



7 Lions Lane
Camden, Maine 04843
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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
Regular School Board Meeting
Bisbee Theater, CRMS
Wednesday Oct. 6, 2021
7:00 P.M.

Meeting URL: <https://youtu.be/IuGA7QgCbX8>

AGENDA

1. Call to Order
2. Adjustments to the Agenda
3. Public Comment on Items not on the Agenda
4. Recognition
 - a. National Merit Semifinalist – Savannah Eastler
5. Minutes
 - i. Approval of the September 1, 2021 Regular Board Meeting Minutes
 - ii. Approval of the September 8, 2021 Emergency Joint Board Meeting Minutes
6. Nominations (Note: Executive Sessions Possible for Nominations)
 - i. Stipend Nominations

Position	Nominee	Points	Bonus	Amount
Class Advisor – Sophomore	Lisa Damian-Marvin	5.5	20%	\$522.98
New Hire Support	Lisa Damian-Marvin	9	20%	\$855.79
New Hire Support	Jennifer Brassbridge	9	20%	\$855.79
New Hire Support	Kirsten Campbell	9	0%	\$713.16
New Hire Support	Nell Dailey	9	20%	\$855.79
New Hire Support	Tom Gray	9	20%	\$855.79
New Hire Support	Patti Forster	9	0%	\$713.16
New Hire Support	Jennifer Munson	9	20%	\$855.79

7. NEASC Summary Report Review – Shawn Carlson
8. Possible Approval of Tennis Backboard Donation
9. Possible Approval to Bring Firearms into School – Adult Education Course
10. Board Chair's Report – Becky Flanagan
 - a. MSMA Annual Conference
 - b. Election of Delegate to the MSMA Delegate Assembly
11. Superintendent's Report – Maria Libby
 - a. Sophomore Student Rep
12. Student Representatives' Report – Oliver Worner, Bailey Curtis

13. Administrative Reports

- a. Deb McIntyre, Assistant Superintendent
- b. Shawn Carlson, CHRHS Principal
- c. Valerie Mattes, Director of Student Special Services

14. Standing Committee Reports

- a. Finance – Met September 1, 2021, minutes attached. Next meeting October 6, 2021.
 - i. Finance Update – Finance Committee Chair
- b. Policy – Next Meeting October 18, 2021
- c. Personnel – Next Meeting October 12, 2021
- d. Curriculum – Next Meeting October 4, 2021
- e. Ad Hoc Communications – Met September 21, 2021
- f. Ad Hoc Facilities – Has not met.

15. School Advisory Committee Reports

- a. DEI Task Force – Next Meeting October 25, 2021
 - i. Parent Focus Group September 20, 2021

16. Future Agenda Items

17. Adjourn



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Five Town CSD
Regular School Board Meeting
Wednesday, September 1, 2021
7:00 P.M.

Meeting recording: <https://youtu.be/in7ulQrbUbw>

MINUTES

Board Present

Becky Flanagan, Chair
Marcia Dietrich, Vice Chair
Brianna Gutierrez
Deborah Harbaugh
Patrick McCafferty
Marcus Mrowka
Peter Orne
Mike Pierce
Rick Thackeray

Oliver Worner, Student Rep 2022
Baily Curtis, Student Rep 2023

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent
Shawn Carlson, CHRHS Principal
Valerie Mattes, Director of Student Special Services
Peter Nielson, Business Manager
Rob Stohlman, Director of Facilities and Transportation
Mikael Andersson, Director of Food Services
Staff

Board Absent

Sarah Bradley Prindiville
Rachele Hartley

1. Call to Order

Board Chair Becky Flanagan called the meeting to order at 7:02 p.m.

2. Adjustments to the Agenda

The minutes of the August 24, 2021 Board meeting were taken off the Consent Agenda.

3. Public Comment on Items not on the Agenda

None.

4. Approval of the August 24, 2021 Special Joint Board Meeting Minutes.

Adjustments to the minutes are outlined below

- a. The name Sue Grace was incorrectly written as Sue Graves.
- b. The SAD motion and vote for First Read and Waive Second Read for BED – Remote Participation in School Board Meetings was removed from the Board Minutes.
- c. The SAD motion and vote for the 21-22 School Reopening Plan was removed from the Board Minutes.

Upon motion by Mike Pierce and second by Marcia Dietrich, the Board voted to approve the minutes of the August 24, 2021 Special Joint Board Meeting as adjusted.

Vote: 9-0 Student Vote 2-0 Passed

5. Consent Agenda

The Board Chair introduced the idea of a consent agenda to the board to streamline board meetings. Items for the consent agenda would be sent to board members at least five days in advance, and board members would have the ability to request that an item be moved off the consent agenda should a board member wish to discuss the item. After discussion, the board agreed that Recognition, Minutes, and Nominations would remain on the consent agenda, but School Board Chair's Report, Superintendent's Report, and Administrative Reports would be taken off future consent agendas.

a. Minutes

- i. Approval of the June 24, 2021, 2021 Board Meeting Minutes

e. Nominations

ii. Stipend Nominations

Position	Nominee	Points	Bonus	Amount
Dept. Head, Health/PE	Chris Audet	16	0%	\$1,267.84
Dept. Head, Zenith	Emily Sapienza	28	0%	\$2,218.72
Amnesty International	Thad Feeney	3	20%	\$261.49
Intercultural Club	Renee Randall	10	0%	\$792.40
Math Team Coach	Charles Simkin	20	0%	\$1,584.80
Soccer Boys - Freshmen	Colby Arau	26	0%	\$2,060.24

Upon motion by Mike Pierce and second by Marcia Dietrich, the Board voted to approve the consent agenda with the removal of items b. Board Chair's Report; c. Superintendent's Report; and d. Administrative Reports.

Vote: 9-0 Student Vote 2-0 Passed

6. Board Meeting Chair Report – Becky Flanagan

- a. Approval of Board Meeting Dates – First Wednesdays: Oct 6, Nov 3, Dec 1, Jan 5, Feb 2, Mar 2, Apr 6, May 4, June 1
- b. Confirmation of Committee Assignments and Committee Chairs

Board agreed to revisit committee assignments at the October 6, 2021 Meeting.

Upon motion by Patrick McCafferty and second by Marcus Mrowka, the Board voted to approve the 2021-22 CSD Board Meeting dates.

Vote: 9-0 Student Vote 2-0 Passed

7. Superintendent Report – Maria Libby – as written.

Superintendent Libby has opened an Instagram account and will try to post positive and informative district happenings on a regular basis. A Board Member asked about the three to five year development time for the outdoor-based semester program. The Superintendent noted that the private funding for the program, as well as programmatic exploration and development, will necessitate the longer time frame.

8. Administrative Reports

- a. Deb McIntyre, Assistant Superintendent – as written
- b. Shawn Carlson CHRHS Principal – as written.

Shawn noted that the data interpretation for last spring's state NWEA test has yet to be released. NWEA testing for Math and English is required for all juniors in the fall and spring, and each test requires four days of class time. Previously, the state used data from the SAT.

- c. Valerie Mattes, Director of Student Special Services – as written

Valerie emphasized the growing number of Special Education students in the district. A board member asked about the small number of ESY students, and Valerie noted that the program is for transitional life students only, and that 9 out of 14 students participated. A board member asked about the district's history of using safe restraint and seclusion procedures. Valerie responded that we have never yet needed to use these procedures during her tenure as Director.

9. Special Administrative Reports

- a. Rob Stohlman, Director of Facilities and Transportation

The board welcomed Rob to the district and thanked him for his report.

- b. Mikael Andersson, Director of Food Service

The board welcomed Mikeal to the district and thanked him for desserts he served at Board Workshop in August. A board member asked Mikeal to explain the new free lunch statute. The state of Maine now offers free breakfast and lunch to all students.

The state requires certain menu choices be included in these meals, and all free meals provided by the district will meet the state requirements. The state will reimburse the district for the cost of these meals. In addition to free breakfast and lunch, the district will now offer free milk and fruit to all students, also reimbursable by the state. A la cart items will cost money and are not part of the free meal program. The board stated that they are pleased with Mikael's progress on removing all single use items (milk cartons, paper plates, etc.) from the school cafeteria.

10. Possible approval of Revised MCST Cooperative Agreement

Superintendent Libby shared that all the other boards in the cooperative have been asked to approve this agreement, which is a streamlined version of last year's. A board member questioned as to whether numbers from the 2020 census would change allocations and the board determined that changes in census data was properly addressed in the agreement.

Upon motion by Patrick McCafferty and second by Deborah Harbaugh, the Board voted to approve the MCST Cooperative Agreement.

Vote: 9-0 Student Vote 2-0 Passed

11. Possible creation of two Ad Hoc Committees

a. Communications Committee

The board discussed the benefits of this committee as a means to provide a public voice for the board to communicate board decisions and other related board work. The board asked that the charter include that the Communications Committee will report to the board on a regular basis as other board committees do. The first task of the committee will be to revise the proposed charter and draft a communication plan. Becky Flanagan, Patrick McCafferty, and Marcus Mrowka will staff the committee.

Upon motion by Marcia Dietrich and second by Marcus Mrowka, the Board voted to approve the formation of an Ad Hoc Communication Committee.

Vote: 9-0 Student Vote 2-0 Passed

b. Facilities Committee

The board discussed the benefits of this committee, and that the school and community has expressed interest in converting the Don Palmer grass field to turf as the field use is currently overtaxed. Superintendent Libby stated that past efforts determined that there are no affordable options for building a new field, and therefore conversion of the Don Palmer Field is the only economically feasible option. The project would likely require private fundraising and potential use of some capital reserve funds.

The proposed committee would gather information and present a recommendation to the Board. The inclusion of non-board members of the committee (community members, coaches, student athletes) will bring valuable perspectives to the committee. Superintendent Libby stated that creation of this committee will be very beneficial to the district, as the CSD Administrative team does not have the capacity to tackle the field renovation issue this at this time.

Mike Pierce and Rick Thackeray volunteered to staff the committee as board members.

Bailey Curtis agreed to staff the committee as a student athlete.

Upon motion by Patrick McCafferty and second by Peter Orne, the Board voted to approve the formation of an Ad Hoc Facilities Committee.

Vote: 9-0 Student Vote 2-0 Passed

12. Finalize District Goal

- a. Support this year's implementation plan of the Strategic Plan

Upon motion Peter Orne and second by Patrick McCafferty, the Board voted to approve the District Goal.

Vote: 9-0 Student Vote 2-0 Passed

13. Finalize Board Goals

- a. Form a communications subcommittee to lift up the work of the board and district.
- b. Carefully read materials and come well-prepared to board and committee meetings.
- c. Adhere to a 36-hour turn around window for board related email.

The board discussed Board Goal c and determined it was unnecessary at this time.

Upon motion by Patrick McCafferty and second by Deborah Harbaugh, the Board voted to approve the Board Goals with the removal of item c.

Vote: 9-0 Student Vote 2-0 Passed

14. Board Presentation Ideas for 2021-22

The board came up with the following presentation ideas:

- Update on DEI Work,
- Updates on Solar Farm
- Update on Maker Space/Hatchery
- Update Social Emotional Curriculum
- Presentations from Students (Bailey and Oliver, as Board Student Reps, will organize the student presentations.)

15. Federal Funding Update

a. ESSER3 Funds.

Superintendent Libby and Assistant Superintendent McIntyre outlined the projects that ESSER3 is funding:

- Construction of a new Climbing Wall, a new High and Low Ropes Course, and training for CHRHS staff members Chris Audet and Aaron Fey
- Ventilation repair
- Storage for winter gear
- Salaries of two social workers
- Learning loss instruction during the year
- Math tutoring during the year
- Testing services to support special ed
- Stipends for MCST
- Cafeteria Tables
- Band PPE materials (such as sleeves for woodwinds)

16. Standing Committee Reports

a. Finance Met June 2, June 29, and prior to the school board meeting on September 1, 2021.

i. Finance Update – Finance Committee Chair

Finance Chair Orne reported that the district ended FY21 with 5% in unexpended funds due to the district's inability to offer certain programs such as athletics and co-curricular activities. The FY22 Budget to Actual summary (the one month ending July 2021) is on target as budgeted.

The chair shared information regarding the impacts and options for our district with the Governor's 55% funding for schools, which gave the CSD approximately \$150,000 in additional subsidy. The CSD is in a unique position in that if we apply the additional subsidy to the three towns that would be eligible to receive it (Hope, Appleton, Lincolnville), it will change each town's percentage share and end up increasing taxes in Camden and Rockport *after 2021-22 budget information has already been presented to voters*. Districts can do one of three things: increase expenditures, apply the subsidy to tax assessments, or allocate the money to a reserve account. Finance Chair Orne supported the administration's recommendation to put the additional revenue into the capital reserve fund.

Upon motion by Peter Orne and second by Becky Flanagan, the Board voted to allocate the additional 2021-22 state subsidy to the capital reserve fund.

Vote: 9-0 Student Vote 2-0 Passed

17. Future Agenda Items

The board proposed the following future agenda items

- Update on DEI Work,
- Updates on Solar Farm
- Update on Maker Space/Hatchery
- Update Social Emotional Curriculum

18. Adjourn

The meeting adjourned at 8:44p.m.

DRAFT



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Maria Libby
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Debra McIntyre
Assistant Superintendent



Five Town CSD/Camden Rockport Schools
Emergency Joint School Board Meeting
Zoom
Wednesday, September 8, 2021
6:00 P.M.

Meeting Recording: <https://networkmaine.zoom.us/j/89683547798>

MINUTES

Board Present

Becky Flanagan, CSD Chair
Marcia Dietrich, CSD Vice-Chair
Patrick McCafferty, MSAD Chair
Marcus Mrowka, MSAD Vice-Chair
Sarah Bradley Prindiville, CSD, MSAD
Brianna Gutierrez, CSD, MSAD
Peter Orne, CSD, MSAD
Mike Pierce, CSD

Also Present:

Maria Libby, Superintendent

Board Absent:

Deborah Harbaugh, CSD
Rachele Hartley, CSD
Rick Thackeray, MSAD

1. Call to Order

CSD Board Chair Becky Flanagan called the meeting to order at 6:00 pm. Roll call voting will be in effect for this meeting since members are participating virtually.

2. Adjustments to the Agenda

There were no adjustments to the agenda.

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

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

Vote 8 -0 Passed

Becky Flanagan, aye
Marcia Dietrich, aye

Patrick McCafferty, aye
Marcus Mrowka, aye
Sarah Bradley Prindiville, aye
Brieanna Gutierrez, aye
Peter Orne, aye
Mike Pierce, aye

In: 6:02

Out: 6:19

4. Adjourn
The meeting adjourned at 6:20 pm.



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Debra McIntyre
Assistant Superintendent



NEASC
Documents for CSD School Board
October 1, 2021

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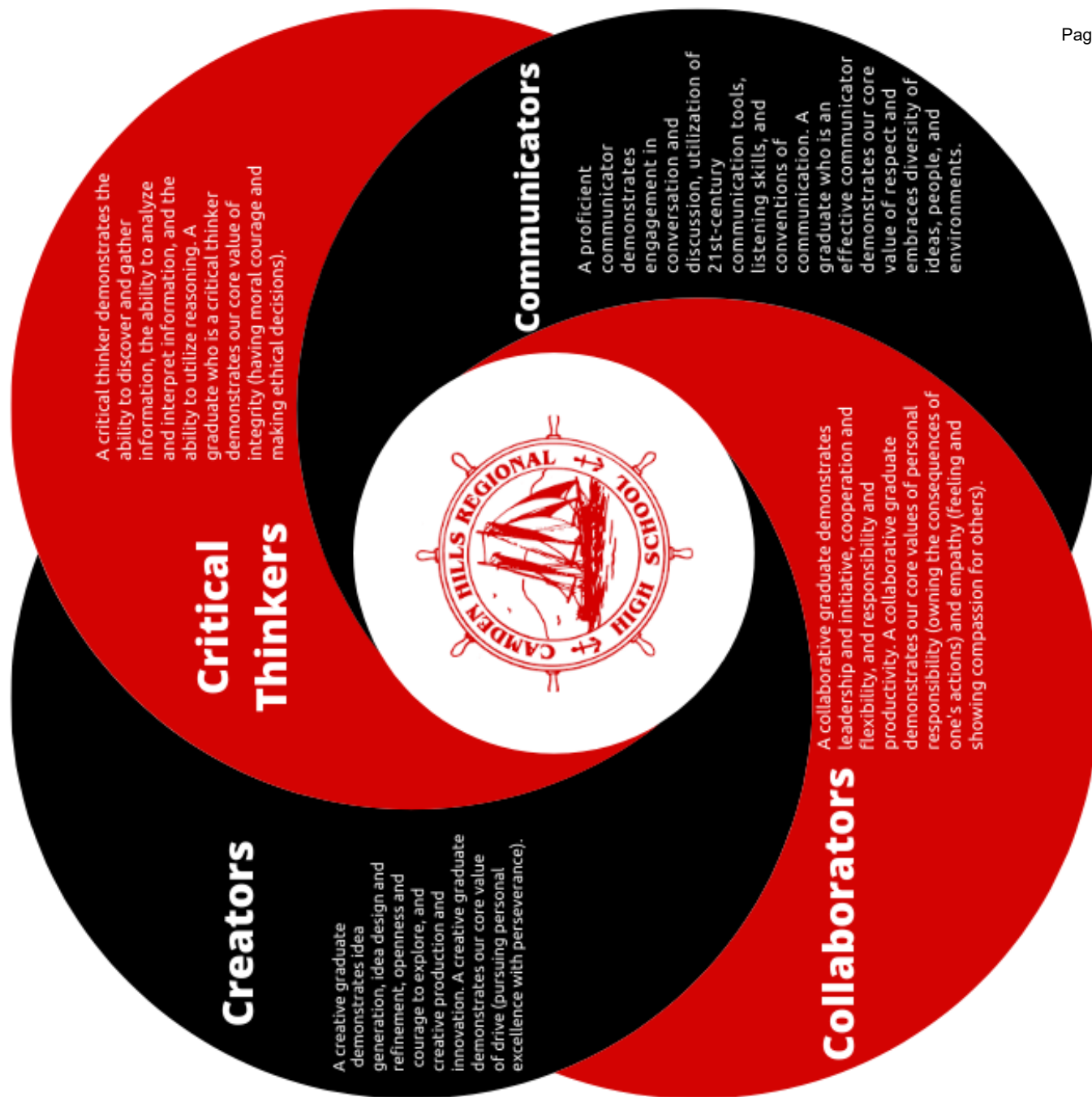
1. Updated Vision of the Graduate
2. Re-evaluation against NEASC Standards
3. Goal Area Summaries



Camden Hills Regional High School

We will:

- Strive to provide the highest quality education possible in order to prepare you to set and reach your goals.
- Recognize and cultivate each individual's passions, aspirations, and sense of joy.
- Provide the culture and resources to grow your mind, body, and heart.
- Challenge and expand your limits of thought, tolerance, and performance.
- Inspire and enable you to create a positive impact on your community



SELF REFLECTION
2018

Appendix C

Foundational Elements Rubric

Use the following criteria to determine whether the school is meeting each of the Foundational Elements in the Standards.

