groups swapped locations. Kieve staff facilitated student groups with a focus on communication and leadership through the use of low- and high-risk activities. We're grateful for the opportunity to participate in Kieve programming this year!

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.

We continue to engage in project-based learning experiences around the school. Grade 8 students are working on their annual sculpture race/parade project. A focus on physics and motion, coupled with varied art mediums, allow students to grapple with engineering, design and art techniques before showcasing their final projects to our school community!

Grade 6 teacher Jessie Odgren is leading her annual What's Worth Fighting For Unit. While we won't be able to hold a Camden/Kids' Conference this year, students will still be identifying advocacy projects to build their projects around.

Several other staff around the building are working towards their final projects of the year!

GOAL #4 (New Goal): Effectively implement the district reopening plan.

We have had several students return to school in the past month. We are down to around 19 full-time remote students from a high of 60 mid-year. We still have a daily average of 8 additional students who are out of school for remote learning due to family travel, quarantine or an active COVID case.

We have shifted lunches to outdoor only on days above 50 degrees and no rain. Outdoor lunch is optional between 40-50 degrees. We are fortunate to have had a lot of sunny days to enjoy time outside. Students sit in Adirondack chairs around the bus loop and front of the school and in the grass around the front of the campus maintaining 6-8 foot social distancing while eating.

General Updates

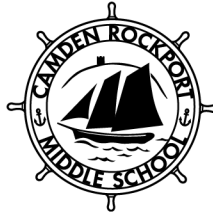
We experienced several donations to support gifts and activities, letters of kindness and support as well as flowers, breakfasts, treats, positive chalk messages and more from our families during Staff Appreciation Week! We are so grateful for our community's kindness and support during such a challenging year!

See our May Newsletter for more highlights!

https://crms.fivetowns.net/news/schooner_news

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Jaime Stone

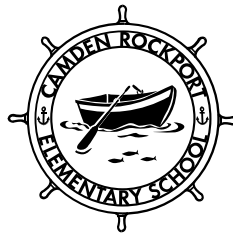
Principal

Matt Smith

Assistant Principal

Student Enrollment Table- Our enrollment continues to climb! I'm keeping an eye on grade 7 as a potential place to increase staffing due to enrollment, class size and levels of academic and social needs.

Grade Level	October	May
Grade 5	101	102
Grade 6	74	74
Grade 7	108	111
Grade 8	103	105
Total	386	392



Camden Rockport Schools
CRES Principal Board Report
May 19, 2021

Goal #1: Healthy Learning Environment / Positive School Climate

The Pause Place hosted it's 5,000th student visit this year on May 11th. This calming area, that also serves as a place to teach students how to self-regulate, has been highly successful. As we look to next year we are exploring ways to measure how the skills students learn in the space transfer back to the classroom. It's clear that the space serves it purpose by helping students regulate their bodies and we also want students to develop independence over time so they have less need to access the space as frequently.

The first week of May was staff appreciation week and CRES staff enjoyed a variety of treats, snacks, appreciation notes and even lunch compliments of Cold Toes Tacos food truck. I am so appreciative of all the incredible work our staff has done this year to support students, families and the community as we strive to return to as much normalcy as possible. The staff has really stepped up this year despite all of the challenges.

Goal #2: Curriculum, instruction and assessment

33 CRES staff signed up for Project Wild's outdoor education training that will take place over the course of four Wednesday afternoons in May and early June. Specifically, staff are engaging in the Growing Up WILD hands-on, outdoor training that provides practical suggestions for developmentally appropriate outdoor activities for ages 3-7. I applied for and received a grant from the Maine Environmental Education Association to fund this professional development. The training is delivered by the Maine Audubon Society.

We are thrilled to unveil the website for the new CRES nature-based Pre-K. The application process is underway for the 21-22 school year. Applications are accepted through June 7th.
Link: <https://sites.google.com/fivetowns.net/camden-rockport-pre-k/welcome>

Goal #4: Effectively Implement District Reopening Plan

As some of our restrictions are gradually lifted, we have reintroduced some limited field trips into the school experience at CRES. Some classes are travelling to outdoor destinations like Tanglewood or the Owl's Head Transportation Museum while still adhering to our safety protocols.

Enrollment Overview:

<u>10/1/20</u>	<u>5/13/21</u>
Kdg: 54	Kdg: 61
Gr 1: 60	Gr 1: 61
Gr 2: 78	Gr 2: 81
Gr 3: 69	Gr 3: 70
Gr 4: <u>72</u>	Gr 4: <u>76</u>
Total: 333	Total: 349

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

Camden Rockport Schools
 Special Services Board Report
 May 19, 2021

Goal: Teaching and Learning

- 2020-21 Data Summary:

Disability Category	Number of Students		Gender Male		Gender Female	
	CRES	CRMS	CRES	CRMS	CRES	CRMS
Autism	10	13	9	10	1	3
Emotional Disturbance	5	5	2	5	3	0
Intellectual Disability	2	1	1	1	1	0
Orthopedic Impairment	1	0	1	0	0	0
Other Health Impairment	18	25	14	18	4	7
Specific Learning Disability	14	31	7	17	7	14
Speech/Language Impairment	11	6	8	3	3	3
TOTAL	61	81	42	54	19	27

Grade	Number of Students	Gender Male	Gender Female
Kindergarten	10	8	2
Grade 1	4	3	1
Grade 2	17	13	4
Grade 3	15	8	7
Grade 4	15	10	5
Grade 5	18	11	7
Grade 6	13	8	5
Grade 7	30	19	11
Grade 8	20	16	4
TOTAL	142	96	46

The data shows that we continue to have approximately 2 times the boys identified for special education than girls in grades K-8. Disability categories that reflect a significantly higher predominance with males compared to girls include autism and other health improvement.

STUDENT COUNT: Special Education: 142; PERCENTAGE – 19%

Respectfully submitted,
 Valerie Mattes



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/MSAD #28
Joint Curriculum Meeting
Zoom Meeting
May 3, 2021
3:00– 4:00 PM

Board Present:

Sarah Bradley Prindiville, CSD and SAD Chair
Marcia Dietrich, SAD Board
Marcus Mrowka, SAD Board
Deb Harbaugh, CSD Board

Also Present:

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent
Shawn Carlson, CHRHS Principal
Jen Curtis, CHRHS Assistant Principal
Jaime Stone, CRMS Principal
Matt Smith, CRMS Assistant Principal
Chris Walker-Spencer, CRES Principal
Katie Bauer, CRES Assistant Principal
Members of the teaching staff and members of the community

Absent:

Andrea Palise, CSD Board

1. Call to order – 3:03 p.m.
2. Adjustments to the Agenda – move CSD Textbook Approval for The Life of Pi to the beginning of the agenda
3. **SAD**

Discussion regarding music offerings at the Camden Rockport Middle School.

Principal Jaime Stone shared information regarding the proposal to make a shift in music programming. More arts are being incorporated into each grade levels project-based learning work. The middle school has two staff for the music offerings. The proposal would have grade 5 and 6 vocal experiences be taught in house and be facilitated by the two CRMS staff members. The 7th and 8th grade students would be taught by a stipend holder and this would be two ten-week sessions of instruction. The current proposal is that this instruction

would occur before the school day – taking an early bus if needed, arriving at 8:00 a.m. The schedule has not yet been developed but this would be for approximately 45 – 60 minutes each session. This would vary on the number of days/weeks based on their sectional schedule. This will allow ALL students to participate in music and performing arts through the integration into their PBL and class instruction, while those students who desire a more specialized instruction in chorus may choose to do so. All grades will still continue to have vocal music as a strong part of their Performing Arts and Music class.

Members of the board asked Principal Stone some clarifying questions. Marcia Dietrich stated she had concerns with asking students to come in earlier when we have intentionally agreed to a later start time. Marcus Mrowka stated he appreciated the concerns but felt this was an opportunity for all students to have a performing arts experience. Sarah Bradley Prindiville recognized the challenges of scheduling with the given time constraints. It was also discussed that internally conversations took place regarding staffing and it was decided not to request additional staffing but to pursue the stipended position.

Upon motion of Sarah Bradley Prindiville and second by Marcus Mrowka, the committee recommends to the board to accept the proposal as presented by Principal Stone. Vote: 2-1

The curriculum committee will make sure to dedicate some time to this discussion at the next board meeting.

BOTH SAD AND CSD

4. Updating curriculum committee members on the Multi-Tiered System of Supports (MTSS) that are in place for each school. Overview of our intervention processes that exist at each school.

Assistant Principal Jen Curtis (CHRHS), Matt Smith (CRMS) and Katie Bauer (CRES) presented information to the committee outlining the purpose, practices and procedures that each school uses to implement the MTSS system in their respective schools. Highlights include: CHRHS: collaborative process, an assigned point person for students, using data and building relationships, with a later start time it is possible for teachers to attend these meetings.

CRMS: Kid talk meetings every 2 weeks, Behavior Response to Intervention (BRTI) and Academic Response to Intervention (ARTI), also a collaborative process focusing on data and relationships.

CRES: Teacher teams for discussing concerns, weekly meetings to discuss behavior concerns, the Pause Place has proven to be a successful intervention, hoping that next year the intervention teachers will be able to serve in those roles (were pulled this year to

support smaller class sizes COVID-related).

5. Textbook Selection Process – discussion regarding the process for textbook approval and suggested revision.

Sarah Bradly Prindiville shared that the DEI task force recognized some of the challenges with getting textbooks approved in an efficient and timely manner. The recommendation is for texts that may be used to expand the conversations and/or reading experience regarding diversity, equity and inclusion, that a slate of book approvals be shared with the curriculum committee and the slate moved for approval. This does not mean that all of the books approved will be purchased, but this list would be shared across content areas so if a teacher was looking for a specific book they would be able to read the synopsis and determine if the book was a good fit for their classroom. We would continue to add to this preapproved slate of list over the course of time.

Upon motion by Sarah Bradley Prindiville and second by Marcus Mrowka the committee approved reviewing and approving a slate of books related to DEI.

Vote: 4-0.

CSD ONLY

6. Textbook Approvals:

Textbook for: Honors Integrated Humanities– *The Life of Pi*, by Yann Martel

Brief Synopsis: The Life of Pi is centered on the experience of a teenage boy, Pi, who is stranded for months on a lifeboat in the Pacific. The essence of the novel is philosophical, about the nature of humanity, and in particular, about how humans use storytelling, especially allegory, to construct meaning and understanding. Pi’s intellectual journey, like his physical one, leads him to explore many of the world’s great religions, and for this reason, the book is a perfect place for us to begin the Humanities course. **Cost per text: \$10 (20 needed).**

Red Flags: The book is well-known as is the movie based upon it. It does contain graphic descriptions of dangerous, violent situations, including the death and dismemberment of humans and animals. It also makes direct reference to bodily functions such as defecation and urination.

The 4 Domains of anti-bias education – The Life of Pi relates brilliantly to the first three domains (identity, diversity, justice). Its central focus truly is “what does it mean to be human in the universe?”, which is the essence of identity. With regard to diversity, it directly attends to the core beliefs of several major world religions (Hinduism, Christianity

and Islam), within the historical context of how these religions interacted with each other in post-colonial India. Justice (domain three) is seen in the book's philosophical exploration of morality and justice, particularly in the context of survival situations. (see textbook approval form).

Upon motion by Sarah Bradley Prindiville and second by Deb Harbaugh the committee approved the book *The Life of Pi*.

Vote: 2-0

Textbook for: English Courses – DEI possible classroom texts

Brief Synopsis: Seminal nonfiction texts for anti-racist teaching. Historical perspectives, diverse authors, and important topics.

[*Yellow: Race in America Beyond Black and White*](#)- Frank H. Wu: 17.99

[*How Does it Feel to be a Problem: Being Young and Arab in America*](#)-Moustafa Bayoumi
11.29

[*How to be an Antiracist*](#)- Ibram X. Kendi-13.87

[*So You Want to Talk about Race*](#)- Ijeoma Oluo- 8.66

[*The New Jim Crow: Mass Incarceration in the Age of Colorblindness*](#)- Michelle Alexander-
11.49

[*White Rage*](#)-Carol Anderson- 8.29

[*Dear America: Notes of an Undocumented Citizen*](#)- Jose Antonio Vargas- 9.99

[*Citizen: An American Lyric*](#)- Claudia Rankin-12.45

[*Tell Me How it Ends*](#)- Valeria Luselli- 12.45

[*Tomorrow Will be Different: Love, Loss, and the Fight for Trans Equality*](#)- Sarah McBride-
15.89

[*Stamped*](#)- Jason Reynolds- 8.99

[*#NotYourPrincess: Voices of Native American Women*](#)-Charleyboy- 12.95

[*Caste: The Origins of Our Discontent*](#)-Isabel Wilkerson- 19.02

[*The Warmth of Other Suns: The Epic Story of America's Great Migration*](#)-Isabel Wilkerson-
9.15

[*Indigenous People's History of the United States*](#)-Roxanne Dunbar-Ortiz-13.99

[*Underground Railroad*](#)- Colson Whitehead-10.25

Cost per text: \$22.00

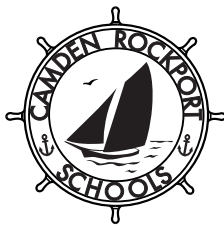
Rationale for Purchase: Continued support for DEI

Red Flags: None

Upon motion by Sarah Bradley Prindiville and second by Deb Harbaugh the committee approved the list of books as presented.

Vote: 2-0

7. Adjourn



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



MSAD #28
Finance Committee Meeting
CRMS Library
Wednesday, April 14, 2021
6:30 P.M.

MINUTES

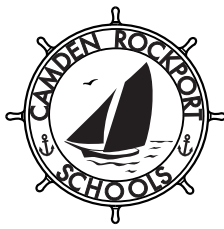
Board Present

Patrick McCafferty
Rebecca Flanagan
Brianna Gutierrez
Marcia Dietrich

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent
Peter Nielsen, Business Manager
Jaime Stone, Principal
Chris Walker-Spencer, Principal
Colin Sutch, IT Director

1. Call to Order
Patrick McCafferty called the meeting to order at 6:34 p.m.
2. March 2021 Budget to Actual Summary
The Business Manager presented the March end-of-month financials and offered that all cost centers are on target without problem. He further offered that due diligence had been applied to reviewing all cost centers and account lines and that everything was running reasonably on target. The payroll target of EOM February was 23.08% of funds remaining, the FY20 remaining balance at the same point had 23.07% remaining, and the SAD had 35.17% funds remaining at FY21 March close. The Business Manager further noted that there was an insurance increase of \$8,500 which was mostly for the new CRMS building. This would be covered in FY21 by savings within the O&M cost center, but came in late so would likely mean that the insurance line in FY22 would also be short.
3. Federal Funding Discussion
Maria Libby reviewed the various Covid-related federal grants with the Board and presented the plans for the ESSER 2 and 3 grants. She noted that these grants would help build on the existing infrastructure in the district.
4. Adjourn
The meeting adjourned at 6:49 p.m.



