



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
Regular School Board Meeting
Bisbee Theater, CRMS
Wednesday November 3, 2021
7:00 P.M.

Meeting URL: <https://youtu.be/Qg8l3VP150A>

AGENDA

1. Call to Order
2. Adjustments to the Agenda
3. Public Comment on Items not on the Agenda
4. Minutes
 - a. Approval of the October 6, 2021 Regular Board Meeting Minutes
5. Nominations (Note: Executive Sessions Possible for Nominations)
 - a. George Bickham, Sophomore Student School Board Representative
6. Notification of Resignations
 - a. Graham Bode, CHRHS Assistant Principal, January 1, 2022
7. Introduction of New Director of Facilities and Transportation, Christopher Fanelli
8. Data Reports, 2020-21 – Deb McIntyre
 - a. Truancy
 - b. State Testing
9. Solar Farm Update – Maria Libby
10. MSMA Attendee Report
11. Abridged MSMA Presentation – Maria Libby
 - a. *The Time is Now: Affordable Clean Energy for Every School*
12. Equity Audit Update – Deb McIntyre
13. Board Chair's Report – Becky Flanagan
 - a. Winter Board Retreat 1/25/22 (?)
14. Superintendent's Report – Maria Libby
 - a. Indoor Sports
15. Student Representatives' Report
16. Administrative Reports
 - a. Deb McIntyre, Assistant Superintendent
 - b. Shawn Carlson, CHRHS Principal
 - c. Valerie Mattes, Director of Student Special Services
17. Standing Committee Reports
 - a. Finance – Met October 6, 2021, minutes attached.
 - i. Finance Update – Finance Committee Chair
 - ii. 2022-23 Status Quo Budget and Target

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

- b. Joint Policy – Met October 18, 2021, minutes attached. Next meeting December 13, 2021.

First Reads

ACAF – Workplace Bullying

GB0 – Family Care Leave

GB0-R – Maine Family Medical Leave Administrative Procedure

IHBAC – Child Find

IHBAL – Grievance Procedures for Persons with Disabilities

JKAA – Use of Physical Restraint and Seclusion

JKAA-R – Procedures on Physical Restraint and Seclusion

KDA – Public Information Program

Reviewed with no or minor revisions

BEDH – Public Participation Board Meetings

IJNDB – Student Computing Device and Internet Use

IJNDB-R – Student Computing Device and Internet Use Rules

JE – Activities on Days When School is Cancelled

JFABE – Use of Public School Services and Facilities by Resident Private School Students

JFABE-E – Resident Private School Participation Form

- c. Joint Personnel – Met October 12, minutes attached.

Revised Job Description

Director of Facilities and Transportation

Rescinded Job Description

Director of Support Operations

- d. Joint Curriculum – Met October 4, 2021, minutes attached. Next meeting November 22, 2021.

Textbook Approvals

- *Howl's Moving Castle*, by Dianna Wynne Jones, Course: English I CP or English II CP, Teacher Requesting: Trevor Paul - Cost \$10/text
- *Refugee*, by Alan Gratz, Course: English I (9th Grade College Prep), Teacher Requesting: Patti Forster - Cost \$7.50/text
- *They Called US Enemy*, by George Takei, Course: American Literature, Teacher Requesting: Todd Williams- Cost \$18.00 paperback (\$22 hardcover)/text

Curriculum Approvals

- *Be Strong, Be Wise*, Health Program

18. Ad Hoc Committee Reports

- a. Joint Communications – Met October 19, 2021, minutes attached. Next Meeting November 16, 2021.
- b. Facilities – Has not met.

19. Board Advisory Committee Reports

- a. MCST – Marcus Mrowka

20. School Advisory Committee Reports

- a. DEI Task Force – Met October 25, 2021, minutes attached. Next meeting November 29, 2021.

21. Future Agenda Items

22. Possible Approval of Sabbatical Leave for the Superintendent, July 1, 2022 – December 31, 2022

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

24. Adjourn



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Meeting recording: <https://www.youtube.com/watch?v=u1j1GkogKJs>

MINUTES

Board Present

Becky Flanagan, Chair
Marcia Dietrich, Vice Chair
Sarah Bradley Prindiville
Brieanna Gutierrez
Deborah Harbaugh
Rachele Hartley
Patrick McCafferty
Marcus Mrowka
Mike Pierce
Rick Thackeray, alternate
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
Staff

Board Absent

Peter Orne

1. Call to Order

Board Chair Becky Flanagan called the meeting to order at 7:00 p.m.

2. Adjustments to the Agenda

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

Superintendent Maria Libby added Agenda Item #7 – Possible Postponement of the CHRHS London Trip.

3. Public Comment on Items not on the Agenda

Julie Speno, K-4 Spanish Teacher at CRES and MTA President congratulated and recognized her colleagues for their hard work this school year. Ms. Speno also conveyed that her colleagues are feeling very fatigued from the extra work and mental strain caused by the pandemic.

4. Recognition

Shawn Carlson, CHRHS Principal announced that Savannah Eastler was recognized as a National Merit Semifinalist. The Board offered congratulations to Savannah, who was unable to attend the Board meeting.

5. Minutes

a. Approval of the September 1, 2021 Regular School Board Meeting Minutes.

Upon motion by Marcia Dietrich and second by Patrick McCafferty, the Board voted to approve the September 1, 2021 Regular School Board Meeting Minutes.

Vote: 10-0 Student Vote 2-0 Passed

b. Approval of the September 8, 2021 Emergency Joint Board Meeting Minutes

Upon motion by Patrick McCafferty and second by Rick Thackeray, the Board voted to approve the September 8, 2021 Emergency Joint Board Meeting Minutes.

Vote: 10-0 Student Vote 2-0 Passed

6. Nominations

a. 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

Upon motion by Patrick McCafferty and second by Marcia Dietrich, the Board voted to approve the above stipend nominations.

Vote: 10-0 Student Vote 2-0 Passed

7. Possible Postponement of the CHRHS London Trip – Shawn Carlson
Principal Shawn Carlson asked the Board to postpone the CHRHS London trip until April 2023.

Upon motion by Patrick McCafferty and second by Mike Pierce, the Board voted to postpone the CHRHS London trip until April 2023.

Vote: 10-0 Student Vote 2-0 Passed

8. NEASC Summary Report Review – Shawn Carlson
Principal Carlson shared materials with the Board related to CHRHS's application for NEASC reaccreditation. A team of evaluators from NEASC will visit CHRHS October 24-27, 2021 for reaccreditation, which is required every ten years. Board Chair Becky Flanagan, Board Vice Chair Marca Dietrich, and Board Members Sarah Bradley Prindiville and Patrick McCafferty agreed to meet with the NEASC team to provide input on various accreditation topics. This meeting has been tentatively scheduled for October 25 at 4:00 pm via Zoom.

9. Possible Approval of Tennis Backboard Donation.
Superintendent Libby shared that an anonymous donor has given CHRHS a lightly used tennis backboard. The backboard will be installed by Albertsons Builders and Services and the total cost of the backboard and installation is approximately \$7,000. All gifts to the district over \$5,000 must be approved by the Board.

Upon motion by Marcia Dietrich and second by Patrick McCafferty, the Board voted to accept the donation and installation of a tennis backboard.

Vote: 10-0 Student Vote 2-0 Passed

10. Possible Approval to Bring Firearms into School – Adult Education Course
David Watts, Director of Adult and Community Education asked the Board to approve holding an adult ed gun safety course at CHRHS. The course would necessitate allowing firearms on school property. Superintendent Libby noted that CSD policy allows the Board to approve firearms on site if they are used for instruction purposes such as this gun safety course.

A Board Member asked if the NRA was benefiting from the proposed course. Director Watts replied that though the course follows the NRA curriculum (currently the only curriculum approved by the State of Maine), the NRA is not involved in any other way. The course instructor is a Registered Maine Guide who has taught CSD Adult Education courses in hunter safety classes in the past. A Board member asked if students would be in the building while the course was in session. Principal Carlson stated that athletic practices and extracurricular meetings could be on site during the proposed class times. A Board Member asked if the class instructor could add protocol to ensure that all firearms will be removed from school premises after the class.

Upon motion by Patrick McCafferty and second by Deborah Harbaugh the Board voted to allow an Adult Education Gun Safety Course that will bring firearms on school property with the condition the CSD Adult Ed Director must provide a written procedure to ensure that all firearms are removed from school property after the end of each class session.

Vote: 7-3 Student Vote 2-0 Passed

11. Board Chair Report – Becky Flanagan

a. MSMA Annual Conference

Board Chair Becky Flanagan encouraged Board Members to attend the MSMA Annual Conference, which will be held in October via Zoom.

b. Election of Delegate to the MSMA Delegate Assembly

Board Chair Flanagan asked Board Members to consider being a delegate to the MSMA Delegate Assembly. Board members will consider attending.

12. Superintendent's Report – Maria Libby

Superintendent Libby highlighted updated data on vaccination rates of staff and students. The vaccination rate of CSD staff is 95%. Previously recorded vaccination rates for CSD staff were understated because many staff were out of building and unable to respond to surveys, and any non-response was counted as an unvaccinated response. The vaccination rate of CSD students is 73%. This student data was compiled by health records, while the state data is approximated based on zip codes.

A Board Member asked about testing for unvaccinated staff. Superintendent Libby replied that all unvaccinated staff will be asked to undergo weekly pooled testing beginning October 18, 2021. The state provides the school with medical staff to conduct the tests, but the school administration and office staff are required to organize and schedule tests and maintain records, an added burden for staff.

A Board Member asked about the efficacy of pooled testing. Superintendent Libby replied that pooled testing can catch positive cases before they spread and provides vaccinated employees with some piece of mind that their unvaccinated colleagues are being regularly tested. A Board Member asked how staff has responded to the pooled testing requirement. Superintendent Libby shared that she meets with association representatives regularly and they have shared no issues with testing. A Board Member asked what happens if an unvaccinated staff member tests positive. Superintendent Libby replied that they must quarantine according to state guidelines, using their accumulated sick time.

A Board Member asked about a new requirement that volunteers show proof of vaccination before entering a school the building. Superintendent Libby explained that the reopening plan requires non-essential volunteers to provide proof of vaccination to enter the building

during the school day. She noted, however, that this rule does not apply to board members as they are considered essential volunteers and board meetings are after school hours.

13. Student Representatives' Report – Oliver Worner, Bailey Curtis

Oliver and Bailey shared a power point presentation with slides showing student academic and social interactions on campus, including photos of group projects, science labs, the outdoor pavilion, the library, the ropes course, and athletic practices and contests. Bailey also shared photos of a Hatchery project that repurposes wood from old pallets into furniture, and a new portrait in the library of Edna St. Vincent Millay. Oliver Worner shared photos from the practices for *Monty Python's Spamalot*, CHRHS' fall musical. Both Oliver and Bailey raved about having milk and fruit available in the cafeteria at all times (made possible through Federal and State funds) and shared that the Mikael Andersson, CHRHS' Director of Food Services, is making delicious food.

14. Administrative Reports

- a. Deb McIntyre, Assistant Superintendent – as written
Assistant Superintendent Deb McIntyre highlighted that Iris Eichenlaub, CHRHS' library medial specialist, participated in train the trainer workshops for Crucial Conversations. These workshops are very valuable, and the district will plan to find ways to offer these trainings to additional staff members.
- b. Shawn Carlson CHRHS Principal – as written.
A Board Member asked about the decline in 11th grade enrollment. Principal Carlson responded that enrollment has usual ups and downs and he saw no pattern or cause for alarm.
- c. Valerie Mattes, Director of Student Special Services – as written
Director Mattes called the Board's attention to the new laws on physical restraint and seclusion. These new laws are broader and could affect all students. Revised policies will be reviewed at the October 16 Policy Committee Meeting.

15. Standing Committee Reports

- a. Finance Committee met September 1, 2021; minutes attached. Next meeting October 6, 2021.
 - i. Finance Update – Finance Committee Chair
Finance Chair McCafferty reported that the district is tracking to budget.
- b. Policy – Next Meeting October 18, 2021
- c. Personnel – Next Meeting October 12, 2021
- d. Curriculum – Met October 4, 2021.
Committee Chair Sarah Bradley Prindiville reported that the Curriculum Committee will report on this Curriculum Committee meeting at the November CSD Board meeting.
- e. Ad Hoc Communications – Met September 21, 2021

Committee Member Becky Flanagan shared that the Communications Committee held a planning session on September 21, 2021. The committee agreed to monthly meetings, and that each month they would identify two projects, activities, honors or stories to highlight for the month and develop a promotion plan for the committee and Board to execute upon the Board's approval. Board leadership will review all communication coming from the Communication Committee.

- f. Ad Hoc Facilities – Has not met.

16. School Advisory Committee Reports

- a. DEI Task Force – Next Meeting October 25, 2021

- i. Parent Focus Group September 20, 2021

Superintendent Libby reported that thirty-seven parents asked to be considered for the two open spots on the DEI Task Force. Seeking to gather input, Superintendent Libby held a Parent Focus Group on September 20, 2021. She passed along ideas presented by parents to Jen Curtis and Sally Smith who are co-leading the Task Force this year. Future Agenda Items

A Board Member asked for an update on our solar farm project. The Board Chair asked Superintendent Libby to share a condensed version of her upcoming presentation *The Time is Now: Affordable Clean Energy for Every School* that she will give at the MSMA Annual Meeting.

17. Adjourn

Board Chair Becky Flanagan adjourned the meeting at 8:25 p.m.

Truancy Report for 2020-21
Five Town CSD

Truancy Defined: A student who has completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive days of unexcused absences during the school year.

2020-21 Truancy Data

Grade	# of Students
Ninth	6
Tenth	7
Eleventh	1

We saw an increase in truancy last year. Two of the above truanies were remote learners. These students have returned full time to in person learning this year. Three of the students transferred from our school district

The assistant principals monitor student attendance and follow up with students and parents when there is a concern. Many times, there are underlying mental health issues such as anxiety or depression. Working closely with the family and classroom teachers to support the student is our first step. Assistant principals work diligently to adjust schedules based on student need and reach out to counseling for additional support. Attendance is also part of the data that is regularly reviewed during the RTI/MTSS process.

CHRS State Assessment Data

The Maine Department of Education requires that all third-year high school students participate in the state test for reading, mathematics, and science. Typically, I would be able to show you trends of student performance over time, however, due to a few factors our state longitudinal data is unavailable for review. During the 2019-20 school year, the testing was cancelled due to the pandemic. Last spring, the state changed the test that would be used for accountability from the SAT to the NWEA. We administered the NWEA to 11th graders last spring for reading and mathematics. This year we are required to administer the NWEA two times (once in the fall and again in the spring). The state has not established proficiency benchmarks at this time. In addition, the science test underwent major revisions and last year was a field test year, so no data is available. I have included the results for the NWEA assessment and the longitudinal data for the SAT.