Standard and Foundational Element	Criteria necessary to meet the Foundational Element	Does the school meet the Foundational Element as based on the school's written narrative?
MEETS: All criteria of the Foundational Element are evident in the school.		
DOES NOT MEET: Some criteria of the Foundational Element are not yet evident in the school.		
1.1a The school community provides a safe environment.	The school community deliberately builds and maintains a physically safe environment for learners and adults. The school community maintains policies and processes to ensure the safety of learners and adults.	<div>MEETS</div> <div>DOES NOT MEET</div>
1.2a The school has a written document describing its core values, beliefs about learning, and vision of the graduate.	The school community has a written document describing its core values, beliefs about learning, and vision of the graduate.	<div>MEETS</div> <div>DOES NOT MEET</div>
2.2a There is a written curriculum in a consistent format for all courses in all departments.	The written curriculum includes: <ul style="list-style-type: none"> • units of study with guiding/essential questions, concepts, content, and skills • instructional strategies • assessment practices. 	<div>MEETS</div> <div>DOES NOT MEET</div>
3.1a The school has a current school improvement/growth plan.	The school has a plan that includes school-specific goals and informs decision-making in the school.	<div>MEETS</div> <div>DOES NOT MEET</div>

Standard and Foundational Element	Criteria necessary to meet the Foundational Element	Does the school meet the Foundational Element as based on the school's written narrative?
MEETS: All criteria of the Foundational Element are evident in the school.		
DOES NOT MEET: Some criteria of the Foundational Element are not yet evident in the school.		
4.1a The school has intervention strategies designed to support students.	The school provides a range of intervention strategies for students and a process to identify and refer students who need additional assistance.	<div>MEETS</div> <div>DOES NOT MEET</div>
5.1a The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.	The community and district provide school buildings and facilities that: <ul style="list-style-type: none"> • ensure a safe, secure, and healthy environment • are clean and well maintained • meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. 	<div>MEETS</div> <div>DOES NOT MEET</div>

Appendix D

Principles of Effective Practice Rubric

Use the following continuum to determine the school's current phase of implementation which best describes the school's alignment to each Principle in the Standard.

Not yet Evident	Initiating "Thinking About It"	Developing "Working on It"	Implementing "Living It"	Transforming "Shifting the Paradigm"
Elements of the Principle are not yet evident in the school.	The ideas or concepts in the Principle are being considered by the school community, but not yet in action.	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.	The Principle is driving innovative and transformative practices to achieve the school's vision of the graduate.

Standard 1: Learning Culture

1.1 The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
1.2 The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
1.3 The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

Not yet Evident	Initiating "Thinking About It"	Developing "Working on It"	Implementing "Living It"	Transforming "Shifting the Paradigm"
Elements of the Principle are not yet evident in the school.	The ideas or concepts in the Principle are being considered by the school community, but not yet in action.	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.	The Principle is driving innovative and transformative practices to achieve the school's vision of the graduate.

1.4 The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
1.5 The school's culture promotes intellectual risk taking and personal and professional growth.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
1.6 The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
1.7 The school culture fosters civic engagement and social and personal responsibility.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

Not yet Evident	Initiating "Thinking About It"	Developing "Working on It"	Implementing "Living It"	Transforming "Shifting the Paradigm"
Elements of the Principle are not yet evident in the school.	The ideas or concepts in the Principle are being considered by the school community, but not yet in action.	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.	The Principle is driving innovative and transformative practices to achieve the school's vision of the graduate.

Standard 2: Student Learning

2.1 The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.2 There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.3 Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.4 Instructional practices are designed to meet the learning needs of each student.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

Not yet Evident	Initiating "Thinking About It"	Developing "Working on It"	Implementing "Living It"	Transforming "Shifting the Paradigm"
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2.5 Students are active learners who have opportunities to lead their own learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.6 Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.7 Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.8 Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
2.9 Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

Not yet Evident	Initiating "Thinking About It"	Developing "Working on It"	Implementing "Living It"	Transforming "Shifting the Paradigm"
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Standard 3: Professional Practices

3.1 The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
3.2 Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
3.3 Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
3.4 Collaborative structures and processes support coordination and implementation of curriculum.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
3.5 School-wide organizational practices are designed to meet the learning needs of each student.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
3.6 Educators develop productive student, family, community, business, and higher education partnerships that support learning.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

Not yet Evident	Initiating "Thinking About It"	Developing "Working on It"	Implementing "Living It"	Transforming "Shifting the Paradigm"
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Standard 4: Learning Support

4.1 All students receive appropriate intervention strategies to support their academic, social, and emotional success.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
4.2 All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
4.3 All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
4.4 All students receive library/information services that support their learning from adequate, certified/licensed personnel.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
4.5 Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

Not yet Evident	Initiating "Thinking About It"	Developing "Working on It"	Implementing "Living It"	Transforming "Shifting the Paradigm"
Elements of the Principle are not yet evident in the school.	The ideas or concepts in the Principle are being considered by the school community, but not yet in action.	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.	The Principle is driving innovative and transformative practices to achieve the school's vision of the graduate.

Standard 5: Learning Resources

5.1 The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
5.2 The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
5.3 The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
5.4 The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.	Not Yet Evident	Initiating	Developing	Implementing	Transforming
5.5 The school has infrastructure and protocols in place to ensure effective responses in crisis situations.	Not Yet Evident	Initiating	Developing	Implementing	Transforming

Goal 1: Standard 2

<p>Statement of Need</p> <p>What student need do you hope to address with this action plan?</p>	<p>To provide every student in every course with a consistent and viable curriculum, regardless of the teacher or level of the course, that is focused on transferable skills and dispositions.</p>
<p>Statement of Goals/Objective</p> <p>What is the goal of this action plan? This should be stated in terms of a measurable outcome.</p>	<p>To develop a set of curricular documents for all courses that include units of study with guiding/essential questions, concepts, content, and transferable skills that incorporate the CHRHS vision of the graduate. To create curricular options that reflect a focus on depth over breadth and support cross-disciplinary learning.</p>
<p>Theory of Action</p> <p>How will this Goal/Objective address the student need?</p>	<p>Not having a common format, updated to include our current vision of the graduate, core values, and transferable skills, limits our ability to look for opportunities to provide more interdisciplinary learning. A common set of curricular documents will also allow identification of missing opportunities to emphasize inquiry, collaborative problem solving and higher-order thinking.</p>
<p>Alignment</p> <p>How is this aligned to the NEASC Standards for Accreditation.</p>	<p>This is aligned with Standard 2</p>
<p>Measure of Success</p> <p>How will you know when the student need is being met?</p>	<p>All courses share a consistent curricular format that includes guiding questions, addresses our core values, vision of the graduate, and transferable skills and dispositions.</p> <p>The development of common assessments will allow us to bring a consistency in rigor and expectations to different sections of the same courses.</p> <p>Review of common assessment results will allow us to be sure students from different sections are attaining the same educational outcomes.</p> <p>Create opportunities for interdisciplinary units or courses.</p> <p>Implementation of a Capstone pilot.</p> <p>Develop a MakerSpace.</p> <p>Implement new Problem Based Courses using NUVU studio model.</p>

Action Steps List the specific tasks that you believe will take you to your goal. Try to list sequentially from the first step to last.	Timeline Use actual dates if possible.	Person(s) Responsible Use specific names if possible.	Resources Needed What will be needed to support the task in terms of training, materials, etc.?	Measures of Success What will you see if this step has been successful? With students? In the classroom? With teachers?	Budget Impact What is the cost and source of funding?
1. Develop a common template for all courses.	Fall 2018-Spring 2019	Deb McIntyre and Shawn Carlson	Understanding by Design templates and texts.	Online curricular maps and unit plans that contain guiding/essential questions, concepts, content, and transferable skills aligned with our vision of the graduate.	Minimal Cost.
2. Rewrite our vision of the graduate to include measurable skills and dispositions aligned with our current strategic plan, core values, and commitment to our students.	Fall 2019	Deb McIntyre, Shawn Carlson, Sara Cole, and Sue Klemmer.	Strategic plan, NEASC materials on the vision of the graduate	This step will ensure that our curricular documents reflect our vision of the graduate.	Minimal Cost

3. Rewrite curricular documents to reflect the above changes.	Fall 2019-Spring 2021	Department Heads, teachers	Vision of the graduate. Curriculum template.	All curricular documents will be updated by the Spring of 2021.	Minimal Cost
4. Develop common assessments for all courses taught by different teachers and at different levels.	Spring 2020-2022.	Department Heads, Teachers.	Curriculum documents, graduation standards.	Using updated curricular documents, departments will develop common assessments aligned with these updated curriculum maps	Minimal Cost
5. Collect and review student outcomes on common assessments.	Begin spring 2021	Department Heads, Principal	Common assessment results	Look for areas of improvement and success in bringing consistency to all students' learning.	Minimal Cost
6. Review the breadth of high school programming to identify and remove barriers so that all students have equal access	2019-2020	Jeremy Marks, Shawn Carlson	Policy Handbook, Student Handbook, Scheduling materials	Systemic barriers to participation will be identified and remediated.	Minimal Cost

to CHRHS opportunities.					
7. Provide training in developing more problem-based, cross-disciplinary units of study	2019-2021	Shawn Carlson, Deb McIntyre, Meghan Valanidas, Suzanne Southworth	Online and professional resources.	Staff will have multiple opportunities to participate in PD around problem based, authentic, cross-disciplinary units of study.	Minimal Cost
8. Revamp and repurpose an industrial arts room to become a maker's space.	2019-2020	Keith Rose, Shawn Carlson, Suzanne Southworth, Danny Saloman	Architectural and other professional consultation.	Develop a space for staff to use to support problem based learning and innovation.	\$30,000
9. Hire a consultant to help develop problem based units of study.	2019-2020	Shawn Carlson, Meghan Valanidas	NUVU consultation	Hire a consultant to work with us for a year.	\$60,000

10. Staff our maker space with a full time professional to support teacher and student use.	2019-2020	Shawn Carlson, Suzanne Southworth, Danny Saloman	N/A	Provide a full-time professional support person to work with staff on units using the maker space.	Re-allocation of current staffing
11. Capstone Development	2019-2021	Shawn Carlson, Deb McIntyre, Nell Dailey	Online and professional resources.	Staff committee charged with developing a Capstone experience for all seniors by 2021	Minimal Cost

12. Establish a committee of students and teachers to collaborate on ways to increase the use of creative problem-solving in the curriculum.	2019-2020	Shawn Carlson, Deb McIntyre, Student Leaders	N/A	<p>Convene group of student leaders (e.g. class officers) and department heads that meet at least 4 times to explore creative problem-solving in the curriculum and identify areas of improvement.</p> <p>Develop connections between core curriculum content standards and innovation/design thinking.</p>	Minimal Cost
13. Expand internship opportunities to support students' interests and skill development.	2019-2020	Jeremy Marks, Jen Curtis, Carol Pelletier	N/A	<p>Strengthen relationships with existing (2018-19) internship partners.</p> <p>Continue to expand and promote Camden Hills Internship Program (CHIP) internally and externally</p>	Minimal Cost

Actions:

In order to: “provide every student in every course with a consistent and viable curriculum, regardless of the teacher or level of the course that is focused on transferable skills and dispositions,” CHRHS engaged in a number of action steps to develop a set of curricular documents for all courses that include units of study with guiding/essential questions, concepts, content, and transferable skills that incorporate the CHRHS vision of the graduate.

Action Items 1 and 3:

Over a two-year period beginning in the 2018-2019 school year, the Assistant Superintendent facilitated the creation of [common curriculum templates](#). During the first curriculum content revision work (Science) teachers and the Assistant Superintendent used a draft (draft developed by Asst. Super and reviewed/feedback provided by the principal) of the common curriculum template for all courses. During the process, the overview template was modified as the tool was used. At the conclusion of the science revision work the [template was formalized](#) and is now used for all new course proposals and is being used as the district goes through the curriculum revision process. In addition to the curriculum overview, there is also a model template for unit work. Department heads worked with their departments to create cohesive curriculum documents.

Action Item 2:

A team of teachers worked to connect the school mission statement to a [vision of the graduate](#). The vision of the graduate utilizes the 4cs (creativity, collaboration, critical thinking, and communication). The alignment of curricular documents to the vision of the graduate is ongoing. Staff also created [single-point rubrics for the 4cs in order to help facilitate common language around the Vision of the Graduate and the 4Cs](#). The school-wide Core Values that are embedded in the vision of the graduate have been incorporated into the guidance curriculum. These values are discussed in advisory as well as in [school-wide assemblies](#). This year’s curriculum addressing these [core values is shared here](#). In addition, [advisory lesson plans](#) of how these are discussed illustrate the process used.

Action Items 4 and 5:

Staff is in the process of creating common assessments for courses that are the same content and level. This looks different in each department. The English department has been meeting as grade level teachers to revise past common assessments and align current work. Currently, the English Department has [created common assessments](#) around the graduation standards and uses common rubrics for scoring. The English Department Head also met with the 9th-grade team to facilitate [common assessments addressing writing inquiry](#). Social Studies provides similar opportunities in the [form of common midterm and end-of-the-year products](#). These products focus on a central question and allow students to answer that question in numerous different ways. . In the Mathematics department, teachers use benchmark questions that correspond to the standards. [These documents contain questions used for building formative and summative assessments](#). A portion of questions on end-of-term exams and chapter tests are pulled directly from these documents with minor variations in presentation and format. Classwork, homework and quiz

problems on these standards have broader variations in presentation and difficulty. Review and analysis of outcomes and assessments continue to be goals for the 2021/2022 school year. Science has created common assessments for the courses [Foundations of Physics](#), Forensics, [Honors Chemistry](#), and [Global Science](#) which are commonly taught by more than one educator. Science also uses [common one-point rubrics](#) for the NGSS Practices that are assessed with multiple opportunities in grades 9-10 and again in grades 11-12 across different disciplines. This year, common assessments will be developed for Health and PE, two other areas that have multiple teachers teaching the same topic.

Action Item 6:

During the 2019/2020 and 2020/2021 school years, administration, guidance, and students worked together to develop multiple pathways for success. During this time, Midcoast School of Technology (MCST) [attendance increased](#) (we moved from sending the fewest number of students to the largest), [course offerings](#) were expanded (twelve new courses have been added to our [course deck](#)), and courses were promoted through school assemblies. [A robust internship program was created by engaging over 40 community partners](#). These unique experiences provide students with [career experience and academic credit](#). This [summary](#) captures the work to date and future planning. Work with this is ongoing. The next step is to reimagine the course guide to include alumni profiles with matriculation paths. Additionally, work is being done to create an interactive, digital course guide with lists of clubs, activities, sports, and courses that can be tailored to student interests. Over the course of the past three years, we have identified and attempted to remove barriers to CHRHS opportunities. These steps have fallen into several areas, including financial barriers, time barriers, curricular barriers, and awareness issues. Our efforts have been most substantial in identifying areas to support students from low socioeconomic status.