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



MSAD #28
Finance Committee Meeting
Zoom
Friday, May 7, 2021
3:45 P.M.

MINUTES

Board Present

Patrick McCafferty, Chair
Peter Orne
Brianna Gutierrez

Also Present

Maria Libby, Superintendent
Chantel Tardif, Oak Point Associates

1. Call to Order

The meeting was called to order at 3:48 p.m. Roll call voting will be in effect for this meeting since members are participating virtually.

2. Potential Change Order #059 Approval

Chantel Tardif from Oak Point shared a picture to illustrate the problem encountered between the first and second floors of the MET building. Instead of ceiling and floor joists lining up, they are offset, creating a contiguous space for airflow and potential fire hazard. This was not known until demo between the floors began for the new stair towers. Oak Point and the management team evaluated two options. One option was to remove the plaster ceiling to avoid having an enclosed space and add sprinklers. That option was more expensive and had potentially significant associated unknown costs due to the attached mechanical and electrical systems. The other option, represented in the change order, is to blow in cellulose insulation to block the contiguous air path. There were questions and some discussion about the options and situation.

Maria noted that the project contingency would not be able to cover this change order, and the committee decided to use money from the general fund to cover this expense. In addition, there was an additional Architect and Engineering fee associated with the window change order that was missed when that change went to the board earlier this year. The group also decided to use the general fund to cover that expense.

Upon Motion by Peter Orne and seconded by Patrick McCafferty, the Finance Committee voted to approve PCO #59 in the amount of \$49,972, using money from the general fund to cover the cost.

Vote: 3-0

Peter Orne, aye

Brianna Gutierrez, aye

Patrick McCafferty, aye

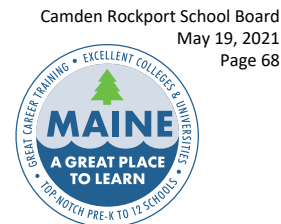
3. Adjourn

The meeting adjourned at 4:03 p.m.



7 Lions Lane
Camden, Maine 04843
(207) 236-3358
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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/MSAD #28
Joint Personnel Meeting
Zoom
May 11, 2021
4:30 – 6:00 p.m.

MINUTES

Members Present

Becky Flanagan, Chair, CSD/SAD
Sarah Bradley-Prindiville CSD/SAD

Members Absent

Peter Orne, CSD
Patrick McCafferty, SAD

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent
Shawn Carlson, CHRHS Principal
Chris Walker-Spencer, CRES Principal

1. Call to order – Chairperson Becky Flanagan called the meeting to order at 4:33 p.m.
2. CSD only Job Description – The job descriptions as listed below were reviewed and revised. Minor revisions were made. The Secretary/Facilities/Bookkeeper Scheduler title will change to School/Strom Administrative Assistant. All recommended changes were accepted.
 - a. Adult & Community Education Director
 - b. Registrar
 - c. Secretary/Facilities/Bookkeeper Scheduler
3. CSD/MSAD Joint Job Descriptions - The job descriptions as listed below were reviewed and revised. The Director of Transportation and Food Services is a new position and the committee agreed that the title should be changed to Director of Support Operations. The job goal section for the School Psychological Service Provider was rewritten. The Central Office Administrative Assistant and Social Worker had several revisions to reflect the position responsibilities more accurately. All recommended changes were accepted.
 - a. Central Office Administrative Assistant
 - b. Director of Transportation and Food Services

- c. Director of Operations and Maintenance
 - d. Educational Technician I
 - e. Educational Technician II
 - f. Educational Technician III
 - g. Food Service Manager
 - h. Food Service Staff
 - i. School Psychological Services Provider
 - j. Social Worker
4. MSAD only Job Description – The job descriptions as listed below were reviewed and revised. All of the job descriptions had several revisions to reflect the responsibilities of the positions more accurately. All recommended changes were accepted.
- a. Middle School Assistant Principal
 - b. Middle School Coach
 - c. Middle School Intervention Coordinator
 - d. Occupational Therapist
 - e. Technology Integration Specialist
5. Adjourn
The meeting adjourned at 5:15 p.m.

**MSAD #28
JOB DESCRIPTION**

DIRECTOR OF SUPPORT OPERATIONS

QUALIFICATIONS:

1. College Degree or equivalent
2. Minimum of 3 years' experience in a supervisory role
3. Meet all State requirements (physical, etc.)
4. Demonstrated aptitude or competence for assigned responsibilities
5. Strong grasp of numbers and spreadsheets

REPORTS TO: Business Manager

SUPERVISES: Bus drivers, mechanic, and food service personnel

JOB GOAL: To oversee and effectively manage the transportation and food service departments in such a manner that is aligned to the district vision, priorities, and strategic plan and supports the educational program.

PERFORMANCE RESPONSIBILITIES:

1. Develops and administers a transportation program to meet all the requirements of the daily instructional program and extracurricular activities, collaborating with building administration as needed.
2. Advises Superintendent regarding road conditions for decision on school closing during inclement weather.
3. Prepares and maintains bus routes and schedules for all public schools in the District. updating information on district websites as needed.
4. Works with drivers to educate students on proper bus safety.
5. Works with drivers to solve problems with routes, parking, behavior, etc.
6. Takes an active role in solving discipline problems occurring on school buses.
7. Plans menus in conjunction with the Food Service Managers.
8. Makes frequent visits to all lunchrooms and cafeterias that include making sure high standards of health and safety are maintained and observing possible improvements in operations.
9. Works with the Business Manager to set prices for meals and a la carte items.
10. Works with the Facilities Director to monitor and maintain kitchen equipment.
11. Demonstrates excellent communication skills, sound organizational skills and clear and concise writing skills.
12. Conforms with all State laws and regulations regarding school transportation and food service.
13. Maintains safety standards in conformance with state and insurance regulations and develops a program of preventive safety.

14. Recruits, trains, and supervises all transportation and food service personnel.
15. Attends appropriate committee and staff meetings.
16. Develops, implements and monitors the department budgets with input from the Business Manager.
17. Completes all reports required by State authorities.
18. Acts as liaison with parents for complaints and special requests.
19. Develops recommendations for future department needs based on an annual review.
20. Assumes responsibility for personal growth and development through participation in workshops, meetings and seminars on the latest trends, and developments.
21. Interviews, and with consultation with the Superintendent, recommends the employment, assignment, transfer, promotion, demotion, or dismissal of food service and transportation personnel.
22. Coordinates all schedules for departmental personnel.
23. Monitors the food service and transportation payrolls.
24. Is on-call 24 hours a day for emergency situations.
25. Performs such other duties and assumes such other responsibilities as the Superintendent may assign from time to time.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student performance and written and oral records.
2. Demonstrates a respect for the legal and human rights of students, instructors, and other staff.
3. Follows health and safety procedures established by the District
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrates dependability, integrity, and other ethical standards.

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

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.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.
5. Ability to do basic math and writing.
6. Demonstrate the ability to communicate effectively.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board of Directors.

EVALUATION: Performance of this job will be evaluated in accordance with this document and the Superintendent of Schools.

History:

Approved:

**MSAD #28
JOB DESCRIPTION**

CENTRAL OFFICE RECEPTIONIST ADMINISTRATIVE ASSISTANT

QUALIFICATIONS:

1. ~~High School Diploma or equivalent~~ Bachelor's degree
2. Excellent communication skills
3. Strong computer skills
4. Strong organizational skills
5. Friendly, positive, and outgoing personality

DESIRED QUALIFICATIONS:

1. ~~Post-secondary education~~
2. Experience ~~with~~ dealing with students, staff, parents, and the community-at-large

REPORTS TO: Superintendent

JOB GOAL: To be a pleasant, positive, and knowledgeable liaison between school district staff/ the public and the Central Office, to assist with administrative tasks as needed, and supports the Director of Operations and Maintenance.

PERFORMANCE RESPONSIBILITIES:

1. Answers phones, assists the public, and directs calls to the appropriate office.
2. Meets, ~~and~~ greets and assists visitors.
3. Demonstrates positive and effective communication skills, sound organizational skills, and clear and concise writing skills.
4. Handles, sorts, and distributes, ~~handles~~ US mail, package deliveries and interoffice mail.
5. ~~Keeps log of checks/cash received in office~~
6. ~~Orders, receives, accounts for, and distributes office supplies and equipment.~~
7. Processes appropriate Background Checks on all Volunteer applications (School, Coach, Intercultural & Wellness) pursuant to School Board Policy. Conducts all associated background checks. Maintains volunteer notebooks, handbooks and databases.
8. Provides the following oversight for the Central Office building:
 - a. Troubleshoots office equipment and building issues; ~~and~~ calls for service as needed.
 - b. Maintains professional appearance of office space, conference rooms, plants, storage ~~and~~ kitchen and record areas.

- c. Manages the scheduling of the Central Office conference rooms.
 - d. **Manages and distributes Central Office supplies, furniture and equipment.**
9. Supports Executive Assistant to the Superintendent with overflow work as time permits.
 10. **Updates and distributes Central Office yellow emergency folders annually.**
 - ~~11. Any other work assigned by the Superintendent.~~
 12. Processes Work Permits ~~and tracks migrant worker paperwork.~~
 13. Provides the following assistance to the Operations & Maintenance Director:
 - a. Inputs requisitions and keeps track of all purchase orders, processes all Ops. & Maint. Invoices.
 - b. Places **Ops. and Maint. Orders.**
 - ~~c. Maintain request leave calendar for O & M staff~~
 - d. **Processes incoming Ops. and Maint. reports and correspondence.**
 - e. **Assists and supports any Ops and Maint. Bid processes (drafts forms/places ads/tracks paperwork).**
 - ~~f. Keeps spreadsheets records on utilities, supplies, property services, pesticide notifications and inspections.~~
 - ~~g. Maintain and update O & M employee handbook~~
 - h. **Maintains facility building binders.**
 14. Responsibilities may be adjusted within the Central Office team.
 15. Performs other duties and responsibilities as may be assigned by the Superintendent.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student performance and written and oral records.
2. Demonstrates a respect for the legal and human rights of students, staff, parents, School Board, and other community members.
3. Follows health and safety procedures established by the District.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrates dependability, integrity, and other ethical standards.

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.

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.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.

TERMS OF EMPLOYMENT: As specified by contract

EVALUATION: Performance of this job will be evaluated in accordance with the Performance Responsibilities listed in this document.

History: Approved: 04/06/16, 06/05/19

Review:

**MSAD #28 & FIVE TOWN CSD
JOB DESCRIPTION**

EDUCATIONAL TECHNICIAN I

QUALIFICATIONS:

1. High school diploma or GED

DESIRED QUALIFICATIONS:

1. Experience working with children
2. Skills and proficiencies for basic computer utilization
3. Ability to work with other staff

REPORTS TO: Supervising Teacher, Building Administrator, ~~SPED~~ Student Services Director

JOB GOAL: To use instructional, clerical and management skills to support the educational development of students.

PERFORMANCE RESPONSIBILITIES:

Instructional

1. Works with individuals or small groups (2-5) of students to provide curriculum support, including reviewing and reinforcing for previously introduced learning with by the classroom teacher or appropriate content specialist, or assist in practice activities, with indirect teacher supervision (i.e. be assigned instructional duties that are directly supervised by the teacher or specialist in the classroom).
2. Performs non-instructional, non-evaluative functions with indirect teacher supervision.
3. Supports students with accommodations and/or modifications.
4. Monitors student behavior plans as defined by the teacher.
5. Conducts student observations as defined by the teacher.
6. Becomes familiar with classroom rules, expectations, materials, and assignments.
7. Performs lunch, recess, or bus duty as assigned by the Building Administrator.
8. Assists in preparation of materials.
9. Performs additional duties appropriate for an Ed Tech I as requested by the Building Administrator or supervising teacher.

Clerical

1. Maintains records of student work completion, progress and other areas as defined by the teacher including accommodations and modifications.
2. Is familiar with individualized student needs and accommodations as defined by IEP's, 504 plans, and RTI plans.
3. Utilizes photocopy machine.
4. Prepares calendars, bulletin boards, and instructional support materials.
5. Supports teacher by correcting student work as directed.

Management

1. Meets with supervising teacher on a regular basis.
2. Alerts teachers to changes in student behavior or performance using written behavior plan/orally.
3. Monitors student use of equipment and materials.
4. Assists with testing modifications.
5. ~~Determines with supervisor when a substitute should be requested in the event of an absence.~~

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student performance and written and oral record.
2. Demonstrates a respect for the legal and human rights of all students.
3. Follows health and safety procedures established by the District.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrates dependability, integrity, and other ethical standards.
6. 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.

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.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.
5. Demonstrate the ability to communicate effectively.

TERMS OF EMPLOYMENT: As specified by contract

EVALUATION: Performance of this job will be evaluated in accordance with the Performance Responsibilities listed in this document.

History: Approved: 02/13/13

Approved:

**MSAD #28 & FIVE TOWN CSD
JOB DESCRIPTION**

EDUCATIONAL TECHNICIAN II

QUALIFICATIONS:

1. Two years post-secondary education, or 60 hours approved study in educationally related field.
2. Credits of approved study may be in the form of:
 - a. semester hours of Continuing Education Units (CEUs) issued by a college
 - b. in-service credits or in-service contact hours must be verified locally (submitted with a signature of a person authorized by the local superintendent), or
 - c. contact hours issued by other professional organizations

DESIRED QUALIFICATIONS:

1. Experience working with children
2. Skills and proficiencies for basic computer utilization
3. Ability to work with other staff

REPORTS TO: Supervising Teacher, Building Administrator, ~~SPED~~ Student Services Director

JOB GOAL: To use instructional, clerical and management skills to support the educational development of students.

PERFORMANCE RESPONSIBILITIES:

Instructional

1. Works with individuals or small groups (2 - 5 for special education students) of students to provide curriculum support, including the introduction of new learning pre-planned in collaboration with the teacher, **or content specialist**, with indirect teacher supervision (i.e. meets with the teacher **and receives direction** on a regular basis - daily, if possible).
2. Supports students with accommodations and/or modifications.
3. Monitors & communicates student performance and behavior to supervising teacher.
4. Conducts student observations as defined by the teacher.
5. Performs lunch, recess, or bus duty as assigned by the Building Administrator.
6. Assists in preparation of materials.
7. Performs additional duties appropriate for an Ed Tech II as requested by the Building Administrator or supervising teacher.
8. May include specific programming tasks such as sign language, work with augmentative communication devices ABA discrete trail prompting methods, etc.
9. Performs short-term instruction **in small groups under the direct** ~~with professional~~ supervision **of the teacher or specialist** (meets with the teacher daily if possible).

