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



Five Town CSD
Regular School Board Meeting
Bisbee Theater, CRMS
Wednesday January 5, 2022
7:00 P.M.

Meeting URL: <https://www.fivetowns.net/live>

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 December 1, 2021 Regular Board Meeting Minutes
5. ARP Application Update – Maria Libby
6. Possible Approval of the Julie Landwehr Memorial Scholarship
7. Board Chair's Report – Becky Flanagan
 - a. Joint Board Retreat – Tuesday, January 25, 2022, 4:30-8:00 pm
8. Superintendent's Report – Maria Libby
9. Student Representatives' Report
10. Administrative Reports
 - a. Deb McIntyre, Assistant Superintendent
 - b. Shawn Carlson, CHRHS Principal
 - c. Valerie Mattes, Director of Student Special Services
11. Standing Committee Reports
 - a. Finance – Met December 1, 2021, minutes attached.
 - i. Finance Update – Finance Committee Chair
 - b. Joint Policy – Met December 13, 2021, minutes attached. Next meeting March 14, 2022.

First Reads

BHC – Board Relationships and Communications with Staff
GCEA – Recruitment, Selection, and Employment of Teaching Personnel
GCF-R – Recruitment, Selection, and Employment of Administrative Staff Procedure
IJJ – Instructional and Library Materials Selection
IJJ-E – Citizen's Challenge of Educational Media Form
IMB – Learning About Controversial Issues
IMBB – Exemption from Required Instruction
JICB – Care of School Property by Students
JL – Student Wellness
KEB – Complaints about School Personnel

Review with no or minor revisions

EEA – Transporting Students

GCF – Recruiting and Hiring of Administrative Staff

GCOC – Evaluation of Administrative Staff

GDF – Recruitment, Selection, and Employment of Support Staff

JEGE – Student Organizations Out of State Competition

JJA-P – Participation Guidelines for Student Athletics and Activities

JJA-R – Procedure to Discontinue a Sport or Student Activity

JJIB – Sponsorship and Evaluation of Athletic Programs

JL-R – Student Wellness Guidelines

c. Joint Personnel – Has not met

d. Joint Curriculum –Next Meeting January 10, 2022.

12. Ad Hoc Committee Reports

a. Joint Communications – Met December 21, 2021, minutes attached. Next Meeting January 18, 2022.

b. Facilities – Met December 16, 2021, minutes attached. Next Meeting January 20, 2022.

13. Board Advisory Committee Reports

a. MCST – Marcus Mrowka

14. School Advisory Committee Reports

a. DEI Task Force – Next meeting January 31, 2022.

15. Future Agenda Items

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

17. Adjourn



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Five Town CSD
Regular School Board Meeting
Bisbee Theater, CRMS
Wednesday December 1, 2021
7:00 P.M.

Meeting URL: <https://www.fivetowns.net/live>

MINUTES

Board Present

Becky Flanagan, Chair
Marcia Dietrich, Vice Chair
Sarah Bradley Prindiville
Brianna Gutierrez
Deborah Harbaugh
Rachele Hartley
Patrick McCafferty
Marcus Mrowka
Peter Orne
Mike Pierce
Oliver Worner, Student Representative 2022
Bailey Curtis, Student Representative 2023
George Bickham, Student Representative 2024

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent
Peter Nielsen, Business Manager
Jeff Hart, Athletic Director
Students, Staff, and Parents

1. Call to Order
Board Chair Flanagan called the meeting to order at 7:00 pm.
2. Adjustments to the Agenda
Superintendent Libby added the following adjustments to the agenda:
 - a. Nell Dailey, Interim Dean of Students has been added as an agenda item under 6.a., Nominations.
 - b. Additional names have been added to agenda item 6.b., Stipend Nominations.

- c. Superintendent Libby corrected agenda item 18.d.i. The teacher requesting “The Laramie Project” is Jamie Gillette, not Trevor Paul.

3. Public Comment on Items not on the Agenda
None

4. Recognition – Shawn Carlson

- a. HOBY Leadership Award – Amelia Johnson
- b. Maine Youth Leadership Award – George Bickham
- c. Community Service Award – Allie Morse
- d. Prudential Award – Oliver Worner
- e. CHRHS Principal’s Award – Adrian Pierce
- f. MPA Principal’s Award – Sam Brownawell

Principal Shawn Carlson recognized each of these outstanding students for their achievements, and the board congratulated them on their awards.

5. Minutes

- a. Approval of the November 3, 2021 Regular Board Meeting Minutes

Upon motion by Marcia Dietrich and second by Patrick McCafferty, the Board voted to approve the November 3, 2021 Regular School Board Meeting Minutes.

Vote: 10-0 Student Vote 3-0 Passed

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

- a. Nell Dailey, Interim Dean of Students, Salary \$95,000

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

Vote: 10-0 Student Vote 3-0 Passed

- b. Stipend Nominations

Position	Employee	Points	Bonus	Amount
Skiing – Alpine	Michele Metzler	55	0%	\$4,358.20
Swim Team Varsity	Mark McCluskey	43	0%	\$3,328.08
Wrestling, Assistant	Taylor Crosby	40	10%	\$3,486.56
Basketball Girls Freshmen	Kira Barley	40	0%	\$3,169.60
School Leadership Team	Janis Hogan	2	10%	\$174.33
School Leadership Team	Iride Piechocki	2	0%	\$158.48
School Leadership Team	Tom Gray	2	20%	\$190.18
School Leadership Team	Iris Eichenlaub	2	10%	\$174.33

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

Vote: 10-0 Student Vote 3-0 Passed

Board Chair Flanagan noted that it is wonderful to have CHRHS graduates coming back to coach.

7. Notification of Resignations

- a. Harry Read, PE/Health, effective June 30, 2022

Shawn Carlson spoke in praise of Mr. Read and thanked him for his service. Board Member Patrick McCafferty also spoke words of gratitude for Mr. Read.

Principal Carlson also spoke in praise of Graham Bode, whose resignation was announced at the November Board meeting, and thanked Mr. Bode for his years of service and friendship.

8. Minor 2021-22 School Calendar Adjustment

Superintendent Libby explained that due to the new Federal Juneteenth holiday, which is officially celebrated on Monday, June 20 this year, the last day of school will be moved forward one day to June 21. The last day could be further extended if we have snow day cancellations. The board discussed possibly starting school before Labor Day in the 2021-2022 school year, but this decision would also involve MCST, RSU #13, and MSAD #40.

A Board member asked about the financial impact of adding the Juneteenth holiday. As the holiday is not noted as a paid holiday under the current contract, the holiday will not have a financial impact on the District this year.

Superintendent Libby also asked the board for approval to adjust the monthly early release dismissal time one hour earlier. Superintendent Libby and Principal Carlson shared that the adjustment would have a minor impact on students and families but would allow teachers more time for professional development and collaboration. It would also be a gesture to support teachers who continue to carry an extra load due to the pandemic.

Upon motion by Mike Pierce and second by Sarah Bradley Prindiville, the Board voted to approve the calendar adjustment as presented and give the Superintendent the flexibility to adjust the early release time as she sees fit.

Vote: 10-0 Student Vote 3-0 Passed

9. Request for Student Travel Approval

- a. Germany – Intercultural Program Trip, Summer 2023

Superintendent Libby stated that the Intercultural Program Trip to Germany is the oldest exchange trip at CHRHS. Trip planners are asking for trip approval well in advance of the travel date as the trip requires a long lead time for planning. Financial assistance is available for students who need it.

Upon motion by Mike Pierce and second by Deborah Harbaugh, the Board voted to approve the Germany Intercultural Program Trip as presented.

Vote: 10-0 Student Vote 3-0 Passed

10. Athletic Update – Jeff Hart

a. Fall Sports Roundup – as written

Athletic Director Hart stated that the teams and coaches had outstanding fall seasons. He noted that the school continues to have high student athlete participation rates, while his colleagues in other districts have noted a decline in athletics participation. Director Hart also highlighted that 25 (out of 30) of our senior athletes qualified for KVAC All-Academic Honors. Director Hart also updated the Board that intramural volleyball is becoming popular, and athletes may seek to transition volleyball to a school sport in the coming years if interest continues strong. Mr. Hart expressed gratitude to Christine Annis for her assistance with organizing Athletics transportation, and to Olger Bicaj for his excellent work on the fields and grounds.

11. Hatchery Update – Danny Salomon

Mr. Salomon gave a slide presentation which detailed his background in architecture and public policy and shared photos of Hatchery students and projects. He then gave a detailed update on the Hatchery Programs:

- a. Shop Apprentice Program - The Shop Apprentice Program comprises 1/3 of Hatchery activity. The Apprentice program started with teaching students the technical skills needed to build furniture from discarded pallets. The program will now transition into design work, and then move into 3D modeling. Twelve students are currently in the Shop Apprentice Program, and CHRHS expects the program to grow next year.
- b. Designated Class Time – The Hatchery supports other classes and allows teachers to bring hands-on learning into their chosen subject matter. For example, an art class is utilizing The Hatchery to build kinetic sculptures, an English class is building large scale poetry art installations which they will place around the school, and Zenith students are working with the Hatchery to design, construct, and farm raised garden beds.
- c. Open Hours – The Hatchery provides a place for clubs and students to work independently or collaboratively on projects during breaks and after school. For example, the Habitat Club recently utilized the Hatchery to design and build a parade float for “Christmas by the Sea”.

Mr. Salomon also shared pictures of the Radical Reuse Conference held in October and detailed his plans for the Hatchery to host a Symposium on Radical Reuse in late May 2023.

12. 2022-23 Status Quo Budget and Target – Maria Libby

Finance Chair Peter Orne shared that the Status Quo Budget shows a 4.03% increase in expenditures due to contractual wage and benefit increases, an 8% health insurance increase, obligated rent payments for the Central Office and Zenith program, and debt payment adjustments. In addition, a \$55,000 projected rise in fuel costs, a \$30,000

inflation-based increase to contracted services, and a \$17,000 inflation-based increase in supplies would add an additional \$102,000 to the projected budget. Finally, in order to remain in compliance with Maine DOE regulations, the District will need to add a new Special Education Teacher position to staff, at a projected total cost of \$100,000. With the above projected expenses, the Finance Committee recommends a target of 5.75% increase in operating expenses to the 2022-2023 budget.

