

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

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



Camden Rockport Schools  
Regular School Board Meeting  
Bisbee Theater, CRMS  
Wednesday, January 19, 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 15 , 2021 Regular Board Meeting Minutes
5. Nominations (Note: Executive Sessions Possible for Nominations)
  - a. Stipend Nominations

Position	Nominee	Points	Bonus	Amount
CRMS Softball Coach	Ben Laukka	26	0%	\$2,060.24

6. CRMS Integrated Music Presentation – Alyssa Anderson
7. Possibility of Contracting Out Transportation For School Year 2022-23 – Maria Libby
8. Board Chair’s Report – Patrick McCafferty
  - a. CRMS Open House December 27, 2021
  - b. Change of CRS Finance Committee Chair
9. Superintendent’s Report – Maria Libby
10. Administrative Reports
  - a. Deb McIntyre, Assistant Superintendent
  - b. Jaime Stone, CRMS Principal
  - c. Chris Walker-Spencer, CRES Principal
  - d. Valerie Mattes, Director of Student Special Services
11. Standing Committee Reports
  - a. Finance – Met December 15 , 2021, minutes attached. Meets prior to School Board Meeting on January 19, 2022.
    - i. Finance Update – Finance Committee Chair
  - b. Joint Policy – Met December 13, 2021, minutes attached. Next meeting March 14, 2022.

**First Reads**

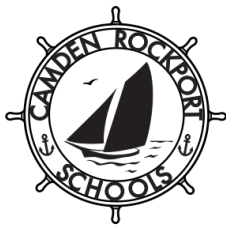
- BHC – Board Relationships and Communications with Staff
- GCEA – Recruitment, Selection, and Employment of Teaching Personnel
- GCF-R – Recruitment, Selection, and Employment of Administrative Staff Procedure
- IJJ – Instructional and Library Materials Selection
- IJJ-E – Citizen’s Challenge of Educational Media Form

IMB – Learning About Controversial Issues  
IMBB – Exemption from Required Instruction  
JICB – Care of School Property by Students  
JL – Student Wellness  
JL-R – Student Wellness Guidelines  
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  
JJA-P – Participation Guidelines for Student Activities  
JJA-R – Procedure to Discontinue a Sport or Student Activity  
JJIB – Sponsorship and Evaluation of Athletic Programs

- c. Joint Personnel – Has not met.
  - d. Joint Curriculum – Met January 10, 2022, minutes attached.
12. Ad Hoc Committee Reports
- a. Joint Communications – Met December 21, 2021. Next Meeting January 18, 2022.
13. School Advisory Committee Reports
- a. DEI Task Force – Next Meeting January 31, 2021.
14. Future Agenda Items
15. Adjourn



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Camden Rockport Schools  
Regular School Board Meeting  
Wednesday, December 15, 2021  
7:00 p.m.

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

## MINUTES

### Board Present

Patrick McCafferty, Chair  
Marcus Mrowka, Vice Chair  
Sarah Bradley Prindiville  
Marcia Dietrich  
Becky Flanagan  
Brianna Gutierrez  
Peter Orne  
Rick Thackeray

### Also Present

Maria Libby, Superintendent  
Deb McIntyre, Assistant Superintendent  
Jaime Stone, CRMS Principal  
Ryan Watts, CRMS Assistant Principal  
Katie Bauer, CRES Assistant Principal  
Peter Nielsen, Business Manager  
Staff

1. Call to Order  
Board Chair Patrick McCafferty called the meeting to order at 7:01 p.m.
2. Adjustments to the Agenda  
There were no adjustments to the agenda.
3. Public Comment on Items not on the Agenda  
There were no public comments on items not on the agenda.

### 4. Minutes

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

**Upon motion by Becky Flanagan and second by Marcia Dietrich, the Board voted to approve the November 17, 2021 Regular Board Meeting Minutes.**

**Vote: 8-0 Passed.**

## 5. Second Step Presentations– Ryan Watts, Katie Bauer

CREC Assistant Principal Katie Bauer provided the board with information regarding the implementation of the Second Step Program that teaches social and emotional learning through a skills-based approach. This program is implemented in all grades K-4 and blends nicely with the Responsive Classroom model. The program provides students with a common language that builds as they progress throughout the grades. Mrs. Bauer also shared that when the staff were asked for feedback, 88% viewed the program favorably. Multi-age struggles with which grade level materials to use across the K-2 span.