10. For Ed Techs working in special education may include teaching of basic daily functional living skills such as dressing, toilet assistance, and feeding support.

Clerical

1. Maintains records of student work completion, progress and other areas as defined by the teacher including accommodations and modifications.
2. Is familiar with individualized student needs and accommodations as defined by IEP's, 504 plans, and RTI plans.
3. Utilizes photocopier machine.
4. Prepares calendars, bulletin boards, instructional support materials.
5. Supports teacher by correcting student work as directed.
6. Utilizes computer and other technology to word-process, create forms, and or support student with curriculum expectations, with given materials from teacher.

Management

1. Alerts teachers to changes in student behavior or performance.
2. Monitors student use of equipment and materials.
3. Assists with testing modifications.
4. ~~Determines with supervisor when a substitute should be requested in the event of an absence.~~

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student performance and written and oral records.
2. Demonstrates a respect for the legal and human rights of all students.
3. Follows health and safety procedures established by the District.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrates dependability, integrity, and other ethical standards.
6. 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.

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.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.
5. Demonstrate the ability to communicate effectively.

TERMS OF EMPLOYMENT: As specified by contract

EVALUATION: Performance of this job will be evaluated in accordance with the Performance Responsibilities listed in this document.

History: Approved 02/13/13

Approved:

**MSAD #28
JOB DESCRIPTION**

EDUCATIONAL TECHNICIAN III

QUALIFICATIONS:

1. Three years post-secondary education, or 90 hours approved study in educationally related field.
2. Credits of approved study may be in the form of:
 - a. semester hours of Continuing Education Units (CEU's) issued by a college
 - b. in service credits or in-service contact hours must be verified locally (submitted with a signature of a person authorized by the local superintendent)
 - c. with a signature of a person authorized by the local superintendent)
 - d. contact hours issued by other professional organizations

DESIRED QUALIFICATIONS:

1. Experience working with children
2. Skills and proficiencies for basic computer utilization
3. Ability to work with other staff

REPORTS TO: Supervising Teacher, Building Administrator, ~~SPED~~ **Student Services** Director

JOB GOAL: To use instructional, clerical and management skills to support the educational development of students.

PERFORMANCE RESPONSIBILITIES:

Instructional

1. Works with individuals or ~~small~~ groups of (2-5 for special education students) students providing curriculum support, including the introduction of new learning pre-planned in consultation with the supervising teacher **or content specialist**, with indirect teacher supervision (meets with the teacher **or specialist and receives direction, whenever possible on a twice weekly basis**). ~~on a regular basis – daily if possible) progress toward IEP goals and objectives and defined by the case manager or classroom.~~
2. Supports student with instructional and assessment accommodations and /or modifications.
3. Monitors & communicates student performance and behavior to supervising teacher.
4. Conducts student observations as defined by the teacher.
5. Communicates with the teacher about student performance.
6. Performs lunch, recess, **bus** or break duty as directed by the Building Administrator.
7. Performs additional duties appropriate for an Ed Tech III as requested by the supervising teacher, or Building Administrator.
8. May include specific programming tasks such as sign language, work with augmentative communication devices ABA discrete trail prompting methods, etc.

9. Performs short-term instruction **in small groups** with professional supervision (meets with the teacher **or content specialist** twice a week if possible).
10. For ed techs working in special education may include teaching of basic daily functional living skills such as dressing, toilet assistance, and feeding support.
11. ~~Accompanies~~ **Supervises small groups of** students during off-campus activities (may do so with indirect teacher supervision) in district vehicles.

Clerical

1. Maintains records of student progress, behavior, assignment completion and other areas as defined by the teacher including accommodations and modifications.
2. Is familiar with individualized student needs and accommodations as defined by IEP's, 504 plans, and RTI plans.
3. Utilizes photocopy machines.
4. Prepares calendars, bulletin boards, instructional support materials.
5. Corrects student work.
6. Utilizes computer and other technology to word-process, create forms, and or support students with curriculum expectations.
7. Performs additional duties as requested by the supervising teacher or Building Administrator.

Management

1. Alerts educational personnel (case manager, classroom teacher, other ed. techs. as appropriate) to changes in student behavior or performance.
2. Monitors student use of equipment and materials.
3. ~~Determines with teacher necessity of requesting a substitute in the event of an absence.~~

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student performance and written and oral records.
2. Demonstrates a respect for the legal and human rights of all students.
3. Follows health and safety procedures established by the District.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrates dependability, integrity, and other ethical standards.
6. 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.

ESSENTIAL FUNCTIONS:

1. Ability to read, reason, and understand policies and procedures and related.
2. information and to follow verbal or demonstrated instructions.
3. Physical ability to perform all necessary upper and lower body movements.
4. Ability to hear, see, and speak.
5. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.

6. Demonstrate the ability to communicate effectively.

TERMS OF EMPLOYMENT: As specified by contract

EVALUATION: Performance of this job will be evaluated in accordance with the Performance Responsibilities listed in this document.

History: Approved: 02/13/13

Approved:

**MSAD #28
JOB DESCRIPTION**

FOOD SERVICE MANAGER

QUALIFICATIONS:

1. High School diploma or equivalent
2. **Kitchen experience**

DESIRED QUALIFICATIONS:

1. Strong characteristics of cooperation, flexibility, initiative, and industriousness
2. Ability to interact well with students, staff, and community
3. Knowledge of food service operations
4. **Understanding of the fundamentals of nutrition**
5. Training in sanitation and food handling safety
6. Such alternatives to the above qualifications as may be appropriate and acceptable

REPORTS TO: Food Service Director and/or Building Administrator

JOB GOAL: To oversee day-to-day operations of the kitchen and to provide nutritious, appealing food and drink choices for students and staff.

PERFORMANCE RESPONSIBILITIES:

1. Work as a team member with staff at assigned school.
2. Maintain nutrition standards set by the National School Lunch Program (NSLP) for all students.
3. Develop and standardize recipes for menus in accordance with the NSLP Nutrition Standards.
4. **Adhere to district sustainability guidelines.**
5. Be responsible for ordering food and items for planned menus in a fiscally responsible manner, **utilizing locally sourced products when possible**, and for maintaining purchasing guidelines set by the State of Maine and the federal government.
6. Maintain and control inventory in a fiscally responsible manner.
7. Be responsible for the correct use of and care of all equipment.
8. Operate necessary equipment in the safest and most efficient way.
9. Train and be accountable for the safe operating guidelines for all kitchen equipment.
10. Coordinate the preparation and cooking of all foods in appropriate quantities.
11. Maintain all federal and state production records and related paperwork as assigned by the Food Services Director.
12. Train staff in the adherence to established sanitation and mandatory HACCP (Hazardous Analytic Critical Control Point) procedures.
13. Manage student accounts using the "point of sale" system.
14. Assist with and train staff on issues of student money and meal accountability.

15. Be responsible for daily money reconciliation, bank deposits, and related reports as assigned by the Food Services Director.
16. Coordinate and oversee all catering functions including cost analysis quotes, event logistics, ordering, scheduling, etc. in conjunction with the Food Services Director.
17. Perform other duties and responsibilities as the Food Service Director may assign.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of employees, students, and personnel written and oral records.
2. Demonstrates a respect for the legal and human rights of students, instructors, and other staff.
3. Follows health and safety procedures established by the District.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrates dependability, integrity, and other ethical standards.

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

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.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.
5. Ability to do basic math and writing.
6. Ability to lift, carry and store foods and food related products up to 50 pounds.
7. Demonstrate the ability to communicate effectively.

TERMS OF EMPLOYMENT: Ten months per year. Salary and work year to be established by the Board of Directors.

EVALUATION: Performance of this job will be evaluated in accordance with this document by the Food Service Director.

History: Approved: 06/11/08, 11/14/12

Approved:

**MSAD #28
JOB DESCRIPTION**

FOOD SERVICE STAFF

QUALIFICATIONS:

1. High School diploma or equivalent

DESIRED QUALIFICATIONS:

1. Strong characteristics of cooperation, flexibility, initiative, and industriousness
2. Ability to interact well with students, staff, and community
3. Knowledge of food service operations
4. Training in sanitation and food handling safety
5. Such alternatives to the above qualifications as may be appropriate and acceptable

REPORTS TO: Food Service Manager and/or Food Service Director

JOB GOAL: To serve the students attractive and nutritious meals in an atmosphere of efficiency, cleanliness, and friendliness.

PERFORMANCE RESPONSIBILITIES:

1. Assist in maintaining a high standard of nutrition for all students.
2. Work as a team member with staff at assigned school.
3. Operate necessary equipment in the safest and most efficient way to maximum capacity.
4. Be responsible for the correct use of and care of all equipment.
5. Assist in the preparation and cooking of all foods.
6. Follow established sanitation and HACCP (Hazardous Analytic Critical Control Point) procedures.
7. Assist with student money and meal accountability.
8. Maintain all federal and state production records and related paperwork as assigned by the Food Services Director.
9. Perform such other duties and responsibilities as may be assigned by the Food Service Manager and/or Food Service Director.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student performance and written and oral records.
2. Demonstrates a respect for the legal and human rights of students, instructors, and other staff.
3. Follows health and safety procedures established by the District.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrates dependability, integrity, and other ethical standards.

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

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.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.
5. Ability to do basic math and writing.
6. Ability to lift, carry and store foods and food related products up to 50 pounds.
7. Demonstrate the ability to communicate effectively.

TERMS OF EMPLOYMENT: Ten months per year. Salary and work year to be established by the Board of Directors.

EVALUATION: Performance of this job will be evaluated in accordance with this document by the Food Service Director with input from Foods Service Manager.

History: Approved: 06/11/08, 11/14/12

Approved:

**MSAD #28
JOB DESCRIPTION**

MIDDLE SCHOOL ASSISTANT PRINCIPAL

QUALIFICATIONS:

1. Bachelor's/Master's Degree with course work in Educational Administration
2. Certification as required by the State Department of Education
3. Successful experience working in a middle school

DESIRED QUALIFICATIONS:

1. Evidence of Middle level teaching and/or administrative experience

REPORTS TO: Building Administrator

JOB GOAL: To use leadership, supervisory, and administrative skills to promote the educational development of each student and the effective performance of school personnel.

PERFORMANCE RESPONSIBILITIES:

1. **Demonstrate good communication skills, sound organizational skills and clear and concise writing skills.**
2. Shares responsibility with the ~~building administrator~~ **Principal** for all student affairs including providing supervision of all activities occurring during the school day as well as other student activities and extracurricular activities.
3. Shares responsibility with the ~~building administrator~~ **Principal** for promoting and maintaining a safe, healthy, and productive school climate that supports and enhances meaningful learning experiences consistent with the mission and goals of the district.
4. **Schedule classes within established guidelines to meet student needs.**
5. ~~Participates on a variety of school and district committees including those involving personnel, stipends, students, and/or policy.~~
6. **Coordinates school-wide attendance monitoring strategies.** Oversees the daily attendance of students and works with parents to promote regular school attendance. **Supports the completion of state attendance reporting.**
7. Uses computer databases for information retrieval regarding staff, students, and courses.
8. Implements the school-wide discipline policies for students including assigning consequences for inappropriate behaviors. **Communicates with parents in a timely and effective way when managing discipline issues.** Maintains records of student infractions. **Completes state required reporting related to discipline.**
9. **Coordinates the school's Behavior Multi-Tiered System of Supports (MTSS).**
10. **Plans and supervises fire drills and other emergency preparedness drills as needed.**
11. Investigates incidents and accidents, writes reports, and takes appropriate actions in response.
12. Works with staff to promote the effective and consistent application of **board and school policies and protocols.**

13. ~~Shares in both supervising staff and personally assuming~~ **Assumes** a variety of duties in dealing with supervision of students on a day to day basis—this includes assisting with supervision in the cafeteria, on the playground, and other areas of the school.
14. **Designs, conducts, coordinates and assists in professional development experiences for staff in collaboration with the Principal.**
15. **Supervises and evaluates staff in collaboration with the Principal and Directors.**
16. Assumes primary administrative responsibility for ~~annual IEP meetings as necessary and~~ all 504 meetings.
17. Serves with parent, faculty, and student groups as requested in communication, planning, and conducting activities that address the educational goals of the school and district.
18. ~~Assists the building administrator in the observation and evaluation of staff.~~
19. Maintains regular communication with the ~~building administrator~~ **Principal** regarding problems, needs, and activities at the school.
20. Serves as the Athletic Director **and supervises the Athletic Coordinator.**
21. Serves as the administrator in charge in the ~~building administrator's~~ **Principal's** absence.
22. Participates on a variety of school and District committees.
23. Assists in the hiring process for school staff.
24. Assists the ~~building administrator~~ **Principal** in the maintenance of the facility including identifying needs and making reports.
25. Takes responsibility for his/her own professional growth through reading, attendance at workshops and conferences, and course work.
26. Performs such other duties and responsibilities as assigned by the ~~building administrator~~ **Principal** and/or Superintendent.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student performance and written and oral records.
2. Demonstrates a respect for the legal and human rights of students, instructors, and other staff.
3. Follows health and safety procedures established by the District.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrates dependability, integrity, and other ethical standards.

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.

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.

4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.
5. Demonstrate the ability to communicate effectively.

TERMS OF EMPLOYMENT: ~~Salary to be determined by the Board. Full time supervisory position.~~
As specified by contract

EVALUATION: Performance of this job will be evaluated in accordance with this document and assessment of annual goals by the building administrator.

History: Approved: 06/19/2002, 01/16/13

Approved:

**MSAD #28
JOB DESCRIPTION**

MIDDLE SCHOOL COACH

DESIRED QUALIFICATIONS:

1. Knowledge of athletic activity, rules and policies
2. Experience ~~with dealing~~ **working** with middle school students, parents, and the community-at-large
3. Experience in a teaching capacity, either coaching or in the classroom-

REPORTS TO: Athletic Director

JOB GOAL: To deliver a safe and well-planned program. ~~This program should provide that~~ **provides** each student meaningful playing time, fosters physical skills, **builds confidence** ~~a sense of worth and competence, a~~ **and promotes** knowledge and understanding of the ~~pleasures of the sport,~~ and the principles of fair play.