Beginning in the fall of 2018, we developed a [vision for equity](#) at the high school. Initially, we focused on four areas (college and career readiness, social and emotional support, food insecurity, and deepening connections to parents). Our support last year is [shared here](#). Each year since the spring of 2019 has seen similar outcomes and support. Over the three years that we have focused our energy on this area, the vision has expanded to other economic barriers. In addition to developing a vision for equity, we have established several new groups and teams to address socio-economic barriers (Food Pantry Team, a team that provides food, clothing, fuel, and holiday toys for students, a clothing swap shop). These added groups have expanded the number of school staff and students contributing to our support.

Students have multiple pathways through which to receive credit. One such pathway is the use of Odysseyware. Odysseyware, an online platform of courses that Camden Hills Regional High School has utilized formally since 2018 when it was identified during the budget process as a necessary and effective method to manage credit recovery for students and to create necessary courses that aligned with Camden Hills' program offerings but were not accessible/available during the school day. Since 2018, Odysseyware coursework development and student progress have been facilitated by one of our teachers in a stipend capacity. This service to counseling, students, and staff has proven to be a demonstrably effective and flexible method for addressing issues with scheduling, credit recovery, and timely graduation.

Guidance has taken a more hands-on approach to supporting all students in planning their future, revamping their college applications, and financial aid support for parents and students. The development of a [multiple-pathways model](#) to articulate the opportunities available to all students. We have improved the access to our Mid-Coast School of Technology (MCST) by including their participation in our [Freshman orientations in the spring and fall of a student's first year](#). We have also

collaborated with MCST to bring an introductory course into the high school allowing freshman and sophomores to attend without leaving the building. In collaboration with MCST, we aligned our schedules so that we are both using alternating day schedules. Prior to 2018-2019 students attended both campuses every day, spending part of the day on each. This created lost time for instruction as students had to ride the bus back and forth midway through the day. To improve student awareness of opportunities, the guidance department has brought in alumni to share their experiences, internships, college visits and recruitment opportunities, and a career exploration component to NAVIANCE. These types of events are mirrored by our partnership with MCST. MCST provides similar experiences and support for those pursuing a certification program. Finally, guidance has created school days devoted to college application support, essay writing support, and financial aid support.

Our efforts to remove barriers around social and emotional growth and health have centered on revamping our Multi-Tiered System of Support (MTSS) and bringing on social workers and supporting programming. Our MTSS has shifted from being just an early warning system for students at risk (primarily academic risk) to a system focused upon the entire child and responsive to issues by providing both interventions and a staff coordinator for each student targeted. Our professional development has included supporting LGBTQ students, using trauma-informed instruction, and beginning last year has expanded to include other marginalized populations and is folded under the district umbrella around diversity, equity, and inclusion (DEI). Last year we hired two full-time social workers. These documents are summaries of the work they completed for us last year ([Allison Pringle Bennett](#) and [Katie Cronin](#)). This year we are implementing two new programs with Freshman. The first is a program called [PEARS](#). We will train all freshman teachers in the use of this tool to develop social and emotional profiles of incoming Freshmen. We are also implementing the [Be Strong Be Wise](#) curriculum within our health curriculum. This training provides students with sexual safety education.

To support students around food security we began prior to the pandemic to pay for both breakfast and lunch for students who qualify for free and reduced meals. Prior to this, the district paid for lunch for students who qualified for free lunch and paid half of a student's lunch cost if they were identified as reduced lunch students. The district had not paid for breakfast in the past. We have an afterschool pantry open to all students for food access. We provide weekly backpacks to free and reduced lunch students who request them. Our food support extends to meal support around the holidays for families that request it. We have also begun a program to support student and family access to the internet. Requesting parents receive a Kajeet, which is a mobile hot-spot that facilitates access where Wifi is not available. The Kajeet comes with a data plan paid for by the district. Twenty-four units were deployed last year.

Our efforts to deepen connections to parents have been ongoing and have included increased communication efforts by administrators to parents and families (See examples for goal 6). We have included incentives to bring parents into the school, free meals and performances during open houses, introductory nights, and special events (Red Folder night for instance). Finally, we [survey parents each year](#) to identify what needs are not being met. We have implemented a virtual parent/teacher conference model that provides parents with a digital platform to sign up for conferences and uses Zoom to make the connection. This has been very well received by parents, especially during this pandemic, and has also allowed parents to participate without leaving work, increasing the number of parents participating. Finally, as a part of our parent-teacher schedule, teachers identify parents of high-risk students and invite them to sign up several days before we open the platform to all parents. This was an effort to make an active connection to these parents instead of passively hoping they choose to participate.

This review has been a part of the regular implementation plan for the CSD and high school for the past four years. It has been undertaken by both building administrators and central office administrators. Over the past four years, this effort has led to the following changes to eliminate barriers:

- School funding for all SAT and PSAT testing for juniors (SAT) and sophomores (PSAT).
- Movement of the freshman and sophomore MCST CTE Exploratory from the Mid Coast School Technology to the high school, allowing students direct access to this program instead of attending the MCST school campus.
- Enhanced orientation programming focused upon developing awareness of the multiple pathways available to students. (see [school webpage](#) for multiple academic pathways).
- Agreement with MCST to shift their schedule to an alternating day schedule similar to ours. This has allowed MSCT students to spend rotating full days on both our campus and MCST's campus. This eliminates spending an hour mid-day traveling between the two schools, which allows access to one more period in both buildings for courses.
- Separate bus run in the morning to allow MSCT students to arrive on time at the facility instead of traveling to our school and then to MSCT.
- Free data hot spots to students who do not have home wifi. (Kajeet data)
- Support for sports equipment for students who have financial needs.
- Financial support for all students selected to District, State, and National music and drama festivals.
- Full financial support for all juniors to attend a week-long trip to Washington D.C.
- Development of increased internship opportunities. (Numbers from Jeremy)
- Utilization of Schoology to provide remote access to curricula, lessons, assessments, and support.
- Provided financial support to students (e.g. food, mental health services, fuel, Kajeet units, clothing, holiday gifts, driver's education)

Action Item 7:

Many independent, cross-disciplinary endeavors were undertaken by teachers from across several content areas. Teachers have been working on cross-disciplinary offerings including collaborations between social studies and art ([see evidence](#)) and English and art ([see evidence](#)), science and English ([see evidence](#)). Additionally, the [Humanities class](#), team-taught by a Social Studies teacher and an English teacher, uses project-based learning to explore historical and social topics. This theme is carried over into the [Honors American Studies](#) class which blends US history with literature, art, and popular culture. The AP Research and Capstone courses provide cross-disciplinary learning and real-world problem-solving ([see evidence](#)). Continuing the theme of problem-solving and design engineering, the MCST Principles of Engineering Course is a dual enrollment course with the University of Maine. Taught by both a high school teacher and a UMaine professor, the course “provides students with the knowledge and tools they need to take the first steps on their innovation journey. It is designed to provide a complete overview of the Innovation Engineering system” ([see evidence](#)).

In addition to the individual staff efforts to develop problem-based and cross-disciplinary units, the district created a new initiative in conjunction with The Hatchery (Action Items 8-10) ([see narrative](#)).

Beginning in the fall of 2019, a cohort of teachers self-selected to meet during professional development time to find meaningful ways to develop interdisciplinary learning and provide opportunities for the full staff. This [interdisciplinary committee](#) was formed with the following goals: develop and implement interdisciplinary, project-based approaches to teaching and learning; support current ongoing interdisciplinary teams with time (committee time) for planning, and technical expertise as needed from other staff; and gather information at the end of 2019-2020 school year regarding successes and challenges, improved outcomes for current (2019-2020), initiatives, plans to be implemented 2020-2021 school year. While the pandemic curtailed this work, the interdisciplinary committee is resuming during the 2021-2022 school year.

Action Items 8, 9, 10:

During the winter of 2019, the school undertook a new initiative led by the vision of our Superintendent. From the Superintendent's charge:

"The Hatchery is a concept. Two spaces will be dedicated to The Hatchery, but it is so much more than the spaces. Innovation will permeate how we think about learning, working, and growing. For students. For teachers. For leaders. For community. The Hatchery will represent an incredible opportunity for students to become innovators. This is a call to the whole school to model an innovative mindset. The Hatchery embodies a different structure for learning by unleashing students to think for themselves, to immerse themselves in an area of interest, to collaborate with a vast array of others, and to identify problems and develop solutions. The Hatchery will spark curiosity, foster exploration, and enable students to wonder. It will help us redefine what a high school education is.

The Hatchery will break down the walls between the community and the school by hosting events for both audiences, making spaces and resources available to the community, and by collaborating with other innovators and entrepreneurs in our community.

The Hatchery will be the inspiration for the school community to reflect on every aspect of what we are doing. Is our leadership innovative? Are our instructional practices innovative? Do we possess a mindset in how we do everything that seeks new solutions to make education better for students?"

[This is a fuller description of the initiative.](#)

In 2019-2020, the district contracted with [NUVU](#) to oversee the start-up and set up of The Hatchery. In addition, the district dedicated one teacher to overseeing and coordinating the opportunities for The Hatchery. The partnership with NUVU was difficult and though we hoped to utilize the staff member from NUVU for both PD for staff around problem-based learning and manning The Hatchery, we found ourselves at cross purposes throughout the year. We did establish a successful partnership with NUVU and our alternative education program, Zenith. The NUVU fellow and Zenith teachers collaborated on several projects including children's books, bioplastics, and counter monuments. Please see a description of these projects and their [impacts on student learning here](#). In addition to the fellow hired by NUVU in the 2019-2020 school year, our own staff member provided opportunities for other teachers and students to use The Hatchery. The work accomplished by the CHRHS staff member is [collected here](#).

In the 2020-2021 school year we put our efforts to utilize The Hatchery on hold. We did not renew our contract with NUVU and reassigned our own staff member back to an art classroom. The contract with NUVU would not have been renewed regardless of the pandemic. It was decided to pause the CHRHS staffing given the constraints on teaching during the pandemic. The Hatchery was used by our MCST freshman and sophomore exploratory program but was not used by the greater CHRHS student body or staff for the school year 2020-2021.

Beginning in the fall of 2021, the district hired a full-time staff member to engage in community outreach and implementation of Hatchery goals.

Action item 11:

Beginning in 2018, a group of CHRHS teachers convened a [Capstone Development](#) committee in order to effectively create a capstone program. This committee researched how other schools created a capstone project, engaged stakeholders through surveys, and presented a recommendation for the project with a four-year roll-out strategy. The pandemic, once again, curtailed this work. Spring 2022 is a target date for a pilot with the intention of implementing a full roll-out during the 2022-2023 school year.

IMPACT

- Aligned and articulated curriculum documents created (for a sampling: [VPA](#), [PreCalculus](#), [English](#)).
- Multiple pathways were developed and articulated to meet student needs
- The Hatchery and creative problem-solving opportunities created
- Articulation of Vision of Graduate.
- Elimination of barriers to participation for students, especially from marginalized backgrounds.
- Substantial financial support for low SES students and families
- Revamped MTSS program to support students with academic, emotional, or social problems.
- Expanded internship opportunities
- Renovated and modernized Maker Space
- Full time dedicated faculty to run the Maker Space
- Partially renovated incubator space
- Establishment of courses dedicated to innovation and problem solving (more planned for this coming school year).
- Establishment of 3 studios for Zenith program.
- Professional development around innovation and problem-based programming.
- Establishment of the interdisciplinary committee.
- Developed an integrated Humanities course

- Developed an integrated American Studies course.
- Multiple interdisciplinary projects piloted or planned.
- Development of a Capstone plan and pilot for the 2021-2022 school year.
- Adoption of the PEARS and BE WISE BE STRONG curriculums

OPPORTUNITIES FOR GROWTH

- Pilot and revise Capstone project with the intention of full implementation in the 2022-2023 school year.
- Continue to develop studios with Zenith students.
- Develop open times for student use of the Maker Space.
- Continue interdisciplinary committee and project development.
- Develop programming and opportunities for the greater community.
- Continue implementation of Vision of the Graduate
- Continue developing and implementing common assessments
- Undertake an Equity Audit 2021-2022 to identify barriers experienced by students of color and underrepresented populations.
- Provide a late bus to students from surrounding towns outside of Rockport and Camden.

Goal 2

<p>Statement of Need</p> <p>What student need do you hope to address with this action plan?</p>	<p>Every student's learning needs are addressed and accommodated for in instruction, assessment, and curriculum.</p>
<p>Statement of Goals/Objective</p> <p>What is the goal of this action plan? This should be stated in terms of a measurable outcome.</p>	<p>To improve teacher use of differentiation, individualization and personalization. To combine differentiation with Tier 1 interventions when students fail to learn.</p>
<p>Theory of Action</p> <p>How will this Goal/Objective address the student need?</p>	<p>By increasing our use of differentiation and Tier 1 intervention strategies, we will improve our ability to meet all students where they are at and move them to the next level of understanding.</p>
<p>Alignment</p> <p>How is this aligned to the NEASC Standards for Accreditation?</p>	<p>Standard 2</p>
<p>Measure of Success</p> <p>How will you know when the student need is being met?</p>	<p>We will have fewer students identified by our Child Find team each meeting and they will be on the team's caseload for less time.</p>

Action Steps List the specific tasks that you believe will take you to your goal. Try to list sequentially from the first step to last.	Timeline Use actual dates if possible.	Person(s) Responsible Use specific names if possible.	Resources Needed What will be needed to support the task in terms of training, materials, etc.?	Measures of Success What will you see if this step has been successful? With students? In the classroom? With teachers?	Budget Impact What is the cost and source of funding?
1. Restructure our Intervention Team (Child Find Team)	Spring 2019-Fall 2019	Jeremy Marks, Jen Curtis, Helen Scipione	Models of other intervention teams (BARR Model, etc)	A new structure in place that divides at risk students among a number of caseworkers to monitor interventions used and their success.	Minimal Cost
2. Develop a series of Tier 1 Interventions to share with all staff	Fall 2019-Fall 2020	Child Find Team	Online and professional resources.	By the end of the fall, the Child Find Team will be able to share these interventions with teachers.	Minimal Cost

3. Professional Development for Staff on Tier 1 Interventions	Winter/Spring 2019/2020	Jen Curtis, Child Find Team	Self- developed and delivered materials	2-3 inservice presentations for staff introducing interventions	Minimal Cost
4. Book Study "How to Differentiate Instruction in Academically Diverse Classrooms" by Tomlinson	Fall 2018- Fall 2019	Shawn Carlson	Text	5 structured conversations on the book over a year	\$2000
5. Differentiation Presenter	Fall 2018 and Fall 2019	Cheryl Dobbartin	N/A	Over these two years, staff will have 3 days of training coming from this national presenter	\$5000
6. Differentiation Workshops	Fall 2018 and Fall 2019	Staff led and presented workshops for other staff on differentiation techniques.	Self-developed materials	Over these two years, staff will have 4 days of training presented and led by their peers on differentiation.	Minimal Cost

7. Address the needs of low SES	Fall 2018-2021	Jen Curtis, Jeremy Marks	Ongoing fundraising.	The following items will be covered by the district: the cost of reduced lunch, snack, PSAT costs, Co-pays for mental health services, support around the holidays.	\$15,000
8. Provide support for all students in preparing for post graduate plans (Iris's team)	Fall 2019-ongoing	Iris Eichenlaub	Online and professional resources.	Every student identified will be provided a mentor who will help navigate the post-secondary transition.	Minimal Cost

Actions:

In order to: “improve teacher use of differentiation, individualization, and personalization and combine differentiation with Tier 1 interventions when students fail to learn,” CHRHS engaged in a number of action steps to develop that “ increased our use of differentiation and Tier 1 intervention strategies and improved our ability to meet all students where they are at and move them to the next level of understanding.”

Action Items 1 and 3:

A group of administrators and teachers developed a series of tiered interventions for students (see data presented in impacts). Tier 1 and 2 use student data and teacher reports to identify student needs. The team communicated Tier 1, Tier 2,

and Tier 3 interventions. The group determined how to track the effectiveness of tier 1 interventions (Flex Time help) and how to seek out strategies for Tier 2 (directed studies, credit recovery, literacy lab, adult ed, etc.) and tier 3 interventions (school-based and community counseling, Zenith, support groups, 504 plans). They worked with the Assistant Superintendent over the summer of 2020 to design a more data-based approach. The intention was to move away from anecdotal identification towards a “Building Assets Reducing Risks” model. As a result, there is tracked data that illuminates and informs with the intention of meeting all students’ needs. In the 2020/2021 school year, data was collected in April that showed a drop from 840 failures to 106 by the end of the month. Interventions reduced the failure rate by 85% in one month. This is an ongoing process where risks are identified, and a team works towards universal and customized interventions for students.

