

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, February 16, 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 January 19, 2022 Regular Board Meeting Minutes
 - b. Approval of the February 10, 2022 Special Joint Board Meeting Minutes
5. Nominations (Note: Executive Sessions Possible for Nominations)
 - a. Stipend Nominations

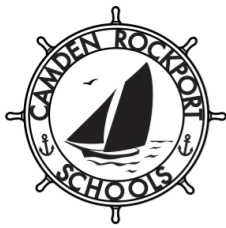
Position	Nominee	Points	Bonus	Amount
CRMS Baseball Coach	Nick Denny	26	0%	\$2,060.24
CRMS Track and Field Asst. Coach	Ian McKenzie	18	0%	\$1,426.32

6. Mid-year Strategic Plan Implementation Update
7. Approval of 2022-2023 School Calendars
8. 2022-2023 Requested Budget Presentation
9. Board Chair’s Report
10. Superintendent’s Report
11. 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
12. Standing Committee Reports
 - a. Finance – Met January 19, 2022 minutes attached. Meets prior to School Board meeting.
 - i. Finance Update – Finance Committee Chair
 - b. Joint Policy – Next meeting March 14, 2022.

Second 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
 - c. Joint Personnel – Has not met.
 - d. Joint Curriculum – Has not met.
13. Ad Hoc Committee Reports
- a. Joint Communications – Met January 18, 2022 and February 1, 2022, minutes attached.
14. School Advisory Committee Reports
- a. DEI Task Force – Next Meeting February 28, 2022.
15. Future Agenda Items
16. Adjourn



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
Wednesday, January 19, 2022
7:00 p.m.

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

MINUTES

Board Present

Patrick McCafferty, Chair
Marcus Mrowka, Vice Chair
Becky Flanagan
Brianna Gutierrez
Peter Orne

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent
Chris Walker-Spencer, CRES Principal
Peter Nielsen, Business Manager
Valerie Mattes, Director of Student Special Services
Staff

Board Absent

Sarah Bradley Prindiville
Marcia Dietrich
Rick Thackeray

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 December 15, 2021 Regular Board Meeting Minutes

Upon motion by Becky Flanagan and second by Peter Orne, the Board voted to approve the December 15, 2021 Regular Board Meeting Minutes.

Vote: 5-0 Passed.

5. Nominations

- a. Stipend Nominations

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

Upon motion by Peter Orne and second by Becky Flanagan, the Board voted to approve the above stipend nomination.

Vote: 5-0 Passed.

6. CRMS Integrated Music Presentation – Allysa Anderson

Ms. Anderson gave a presentation on the change from General Music to Performing Arts at CRMS. This program change added theater and dance to the student experience and has resulted in increased arts engagement for all CRMS students. She showed recent clips of song, dance, and oration performances. The Board commended Ms. Anderson on the growth and success of the integrated Performing Arts Program at CRMS.

7. Possibility of Contracting Out Transportation for School Year 2022-23 – Maria Libby

Superintendent Libby outlined the structure of transportation in the District: the Camden Rockport Schools District provides transportation for CRES and CRMS students (excluding students who attend school under a Superintendent's or Tuition Agreement). Five Town CSD contracts with CRS to provide transportation for all CHRHS students who live in Camden and Rockport, and for CHRHS sports and field trips. The Five Town CSD currently uses an outside contractor (Luce Transportation) to transport the CHRHS students who live in Hope, Appleton, and Lincolnville.

Mirroring state and national trends, the District has had difficulty finding bus drivers to drive the necessary routes and trips. The problem has existed for years but is particularly severe now. The District recently formed a committee to evaluate transportation options. The committee will be composed of the Superintendent, the Director of Transportation and Facilities, the Business Manager, the Association President, a Board Member, and a bus driver. Possible transportation companies for this bid included First Student, Inc., Luce Transportation, and Northeast Transport, Inc. Any interested party will attend a mandatory Bidders' Conference on January 20. Bids are due on January 28, and the Transportation Committee will evaluate and make a recommendation to the Board. The District's current contract with bus drivers allows it to contract out transportation services, so long as drivers are represented in the process.

The Superintendent shared that the if the District does decide to contract out transportation services, it will plan to hold on to its buses (perhaps leasing them to the contractor) to allow for future flexibility. The Board discussed various details of the proposal, including the timeline, how the proposal will affect the budget and budget process, and the proposal's effect on staff.

