



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

**Maria Libby**  
Superintendent  
**Debra McIntyre**  
Assistant Superintendent



Five Town CSD  
School Board Meeting  
**Zoom**  
Wednesday, June 2, 2021  
7:00 p.m.

Meeting URL: <https://networkmaine.zoom.us/j/84724758426>

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. Staff Recognition
    - Janis Hogan, Maine School Nurse of the Year, awarded to all school nurses in 2020-2021
    - Patti Forster, Knox County Teacher of the Year
  - b. Departing Board Members
    - Andrea Palise – 3 years
    - Julianna Day – 3 years
  - c. Departing Staff Members (>10 years in district)
    - Rick Ash - 21
    - David Doubleday - 28
    - Doreen Duke - 34
    - Susan Dodge - 16
    - Mary Wells - 12
5. Minutes
  - a. Approval of the May 5, 2021 Board Meeting Minutes
  - b. Approval of the May 26, 2021 Joint Special Board Meeting Minutes
6. Nominations (Note: Executive Sessions Possible for Nominations - 1 MRSA § 405(6)A)
  - a. Stipend Nominations

Position	Nominee	Points	Bonus	Amount
ATHLETICS				

Basketball Boys, Freshman	John Curtin	40	0%	TBD
Basketball Boys, JV	Joel Gabriele	44	0%	TBD
Basketball Boys, Varsity	Jon Moro	68	0%	TBD
Basketball Girls, Varsity	Samantha Bragg	68	0%	TBD
Cross Country Assistant	Tom Gray	23	20%	TBD
Cross Country	Helen Bonzi	39	15%	TBD
Field Hockey JV	Linda Cowan	34	15%	TBD
Field Hockey Varsity	Lindsey Clement	44	15%	TBD
Football, Assistant Co-Coach	Joe Russillo	11	10%	TBD
Football, Assistant Co-Coach	Tim Doran	11	0%	TBD
Football, Varsity	Chris Christie	40	0%	TBD
Golf	Mark Wallace	35	20%	TBD
Ice Hockey – Assistant/JV Coach	Harrison Rogers	25	10%	TBD
Ice Hockey – V w/JV Team	John Magri	59	10%	TBD
Mountain Bike	Cy Scofield	31	15%	TBD
Mountain Bike Assistant	David Cooper	26	10%	TBD
Skiing – Alpine	Barry King	55	10%	TBD
Skiing – Nordic	Richard Stetson	52	20%	TBD
Soccer Boys – Freshman	TBD	TBD	TBD	TBD
Soccer Boys – JV	Trevor Vadas	34	0%	TBD
Soccer Boys – Varsity	Ryan Hurley	52	20%	TBD
Soccer Girls – JV	Josh Mahar	34	15%	TBD
Soccer Girls – Varsity	Meredith Messer	45	20%	TBD
Wrestling – Varsity	Patrick Kelly	58	20%	TBD
<b>ACTIVITY</b>				
Class Advisor – Freshman	Christina Armbrrecht	5.5	10%	TBD
Class Advisor – Freshman	Piet Lammert	5.5	0%	TBD
GSTA Co-Advisor	Iride Piechocki	5	10%	TBD
Graduation Coordinator	Jennifer Munson	38	20%	TBD

7. Notification of New Hires

- a. Robert Stohlman, Director of Facilities, \$89,500

8. ESSA Application, Public Comment – Deb McIntyre

The Five Town CSD accepts funding through the Elementary and Secondary Act of 1965. As part of ESSA, the Five Town CSD is required to provide reasonable opportunity for public comment on the consolidated application and consider such comment prior to the submission of the application. The Five Town CSD is accepting public comment on the ESSA application through June 30, 2021. Please email any comments to [debra.mcintyre@fivetowns.net](mailto:debra.mcintyre@fivetowns.net) or call (207)236-3358 ext 4303

9. Approval of the 2021-2024 Megunticook Teachers Association Contract (Executive Session Possible - 1 MRSA §405 (6) D)
10. Approval of the 2021-2022 Revised School Calendar
11. Approval to Grant the Superintendent Authority to Issue Contracts to New Hires During the Summer, Effective Immediately.
12. Approvals, if necessary, of up to 5% of the total appropriation for any cost center to another cost center to cover any budget deficits which may be anticipated at year end —Title 20 (A) Subsection 1701
13. Future Transportation Services – Maria Libby
14. Request for Student Travel Approval – Shawn Carlson/Tom Gray
  - a. London, UK – Intercultural Program, April Break 2022
15. School Board Chair's Report – Becky Flanagan
  - a. Summer Board Retreat
    - Set date
    - School Board Book Read
16. Superintendent's Report – Maria Libby
17. Student Representatives Report –Juliana Day, Oliver Worner, Bailey Curtis
18. Administrative Reports
  - a. Deb McIntyre, Assistant Superintendent
    - 2020-2021 SAT Data
  - b. Shawn Carlson, CHRHS Principal
  - c. Valerie Mattes, Director of Student Special Services
  - d. David Watts, Director of Adult and Community Education
19. Standing Committee Reports
  - a. Finance – Met May 5, minutes attached. Meets prior to School Board meeting June 2.
    - Finance Update
    - Approval of the Transfer of up to \$75,000 of Unexpended Funds to the Food Service fund.
  - b. Personnel – Met May 11, minutes attached.
    - New Job Description**  
Director of Support Operations
    - Revised Job Descriptions**  
Adult & Community Education Director  
Registrar  
Secretary/Facilities/Bookkeeper Scheduler  
Educational Technician I  
Educational Technician II  
Educational Technician III  
Food Service Manager  
Food Service Staff

Operations and Maintenance Director  
School Psychological Services Provider  
Social Worker

- c. Joint Policy – Met May 24, minutes attached.

**Approval**

2021-22 CHRHS Student Handbook

**Second Reads**

IHBGA – Home School Students Participation in Programs

IHCDA – Post-Secondary Enrollment Options

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

20. School Advisory Committee Reports

- a. DEI Task Force – Met May 26, minutes attached.

21. Future Agenda Items

22. Adjourn



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**Maria Libby**  
Superintendent  
**Debra McIntyre**  
Assistant Superintendent



Five Town CSD  
School Board Meeting  
**Zoom**  
Wednesday, May 5, 2021  
7:00 p.m.

### MINUTES

#### Board Present

Becky Flanagan, Chair  
Marcia Dietrich, Vice Chair  
Patrick McCafferty  
Brieanna Gutierrez  
Sarah Bradley Prindiville  
Peter Orne  
Marcus Mrowka  
Deborah Harbaugh  
Jennifer Guilfoyle  
Mike Pierce  
Julianna Day, Student Representative  
Oliver Worner, Student Representative  
Bailey Curtis, Student Representative

#### Also Present

Maria Libby, Superintendent  
Deb McIntyre, Assistant Superintendent  
Valerie Mattes, Director of Student Special Services (arrived at 7:05)  
Shawn Carlson, CHRHS Principal  
Peter Nielsen, Business Manager  
Colin Sutch, Director of Information Technology  
Bobby Deetjen, MCST Director  
Sherry Moody, MCST Business Manager  
Staff, students, and parents

#### Board Absent

Andrea Palise

1. Call to Order  
Board Chair Becky Flanagan called the meeting to order at 7:01 p.m. Roll call voting will be in effect for this meeting since members are participating virtually.
2. Adjustments to the Agenda

A learning community that fosters intellectual and creative excellence while building strong character.

- a. Addition of Elias Libby as a National Technical Honor Society Inductee
  - b. Addition of Lora Levenseler, State Finalist – Presidential Award for Excellence in Math & Science Teaching
  - c. Addition of five stipend nominations:
    - Lisa Delfino, Department Head, Special Education, 29 points, 15% bonus
    - Helen Scipione, Department Head, Zenith, 28 points, 20% bonus
    - Anastasia Alley, Special Olympics Coordinator, 17 points, 0% bonus
    - Lisa Delifno, Anime Club, 6 points, 10% bonus
    - Margo Murphy, Windplanners Club, 47 points, 20% bonus
3. Public Comment on Items not on the Agenda  
None.
4. Recognition
- a. **Summa Cum Laude**

Babb-Brott, Anya	Kaloustian, Eryn
Baeza, Ava	Mott, Sofia
Blohm, Julian	Munson, Wyatt
Cazemajou, Alexia	Nelson, Lillian
Cortese, Lane	O'Brien, Katherine
Day, Julianna	O'Brien, Rose
Doble, Isaiah	Orsmond, Ian
Feldman, Ruben	Porter, Elias
Fisher, Bryler	Putansu, Logan
Griebel, Charles	Southworth, Thomas
Heidorn, Lexi	Steinhoff, Achille
Heintzman, Kaitlin	Thorn, William
Johanson, Freya	
  - b. **National Honor Society Inductees**

Andreaus, Reygan	Jurek, William
Bland, Brian	Knauer, Kate
Bratz, Iselin	Kohlstrom, Joshua
Clifford, Ryan	Long, Carrie
Gallace, Isabella	Powers, Ella
Hansen, Arianna	Schenk, Lauren
Hilchey, Parker	Woodruff, Sadie
Jordan, Anna	
  - c. **National Technical Honor Society Inductees**

Berryman-Moore, Jasper	Jones, Hailey
Colbry, Katelyn	Jurewitz, William
Hammond, Andi	Libby, Elias

Mikha, Zhenya  
Nappa, Luke  
Richmond, Carlton

Saucier, Alison  
Tolman, Mikayla

**d. Presidential Award for Excellence in Math & Science Teaching, Lora Levenseler**

Shawn recognized the students who worked hard to earn the distinction of Summa Cum Laude upon graduation and those who were inducted into the National Honor Societies. He also congratulated Lora Levenseler who will go on to the national competition. The board congratulated students and staff for their accomplishments.

5. Notice of Resignations

- a. Carla Fancy, Assistant Director of Student Special Services
- b. Mary Wells, Applied Academics Teacher

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

6. Minutes

- a. Approval of the April 7, 2021 Board Meeting Minutes

**Upon Motion by Patrick McCafferty and second by Pete Orne, the Board voted to approve the minutes of the April 7 meeting as written.**

**Vote: 9-0      Student Vote: 3-0      Abstention: 1      Passed**

**Becky Flanagan, aye**

**Marcia Dietrich, aye**

**Patrick McCafferty, aye**

**Brieanna Gutierrez, aye**

**Sarah Bradley Prindiville, aye**

**Pete Orne, aye**

**Marcus Mrowka, aye**

**Jennifer Guilfoyle, aye**

**Deborah Harbaugh, aye**

**Mike Pierce, abstain**

**Julianna Day, aye**

**Oliver Worner, aye**

**Bailey Curtis, aye**

7. Nominations (Note: Executive Sessions Possible for Nominations - 1 MRSA § 405(6)A)

- a. Teacher Nominations for 2021-22

Michele Metzler, History Teacher, 2 units, 20, \$82,716.00 (2020-21)

Trevor Paul, English Teacher, M11, \$63,224.00 (2020-21)

Kailey Smith, Drama Teacher/Auditorium Manager, B10, \$57,186.75 (2020-21)

**Upon Motion by Marcia Dietrich and second by Marcus Mrowka, the Board voted to approve the above teacher nominations.**