PERFORMANCE RESPONSIBILITIES:

1. Plans safe, well-organized practices that **keep students engaged in** ~~follow a~~ developmentally appropriate ~~progression of~~ activities.
2. ~~Coordinates all activities of the team including practices.~~
3. ~~Assumes responsibility for the continual improvement of the~~ **Provides** quality of instruction of the team: **Using a progression of activities from simple to more complex.**
4. Teaches the fundamentals of the sport ~~by developing~~ **and develops** physical skills, ~~knowledge and understanding of the sport~~ in all participants.
5. Provides meaningful playing time for each participant in league contests.
6. Communicates expectations for **behavior and** participation to all students and parents.
7. ~~Assumes responsibility for the development~~ **Develops** and implementation of **implements** team goals.
8. ~~Fosters good school community relations by keeping the community aware of and responsive to the overall athletic program.~~
9. Assumes responsibility for the distribution and collection of all school provided uniforms and equipment to team members.
10. Complete all ~~desired/~~required training **including bullying prevention, concussion management and volunteer protocols.**
11. **Implements student health plans as directed by the school nurse.**
12. ~~Distribution and collection of all paper work for the start and conclusion of each seasons.~~
13. **Distributes and collects Athletic Transportation Permission Forms and actively supervises bus transportation to and from away contests.**
14. Performs such other duties and assumes such other responsibilities as assigned by the supervisor.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student performance and written and oral records.
2. Demonstrates a respect for the legal and human rights of students, staff, parents, School Board, and other community members.
3. Follows health and safety procedures established by the District.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrates dependability, integrity, and other ethical standards.

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.

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.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.
5. Demonstrate the ability to communicate effectively.

TERMS OF EMPLOYMENT: Stipend as determined by the Teacher Contract

EVALUATION: Performance of this job will be evaluated in accordance with the Performance Responsibilities listed in this document.

History: Approved: 01/16/13

Approved:

**MSAD #28
JOB DESCRIPTION**

MIDDLE SCHOOL INTERVENTION COORDINATOR

QUALIFICATIONS:

1. Master's Degree Preferred, preferably in Reading, Math, Psychology or Special Education
2. Valid Maine teaching certificate
3. Ability to communicate knowledge effectively
4. Ability to create and sustain cooperative relationships with administrators, teachers and parents
5. Knowledge of research findings and recent trends in MTSS

REPORTS TO: Building Administrator

JOB GOAL: ~~The Intervention Coordinator for SAD #28 was established for the purpose of~~ **To coordinate and** assigned aspects of the ~~SAD #28 MTSS program~~ **and support implementation of the MTSS process.** ~~This would include providing information and serving as a resource to others and assembling accurate student data to drive the decision-making process as we meet the needs of struggling students. Defined objectives are expected to be met through planning, evaluating, developing, implementing and maintaining RTI services. The Intervention Coordinator will serve as a member of the school team supportive of curriculum, instruction, and assessment and will work in partnership with all of the support personnel and administrators in the district as they continue to integrate RTI into the culture of the schools and the district.~~

PERFORMANCE RESPONSIBILITIES:

1. Coordinate the overall school ~~Response to Intervention Plan~~ **Multi-Tiered System of Supports (MTSS)** and ensure compliance with the state requirements.
2. Assemble student assessment data that drives Tier 2 and 3 interventions and track forward progress for all identified students.
- ~~3. Articulate how~~ **MTSS** fits into the vision and action plans of the school. ~~and MSAD #28.~~
4. Build collaborative relationships with teachers, administrators, other staff, and parents.
5. **Screen and benchmark new students as part of the enrollment process.**
- ~~6. Help teachers evaluate how their practices affect student growth.~~
7. Demonstrate the use of multiple teaching and learning strategies and varied resources to meet identified needs of students and be well grounded in Differentiated Instruction.
8. Provide direct instruction to identified students at Tier 2 and Tier 3 level of intervention.
9. **Coordinate and communicate with other MTSS team members to ensure consistency of program delivery and appropriate transitions.**

10. **Oversee parent communication from MTSS staff related to student progress within Tier 2 and Tier 3 interventions.**
11. Plan, implement, and coordinate professional development opportunities **related to testing, data interpretation, and appropriate intervention strategies.**
12. Support building administrators and building leadership teams as they continue to implement **MTSS**, including taking or sharing lead roles in regularly scheduled Intervention Meetings.
13. Work collaboratively with the Assistant Superintendent to ensure a balanced approach to assessment.
14. Assess and streamline the **MTSS** record keeping system to streamline for easy access and interpretation.
15. **Prepare data reports for IEP referral meetings and present findings to the IEP team and to assist in decision making.**
16. Work collaboratively with parents to inform them about **MTSS** and how it affects their children and the district instructional program.
17. Communicate and meet regularly with all peer groups, including teachers, administrators and specialists.
18. Assess the **MTSS** program throughout the year and make recommendations for adjustments in a timely manner to building administrator and Assistant Superintendent.
19. Annually update all district written and electronic documents regarding **MTSS**.
20. Collaborate with staff regarding research-based methodologies and recommend materials and resources for intervention.
21. Compile an end of the year report of **MTSS** for the school with recommendations for improving the program.
22. Perform other duties as assigned.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student performance and written and oral records.
2. Demonstrates a respect for the legal and human rights of students, instructors, and other staff.
3. Follows health and safety procedures establishes by the district.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrates dependability and integrity.

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 talk, hear, see, and speak.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.
5. Demonstrate the ability to communicate effectively.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel. ~~An evaluation tool will be developed in collaboration with the Assistant Superintendent, school principals and MTSS staff.~~

History: 08/31/11, 01/16/13

Approved:

**MSAD #28
JOB DESCRIPTION**

OCCUPATIONAL THERAPIST REGISTERED/LICENSED (OTR/L) ASSISTANT

QUALIFICATIONS:

1. Licensed as an Occupational Therapist by the state of Maine

KNOWLEDGE, SKILLS AND ABILITIES:

1. Knowledge of screening, assessment, evidenced based intervention, and documentation services
2. Knowledge of student eligibility guidelines
3. Skill to provide interventions that reflect current practice norms to meet students identified needs
4. Skill in communication strategies for varied target groups, including parents and school personnel
5. Ability to manage budgets and resources, including appropriate assessment materials, treatment supplies, and equipment
6. Ability to manage time to handle caseloads, schedule and conduct paraprofessional training

REPORTS TO: Director of Student Special Services

JOB GOAL: To provide appropriate services, ~~under the supervision of an OTR and the OTR's~~ through an established plan of care, ~~to~~ for the special needs student to maximize independent function in the school setting.

PERFORMANCE RESPONSIBILITIES:

1. Contribute to the evaluation/reassessment process ~~with the supervision of the OTR.~~
2. ~~In partnership with the OTR,~~ Plan intervention and service delivery programs to meet student's individual needs.
3. Prioritize and implement appropriate interventions, reflective of established goals and objectives to meet students' targeted needs.
4. Provide information and consultative services to appropriate personnel and parents in support of students with disabilities.
5. Provide effective verbal and written communications to administrators, teachers, parents and other community agencies.
6. Establish yearly budget, ~~in partnership with OTR,~~ to manage resources, treatment supplies, and equipment.
7. ~~In partnership with OTR,~~ Complete all paperwork, including IEP goals, progress notes, and required paperwork for insurance billing in timely and accurate manner in accordance with special education regulations.
8. Performs other duties and responsibilities as may be assigned by the ~~Special Service~~ Director of Student Special Services and/or Designee.

9. Maintain professional expertise through continued education as necessitated by licensure and as appropriate for provision of specific treatments; comply with federal and state professional requirements.

PHYSICAL REQUIREMENTS

Light Work: Exerting up to 40 pounds of force occasionally and/or up to 10 pounds of forces as frequently as needed to move objects.

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.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.
5. Demonstrate the ability to communicate effectively.

TERMS OF EMPLOYMENT: As specified by contract

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board’s policy on the evaluation of personnel.

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.

History: Approved: 06/19/13

Approved:

FIVE TOWN CSD JOB DESCRIPTION

~~DIRECTOR OF FACILITIES AND TRANSPORTATION~~ OPERATIONS AND MAINTENANCE DIRECTOR

QUALIFICATIONS:

1. High School Diploma or equivalent
2. Competent in one or more of the following areas: carpentry, HVAC/R, plumbing, and/or electricity
3. Knowledge of chemicals, Material Safety Data Sheets, OSHA (Occupational Safety and Health Act) safety standards, and hazardous materials
4. Proficient in MS Office
5. Five (5) or more years progressively responsible management experience
6. Three (3) or more years experience developing and managing operating budgets
7. An understanding of IPM (Integrated Pest Management) and OPM (Organic Pest Management)
8. General knowledge of building codes, Life Safety code and local codes and ordinances
9. Experience using a DDC graphic user interface

DESIRED QUALIFICATIONS:

1. Technical school or other formal education in related fields
2. Master Boiler, Master Electrician, LP and/or Master Plumber licenses
3. Five years of maintenance or trade experience
4. Universal Refrigerant certification
5. BOC II (Building Operator Certification)
6. Degree in Facility Management or Engineering
7. Experience with tel/data, fire alarm, security and CCTV systems
8. Experience programming DDC controls

REPORTS TO: Superintendent (or his/her designee)

SUPERVISES: ~~Assistant Director of Facilities and Transportation~~, Maintenance, Grounds and **custodial** staff. ~~(note: The Assistant Director supervises Bus Drivers and Custodians)~~

JOB GOAL: To maintain school District facilities in a condition of operating excellence, cleanliness, health and safety, so that full educational use of them may be made at all times. ~~To oversee an efficient and effective transportation department.~~

PERFORMANCE RESPONSIBILITIES:

1. Supervises the maintenance and repair requirements of the district.
2. Supervises the maintenance and repair of MEPS systems.
3. Oversees and participates in training and personnel development.

4. Develops and maintains a safety program, including but not limited to hazardous materials that comply with OSHA guidelines.
5. Interviews, and with consultation with the Superintendent, recommends the employment, assignment, transfer, promotion, demotion, or dismissal of maintenance, grounds, and custodian personnel.
6. Coordinates all schedules for departmental personnel.
7. Monitors the grounds, maintenance and custodian payroll.
8. Implement the District's evaluation procedure of the maintenance, grounds and custodian staff ~~on~~ as required by contract.
9. Works with the Business Manager to procure oil, LP and electricity at the lowest cost.
10. Ensures that all required inspections are scheduled and completed as necessary.
11. Maintains inventory.
12. Reports damage of school property to the Building Administrator and Superintendent.
13. Works with the Building Administrator and/or Superintendent to prepare and administer the annual operations and maintenance budget.
14. Estimates project costs for budgetary purposes.
15. Demonstrates good communication skills, sound organizational skills and clear and concise writing skills.
16. Is on-call 24 hours a day for emergency situations.
17. Performs such other duties and assumes such other responsibilities as may be assigned by the Superintendent.
18. Monitors indoor environmental quality and energy efficiency.
19. Develop and maintain the District's long-range Facilities master plan.
20. Manage the bidding process from minor repairs to major capital renewals including the RFP process and make recommendations for approval.
21. Plans and manages repair, minor renovation and capital renewal projects.
22. Participates in the planning and management of major renovations and new construction projects.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of employees, students, and personnel written and oral records.
2. Demonstrates a respect for the legal and human rights of students, instructors, and other staff.
3. Follows health and safety procedures established by the District.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage. Demonstrates dependability, integrity, and other ethical standards.

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

ESSENTIAL FUNCTIONS:

1. Ability to read, reason, and understand policies and procedures and related information, and to follow verbal or demonstrated instruction.
2. Physical ability to perform all necessary upper and lower body movement.
3. Ability to talk, hear, see, and speak.
4. Ability to do reaching, eye-hand coordination, stooping, repetitive motion, climbing and lifting of 50 pounds on a regular basis, occasionally more.
5. Ability to use different chemicals (cleaning, stripping wax, floor finish, paints and solvents).
6. Ability to do basic math and writing.
7. Ability to communicate using school provided computer and email account.
8. Demonstrate the ability to communicate effectively.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board of Directors

History: Approved 05/01/13, 04/01/20

Approved:

**MSAD #28
JOB DESCRIPTION**

SCHOOL PSYCHOLOGISTICAL SERVICE PROVIDER

QUALIFICATIONS:

1. ~~Maine~~ Certification as a School ~~Psychologist – Doctoral or Specialist Level~~ Psychological Service Provider or State of Maine License as either a Psychological Examiner or Psychologist
2. Bachelor's Degree in School Counseling and Master's or Doctorate in School Psychology, Educational Psychology, or related field ~~or Psychology~~

REPORTS TO: Director of Special Education

JOB GOAL: To ~~help~~ assist the district, on a continuing basis, to evaluate and revise its methods and procedures for testing so that a consistently high standard of teaching excellence and learning facility may be achieved and maintained ~~in~~ identifying, evaluating, and providing recommendations/interventions for students at risk or struggling to maintain grade level standards (academic, developmental, social and emotional), as well as provide consultation to teachers and school administration.

PERFORMANCE RESPONSIBILITIES:

1. Assess difficulties of referred students through appropriate testing and diagnostic practices.
2. Keeps continually informed regarding research and best practices ~~in~~ regarding psychological and educational testing, as well as social and emotional well-being of students. ~~the development of useful information and improved tests for us in educational programs.~~
3. As a member of ~~Pupil Evaluation Team (PET)~~ the Individual Education Plan (IEP) Team or 504 team, offer recommendations for placement of identified students.
4. Recommends ~~corrective procedures and~~ interventions and evaluates effectiveness.
5. Provides behavioral consultation in the development of positive behavioral intervention plans.
6. ~~Confers~~ Consults with teachers and parents whenever necessary.
7. Consults on special education needs of all students with ~~handicapping conditions.~~ disabilities.
8. ~~Serves as a consultant on mental health topics and other topics related to students with special needs.~~
9. Serves as consultant, when requested and available, to staff regarding mental health issues.
10. Prepares and submits required reports to ~~PET.~~ IEP team.
11. Cooperates with personnel of ~~community~~ mental health and social welfare agencies.

12. Acts as a liaison between the school and juvenile court as designated by ~~PET~~ IEP team or administration.
13. Attends staff, professional, and interagency meetings.
14. Serves as a member of the crisis team.
15. Serves as a resource person in planning and conducting in-service educational activities for the improvement of teaching practices. ~~in the areas of test construction, test administration and evaluation of test results.~~

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

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.

History: Approved: 02/01/06

Approved:

**MSAD # 28
JOB DESCRIPTION**

SOCIAL WORKER (K-8)

QUALIFICATIONS:

1. ~~LSW~~ **LCSW or LMSW-CC** or equivalent
2. Experience in a public-school setting desirable

REPORTS TO: Building Administrator

JOB GOAL: To provide support for students to succeed in the educational setting and to assist children and families in receiving services within the school or community that will positively impact educational and personal **development performance.**

PERFORMANCE RESPONSIBILITIES:

1. ~~Provides~~ **Performs** school social work services (**such as case management, assessment, and counseling services**) with individual students **and/or groups** to address ~~issues~~ **challenges** or situations that interfere with their academic, personal and social progress.
2. Develops measurable and appropriate goals on all cases involving school social work, **and maintains appropriate records and documentation.**
3. Conducts home visits when necessary.
4. ~~Performs casework service~~ **Collaborates** with parents as an integral part of the task of helping students, with the goal of increasing the parents' understanding and their constructive participation in resolving their child's problems, and to increase parents' knowledge and use of appropriate resources that are available.
5. Refers students and their families to appropriate helping agencies within and outside the school.
6. Coordinates services for students and their parents both within and outside the school to insure communication and to avoid duplication.
7. Consults and collaborates with other school personnel in gathering and giving information on a case, and in establishing and planning for respective roles in the modification of the student's behavior.
8. Works closely with the **clinical team (guidance school counselor, school psychologist, and administrator)** to develop seamless support services for students.
9. ~~Maintains appropriate records and documentation~~
10. **May** assist the ~~Principal~~ **school administration and/or school nurse** in monitoring and following up on instances of truancy and/or poor attendance.
11. Consults with administration, teachers and other staff regarding crises as they occur.