Upon motion by Patrick McCafferty and second by Peter Orne, the Board voted to approve a target of 5.75% increase in operating expenses to the 2022-2023 budget.

Vote: 10-0 Student Vote 3-0 Passed

13. Revisit Indoor Sports and Performing Arts Guidelines – Maria Libby

In light of the lengthy discussions on Indoor Sports and Performing Arts Guidelines at the Camden Rockport Schools Board meeting on November 20, 2021, Superintendent Libby felt it prudent to allow further discussion and questions about the Guidelines. A Board Member questioned why athletes need to wear masks on the bench when they are not needed on the field. Superintendent Libby replied that masks get wet and ineffective when athletes are under exertion. Another Board Member asked whether or not opposing teams will require pooled testing of non-vaccinated athletes since we require pooled testing of non-vaccinated athletes. Superintendent Libby stated that she will gain clarity on that question at the Regional Superintendents' meeting on December 2, 2021. No board member suggested a motion that would deviate from the plan currently in place, which does not require masking when athletes and performers are on the field of play but does require they either be vaccinated or participate in pooled testing. Wrestlers are required to be vaccinated, however.

14. Board Chair's Report – Becky Flanagan

Board Chair Flanagan reminded Board Members that the Board Retreat will be January 25, 2021 from 4:30-7:30 pm.

15. Superintendent's Report – Maria Libby

Superintendent Libby shared that she has started a Student Advisory Council at CHRHS. The council consists of twelve student members of diverse ages and personalities. The council meets once a month for 30 minutes to share their thoughts and experiences with the Superintendent. She also shared that the Equity Audit results will be received on January 21. The construction project to renovate the CHRHS's Lecture Hall into the Hatchery Incubation Space will be restarted shortly; the money for this project has already been budgeted from the capital reserve.

Superintendent Libby also shared that as chair of the MSSA Professional Development Committee, she has planned two panel discussions between Superintendents and higher education administration and faculty for the Superintendent's Winter Convocation. The first

panel, with higher education administrators, will discuss the college-readiness of Maine students and how high schools can better prepare their students for college. A second panel, with professors from Maine colleges, will discuss the classroom-readiness of new teacher graduates and how these colleges can better prepare teachers for teaching in a classroom. Panelists are coming from Thomas, UMaine, USM, UMF, Bowdoin, Bates, and Colby.

16. Student Representatives' Report

The Student Representatives shared results from a google Covid Check-in survey sent out to CHRHS students. They received 136 responses (approximately a 20% response rate), and the majority of students are feeling neutral to slightly positive about how the year is going, neutral to slightly positive about the District's Covid policies, and mixed about how the District's Covid policies have affected students. Comments submitted included requests to bring back remote classes and requests to bring back the Café as a place to gather during break. A number of comments also called attention to the social and emotional toll of Covid.

The Student Representatives also shared that the Peer Tutoring Program is about to launch in time for midterms. Upperclassmen will tutor underclassmen, and there is a great deal of interest in the program.

17. Administrative Reports

- a. Deb McIntyre, Assistant Superintendent
Assistant Superintendent McIntyre shared that five members of the Equity Audit team visited the District from November 15th-17th. The team scheduled 40-minute meetings with randomly chosen staff members, and meetings with multiple directors and administrators. The team also facilitated an open listening session with staff, a focus group with staff, five student focus groups, and two family focus groups. Ms. McIntyre also shared that the District has had some success in hiring substitute teachers, though they still need additional substitutes. She has been assisting the Peer Tutoring Program and worked with Jen Curtis to hire a tutor (paid with ESSER funds) who will assist the peer tutor group.
- b. Shawn Carlson, CHRHS Principal – as written.
Shawn called the Board's attention to the upcoming holiday events and the winter sports schedule.
- c. Valerie Mattes, Director of Student Special Services
Director Mattes was unable to attend the meeting.

18. Standing Committee Reports

- a. Finance – Met November 3, 2021, minutes attached.
 - i. Finance Update – Finance Committee Chair
Chair Orne shared that year-to-date financials are tracking to underspend the

budget by 2%. Energy expenses could be greater than budgeted this winter, but the administration is confident that they can control costs to meet the budget.

b. Joint Policy

Second Reads

ACAF – Workplace Bullying

GBO – Family Care Leave

GBO-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

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

Vote: 10-0 Student Vote 3-0 Passed

c. Joint Personnel

New Job Description Human Resources Assistant

Upon motion by Peter Orne and second by Patrick McCafferty, the Board voted to approve the Human Resources Assistant Job Description.

Vote: 10-0 Student Vote 3-0 Passed

d. Joint Curriculum – Met November 22, 2021, minutes attached.

i. Possible Textbook Approvals

- *Laramie Project: Ten Years Later*, by Moises Kaufman, Course: English 10, Teacher Requesting, Jamie Gillette – Cost \$15/text.

Upon motion by Sarah Bradley Prindiville and second by Marcus Mrowka, the Board voted to approve the above textbook.

Vote: 10-0 Student Vote 3-0 Passed

ii. Possible New Course Approvals

- Anatomy and Physiology: This course is a Science Elective.
- Drawing and Painting Level 2: This course is a Visual and Performing Arts Elective.
- World Art and Culture: This course is a Visual and Performing Arts Elective.
- Theatre for Social Change: This course is a Visual and Performing Arts Elective.
- AP Psychology: This course is a Social Studies Elective.
- Computer Science Principles 1: This is an Applied Academics Elective.
- Computer Science Principles 2: This is an Applied Academics Elective.
- Robotics: This is an Applied Academics Elective.
- Sustainability in Action (Placeholder Name): This is a Science Elective.

- Honors Integrated Humanities II: This is an English and History Elective.

Upon motion by Patrick McCafferty and second by Peter Orne, the Board voted to approve the above possible new course approvals.

Vote: 10-0 Student Vote 3-0 Passed

The Board stated that they are pleased with the with the District's new technology offerings. The above courses may or may not be offered, depending on student interest and staffing.

19. Ad Hoc Committee Reports

a. Joint Communications

Chair Marcus Mrowka shared that a communications piece on the District's strategic planning process and community engagement will be forthcoming.

b. Facilities

Mike Pierce shared that the Facilities Committee had a great initial meeting and is looking forward to future research and discussions.

20. Board Advisory Committee Reports

a. MCST – Marcus Mrowka

The MCST Committee has not met since the last report.

21. School Advisory Committee Reports

a. DEI Task Force

Sarah Bradley Prindiville shared that the DEI Task Force has developed strong sub-committees and is prepared to step into action when the District receives the Equity Audit. She also stated that the DEI Task Force is looking for more student representation. The Task Force's next meeting will be in late January.

22. Future Agenda Items

A Board Member asked for an update on current activities and club.

23. Other

24. Adjourn

The meeting was adjourned at 8:55 pm.



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Five Town CSD
Finance Committee Meeting
Library, CRMS
Wednesday, December 1, 2021
6:00 P.M.

MINUTES

Board Present

Becky Flanagan
Deborah Harbaugh
Pete Orne
Mike Pierce

Also Present

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

1. Call to Order

Pete Orne called the meeting to order at 6:09 p.m.

2. FY22 Budget to Actual Summary

The Business Manager presented the October end-of-month financials which are moving along as expected. The payroll target for EOM October was 65.38% of funds remaining; the FY21 remaining balance at the same point had 63.74% remaining, and the CSD budget had 67.26% funds remaining at FY22 October's close.

3. 2022-23 Status Quo Budget Continued Discussion & Target Setting

The Business Manager reviewed the Status Quo Budget initially presented at the November Finance Committee Meeting. The Status Quo budget reflected the FY21 budget with wage and benefit increases per contract or COLA, an 8% health insurance increase, obligated rent payments for the Central Office and Zenith program, and changes to state subsidy and debt payments. The resulting budget showed a 4.03% increase in expenditures exclusive of debt payments.

The Business Manager also presented new information detailing how the current inflation rate might impact the coming years expenses. Heating fuel costs at CHRHS will rise \$50K and gasoline expenses will rise \$5 over FY21 budgeted amounts based on US Energy Administration forecasts. Adding a 6% inflation rate to all Contracted Services would add a

total of \$30,000 to the district and the same rate applied to all Supply lines would add \$17,000. Therefore, the current inflation rate would add \$102K to the FY23 budget.

The Superintendent added that a new special education teacher position for the CSD was necessary to be compliant with Maine DOE regulations. This would add another \$100,000 to the budget.

After discussing the above increases, the Committee settled on a recommended target of a 5.75% increase in operating expenses and agreed to present that target to the board.

The meeting adjourned at 6:55 p.m.



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Five Town CSD/MSAD #28
Joint Policy Committee Meeting
Central Office Conference Room
December 13, 2021
3:30 - 5:00 p.m.

MINUTES

1. Call to order

Marcia, Chair of the committee, called the meeting to order at 3:33pm.

2. CSD/MSAD Joint Review

Revisions

- a. BHC – Board Communications with Students, Staff, and Parents
The committee did a complete overhaul of this policy and narrowed its focus to board relationships with staff. It better reflects MSMA's sample policy now.
- b. KEB - Complaints About School Personnel
A few clarifications were made to this policy.
- c. GCEA – Recruitment, Selection, and Employment of Teaching Personnel
This policy was changed to reflect a new law prohibiting a criminal background check as part of the initial application. Changes were also made to better reflect the actual process of teacher recruitment and hiring. We incorporated principles of DEI into the policy where appropriate.
- d. GCF-R – Recruitment, Selection, and Employment of Administrative Staff Procedure
Again, we updated this policy to reflect current practices and deleted sections no longer allowed by law.
- e. IJJ – Instructional and Library Materials Selection
We spent time discussing the "Challenge Materials" portion of this policy and made a number of changes. We better outlined the process for a person to challenge instructional materials. The CHRHS librarian contributed to this conversation.
- f. IJJ-E – Citizens Challenge of Educational Media Form
The committee updated the form to be more robust, consistent between the districts, and specific for those who want to challenge materials.
- g. IMB – Learning About Controversial Issues
A couple of teachers contributed to the in-depth discussion we had about this policy, including whether it specifically focused on DEI issues, which it does not. The policy

predates the district and state's renewed emphasis on DEI, and was originally intended to be a guide for teachers when teaching about topics such as abortion, immigration, Presidential elections, etc. Language in the policy was improved, and a few words added to prevent a movement away from facts and truth.

h. IMBB – Exemption from Required Instruction

The CSD policy included changes to reflect additional language that was in the SAD policy. Language about independent instruction was removed.

i. JICB – Care of School Property by Students

A few additions were made giving more specific examples of “property” and a phrase included about timely notification of damage.