8. Board Chair's Report – Patrick McCafferty

a. CRMS Open House December 27, 2021

Board Chair McCafferty shared that the CRMS Open House had a good turnout and community members enjoyed the chance to tour the school and visit with Board members and Administration.

b. Change of CRS Finance Committee Chair.

Board Chair McCafferty shared that the CRS Finance Committee will now be chaired by Peter Orne.

9. Superintendent's Report – Maria Libby - As written.

Superintendent Libby drew attention to the new Maine State SOP and the resulting changes in Camden Rockport Schools' School Year Plan. As our District schools enforce universal masking, we will no longer require contract tracing. Mask breaks will no longer be allowed indoors, and masking is now required for all school activities, including extracurricular sports. The District also adopted a new procedure that requires principals to send out an email any day there are COVID cases and report the cases and corresponding grade level. Ms. Libby shared that the most important message she and administrators are emphasizing is that anyone symptomatic should stay home.

In response to a Board question from her written report, Superintendent Libby stated that the Secondary Egress Project at CRES will be funded from the capital reserve.

10. Administrative Reports

a. Deb McIntyre, Assistant Superintendent - As written

Assistant Superintendent McIntyre reported that the MDOE completed their visit to PreK. Unfortunately, the visit happened on an extremely cold day and the students had to stay inside. The District is looking forward to receiving the feedback from the site visit.

Ms. McIntyre also shared that though the District continues to struggle with the fill rate for staff absences due to the pandemic, we have recently been able to cover all necessary positions. She also stated that student absences in 2021 were higher at CRES than at CRMS. Conversely, in 2020, CRES had higher student absences than CRMS. Staff absence data was similar in both years.

In response to a Board member's question. Ms. McIntyre stated that the District is revising its Social Studies curriculum to match revisions in the state requirements.

- b. Chris Walker-Spencer, CRES Principal - As Written
Principal Walker-Spencer relayed that CRES has a higher number of home-schooled students this year, with no resulting loss of enrollment due to new students moving into the district. He is curious to see what will happen next year with enrollment numbers if home schoolers decide to return to CRES. Principal Walker-Spencer thanked his staff and the District, especially Katie Bauer and Deb McIntyre, for their work while he was out.
- c. Valerie Mattes, Director of Student Special Services - As written.
Ms. Mattes drew attention to the work Student Special Services does for children in the foster care system. Often students in foster care change locations, and Ms. Mattes and her department work with the DHHS, other schools, and school administrators to maintain educational stability in the event of a move to ensure the best interests of the student are met.

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
Finance Chair Orne stated that year to date financials are tracking as expected. He stated that the committee discussed the financial implications of contracting out transportation.
- 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

Upon motion by Marcus Mrowka and second by Becky Flanagan, the Board voted to approve the above first reads.

Vote: 5-0 Passed.

Review with No or Minor Revisions - no action necessary

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 – Next meeting TBD.

d. Joint Curriculum – Met January 10, 2022, minutes attached.

i. Possible Approval of Bridges Math Curriculum.

Assistant Superintendent McIntyre shared that Lori Taylor gave a presentation on the proposed Bridges Math curriculum at the January Curriculum Committee meeting. The Bridges Math program has been shown to have higher student outcomes, results in increased engagement, and streamlines into our existing 6-8 grade math programs. The committee recommended Board approval.

Upon motion by Becky Flanagan and second by Marcus Mrowka, the Board voted to approve adoption of the Bridges Math Curriculum.

Vote: 5-0 Passed.

12. Ad Hoc Committee Reports

a. Joint Communications – Met December 21, 2021, minutes attached, and January 18, 2022. Next Meeting February 1, 2022.

Board member Marcus Mrowka shared that the committee will discuss modifications to the Annual Report. School Advisory Committee Reports.

13. Board Advisory Committee Reports

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

14. Future Agenda Items

None.

15. Adjourn

The meeting adjourned at 8:05 pm.



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/Camden Rockport Schools
Special Joint School Board Meeting
Bisbee Theater, CRMS
Thursday, February 10, 2021
6:30 P.M.

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

MINUTES

Board Present

Becky Flanagan, CSD Chair, CRS
Patrick McCafferty, CSD, CRS Chair
Marcus Mrowka, CSD, CRS Vice-Chair
Sarah Bradley Prindiville, CSD, CRS
Deborah Harbaugh, CSD
Peter Orne, CSD Alternate, CRS
Rick Thackeray, CSD

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent

Board Absent

Marcia Dietrich, CSD Vice-Chair, CRS
Brianna Gutierrez, CSD, CRS
Rachele Hartley, CSD
Mike Pierce, CSD

1. Call to Order

Five Town CSD Chair Becky Flanagan called the meeting to order at 6:30 pm.