Grade 11 NWEA results for the Spring of 2020

NWEA Content	Mean RIT Score	Percentile
Reading	234.8	89 th percentile
Mathematics	245.8	86 th percentile

*2020 norms

Grade 11 SAT results

SAT Content	CHRS	State	National
Spring 2021 Reading/Writing	555	540	508
Spring 2020 Reading/Writing	n/a	n/a	n/a
Spring 2019 Reading/Writing	567	508	524
Spring 2018 Reading/Writing	566	512	536
Spring 2017 Reading/Writing	563	505	512
Spring 2016 Reading/Writing	546	504	498

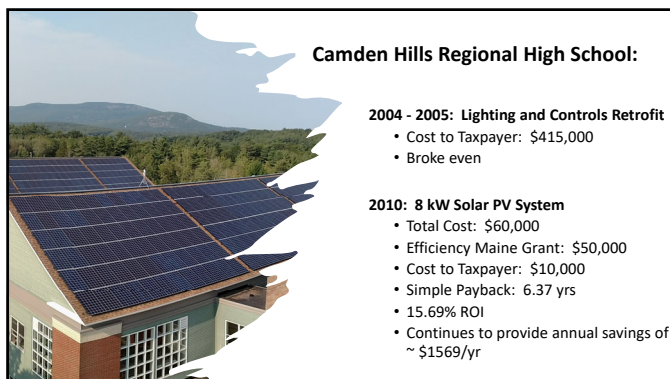
SAT Content	CHRS	State	National
Spring 2021 Mathematics	527	521	496
Spring 2020 Mathematics	n/a	n/a	n/a
Spring 2019 Mathematics	543	498	515
Spring 2018 Mathematics	534	501	531
Spring 2017 Mathematics	540	490	527
Spring 2016 Mathematics	523	489	486



1



2



3



4

2012 - 2015: Island Institute Energy for ME program

- CHRHS one of 10 schools
- Installed monitoring equipment
- Integrated into the curriculum



5

2015: Indoor LED Retrofit

- Total Cost: \$114,729
- Efficiency Maine Rebate: \$45,582
- Initial Cost to Taxpayer: \$69,147
- Simple Payback: 3.76 yrs
- ROI: 26.6%
- Total Savings to Date (@ avg \$.1438/kWh): \$73,580
- Continues to provide savings ~ \$23,409/yr



6

2015: 159 kW Solar PV System

- Total Cost: \$457,214
- 20 yr PPA
- Cost to Taxpayer: \$0
- Simple Payback: Immediate
- Current Cost/kWh: \$.109
- Average Annual Savings: \$10,474
- Purchased in Year 7 (2021) for \$170,000
- Annual Savings After Purchase: \$31,567
- Simple Payback: 5.39yrs
- ROI: 18.57%



7

2015-2018

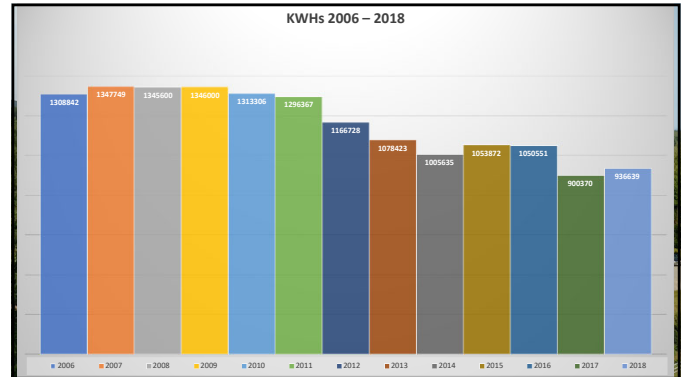
- Propane Conversion
- Sleuthed cause of increased electric use
 - Found major control issues
 - Found under-utilized step-down transformers
- Major DDC Upgrade
 - Recommissioning HVAC



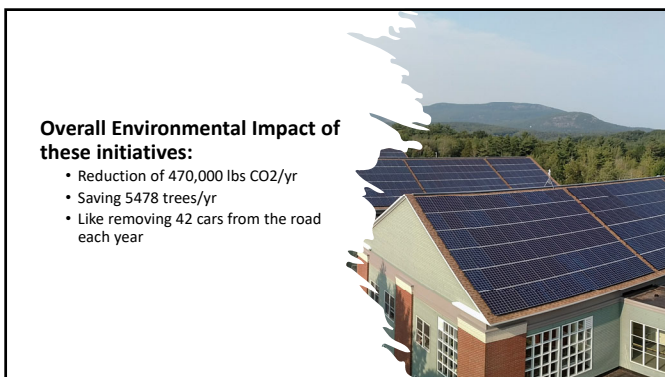
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9



10



11



12

Camden Rockport Middle:

- Sewer Thermal heating system
- LP condensing boilers
- Heat recovery demand ventilation
- All LED
- Uses all silverware
- No single use plastic



13

All 3 schools – 2019 Solar Array

- All 3 schools entered into a PPA to purchase approximately 2 million kWhs of solar generated electricity that will take care of **90%** of our electricity needs.
- 25 yr warranty
 - 40 yr life expectancy



14

Financials:

- Solar Cost 8.9¢/kWh
- District purchasing RECs at .5¢/kWh
- Total Solar cost is 9.4¢/kWh
- Net Energy Credit 12.8¢/kWh
- Purchasing just over 2 million kWh
- Total savings of \$68,400/year in electrical costs



15

Looking ahead

- Electric Buses
- Charging stations for Electric Cars
- Reusable dishware



16

Every Maine school can be part of the solution

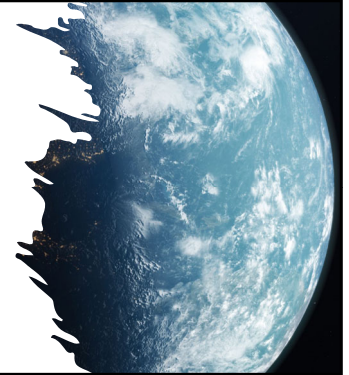
- RSU 10 - Rumford Area
 - Off-site Solar Array - NEB
 - Solar on rooftop of new building*
- MDI
 - First Electric Bus
 - On-site solar
 - Board Goal – Carbon Neutral by 2030, Carbon negative by 2050
- Over 40 districts purchasing NEB credits in off-site solar arrays (Gardiner, Farmington, Jay, Turner, Caribou, to name a few)



17

Big Wins!

- Environment
- Economy
- Students



18



Five Town CSD
Superintendent Board Report
November 3, 2021

1. Strategic Plan Updates

Goal #1: Meaningful, Engaging Curriculum

- a. I am in the midst of convening a Student Advisory Council that will consist of a group of 12 diverse students (grades 10 – 12) and the student board reps with whom I plan to meet once a month to get a better sense of their experiences in our school from their perspective. I hope this will help inform our work as we seek to continually improve and adapt to the needs of our students.

Goal #3: Resource Management

- a. I have begun organizing a series of focus group sessions to get widespread input on ideas about the future of education from a variety of stakeholder groups that will then help inform next year's Strategic Planning process. Focus groups will be held with local business people, staff, and parents over the next several months.
- b. Peter and I have begun discussions around the FY22 budget. We are projecting needs, strategizing about cuts, and trying to predict the unknown as we begin the process of developing next year's budget. One important consideration is the fact that the CPI is much higher this year - it was at 5.4% at the end of September. That will have an impact on our budget.

2. Pandemic Planning Update

- a. Indoor Sports
I spearheaded many conversations around the state about the upcoming winter sports season, including those with Regional Superintendent Presidents, the MPA, and the MidCoast Supt group, as the lack of statewide guidance will inevitably create issues for schools. However, that guidance has not come yet. Most of the schools in our area are leaning toward **not** requiring masks for athletes and refs while active on the field of play. The draft for our district is attached and it includes the rationale for that particular decision. Short of any state guidance requiring otherwise, I believe Rockland, Belfast, and likely Medomak will have similar masking guidelines on the field of play.

3. Hiring

- a. We hired a Director of Facilities and Transportation, Chris Fanelli, who started on October 21 and has hit the ground running.
- b. We are still looking for bus drivers and custodians. An outcome of a recent brainstorming session to tackle this issue will be co-hosting a job fair, making the application easier, and marketing to a wider array of possible candidates.

4. Other

- a. I co-presented a workshop at the MSMA Annual Conference, *The Time is Now: Affordable Clean Energy for Every School*. Doing this prompted me to also share more

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information about our Sustainability efforts on our website which now can be found by clicking the big green “Sustainability” button on the home page.

<https://csd.fivetowns.net/>

- b. The on-site portion of the Equity Audit will occur the week of November 15 when a team of 5 “auditors” comes from Minnesota to conduct focus groups, do walkthroughs, and interview a host of people, much like the NEASC process!

5. Low SES and Sending Town Data (S’19)

School Population 060319

	# of Students	%	G/T - Acad	G/T Art	Spec Ed	ISS	OSS	Log Entries	Absent ≥10	Sports	Oth Activ
Total	693	100%									
Low SES	132	19.05%	10.00%	14.29%	34.83%	26.09%	21.43%	24.40%	20.34%	12.47%	18.71%
Camden/Rockport	401	57.86%	60.00%	62.86%	53.93%	39.13%	50.00%	57.74%	56.10%	59.68%	65.50%
Hope/Apltn/Lincvl	222	32.03%	32.00%	25.71%	34.83%	47.83%	42.86%	32.14%	33.83%	31.03%	28.07%
Other Towns	70	10.10%	25.00%	11.43%	11.24%	13.04%	7.14%	10.12%	10.06%	9.28%	6.43%

School Population 050319 (12th Grade)

	# of Students	%	4-yr college	AP class
Total	167	100%		
Low SES	32	19.16%	13.45%	9.15%
Camden/Rockport	98	58.68%	59.66%	66.01%
Hope/Apltn/Lincvl	52	31.14%	30.25%	28.10%
Other Towns	17	10.18%	10.08%	5.88%

Respectfully Submitted,
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Five Town CSD
Indoor Sports/Performing Arts 2021-22
COVID-19 Guidelines
***Subject to change as conditions change**

Masking

- Athletes/Performers:
 - Masking is not required *during activities (practice, game, performance)* for athletes/performing artists and referees. Inter-school competition will follow the guidelines of the school with the more rigorous standards regardless of whether the event is home or away.
 - Masking is required of athletes/performing artists at all other times.
- Others:
 - Universal masking of all coaches, directors, and spectators is required for all indoor activities until further notice. This includes all middle, sub varsity, and varsity levels.
 - Failure to comply with universal mask mandates may result in an individual's removal from the venue and may result in a forfeit of the match for the team represented by the individual.
- Outdoor Sports:
 - Masking of all athletes, coaches, referees, and spectators is optional for all outdoor sports. This includes all middle, sub varsity, and varsity levels.
 - Note: Schools will adhere to all guidelines set by individual facilities unless a particular school has stricter guidelines that must be followed.

Vaccination

- COVID-19 vaccination is highly recommended for all athletes and coaches as a measure to reduce serious illness and limit the number of required quarantine individuals on the team due to close contact. Some venues that may host winter sports may require proof of vaccination to enter and our athletes will need to comply in order to participate at those venues.

Pool Testing

- Unvaccinated indoor athletes/performers and coaches are required to participate in pooled testing. Vaccinated athletes may choose to participate as well.

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Spectators

- Spectators will be required to wear masks during all indoor activities
- Spectators will sit in marked locations for indoor events that provide spacing between people.
- Schools should ensure communications with opposing schools regarding local policy and expectations.

Pep Band

- Due to space constraints, pep bands will not attend indoor games.

Tournament Play

- Tournament/Post-season play will be guided by MPA and hosting facility rules.

Coach/Director Reminders

- Athletes and coaching staff must remain universally masked at all times, including on the bus, on the bench, and in locker rooms.
- Please remind athletes/performers and coaching staff to step away at least 6-feet when lowering the mask to take a drink of water.
- Remind athletes/performers and coaching staff to regularly wash and sanitize hands, especially when exiting and entering the event.

Locker Rooms

- Locker rooms will be accessible to both home and away teams.

Considerations...

- Live stream events whenever possible
- Schedule modifications to avoid large crowds (avoid varsity doubleheaders, play JV/FT on different days)
- Staggered bench areas for players (basketball)
- Bleachers on one side of the gym only
- Modified or absence of concession stands (help deal with masking management)
- Outside facilities (Colleges, Universities, YMCA, Expo, Ski Lodges, etc)
 - Schools will adhere to all guidelines set by individual facilities unless a particular school has stricter guidelines that must be followed.

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Rationale

We recognize the masking requirement for being actively engaged in the sport or performance art event is currently different than the requirements for the school day. The rationale for this is outlined below:

- During athletics and most performing arts events, students are exerting themselves far more than they do during the school day.
- Wet masks are not effective,
- Masks inhibit breathing during high exertion.
- The activities are optional.
- There are fewer students participating than an entire school population.
- It is one step toward reducing pre-vaccine era restrictions.
- For some sports, such as swimming and wrestling, it is impossible to wear a mask.
- Our student vaccination rate is over 70% and our adult vaccination rate is over 95%.



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Assistant Superintendent Board Report
November 3, 2021

Goals Update:

GOAL #1: Teaching and Learning

- District workshops: second session for Crucial Conversation Training.
- Meeting with ELA Department Head – discussion regarding assessment and planning for future work together. Shared the Telling Room’s resources and made connections for possible author visits, writing workshops and publications.
- State assessment administration for all third-year students – mathematics, reading and language usage. The MDOE is requiring the NWEA as the state test as they did last spring, however this year students are required to take the assessment in both the fall and the spring term. The school registrar does an excellent job of supporting this administration.
- Classroom observation and feedback to Zenith staff members.

GOAL #2: School Culture

- I have been connecting with students and staff in the Zenith program when possible. I enjoy joining in on their morning meetings to hear what they are thankful for, what issues they might be facing that day and generally grounding myself by being with students!

Other

- Interviewing, hiring, and training new substitute teachers.
- Interviewing custodians, food service and Director of Facilities and Transportation.
- Continued working with Superintendent Libby to support the transportation department – supporting the team in developing required student trainings.
- Attending various student activities including Homecoming and the Radical Reuse Conference.
- Preparing for the equity audit.
- Preparing ESEA performance reports for 2020-21.

Respectfully,
Debra McIntyre



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
CHRS Principal Board Report
November 3, 2021

Current Enrollment Figures

	October	November	Change
9 th Grade	175	176	+1
10 th Grade	177	176	-1
11 th Grade	165	166	+1
12 th Grade	178	178	0
Total	695	696	+1

NEASC Update

We completed our NEASC Accreditation visit on October 27. The visit involved a series of meetings with various teachers, students, and administrators over the three days. Our staff did a phenomenal job talking about the work undertaken over the past three years as well as sharing perspectives on the school as a whole. They represented you well over these three days as well as in the lead up to the visit. The process will unfold between myself and the chair of the visiting committee in the coming months as she crafts a final report for us. At some point in the early winter, we will receive the final report and their findings. At that point we will share it with the entire community. Their report will serve as a blueprint for the further growth of the high school and comes at an opportune time. Suggestions or requirements in the report can be in used in developing our next Strategic Plan as we see fit.

Sexual Assault

As many of you are aware, the issue of sexual assault and specifically how we handle these allegations became an important student issue this month. We have taken a number of steps to lean into these student concerns including allowing a march by students to express their concerns. Since that time, we have begun a series of conversations with students, faculty and parents about how to keep this issue front and center in our work with students. A number of constructive ideas have been raised and we will begin to work out a plan to implement some of them. As we firm up this planning, I will continue to update the board on the steps being taken.

Prior to last week, we had already made plans to bring awareness, understanding, and learning about this topic. I am sharing the plans that were in place below.

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

School Wide Assemblies

November - New Hope for Women will present "Disney Got it Wrong" virtual presentation to all grades followed by small group discussions in advisory.

January - Amy Carpenter – "Be Strong Be Wise" all school presentation followed by small group discussions

TBD - SASSMM - Presentation - In talks right now

Advisory Curriculum

November / December - At-Risk behaviors and the influence of drugs and alcohol on decision making and risk taking

March - Healthy Relationship - Curriculum for all grades

Health Class:

Pilot of "Be Strong Be Wise" curriculum as a unit in health.

Respectfully Submitted,
Shawn Carlson

Class Enrollment Report CHRHS

Class Level	Min	Max
	Under (14)	Over (20)
College Prep	92 sections	31 sections
	Under (15)	Over (23)
All Other	43 sections	3 sections

Total Sections 352

Average Enrollment 15

Teacher	Course	Course Number	Section	Enrollment	
Audet, Chris	Maine Outdoor Experience	HPE_PE250	1	10	x
Audet, Chris	Beyond Health	HPE_HE200	1	13	x
Audet, Chris	Maine Outdoor Experience	HPE_PE250	2	16	
Audet, Chris	Recreational Activities	HPE_PE130	3	21	
Audet, Chris	Recreational Activities	HPE_PE130	1	25	x
Audet, Chris	Recreational Activities	HPE_PE130	2	25	x
Bendson, Megan	Behavioral Economics	SOS_EL250	2	9	x
Bendson, Megan	U.S. History	SOS_CP200	5	11	x
Bendson, Megan	U.S. History	SOS_CP200	4	12	x
Bendson, Megan	Behavioral Economics	SOS_EL250	1	14	
Bendson, Megan	AP Human Geography	SOS_APHG	2	17	
Bendson, Megan	AP Human Geography	SOS_APHG	1	23	
Benner, Lucas	Global Science I	SCI_CP100	3	19	
Benner, Lucas	Global Science I	SCI_CP100	1	20	
Benner, Lucas	Global Science I	SCI_CP100	2	20	
Benner, Lucas	Global Science I	SCI_CP100	4	20	
Benner, Lucas	Global Science I	SCI_CP100	5	21	
Brassbridge, Jennifer	Foundations of Chemistry	SCI_FNDCHE	3	12	x
Brassbridge, Jennifer	Foundations of Chemistry	SCI_FNDCHE	2	14	
Brassbridge, Jennifer	Lab Chemistry	SCI_CP310	1	15	
Brassbridge, Jennifer	Forensic Science	SCI_EL335	2	15	
Brassbridge, Jennifer	Foundations of Chemistry	SCI_FNDCHE	1	17	
Brassbridge, Jennifer	Lab Chemistry	SCI_CP310	2	18	
Brassbridge, Jennifer	Forensic Science	SCI_EL335	1	19	
Brassbridge, Jennifer	Lab Chemistry	SCI_CP310	3	20	
Brown, Carolyn	Advanced Problems in Jewelry	FA_VIS159	1	6	x
Brown, Carolyn	Advanced Drawing and Painting	FA_VIS205	1	9	x
Brown, Carolyn	Photo/Mixed Media I	FA_VIS214	3	11	x
Brown, Carolyn	Photo/Mixed Media I	FA_VIS214	1	12	x
Brown, Carolyn	Photo/Mixed Media I	FA_VIS214	2	13	x
Brown, Carolyn	Jewelry Studio	FA_VIS109	2	15	
Brown, Carolyn	Jewelry Studio	FA_VIS109	1	16	
Brown, Carolyn	Jewelry Studio	FA_VIS109	3	16	
Brown, Carolyn	BIG Art	FA_VIS112	1	17	
Brown, Carolyn	Printmaking	FA_VIS110	1	18	
Burns, Barrett	Honors Algebra II	MAT_HN320	4	9	
Burns, Barrett	Honors Algebra II	MAT_HN320	7	12	
Burns, Barrett	Algebra II	MAT_CP300	5	15	
Burns, Barrett	Honors Algebra II	MAT_HN320	2	19	
Burns, Barrett	Algebra II	MAT_CP300	4	23	x
Burns, William	Algebra Ia	MAT_CP105	1	5	x
Burns, William	Algebra Ia	MAT_CP105	2	14	
Burns, William	Algebra Ib	MAT_CP115	2	16	
Burns, William	Algebra Ib	MAT_CP115	3	17	
Burns, William	Algebra Ib	MAT_CP115	1	18	
Campbell, Kirsten	Advanced Art Portfolio	FA_VIS250	1	6	x
Campbell, Kirsten	Welding/Metal Fabrication	AA_IND301	2	12	x