Action Item 2:

The Special Education department at CHRHS is an integral part of the intervention fabric of our school. Teachers, parents, and students benefit from our work that uses a framework based on inclusion. The Special Education staff and CHRHS teaching staff believe that the best place for students to learn content material is with their peers in a general education classroom. The relationships built between students and their Special Education teachers and Ed Techs assist students in finding success in life and achieving a high school diploma. Evidence: All students with IEPs who can be placed in general education courses with their peers are scheduled into gen ed courses. Support is provided to general education teachers with scaffolding content for all learners.

The continuum of service for students starts at least restrictive with consultation services from a Speech and Language Therapist who works remotely. She consults with Special Education teachers on language-related issues students with IEPs experience. She provides direct teletherapy to students needing Speech and Language services.

Students with mild to moderate disabilities are connected to a special education teacher who functions as their case manager for their 4 years of high school. This relationship is important in assisting students with understanding their learning profile and helping students develop functional skills, study skills, work habits, and the overall ability to learn, given their individual profile. The result is success with post-secondary work, i.e. additional education/training, career, or life in general.

[\(Service Delivery and Transition plan\)](#)

The Transition Life Skills program provides combined services to students with a variety of abilities who require intensive support. This program works with students to achieve a high school diploma or an alternative IEP based diploma, The program is focused on student needs and strengths. Staff works in special education settings, mainstream classrooms, at

MCST, and in the community to help students learn to develop and make informed personal choices about their post-secondary lives.

Rising Tide is a day treatment program that works to assist students with emotional and behavioral disabilities in obtaining their high school diploma through an individualized pathway approach. RT partners with an outside agency to create a therapeutic learning environment for student success. The program is based on a multi-tiered therapeutic support system and students work their way through each step by demonstrating higher and higher levels of independence and autonomy until they work their way into a less restrictive setting. [Evidence for CHRHS Special Education programs can be found in selected student IEPs. Note links for each program.](#)

Special education staff work with students, staff, and parents on three levels:

- Consultation
- Collaboration
- Direct Service

Every student with an Individualized Education Plan (IEP) has an annual review meeting with their teachers, administration, parents, and other support professionals following federal and state requirements. The team reviews student progress and determines accommodations the student needs to meet requirements for a high school diploma. The team assists the student and their family in making a plan for their life after high school by connecting the student to internships, part-time work, training programs, career and technical education, vocational rehabilitation, and other available services in the community.

Special education teachers consult with students about their goals for academic and functional success. Students create goals throughout the year to help them focus on what they can and want to accomplish. Teachers use reflective practices to gear feedback to students that is timely and useful. [\(See work samples from Special Education department for evidence\)](#) Special Education teachers consult with general education teachers about student accommodations and how these can be used in the classroom. [\(Example of accommodations\)](#) Teacher use of accommodations has become universal in some classes because of this consultation. Special Education teachers consult with teachers about students who are having difficulty in their classes. They help teachers determine ways to meet the needs of students who do NOT have IEPs, but who have barriers to learning their curriculum.

Special education teachers consult with parents about their students. They assist parents with finding services in the community, with understanding how their student's behavior changes over time and how to assist their students at home. They listen to parents and provide an important sounding board for parent concern and worry.

The Special Education department consults with the MTSS team to assist with strategies for intervention. They assist with creating tiered interventions for students.

The Special Education department consults and collaborates with the counseling department on specific students to meet their needs. Special Education works with counselors to run social-thinking groups and the student GSTA during FLEX time.

Special education teachers collaborate with general education teachers through co-teaching. Teacher teams determine instructional strategies that remove barriers to student learning and increase teacher clarity. Students in co-taught classes report more access to teacher assistance, clearer instructions, and a better understanding of the subject being taught. ([Student survey](#)) Teachers report satisfaction when they are paired for co-teaching with a learning specialist. ([Teacher Survey about co-teaching](#))

Special education Ed Techs collaborate with general education teachers in most 9th and 10th-grade classes (math, science, history and English). Ed Techs work with the teacher to assist students with directions, assignment completion, and assessments. All students benefit when an Ed Tech is placed into the class! ([survey results](#))

Special Education teachers provide direct instruction in academic skills as outlined in a student's IEP. They teach functional skills that prepare students for their future. Students with IEPs work with special education staff to use organizational strategies such as planning time, using information retrieval strategies, note-taking, etc.

This summer, Special Education teachers developed functional goals to use with students that align with the 4C's and our vision of the graduate. The goals are measurable and ensure that students with disabilities are included in the expectations for every graduate. ([4C's Goal Bank](#))

An additional tier of intervention was added in the 2018 school year: Odysseyware, an online platform of courses. Camden Hills Regional High School has utilized it formally since 2018. It was identified by the guidance department and approved through the budget process because it was deemed a necessary and cost-effective method to manage credit recovery for students and to create necessary courses that aligned with Camden Hills' program offering but were not accessible/available during the school day. Since 2018 Odysseyware coursework development and student progress have been facilitated by one of our teachers in a stipend capacity. This service for students and staff has proven to be a demonstrably effective and flexible method for addressing issues with scheduling, credit recovery, and timely graduation.

Action Item 4, 5, and 6:

In addition to tier supports and a robust Special Education program, to increase the efficacy and diversity of differentiation strategies staff use with students, for two years (2018-19 and 2019-20) we have focused our district professional development time on differentiation in the classroom ([see evidence](#)). In 2018-19, unexpectedly, our consultant was unable to attend at the last minute. In a way, this was a great opportunity for teacher leaders to step in and support the work in leading some of the sessions and help facilitate the conversations with colleagues, using the materials our consultant provided us. This included professional readings around differentiation and student-centered learning and guided discussions. Multiple sessions were offered with staff members having the choice to attend specific sessions and then to apply what was learned to their own content/classroom. In the 2019-2020 school year, we worked directly with our differentiation consultant again providing differentiated learning opportunities for staff depending on where they were in their own learning pathway for incorporating differentiation strategies into their instruction. Each staff member was asked to complete a reflection survey to help assess where they were on the continuum. Sessions were organized based on this continuum. Staff participated in a wide range of learning opportunities including the following - using Schoology (our LMS) to differentiate, differentiation based on pre-assessments, differentiating for content, process or product, differentiating in the specific content areas, just to name a few. Once again, staff was provided time to apply this new learning to classrooms with follow-up support from our consultant. In addition, we participated in a district-wide book study read using Tomlison's "How to Differentiate Instruction". The staff continues to review tools and strategies to incorporate differentiation strategies within their classes. Differentiated instruction has been critical during the pandemic as we try to meet the needs for remote and in-person learners. Many of the strategies were utilized when we moved to all remote learning last March and continue in place today. During our weekly MTSS meetings, teachers may share some of the strategies that have worked with particular learners so that others may incorporate these successful strategies as well. Moving forward, there is a continued focus on differentiation in the content areas with the goal of providing ongoing learning opportunities as requested. Ongoing PD for success criteria as well as 9th-grade teacher team focused on common learning strategies.

Action Item 7:

In order to better meet the needs of students with low socioeconomic status, an advisory committee was established. This team has evolved to include administration, guidance, social workers, and teachers. The goals and initiatives of this team are multifaceted:

- Help students with food insecurity through the weekend- food-backpack-program, and after school pantry.
- Provide all students free lunch (The School board adopted a policy where all Free and Reduced Lunch students receive free lunch)
- Develop wrap-around services for families: evening meals and weekends
- Create a referral system to provide scholarship opportunities for enrichment, cultural events
- Provide fuel insecurity assistance
- Provide winter gear when needed
- Help students gain independence (driver's ed, workforce placement)

As a result of this work, the school has improved wrap-around services, reduced stigma by providing a free snack pantry for ALL students, and students are coming to administration more frequently about needs.

Action Item 8:

The work to identify post-secondary mentors was curtailed due to the pandemic and the need to address issues that arose during this time. However, to provide support for all students in preparing for post-graduate plans, Guidance has taken a more hands-on approach to supporting all students in planning their future, revamping their college applications, and financial aid support for parents and students. The development of a [multiple-pathways model](#) to articulate the opportunities available to all students. We have improved the access to our Mid-Coast School of Technology (MCST) by including their participation in our [Freshman orientations in the spring and fall of a student's first year](#). We have also collaborated with MCST to bring an introductory course into the high school allowing freshman and sophomores to attend without leaving the building. In collaboration with MCST, we aligned our schedules so that we are both using alternating day schedules. Prior to 2018-2019 students attended both campuses every day, spending part of the day on each. This created lost time for instruction as students had to ride the bus back and forth midway through the day. To improve student recognition of opportunities the guidance department has brought in alumni to share their experiences, internships, college visits and recruitment opportunities, and a career exploration component to NAVIANCE. These types of events are mirrored by our partnership with

MCST. MCST provides similar experiences and support for those pursuing a certification program. Finally, guidance has created school days devoted to college application support, essay writing support, and financial aid support.

New Action Items:

There were two action steps created after the growth plan was drafted. These steps further help meet the needs of all students.

New Action Item 1:

The first new action step is: establish a Freshman team to improve the success of students transitioning to high school ([see evidence](#)). Two ninth-grade teachers, Patti Forster (English) and BJ Burns (Algebra I) believed ninth-graders were at a crucial transitional stage, shared concerns about too many ninth graders failing, and researched ideas to help students find success. Invested in this grade, they decided to build our collective teacher efficacy by starting a ninth-grade team. In summer 2017 we held our first meeting with five ninth grade general education core subject teachers (English, Math, Social Studies, and Science), a Special Education teacher, the guidance administrator, an assistant principal, and our assistant superintendent. BJ and Patti planned and facilitated a full day of collaboration regarding consistency in grading, behavior management, and instructional practices. It was a positive experience, so our team volunteered to meet once a month during the rest of the year with BJ and Patti leading. Throughout this year, the focus was on building the team, supporting students, and sharing practices and pedagogy.

In 2018-2019, BJ, Patti, and Lisa Delfino co-facilitated the start-of-year meeting, where the ninth-grade team (still the college prep core subject teachers) composed a clear purpose and agreements for more consistent practices with absences, late work, electronic devices, and class structure. Patti created an [infographic](#) of these agreed practices and shared it with the entire teaching staff at our school. She was hoping some of the common practices would impact teachers beyond the ninth-grade team and hoped this sharing of their collaboration would inspire other teachers to work outside their department silos. When they came up with more common practices later in the year, like supporting students with midterms, Patti again shared this information with the whole staff.

In 2019-20 the ninth-grade team invited all interested staff to join the team as one of several professional learning communities across the school. Their first meeting of this year expanded from eight members to twenty-three staff (teachers, counselors, Ed techs) learning together! That year we focused on using improvement science to guide us through making small changes over time to individually selected, student-centered routines.

Our ninth-grade team collaboration connected silos and contributed to inspiring a culture of teacher-learners across our school. Most importantly, thanks to this initiative, the ninth-grade student failure rate has decreased by 65% since the start of this team. A testament to the student impact of this team is from our 2020-21 pandemic school year survey where a parent shared that her 9th grader “had all positive interactions with teachers” and felt “supported and connected.”

During the 2020-21 pandemic school year the ninth-grade team suspended their meetings to focus their individual time on learning how to best support students with hybrid learning. At the end of the school year, Patti, BJ, Lisa, Jen Curtis, and Deb McIntyre met twice to plan for how the ninth-grade team will work during the 2021-22 school year. In 2021-22 BJ, Patti and Lisa will continue using the improvement science process to support the team with exploring more student-centered, research-based practices. Crossing the silo divide again, we’ll add a second meeting each month of the upcoming year to team up with our MTSS team collaborating to support our most underserved. The ninth-grade team will continue to cultivate a culture of learners to best meet the needs of all students. In addition, during 2021-2022, the PEARS curriculum will be used to support 9th-grade students with their social and emotional learning.

New Action Item 2:

The second new action item was to hire two social workers to provide support to students and staff. In the summer of 2020-2021, we hired two social workers, one within the regular school budget and one using COVID funding. These social workers undertook a wide variety of activities in the 2020-2021 school year. A summary of their efforts is provided at these links ([Allison Pringle Bennett](#) and [Katie Cronin](#)). Their work went beyond meeting with students in crises and included resurrecting our Wellness Team, active support of guidance counselors and the MTSS process, oversight of our equity steps around food security and holiday financial needs, weekly support for the Alternative program and students, and support for staff with [training](#) and [professional development](#).

Impacts

- Created a tiered intervention system that illuminates and informs
- A marked drop in failures after identification
- Interventions reduced the failure rate by 85% in one month.
- Wrap-around services are provided on-site.
- Reduced stigma by providing free snack pantry for ALL students,

- Students are coming to admin more frequently about needs
- Active intervention caseload of 60 students
- 240 students serviced through tiered interventions in the 2020/2021 school year.
- Both social workers saw an average of 4.5 students a day.
- Sixteen risk assessments were completed.
- Ten home visits were undertaken.
- Restarting our school-wide Wellness Team
- Overseeing our equity initiatives that dealt with food, fuel, and holiday support.
- Redeveloped the referral process for the social worker access.
- Provided 3 staff development opportunities on stress, developing surge capacity, and DEI.
- Active participants in district initiatives on Diversity, Inclusion, and equity.
- 9th student failure rate decreased by 65% since the start of this team.

Opportunities for Growth

- Identify a more systematic way to have teachers attend meetings to provide insight and help with the implementation of tiered supports
- System-wide communication and implementation of tiered supports
- Continue to focus on differentiation in the content areas - provide ongoing learning opportunities as requested.
- Ongoing PD for success criteria
- 9th-grade teacher team focused on common learning strategies.
- Create a store for students to have some agency for choice- a marketplace with clothing, food, etc.
- Connecting pockets of resources- all with a goal of independence
- Begin Supervision of CRES LCPC intern
- Advisory push ins
- Permission to Feel study group
- Be Strong/Be Wise curriculum implementation
- District Social Worker book group on DEI in clinical practice
- Expansion of the Wellness Team including fundraising initiatives

Goal 3

<p>Statement of Need</p> <p>What student need do you hope to address with this action plan?</p>	<p>Improve student learning and well-being.</p>
<p>Statement of Goals/Objective</p> <p>What is the goal of this action plan? This should be stated in terms of a measurable outcome.</p>	<p>Educators engage in ongoing formal and informal collaboration and professional development across disciplines.</p>
<p>Theory of Action</p> <p>How will this Goal/Objective address the student need?</p>	<p>The best solutions are more likely to come from those teachers actively working with our students.</p>
<p>Alignment</p> <p>How is this aligned to the NEASC Standards for Accreditation.</p>	<p>Standard 3</p>
<p>Measure of Success</p> <p>How will you know when the student need is being met?</p>	<p>We will implement new research-based programming and practices to improve student learning and well-being.</p>

Action Steps List the specific tasks that you believe will take you to your goal. Try to list sequentially from the first step to last.	Timeline Use actual dates if possible.	Person(s) Responsible Use specific names if possible.	Resources Needed What will be needed to support the task in terms of training, materials, etc.?	Measures of Success What will you see if this step has been successful? With students? In the classroom? With teachers?	Budget Impact What is the cost and source of funding?
1. Identify teacher needs and concerns aligned to both our strategic plan and NEASC growth areas.	Spring 2019	Shawn Carlson	Survey	Identify 3-6 areas of teacher led, initiated, and aligned to our Strategic Plan and NEASC Growth Areas to focus inservice time upon in 2019-2020	None
2. Implement Committee work based on action step one.	2019-2020	Shawn Carlson, Lora Levenseler, Nell Dailey, Patti Forester,	Professional materials and online resources	These committees will be in operation during the 2019-2020 school year to address the issues raised in action step 1. These	Minimal

		Iris Eichenlaub , Jen Curtis,		will be all teacher led and initiated.	
3. Implement an Ed-Camp model for Wednesday PD time.	2019-2020	Shawn Carlson	Online and professional resources.	We will revamp our Wednesday PD time to allow staff to present and discuss twice a month topics of their choosing to the remainder of the staff. Twice a month we will designate Wednesday PD time to present and discuss topics of staff choice.	Minimal
4. Leadership Team Protocols	2019-2020	Shawn Carlson	Online and professional resources.	Continue to allow department heads to address department issues and weigh in on school wide concerns.	Minimal

5. Expand internship opportunities to support students' interests and skill development.	2019-2020	Jeremy Marks, Jen Curtis, Carol Pelletier Danny Salomon	N/A	Strengthen relationships with existing (2018-19) internship partners. Continue to expand and promote CHIP (Camden Hills Internship Program internally and externally)	Minimal Cost
6. Provide training in developing more problem based, cross-disciplinary units of study	2019-2021	Shawn Carlson, Deb McIntyre, Meghan Valanidas, Suzanne Southworth	Online and professional resources.	Staff will have multiple opportunities to participate in PD around problem based, authentic, cross-disciplinary units of study.	Minimal Cost
7. Revamp and repurpose an industrial arts room to become a maker's space.	2019-2020	Keith Rose, Shawn Carlson, Suzanne Southworth	Architectural and other professional	Develop a space for staff to use as we support problem based learning and innovation.	\$30,000

		Danny Salomon	consultation.		
8. Hire a consultant to help develop problem based units of study.	2019-2020	Shawn Carlson, Meghan Valanidas	NUVU consultation	Hire a consultant to work with us for a year.	\$60,000
9. Staff our maker space with a full time professional to support teacher and student use.	2019-2020	Shawn Carlson, Suzanne Southworth	N/A	Provide a full-time professional support person to work with staff on units using the maker space.	Re-allocation of current staffing
10. Capstone Development	2019-2021	Shawn Carlson, Deb McIntyre, Nell Dailey	Online and professional resources.	Staff committee charged with developing a Capstone experience for all seniors by 2021	Minimal Cost

11. Establish a committee of students and teachers to collaborate on ways to increase the use of creative problem-solving in the curriculum.	2019-2020	Shawn Carlson, Deb McIntyre, Student Leaders	N/A	<p>Convene a group of student leaders (e.g. class officers) and department heads that meet at least 4 times in the school year to explore creative problem-solving in the curriculum and identify areas of improvement.</p> <p>Develop connections between core curriculum content standards and innovation/design thinking.</p>	Minimal Cost
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Actions:

In order to: “improve student learning and well-being,” CHRHS staff “engaged in ongoing formal and informal collaboration and professional development across disciplines.”