2. Adjustments to the Agenda

Superintendent Libby noted that Agenda Item 4 should be deleted from the Agenda because Luce had withdrawn his bids for the Transportation Contract.

3. Public Comment on Items not on the Agenda

None

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

Upon motion by Becky Flanagan and second by Marcus Mrowka, the Board voted to enter Executive Session.

Vote: 7-0 Passed

In: 6:31

Out: 7:32

5. Adjourn

Chair Flanagan adjourned the meeting at 7:32 pm.

DRAFT



Camden Rockport Schools
Action Strategies for Implementation 2021-22
Be Kind. Work Hard. Keep Learning
MID-YEAR PROGRESS REPORT

GOAL #1: We will meet the social, emotional, and cognitive needs of students and support staff wellness to improve student achievement and build strong character.					
	ACTION STRATEGIES	PRIMARY DESIGNEE	HOW	BY WHEN	<i>Update - February 8, 2022</i>
1.1	Develop and sustain a program that educates, assesses and intervenes to better support students' mental health.	Assistant Principal (with BRTI team) Assistant Principal	1.1a: Implement year 2 of Second Step program (K-8). 1.1b: Implement best practice interventions for students social, emotional, behavior needs for in-person Continue to explore opportunities in outdoor education to positively influence mental health and improve social emotional learning.	Spring 2022 Spring 2022 Spring 2022	<i>ongoing</i> <i>CRMS: 1st year with staff Behavior Specialist, 2nd year of Pause Place, BRTI Team meets weekly, Second Step curriculum</i> <i>CRMS- Grade level outdoor ed experiences and summer camp programming (SunDog Partnership)</i> <i>CRMS: REVV grant funding each grade level's outdoor residency; Jenn Page consultant throughout the year; 1st year of Pre K program; ongoing outdoor space design with landscape architect</i>



			<p>CRMS: Continue focus on Tier 2 Support plans and interventions</p> <p>CRES: Successful integration of Behavior Specialist and School Psychologist (intern)</p>	Spring 2022	<p><i>CRMS: Combined Academic and Behavior RTI Meetings; Regular schedule for tier 2 sessions</i></p> <p><i>CRES: Behavior Specialist/School Psych integral members of Behavior Team (MTSS); both collaborating around social thinking group for students</i></p>
<p>GOAL #2: Curriculum, instruction, and assessment will provide a continuum of learning opportunities that are engaging and meaningful to students and allow them to thrive.</p>					
	ACTION STRATEGIES	PRIMARY DESIGNEE	HOW	BY WHEN	
2.2	Review educational opportunities and support services for all students to ensure equity.	Maria DEI Task Force	<p>2.2a: Continue DEI committee.</p> <p>2.2b: Identify and plan to address systemic barriers to student’s full participation in their education.</p>	<p>Ongoing</p> <p>Update by June 2022</p>	<p><i>DEI Task Force continues to meet monthly. They will review recommendations from the equity audit at their Feb. meeting.</i></p> <p><i>Trauma informed practices PD</i></p>
2.3	Provide professional development in student-centered instruction and assessment practices.	Principals	<p>2.3a: CRES: Provide coaching in outdoor education.</p> <p>2.3b CRMS: Continue Project Based Learning Implementation</p>	<p>Spring 2022</p> <p>Spring 2022</p>	<p><i>Jenn Page consulting & Hurricane Island Center for Science and Leadership</i></p> <p><i>CRMS: Ongoing (some new PBL’s schedule is a barrier)</i></p>

DRAFT

**Camden Rockport Elementary School
2022-23 School Calendar
Grades PreK-4**

JULY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	W	W			

SEPTEMBER						
S	M	T	W	T	F	S
				W	TP	3
4	H	SO	O	8	9	10
11	12	13	14	15	16	17
18	19	20	ER	22	23	24
25	26	27	28	29	30	

OCTOBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	H	11	12	13	14	15
16	17	18	ER	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	H	12
13	14	15	16	17	18	19
20	W	C	X	H	X	26
27	28	29	30			

DECEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	ER	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	X	24
25	H	X	X	X	X	31

JANUARY						
S	M	T	W	T	F	S
1	H	3	4	5	6	7
8	9	10	ER	12	13	14
15	H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	ER	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	X	24
25	H	X	X	X	X	31