CRMS Assistant Principal Ryan Watts shared that students meet in Advisory to receive the Second Step lessons at the 5 – 8 grade levels. Mr. Watts shared an example of an activity from the 8<sup>th</sup> grade unit on Bullying. Mr. Watts also agreed that the lessons provide students with a consistent and clear language that builds throughout the grade levels. This is the second year of implementation for grades K – 8.

## 6. Data Reports 2020-21 – Deb McIntyre

## a. Standardized Testing

Assistant Superintendent McIntyre shared the state testing results from last spring. The state began using the NWEA assessment for the state performance measure in the Spring, 2021. The district has been using NWEA for an internal measure for many years. Ms. McIntyre pointed out that NWEA sets new norms every five years so the percentile rankings in 2021 should not be compared to previous years. The data continues to show that the students perform better in reading than in mathematics. The new mathematics program for grades 6-8 is in the second full year of implementation. A new K-5 mathematics programs will be presented to the Curriculum Committee at their January meeting.

## b. Truancy

Assistant Superintendent McIntyre shared that the truancy rates were higher last year, most likely a result of the pandemic. Both CRMS and CREC have structures in place to address truancy. The schools approach the issues of truancy by working with the families to identify needs and to support students attending on a regular basis. Punitive measures are part of the legal statute, but the district rarely takes these actions, preferring to be a partner with families whenever possible.

## 7. ARP Application Update – Maria Libby

Superintendent Libby shared with the board some revisions made to the ARP application. As with many other federal grants, we have combined our application and funding with the CSD. The application includes Sign on/Stay On incentives for employees due to increased demands on workers during the pandemic, the staffing shortages, and the significant cost of

living. The incentive would be \$1,000 for current employees. For hourly staff hired after September 1, the incentive would be for \$500 after 6 months and another \$500 after 12 months of employment. This incentive would apply to all staff in the District except the Superintendent who would not receive any incentive money. Many school districts across the nation are using ARP funds in this manner.

8. Early Release Dismissal Time Adjustment – Maria Libby  
 Superintendent Libby asked the board for approval to adjust the monthly Wednesday early release dismissal time one hour earlier, with the elementary school releasing at 12:15pm and the middle school at 1:00pm. The adjustment would have a minor impact on students and families but would allow teachers more time for collaboration and professional development. It would be a great gesture to support teachers who continue to carry an extra load due to the pandemic. This change, if approved, would start in January.

**Upon motion by Marcia Dietrich and second by Sarah Bradley Prindiville, the Board voted to approve the adjustment to the early release time as presented.**

**Vote: 8-0 Passed**

9. Board Chair's Report – Patrick McCafferty
- a. CRMS Open House December 27, 2021  
 Chair McCafferty reminded that there would be an open house at the middle school with self-guided tours and refreshments. Board members are encouraged to attend.
10. Superintendent's Report – Maria Libby, as written
- a. The Board had a couple questions for the Superintendent.
11. Administrative Reports
- a. Deb McIntyre, Assistant Superintendent  
 Assistant Superintendent McIntyre highlighted the evaluation and coaching components that are a requirement for the RREV grant. The evaluation includes surveys and multiple measures of program implementation. Additionally, she reported the need to begin working on planning for summer programming.
  - b. Jaime Stone, CRMS Principal  
 Principal Stone shared some of the ongoing struggles during the pandemic including working with families and dealing with students who are needing to quarantine. However, even with the additional stressors, the school is humming with activity and it is great to see so many student activities taking place including band and chorus events, 8<sup>th</sup> grade activity night, Busline League competitions, chess matches, Kindness month, parent volunteers and PBL. In addition, the National Honor Society from CHRHS is supporting students by providing tutoring services to some middle school students. The school is once again a busy place!
  - c. Valerie Mattes, Director of Student Special Services, as written.