Action Item 1:

Beginning in the fall of 2019, staff brainstormed and were surveyed to identify those areas of our Strategic Plan and Implementation Plan for NEASC that they felt would be the most productive time for the use of our Wednesday Professional

Development time. (See [survey](#) and [brainstorming documents](#)). These ideas were then distilled into 7 areas of professional focus and drove the agendas (see [descriptions here](#)) for these Wednesdays Professional Development days. In 2019-2020, the 7 areas of focus were:

Action Items 2 and 3:

1. 9th Grade Team (see [supporting documents here](#))
2. Success for all Students Committee (see [supporting documents here](#))
3. Monthly Community Meetings Committee
4. Equity not Elitism
5. Capstone ([see supporting documents here](#))
6. Interdisciplinary Teaching and Learning ([see supporting documents here](#))
7. Quality learning for absentees

These committees met once a month (see [Calendar here](#)) and were led by teachers. Each committee set its agendas and goals for its time. These goals were shared with all staff and aligned with school-wide goals expressed in the Strategic Plan and NEASC Implementation Plan. These committees contributed many of the items described elsewhere within this report. As the year progressed, some of these committees disbanded and other teacher-directed professional development was undertaken. The following additional opportunities were led by teachers:

1. Book study of Dare to Lead
2. Depth of Knowledge introduction and discussions
3. Developing an edible campus
4. Using Learning Targets
5. Maker Space tools and introduction
6. How to develop Virtual Field Trips
7. Instructional Rounds
8. Building relationships with Remote Learners
9. Building relationships within Hybrid teaching environments
10. Instructional practices that build relationships
11. Optimizing classroom practices in hybrid classrooms
12. Developing Inquiry Projects

13. Discussion on challenges with problem-based learning
14. Introduction to 3-D modeling
15. Developing rubrics using state and national standards
16. Using Notability
17. Reckoning with Velcro and Teflon Brains
18. Mental Health Strategies
19. Developing Interdisciplinary Units
20. Fostering Resilient Learners
21. Foundation setting for DEI work
22. Big Takeaways from Learning and the Brain Conference
23. Building safe relationship-based classroom cultures
24. Concept Mapping during Covid
25. Using the 4C's in your classroom
26. Executive functioning and tips to help learners address deficits
27. Marie Condo the Curriculum
28. Creating clarity in times of confusion
29. Homemade tutorial tips.
30. Collaborating during Covid
31. NEASC report Preparation
32. Maker Space Round Table
33. Using NEWSELA (when accessible)
34. Yeah for Millay
35. Vision of the Graduate
36. Innovation Committee
37. Introduction to Laser Cutting
38. What works for the 1%
39. Using Schoology Rubrics to track and grade departmental proficiencies
40. [Antiracism for Educators](#) (The course disappeared from Schoology...can we get it back).

EVIDENCE

[PD Choices Sept 11 2020](#)
[PD Sept 25 2020](#)
[PD Choices Oct 9 2020](#)
[PD Choices 11 October 2020](#)
[PD Choices Dec 4 2020](#)
[PD Choices Jan15 2020](#)
[PD Choices Jan 20 2020](#)
[PD Choices Feb 5 2020](#)
[PD Choices Feb 12 2020](#)
[PD Choices Mar 11 2020](#)
[PD Choices Sept 2021](#)
[PD Choices Mar 11 2021](#)
[PD Choices Mar 25 2021](#)
[PD Choices April2 2021](#)
[PD Choices April 9 2021](#)

Action Item 4:

The leadership team engaged in leadership protocols in order to allow department heads to address department issues and weigh in on school-wide concerns. These protocols were used in staff meetings and department meetings where appropriate.

Action Item 5:

During the 2019/2020 and 2020/2021 school years, administration, guidance, and students worked together to develop multiple pathways for success. During this time, [Midcoast attendance increased](#), course offerings were expanded, and courses were promoted through school assemblies. [A robust internship program was created by engaging over 40 community partners](#). These unique experiences provide students with [career experience and academic credit](#). Work with this is ongoing. The next step is to reimagine the course guide to include alumni profiles with matriculation paths. Additionally, work is being done to create an interactive, digital course guide with a list of clubs, activities, sports, and courses that can be tailored to student interests. Finally, we engaged in relationship mapping, at the beginning of the year, to ensure each student had people in the school who could help support/guide them.

Action Items 6, 7, 8:

During the winter of 2019, the school undertook a new initiative led by the vision of our Superintendent. From the Superintendent's charge:

"The Hatchery is a concept. Two spaces will be dedicated to The Hatchery, but it is so much more than the spaces. Innovation will permeate how we think about learning, working, and growing. For students. For teachers. For leaders. For community. The Hatchery will represent an incredible opportunity for students to become innovators. This is a call to the whole school to model an innovative mindset. The Hatchery embodies a different structure for learning by unleashing students to think for themselves, to immerse themselves in an area of interest, to collaborate with a vast array of others, and to identify problems and develop solutions. The Hatchery will spark curiosity, foster exploration, and enable students to wonder. It will help us redefine what a high school education is.

The Hatchery will break down the walls between the community and the school by hosting events for both audiences, making spaces and resources available to the community, and by collaborating with other innovators and entrepreneurs in our community.

The Hatchery will be the inspiration for the school community to reflect on every aspect of what we are doing. Is our leadership innovative? Are our instructional practices innovative? Do we possess a mindset in how we do everything that seeks new solutions to make education better for students?" [This is a fuller description of the](#)

[initiative.](#)

In 2019-2020, the district contracted with [NUVU](#) to oversee the start-up and set up of The Hatchery. In addition, the district dedicated one teacher to overseeing and coordinating the opportunities for both the Hatchery. The partnership with NUVU was difficult and though we hoped to utilize the staff member from NUVU for both PD for staff around problem-based learning and manning The Hatchery, we found ourselves at cross purposes throughout the year. We did establish a successful partnership with NUVU and our alternative education program, Zenith. The NUVU fellow and Zenith teachers collaborated on several projects, children's books, bioplastics, and counter monuments. Please see a description of these projects and their [impacts on student learning here](#). In addition to the fellow hired by NUVU in the 2019-2020 school year, our Camden Hills staff provided opportunities for other teachers and students to use The Hatchery. The work accomplished by the CHRHS staff member is [collected here](#).

In the 2020-2021 school year, we put our efforts to utilize The Hatchery on hold. We did not renew our contract with NUVU and reassigned our own staff member back to an art classroom. The contract with NUVU would not have been renewed regardless of the pandemic. It was decided to pause the CHRHS staffing given the constraints on teaching during the pandemic. The Hatchery was used by our MCST freshman and sophomore exploratory program but was not used by the greater CHRHS student body or staff for the school year 2020-2021.

Beginning in the fall of 2021, the district hired a full-time staff member to engage in community outreach and implementation of Hatchery goals.

Action Item 9:

In addition to the efforts to develop problem-based and cross-disciplinary units and courses associated with the Hatchery, independent efforts were begun by teachers from across several content areas. Teachers have been working on cross-disciplinary offerings including collaborations between social studies and art ([see evidence](#)) and English and art ([see evidence](#)), science and English ([see evidence](#)). Additionally, the [Humanities class](#), team-taught by a Social Studies teacher and an English teacher, uses project-based learning to explore historical and social topics. This theme is carried over into the [Honors American Studies](#) class which blends US history with literature, art, and popular culture. The AP Research and Capstone courses provide cross-disciplinary learning and real-world problem-solving ([see evidence](#)). Continuing the theme of problem-solving and design engineering, the Innovation Engineering Course is a dual enrollment course with the University of Maine. Taught by both a high school teacher and a UMaine professor, the course “provides students with the knowledge and tools they need to take the first steps on their innovation journey. It is designed to provide a complete overview of the Innovation Engineering system” ([see evidence](#)).

In addition to the individual staff efforts to develop problem-based and cross-disciplinary units, the district created a new initiative in conjunction with The Hatchery (Action Items 8-10). Collaborative projects between The Hatchery and Zenith Alternative Education had a strong positive impact on students in terms of learning, achievement, and well-being ([see Zenith narrative](#)).

Action Item 10

Beginning in 2018, a group of CHRHS teachers convened a [Capstone Development](#) committee in order to effectively create a capstone program. This committee researched how other schools created a capstone project, as well as engaged stakeholders through surveys, and presented a recommendation for the project with a four-year roll-out strategy. The pandemic, once again, curtailed this work. Spring 2022 is a target date for a pilot with the intention of implementing a full roll-out during the 2022-2023 school year.

Action Item 11:

Beginning in the fall of 2019, a cohort of teachers self-selected to meet during professional development time to find meaningful ways to develop interdisciplinary learning and provide opportunities for the full staff. . This [interdisciplinary committee](#) was formed with the following goals: develop and implement interdisciplinary, project-based approaches to teaching and learning; Support current ongoing interdisciplinary teams with time (committee time) for planning, and technical expertise as needed from other staff; gather information at the end of the 2019-2020 school year: successes and challenges, improved outcomes for current (2019-2020), initiatives, plans to be implemented 2020-2021 school year. While the pandemic curtailed this work, the interdisciplinary committee is resuming during the 2021/2022 school year.

IMPACT

- Created engaging and valuable professional development
- Teacher-led initiatives and professional development opportunities
- Created a system for addressing departmental issues.
- Utilizing relationship mapping to meet all student needs
- Development of interdisciplinary courses and units.
- Increased creative problem solving and collaboration embedded in a series of new courses and units
- Development of a maker space (The Hatchery) and focus on student initiatives and attainment of [the 4 C's](#).
- Development of a Capstone pilot for Spring 2022 deployment. Another area to focus on is [our 4 C's](#).

OPPORTUNITIES FOR GROWTH

- Continue to offer professional development opportunities
- Use relationship mapping in interventions

Goal 4

Statement of Need What student need do you hope to address with this action plan?	Improve student safety.
Statement of Goals/Objective What is the goal of this action plan? This should be stated in terms of a measurable outcome.	To take proactive steps to ensure student safety.
Theory of Action How will this Goal/Objective address the student need?	These steps provide more security and better responses to safety issues
Alignment How is this aligned to the NEASC Standards for Accreditation.	Foundational Elements 5.1a and 5.5
Measure of Success How will you know when the student need is being met?	The action steps are implemented.

Action Steps List the specific tasks that you believe will take you to your goal. Try to list sequentially from the first step to last.	Timeline Use actual dates if possible.	Person(s) Responsible Use specific names if possible.	Resources Needed What will be needed to support the task in terms of training, materials, etc.?	Measures of Success What will you see if this step has been successful? With students? In the classroom? With teachers?	Budget Impact What is the cost and source of funding?
1. Install and implement a card security system for all doors. Aligns with 5.1a	2018-2019	Keith Rose, Tom Heath, Shawn Carlson, Frank Sparhawk	New locks, card reader, card producer	The new system will be implemented before the end of the 2019 school year.	\$10,000
2. Install buzzers on back and side doors. Aligns with 5.1a	2019-2020	Keith Rose, Tom Heath, Shawn	Buzzer system	They will be implemented by the end of the 2020 year.	\$1,000

		Carlson, Frank Sparhawk			
3. Develop a reunification plan to complement our safety plan. Aligns with 5.5	2019-2020	Maria Libby Deb McIntyre Graham Bode	Online and professional resources.	Developed and tested at least once in the 2019-2020 school year.	Minimal

ACTIONS

ACTION ITEM 1 Over a two year period beginning in the 2018-2019 school year, the maintenance staff and technology department purchased, installed, and deployed a card reader system for each major door on the school building. This system allowed CHRHS to keep all doors locked at all times while providing swipe cards to students and employees to access the building. The system yielded unexpected benefits for student safety. Each card can be programmed to limit access to certain hours (for instance staff may enter the building at any time, but students can be prevented from entering after closing). The cards also allow us to limit the total number of weeks the access is granted. Cards for coaches can be programmed to only work during their respective seasons. Coaches still have keys to allow access and the process of collecting those keys each season can still be improved. Finally, because the access to the building is digital, our technology department was able to develop a sign-in procedure at the main school doors that collects the names of students who have entered or exited the building. We have leveraged this ability to keep track of students who are utilizing their open campus privileges.

ACTION ITEM 2 We did install buzzers on back and side doors to alert staff when doors remain open. Our alarm system, already installed, has the capability to detect open doors and we have taken advantage of that to alert the main office when a door remains propped open.

ACTION ITEM 3 During the 2019-2020 school year, beginning in the summer of 2019, the Superintendent began a 7 month process to address the difficulties of reunifying parents and students should the school have to evacuate due to an emergency. In that time, the Superintendent and Assistant Superintendent developed and curated plans for reunifying students and families. These [documents](#) were used in conjunction with administrative team input to develop a [reunification plan](#). In February of 2020, the high school and central office practiced a full-scale mock drill using staff from the Middle School and Elementary School to play the roles of parents and students. The drill provided important feedback on the protocols initially developed to revise the Reunification Plan. The plan was then adopted and became part of the larger emergency plan used by the high school. In 2020-2021 an additional 25 cameras were added to the school perimeter allowing us to see all the parking lots and grounds immediately adjacent to the high school. We added and upgraded the cameras inside the building, bringing the total to 75 cameras.

IMPACT

- Developed a system to secure the high-school building while still providing easy access to students and staff.
- Developed a digital system to keep track of who was in (or out) the building when students utilize open campus privileges.
- Linked the swipe card tracking system into PowerSchool so that student attendance is live at all times.
- Added 25 perimeter cameras to provide coverage to all parking areas and grounds adjacent to the high school.
- Developed a reunification plan to address a gap in our safety planning and procedures.

Opportunities for Growth

- Continue to practice and revise our safety plans including the Reunification plan.
- Consistently collect keys from coaches after each season.