MARCH						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	ER	9	10	11
12	13	14	15	16	C	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	ER	6	7	8
9	10	11	12	13	ERH	15
16	H	X	X	X	X	22
23	24	25	26	27	28	29
30						

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	ER	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	H	30	31			

JUNE						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	DERH	TP	17
18	H	20	21	22	23	24
25	26	27	28	29	30	

August 30/31 Teacher Workshop Day

September 1 Teacher Workshop Day
 September 2 Teacher Prep Day
 September 6 Student Orientation/K Screening
 September 7 First Day of School
 September 21 Early Release for Prof Dev (1:15)
 October 19 Early Release for Prof Dev (1:15)

November 21 No School - Teacher Workshop Day
 November 22 No School - Parent Conferences
 November 23-25 Thanksgiving Break
 December 2 Term 1 Ends
 December 7 Early Release for PD (1:15)
 Dec 23 - Jan 2 Holiday Break

January 11 Early Release for Prof Dev (1:15)
 February 8 Early Release for Prof Dev (1:15)
 February 17 Early Release (11:30) (1/2 Teacher Day)
 February 20-24 Winter Break

March 8 Early Release for Prof Dev (1:15)
 March 16 Term 2 Ends
 March 17 Parent Conferences - No School
 April 5 Early Release for Prof Dev (1:15)
 April 14 Early Release (11:30) (1/2 Teacher Day)
 April 17-21 Spring Break

May 10 Early Release for Prof Dev (1:15)
 June 15 *Last Day of School/Term 3 Ends
 June 15 *Early Release (11:30); 1/2 Teacher Workshop
 June 16 Teacher Prep Day

Student Days	
Month	Days
Sept	18
Oct	20
Nov	16
Dec	16
Jan	20
Feb	15
Mar	22
Apr	15
May	22
June	11
Total	175

Teacher Days	
Month	Days
Aug	2
Sept	21
Oct	20
Nov	18
Dec	16
Jan	20
Feb	15
Mar	23
Apr	15
May	22
June	12
Total	184

Term	Days
1st Trimester	56
2nd Trimester	61
3rd Trimester	58
Total	175

- SO = Student Orientation/K Screening
- O = First/Last Day of School
- W = Workshop Day (No School)
- H = Holiday (No School)
- X = Vacation (No School)
- ER= Early Release (1:15 Dismissal)
- ERH= Early Release Half Day (11:30 Dismissal)
- C = Conferences (No School)
- TP = Teacher Prep Day (No School)

- 175 Student Days
- 4.5 Teacher Workshop Days
- 2 Teacher Prep Days
- 2 Parent Conference Day
- 1 Orientation Day
- 184 Teacher Days

***For every snow day, add a day to the last day of school**

*** If there is a snow delay on an Early Release day, (ER or ERH) the early release will not occur.**

**Approved by CRS board on
Revised 1/20/22**

DRAFT

**Camden Rockport Middle School
2022-23 School Calendar
Grades 5-8**

JULY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	W	W			

August 30/31 Teacher Workshop Day

SEPTEMBER						
S	M	T	W	T	F	S
						1
4	H	O	7	8	9	10
11	12	13	14	15	16	17
18	19	20	ER	22	23	24
25	26	27	28	29	30	

OCTOBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	H	11	12	13	14	15
16	17	18	ER	20	21	22
23	24	25	26	27	28	29
30	31					

September 1 Teacher Workshop Day
September 2 Teacher Prep Day
September 6 First Day of School
September 21 Early Release for Prof Dev (2:00)
October 19 Early Release for Prof Dev (2:00)

Student Days	
Month	Days
Sept	19
Oct	20
Nov	16
Dec	16
Jan	20
Feb	15
Mar	23
Apr	15
May	21
June	11
Total	176

NOVEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	H	12
13	14	15	16	17	18	19
20	W	C	X	H	X	26
27	28	29	30			

DECEMBER						
S	M	T	W	T	F	S
					1	2
4	5	6	ER	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	X	24
25	H	X	X	X	X	31

November 21 No School - Teacher Workshop Day
November 22 Student-Led Conferences
November 23-25 Thanksgiving Break
December 2 Term 1 Ends
December 7 Early Release for Prof Dev (2:00)
Dec 23 - Jan 2 Holiday Break

Teacher Days	
Month	Days
Aug	2
Sept	21
Oct	20
Nov	18
Dec	16
Jan	20
Feb	15
Mar	23
Apr	15
May	22
June	12
Total	184

