



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
Regular School Board Meeting
Bisbee Theater, CRMS
Wednesday April 6, 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. Recognitions – Celebration with Cupcakes
 - a. Mila Bonometti, Valedictorian
 - b. Ella Ryan, Salutatorian
 - c. Savannah Eastler, National Merit Finalist
 - d. Girls Swim, KVAC Champions and Class A State Champions
 - e. Girls Swim Coach Mark McCluskey, KVAC Coach of the Year
 - f. Hayleigh Martz and Savannah Eastler, Wrestling State Champions
 - g. Julian Henderson and Henry Pharris, Wrestling State Champions and 100 career wins.
 - h. Zola Roberts, KVAC Giant Slalom Champion
 - i. Elias Libby, Hobey Baker Award
 - j. Girls Basketball, Class A North Sportsmanship Award
 - k. Boys Hockey, Class B North Regional Champions
 - l. Alice Moskovitz, Drama Festival, All Festival Cast Award
 - m. Cast of Aunt Leaf, Drama Festival, Special Commendation Ensemble
 - n. Oliver Worner, Drama Festival, Special Commendation, Lighting Design and Operation
5. 10-Minute Recess for Celebration Refreshments
6. Minutes
 - a. Approval of the March 2, 2022 Regular Board Meeting Minutes
7. Nominations (Note: Executive Session Possible for Nomination - 1 M.R.S. § 405(6)(A))
 - a. Teacher Nominations for 2022-23
Drew Albert, Vocal Music, B11, \$61,777
2nd Year Probationary Contracts
Arla Casselman
Christine Lanphere
Michele Metzler
Trevor Paul
Kailey Smith

Continuing Contracts

Katie Cronin

Erin Fay

Craig Ouelette

Jacob Patchen

Alison Pringle-Bennett

b. Stipend Nominations

Position	Employee	Points	Bonus	Amount
Lacrosse, Boys JV	Levi Guay	35	0%	\$2,773.40
Sailing	Devon Gordon	24	0%	\$1,901.76
Softball, Girls JV	Trevor Vadas	38	0%	\$3,011.12

8. Notification of Resignations

a. Lindsay Evans, Special Education Teacher (Rising Tide)

b. Kim Helmstetter, World Languages Teacher

9. Student Presentation - MCST

10. Request for Student Travel Approval

a. Windplanners/Climate Leadership, Hurricane Island, May 21-24, 2022

b. Intercultural Program, Spain, February or April, 2023 (vacation week plus one additional week)

c. GSTA Club Rainbow Weekend, Camp WAVUS, April 29-May 1, 2022

11. Request for an Unpaid Leave of Absence for the 2022-23 school year, Iris Eichenlaub, Library/Media Specialist (Note: Executive Session Possible - 1 M.R.S. § 405(6)(A))

12. Winter Sports Wrap-up – Jeff Hart

13. Approval of the 2022-23 Five Town CSD Budget

14. Approval of the 2022-23 Five Town CSD Adult Education Budget

15. Vote to Call a District Budget Referendum, Call a Public Hearing, Approve the Referendum Warrants, and Approve the Notice of Public Hearing

16. Board Chair's Report

17. Superintendent's Report

18. Student Representatives' Report

19. Administrative Reports

a. Deb McIntyre, Assistant Superintendent

b. Shawn Carlson, CHRHS Principal

c. Valerie Mattes, Director of Student Special Services

20. Standing Committee Reports

a. Finance – Met March 2, 2022, minutes attached. Meets prior to Board Meeting on April 6, 2022.

i. FY22 Financial Update

- b. Joint Personnel – Met March 28, 2022, minutes attached.

New Job Descriptions for Approval

Adult Education – Academic and Career Advisor

Central Office Support Operations Administrative Assistant

Communications Specialist

Revised Job Descriptions for Approval

Auditorium Manager

Director of School Counseling

Zenith Program Coordinator

Accounts Payable Clerk

Business Manager

Central Office Administrative Assistant

Director of Information Technology

Director of Student Special Services

Technology Systems Coordinator

- c. Joint Policy – Met March 14, 2022, minutes attached

First Reading

KCE – Scholarships for Graduating Seniors and Alumni

DF – Deposit and Investment Policy

GDB – Benefits for Non-Association Staff

IJOC – School Volunteers

JKE – Expulsion of Students

JKE-R – Expulsion of Students Guidelines

IKB – Independent Work outside of Class (Assignments)

JFA – Student's Eligibility to Attend Five Town CSD School

Reviewed with No or Minor Revisions

FFA – Memorials

IIB – Class Size

IJOC-R – Volunteer Application Form

JFABA – Authorizing Waiver of St. George Municipal School Tuition Student Limit

JFCK – Student Use of Cellular Telephones and Other Electronic Devices

JFCK-R - Rules For Student Use of Cell Phones and Other Privately Owned Electronic Devices

JKB – Compulsory After School Discipline Practices

JLCCA – Attendance for Students Infected with Human Immunodeficiency Virus

JLDBG – Reintegration of Students from Juvenile Correctional Facilities

- d. Joint Curriculum – Has not met.

21. Ad Hoc Committee Reports

- a. Joint Communications – Met March 15, 2022, minutes attached.
- b. Facilities – Met March 17, 2022, minutes attached.
- c. Joint Stipend Committee – Met March 22, minutes attached.

New Stipends for Approval

Habitat for Humanity – 22 points (Probation 2021-22, 2022-23)

Women’s Advocacy Group – 10 points (Committee recommends waiving probation)

Revised Stipends for Approval

Band – 52 points (from 47)

22. Board Advisory Committee Reports

- a. MCST – Marcus Mrowka

23. School Advisory Committee Reports

- a. DEI Task Force – Met March 22, 2022, minutes attached.

24. Future Agenda Items

- a. Ideas for Student Rep Report

25. Adjourn



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Five Town CSD
Regular School Board Meeting
Bisbee Theater, CRMS
Wednesday March 2, 2022
7:00 P.M.

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

Board Present

Becky Flanagan, Chair
Marcia Dietrich, Vice Chair
Brianna Gutierrez
Deborah Harbaugh
Rachele Hartley
Patrick McCafferty
Marcus Mrowka
Mike Pierce
Rick Thackeray
Bailey Curtis, Student Representative 2023
George Bickham, Student Representative 2024

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent
Shawn Carlson, Principal CHRHS
Peter Nielsen, Business Manager
Staff, Parents, and Community Members

Board Absent

Sarah Bradley Prindiville
Oliver Worner, Student Representative 2022

1. Call to Order

Chair Becky Flanagan called the meeting to order at 7:01p.m.

2. Adjustments to the Agenda

Agenda item #12, Student Presentation, will be postponed until the April Board Meeting.

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 February 2, 2022 Regular Board Meeting Minutes

Upon motion by Marcia Dietrich and second by Patrick McCafferty, the Board voted to approve the February 2, 2022 Regular School Board Meeting Minutes.

Vote: 9-0 Student Vote: 2-0 Passed

- b. Approval of the February 10, 2022 Special Joint Board Meeting Minutes

Upon motion by Marcus Mrowka and second by Patrick McCafferty, the Board voted to approve the February 10, 2022 Special Joint Board Meeting Minutes.

Vote: 9-0 Student Vote: 2-0 Passed

5. Nominations

- a. Jen Curtis, Interim Principal, CHRHS, July 1, 2022 – December 31, 2022. Annual Salary \$116,000. (Note: Executive Session Possible for Nomination - 1 M.R.S. § 405(6)(A))

Upon motion by Rick Thackeray and second by Marcia Dietrich, the Board voted to enter Executive Session.

Vote: 9-0 Student Vote: 2-0 Passed

In: 7:08

Out: 7:12

Upon motion by Patrick McCafferty and second by Mike Pierce, the Board voted to approve the nomination of Jen Curtis as Interim Principal.

Vote: 8-1 Student Vote 2-0 Passed

- b. Stipend Nominations

Position	Employee	Points	Bonus	Amount
Tennis Boys - Varsity	Noah Capetta	42	0%	\$3,328.08

Upon motion by Patrick McCafferty and second by Rick Thackeray, the Board voted to approve the above stipend nomination.

Vote: 9-0 Student Vote: 2-0 Passed

6. Notification of Resignations

- a. Janis Hogan, Effective June 30, 2022, CHRHS
b. Karen Orhon, Effective June 30, 2022, CHRHS

Principal Carlson shared kind words about Ms. Hogan and Ms. Orhon and thanked them for their years of service to CHRHS.

7. Update on Student Clubs and Activities – Shawn Carlson

Principal Carlson shared statistics with the Board, giving details of the numbers and types of clubs/activities at CHRHS. Currently, CHRHS has 36 clubs/activities, 23 of which are

stipended and 13 which are not stipended. Club interests include arts, service, support groups, and leadership. Arts clubs attract the most students, with 299 current participants, followed closely by service clubs, with 232 participants.

Bailey Curtis and George Bickham next shared survey results and anecdotes regarding various clubs and activities at CHRHS. Student feedback suggested that clubs need to publicize better, as many students are unaware of the multitude of offerings.

A Board Member asked about Esports (recently approved by the MPA as a sports team), and Principal Carlson responded that there has not been enough student interest to form a team, but he will check in with the Athletic Director to review its status.

8. Mid-year Strategic Plan Implementation Update

Superintendent Libby gave a mid-year progress report on this year's implementation plan for the District's Strategic Plan. She explained that the District uses its Strategic Plan to guide work in the District. Nearly all the action items in this year's implementation plan have been accomplished, and the District hopes to complete most remaining action steps in the last few months of the school year. The next Strategic Plan will be developed during the course of the 2022-23 school year.

A Board member asked about access to the results of the Equity Audit. Superintendent Libby replied that the Audit results are on the agenda for the Board Workshop on March 23, 2022.

9. Board Chair's Report

a. Board Members' Terms of Expiry

Chair Flanagan announced that there will be five open positions on the CSD School Board for the 2022-23 school year. Mike Pierce (Hope) and Deborah Harbaugh (Lincolntonville) will not run for reelection. The Appleton position is current vacant. Brianna Gutierrez (Rockport) will run for reelection and Becky Flanagan (Camden) will run for reelection. Chair Flanagan encouraged members to spread the word regarding the open positions.

Chair Flanagan reminded the Board that the Board Winter Workshop/Retreat will be held on March 23, 4:30 - 8:00 pm. Agenda items include the Equity Audit and Communications. The Agenda packet will be sent out on March 18th.

10. Superintendent's Report

Superintendent Libby stated that she recommends that the District move to mask optional as of Monday, March 7, based on CDC guidance, a steep decline in school cases, high school and county vaccination rates, and high hospital capacity. Many other Maine school districts,

including Rockland, Belfast, and Yarmouth, are also moving to mask optional in this timeframe. She stated that the District staff will clearly convey that masking is a personal decision, and that it is vital that we support other members of our school community in this personal choice without judgement.

Dr. Cheryl Liechty, a local Infectious Disease/Internal Medicine doctor, offered her support of the District's move to mask optional. Cheryl noted that even in the spring of 2020, preventing transmission was not the primary goal of our nation's initial response to Covid, the primary goal was to reduce hospitalizations and death. At that time the only effective way to reduce hospitalizations was to try and reduce transmission. Our initial response focused on transmission because there was no effective way to prevent disease or treat disease once someone was infected. However, that isn't the situation today. The most effective way to prevent hospitalizations and deaths is to be vaccinated. In addition, there are now many effective treatments for people who end up seriously ill. Cheryl then spoke to the changes in the metrics being used to identify communities who were at higher risk. She spoke to the efficacy of measuring hospitalizations, deaths, and wastewater monitoring. Absolute case numbers are far less correlated with risk then they once were. Finally, Cheryl acknowledged that we may find ourselves returning to masking to lower the incidence of hospitalization and death in the future, but in her opinion, it is not required now.

A Member shared that there is a potential for social conflicts at CHRHS around mask wearing. Superintendent Libby responded that staff is primed to manage the situation to make sure that all students feel comfortable with their personal masking choice.

11. Student Representatives' Report

This report was given in tandem with Agenda item 7 – Update on Student Clubs and Activities.

12. Student Presentation – MCST

This report has been postponed until the April 6th Board Meeting.

13. Administrative Reports

a. Deb McIntyre, Assistant Superintendent – as written.

Assistant Superintendent McIntyre shared that the Job Fair held today was well attended. She also shared that staff has the opportunity to explore training through our Adult Ed Program. Courses are offered in a number of business-related disciplines and are free of cost to District staff through Maine Workforce Development Grants. The Board also discussed the success of the Unified Basketball program and called attention to the spring Unified Baseball Track and Field programs.

b. Shawn Carlson, CHRHS Principal – as written.

The Board briefly discussed Principal Carlson's Student Survey Results, as well as

CHRHS's Parent Survey Results.

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

14. Standing Committee Reports

- a. Finance – Met February 2, 2022, minutes attached. Meets prior to Board Meeting and will meet at 5:30 pm on March 16, 2022.
 - i. FY23 Budget Updates
Chair McCafferty shared that the revised budget shows a decreased tax burden due to decreased transportation costs and decreased MCST expenses.
 - ii. Other Updates
Chair McCafferty shared that year-to-date FY22 financials are tracking to budget.
- b. Joint Policy – Next meeting March 14, 2022.
- c. Joint Personnel – Next meeting March 28, 2022.
- d. Joint Curriculum – Has not met.

15. Ad Hoc Committee Reports

- a. Joint Communications – Met February 1, 2022, minutes attached. Meets March 15, 2022.
- b. Facilities – Met February 17, 2022, minutes attached. Meets March 17, 2022.
Principal Carlson and Board member Mike Pierce shared that the Facilities Committee has evaluated scheduling needs and is currently researching turf field construction and maintenance costs. The committee expects to present recommendations to the Board later in the Spring.

16. Board Advisory Committee Reports

- a. MCST – Marcus Mrowka
DOE Commissioner Pender Makin visited MCST in February and held a round table discussion with students. Mr. Mrowka reported that the students he spoke with had positive feedback about MCST, and that the Commissioner's visit was an excellent press opportunity.

17. Future Agenda Items

There were no future agenda items suggested.

18. Adjourn

The meeting adjourned at 8:17 p.m.

NEPN/NSBA Code: IJOA-E

FIVE TOWN CSD POLICY REQUEST FOR STUDENT TRAVEL FORM

Educators submitting this request should first read Policy IJOA Educational Field Trips. This form must be submitted in accordance with the timelines specified in Policy IJOA. Additional requirements may be deemed appropriate upon submission of this Request for Student Travel Form.