**Vote: 10-0      Student Vote: 3-0      Passed**

**Becky Flanagan, aye**

**Marcia Dietrich, aye**

**Patrick McCafferty, aye**

**Brieanna Gutierrez, aye**

**Sarah Bradley Prindiville, aye**

**Pete Orne, aye**

**Marcus Mrowka, aye**

**Jennifer Guilfoyle, aye**

**Deborah Harbaugh, aye**

**Mike Pierce, aye**

**Julianna Day, aye**

**Oliver Worner, aye**

**Bailey Curtis, aye**

b. Stipend Nominations

Position	Nominee	Points	Bonus	Amount
<b>ADMIN</b>				
Certification Committee Chair	Lisa Damian-Marvin	32	20%	TBD
Dept Head, Applied Academics	Janet Heath	16	15%	TBD
Dept Head, English	Patti Forster	24	10%	TBD
Dept Head, Math	Barrett Burns	24	0%	TBD
Dept Head, Science	Lisa Damian-Marvin	23	20%	TBD
Dept Head, Social Studies	Nell Dailey	17	20%	TBD
Dept Head, Special Education	Lisa Delfino	29	15%	TBD
Dept Head, Visual & Performing Arts	Kim Murphy	16	20%	TBD
Dept Head, World Languages	Jill Cote	16	20%	TBD
Dept Head, Zenith	Helen Scipione	28	20%	TBD
F1 Coordinator/Intercultural Support	Tom Gray	23	20%	TBD
NEASC Co-Chair (x2)	Sue Klemmer	21	20%	TBD
NEASC Co-Chair (x2)	Sara Cole-Pardun	21	15%	TBD
Odysseyware Administrator	Bill Anderson	27	0%	TBD
<b>ACTIVITY</b>				
Art Club	Carolyn Brown	24	20%	TBD
Anime Club	Lisa Delfino	6	10%	TBD
Band	Craig Ouellette	47	0%	TBD
Chorus	Kim Murphy	40	20%	TBD



Civil Rights Team Advisor	Johanna Billington	12	15%	TBD
Class Advisor – Junior	Jennifer Brassbridge	6	20%	TBD
Class Advisor – Junior	Lora Levenseler	6	0%	TBD
Class Advisor – Senior	Danielle Patten	10	0%	TBD
Class Advisor – Senior	Mike Grey	10	20%	TBD
Gay Straight Trans Alliance Co-Advisor	Johanna Billington	5	10%	TBD
Investment Club	Janet Heath	8	15%	TBD
Musical Assistant Director/Producer	Gretchen Henderson	14	0%	TBD
Musical Assistant Director/Producer	Jane Self	14	20%	TBD
Musical Director	Kim Murphy	57	20%	TBD
Musical Pit Band Director	Craig Ouellette	21	0%	TBD
Musical Technical Co-Director	Kailey Smith	18	0%	TBD
Musical Technical Co-Director	Tom Heath	18	20%	TBD
NHS Advisor	Craig Ouellette	20.5	0%	TBD
NHS Advisor	Melissa Howard	20.5	0%	TBD
PALS Advisor	Jill Cote	23	20%	TBD
Pep Band	Craig Ouellette	22	15%	TBD
PEERS Advisor	David Cooper	17	10%	TBD
Prom Coordinator – Jr/Sr	Amy Clevette	34	15%	TBD
Special Olympics Coordinator	Anastasia Alley	17	0%	TBD
Spring Play Director	Kailey Smith	28	0%	TBD
Spring Play Technical Director	Tom Heath	19	20%	TBD
Student Council Advisor	Sara Cole-Pardun	23	15%	TBD
Washington Trip Coordinator	Lisa Damian-Marvin	53	20%	TBD
Windplanners Advisor	Margo Murphy	47	20%	TBD
Winter Play Director	Kailey Smith	37	0%	TBD
Winter Play Tech Director	Tom Heath	26	20%	TBD
Yearbook & School Pictures	Jennifer Munson	45	20%	TBD

**Upon Motion by Marcus Mrowka and second by Marcia Dietrich, the Board voted to approve the above stipend nominations as amended.**

**Vote: 10-0      Student Vote: 3-0      Passed**

**Becky Flanagan, aye**

**Marcia Dietrich, aye**

**Patrick McCafferty, aye**

**Brieanna Gutierrez, aye**

**Sarah Bradley Prindiville, aye**

**Pete Orne, aye**

**Marcus Mrowka, aye**

**Jennifer Guilfoyle, aye**

**Deborah Harbaugh, aye**

**Mike Pierce, aye**

**Julianna Day, aye**

**Oliver Worner, aye**

**Bailey Curtis, aye**

8. Region 8/Midcoast School of Technology Budget Hearing  
MCST Business Manager, Sherry Moody presented the 2021-2022 MCST budget. The district wide assessment represents the local share for each of the seven sending school districts. She presented a total budget with a 6.03% decrease to expenses. The detailed budget report was included in the board packet.
9. School Board Chair's Report – Becky Flanagan  
The board discussed holding a Special Board meeting and Executive Session to conduct the Superintendent's Evaluation. Board leadership will meet to confirm the date.
10. Superintendent's Report – Maria Libby – as written  
The Public Budget Hearing will take place virtually on May 18. The Superintendent, Business Manager, and Finance Committee members will attend to present the warrant articles and ballot questions. Members of the public are encouraged to attend to ask questions about the 2021-2022 budget.  
  
There was a discussion about continuing to offer a remote learning option next year. Superintendent Libby shared the multiple options that the district is exploring. There are many opportunities including the potential to collaborate with other local school districts, similar regional school districts, or national remote learning programs. The current synchronous learning will not continue next year. Rather, students who need to be out due to injury would likely be able to login via Zoom and observe classes.
11. Student Representatives Report –Julianna Day, Oliver Worner, Bailey Curtis  
Students Reps shared feedback they have received from the student body regarding the change in the Director Food Service position. They also reported that AP classes and exams are going well. The spring musical rehearsals are underway and tickets for this weekend and next weekend's performances are available online. Spectators have returned to view spring sports and athletes are able to play without masks while 6' apart.
12. Administrative Reports
  - a. Deb McIntyre, Assistant Superintendent – as written  
Deb shared the work that is being done in the English Department around diversity. She has met with the Diverse Perspective Club who have created a pros

and cons list of their English class, listing a lack of diversity in their texts as one con.

- b. Shawn Carlson, CHRHS Principal – as written  
Shawn highlighted this year's graduation intentions. He echoed the student reps that it feels good to have spectators back to the school for athletics and outdoor events.
- c. Valerie Mattes, Director of Student Special Services – as written

### 13. Standing Committee Reports

- a. Curriculum – Met May 3.

#### Textbook Approvals

- *The Life of Pi*, by Yann Martel, Course: Honors Integrated Humanities, Teacher Requesting: Tom Gray and Sara Cole-Pardun – Cost \$10/book
- *Yellow: Race in America Beyond Black and White*, by Frank H. Wu, Course: English, Teacher Requesting: Sara Cole-Pardun – Cost \$17.99/book
- *How to be an Antiracist*, by Ibram X. Kendi, Course: English, Teacher Requesting: Sara Cole-Pardun – Cost \$13.87/book
- *So You Want to Talk about Race*, Ijeoma Oluo, Course: English, Teacher Requesting: Sara Cole-Pardun – Cost \$8.66/book
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, by Michelle Alexander, Course: English, Teacher Requesting: Sara Cole-Pardun – Cost \$11.49/book
- *White Rage*, by Carol Anderson, Course: English, Teacher Requesting: Sara Cole-Pardun – Cost \$8.29/book
- *Dear America: Notes of an Undocumented Citizen*, by Jose Antonio Vargas, Course: English, Teacher Requesting: Sara Cole-Pardun – Cost \$9.99/book
- *Citizen: An American Lyric*, by Claudia Rankin, Course: English, Teacher Requesting: Sara Cole-Pardun – Cost \$12.45/book
- *Tell Me How It Ends*, by Valeria Luselli, Course: English, Teacher Requesting: Sara Cole-Pardun – Cost \$12.45/book
- *Tomorrow Will be Different: Love, Loss, and the Fight for Trans Equality*, by Sarah McBride Course: English, Teacher Requesting: Sara Cole-Pardun – Cost \$15.89/book
- *Stamped*, by Jason Reynolds Course: English, Teacher Requesting: Sara Cole-Pardun – Cost \$8.99/book
- *#NotYourPrincess: Voices of Native American Women*, by Charleyboy, Course: English, Teacher Requesting: Sara Cole-Pardun – Cost \$12.95/book
- *Caste: The Origins of Our Discontent*, by Isabel Wilkerson, Course: English, Teacher Requesting: Sara Cole-Pardun – Cost \$19.02/book

- *The Warmth of Other Suns: The Epic Story of America's Great Migration*, by Isabel Wilkerson, Course: English, Teacher Requesting: Sara Cole-Pardun – Cost \$9.15/book
- *Indigenous People's History of the United States*, by Roxanne Dunbar-Ortiz, Course: English, Teacher Requesting: Sara Cole-Pardun – Cost \$13.99/book
- *Underground Railroad*, by Colson Whitehead, Course: English, Teacher Requesting: Sara Cole-Pardun – Cost \$10.25/book

English Teacher Sara Cole-Pardun compiled this list of academic works to provide teachers an expanded offering of texts. These works feature unrepresented groups and a broader perspective, bringing all voices to the classroom. There was a question from a board member about the theme of this list. Principal Carlson noted that the compilation of CHRHS texts does not have a theme – this represents a small selection in our overall collection of print and other resources available to students. This list is a step toward filling an identified gap in the curriculum. It was also noted that these works are a pre-approved list only and not required reading. The work being done in the district mirrors the national conversation around diversity, equity, and inclusion.

**Upon Motion by Sarah Bradley Prindiville and second by Becky Flanagan, the Board voted to approve the above books.**

**Vote: 10-0      Student Vote: 3-0      Passed**

**Becky Flanagan, aye**

**Marcia Dietrich, aye**

**Patrick McCafferty, aye**

**Brieanna Gutierrez, aye**

**Sarah Bradley Prindiville, aye**

**Pete Orne, aye**

**Marcus Mrowka, aye**

**Jennifer Guilfoyle, aye**

**Deborah Harbaugh, aye**

**Mike Pierce, aye**

**Julianna Day, aye**

**Oliver Worner, aye**

**Bailey Curtis, aye**

- b. Finance – Met April 7, minutes attached. Meets prior to School Board meeting May 5.

- Finance Update

The March budget summary had 26.53% remaining with a target of 23.08%. We are on track with no major concerns. At the next board meeting, there will be an agenda item to approve the transfer of unexpended funds to the Food Service line as there is a \$75,000 deficit. A la carte options were not offered due to COVID and fewer students at on

campus. The loss of revenue is not unexpected across the state, not only our district.

- c. Personnel – Next meeting May 11, 4:30 p.m.
- d. Negotiations – Met April 8 and April 29.
- e. Joint Policy – Met April 12, minutes attached. Next meeting May 24, 3:30 p.m.

**First Reads**

IHBGA – Home School Students Participation in Programs

IHCDA – Post-Secondary Enrollment Options

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

**Reviewed with minor or no revisions**

IHBG – Home Schooling

IHBGB-E – Statement of Rights for Private School Students with Disabilities

IJOA – Educational Field Trips

IJOA-A – Eligibility Requirements for the Washington Trip

IJOA-E – Request for Student Travel Form

IJOA-E-R – Extended Field Trip, International Participation Protocols

IL – Evaluation of Instructional Programs

ILD – Educational Research: Student Submission to Surveys, Analyses, or Evaluations

**Upon Motion by Marcia Dietrich and second by Marcus Mrowka, the Board voted to approve the first read policies as listed above.**

**Vote: 10-0      Student Vote: 3-0      Passed**

**Becky Flanagan, aye**

**Marcia Dietrich, aye**

**Patrick McCafferty, aye**

**Brieanna Gutierrez, aye**

**Sarah Bradley Prindiville, aye**

**Pete Orne, aye**

**Marcus Mrowka, aye**

**Jennifer Guilfoyle, aye**

**Deborah Harbaugh, aye**

**Mike Pierce, aye**

**Julianna Day, aye**

**Oliver Worner, aye**

**Bailey Curtis, aye**

14. School Advisory Committee Reports

- a. DEI Task Force – Met April 28, minutes attached. Next meeting May 26, 6:30 p.m.

Members of the Culture Competency Institute (CCI) Cohort, which is a professional development opportunity sponsored by Maine Schools Superintendents Association (MSSA) merged with the DEI Task Force as they are both engaged in diversity, equity, and inclusion work. They are making progress toward a deeper understanding of the issues. A comprehensive equity audit will be conducted next year.

15. Future Agenda Items

None.