12. **Serves on interdisciplinary teams such as MTSS, 504, IEP and Crisis Teams.**
~~Participates in building based RTI (Response to Intervention) Positive Behavior Intervention Teams to~~
13. Develops appropriate interventions for students experiencing emotional and/or behavior dysregulation.
14. ~~Writes and helps~~ **Conducts risk assessments and develops and** implements safety plans. ~~and behavior plans.~~
15. Offers ~~training~~ **professional development and psychoeducation** for staff and parents.
16. **Identify and support the implementation of programs and strategies to improve schools.**
17. Performs other duties as assigned by the school principal or superintendent.

LEGAL AND ETHICAL DUTIES:

1. ~~Follows confidentiality guidelines in all aspects of student performance and written and oral records. As established by state law H.P. 533-L.D. 715 MSRA 20, Chapter 101, all communication between a student and social worker is considered privileged, confidential and private.~~
2. Demonstrates a working knowledge of the National Association of Social Workers (NASW) Code of Ethics and integrates it into daily practice.
3. Demonstrates a respect for the legal and human rights of students, instructors, and other staff.
4. **Is knowledgeable and follows state and federal regulations regarding the social work profession.** ~~Follows health and safety procedures established by the district. Suspicions of sexual, physical, and/or emotional abuse and/or neglect must be reported immediately to the Child Protective Services Office in the Department of Human Services. This is supported by law H.P. 1787-L.D. 1906. Also under Title 22, Chapter 1071 school counselors must report to an appropriate authority or take appropriate emergency measures when a student's condition requires others to take responsibility for the child or when there is clear and imminent danger to the student and/or others.~~
5. ~~Arrives and departs punctually, notifying appropriate personnel about absences and coverage.~~
6. ~~Demonstrates loyalty, dependability, integrity, and other ethical standards.~~
7. **Maintains professional licensure.**

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.
4. Ability to do reaching, lifting, eye-hand coordination, sitting and stooping.

TERMS OF EMPLOYMENT: Salary and work year determined annually in accordance with qualifications and experience.

EVALUATION: Performance of this job will be evaluated ~~in accordance with this document and assessment of goals.~~ **With the provisions of the Board's policy on evaluation of professional personnel.**

History: Approved: 03/19/14

Approved:

**MSAD #28
JOB DESCRIPTION**

TECHNOLOGY INTEGRATION TEACHER/SPECIALIST

QUALIFICATIONS:

1. Bachelor's Degree
2. Relevant experience in computer applications, and systems management
3. Teaching experience
4. **Maine Teacher Certification Computer Technology (680 Endorsement Code)**

DESIRED QUALIFICATIONS:

1. At least three years of successful full-time experience with integrating classroom technology preferred. Graduate Degree or other advanced education in Instructional technology preferred.
2. Demonstrated capacity to be self-directed, and organized.
3. Demonstrates excellent interpersonal skills with the ability to work collaboratively, fosters teamwork and professionalism, demonstrates professional presence, and maintains an effective working relationships with a diverse staff and clientele.

REPORTS TO: Building Principal

JOB GOAL: Promotes the use of technologies to support student achievement. Provides leadership, staff development, and instructional support to all students, instructional staff and administrative staff. In addition, serves as a liaison between schools and district technology initiatives and school-based implementation and support for administrators and teachers, and students. **To motivate each pupil to develop competencies, knowledge, and skills in instructional technology.**

PERFORMANCE RESPONSIBILITIES:

1. Works with administration to develop a professional development plan for integrating technology **across all classrooms and curriculum.**
2. **Works with administration to create and review existing policies and expectations for student device use and leads student orientation on appropriate use of devices.**
3. **Assist IT staff in the preparation, dissemination, maintenance, and collection of student and staff devices and associated equipment.**
4. Collaborates with teachers in **composing planning, creating, and implementing** effective technology-infused, content-based lessons.
5. Provides assistance and training to building instructional staff in the integration of technology to support student achievement. This includes planning and implementing job-embedded professional development and workshops for individuals, small groups, and large groups.

6. Collaborates in the evaluation, selection, implementation, and maintenance of instructional technology hardware, software, and platforms.
7. Supports administration, teachers, and students in creating a culture of good digital citizenship.
8. ~~Work with the staff to implement the district's curriculum through the use of technology as tools for learning.~~
9. Consult on the technology budget for computer resources, including hardware, software, learning resources and training needs.
10. ~~Keeps CHRHS web site current and updated with information, assist teachers and administrators in development of web pages and utilizing the web site for better communication with the community.~~
11. Annual evaluation and reporting of the successful educational integration and its impact on our student's education.
12. Work with administration and staff from other schools within the district to coordinate technology integration efforts.
13. Collaborates with administration and guidance staff to provide workshops and/or other materials for parents on monitoring and supporting technology at home.
14. Continues professional development through membership in national, state and local professional organizations, keeping abreast of professional material and research and participation in educational opportunities.
15. Creates, teaches, assesses, and reports on appropriate grade level, relevant and meaningful learning experiences for all students. Maintains a classroom environment which supports, motivates and encourages learning, creativity and risk taking.
16. Assists administration and teaching staff with technical aspects of performance or broadcast of activities and events.
17. Performs other duties and responsibilities as may be assigned by the Building Principal and/or designee.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student performance and written and oral records.
2. Demonstrates a respect for the legal and human rights of students.
3. Follows health and safety procedures established by the district.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrates dependability, integrity, and other ethical standards.

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.

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.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.
5. Demonstrate the ability to communicate effectively.

TERMS OF EMPLOYMENT: As specified by contract

EVALUATION: Performance of this job will be evaluated in accordance with this document and assessment of annual goals by the Building Administration.

History: Approved: 06/19/13

Approved:



7 Lions Lane
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(207) 236-3358
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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/MSAD #28
Joint Policy Committee Meeting

Zoom
April 12, 2021
3:30-5:00 p.m.

MINUTES

Members Present:

Marcia Dietrich, Chair
Marcus Mrowka

Also Present:

Maria Libby
Shawn Carlson
Jaime Stone
Chris Walker-Spencer
Deb McIntyre

1. Call to order

Marcia called the meeting to order at 3:30 p.m.

2. CSD Only

Review

a. IHCDA – Post-Secondary Enrollment Options

The committee rewrote this policy to clarify post-secondary enrollment options.

b. IJOA-A – Eligibility Requirements for the Washington Trip

Reviewed with no changes.

3. CSD/MSAD Joint Review

New

a. IMGA – Service Animals in Schools

The committee made several edits throughout the policy and added a sentence to the *Definition* section that states: *A medical provider shall provide documentation of the child's need to have a service animal in school.* The committee asked Maria to research whether a section about Therapy dogs could be added to this policy or whether it should be a separate policy. Since the meeting, Maria has sent out the recommended language to the committee within this policy that will go to the board as a first read.

Revisions

a. IHBGA – Home School Students Participation in Programs

The committee made several edits throughout the policy and added a sentence in the introduction that states: *Homeschool students who utilize school facilities will be*

required to follow state immunization laws. Section 4 under the section High School Course Credits and Diploma Eligibility was deleted.

- b. IJJ – Instructional and Library Materials Selection
Reviewed with minor edits.
- c. IJJ-E – Citizen’s Challenge of Educational Media Form
Reviewed with minor edits.
- d. ILA – Comprehensive Assessment System
Reviewed with no changes.
- e. IMG – Animals on School Premises
The committee discussed editing the *Pets on School Premises* section to create separate sections for each school. Camden Rockport Elementary School’s *Pets on School Premises* section of the policy will align with Camden Hills Regional High School’s policy which states: *No dogs or pets are permitted on school grounds at any time.* The committee felt that CRMS was an exception to allow dogs (with limitations) since that school is located in a neighborhood. The section *Therapy Dogs in Schools* was added to the policy and reviewed by the committee after the meeting.
- f. JLCB – Immunizations of Students
Reviewed with no changes.

Review

- a. IHBG – Home Schooling
- b. IHBGB-E – Statement of Rights for Private School Students with Disabilities
- c. IJOA – Educational Field Trips
- d. IJOA-E – Request for Student Travel Form
- e. IJOA-E-R – Extended Field Trip, International Participation Protocols CSD
- f. IJOA-R – Field Trips and Extended Travel Administrative Rules and Procedures SAD
- g. IL – Evaluation of Instructional Programs
- h. ILD – Educational Research: Student Submission to Surveys, Analyses, or Evaluations

The above policies were reviewed with no changes.

4. Adjourn

The meeting adjourned at 4:10 p.m.

MSAD #28 POLICY

HOME SCHOOLING PARTICIPATION IN SCHOOL PROGRAMS

The MSAD #28 School Board acknowledges the provisions for equivalent instruction under Maine law. The Board further observes the Legislature's recognition "that the term 'equivalent' is intended to mean meeting state standards, for alternate or other instruction and is not intended to mean the same as the education delivered in the public-school system."

In addition, it is the intention of the Board to "cooperate in the home instruction of any child who resides in the school administrative unit to the degree that the level of cooperation does not interfere with the responsibilities to the students enrolled in MSAD #28's regular programs." Furthermore, participation of students enrolled in such programs shall be limited to home- schooled students who have obtained approval for equivalent instruction under rules established by the Commissioner of Education. **Homeschool students who utilize school facilities will be required to follow state immunization laws.**

In order to maintain an efficient and orderly school program, the Board directs the Superintendent/designee to develop procedures, as appropriate, regarding the availability of school system resources and services in support of equivalent instruction programs that have been approved by the Commissioner. The procedures shall be in accord with the following provisions.

PROVISION OF INFORMATION

At the request of the student or the student's parent/guardian, ~~this school unit~~ **the Camden Rockport Schools** shall make available to home-schooled students, in a form determined by the school, information regarding access to public school activities and attendance at MSAD #28 school unit. This information must include:

1. Requirements regarding initial health and developmental screening for motor skills, vision, hearing and immunization; and
2. Criteria for participation of home-schooled students in curricular, co-curricular and extracurricular activities.

PERMITTED PARTICIPATION

1. Participation in Regular Classes

Home instruction students may enroll in specific day school classes provided that the student's attendance is regular, the class is deemed to be age and grade appropriate and all prerequisite course requirements are met. In addition, the following shall also apply:

- a. The student, or the student's parent or guardian on the student's behalf, applies in writing to and receives written approval from the ~~building~~ **School Administrator**. Approval may not be unreasonably withheld.

NEPN/NSBA Code: IHBGA

- b. The student can demonstrate prior satisfactory academic achievement consistent with school policy.
- c. The student shall comply with behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may withhold credit or terminate participation.
- d. Transportation must be provided by the parent or guardian or student. The student may use the same transportation as all other students in the school unit, as long as additional expenses are not incurred, and vehicle capacity is not exceeded.
- e. The student shall complete all assignments and tests as required of all students in the class.

2. Course Auditing

A home-schooled student may audit a course in accordance with established district policy under the following conditions:

- a. The student or the student's parent or guardian, on behalf of the student, applies in writing to and receives a written approval from the building administrator to audit a specific course or courses. Participation may not be unreasonably withheld.
- b. The student agrees to meet established behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may terminate participation.

~~SPECIAL EDUCATION/GIFTED AND TALENTED SERVICES~~ SERVICES

~~A student receiving home-schooled instruction is eligible for special education services, as provided under federal and/or state regulations, in accordance with section 5001-A and relevant department procedures and standards.~~ Special Education Services will be available to eligible special education students in accordance with applicable federal and state laws and regulations.

ADMISSION TO REGULAR PROGRAM/PLACEMENT

A student who has been receiving home-schooled instruction and who seeks admission to the regular school program must be placed in a grade commensurate with the level of the student's academic achievement. Placement must be guided by the following:

1. Grade level placement is determined by the building administrator, based upon a review of academic and behavioral records. In accessing the value of the student's prior educational experience, the building administrator may consider performance on standardized tests, academic records, portfolios, projects, writing samples, performances and other demonstrations of achievement.
2. The final grade level placement decision is based upon school policy and procedures. That decision may be appealed to the superintendent and, if desired, subsequently to the local school board, whose decision is final.

RE-ADMISSION TO THE SCHOOL PROGRAM

Placement of home-schooled students who wish to be readmitted to the school program will

be determined by the School Administrator, who shall consult with members of the professional staff to the extent appropriate and, as deemed necessary to make a reasonable determination that the requisite academic standards have been met, collect from parent's actual samples of coursework (e.g., homework, papers, examinations). The School Administrator may also direct that a test or tests be administered to help determine the student's progress toward meeting the content standards for the purpose of determining an appropriate grade level. The decision of the School Administrator may be appealed to the Superintendent.

USE OF SCHOOL TEXTBOOKS AND LIBRARY BOOKS

Subject to availability, a student receiving home-school instruction may use school textbooks (if the number of particular copies are sufficient) and library books owned by MSAD #28 subject to the following conditions:

1. Use does not disrupt regular student, staff or special program functions.
2. The student's sign out period for a library book is the same as that applicable to regularly enrolled students.
3. The student may sign out a textbook for a period not to exceed one year.
4. The parent or guardian and student agree to reimburse the school for lost, unreturned or damaged books and textbooks and for consumable supplies used.

USE OF SCHOOL FACILITIES AND EQUIPMENT

A student receiving home-schooled instruction may use MSAD #28 facilities and equipment on the same basis as regularly enrolled students if the following conditions are met:

1. Use does not disrupt regular school activities.
2. Use is approved by the school principal in accordance with established school policy.
3. Use does not create additional expense to MSAD #28.
4. Use is directly related to the student's academic program.
5. Use of potentially hazardous areas, such as ~~shops~~ **makerspaces**, laboratories and gymnasium, is supervised by a qualified employee of MSAD #28.

MAINE MANDATED EDUCATIONAL ASSESSMENT

If a parent of a student in an equivalent instruction program requests to have the student participate in ~~the Maine Educational Assessment (MEA)~~ **or any other state-mandated test**, such request must be granted. Participation in such examinations must be in compliance with all rules and procedures governing testing conditions in MSAD #28

ACADEMIC CREDIT

A student receiving home-schooled instruction must receive academic credit subject to the following requirements:

1. Academic credit for individual courses must be awarded if the student meets required academic standards applicable to all students enrolled in the same course.
2. Academic credit must be awarded for successful completion of alternative instruction opportunities sponsored by the school and available to all students.