Review (old policies)

j. EEA – Transporting Students

Minor language changes.

k. GCF – Recruiting and Hiring of Administrative Staff

Two paragraphs that referenced an old law were removed.

l. GCOC – Evaluation of Administrative Staff

Minor wording change.

m. GDF – Recruitment, Selection, Employment of Support Staff

No changes recommended.

n. JJA-P – Participation Guidelines for Student Athletics and Activities

Change in title and minor wording changes.

o. JJA-R – Procedure to Discontinue Sport or Activity

No changes recommended.

p. JJIB – Sponsorship and Evaluation of Athletic Programs

Minor correction to Roman Numeral formatting.

q. JL - Student Wellness

A number of substantive changes were made to these policies, namely including mental wellbeing more prominently as a major area of attention within the policy.

r. JL-R - Student Wellness Guidelines

Minor wording changes. In the SAD, this will be a new policy.

3. CSD Only

Review (old policies)

- a. JECE – Student Organizations Out of State Competition
No changes recommended.

4. Adjourn

The Meeting adjourned at 5:03 pm. The next meeting will be March 14, 2022.

FIVE TOWN CSD POLICY

BOARD RELATIONSHIPS AND COMMUNICATIONS WITH STAFF

~~BOARD COMMUNICATIONS WITH STUDENTS, STAFF AND PARENTS~~

~~Communications from students, staff or parents, be they initiatives, issues, or questions, not including contractual grievance procedures, may reach the School Board after the administrative staff of the district has had the opportunity to deal with the communications.~~

- ~~1. Students, staff or parents will normally address their communications first to the appropriate building administrator or, if the concern is district wide, to the Superintendent.~~
- ~~2. If the communication is addressed to the Board first, the Board will refer it to the appropriate administrator.~~
- ~~3. The appropriate administrator will review and act on the communication.~~
- ~~4. If the student, staff member or parent is not satisfied with the action of the first administrator she/he may address her/his concern to the remaining level(s) of the administration, if they exist.~~
- ~~5. If the student, staff member or parent is unsatisfied with the action of the Superintendent she/he may request a review by the School Board.~~
- ~~6. The action of the School Board will be final.~~

~~This policy does not supersede grievance procedures in employee contracts.~~

A clear understanding of responsibilities and relationships between and among the Board and school personnel is essential for a smoothly running and efficient school system. It should be remembered that the Board, school administrators, teachers, and all others responsible for any phase of the work of the school system have a common and basic responsibility—the welfare of the children in the schools. This responsibility must guide all of the Board’s considerations and decisions.

BOARD RELATIONSHIPS

A. Board and Superintendent

The relationship of the Board and the Superintendent can best be described as one of teamwork. They must function cooperatively as some of their functions are not readily separable. However, the primary functions are separable and should be clearly understood by each. The Board is the governing body of the school unit and has the responsibility for adopting

policies and providing for general oversight of the schools according to policy BBA.

The Superintendent is the ex officio secretary of the Board and the chief administrative officer. The Superintendent is responsible for the day-to-day administration of the school unit and for ensuring that the operations of the school unit conform to Board policies and applicable law. All communications or reports to the Board, or to any committee of the Board, from school principals, supervisors, teachers, or other employees shall be submitted through the Superintendent.

B. Board and Principal

The School Principal has no direct administrative relationship with the Board. Their relationship with the Board is through the Superintendent, for the Board assigns leadership responsibility within the schools to the Superintendent. The Principal must make recommendations to the Superintendent and not to the Board as all matters which require Board action must be presented to the Board by the Superintendent.

C. Board and Teachers and other School Employees

The relationship between teachers and the Board is indirect. Teachers are directly accountable to the building Principal/Assistant Principal and through the Principal/Assistant Principal to the Superintendent, and then to the Board.

Other school employees, depending on their position, are directly responsible to the Principal/Assistant Principal or to the supervisor to whom the employee reports, and through the Principal or supervisor to the Superintendent, and then to the Board.

Direct access between employees and the Board may be obtained through channels established for grievances or through applicable Board policies.

BOARD COMMUNICATIONS WITH STAFF

Any board communications with staff are the responsibility of the Board as a whole. Individual board members should refrain from initiating communications or conversations with staff members on their own in their capacity as a board member.

Individual employees and employee organizations are expected to utilize communication channels established through Board policies, administrative procedures, and collective bargaining agreements, and will not circumvent the chain of command through their direct supervisors.

Legal Reference: 20-A MRS §§ 1(28); 1001(21); 1051; 13201-13202

Cross Reference: BEDH – Public Participation in Board Meetings
 KE – Public Concerns and Complaints
 BBA – School Board Powers and Responsibilities

History:

Adopted: 12/07/16

First Reading: January 5, 2022

Second Reading:

Approved:

FIVE TOWN CSD POLICY

RECRUITMENT, SELECTION, AND EMPLOYMENT OF TEACHING PERSONNEL

It is the goal of Five Town CSD to seek the best-qualified candidates as its employees. In filling vacancies, we will recruit in such a way that all individuals, consistent with policy AC – Non-Discrimination/Equal Opportunity and Affirmative Action, will have an equal opportunity to be considered for, and hired into all positions. ~~The ability to best fulfill the responsibilities of the vacancy effectively is the sole basis of employment.~~ **The District seeks the candidate who best meets District needs.**

The hiring process ~~will~~ **includes** recruitment, selecting the interview team, screening the applications, interviewing, making recommendations to the Superintendent of Schools, conducting reference checks, and making nominations to the Board.

Factors considered in filling a vacancy are:

1. **Training and Certification** which will be shown through college transcripts, **resumes**, and certification.
2. **Professional Competence** which will be ~~shown~~ demonstrated through ~~teaching performance and/or~~ **the cover letter, interview process, and** recommendations.
3. **Character, Compatibility, and Professionalism** which will be assessed during the interview process and through recommendations. ~~seeking the candidate who best meets the needs of the District.~~

Recruitment

Recruitment will **aim to be inclusive of diverse candidates and will** include advertising of vacancies ~~and will occur~~ within the District and ~~the~~ appropriate media.

The Complete Application

A candidate must submit a completed application before being interviewed in the District. A complete application includes the following:

1. **Cover Letter**
2. Resume
3. Signed Five Town CSD application which provides authorization to check for employment history. ~~criminal arrest and conviction record checks, reference checks and release of investigatory information possessed by any state, local, or federal agency~~
4. Transcripts
5. Three Current References (within 2 - 3 years)
6. Certification (including fingerprinting)

All applications will be submitted to the Superintendent's Office via the District's online application site and will remain online for at least two years. The Superintendent's Office will send out an acknowledgement of receipt for all applications received.

Screening Applications

Screening of applications is done in an equitable and fair manner by at least two employees who have supervisory roles. The following guidelines will assist this process:

1. The building administrator (and Program Director as needed) and at least one other Interview Team member will screen the applicants. Central Office Administration may participate in screening when possible.
2. Access to the applications will be provided to the Screening committee members by the Human Resources Department.
3. Any hard copies of materials must be shredded once the information is reviewed after the position is filled.
4. A rating sheet will be used that will be the same for all applications of the same position.
5. Names of applicants to be interviewed will be given to the Superintendent's Office to be scheduled for an interview.

The Interview Team

A strong interview team spreads out interview responsibilities and gives multiple perspectives. This allows greater diversity, better ability to judge candidate potential and minimizes the effects of individual bias. All principals or directors will form an interview team for open positions. At a high level, it is important that interview committees contain participants with diverse backgrounds and perspectives, including representation for staff of color and subject matter expertise. The interview team is comprised of the following whenever possible:

1. Building Administrator
2. Up to two additional school staff including teachers, guidance counselors, and/or Assistant Principal
3. Central office administrators may participate as needed

If the entire team is not available, the Interview Team will be made up of those that are available.

All members of the Interview Team will be required to sign a Confidentiality Form and, whenever possible, review the process and materials prior to interview. Packets on interviewing rules will be available for the Interview Team.

Interview

To ensure fair practices, all interviews will follow these guidelines:

1. The team will interview each selected candidate using a consistent set of interview questions will be used for all candidates for a position.
2. A teaching demonstration or a day of participating in the life of the school, including teaching classes, may be scheduled as part of the interview process. The interview process will also include at least one of the following demonstration activities as part of the: Demo Lesson (for committee), Demo Lesson (in actual class), Data Analysis Exercise, Group Collaboration Exercise.

3. The interview **team** members will remain constant throughout the interview process if possible.

If a suitable candidate is not found, the position opening will be re-advertised.

Recommendation to the Superintendent

1. Names of the top two candidates, in priority order, will be sent to the Superintendent for a second interview (it is understood that there may be times when this is not feasible).
2. **The Chair of the committee will complete a minimum of two telephone reference checks, but preferably three.**
3. Summary information on the finalists, including ~~telephone~~ **the** reference checks, will be forwarded to the Superintendent based on ~~ratings from the application screening and~~ **the consensus of the interview team after completing the** interview process.

The Superintendent ~~and/(or designee)~~ will ~~complete reference checks,~~ interview the selected candidates as applicable, and ~~may~~ **make a nomination** to the Board.

Letters will be generated from the Superintendent's Office to all applicants who were not selected for an interview, and a phone call will be made by the Building administrator to all applicants who interviewed once the Board has approved the nomination and the candidate has accepted the position.

Hiring of Current Employees

The ~~school unit~~ **District** may forego one or more of the steps set forth in this policy when hiring a current employee in a similar position. **This is known as a "transfer" and is based on administrator discretion.** The Superintendent can recommend a person who is currently employed by the unit to fill a teaching position to the School Board, only if the Superintendent, after consultation with the Board, determines that the following circumstances exist:

1. The currently employed candidate is exceptionally well qualified for the position;
2. The decision to forego all or part of the recruitment and screening process will not detract from the goals of this policy.