Trip Requirements:

- The Trip Coordinator must be a district employee.
- In order to be considered a school-sponsored trip, a majority of the chaperones must be district employees.

Travel Category for Which Approval is Requested:

(check all that apply)

☒ In-state field trip, ≥ 2 night stay

☐ Out of state field trip

☒ Domestic travel, US destination

☐ Foreign travel, non-US destination

☐ Per student cost ≥ \$500

Destination: Hurricane Island

No. Students on Trip: 4

Group/Event: Windplanners / Climate Leadership

Dates of Trip: May 21-24, 2022

Number of School Days Missed: 2

Cost of Substitute Coverage: 2 days

Educational Justification:

What are the objectives of this trip? Could these objectives be replicated with closer, less expensive travel?

See attached handout. This is to build our next group of Windplanner leaders and climate action students.

Trip Coordinator(s):

Margo Murphy

Date(s) of any Prior Trips Led:

Finland
Many in past - still a registered Maine Guide

Trip Chaperones:

One Chaperone to every 8 students is recommended.

Margo Murphy

Employee?

y

Date(s) of any Prior Trips

List any other non-student travelers and reasons for their participation in the trip:

NA

Trip Protocol:

☒ All chaperones have read and will adhere to the Intercultural Trip protocols and all standards therein.

☒ All Chaperones have read and will adhere to the Field Trip protocols and all standards therein.

☐ Open to following grade levels:

(at time of travel): ☒9 ☐10 ☒11 ☐12

List any additional academic or behavioral standards required of participating students:

Hurricane Island rules and expectations

Methods of Travel: (check all that apply)

☐ Charter bus

☐ Chaperone transporting children

☒ Other: Boat

☒ School bus

☐ Parent transporting own children

☐ Airline

Safety:

Chaperones are responsible for common sense safety measures while traveling and adhering to the intercultural program safety protocols for those trips. Are there any other safety concerns for students traveling to this destination, such as US State Department Travel Advisories?

NA

COSTS:

\$250 for 5 people

Total cost of trip per student: \$ 50 Group fundraising goal: \$ 0

Estimated out-of-pocket cost per student/family: \$ 0

CONSIDERATIONS FOR APPROVAL:

1. Proposal Submission

- Trips should be proposed for extended travel at least one year in advance.
- Trips should be planned to minimize time missed from school by chaperones and students.
- Trips will only be allowed to countries that have a State Department Security alert of 2 or lower both when proposed AND one month before traveling.

2. Trip Finances

- Trips should cost less than \$4000/student.
- The total fundraising is to cover 25% of the total trip cost.
- Fundraising must provide money to fund one low SES student.

3. Trip Type

- Each year the school's goal is to offer no more than 2 exchange trips, 1 cultural trip, and 1 service-learning trip.

NEPN/NSBA Code: IJOA-E

APPROVALS:

I have read the Five Town CSD Policy IJOA Educational Field Trips and understand I am responsible for the safety and well-being of students while on the proposed excursion:

 31 March 2022

Signature of Trip Coordinator

Date

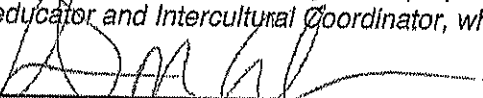
If Intercultural Trip (when applicable):

I have reviewed the itinerary of the proposed trip and reviewed safety procedures with the supervising educator. In light of this trip review and the intercultural program objectives, I recommend this trip to the Principal:

Signature of Intercultural Coordinator

Date

I have reviewed the itinerary of the proposed trip and reviewed safety procedures with the supervising educator and Intercultural Coordinator, where applicable. I recommend this travel to the Superintendent:

 8 Mar 22

Signature of Principal

Date

I have reviewed the trip in light of the overall program, safety, and capacity, and recommend this trip to the Board:

 March 8, 2022

Signature of Superintendent

Date

Special Conditions Related to Superintendent or Board Approval (if any):

Cross Reference:

IJOA – Educational Field Trips

JIC – Student Code of Conduct

History:

Adopted: 07/12/06, 09/06/06, 09/07/16, 12/04/19

Reviewed: May 5, 2021



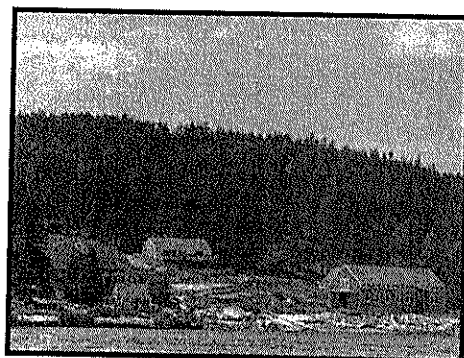
Answer the Call For Climate Action

Share your work, Learn from one another, Build a community of action



Students

- Share strategies for addressing common challenges
- Engage in creative leadership activities & data collection
- Name and face authentic fears about the future
- Form a supportive community of peers



Teachers

- Share and develop tools for guiding student action
- Gain a supportive professional community
- Renew their commitment to this vital work
- Enjoy time on a beautiful island in Penobscot Bay

**Join us on Hurricane Island
May 21-24, 2022**

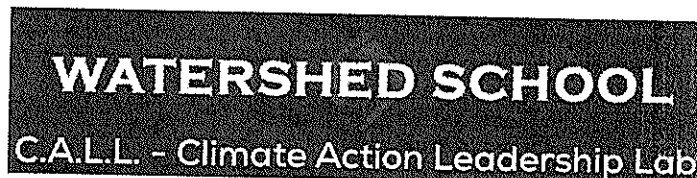
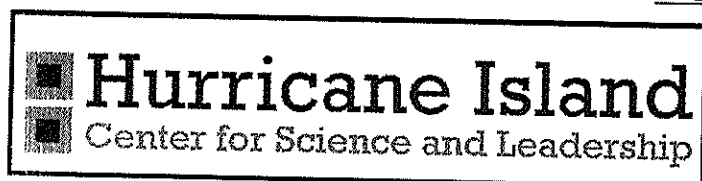
Then meet again on November 1st, 2022 to reconnect and support one another in the work of climate action throughout the state of Maine.

\$250 per team of 1 chaperone and up to 4 students
Please contact jvandis@hurricaneisland.net for more information

All registrations must be received by February 18, 2022

[Register Here](#)

HOSTED BY



FIVE TOWN CSD POLICY REQUEST FOR STUDENT TRAVEL FORM

Educators submitting this request should first read Policy IJOA Educational Field Trips. This form must be submitted in accordance with the timelines specified in Policy IJOA. Additional requirements may be deemed appropriate upon submission of this Request for Student Travel Form.

Trip Requirements:

- The Trip Coordinator must be a district employee.
- In order to be considered a school-sponsored trip, a majority of the chaperones must be district employees.

Travel Category for Which Approval is Requested:

(check all that apply)

- ☐ In-state field trip, ≥ 2 night stay
☐ Out of state field trip

- ☐ Domestic travel, US destination
☒ Foreign travel, non-US destination
☐ Per student cost \geq \$500

Destination: Spain

No. Students on Trip: 15-20

Group/Event: Intercultural Program

Dates of Trip: Feb or April 2023
(Vacation plus 1 week)

Number of School Days Missed: 5

Cost of Substitute Coverage: \$1,250

Educational Justification:

What are the objectives of this trip? Could these objectives be replicated with closer, less expensive travel?

This is a new exchange partnership with our
Intercultural Program, using a familiar model.
The exchange will deepen students' intercultural
competence

Trip Coordinator(s):

Michele Metzler

Date(s) of any Prior Trips Led:

2002 Mock Trial Minnesota
2003 " " Nebraska
2020 S. Africa, cancelled
due to covid

Trip Chaperones:

One Chaperone to every 8 students is recommended.

Michele Metzler
Chris Audet
Sara Cole Pardun (Alternate)

Employee?

Y
Y
Y

Date(s) of any Prior Trips

List any other non-student travelers and reasons for their participation in the trip:

Trip Protocol:

☒ All chaperones have read and will adhere to the Intercultural Trip protocols and all standards therein.

☒ All Chaperones have read and will adhere to the Field Trip protocols and all standards therein.

☐ Open to following grade levels:

(at time of travel): ☐9 ☐10 ☐11 ☐12

List any additional academic or behavioral standards required of participating students:

Methods of Travel: (check all that apply)

☒ Charter bus

☐ Chaperone transporting children

☐ Other: _____

☒ School bus

☐ Parent transporting own children

☒ Airline

Safety:

Chaperones are responsible for common sense safety measures while traveling and adhering to the intercultural program safety protocols for those trips. Are there any other safety concerns for students traveling to this destination, such as US State Department Travel Advisories?

We will continually monitor health advisories in particular as the pandemic evolves. For now we are seeking tentative approval.

COSTS:

Total cost of trip per student: \$ 2500 Group fundraising goal: \$ 20% per student

Estimated out-of-pocket cost per student/family: \$ 2,000

CONSIDERATIONS FOR APPROVAL:

1. Proposal Submission

- Trips should be proposed for extended travel at least one year in advance.
- Trips should be planned to minimize time missed from school by chaperones and students.
- Trips will only be allowed to countries that have a State Department Security alert of 2 or lower both when proposed AND one month before traveling.

2. Trip Finances

- Trips should cost less than \$4000/student.
- The total fundraising is to cover 25% of the total trip cost.
- Fundraising must provide money to fund one low SES student.

3. Trip Type

- Each year the school's goal is to offer no more than 2 exchange trips, 1 cultural trip, and 1 service-learning trip.

APPROVALS:

I have read the Five Town CSD Policy IJOA Educational Field Trips and understand I am responsible for the safety and well-being of students while on the proposed excursion:



3/31/22

Signature of Trip Coordinator

Date

If Intercultural Trip (when applicable):

I have reviewed the itinerary of the proposed trip and reviewed safety procedures with the supervising educator. In light of this trip review and the intercultural program objectives, I recommend this trip to the Principal:



3/25/22

Signature of Intercultural Coordinator

Date

I have reviewed the itinerary of the proposed trip and reviewed safety procedures with the supervising educator and Intercultural Coordinator, where applicable. I recommend this travel to the Superintendent:

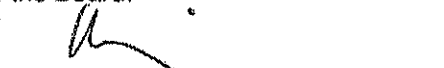


28 MAR 22

Signature of Principal

Date

I have reviewed the trip in light of the overall program, safety, and capacity, and recommend this trip to the Board:



3/28/22

Signature of Superintendent

Date

Special Conditions Related to Superintendent or Board Approval (if any):

Cross Reference:

IJOA – Educational Field Trips

JIC – Student Code of Conduct

History:

Adopted: 07/12/06, 09/06/06, 09/07/16, 12/04/19

Reviewed: May 5, 2021

NEPN/NSBA Code: IJOA-E

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Travel Category for Which Approval is Requested:

(check all that apply)

- ☒ In-state field trip, ≥ 2 night stay
☐ Out of state field trip

- ☐ Domestic travel, US destination
☐ Foreign travel, non-US destination
☐ Per student cost ≥ \$500

Destination: Camp Wauw

No. Students on Trip: 10-12

Group/Event: Rainbow Weekend

Dates of Trip: 4/29 - 5/1/22

Number of School Days Missed: 0

Cost of Substitute Coverage: 0

Educational Justification:

What are the objectives of this trip? Could these objectives be replicated with closer, less expensive travel?

LGBTQ Event for Teenagers.
(GSTA Activities Group)

Trip Coordinator(s):

Inde Piechodki
Hanna Billington

Date(s) of any Prior Trips Led:

Trip Chaperones:

One Chaperone to every 8 students is recommended.

same

Employee?

Date(s) of any Prior Trips

List any other non-student travelers and reasons for their participation in the trip:

N/A

NEPN/NSBA Code: IJOA-E

Trip Protocol:

☐ All chaperones have read and will adhere to the Intercultural Trip protocols and all standards therein.

☒ All Chaperones have read and will adhere to the Field Trip protocols and all standards therein.

☒ Open to following grade levels:

(at time of travel): ☒ 9 ☒ 10 ☒ 11 ☒ 12

List any additional academic or behavioral standards required of participating students:

Methods of Travel: (check all that apply)

☐ Charter bus

☐ Chaperone transporting children

☐ Other: _____

☒ School bus

☐ Parent transporting own children

☐ Airline

Safety:

Chaperones are responsible for common sense safety measures while traveling and adhering to the intercultural program safety protocols for those trips. Are there any other safety concerns for students traveling to this destination, such as US State Department Travel Advisories?

N/A

COSTS:

Total cost of trip per student: \$ 50 Group fundraising goal: \$ _____

Estimated out-of-pocket cost per student/family: \$ 50

CONSIDERATIONS FOR APPROVAL:

Scholarships available thru GSTA Club.

1. Proposal Submission

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2. Trip Finances

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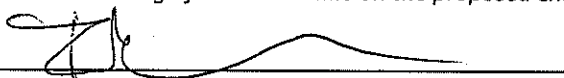
3. Trip Type

- Each year the school's goal is to offer no more than 2 exchange trips, 1 cultural trip, and 1 service-learning trip.