JANUARY						
S	M	T	W	T	F	S
1	H	3	4	5	6	7
8	9	10	ER	12	13	14
15	H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
5	6	7	ER	9	10	11
12	13	14	15	16	ERH	18
19	H	X	X	X	X	25
26	27	28				

January 11 Early Release for Prof Dev (2:00)
February 8 Early Release for Prof Dev (2:00)
February 17 Early Release (12:15) (1/2 Teacher Day)
February 20-24 Winter Break

Term	Days
1st Trimester	57
2nd Trimester	62
3rd Trimester	57
Total	176

MARCH						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	ER	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	ER	6	7	8
9	10	11	12	13	ERH	15
16	H	X	X	X	X	22
23	24	25	26	27	28	29
30						

March 8 Early Release for Prof Dev (2:00)
March 17 Term 2 Ends
April 5 Early Release for Prof Dev (2:00)
April 14 Early Release (12:15) (1/2 Teacher Day)
April 17-21 Spring Break

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	ER	11	12	13
14	15	16	17	18	C	20
21	22	23	24	25	26	27
28	H	30	31			

JUNE						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	DERH	TP	17
18	H	20	21	22	23	24
25	26	27	28	29	30	

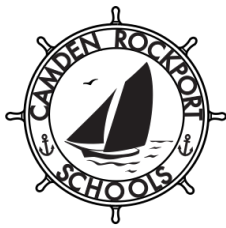
May 10 Early Release for Prof Dev (2:00)
May 19 Student-Led Conferences - No School
June 15 *Last Day of School/Term 3 Ends
June 15 *Early Release (12:15); 1/2 Teacher Workshop
June 16 Teacher Prep Day

- O = First/Last Day of School
- W = Workshop Day (No School)
- H = Holiday (No School)
- X = Vacation (No School)
- ER= Early Release (2:00 Dismissal)
- ERH= Early Release Half Day (12:15 Dismissal)
- C = Student-Led Conferences (No School)
- TP = Teacher Prep Day (No School)

- 176 Student Days
- 4.5 Teacher Workshop Days
- 2 Teacher Prep Days
- 2 Parent Conference Day
- 184 Teacher Days

***For every snow day, add a day to the last day of school**
*** If there is a snow delay on an Early Release day, (ER or ERH) the early release will not occur.**

**Approved by CRS board on
Revised 01/18/22**



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Superintendent Board Report
February 16, 2022

Strategic Plan Implementation

- 1. Goal # 2 – Curriculum, instruction, and assessment will provide a continuum of learning opportunities that are engaging and meaningful to students and allow them to thrive.**

Remote School Days: While teachers and administrators find it beneficial not to lose classroom momentum when a snow day occurs, teachers, students, and parents have given mixed feedback on remote days this year. I believe stresses caused by the pandemic have made these days less effective than they have been in the past. Absenteeism has been higher than normal, students and teachers have mixed reports on engagement, and some elementary parents have expressed frustration in keeping their children on task at home while they attempt to work remotely. We will likely have the next weather events be good old fashioned snow days. We will continue to analyze the relative costs and benefits of using remote school days as we move forward. It is a balance of the length of the calendar, instructional time, capacity, efficacy, etc.

- 2. Goal #3- The District will provide effective and fiscally responsible oversight in the development of the middle school campus project that is sensitive to community needs.**

The final action item in this goal was to review our facility use policy to make sure the new building is accessible to the community. We have done that through the Policy Committee this winter. There are only a few residual projects to complete within the overall project for which we have remaining funds. They include a new softball/field hockey field, fitting out a Maker Space, making some upgrades to the Theater and a few other small items.

Pandemic Update

- 1. Masking**

You may recall in my Superintendent’s Report dated November 17, 2021, that I voiced a number of questions about masking such as:

- What are the “off-ramps” to some of these safety measures in schools?
- What percentage of community vaccination warrants removing masking?
- When is the medical community going to identify the offramps?
- Are masks protecting our students or the unvaccinated adults in our community?
- Who is weighing the efficacy of masking in schools with the emotional and social cost students are bearing in doing so?
- Does anyone have the courage to address these issues honestly and publicly?

- How long are schools going to be sitting in limbo, with the expectation that individual Superintendents keep making these decisions without a roadmap?

Shortly after that board report, Omicron hit and essentially negated the urgency of those questions.