Teacher	Course	Course Number	Section	Enrollment	
Campbell, Kirsten	Welding/Metal Fabrication	AA_IND301	1	13	x
Campbell, Kirsten	3-D Design	FA_VIS105	2	15	
Campbell, Kirsten	3-D Design	FA_VIS105	1	17	
Campbell, Kirsten	BIG Art	FA_VIS112	2	18	
Campbell, Kirsten	Painting	FA_VIS203	1	18	
Campbell, Kirsten	Painting	FA_VIS203	2	18	
Campbell, Kirsten	Painting	FA_VIS203	3	18	
Casselman, Arla	Culinary & Cultural Studies	AA_FCS105	1	14	
Casselman, Arla	Culinary Discoveries	AA_FCS116	2	14	
Casselman, Arla	Creative Sewing	AA_FCS133	2	14	
Casselman, Arla	Culinary Discoveries	AA_FCS116	4	15	
Casselman, Arla	Creative Sewing	AA_FCS133	1	15	
Casselman, Arla	Culinary & Cultural Studies	AA_FCS105	2	16	
Casselman, Arla	Culinary Discoveries	AA_FCS116	1	16	
Casselman, Arla	Culinary Discoveries	AA_FCS116	3	16	
Chamberlain, Jane	ENG IV: Honors Creative Writing	ENG_HCW	1	5	
Chamberlain, Jane	ENG IV: Honors Poetry: British/A	ENG_HN422L	1	5	
Chamberlain, Jane	ENG IV: Honors Creative Writing	ENG_HCW	2	8	x
Chamberlain, Jane	ENG IV: Warrior Tales	ENG_CP413L	1	9	x
Chamberlain, Jane	ENG IV: Poetry: British/American	ENG_CP422L	1	12	x
Chamberlain, Jane	ENG IV: Creative Writing	ENG_CP414N	1	13	x
Chamberlain, Jane	ENG IV: Creative Writing	ENG_CP414N	2	14	
Chamberlain, Jane	ENG II: English II S2	ENG_CP271	3	16	
Chamberlain, Jane	ENG II: English II S1	ENG_CP221	3	17	
Chamberlain, Jane	ENG II: English II S1	ENG_CP221	4	19	
Chamberlain, Jane	ENG II: English II S2	ENG_CP271	4	20	
Chamberlain, Jane	ENG II: Honors English II S1	ENG_HN221	1	21	
Chamberlain, Jane	ENG II: Honors English II S2	ENG_HN271	1	24	y
Cole-Pardun, Sara	ENG IV: Honors Race & Identity	ENG_HN426	1	4	
Cole-Pardun, Sara	ENG IV: Race & Identity	ENG_CP426	1	9	x
Cole-Pardun, Sara	ENG IV: Honors Oh My! Sci Fi	ENG_HN425	1	9	
Cole-Pardun, Sara	Honors Integrated Humanities: E	HZN_125A	2	10	
Cole-Pardun, Sara	ENG IV: Oh My! Sci Fi	ENG_CP425	1	12	x
Cole-Pardun, Sara	ENG III: Honors American Studie	ENG_HN322	2	14	y
Cole-Pardun, Sara	ENG III: Honors American Studie	ENG_HN322	1	17	
Cole-Pardun, Sara	Honors Integrated Humanities: E	HZN_125A	1	17	
Cote, Jill	AP Spanish Language and Cultu	WL_APSPALC	1	2	
Cote, Jill	Spanish Intermediate A	WL_SPAIA	3	16	
Cote, Jill	Spanish Intermediate A	WL_SPAIA	1	20	
Cote, Jill	Spanish Intermediate A	WL_SPAIA	4	20	
Cote, Jill	Spanish Intermediate A	WL_SPAIA	2	21	x
Dailey, Nell	Maine: How Our Past Informs Ou	SOS_EL245	1	11	x
Dailey, Nell	Maine: How Our Past Informs Ou	SOS_EL245	2	12	x
Dailey, Nell	Economics	AA_BUS300	2	13	x
Dailey, Nell	Liberty & Justice	SOS_EL225	2	19	
Dailey, Nell	Honors United States History	SOS_HN210	4	19	
Dailey, Nell	Economics	AA_BUS300	1	20	

Teacher	Course	Course Number	Section	Enrollment	
Dailey, Nell	Liberty & Justice	SOS_EL225	1	24	x
Dailey, Nell	Honors United States History	SOS_HN210	3	24	y
Damian, Lisa	Honors Physics	SCI_HN400	2	4	
Damian, Lisa	Honors Physics	SCI_HN400	1	6	
Damian, Lisa	AP Physics	SCI_AP520	1	12	
Damian, Lisa	Foundations of Physics	SCI_FNDPHY	6	13	x
Damian, Lisa	Foundations of Physics	SCI_FNDPHY	3	21	x
Fay, Erin	Recreational Activities	HPE_PE130	4	18	
Fay, Erin	Recreational Activities	HPE_PE130	5	19	
Fay, Erin	Team Sports	HPE_PE140	6	20	
Fay, Erin	Health	HPE_HE100	8	21	x
Fay, Erin	Team Sports	HPE_PE140	3	21	x
Fay, Erin	Health	HPE_HE100	7	22	x
Fay, Erin	Personal Fitness	HPE_PE120	1	29	x
Fay, Erin	Team Sports	HPE_PE140	5	29	x
Fay, Erin	Team Sports	HPE_PE140	4	30	x
Feeney, Thad	Intro to Digital Filmmaking	AA_TVP200	1	6	x
Feeney, Thad	Intro to Digital Filmmaking	AA_TVP200	2	7	x
Feeney, Thad	Photoshop: An Introduction	AA_INT110	1	13	x
Feeney, Thad	Intro to Computer Programming	AA_INT210	1	13	x
Feeney, Thad	Graphic Design	AA_INT150	1	14	
Feeney, Thad	Graphic Design	AA_INT150	2	15	
Feeney, Thad	Intro to Computer Programming	AA_INT210	2	15	
Feeney, Thad	Photoshop: An Introduction	AA_INT110	2	17	
Feeney, Thad	Graphic Design	AA_INT150	3	17	
Feeney, Thad	Photoshop: An Introduction	AA_INT110	3	18	
Ferlauto, Amy	Spanish Intermediate C	WL_SPAIC	2	8	x
Ferlauto, Amy	Spanish Intermediate C	WL_SPAIC	1	11	x
Ferlauto, Amy	Spanish Intermediate C	WL_SPAIC	3	15	
Ferlauto, Amy	Spanish Novice B	WL_SPANB	1	17	
Ferlauto, Amy	Spanish Novice B	WL_SPANB	2	17	
Forster, Patti	ENG I: English I S1	ENG_CP112	5	13	x
Forster, Patti	ENG I: English I S2	ENG_CP167	5	13	x
Forster, Patti	ENG I: English I S1	ENG_CP112	1	14	
Forster, Patti	ENG II: English II S1	ENG_CP221	1	14	
Forster, Patti	ENG II: English II S2	ENG_CP271	5	14	
Forster, Patti	ENG I: English I S2	ENG_CP167	1	15	
Forster, Patti	ENG II: English II S1	ENG_CP221	5	15	
Forster, Patti	ENG II: English II S2	ENG_CP271	1	16	
Forster, Patti	ENG I: English I S1	ENG_CP112	6	18	
Forster, Patti	ENG I: English I S2	ENG_CP167	6	18	
Gillette, Jamie	ENG IV: Journalism	ENG_CP451	1	5	x
Gillette, Jamie	ENG IV: Reading for Pleasure	ENG_CP414L	1	10	x
Gillette, Jamie	ENG II: Honors English II S2	ENG_HN271	2	10	
Gillette, Jamie	ENG I: Honors English I S1	ENG_HN112	1	14	y
Gillette, Jamie	ENG I: Honors English I S2	ENG_HN167	1	14	y
Gillette, Jamie	ENG II: Honors English II S1	ENG_HN221	2	14	y

Teacher	Course	Course Number	Section	Enrollment	
Gillette, Jamie	AP English Literature & Comp.	ENG_AP500	1	16	
Gillette, Jamie	ENG I: Honors English I S1	ENG_HN112	2	21	
Gillette, Jamie	ENG I: Honors English I S2	ENG_HN167	2	21	
Gray, Tom	UMaine: Innovation Engineering	AA_IE	1	5	
Gray, Tom	AP Seminar	GT_APSEM	1	8	
Gray, Tom	AP European History	SOS_AP600	1	8	
Gray, Tom	Honors Integrated Humanities: H	HZN_125B	2	11	
Gray, Tom	AP Research	GT_APRES	1	12	
Gray, Tom	Honors Integrated Humanities: H	HZN_125B	1	16	
Grey, Mike	Active Citizenship	SOS_EL240	1	10	x
Grey, Mike	US Current Events	SOS_EL235	1	11	x
Grey, Mike	U.S. History	SOS_CP200	1	15	
Grey, Mike	U.S. History	SOS_CP200	2	18	
Grey, Mike	U.S. History	SOS_CP200	3	19	
Grey, Mike	US Current Events	SOS_EL235	2	19	
Grey, Mike	Active Citizenship	SOS_EL240	2	21	x
Heath, Janet	Accounting II	AA_BUS250	1	3	x
Heath, Janet	Accounting I	AA_BUS200	2	7	x
Heath, Janet	Marketing	AA_BUS305	1	8	x
Heath, Janet	Accounting I	AA_BUS200	1	9	x
Heath, Janet	Entrepreneurship I	AA_BUS310	1	14	
Heath, Janet	Marketing	AA_BUS305	2	17	
Heath, Janet	Entrepreneurship I	AA_BUS310	2	17	
Heath, Janet	Personal Financial Management	AA_FCS210	5	22	x
Heath, Janet	Personal Financial Management	AA_FCS210	2	23	x
Heath, Janet	Personal Financial Management	AA_FCS210	3	23	x
Helmstetter, Kim	AP French Language and Culture	WL_APFLC	1	6	
Helmstetter, Kim	French II	FLA_FR200	1	19	
Helmstetter, Kim	French I	FLA_FR100	1	20	
Helmstetter, Kim	French I	FLA_FR100	2	20	
Helmstetter, Kim	French II	FLA_FR200	2	22	x
Howard, Melissa	Honors World History II	SOS_HN150	3	16	
Howard, Melissa	Honors World History I	SOS_HN125	2	17	
Howard, Melissa	Honors World History I	SOS_HN125	3	17	
Howard, Melissa	Honors World History II	SOS_HN150	1	18	
Howard, Melissa	Honors United States History	SOS_HN210	2	18	
Howard, Melissa	Honors World History I	SOS_HN125	1	19	
Howard, Melissa	Honors World History II	SOS_HN150	2	19	
Howard, Melissa	Honors United States History	SOS_HN210	1	20	
Huertas, Samuel	Spanish Novice A	WL_SPANA	2	12	x
Huertas, Samuel	Spanish Novice A	WL_SPANA	3	12	x
Huertas, Samuel	Spanish Intermediate B	WL_SPAIB	3	15	
Huertas, Samuel	Spanish Intermediate B	WL_SPAIB	4	16	
Huertas, Samuel	Spanish Novice A	WL_SPANA	1	17	
Kelly, Patrick	Foundations of Biology	SCI_FNDBIO	2	13	x
Kelly, Patrick	Team Sports	HPE_PE140	1	16	
Kelly, Patrick	Honors Biology	SCI_HN300	3	17	

Teacher	Course	Course Number	Section	Enrollment	
Kelly, Patrick	Honors Biology	SCI_HN300	4	17	
Kelly, Patrick	Health	HPE_HE100	1	21	x
Kelly, Patrick	Team Sports	HPE_PE140	2	25	x
Kinney, Michael	ENG IV: Outdoor Literature	ENG_CP455	1	7	x
Kinney, Michael	Latin Prose Writers	FLA_LA310	1	7	x
Kinney, Michael	Latin Prose Writers	FLA_LA310	2	7	x
Kinney, Michael	Latin II	FLA_LA200	1	12	x
Kinney, Michael	Latin I	FLA_LA100	1	16	
Klemmer, Sue	Honors Chemistry	SCI_HN200	1	16	
Klemmer, Sue	Foundations of Physics	SCI_FNDPHY	5	17	
Klemmer, Sue	Lab Physics	SCI_CP410	2	18	
Klemmer, Sue	Lab Physics	SCI_CP410	1	19	
Klemmer, Sue	Foundations of Physics	SCI_FNDPHY	1	19	
Klemmer, Sue	Foundations of Physics	SCI_FNDPHY	2	20	
Klemmer, Sue	Foundations of Physics	SCI_FNDPHY	4	20	
Kormann, Eric	Rising Tide Advisory	HR_RT	1	14	
Levenseler, Lora	Algebra II	MAT_CP300	2	11	x
Levenseler, Lora	Honors Algebra I	MAT_HN120	2	11	
Levenseler, Lora	Algebra II	MAT_CP300	1	14	
Levenseler, Lora	Honors Algebra I	MAT_HN120	1	14	y
Levenseler, Lora	Algebra II	MAT_CP300	3	23	x
Mann, Donald	French IV	FLA_FR400	1	10	x
Mann, Donald	French IV	FLA_FR400	2	11	x
Mann, Donald	French III	FLA_FR300	2	18	
Mann, Donald	French V	FLA_FR500	1	18	
Mann, Donald	French III	FLA_FR300	1	20	
Messer, Meredith	Honors Calculus	MAT_HN400	1	7	
Messer, Meredith	Pre-AP Calculus	MAT_AP300	2	16	
Messer, Meredith	Geometry	MAT_CP200	1	16	
Messer, Meredith	Pre-AP Calculus	MAT_AP300	1	17	
Messer, Meredith	Geometry	MAT_CP200	2	21	x
Metzler, Michele	Global Studies Seminar	SOS_GSS	1	7	x
Metzler, Michele	Global Studies Seminar	SOS_GSS	2	7	x
Metzler, Michele	AP US History	SOS_AP500	2	17	
Metzler, Michele	World History II	SOS_CP150	4	20	
Metzler, Michele	World History I	SOS_CP125	4	21	x
Metzler, Michele	World History I	SOS_CP125	5	21	x
Metzler, Michele	World History II	SOS_CP150	5	22	x
Metzler, Michele	AP US History	SOS_AP500	1	23	
Mismash, Sarah	Oceanology	SCI_EL330	1	5	x
Mismash, Sarah	Horticulture & Gardening (Spring	SCI_EL356	1	12	x
Mismash, Sarah	Lab Biology	SCI_CP200	2	19	
Mismash, Sarah	Lab Biology	SCI_CP200	4	19	
Mismash, Sarah	Lab Biology	SCI_CP200	1	20	
Mismash, Sarah	Lab Biology	SCI_CP200	3	20	
Motylewski, Rowena	Algebra Ib	MAT_CP115	6	11	x
Motylewski, Rowena	Algebra Ib	MAT_CP115	4	17	