Goal 5: Standard 1

<p>Statement of Need</p> <p>What student need do you hope to address with this action plan?</p>	To prepare all of our students for the 21 st century.
<p>Statement of Goals/Objective</p> <p>What is the goal of this action plan? This should be stated in terms of a measurable outcome.</p>	To articulate and embed our vision of the graduate more fully into our curriculum, instruction, and assessment, by providing more opportunities to teach, model, assess, and celebrate those skills, dispositions, and transferable skills.
<p>Theory of Action</p> <p>How will this Goal/Objective address the student need?</p>	By clearly articulating and embedding our vision of a Camden Hills Regional High School graduate into our work with students we intend to make this vision a reality for all of our students.
<p>Alignment</p> <p>How is this aligned to the NEASC Standards for Accreditation.</p>	Standard 1

Measure of Success How will you know when the student need is being met?	Increased assessment of, instruction for and opportunities for students to acquire the skills and disposition in our vision.
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Action Steps List the specific tasks that you believe will take you to your goal. Try to list sequentially from the first step to last.	Timeli ne Use actual dates if possible.	Person(s) Responsible Use specific names if possible.	Resources Needed What will be needed to support the task in terms of training, materials, etc.?	Measures of Success What will you see if this step has been successful? With students? In the classroom? With teachers?	Budget Impact What is the cost and source of funding?
1. Rewrite our vision of the graduate to include measurable skills and dispositions aligned with our current strategic plan, core values,	Fall 2019	Deb McIntyre, Shawn Carlson, Sara Cole, and Sue Klemmer.	Strategic plan, NEASC materials on the vision of the graduate	This step will ensure that our curricular documents reflect our vision of the graduate.	Minimal Cost

and commitment to our students.					
2. Rewrite curricular documents to reflect the above changes.	Fall 2019-Spring 2021	Department Heads, teachers	Vision of the graduate. Curriculum template.	All curricular documents will be updated by the Spring of 2021.	Minimal Cost
3. Develop common assessments for all courses taught by different teachers and at different levels.	Spring 2020-2022.	Department Heads, Teachers.	Curriculum documents, graduation standards.	Using updated curricular documents, departments will develop common assessments aligned with these updated curriculum maps	Minimal Cost
4. Provide training in developing more problem based, cross-disciplinary units of study	2019-2021	Shawn Carlson, Deb McIntyre, Meghan Valanidas, Suzanne Southworth	Online and professional resources.	Staff will have multiple opportunities to participate in PD around problem-based, authentic, cross-disciplinary units of study.	Minimal Cost
5. Hire a consultant to help develop problem	2019-2020	Shawn Carlson, Meghan Valanidas	NUVU consultation	Hire a consultant to work with us for a year.	\$60,000

based units of study.					
6. Capstone Development	2019-2021	Shawn Carlson, Deb McIntyre, Nell Dailey	Online and professional resources.	Staff committee charged with developing a Capstone experience for all seniors by 2021	Minimal Cost
7. Establish a committee of students and teachers to collaborate on ways to increase the use of creative problem-solving in the curriculum.	2019-2020	Shawn Carlson, Deb McIntyre, Student Leaders	N/A	<p>Convene group of student leaders (e.g. class officers) and department heads that meet at least 4 times to explore creative problem-solving in the curriculum and identify areas of improvement.</p> <p>Develop connections between core curriculum content standards and innovation/design thinking.</p>	

8. Expand internship opportunities to support students' interests and skill development.	2019-2020	Jeremy Marks, Jen Curtis, Carol Pelletier, Danny Saloman	N/A	<p>Strengthen relationships with existing (2018-19) internship partners.</p> <p>Continue to expand and promote CHIP (Camden Hills Internship Program) internally and externally</p>	Minimal Cost
9. Plan additional opportunities to strengthen the sense of belonging and community for all incoming students during the 8th or 9th grade year.	2019-2020	Jeremy Marks, Jen Curtis, Shawn Carlson, Advisors Peers	Online and professional resources.	<p>Work with sending schools to identify transition needs and implement complementary yet effective strategies to support students.</p> <p>Establish a freshman team that addresses the challenges of transitioning to the high school.</p>	Minimal Cost

10. Provide more school-wide engaging non-academic activities.	2019-2020	Jeremy Marks, Jen Curtis, Student Leaders	N/A	Create a bimonthly school wide assembly led and run by students. Connect school wide assemblies to year-long ongoing conversations in advisory.	\$3000
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Actions:

In order to: “prepare all of our students for the rest of the 21st century,” CHRHS engaged in a number of action steps to articulate and embed our vision of the graduate more fully into our curriculum, instruction, and assessment, by providing more opportunities to teach, model, assess, and celebrate those skills, dispositions, and transferable skills.

Action Item 1: A team of teachers worked to connect the school mission statement to a [vision of the graduate](#). The vision of the graduate utilizes the 4cs (creativity, collaboration, critical thinking, and communication) and our school core P.R.I.D.E. values. Alignment of curricular documents to the vision of the graduate is ongoing. Staff also created [single-point rubrics for the 4cs](#) in order to help facilitate common language around the Vision of the Graduate and the 4Cs.

Action Item 2: Over a two-year period beginning in the 2018-2019 school year, the Assistant Superintendent facilitated the creation of [common curriculum templates](#). During the first curriculum content revision work (Science) teachers and the Assistant Superintendent used a draft (draft developed by Asst. Super and reviewed/feedback provided by principal) of the common curriculum template for all courses. During the process, the overview template was reviewed as the tool was used. At the conclusion of the science revision work the template was formally adopted and is now used for all new course proposals and is being used as the district goes through the curriculum revision process. In addition to the curriculum overview, there is also a model template for unit work. Department heads worked with their departments to create cohesive curriculum documents.

Action Item 3: Staff is in the process of creating common assessments for courses that are the same content and level. This looks different in each department. The English department has been meeting as grade level teachers to revise past common assessments and align current work. Currently, English has [created common assessments](#) around the graduation standards and use common rubrics for scoring. The English Department Head also met with the 9th grade team to facilitate [common assessments addressing writing inquiry](#). Social Studies provides similar opportunities in the [form of common midterm and end of the year products](#). These products focus on a central question and allow students to answer that question in numerous ways. In the Mathematics department, teachers use benchmark questions that correspond to the standards. [These documents contain questions that are used for building formative and summative assessments](#). A portion of questions on end-of-term exams and chapter tests are pulled directly from these documents with minor variations in presentation and format. Science has created common assessments for the courses [Foundations of Physics](#), [Forensics](#), [Honors Chemistry](#), and [Global Science](#) which are commonly taught by more than one educator. Science also uses [common one-point rubrics](#) for the NGSS Practices that are assessed with multiple opportunities in grades 9-10 and again in grades 11-12 across different disciplines. This year, common assessments will be developed for Health and PE, two other areas that have multiple teachers teaching the same topic. Classwork, homework and quiz problems on these standards have broader variations in presentation and difficulty. Review and analysis of outcomes and assessments continue to be goals for the 2021/2022 school year.

Action Item 8: During the 2019/2020 and 2020/2021 school years, administration, guidance, and students worked together to develop multiple pathways for success. During this time, Midcoast School of Technology (MCST) attendance increased, course offerings were expanded, and courses were promoted through school assemblies. [A robust internship program was created through engaging over 40 community partners](#). These unique experiences provide students with [career experience and academic credit](#). Work with this is ongoing. The next step is to reimagine the course guide to include alumni profiles with matriculation pathways. Additionally, work is being done to create an interactive, digital course guide with a list of clubs, activities, sports, and courses that can be tailored to student interests.

Action Items 4 and 5:

During the winter of 2019, the school undertook a new initiative led by the vision of our Superintendent. From the Superintendent's charge:

“The Hatchery is a concept. Two spaces will be dedicated to The Hatchery, but it is so much more than the spaces. Innovation will permeate how we think about learning, working, and growing. For students. For teachers. For leaders. For community. The Hatchery will represent an incredible opportunity for students to become innovators. This is a call to the whole school to model an innovative mindset. The Hatchery embodies a different structure for learning by unleashing students to think for themselves, to immerse themselves in an area of interest, to collaborate with a vast array of others, and to identify problems and develop solutions. The Hatchery will spark curiosity, foster exploration, and enable students to wonder. It will help us redefine what a high school education is.

The Hatchery will break down the walls between the community and the school by hosting events for both audiences, making spaces and resources available to the community, and by collaborating with other innovators and entrepreneurs in our community.

The Hatchery will be the inspiration for the school community to reflect on every aspect of what we are doing. Is our leadership innovative? Are our instructional practices innovative? Do we possess a mindset in how we do everything that seeks new solutions to make education better for students?” [This is a fuller description of the initiative.](#)

In 2019-2020, the district contracted with [NUVU](#) to oversee the start-up and set up of The Hatchery. In addition, the district dedicated one teacher to overseeing and coordinating the opportunities for The Hatchery. The partnership with NUVU was difficult and though we hoped to utilize the staff member from NUVU for both PD for staff around problem-based learning and manning The Hatchery, we found ourselves at cross purposes throughout the year. We did establish a successful partnership with NUVU and our alternative education program, Zenith. The NUVU fellow and Zenith teachers collaborated on several projects, children’s books, bioplastics, and counter monuments. Please see a description of these projects and their [impacts on student learning here](#). In addition to the fellow hired by NUVU in the 2019-2020 school year, our own staff member provided opportunities for other teachers and students to use The Hatchery. The work accomplished by the CHRHS staff member is [collected here](#).

In the 2020-2021 school year we put our efforts to utilize The Hatchery on hold. We did not renew our contract with NUVU and reassigned our own staff member back to an art classroom. The contract with NUVU would not have been renewed

regardless of the Pandemic. It was decided to pause the CHRHS staffing given the constraints on teaching during the Pandemic. The Hatchery was used by our MCST freshman and sophomore exploratory program but was not used by the greater CHRHS student body or staff for the school year 2020-2021.

Beginning in the fall of 2021, the district hired a full-time staff member to engage in community outreach and implementation of Hatchery goals. **(Danny will send the info).**

In addition to the efforts to develop problem-based and cross-disciplinary units and courses associated with the Hatchery, independent efforts were begun by teachers from across several content areas. Teachers have been working on more cross-disciplinary offerings including collaborations between social studies and art ([see evidence](#)) and English and art ([see evidence](#)). Additionally, the [Humanities class](#), team-taught by a Social Studies and English teacher, uses project-based learning to explore historical and social topics. This theme is carried over into the [Honors American Studies](#) class which blends US history with literature, art, and popular culture. Beginning in the fall of 2019, a cohort of teachers self-selected to meet during professional development time to find meaningful ways to develop these two ideas. This [interdisciplinary committee](#) was formed to develop and implement interdisciplinary, project-based approaches to teaching and learning and to support current ongoing interdisciplinary teams with time (committee time) for planning, and technical expertise as needed from other staff. Information was gathered at the end of the 2019-2020 school year on successes and challenges, improved outcomes for current (2019-2020), initiatives, and plans for the 2020-2021 school year. While the Pandemic curtailed this work, the committee is resuming during the 2021/2022 school year.

Action Item 6: Beginning in 2018, a group of CHRHS teachers convened a [Capstone Development](#) committee in order to effectively create a capstone program. This committee researched how other schools created a capstone project, engaged stakeholders through surveys, and presented a recommendation for the project with a four-year roll-out strategy. The Pandemic, once again, curtailed this work. A pilot of the Capstone project will be implemented in the spring of 2022 with a full implementation in the school year 2022-2023. Spring 2022 is a target date for a pilot with the intention of implementing a full roll out during the 2022-2023 school year.

Action Items 8,9,10: Most notably, CHRHS worked to plan additional opportunities to strengthen the sense of belonging and community for all incoming students during the 8th or 9th-grade year, providing more school-wide engaging non-academic activities. Guidance revamped our freshman orientation completely to create a brand new experience (see [evidence](#)). CHRHS

is engaged in continual work around presentations to rising 9th graders about class choices, push-in sessions, and integrating into the high school. During the 2019/2020 school year, on the PSAT day, the freshman experience included leadership activities (lead by Trekkers) and tours of Midcoast School of Technology (MCST). During the Pandemic, this was not feasible during the 2020/2021 school year. As a result of this work, freshmen are better acclimatized to the culture of the school, scheduling and accessibility are improved, and students are better prepared for success.

In the Spring of 2017, we identified the homeroom student experience as an area needing growth. We felt that the prior structure of a once-a-month extended homeroom, where students would have discussions centered around a prompt for all grade levels, did not achieve the potential student outcomes that could be possible. To this, in the fall of 2018, we developed a monthly thematic-based homeroom curriculum. The delivery of these new theme-based homeroom lessons was still within the framework of a once-a-month extended homeroom. ([Evidence](#)).

In the fall of 2019 we continued to further enhance the delivery of the homeroom experience. We developed a yearlong grade-appropriate curriculum of lessons to be delivered in homeroom (evidence: [curriculum map](#)). These lessons included social-emotional learning, at-risk behaviors, interaction with our post-secondary planning app (Naviance). In particular, we wanted to further integrate our core values P.R.I.D.E. and mission statement. The 9th-grade class now would experience once a month lessons for each one of the elements contained in P.R.I.D.E. Our hope was by setting the baseline in 9th grade, over the course of the subsequent years we could refer to these elements and have it resonate with them. The ultimate outcome was to define a baseline of character values that all graduates would have been exposed to by the time they finished high school. In addition to the grade level curriculums, we also developed a yearlong assembly/speaker series. These assemblies would feature renowned speakers dealing with important topics such as mental health, sexual assault and consent, at-risk behaviors, and student-led community meetings. In the case of an assembly that had a particularly difficult subject matter, we also tied in follow-up homeroom breakouts where students could openly process what they had just experienced. Lastly, we developed a comprehensive start to the school year with a two-week period that allows students to get used to the new and more substantive role of homeroom ([Evidence](#)).

With the onset of the Pandemic and the need to modify our schedule, unfortunately homeroom and our speaker series was put on hold. This fall we plan to reintroduce our grade level curriculums and speaker series/assemblies. However, we have also now changed our language in terms of the name of homeroom. This will now be called Advisory and the teacher assigned to any given advisory will now be an Advisor. With this change, we hope that there is an overarching feeling of an advisor/advisee dynamic. We will be presenting faculty with new role definitions and supports to ensure that they can feel secure in their efforts to build relationships with students in these new Advisories.

In addition to an improved sense of belonging for 9th graders, CHRHS worked to create more school-wide, [non-academic engagement opportunities](#). A group of teachers formed a committee for the creation of CHILLS assemblies. As a result, CHILLS assemblies became a monthly experience (pre-Pandemic). Staff reached out to students who were doing

exciting things in and outside of academics and coached students to be confident to present. The committee solicited teachers and advisors who took trips and did activities with students and put out notices of interest to the whole school through Schoology. Additionally, the committee created a gratitude box for students to nominate other students to be read at assemblies. During the Pandemic the committee worked on ways to engage students remotely through Schoolwide Kahoots organized by homeroom and facilitated a Covid-safe winter carnival in conjunction with Student Council with schoolwide Kahoots, themed videos and prizes of t-shirts (“Can’t Hide my CHILLS Pride”).

IMPACT

- Aligned and articulated curriculum documents created.
- Multiple pathways were developed and articulated to meet student needs
- Makerspace and creative problem-solving opportunities created
- Articulation of Vision of Graduate.
- Freshman are better acclimatized to the culture of the school
- Specific exposure points to P.R.I.D.E
- Grade level appropriate SEL based advisory lessons
- Enhanced interaction with Naviance
- Exposure to relevant and timely topics through school-wide assemblies
- Structured experience for the students to build relationships with one another and their advisor
- Scheduling and accessibility are improved
- Students are better prepared for success
- As a result of assemblies, students became more excited as time went on and they began to enjoy staying for assemblies.

OPPORTUNITIES FOR GROWTH

- Continue to work towards common assessments and analysis of common assessments
- Continue interdisciplinary work and training
- Continue capstone rollout
- Restructure course guide to be interactive and interest-based
- Continued refinement of freshman orientation day
- Step up night refinement

- Resurrect the assemblies when we are able to gather
- If we have to limit gathering, work on being able to stream these celebrations.
- Create a structure where our Capstone graduation requirement can live
- Year after year flexibility to address school-wide needs through our speaker series
- Development observational and accountability tools to ensure equity as it relates to the student experience in advisory
- Enhance connectivity to students who are at-risk by having advisors attend MTSS meetings
- Implementation of advisory lessons that further integrate our “Four C’s” proficiencies

<p>Statement of Need</p> <p>What student need do you hope to address with this action plan?</p>	To provide academic, social, and emotional support during the pandemic year for parents, students, and staff.
<p>Statement of Goals/Objective</p> <p>What is the goal of this action plan? This should be stated in terms of a measurable outcome.</p>	<p>To provide staff with professional development around hybrid teaching, recognizing and addressing student social and emotional needs in this setting.</p> <p>To provide safe policies and procedures to ensure that we can remain open fully to all students who wish to attend school in person.</p> <p>To be responsive to parent, teacher, and student needs as the year unfolds.</p>
<p>Theory of Action</p> <p>How will this Goal/Objective address the student need?</p>	The challenges of teaching and learning during the pandemic are unique and unprecedented. Both students and educators needed to adopt new pedagogical and support models to overcome these challenges. The administration needs to be clear and transparent with all parties to ensure understanding and acceptance of the changes implemented.
<p>Alignment</p> <p>How is this aligned to the NEASC Standards for Accreditation.</p>	This is aligned with Standard 2.
<p>Measure of Success</p> <p>How will you know when the student need is being met?</p>	<p>All courses will successfully implement a hybrid model for teaching during the pandemic. All students who are struggling academically, emotionally, and socially will be identified and will be provided with effective interventions.</p> <p>We will provide the safest learning environment possible.</p> <p>We will minimize student failures and keep student achievement as close as possible to pre-pandemic levels.</p> <p>We will keep the building open to all students for as many days of the year as possible.</p> <p>We will increase the number of students served by our guidance and social worker staff.</p> <p>We will communicate frequently with all parties to ensure understanding of school-wide changes required to address the pandemic.</p>

Action Steps	Timeline	Person(s) Responsible	Resources Needed	Measures of Success	Budget Impact
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List the specific tasks that you believe will take you to your goal. Try to list sequentially from the first step to last.	Use actual dates if possible.	Use specific names if possible.	What will be needed to support the task in terms of training, materials, etc.?	What will you see if this step has been successful? With students? In the classroom? With teachers?	What is the cost and source of funding?
1) Provide PD on hybrid and remote teaching	June 2020 - June 2021	Leadership team, Shawn Carlson, Jen Curtis	Time (14 full days during the summer, monthly followup)	Adoption of best practices for remote teaching by all staff. Minimize student failures and keep student achievement as close as possible to pre-pandemic levels.	\$10,000
2) Hire two social workers	Sept 2020	Shawn Carlson	Cares funding	Two new full time social workers	\$180,000
3) Identify students in need of support from our social workers and guidance staff	2020-2021	Jen Curtis, Graham Bode, Jeremy Marks, Guidance staff, Social Workers	Space and time	We will identify all students who are struggling academically, emotionally, and socially and provide them with effective interventions.	N/A
4) Provide support for teachers' own emotional and social needs	2020-2021	Iride Piechocki, Jeremy Marks, Guidance staff, and social workers	Time	When surveyed, staff will report that they feel supported in their own social and emotional needs.	N/A
5) Provide effective mitigation strategies for preventing infection and provide a safe environment for all staff and students.	2020-2021	Maria Libby Shawn Carlson Staff	Training of students and staff on mitigation strategies	Keep school based infections to a minimum. Keep staff safe and healthy.	N/A
6) Provide effective communication with	2020-2021	Shawn Carlson	Time	Feedback from all parties.	N/A

all parties to alleviate concerns and address needs.		Maria Libby Jeremy Marks		Surveys of need	
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Reflection on Priority Areas:

ACTIONS

With the onset of the pandemic our school and staff made two large transitions, one in mid March 2020, and another over the summer of 2020. Beginning in March of 2020, our school transitioned to full online learning for the remainder of the school year. We then made a second transition in June of 2020 to prepare for a hybrid model of teaching in the upcoming 2020-2021 school year. Both transitions involved the entire staff and administrative team, including the central office administrators. The steps taken were different for each transition and are separated below.