~~PARTICIPATION IN CO/EXTRA-CURRICULAR ACTIVITIES~~

~~Students receiving home-schooled instruction are eligible to try out for extra-curricular activities sponsored by MSAD #28 provided the student applies in writing if the following requirements are satisfied. Participation may not reasonably be withheld:~~

- ~~1. The student agrees to abide by equivalent rules of participation as are applicable to regularly enrolled students participating in the activity and provides evidence that he rules of participation are being met.~~
- ~~2. The student complies with the same physical examination, immunization, insurance, age and semester eligibility requirements as regularly enrolled students participating in the activity. All required documentation must be made available upon request by the school.~~
- ~~3. The student meets equivalent academic standards as those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met.~~
- ~~4. The student abides by the same transportation policy as regularly enrolled students participating in the activity.~~

PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Students receiving home-school instruction may participate in co-curricular activities such as field trips, assemblies, and academically related fairs provided:

1. Prior written permission is obtained from both the parent and the School Administrator; and
2. The student has agreed to meet established behavioral, disciplinary, attendance and other rules applicable to all students.

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Students receiving home-school instruction are eligible to try out for extracurricular activities sponsored by MSAD #28, provided the student applies in writing if the following requirements are satisfied:

1. The student agrees to abide by equivalent rules of participation as are applicable to regularly enrolled students participating in the activity and provides evidence that the rules of participation are being met.
2. The student complies with the same physical examination, immunization, insurance, age, and semester eligibility requirements as regularly enrolled students participating in the activity. All required documentation must be made available upon request by Five Town CSD. The school administrator is authorized to collect from parent's actual samples of coursework (e.g., homework, examinations, etc.) as they deems necessary in order to make the determination that the necessary academic standards have been met.
3. The student meets equivalent academic standards as those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met.
4. The student abides by the same transportation policy as regularly enrolled students participating in the activity.

APPEALS

Appeals from administration and application of the Board policy are heard by the Board, whose decision is final and binding. Appeals that question the Board policy compliance with legal requirements must be made to the Commissioner, whose decision is final and binding.

TECHNOLOGY

The district does not provide a school-issued technological device to students who are registered as home schooled in the state of Maine.

Legal References:

- 20-A MRSA §§5001-A.3, 5021-5025
- Chap. 125.1 (Maine Dept. of Ed. Rule)
- Chap. 130 (Maine Dept. of Ed. Rule)

History: Adopted October 1996, 06/23/99, 02/08/17

First Reading: May 19, 2021

Second Reading:

Adopted:

MSAD #28 POLICY

INSTRUCTIONAL AND LIBRARY MATERIALS SELECTION

OBJECTIVES OF SELECTION

The Board recognizes that it is the primary objective of the library media centers and the instructional program in our schools to implement, enrich and support the education programs of the schools. It is the ~~duty~~ **responsibility** of the library media centers and the instructional program to provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view.

To this end, the Board asserts that the responsibility of the School Library Media Center and the instructional program is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, ~~and~~ ethical standards **and foster respect and appreciation for** ~~cultural diversity and varied opinions~~;
3. To provide a background of information which will enable students to make intelligent judgments in their daily lives;
4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media;
5. To provide materials representative of the many religious, ethnic, ~~and~~ cultural **and underserved** groups and their contributions to **history, science, leadership, the arts and our American heritage Society**; ~~and~~
6. To place principle above personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library media center and a variety of resources to be used in the instructional program ~~;~~ **and**
7. To provide materials that are timely, in good condition, and in sufficient quantity to meet the needs of students, staff and curriculum.

In addition, the Board recognizes that the final authority as to what materials an individual student will be exposed rests with that student's parents or guardians. However, at no time will the wishes of one child's parents to restrict his/her reading or viewing of a particular item infringe on other parents' rights to permit their children to read or view the same material.

RESPONSIBILITY FOR SELECTION OF INSTRUCTIONAL AND LIBRARY MATERIALS

The Board is legally responsible for all matters relating to the operation of the schools. The responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed by the Board.

Selection of materials for the library media centers and the instructional program involves

many people: principals, teachers, department heads, students and community members. The responsibility for the coordination of the selection of library and instructional materials and the recommendation for purchase rests with professionally trained personnel. The Board is responsible to approve a uniform system of textbooks.

CRITERIA FOR SELECTION

The needs of the individual school, based on knowledge of the curriculum and of the existing collection, are given first consideration.

~~Materials for purchase are considered on the following bases: overall purpose, timeliness or permanence, importance of the subject matter, quality of the writing/production, readability and popular appeal, authoritativeness, reputation of the publisher/producer, reputation and significance of the author/artist/composer/producer, etc., and format and price.~~

Materials selected should:

- a. Support achievement of the content standards;
- b. Support the goals and objectives of the school system's educational programs;
- c. Enrich and support the curriculum;
- d. Take into consideration the varied interests, abilities, and maturity levels of the students served;
- e. Foster respect and appreciation for ~~cultural~~ diversity and varied opinions;
- f. Give comprehensive, accurate and balanced representation to minorities and women in history, science, leadership and the arts and acknowledge the contributions of ethnic, religious and cultural groups;
- g. Present a balance of opposing sides of controversial issues to enable students to develop a capability for critical analysis;
- h. Stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- i. Provide a background of information that will enable students to make informed decisions in their daily lives; and
- j. Respect the constraints of the school's budget.

Gift materials are judged by the same standards and are accepted or rejected by those standards. Multiple copies of outstanding and much-in-demand materials are purchased as needed. Worn or missing standard items are replaced periodically. Out of date or no longer useful materials are withdrawn from the collection/circulation.

PROCEDURES FOR SELECTION

In selecting the materials for purchase, the professional personnel evaluate the existing collection, consulting reputable, unbiased, professionally prepared selection aids and specialists from all departments and/or all grade levels.

Whenever possible, purchase of non-print materials shall be done only after personal evaluation by the librarian/media specialist and/or other appropriate staff. Reviewing aids may be used in lieu of personal evaluation.

The Superintendent shall ~~select~~ **recommend** textbooks, supplies and apparatus with the approval of the Board and shall make all these purchases under rules adopted by the Board.

CHALLENGED MATERIALS

Despite the care taken to select materials for student and teacher use and the qualifications of the persons who select the materials, it is recognized that occasional objections may be raised by community members, students, or school staff.

In the event a complaint is made, the following procedures will apply:

1. The complaint shall be heard first by the person providing the materials in question.
2. If the complaint is not resolved, the complainant shall be referred to the building Principal and requested to fill out the "Citizen's Challenge to Educational Media" form. A copy of the form will be forwarded to the Superintendent.
3. The Superintendent shall appoint an Education Review Committee composed of the following persons to review the complaint: one Principal at the appropriate grade level; one librarian/media specialist; one classroom teacher; the department head in the subject area of the challenged materials; one community member.
4. The review committee shall: read and examine the materials referred to them; check general acceptance of materials by reading reviews; weigh values and faults against each other and form opinions based on the material as a whole and not on passages or portions pulled out of context; meet to discuss the material and to prepare a written report on it.
5. The report of the committee shall be forwarded to the Superintendent who will inform the complainant of the results.
6. No materials shall be removed from use until the review committee has made a final decision.
7. The review committee's decision may be appealed to the Board. The Board may set aside a portion of a regular meeting or call a special meeting for the purpose of receiving testimony from representatives of the various points of view. **The issue will be decided by the full board and not a sub-committee.** The material in question shall be:
 - a. Reviewed objectively and in its full content;
 - b. Evaluated in terms of the needs and interest of students, school, curriculum and community;
 - c. Considered in the light of differing opinions; and
 - d. Reviewed in light of the criteria for initial selection and purpose as provided herein.

The Board will announce its decision in writing not later than the conclusion of the next regular meeting of the Board following its receipt of said testimony.

Legal Reference:

- 20-A MRSA §§ 1001 (10-A), 1055 (4), 4002

- CH. 125.22 (Maine Dept. of Ed. Rule)

Cross Reference:

- IJJ-E - Citizen's Challenge of Educational Media Form

History: Adopted: 09/08/99, 02/26/08 Reviewed: 05/08/13

First Reading: May 19, 2021

Second Reading:

Adopted:

MSAD #28 POLICY

CITIZEN'S CHALLENGE OF EDUCATIONAL MEDIA FORM

Type of Material:

Book (eBook) Magazine/Periodical Recording
 Software Website/Electronic Materials Film
 Other (Please Specify) _____

Author (if known):

Title:

Publisher (if known):

Person Making Complaint:

Telephone:

Street Address:

Town:

Complaint Represents:

Self
 Organization _____
 Other Group _____

1. **Have you read policy IJJ? (If not, please read it now).**
2. Did you read/view/hear all of the material **in full that you are challenging?** Yes No
 - a. If no, what parts did you read/view/hear?
3. To what portion of the material do you object? (Please be specific, cite pages, scenes, etc.)
4. What do you feel might be the negative result of reading/viewing/hearing this material?
5. ~~For what~~ **Is there an** age group **for which you** would you recommend this material?
6. ~~Is there anything good about~~ **Do you find any value in** this material?
7. Are you aware of the professional reviews/judgment of this material?
8. What do you believe is the theme and/or intention of this material?
9. What would you like the school to do about this material?
 - Do not assign it to my child.
 - Do not assign it to any students.
 - Withdraw it from the library and/or instructional program.
 - Refer it to the Educational Review Committee for evaluation.
10. In its place, what material would you recommend?

Signature of Complainant

Date

History: Adopted: 06/19/13

First Reading: May 19, 2021

Second Reading:

Adopted:

MSAD #28 POLICY

COMPREHENSIVE STUDENT ASSESSMENT SYSTEM

The Board recognizes that Maine law requires each school administrative unit to use multiple assessment methods to measure student achievement **in the content areas** of the learning results **and the cross-curricular *Guiding Principles***. ~~set forth in 20-A M.R.S.A. § 6209 and Department of Education (DOE) rules implementing that section and other curricular requirements established in § 6209 to inform instruction and to ensure that students are making progress toward achieving the learning results set forth in § 6209 and in DOE rules implementing that section, other curricular requirements and the requirements of a common course of study.~~ **The Board also recognizes the value of assessment in informing and improving instruction.**

Through this policy, the Board adopts and directs the Superintendent/designee to implement and oversee an assessment system for ~~District schools~~ **MSAD #28** that will accomplish these objectives. The Superintendent shall be responsible for reviewing the assessment system for compliance with applicable statutes and ~~rules and for certifying to the Commissioner that it is in compliance with Maine~~ Department of Education standards.

Legal Reference:

- 20-A MRSA § 6202-B, 6209

History: Adopted: 3/12/03, 12/ 17/08, 06/19/13

First Reading: May 19, 2021

Second Reading:

Adopted:

MSAD #28 POLICY

ANIMALS ON SCHOOL PREMISES

The board recognizes that having animals in our schools can offer valuable student learning experiences but is also concerned with the health and safety of students, staff, and visitors, and the humane treatment of animals when they are brought to school.

For the purpose of this policy “animals” **with the exception of Therapy Dogs, which are addressed in Part II below, and Service Animals, which are addressed in policy IMGA** includes mammals, reptiles, amphibians, birds, insects, and fish.

In recent years, the number of students with respiratory and allergic conditions has increased. There may be a connection between feather or fur bearing animals and irritations of some health conditions.

I. ANIMALS IN THE CLASSROOM

~~Animals may be found in all of our schools. They have long been part of the classrooms for reasons of scientific observation and as class pets.~~

The following guidelines shall apply to the presence of animals in Camden Rockport Schools district schools:

- A. The presence of an animal in the classroom must be directly related to the instructional program. Staff who wish to have animals in the classroom must submit a written request to the principal; the request should include the instructional purpose and activity, the type of animal, the length of time the animal is expected to be present, and a plan for the care of the animal. The principal, at his/her discretion, may approve or deny the request.
- B. Students or parents who wish to bring animals to school for educational purposes must consult with the teacher who, in turn, will request permission from the building principal. All other persons who wish to bring animals to school must obtain written permission, in advance, from the building principal.
- C. The Superintendent will be responsible for developing procedures to inform parents that animals may be visiting or residing in classrooms during the school year. Parents are expected to notify the school if their child has an allergy or other health condition that will be affected by the presence of animals in the classroom. The building principal and staff will respond appropriately when health considerations are brought to their attention. An animal will not be housed in a classroom if a student in that classroom has a documented allergy to the animal.
- D. Animals may not be transported in school vehicles.
- E. No domestic mammals/pets (including dogs, cats, ferrets, and primates) or livestock will be allowed in school unless current proof of rabies and/or other vaccination is provided. Smaller mammals such as mice, hamsters, gerbils, guinea pigs, and rabbits do not need

to be vaccinated against rabies. Bats, as they may be carriers of rabies, are not allowed in the schools.

- F. Parrots, parakeets and other psittacine birds (birds that may carry psittacosis, a severe infectious human respiratory disease) shall not be brought to school unless they have been tested and certified as psittacosis-free.
- G. Red-eared turtles (also known as painted turtles) are carriers of salmonella and shall not be kept in the classroom without written documentation from the supplier that they are salmonella-free.
- H. No wild, exotic, aggressive or poisonous animals will be allowed in school unless under the control of an individual trained in the care and management of the animal and properly licensed by state or federal agencies as appropriate (e.g., zookeepers, veterinarians, biologists, Maine Fish and Wildlife personnel). Students will not be permitted to handle such animals.
- I. No animals will be allowed free range of the classroom or the school. All animals brought to school must be restrained by the owner/handler. The teacher is responsible for the proper supervision and control of students whenever there is an exhibit or activity involving animals in school.
- J. Animals kept in classrooms must be housed in suitable cages or containers and fed and otherwise cared for appropriately. Only the teacher or students designated or supervised by the teacher may be allowed to handle these animals. Animal waste must be removed on an as-needed basis and in a sanitary manner. Only staff members or adult volunteers will be allowed to clean cages or containers or remove animal waste.
- K. If a student is bitten/injured by an animal on school premises, the building principal, school nurse and parent/guardian must be notified as soon as possible. If a staff member or visitor is bitten/injured, the building principal must be notified. The building principal must notify appropriate public health authorities and the Maine Department of Health and Human Services Center for Disease Control of each incident. An accident/injury report must also be completed and forwarded to the Superintendent.
- L. If a stray or wild animal appears on school grounds, students shall not be allowed in the area until the animal has left the premises or is removed by the local animal control officer, game warden or other appropriate official.
- M. No **living** animal may be used as part of a scientific experiment or for any other purpose in which the normal health of the animal is interfered with or which causes pain or distress. No person may practice vivisection or exhibit a vivisected animal in the schools. Dissection of dead animals shall be confined to the classroom and to the presence of students engaged in the study of dissection and shall not be for the purpose of exhibition.
- N. The Board recognizes that service animals may be used to assist persons with disabilities. This policy does not apply to the presence of service animals that have been or are being specifically trained for the purpose of assisting a person with a disability.