Legal Reference: Sec. 1. 26 MSR § 600-A

Cross Reference:

- AC – Non-Discrimination/Affirmative Action and Equal Opportunity
- ACE – Diversity, Equity, and Inclusion

History:

Adopted: 02/05/04, 05/03/06, 12/02/15, 05/04/16

First Reading: January 5, 2022

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

RECRUITMENT, SELECTION, AND EMPLOYMENT OF ADMINISTRATIVE STAFF PROCEDURE

It is the goal of Five Town CSD to hire the best-qualified candidates as its employees. In filling vacancies, we will recruit in such a way that all individuals, regardless of age, ~~race~~ **color**, national origin, sex, **gender identity, gender expression**, or sexual orientation, will have an equal opportunity to be considered for, and hired into all positions. The ability to fulfill the responsibilities of the vacancy effectively is the sole basis of employment.

Factors considered in evaluating candidates are:

1. **Training and Certification** which will be shown through college transcripts, **resumes**, and certification.
2. **Professional Competence** which will be ~~shown~~ demonstrated through ~~past experience~~ **the cover letter, interview process, and** and/or recommendations.
3. **Character and Professionalism** which will be assessed during the interview process and through recommendations; seeking the candidate who best meets the needs of the District.
4. **Compatibility** with district culture and values which will be assessed during the interview process and through any site visits.

I. HIRING

The hiring process will include recruitment, selecting the interview team, screening the applications, interviewing, conducting reference checks, and making nominations to the Board. It may also include site visits. The School Board may seek input from the community if deemed appropriate.

Recruitment

Recruitment **will aim to be inclusive of diverse candidates** and will include:

1. Advertising of vacancies ~~and will occur~~ within the District and ~~the~~ appropriate **multi-media**.
2. At least one appearance in a major Maine weekend or Sunday newspaper and/or Education publication should be considered.
3. Identifying and notifying other possible sources of potential candidates, such as professional associations and educational administration programs.

The Complete Application

1. Cover Letter
2. Resume
3. Signed Five Town CSD application which provides authorization to check for employment history. ~~criminal arrests and convictions, references and release of investigatory information possessed by any state, local, or federal agency.~~
4. Transcripts (undergraduate and graduate)
5. Three (3) Current References (within 2 - 3 years)

6. Certification (including fingerprinting)

All applications will be entered by the applicant online. An application remains active for two years unless the applicant chooses to deactivate it. The Superintendent's Office will send out an acknowledgement of receipt for all applications received.

Screening Applications

The Superintendent (or ~~D~~esignee) will:

1. Appoint a screening panel (may be the same persons who serve the interviewing function) with representation as deemed appropriate to the particular vacancy **and typically include the Superintendent.**
2. Provide orientation on confidentiality and equity issues to screeners.
3. Provide access to the applications to the screening panel members through the Human Resources Department.
4. Eliminate all candidates who do not meet the minimum qualifications.
5. Conduct preliminary reference checks, as appropriate.
6. Select candidates for interview based on the degree to which they meet the criteria and demonstrate the skills, knowledge and abilities outlined in the job description.
7. Notify applicants not selected for interview.

All applications are to be reviewed by more than one individual with attention given to an unbiased regard for the criteria and qualifications in the job description.

The Superintendent will work with the screening committee to select the candidates ~~Names of applicants to be interviewed will be given to the Superintendent's Office to be scheduled for an interview.~~ **Human Resources will set up the interview schedule.**

The Interview Team

1. An interview team will be appointed (may be the same persons who serve the screening function) by the Superintendent with representation as deemed appropriate to the particular vacancy.
2. The Board Chair may appoint Board representation to the interview team.
3. Orientation on the process including the function and extent of responsibility of the team, the weighting of criteria and the nomination/hiring procedure will be provided.
4. Training to ensure that interview team members are aware of the legal aspects of interviewing, including confidentiality and equity issues will be conducted.
5. If the entire team is not available, the Interview Team will be made up of those that are available.
6. All members of the Interview Team will be required to sign a Confidentiality Form and, whenever possible, review process and materials prior to interview. Packets on interviewing rules will be available for the Interview Team.

Interview

1. A consistent set of interview questions will be used for all candidates for a position.
2. The interview process will also include at least one of the following demonstration activities: Writing Exercise, Data Analysis Exercise, Group Collaboration Exercise.
3. The interview team members will remain constant throughout the interview process if possible.
4. If a suitable candidate is not found, the position opening will be re-advertised.

II. SELECTION

Interview Team:

First Round of Interviews

1. The Interview Team is to individually assess the candidates according to the quality of the interview, needs of the position, and their answers to the job description-related questions
2. The Superintendent will work with the Interview Team to narrow the list of candidates for a second interview. If the Superintendent is not on the committee, a recommendation is to be given to the Superintendent, including the interview forms as well as a list (usually 2 to 4) of candidates to be considered further for the position.
3. The Interview team chair (or designee) will conduct telephone reference checks for the candidate moving onto the second round of interviews.

Second Round of Interviews

Superintendent/Designee:

~~The Superintendent/designee (typically the committee chair) will:~~

- ~~1. Have reference contacts made, as appropriate, to check perceived strengths and weaknesses of the candidates.~~ The Superintendent will determine the structure of the second round of interviews, always including more in-depth activities to learn about the candidate, including the possibility of a site visit.
- ~~2. Review the material on the finalist candidates to determine whether additional information is needed.~~
3. Then the Superintendent, with input from the team, will select the most qualified candidate who fits the criteria and the duties/responsibilities outlined in the job description, based on his/her own professional judgment along with those of the interview team (or reject all finalists, reopen the position and begin the process anew), and make a nomination to the board.

~~The Board may elect to interview finalists when appropriate.~~

Hiring of Current Employees

The school unit may forego one or more of the steps set forth in this policy and appoint a person who is currently employed by the unit to fill an administrative position only if the Superintendent, after consultation with the Board, or the Board in a Superintendent search, determines that the following circumstances exist:

1. The currently employed candidate is exceptionally well qualified for the position.
2. The decision to forego all or part of the recruitment and screening process will not detract from the goals of this policy.

Nomination/Employment

The Superintendent will:

1. Notify and obtain agreement of the successful candidate, pending Board approval
2. Inform the interview team.
3. Nominate and employ the successful candidate in accordance with state law and local policies.

Notification

The Superintendent will:

1. Notify the nominee of the Board approval and employ the administrator.
2. Send letters from the Superintendent's Office to all applicants who were not selected for the vacancy once the Board has approved the nomination and the candidate has accepted the position.

Orientation and Support

To ensure that the new administrator is provided with the proper information about the system and job expectations, the Superintendent/designee is to provide an orientation that includes expectations of the duties/responsibilities of the position along with the policies and procedures of the local school unit.

History:

Adopted: 04/13/05, 07/10/13, 01/06/16

First Reading: January 5, 2022

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

INSTRUCTIONAL AND LIBRARY MATERIALS SELECTION

I. OBJECTIVES OF SELECTION

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

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

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

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

II. RESPONSIBILITY FOR SELECTION OF INSTRUCTIONAL AND LIBRARY MATERIALS

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

Selection of materials for the library media centers and the instructional program involves many people: principals, teachers, department heads, students, and community members. The

responsibility for the coordination of the selection of library and instructional materials and the recommendation for purchase rests with professionally trained personnel. The Board is responsible to approve a uniform system of textbooks.

III. CRITERIA FOR SELECTION

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

Materials selected should:

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

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

IV. PROCEDURES FOR SELECTION

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

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

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

V. CHALLENGED MATERIALS

Despite the care taken to select materials for student and teacher use and the qualifications of the persons who select the materials, ~~it is the District recognized~~s that occasional objections may be raised by ~~community members~~, students, ~~parents/guardians~~, employees, or residents of the District ~~or school staff~~. Challenges from individuals not in one of those identified groups will not be considered.

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

- A. The complaint ~~shall fill out the "Citizen's Challenge to Educational Media" form (Challenge Form) and address their concerns to~~ shall be heard first by the person providing the materials in question. ~~(The form will be handed into the person who provided the materials in question.)~~ The form is IJJ-E and can be found [here](#).
- B. If the complaint is not resolved, the staff member shall transfer the Challenge Form to the principal and ~~complainant shall be referred the complainant to them the building Principal. The principal will review policy IJJ and the Challenge Form with the complainant. and requested to fill out the "Citizen's Challenge to Educational Media" form.~~ A copy of the form will be forwarded to the Superintendent.
- C. If the complaint is still not resolved, the Superintendent shall appoint an Education Review Committee composed of the following persons to review the complaint: one ~~building administrator Principal at the appropriate grade level~~; one librarian/media specialist; one classroom teacher; the department head in the subject area of the challenged materials; one community member. ~~The members of the review committee will be anonymous to protect the objectivity of the deliberation. The review committee meeting will be closed, and the committee's discussions will be confidential. Comments from residents of the District related to the complaint should be directed to the Principal and will be relayed to the members of the committee.~~
- D. The review committee shall: read and examine the materials referred to them, ~~including the completed Challenge Form (IJJ-E)~~ ; check general acceptance of materials by reading reviews; weigh values and faults against each other and form opinions based on the material as a whole and not on passages or portions pulled out of context; meet to discuss the material and to prepare a written report on it. ~~The report will present both majority and minority opinions and will make a recommendation to retain the material in its original location, to relocate the material, or to remove the material. The review committee's recommendation is intended to be an objective evaluation of the material within the scope of the District's relevant selection and adoption policies.~~
- E. The report of the committee shall be forwarded to the Superintendent who will inform the complainant of the results. No materials shall be removed from use until the review committee has made a final decision.
- F. The review committee's decision may be appealed to the Board. The Board may set aside a portion of a regular meeting or call a special meeting for the purpose of receiving testimony from representatives of the various points of view. The issue will be decided by the full board and not a sub-committee. The material in question shall be:
 - a. Reviewed objectively and in its full content;
 - b. Evaluated in terms of the needs and interest of students, school, curriculum and

- community;
- c. Considered in the light of differing opinions; and
- d. Reviewed in light of the criteria for initial selection and purpose as provided herein.