Teacher	Course	Course Number	Section	Enrollment	
Motylewski, Rowena	Trigonometry & Advanced Math	MAT_CP410	1	17	
Motylewski, Rowena	Algebra Ib	MAT_CP115	5	18	
Motylewski, Rowena	Honors Pre-Calculus	MAT_HN300	1	18	
Munson, Jennifer	ENG III: Narrative/Expo/Research	ENG_CP311	1	8	x
Munson, Jennifer	ENG III: American Literature	ENG_CP367	1	8	x
Munson, Jennifer	ENG IV: Honors Women & Literature	ENG_HN417L	1	8	x
Munson, Jennifer	ENG IV: Honors Philosophy	ENG_HN418N	1	8	x
Munson, Jennifer	ENG IV: Honors Philosophy	ENG_HN418N	2	8	x
Munson, Jennifer	AP English Language & Comp.	ENG_AP510	2	9	
Munson, Jennifer	ENG IV: Philosophy	ENG_CP418N	1	9	x
Munson, Jennifer	ENG III: Narrative/Expo/Research	ENG_CP311	2	12	x
Munson, Jennifer	ENG IV: Women & Literature	ENG_CP417L	1	12	x
Munson, Jennifer	ENG IV: Philosophy	ENG_CP418N	2	13	x
Munson, Jennifer	AP English Language & Comp.	ENG_AP510	1	14	y
Murphy, Kim	Intro to Piano/Music Theory	FA_INS115	1	2	x
Murphy, Kim	Honors Treble Choir	FA_VOC140H	1	7	
Murphy, Kim	Honors Chamber Singers	FA_VOC130H	1	10	
Murphy, Kim	Exploring Art & Music	SPED__EAM	2	10	x
Murphy, Kim	Chorale	FA_VOC110	1	34	x
Murphy, Margo	Honors Global Science	SCI_HN100	4	10	
Murphy, Margo	AP Environmental Science	SCI_AP510	1	12	
Murphy, Margo	Honors Global Science	SCI_HN100	3	13	
Murphy, Margo	Honors Global Science	SCI_HN100	1	18	
Murphy, Margo	Honors Global Science	SCI_HN100	2	18	
Orhon, Karen	Honors Geometry	MAT_HN220	1	12	
Orhon, Karen	Geometry	MAT_CP200	4	16	
Orhon, Karen	Geometry	MAT_CP200	3	18	
Orhon, Karen	Honors Geometry	MAT_HN220	2	18	
Orhon, Karen	Geometry	MAT_CP200	5	21	x
Ouellette, Craig	History of Rock 'n' Roll	FA_EL100	1	7	x
Ouellette, Craig	Intro to Guitar	FA_INS130	1	8	x
Ouellette, Craig	Honors Jazz Ensemble	FA_INS125H	1	21	
Ouellette, Craig	Concert Band	FA_INS100	1	57	x
Paul, Trevor	ENG I: English I S1	ENG_CP112	2	12	x
Paul, Trevor	ENG I: English I S2	ENG_CP167	2	12	x
Paul, Trevor	ENG II: Honors English II S1	ENG_HN221	4	13	
Paul, Trevor	ENG II: Honors English II S2	ENG_HN271	4	14	y
Paul, Trevor	ENG II: Honors English II S2	ENG_HN271	3	15	
Paul, Trevor	ENG II: Honors English II S1	ENG_HN221	3	16	
Paul, Trevor	ENG II: English II S1	ENG_CP221	2	18	
Paul, Trevor	ENG II: English II S2	ENG_CP271	2	18	
Paul, Trevor	ENG II: English II S1	ENG_CP221	6	19	
Paul, Trevor	ENG II: English II S2	ENG_CP271	6	19	
Randall, Renee	ENG I: English I S1	ENG_CP112	3	16	
Randall, Renee	ENG I: English I S1	ENG_CP112	4	16	
Randall, Renee	ENG I: English I S2	ENG_CP167	3	16	
Randall, Renee	ENG I: English I S2	ENG_CP167	4	17	

Teacher	Course	Course Number	Section	Enrollment	
Randall, Renee	ENG I: English I S2	ENG_CP167	7	17	
Randall, Renee	ENG I: English I S1	ENG_CP112	7	19	
Read, Harry	Personal Fitness	HPE_PE120	5	11	x
Read, Harry	Personal Fitness	HPE_PE120	3	14	
Read, Harry	Health	HPE_HE100	6	19	
Read, Harry	Health	HPE_HE100	3	20	
Read, Harry	Health	HPE_HE100	4	20	
Read, Harry	Personal Fitness	HPE_PE120	6	20	
Read, Harry	Health	HPE_HE100	5	21	x
Read, Harry	Health	HPE_HE100	2	23	x
Read, Harry	Personal Fitness	HPE_PE120	2	23	x
Read, Harry	Personal Fitness	HPE_PE120	4	30	x
Simkin, Charles	AP AB Calculus	MAT_AP201	2	7	
Simkin, Charles	AP Calculus BC	MAT_AP250	1	8	
Simkin, Charles	AP AB Calculus	MAT_AP201	1	19	
Simkin, Charles	Honors Algebra II	MAT_HN320	1	24	y
Smith, Kailey	Theater Performance	ENG_CP120N	2	4	x
Smith, Kailey	Tech Theater B: Light! Sound!	FA_DRA110	1	6	x
Smith, Kailey	Tech Theater B: Light! Sound!	FA_DRA110	2	6	x
Smith, Kailey	Theater Performance	ENG_CP120N	1	10	x
Smith, Kailey	Tech Theater A: Building Stage M	FA_DRA100	2	10	x
Smith, Kailey	Tech Theater A: Building Stage M	FA_DRA100	1	11	x
Southworth, Suzanne	Clay Studio II	FA_VIS210	2	7	x
Southworth, Suzanne	Clay Studio II	FA_VIS210	1	9	x
Southworth, Suzanne	Exploring Art & Music	SPED_EAM	1	11	x
Southworth, Suzanne	Clay Studio I	FA_VIS208	2	16	
Southworth, Suzanne	Visual Journaling	FA_VIS113	1	18	
Southworth, Suzanne	Drawing	FA_VIS201	1	18	
Southworth, Suzanne	Clay Studio I	FA_VIS208	1	18	
Southworth, Suzanne	Clay Studio I	FA_VIS208	3	18	
Southworth, Suzanne	Visual Journaling	FA_VIS113	2	19	
Southworth, Suzanne	Drawing	FA_VIS201	2	19	
Stewart, Justin	Honors Chemistry	SCI_HN200	3	12	
Stewart, Justin	Honors Chemistry	SCI_HN200	2	17	
Stewart, Justin	Honors Chemistry	SCI_HN200	4	17	
Stewart, Justin	Global Science I	SCI_CP100	6	19	
Vadas, Trevor	Statistics II	MAT_STATSII	2	11	x
Vadas, Trevor	AP Statistics	MAT_AP210	1	12	
Vadas, Trevor	Statistics II	MAT_STATSII	1	12	x
Vadas, Trevor	Honors Pre-Calculus	MAT_HN300	2	14	y
Vadas, Trevor	Statistics I & Probability	MAT_STIPROB	1	15	
Vadas, Trevor	Honors Pre-Calculus	MAT_HN300	3	20	
Vadas, Trevor	Statistics I & Probability	MAT_STIPROB	2	20	
Vencile, Ken	AP Biology	SCI_AP500	1	11	
Vencile, Ken	Foundations of Biology	SCI_FNDBIO	1	13	x
Vencile, Ken	Honors Biology	SCI_HN300	2	16	
Vencile, Ken	Honors Biology	SCI_HN300	1	18	

Teacher	Course	Course Number	Section	Enrollment	
Wallace, Mark	Introduction to Psychology	SOS_EL220	3	14	
Wallace, Mark	World History II	SOS_CP150	2	16	
Wallace, Mark	Introduction to Psychology	SOS_EL220	4	16	
Wallace, Mark	Introduction to Psychology	SOS_EL220	1	17	
Wallace, Mark	World History I	SOS_CP125	2	18	
Wallace, Mark	Introduction to Psychology	SOS_EL220	2	18	
Wallace, Mark	World History I	SOS_CP125	1	19	
Wallace, Mark	World History I	SOS_CP125	3	19	
Wallace, Mark	World History II	SOS_CP150	1	19	
Wallace, Mark	World History II	SOS_CP150	3	20	
Williams, Todd	ENG IV: Honors Debate/Controv	ENG_HN419N	1	4	
Williams, Todd	ENG IV: Honors Debate/Controv	ENG_HN419N	2	4	
Williams, Todd	ENG III: Narrative/Expo/Research	ENG_CP311	3	5	x
Williams, Todd	ENG IV: Humans & Environment	ENG_CP412L	1	5	x
Williams, Todd	ENG IV: Honors Humans & Envir	ENG_HN412L	1	5	x
Williams, Todd	ENG III: American Literature	ENG_CP367	3	7	x
Williams, Todd	ENG IV: Debate/Controversial Iss	ENG_CP411N	2	9	x
Williams, Todd	ENG III: American Literature	ENG_CP367	2	10	x
Williams, Todd	ENG IV: Debate/Controversial Iss	ENG_CP411N	1	12	x
Williams, Todd	ENG III: American Literature	ENG_CP367	4	16	
Williams, Todd	ENG III: Narrative/Expo/Research	ENG_CP311	4	17	
Williams, Todd	ENG III: Narrative/Expo/Research	ENG_CP311	5	20	
Williams, Todd	ENG III: American Literature	ENG_CP367	5	20	
				5336	
				15.15909091	

7 Lions Lane
Camden, Maine 04843
(207) 236-7812
FAX (207) 236-7810



Valerie Mattes
Director of Special Services
Nikole Seeger
Assistant Director of Special Services

Five Town CSD
Director of Special Services Board Report
November 3, 2021

Goal: School Culture

Fall 2021/2022 Transitional Life Skills Off- Campus Schedule: Hope Orchards, Maine Botanical Gardens, Light House Boat Tour & Lobster Trap Haul, and Fernald's Neck Preserve Hike

Ana Alley plans outdoor educational experiences for her program. Her motto is "there is no bad weather, only poor choices in clothing".

Other:

October 1st Student Enrollment Count, Fiscal Year 2022, Reporting Period: October 1, 2021

Disability	2019 Number of Students	2021 Number of Students
Autism	12	11
Emotional Disturbance	9	7
Hearing Impairment	1	0
Intellectual Disability	3	5
Multiple Disabilities	17	10
Other Health Impairment	32	40
Specific Learning Disability	34	34
Speech or Language Impairment	3	5
Total	111	112

Data compares a pre-COVID year with the current school year. The largest difference reveals an increase in those students identified as having Other Health Impairment from 32 to 40 students. OHI includes health and mental health issues as well as attention deficit disorder. This aligns with national reports of the increase in stress-related disorders, depression and anxiety in teens due to the impact of the pandemic. The decrease in numbers for Multiple Disabilities may be associated with the DOE's directive to identify the primary disability that is having greatest impact on a student's educational access, if possible.

Nikole and I attended the MADSEC Annual Fall Conference. Although it was a 2-day virtual format, the Whova platform provided opportunities for meaningful presentations and engagement.

Our special education teachers attended a DOE training on October 8th to review the 2020-21 audit findings with regard to IEP (Individualized Educational Program) written components. This serves as part of our Corrective Action Plan that must be completed by May 2022.

DOE Reports Submitted:

EF-S-07: Special Education Tuition and Board Report
EF-S-05 (Part 1): EPS October 1 Enrollment/Special Education Reporting
EF-S-05 (Part 2): Special Education FTE Staff Certification
Local Entitlement 2020-21 End of Year Report

STUDENT COUNT: Special Education: 112; PERCENTAGE – 16%

Respectfully submitted,
Valerie Mattes

APPLETON • CAMDEN • HOPE • LINCOLNVILLE • ROCKPORT



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
Finance Committee Meeting
Library, CRMS
Wednesday, October 6, 2021
6:30 P.M.

MINUTES

Board Present

Becky Flanagan
Deborah Harbaugh
Mike Pierce

Also Present

Maria Libby, Superintendent
Peter Nielsen, Business Manager
Shawn Carlson, Principal

1. Call to Order

Becky Flanagan called the meeting to order at 6:38 p.m.

2. FY 22 Budget to Actual Summary

The Business Manager presented the August end-of-month financials which are moving along without surprise. The payroll target for EOM August was 80.77% of funds remaining; the FY21 remaining balance at the same point had 82.33% remaining, and the CSD budget had 82.34% funds remaining at FY22 August's close. The Business Manager presented details regarding the cost centers that were running ahead of target and presented an analysis of last year vs. this year's differences.

3. Other

Members of the Committee discussed the need to be more timely signing warrants. Becky Flanagan suggested that a specific day of the week would be helpful and the consensus was that Monday's are ideal. It was further discussed that those members able to sign for both districts are of high value to the efficiency of getting all warrants signed quickly. There was general agreement from all members that everyone needs to help get the job done.

The meeting adjourned at 6:55 p.m.



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/MSAD #28
Joint Policy Committee Meeting
Via Zoom
October 18, 2021

MINUTES

Members Present:

Marcia Dietrich, Chair
Brianna Gutierrez
Marcus Mrowka
Rick Thackeray

Also Present:

Maria Libby
Deb McIntyre

1. Call to order

Chair Dietrich called the meeting to order at 3:30 pm.

2. CSD/MSAD Joint Review

New

a. ACAF – Workplace Bullying

The committee added this policy upon recommendation from MSMA and made minor edits to the sample policy. The committee made a minor change to the legal reference citation.

b. KDA – Public Information Program

The committee added this policy upon recommendation from MSMA and made minor edits to the sample policy.

c. KE – Public Concerns and Complaints

Although the committee reviewed KE, we later discovered that a different policy, KEB, said essentially the same thing. We will review KEB at the next meeting.

d. BHC – Board Relationships and Communications with Staff

The committee tabled this policy and asked the Superintendent to simplify and revise the policy for the next Policy Committee meeting.

Revisions

a. IHBAL – Grievance Procedures for Persons with Disabilities

The committee made a few procedural changes to this policy and added an introductory reference to the Rehabilitation Act and the Americans with Disabilities Act.

b. JKAA – Use of Physical Restraint and Seclusion

The committee made changes to this policy to reflect changes required by the new Maine Restraint and Seclusion Law 20-A M.R.S. §4014, which redefines physical

restraint and seclusion. The committee made a minor change to the legal reference citation.

c. JKAA-R – Procedures on Physical Restraint and Seclusion

The committee made changes to this policy to reflect changes required by the new Maine Restraint and Seclusion Law 20-A M.R.S. §4014, which redefines physical restraint and seclusion. The committee made a minor change to the legal reference citation.

d. IHBAC – Child Find

The committee changed the age definition of children covered by the policy based on a new law and added a timeline requirement.

e. GBO – Family Care Leave

The committee added grandchild and domestic partner's grandchild to this policy based on legislation. The committee change the title of the policy to Maine Family Care Leave. The committee made a minor change to the legal reference citation.

f. GBO-R – Maine Family Medical Leave Administrative Procedure

The committee added grandchild and domestic partner's grandchild to this policy.

Review

a. BEDH – Public Participation Board Meetings

The committee reviewed this policy and made a minor change to the legal reference citation.

b. IJNDB – School Computer and Internet Use

The committee reviewed this policy and changed all references of “computer” to “computing device”.

c. IJNDB-R – Student Computer and Internet Use Rules

The committee reviewed this policy and changed all references of “computer” to “computing device”.

d. JE – Activities on Days When School is Canceled

The committee reviewed this policy and made a minor wording revision.

e. JFABE – Use of Public School Services and Facilities by Resident Private School Students

The committee reviewed this policy and made a minor wording revision.

f. JFABE-E – Resident Private School Participation Form

The committee reviewed and revised the evidence of proof of residency in the policy to correspond with the proof of residency required for student registration.

2. MSAD only

Revisions

a. KFB - Facilities Use

The committee revised this policy to add costs and rules for renting the Bisbee Theater. Costs were also added for renting the Library and Atrium.

- b. KFB-C - Facilities Use Contract – Camden Rockport Middle School
The committee revised this policy to add costs for renting the Bisbee Theater and the Library.
- c. KFB-C - Facilities Use Contract – Camden Rockport Elementary School
The committee revised this policy to add the costs for renting the Library.
- d. JKD – Suspension of Students
The committee revised this policy to reflect that students in grade 5 or below cannot be suspended except in certain situations based on legislation. The committee also made a minor change to the legal reference citation.
- e. JICH – Misuse of Chemical Substances by Students
The committee revised this policy to reflect that students in grade 5 or below cannot be suspended except in certain situations. The committee also changed the discipline for selling and/or furnishing chemical substances for students in grades 6-8 for any offence to a ten-day suspension and possible referral for expulsion. The committee eliminated the language that referenced specific rules for students participating in extra/co-curricular activities that was more appropriate for high school students.
- f. JICI – Weapons Violence and School Safety
The committee revised this policy to reflect that students in grade 5 or below cannot be suspended except in certain situations. The committee also made a minor change to the legal reference citation.
- g. JICK-E2-E3 - Bullying Responding and Remediation Form JICI – Weapons, Violence and School Safety
The committee revised this policy to reflect that students in grade 5 or below cannot be suspended except in certain situations.

3. Adjourn

The meeting was adjourned at 4:58 pm

FIVE TOWN CSD POLICY

WORKPLACE BULLYING

The Board is committed to providing a respectful, safe and inclusive workplace for employees, free from bullying conduct. All employees and students in the district, as well as parents, community members and others involved with the school are prohibited from engaging in workplace bullying as defined in this policy.