Full Remote Model

On March 15, we closed the school to in-person education. We took one day to plan the transition and help put in place the technology requirements. We moved to a fully remote option for all students that began March 16. Because we had previously developed a remote model for our “Remote Snow Days”, much of the infrastructure was in place to begin to teach remotely. Our “Remote Snow Day” model depended on using our Schoology platform to deliver lessons, collect work, and interact with students. A large part of the early work in March was communicating the many changes to parents, students, and staff. Our focus for this transition was on health and safety, social and emotional needs, and providing services to those most in need. We surveyed parents, students, and staff to identify unmet needs and conflicts ([SEE LINK](#)). We put a great deal of focus on the health, safety, emotional, and social needs of our school community. We created new structures in those first weeks to address these emerging needs (Interventionists, PD for remote teaching, food security, technology support, and social and emotional responses for kids in crises [SEE LINK](#)). Shortly after moving to full remote presence, staff began to work with video conferencing tools, and we decided to invest in Zoom Pro accounts for all staff. Although there was not an expectation that teachers must use this tool for delivering instruction or meeting with kids, most moved readily to at least part of their day utilizing Zoom.

Our remote school day model involved a later start to the school day and shorter class periods. We were able to use the hour and half before classes began for teachers to accomplish professional development and curricular and instructional changes, and to support teachers' social and emotional needs. Examples of this professional development can be found here ([LINK](#)). After returning from April vacation, we realized that teachers needed more time to make the adjustments to their curricula and to become familiar with the myriad of new technology tools we introduced. Additionally, there was a growing concern that too much "screen time" was negatively affecting our students' mental health. In response, we eliminated Wednesday classes; students were expected to spend the day reading and exploring the outdoors, while staff used this day to prepare the following weeks' classes and to engage in professional development related to remote learning. Some of the professional development opportunities were expected of all teachers, while others were provided only to teachers who had a need for it. In all cases, staff led the learning and drove the needs that the PD was addressing ([SEE LINK](#)).

In order to best support students who struggled in the remote teaching environment, we developed and ran a new summer school model which allowed students to recover credit for courses that they otherwise would have failed.

As we completed the school year we began to plan for the coming year. One of the primary goals was to provide the opportunity for all students to attend in person if they so chose. We also were committed to providing a fully remote option to students who felt they could not return to the building. Inviting almost 600 students back into the building required a significant amount of work to make the building safe and to protect the health and safety of students and staff. A [reopening plan](#) was developed in the summer of 2020 and was continuously revised based on new health and safety guidance throughout the school year. Ventilation systems were tested to ensure that adequate air exchange was occurring in all locations. Our reopening plan was also informed in consultation with two infectious disease doctors who work for the Maine CDC throughout the school year. We introduced safety expectations to students over a two day opening for students returning to the building. Those documents [can be found here](#).

In preparation for the 2020-2021 school year we introduced a new model of instruction. This implementation is described below.

Hybrid Model

Our Superintendent decided in early June that we should develop a plan to accomplish two major goals: we should be open to all students who wish to attend in person during 2020-2021, and we should accommodate those students who wish to remain remote. It was important to the administrative team that these two groups of students be integrated and provided instruction at the same time. Further, the Superintendent charged the schools to make sure our model would allow students to attend school full time every day. The result in

September was that we had about 600 students attending in person everyday and another 130 students attending remotely every day. We remained open under this general model all year except for a two-week period. The steps taken are noted below.

The school board and Superintendent agreed to shorten the 2019-2020 school year for students in the spring of 2020. We were able to capture ten days of professional development time in June to begin to prepare our hybrid model. This work was led by several administrators and a team of 10 teacher leaders. They prepared the 10 days of PD around hybrid teaching, maintaining healthy relationships, and taking care of personal stress of both staff and students. The work ran the gamut from assessment to mindfulness, and each days' work can be found here ([LINK](#)). We invested in further tools and resources in preparation for the coming school year ([SEE LINK](#)). The planning committee for these days took feedback from staff on further needs and concerns and worked through the summer to prepare in-service work for August when we returned. We took an additional 4 days in August to address these needs and to process the information that was developed in the summer at the administrative team level ([SEE LINK](#)). Other opportunities for learning created by staff can be [found here](#) and [here](#).

While teachers and building level administrators addressed teaching and learning over the summer in preparation, the administrative team under the leadership of the Superintendent began to plan for student/staff health and safety. The final reopening plan is found here ([LINK](#)). Some of the steps taken to address these issues included: requiring all staff and students to complete a health survey daily; opening two new lunch-rooms; adding an additional lunch to the schedule; rearranging teacher spaces to maintain adequate spacing for students; creating a quarantine space; obtaining personal protective gear for teachers, frontline workers, and students; creating outdoor spaces for use during study halls and lunches; developing protocols for contact tracing; providing lunches to remote students; implementing a program of intensive cleaning of all spaces daily by our custodial staff; and a host of other items large and small. The reopening document shared above was updated 15 times over the course of the school year in response to updated guidance or the appearance of new issues.

As the school year unfolded we continued to provide professional development to address new needs ([September 2020](#), [October 6 2020](#), [November 2020](#), [Technology PD](#)). Much of this became focused upon the social and emotional health of students and staff. We hired two social workers over the summer to help with this anticipated need. They provided a range of support options for students and staff during the school year ([Allison Pringle Bennett](#) and [Katie Cronin](#)). Again, we found that the demands of teaching to remote and in-person students was taking a toll on teachers' efficacy (self-reported) and mental health. In response, we shortened the school day to provide an hour and half prior to the beginning of the day to help in preparation, communication with parents, providing additional help to struggling students, and to participate in 504s and IEPs. Additionally, the summer school model was again implemented to support students who had struggled academically.

Despite the herculean efforts of staff and students to make both remote learning and hybrid teaching as effective as possible, we also were very aware that these models did not provide students with the same learning opportunities, rigor, and connection. We worked hard to make the best of a poor situation, but strongly believed that we needed to return to a more traditional school structure in the 2021-2022 school year. This year we are not offering hybrid teaching or a fully remote option to students. Our expectation is that all students will attend in person. Those students who wished for a fully remote learning option have been assisted in enrolling in one of several state-run virtual academies.

Impact

- We were able to maintain everyday instruction for all students both in-person and remotely for all but 8 school days over a stretch in November during 2020-2021.
- We had no documented cases of student-to-student Covid 19 transmission occurring at school.
- The number of students not graduating with their cohort remained stable in both pandemic years compared to prior years (4 in 2018-2019, 4 in 2019-2020, and 4 in 2020-2021).
- Total failures of any course decreased by 36% in the 2019-2020 school year and increased by 40% in 2020-2021 Covid- impacted years when compared to the 2018-2019 pre-Covid year. These percentages are a reflection more on the small number of failures than on a significant change in the 2020-2021 school year. In 2020-2021 there were a total of 131 course failures out of approximately 4400 total courses taken (3% of all courses taken).
- No student with an IEP failed a course during the 2020-2021 school year.
- AP Scores showed similar averages to past years (85% of all students taking an AP test in 2021 received a score of 3 or higher), the number of students taking AP tests was similar to past years, and the total number of tests taken (219) was a five year high in 2021.
- SAT data from the spring of 2020 and 2021 remained above state and national averages while showing some decreases in the spring of 2021 (see table below).

2020 SAT Scores				2021 SAT Scores			
Subject	CHRHS	STATE	NATIONAL	Subject	CHRHS	STATE	NATIONAL
Reading	568	553	528	Reading	554	539	506
Math	549	531	523	Math	526	521	493

- State-wide testing of juniors did not occur in the spring of 2019-2020, and a new test was administered in 2020-2021. In reviewing state testing data for the spring of 2021, we saw 85% of all juniors score average or above average when normalized against the national pool (see table below).

Spring 2021 Junior NWEA data Summary					
	Lo (<21%)	Lo AVG (21%-40%)	Avg (41%-60%)	High Avg (61%-80%)	Hi (>80%)
ELA					
Percentage of CHRHS	3%	13%	17%	30%	38%
Math					
Percentage of CHRHS	6%	7%	22%	32%	33%

- Our social workers provided a myriad of services to students and staff ([Allison Pringle Bennett](#) and [Katie Cronin](#)).
- Parent feedback was overwhelmingly positive to our plans, communication and support.
- We have developed outdoor spaces for student and staff use, including during lunch, class, and study hall/free time (pavillion, outdoor seating, and covered patio off the cafeteria).
- Increased use of the outdoors for instruction (investment in outdoor equipment for PE classes, ropes course and climbing wall construction (to be completed in 2021-2022)).

Opportunities for Growth

- Continue to build on the models used for supporting students' social and emotional growth both with guidance staff and social workers, but also with a continued commitment from teachers to be sensitive to the whole student.
- Provide opportunities to reflect on the curriculum we teach in all courses. The changes in the school day, reduced time for classes, and a general need to slow down required teachers to make very strategic decisions about what was to be taught and learned. We can take those hard decisions and re-evaluate what really is essential to maintain in course curricula. The hard decisions have been made, and it would be a lost opportunity if we just put all material removed from the curriculum back in without considering if there aren't more valuable uses of that instructional time.
- Expand or continue the use of outdoor spaces for instruction, relaxation, and free time for students and staff.



Five Town CSD

ADULT and COMMUNITY EDUCATION

enriching lives... strengthening community... since 1969

September 20, 2021

Dear Maria,

I am writing this letter to request approval for a gun safety program offered through Five Town Adult and Community Education. While this is a new offering, our school has historically offered a hunter safety program out of the high school which is allowed under policy JICI. This new class specifically addresses the rise in gun ownership among women nationally and the local demand for instruction. Numerous articles have been written about this demand over the past year. One of the most recent was just last week in the [Wall Street Journal](#).

In reference to policy JICI item 3, let me address the following:

NAME OF PROGRAM: Women's Only NRA Basics of Pistol Handling

Schedule: Session 1 - Oct 6 & 13, 2021, 6:00 p.m. - 9:00 p.m.
 Session 2 - Jan 12 & 19, 2022, 6:00 p.m. - 9:00 p.m.

Instructor: Alice Bean Andrenyak

Qualifications of instructor: Alice is a current instructor for Five Town CSD Adult Education as well as several other Maine Adult Education programs. She is also a private instructor, owner of Alice's Awesome Adventures and Maine e-Learning. She is a Registered Maine Guide and trains future Registered Maine Guides in navigation, canoeing, SUP, sea kayaking, snowshoeing, nature studies, and overnighting skills. Alice is a certified NRA instructor.

Objectives of the activity: This Women's Only NRA Basics of Pistol Handling will cover safety at home and the range, principal parts and types of actions, how to handle a pistol in a safe manner, fundamentals of pistol shooting, pistol shooting positions, common malfunctions and cleaning, selecting a pistol, and qualifying on a range. The course meets the Maine minimum for a Concealed Carry Permit if the student passes the 50-question written exam and qualifies by putting 5 rounds in 4 target circles (20 rounds total) at 10-feet. Students will receive the NRA Basics of Pistol Shooting textbook. Students do not need to own a pistol for this class but are encouraged to bring one to class with no ammunition if they do. Range time will be scheduled separately from the classroom sessions. If a student wishes to shoot at the range to qualify and does not own a pistol, one will be provided with 50 rounds of ammunition for \$25. If bringing your own pistol to the range, bring 50

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adult.education@fivetowns.net

rounds of ammunition. The range day will be held at the Lincoln County Rifle Club in Damariscotta, day/date TBD.

Students will have hands-on time in the classroom with totally empty guns. They will be assisted by the instructor to show that any handgun is clear and empty prior to entering the class on the first night. On the second night, students are required to do it themselves in front of the instructor.

Should you have any further questions, please feel free to contact me.

A handwritten signature in black ink, appearing to read "David", with a stylized flourish at the end.

David

FIVE TOWN CSD POLICY

WEAPONS, VIOLENCE AND SCHOOL SAFETY

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

School staff are required to immediately report incidents of prohibited conduct by students to the principal/designee for investigation and appropriate action.

I. PROHIBITED CONDUCT

Students, staff, and all other persons are prohibited from engaging in the following conduct on school property, while in attendance at school or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

1. Possession and/or use of articles commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include, but are not limited to, firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nunchucks;
2. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include, but are not limited to, bats, belts, picks, pencils, compasses, objects capable of ignition (e.g. matches, lighters), files, tools of any sort and replicas of weapons (including toys);
3. Violent or threatening behavior, including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);
4. Verbal or written statements (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program;
5. Willful and malicious damage to school or personal property;
6. Stealing or attempting to steal school or personal property;
7. Lewd, indecent or obscene acts or expressions of any kind;

8. Violations of MSAD #28 drug/alcohol and tobacco policies;
9. Violations of state or federal laws; and
10. Any other conduct that may be harmful to persons or property.

II. EXCEPTIONS TO PROHIBITIONS ON POSSESSION AND DISCHARGE OF FIREARMS ON SCHOOL PROPERTY

1. The prohibition on the possession and discharge of firearms on school property does not apply to law enforcement officials acting in the performance of their duties.
2. The prohibition on the possession of a firearm does not apply to a person who possesses an unloaded firearm for use in a supervised educational program approved and authorized by the Board and for which the Board has adopted appropriate safeguards to ensure student safety.
3. Nothing in this policy shall prevent the school system from offering or approving instructional activities related to firearms (e.g., hunter safety). Any proposal to introduce an instructional activity involving firearms must be submitted in writing to the Superintendent, who will make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety. No firearms may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.

III. USE OF OTHER WEAPONS IN INSTRUCTIONAL ACTIVITIES

1. Nothing in this policy shall prevent the school system from offering instructional activities using objects other than firearms that are generally considered weapons (e.g., bows and arrows) or from allowing an object generally considered a weapon to be brought to school for supervised instructional activities (e.g., archery, boat building) approved by the Board so long as the Board has adopted appropriate safeguards to ensure student and staff safety.
2. Any proposal to introduce an instructional activity involving such objects must be submitted in writing to the Superintendent, who may [OR: will] make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety.
3. No weapons or objects that are generally considered weapons may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in

advance.

IV. DISCIPLINARY ACTION

Building administrators may suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA §1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA §1001 (9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing and trafficking of scheduled drugs.

Students who are found to have brought a firearm to school (as defined by federal law) shall be expelled for a period of not less than one year unless this requirement is modified by the Superintendent on a case-by-case basis.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent.

Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations and Board Policy JKF.

V. NOTIFICATION TEAM/CONFIDENTIALITY

Maine law authorizes law enforcement officers and criminal justice agencies to share with a superintendent or principal information pertaining to a juvenile when the information is credible and indicates an imminent danger to the safety of students or school personnel on school grounds or at a school function. Maine law requires the District Attorney to notify the superintendent when a juvenile is charged with use or threatened use of force or is adjudicated as having committed one or more juvenile crimes that involve the use or threatened use of force.

Within ten days, or immediately if necessary for school safety, the Superintendent shall convene a notification team. The notification team must include the administrator/designee of the school building where the student attends, at least one classroom teacher to whom the student is assigned, a school counselor, and the student's parent/guardian. The notification team shall determine on this basis of need which school employees are entitled to receive information concerning allegations or adjudications of use or threatened use of force. Information received by the Superintendent/designee and disclosed to the notification team and/or disclosed to school employees is confidential and may not become part of the student's educational record.

The Superintendent shall ensure that confidentiality training is provided to all school

employees who have access to this information.