NEPN/NSBA Code: IJOA-E

APPROVALS:

I have read the Five Town CSD Policy IJOA Educational Field Trips and understand I am responsible for the safety and well-being of students while on the proposed excursion:

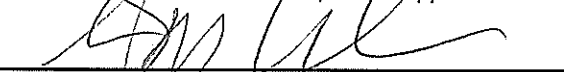
 3/31/22
Signature of Trip Coordinator Date

If Intercultural Trip (when applicable):


I have reviewed the itinerary of the proposed trip and reviewed safety procedures with the supervising educator. In light of this trip review and the intercultural program objectives, I recommend this trip to the Principal:

N/A
Signature of Intercultural Coordinator Date

I have reviewed the itinerary of the proposed trip and reviewed safety procedures with the supervising educator and Intercultural Coordinator, where applicable. I recommend this travel to the Superintendent:

 31 MAR 22
Signature of Principal Date

I have reviewed the trip in light of the overall program, safety, and capacity, and recommend this trip to the Board:

 3/31/22
Signature of Superintendent Date

Special Conditions Related to Superintendent or Board Approval (if any):

Cross Reference:

IJOA – Educational Field Trips

JIC – Student Code of Conduct

History:

Adopted: 07/12/06, 09/06/06, 09/07/16, 12/04/19

Reviewed: May 5, 2021

Schedule

Friday

3:30 - 5:00 pm	Group Participant Arrival
4:00 & 4:30 pm	Camp tours
5:00 - 6:00 pm	Ice breakers in cabins (Advisor meeting in Jewell)
6:00 - 7:00 pm	Dinner, Welcome & Announcements
7:00 - 7:30 pm	Break/Get ready for talent show
7:30 - 9:30 pm	Talent Show
9:30 pm	Cabin time>Showers
10:00 pm	Lights Out

Saturday

7:00 - 7:45 am	Wake up>Showers
7:45 - 8:45 am	Breakfast
9:00 - 11:30 am	Team-Building, Workshops
11:30 - 12 pm	School Group check in/Break
12:00 - 1:00 pm	Lunch
1:00 - 2:00 pm	Cabin time/Break>Showers
2:00 - 2:30 pm	Community Meeting
2:45 - 5:00 pm	Team-Building, Workshops
5:00 - 5:30 pm	School Group check in/Break
5:30 - 6:30 pm	Dinner
6:30 - 7:30 pm	Get ready for dance (or Dungeons and Dragons)
7:30 - 8:00 pm	Photo op
8:00 - 10:00 pm	Dance (OR Dungeons and Dragons, board games, and quiet space)
10:00 pm	Cabins>Showers
10:30 pm	Lights Out

Sunday

7:30 - 9:00 am	Wake up>Showers, pack and clean, ALL BAGS ON CABIN PORCH
9:00 - 10:00 am	Breakfast
10:00 - 10:30 am	Closing
10:30 - 11:00 am	Load buses and departure



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
Winter Sports Wrap Up
April 6, 2022

Winter sports have drawn to a close – and what a season we have had! Every day was a challenge for our student/athletes and coaches, and all of their families as they had to navigate through various Covid situations. But as we have all grown to expect here at Camden Hills – everyone makes the best of the situation that we are in . . . and the teams continue to excel.

Winter practices officially started on November 22nd and finished up on March 12th with our Ice Hockey team playing in the State Championship game. Most of the teams were able to get all their games in, with a couple of exceptions where we could not find time to make up some games that had to be postponed because of Covid. We had just over 200 students participating in Winter Sports, up from around 130 last winter. It was nice to see our kids come back and compete in ALL sports. We are honoring several outstanding individual members of teams at this board meeting, so I will focus on the teams here.

BASKETBALL:

Boys' basketball had a good season, finishing as the #4 seed in the Northern Maine Class A tournament where they lost their quarterfinal game at the Augusta Civic Center.

Girls' basketball competed hard, and this program has a bright future with a good coaching staff and a lot of good young players ready to step up in the next couple of years. The Windjammers were the recipient of the MPA Good Sportsmanship Award this season.

Unified basketball was back on the court this season. I have to say that the Unified Sports showcase some of the most inspiring athletes we have, and it is a joy to work with them and the coaches.

ICE HOCKEY:

The ice hockey team had an incredible season, winning their first ever Northern Maine Championship before losing in the State Championship game to Brunswick, 2-0. This team epitomized what we like all our teams to be. They left it all on the ice, and at the end of the game, they knew that had given it their all and they had represented the school and community with great pride. A special thanks to MRC for being there for our hockey team. We are so fortunate to have the rink in our community.

ALPINE AND NORDIC SKIING:

The Ski Teams had outstanding seasons again. Our numbers continue to grow, and we appreciate how lucky we are to have the Camden Snow Bowl for our Alpine skiers, and the great facilities that we have at the high school for our Nordic Team. Now if we can just have a little more snow every year!

SWIMMING:

Our swim teams were exceptional this year. Our boys battled with low numbers, but the ones who were there improved dramatically from the beginning of the year to the end. And our girls' team were both KVAC and State Champions! What an accomplishment for the girls and our first-year coach (and Camden Hills graduate) Mark McCluskey – who was also named Coach of the Year. One of my favorite moments of the year was watching the girls at the State meet. The comradery that they displayed was a sight to see. State Championship teams are always full of athletes who cheer for each other and work for the “greater good,” and that that was on full display with the swim team! A special thanks to the YMCA for everything that they do for all of our teams, but especially our swimmers.

WRESTLING:

Our wrestling team was back in action this year and made up for last year when they could not participate. The wrestlers did not know until right before the season if they were even going to be able to compete. It was nice to see them on the mats. They are some of the hardest working kids we have.

I would like to thank Chris Fanelli and Maura Morse as they navigated their first full season with Facilities and Transportation. They were always flexible and looking for ways to problem solve through several games/events that had to be postponed and rescheduled at the last minute. Our bus drivers and custodians are also in that category – with trips/games having to be changed, they had to be ready to change their plans to make it all work.

Finally, I would like to thank all the administrators who have been involved in making things happen this year. It has been another year of problem-solving and I am honored to be a part of all that has been done to give opportunities to all our students.

Respectfully submitted,

Jeff Hart

**Five Town CSD - Expenses
Requested Budget 2022-23
6-Apr-22**

	2021-2022	2022-2023	\$	%
	BUDGET	REQUESTED BUDGET	INCREASE (DECREASE)	INCREASE (DECREASE)
Instruction				
9-12 Instruction	4,907,691.38	5,104,272.80	196,581	4.01%
ESL	30,931.21	33,246.13	2,315	7.48%
Horizons / GT	42,228.83	43,500.33	1,272	3.01%
Zenith	292,000.20	279,366.17	-12,634	-4.33%
Subtotal	5,272,851.62	5,460,385.43	187,534	3.56%
Special Education				
9-12 Special Education	1,457,435.63	1,607,128.97	149,693	10.27%
Vocational Education	55,036.32	56,493.65	1,457	2.65%
Other Instruction-Co & Extra Curricular	632,721.70	649,442.42	16,721	2.64%
Student and Staff Support				
9-12 Guidance Office	564,188.51	579,606.56	15,418	2.73%
9-12 Health Services	100,248.40	102,765.87	2,517	2.51%
Curriculum Development	73,212.27	80,688.45	7,476	10.21%
Teacher Course Reimbursement	3,625.00	5,575.00	1,950	53.79%
9-12 Library	131,182.31	130,523.29	-659	-0.50%
Technical Services	292,456.79	301,251.74	8,795	3.01%
504 Instruction	9,200.00	9,000.00	-200	-2.17%
Assessment	6,462.50	4,200.00	-2,263	-35.01%
Subtotal	1,180,575.78	1,213,610.91	33,035	2.80%
System Administration				
Board of Directors	71,574.60	75,270.60	3,696	5.16%
Superintendent's Office	249,696.71	336,139.67	86,443	34.62%
Business Office	161,130.57	252,934.76	91,804	56.98%
Subtotal	482,401.88	664,345.03	181,943	37.72%
School Administration				
9-12 Principal Office	554,894.51	565,389.25	10,495	1.89%
Transportation	466,470.00	523,165.36	56,695	12.15%
Facilities	1,681,087.98	1,685,603.42	4,515	0.27%
Subtotal- Operating Expenses	11,783,475.42	12,425,564.44	642,089	5.45%
Debt Service	1,663,352.60	692,486.10	-970,867	-58.37%
Other Expenditures	92,605.00	113,000.00	20,395	22.02%
Total Expenditures	13,539,433.02	13,231,050.54	-308,382.48	-2.28%

April 6, 2022

Five Town CSD - Anticipated Revenues
Requested Budget 2022-23
04/06/22 (FY23 ED 279)

Account Number / Description	2021-2022 Budget	2022-2023 Requested	\$ Increase (Decrease)	% Increase (Decrease)
1000-0000-0000-41313-000 Tuition - Reg Students	11,000.00	12,500.00	1,500.00	13.64%
1000-0000-0000-41324-000 Tuition - Reg Other SAU's	588,402.40	750,000.00	161,597.60	27.46%
1000-0000-0000-41510-000 Interest on Investments	15,000.00	15,000.00	- .00	0.00%
1000-0000-0000-41712-000 Athletic/Activity Receipts	8,000.00	8,000.00	- .00	0.00%
1000-0000-0000-41910-000 Facilities Rental	8,000.00	2,000.00	(6,000.00)	-75.00%
1000-0000-0000-43150-000 National Board Salary Supplemement		30,000.00		
1000-0000-0000-41990-000 Miscellaneous Revenue	3,000.00	3,000.00	- .00	0.00%
1000-0000-0000-43111-000 State Subsidy	1,753,433.68	945,676.13	(807,757.55)	-46.07%
Balance Forward	325,000.00	325,000.00	- .00	0.00%
Total Non-assessment Revenue	2,711,836.08	2,091,176.13	(620,659.95)	-22.89%
1000-0000-0000-41111-010 Allocation Appleton	314,805	292,277.34	(22,527)	-7.16%
1000-0000-0000-41112-010 Debt Service - Appleton	32,772	29,776.90	(2,995)	-9.14%
1000-0000-0000-41113-010 Add Local Funds - Appleton	144,088	156,997.46	12,909	8.96%
Total Assessment - Appleton	491,664	479,051.70	(12,612.57)	-2.57%
1000-0000-0000-41111-020 Allocation Camden	2,592,344.01	2,482,072.62	(110,271)	-4.25%
1000-0000-0000-41112-020 Debt Service - Camden	269,969	252,895.92	(17,073)	-6.32%
1000-0000-0000-41113-020 Add Local Funds - Camden	1,186,981	1,333,383.06	146,403	12.33%
Total Assessment - Camden	4,049,294	4,068,351.60	19,057.78	0.47%
1000-0000-0000-41111-030 Allocation Hope	498,830	458,650.44	(40,180)	-8.05%
1000-0000-0000-41112-030 Debt Service - Hope	51,973	46,742.81	(5,230)	-10.06%
1000-0000-0000-41113-030 Add Local Funds - Hope	228,510	246,449.50	17,940	7.85%
Total Assessment - Hope	779,313	751,842.75	(27,469.96)	-3.52%
1000-0000-0000-41111-040 Allocation Lincolnville	1,085,426	1,075,018.05	(10,408)	-0.96%
1000-0000-0000-41112-040 Debt Service - Lincolnville	113,041	109,551.30	(3,489)	-3.09%
1000-0000-0000-41113-040 Add Local Funds - Lincolnville	497,008	577,604.60	80,596	16.22%
Total Assessment - Lincolnville	1,695,474	1,762,173.95	66,698.77	3.93%
1000-0000-0000-41111-050 Allocation Rockport	2,440,604	2,488,266.19	47,662	1.95%
1000-0000-0000-41112-050 Debt Service - Rockport	254,089	253,519.16	(570)	-0.22%
1000-0000-0000-41113-050 Add Local Funds - Rockport	1,117,158	1,336,669.05	219,511	19.65%
Total Assessment - Rockport	3,811,851	4,078,454.40	266,603.45	6.99%
Total Town Assessments (Taxpayer Impact)	10,827,597	11,139,874.41	312,277	2.88%
Total Requested Expense Budget	13,539,433	13,231,050.54	(308,382)	-2.28%

April 6, 2022

**Five Town CSD
Adult Ed Budget**

Adult Ed Budget		Board	Requested		
	Requested	Approved	[1]	+(-)	%
Account Number / Description	Changes - see attached notes	2021-2022	2022-2023	21-22	21-22
Revenue					
1500-0000-0000-41114-010 Allocation Appleton		10,187	10,034	(153)	-1.50%
1500-0000-0000-41114-020 Allocation Camden		83,919	85,222	1,303	1.55%
1500-0000-0000-41114-030 Allocation Hope		16,156	15,752	(404)	-2.50%
1500-0000-0000-41114-040 Allocation Lincolnville		35,138	36,917	1,779	5.06%
1500-0000-0000-41114-050 Allocation Rockport		78,982	85,432	6,450	8.17%
1500-0000-0000-41319-000 Career & Tech tuition from Individuals/other private		4,000	5,454	1,454	36.35%
1500-0000-0000-41905-000 Ed2Go and other online learning sources		450	500	50	11.11%
1500-0000-0000-41991-000 Miscellaneous Revenue		-	-	-	
1500-0000-0000-43240-000 Adult Ed Subsidy		68,159	71,531 [2]	3,372	4.95%
1500-0000-0000-44790-000 Local Dept of Labor Programming		1,000	1,000	-	0.00%
1500-0000-0000-45205-000 Transfer in from Enrichment Programming		9,810	8,275		
1500-0000-0000-45040-000 Carry Forward from UFB	-	66,041	73,724	7,683	11.63%
Total Revenue		373,842	393,841	21,534	5.76%
Administration					
1500-6000-2300-51040-400 Director		90,419	96,076	5,657	6.26%
1500-6000-2300-51050-400 Program Assistant		42,618	44,739 [3]	2,121	4.98%
1500-6000-2300-51180-400 Support		14,401	15,055 [4]	654	4.54%
1500-6000-2300-51940-400 Admin Waiver				-	
1500-6000-2300-52140-400 Admin Health		25,607	27,656	2,049	8.00%
1500-6000-2300-52150-400 Asst Health		11,113	12,002	889	8.00%
1500-6000-2300-52180-400 Support Health				-	
1500-6000-2300-52240-400 Admin F/M		1,311	1,393	82	6.26%
1500-6000-2300-52250-400 Asst F/M		3,260	3,423	162	4.98%
1500-6000-2300-52280-400 Support F/M		1,102	1,152	50	4.54%
1500-6000-2300-52340-400 MSRS		3,590	3,814	225	6.26%
1500-6000-2300-52540-400 Admin Course Reimbursement		500	500	-	0.00%
1500-6000-2300-52640-400 Admin SUTA		452	480	28	6.26%
1500-6000-2300-52650-400 Asst SUTA		213	224	11	4.98%
1500-6000-2300-52680-400 Support SUTA		72	75	3	4.54%
1500-6000-2300-52740-400 Admin WC		333	354	21	6.26%
1500-6000-2300-52750-400 Asst WC		157	165	8	4.98%
1500-6000-2300-52780-400 Support WC		53	55	2	4.54%
1500-6000-2300-53310-400 Prof EE Development & Training		500	2,500 [5]	2,000	400.00%
1500-6000-2300-53490-400 Contracted Services		200	200	-	0.00%
1500-6000-2300-54320-400 Tech Maint & Repair		200	200	-	0.00%
1500-6000-2300-55310-400 Postage		1,200	700	(500)	-41.67%
1500-6000-2300-55430-400 Brochure & Advertising		13,000	13,000	-	0.00%
1500-6000-2300-55800-400 Staff Travel - no PD or state mtg		1,000	700	(300)	-30.00%
1500-6000-2300-55830-400 Travel to State Meetings		250	250	-	0.00%
1500-6000-2300-56100-400 Supplies		1,750	1,500	(250)	-14.29%
1500-6000-2300-57300-400 Equipment		2,500	2,000	(500)	-20.00%
1500-6000-2300-58100-400 Dues & Fees		2,100	2,325 [6]	225	10.71%
1500-6000-2300-58110-400 Bank Fees				-	
1500-6000-2300-58900-400 Contingency		2,000	2,000 [7]	-	0.00%
1500-6000-2600-54400-400 CHRHS building rent	See note below, plus single line recode		58,773 [8]	58,773	#DIV/0!
Subtotal		219,901	291,310	71,410	32.47%
Op/Maint Other					
1500-6000-2600-56240-400 Utilities (CHRHS Shared)		32,783		(32,783)	-100.00%
				-	***
Subtotal	-	32,783	-	(32,783)	-100.00%
Op/Maint Custodial					
1500-6000-2610-51180-400 Custodian		22,859	-	(22,859)	-100.00%
1500-6000-2610-52180-400 Support Health		5,556	-	(5,556)	-100.00%
1500-6000-2610-52280-400 Support F/M		1,749	-	(1,749)	-100.00%