## 12. Standing Committee Reports

- a. Finance – Met November 17, 2021, minutes attached. Meets prior to School Board Meeting on December 15, 2021.
  - i. Finance Update – Finance Committee Chair  
Finance Chair McCafferty stated that the November expense remaining was at 61% and the target for FY21 was 57%. There were no major concerns noted.
- b. Joint Policy – Next Meeting December 13, 2021.
 

**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
  - JKD – Suspension of Students
  - JICH – Misuse of Chemical Substances by Students
  - JICI – Weapons Violence and School Safety
  - JICK-E2-E3 - Bullying Responding and Remediation Form
  - KDA – Public Information Program
  - KFB - Facilities Use
  - KFB-C - Facilities Use Contract

It was noted Policy KDA referred to two policies that the school district does not currently have in place. It was recommended to amend Policy KDA by removing the reference to policy AEC and KDD.

**Upon motion by Marcia Dietrich and second by Becky Flanagan, the Board voted to approve the above second reads as amended.**

**Vote 8:0 Passed**

- c. Joint Personnel – Next meeting TBD.
  - d. Curriculum – Met November 22, 2021, minutes attached. Next Meeting January 10, 2022.  
Board member Sarah Bradley Prindiville reported the Curriculum Committee heard from the middle school regarding the implementation of the PreK program and an update on music instruction at the middle school. Allysa Anderson shared some wonderful clips of students performing.
- ## 13. Ad Hoc Committee Reports
- a. Joint Communications – Met November 16, 2021, minutes attached. Next Meeting December 21, 2021.

Board member Marcus Mrowka shared that the committee has put information out to the public on becoming involved in the strategic planning process.

14. School Advisory Committee Reports

- a. DEI Task Force – Met November 29, 2021, minutes attached. Next Meeting January 31, 2021.

Board member Sarah Bradley Prindiville reported the Task Force met to welcome new members, review and plan for next steps and will further develop these plans once the results of the Equity Audit are available.

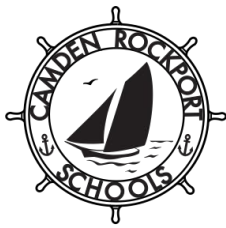
15. Future Agenda Items

Music updates from CRMS.

16. Adjourn

The meeting adjourned at 8:21 pm.

DRAFT



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



Camden Rockport Schools  
Superintendent Board Report  
January 19, 2022

## 1. Updates

- a. **Federal Vaccination Mandate for Employers with over 100 Employees.** The Supreme Court blocked President Biden's vaccination mandate that would have applied our district. However, we already have a vaccination or pooled testing requirement in place for staff.
- b. **Standard Operating Procedure Update.** The Maine CDC revised its Standard Operating Procedures for Schools on January 12<sup>th</sup>, and we no longer need to conduct contract tracing. Principals will continue to notify parents when a student or staff in their school has tested positive.
- c. **Secondary Egress.** We plan to go out to bid for this project in February and begin construction in June and complete the project by the end of August.
- d. **Softball/Field Hockey Field.** We are awaiting engineering plans to redo this field with money left in the CRMS Project account. It had been part of the original construction, was eliminated during value engineering, and is back on the table due to the necessary funds being available. The intent is to go out to bid on this project in early spring with the hope that it can be completed over the summer.
- e. **Rose Hall.** This project is delayed due to materials and shipping delays and worker shortages. The revised turn-over date is April 4. This will be about 5 months later than originally planned.
- f. **Souther Solar Farm.** The solar farm that we bought into in Livermore Falls is up and running. You will see a significant reduction in our electricity costs in the FY23 budget because of it.

## 2. Transportation

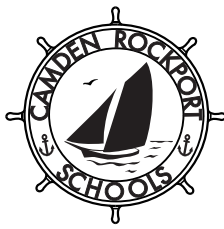
Last spring, we discussed the possibility of needing to contract out our transportation services at some point either this year or next, due to staffing shortages. In talking to the four companies operating in Maine this fall when I was trying to get a route covered, I learned that many of them are in the same situation, and they were doubtful they had the capacity to add another district. In the meantime, we have had 3 drivers retire. We do have two custodians who have started driving for us (taking time out of their custodial shift) and our spare drivers are all doing regular runs to help us out. The fact is, however, that we are very short-staffed, and it has been difficult to attract and hire drivers. I believe the situation is going to continue to pose significant (and potentially insurmountable) challenges.