I have been seriously considering these questions again and continue to consult with others regarding them. I have also been reading a lot and listening a lot. A couple of days ago, the Regional Presidents met with Dr. Nirav Shah to discuss the situation and get input from the field. Every President of the nine Superintendent Regions in Maine clearly articulated the urgency to move to a mask optional situation in schools in the very near future. Many boards, and some entire Superintendent regions, have already discussed this and are poised to take action. The Superintendents group urged the Maine CDC to change its guidance very soon before boards begin taking matters into their own hands.

Allowing schools to be mask optional is grounded in the fact that vaccination is readily available for all school-aged students and adults, coupled with the widespread availability of highly protective masks for those who have a lower risk tolerance or higher risk factors. There is an undeniable cost to students and schools for continued mask wearing in the form of mental health, relationships, and normal social development. Students have paid a high price in terms of their educational experience during these two years of the pandemic, and the public is becoming frustrated with continued restrictive measures. A compelling argument for doing this soon instead of treading water and waiting indefinitely is that we may face a more virulent variant and need to mask up again. Students and school employees need a break from masking before they are potentially asked to go another long stretch of wearing one.

Others share this opinion and I want to draw your attention to the following articles:

N.J. Governor to End School Mask Mandate in Move to 'Normalcy'

<https://www.nytimes.com/2022/02/07/nyregion/nj-school-mask-mandate-murphy.html?referringSource=articleShare>

Mandatory School Masking Should End After the Omicron Surge

<https://www.nytimes.com/2022/01/28/opinion/masks-covid-children.html?referringSource=articleShare>

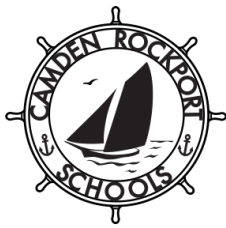
Opinion | Schools can safely make masks optional with the CDC's new guidelines - The Washington Post

<https://www.washingtonpost.com/opinions/2022/01/25/schools-safely-make-masks-optional-new-cdc-guidelines/>

Media Release - Mills, MSSA Statements on COVID-19 School Health Protocol

<https://mainedoews.net/2022/02/10/media-release-mills-administration-mssa-statements-on-covid-19-school-health-protocols-discussion/>

Respectfully Submitted,
Maria Libby



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Assistant Superintendent Board Report
February 16, 2022

Goals Update:

GOAL #2: Teaching and Learning:

- Developed the roll-out of our K-5 Math Program (see at the end of the report) – working with the company to secure materials and plan for professional development.
- Planning for the opening of PreK applications for 2022-23 – updating information and materials.
- Assessment work – reviewing early reading fluency screener, meeting with state leaders regarding state-wide assessment.
- Continued work on Social Studies curriculum.
- Supporting the work at CRES for outdoor learning:
 - Meeting with Chris Walker-Spencer and Sashie Misner in developing two outdoor learning sites – planning for next steps.
 - RREV grant expectations regarding evaluation of our implementation requires multiple meetings with the external evaluator and our assigned coach. Working to develop an observation/photo elicitation protocol to document impact of outdoor experiences on our learners.
 - Meeting with interested teachers regarding the possibility of beekeeping.
 - Outdoor partnerships continue to grow! A night sky party is planned for PreK students and their families on Feb. 28th, PreK and Multiage are partnering with Chewonki to learn more about animals, Kindergarten has planned to work with Aldemere Farms, First Grade collaboration with Merry Spring, Second Grade collaboration with Merry Spring and Coastal Mountain Land Trust, and Third and Fourth Grade connecting their science standards (3rd grade Forces and Motion, 4th grade Earth's Systems) through a collaboration with Tanglewood.

Other:

- Continuing to interview and train new substitutes!
- Budget work
- Mid-Coast Curriculum Leaders' Association meets weekly
- Teacher Recertification Committee

Respectfully,

Debra McIntyre

K-5 Math Program Roll-Out Plan

The Camden Rockport School District believes that all students should be provided with rich and engaging learning opportunities in mathematics. The mathematics curriculum is which is coherent, well-articulated and integrates real-world applications. Developing students' thinking and reasoning skills, mathematical skills, fluency, number sense and to communicate mathematically is essential to the mathematics program. We believe that all students learn best by actively building on their knowledge from prior mathematic experiences. The K-5 Math Program is grounded in the MLR Math Standards and the district level Expected Outcomes.

Best Instructional Practices (NCTM):

Effective Mathematics Teaching Practices

- Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
- Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
- Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
- Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
- Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
- Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
- Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and

supports to engage in productive struggle as they grapple with mathematical ideas and relationships.