**Five Town CSD
Adult Ed Budget**

	Requested	Board Approved	Requested [1]	+(-)	%
Account Number / Description	Changes - see attached notes	2021-2022	2022-2023	21-22	21-22
1500-6000-2610-52680-400 Support SUTA		28	-	(28)	-100.00%
1500-6000-2610-52780-400 Support WC		757	-	(757)	-100.00%
Subtotal		30,950	-	(30,950)	-100.00%
Vocational/Workforce					
1500-6300-1000-51010-400 Teacher		-	-	-	#DIV/0!
1500-6300-1000-52210-400 Teacher F/M		-	-	-	#DIV/0!
1500-6300-1000-52610-400 Teacher SUTA		-	-	-	#DIV/0!
1500-6300-1000-52710-400 Teacher WC		-	-	-	#DIV/0!
1500-6300-1000-55600-400 MCST Vocational Ed		31,500	31,500	-	0.00%
1500-6300-1000-56100-400 Supplies		1,500	1,500	-	0.00%
1500-6300-1000-53490-400 Contracted Services		3,000	3,000 [9]	(0)	-0.01%
1500-6300-1000-56400-400 Books & Periodicals		200	200	-	0.00%
Subtotal		36,200	36,200	(0)	0.00%
GED/HS Completion					
1500-6500-1000-51010-409 Teacher		29,794	42,626 [10]	12,832	43.07%
1500-6500-1000-52110-409 Teacher Health				-	#DIV/0!
1500-6500-1000-52210-409 Teacher F/M		752	2,225 [11]	1,473	195.90%
1500-6500-1000-52310-409 Teacher MSRS		792	1,032 [12]	240	30.34%
1500-6500-1000-52610-409 Teacher SUTA		119	171	52	43.28%
1500-6500-1000-52710-409 Teacher WC		121	173	52	43.22%
1500-6500-1000-53310-409 Prof EE Development & Training		1,100	1,100	-	0.00%
1500-6500-1000-53490-409 Contracted Services		200	200	-	0.00%
1500-6500-1000-55800-409 Staff Travel		300	300	-	100.00%
1500-6500-1000-56100-409 Supplies		980	980	-	0.00%
1500-6500-1000-57300-409 Equipment				-	#DIV/0!
1500-6500-1000-55350-409 Subscription and licensing fees for online learning		1,500	1,500	-	0.00%
1500-6500-1000-56110-409 Classroom Equipment & Furniture, non-capitalized		10,000		(10,000)	-100.00%
1500-6500-2300-58130-409 HiSET site fee		175	175	-	0.00%
1500-6500-2600-54400-409 MET building rent		9,996	15,849 [13]	5,853	58.55%
Subtotal		55,829	66,331	10,502	18.81%
Total Expenses		375,662	393,841	18,179	4.84%
NET		(1,821)	(0)		



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
Superintendent Board Report
April 6, 2022

1. Strategic Plan Implementation

a. Goal #3 - The Five Town CSD will manage resources in a strategic, insightful, and visionary way that balances educational opportunity with fiscal and environmental responsibility.

- I have begun work on developing a protocol and tool for Program Evaluation. The administrative team will identify all district programs, with their intended goals, and level of priority for review. At this summer's administrative retreat, the team will identify 2 – 3 programs for review for next year.
- I attended and spoke at the Souther Farm ribbon cutting ceremony in Livermore Falls on Saturday, March 26. I have attached a picture of fellow partners, Sunsquatch, and Kate Clark, Superintendent in Union 69 (Hope also entered into this PPA) and a copy of my remarks.

2. FY23 Budget

a. Public Input meeting

This meeting on March 21 was attended by district representatives and just one member of the public. The guest resident, Taylor Pohlman, asked some great questions and will be on the ballot as a potential School Board representative from Camden.

b. FY23 Requested Budget

There have been no changes to the budget since the March board meeting. The budget stands at \$13,231,051 which is a decrease of 2.28% to the expense budget and will result in a 2.88% overall increase to taxpayers after taking revenues into account.

3. COVID

We have continued to have a slow, but steady stream of positive cases in our school community, including one "outbreak" in a single classroom. As always, I am keeping a close eye on what is happening locally, as well as keeping abreast of world and national news as it relates to the pandemic to make sure we are as aware as we can be for what the future might bring.

4. Annual Report/Outdoor Semester Program

We are nearly finished with the annual report, and I am excited for it to hit mailboxes – it is an especially good one, thanks to the helpful ideas the Board Communications Committee brought to the table. One of the things mentioned in the report within the Innovation section is the concept we are currently exploring of starting an Outdoor Semester Program

at Camden Hills. I have been working on a proposal, have met with some teachers and administrators, and have met with a few local people who are working in the outdoor education space to help develop the idea. I plan to continue developing the idea this spring and hope to have a proposal for the board to consider in a year from now.

Respectfully Submitted,
Maria Libby



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
Assistant Superintendent Board Report
April 6, 2022

Goals Update:

GOAL #1: Teaching and Learning

- Continuing with classroom observations in the Zenith program. Have done outreach to other HS Alternative Education programs across the state to research models and to make possible connections for our staff.
- Observing in the MakerSpace. Observed students' work including an individual who was working on making his own guitar. Danny has made many connections with community members and beyond to support students' interest. Some examples are as follows: Hurricane Island for Science and Leadership focusing on Marine Waste Issues and a great connection with MIT with one of our students who is working on her STEM endorsement. In addition, Danny and some of his students will be keynoting at the MAEA (Maine Art Education Association) being held at the Farnsworth Museum and at the Maine Resource Recovery Spring workshop. The students and Danny will be hosting another Deconstruction Day involving the community.
This space is alive with students engaged in developing new ideas and bringing ideas to life. It has been exciting to see and hear from students engaged in this work!

Other

- Preparation and planning for the Board Retreat with Maria.
- Screening and interviewing candidates applying for positions across the district, including Master Plumber and Assistant Principal. Continue to get substitute applicants but still experiencing shortages daily.
- Ongoing regular meetings include Recertification, Assistant Principal, Director, Policy Committee, and Personnel Committee.
- Participating in Affirmative Action Training.
- Attending the One Act performance.

Respectfully,

Debra McIntyre



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
CHRS Principal Board Report
April 6, 2021

Current Enrollment Figures:

	October	April	Change
9th Grade	175	178	+3
10th Grade	177	174	-3
11th Grade	165	164	-1
12th Grade	178	180	+2
Total	695	696	+1

Recognitions

Senior Class Valedictorian – **Mila Bonometti**

Senior Class Salutatorian – **Ella Ryan**

National Merit Scholarship Finalist – **Savannah Eastler**

KVAC Champions and Class A State Champions – **Girls Swim**

KVAC Coach of the Year – Coach **Mark McCluskey**

Girls Basketball – Class A North Sportsmanship Award

Girls Wrestlers – **Hayleigh Martz** and **Savannah Eastler**, State Champions

Boys Wrestlers – **Julian Henderson** and **Henry Pharris**, State Champions. Both young men also surpassed 100 career wins

Ice Hockey – **Elias Libby**, Hobey Baker Award

Alpine Ski – **Zola Roberts**, KVAC Giant Slalom Champion

Student Climate Data

Just under 10% of the student body completed the survey. The questions below are those required by protocol. The actual survey had many other items.

	My level of stress is well balanced	I feel valued at this school	At this school at least one caring adult knows me well.	Students treat other students with respect, even if they don't know them.	The school promotes, supports, and models creative and innovative thinking	My school is a welcoming and friendly place	School inspires me to learn
Strongly Agree	2%	14%	52%	7%	28%	23%	23%
Agree	12%	38%	28%	36%	28%	45%	31%
Neutral	31%	28%	11%	45%	19%	14%	23%
Disagree	31%	17%	5%	9%	9%	9%	15%
Strongly Disagree	21%	0%	0%	0%	4%	2%	6%

Several items stand out. The level of stress experienced by students has significantly increased this school year over last year. Last year 31% of students agreed or strongly agreed with the statement, while 43% disagreed or strongly disagreed. I believe two factors have contributed to this. We have not returned completely to pre-pandemic levels of rigor in classes but expectations this year are higher than they were in our hybrid year last year. I also think we can see the cumulative effect of two years of the pandemic also reflected in these numbers. In 2019-2020 prior to the beginning of the pandemic these numbers were 16% agreed or strongly agreed with the statement and 54% disagreed or strongly disagreed with the statement. The numbers this year are similar to pre-pandemic reported levels of stress.

This year, 52% of students reported feeling valued in school, while 17% disagreed with this statement. Last year, these numbers were 68% and 11%. Here again, the numbers have decreased this year. However, they are similar to the numbers reported in the pre-pandemic year of 2019 where 59% of students agreed that they felt valued and 18% disagreed with this statement. Our return to a more normal set of expectations seems to be reflected in this data. I wonder if the significant emphasis last year on meeting students where they were at, slowing the pace during hybrid teaching, and the sense that we were all in this together as both learners and teachers in working through a new instructional model didn't contribute to a higher sense of feeling valued for students.

The final reflection I have is around the third question of having at least one caring adult in their lives here at CHRHS. This year we found that 80% of the students agreed with this statement

while 5% disagreed. Last year these numbers were 82% and 6% and during the pre-pandemic year they were 75% and 4%. These numbers have remained stable over the past three years.

We clearly have some work to do to reduce student stress. Even in the best year, last year, only 31% of students felt their stress was balanced. We need to ask further questions in both surveys and focus groups about what factors students feel contribute to this stress. The question has many answers from academic issues such as rigor, pace, and homework load, to social/emotional issues such as anxiety and friendships, and to outside factors such as home life, work expectations, and family stressors. We will try to uncover some of these in the last few months of school.

Washington Trip

We are going forward with a trip to Washington for this year's senior class, who missed the opportunity as juniors, this April. We have reached a point where we feel comfortable allowing the few unvaccinated students to also attend. Participation is down from a typical year of 130 students to 103 students, but we are still excited to be able to travel again this year. This June, we will also be fielding another Washington Trip for our juniors.

PEARS Social and Emotional Training

We are piloting a new program with our freshman and their teachers this winter. The PEAR program uses meaningful data collected from students on their strengths and deficits in the social and emotional realm. Teachers are working with trainers to understand how to use this data to inform and provide appropriate high-quality educational experiences that take advantage of student strengths and scaffold their weaknesses. We will do a program analysis after this year and decide whether to use these tools school wide in the coming year(s). You may find more at the [PEAR website](#).

Hiring Season

We are in the middle of hiring for our retiring staff and I happy to report that we have had great candidates to date. I look forward to sharing them with the board as we finalize their candidacies.

Respectfully submitted,

Shawn Carlson



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
Director of Special Services Board Report
April 6, 2022

Goal: Teaching and Learning:

- On January 21, 2021, the Maine Department of Education released an administrative letter announcing that, effective immediately; “Maine will ... provide FAPE (Free and Appropriate Public Education) to eligible students until their 22nd birthday.” This primarily impacts a small percentage of our students in the Transitional Life Skills program. To date, we have offered students a fifth year up to typically age 19, which has been the legal requirement. The new law will extend these services for an additional three years for some students who need support in the area of transition from school to the workforce. To address this need, I have been working with special education directors from RSU 13 and RSU 40 to develop a collaborative or regionalized pilot program to address this new requirement. We have also been working with Titus O’Rourke, Transition Specialist from the DOE, who has been supportive of our endeavors. There will be more to report; however, at this point I wanted to briefly introduce the project. It will be exciting to work with the existing DOE services and our neighboring districts to address this need and to develop a robust program that leads our most fragile students toward a productive post-graduate life.

Other:

Professional Development:

- I attended the Drummond Woodsum workshop, *Turf Wars: Who is Responsible for Delivering Special Education?* We explored the changing laws and rules on who is responsible for covering special education services and costs for eligible students based on residency, state agency client and state ward status, DHHS placement, homeless, charter, homeschool, “best interest” placement, superintendent’s agreement, tuition/contract/informal agreement, and parentally placed private school placements. We reviewed the navigation of the many exceptions and nuances to the state laws in each of these categories. The topic is timely as we find ourselves with students who have more atypical residential and guardianship scenarios than in the pre-COVID time period.

DOE reports submitted this month:

- EF-S-214 High Cost Out of District Placement (We have zero costs in this category)
- April 1 Student Count

STUDENT COUNT:

Special Education: 114; PERCENTAGE – 16%

Respectfully submitted,
Valerie Mattes



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
Finance Committee Meeting
CRMS Library
Wednesday, March 2, 2022
6:30 P.M.

MINUTES

Board Present

Becky Flanagan
Deborah Harbaugh
Patrick McCafferty
Mike Pierce

Also Present

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

1. Call to Order

Patrick McCafferty called the meeting to order at 6:33 p.m.

2. FY22 Budget to Actual Summary

The Business Manager presented the January end-of-month financials which are moving along as expected. The payroll target for EOM January was 38.46% of funds remaining; the FY21 remaining balance at the same point had 40.32% remaining, and the CSD budget had 38.86% funds remaining at FY22 January's close.

3. FY23 Budget Updates

The Business Manager presented updates to the FY23 Budget.

He noted that the assessment from the Midcoast School of Technology had been substantially lowered after receiving a final number; that \$2K had been added to the school administration cost center; and that transportation costs were significantly lower now that contracts were final.

He further explained that the \$400,000 being transferred from prior years' undesignated balances to the capital reserve fund would not be shown in the local budget. This is because these funds were raised in previous years and are not being raised in FY23.

The Superintendent added clarification to this transfer and provided guidance to Committee members how to communicate this unique financial event effectively to the public.