Therefore, we felt it was prudent to determine whether we have any options to consider by submitting bid packages to the transportation contractors who work in Maine. Knowing we



had to do this before the budget is presented – we need to budget accordingly – we sent out bid packages for SAD transportation for next year on January 12th. I alerted the Association President that this would be happening. We will pull together a committee comprised of administrators, a board member, and an association member to make a recommendation to the full board in February or March.

Respectfully Submitted,  
Maria Libby



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Superintendent  
**Debra McIntyre**  
Assistant Superintendent



Camden Rockport Schools  
Assistant Superintendent Board Report  
January 19, 2022

**Goals Update:**

**GOAL #1: Healthy Learning Environment**

- Continuing to support the work and communication necessary for pooled testing.

**GOAL #2: Teaching and Learning**

- Bridges Mathematics Program – observation of a kindergarten classroom fully implementing the program this year. During the observation, it was noted a high level of engagement as well as students engaged in mathematical reasoning and problem-solving. This program was presented to the curriculum committee for adoption K-5.
- PreK MDOE site review – all new PreK programs must participate in a site review from the MDOE. The purpose of the review is to provide feedback based on the alignment of the program to the standards outlined in Chapter 124, including curriculum, appropriate instructional strategies, facilities, and teacher qualifications.
- Ongoing work to complete the revisions to the Social Studies curriculum.
- RREV grant – teachers are continuing the work of developing their outdoor residencies – some collaborations in the works are with Merry Springs, Chewonki and Aldermere Farms. We have utilized the grant funds so far to increase the learning spaces outdoors, purchase outdoor supplies and materials and to provide for ongoing support and coaching for staff.

**Other**

- Was able to be the “conductor” for the kindergarten classrooms – reading “*The Polar Express*” to each class during the holiday season.
- Participated in the Open House held at CRMS.
- Continue to work on the federal reporting requirements for the Civil Rights Reports.
- Central Office staff has been visiting each of the schools so staff can put names to faces and the central office staff gets to also see each school and visit a few classes.

Respectfully,  
Debra McIntyre



Camden Rockport Schools  
CRES Principal Board Report  
January 19, 2022

**Goal #1: Healthy Learning Environment / Positive School Climate**

**Staff Wellness**

December and January are especially busy months each year for staff with report cards and budget development layered on top of day-to-day teaching and planning. Doing all of this amid a pandemic makes it extra challenging. To help with the work load we allocated faculty meeting time in December and January for completing these tasks.

**Goal #2: Curriculum, Instruction and Assessment**

**Outdoor Education**

We continue to make progress on our outdoor residency planning proposals. Grade level teams were provided time to finalize these proposals that are part of our REVV Grant award.

Grade level teams are also meeting throughout the spring with Jenn Paige, our outdoor education consultant, as she supports our transition to increased instructional time outdoors.

The Maine DOE visited our Pre-K program in January and will be in touch with feedback during our first year in operation. We're certainly proud of the opportunities and programming we offer in the state's first outdoor based public Pre-K.

**Curriculum**

Grade level teams will begin working on revising our Social Studies curriculum this spring with Deb McIntyre's guidance.

**Enrollment Overview:**

	<b>10/1/21</b>	<b>1/12/22</b>
Pre-K	14	13
Kindergarten	60	62
Grade 1	61	61
Grade 2	70	72
Grade 3	81	82
Grade 4	71	72
<b>Total</b>	<b>357</b>	<b>362</b>

Respectfully,  
Chris Walker-Spencer



Camden Rockport Schools  
Special Services Board Report  
January 19, 2022

**Goal: Teaching and Learning:**

The Dyslexia Screening Committee that I chair continues their work to revise our current protocols to meet state statute requirements. Districts are required to screen students in kindergarten through second grade who have difficulty in the areas of phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, rapid naming skills and encoding skills. Deb McIntyre assisted in purchasing the NWEA Map Reading Fluency Dyslexia Screener last year that is a great tool that assesses all the areas listed in the statute. Prior to this, we had a variety of assessments that we had to use and then compile the results. This one tool has created much better efficiency. Special education teacher, reading interventionist coordinator, classroom teacher, school psychologist and assistant principal join me on the team. Our goal this year is to firm up our process with the new assessment tool and publish our protocol on the CRES website.