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

Legal Reference:

- 20-A MRS § 1001 (10-A), 1055 (4), 4002
- CH. 125.22 (Maine Dept. of Ed. Rule)

Cross Reference:

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

History:

Adopted: 01/19/00, 02/06/08

Reviewed: 05/01/13

First Reading: January 5, 2022

Second Reading:

Adopted:

FIVE TOWN CSD POLICY**CITIZEN'S CHALLENGE OF EDUCATIONAL MEDIA FORM****Type of Material:**

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

Author (if known):**Title:****Publisher (if known):****Source of Material**

☐ School Library
☐ Required Course Material
☐ Optional Course Material
☐ Shown/viewed/listened to in class
☐ Classroom library material
☐ Other (please specify) _____

Person Making Complaint:**Name:**

Town:

Telephone:**Email:**

Street Address:

Complaint Represents:

☐ Self
☐ Organization _____
☐ Other Group _____

1. Have you read policy IJJ? ☐ Yes ☐ No
2. Did you read/view/hear all of the material? ☐ Yes ☐ No
 - a. If no, what parts did you read/view/hear?
3. To what portion of the material do you object? (Please be specific; cite **the resource**, page(s), scene(s), **passage(s)**, etc.)
4. How did you form your opinion of the material?
5. What do you feel might be the negative result of reading/viewing/hearing this material?
6. Do you see any educational benefit of this material?
7. Are you aware of the professional reviews/judgment of this material?

8. What do you believe is the theme or intention of this material?

9. What would you like the school to do about this material?

- ☐ Do not assign it to my child.
- ☐ Do not assign it to any students.
- ☐ Withdraw it from the library and/or instructional program.
- ☐ Refer it to the Educational Review Committee for evaluation.

9. What is your recommendation for a resource of equal quality that would convey a more appropriate perspective of the topic?

The first step in the process is to return this form to the person who provided the materials in question and meet with them to try to resolve the issue.

Signature of Complainant

Date

History:

Adopted: 06/19/13

First Reading: January 5, 2022

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

LEARNING ABOUT CONTROVERSIAL/~~SENSITIVE~~ ISSUES

American academic tradition stresses the free contest of ideas as a vital element both in the development of curriculum and in classroom teaching.

~~Training in reflective and responsive thinking~~ **Instruction in critical thinking and civil discourse** is incorporated in course offerings at appropriate grade levels.

1. It is the responsibility of the schools to **provide** ~~make provision~~ for the study of controversial issues.
 - a. The study should be developmentally appropriate.
 - b. The study should be objective and scholarly with an emphasis on facts and critical thinking.
2. In the study of controversial issues, the students have the following rights:
 - a. The right to form and express opinions on controversial issues without thereby jeopardizing relations with the teacher or the school; and
 - b. The right to study under competent instruction in an atmosphere free from bias and prejudice.
3. The teacher **uses best practice instructional strategies** ~~employs the same methods in handling controversial issues as characterize the best teaching at any time.~~
 - a. The teacher has assured him/herself that the controversial subject to be discussed belongs within the framework of the curriculum to be covered, that the subject is significant as well as meaningful for the students, and that through the discussion, students will have the opportunity to grow.
 - b. The teacher handles the classroom presentation in ways that **encourage critical analysis and perspective taking by students in regard to the information** ~~will ensure a wide range of information and interpretation for the students' consideration~~ and strives to present a balance among many points of view **without negating any historical truths.**
 - c. **If asked, a teacher can share their beliefs and rationale on a controversial topic, but** ~~the teacher does not use the classroom as a personal forum.~~
 - d. The teacher emphasizes keeping an open mind, basing one's judgment on ~~known~~ **credible** facts, looking closely at facts to evaluate them in terms of the subject under discussion, and being ready to change one's perspective should new facts come into light.

Cross Reference:

- GBIA – Staff Participation in Political Activities

History:

Adopted 04/04/18

First Reading: January 5, 2022

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

EXEMPTION FROM REQUIRED INSTRUCTION

The curriculum of the Five Town CSD is designed to reflect the learning expectations for all students in all content areas of the system of Learning Results, as well as other statutory and regulatory requirements and content areas specified by the Board.

The Board acknowledges that from time to time individual students may be exposed to some ideas and materials with which they or their parent(s)/legal guardian disagree. Students and their parent(s)/legal guardian may not agree with all aspects of the curriculum, but such disagreement alone is not a sufficient basis to exempt a student from the prescribed curriculum. Exemptions from the instruction should be minimized because they can detract from the overall curriculum provided to the class as a whole and the educational objectives required in the Maine Learning Results.

The Board recognizes, however, that there could be topics in the curriculum which may be objectionable to individual students and/or parent(s)/legal guardian based on their religious, moral, or philosophical beliefs. Exemption from instruction which infringes on such beliefs may be requested by the parent(s)/legal guardian.

Requests for exemption from instruction must be made in writing to the Building ~~Principal Administrator~~ and are subject to the approval of the Building ~~Principal Administrator~~. The Building ~~Principal Administrator~~ shall notify the Superintendent as soon as practicable of any request for exemption from instruction and of his/her decision. If the Building Administrator denies an exemption request, the parent(s)/legal guardian may appeal to the Superintendent.

In considering requests for exemption, factors that the Building ~~Principal Administrator~~ should consider may include:

1. The alignment of the curriculum with the system of Learning Results;
2. Whether the course or content area is required by state law or Board policy;
3. The educational importance of the material or instruction from which exemption is requested;
4. Evidence regarding the sincerity of the belief on which the request is based;
5. Whether the school has a legal obligation to accommodate the exemption request; and
6. ~~The effect of exemption or accommodation on the validity of the local assessment system;~~
7. Other factors that bear upon the particular request.

Exemption from required instruction does not excuse the student from meeting the requirements of the Learning Results or from total credit hours or other requirements for graduation, or from performing alternative work.

When the Building ~~Principal~~ Administrator determines that the curriculum, ~~that has been~~ aligned with the system of Learning Results, conflicts with sincerely held religious, moral, or philosophical beliefs of a student or his/her parent or legal guardian, reasonable accommodation in the curriculum shall be made for the student within the scope of existing resources. ~~Alternative instruction may be provided by the school or through approved independent study. Any alternative instruction shall be approved in advance by the Building Administrator in consultation with appropriate instructional staff and shall meet the standards and objectives of the part of the curriculum that is being replaced.~~

~~When requests for exemption from required curriculum are made for religious reasons, a parent/guardian who is dissatisfied with the Principal's decision may appeal to the Superintendent. If the accommodation in the curriculum that is requested is so great that the validity of the local assessment system is compromised, the Superintendent will determine how to address the situation, subject to the approval of the Commissioner.~~

When a student is exempted from any portion of the regular curriculum for other than religious reasons (exemption based on sincere philosophical or moral beliefs), the staff will make reasonable efforts, within the scope of existing resources, to accommodate alternative instruction for the student.

In both situations above, alternative instruction may be provided by the school or through approved independent study. Any alternative instruction shall be approved in advance by the Building Principal in consultation with the classroom teacher and shall meet the standards and objectives of the part of the curriculum that is being replaced. When requests for exemption from required curriculum are made for religious, philosophical or moral reasons, a parent/guardian who is dissatisfied with the Principal's decision may appeal to the Superintendent, whose decision shall be final.

Legal Reference:

- 20-A MRS § 6209
- Ch. 127 § 3.07 (Me. Dept. of Ed. Rules (Me. Dept. of Ed. Rules)
- Ch. 131 (Me. Dept. of Ed. Rules)

Cross Reference:

- ADF - School District Commitment to Learning Results
- IJJ - Instructional and Library Material Selection
- IMB - Teaching About Controversial Issues
- IMBAA - Alternatives to Biological Dissection

History:

Adopted: 03/10/03

Reviewed: 11/19/15

NEPN/NSBA Code: IMBB

First Reading: January 5, 2022

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

CARE OF SCHOOL PROPERTY BY STUDENTS

All school property, from textbooks to furniture and facilities, ~~other school property, and facilities~~ are available to students for their use. Each student is responsible for loss or damage they incur beyond normal wear. Students will be billed for the replacement costs of such ~~due to~~ accidental, intentional, or negligent damage of materials and equipment.

If reimbursement is not forthcoming within a reasonable time:

1. Damage to school property may be recovered in a civil action to obtain the permitted "double the damage;" or
2. Costs of lost, destroyed or damaged school books and instructional equipment may be recovered by requesting the municipal assessor to include the value in the next municipal tax of the delinquent parent.
3. Disciplinary action may be taken when appropriate, in accordance with Policy JK - Student Discipline.
4. Acts of vandalism may result in criminal charges.

The Superintendent shall see that students and parents are notified in a timely manner, and at least annually of their responsibilities under this policy, such as by publication in pupil/parent handbooks.

Legal Reference:

- 20-A MRS § 6805-6807

Cross Reference:

- JK – Student Discipline

History:

Adopted: 01/07/04

Reviewed: 11/19/15

First Reading: January 5, 2022

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

STUDENT WELLNESS

The Board recognizes that student wellness and good nutrition are related to students' physical and psychological well-being and their readiness to learn. The Board is committed to providing a school environment that supports student wellness, ~~from~~ healthy food choices ~~to nutrition education, and~~ regular physical activity ~~to building resilience~~. The Board believes that students who learn and practice healthy lifestyles in their formative years may be more likely to be conscious of the importance of good nutrition, ~~mental health~~, and exercise as adults, practice healthy habits, and reduce their risk of obesity, diabetes, and other chronic diseases ~~or mental health issues~~.

NUTRITION STANDARDS

Five Town CSD will ensure that meals provided by its Food Services Program meet ~~or exceed~~ the nutrition standards established by federal regulations. Sales of foods and beverages that compete with the school lunch program (and/or school breakfast program) must be in compliance with the Board's policy EFE, Competitive Food Sales/Sales in Competition with the School Food Services Program. ~~Candy will not be given as a reward in any school setting.~~

ASSURANCE

This policy serves as assurance that ~~school-unit~~ ~~District~~ guidelines for reimbursable meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the National School Lunch Act and the Child Nutrition Act.

NUTRITION EDUCATION

Nutrition education will be integrated into the instructional program through the health education program and/or the curriculum as aligned with the content standards of Maine's system of Learning Results. Nutrition education should focus on skills students need to adopt and maintain healthy eating behaviors. Students should receive consistent nutrition messages throughout the school, including classrooms, cafeteria, and school-home communications.