The resulting FY23 CSD requested budget was \$13,231,050.54, which is 2.28% lower than the prior year.

The Superintendent stated that she did not anticipate any further changes in the budget and that this is the budget she planned to bring to the Board in April.

The Superintendent requested that the Board Chair, Finance Committee Chair, and Business Manager join her for a Wednesday, March 9 presentation of the budget to town officials via Zoom.

4. Other

The Superintendent shared that an alumnus of Camden High School had offered to leave a trust to the school to use for scholarships. She further described the requirements for accepting the gift set forth in a letter from the prospective donor. The Committee discussed these requirements and felt they were too much of a burden on the district. Becky Flanagan asked that the Superintendent decline the gift.

5. Adjournment

The meeting adjourned at 6:53 p.m.

Five Town CSD					
Current Year Budget Summary					
February 28, 2022					
Account Description	2021-2022 Budgeted	Reported To Date	Encumbered	Balance Remaining	Percent Remaining
General Fund Revenues					
Revenues	2,711,836	2,199,705	-	512,131	18.89%
Assessments	10,827,597	7,112,478	-	3,715,119	34.31%
Total	13,539,433	9,312,183	-	4,227,250	31.22%
General Fund Expenditures					
Instruction					
9-12 Instruction	4,907,691	3,287,011	44,884	1,575,797	32.11%
ESL	30,931	19,877	164	10,890	35.21%
Horizons / GT	42,229	26,317	-	15,912	37.68%
Zenith	292,000	170,938	4,500	116,562	39.92%
Subtotal	5,272,851	3,504,143	49,548	1,719,161	32.60%
Special Education					
9-12 Special Education	1,457,436	916,294	608	540,533	37.09%
Subtotal	1,457,436	916,294	608	540,533	37.09%
Vocational Education	55,036	36,691	-	18,345	33.33%
Other Instruction-Co & Extra Curricular	632,722	370,710	13,267	248,745	39.31%
Student and Staff Support					
9-12 Guidance Office	564,189	378,461	274	185,453	32.87%
9-12 Social Worker	-	-	-	-	-
9-12 Health Services	100,248	70,122	502	29,624	29.55%
Curriculum Development	73,212	61,961	213	11,039	15.08%
Teacher Course Reimbursement	3,625	3,635	-	(10)	-0.28%
9-12 Library	131,182	88,258	1,164	41,760	31.83%
Technical Services	292,457	248,918	1,354	42,185	14.42%
504 Instructions	9,200	2,879	-	-	-
Assessment	6,463	4,823	-	1,639	25.37%
Subtotal	1,180,576	859,058	3,507	311,690	26.40%
System Administration					
Board of Directors	71,575	29,027	109	42,439	59.29%
Superintendent's Office	249,697	184,280	3,359	62,057	24.85%
Business Office	161,131	143,380	-	17,751	11.02%
Subtotal	482,402	356,687	3,468	122,247	25.34%
School Administration					
9-12 Principal Office	554,895	375,564	3,254	176,076	31.73%
Transportation	466,470	296,458	-	170,012	36.45%
Operations and Maintenance	1,681,088	978,177	43,544	659,368	39.22%
Subtotal- Operating Expenses	11,783,475	7,693,782	117,196	3,966,176	33.66%
Debt Service	1,663,353	1,450,526	-	212,827	12.80%
Other Expenditures	92,605	28,403	-	64,202	69.33%
Total Expenditures	13,539,433	9,172,711	117,196	4,243,205	31.34%
Total Revenue Over Expenditures		139,472			
Comparative Info					
Percentage remaining in February 2021					30.77%
Payroll Budget Target FY22					38.46%



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/Camden Rockport Schools
Joint Personnel Committee Meeting
March 28, 2022

MINUTES

Board Present

Becky Flanagan
Patrick McCafferty

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent

1. Call to Order

Chair Becky Flanagan called the meeting to order at 4:43 pm.

2. CSD Only Job Descriptions

The job descriptions listed below and presented at the meeting were reviewed and some revisions made. The Adult Education – Academic and Career Advisor is a new position and the committee made minor revisions to the qualifications and added essential functions to the draft job description. The qualifications of the Auditorium Manager job description were slightly revised and essential functions were added. The Director of School Counseling was revised to reflect the position's responsibilities more accurately. The qualifications of the Zenith Program Coordinator were modified to include teaching experience in Alternative Education.

- a) Adult Education – Academic and Career Advisor (New)
- b) Auditorium Manager (Revised)
- c) Director of School Counseling (Revised)
- d) Zenith Program Coordinator (Revised)

3. SAD/CSD Joint Job Descriptions

The job descriptions presented at the Personnel meeting were reviewed and revised. The Accounts Payable Clerk title will change to Accounts Payable Specialist, and revisions were made to reflect the position's responsibilities more accurately. The Business Manager qualifications were expanded, the job goal section was rewritten, and additional detail was added to responsibilities. Qualifications and Desired Qualifications for the Central Office Administrative Assistant were revised, and more detail was added to responsibilities. The Central Office Support Operations Administrative Assistant is a new position, and the committee made no changes to the draft job description. The Communications Officer is

also a new position. The title was changed to Communications Specialist and there were no other changes to the draft. Essential Functions were added to the Director of Information Technology, and minor revisions were made. Slight revisions were also made to the Director of Student Special Services and Technology Systems Coordinator job descriptions.

- a) Accounts Payable Clerk (Revised)
- b) Business Manager (Revised)
- c) Central Office Administrative Assistant (Revised)
- d) Central Office Support Operations Administrative Assistant (New)
- e) Communications Officer (New)
- f) Director of Information Technology (Revised)
- g) Director of Student Support Systems (Revised)
- h) Technology Systems Coordinator (Revised)

4. SAD Only Job Descriptions

The job descriptions below were reviewed. No changes were made to the Behavior Health Professional job description. The Behavior Specialist is a new position, and the committee made no changes to the draft job description presented at the meeting. The Literacy Coach job title was changed to Literacy Coach/Interventionist, and additional responsibilities were added. The Intervention Coordinator job description was revised to include additional detail in performance responsibilities. The Job Goal of this position was also rewritten, and additional qualifications and essential functions were added. All recommended changes were accepted.

- a) Behavior Health Professional (Revised)
- b) Behavior Specialist (New)
- c) Literacy Coach/Interventionist (Revised)
- d) Intervention Coordinator (Revised)

5. Adjourn

The meeting adjourned at 5:40 pm.

**FIVE TOWN CSD
JOB DESCRIPTION**

ADULT EDUCATION – ACADEMIC AND CAREER ADVISOR

QUALIFICATIONS:

1. Bachelor's Degree in relevant field.
2. Experience supporting adult learners in achieving their career and educational goals.
3. Experience developing, implementing, and/or managing outreach programs.
4. Experience with a variety of digital office tools, including Google Suite/Microsoft Office Suite, video conferencing software and databases, especially learning management systems and student information systems.
5. Self-driven, positive, creative, and passionate about education.

REPORTS TO: Director of Adult Education

JOB GOAL: The Adult Education Academic and Career Advisor is responsible for supporting adult learners, including guiding them to the programs most appropriate for their educational goals.

PERFORMANCE RESPONSIBILITIES:

1. Connects learners to outside resources to resolve behavioral, academic, and other issues interfering with educational goals.
2. Provides crisis intervention for learners when difficult situations occur.
3. Confers with parents or guardians, teachers, administrators, and other professionals to discuss learner progress.
4. Conducts intakes and orientation for new and returning adult learners.
5. Assists in determining priorities for learners' educational goals and their resource needs.
6. Advises learners in educational planning, including program selection.
7. Provides career and postsecondary admissions counseling.
8. Develops and executes Adult Education outreach programs, including tracking alumni progress after completion, highlighting success stories, and recruiting new learners.
9. Coordinates implementation of team-wide protocols to ensure retention of current learners.
10. Collaborates with employers, academic institutions, the Maine Department of Labor, and other college and career partners to deliver integrated education and training programs (IET's).
11. Creates and delivers curriculum, including Academic and Career Advising, professional portfolios, and career action plans.
12. Assists in maintaining accurate and complete student records as required by law, district policy and administrative regulations.
13. In conjunction with the Director, tracks multiple indicators to assess the effectiveness of instruction, training, mentoring, and advising.

14. Performs all other related duties as assigned.

LEGAL AND ETHICAL DUTIES:

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

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

ESSENTIAL FUNCTIONS:

1. Ability to read, reason, and understand policies and procedures and related information and to follow verbal or demonstrated instructions.
2. Physical ability to perform all necessary upper and lower body movements.
3. Ability to talk, hear, see, and speak.

TERMS OF EMPLOYMENT: As specified by contract.

EVALUATION: Performance of this job will be evaluated in accordance with this document and assessment of goals.

Approved:

**FIVE TOWN CSD
JOB DESCRIPTION**

CENTRAL OFFICE SUPPORT OPERATIONS ADMINISTRATIVE ASSISTANT

QUALIFICATIONS:

1. Excellent communication skills
2. Strong computer skills
3. Strong organizational skills
4. Friendly, positive, and outgoing personality

DESIRED QUALIFICATIONS:

1. Experience dealing with students, staff, parents, and the community-at-large

REPORTS TO: Director of Facilities and Transportation

JOB GOAL: To provide organizational support for Director of Facilities and Transportation in their work within the Transportation and Facilities departments.

PERFORMANCE RESPONSIBILITIES:

1. Demonstrates positive and effective communication skills, sound organizational skills, and clear and concise writing skills.
2. Provides the following assistance in Operations & Maintenance
 - a. Inputs requisitions and keeps track of all purchase orders, processes all Ops. & Maint. invoices
 - b. Places Ops. and Maint. orders
 - c. Processes incoming Ops. and Maint. reports and correspondence
 - d. Assists and supports any Ops and Maint. Bid processes (drafts forms/places ads/tracks paperwork).
 - e. Keeps records of utilities, property services, and inspections.
 - f. Maintains facility building binders.
3. Provides the following assistance in Transportation
 - a. Takes parent phone calls regarding transportation
 - b. Helps troubleshoot route coverage
 - c. Posts and monitors trips
 - d. Tracks bus mileage and gas usage
4. Responsibilities may be adjusted within the Central Office team.
5. Any other duties as assigned by the Director of Facilities and Transportation or Superintendent

LEGAL AND ETHICAL DUTIES:

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

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

ESSENTIAL FUNCTIONS:

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

TERMS OF EMPLOYMENT: As specified by contract

EVALUATION: Performance of this job will be evaluated in accordance with the Performance Responsibilities listed in this document

Approved:

FIVE TOWN CSD JOB DESCRIPTION

COMMUNICATIONS SPECIALIST

QUALIFICATIONS:

1. Bachelor's Degree in marketing or communications field
2. Minimum of 3 - 5 years relevant experience in a communications or marketing role.
3. Proficiency in Adobe Illustrator, InDesign, and Photoshop.
4. Understanding of communications, public relations and marketing best practices, including social media channels.
5. Strong communicator who works well independently and with a team.
6. Ability to think strategically and identify ways to improve communication efforts
7. Must be resourceful and take initiative even when given minimal direction
8. Excellent writing and editing skills.
9. Strong time management and organizational skills

REPORTS TO: Superintendent of Schools

JOB GOAL: To shape, manage and drive the implementation of effective outreach and communication materials to educate the community (both internal and external), promote the work of the school districts, and cultivate support for the districts' schools.

POSITION DESCRIPTION

The Communications Officer is a part-time professional position whose purpose is to direct and manage the districts' public relations and communication efforts. This position will be the creative architect of most external communication for the school districts. The position works in collaboration with the Superintendent and the board of directors. On-going educational and professional development opportunities will be provided.

PERFORMANCE RESPONSIBILITIES:

1. Create, write, edit, and produce marketing and communications materials, including press releases, website content, videos, annual reports, social media content and other marketing materials to support the work of the districts.
2. Plan and manage the design, content, and production of all marketing materials
3. Develop and implement cost-effective and proactive outreach strategies to communicate with a range of constituencies through printed and electronic media, using photos, words, graphic design, narrative, and/or video.
4. Increase transparency and understanding by informing and educating our community about the inner workings of education, the philosophy, vision, and mission of the districts, and the programming we offer students.
5. Develop and manage proactive communication about district events and issues.

6. Update and maintain districts' website and social media and improve the district website to promote the depth and breadth of our schools.
7. Take and/or solicit photos of campus events when possible.
8. Ensure that all communications and marketing material aligns with district vision and standards
9. Maintain digital media archives including photos and videos
10. Collaborate with Superintendent and board to conceptualize and implement communications strategies and materials
11. Design visual materials for a variety of district needs.
12. Cultivate and maintain effective relationships with local, regional, and national media outlets.
13. Track, evaluate, and share results of communications initiatives.

LEGAL AND ETHICAL DUTIES:

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

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

ESSENTIAL FUNCTIONS:

1. Ability to read, reason, and understand policies and procedures and related information and to follow verbal or demonstrated instructions.
2. Physical ability to perform all necessary upper and lower body movements.
3. Ability to hear, see and speak.
4. Demonstrate the ability to communicate effectively.

TERMS OF EMPLOYMENT: Salary commensurate with experience. Half-time salaried position. Flexible hours based on a 230-day contract. Position is remote.

EVALUATION: Performance of this job will be evaluated in accordance with this document and assessment of annual goals by the Superintendent

Approved:

**FIVE TOWN CSD
JOB DESCRIPTION**

AUDITORIUM MANAGER

QUALIFICATIONS:

1. Bachelor's degree **or equivalent experience**
2. Experience managing performance venues, including light and sound equipment

REPORTS TO: Principal or Designee

JOB GOAL: To provide effective management, supervision and oversight of the Strom Auditorium and Black Box theatre, inclusive of event development.

PERFORMANCE RESPONSIBILITIES:

1. Maintains a master schedule of day and evening events held in the Strom Auditorium and Black Box theatre.
2. Works with the CHRHS Facilities Scheduler to schedule events in the Strom Auditorium and Black Box, ensuring adequate time for CHRHS use, avoiding scheduling conflicts, and ensuring accurate information is posted to the CHRHS Events calendar and website.
3. Coordinates with all presenters and lessees to provide for their tech needs and ensuring they have adequate, qualified technical support.
4. Coordinates planning and set up for all events and rehearsals and ensures that House Manager duties are performed in accordance with District policy.
5. Serves as Tech Club Advisor to instruct students in the proper use and operation of lighting, sound and other technical equipment.
6. Develops and monitors an annual budget for operation and maintenance of the facility, orders and purchases supplies and equipment and updates tool and equipment inventory annually.
7. Works to secure revenue-generating events for times Strom is not being used by the District.
8. Enforces Facility Use Policy KFB.
9. Maintains a Strom website that includes updated Strom Auditorium technical specifications and current facility use documents.
10. Works with administration to keep the equipment and facility in good working order.