**Other:**

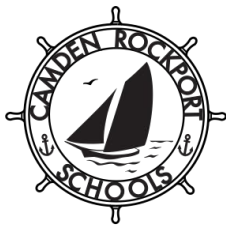
I serve as the Foster Care Point of Contact for our district. This is part of the state's Foster Care - Title I, Part A Provisions. I am seeing an uptick of cases recently where foster children are more mobile than in past years. As I speak with other district Foster POCs, they too are seeing an increase. Basically, children who are in the foster system and under DHHS supervision are entitled to the same educational rights as our McKinney-Vento (homeless) students. The overarching goal is to maintain educational stability for this fragile group of students. The process involves coordination with other districts to determine the best interest of the child for school placement. Sometimes that involves having a student stay in our district until the end of the current school year. Transportation and services are coordinated between the school of residence and our district (school of origin).

Due to the mobility that is occurring within this group of students, I work closely with the registrars at each school to establish whether we are the school of origin and/or school of residence. Currently, we have 3 students where determinations found them eligible to enroll or maintain enrollment based on the Foster Care Act. There have been cases where we found our district was not within these two categories, and I worked with DHHS to ensure they were enrolled in their actual school of origin.

For more information: <https://www.maine.gov/doe/schools/safeschools/fostercare>

**STUDENT COUNT:** Special Education: 129; PERCENTAGE – 18%

Respectfully submitted,  
Valerie Mattes



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Assistant Superintendent



Camden-Rockport Schools  
Finance Committee Meeting  
Library, CRMS  
Wednesday, December 15, 2021  
6:30 P.M.

**MINUTES**

**Board Present**

Becky Flanagan  
Patrick McCafferty  
Marcus Mrowka  
Pete Orne

**Also Present**

Maria Libby, Superintendent  
Peter Nielsen, Business Manager  
Jaime Stone, CRMS Principal

**1. Call to Order**

Patrick McCafferty called the meeting to order at 6:35 p.m.

**2. FY22 Budget to Actual Summary**

The Business Manager presented the November end-of-month financials which are moving along as expected. The payroll target for EOM November was 57.69% of funds remaining; the FY21 remaining balance at the same point had 61.53% remaining, and the SAD budget had 61.42% funds remaining at FY22 October's close.

The meeting adjourned at 6:36 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. JEGE – 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.



## **CAMDEN ROCKPORT SCHOOLS 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 District 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: 05/08/2002, 12/14/16

Reviewed: 02/13/13

First Reading: January 19, 2022

Second Reading:

Approved:

## CAMDEN ROCKPORT SCHOOLS POLICY

### RECRUITMENT, SELECTION, AND EMPLOYMENT OF TEACHING PERSONNEL

It is the goal of Camden Rockport Schools 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 Camden Rockport Schools 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~~ 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, 12/02/15, 05/18/16

First Reading: January 19, 2022

Second Reading:

Adopted:

## CAMDEN ROCKPORT SCHOOLS POLICY

### RECRUITMENT, SELECTION, AND EMPLOYMENT OF ADMINISTRATIVE STAFF PROCEDURE

It is the goal of Camden Rockport Schools 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 Camden Rockport Schools 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~~designee) 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~~ 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, 01/20/16

**First Reading: January 19, 2022**

**Second Reading:**

**Adopted:**

## **CAMDEN ROCKPORT SCHOOLS 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 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: 09/08/99, 02/26/08, 06/09/21

Reviewed: 05/08/13

First Reading: January 19, 2022

Second Reading:

Adopted:

CAMDEN ROCKPORT SCHOOLS 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. For what age group would you recommend this material?
7. Is there anything good about this material? Do you see any educational benefit of this



material?