NUTRITION PROMOTION

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

PHYSICAL ACTIVITY

Five Town CSD will strive to provide all students developmentally appropriate opportunities for physical activity through physical education classes and extracurricular activities (clubs, intramural and interscholastic athletics). School programs are intended to build and maintain physical fitness and to promote healthy lifestyles. The school should encourage parents to

support their children's participation in physical activities, including available before- and after-school programs.

MENTAL HEALTH

The district will provide resources to support students' mental well-being at school. The school will have some combination of counselors, social workers, and school psychologists on staff to support immediate needs and will connect families with resources if the need is chronic and requires outside support. The school will integrate a social, emotional learning component through advisory or flex time, as well as occasional assemblies or other events, so that education in this arena is ongoing. The school will also be mindful about how its decisions regarding scheduling, graduation requirements, structure of the day, and homework load impacts students' mental well-being.

SAFE SEX

The Five Town CSD Board acknowledges the fact that some of the Camden Hills Regional High School students are sexually active. In an effort to help prevent sexually transmitted infections (STI's) and unintended pregnancies, the Five Town CSD will provide students access to free condoms in the nurse's office and other appropriate locations, in conjunction with written information on condom use, sexual readiness and STI's.

OTHER SCHOOL-BASED WELLNESS ACTIVITIES

The school, with prior approval of the Superintendent/designee, may implement other appropriate programs that support consistent wellness messages and promote healthy eating nutrition, mental well-being, and physical activity.

~~The Board may approve policy regulations or guidelines for refreshments served at parties or celebrations during the school day or for food as rewards or may delegate the responsibility for such regulations or guidelines to administrators at the district or school level.~~

Five Town CSD may develop programs that encourage staff to learn and engage in healthy lifestyle practices.

IMPLEMENTATION AND MONITORING

The Superintendent/designee shall be responsible for the oversight of implementation of the wellness policy in the school, for monitoring efforts in the school to meet the intent of this policy and achieve wellness goals, and for reporting to the Board on an annual basis.

Monitoring may include surveys or solicitation of input from students, parents, staff, and school administrators.

Reports may include, but are not limited to:

1. The status of the school environment in regard to student wellness issues.

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

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

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

APPOINTMENT AND ROLE OF THE WELLNESS COMMITTEE

The district shall appoint a district-wide Wellness Committee comprised of at least one of each of the following, if possible:

1. Board member;
2. School administrator;
3. Food Services Director/designee;
4. Student representative;
5. Parent representative; and/or
6. Community representative.

The Wellness Committee may also include:

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

The Wellness Committee shall serve as an advisory committee to the school in regard to student wellness issues and will be responsible for making recommendations related to the wellness policy, wellness goals, administrative or school regulations and practices, or raising awareness of student health issues. With the prior approval of the Superintendent/designee, the Wellness Committee may survey parents, students and the community and/or conduct focus groups or community forums. The Wellness Committee shall provide periodic reports to the Superintendent/ designee and, as requested, to the Board. The Wellness Committees shall conduct an assessment of the wellness policy every three years, at a minimum, to determine:

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

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

WELLNESS GOALS

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

1. Goals for Nutrition Education

- The school will provide nutrition education that focuses on the skills students need to adopt and maintain healthy eating behaviors.
- The school's nutrition education will be provided in a sequential, comprehensive health education program aligned with the content standards of the Maine system of Learning Results.
- Nutrition education will be integrated into other subjects as appropriate to complement, not replace, the health education program.
- Five Town CSD will provide foods that meet or exceed the federal nutrition standards, adequate time for students to obtain food and eat, lunch scheduled at appropriate hours of the day (OR: as close to the middle of the school day as possible), adequate space to eat, and a clean and safe meal environment.
- Appropriate professional development will be provided for food services staff.

2. Goals for Mental Well-being ~~Goals for Nutrition Promotion~~

- A positive school culture is nurtured and intentional.
- The school day will be structured in a way that promotes a calm pace and atmosphere.
- Students will have timely access to mental health services when needed.
- Homework and grading practices will be meaningful, relevant, and enable students to rebound from mistakes.
- ~~Five Town CSD staff will cooperate with agencies and community organizations to provide opportunities for appropriate student projects and learning experiences related to nutrition as it appropriately complements the curriculum.~~
- ~~Consistent nutrition messages will be disseminated throughout the Five Town CSD in the classroom, the cafeteria, and school-home communications.~~
- ~~Administrators and staff will be encouraged to model nutritious food choices and eating habits.~~
- ~~School will encourage parents/guardians to provide healthy meals and snacks for their children through take-home materials or other means.~~

3. Goals for Physical Activity

- The physical education program will provide students with the knowledge and skills needed to be physically fit and take part in healthful physical activity on a regular basis.

- Students will develop motor skills and apply them to enhance their coordination and physical performance.
- Students will demonstrate responsible personal and social behaviors in physical activity settings.
- The physical education curriculum will be aligned with the content standards of the Maine system of Learning Results.
- Physical education classes will keep all students involved in purposeful activity for a majority of the class period.
- Physical education classes will provide opportunity to learn for students of all abilities.
- The school will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude toward health and fitness.
- The school will provide facilities adequate to implement the physical education curriculum for the number of students served.
- The school will promote efforts to provide opportunities for students to engage in age-appropriate activities on most days of the week in both school and community settings.
- The school will provide opportunities for physical activity through a variety of before- and/or after-school programs including, but not limited to, intramural sports, interscholastic athletics and physical activity clubs.
- Appropriate professional development will be provided for physical education staff and other staff involved in the delivery of such programs.

4. Goals for Other School-Based Activities

- Goals of the wellness policy will be considered when planning school or classroom parties, celebrations or events.
- Parents will be encouraged to provide nutritionally sound snacks from home and food for classroom parties or events.
- School will encourage maximum participation in school meal programs.
- School will encourage parents and students to take advantage of developmentally appropriate community-based after-school programs that emphasize physical activity.
- The school will encourage parents to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- As feasible, school physical activity facilities will be made available after school hours for student, parent and community use to encourage participation in physical activity.
- School administrators, staff, parents, students and community members will be encouraged to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.

- Student organizations will be encouraged to engage in fundraising projects that are supportive of healthy eating and student wellness.
- School-based marketing of foods and beverages, such as through advertisements in school publications, school buildings, athletic fields, and other areas accessible to students should support the goals of the wellness policy.
- The school is encouraged to cooperate with agencies and community organizations to support programs that contribute to good nutrition and physical activity.

~~THE WELLNESS ROOM~~

~~1. Goal~~

~~The Wellness Room offers students a variety of wellness activities that are designed to promote student wellness through voluntary participation in practices designed to reduce stress and enhance relaxation.~~

-

~~2. Staffing and oversight~~

~~The room is staffed by a variety of health care practitioners and overseen by a Wellness Room Coordinator, who reports to the building administrator or his/her designee. All health care practitioners must have been fingerprinted and undergone criminal background checks prior to working with students. At least two adults should be present in the Wellness Room at any time a practitioner is working with a student. If it is not possible for two adults to be in the room, the activity may occur if there are two or more students in the room with the health practitioner and the door is left open.~~

-

~~3. Participation~~

~~Student participation in Wellness Room activities may occur only with written parental permission on the Wellness Room Permission Form for the specific activities indicated by the parent or legal guardian. Students may participate before and after school, during lunch, at breaks, and from study halls with a pass from the study hall teacher.~~

-

~~4. Activities~~

~~All activities being offered in the Wellness Room must have been approved by the Five Town CSD Board of Directors. While the Board may permit a variety of activities, such permission neither constitutes nor implies a responsibility for the efficacy of any of the activities.~~

Legal Reference:

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

Cross Reference:

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

History:

Adopted: 07/12/06, 07/09/08, 05/07/14, 09/07/16, 10/04/17, 03/06/19

First Reading: January 5, 2022

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

COMPLAINTS ABOUT SCHOOL PERSONNEL

The Board believes that constructive ~~feedback criticism~~, when it is motivated by a sincere desire to improve the quality of our educational programs, assists school personnel to perform their responsibilities more effectively. At the same time, the Board places trust in its employees and desires to support their actions in such a manner that employees not be subjected to unnecessary, spiteful, or frivolous complaints. This policy does not apply to anonymous complaints which will not be considered.

This policy is intended to create a climate in the schools whereby persons are encouraged to bring complaints to the attention of school officials for resolution, and to explain the responsibilities of school officials in handling complaints.

Parents, students or other citizens with complaints or concerns regarding any aspect of the Five Town CSD or an employee thereof shall be encouraged to seek a resolution at the lowest possible level. Generally, the first step will be to discuss the matter directly with the employee against whom the complaint is registered. **If the complaint cannot be resolved at the lowest level, the person initiating the complaint may appeal the decision to the next level (i.e. the direct supervisor.) At all levels of the complaint process, school employees are required to inform the person making the complaint of their right to appeal the decision to the next level.**

~~If this is~~ **addressing the complaint at the lowest level is** clearly inappropriate because of the nature or severity of the complaint, the person making the complaint may request a conference with the principal/immediate supervisor to discuss the complaint. The principal/immediate supervisor or his/her designee will look into the complaint and communicate with the person making the complaint.

If a complaint cannot or has not been resolved at **any** lower level, it may be presented to the Superintendent. The person requesting the Superintendent's review must submit the complaint setting forth the specific facts on which the complaint is based and attaching any documents in support of the complaint. The Superintendent determines whether an investigation, formal or informal, is warranted and may provide a copy of the written complaint to the person against whom the complaint is made.

If a complaint remains unresolved at the Superintendent's level, the person making the complaint may request that the matter be placed on the Board's agenda, provided the complaint has been made in writing. The Board Chairperson will decide whether the complaint will be placed on a Board agenda. If a complaint is placed on an agenda, the Superintendent will invite the complainant and the person against whom the complaint is made to attend the meeting and will provide the Board members with a copy of the complaint and supporting documents. If the complaint concerns School Board actions or operations, the complaint should be addressed to the Board Chair.

The Board will determine the procedural rules for any meeting to hear a complaint. Any such meeting will be held in executive session; the session will occur **provided that** ~~providing~~ the complainant is

present. **No recording of the meeting will be allowed unless the School Board elects to do so. Only if the Board elects to record the meeting will any recording of the meeting be permitted.** If a group submits a complaint that is placed on the Board agenda, a delegation of no more than two individuals must be designated to represent the group and to present the complaint to the Board.