LEGAL AND ETHICAL DUTIES:

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

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

ESSENTIAL FUNCTIONS:

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

TERMS OF EMPLOYMENT: Salary to be determined by the Board

EVALUATION: Performance of this job will be evaluated by the CHRHS Principal/Designee in accordance with this document.

History:

Approved: 09/06/17

Approved:

FIVE TOWN CSD JOB DESCRIPTION

DIRECTOR OF SCHOOL COUNSELING

QUALIFICATIONS:

1. K-12 State certification in School Counseling.
2. Minimum of three years experience as a high school counselor.
3. Experience with personnel supervision and evaluation.

REPORTS TO: Camden Hills Regional High School Principal

JOB GOAL: To develop, organize and supervise all school counseling personnel and services for the Five Town CSD. To work with building administrators to coordinate counseling services within the system so that students may be helped to achieve greater learning efficiency and benefit more fully from the school experience.

PERFORMANCE RESPONSIBILITIES:

1. Directs the implementation of the Comprehensive School Counseling Plan and provides for review and revision as needed.
2. Consults with teachers and administrators on matters related to school counseling resources.
3. Serves as liaison between school counseling program and Five Town CSD School Board.
4. Advises administration and Board on staff needs and serves as part of an interview team to replace staff.
5. Develops a counseling department budget with input from ~~staff~~ **Counseling Department Personnel**.
6. Serves as a liaison between teachers and programs established to assist students.
7. Supervises and evaluates school ~~staff~~ **counselors, social workers**, registrar and counseling ~~secretaries~~ **administrative assistants**.
8. Serves as school counselor for a segment of the student body at Camden Hills Regional High School.
9. Develops and executes an effective standardized assessment program.
10. Gathers and provides information relevant to post high school education and vocational opportunities.
11. Maintains liaison with referral agencies and helps coordinate efforts with other specialists, such as the school nurse, caseworkers, mental health providers when it is in the best interest of the child.
12. Plans professional development for the counseling program.
13. **Responsible for** ~~Assists in~~ the development of the master schedule.
14. Oversees planning **and implementation** of evening post-secondary programs at high school (college nights, financial aid nights, etc.). **Annually measures effectiveness and revises program as needed.**
15. Actively develops alumni relationships and connections.

16. ~~Participates in 8th/9th grade transition events with building administrators.~~ Oversees and implements all 8th to 9th grade transition events.
17. ~~Prepares "Counseling News" newsletter.~~ Submits counseling department information regularly to the general school newsletter.
18. Updates parent and student resources.
19. ~~Preps for~~ Assists in the development and implementation of post-secondary PSAT Day.
20. Oversees report cards, course changes, transcript reviews and diplomas.
21. Oversees assessment/tracking of Career and Educational Development standards.
22. Implements and oversees ~~college going and~~ the use of the schools postsecondary student support software program tracking system (Naviance).
23. ~~Chairs the RTI Team~~ Member of the leadership team for Multi-Tiered System of Support (MTSS) and participates in MTSS meetings to represent their specific student case load
24. Responsible for development and implementation of advisory curriculum. Annually reviews and revises the advisory curriculum, based on feedback.
25. ~~Works with staff to promote the effective and consistent application of school and district policies.~~
26. Implements strategies to improve students' personal conduct, social behaviors, civic engagement, and academic achievement (e.g. school wide assemblies)
27. Communicates with parents about school resources and events to support mental health and well-being.
28. Attends parent group meetings
29. Works with parents to improve students' personal conduct, social behaviors, civic engagement, and academic achievement
30. Works with clubs and organizations to promote student involvement.
31. Promotes a school culture based on trust, empowerment, and responsibility
32. Represents district administrators on local, state, or regional committees as requested by the principal and / or Superintendent of Schools.
33. Assists in the development and implementation of the Camden Hills Internship Program.
34. Performs other tasks and assumes other responsibilities as assigned by the CHRHS Principal and Superintendent of Schools.

LEGAL AND ETHICAL DUTIES:

1. Follows confidentiality guidelines in all aspects of student performance and written and oral records. As established by state law H.P.533-L.D. 715 M.S.R.A 20, Chapter 101, all communication between student and school counselor (and/or social worker if applicable) is considered privileged, confidential, and private.
2. Demonstrates a respect for the legal and human rights of students, instructors, and other staff.
3. Follows health and safety procedures established by the district. Suspicions of sexual, physical, and/or emotional abuse and/or neglect must be reported immediately to the Child Protected Services Office in the Department of Human Services (DHS). This is supported by law H.P. 1787-L/D. 1906. Also under Title 22, Chapter 1071 school counselors must report to an appropriate authority or take appropriate emergency measures when a student's condition requires others to take responsibility for the child or when there is clear and imminent danger to the student and/or others.

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

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

ESSENTIAL FUNCTIONS:

1. Ability to read, reason, and understand policies and procedures and related information and to follow verbal or demonstrated instruction.
2. Ability to talk, hear, see, and speak.
3. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.

TERMS OF EMPLOYMENT: As specified by contract.

EVALUATION: An evaluation by an Administrator will review overall job performance in accordance with this document.

History:

Approved: 04/06/16

Approved:

FIVE TOWN CSD JOB DESCRIPTION

ZENITH PROGRAM COORDINATOR

QUALIFICATIONS:

1. ~~Bachelor's Degree~~ Minimum of 3 years experience teaching Alternative Education
2. Certification as required by the Department of Education

REPORTS TO: Principal

SUPERVISES: Zenith Staff

JOB GOAL: To use leadership and supervisory skills to promote the academic, social/emotional and career development of Zenith students and to coordinate curricula and support services with the high school, ~~(administration, special education, counseling)~~ and with families and outside agencies.

PERFORMANCE RESPONSIBILITIES:

1. Supervise the daily operations of the Zenith program and implement procedures necessary for consistent and effective delivery of alternative education.
2. Receive referrals, conduct the interview process, and enroll prospective students with input from counseling and Zenith staff.
3. Conduct academic and behavioral progress meetings with student & parents.
4. Develop, coordinate, implement, and maintain Individual Academic Plans for each student.
5. Develop a master schedule and individual student schedules. Assign teaching assignments for the year.
6. Develop and implement integrated learning activities (e.g. service learning, experiential education, project-based learning).
7. Handle all minor disciplinary issues/conflict resolution with the exception of major policy infractions (i.e. substance abuse, violence) with students and notify parents.
8. Maintain kitchen – healthy living/nutritional component of program.
9. In collaboration with Special Education staff and the 504 Coordinator, develop and implement IEP and 504 plans and participate in meetings as required.
10. At the discretion of the Principal, serve on committees and attend meetings necessary to promote successful implementation of the Zenith program.
11. Participate on the ~~Child Find Committee~~ MTSS committee.
12. Supervise and mentor Zenith staff daily.
13. Provide Critical Feedback Form when appropriate to be used in the teacher evaluation process.
14. Utilize and develop community resources to support the Zenith program.
15. Coordinates student services with outside agencies and professionals.

16. Serve as the Department Head.
17. Demonstrate knowledge of central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and create learning experiences that make these aspects of subject matter meaningful to students.
18. Demonstrate commitment to continuous self-improvement of teaching practice.
19. Demonstrate the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.
20. Demonstrate knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development.
21. Plan instruction based upon knowledge of subject matter, students, and curriculum goals.
22. Understand and use a variety of instructional strategies and appropriate technologies.
23. Adhere to all District Policies.
24. Create and maintain a classroom environment which supports and encourages learning.
25. Demonstrate the ability to support students' learning and wellbeing by engaging students, home, school, colleagues, and community.
26. Understand and use a variety of formal and informal assessment strategies to evaluate and support the development of the learner.
27. Demonstrate a strong professional desire to contribute to the education profession.
28. It is the expectation that all teachers will share in participation in activities outside of the classroom that contribute to the school.
29. Perform such other duties and responsibilities specific to the subject area taught.

LEGAL AND ETHICAL DUTIES:

1. Follow confidentiality guidelines in all aspects of student performance and written and oral records.
2. Demonstrate a respect for the legal and human rights of students, instructors, and other staff.
3. Follow health and safety procedures established by the district.
4. Arrive and depart punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrate loyalty, dependability, integrity, and other ethical standards.

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

ESSENTIAL FUNCTIONS:

1. Ability to read, reason, and understand policies and procedures and related information and to follow verbal or demonstrated instructions.

2. Physical ability to perform all necessary upper and lower body movements.
3. Ability to talk, hear, see, and speak.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.

TERMS OF EMPLOYMENT: As specified in teacher contract. Stipend for Department Head responsibilities.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the CSD Board's Policy on Evaluation of Professional Personnel.

History:

Approved: 03/02/16

Approved:

**FIVE TOWN CSD
JOB DESCRIPTION**

ACCOUNTS PAYABLE ~~CLERK~~ SPECIALIST

QUALIFICATIONS:

1. ~~High School Diploma or equivalent~~ Degree in accounting or 5 years financial administration experience
2. Strong computer and word processing skills
3. Understanding of bookkeeping methods

REPORTS TO: Business Manager

JOB GOAL: ~~To assist in the administration of the District's business affairs so as to provide the maximum services for the financial resources available~~
To provide daily accounting functions necessary to maintain a general ledger in accordance with GAAP and audit recommendations; to provide accounting and financial data to support District processes.

PERFORMANCE RESPONSIBILITIES:

1. ~~Processes purchase orders through the remote purchase order system.~~
2. ~~Posts Purchase Order batches and mails the purchase orders~~ Keep a systematic and accurate accounting of all payables and purchase orders, including processing invoices and payments in a timely manner.
3. Obtain appropriate authorizations, backup, and account codes for all invoices. Input invoices into the financial accounting software and maintain retrievable records of all payments.
4. Maintains vendor files for expenditures for all local, state, and federal fund sources.
5. Maintain communication with vendors to ensure any issues are addressed and resolved quickly.
6. ~~Places online orders for Amazon and Staples~~ Place orders for products and services; manage multi-user ordering platforms for large vendors.
7. Review and reconcile outstanding purchase orders for accuracy.
8. Review and reconcile all vendor statements at least monthly.
9. Provide user support for enterprise accounting software system including, but not limited to, adding/removing users and setting up passwords.
10. Respond to internal user requests for assistance with issues related to application functionality or in some cases, to expedite ordering.
11. Provide customer service to district employees regarding vendors or bill payments.
12. ~~Processes~~ Prepare 1099's at calendar year end and runs year end reports and maintain W-9 for all 1099 eligible vendors.
13. Prepares Accounts Payable warrant by approved procedures on a ~~weekly~~ regular basis.
14. Release ACH payments to vendors.
15. Processes Accounts Receivable and prepares Cash Transactions for Business Manager approval.

16. Adheres to internal controls and provides feedback to Business Manager regarding improvements.
17. ~~Runs monthly financial reports and distributes to School Board members and Administration~~
18. Prepare journal entries to the general ledger of the districts
19. Reconciles all bank accounts monthly.
20. Reconciles and process all interdistrict payments and offsets monthly.
21. Prepares financials and budget reports for building administrators and directors.
22. ~~Runs fiscal year end reports and cancels outstanding purchasing orders~~
23. Maintains spreadsheet records on staff course reimbursement accounts.
24. ~~Processes paperwork for Administrative Discretionary Fund for the Superintendent to approve or disapprove~~
25. Processes Bisbee applications, informs the applicant of approval/denial, and keeps track of Bisbee balance
26. Processes leave requests professional development applications, that have expenses, attached and associated leave requests, including follows through with registering the employee for conferences, etc.
27. Places orders approved with the district credit card, reconciles monthly statements, and makes payments in a timely manner.
28. Prepares all cash receipts. Responsible for maintaining and reconciling Central Office petty cash accounts.
29. ~~Keeps track of cell phones and takes care of any maintenance needed~~
30. ~~Maintains the district debit card and does a monthly reconciliation~~
31. ~~Places orders with the debit card when needed~~
32. ~~Reconciles the monthly bank statements~~
33. Provides general clerical accounting support to Central Office, and Administrators, and school Administrative Assistants when needed
34. Performs other duties and responsibilities as may be assigned by the Business Manager and/or Designee

LEGAL AND ETHICAL DUTIES:

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

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

ESSENTIAL FUNCTIONS:

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

TERMS OF EMPLOYMENT: As specified by contract

EVALUATION: Performance of this job will be evaluated in accordance with this document

History:

Approved: 04/06/16

Approved:

FIVE TOWN CSD JOB DESCRIPTION

BUSINESS MANAGER

QUALIFICATIONS:

1. ~~BA~~ Bachelor's Degree in Finance, Accounting, Business Administration or Related Field
2. Training and experience in Business Administration and Accounting

DESIRED QUALIFICATIONS

1. Experience working with in a public schools setting or non-profits
2. Experience working with large budgets, preparing complex financial reports, and supervising accounting operations

REPORTS TO: Superintendent of Schools

JOB GOAL: ~~To assist in the management of the financial resources of the districts and~~
This position is responsible for the financial and business undertakings of the District, with the goal on maintaining the District's financial health. This position works closely with School Administrators in developing and implementing budgets, maintaining strong financial controls, providing non-instructional support services and ~~To overseeing the central business office staff.~~

PERFORMANCE RESPONSIBILITIES:

1. Works closely with the Superintendent to provide general leadership and oversight for the district's financial resources.
2. ~~Provides support for the management of the financial affairs of the districts, including~~ Is responsible for accurate the handling of all funds, accounting, and reporting procedures.
3. Provides technical guidance for directors and administrators in preparation and implementation of fiscal budgets.
4. ~~Compiles the necessary statistical data for the preparation of the fiscal budgets.~~ Ensures accurate accounting for and oversight of the annual operating budget. Plans, prepares, and forecasts the financial condition of the district including operating, capital budgets, debt, and revenue planning. Reports to the Superintendent and the Board of Directors on the present and future financial operations of the district.
5. Oversees and leads the annual budget and referendum approval process which includes, but is not limited to, working with attorney's for warrants, posting of warrants, working with multiple stakeholders to prepare the budget warrant materials, posting of warrant materials, working with municipalities, preparation of district budget meeting materials, prepares town tax assessments, the budget validation referendum process, and vote certification processes.
6. Responsible for first draft and final draft completion of the year-end financial reports.