- 8. Are you aware of the professional reviews/judgment of this material?
- 9. What do you believe is the theme and/or intention of this material?
- 10. What would you like the school to do about this material?
  - Do not assign it to my child.
  - Do not assign it to any students.
  - Withdraw it from the library and/or instructional program.
  - Refer it to the Educational Review Committee for evaluation.

10. 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 19, 2022  
Second Reading:  
Adopted:

## CAMDEN ROCKPORT SCHOOLS 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: 03/21/18

First Reading: January 19, 2022

Second Reading:

Adopted:

## CAMDEN ROCKPORT SCHOOLS POLICY

### EXEMPTION FROM REQUIRED INSTRUCTION

The curriculum of ~~Camden Rockport Schools the school unit~~ 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 cannot be required to adopt ideas with which they disagree, but such disagreement alone is not a sufficient basis to exempt a student from the prescribed curriculum. Exemptions from the required curriculum should be minimized because they can detract from the overall instruction provided to the class as a whole and the educational objectives ~~required in the Maine Learning Results sought to be achieved by the curriculum.~~

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 particular sincerely held 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 and are subject to the approval of the Principal. The Principal shall notify the Superintendent as soon as practicable of any request for exemption from instruction and of his/her decision. If the Principal denies an exemption request, the parent(s)/legal guardian may appeal to the Superintendent.

In considering requests for exemption, factors that the Principal 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; and~~
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 Principal determines that the curriculum, ~~that has been~~ aligned with the system of Learning Results, conflicts with sincerely held religious 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 Principal 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 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
- ~~LD 1536, Chap. 51 Resolves~~
- 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/~~Sensitive~~ Issues
- IMBAA – Alternatives to Biological Dissection

History:

Adopted: 3/12/03, 6/19/13, 11/19/15

First Reading: January 19, 2022

Second Reading:

Adopted:

## CAMDEN ROCKPORT SCHOOLS 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 ~~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 appliances 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

History:

Adopted: 01/21/04

Reviewed: 11/19/15

First Reading: January 19, 2022

Second Reading:

Adopted:

## CAMDEN ROCKPORT SCHOOLS 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

Camden Rockport Schools 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 schools, 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

Camden Rockport Schools will strive to provide all students developmentally appropriate opportunities for physical activity through physical education classes, recess periods, and extracurricular activities (clubs, intramural and interscholastic athletics). School programs are intended to build and maintain physical fitness and to promote healthy lifestyles. The schools



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 its programming for all students, as well as occasional assemblies or other events, so that education in this arena is ongoing.

### **OTHER SCHOOL-BASED WELLNESS ACTIVITIES**

The schools, 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.

Camden Rockport Schools 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 schools, for monitoring efforts in the schools 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 schools
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

Camden Rockport Schools will publicly disseminate information about school wellness activities, healthy eating and school nutrition, and the results of wellness program evaluations/monitoring on Camden Rockport Schools' wellness policy implementation efforts on the District's 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 have school-based Wellness Committees that should include a variety of stake holders appointed by the Principal.

The Wellness Committees shall serve as an advisory committee to the schools 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 Committees may survey parents, students and the community and/or conduct focus groups or community forums. Each 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 schools will provide nutrition education that focuses on the skills students need to adopt and maintain healthy eating behaviors.
- The schools' 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.
- Camden Rockport Schools 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 schools 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 schools will provide facilities adequate to implement the physical education curriculum for the number of students served.
- The schools 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 schools 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.

- Schools will encourage maximum participation in school meal programs.
- Schools will encourage parents and students to take advantage of developmentally appropriate community-based after-school programs that emphasize physical activity.
- The schools 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 schools are encouraged to cooperate with agencies and community organizations to support programs that contribute to good nutrition and physical activity.

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:

07/05/06, 04/16/14, 06/08/16, 03/20/19

First Reading: January 19, 2022

Second Reading:

Adopted:

## CAMDEN ROCKPORT SCHOOLS 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:

First Reading: January 19, 2022

Second Reading:

Adopted:

## CAMDEN ROCKPORT SCHOOLS 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 Camden Rockport Schools 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: 05/18/16

**First Reading: January 19, 2022**

**Second Reading:**

**Adopted:**

## CAMDEN ROCKPORT SCHOOLS 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 Camden Rockport Schools 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 as well as to and from a regular childcare provider. 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. Pre-K and K students will ~~not~~ **only** be dropped off ~~unless~~ **if** a responsible caregiver is visible to the driver at the drop off location.