This complaint policy may not be used by employees for employment matters. Such matters **must need to** be processed through the appropriate grievance procedure, if any.

Privacy rights of all parties to the complaint will be respected.

Cross Reference:

- BEDH – Public Participation at Board Meetings
- BEDB – Agenda Preparation and Dissemination
- **ACAA-R – Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures**

History:

Adopted: 05/04/16

First Reading: January 5, 2022

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

TRANSPORTING STUDENTS

~~The day to day operations and administration of the Transportation Department rests with the Superintendent and administrators within the Facilities and Transportation Departments.~~

It is the intent of the Five Town CSD to provide safe and economical student transportation between home and school and to school sponsored events, such as field trips and athletic events.

Authorized bus stops will be located in a manner that promotes efficient operation of buses and provides for loading and unloading students with the maximum safety allowed by road conditions.

The ~~T~~ransportation ~~Director~~ coordinator is authorized to make exceptions to this Policy for students with disabilities, permanent or temporary, on a case-by-case basis.

Transportation Between Home and School

Subject to the provisions of this Policy, and to Policy concerning Bus Conduct (EEAEC), school bus transportation will be provided for students to and from school. Each year, bus routes and bus pick-up/drop-off points will be established by the District's ~~T~~ransportation ~~Director~~ coordinator. Parents are urged to communicate concerns to the ~~T~~ransportation ~~Director~~ coordinator. Requests to have students regularly picked up or dropped off at locations other than the student's residence must be communicated in writing to, and approved by, the ~~T~~ransportation ~~Director~~ coordinator.

1. Expectations

a. Prepared at Bus Stop:

- The school bus driver will ~~not~~ **only** stop if the rider is ~~not~~ within visual contact of the approaching school bus.

b. Walking Distances:

- Students may be required to walk up to one-half mile beyond their property line to a bus stop or to school.
- The ~~T~~ransportation ~~Director~~ coordinator is authorized to waive these requirements in individual cases for demonstrable, specific safety concerns.

2. School Van

In some instances, the District may use a van for regular student transportation instead of a school bus due to road and safety concerns. The ~~T~~ransportation ~~Director~~ coordinator will determine instances where this will occur and these exceptions will be approved by the Superintendent. ~~Any van driver that is transporting students will need to have a bus driver license.~~

Transportation to Athletics and Student Activities

The School Board recognizes the value and importance of field trips, clubs, student activities, and athletics which may require student transportation. Students transported to an event by Five Town CSD shall return using the same transportation unless an exception is made.

Exceptions require written approval by the parent and Principal/Athletic Director. The parent will sign the student out with the coach/advisor before leaving the event. Exceptions will be for extreme circumstances such as a family emergency or the need for a student to return home more quickly than riding the bus would allow.

Field Trips

School buses, and in some cases a school van, may be used to transport students participating in school sponsored field trips within the state of Maine with prior approval of the Principal. Out of state overnight trips require School Board approval and are generally contracted to a private bus provider.

Student Transportation in Private Vehicles

Students are not permitted to ride in employees' private vehicles unless a rare exception is made by the Principal or Superintendent. In that event, the employee must provide satisfactory evidence of insurance, insuring the vehicle and driver for not less than \$100,000 combined single limit insurance and \$3000 per person medical payments. Five Town CSD ~~district~~ will provide insurance that will apply only after the individual's insurance. **Any staff member transporting a student must comply with the all State of Maine traffic laws including the seat belt and child restraint system law.**

Transportation to After-school Non-school Related Activities

In general, parents are responsible for the transportation of their children to afternoon non-school activities. However, on both an individual and on a "space available" basis, students may utilize regularly scheduled school bus service to locations other than their homes upon the receipt of a written request from parents to do so. Such requests should be brought to the school office where a bus pass may be issued. Each school principal is authorized to accept and act upon telephone requests in appropriate situations. Since the granting of requests depends upon space availability, whenever possible requests shall be made in advance of the day of travel.

Cross References:

- EEAEC - Bus Conduct
- KF - School Bus Use and Drivers
- EEAF-A - Transportation to and From Extra Curricular Activities

Legal Reference:

- Title 29-A MRS §2081

History:

Adopted: 02/23/98, 10/10/00, 11/02/05, 02/06/08, 04/03/13, 04/07/21

Reviewed: 03/16/20

Reviewed: January 5, 2022

FIVE TOWN CSD POLICY

RECRUITING AND HIRING OF ADMINISTRATIVE STAFF

In accordance with 20-A MRSA, § 1001(13), the Superintendent shall prepare a procedure designed to ensure nondiscriminatory practice in recruitment and hiring for all positions requiring administrator certification, as well as to result in selection of the most qualified candidates. This procedure shall be attached hereto as GCF-R and shall be reviewed periodically.

~~In response to An Act to Promote Equity of Opportunity for Women in Administrative Positions in the Public School System (PL 1990, Chap. 889), the Board affirms its commitment to the strict prohibition of discrimination in employment on the basis of race, national origin, religion, sex, gender expression, gender identity, age, or disability, and to the principle of affirmative action to obtain wide and representative candidate pools.~~

Moreover, upon each occasion of administrative vacancy, the Superintendent shall review the procedure and make appropriate adaptations as may be warranted by special circumstances. In the case of a vacancy in the Superintendency, the Board shall review the procedure, adapting as appropriate.

~~In accordance with 20-A MRSA, § 4502(4-A), the unit's Affirmative Action Plan shall include: a description of the status of the unit's nondiscriminatory administrator hiring practice; plans for in-service training programs on gender equity for teachers, administrators and the School Board; and the relationship of the above to the State's five-year goal for the employment of women in administrative positions.~~

Legal References:

- 5 MRS § 4576
- ~~20-A MRSA §§ 6, 254(8-10), 1001(13), 4502(4-A), 13011(6), 13019-B, 13019-C~~

Cross References:

- AC - Nondiscrimination/Equal Opportunity and Affirmative Action
- GBJC - Retention of Application Materials
- GCFB-R - Recruiting and Hiring of Administrative Staff Administrative Procedure

History:

Adopted: 05/04/05, 07/10/13, 06/06/18

Reviewed: January 5, 2022

NEPN/NSBA Code: GCOC

FIVE TOWN CSD POLICY**EVALUATION OF ADMINISTRATIVE STAFF**

The Superintendent shall implement and supervise an evaluation system for all administrative personnel. A report shall be made to the board annually on the performance of all administrators, with recommendations regarding their employment and/ or salary status. Formal evaluations shall be made annually in the first two years of employment. After the first two years of employment, a full evaluation is done every year that coincides with the ~~year preceding the~~ end of the contract. They shall be conducted according to the following guidelines:

- A. Evaluative criteria for each position shall be in written form and made permanently available to the administrator;
- B. Evaluations shall be made by the Superintendent or immediate supervisor;
- C. Results of the evaluations shall be put in writing and shall be discussed with the administrator;
- D. The administrator being evaluated will have the right to attach a memorandum to the written evaluation; and
- E. Results of all evaluations shall be kept in confidential personnel files maintained at the Superintendent's office.

Legal Reference:

- Chap. 125.23, B, 5, n (Maine Dept. of Ed. Rule)

History:

Adopted: 12/9/98, 11/07/12

Reviewed: January 5, 2022

FIVE TOWN CSD POLICY

RECRUITMENT, SELECTION, AND EMPLOYMENT OF SUPPORT STAFF

It is the policy of the Board that when any non-instructional position is created or becomes vacant, every effort is to be made to fill that position with the best-qualified candidate.

The Superintendent is hereby designated as the agent of the Board to develop such procedures as are necessary under the law to carry out this policy and to employ, appoint, assign, evaluate, promote, transfer, accept resignations, and terminate non-instructional staff in accordance with this and other applicable policies of the Board. Such actions are to be reported to the Board on a regular basis.

This policy applies to full-and part-time support staff positions and to part-time/extra-duty positions.

Cross Reference:

- AC – Non-Discrimination/Equal Opportunity
- CBC – Qualifications and Duties of the Superintendent
- GDA - Support Staff Positions

History:

Adopted: 05/04/05, 05/01/13, 01/06/16

Reviewed: January 5, 2021

FIVE TOWN CSD POLICY

STUDENT ORGANIZATIONS OUT OF STATE COMPETITION

The Board believes that participation in regional and national competition is appropriate and beneficial; however, the Board reserves the right not to endorse and/or fund such participation.

The Board will consider endorsing participation based on the following criteria:

1. The competition is endorsed by the Maine Principals' Association, the National Association of Secondary School Principals, the New England Council of Secondary Schools or the appropriate governing board.
2. The individual(s) or team seeking to represent the Five Town CSD must be participating in an endorsed school organization.
3. The competition may not be in conflict with any regularly schedule playoff or championship competition.
4. Participation at competitions within 200 miles of the town of Rockport, which do not require overnight travel, will be considered by the building administrator.

Funding for regional and national championship competitions will be considered at the discretion of the Board based on the following criteria:

1. Individual(s) or teams must be recognized as State Champions or qualifiers in the activity.
2. Equity and availability of funds will be considered when funding is requested.

All students attending such a competition, whether participating or just supporting fellow teammates, will be held to the same standards, School Board disciplinary procedures and policies as the participants.