16. Executive Session to Discuss a Personnel Matter – 1 M.R.S.A. § 405(6)(A)

**Upon Motion by Marcia Dietrich and second by Patrick McCafferty, the Board voted to enter Executive Session.**

**Vote: 10-0      Student Vote: 3-0      Passed**

**Becky Flanagan, aye**

**Marcia Dietrich, aye**

**Patrick McCafferty, aye**

**Brieanna Gutierrez, aye**

**Sarah Bradley Prindiville, aye**

**Pete Orne, aye**

**Marcus Mrowka, aye**

**Jennifer Guilfoyle, aye**

**Deborah Harbaugh, aye**

**Mike Pierce, aye**

**Julianna Day, aye**

**Oliver Worner, aye**

**Bailey Curtis, aye**

In: 8:02 p.m.

Out: 8:48 p.m.

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

**Upon Motion by Marcia Dietrich and second by Sarah Bradley Prindiville, the Board voted to enter Executive Session.**

**Vote: 10-0      Passed**

**Becky Flanagan, aye**

**Marcia Dietrich, aye**

**Patrick McCafferty, aye**

**Brieanna Gutierrez, aye**

**Sarah Bradley Prindiville, aye**

**Pete Orne, aye**

**Marcus Mrowka, aye**

**Jennifer Guilfoyle, aye**

**Deborah Harbaugh, aye**

**Mike Pierce, aye**

In: 8:49 p.m.

Out: 9:02 p.m.

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

**Upon Motion by Patrick McCafferty and second by Pete Orne, the Board voted to enter Executive Session.**

**Vote: 10-0            Passed**

**Becky Flanagan, aye**

**Marcia Dietrich, aye**

**Patrick McCafferty, aye**

**Brieanna Gutierrez, aye**

**Sarah Bradley Prindiville, aye**

**Pete Orne, aye**

**Marcus Mrowka, aye**

**Jennifer Guilfoyle, aye**

**Deborah Harbaugh, aye**

**Mike Pierce, aye**

In: 9:03 p.m.

Out: 9:30 p.m.

19. Adjourn

The meeting adjourned at 9:30 p.m.



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**Maria Libby**  
Superintendent  
**Debra McIntyre**  
Assistant Superintendent



Five Town CSD and Camden Rockport Schools  
Joint Special Board Meeting  
May 26, 2021  
Virtual Meeting  
6:00 P.M.

MINUTES

Board Present

Becky Flanagan, Chair, Five Town CSD Board, MSAD 28 Board Member  
Marcia Dietrich, Vice Chair, Five Town CSD Board, MSAD 28 Board Member  
Patrick McCafferty, Chair, MSAD 28 Board, Five Town CSD Board Member  
Brianna Gutierrez, Vice Chair, MSAD 28 Board, Five Town CSD Board Member  
Sarah Bradley Prindiville, MSAD 28 and Five Town CSD Board Member  
Marcus Mrowka, MSAD 28 and Five Town CSD Board Member  
Elizabeth Noble, MSAD 28 and Five Town CSD Board Member (arrived 6:09, departed 7:03)  
Jennifer Guilfoyle, Five Town CSD Board Member  
Mike Pierce, Five Town CSD Board Member (arrived 6:22)

Board Absent

Andrea Palise  
Peter Orne  
Deborah Harbaugh

Also Present

Maria Libby, Superintendent

1. Call to Order  
The meeting was called to order at 6:05 p.m.
2. Adjustments to the Agenda  
There were no adjustments to the agenda.  
There were technical difficulties among some members connecting to the meeting which caused some delay after the start.
3. Executive Session to Discuss a Personnel Matter - 1 MRSA §405 (6)A
  - a. Superintendent's Evaluation

**Upon Motion by Marcia Dietrich and second by Sarah Bradley Prindiville, the Boards voted to enter Executive Session.**



**Vote: 8-0                  Passed**

**Becky Flanagan, aye**  
**Marcia Dietrich, aye**  
**Patrick McCafferty, aye**  
**Brieanna Gutierrez, aye**  
**Sarah Bradley Prindiville, aye**  
**Elizabeth Noble, aye**  
**Marcus Mrowka, aye**  
**Jennifer Guilfoyle, aye**

In: 6:15

Out: 7:25

4. Executive Session to Discuss Labor Contracts - 1 MRSA §405 (6)D
  - a. Administrative Contracts

**Upon Motion by Patrick McCafferty and second by Becky Flanagan, the Board voted to enter Executive Session.**

**Vote: 9-0                  Passed**

**Becky Flanagan, aye**  
**Marcia Dietrich, aye**  
**Patrick McCafferty, aye**  
**Brieanna Gutierrez, aye**  
**Sarah Bradley Prindiville, aye**  
**Elizabeth Noble, aye**  
**Marcus Mrowka, aye**  
**Jennifer Guilfoyle, aye**  
**Mike Pierce, aye**

In: 7:26

Out: 8:18

The board discussed the salaries, raises, and contracts for administrators in the context of other positions in the district. In the most recently negotiated teacher contract, teachers with fewer than 20-years of experience will each get raises of between 4 - 6%, and in the past decade they have been as high as 14% for some steps. Teachers at the top of the scale will get a 1.75% increase for the next three years. Teacher salaries in our two districts are in the 95th to 99th percentile statewide depending on degrees and experience. Other employees who are unionized (custodians, bus drivers, ed techs, etc.) also get step increases as well as the normal raise unless they are at the top of the scale. Administrators do not have step increases and have received between 1.5 - 3% raises for at least a decade. Since they are not unionized, they don't negotiate their contract

every three years. Our administrator and director salaries typically fall between the 70<sup>th</sup> and 90<sup>th</sup> percentile state wide. There are numerous teachers in our districts who earn more per day than most of our administrators. Superintendent Libby felt it was appropriate to take a harder look at administrator raises and contracts at this juncture, especially after the exceptionally long hours they worked this year to keep schools running. The board agreed.

**Upon Motion by Marcus Mrowka and second by Jennifer Guilfoyle, the Board approved a 4% salary increase and contract changes for the Superintendent based on an exemplary performance appraisal and also approved her contract with a 2-year extension.**

**Vote: 8-0                  Passed**

**Becky Flanagan, aye**  
**Marcia Dietrich, aye**  
**Patrick McCafferty, aye**  
**Brieanna Gutierrez, aye**  
**Sarah Bradley Prindiville, aye**  
**Marcus Mrowka, aye**  
**Jennifer Guilfoyle, aye**  
**Mike Pierce, aye**

**Upon Motion by Patrick McCafferty and second by Brie Gutierrez, the Five Town CSD Board voted to support the raises (4%) and market adjustments for school and district administrators and approve the contract changes shared by the Superintendent.**

**Vote: 8-0                  Passed**

**Becky Flanagan, aye**  
**Marcia Dietrich, aye**  
**Patrick McCafferty, aye**  
**Brieanna Gutierrez, aye**  
**Sarah Bradley Prindiville, aye**  
**Marcus Mrowka, aye**  
**Jennifer Guilfoyle, aye**  
**Mike Pierce, aye**

**Upon Motion by Patrick McCafferty and second by Brie Gutierrez, the MSAD 28 Board voted to support the raises (4%) and market adjustments for school and district administrators and approve the contract changes shared by the Superintendent.**

**Vote: 6-0                  Passed**

**Becky Flanagan, aye**  
**Marcia Dietrich, aye**  
**Patrick McCafferty, aye**  
**Brieanna Gutierrez, aye**

**Sarah Bradley Prindiville, aye**

**Marcus Mrowka, aye**

5. Adjourn

The meeting adjourned at 8:27



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

**Maria Libby**  
Superintendent  
**Debra McIntyre**  
Assistant Superintendent



### **Every Student Succeeds Act (ESSA)**

The Five Town CSD and MSAD 28 have previously agreed to participate in a cooperative project for the ESSA federal funds. As a cooperative project, the MSAD 28 takes on the role of fiscal agent and we only are required to complete one application.

The ESSA requires us to complete an annual application with detailed information explaining how we plan on using the federal funds that are allocated to the districts. There are many different titles that fall under the ESSA umbrella. The allocations noted below are the total funds (CSD and SAD) available. The title funds that we qualify for are as follows:

- Title I: Improving the Academic Achievement of the Disadvantaged. These funds are based on the number of low-socioeconomic students. Our districts have determined that the title one funds (and all of the associated record-keeping and data collection responsibilities) are designated to serving students in kindergarten through fourth grade. The title one funds are used to pay some of the salary and benefits for title one literacy and mathematics teachers and educational technicians. In addition, some of these funds are allocated to supplies and required set-aside projects.  
2017-18 Allocation: \$152, 760  
2018-19 Allocation: \$150, 500  
2019-20 Allocation: \$145, 477  
2020-21 Allocation: \$130, 747  
2021-22 Allocation: \$120, 856 (preliminary)
- Title II: Preparing, Training and Recruiting High Quality Teacher and Principals  
Title II funds are designated for providing PreK-12 staff with professional development. These opportunities include conferences, in-district workshops, graduate level course work as well as supporting book studies and school-based learning opportunities.  
2017-18 Allocation: \$74,607  
2018-19 Allocation: \$70,021  
2019-20 Allocation: \$74,182  
2020-21 Allocation: \$69,137  
2021-22 Allocation: \$71,500 (preliminary)
- Title IV: 21<sup>st</sup> Century Schools  
Title IV funds have to be used in one or more of the following categories: well-rounded education, safety and health and/or use of technology. We utilize this funding stream to supplement our districts need to support professional development and roll these funds into our title II funds.  
2017-18 Allocation: \$19,711  
2018-19 Allocation: \$20,000

A learning community that fosters intellectual and creative excellence while building strong character.

2019-20 Allocation: \$20,000

2020-21 Allocation: \$20,000

2021-22 Allocation: \$20,000

As part of the federal requirements, we must consult annually with private schools within our catchment area. Each private school that has qualified students residing in our catchment area receives a certain percentage of our total allocation for title I and title II. Wayfinder School (Title II), Riley School (Title II), Ashwood School (Title I and II), Watershed School (Title II) and Atlantic Academy (Title II) receive funding.

#### **Title One:**

This project is designated funds for supporting intervening services for identified students in grades K-4. Intervening services are provided in literacy and mathematics. Ongoing data collection and direct instruction to support identified needs is the cornerstone of the project. The funds partially cover staffing salary and benefits with the remainder coming from local funds.

#### **Title Two Project Description (draft)**

The Project is to continue focusing support for staff on the following:

- a) improving instructional strategies including student-centered learning, learning in the outdoors, and project-based learning;
- b) gaining a deeper understanding of diversity, equity and inclusion;
- c) supporting teachers with individually identified needs (approved level coursework) and
- d) increasing school-based leadership to create a culture supporting teaching and learning.

Staff indicate a need to participate in self-selected professional development based on individual needs to continue our goal of developing a student-centered teaching/learning environment to support students in meeting academic standards.

In addition, staff need multiple opportunities to work together to learn about and strategize about continual school improvement, including student-centered, project-based and outdoor learning. School-based teams of teachers and administrators will collaborate and problem solve in order to improve their schools through leadership and developing a safe and positive culture for learning and leading.

Camden Hills Regional High School  
2021-22 School Calendar  
Grades 9-12

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	FO	O	9	10	11
12	13	14	15	16	W	18
19	20	21	ER	23	24	25
26	27	28	29	30		

OCTOBER (19)						
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	29	30
31						

NOVEMBER (17)						
S	M	T	W	T	F	S
	1	2	3	4	C	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 (19)						
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	1/2 TP	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 (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 (14)						
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	O	1/2 TP	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	Freshman Orientation
September 8	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)

November 5	No School, Parent Conferences
November 11	Veterans Day Holiday
November 12	Q1 ends
November 17	Early Release (2:00)
November 24	Teacher Workshop Day - Flex
November 24-26	Thanksgiving Break
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
January 25-27	Mid-Year Finals
January 27	Q2 ends
January 28	1/2 Teacher Prep - No students
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)
April 6	Early Release (2:00)
April 8	Q3 ends
April 15	Early Release (12:15) - 1/2 Teacher Day
April 18-22	Spring Break

May 11	Early Release (2:00)
May 30	Memorial Day Holiday
June 10	Graduation
June 16-20	Final Exams
June 20	*Last Day of School/Q4 ends
June 21	1/2 Teacher Prep - No students

Student Days	
Month	Days
Sept	16
Oct	19
Nov	17
Dec	16
Jan	19
Feb	15
Mar	23
Apr	16
May	21
June	14
<b>Total</b>	<b>176</b>

Teacher Days	
Month	Days
Sept	21
Oct	20
Nov	18
Dec	16
Jan	19.5
Feb	15
Mar	23
Apr	16
May	21
June	14.5
<b>Total</b>	<b>184</b>

Term	Days
Q1	43
Q2	43
Q3	45
Q4	45
Total	176

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

- 176 Student Days
- 4 Teacher Workshop Days
- 2 Teacher Prep Days
- 1 Freshman Orientation Day
- 1 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 CSD board on June X, 2021

FIVE TOWN CSD  
Camden Hills Regional High School  
**REQUEST FOR STUDENT overnight TRAVEL**

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 Form.