##### c. Walking Distances:

- Pre-K and Kindergarten children will normally be picked up and dropped off at their homes.
- Students in grades 1-4 may be required to walk up to 1/4 mile beyond their property line to a bus stop or to school.
- Students in grades 5-8 may be required to walk up to 1/2 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 Camden Rockport Schools 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 that \$100,000 combined single limit insurance and \$3000 per person medical payments. Camden Rockport Schools ~~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 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
- EEAFA - Transportation To and From Extra Curricular Activities

Legal Reference:

- Title 29-A MRS §2081

History:

Adopted: 02/23/98, 10/10/00, 10/19/05, 04/10/13, 03/17/21

Reviewed: 03/16/20

Reviewed: January 19, 2022

## CAMDEN ROCKPORT SCHOOLS 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 Superintendentcy, 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
- GCF-R – Recruiting and Hiring of Administrative Staff Administrative Procedure

#### History:

Adopted: 07/10/13, 06/11/18

**Reviewed: January 19, 2022**

NEPN/NSBA Code: GCOC

**CAMDEN ROCKPORT SCHOOLS 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:**

- 20-A MRS §§13701-13706; 13802
- Me. Dept. of Ed. Rule Ch. 125 §§ 4.02(E) (3), 8.08)
- Me. Dept. of Ed. Rule Ch. 180

**History:**

Adopted: 11/10/99, 11/14/2012

Reviewed: January 19, 2022

## CAMDEN ROCKPORT SCHOOLS 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: 04/13/05, 01/20/16

Reviewed: 04/10/13

Reviewed: January 19, 2022

**CAMDEN ROCKPORT SCHOOLS POLICY**

**PARTICIPATION MINIMUMS GUIDELINES FOR STUDENT STIPENDED ACTIVITIES**

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

Whenever participation exceeds the numbers as listed, the Administrator will consider whether privately or homeschooled resident students may participate on the CRMS team/activity.

CRMS Sport	Number Range	CRMS Activity	Number Range
Cross Country (girls & boys)	12-40	After School Art	4-20
Field Hockey	13-25	Yearbook	4-20
Golf	5-18	Robotics	4-20
Soccer (per team)	13-25 (4 teams)	Student Council	4-16
Basketball	8-16	Drama (musical)	10-115
Wrestling	5-20	Drama (play)	10-60
Baseball	10-16	Jazz Band	8-30
Softball	10-16		
Track (2 coaches)	15-60		

**Cross Reference:**

- IHBGA - Participation in Camden Rockport Schools Curricular, Co-Curricular, and Extra-Curricular Programs by Students in Approved Equivalent Instruction and Homeschooled Programs
- JFABE-E - Resident Private School Participation Form
- JFABE - Use of Public School Services and Facilities by Resident Private School Students

History:

Adopted: 04/16/14

Reviewed: January 19, 2022

## CAMDEN ROCKPORT SCHOOLS 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: 04/13/16

Reviewed: January 19, 2022

## CAMDEN ROCKPORT SCHOOLS POLICY

### SPONSORSHIP AND EVALUATION OF ATHLETIC PROGRAMS

It is the Board's desire to offer Camden Rockport Schools 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 Busline League and, where appropriate, 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. ~~Gender equity~~ District compliance with Title IX;
4. Impact on facilities;
5. Impact on existing programs;



6. Impact on administration and staff;
7. Expenses;
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 Athletic Director 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, new programs will be placed on a two-year probationary status.

#### **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. 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 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 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 middle school administrator, teachers who are employed as coaches, 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 Camden Rockport Schools' athletic programs.