~~In order to meet the needs of individual students, staff and of the school program, the following policy will apply:~~

- ~~1. Animals are not allowed in school for any reason other than educational purposes~~

- ~~directly related to our curriculum.~~
2. ~~All instances of animals in the school must be approved in advance by the building administrator.~~
- O.** All courses that include the use of live feather or fur animals, as a part of the curriculum, will have their use indicated as part of the course description.
- i. Alternative lessons will be provided, in courses required for graduation, for those students who have a medically documented respiratory or allergic reaction to feather or fur animals.

II. THERAPY DOGS IN SCHOOLS

Five Town CSD recognizes the use of therapy dogs in the classroom setting may have academic, social, and emotional benefits for students and staff. The board authorizes the presence of therapy dogs in Five Town CSD classrooms subject to the following provisions.

A. Certification

Proof of training and certification for the dog/handler team by a formal Dog-Assisted Therapy organization, such as Pet Partners (formerly Delta Society), Therapy Dogs International, Inc. (TDI), Alliance of Therapy Dogs (A.T.D.), or another formal organization approved by the Superintendent, is required. A copy of the certification document(s) will be kept on file in the Central Office.

B. Care

Care of a therapy dog is solely the responsibility of its certified team handler. This responsibility is not delegable

C. License and Tags

All therapy dogs must meet local, county, and/or state license or permit regulations. It is required that therapy dogs have an owner identification tag in addition to a tag or other identifier provided by the certifying agency.

D. Health

All therapy dogs must comply with local, county, and state vaccination and health requirements.

E. Liability

A copy of a current insurance policy that provides liability coverage for the handler and for the therapy dog must be provided by the certified handler and kept on file at the Central Office.

F. Notification

Parents/guardians must be notified that a registered therapy dog may be present in the school. Parents/guardians must be afforded the opportunity to notify school staff of any concerns.

The presence of animals in school buildings or on school property shall also be subject to local laws and ordinances pertaining to animal control. Such laws and ordinances may vary depending on the location of the building/property.

III. **PETS DOGS ON SCHOOL PREMISES**

CRMS

For the health and safety of our students, staff and visitors, the following policy will apply:

1. **Pets Dogs** are not allowed on sports fields during school hours or after school for school-sponsored or community activities.
2. **Pets Dogs** are not allowed on playgrounds at any time.
3. **Pets Dogs** on school premises during non-school hours must be on a leash at all times.
4. **Pets Dogs** owners must clean up after their **dogs**. **Dogs** waste cleanup stations will be placed on school grounds to facilitate cleanup.

CRES

No dogs or pets are permitted on school grounds at any time except as provided in this policy and policy IMGGA. This policy is applicable during extra-curricular and athletic activities as well as during regular school hours. NO PETS ALLOWED signs are posted accordingly and should be observed.

IV. **EXEMPTIONS**

Exemptions to this policy shall be allowed under the following circumstances:

1. The Board recognizes that service animals may be used to assist persons with disabilities. This policy does not apply to the presence of service animals that have been or are being specifically trained for the purpose of assisting a person with a disability.
2. Animals under the control of public safety officials shall have unlimited access to District property. Use of animals by law enforcement officials is under the jurisdiction of state and federal law and is not covered by this policy.

The presence of animals in school buildings or on school property shall also be subject to local laws and ordinances pertaining to animal control. Such laws and ordinances may vary depending on the location of the building/property.

Legal Reference: Americans with Disabilities Act (42 U.S.C. § 12101 et seq.)
7 MRSA § 3971
22 MRSA §§ 801-825

Cross Reference: IMGGA - Service Animals in the Schools
JLCE - First Aid and Emergency Medical Care

NEPN/NSBA Code: IMG

History: Adopted: 12/12/01, 11/13/07, 06/19/13

First Reading: May 19, 2021

Second Reading:

Adopted:

MSAD #28 POLICY

SERVICE ANIMALS IN SCHOOLS

The Board recognizes that service animals may be used to provide assistance to some persons with disabilities. This policy governs the presence of service animals in the schools, on school property, including school buses, and at school activities.

DEFINITION

As applied to schools, federal and Maine laws define a “service animal” as a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purpose of this definition.

The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of such work or tasks include, but are not limited to, assisting an individual who is totally or partially blind with navigation and other tasks, alerting an individual who is deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting an individual to the presence of allergens, retrieving items such as medicine or a telephone, providing physical support and assistance with balance and stability to an individual with a mobility disability and helping a person with a **documented** psychiatric or neurological disability by preventing or interrupting impulsive or destructive behaviors. **A medical provider shall provide documentation of the child’s need to have a service animal in school.**

The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition.

USE OF SERVICE ANIMALS IN SCHOOLS

Use of a service animal by a qualified student with a disability will be allowed in school when it is determined that the student’s disability requires such use in order to have equal access to the instructional program, school services and/or school activities.

Use of a service animal by a qualified employee with a disability will be allowed when such use is necessary to enable the employee to perform the essential functions of his/her job or to enjoy benefits of employment comparable to those of similarly situated non-disabled employees.

The parent/guardian of a student who believes the student needs to bring a service animal to school, or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 Coordinator or Director of Special Services, as appropriate, and the Superintendent will

determine whether or not to permit the service animal in school. **Recommendation by a medical provider will be reviewed in making the determination.**

Parents or animal handlers who will be present in school for the purpose of assisting a student with his/her service animal will be required to submit to a ~~sex offender registry and criminal background check~~ **be fingerprinted**. In addition, parents and handlers must comply with all standards of conduct that apply to school employees and volunteers.

MSAD #28 may impose additional conditions on the presence of a service animal, depending upon the circumstances.

The building principal may remove or exclude a service animal from the school or school property if the presence of the animal poses a direct threat to the health and safety of others or the student, employee or handler is unable to fully control the animal; or the animal fails to consistently perform the function(s)/service(s) for which it has been trained and brought to school.

A parent or employee whose service animal has been removed or excluded may appeal the decision to the Superintendent. If dissatisfied with the Superintendent's decision, the parent or employee may appeal to the Board.

SERVICE ANIMALS AT SCHOOL-SPONSORED EVENTS

Individuals with disabilities may be accompanied by their service animals to events or activities open to the public that are held in schools or on school property. The use of a service animal may not be conditioned on the payment of a fee or security deposit, but the individual is liable for any damage done to the premises or facilities by such an animal.

The building principal may revoke or exclude the service animal only if the animal poses a direct threat to the health and safety of others, the use of the animal would result in substantial physical damage to the property of others or would substantially interfere with the reasonable enjoyment of the event or activity by others.

Legal Reference:

- 42 USC § 12101 et seq.
- 36 CFR § 104, 302
- 5 MRSA §§ 4553, 4592
- Me. Human Rights Commission Rule Chapter 7

Cross References:

- AC - Nondiscrimination, Equal Opportunity, and Affirmative Action
- IMG - Animals in Schools

History:

NEPN/NSBA Code: IMGA

First Reading: May 19, 2021

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 meningitis.~~

One dose of Tetanus/Diphtheria/Pertussis (Tdap) is required for students entering 7th grade.

Immunization against meningococcal disease is required as follows:

- A. One dose of meningococcal vaccine MCV4 is required for students entering 7th grade.
- B. Students entering 12th grade are required to have received two doses of MCV4. The first dose shall have been received on or after the 11th birthday, and the second dose shall have been received on or after the 16th birthday, at least eight weeks after the first dose. Only one dose is required if the first dose is administered when the student is 16 years of age or older.

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. (no longer in effect after September 1, 2021).
- D. A student covered by an IEP who elected a religious or philosophical exemption prior to September 1, 2021 may continue to attend school under the existing exemption so long as the parent/guardian or the student, if 18 years of age or older, provides a statement from a licensed physician, nurse practitioner or physician assistant that he/she has consulted with the parent/guardian or student and has made the parent/guardian or student aware of the risks and benefits associated with the choice to immunize.

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, 03/20/19

First Reading: May 19, 2021

Second Reading:

Adopted:

MSAD #28 POLICY

HOME SCHOOLING

Parents/guardians who wish to have their children fulfill the compulsory school attendance law through equivalent education by home schooling must comply with the provisions of 20-A M.R.S.A. § 5001-A(3)(A)(4).

1. The student's parent/guardian must provide a written notice of intent to provide home instruction simultaneously to the Superintendent of the MSAD #28 and to the Commissioner of the Department of Education within ten calendar days of the beginning of home instruction. The notice must contain the following information:
 - a. The name, signature and address of the student's parent/guardian;
 - b. The name and age of the student;
 - c. The date the home instruction program will begin;
 - d. A statement of assurance that indicates the home instruction program will provide at least 175 days annually of instruction and will provide instruction in: English and language arts, math, science, social studies, physical education, health education, library skills, fine arts, and in at least one grade from grade 6 to 12, Maine studies. At one grade level from grade 7 to 12, the student will demonstrate proficiency in the use of computers; and
 - e. A statement of assurance that indicates that the home instruction program will include an annual assessment of the student's academic progress that includes at least one of the forms of assessment described in 20-A M.R.S.A. § 5001-A(3)(A)(4)(b) and paragraph B below.
2. On or before September 1 of each subsequent year of home instruction, the student's parent/guardian must file a letter with the Superintendent of MSAD #28 and with the Commissioner of Education stating the intention to continue providing home instruction and enclose a copy of one of the following forms of annual assessment of the student's academic progress:
 - a. A standardized achievement test administered through MSAD #28 or through other arrangements approved by the Commissioner. If the test is administered through the administrative unit in which the student resides, that administration must be agreed to by the Superintendent/ designee of the MSAD #28 prior to submission of the written notice of intent to provide home instruction;
 - b. A test developed by the Superintendent/designee of the MSAD #28 appropriate to the student's home instruction program, which must be agreed to by the Superintendent of the SAD prior to submission of the written notice of intent to provide home instruction;
 - c. A review and acceptance of the student's progress by an identified individual who holds a current Maine teacher's certificate;
 - d. A review and acceptance of the student's progress based on, but not limited to, a presentation of an educational portfolio of the student to a local area home schooling support group whose membership for this purpose includes a currently

- certified Maine teacher or administrator; or
- e. A review and acceptance of the student's progress by a local advisory board selected by the superintendent/designee of the MSAD #28 that includes one SAD employee and two home instruction tutors. A "home instruction tutor" means the parent/guardian or other person who acts or will act as a primary teacher of the student in the home instruction program. This provision must be agreed to by the Superintendent of SAD prior to submission of the written notice of intent to provide home instruction.
3. Dissemination of any information filed under 20-A M.R.S.A. § 5001-A(3)(A) (which applies to alternatives to attendance at public day school, including home schooling) is governed by the provisions of 20-A M.R.S.A. § 6001 (Dissemination of information); the federal Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2002); and the federal Education for All Handicapped Children Act of 1975, 20 U.S.C. § 1401-1487 (2002), except that "directory information" as defined by the federal Family Educational Rights and Privacy Act (FERPA) is confidential and is not subject to public disclosure unless the parent/guardian specifically permits disclosure in writing or a judge orders otherwise. Copies of any information filed under 20-A M.R.S.A. § 5001-A(3)(A) must be maintained by the student's parent/ guardian until the home instruction program concludes. The records must be made available to the Commissioner upon request.
 4. If the home instruction program is discontinued, students of compulsory school age must be enrolled in a public school or an equivalent instruction alternative as provided for by law. The MSAD #28 shall determine the placement of the student. The Board accepts no responsibility for the unit in the application, review, approval, or oversight of home instruction programs except as provided for by law or this policy.

Participation by home-schooled students in the public-school program shall only be permitted as described elsewhere in Board policy.

The Superintendent shall maintain a roster of all students eligible to attend school within the school unit who are receiving equivalent instruction, as provided in Department of Education rules.

Legal Reference:

- 20-A M.R.S.A. § 5001-A(3)
- Ch. 125 § 12.02, Ch. 130 (Me. Dept. of Ed. Rules)

Cross Reference:

- JEA - Compulsory School Attendance
- IHBGA - Home Schooling-Participation in School Programs
- IHBGB - Special Education Services for Students in Private Schools or Home Schooling
- ~~JGAB - Assignment of Students to Classes: Transfer Students and Home Schooling Students~~

NEPN/NSBA Code: IHBG

History: Adopted: 05/10/00, 12/17/03 Reviewed: 05/08/13

Reviewed: May 19, 2021

MSAD 28 POLICY

STATEMENT OF RIGHTS FOR PRIVATE SCHOOL STUDENTS WITH DISABILITIES

If you are the parent or legal guardian of a disabled child, or suspect that your child may have a disability that is covered by state or federal special education laws, and you have chosen to place your child in a private school program located within this school district, you have the following rights:

1. You have the right to have your child located, identified and evaluated by the MSAD 28 as a possible special education student, including referral of your child to an ~~IEP~~ **Individualized Services Plan (ISP)** Team to determine whether your child qualifies as a special education student, and to be re-evaluated at least every three years to determine your child's continued eligibility for special education. The District's Child Find and referral obligations toward your child while he/she is parentally placed in a private school program located in the MSAD 28 are the same as for students enrolled in public school, as described in the attached special education Procedural Safeguards Statement.
2. Students with disabilities who have been parentally placed in private schools located within the MSAD 28 do not have an individual right to special education and related services while enrolled in the private school program.
3. When designing and implementing special education services for parentally placed private school children attending private schools within the MSAD 28, the District has an obligation to consult in a timely and meaningful manner with representatives of those children and with private schools regarding the following issues:
 - a. The child find process itself, and whether parentally placed private school and home school children participate in that process equitably, and how parents of these children and private schools are notified of the process;
 - b. How the public school determined the proportionate share of federal dollars that will be spent;
 - c. The consultation process itself, including how that process will operate throughout the school year so as to ensure meaningful participation in services;
 - d. How, where, and by whom special education and related services will be provided, including the types of services, and how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and
 - e. If the local unit disagrees with views of private school officials on the provision and types of services, how the local unit will provide a written explanation of the reasons why the local unit made the decisions that it did.