7. Acts as advisor to the Superintendent on the district budgets and all other business and financial questions. Keeps the Superintendent advised of the status of all trust/grant accounts and investments.
8. Generates monthly, quarterly, and annual financial reports as needed.
9. Prepares financial reports as required by state and federal agencies having jurisdiction over public school funds.
10. Serves as the district banking officer reviewing and reconciling the monthly banking activities.
11. Ensures district compliance with business and financial data retention requirements, coordinating annually by purging files that have passed the retainage requirement, moving files from the office, and preparing for the new fiscal year.
12. Directs and oversees annual external audit process in accordance with law and Board policy.
13. Implements and monitors district internal financial controls to ensure compliance of district policies and procedures. Ensures a continuous internal auditing program for all funds and accounts.
14. Oversees all district insurance programs to maintain appropriate levels of insurance and meets with insurance agent(s) to review coverage annually.
15. Manages accounts for federal funds received by the school districts and reports those revenues and expenditures in accordance with requirements. Assists in the application for state, federal funds, and grants. Coordinates and ensures that federal grant budgets are entered accurately and timely into the financial software annually and requests reimbursements at least quarterly.
16. Manages Analyzes the financial data processing procedures to provide management information effectively manage district resources and provide long-range forecasts.
17. Manages the collection, safekeeping, and disbursement of all funds.
18. Manages an accounting system which will provide for:
 - a. Monthly review of district finances.
 - b. Collection of management data.
 - c. ~~Audit and reporting in compliance with state law and Department of Education requirements.~~ A general ledger in accordance with GAAP and audit recommendations.
19. ~~Manages~~ Ensures payrolls is performed in an accurate and timely manner. and maintains records in compliance with State and Federal laws.
20. Assists in the preparation of reports in both narrative and graphic form. Financial analysis, budget preparation and reporting utilizing computerized financial accounting/reporting. systems and PC spreadsheets, graphics and word processing software.
21. Supervises the management of accounts ~~Manages accounts~~ for the school lunch programs, submitting approving reports as required by the School Nutrition Service.
22. Provides for the security, use, and verification of approvals of the district credit card.
23. Provides user support for enterprise accounting software system, including but not limited to training new users, implementation of new systemsn and modules, and troubleshooting problems.

24. Establishes good rapport and working relationships with all staff members and makes available the services of the business office when needed.
25. Maintains strict confidentiality regarding all aspects of the operation of the office and its interaction with any and all personnel and community members.
26. Supervises Directors as assigned and oversees these departments.
27. Assists Superintendents and School Board with contract negotiations. **Understands district collective bargaining agreements, prepares financial (and other) analysis for collective bargaining purposes and participates as required in collective bargaining negotiation sessions as required by the Superintendent.**
28. Acts as the Office Manager in the Business Office and supervises and evaluates the Accounts Payable **Specialist** Clerk, and Payroll Clerk/~~Human Resources, and Clerical Assistant.~~
29. Acts as liaison with the Department of Education, Maine State Retirement System, and other state agencies **with regard to finances** and advises the Superintendent regarding policy changes, their implementation, and their impact.
30. **Works to enhance revenue opportunities, as appropriate.**
31. **Oversees and coordinates the district bidding process for leases, services, and supplies.**
32. Advises and assists the Superintendent as needed on any matter of business or finance.
33. Other duties as assigned by the Superintendent.

LEGAL AND ETHICAL DUTIES:

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

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

ESSENTIAL FUNCTIONS:

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

TERMS OF EMPLOYMENT: As specified by contract

EVALUATION: Performance of this job will be evaluated in accordance with this document

History:

Approved: 11/07/12, 11/18/20

Approved:

FIVE TOWN CSD JOB DESCRIPTION

CENTRAL OFFICE ADMINISTRATIVE ASSISTANT

QUALIFICATIONS:

1. Bachelor's degree
2. Excellent communication skills
3. Strong computer skills
4. Strong organizational skills
5. Friendly, positive, and outgoing personality

DESIRED QUALIFICATIONS:

1. ~~Post-secondary education~~
2. Experience with dealing with students, parents, and the community-at-large

REPORTS TO: Superintendent

JOB GOAL: To be a pleasant, positive, and knowledgeable liaison between the public, ~~District staff~~, and the Central Office, ~~and to~~ assist with administrative tasks as needed, and support the ~~Facilities Director~~ **Business Manager**.

PERFORMANCE RESPONSIBILITIES:

1. Answers phones, assists the public, and directs calls to the appropriate office.
2. Meets and greets visitors, ~~and directs them to the appropriate place~~.
3. Demonstrates positive and effective communication skills, sound organizational skills, and clear and concise writing skills.
4. ~~Keeps log of checks/cash received in office.~~ **Assists with check/cash deposit process.**
5. Sorts, distributes, handles mail, **including interoffice mail**.
6. Orders, receives, accounts for, and distributes office supplies
7. Manages the scheduling of the Central Office conference rooms.
8. ~~Processes appropriate Background Checks on all Volunteer Applications (School, Coach & Wellness) pursuant to School Board Policy.~~ **Manages volunteer programs by processing applications, conducting background checks, maintain lists of active and inactive volunteers and maintaining handbooks, protocols, relevant binders, Maintain volunteer notebooks and databases.**
9. **Maintains and** troubleshoots office equipment issues and calls for service as needed.
10. Maintains professional appearance of office space, conference rooms, storage and ~~kitchen areas.~~ **records areas.**
11. Supports **Superintendent, Business Manager and Business offices** ~~Executive~~

~~Assistant to the Superintendent~~ with overflow work as time permits.

12. Processes Work Permits, and **Horizon Arts contracts.** ~~and tracks migrant worker paperwork.~~
13. Provides the following assistance to the ~~Operations & Maintenance Director~~
Business Manager
 - a. **Assists with clerical aspects of the budget process including preparing binders, referendum tasks and distributing warrants.**
 - b. **Process accounts payable.**
 - c. **Completes filing as needed.**
 - d. ~~Input requisitions and keep track of all purchase orders, process all O & M invoices~~
 - e. ~~Place orders~~
 - f. ~~Maintain request leave calendar for O & M staff~~
 - g. ~~Track bids—place ads~~
 - h. ~~Keep spreadsheets on utilities, supplies, property services, pesticide notifications~~
 - i. ~~Maintain and update O & M employee handbook~~
14. **Maintains and updates emergency documents and procedures.**
15. Responsibilities may be adjusted within the Central Office team.
16. Performs other duties and responsibilities as may be assigned by the Superintendent **or Business Manager.**

LEGAL AND ETHICAL DUTIES:

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

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

ESSENTIAL FUNCTIONS:

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

TERMS OF EMPLOYMENT: As specified by contract

EVALUATION: Performance of this job will be evaluated in accordance with this document

History:

Approved: 04/06/16, 06/05/19

Approved:

FICE TOWN CSD JOB DESCRIPTION

DIRECTOR OF INFORMATION TECHNOLOGY

QUALIFICATIONS:

1. Bachelor's Degree.
2. Training and experience in both the technical and instructional facets of information technology and technology integration.
3. Alternatives to the above qualifications as the Board may find appropriate and acceptable.

DESIRED QUALIFICATIONS:

1. ~~Experience as a classroom teacher preferred.~~ Experience in Information Technology in a K-12 educational setting.
2. Graduate Degree or other advanced education in Instructional Technology preferred.
3. Demonstrated capacity to be self-directed and organized.
4. Demonstrates excellent interpersonal skills with the ability to work collaboratively, fosters teamwork and professionalism, demonstrates professional presence, and maintains effective working relationships with a diverse staff and clientele.

REPORTS TO: Superintendent and/or Assistant Superintendent

JOB GOAL: To use leadership, supervisory, technical, and administrative skills to promote the educational development of all students and the effective performance of school personnel. To support hardware, software and network infrastructure of the district.

PERFORMANCE RESPONSIBILITIES:

1. Develops and implements a strategic vision for technology in the district.
2. Supports technology integration in the District's instructional programs.
3. Supports technology infrastructure in the District's schools and office.
4. Serves as the primary ~~coordinator~~ **facilitator** for the District's ~~1 to 1 device initiative~~ **student device program**.
5. Supervises the Information Technology staff.
6. Uses knowledge about current ideas, trends, methods, programs, materials, and equipment for technology integration to ensure optimum instructional delivery.
7. Develops, maintains, implements, reviews, and revises the district technology plan as appropriate.
8. Creates and oversees an annual budget for purchase of appropriate equipment and software district-wide
9. Coordinates the technology component of required standardized testing.
10. Supervises maintenance of the District's technology assets by the Information Technology staff.

- ~~11. Collaborates with Union 69 technology staff on shared services (SIS, Assessment, e-mail).~~
12. Contributes to IT support operations via phone, email, and in person.
13. Performs other duties as assigned.

LEGAL AND ETHICAL DUTIES:

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

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

ESSENTIAL FUNCTIONS:

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

TERMS OF EMPLOYMENT: As specified by contract

EVALUATION: Performance of this job will be evaluated in accordance with this document and assessment of goals.

History:

Approved: 09/06/17

Approved:

FIVE TOWN CSD JOB DESCRIPTION

TECHNOLOGY SYSTEMS COORDINATOR

QUALIFICATIONS:

1. Bachelor's Degree.
2. Training and experience in systems/server administration, database management and web application development.
3. Alternatives to the above qualifications as the Board may find appropriate and acceptable.

DESIRED QUALIFICATIONS:

1. Experience in Information Technology in a K-12 setting.
2. Training in PowerSchool administration, relational database development, and web design.
3. Demonstrated capacity to be self-directed and organized.
4. Demonstrates excellent interpersonal skills with the ability to work collaboratively, fosters teamwork and professionalism, demonstrates professional presence, and maintains effective working relationships with a diverse staff and clientele.

REPORTS TO: Director of Information Technology

JOB GOAL: The Systems Coordinator is principally responsible for managing the District's Information Technology systems with a particular emphasis on data management and reporting. ~~The position is also the primary point of contact for the District's web site.~~ This position is part of the Information Technology Team.

PERFORMANCE RESPONSIBILITIES:

1. Coordinates the district's systems including but not limited to Student Information System (SIS), Mobile Device Management (MDM), Point of Sale (POS) and e-mail.
2. Performs installation and maintenance on physical and virtual/cloud server systems.
3. Performs backup, file recovery, and account maintenance for all systems.
4. Gathers data from various sources and compile into a useable format to present results as requested by district administration.
5. Ensures student data is accurately and consistently maintained and troubleshoot inconsistencies.
6. Trains other SIS users to maximize efficiency and maintain quality student data.
7. Ensures state reports are submitted as required notifying the appropriate staff of timelines and needs.
8. Designs, develops, implements and maintains custom web and database applications for internal and external use.
9. ~~Performs regular review of web site content to maintain timeliness of information.~~

10. Provides appropriate training and assistance to other district staff who support and manage web content
11. Contributes to IT support operations via phone, email, and in person.
12. Performs other related duties as assigned.

LEGAL AND ETHICAL DUTIES:

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

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

ESSENTIAL FUNCTIONS:

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

TERMS OF EMPLOYMENT: As specified by contract.

EVALUATION: Performance of this job will be evaluated in accordance with this document and assessment of goals

History:

Approved: 09/06/17

Approved:



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/Camden Rockport Schools
Joint Policy Committee Meeting
Central Office Conference Room
March 14, 2022
3:30 - 5:00 p.m.

MINUTES

Members Present:

Marcia Dietrich, Chair
Brie Gutierrez

Also Present:

Maria Libby
Debra McIntyre
Jaime Stone

1. Call to order

Marcia, Chair of the committee, called the meeting to order at 3:30pm.

2. CSD Only

New

a. KCE – Scholarships for Graduating Seniors and Alumni

This new policy describes the administration of scholarships in conjunction with new policy DF. The committee made numerous changes to the draft, and also decided to transition the existing scholarship process and form into two new policies as addendums to KCE, named KCE-R and KCE-E.

Review

a. JFABA – Authorizing Waiver of St. George Municipal School Tuition Student Limit
No changes made to this policy.

3. CSD/CRS Joint

New

a. DF – Deposit and Investment Policy

The Business Manager drafted this new policy upon recommendation and input from Camden National Bank, as he and the bank felt the District needed an investment policy for funds placed in the bank's Wealth Management accounts.

Revisions

a. GDB – Benefits for Non-Association Staff

The committee added FMLA language to the policy and increased the reimbursement for university course work.

b. IJOC – School Volunteers

The committee updated the policy to reflect changes in the fingerprinting process and made minor wording changes.

c. IKB – Independent Work outside of Class (Assignments)

The committee added a sentence to this policy that reflects the current practice of not assigning homework over school vacations. In the SAD version, the committee struck the word “regular” as many SAD teachers do not regularly assign outside class work.

- d. JFA – Student’s Eligibility to Attend Five Town CSD School
The committee added language to address the issue of parents falsely claiming residency.
- e. JKB – Compulsory After School Discipline Practices
The committee updated the policy to make it consistent between the districts and made some minor wording changes.
- f. JKE – Expulsion of Students
The committee overhauled this policy to better reflect MSMA’s sample policy.
- g. JKE-R – Expulsion of Students Guidelines
The committee made some minor word changes to this policy and added a new section “Reentry Guidelines” to better reflect MSMA’s sample policy.

Review

- a. FFA – Memorials
New policy KCE was added a cross reference to this policy.
- b. IIB – Class Size
The committee made some minor word changes to this policy and added a PreK class size range to the SAD version.
- c. IJOC-R – Volunteer Application Form
Minor word changes.
- d. JFCK – Student Use of Cellular Telephones and Other Electronic Devices
Minor word changes; added a missing cross-reference to the CSD policy.
- e. JFCK-R - Rules For Student Use of Cell Phones and Other Privately Owned Electronic Devices
Minor changes in wording.
- f. JLCCA - Attendance for Students Infected with Human Immunodeficiency Virus
The committee deleted an incorrect legal reference from this policy.
- g. JLDBG – Reintegration of Students from Juvenile Correctional Facilities
No changes to this policy.

4. CRS Only

Review

- a. KBF – Title I – Parent Involvement
The Committee made a slight change to the title of this policy.
- b. KFB-E2 – Title I Parent Involvement Policy
No changes to this policy.

Rescind

- a. KBF-E1 – Title IA Parent Involvement Policy
The committee rescinded this policy.

5. Adjourn

Chair Dietrich adjourned the meeting at 5:00 pm.