*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.*

*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 for any Extended or Unique field trip must be received **before announcement to parents and students** and the beginning of fundraising activities. Requests in principle must include a completed copy of this form.*

**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)

☐ In-state field trip, ≥ 2night stay

☐ Out of state field trip

☐ Domestic travel, US destination

☒ Foreign travel, non-US destination

☒ Per student cost ≥ \$500

**Destination:** London, UK

**No. Students on Trip:** 15-20

**Group/Event:** INTERCULTURAL PROGRAM

**Dates of Trip:** APRIL BRK, 2022

**Number of School Days Missed:** 0

**Cost of Substitute Coverage:** 0

**Educational Justification:**

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

This will be a theater- and historically -oriented trip.  
The Board originally approved it for 2020, but it had  
to be postponed due to COVID.

**Trip Coordinator(s):**

**Date(s) of any Prior Trips Led:**

Tom Gray  
Sara Cole  
Jane Chamberlain

Many

**Trip Chaperones:**

**Employee?**

**Date(s) of any Prior Trips**

*One Chaperone to every 8 students is recommended.*


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 Intercultural Trip protocols and all standards therein. ☒ 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): ☒ 9 ☒ 10 ☒ 11 ☒ 12

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?

*We will have to be mindful of COVID protocols as they evolve and make any necessary adjustments.*

### Costs:

Total cost of trip per student: \$ 4500 Group fundraising goal: \$ 20% of cost

Estimated out-of-pocket cost per student/family: \$ 3400

### APPROVALS:

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

*[Signature]* 4/26/2021  
Signature of Trip Coordinator Date

### If Intercultural Trip (when applicable):

I have reviewed the itinerary of the proposed trip and reviewed safety procedures with the supervising educator. In light of this trip review and the intercultural program objectives, I recommend this trip to the Principal:

*[Signature]* 4/26/2021  
Signature of Intercultural Coordinator Date

I have reviewed the itinerary of the proposed trip and reviewed safety procedures with the supervising educator and Intercultural Coordinator, where applicable. I recommend this travel to the Superintendent:

*[Signature]* 4/28/21  
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]* 4/29/21  
Signature of Superintendent Date

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



## **Request for Conceptual Approval—London Trip, 2022**

Out of an abundance of prudence, we have decided to continue to wait before resuming most regular travel opportunities for students in the 2021-2022 school year—with one exception. Due to some extenuating circumstances, we are asking the Board to consider conceptual approval for the resumption of planning for a cultural trip to London during April break, 2022.

### **Rationale**

The trip in question is one that the Board approved in 2019, and was originally to occur in April, 2020. When the trip had to be cancelled because of COVID, twelve students were signed up, and most had paid their full balances to ACIS, the tour company coordinating the trip. At the time of cancellation, ACIS gave those families two options: 1] cancel with a partial refund, according to the contracts that had been signed, or 2] keep all money that had been paid “on account” with ACIS, to be applied to a future trip. Of the original group, 5 families chose the second option, and each has between \$1000 and \$3700 on account with ACIS.

These 5 families have 2 ways to “redeem” the money they have on account with ACIS:

- 1] Take an ACIS trip in the future, OR...
- 2] Get a voucher from ACIS to “sell” to another student.

Either way, these 5 families can only redeem their money if CHRHS does another trip with ACIS. For this reason, we are asking the Board to allow us, tentatively, to reschedule this trip for April break, 2022.

### **Why Grant Conceptual Approval Now Rather Than Wait?**

When planning student travel, families need a much lead time as possible—optimally with an intervening summer vacation. If the Board grants conceptual approval now, it will allow us to begin forming the group and fundraising.

### **Contingencies**

At present, it would still not be possible for CHRHS to send a student group to another country because of the COVID pandemic. It is this essential to realize that the trip can only occur if significant changes occur in the framework of global travel, specifically between the US and the UK. Although it is impossible to predict the state of affairs next year, we suggest the following, specific contingencies for the Board’s ongoing approval of the trip:

Conditions that must be fulfilled by October 1, 2021, and remain in place through the trip:

- 1] The U.S. Department of State must have no Travel Advisory for the US higher than Level 2, “Exercise Increased Caution.”
- 2] There must be no quarantine requirements, on either side, for travel between the US and the UK.

3] At least 30 days before travel, all participants and chaperones must provide documentation of full vaccination for COVID-19.

4] All participants must follow current guidelines for masking, social distancing, and handwashing for the duration of the trip.

5] Administration will closely monitor the status of the pandemic and the state of travel between the US and the UK, and will impose further requirements and contingencies as prudence and caution demand, including cancellation of the trip.

6] CHRHS shall not incur any costs toward the trip that cannot be fully refunded before October 1, 2021 (the current risk-free deadline from ACIS). After that point, if conditions are favorable for the trip to proceed according to the contingencies above, all participants shall be required to purchase the highest level of trip insurance offered by ACIS (\$30 per day), which allows very generous refunds for trip cancellation (details of plan are included).

Disclaimer—Even With Conceptual Approval, the Trip May Still Be Cancelled

The safety and wellbeing of CHRHS students and staff shall always be the foremost consideration in the Five Town CSD's approval of this or any student travel experience. International travel always poses some risks, including the risk of illness, injury, or financial loss due to unforeseen events. Conceptual approval with the contingencies noted above should not be construed as a guarantee that the trip will never be cancelled.

Furthermore, it should be noted that safety will always be a greater priority than the prevention of financial loss to those who have registered and made payments for the trip. Although the CHRHS staff who organize the trip will make every possible effort to minimize non-refundable costs and to help participants who cancel to recoup as many refundable expenditures as possible (whether the decision to cancel is made by the individual family or by the school), in granting conceptual approval for this trip, the Five Town CSD does not guarantee the refund of any costs incurred in connection with this trip.

# Protection Plans

## CHOOSE A PROTECTION PLAN

Peace of mind is key—make sure you have the level of insurance protection that's right for you. Your ACIS program fee includes Basic Protection coverage. ACIS recommends that participants upgrade to the Ultimate Protection Plan, designed specifically for your travel needs.

	INSURANCE COVERAGE	CANCELLATION REFUND POLICY*	RATE
<b>ULTIMATE PROTECTION PLAN</b>	<b>MOST ENHANCED</b> health coverage, program interruption, baggage delay/loss and travel delay protection while on tour. Plus, enhanced medical/job loss cancellation refund policy.	<b>MOST ENHANCED</b> cancellation refund policy. <b>Cancel for any reason up to your day of departure and receive a cash refund—the most generous plan in the industry.**</b>	\$30 per day (\$400 maximum) <sup>†</sup> \$100 surcharge for participants age 66+ <sup>†</sup>  The Ultimate Protection Plan must be purchased by the Full Payment Deadline.
<b>COMPREHENSIVE PROTECTION PLAN</b>	<b>ENHANCED</b> health coverage, program interruption, baggage delay/loss and travel delay protection while on tour. Plus, enhanced medical/job loss cancellation refund policy.	<b>ENHANCED</b> cancellation policy.	\$25 per day (\$300 maximum) <sup>†</sup> \$100 surcharge for participants age 66+ <sup>†</sup>  The Comprehensive Protection Plan must be purchased no later than 65 days prior to departure.
<b>BASIC PROTECTION PLAN</b>	<b>STANDARD</b> health coverage, program interruption, and travel delay protection while on tour. Standard cancellation policy for medical/job loss cancellations.	<b>STANDARD</b> cancellation policy.	Included in program fee

\*Cancellation Refund Policy summary refers to cancellations due to non-insured reasons. \*\*Portion of the refund may be in the form of a travel credit voucher. <sup>†</sup>Capped at \$400/\$300 not including the surcharge for participants age 66+. Plan must be purchased for the entirety of the tour, including departure and return dates.

## REFUND POLICIES

Should you have to cancel for a non-insured reason, our refund policy is outlined below. We can only process cancellations upon receipt of a cancellation letter. Any refund that you are owed will be sent within 45 days of receipt of your cancellation letter. ACIS recommends the Ultimate Protection Plan that allows you to cancel anytime up to your day of departure for any reason and receive a cash refund!

# of days prior to departure	Ultimate Protection Plan	Comprehensive Protection Plan	Basic Protection Plan
130+ days	All payments less \$100*	All payments less \$350*	All payments less \$350*
129 to 90 days		All payments less \$450*	All payments less \$650*
89 to 65 days		All payments less \$675*	All payments less \$1,100*
64 to 30 days	All payments less \$400 Travel Credit Voucher*	All payments less \$1,100*	All payments less \$1,300*
29 to 15 days	All payments less \$600 Travel Credit Voucher*	No refund	No refund
14 days or less	All payments less \$800 Travel Credit Voucher*		

\*The Comprehensive Protection Plan Fee, Ultimate Protection Plan Fee and any visa fees are non-refundable and non-transferable. Non-refundable fees also include, but are not limited to, ACIS Travel Credit Voucher credits, late fees and cancelled check fees. ACIS Travel Credit Vouchers are transferable, are not redeemable for cash and expire two years from the date of issue. Please contact ACIS for more details.

## CANCELLATION NOTES

There is no provision for refunds for meals, accommodations or transportation, including flight costs or activities missed by participants, for reasons of absence once the program has started. Minor alterations in programs will not result in refunds. Pre-departure materials are not sent to participants who cancel from the program. If a participant elects to obtain a refund, that refund shall be ACIS' sole responsibility to participants and parents/legal guardians. **All cancellations must be submitted in writing to ACIS' Boston Headquarters at 330 Congress Street, Suite 5, Boston, MA 02210, or by email to [accounts@acis.com](mailto:accounts@acis.com).**

## REINSTATEMENT FEES

Cancelled participants who request to be reinstated must send full payment, including a \$175 Reinstatement Fee (plus any additional airline charges), in the form of a cashier's check or credit card, along with a written request to be reinstated. Reinstatements are subject to airline and hotel availability.

# Protection Plans

Your ACIS program fee includes Basic Protection coverage, of which certain portions are underwritten by Crum & Forster Segregated Portfolio Co. under Policy # CC001381 and supported by the Team Assist Plan. This protection is automatically in force during your ACIS tour.