4. The MSAD 28 has a duty to expend on the pool of identified parentally placed private school students with disabilities an amount that is the same proportion of the District's federal special education dollars as the number of those students is to the overall total number of children with disabilities within the MSAD 28 jurisdiction. If some of those funds are not expended in a given year, the District must carry over unspent funds to the following year for expenditure on these services.
5. The MSAD 28, not the ~~IEP~~ IEP Team, shall make the final decisions with respect to the services to be provided to eligible parentally placed private school students with disabilities, following timely and meaningful consultation as described in Paragraph 3 above.
6. For any parentally placed private school student with a disability for whom the MSAD 28 decides that it will provide services, the School Department shall initiate and conduct a meeting of the ~~IEP~~ IEP Team to develop, review and revise a services plan detailing the special education and related services to be provided and including goals for measuring the outcome of such services. To the extent appropriate, the Team shall develop the services plan in a manner consistent with development of an ~~IEP~~ a services plan.
7. Parents may file for a due process hearing with the Maine Department of Education, Division of Special Services (624-6650), alleging that the District has failed to meet its child find duty to locate, identify and evaluate all private school/home school students with disabilities. Parents may also file due process complaints with the same agency regarding the implementation of any of the rights addressed in this document. Finally, private school officials may file a complaint with the Maine Department of Education, Division of Special Services, alleging that the District has not engaged in consultation that was timely or meaningful or did not give due consideration to the views of the private school official.
8. Should the parents of a parentally placed private school child choose to enroll their child in the public-school program where they reside, the disabled child would have a right to receive a free appropriate public education and an Individualized Education Program from that public-school unit. Parents of such children who reside in the MSAD 28 should contact the Director of Student Special Services at 207-236-7812 if you have any interest in exploring what special education services your child might receive if enrolled in public school here. The MSAD 28 would then convene an IEP Team meeting to discuss this with you further. If you enroll your child in public school, you and your child are entitled to all the rights set forth in the District's special education Procedural Safeguards Statement.
9. If you would like a complete copy of the state and federal regulations addressing the duties of the MSAD 28 toward private school/home school students with disabilities, or have any other questions, please contact the special education office at the MSAD 28 at 207-236-7812, or the Maine Department of Education, Division of Special Services (624-6650). If you have any concerns about your child, please address those concerns in

writing to: Director of Student Special Services, MSAD 28, 7 Lions Lane, Camden, ME 04843.

Legal References:

- 20 U.S.C. § 1412(a)(10)(A); 34 C.F.R. § 300.130 to .144 (August 2006)
- Me. DOE Reg. ch. 101, § II(20), IV(4)(G) (Aug. 2007).

History: Adopted: 05/14/03, 05/19/08 Reviewed: 09/20/17

Reviewed: May 19, 2021

MSAD #28 POLICY

EDUCATIONAL FIELD TRIPS

Field trips designed to stimulate student interest and inquiry, to provide enrichment opportunities and/or to provide opportunities for social growth and development are considered appropriate extensions of the classroom. There should be a direct relationship between the trip and the classroom activities.

DEFINITIONS

Local

Field trips, which do not require students to be away overnight, shall receive prior approval of the Principal. The teacher/advisor must present a proposal for the trip to the building principal at least two weeks in advance of the desired date.

Extended

Field trips requiring one night away from home must be approved by the Principal and the Superintendent. Overnight trips require at least 30 days advance notice, or the discretion of the Principal and Superintendent.

Unique

Field trips requiring two or more nights away from home, of a unique nature in destination or activity, or involving district costs such as substitute teachers, will be referred to the Board for approval in principle and final approval. The trip dates must abide by the school calendar and not result in missing more than one school day.

APPROVAL IN PRINCIPLE

Approval in principle for any Extended or Unique field trip must be received ***before announcement to parents and students*** and the beginning of fund raising activities. Requests in principle must include a completed Request for Student Travel Form (Policy IJOA-E) for Extended and Unique field trips.

INTERNATIONAL TRAVEL

International travel shall be permitted in those instances where the trip will provide students with significant educational value **and there is no economic barrier to participation**. Approval of overnight and international travel must be sought in a timely manner and granted first by the building principal and superintendent who shall then present it to the school board for approval.

History: Adopted: 2/13/02, 11/14/12

Reviewed: May 19, 2021

MSAD #28 POLICY

REQUEST FOR STUDENT TRAVEL FORM

Educators submitting this request should first read Policy IJOA Educational Field Trips. This form must be submitted in accordance with the timelines specified in Policy IJOA. Additional requirements may be deemed appropriate upon submission of this Request for Student Travel.

Trip Requirements:

- The Trip Coordinator must be a district employee.
- In order to be considered a school-sponsored trip, a majority of the chaperones must be district employees.

Travel Category for Which Approval is Requested:

(check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> In-state field trip, ≥ 2night stay | <input type="checkbox"/> Domestic travel, US destination |
| <input type="checkbox"/> Out of state field trip | <input type="checkbox"/> Foreign travel, non-US destination |
| | <input type="checkbox"/> Per student expense ≥\$500 |

Destination: _____

No. Students on Trip: _____

Group/Event: _____

Dates of Trip: _____

Number of School Days Missed: _____

Cost of Substitute Coverage: _____

Educational Justification:

What are the objectives of this trip? Could these objectives be replicated with closer, less expensive travel?

Trip Coordinator(s):

Date(s) of any Prior Trips Led:

Trip Chaperones:

Employee?

Date(s) of any Prior Trips

_____	_____	_____
_____	_____	_____
_____	_____	_____

The building administration will determine the ratio of chaperones to students.

List any other non-student travelers and reasons for their participation in the trip:

Trip Protocol:

- All Chaperones have read and will adhere to the Field Trip protocols and all standards therein. Open to following grade levels: **(at time of travel):** 5 6 7 8

List any additional academic or behavioral standards required of participating students:

Methods of Travel: (check all that apply)

- Charter bus School bus
 Chaperone transporting children Parent transporting own children
 Other: _____ Airline

Safety:

Chaperones are responsible for common sense safety measures while traveling and adhering to the intercultural program safety protocols for those trips. Are there any other safety concerns for students traveling to this destination, such as US State Department Travel Advisories?

COSTS:

Total cost of trip per student: \$ _____ Group fundraising goal: \$ _____

Estimated out-of-pocket cost per student/family: \$ _____

APPROVALS:

I have read MSAD #28 Policy IJOA Educational Field Trips and understand I am responsible for the safety and well-being of students while on the proposed excursion:

Signature of Trip Coordinator Date

I have reviewed the itinerary of the proposed trip and reviewed safety procedures with the supervising educator.

I recommend this travel to the Superintendent:

Signature of Principal Date

I have reviewed the trip in light of the overall program, safety, and capacity, and recommend this trip to the Board:

Signature of Superintendent Date

NEPN/NSBA Code: IJOA-E

Special Conditions Related to Superintendent or Board Approval (if any):

Cross Reference:

- IJOA – Educational Field Trips
- JIC – Student Code of Conduct

History: Adopted: 12/12/12, 10/19/16

Reviewed: May 19, 2021

MSAD #28 POLICY

FIELD TRIPS AND EXTENDED TRAVEL ADMINISTRATIVE RULES AND PROCEDURES

PURPOSE

1. To provide opportunities to enhance the quality of a student's educational experience.
2. To provide unique opportunities that can be achieved only through extended travel.
3. To ensure safety and enrichment of the travel experience through careful planning.

CRITERIA

1. Field Trips and Extended Travel

- a. It is the philosophy of the MSAD #28 to insure meaningful extended travel experiences that provide equity in the opportunity to travel for both curricular and extracurricular programs. Students, teachers, parents and school administrators shall consider the following as they plan meaningful extended travel experiences. Field Trips and Extended Travel shall be allowed only when it is demonstrated that the trip is of such value to students that the infringement of the trip on other classroom instruction justifies the time lost.
- b. Field Trips and Extended Travel requests shall be considered from schools when the following standard has been satisfied: The program is an extension of, and integral to the academic core.
- c. The District will not assume any liability for extended travel that was not pre-approved by the Superintendent's office and School Board. Such travel is prohibited and is a violation of District policy
- d. Field Trips and Extended Travel shall not be used as an incentive or reward for participation in activities. Schools may encourage and motivate individuals and groups by properly placing trips in the total curricular structure. We have past practice where this is the case.
- e. Schools shall effectively manage the process through which a group engages in preparation for field trips and extended travel - including the personal preparation, the practicing, the fund-raising projects, and the participation in benefits and concerts, recognizing that the process may be as educationally rewarding as the trip itself.
- f. Students with disabilities shall not be denied participation in field trips or extended travel solely based on their disability. These students may require additional staff and/or accommodations which shall be provided in accordance with the student's Individualized Education Program or Section 504 Plan at no additional cost to the student or parent/guardian. The principal and/or supervising designee must take note of additional chaperones that may be necessary for students with disabilities on the Field Trip and Extended Travel Request Form.

2. Transportation for Field Trips

- a. It is the philosophy of District that school buses or insured commercial

transportation are the preferred choices for all activities involving student travel.

- b. Under no circumstances shall students be officially authorized, required, or in any way encouraged to drive other students to school classes or activities. No student shall be authorized to act as an agent driver for the District.
- c. Under no circumstances should teachers, counselors, coaches, or any other representative of the school or District attempt to mandate carpools or other groupings that may imply that the student driver is an agent for the District.
- d. No one under the age of twenty-one (21) shall be authorized to transport students.
- e. The driver of any vehicle shall ensure students wear seatbelts and/or are properly secured in booster/safety seat as required by state law.
- f. When commercial carriers are not practical because of distance, cost, or scheduling difficulty, transportation may be provided by private automobile of parents /guardians of students participating in the activity.
 - i. The driver shall provide proof of possession of a valid driver's license issued by the state.
- g. Students who require a wheelchair while on field trips or extended travel must be transported in a vehicle in which the wheelchair can be secured. A lift bus should be available for these students. The following conditions must be met:
 - i. The student shall remain in the wheelchair which is secured in place on the bus.
 - ii. Should the student be able to transfer to a regular seat to the destination, they may be seated in a regular seat with the wheelchair properly secured.
 - iii. Should the student require a wheelchair for a temporary condition (e.g. broken leg) and be able to enter and exit a regular bus safely, they may ride the regular bus to the destination. The wheelchair must be collapsed and properly secured.
 - iv. An aide shall accompany the student on field trips or extended travel.

3. **Delegation of Responsibility/Supervision**

The superintendent shall prepare procedures on field trips and extended travel which shall ensure that the safety and well-being of students shall be protected at all times.

History: Adopted 11/14/12, 12/16/19

Reviewed: May 19, 2021

MSAD #28 POLICY

EVALUATION OF INSTRUCTIONAL PROGRAMS

The evaluation of the instructional program shall be a major responsibility of the Superintendent and his/her staff with periodic reports being presented to the Board to enable judgments to be made on the success of the program. All school programs shall be under continuous study by the staff. It should be borne in mind that student learning is the primary purpose of the schools, and all other activities are merely subsidiary. This being the case, the evaluation of the instructional program shall be done with great care and the Board kept informed at all times.

Moreover, the Superintendent is expected to lead the staff, community and Board in the development and on-going review of Board-adopted criteria and standards by which to measure the results of the instructional program.

Cross Reference:

- IGA - Curriculum Development and Adoption

History: Adopted: 01/15/14

Reviewed: May 19, 2021

MSAD #28 POLICY

EDUCATIONAL RESEARCH: STUDENT SUBMISSION TO SURVEYS, ANALYSES, OR EVALUATIONS

In this policy, “surveys, analyses, or evaluations” refers to methods of gathering data for research purposes. All surveys will be pre-approved by administration.

No student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parents; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program) without the prior written consent of the student’s parent/guardian, or of the student, if he/she is 18 years of age or older.

All instructional materials, including teachers’ manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student’s parent/guardian before the survey is administered or distributed to a student. For the purpose of this policy, “instructional material” does not include academic tests or assessments.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent/designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The school unit will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Insofar as practicable, the school unit will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or

evaluations.

Legal Reference:

- 10 U.S.C. § 1232(h)

Cross Reference:

- JRA - Student Educational Records

History: Adopted: 1/21/04, 06/19/13

Reviewed: May 19, 2021



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Diversity/Equity/Inclusion (DEI) Task Force Meeting
Wednesday, April 28, 2021
6:30 – 8:30 pm

MINUTES

Members present:

Maria Libby
Deb McIntyre
Chris Walker-Spencer
Sarah Bradley Prindiville
Shaamya Dishner
Jen Curtis
Kisha Marsh
Nikole Seeger
Ava Baeza
Sally Lane Smith
Sara Cole-Pardun
Allison-Pringle-Bennett
Craig Ouellette
Anne Brady
Elphie Owen
Amy Libby
Teresa Curtis

Members absent:

Tom Gray
Isaiah Doble
Jaime Stone
Sal Taylor Kydd
Hillary Flagg
Dana Jackson
Jared Lindsey
Kirsten Campbell
Matt Smith
Isaac Young
Leanna Cotton

1. Welcoming CCI Cohort Members

- Maria Libby began by acknowledging that the CCI (Culturally Competent Institute) group is now formally integrated with the Five Towns District DEI Task Force.
- The newly consolidated team took a moment for a round of introductions.
- Maria noted that the DEI Strategic Plan and Detailed Work Plan are both updated to now include the CCI detail (initiatives and tasks) under the 'Professional Development' category. The CCI group will use these documents going forward to track and monitor their work.

2. Reviewing and reshuffling Sub-Committee Assignments

The newly consolidated team members were given an option to change their subcommittee assignments if desired and if it fits with the balance and needs of the sub teams. The result is below.

Curriculum	Student Experience	CCI Cohort/Professional Development
Sara Cole-Pardun*	Jen Curtis*	Kirsten Campbell
Tom Gray*	Nikole Seeger*	Craig Ouellette
Jamie Stone	Sally Lane Smith	Anne Brady
Sal Taylor Kydd	Isaiah Doble	Elphie Owen
Chris Walker-Spencer	Kisha Marsh	Amy Libby
Shaamya Dishner*	Dana Jackson	Matt Smith
Hillary Flagg	Jared Lindsey	Teresa Curtis
Sarah Bradley-Prindiville *	Ava Baeza	Deb McIntyre
	Maria Libby*	
	Allison Pringle-Bennett	
Unassigned: Leanna Cotton (Student/schedule conflict), Isaac Young (Former student/community member – participation TBD)		

*Indicates DEI Members who were also on the CCI Cohort

3. Continue Sub-Committee Group Work

- Maria noted that as the person responsible for Professional Development (PD) for the schools districtwide, Deb McIntyre will join the group under the PD subgroup for efficiencies' sake.
- The sub teams then spent 60 minutes in breakout rooms discussing the details of their work.
- All sub teams reported progress on action items in their work plan. The details are outlined in the attachment entitled 'DEI Strategic Plan Detail V5 April.

4. Set next meeting time

- A date for the next meeting was set for Wednesday, May 26, 6:30-8:30pm. The proposed early start is to give the teams more time if needed. This was also noted as the last large group DEI Task Force meeting of the school year.
- The team did note that additional meetings would take place in July for the Professional Development and Curriculum sub teams so that their work may be implemented for the next school year 2021-2022.