A. Definition

For the purposes of this policy, “workplace bullying” means intentional behavior that a reasonable person would expect to interfere with an employee’s work performance or ability to work. Generally, workplace bullying will involve repeated conduct; however, a single incident of egregious conduct could constitute workplace bullying. Examples of workplace conduct include, but may not be limited to:

- Humiliating, mocking, name-calling, insulting, maligning or spreading rumors about an employee;
- Intimidation that includes exclusion and/or spying;
- Shunning or isolating an employee and/or encouraging others to do so;
- Screaming or swearing at an employee, slamming doors or tables, aggressively invading an employee’s personal space, placing an employee in reasonable fear of physical harm, or other similar types of aggressive conduct;
- Targeted practical jokes;
- Damaging an employee’s property;
- Sabotaging an employee’s work or purposefully misleading an employee about work duties (e.g., giving incorrect deadlines or intentionally destroying an employee’s work);
- Harassing and/or retaliating against an employee for reporting workplace bullying; and
- Cyberbullying, as defined by Maine law as bullying occurring through the use of technology or any electronic communication, including but not limited to a transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted by the use of any electronic device, including but not limited to, a computer, telephone, cellular telephone, text messaging device, and personal digital assistant.

B. Exclusions

Workplace bullying does not include the following:

- When supervisors set reasonable performance goals or provide verbal or written counseling, direction, feedback, or discipline to employees in the workplace when the

intent is to address unsatisfactory work performance, or violations of law or school policy.

- When supervisors make personnel decisions designed to meet the operational or financial needs of the district or the needs of students. Examples include but are not limited to, changing shifts, reassigning work responsibilities, taking steps to reduce overtime costs, transferring or reassigning employees to another building or position, etc.
- Discrimination or harassment based on protected characteristics (race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, familial status, disability, or genetic information). Such conduct is prohibited under separate policies and complaints shall be addressed under ACAB-R – Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedure.
- Disrespectful conduct by students directed at school employees that can be addressed through enforcement of classroom rules, school rules and applicable Board policies.

C. Reports and Investigations

Employees who believe they have been bullied in the workplace, or anyone who believes they have witnessed an incident of an employee being bullied in the workplace, are expected to report the issue to the building administrator. If the report is about the building administrator, the report should be made to Superintendent. The building administrator shall promptly notify the Superintendent of all workplace bullying reports. Any workplace bullying report about the Superintendent should be made to the Board Chair.

All reports of workplace bullying shall be investigated promptly and documented in writing. The person who was the subject of the alleged workplace bullying and the person alleged to have engaged in workplace bullying will be notified of the outcome of the investigation, consistent with confidentiality and privacy laws.

D. Disciplinary Action

Any employee who is found to have engaged in workplace bullying will be subject to disciplinary action, up to and including termination of employment.

Students who are found to have engaged in bullying of an employee will be subject to disciplinary action in accordance with applicable student discipline policies/procedures.

Parents and others who are found to have engaged in bullying of an employee will be addressed in a manner appropriate to the particular circumstances.

E. Appeals

If the subject of the alleged workplace bullying or the person alleged to have engaged in workplace bullying is dissatisfied with the resolution of the matter, they may file a written appeal within five (5) business days of the decision with the Superintendent stating the reason

for the appeal. The Superintendent will review the matter and issue a written decision within ten (10) business days of the written appeal. The Superintendent's decision is final.

If the case involves employees covered by a collective bargaining agreement, any disagreement with the results of the investigation may be resolved through the agreement's dispute resolution process.

F. Retaliation Prohibited

Retaliation for reporting workplace bullying behavior is prohibited. Employees and students found to have engaged in retaliation shall be subject to disciplinary action.

G. Responsibility of the Superintendent

The Superintendent is responsible for implementing this policy and for the development of any necessary procedures to enforce the policy.

Legal References: 20-A M.R.S. §§ 1001(21); 6554 (2)(C)

Cross References:

AC – Nondiscrimination/Equal Opportunity & Affirmative Action

ACAB – Harassment/Sexual Harassment of School Employees

ACAB-R – Discrimination/Harassment and Title IX Sexual Harassment of School Employees

First Read: November 3, 2021

Second Read:

Adopted:

FIVE TOWN CSD POLICY

MAINE FAMILY CARE LEAVE

~~This policy governs employee leave under 26 M.R.S.A §636, “An Act to Care for Families”, referred to in this policy as the “Family Care Act.” Leave under this policy is referred to as “Family Care Leave.”~~

The Board recognizes that under Maine’s “Family Care Act,” if an employer provides paid leave under the terms of a collective bargaining agreement or employment policy, the employer must allow an employee to use the paid leave for the care of an immediate family member who is ill.

In law and for the purpose of this policy, the following definitions apply:

1. “Employer” means a public or private employer with 25 or more employees.
2. “Immediate family member” means an employee’s child, **domestic partner’s child, grandchild, domestic partner’s grandchild**, spouse, **domestic partner**, or parent.
3. “Paid leave” means time away from work by an employee for which the employee receives compensation. Paid leave is limited to sick time, vacation time, compensatory time and leave that is provided as an aggregate amount for use at the discretion of the employee for any of these purposes. Paid leave does not include paid short-term or long-term disability, catastrophic leave or similar types of benefits.

Employees may take up to 40 hours of paid leave as Family Care Leave per 12-month period, or the amount provided by an applicable collective bargaining agreement, whichever is greater. The 12-month period shall be the contract year, fiscal year or other fixed 12-month period, based upon contractual agreements. An employee is not entitled to use paid leave until that leave has been earned.

An employee may elect which type of paid leave to which they are entitled including vacation, personal or sick leave, and the amount of each type of paid leave to use for Family Care Leave. Notice/verification of illness for Family Care Leave shall be the same as that required for the employee’s own illness. The employee must specify that leave is being taken pursuant to the Family Care Act.

APPLICATION OF FAMILY MEDICAL LEAVE REQUIREMENTS

For purposes of applying family medical leave requirements (i.e., FMLA), the ~~school unit~~ **District** shall treat leave under the Family Care Act in the same manner as the employer treats leave for an employee illness. Therefore, Family Care leave and FMLA leave shall run concurrently.

Legal Reference:

- 26 M.R.S. ~~§636~~ **843**

Cross Reference:

- GBN - Family and Medical Leave

History: Adopted: 11/02/05 Reviewed: 04/03/13, 01/6/21

First Read: **November 3, 2021**

Second Read:

Adopted:

FIVE TOWN CSD POLICY

MAINE FAMILY MEDICAL LEAVE ADMINISTRATIVE PROCEDURE

The following administrative procedure covers the main provisions of the Maine Family Medical Leave Act. The guidelines in no way attempt to modify the statute, which should always be referred to when questions about implementation arise. The ~~school unit~~ District is responsible for analyzing each employee request for leave to determine whether he/she is eligible under the federal and/or state statute. When an employee is eligible for leave under both the federal and state statutes, the applicable law with regard to each benefit shall be the one, which provides the greater benefit (usually federal FMLA).

1. ELIGIBILITY

To be eligible for Maine Family Medical Leave, employees must work at a site where there are 15 or more employees ~~of a school board~~. An employee must have been employed by the same employer for 12 consecutive months and not taken such leave within the immediately preceding 24-month period or have used less than 10 weeks of family medical leave.

Under the Maine Family Medical Leave Act, an eligible employee is entitled to up to 10 weeks of leave during a 24-month period for the following reasons:

- a. Serious health condition of the employee;
- b. Birth of the employee's child or the employee's domestic partner's child;
- c. Placement of a child 16 years of age or less in connection with the adoption of the child by the employee or the employee's domestic partner;
- d. Serious health condition of a child, domestic partner's child, **grandchild, domestic partner's grandchild**, parent, domestic partner or spouse; serious health condition means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice or residential medical care facility or continuing treatment by a health care provider;
- e. The donation of an organ of the employee for a human organ transplant; or
- f. The death or serious health condition of the employee's spouse, domestic partner, parent or child of the spouse, domestic partner, parent or child as a member of the state military forces, as defined in Title 37-B, section 102 of the Maine Revised Statutes, or of the United States Armed Services, including the national Guard and Reserves, dies or incurs a serious health condition while on active duty.

2. DOMESTIC PARTNER DEFINED

For the purpose of determining eligibility for Maine Family Medical Leave, "domestic partner" means the partner of an employee who:

- a. Is a mentally competent adult as is the employee;
- b. Has been legally domiciled with the employee for at least 12 months;
- c. Is not legally married to or legally separated from another individual;

- d. Is the sole partner of the employee and expects to remain so;
- e. Is not a sibling of the employee; and
- f. Is jointly responsible with the employee for each other's common welfare as evidenced by joint living arrangements, joint financial arrangements or joint ownership of real or personal property.

3. ADMINISTRATION

- a. The ~~school unit~~ District may require certification from a physician to verify the amount of leave requested. An employee who in good faith relies on treatment by prayer or spiritual means, in accordance with the tenets and practice of a recognized church or religious denomination may submit certification from an accredited practitioner of those healing methods.
- b. An employee requesting leave shall provide at least 30 days' notice of the intended dates upon which the leave will commence and terminate, unless prevented by medical emergency from giving required notice.
- c. Any leave taken for Maine Family Medical Leave qualifying purposes, including leave taken under other applicable statutes, employment policies, collective bargaining agreements or contracts, shall also be considered leave under the Maine Family Medical Leave and shall be applied to an employee's 10-week Maine Family Medical Leave entitlement every 24-month period. Employees are allowed to use their sick leave or other paid leave or other paid leave in accordance with the terms of their contract. When paid leave taken for Maine Family Medical Leave qualifying purposes is exhausted, the balance of Maine Family Medical Leave shall be unpaid.
- d. During Maine Family Medical Leave, an employee shall be permitted to continue his/her medical insurance plan, providing the employee remits the monthly premium to the Superintendent's Office no later than the first day of the month for which the premium is due.
- e. Upon an employee's return to work, he/she will be restored to his/her previous position or to a position with equivalent seniority status, benefits, pay, and other conditions and terms of employment.
- f. An employee taking Maine Family Medical Leave for his/her own serious health condition may be required to submit certification that he/she is fit to return to work and is able to perform the functions of the position.
- g. If at the end of the allowable leave under Maine Family Medical Leave the employee is unable to return to work because of his/her own serious health condition, the Superintendent and School Board may consider a request for extension of unpaid leave and benefits on a case-by-case basis.
- h. An employee who is not eligible for Maine Family Medical Leave may be eligible for federal Family and Medical Leave.

4. LEAVE TAKEN INTERMITTENTLY OR ON A REDUCED LEAVE SCHEDULE

Subject to the other requirements of this policy, leave taken intermittently or on a

reduced leave schedule (i.e., a leave schedule that reduces the usual number of hours per workweek or hours per workday of an employee may be taken subject to the following:

- a. Leave for birth or placement related to adoption may not be taken intermittently or on a reduced schedule unless agreed to by both employer and employee;
- b. Leave for a serious health condition of the employee or his/her child, domestic partner's child, **grandchild, domestic partner's grandchild**, parent, domestic partner or spouse, or for organ donation by the employee may be taken intermittently or on a reduced leave schedule when medically necessary;
- c. The taking of leave intermittently or on a reduced leave schedule may not result in a reduction in the total amount of Maine Family Medical Leave to which the employee is entitled beyond the amount of leave actually taken;
- d. If an employee requests intermittent leave or leave on a reduced leave schedule for a serious health condition of the employee or his/her child, domestic partner's child, parent, domestic partner or spouse, or for organ donation by the employee that is foreseeable based on planned medical treatment, the employer may require the employee to transfer temporarily to an available alternative position offered by the employer for which the employee is qualified and that 1) has equivalent pay and benefits, and 2) better accommodates recurring periods of leave than the regular employment position of the employee.

Legal References:

- 26 M.R.S. § 843 et seq.

History: Adopted: 04/02/08, 05/01/13, Reviewed 01/6/21

First Read: **November 3, 2021**

Second Read:

Adopted:

FIVE TOWN CSD POLICY

CHILD FIND

The Five Town CSD seeks to ensure that all children within its jurisdiction are identified, located and evaluated ~~who are school-age 5 and under the age of 22 through the school year in which they turn 20~~ and who are in need of special education and supportive assistance -- including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools, receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

The District's Child Find responsibility shall be accomplished through a district-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

The District shall provide Child Find during the first 30 days of the school year or during the first 30 days of enrollment for transfer students, in addition to other Child Find activities provided by the school.

This Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance.

If the Child Find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the District's pre-referral and referral policy.

Legal References:

- 34 C.F.R. § 300.111 ~~(2006)~~; Me. Dep't of Educ. Reg. ch. 101, IV(2) ~~(2007)~~

History: Adopted: 01/07/04, 03/05/08, 05/01/13, 1/6/16

First Reading: November 3, 2021

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

GRIEVANCE PROCEDURE FOR PERSONS WITH DISABILITIES

The Five Town CSD has adopted this grievance procedure to provide a local avenue for persons with disabilities to raise concerns about whether the Five Town CSD is fully meeting its obligations under state and federal laws to protect persons with disabilities. This procedure is intended to meet the requirements of the Rehabilitation Act (29 U.S.C. §§ 701, et seq.) and related regulations (34 C.F.R. pt. 104), and the Americans with Disabilities Act (42 U.S.C §§ 12101, et seq.) and related regulations (28 C.F.R. pt. 35).

Questions about this grievance procedure should be directed to the ADA/504 ~~compliance~~ District Coordinator/Director of Student Special Services, 7 Lions Lane, Camden, Maine 04843, or (207) 236-7812.

Step One

A person with an identifiable disability, or someone acting on that person's behalf, may file a written grievance regarding compliance with state or federal disabilities laws with the building principal where the grievance arose, or with the ADA/504 ~~compliance~~ District Coordinator. If filed with the ADA/504 ~~compliance~~ District Coordinator, that person shall forward it to the appropriate building principal. No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance.

The building principal, after consultation with the ADA/504 ~~compliance~~ District Coordinator, shall respond in writing to the grievance within 15 working days of its receipt.

Extensions of 15 working days may be allowed if necessary to address fully the issues in the grievance. The principal's written response shall be forwarded to the grievant and to the ADA/504 ~~compliance~~ District Coordinator.

Step Two

If dissatisfied with the response, the grievant may **request** a review by the Superintendent of the principal's decision.

The grievant must request that review within 15 working days of the decision by the principal. The Superintendent, after consultation with the ADA/504 ~~compliance~~ District Coordinator, shall respond in writing to the grievance within 15 working days.

Extensions of 15 working days may be allowed when necessary to address fully the issues in the grievance. The Superintendent's written response shall be forwarded to the grievant and to the ADA/504 ~~compliance~~ District Coordinator.

Other

Except for grievances regarding physical alterations to school buildings or grounds, the decision of the Superintendent shall be final. In the case of grievances regarding physical alterations to school buildings or grounds, a dissatisfied grievant may obtain a review by the School Board of the Superintendent's decision.

The grievant must request that review within 15 business days of the decision by the Superintendent. The Board shall have a reasonable time to schedule a meeting on the grievance and to issue its decision.

Nothing in this grievance procedure in any way prevents a person with a disability from seeking redress for their concerns at any time through other legal avenues, such as through the Office for Civil Rights, the Department of Justice, the Maine Human Rights Commission or the Maine Department of Education.

Questions about other legal avenues available for persons with disabilities to pursue compliance concerns under various disabilities laws should be directed to the ADA/504 compliance ~~compliance~~ District Coordinator/Director of Student Special Services, 7 Lions Lane, Camden, Maine 04843, or (207) 236-7812.

History: Adopted: 05/07/03, 06/13/13, 01/06/16

First Reading: November 3, 2021

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

USE OF PHYSICAL RESTRAINT AND SECLUSION

The Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others.

State law and MDOE Rule Chapter 33 do not restrict or limit the protections available to school officials under 20-A M.R.S. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure but may delegate specific responsibilities as he/she deems appropriate.

I. DEFINITIONS

The following definitions apply to this policy and ~~the accompanying~~ procedure:

1. **Physical restraint:** ~~An intervention that restricts a student's freedom of movement or normal access to his or her body and includes physically moving a student who has not moved voluntarily.~~ A personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, or head freely.

Physical restraint does not include any of the following:

- a. ~~Physical escort: A temporary touching or holding inducing a student to walk to another location, including assisting the student to the student's feet in order to be escorted.~~ A temporary, voluntary touching or holding of the hand, wrist, arm, shoulder or back to induce a student to walk to a safe location.
- b. **Physical prompt:** A teaching technique that involves **voluntary** physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
- c. ~~Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.~~
- d. ~~A brief period of physical contact necessary to break up a fight.~~
- e. ~~Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful or dangerous to the student or others.~~
- c. The use of adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement than would be possible without the use of such devices or supports.
- d. The use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

- ~~e. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.~~
 - ~~f. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.~~
 - ~~g. Restraints used by law enforcement officers in the course of their professional duties are not subject to this policy/procedure or DOE Rule Chapter 33.~~
 - ~~h. DOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.~~
2. **Seclusion:** The involuntary **isolation or** confinement of a student alone in a room or clearly defined area from which the student **does not feel free to go or is physically denied exit** ~~is physically prevented from leaving, with no other person in the room or area with the student.~~

Seclusion does not include:

- a. Timeout: An intervention where a student requests, or complies with an adult request for, a break.