Coverage	Ultimate Protection Plan <i>Best!</i>	Comprehensive Protection Plan <i>Better</i>	Basic Protection Plan <i>Good</i>
<b>Health Protection</b> Includes 24 hour medical assistance, consultation, monitoring and emergency evacuation where deemed necessary by Team Assist.	Coverage up to \$50,000.  No deductible. Team Assist will pay up to \$1,500 for an immediate family member to travel to the trip destination in the event that a participant under age 21 is hospitalized for more than 48 hours or more than 1 week if age 21 or older.	Coverage up to \$30,000.  No deductible. Team Assist will pay up to \$1,000 for an immediate family member to travel to the trip destination in the event that a participant under age 21 is hospitalized for more than 48 hours or more than 1 week if age 21 or older.	Coverage up to \$15,000.  \$200 deductible.
<b>Medical/Job Loss Cancellation</b> Medical and other cancellation reasons as stated below.	<b>For all participants:</b> Full refund except for \$100 plus the price of the Ultimate Protection Plan.	<b>For all participants:</b> Full refund except for \$100 plus the price of the Comprehensive Protection Plan.	Standard cancellation policies apply. See "Refund Policies" chart on page 1.
<b>Medical Interruption</b> Medical and other interruption reasons as stated below.	Up to \$1,500 toward the cost of a one-way economy ticket to the United States.	Up to \$1,000 toward the cost of a one-way economy ticket to the United States.	Up to \$250 toward the cost of a one-way economy ticket to the United States.
<b>Baggage Delay/Loss</b>	If bags are lost or delayed for more than 24 hours on your outbound journey, ACIS will pay \$200 for emergency purposes. If bags are stolen or lost, up to \$1,000 total will be reimbursed by Team Assist if a signed police or airline report accompanies the claim. (Of this, up to \$200 reserved for loss of photographic or electronic equipment.) \$50 deductible applies.	If bags are lost or delayed for more than 36 hours on your outbound journey, ACIS will pay \$50 for emergency purposes. If bags are stolen or lost, up to \$500 total will be reimbursed by Team Assist if a signed police or airline report accompanies the claim. (Of this, up to \$100 reserved for loss of photographic or electronic equipment.) \$50 deductible applies.	No coverage is included.
<b>Travel Delay Protection</b>	If your trip is delayed 12 or more hours, up to \$150 per day of traveling expenses will be reimbursed by Team Assist up to a maximum of \$1,500.	If your trip is delayed 12 or more hours, up to \$150 per day of traveling expenses will be reimbursed by Team Assist up to a maximum of \$1,500.	If your trip is delayed 12 or more hours, up to \$150 per day of traveling expenses will be reimbursed by Team Assist up to a maximum of \$1,500.
<b>Quarantine Coverage</b>	Travel Delay Protection coverage also applies if you are forced into medical isolation overseas by a recognized government authority due to having, or being suspected of having, a contagious disease.	Travel Delay Protection coverage also applies if you are forced into medical isolation overseas by a recognized government authority due to having, or being suspected of having, a contagious disease.	Travel Delay Protection coverage also applies if you are forced into medical isolation overseas by a recognized government authority due to having, or being suspected of having, a contagious disease.
<b>A total of \$495 plus the cost of the Protection Plan must be received in order to activate your plan.</b>			
ACIS Protection Plans are updated each fall for the following travel year. Once finalized, a Health and Program Cancellation/Interruption Coverage booklet that outlines the specific coverages in place for the upcoming year will be available online.			

## PROGRAM CANCELLATION AND PROGRAM INTERRUPTION

The cancellation and program interruption policies apply only to persons who cancel due to a listed insured reason and notify ACIS in writing. Accepted insured cancellation and program interruptions are limited to the following circumstances:

- 1) If you or a member of your immediate family (spouse, domestic partner, child, parent, grandparent, sibling or legal guardian) are seriously injured, become ill or die (medical documentation required).
- 2) If an adult participant or either parent/legal guardian of a student participant is laid-off (which must be documented with the appropriate forms from the Social Security Administration). Notification must be made to ACIS within seven days of job termination for this benefit to be in force. Program cancellations only.

If, in the event a group leader cancels a scheduled trip because he/she or a member of his/her immediate family (spouse, domestic partner, child, parent, grandparent, sibling or legal guardian) becomes seriously ill, injured or dies, and no replacement can be found, requiring all participants assigned to such group leader to cancel their trip, payment will not exceed \$4,800 in total for all participants assigned to such group leader.

## TRAVEL ACCIDENT PROTECTION

Team Assist provides \$25,000 coverage for accidental death and lower amounts for other accidents. The maximum aggregate total payable under this policy for all ACIS participants is \$1,000,000, and benefits may be reduced if this maximum is exceeded.

## TRAVEL SECURITY CLAUSE—NON U.S. DESTINATION TRIPS

As part of the Basic Protection Plan provided by ACIS, a group's itinerary may be rerouted or rescheduled at no cost to participants if the U.S. Department of State issues a Level 4 Travel Advisory that Americans should not travel to any country scheduled on the itinerary and the official Level 4 Travel Advisory is in effect within 90 days prior to departure.

## TRAVEL SECURITY CLAUSE—U.S. DESTINATION TRIPS

As part of the Basic Protection Plan provided by ACIS, a group's itinerary can be modified at no cost to participants if the U.S. Department of State states there has been a terrorist attack against U.S. interests within 90 days prior to departure and within 50 miles of a city being visited.

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**Maria Libby**  
Superintendent

**Debra McIntyre**  
Assistant Superintendent

Five Town CSD  
Superintendent's Report  
June 2, 2021

**1. 2021-22 Budget Update**

- a. The Public Budget Hearing was May 18. It was attended by one member of the public and one employee, in addition to the board and district administrators present.
- b. As many of you may have heard, the Governor increased public education funding to the 55% level as has been a goal for many years. The impact of this increase in the Five Town CSD is complicated and creates numerous issues for our district. There is currently a piece of legislation in place that may pass between June 14 -16 that allows schools to use the extra subsidy without needing a warrant article on the ballot that specifically allows that. Schools could have three options of how to handle the additional subsidy money, which in our case is an additional \$153,848. Districts can use the money toward town tax assessments, the capital reserve, or the fund balance. In the Five Town CSD, the towns of Hope, Appleton, and Lincolnville would be allowed additional subsidy money to offset taxes which would change the percentage in the assessment formula for each town that is not only applied to the required local amount (where the tax relief is applied), but also to the debt service and additional local amount. *The impact of this would be that the taxes in Camden and Rockport would actually **increase** for next year beyond what was already expected, which was never the intention of the Governor's gesture in providing education tax relief.* After discussing the various legal implications and associated uncertainties with legal counsel, I believe our best option is to put the money in our Capital Reserve Fund. The amount would cover most of the cost of purchasing the solar panels on the roof which we intended to use the Capital Reserve for.
- c. Final Step in the Budget Process: June 8, all day – Budget Referendum Vote

**2. Looking Ahead to next year**

Since the last board meeting, we have explored remote options for the 21-22 school year. We also surveyed our high school students to gauge interest. Only 1 respondent (out of 96) said they would definitely be interested in a fully remote option, and 12 said probably. We also learned that the state will not offer a remote option, nor is there interest in forming a regional collaborative. Some neighboring school districts will continue using the national Edmentum software as a fully remote option for some students. Given what we learned, what we know about our district's programming, and having a better understanding of student need, we have decided not to pursue a remote option for next year. You may have read in the NYT that many districts across the country have come to the same conclusion.

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**Maria Libby**  
Superintendent

**Debra McIntyre**  
Assistant Superintendent

This is not to say that our counseling department won't help students pursue the option of some online courses and alternative programming. We do a great job providing a variety of learning options for our students and will continue to do so.

### **3. Facilities Project Updates**

- a. Pavilions – The pavilions should be erected beginning in late June or early July.
- b. Ventilation – I have hired a consultant to do a comprehensive analysis of the ventilation status in every room in our building. An initial analysis showed that in some locations dampers were not working properly, the system had unexpected overrides, and/or the rate of air exchange did not meet expectations.

### **4. Other**

- Successfully completed Teacher Negotiations. The MTA will have a new President next year, Julie Speno, from CRES, who has been an MTA building liaison for years. I look forward to a continued productive working relationship with the association.
- We continue to screen, interview, and hire for a variety of positions. It is getting very late in the hiring season so hopefully there will not be many last-minute surprise departures.
- Trina Schroeder, my Executive Assistant, has taken another position outside of the district; her last day will be June 4. I am grateful for the two years she served the district. She will be replaced by Sarah Bullock who starts on August 9.
- Deb and I have been screening and interviewing potential organizations to contract with next year to do an Equity Audit for our districts. We hope to have a decision by the end of the school year. This work would take approximately 1 year and will dovetail nicely with the creation of a new Strategic Plan in 22-23.
- Deb and I met with the Kitchen Managers in both districts to discuss the transition and any unforeseen needs they might have. It was a productive meeting and I feel we are on track to continue providing excellent food to our students and staff.
- Deb and I also met with Bus Drivers to discuss the transportation situation. We learned a lot and will continue working collaboratively to make sure we are able to provide the services we need, whatever shape that will take.

Thanks for another great year in partnership,  
Maria Libby



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**Maria Libby**  
Superintendent  
**Debra McIntyre**  
Assistant Superintendent



Five Town CSD  
Assistant Superintendent Board Report  
June 2, 2021

**Goals Update:**

**GOAL #1: Teaching and Learning**

- Finishing up our book study (sessions 3 and 4) focused on Success Criteria.
- Professional learning – webinar entitled “Understanding Contentious Topics when Reviewing Your Social Studies Curriculum” with Maine DOE Social Studies specialist.
- English Language Arts Department – meeting with the Department Head to discuss reviewing and revising district Expected Learning Outcomes based on the new Maine Learning Results.
- Meeting with the 9<sup>th</sup> grade team to discuss structure and plans for next year.
- Attending AP research presentations.
- Reviewing summer curriculum requests and allocating funds.
- Chairing the Drop Out Prevention committee – review and revise action plan as needed.

**GOAL #3: Resource Management**

- Federal funds – all grants funds will now be using a new management platform – attending trainings to understand the functionality of the program in order to successfully submit grant requests.
- Annual meetings with private schools to determine their allocations for ESEA funds.

**Other**

- Personnel – screening applicants, sitting on interview committees, meeting with various personnel stakeholder groups regarding upcoming changes and collecting input and suggestions for improvement within specific departments.
- Attending Drummond Woodsum annual legal updates.
- Attended the spring musical “Theory of Relativity”. A great performance!

Respectfully,  
Debra McIntyre

# SAT School Day March 2021 - May 2021, 11th grade - Scores

**School**  
Mean Score  
**1093**

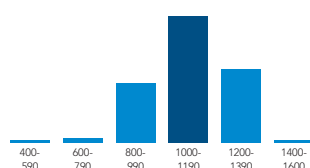
**District**  
Mean Score  
**1093**

**State**  
Mean Score  
**1068**

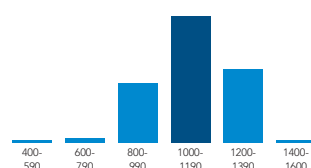
**Total Group**  
Mean Score  
**1008**

Number of Participants	<b>116</b>	Number of Participants	<b>116</b>	Number of Participants	<b>3349</b>	Number of Participants	<b>498977</b>
Met Both Benchmarks	<b>50%</b>	Met Both Benchmarks	<b>50%</b>	Met Both Benchmarks	<b>46%</b>	Met Both Benchmarks	<b>36%</b>
Met ERW	<b>(480) 80%</b>	Met ERW	<b>(480) 80%</b>	Met ERW	<b>(480) 74%</b>	Met ERW	<b>(480) 60%</b>
Met Math	<b>(530) 54%</b>	Met Math	<b>(530) 54%</b>	Met Math	<b>(530) 48%</b>	Met Math	<b>(530) 37%</b>
Met None	<b>16%</b>	Met None	<b>16%</b>	Met None	<b>24%</b>	Met None	<b>38%</b>