Cross Reference:

- JJIBB - Sportsmanship

History:

Adopted: 04/07/04

Reviewed: 05/07/14

Reviewed: January 5, 2022

FIVE TOWN CSD POLICY

PARTICIPATION ~~MINIMUMS~~ ~~GUIDELINES~~ FOR STUDENT ~~STIPENDED~~ ACTIVITIES

Whenever participation falls below the numbers as listed, it will be appropriate for the Building Administrator to notify the Board with a recommendation on whether or not to **fund and/or** continue that sport or activity:

Stipended Sports:

Baseball (V) = 11 students
 Baseball (JV) = 11 students
 Basketball (V) = 10 students
 Basketball (JV) = 10 students
 Basketball (FR) = 10 students
 Cross Country = 12 students
 Field Hockey (V) = 11 students
 Field Hockey (JV) = 11 students
 Football (V) = 35 students
 Football (JV) = 25 students
 Golf = 8 students
 Hockey (V) = 12 **students**
~~Hockey (club) = TBD, outside funding~~
 Lacrosse Boys (V) = 12 students
 Lacrosse Girls (V) = 14 students
 Lacrosse Boys (JV) = 12 students
 Lacrosse Girls (JV) = 14 students
 Mountain Bike = 10 students
 Sailing (~~club~~ V) = 8 students
 Skiing (Alpine) = 8 students
 Skiing (Nordic) = 8 students
 Soccer (V) = 13 students
 Soccer (JV) = 13 students
 Soccer (FR) = 13 students
 Softball (V) = 11 students
 Softball (JV) = 11 students
 Swimming = 8 students
 Tennis = 8 students
 Boys Track = 8 students
 Girls Track = 8 students
 Wrestling = 8 students
 Ultimate Frisbee (club) = 9 students

Stipended Activities:

All student activities require a minimum of 10 participants with the following exceptions:

GSTA = exempt

Latin Club = 15 students

Musical = 20 students

PALS = 15 students

PEERS = 15 students

Pep Band = 15 students

Student Council = exempt

Yearbook = exempt

Note: student council and yearbook are exempted from these guidelines

Cross Reference:

- JJA - Student Organizations
- JJJ-JJF - Financial Commitments for Student Athletic and Activities Programs
- JJA-R - Procedure to Discontinue a Sport or Student Activity

History:

Adopted: 03/02/05, 01/08/14, 04/06/16

Reviewed: January 5, 2022

FIVE TOWN CSD POLICY

PROCEDURE TO DISCONTINUE A SPORT OR STUDENT ACTIVITY

There are times when it becomes appropriate to discontinue sanctioning and funding a sport or student activity due to factors such as: decreased participation, costs, funding availability either for the activity/sport or for the school programs in general, availability of competition (for those that are competitive), loss of MPA sanctioning, etc.

Whenever participation falls below the numbers in policy JJA-P, it will be appropriate for the building administrator to recommend discontinuation of that activity. Whenever it becomes appropriate to discontinue a sport or activity, the following process will be followed:

1. The building administrator will review the situation with the Superintendent who will make a recommendation to the Board.
2. The Board may act to place the sport or activity on “probation” for one school year or may act to dissolve it.
3. At the end of a probationary year, the Board will act to either (a) reinstate the sport/activity to regular status, or (b) discontinue it, or extend the probationary period.

Cross Reference:

- JJA – Student Organizations
- JJA-P – Participation Guidelines for Student Activities

History:

Adopted: 03/02/05, 04/06/16

Reviewed: January 5, 2022

FIVE TOWN CSD POLICY

SPONSORSHIP AND EVALUATION OF ATHLETIC PROGRAMS

It is the Board's desire to offer Five Town CSD students athletic programming that provides diverse, developmentally appropriate opportunities and encourages student participation. At the same time, the Board recognizes that resources may not be available to fund all of the sports in which students and the community have an interest. In order to provide students with meaningful athletic experiences while maintaining high quality, sustainable programs, the Board adopts this policy governing sponsorship and evaluation of the ~~school unit~~ District's athletic programs.

Through sponsorship, the ~~school unit~~ District assumes responsibility for, and control of, a particular athletic program. Sponsorship requires Board approval. The ~~school unit~~ District assumes responsibility only for those interscholastic athletic programs the Board has designated as school-sponsored.

The Board will approve for sponsorship only those programs that are consistent with its philosophy and policies and with regulations established by the appropriate governing bodies, including the Maine Principals' Association (which refers to its regulations as "policies"). Sponsorship does not mean that funding will be provided in whole or in part through the ~~school unit~~ District's budget. Sponsorship is required even for activities that may be funded in full by booster organizations.

Sponsorship is required before any team may represent itself using the school name, to be eligible for league play and tournament participation, or to be eligible for school athletic awards.

In order to assess the sustainability of athletic activities, each ongoing activity will be evaluated on at least a five-year cycle.

The Board establishes the following process for the approval and evaluation of athletic programs.

CRITERIA FOR APPROVAL AND EVALUATION OF ATHLETIC PROGRAMS

The Superintendent or designee shall be responsible for developing a process for evaluating potential athletic programs and assessing the viability of existing programs. The process shall take into consideration the following factors, which shall be applied consistently to all programs:

1. Student body interest;
2. Community interest;
3. District Compliance with Title IX ~~VIII~~;
4. Impact on facilities;
5. Impact on existing programs;

6. Impact on administration and staff;
7. Costs according to established baseline;
8. Availability of competition;
9. Potential to field competitive teams;
10. Alignment with Board philosophy and policies; and
11. Availability of funds, consideration of extraordinary costs (e.g., rental of facilities, transportation, specialized equipment), and other relevant data.

The process should include a scale for weighting and rating these criteria and for reporting a total score that may be used for comparison purposes.

APPROVAL OF NEW ATHLETIC PROGRAMS

Sponsorship of all new interscholastic athletic programs must be approved in advance. The Superintendent or designee shall be responsible for making and supporting recommendations to the Board at least six months prior to the proposed starting date. Recommendations are to be made based on data from the evaluation process.

The Board may impose conditions that must be met for the program to be approved. Following initial approval, the club will be placed on a two-year club probationary status. Six months prior to the end of the probationary period, the Superintendent or designee must submit a report to the Board including recommendations and support for continued Board approval. The Board may provide for continuing approval, deny approval, or extend the probationary status for one additional year.

EVALUATION OF EXISTING OR ONGOING SCHOOL-SPONSORED ATHLETIC PROGRAMS

Every athletic program will be reviewed on a five-year cycle. The purpose of evaluation is to ensure that all existing or previously approved programs continue to meet the standards and criteria established by the Board. The Board may authorize a program to be reviewed out of sequence based upon the recommendation of the Superintendent or designee. The evaluation of existing or ongoing approved programs will be done using the same process used to assess proposed programs.

Based upon the data, the Superintendent or designee shall make a recommendation to the Board as to whether the program should continue or be deleted. The Board may vote to delete any program that it deems no longer sustainable or in keeping with Board philosophy, standards or criteria.

DELEGATION OF AUTHORITY

The Superintendent or designee may appoint a program evaluation or review committee to perform evaluations of proposed and existing athletic programs. Any such committee must have balanced representation including the Superintendent and/or Athletic Director, a high school administrator, a middle school administrator, teachers who are employed as coaches, parents, students and community. Any such committee will use the process for program evaluation.

The committee shall be advisory to the Board. While it may make recommendations to the Board, the Board retains full authority over athletic programs.

Cross Reference:

- JJI - Philosophy of Athletics
- JJIBA -Hiring and Evaluation of Coaches
- JJIBB -Sportsmanship
- JJIBC -Relations with Booster Groups
- JJ-JJF - Baseline Costs Attachment

History:

Adopted: 01/08/14

Reviewed: January 5, 2022

FIVE TOWN CSD POLICY

STUDENT WELLNESS GUIDELINES

The following are guidelines to the implementation of Policy JL Student Wellness.

1. To the extent possible, school meals will include adequate time for eating (after sitting down, at least 10 minutes for breakfast and at least 20 minutes for lunch).
2. School meals will include access to free drinking water.
3. Schools will provide students access to hand washing and/or sanitizing.
4. Food or beverages should not be used as a reward or incentive for students' behavior or performance.
5. Schools are encouraged to use physical activity as rewards or incentives for students' behavior or performance.
6. All students should have a minimum of 30 minutes of developmentally appropriate activity, through recess, active classroom lessons, in-class physical activity breaks, and physical education.
7. Schools will not use physical activity (e.g. running laps, pushups) as a punishment.
8. Schools will not withhold opportunities for physical activity during the day (e.g. ~~recess~~, physical education) as punishment, unless participation would cause a student to be a danger to himself/herself or others or is allowed by a student's individual educational plan (IEP).
9. Screen time such as television, computers, video games and other electronic media should be used for educational purposes only, with the exception of screen time that engages students in physical activity.
10. Exceptions to any of the guidelines would be made at the discretion of the building principal.

History:

Adopted: 05/07/14

Reviewed: January 5, 2022



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
December 21, 2021
4:30 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 4:30 pm.

2. CRMS Open House Planning

The committee discussed additional promotion ideas to generate turnout for the CRMS Holiday Open House on December 27. The committee discussed logistics for the event and roles for Board members.

3. Identify Communication Priorities for the Next Month

The committee agreed to continue to focus on the promotion and day-of needs of the Open House and also discussed creating 1-pagers for each district. The committee discussed overall communications needs for the districts, including the need for a graphic designer.

4. Adjourn

The meeting was adjourned at 5:30 pm.

5. Next meeting

The next committee meeting is January 18, 2022 at 4:30 pm



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



Five Town CSD
Facilities Committee Meeting
CHRHS
Thursday, December 16, 2021
4:00 PM

MINUTES

Board Present

Mike Pierce
Rachele Hartley

Also Present

Shawn Carlson
Joe Debrosky
Christopher Fanelli
Jeff Hart
Jim O'Rourke
Susan Hood (via Zoom)
Kaelen Landfair (via Zoom)

1. Call to Order
Mike Pierce called the initial meeting of the Facilities Committee to order at 4:00 pm.
2. Update on Research and Information Gathering
Jeff presented results from a consolidated Turf Field Survey he had done with a number of Kvac schools regarding their process and outcome in construction turf athletic fields at their respective schools. Seven schools responded to the survey and the committee reviewed the results and had good discussion on many of the comments presented.
3. Additional Questions to Consider
The committee discussed a number of questions that Shawn proposed to the group relating to field use, student impact, Title 9 issues, and other issues related to field use. A good part of the discussion was around how schedules might work if multiple teams were all having to share one turf field for games and practices.

Conversation also included the impact to students if they had to stay later in the afternoon / evening for practice and/or additional travel to and from school, particularly for the HAL students. Potential middle school access, community use, and club sports availability were also reviewed.

4. Next Steps

The committee decided that Shawn and Jeff would put together a sample fall schedule to further review the field use issue and related student impact for review at next month's meeting. In the meantime, Jeff will also follow up with 2-3 turf field companies to start the preliminary process of information gathering and site review.

5. Next meeting Date

The next meeting is scheduled for Thursday, January 20th, 2022 at 4:00 PM at CHRHS.