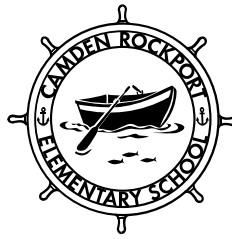
- Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Math Program

The district has been implementing EveryDay Mathematics for many, many years. In 2019-20, the district reviewed several different mathematics programs and selected Bridges as the program to implement. The curriculum committee and subsequently the board approved Bridges in January 2022. Using EdReports as a reference, Bridges met all four of the indicators (focus and coherence, rigor and mathematical practices, alignment, and usability). All these indicators are in alignment with the district mathematics philosophy.

Roll-Out Plan

- Summer 2022 – two-day virtual trainings – required for K-5 staff who are responsible for teaching mathematics. Staff will be paid their per diem rate for these two days.
- Fall November workshop – Units of Study and Number Corner workshop.
- Follow-up with feedback and implementation support.



Principal

Katie Bauer
Assistant Principal

Camden Rockport Schools
CRES Principal Board Report
February 16, 2022

Goal #1: Healthy Learning Environment / Positive School Climate

Staff Wellness

Maintaining strong connections among staff members has been a challenge during the pandemic with limited in-person meetings as a large group. We have used faculty meeting time in a variety of ways to help sustain relationships throughout the building. This last month we met as vertical (PreK-4) groups to connect, check in with each other and highlight what's going well. We used these same groups for our Fall book study. We also meet as a faculty and share what's happening at the team level. Additionally, we provide teams some time during faculty meetings to collaborate, provide feedback and attend to required tasks. Finally, Susan Davis presented to our staff about integrating movement into our school day in ways that benefit both students and staff.

Goal #2: Curriculum, Instruction and Assessment

Outdoor Education

At a recent faculty meeting, grade level teams reported out on outdoor residency proposals as part of our RREV Grant award. Proposals included some fantastic opportunities for our student body:

- PreK: learning about animal adaptations, animal tracking and viewing the night sky (evening event)
- Multiage: multiple sessions with Chewonki focused on animal adaptations including ice fishing
- 1st: observing seasonal changes in partnership with Merryspring Nature Center
- 2nd: learning about pollination with Merryspring and erosion with Coastal Mountain Land Trust
- 3rd: working with Tanglewood, the Schooner Olad and UMaine Cooperative Extension: 4-H to learn about forces in motion (boat building, using compasses, utilizing wind and moving sails on a boat)
- 4th: partnering with Tanglewood and visiting local sites to learn about soils, rocks, and landforms

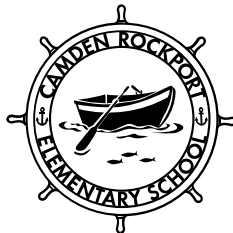
This spring grade level teams continue to systematically meet with Jenn Paige, our outdoor education consultant, as she supports our transition to increased instructional time outdoors.

Curriculum

Literacy Coach Amanda Pingree is teaching a UMaine graduate course, *The Language Workshop*, at CRES this semester. The group is currently learning about the many components of an instructional read aloud. Ms. Pingree also consults with and coaches staff members in formal coaching cycles throughout the school year.

11 Children's Way
Rockport, ME 04856

(207) 236-7809
FAX (207) 236-7820



Chris Walker-Spencer Page 22 of 58

Principal

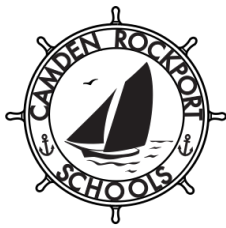
Katie Bauer

Assistant Principal

Enrollment Overview:

	10/1/21	1/12/22
Pre-K	14	13
Kindergarten	60	63
Grade 1	61	61
Grade 2	70	72
Grade 3	81	83
Grade 4	71	71
Total	357	363

Respectfully Submitted,
Chris Walker-Spencer



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Special Services Board Report
February 16, 2022

Goal: Teaching and Learning:

Voyagers is one of our Day Treatment Programs that is a separate, special education program embedded within CRMS. It is a multi-system approach: a clinically supported, therapeutic program that provides an intense level of academic, behavioral, social, and emotional support.

Program features include:

1. Education provided in small classes with a strong emphasis on individualized instruction;
2. Life skills development;
3. Crisis prevention and intervention;
4. Social skills development;
5. Community based instruction, with emphasis on skill application/practice
6. Behavior management, with emphasis on positive behavioral supports;
7. Transitional services into general education class, as appropriate.