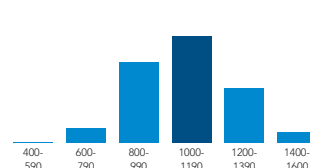
Distribution of Scores



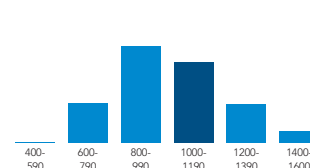
Distribution of Scores



Distribution of Scores



Distribution of Scores



<b>Mean Total Score (400-1600)</b>		<b>Mean Total Score (400-1600)</b>		<b>Mean Total Score (400-1600)</b>		<b>Mean Total Score (400-1600)</b>	
Total Score	<b>1093</b>	Total Score	<b>1093</b>	Total Score	<b>1068</b>	Total Score	<b>1008</b>
<b>Mean Section Scores (200-800)</b>		<b>Mean Section Scores (200-800)</b>		<b>Mean Section Scores (200-800)</b>		<b>Mean Section Scores (200-800)</b>	
Evidence-Based Reading and Writing	<b>561</b>	Evidence-Based Reading and Writing	<b>561</b>	Evidence-Based Reading and Writing	<b>543</b>	Evidence-Based Reading and Writing	<b>511</b>
Math	<b>532</b>	Math	<b>532</b>	Math	<b>525</b>	Math	<b>498</b>
<b>Mean Test Scores (10-40)</b>		<b>Mean Test Scores (10-40)</b>		<b>Mean Test Scores (10-40)</b>		<b>Mean Test Scores (10-40)</b>	
Reading	<b>28</b>	Reading	<b>28</b>	Reading	<b>27</b>	Reading	<b>26</b>
Writing and Language	<b>28</b>	Writing and Language	<b>28</b>	Writing and Language	<b>27</b>	Writing and Language	<b>25</b>
Math	<b>27</b>	Math	<b>27</b>	Math	<b>26</b>	Math	<b>25</b>
<b>Mean Cross-Test Scores (10-40)</b>		<b>Mean Cross-Test Scores (10-40)</b>		<b>Mean Cross-Test Scores (10-40)</b>		<b>Mean Cross-Test Scores (10-40)</b>	
Analysis in Science	<b>28</b>	Analysis in Science	<b>28</b>	Analysis in Science	<b>27</b>	Analysis in Science	<b>26</b>
Analysis in History/Social Studies	<b>29</b>	Analysis in History/Social Studies	<b>29</b>	Analysis in History/Social Studies	<b>27</b>	Analysis in History/Social Studies	<b>26</b>
<b>Mean Subscores (1-15)</b>		<b>Mean Subscores (1-15)</b>		<b>Mean Subscores (1-15)</b>		<b>Mean Subscores (1-15)</b>	
Command of Evidence	<b>10</b>	Command of Evidence	<b>10</b>	Command of Evidence	<b>9</b>	Command of Evidence	<b>9</b>
Words in Context	<b>10</b>	Words in Context	<b>10</b>	Words in Context	<b>9</b>	Words in Context	<b>8</b>
Expression of Ideas	<b>10</b>	Expression of Ideas	<b>10</b>	Expression of Ideas	<b>9</b>	Expression of Ideas	<b>9</b>
Standard English Conventions	<b>9</b>	Standard English Conventions	<b>9</b>	Standard English Conventions	<b>8</b>	Standard English Conventions	<b>7</b>
Heart of Algebra	<b>9</b>	Heart of Algebra	<b>9</b>	Heart of Algebra	<b>9</b>	Heart of Algebra	<b>8</b>
Problem Solving and Data Analysis	<b>9</b>	Problem Solving and Data Analysis	<b>9</b>	Problem Solving and Data Analysis	<b>9</b>	Problem Solving and Data Analysis	<b>8</b>
Passport to Advanced Math	<b>8</b>	Passport to Advanced Math	<b>8</b>	Passport to Advanced Math	<b>8</b>	Passport to Advanced Math	<b>8</b>





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Superintendent  
**Debra McIntyre**  
Assistant Superintendent



**Five Town CSD**  
**CHRS Principal Board Report**  
**June 2, 2021**

<b>Current Enrollment Figures</b>	<b>Oct 1</b>	<b>May 27</b>	<b>Change</b>
<b>9<sup>th</sup> Grade</b>	<b>179</b>	<b>177</b>	<b>-2</b>
<b>10<sup>th</sup> Grade</b>	<b>177</b>	<b>176</b>	<b>-1</b>
<b>11<sup>th</sup> Grade</b>	<b>171</b>	<b>174</b>	<b>+3</b>
<b>12<sup>th</sup> Grade</b>	<b>188</b>	<b>186</b>	<b>-2</b>
<b>Total</b>	<b>715</b>	<b>713</b>	<b>-2</b>

**Full time remote students** **124**

**Recognitions**

**Tom Gray- Educational Leaders Experience Program**

**Graduation Planning**

We have finalized our graduation plans for the spring. After recent changes in CDC guidance we have eliminated our rain date and plan to hold graduation outdoors, but if it rains we will move into the Strom. We are all hoping for good weather so that we do not have to limit family participation. In the event of rain, each graduate will be allowed 4 guests. If we are outside, we can accommodate all of a family's guests.

Monday June 7<sup>th</sup> (6:30 pm) -March Through Town

Tuesday June 8<sup>th</sup> (6:30 pm)-Senior Voices

Friday June 11<sup>th</sup> (7:00 pm)-Graduation

If you would like a reserved seat, please let Jane Self know and we will be sure that you have a seat.

**Washington Trip**

We are planning for our traditional Washington trip for juniors next June. We are also planning a second trip in April for next year's seniors who were unable to attend this year. The Bisbee Foundation has been very generous and is supporting two full trips next year. We are all looking forward to this experience returning.

**State Testing**

It was a busy testing spring for juniors. The state reinstated in testing regime for 3<sup>rd</sup> year students. Our juniors completed NWEA testing in math and English, the state science test, the SAT, and numerous AP tests. We were not anticipating having to use the NWEA tests and had previously

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schedule the SAT for juniors during school time. Next year, we will hold the SAT on Saturdays to minimize the impact of testing on instructional time.

**Reflection**

This year has challenged everyone in ways that were not predictable. I am proud of how much we were able to accomplish and of how well staff and students responded to the challenges. I also want to thank the Board and the Superintendent for all of their support, willingness to think outside the box and problem solving. It is too early to assess the impacts of this past year and one half, but I believe we will be stronger for the experiences. Everyone is exhausted right now and holding on, but a summer away will rejuvenate most of us. I am looking forward to the chance to reestablish our sense of community and belonging.

Respectfully submitted,  
Shawn Carlson

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

Camden Hills Regional High School  
Special Services Board Report  
June 2, 2021

**Goal: Teaching and Learning**

• 2020-21 Data Summary:

Disability Category	Number of Students	Gender Male	Gender Female
Autism	11	10	1
Emotional Disturbance	10	3	7
Hearing Impairment	1	1	0
Intellectual Disability	5	2	3
Other Health Impairment	46	32	14
Specific Learning Disability	29	15	14
Speech/Language Impairment	3	2	1
Traumatic Brain Injury	1	0	1
<b>TOTAL</b>	<b>106</b>	<b>65</b>	<b>41</b>

Grade	Number of Students	Gender Male	Gender Female
Grade 9	28	16	12
Grade 10	37	21	16
Grade 11	17	9	8
Grade 12	24	19	5
<b>TOTAL</b>	<b>106</b>	<b>65</b>	<b>41</b>

The data shows that 61% of the students identified for special education in grades 9-12 are boys as compared to 39% girls. Disability categories that reflect a significantly higher predominance with males compared to girls include autism and other health improvement; whereas, a higher predominance with girls is reflected in the category of emotional disturbance. Overall, the category with the highest population is other health impairment, which includes the areas of ADHD and anxiety disorder.

- Leigh Phillips Scholarship Award: Milo Gaudette, senior, was selected as the recipient of this award in the amount of \$1,000. The Scholarship Fund is maintained through the cooperative efforts of the Maine Administrators of Services for Children with Disabilities (MADSEC), the Department of Education (DOE), and the Maine Council of School Board Attorneys (MCSBA), as a tribute to Ms. Phillips and her many contributions to children with disabilities throughout Maine.

**STUDENT COUNT:** Special Education: 106; PERCENTAGE – 15%

Respectfully submitted,  
Valerie Mattes

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**Maria Libby**  
Superintendent  
**Debra McIntyre**  
Assistant Superintendent



Five Town CSD  
Adult & Community Education Report  
June 2, 2021

David Watts, Director

At the end of school year 19-20, we really did not know how adult education would be operating in the fall at the start of the next school year. We would not be allowed to operate enrichment classes on-site at the high school. Workforce development courses on-site would be limited to healthcare professions only. Our 65+ evening instructors were being thrown into the world of online and virtual teaching without financial or professional development support (or have to sit out the year). And our students were feeling isolated, even more than many already had. During many brainstorming sessions, our small team developed ideas, reached out into the community for feedback, found a location to hold on-site classes, communicated weekly, sometimes daily, with our instructors and students all summer and through the school year – over 1,500 stakeholders – and created learning opportunities that continued throughout the 20-21 school year. I asked a lot of my staff and contracted instructors this year. Everything took three times as many steps to complete compared to when we could operate face-to-face. And we did it all virtually without additional resources other than a very small amount of funds given to us by the state. I have nothing but praise for the independent, creative, and collaborative work my team has done working to further adult education this year.

**By the numbers:**

**REGISTRATIONS**

	<b>FY 21</b>	<b>FY20</b>
College / Adult Transitions	21	4
HiSET (high school equivalency)	13	19
English Language Acquisition	3	4
Industry Certificate programs	34	29
Workforce Training		101
Workforce and Business	125	
Healthcare Certificate programs (non-CNA)	33	
Bolduc Correctional Facility HiSET	4	16
Knox County Jail HiSET	3	7
<b>NRS students (National Reporting System for Adult Education)*</b>		
Five Town	20	31
Bolduc Correctional Facility	4	21
Knox County Jail	3	5
<b>Certified Nursing Assistant</b>		
Applications	32	
Accepted students	26	
Graduates	25	16

*\*NRS students are reported separately for federal funding purpose*

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### Adult Education Program Highlights

- **Teachers and staff adapted to multiple work locations this year.** We moved our enrichment program away from the high school, helping instructors teach from their homes, other business locations, or live onsite at the American Legion Hall, even offering blended options so students could be on-site at the LH or attending from their living rooms. Our academic teachers taught either from home, the Learning Center at the Bus Barn, or in the library conference room at the high school, meeting students wherever they were most comfortable and adapting to their changing schedules. Healthcare related classes were taught on-site at the high school, on-site at Windward Gardens, or virtually on Zoom or WebEx.
- **New curricula were developed** in order to facilitate online and virtual learning. New classes were developed, such as **Math for Allied Health Professions**, and **Writing for HiSET**, in order to take advantage of our new virtual reality and create **more opportunities for collaboration** with other adult education programs in our hub.
- The **office staff** of 1.5 FTEs managed registrations and made sure over **1,200 students** knew where and when to attend classes. They also prepared instructor materials, set up and hosted classes on Zoom for some of the larger classes, and managed the health checks for all involved.
- Due to the economic upheaval, we have seen a **significant shift in demand for our classes**. Our **workforce development program enrollments are up 50%**, with **224 registrations** this year. In addition to healthcare training, the demand centers around upskilling with Quickbooks, Accounting, and Website creation being the most sought after.
- Our **apprenticeship collaboration with local employer Genesis Healthcare** continues to strengthen, and we will have completed 5 sessions over the past year, with the last set of graduates ending June 16th. I am happy to say that **we have helped add 25 long-term care professionals to the local workforce this year**.
- Our on-site **Medical Assistant program** changed this year due to COVID restrictions but we did not stop offering classes. Instead we immediately adapted to a blended format where students attend live virtual classroom three hours per week for sixteen weeks and then come to Camden Hills High School for 3 hours per week for clinical skills work. **7 Medical Assistants completed training this year, with 4 already enrolled for a new summer session**. I am also happy to say that every student who has completed the Medical Assistant program over the past three years found work with local employers.
- This spring we also offered on-site **Phlebotomy Technician** training for the first time, with the first two students planning to graduate in June.
- Our work on-site at the **Knox County Homeless Coalition** was discontinued temporarily due to COVID restrictions, the significant increase in local homelessness due to economic upheaval, and a change in priorities for those in the care of the KCHC. I anticipate this program to start again as places begin to open up.
- Our work within **Bolduc Correctional Facility** ended with the shut-down in March and outside workers have yet to be allowed back in. Again, I anticipate this work to begin again, most likely in the fall of 2021.
- We will again be open part-time for academic and workforce students during the summer.