II. PROCEDURES FOR IMPLEMENTING PHYSICAL RESTRAINT AND SECLUSION

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

III. ANNUAL NOTICE OF POLICY/PROCEDURE

The Five Town CSD shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

IV. TRAINING REQUIREMENTS

- 1. All school staff and contracted providers shall receive an annual overview of this policy/procedure.
- 2. The Five Town CSD will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Superintendent's Office, in each school office and in the Five Town CSD's Emergency Management Plan.

V. PARENT/LEGAL GUARDIAN COMPLAINT PROCEDURE

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Superintendent as soon as possible. The Superintendent/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days **of receiving the complaint**, if

practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the Five Town CSD within 60 calendar days of receiving the complaint.

Legal Reference:

- 20-A M.R.S. §§ 4009; 4502 (5)(M)
- Me. DOE Rule, ch. 33

Cross Reference:

- EBCA – Comprehensive Emergency Management Plan
- JKAA-R – Procedures of Physical Restraint and Seclusion
- JK – Student Discipline
- KNA/KNA-R – Relations with Law Enforcement Authorities

History: Adopted: 03/05/08, 11/07/12, 7/10/13

First Reading: November 3, 2021

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

These procedures are established for the purpose of meeting the obligations of the Five Town CSD under state law/regulations and Board Policy JKAA governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

I. DEFINITIONS

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~~For purposes of these procedures, the terms “physical restraint” and “seclusion” shall have the meanings defined in Policy JKAA. Definitions for other important terms in this procedure include:~~

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- ~~1. **Emergency:** A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.~~
- ~~2. **Risk of injury or harm:** A situation in which a student has the means to cause physical harm or injury to him/herself or others and such injury or harm is likely to occur, such that a reasonable and prudent person would take steps to protect the student and others against the risk of such injury or harm.~~
- ~~3. **Dangerous behavior:** Behavior that presents a risk of injury or harm to a student or others.~~
- ~~4. **Serious bodily injury:** Any bodily injury that involves:

 - ~~a. A substantial risk of death;~~
 - ~~b. Extreme physical pain;~~
 - ~~c. Protracted and obvious disfigurement; or~~
 - ~~d. Protracted loss or impairment of the function of a bodily member, organ or mental faculty.~~~~

II. I. PHYSICAL RESTRAINT

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

1. Permitted Uses of Physical Restraint

- a. Physical restraint may be used only ~~as an emergency intervention~~ when the behavior of a student presents a **imminent** risk of **serious physical** injury ~~or harm~~ to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

“Serious physical injury” is a physical injury that a reasonable person would consider to be serious for the victim if it were to occur.

- ~~b. Physical restraint may be used to move a student only if the need for movement outweighs the risk involved in such movement.~~
- b. Prescribed medications, harnesses, **seat belts** and other assistive or protective devices may be used as permitted by **law and described in Policy JKAA Rule Chapter 33.**
- c. Parents/**legal guardians** may be requested to provide assistance **with their child** at any time.

2. Prohibited Forms and Uses of Physical Restraint

- a. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
- b. Physical restraint used to prevent property destruction or disruption of the environment in the absence of a risk of injury or harm.
- c. Physical restraint that ~~restricts the free movement of a student’s diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia)~~ **is life threatening, restricts breathing or restricts blood flow to the brain, including prone restraint.**
- d. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.
- e. **Physical restraint that is contraindicated based on the child’s disability, health care needs, or medical or psychiatric condition if documented in:**
 - **A health care directive or medical management plan;**
 - **A school-approved behavior plan;**
 - **An IEP or an Individual Family Service Plan (IFSP); or**
 - **A school-approved 504 or ADA plan.**
- f. Aversive procedures and mechanical and chemical restraints.
 - i. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.
 - ii. Mechanical restraints are defined as any ~~item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards~~ **restraint that uses a device to restrict a**

student's freedom of movement. Such restraints do not include adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement, or the use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

- iii. Chemical restraints are defined as the use of **drug or medication that is not prescribed as the standard treatment of a student's medical or psychiatric condition by a licensed physician or other qualified health professional acting under the scope of the professional's authority under state law that is used on a student to control behavior or restrict freedom of movement.** ~~including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student's health care plan.~~

3. Monitoring Students in Physical Restraint

- a. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.
- b. The student must be continuously monitored until he/she no longer presents a risk of injury or harm to him/herself or others.
- c. If an injury occurs, applicable school policies and procedures should be followed.

4. Termination of Physical Restraint

- a. The staff involved in the use of physical restraint must continually assess for signs that the student **in physical restraint** is no longer presenting **an imminent risk of serious physical injury** ~~a risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible~~ **and the physical restraint must be discontinued immediately after it is determined that the imminent risk of serious physical harm has ended.**
 - i. The time a student is in physical restraint must be monitored and recorded.
 - ii. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.
 - iii. If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that create a risk of **serious physical** ~~injury or harm~~ to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons

or organizations.

III. SECLUSION

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

A “timeout” where a student requests, or complies with an adult request for, a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or **clearly** defined area with the student (including but not limited to classrooms, offices and other school locations).

1. Permitted Uses and Location of Seclusion

- a. Seclusion may be used only as an emergency intervention when the behavior of a student presents **an imminent risk of serious bodily injury** ~~a risk of injury or harm~~ to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate. **The seclusion must end immediately upon the cessation of the imminent risk of serious physical injury to the student or another person. “Serious physical injury” is a physical injury that a reasonable person would consider to be serious for the victim if it were to occur.**
- b. Seclusion may be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height.
 - i. Seclusion may not take place in a locked room.
 - ii. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous materials and objects which the student could use to self-inflict bodily injury.
 - iii. Parents may be requested to provide assistance **with their child** at any time.

2. Prohibited Uses of Seclusion

- a. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
- b. Seclusion used **solely** to prevent property destruction or disruption of the environment in the absence of **an imminent risk of serious physical injury** ~~risk of injury or harm~~.
- c. **Seclusion that is life threatening.**
- d. **Seclusion that is contraindicated based on the child’s disability, health care needs, or medical or psychiatric condition if documented in:**
 - **A health care directive or medical management plan;**

- A school-approved behavior plan;
- An IEP or IFSP; or
- A school-approved 504 or ADA plan.

3. Monitoring Students in Seclusion

- At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.
- The student must be continuously monitored until he/she no longer presents a risk of **serious physical injury or harm** to him/herself or others.
- If an injury occurs, applicable school policies and procedures should be followed.

4. Termination of Seclusion

- The staff involved in the seclusion must continually assess for signs that the student is no longer presenting **an imminent risk of serious physical injury or harm** to him/herself or others, and **the seclusion must be discontinued as soon as the imminent risk ceases** ~~the emergency intervention must be discontinued as soon as possible~~.
 - The time a student is in seclusion must be monitored and recorded.
 - If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted and shall continue to monitor the status of the seclusion every ten (10) minutes until the **seclusion restraint** is terminated.
 - If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create an imminent risk of **serious physical injury or harm** to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

IV. NOTIFICATION AND REPORTS OF PHYSICAL RESTRAINT AND SECLUSION INCIDENTS

For the purposes of this procedure, an “incident” consists of all actions between the time a student begins to create **an imminent risk of serious physical injury or harm** and the time the student ceases to pose **that imminent risk or harm** and returns to his/her regular programming.

1. Notice Requirements

After each incident of physical restraint or seclusion:

- A staff member involved in the incident shall make an oral notification to the administrator/designee as soon as possible, but no later than the end of the school day.
- An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as

practical, but within the school day in which the incident occurred. The administrator/designee must utilize all available phone number or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.

- c. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with the Five Town CSD usual emergency notification procedures.
- d. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the Five Town CSD emergency notification procedures shall be followed, and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

2. Incident Reports

Each use of physical restraint or seclusion must be documented in an incident report. The incident report must be completed and provided to an administrator/designee as soon as practical, and in all cases within two (2) school days of the incident.

The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident.

The incident report must include the following elements:

- a. Student name;
- b. Age, gender and grade;
- c. Location of the incident;
- d. Date of the incident;
- e. Date of report;
- f. Person completing the report;
- g. Beginning and ending time of each physical restraint and/or seclusion;
- h. Total time of incident;
- i. Description of prior events and circumstances;
- j. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why;
- k. The student behavior justifying the use of physical restraint or seclusion;
- l. A detailed description of the physical restraint or seclusion used;
- m. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
- n. Description of the incident, including the resolution and process of returning the student to his/her program, if appropriate;

- o. Whether the student has an IEP, 504 Plan, behavior plan, IHP (individual health plan) or any other plan;
- p. If a student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification and any treatment administered;
- q. The date, time and method of parent/legal guardian notification;
- r. The date and time of administrator/designee notification; and
- s. Date and time of staff debriefing.

Copies of the incident reports shall be maintained in the student's file and in the school office.

V. THE FIVE TOWN CSD RESPONSE FOLLOWING THE USE OF PHYSICAL RESTRAINT OR SECLUSION

1. Following each incident of physical restraint or seclusion, an administrator/designee shall take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day.
 - a. Review the incident with all staff persons involved to discuss:
 - i. whether the use of physical restraint or seclusion complied with state school board requirements, and
 - ii. how to prevent or reduce the need for physical restraint and/or seclusion in the future.
 - b. Meet with the student who was physically restrained or secluded to discuss:
 - i. what triggered the student's escalation, and
 - ii. what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.
2. Following the meetings, staff must develop and implement a written plan for response and de-escalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purposes of this procedure, "de-escalation" is the use of behavior management techniques intended to cause a situation involving problem behavior of a student to become more controlled, calm and less dangerous, thus reducing the risk of injury or harm.

VI. PROCEDURE FOR STUDENTS WITH THREE INCIDENTS IN A SCHOOL YEAR

The Five Town CSD will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

1. Special Education/504 Students

- a. After the third incident of physical restraint and/or seclusion in one school year, the student's IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.

2. All Other Students

- a. A team consisting of the parent/legal guardian, administrator/designee, a teacher for the student, a staff member involved in the incident (if not the administrator/designee or teacher already invited), and other appropriate staff shall meet within ten (10) school days to discuss the incidents.
- b. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavior assessment) and/or develop a BIP (behavior intervention plan).

VII. CUMULATIVE REPORTING REQUIREMENTS

1. Reports within the Five Town CSD

- a. Each building administrator must report the following data on a quarterly and annual basis:
 - i. Aggregate number of uses of physical restraint;
 - ii. Aggregate number of students placed in physical restraint;
 - iii. Aggregate number of uses of seclusion;
 - iv. Aggregate number of students placed in seclusion;
 - ~~v. Aggregate number of serious bodily injuries to students related to the use of physical restraints and seclusions; and~~
 - ~~vi. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.~~
 - v. Aggregate number of students with disabilities having IEPs or 504/ADA plans who are placed in physical restraint;
 - vi. Aggregate number of students with disabilities having IEPs or 504/ADA plans who are placed in seclusion;
 - vii. Aggregate number of serious physical injuries to students related to the use of physical restraints;
 - viii. Aggregate number of serious physical injuries to students related to the use of seclusion;
 - ix. Aggregate number of serious physical injuries to staff related to the use of physical restraints; and
 - x. Aggregate number of serious physical injuries to staff related to the use of seclusion.
- b. The Superintendent shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

2. Reports to Maine Department of Education

- a. The Superintendent shall submit an annual report to the Maine Department of Education on an annual basis that includes the information required in Section 7.1.a above.

Legal Reference:

- 20-A M.R.S. §§ 4009, 4014, 4502(5)(M);
- Me. DOE Rule, ch. 33

Cross Reference:

- JK – Student Discipline
- KLG/KLG-R – Relations with Law Enforcement
- EBCA – Comprehensive Emergency Management Plan
- JKAA – Use of Physical Restraint and Seclusion

History: Adopted: 03/05/08, 11/07/2012, 7/10/13

First Reading: November 3, 2021

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

PUBLIC INFORMATION PROGRAM

Public support for the school depends upon informed public opinion. The Five Town CSD will strive to maintain effective communications with the public in order to convey accurate information about the goals, programs, needs, and accomplishments of the school and to provide ways for citizens to express their opinions and expectations.

The Superintendent (or designee) shall be responsible for establishing and maintaining a public communications program that will provide for the dissemination of district reports and plans, information concerning student achievement, relevant statistics, noteworthy facts, issues affecting education, use of school facilities, news of the school, school events, and student and staff accomplishments.

The Board encourages the Superintendent and district employees to whom communication responsibilities have been delegated to use a variety of methods for providing information to the public, such as the school's website, letters, newsletters, publications, news releases, news media coverage of Board meetings and school-related events, meetings, and personal contacts.

All communications with the public shall appropriately respect the confidentiality of students and staff.

The building principal and/or program directors will be responsible for program and other routine school announcements to parents and students. The Superintendent shall be responsible for establishing guidelines for communications with the media and to the public. Such guidelines shall address confidentiality as well as authority to approve and/or release communications, content, and contact with media representatives.

The Board and/or Superintendent may develop and disseminate surveys and questionnaires to obtain information and to allow parents and citizens served by the district to express their opinions.

Legal Reference: 20 USC §§ 6311, 6314-6316, 6319
 Ch. 125 § 4.04 (Me. Dept. of Ed. Rule)

Cross Reference:
AEC – Accomplishment Reporting to the Public
JRA – Student Educational Records
KDD – Media Relations

First Read: November 3, 2021

Second Read:

Adopted:

FIVE TOWN CSD POLICY

PUBLIC PARTICIPATION AT BOARD MEETINGS

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

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

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

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

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

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

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

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

Legal Reference:

- 1 M.R.S. §§ 401 et seq.

Cross Reference:

- BEC - Executive Session
- BEDB - Agenda
- BEDD - Rules of Order

History: Adopted: 07/21/04, 03/20/19

Reviewed: November 3, 2021

FIVE TOWN CSD POLICY

STUDENT COMPUTERSING DEVICE and INTERNET USE

The Five Town CSD provides computersing devices, networks and Internet access to support the educational mission of the school and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to laptops issued directly to students whether in use at school or off school premises. The Board believes that the resources available through the Internet are of significant value in the learning process and preparing students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful, efficient and appropriate use of this technology.

Student use of school computersing devices, networks and Internet services is a privilege, not a right. Students are required to comply with this policy and the accompanying rules (IJNDB-R). Students who violate these policies may have their computersing device privileges limited, suspended or revoked and may also be subject to further discipline, referral to law enforcement and/or legal action.

All Five Town CSD computersing devices remain under the control and supervision of Five Town CSD at all times. Five Town CSD reserves the right to monitor all computersing devices and Internet activity by students. Students have no expectation of privacy in their use of school computersing devices whether they are used on or off school property.

The District utilizes filtering technology designed to block child pornography and other materials that are obscene or harmful. While reasonable precautions will be taken to supervise student use of the Internet, The Five Town CSD cannot reasonably prevent all inappropriate uses in violation of Board policies and school rules. The Five Town CSD is not responsible for the accuracy or quality of information that students obtain through the Internet.

Students and parents shall be informed of this policy and the accompanying rules through handbooks, the District website and/or other means selected by the Superintendent.

The Superintendent shall be responsible for overseeing the implementation of this policy and the accompanying rules and for advising the Board of the need for any future amendments or revisions to the policies rules. The Superintendent may develop additional administrative procedures/rules governing the day-to-day management and operations of Five Town CSD's technology computer system as long as they are consistent with the Board's policies/rules. The Superintendent may delegate specific responsibilities to building principals and others as he/she deems appropriate.

Legal Reference:

- 47 USC § 254 (h) (5) (Children's Internet Protection Action)

Cross Reference:

- GCSA - Employee Computer and Internet Use
- IJNDB-R - Student Computer and Internet Use Rules
- EGAD - Copyright Compliance
- JIC - Student Code of Conduct

History: Adopted: 12/15/99, 12/07/05, 03/03/10 Reviewed: 06/13/13

Reviewed: **November 3, 2021**

FIVE TOWN CSD POLICY

STUDENT COMPUTERSING DEVICE and INTERNET USE RULES

These rules implement Board policy IJNDB (Student Computersing Device and Internet Use). Each student is responsible for his/her actions and activities involving school district computersing devices, networks and Internet services, and for his/her computersing device files, passwords and accounts.