As part of the community-based instruction component, our Voyagers program at CRMS has planned a few upcoming off-campus field trips:

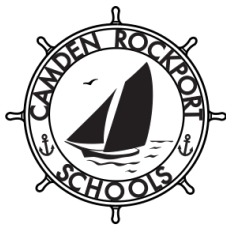
- March 3 - Pope Memorial - tour
- March 17th- Petco in Augusta - mock animal/supplies purchase
- March 31st - Walk to Camden Harbor - scavenger hunt

Other:

We have started our calendar of 2022-23 transition meetings for students coming in from CDS to kindergarten in the fall. Within the district we have scheduled IEP meetings for our 4th graders who are moving from CRES to 5th grade at CRMS. And, our out-going 8th graders will transition to the high school. The transition meetings include teachers from both schools (or CDS), our special education team and parents. Our 8th graders are invited to their meetings and are offered to be an active participant as well. The process is a way to ensure that services are moved over from the sending school to the receiving school in a way that makes sense and addresses each child's needs in the new educational environment. Parents can meet their child's special education teacher for the upcoming year and ask questions. It is a very busy process but a worthwhile one. We find the biggest reward is alleviating most of the anxiety parents may have about such a big change in their child's programming through the ability to communicate their concerns with new teachers while trusted staff are present.

STUDENT COUNT: Special Education: 132; PERCENTAGE – 18%

Respectfully submitted,
Valerie Mattes



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden-Rockport Schools
Finance Committee Meeting
CRMS Library
Wednesday, January 19, 2022
6:30 P.M.

MINUTES

Board Present

Becky Flanagan
Patrick McCafferty
Marcus Mrowka
Pete Orne

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent
Peter Nielsen, Business Manager

1. Call to Order

Peter Orne called the meeting to order at 6:32 p.m.

2. FY22 Budget to Actual Summary

The Business Manager presented the December end-of-month financials which are moving along as expected. The payroll target for EOM December was 46.15% of funds remaining; the FY21 remaining balance at the same point had 52.83% remaining, and the SAD budget had 53.53% funds remaining at FY22 December's close.

3. Other

The Superintendent introduced the topic of contracting out transportation services and suggested the committee discuss the issue. She explained the situation nationally, regionally, and locally, and offered historical context for how transportation has been handled in the district. She also provided specifics about the current transportation program and the challenges presented by the labor shortage and provided the rationale for potentially contracting out the services. She also shared that this would be on a two year trial basis and that the district would retain its fleet through this period. She explained that RFPs for transportation services for both the SAD and the CSD had gone out and that bids were due back January 28. Patrick McCafferty asked about how the employment, salaries, and benefits might change should the district enter a contract. The Superintendent explained that the drivers would no longer be district employees. Peter Orne shared his thoughts that the region would benefit from consolidation, but also indicated that given

focus on developing a positive work environment, the SAD may be able to continue to strengthen the program should it choose not to contract-out the services. After some discussion, the committee concurred that they were now fully briefed on the situation and looked forward to seeing how the bid process moved forward.

The meeting adjourned at 6:56 p.m.

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

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

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

Legal Reference:

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

Cross Reference:

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

History:

Adopted: 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 schoolbooks 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:



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/MSAD#28
Joint Communications Committee Meeting
Tuesday, January 18, 2022

MINUTES

Board Present

Marcus Mrowka
Becky Flanagan
Patrick McCafferty

Also Present

Maria Libby

1. Call to Order
2. CRMS Open House
The committee discussed the turnout and success of the CRMS Holiday Open House.
3. Annual Report Review and Planning
The committee discussed the need to look at previous Annual Reports and decide how to approach the Annual Report going forward. Committee Members will review the 2021 Annual Report and the next meeting will be dedicated to going through it and discussing content for this year's Annual Report.
4. Other
The committee changed the next meeting date to February 1, 2022 in order to meet the deadline for the Annual Report.
5. Adjourn



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/MSAD#28
Joint Communications Committee Meeting
Tuesday, February 1, 2022

MINUTES

Board Present

Marcus Mrowka
Becky Flanagan (via Zoom)
Patrick McCafferty

Also Present

Maria Libby

1. Call to Order

The meeting was called to order at 4:45 pm.

2. Annual Report Review and Planning

The committee members reviewed Annual Reports from the previous three years. The Committee agreed that the Annual Reports have enormous value and have been effective ways to showcase education in our two districts.

The Committee discussed a number of ways to update the Annual Report for the upcoming year, including adding more infographics voices from students and parents. The Committee also agreed to make innovation the theme for the Annual Report this year.

3. Adjourn

The meeting adjourned at 5:30pm.