### Community Education Program Highlights

- Despite being extremely limited in the use of space, as well as the loss of our most popular art and cooking classes, we still **generated over 1,300 class enrollments this year**. This is a testament to the willingness of our staff, instructors, and students to adapt.
- We only had to **cancel 14% of enrollments - 179 registrations** - throughout this year. Again, this is a testament to the creativity of our instructors and staff.
- **591 registrations** were for courses offered **Virtually live via Zoom**. It is clear that our communities *needed* this connection and the ability to continue their learning throughout the shut-down.
- In order to create a vibrant learning community and encourage people to stay connected, **we created more FREE classes this year**. There were 412 registrations for these offerings.
- Some community members donated their registration fees to our program, and did not request refunds, totaling \$889. We are more than thankful for their donations.
- Because of the challenges related to COVID and the loss of some of the most popular classes, we likely will not meet our projected Gross Revenue this year. However, since the enrichment program incurs expenses in correlation to the number of classes run, we are still currently at a Net Operating Income higher than we projected. So there will be no loss projected for enrichment this year.



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**Maria Libby**  
Superintendent  
**Debra McIntyre**  
Assistant Superintendent



Five Town CSD  
Finance Committee Meeting  
Zoom  
Wednesday, May 05, 2021  
6:30 P.M.

### MINUTES

#### Board Present

Rebecca Flanagan  
Patrick McCafferty  
Brianna Gutierrez  
Peter Orne

#### Also Present

Maria Libby, Superintendent  
Deb McIntyre, Assistant Superintendent  
Peter Nielsen, Business Manager  
Shawn Carlson, Principal

#### 1. Call to Order

Peter Orne called the meeting to order at 6:33 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 March was 23.08% of funds remaining, the FY19 remaining balance at the same point had 23.03% remaining, and the CSD had 26.53% funds remaining at FY21 March's close.

#### 3. Nutrition Program Fund Adjustment

The Business Manager projected a \$75,000 deficit in the food fund and asked the Finance Committee to consider making a transfer of funds from unexpended balances. He explained that this deficit is being experienced across the state, particularly at the high school level, as participation in the lunch program dropped significantly during the pandemic. Peter Orne confirmed the problem and that the transfer was the appropriate action. He offered to bring a motion to the board at the June meeting when more up-to-date figures would be available.

#### 4. Adjourn

The meeting adjourned at 6:53 p.m.



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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.

## **FIVE TOWN CSD 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:

**FIVE TOWN CSD  
JOB DESCRIPTION**

**ADULT AND COMMUNITY EDUCATION DIRECTOR**

**QUALIFICATIONS:**

1. College Degree
2. Extensive administrative experience in education
3. State Certification

**DESIRED QUALIFICATIONS:**

1. Masters degree

**REPORTS TO:** Superintendent of Schools

**SUPERVISES:** Adult and Community Education Staff

**JOB GOAL:** Administers the organization of a curriculum and the employment of teachers which serves the educational needs and personal enrichment of people in the community in their roles as citizens, workers, family members, students, parents, and homemakers

**PERFORMANCE RESPONSIBILITIES:**

1. Supervises the Adult Basic Education program, High School Completion Program for adults and out-of-school youth, General Enrichment Program, Adult Vocational Education Program, Adult Literacy Program, College Transitions, Career Pathways and the ~~G.E.D.~~ HiSET Program.
2. Prepares and administers the Adult and Community Education budget.
3. Develops and implements programs which provide pre-service and in-service educational programs for adult and community education teachers, assistance in preparing curricular and instructional materials, evaluation and continuous improvement practices for both student and teacher performance.
4. Develops relationships with colleges and universities to offer college/university classes in the high school, under the auspices of the Adult and Community Education program.
5. Works with the Five Town CSD to help the people of the five towns to develop an Adult and Community Education Program which serves their self-defined needs.
6. Recruits, hires, supports, and supervises the teachers, program administrators, and program assistant for the Adult and Community Education Program.
7. Administers state-funded programs and produces required reports.
8. Participates in local organizations, such as Rotary and the Chamber of Commerce, to increase awareness of the program to the business community.
9. Develops and maintains relationships with state agencies, such as Career Center, DHHS, & Voc Rehab, and Coastal Counties Workforce Board to better serve unemployed and underemployed people.

10. Works collaboratively with other members of and supports the work of the Maine Adult Education and Career Development Hub 7 as defined by the State Department of Education.
11. Serves as a contributing member of the Superintendent's Administrative Team.
12. Attends School Board meetings as necessary.
13. Performs other duties and responsibilities as may be 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 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:** Salary to be determined by the Board

**EVALUATION:** Performance of this job will be evaluated in accordance with this document

**History:** Approved: 05/07/03, 11/7/12

Approved:

## **FIVE TOWN CSD JOB DESCRIPTION**

### **REGISTRAR**

#### **QUALIFICATIONS:**

1. High School Diploma or equivalent
2. Strong computer skills
3. Understanding of finance

#### **DESIRED QUALIFICATIONS:**

1. Post-secondary education in related field
2. Ability to work effectively with students and staff
3. Knowledge of Powerschool and Infinite Campus ~~Infinite Campus~~ **Maine Department of Education Student Information System**
4. Knowledge of standardized testing and scheduling and scholarships

**REPORTS TO:** Counseling Department Director

**JOB GOAL:** To perform scheduling, administrative, and coordination of tasks for the school

#### **PERFORMANCE RESPONSIBILITIES:**

1. Accurately performs grade reporting process on a timely basis.
2. Coordinates all standardized testing, including **the state test**, PSAT, SAT, MHSA and AP. ~~Serves as Services for Students with Disabilities Coordinator for College Board Testing.~~
3. Assists with the master and student schedules, including making changes as needed.
4. Examines transcripts and accurately monitors grades and reports progress to appropriate individuals for graduation requirements.
5. Completes all annual state reporting as required.
6. Serves as the scholarship coordinator by scheduling and handling all preparations for the scholarship committee, including maintaining all scholarship applications and recipient information, coordinating scholarship committee meetings and coordinates Awards Night.
7. Performs all aspects of new student registration and enrollment.
8. Annually updates and maintains the Course Guide, including coordinating changes with department heads, editing, scheduling printing and distribution.
9. ~~Maintains the Counseling Section of the School Website, keeping forms and information updated.~~
10. Keeps NCAA Clearinghouse data updated for CHRHS.
11. Performs such other duties and responsibilities as may be assigned by the Counseling Department Director and/or Administration.

**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.

**TERMS OF EMPLOYMENT:** As specified by contract

**EVALUATION:** An evaluation will review the overall job performance in accordance with this document and assessment of annual agreed upon goals by the Employee and Administration

**History:** Approved: 01/02/03

Approved:



**FIVE TOWN CSD  
JOB DESCRIPTION**

**~~SECRETARY/FACILITIES/BOOKKEEPER SCHEDULER~~  
SCHOOL/STROM ADMINISTRATIVE ASSISTANT**

**QUALIFICATIONS:**

1. High School Diploma or equivalent
2. Excellent communication skills
3. Experience with and strong working knowledge of Word, QuickBooks and Excel
4. Strong organizational skills
5. Ability to multi-task and work under pressure

**DESIRED QUALIFICATIONS:**

1. Post-secondary education in related field
2. Customer service experience

**REPORTS TO:** Administrative Assistant to the Principal

**JOB GOAL:** To support the full utilization of the Camden Hills Regional High School facilities by students, staff, and the public and to assist in providing information to students, staff, and the public.

**PERFORMANCE RESPONSIBILITIES:**

1. Schedules facility use for students, staff, and the public.
2. Maintains a working knowledge of all pertinent facility use policies and procedures.
3. Coordinates with all appropriate constituents to plan for events, open houses, assemblies and special programs.
4. Maintains written and electronic records of all appropriate facility documents including facility use contracts, invoices, related correspondence and payment logs.
5. Maintains and publishes the school events calendar.
6. Assists other Main Office staff with daily office work including answering phone calls, greeting office visitors, processing student paperwork, morning attendance, and works collaboratively with other members of the Main Office staff to accomplish assigned tasks.
7. Performs other duties and assume other responsibilities as assigned by the office supervisor and/or the administration.
8. Handles bookkeeping and financial responsibilities of school Activities Account, including making deposits at the bank.
9. Maintains a working knowledge of staff class and club advisors, booster club parents and athletic personnel.
10. Communicates with the Administrative Assistant and the Business Manager to maintain a good working relationship with the bank and to report account issues and irregularities.

11. Maintains written and electronic records of all appropriate bookkeeping and bank documents including timely reports and receipts for class and club advisors. Processes all reimbursement requests for the Athletic department.
12. Maintains bookkeeping supplies ~~inventory~~, and monitors office safe use and maintenance.
13. **Develops the school newsletter.**
14. Maintains a strong positive customer service orientation and attitude.

**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:** Salary and work year as determined by Ed Tech / Secretary Contract

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

**History:** Approved: 10/01/03, 02/06/13

Approved:

**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 photocopier 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 photocopy 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 & FIVE TOWN CSD 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:

**FIVE TOWN CSD  
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:

**FIVE TOWN CSD  
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:

**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 **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:

## FIVE TOWN CSD 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.~~
16. Performs other duties and responsibilities as may be assigned

**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:

## **FIVE TOWN CSD JOB DESCRIPTION**

### **SOCIAL WORKER**

#### **QUALIFICATIONS:**

1. **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 RESPONSIBILITIES:**

1. **Provides** 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. **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** (**school counselor, school psychologist, and administrator**) to develop seamless support services for students.
9. **May** assist **school administration and/or school nurse** in monitoring and following up on instances of truancy and/or poor attendance.
10. Consults with administration, teachers and other staff regarding crises as they occur.
11. **Serves on interdisciplinary teams such as MTSS, 504, IEP and Crisis Teams.**

12. Develops appropriate interventions for students experiencing emotional and/or behavior dysregulation.
13. Conducts risk assessments and develops and implements safety plans.
14. Offers professional development and psychoeducation for staff and parents.
15. Identify and support the implementation of programs and strategies to improve schools.
16. Performs other duties as assigned by the school principal or superintendent.

**LEGAL AND ETHICAL DUTIES:**

1. Demonstrates a working knowledge of the National Association of Social Workers (NASW) Code of Ethics and integrates it into daily practice.
2. Demonstrates a respect for the legal and human rights of students, instructors, and other staff.
3. Is knowledgeable and follows state and federal regulations regarding the social work profession.
4. 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 with the provisions of the Board's policy on evaluation of professional personnel.

**History:** Approved: 03/19/14

Approved:



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**Maria Libby**  
Superintendent  
**Debra McIntyre**  
Assistant Superintendent



Five Town CSD/MSAD #28  
Joint Policy Committee Meeting

**Zoom**

May 24, 2021  
3:30-5:00 p.m.

**MINUTES**

**Members Present:**

Marcia Dietrich, Chair  
Marcus Mrowka

**Also Present:**

Deb McIntyre  
Shawn Carlson  
Jaime Stone  
Chris Walker-Spencer

1. Call to order

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

2. CSD Only

a. CHRHS Student Handbook

The committee reviewed the 2021-22 Student Handbook and made a few revisions.

3. MSAD Only

a. CRMS Student Handbook

b. CRES Student Handbook

The committee reviewed both the 2021-22 CRMS and CRES Student Handbooks and made a few revisions. The committee members commented on the high quality of all the student handbooks presented.

4. Adjourn

The meeting adjourned at 3:50 p.m.

## **FIVE TOWN CSD POLICY**

### **HOME SCHOOLING PARTICIPATION IN SCHOOL PROGRAMS**

The Five Town CSD 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 Five Town CSD's regular programs." Furthermore, participation of students 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 Five Town CSD** shall make available to home-schooled students, in a form determined by the school, information regarding access to public school activities and attendance at Five Town CSD. 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/guardian, on the student's behalf, shall apply in writing to and receive written approval from the superintendent/ designee. Approval may not be unreasonably

withheld.

- b. Home-schooled students are limited to two courses per semester and no more than seven home school credits can be applied to a Camden Hills Regional High School diploma.
  - c. The student shall demonstrate prior satisfactory academic achievement consistent with school unit policy and procedures applicable to all students.
  - d. 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 the student's participation.
  - e. Transportation must be provided by the parent/guardian or student. However, 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.
  - f. The student shall complete all assignments and tests as required of all students in the same class.
2. **Course Auditing.** Home instruction students may audit a course(s) provided the following conditions have been met.
- a. The student or the student's parent/guardian, on behalf of the student, shall apply in writing to and receives written approval from the Superintendent/ designee 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 SERVICES**

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

1. For students who transfer into school from an educational program that is not required to meet the standards of the system of Learning Results, the School Administrator of the receiving school shall determine the value of the student's prior educational experience in considering a placement decision
2. Appropriate school staff may make recommendations concerning placement based on, but not limited to, factors such as the student's completed curricula and record



of achievement, conferences with the student's parent or guardian, and administration of tests.