The rules are intended to provide general guidelines and examples of prohibited uses, but do not attempt to state all required or prohibited activities by users. Failure to comply with Board policy IJNDB and these rules may result in loss of computersing devices and Internet access privileges, disciplinary action and/or legal action. Students, parents and school staff who have questions about whether a particular activity is prohibited are encouraged to contact a building administrator or the Technology Coordinator Director. These rules apply to all school computersing devices and all school-provided devices wherever used, and all uses of school servers, Internet access and networks regardless of how they are accessed.

A. Acceptable Use

Student access to Five Town CSD's computersing devices, networks and Internet services are provided for educational purposes, research, and incidental personal use consistent with Five Town CSD's educational mission, curriculum and instructional goals, as long as personal use of school computersing devices does not interfere with student performance, with system operations or with other system users.

All Board policies, school rules and expectations concerning student conduct and communications apply when students are using school computersing devices, whether on or off school property.

Students are further expected to comply with these rules and all specific instructions from the teacher or other supervisory staff member/volunteer when accessing Five Town CSD's computersing devices, networks, and Internet services.

B. Consequences for Violation of Computersing Device Use Policy and Rules

Student use of Five Town CSD computersing devices, networks, and Internet services is a privilege, not a right. Compliance with the school district's policies and rules concerning computersing devices use is mandatory. Students who violate these policies and rules may have their computersing devices privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement, and/or legal action.

The building principal shall have the final authority to decide whether a student's privileges will be limited, suspended or revoked based upon the circumstances of

the particular case, the student's prior disciplinary record, and any other pertinent factors.

C. Prohibited Use

The user is responsible for his/her actions and activities involving Five Town CSD's computersing devices, networks and Internet services and for his/ computersing device files, passwords, and accounts. Examples of unacceptable uses that are expressly prohibited include, but are not limited to, the following:

1. **Accessing or Communicating Inappropriate Materials** -Accessing, submitting, posting, publishing, forwarding, downloading, scanning, or displaying materials or messages that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying, and/or illegal.
2. **Illegal Activities** -Using Five Town CSD's computersing devices, networks, and Internet services for any illegal activity or activity in violation of any other Board policies, procedures and/or school rules. The District assumes no responsibility for illegal activities of students while using school computersing devices.
3. **Violating Copyrights** - Copying, downloading or sharing any type of copyrighted materials (including music or films) without the owner's permission (see Board policy/procedure EGAD - Copyright Compliance). The school district assumes no responsibility for copyright violations by students.
4. **Copying Software** - Copying or downloading/installing software without the express authorization of the Technology Coordinator. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. The District assumes no responsibility for illegal software copying by students.
5. **Plagiarism**- Representing as one's own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher, and website must be identified.
6. **Misuse of Passwords/Unauthorized Access** -Sharing passwords, using other users' passwords without permission and/or accessing other users' accounts.
7. **Malicious Use/Vandalism** -Any malicious use, disruption or harm to Five Town CSD's computing devices, networks, and Internet services, including, but not limited to, hacking activities and creation/uploading of computersing devices viruses. Students are prohibited from modifying the hardware configuration of any computersing device. Students may not install or run any software not owned and/or authorized by the District.
8. **Avoiding School Filters** - Students may not attempt to or use any software, utilities, or other means to access Internet sites or content blocked by the school filters.
9. **Unauthorized Access to Blogs/Social Networking Sites, Etc.** - Accessing blogs, social networking sites, etc. to which student access is prohibited.

D. No Expectation of Privacy

Five Town CSD retains control and supervision of all computersing devices, networks and Internet services owned or leased by Five Town CSD. Five Town CSD reserves the right to monitor all computersing devices and Internet activity by students. Students have no expectations of privacy in their use of school computersing devices, including e-mail and stored files and Internet access logs.

E. Compensation for Losses, Costs and/or Damages

The student and/or the student's parent/guardian shall be responsible for compensating Five Town CSD for any losses, costs, or damages incurred by Five Town CSD related to violations of policy IJNDB and/or these rules, including investigation of violations. The District assumes no responsibility for any unauthorized charges or costs incurred by a student while using District computersing devices.

F. Student Security

A student should not reveal his/her full name, address or telephone number, social security number, or other personal information on the Internet. Students should never agree to meet people they have contacted through the Internet without parental permission. Students should inform their supervising teacher or parent if they access information or messages that are dangerous, inappropriate, or make them uncomfortable in any way.

G. System Security

The security of Five Town CSD's computing devices, networks, and Internet services is a high priority. Any user who identifies a security problem must notify the Building Administrator or the Technology ~~Coordinator~~ Director. The user shall not demonstrate the problem to others or access unauthorized material. Any user who attempts to breach system security, causes a breach of system security, or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having his/her computing device privileges limited, suspended, or revoked.

H. Additional Rules for Use of Privately-Owned Computersing Devicesby Students

1. A student who wishes to use a privately-owned computersing device in school must complete a Student Request to Use Privately-Owned Computersing Device form. The form must be signed by the student, his/her parent, a sponsoring teacher, the building administrator, and the Technology Coordinator. There must be an educational basis for any request.
2. The Technology Coordinator will determine whether a student's privately-owned computersing devices meets the Five Town CSD's network requirements.
3. Requests may be denied if it is determined that there is not a suitable educational basis for the request and/or if the demands on the District's network or staff would be unreasonable.

4. The student is responsible for proper care of his/her privately-owned computersing device, including any costs of repair, replacement or any modifications needed to use the computersing device at school.
5. The District is not responsible for damage, loss or theft of any privately-owned computersing device.
6. Students are required to comply with all Board policies, administrative procedures, and school rules while using privately-owned computersing devices at school.
7. Students have no expectation of privacy in their use of a privately-owned computersing devices while at school. The District reserves the right to search a student's privately-owned computersing devices if there is a reasonable suspicion that the student has violated Board policies, administrative procedures, or school rules, or engaged in other misconduct while using the computing device.
8. Violation of any Board policies, administrative procedures, or school rules involving a student's privately-owned computersing device may result in the revocation of the privilege of using the computersing device at school and/or disciplinary action.
9. The District may confiscate any privately-owned computersing device used by a student in school without authorization as required by these rules. The contents of the computersing device may be searched in accordance with applicable laws and policies.

Legal Reference:

- 47 USC § 254 (h) (5) (Children's Internet Protection Action)

Cross Reference:

- GCSA - Employee Computer and Internet Use
- IJNDB - Student Computersing Devices and Internet Use Rules
- IJNDB-L - School Provided Device Use ~~CSD~~
- IJNDB-P – School Provided Device Use – Procedure ~~CSD~~
- EGAD - Copyright Compliance
- JIC - Student Code of Conduct

History: Adopted: 12/15/99, 12/07/05, 03/03/10, 06/13/13, 05/01/19

Reviewed: November 3, 2021

FIVE TOWN CSD POLICY

ACTIVITIES ON DAYS WHEN SCHOOL IS CANCELLED

When students are sent home during the day because of bad weather conditions, all school activities (practices, performances and games) shall be cancelled. If school is cancelled for other reasons, activities **may** be scheduled at the discretion of the building administrator.

When school is cancelled before 7:00 a.m. and conditions change during the day, it shall be the responsibility of each building principal to decide whether or not to conduct afternoon and evening school events and to announce this decision via local media and the District web site.

History: Adopted 10/19/82, 10/02/90, 05/26/04, 11/06/13

Reviewed: **November 3, 2021**

FIVE TOWN CSD POLICY

USE OF PUBLIC SCHOOL SERVICES AND FACILITIES BY RESIDENT PRIVATE SCHOOL STUDENTS

Since residents of Appleton, Camden, Hope, Lincolnville, and Rockport contribute to the support of our school, the Five Town CSD school facilities and services will be made available to any resident students. This includes private school students who live with their parents/guardians as residents within the five towns.

Five Town CSD private school students who are residents of the District may use Five Town CSD facilities and services at the discretion of the Building Administrator. Such use of facilities and services must be requested in writing on forms provided by the Building Administrator at each school.

Resident private school students who use Five Town CSD services or facilities must abide by the same rules and policies that apply to public school students. This includes all disciplinary policies. The following list shows some of the services and facilities that may be made available:

- Use of libraries, computer labs, and gyms
- Attendance in classes if enrollment permits
- Participation in musical, dramatic, and dance organizations and activities, and athletic teams
- In addition, it is the intention of the Board to, “cooperate in the instruction of any private school resident student to the degree that the level of cooperation does not interfere with the responsibilities to the students enrolled in Five Town CSD’s regular programs.”

I. PERMITTED PARTICIPATION

- A. **Participation in Regular Classes.** Private school resident students may enroll in specific day school classes provided that the student’s attendance is regular, the class is deemed to be age and grade appropriate and all prerequisite course requirements are met. In addition, the following shall also apply.
 1. The student or the student’s parent/guardian, on the student’s behalf, shall apply in writing to and receive written approval from the superintendent/ designee. Approval may not be unreasonably withheld.
 2. Private school resident students are limited to two courses per semester.
 3. The student shall demonstrate prior satisfactory academic achievement consistent with **District** ~~school unit~~ policy and procedures applicable to all students.
 4. The student shall comply with behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student

fails to comply, the school may withhold credit or terminate the student's participation.

5. Transportation must be provided by the parent/guardian or student. However, the student may use the same transportation as all other students in the ~~District school unit~~ as long as additional expenses are not incurred, and vehicle capacity is not exceeded.
6. The student shall complete all assignments and tests as required of all students in the same class.

- B. **Course Auditing.** Private school resident students may audit a course(s) provided the following conditions have been met.
 1. The student or the student's parent/guardian, on behalf of the student, shall apply in writing to and receives written approval from the Superintendent/ designee to audit a specific course or courses. Participation may not be unreasonably withheld.
 2. The student agrees to meet established behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may terminate participation.

II. SPECIAL EDUCATION SERVICES

Special Education Services are available to eligible special education students in accordance with applicable federal and state laws and regulations.

III. USE OF SCHOOL FACILITIES AND EQUIPMENT

A private school resident student may use public school facilities and equipment on the same basis as regularly enrolled students if the following conditions are met.

- A. The use does not disrupt regular school activities.
- B. The use is approved by the School Administrator in accordance with established school policy.
- C. The use does not create additional expense to the ~~District school unit~~.
- D. The use is directly related to the student's academic program.
- E. The use of potentially hazardous areas, such as shops, laboratories, and gymnasiums, is supervised by a qualified employee of the ~~District school unit~~, approved and assigned by the Superintendent.
- F. The ~~d~~District does not provide school-issued technological devices to resident private school students.

IV. PARTICIPATION IN EXTRA/CO-CURRICULAR ACTIVITIES

Private school resident students are eligible to try out for extracurricular activities sponsored by Five Town CSD provided the student applies in writing and the following requirements are satisfied.

- A. The student agrees to abide by equivalent rules of participation as are applicable to regularly enrolled students participating in the activity and provides evidence that the rules of participation are being met.
- B. The student complies with the same physical examination, immunization, insurance, age, and semester eligibility requirements as regularly enrolled students participating in the activity. All required documentation must be made available upon request by Five Town CSD. The school Administrator is authorized to collect from parent's actual samples of coursework (e.g., homework, examinations, etc.) as he/she deems necessary in order to make the determination that the necessary academic standards have been met.
- C. The student meets equivalent academic standards as those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met.
- D. The student abides by the same transportation policy as regularly enrolled students participating in the activity.
- E. Due to unique demands associated with international travel, participation in activities sponsored by the CHRHS Intercultural Program is exempted from this provision.

Cross Reference:

- IHBGA - Home Schooling - Participation in Programs
- JJIAB – Public Charter School Students Access to Non-Charter Public School Extracurricular and Interscholastic Activities

History: Adopted: 03/02/05, 06/04/14, 12/07/16, 04/04/18

Reviewed: November 3, 2021

FIVE TOWN CSD

RESIDENT PRIVATE SCHOOL PARTICIPATION FORM

I am requesting permission for my child _____
(child's name)

who is currently enrolled at _____
(name of private school)

to participate in the following being operated by Five Town CSD: _____

I understand that as a participant my child must abide by the same rules and policies which apply to Five Town CSD students including all disciplinary policies.

Parent's signature: _____

Parent's physical address: _____

Parent's telephone: _____

Evidence of proof of residency presented:

Category 1 (one document)

- | | |
|---|---|
| <input type="checkbox"/> Real Estate tax bill | <input type="checkbox"/> Mortgage papers |
| <input type="checkbox"/> Signed Lease | <input type="checkbox"/> An Agreement of sale |
| <input type="checkbox"/> Home/apartment insurance papers | |
| <input type="checkbox"/> Gas or Electric bill (telephone bill not acceptable) | |
| <input type="checkbox"/> Affidavit from local resident attesting registrant is living with owner at no cost. <i>(If this document is provided, person signing said letter must <u>also</u> give one document of proof from both categories.)</i> | |

Affidavits must always be **notarized** by a notary public. "**Notarized**" means that you **have** sworn under oath that the facts in the **affidavit** are true, the document has been signed in front of a notary public, and a notary public has signed and put a seal on the **affidavit**.

AND

Category 2 (one document)

- | | |
|---|--|
| <input type="checkbox"/> Driver's license | <input type="checkbox"/> Auto registration |
| <input type="checkbox"/> Voter registration | <input type="checkbox"/> Public Aid Card |

Category 1 (one document)

- | | |
|--|---|
| <input type="checkbox"/> Real Estate tax bill | <input type="checkbox"/> Mortgage papers |
| <input type="checkbox"/> Signed Lease | <input type="checkbox"/> An Agreement of sale |
| <input type="checkbox"/> Affidavit from local resident attesting registrant
is living with the owner at no cost | |

or

Category 2 – (two documents showing proper address)

- | | |
|---|--|
| <input type="checkbox"/> Driver's license | <input type="checkbox"/> Auto registration |
| <input type="checkbox"/> Voter registration | <input type="checkbox"/> Public Aid Card |
| <input type="checkbox"/> Home/apartment insurance papers | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Gas or Electric bill (telephone bill not acceptable) | |

History: Adopted: 01/22/03, 06/04/14

Reviewed: November 3, 2021



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/MSAD #28
Joint Personnel Meeting
Central Office Conference Room
October 12, 2021
4:30 – 5:30 p.m.

MINUTES

Members Present:

Becky Flanagan, Chair, CSD/SAD
Patrick McCafferty CSD/SAD

Also Present:

Maria Libby, Superintendent
Debra McIntyre, Assistant Superintendent

1. Call to order
Chairperson Becky Flanagan called the meeting to order at 4:35 p.m.
2. CSD/MSAD Joint Job Descriptions
 - a. Central Office Administrative Assistant (tabled)
 - b. Central Office Support Operations Administrative Assistant (tabled)
The above job descriptions were reviewed and tabled for additional revisions. The revisions will incorporate responsibilities supporting the central office, transportation, facilities, and the business office. This would give the administration flexibility in assigning responsibilities based on an individual's strengths.
 - c. Director of Facilities and Transportation
This job description was reviewed and revised. Changes include adding the supervision of the Administrative Assistant and completing all state transportation and facilities reports.
 - d. Director of Support and Operations
This job description was rescinded.
3. Adjourn – the meeting adjourned at 5:02.

**FIVE TOWN CSD
JOB DESCRIPTION**

DIRECTOR OF FACILITIES AND TRANSPORTATION

QUALIFICATIONS:

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

DESIRED QUALIFICATIONS:

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

REPORTS TO: Superintendent (or his/her designee)

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

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

PERFORMANCE RESPONSIBILITIES:

1. Demonstrates good communication skills, sound organizational skills and clear and concise writing skills.
2. **Conforms with all State laws and regulations regarding school transportation**

3. Maintains safety standards in conformance with state and insurance regulations and develops a program of preventive safety.
4. Develops and administers a transportation program to meet all the requirements of the daily instructional program and extracurricular activities.
5. Prepares bus routes and schedules for all public schools in the District.
6. Supervises the maintenance and repair requirements of the district, including MEPS systems.
- ~~7. Supervises the maintenance and repair of MEPS systems.~~
- ~~8. Oversees and participates in training and personnel development.~~
9. Develops and maintains a safety program, including but not limited to hazardous materials that comply with OSHA guidelines.
10. Recruits and Interviews, and with in consultation with the Superintendent, recommends the employment, assignment, transfer, promotion, demotion, or dismissal of all department staff maintenance, and grounds personnel.
11. Supervises all department staff including training, coordinating Coordinates all schedules for departmental personnel and overseeing time cards.
- ~~12. Monitors the grounds and maintenance payroll.~~
13. Implement the District's evaluation procedure of the maintenance and grounds staff as required by contract and/or district policy.
14. Works with the Business Manager to procure oil, LP and electricity at the lowest cost.
15. Ensures that all required inspections are scheduled and completed as necessary.
16. Maintains inventory.
17. Reports damage of school property to the Building Administrator and Superintendent.
18. Works with the Building Administrator and/or Superintendent to prepare and administer the annual operations and maintenance budget.
19. Monitors indoor environmental quality and energy efficiency
20. Develop and maintain the District's long-range Facilities master plan.
21. Manage the bidding process from minor repairs to major capital renewals including the RFP process and make recommendations for approval.
22. Plans and manages repair, minor renovation and capital renewal projects
23. Participates in the planning and management of major renovations and new construction projects.
24. Estimates project costs for budgetary purposes.
25. Is on-call 24 hours a day for emergency situations.
26. Performs such other duties and assumes such other responsibilities as may be assigned by the Superintendent.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of employees, students, and personnel written and oral records.
2. Demonstrates a respect for the legal and human rights of students, instructors, and other staff.
3. Follows health and safety procedures established by the District.