VI. PSYCHOLOGICAL EVALUATION/RISK ASSESSMENT

The Board authorizes the Superintendent to request an immediate psychological evaluation of a student who violates this policy when, in his/her opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school. The Superintendent is also authorized to request psychological evaluations of students who have been identified as posing a substantial risk of violent behavior. All such evaluations shall be performed at the district's expense.

If the parents/guardians and/or student refuses to permit a requested psychological evaluation, the Superintendent and the Board may draw any reasonable inferences from the student's behavior concerning the risk the student poses to school safety for purposes of determining appropriate action.

Legal Reference:

- 5 MRSA § 4681 et seq.
- 15 M.R.S.A. §§ 3301-A; 3308(7)(E); 3009
- 20 USCA §8921 (Gun-Free Schools Act of 1994) 20-A MRSA §§1001(9); 1001(9-A); 6552
- 17-A MRSA §§2(9);2(12-A)

Cross Reference:

- ACAA - Student Harassment of Other Students
- ADC - Tobacco use and Possession
- EBCA - Crisis Response Plan
- JICH - Drug and Alcohol Use by Students
- JK - Student Discipline
- JKD - Suspension of Students
- JKE - Expulsion of Students
- JKF - Suspension/Expulsion of Students with Disabilities
- JIH - Questioning and Searches of Students
- KNA - Relations with Law Enforcement Authorities

History: Adopted: 01/16/00, 02/04/04

First Reading: February 10, 2016

Second Reading: March 16, 2016

Adopted: March 16, 2016

MSMA's 48th Annual Fall Conference

Today's Vision: Tomorrow's Reality

October 28 & 29, 2021— Virtual

TO: Superintendents, CTE Region Directors, and MCSBA Attorneys

FROM: Maine School Management Association

DATE: September 27, 2021

RE: 48th ANNUAL MSMA FALL CONFERENCE—Virtual this year—OCTOBER 28 & 29, 2021

Attached is registration information as well as a preliminary list of clinic offerings for the 48th Annual MSMA Fall Conference.

“Today’s Vision: Tomorrow’s Reality” is the theme of this year’s Fall Conference to be held virtually on Thursday and Friday, October 28 and 29. The two days being planned will be informative and inspiring. Highlights include the following:

KEYNOTE:

- ❖ **George Couros** - Innovative Teaching, Learning, Leadership Consultant, Speaker and Author.
The Innovator's Mindset

George is a worldwide leader in the area of innovation, yet his focus is always on the development of leadership and people and what is best for learners. His belief that meaningful change happens when you first connect to people's hearts, is modeled in his writing and speaking.

George will discuss the idea and characteristics of “The Innovator’s Mindset” (as discussed in the book of the same title) and share persuasive examples on why this is so crucial for all educators. George’s presentations are known to be emotional, humorous, all while pushing your thinking, and will connect to your heart first, in a way that will last with you long after this keynote.

CONTENT:

- ❖ More than 40 live clinics will be offered this year, as well as recognition of years of board service, awards of the Maine School Boards Association, virtual games (win gift cards!), and visit vendors’ virtual booths to learn more about their products and sign up for door prizes!

Please Note: With Registration, attendees will have access to all clinics through November 19th on the virtual platform!

Registration for the Fall Conference should be made through the superintendent’s office – please see online event registration instructions included in this email. *Purchase Order’s only, please—no pre-payments will be accepted this year. Your District will be billed after the Conference.*

The MSMA staff is looking forward to seeing you online on October 28 and 29.



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
Superintendent Board Report
October 6, 2021 Board Meeting

1. Strategic Plan Updates

Goal #1: Meaningful, Engaging Curriculum

- a. We continue our focus on removing barriers to our students fully accessing the many opportunities provided for them in our school. We have many equity initiatives already in place and will continue to build on those this year, boosted by the help of an external equity audit. In addition, I think one of our greatest challenges is communicating what we are doing so that families are aware of the opportunities. They can't access what they don't know about. This year I am going to focus some of my efforts in making sure we communicate with our students and parents in multiple modalities – a variety of print material, website, bulletin boards, social media, etc.
- b. There were 37 parents (PreK-12) interested in serving on the DEI Task Force. Trying to capitalize on that energy since we only had 3 spots, I held a parent forum to get widespread input. That meeting essentially marked my transition away from leading that task force I have delegated leadership of the DEI Task Force to the capable hands of Assistant Principal Jen Curtis and parent Sally Smith. They will carry the torch this year as we continue to build upon last year's work.

Goal #3: Resource Management

- a. This month I will begin organizing a series of community forums to get input on our upcoming Strategic Planning

2. Pandemic Planning Update

- a. We have been able to gather more accurate staff vaccination data, and our current rate of staff vaccination is 95%. This includes instructional staff, support staff, coaches, substitutes, and contracted service providers.
- b. Our student vaccination rate is 73%.
- c. As you know, I am requiring staff to either be vaccinated or participate in weekly pooled testing. Our staff will participate on Mondays, the same day as our student athletes and thespians. Pooled testing for unvaccinated staff will start on October 12 (Monday is a holiday that week.)
- d. President Biden's recent vaccine mandate will impact public schools in Maine. OSHA will write the exact rules, and it is unknown when that will occur. There is a chance that the requirements will not allow the option of participating in pooled testing – it may require vaccination. If that is the case, we will cross that bridge when it happens.
- e. I have made a few changes in the Reopening plan since the board approved it. They are summarized below:
 - i. We are requiring that any non-essential visitor or volunteer during the school day show proof of vaccination to enter the building.
 - ii. We added the following language based on the new law: *It is important to note that it is a civil offense (fine between \$200 - \$500) to distribute or retransmit a recording of a teacher providing remote instruction. (Chapter 383, LD 864)*

- iii. We are requiring staff to show proof of vaccination to avoid quarantine as a close contact.
- iv. We clarified that if a student is exempt from quarantine, but is symptomatic, they will not be exempt.
- v. It should be noted in the absence of decision-making regarding many pandemic safety practices at the state or federal level, many, many decisions are left to Superintendents. This places a great deal of responsibility on the shoulders of the state's Superintendents. As such, we are currently beginning to think ahead about winter sports, expecting no guidance from external organizations.

3. Hiring

- a. We have open positions for Bus Drivers, Custodians, and Food Service. We held a brainstorming session on Friday to think about creative ways to recruit workers and will work hard to innovate in this area so that we can fully staff our departments. It puts strain on current employees when these positions aren't filled.
- b. We advertised for the Director of Facilities and Transportation on September 14 and need to allow about a month for applications to be submitted. I am also considering other hiring strategies for this position, such as a recruitment firm. In the meantime, we have made some adjustments to keep things afloat. Frank Sparhawk is serving as Interim Facilities Director. I have promoted a bus driver, Chris Annis, to Head Driver. She has been tremendously helpful, as have all the drivers. Deb and I are sharing supervision of the Transportation Department at this time.

4. Other

- a. I am co-presenting a workshop at the MSMA Annual Conference titled, *The Time is Now: Affordable Clean Energy for Every School*.
- b. A piece of legislation allows schools to forgo teacher and administrator evaluations again this year. We had every intention of reinstating our regular evaluation schedule but have altered course due to the demands the continued pandemic is placing on administrators. Therefore, our plan is to only evaluate teachers and administrators who are in their probationary period or on Intensive Administrative Review.

Respectfully Submitted,
Maria Libby



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
Assistant Superintendent Board Report
Oct. 6, 2021

Goals Update:

GOAL #1: Teaching and Learning

- District workshops: Sept. 1st with Mirna Valerio – focused conversation on promoting diversity bringing her own story to the presentation for all staff in both districts. The focus for the workshop held on Sept. 17th was on developing skills and implementing strategies to support staff in having Crucial Conversations. Our library media specialist, Iris Eichenlaub, participated in train the trainer sessions which prepared her to lead the workshop session. This was a valuable topic to focus on, based on feedback from staff, and we will continue this topic on our October workshop day. We will continue to plan on how we might offer this training to include additional staff members.

GOAL #2: School Culture

- Superintendent Libby and I hosted a thank you luncheon for custodians, grounds and maintenance staff who worked so diligently over the summer to prepare our schools for our fall reopening.
- Continuing to provide feedback to AP Curtis regarding the MTSS (Multi-Tiered System of Supports) processes and procedures.

Other

- Interviewing, Hiring, and Training new substitute teachers and onboarding new substitute nurses.
- Continued work with Supt. Libby to review and revise some of our evaluation tools.
- Continued participation in an ongoing professional development group: Social Studies and Equity Curriculum Book Study Cohort.
- Meeting to discuss and plan opportunity for pooled testing for staff members – working with nurses to plan for updates to vaccination rates.
- Meeting with Superintendent Libby and Director's to discuss department goals and plans for the upcoming year.
- Meeting with Assistant Principals to provide support and identify any needs for the upcoming year.
- Working with Superintendent Libby to support the transportation department – developed an onboarding protocol outlining steps for new hires.
- Serving on the teacher recertification committee.

Respectfully,
Debra McIntyre



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
CHRS Principal Board Report
October 6, 2021

Current Enrollment Figures

	September	October	Change
9 th Grade	174	175	+1
10 th Grade	176	177	+1
11 th Grade	172	165	-7
12 th Grade	177	178	+1
Total Enrollment	699	695	-4

New Teacher Update

I have been able to get into all our new teachers' classrooms several times this month and I am very happy with each of these hires. There are new ideas and there is new energy being brought to their programs and classrooms. The transition has been smooth, and it is a testament to the quality of our new hires and the helpfulness and support of our veteran staff working alongside each of our new hires.

Social and Emotional Learning Update

At the last board meeting, there was a request for an update on our efforts in this area. There are a several steps and initiatives we are taking to improve in this area. Our guidance curriculum in all four grades includes components of self-care, emotional regulation, and meta-cognitive strategies aimed at helping kids to regulate and understand how to address stress, fear, or sadness. Many of these strategies are actively taught in regular classrooms and take forms from breaks for a walk outside to actively working on executive functioning with students who struggle with these skills. Advisors are also using these approaches in their advisories to build community and resiliency.

We will be training freshman teachers in the use of a new tool this fall. We are implementing tools from an organization entitled PEARS. The program includes a Social/Emotional development model that we will use in Freshman classes as well as an assessment tool that all Freshman students will complete to measure their personal strengths and weaknesses on a host of skills. The training will occur in October and January, and we look forward to the pilot in our freshman classes.

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

Our social workers play an integral role in supporting students with their own social and emotional skills. They are also working with the staff to provide language and tools to use with one another and if they choose with their classrooms. They introduced a model for self-assessing our emotional state and strategies for moving to more healthy emotional states. I have seen teachers using it with one another and in some cases introducing the model to their students. They will be following up on this work during our October 8th workshop day.

The work is important not just because of what we know about the role social and emotional issues play in the ability to learn but because we are seeing a worrying trend in the number of kids who are in crises and struggling. In retrospect, it is clear that too many students may not have had the opportunities that many of the staff undertook to recharge their batteries this summer. Although they had a break from academics, the pandemic's impact on their lives did not necessarily go away this summer. We are seeing kids with similar issues to last spring in their ability to cope. Last fall was easier because everyone was so grateful to be back in school. As the year progressed the students and staff were worn down by the changes in routines, the chronic anxiety, and the uncertainty of the pandemic's impact. Although many staff worked hard to rebuild their resiliency this summer, I am not sure that enough students did, and we are seeing too many students already struggling.

The final area of focus for our work in this area is in our revamped Multi-tiered System of Supports (MTSS). Under the leadership of Jen Curtis, the MTSS team meets weekly to identify kids at risk across a variety of areas from academics to social and emotional issues. The structure this year involves any teacher of a student who has been highlighted as at risk in one of the indicators tracked for all students. The team looks for areas of strength and weakness for a student, identifies teachers who are having more success with the student, and identifies those interventions that appear to be working or proposes new ones to address student needs. The change made this year was to bring teachers to the table, instead of just administrators and counselors. The change was facilitated by the later start to the student day, which has given us a common period to meet with teachers too.

Respectfully submitted,
Shawn Carlson



Camden Hills Regional High School
Special Services Board Report
October 6, 2021

Goal: Teaching and Learning

There is currently a shortage of Ed Techs in the state, and we are fortunate to have all our positions filled at this point. The one program that is struggling to meet student needs with adult support, however, is our Day Treatment program. We rely on staffing from SequelCare, who partners with the district to provide therapeutic support. SequelCare is not able to fill all their BHP (Behavior Health Professional) positions and so that leaves us short of coverage. I hope to alleviate the situation with some of the ARP (American Rescue Plan) funds given in conjunction with the Local Entitlement grant. The difficulty will be finding available substitutes.

Local Entitlement IDEA-B 611 Award Notification: \$171,825.55 and American Rescue Plan: \$39,002.79

These funds are used for educational technician salaries, contract service providers, professional development, supplies, equipment and our administrative database system. The ARP funds, which are part of a one-time grant, will be utilized to support the current shortage of staff in our Day Treatment Program.

Goal: School Culture

Maine has adopted a new law on Restraint & Seclusion, which goes into effect on October 18, 2021 [20A M.R.S. 4014]. As you may have followed in the news, the first draft of the bill known as L.D. 1373 included a total ban on seclusion. Although that ban was dropped from the legislation, the law still continues to make major changes to the definition of restraint and seclusion, and includes significant new limitations when those interventions can be used. Here are some key points to the new legislation:

Our special education programs at CHRHS operate under a “no restraint/seclusion” practice; however, the changes in the law may now impact how a staff member may momentarily deflect or re-direct a student’s bodily movement that could be harmful to the student or others. The law also applies to school officials at all school activities, wherever they occur...not just special education. For example, stepping between two fighting students to hold them back from hurting one another is considered a physical restraint. Additionally, the definition of seclusion has become broader and includes the “feelings” of the student. If the student is in a room and does not feel free to leave at any time, it is considered a seclusion.

Physical restraint or seclusion can be used ONLY if three separate standards are met: • The student’s behavior presents an “imminent danger of serious physical injury to the student or another person;” • Less restrictive interventions would be ineffective in stopping the behavior; and • The physical restraint or seclusion stops as soon as the imminent danger of serious physical injury ceases.

If restraint or seclusion occurs within the special education or general education settings, school staff would follow the current protocol of completing an incident report and communicating to parents. The district will continue to report aggregate numbers annually to the DOE.

STUDENT COUNT: Special Education: 115; PERCENTAGE – 17%

Respectfully submitted,
Valerie Mattes



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
Finance Committee Meeting
Chorus Room, CHRHS
Wednesday, September 1, 2021
6:30 P.M.

MINUTES

Board Present

Peter Orne - Chair
Becky Flanagan
Deborah Harbaugh
Patrick McCafferty
Mike Pierce

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 6:30 p.m.

2. FY 21 End-of-Year Budget to Actual Summary

The Business Manager presented the FY21 end-of-year preliminary financials. The CSD ended the year with \$678,625 in unexpended funds, or 5.10%. This was largely due to programs—such as athletics and co-curricular activities—which were not able to occur due to COVID. There was also a significant balance remaining in Special Ed which is funding the voter-approved Special Ed Tuition Reserve. Revenues were almost exactly on target. There was discussion about the importance of explaining the irregularities of the year to inquiring taxpayers so they may be reassured that this size remaining balance is not standard.

3. FY 22 Budget to Actual Summary

The Business Manager presented the July end-of-month financials which are moving along without surprise. The payroll target for EOM July was 88.46% of funds remaining; the FY21 remaining balance at the same point had 89.27% remaining, and the CSD budget had 89.26% funds remaining at FY22 July's close.

4. Impact of Governor's Proposed 55% Funding for Public Education on the CSD

The Business Manager shared information regarding the impacts and options for our district should the Governor's proposed budget pass. The CSD is in a unique position in that if we apply the

additional subsidy to the three towns that would be eligible to receive it (Hope, Appleton, Lincolnville), it will change each town's percentage share and end up increasing taxes in Camden and Rockport. Districts will likely be able to do one of three things: increase expenditures, apply the subsidy to tax assessments, or allocate the money to a reserve account. The Business Manager recommended the option to put the additional revenue into the capital reserve fund and asked the Finance Committee to request that the Board vote on it at their meeting later in the evening. The Finance Committee discussed. Patrick McCafferty moved to ask the Board to put the extra subsidy in the Capital Reserve, Mike Pierce seconded the motion, and all present agreed.

5. Other

The Business Manager shared a bid for plowing and sanding at CHRHS this coming winter from Ames Landscape & Earthwork Services for \$24,500. Ames did the plowing for the previous 2 years and Principal Carlson confirmed to the Board that they had done a good job. Rockport Landscaping said they could not contract the job for less than \$30K. The CSD FY22 budget includes \$25,500 for snowplowing. Becky Flanagan moved to accept the bid and authorize the expense; Patrick McCafferty seconded and the full committee voted to authorize the expense.

The meeting adjourned at 7:00 p.m.