3. The final grade placement decision shall be made by the School Administrator. The School Administrator's decision may be appealed to the Superintendent, whose decision shall be 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 instruction may use school textbooks, if the number of particular copies are sufficient, and library books owned by Five Town CSD, subject to the following conditions:

1. The 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 school year.
4. The parent/guardian and student agree to reimburse the school unit for lost, unreturned or damaged library books and textbooks and for consumable supplies used.

#### **USE OF SCHOOL FACILITIES AND EQUIPMENT**

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

1. The use does not disrupt regular school activities.
2. The use is approved by the School Administrator in accordance with established school policy.
3. The use does not create additional expense to the ~~school unit~~ **Five Town CSD**.
4. The use is directly related to the student's academic program.
5. The use of potentially hazardous areas, such as ~~shops~~ **makerspaces**, laboratories and gymnasiums, is supervised by a qualified employee of the school unit, approved and assigned by the Superintendent.

## **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 Five Town CSD.

## **ACADEMIC CREDIT**

A student receiving home-school 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.

## **HIGH SCHOOL COURSE CREDITS AND DIPLOMA ELIGIBILITY**

The following standards govern the awarding of course credits and a graduation diploma to a student receiving home-school instruction who seeks admission or readmission to the high school:

1. A student shall earn high school credits for satisfactory completion of courses in the high school pursuant to 20-A MRSA § 5021, subsection 2, paragraph A.
2. A student may earn credit for course work completed through home-school instruction if the School Administrator determines both in advance and upon completion of the course that the course satisfies the requirements for awarding the credit. The School Administrator may direct that the student undergo a test or tests to assist in making a determination relative to the awarding of credit.
3. Requests for transfer credit for equivalent instruction completed at non- approved private schools, at private schools that elect not to meet requirements under 20-A MRSA § 2901 or through other equivalent instruction programs must be evaluated on the merits of the documentation provided. The School Administrator and guidance staff shall conduct these evaluations on request by the student or the student's parent/guardian.
4. ~~For students who transfer into a secondary school from another state or an educational program that is not required to meet the standards of the proficiency-based diploma, the School Administrator of the receiving school shall determine the value of the prior educational experience toward meeting the standards through the local assessment system.~~
5. Awarding of a high school diploma by the local school **CHRS** is conditioned upon the student's demonstration of having satisfied all specific course credit or other requirements established by the Board. As a precondition for the awarding of a high school diploma, the Board requires that the student earn a minimum of sixteen credits

at Camden Hills Regional High School, or from an accredited high school.

### **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 Five Town CSD, 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 he/she 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.

### **PARTICIPATION WHEN TUITION PAYMENT TO ANOTHER UNIT IS REQUIRED**

If and when Five Town CSD does not provide academic instruction for specific grade levels, the following applies for students enrolled in an approved program of equivalent instruction:

1. **Class participation.** The home-schooled student or the student's parent/guardian shall request authorization from the resident local school unit to apply to another school unit for permission to participate in classes or activities in that other school unit.
2. **Tuition payment.** Tuition payments for home-schooled student participation in a local school unit, including attendance at an applied technology center or an applied technology region, other than the applicant's resident district, is the responsibility of the home-schooled student, the student's parent/guardian or the student's resident school administrative unit, in accordance with school unit policy. Participation may

not be unreasonably withheld.

3. **Participation eligibility.** A tuitioned, home-schooled student is subject to the rules relating to eligibility for participation in co-curricular or extracurricular activities as may apply at the receiving school unit.
4. **Interscholastic activities.** A tuitioned, home-schooled student attending classes in more than one receiving school unit is not eligible for participation in interscholastic activities at any local school unit.

### **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 school-issued technological devices to students ~~that~~ **who** are registered as home-schooled with the state of Maine.

Legal Reference:

- 20-A MRSA §§5001-A(3), 5021-5025
- Ch. 125 §§ 5.03, 6.02, 7.02 (Me. Dept. of Ed. Rules) Ch. 130 (Me. Dept. of Ed. Rules)

History: Adopted: 12/04/02, 07/12/06, 05/01/13, 01/04/17

First Reading: May 5, 2021

Second Reading: June 2, 2021

Adopted:

## FIVE TOWN CSD POLICY

### POST-SECONDARY ENROLLMENT OPTIONS

#### PURPOSE

To set the requirements for student participation and the allowable costs for postsecondary level courses taken before high school graduation.

#### **Dual-Enrollment POSTSECONDARY COURSES Used to Meet Graduation Requirements TAKEN FOR HIGH SCHOOL CREDIT**

~~In order to enroll in a~~ Students may earn credits towards graduation by taking courses from accredited postsecondary institutions. ~~course applied to high school graduation requirements, students must have~~ Such enrollment must have prior approval from their school the student's counselor and a building administrator. ~~Upon the recommendation of the high school principal and their school counselor, any student and a building administrator. Upon approval, students may enroll in postsecondary courses for which they are eligible.~~

~~High school c~~Credit will be granted to any student who satisfactorily completes a postsecondary ~~after completion of the approved~~ course with a "passing grade". ~~High school graduation c~~Credits awarded may not exceed one high school credit for each three-credit postsecondary course- ~~and will follow policy IKF.~~

~~Students may earn postsecondary credits towards high school graduation by taking courses from accredited public or private postsecondary institutions.~~

~~Graduation credits for courses taken under this option will follow Policy IKF.~~

~~Students who fail to secure prior permission are not guaranteed to have postsecondary courses count toward graduation requirements.~~

#### **Dual-Enrollment POSTSECONDARY COURSES not applied to Graduation Requirements-TAKEN WITHOUT HIGH SCHOOL CREDIT**

Students are permitted to enroll in postsecondary courses that are not applied toward high school graduation requirements.

~~Should students wish to have the postsecondary course appear on their high school~~ Such courses may be added to the student's transcript; they must submit if an official copy of the postsecondary transcript is submitted to the CHRHS Registrar.

Legal Reference:

- 20-A MRSA § 4771 et seq.

Cross Reference:

NEPN/NSBA Code: IHCD A

- IKF – Graduation from High School

History: Adopted: 11/03/99, 12/04/13

First Read: May 5, 2021

Second Read: June 2, 2021

Adopted:

## FIVE TOWN CSD 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. The complainant shall be invited to present their view to the Committee.
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)

NEPN/NSBA Code: IJJ

Cross Reference:

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

History: Adopted: 01/19/00, 02/06/08 Reviewed: 05/01/13

First Reading: May 5, 2021

Second Reading: June 2, 2021

Adopted:

## FIVE TOWN CSD 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. ~~How did you form your opinion of the material?~~ Did you read/view/hear in full all of the material 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. Is there an age group for which you would recommend this material?**

**6. 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 5, 2021

NEPN/NSBA Code: IJJ-E

Second Reading: June 2, 2021  
Adopted:

## FIVE TOWN CSD 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~~ **Five Town CSD** 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, 6/13/13

First Reading: May 5, 2021

Second Reading: June 2, 2021

Adopted:

## FIVE TOWN CSD 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 Five Town CSD schools:

- A. The presence of an animal in the classroom must be directly related to the educational 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.

NEPN/NSBA Code: IMG

- 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 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.
  - 1. 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 school setting may have academic, social, and emotional benefits for students. The board authorizes the presence of therapy dogs at Camden Hills Regional High School subject to the following provisions.

### A. Permission

A staff member who wishes to sponsor a therapy dog must obtain the approval of the building principal before doing so. Requests for a therapy dog must be submitted at least one month in advance.

### B. Certification

Proof of training and certification for the therapy dog handler 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 principal, is required. A copy of the certification document(s) will be kept on file in the school office.

### C. Care

Ownership and care of a therapy dog is solely the responsibility of its certified handler. This responsibility is not delegable.

### D. 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.

### E. Health

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

### F. Allergies and Aversions

The handler shall remove the therapy dog to a separate area as designated by the school administrator in such instances where any student or school employee who suffers dog allergies or aversions is present in an office, hallway, or classroom.

### G. 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 in the school office.

#### H. 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.

#### I. Exclusion or Removal from School District Property

A therapy dog may be excluded from school district property if a school administrator determines that:

1. The handler does not have control of the therapy dog.
2. The therapy dog is not housebroken.
3. The therapy dog presents a direct and immediate threat to others in the school.
4. The therapy dog's presence otherwise interferes with the educational program.

The handler shall immediately remove their therapy dog from school property when instructed to do so by a school administrator.

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 ON SCHOOL PREMISES

No dogs or pets are permitted on school grounds at any time **except as provided in this policy and policy IMGA**. 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 SHALL BE ALLOWED UNDER THE FOLLOWING CIRCUMSTANCES:

- A. 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.~~
- B. 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.

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

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

NEPN/NSBA Code: IMG

History: Adopted: 03/06/02, 11/07/07, 06/13/13

First Reading: May 5, 2021

Second Reading: June 2, 2021

Adopted:

## FIVE TOWN CSD 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.

Five Town CSD 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

NEPN/NSBA Code: IMG A

- IMG - Animals in Schools

History:

First Reading: May 5, 2021

Second Reading: June 2, 2021

Adopted:

## FIVE TOWN CSD 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

NEPN/NSBA Code: JLCB

- Chapter 126 (ME Dept. of Ed. Rules)

Cross Reference:

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

History: Adopted: 09/04/02, 12/07/05, 02/12/18, 06/06/18, 03/06/19

First Read: May 5, 2021

Second Read: June 2, 2021

Adopted:



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**(207) 236-3358**  
**FAX (207) 236-7810**

**Maria Libby**  
Superintendent  
**Debra McIntyre**  
Assistant Superintendent



**Diversity/Equity/Inclusion (DEI) Task Force Meeting**  
**Wednesday, May 26, 2021**  
**6:30 – 8:30 pm**

**MINUTES**

**Members present:**

Deb McIntyre  
Chris Walker-Spencer  
Jen Curtis  
Kisha Marsh  
Nikole Seeger  
Allison-Pringle-Bennett  
Anne Brady  
Amy Libby  
Teresa Curtis  
Tom Gray  
Kirsten Campbell  
Isaiah Doble

**Mmbers absent:**

Maria Libby  
Jaime Stone  
Sal Taylor Kydd  
Hillary Flagg  
Dana Jackson  
Jared Lindsey  
Shaamya Dishner  
Matt Smith  
Isaac Young  
Ava Baeza  
Sally Lane Smith  
Sara Cole-Pardun  
Elphie Owen  
Leanna Cotton

1. Review Sub-committee Assignments
2. Nuts & Bolts
  - a. Note taker for each Sub-committee  
Shared Google Sheet with subcommittee notes included.  
<https://docs.google.com/spreadsheets/d/13bqJpJxio0l3kDBTKSKT3EMxoGliISVW/edit#gid=128378132>
  - b. Audit update (survey stakeholders; conduct focus groups)  
Deb updated the group on the search for an audit company. The audit will likely take place in the fall.
  - c. Membership for 2021-22  
Members present will return with the exception of Tom Gray (no), Amy Libby and Nikole Seeger (maybe).
  - d. PD and Curriculum Committees set July meeting date, if needed prior to 2021-22 school year.  
Committees will set dates during breakout meetings and include dates in the shared Google sheet.
3. Continue Sub-committee Group Work
  - a. Note takers – make sure to update this Google Sheet:  
**PD committee decisions:**



- DEI PD request September 1 - ½ day, September 17 - ½ day, October 8 – 45 minutes, each ER Wednesday October – May.

**Curriculum committee decisions:**

- Collect baseline data around textbooks and assigned books, including book groups, in the fall. This was a consensus decision from all three schools.
  - No need to meet in the summer. No date set.
- b. Work time set for 60 minutes...use the time you need then sign off