4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage. Demonstrates dependability, integrity, and other ethical standards.

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

ESSENTIAL FUNCTIONS:

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

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

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

Approved:

**FIVE TOWN CSD
JOB DESCRIPTION**

DIRECTOR OF SUPPORT OPERATIONS

QUALIFICATIONS:

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

REPORTS TO: Business Manager

SUPERVISES: Bus drivers, mechanic, and food service personnel

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

PERFORMANCE RESPONSIBILITIES:

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

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

LEGAL AND ETHICAL DUTIES:

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

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

ESSENTIAL FUNCTIONS:

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

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

EVALUATION:

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

History:

Approved: June 2, 2021

RESCINDED



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
Curriculum Committee Meeting Minutes
Monday, Oct. 4, 2021
3:30 P.M.

Board Present:

Sarah Bradley Prindiville
Mike Pierce

Also Present:

Shawn Carlson
Jen Curtis
Todd Williams
Deb McIntyre

Board Absent:

Deborah Harbaugh

1. Call to order

The meeting was called to order at 3:30 pm.

2. Elect Committee Chair

Sarah Bradley Prindiville was elected Curriculum Committee Chair.

3. Adjustments to the Agenda – none

4. Textbook Approvals:

Textbook for English 10: *The Laramie Project and The Laramie Project: Ten Years Later* by Moises Kaufman

Brief Synopsis: Kaufman and his Tectonic Theater Project visited Laramie, Wyoming in the aftermath of the 1998 murder of Matthew Shepard. They interviewed members of the community that had various roles and responses to Shepard's death, which was ruled a hate-crime and led to the conviction of two locals for the murder. They composed this piece of documentary (or verbatim) theater from the transcripts of these interviews. It explores LGBTQ+ issues and intolerance as well as how a community responds to this act of brutality came to define their town's character. The play is frequently performed in high schools since Matthew's age was close to that of students and because homophobia and intolerance are relevant issues to bring forward for discussion. Adding a piece of documentary theater diversifies the range of drama covered by the English 10 curriculum to include pieces that use theater to affect the discourse around a topical issue.

Red Flags: The interviews do contain use of derogatory slurs for homosexuals and

descriptions of real-life murder that could be upsetting, but they are not gratuitous. Given that this is material drawn from real-life events, their inclusion is part of the conversation needed to address homophobia. Costs: \$15/ text (5 needed – 10 already owned).

Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee recommends tabling this request until the teacher can be present to discuss this request further with the committee. Vote: 2-0

Textbook for English I CP or English II CP: Howl's Moving Castle by Dianna Wynne Jones

Brief Synopsis: Sophie has the great misfortune of being the eldest of three daughters, destined to fail miserably should she ever leave home to seek her fate. But when she unwittingly attracts the ire of the Witch of the Waste, Sophie finds herself under a horrid spell that transforms her into an old lady. Her only chance at breaking it lies in the ever-moving castle in the hills: the Wizard Howl's castle. Will be used in 9th or 10th grade to explore coming of age, belief in oneself, the hero's journey and character development and its appeal and accessibility to young secondary readers.

Red Flags: The characters in this fiction novel are all witches. Costs: \$10/text (20 needed).

Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the book Howl's Moving Castle. Vote: 2-0

Textbook for English I (9th grade College Prep): Refugee by Alan Gratz

Brief Synopsis: Three different refugee kids, three different time periods. Josef is a Jewish boy in 1930's Nazi Germany. With the threat of concentration camps looming, Josef and his family board a ship bound for the other side of the world...Isabel is a Cuban girl in 1994. With riots and unrest plaguing her country, Isabel and her family set out on a raft, hoping to find safety and freedom in America...Mahmoud is a Syrian boy in 2015. With his homeland torn apart by violence and destruction, Mahmoud and his family begin a long trek toward Europe...all three young people go on harrowing journeys in search of refuge. All face unimaginable dangers-from drownings to bombings to betrayals. But for each of them, there is always the hope of tomorrow. And although Josef, Isabel, and Mahmoud are separated by continents and decades, surprising connections tie their stories together in the end. This would be a great whole class read for English class to address reading and writing standards AND tie in with the 9th grade Social Studies curriculum following movement and immigration throughout history.

Red Flags: None. Costs: \$7.50/ text (25 needed)

Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the book Refugee Vote: 2-0

Textbook for American Literature: *They Called US Enemy* by George Takei

Brief Synopsis: In 1942, at the order of President Franklin D. Roosevelt, every person of Japanese descent on the west coast was rounded up and shipped to one of ten “relocation centers”, hundreds or thousands of miles from home, where they would be held for years under armed guard. *They Called US Enemy*, is Takei’s firsthand account of those years behind barbed wire, the joys and terrors of growing up under legalized racism, his mother’s hard choices, his father’s faith in democracy and the way those experiences planted the seeds for his astonishing future. This is one of the texts to be used in a new unit in American Literature focusing on 21st Century issues with Diversity and Inclusion.

Red Flags: None. Costs: \$18 paperback (\$22 hardcover)/ text (27 needed)

Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the book *They Called US Enemy* Vote: 2-0

5. Curriculum Discussion/Updates

- a. Be Strong, Be Wise (see additional information in the packet).

Train the Trainer Model with Amy Carpenter for Health Classes. AP Jen Curtis explained the Be Strong Be Wise Curriculum – this was piloted with 20 students with positive feedback. This unit would be taught in health classes for 9th graders. The developer, Amy Carpenter, will train the health teachers in the five-hour curriculum. This curriculum will provide students with skills and strategies around consent and how to have difficult conversations. The goal of the program is to empower each individual student with an awareness of who they are in relationships, what their personal boundaries are, how to communicate these effectively, and how to identify and respond to the variables that affect risk.

Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the addition of Be Strong Be Wise Curriculum to be included in Health classes.

Vote: 2-0

- b. Curriculum Work update – Social Studies work is currently being reviewed and revised.
- c. Other – None.

6. Adjourn

The meeting adjourned at 3:45 pm.



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/Camden Rockport Schools
Joint Communications Committee Meeting
October 19, 2021
6:00 P.M.

MINUTES

Members Present

Becky Flanagan CSD Chair
Patrick McCafferty MSAD Chair
Marcus Mrowka MSAD Vice Chair

Others Present

Maria Libby

1. Call to Order

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

2. Review Committee Goals

The committee reviewed the goals and charter of the committee and reaffirmed its mission to lift up the good work happening in the districts.

3. Identity Communication Priorities for the Next Month

Superintendent Libby shared her communications priorities and goals for the districts so the committee could be aligned to what Maria and the administrators are doing around communications.

4. Develop Communication Plan to Promote these Priorities

The Committee agreed its focus this month would be on developing a written product for publication on the next strategic planning process and to generate press coverage around outdoor learning at our schools

5. Set Standing Monthly Meeting Time

The committee agreed to meet on the third Tuesday of every month at 4:30 pm with the next meeting on November 16, 2021.

6. Adjourn

The meeting was adjourned at 6:45 pm.



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Diversity/Equity/Inclusion (DEI) Task Force
Monday, October 25, 2021

Zoom
6:00 P.M.

MINUTES

Present

Jen Curtis (Co-Chair)
Sally Lane Smith (Co-Chair)
Alma Bournival
James Cook
Dana Jackson
Sal Taylor Kydd
Regina Martin
Debra McIntyre
Jaime Stone
Chris Walker-Spencer
Anne Brady
Heather Butler
Sara Cole-Pardun
Teresa Curtis Kisha Marsh
Michele Metzler
Allison Pringle-Bennett
Amy Libby
Julie Speno

Absent

Leanna Cotton
Tula Bradley-Prindiville
Shaamya Dishner
Ning Sawangaeng
Sarah Bradley Prindiville
Craig Ouellette
Elphie Owen
Scott McPherson

1. Introduction

Jen and Sally welcomed the team and noted a few housekeeping items:

- a. All background documents were sent to the team as attachments to an email dated October 4, 2021. If anyone did not receive this email or needs another copy, please contact Sally directly.

- b. It was noted that normally the meetings begin with the large group, break out into the smaller working sub teams, then regroup at the end. However, in this meeting the whole team spent the entire time together covering introductions, reports from sub teams on their work to date, an overview of the districtwide audit taking place, and our schedule for the next meeting.
- c. Sally provided the context to ground team members on the work ahead and introduced the concept of the 'curb cut effect' from the *Learning for Justice* magazine Fall 2021 issue as a lens for the team's work.

2. Team Introductions

All present team members introduced themselves and noted if they were a parent, teacher, student, administrator, Board or community member. Each answered one of the following questions: What motivated you to join the DEI Task Force? or What do you hope to see from your time on the DEI Task Force? The discussion revealed a team with great depth and breadth and passion for the DEI effort.

3. Curriculum Team Update

Jaime Stone, the sub team chair, and other team members provided the following work on the effort.

- a. Acknowledged that there are a lot of good DEI policies and structures in place across the schools. The team has been building on them over the summer and there will be more to come, especially after the audit is returned and action steps are clear.
- b. CRMS looked deeper at the curriculum in a more structured way including:
 - i. Reviewing texts to broaden the author base.
 - ii. Highlighting specific displays of books within the library with authors of different ethnicities and backgrounds and representative voices, characters and stories.
 - iii. Reviewing over the summer the 8th grade social studies working towards a shift from ancient civilization to more modern and political view of the world.
 - iv. Engaging Native American teaching and cultural representations in classes
 - v. Making conscious decisions about the people who represent certain groups being the people who are working directly with the students, e.g., revisited the civil rights 7th grade arts & integration project including a mixed-race family from the state of Maine to help tell the story.
 - vi. Including Native Americans throughout the Social Studies curriculum K-12.
 - vii. Reviewing and revising forms that teachers have to fill out to request additional textbooks and included questions asking them to be thoughtful about who is represented in the texts – why are we choosing the text? What's the purpose behind it?
- c. CHRHS Efforts:
 - i. Reviewing book orders and texts. New books have arrived that are having a big impact in the English department.

- ii. Reviewing the World History curriculum with a possible shift from Western Civilization to a focus more on World History for the next fall.
 - iii. Noting the Harkness model used at the high school in a social studies department is a healthy platform for having civil conversations.
- d. CRES Efforts:
 - i. Reviewing Social Studies over the summer.
 - ii. Purchasing books for the library and classes with intention building on a more diverse collection.
 - iii. Conducting a sensitivity review in the kindergarten team of how they teach Native American studies. This allowed them to eliminate inappropriate teaching props and add new relevant ones as well as bringing in appropriate people to represent teachings directly.
- e. Jaime noted that continuing to advocate for funds for these projects from the PTA or other sources will be key and sharing resources so students can get these messages across schools would be something we can look at as well.

4. Professional Development Team Update

Deb McIntyre, the sub team chair, and other team members provided the following work on the effort:

- a. PD committee got together in July to identify professional development that would support staff in this upcoming year. Limited time was a major challenge for PD given all of the school and district-based needs and requirements. However, the group came up with ideas and resources that can be used and to make choice boards for staff so when time becomes available there is choice focused on DEI.
- b. The High School staff participated in two half-day workshop sessions this fall on Crucial Conversations. It is a clear need and expensive but important. One staff is now trained to deliver this training to others. The hope is to have funding for training of the middle and elementary school staff for next year and ultimately across both school districts.
- c. A half-day session was completed at the elementary and middle schools on Trauma Informed Schools and how trauma is addressed in the classroom. Revisited past trauma informed work, confirmed the foundational knowledge and built on it. Two trainings down and one more in the works.
- d. The PD committee will discuss next steps at next meeting.
- e. Jen noted that holding space for PD at the beginning of the year is key given our goal for continuous improvement.

5. Student Experience Team Update:

Sally Lane Smith, the sub team chair, and other team members provided the following work on the effort:

- a. The effort for the sub team last year partly centered around identifying survey or focus group tools and resources that could be used with students to gain a greater understanding of their experience. Ultimately, this effort was rolled into the larger

equity audit being done by the district and the output from that will be used by this team when available.

- b. A BIPOC (Black, Indigenous, People of Color) affinity group was established at the high school last year and two meetings were held with attendance. Kisha Marsh and Alma Bournival lead the meetings and are working on the schedule for this year. The goal this year is to extend it to other high schools in the area and to the lower grades.
- c. Additional opportunities to enhance the student experience will be discussed in the upcoming meetings.

6. Communication Team Update:

Sally Lane Smith provided an update on the effort:

- a. This is a new sub team which will write, publish and distribute official communications that come out of the DEI Task Force. It is made up of administrators who have access the schools' communication streams (newsletters, websites, bulletin boards and social media).

7. Districtwide Equity Audit Update:

Deb McIntyre provided an update on the effort:

- a. Contracted with Equity Alliance Minnesota and gained cost efficiencies with Orono school districts.
- b. The work has begun. Weekly meetings are happening with shared docs of curriculum, disciplinary, demographics of staff and student body, policies, etc.
- c. Nov 15th they will be visiting schools for 2-3 days, auditing classes and holding focus groups for staff and students, and individual interviews with district leaders and employees.
- d. Nov 1st surveys will go out to all staff, students grade 5-12, and parents
- e. The audit team will present a report with findings and recommendations hopefully the first week of January.
- f. This work will feed into the strategic plan for the schools next year.

8. Homework for the DEI Team:

- a. Become familiar with background attachments to the October 4th email.
- b. Review DEI content on the school websites.
- c. Send any and all ideas for initiatives to Jen and Sally to incorporate into sub teams or larger team at upcoming meetings.

9. Next Meeting

Monday, November 29, 2021, 6:00 - 7:30 P.M.

**DEI Task Force Members and Committee Assignments
2021-2022**

Curriculum	Student Experience	Professional Development	Communications
Jaime Stone – Chair	Jen Curtis – Chair	Deb McIntyre - Chair	Chris Walker-Spencer - Chair
Sara Cole-Pardun	Sally Lane Smith	Craig Ouellette	Jamie Stone
Sal Taylor Kydd	Leeanna Cotton	Anne Brady	Jen Curtis
Chris Walker-Spencer	Kisha Marsh	Michele Metzler	Deb McIntyre
Shaamya Dishner	Dana Jackson	Teresa Curtis	Sally Lane Smith
Heather Butler	Allison Pringle-Bennett	Amy Libby	
Sarah Bradley-Prindiville	Scott McPherson	Elphie Owen	
Alma Bournival	James Cook	Julie Speno	
Tula Bradley-Prindiville			

Students

Alma Bournival	alma.bournival22@fivetowns.net
Tula Bradley Prindiville	tula.bradley-prindiville25@fivetowns.net
Leanna Cotton	leanna.cotton22@fivetowns.net

Parents

James Cook	james.m.cook@maine.edu
Shaamya Dishner	shaamya@gmail.com
Dana Jackson	dana.jackson@charter.com
Sal Taylor Kydd	sal@saltaylorkydd.com
Regina Martin	stillamainer@gmail.com
Ning Sawangjaeng	ning170@hotmail.com
Sally Smith	ssmith872@gmail.com

Board Members

Sarah Bradley Prindiville	sarah.bradleyprindiville@fivetowns.net
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Administrators

Jen Curtis	jen.curtis@fivetowns.net
Deb McIntyre	debra.mcintyre@fivetowns.net
Jaime Stone	jaime.stone@fivetowns.net
Chris Walker-Spencer	chris.walker-spencer@fivetowns.net

Teachers

Anne Brady	anne.brady@fivetowns.net
Heather Butler	heather.butler@fivetowns.net
Sara Cole-Pardun	sara.pardun@fivetowns.net

Teresa Curtis	teresa.curtis@fivetowns.net
Kisha Marsh	kisha.marsh@fivetowns.net
Michele Metzler	michele.metzler@fivetowns.net
Craig Ouellette	craig.ouellette@fivetowns.net
Allison Pringle-Bennett	allison.pringle-bennett@fivetowns.net
Amy Libby	amy.libby@fivetowns.net
Elphie Owen	elphie.owen@fivetowns.net
Julie Speno	julie.speno@fivetowns.net

Community Members

Scott McPherson	smcpherson@mainebehavioralhealthcare.org
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Highlighted names will have committee assignments after the first meeting.

Note: Aiden Campbell/aiden@outmaine.org - Aiden, a community member, is unable to participate in the Task Force Committee but is willing to be available consult when needed.

10/27/21