History:

Adopted: 04/16/14

Reviewed: January 19, 2022



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



Five Town CSD and Camden Rockport Schools  
Curriculum Committee Meeting  
CHRHS Room 245A  
January 10, 2022  
3:30– 4:30 PM

**MINUTES**

**Board Present:**

Sarah Bradley Prindiville, CSD and CR Chair  
Marcus Mrowka, CR Board  
Mike Pierce, CSD Board

**Board Absent:**

Marcia Dietrich, CR Board  
Deb Harbaugh, CSD Board

**Also Present:**

Deb McIntyre

**Also Present via Zoom:**

Shawn Carlson  
Jaime Stone  
Chris Walker Spencer  
Lori Taylor  
Trevor Vadas

1. Call to order  
Sarah Bradley Prindiville called the meeting to order at 3:30 p.m.
2. Adjustments to the Agenda  
There were no adjustments to the agenda.

**CSD**

3. New Course Proposals for 2022-23  
Please note that the approval of any of these courses does not necessarily mean they will be offered. Course offerings are based on staffing, budgeting and course sign-ups.

- **AP Computer Science**

**Course Description:** AP Computer Science is an intensive, focused study of computer programming and is equivalent to a first-semester, college-level course in computer science. The course emphasizes object-oriented programming and design using the Java programming language.

**Course Rationale:** This course is intended for students who wish to focus on computer science principles as illustrated through the use of the Java programming language.

**Credits:** 1 credit – Applied Academics

**Costs:** \$1,500 textbooks, \$800 curriculum development  
(Total: \$2,300)

**Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the course AP Computer Science. Vote: 2-0**

- **College Algebra**

**Course Description:** College Algebra is a dual enrollment (UMFK-CHRHS) course designed for upper-class students who have already taken Algebra 2 and are interested in reviewing and improving Algebra skills. College Algebra covers algebraic concepts including linear, fractional, quadratic and exponential equations and graphs. Also covers basic trigonometry for right triangles. This course is designed to run as a concurrent enrollment class with UMFK.

**Course Rationale:** College Algebra solidifies and expands the student's foundational Algebra skills as a basis for follow-on courses in higher level math. Strong Algebra skills increase student performance specifically in Pre-Calculus and beyond in their post-secondary education. Additionally, College Algebra offers students concurrent enrollment with the opportunity to earn college credit through UMFK, which may also increase follow-on student enrollment in University of Maine college programs.

**Credits:** 1 credit – Math CHRHS and 3 credits from UMFK

**Costs:** \$2,000 textbooks  
(Total: \$2,000)

**Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the course College Algebra. Vote: 2-0**

### **SAD**

4. Consideration of adopting the Bridges Mathematics Program for grades K – 5. Supporting materials were provided. Lori Taylor a Kindergarten teacher at CRES has been using the program this year and shared her experiences with the committee members.

The committee heard from Lori Taylor and viewed a video clip of Lori using the Bridges program in her classroom. Additional information was provided and more can be found at

<https://www.mathlearningcenter.org/curriculum/bridges>

Classroom Materials are comprised of games, manipulative, connections to Children’s Literature, Word Resource Cards, student books for practice and reinforcement of skills learned and home connections. The teacher materials also include hard copy binders for each unit, (also available in electronic form), assessment guides, Number Corner, online access to training, up to date materials and resources to support online learning.

Comparison of Everyday Math (current program) to Bridges  
 Ed Reports (an independent organization that reviews instructional materials)

	EveryDay Math	Bridges
Focus and Coherence	K: 7/14 1+2: 10/14 3-5: 11/14	K-2: 13/14 3-5: 12/14
Rigor and Mathematical Practices	K: N/A 1: 12/18 2-5: 9/18	K: 16/18 1-2: 17/18 3-5: 16/18
Alignment	K: DNM 1: PM 2-5: DNM	K-5: MEETS
Usability	N/A	K-5: 37/38

Costs:

Approximate \$58,000 depending on number of actual students/teachers. This is a one-time expense for teacher materials but an ongoing cost for student consumable (much like EDM is now for student books).

In addition, the cost of a two-day training is included in the above price, but we would need to pay teachers a per diem for two days of training this summer (would use title II funds to defray the per diem expense).

**Upon motion of Sarah Bradley Prindiville and second by Marcus Mrowka, the committee approved the adoption of Bridges Math Program for grades K-5.**

**Vote: 2-0**

5. Adjourn  
The meeting adjourned at 4:13 p.m.



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**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