FIVE TOWN CSD

SCHOLARSHIPS FOR GRADUATING SENIORS AND ALUMNI

PURPOSE

Scholarships and awards are established by a donor (individual, family, business, organization) for the specific purpose of funding scholarships and awards that the School District may award to Camden Hills Regional High School current or former students. The School Board may hold in trust gifts, grants, bequests, and legacies and shall apply the same and/or their interest and proceeds according to the instruction of the donors and according to the procedures established by the administration. A trust is not a gift.

ESTABLISHING SCHOLARSHIPS

The Board appreciates contributions to establish scholarships for graduating students and authorizes the Superintendent or his/her designee to develop guidelines for the creation and administration of such scholarships. The administration must approve the criteria prior to the establishment of the scholarship.

Donors wishing to establish scholarships or awards will use a Scholarship Proposal form provided by the Counseling office.

SCHOLARSHIP STRUCTURES

There are numerous ways that Camden Hills Regional High School Scholarships can be set up and they are outlined below:

1. Camden Hills manages the entire process, including holding the money in trust.
 - a. Uses the Camden Hill Scholarship application;
 - b. Camden Hills Scholarship Committee chooses the recipient(s); and
 - c. Scholarship Fund is held in trust by the Five Town CSD, who sends the money to the respective post-secondary institution or to Camden Hills to distribute to the post-secondary institution.
2. Camden Hills manages the entire process, but the money is managed and distributed by the entity that creates the scholarship.
 - a. Uses the Camden Hill Scholarship application;
 - b. Camden Hills Scholarship Committee chooses the recipient(s) and notifies the entity; and
 - c. Scholarship Fund is held and managed by the entity who sends the money to the respective post-secondary institution or to Camden Hills to distribute to the post-secondary institution.
3. Camden Hills holds the money for the scholarship in trust, but the entity evaluates and selects the recipient.

- a. Uses the Camden Hills Scholarship application or one developed by the entity;
 - b. Entity chooses the recipient(s); and
 - c. Scholarship Fund is held in trust by the Five Town CSD (the school district that oversees Camden Hills Regional High School), who sends the money to the respective post-secondary institution or to Camden Hills to distribute to the post-secondary institution.
4. The Scholarship process is managed by the family/business/organization.
 - a. Uses an entity's proprietary scholarship application that is made available to Camden Hills' students;
 - b. Organization or individual chooses the recipient(s); and
 - c. Scholarship Fund is held and managed by the organization or individual who sends the money to the respective post-secondary institution or to Camden Hills to distribute to the post-secondary institution.
5. There are also regional, statewide, and national scholarships available to our students that may be made posted on our website, but there are too many scholarship and grant opportunities outside of the district's capacity to vet and advertise.

SCHOLARSHIP FUNDS HELD IN TRUST

The Five Town CSD will hold in trust the funds from any scholarship that is approved by the Board of Directors. Scholarship and award monies held in trust by the Five Town CSD are deposited in a designated bank account maintained and managed by the District Business Office.

1. Expenditures are made in accordance with restrictions of the specific scholarship or award.
2. All interest earned on scholarships will be allocated to each fund according to its percentage of the overall balance at the end of each year.

SCHOLARSHIP APPLICATION PROCESS

Each year, the School Counseling Office staff distributes a CHRHS scholarship packet for seniors and posts the scholarships that are available to CHRHS Alumni on the school website. The Scholarship packet for seniors includes a description of each available scholarship listing the criteria and expected due date, as well as where students may pick up (or download) the appropriate application. These packets also include a copy of the CHRHS Scholarship Application, which may be used by any organization. Scholarships using the CHRHS Application are collected at CHRHS by the registrar and then delivered to the individual or organization that will be determining the recipient(s) of the award at some point in mid-April.

Outside entities that select the Scholarship recipient(s) shall provide the name of the award recipient(s) to the Camden Hills Counseling Department by the third week of May.

Cross Reference:

- KCD – Gifts From the Public
- DF – Deposit and Investment Policy

First Reading: April 6, 2022

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

SPECIAL FUNDS INVESTMENT AND SPENDING

The Special Funds of the Five Towns CSD are to be invested under the supervision of the School Board of the CSD by means of a safekeeping agreement and an investment management agreement pursuant to 30-A MRS § 5706(4).

Investment returns on the Funds will be expended in accordance with the terms of each special fund.

PURPOSE

The purpose of this Special Funds Investment and Spending Policy is to establish guidelines for the safe-keeping and investment of the Funds and the distribution of the earnings for their intended purposes. These guidelines are designed to:

1. Establish a clear determination of the Funds' objectives;
2. Provide guidance and direction to the Funds' Investment Manager(s);
3. Determine the foundation for monitoring and evaluating the Funds; investment performance; and
4. Describe the distribution and spending parameters from the Special Funds.

SAFEKEEPING AND INVESTMENT MANAGEMENT PROCEDURES

The School Board shall enter into a safekeeping agreement for the Funds with a financial institution with trust powers authorized to do business in the State of Maine. The School Board shall also enter into an investment management agreement either with the Financial Institution or with a registered investment advisor as permitted by 30-A MRS § 5706(4). If both the safekeeping and investment management functions are to be performed by a single entity, the two agreements may be combined into a single instrument.

The investment performance of the Investment Manager will be monitored at least annually by the Treasurer and the Business Manager, and they shall report to the School Board on the performance of the Investment Manager at least annually. The Financial Institution and Investment Manager shall serve at the pleasure of the School Board and may be replaced at any time at the discretion of the School Board.

FISCAL MANAGEMENT

1. Objectives

In support of the intended mission of the Funds, the Funds' assets will be invested to provide sufficient proceeds in the form of interest, dividends, and appreciation to preserve the Funds' principal over time in real dollar purchasing power after annual income distributions for special funds and after costs for safekeeping and investment management of the Funds.

2. Spending Guidelines and Preservation of Principal

With the adoption of this Policy, the School Board approves and adopts an income and total return investment plan for the Funds. Under this plan, the annual withdrawals from the Funds will be determined by the terms of the various trust bequests.

3. Standard of Conduct

The Investment Manager(s) shall manage the assets of the Funds with the care, skill, prudence, and diligence, and at a standard of professional knowledge, that someone with special skills and expertise in such matters would customarily use and in a manner consistent with the rule of prudence as established in the Maine Revised Statutes, Title 18-B, Sections 802 to 807 and Chapter 9, the Maine Uniform Prudent Investor Act. The Investment Manager's responsibilities include but are not limited to providing the CSD with periodic (at least quarterly) reporting of investment results, strategic investment counsel, and portfolio management including all buy /sell decisions, trade executions, cash flow analysis, and income distribution. In reviewing the performance of the Funds and the Investment Manager, the Board shall consider the CSD's anticipated short-term and long-term expenditures from the Funds, the expected total return on investments, and general economic conditions.

4. Investment Guidelines

To meet the stated objectives of this policy, a portion of the Funds' portfolio will be dedicated to an equity position in order to produce long-term appreciation of principal. Another portion will be committed to fixed income investments in order to provide a steady and consistent level of income. The allocation of holdings will be designated to reasonably attempt to reduce the overall portfolio volatility of the Funds.

Operating within the parameters set forth herein, the Investment Manager(s) shall have the discretion to prudently allocate funds to equities, fixed income investments, or cash equivalent reserves based on the Investment Manager's evaluation and forecast of investment markets.

The following table outlines the Funds' allowable range of equities, fixed income, and cash:

Equity Assets

U.S. Large/Mid Cap Stock	45-65%
U.S. Small Cap Stock	0-15%
Foreign Stock	5-20%
Emerging Markets	0-10%
Stock REITs	0-10%

Fixed Income & Cash Assets

U.S. Fixed Income	15-35%
Foreign Bond Currency	0-10%
Currency	0-5%

Cash & Equivalents 0-15%

The District will charge the manager with socially responsible investing (SRI)..

Overall, an initial target goal for the equity/fixed income/cash mix is 65/30/5.

a. Equities

The Funds may be invested in common and preferred publicly traded stocks, including individually managed portfolios, exchange traded funds and mutual funds. The Investment Manager may not engage in any of the following activities:

- Short sales of any type;
- Holding letter or restricted stock;
- Buying or selling on margin;
- Purchasing shares of non-public companies; or
- Purchasing any form of derivatives

b. Fixed Income Investments

The fixed income portion of the Funds' portfolio will be invested in U.S. Government securities, U.S. Government Agency securities, and/ or investment grade (BBB or better). U.S. corporate bonds including convertible bonds. The Funds' average portfolio credit rating will be "A" or better. The average duration of the Funds' portfolio will be less than ten years.

At the time of purchase, no more than 10% of the fixed income portion of the Funds' assets may be invested in any one company and no more than 25% of the Funds' assets may be invested in any one industry sector. These constraints do not apply to U.S. Government or U.S. Government Agency securities.

Fixed income mutual funds or exchange traded funds may also be utilized to enhance income for the fund.

Overall, a target range for fixed income investments will be 20-40%.

c. Cash and Cash Equivalents

To the extent that the Funds are invested in cash or cash equivalents, these will be invested in U.S. Treasury securities, commercial paper rated A-1 or P-1, or money market securities issued by institutions rated AA or higher, or pooled funds with demonstrably high-quality credit standards and proven track record of superior performance over time.

Overall, a target range for cash investments will be 0-10%.

5. Performance Benchmarks

The Treasurer and Business Manager shall be responsible for the ongoing monitoring of the performance of the Funds against agreed benchmarks and against this Policy and shall report to the School Board on the performance of the Funds and the Investment Manager at least annually.

Investment performance will be measured compared to the S&P 500 Index for equity portfolio, and the Barclays Intermediate term Government/Credit index for the Fixed Income portfolio. Cash will be benchmarked against the Citigroup 90 Day Treasury Bill Index.

Investment performance will also be compared to a blended benchmark index portfolio matching the allocations specified in this Policy.

6. Communications

The School Board shall meet at least annually, or, in its discretion, more often as the investment environment may warrant, to review the portfolio under management and the investment results in the context of this Policy. Presentations for such meetings may include:

- a. The portfolio performance with respect to investment objectives;
- b. The expected level of income projected over the next four quarters;
- c. A market review of the economic climate and risk levels associated with the actual portfolio;
- d. The portfolio performance relative to the appropriate index/peer group reflective of the Funds' actual holdings; and/ or
- e. Statements to include detailed descriptions where appropriate of aggregate holdings of each class valued at cost and at market; individual asset holdings valued at cost and at market; asset purchases and sales; and investment income.

7. Review

The School Board, with the assistance of the Treasurer and Business Manager, shall review this Investment Policy not less than annually to determine if modifications are appropriate. Proposed modifications to this Investment Policy will be documented in writing and approved by the School Board at a regular or special meeting prior to implementation.

Cross Reference:

- KCD – Gifts From the Public
- KCE – Scholarships for Graduating Seniors and Alumni

First Reading: April 6, 2022

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

BENEFITS FOR NON-ASSOCIATION STAFF

This policy applies to employees hired after December 1, 2019 and will supersede policies GDB-A, GDB-B, GDD, GDD-A

Definitions

1. **Full-time employee:** An employee who is scheduled to work a minimum of 35 hours per week.
2. **Part-time employee:** An employee who is scheduled to work fewer than 35 hours per week.
3. **School year employee:** An employee who works either full-time or part-time and has between 177 and 239 paid days per year.
4. **Calendar year employee:** An employee who works either full-time or part-time and has 240 days or more paid days per year.
5. **Hourly employee:** An employee whose is paid hourly. This is based on legal criteria.
6. **Salaried employee:** An employee who is paid a salary. This is based on legal criteria.

ADMINISTRATORS - This policy does not apply to administrative positions.

I. SCHOOL YEAR EMPLOYEE BENEFITS

The following benefits apply to full-time employees, whether salaried or hourly. Part-time employees will get pro-rated benefits based on a 40-hour work week.

Leaves

1. **Personal Time Off (PTO)**

PTO can be, used for any reason, including sick time, personal business, bereavement, vacation, etc. Earned paid leave will run concurrently with PTO. PTO will be computed as follows:

Year 1 of District Employment

New employees receive up to fifteen (15) days of PTO time during their first year of employment. These are accrued as follows: One day for each of the first five months and two days for each of the next five months. The first year of employment is defined as the date of hire until June 30.

Years 2 - 10 of District Employment

Employees receive fifteen (15) days of PTO time beginning on Sept 1, of each year after the first year of employment. These are accrued as follows: 5 days after Sept 1, 5 days after Nov 1, and 5 days after Feb 1. Within those time frames, days may be taken at any time approved by the employee's supervisor.

Years 10+ of District Employment

Employees receive twenty (20) days of PTO time beginning on Sept 1, of each year after

the first ten years of employment. These are accrued as follows: 7 days after Sept 1, 7 days after Nov 1, and 6 days after Feb 1. Within those time frames, days may be taken at any time approved by the employee's supervisor.

2. Sick leave

Unused PTO time can accumulate to seventy-five (75) days that can only be used for a sick leave that qualifies for FMLA. Sick leave may be used for sickness or disability.

- All employees in this classification may voluntarily contribute one (1) day per year to a sick leave bank. The sick leave bank will be **for a catastrophic or extended illness that falls under FMLA** for all employees who fall under this policy. An employee who has contributed to the sick leave bank during a given school year (September 1st to August 31st) shall be entitled during that school year, when his/her **current PTO and** accumulated sick days have been exhausted, to additional sick days up to a maximum of ten (10) days in a given school year, upon submission of a health care provider's certificate and employee's written request to the Superintendent of Schools.
- In order to use the sick leave bank an employee must contribute one (1) day in that year prior to October 1st.
- Unused sick leave bank days shall accumulate to a total of one hundred (100) days; therefore, in any given year the sick leave bank can have accumulated not more than one hundred (100) sick leave days plus the contributed sick leave days for the year just begun.
- When an employee resigns cumulative sick days may be donated to the sick leave bank as long as the donated days do not put the Sick Bank over the maximum accumulated 100 sick leave days.

3. FMLA Leave

Employees will not accrue vacation while they are on FMLA leave. Additionally, employees will not be paid for holidays that occur during the leave. However, the leave period will be treated as continuous service (i.e., no break in service) for purposes of seniority and eligibility for District contributions toward health insurance.

Health Insurance

The district shall pay 100% of the "MEA/Anthem Choice Plus Plan" single health insurance coverage. Employees scheduled to work at least half time are eligible to receive prorated health insurance benefits. Employee contributions toward health insurance can be made with pretax dollars under Section 125 Premium Only Cafeteria Plan.

Holidays

School year employees will receive the following paid holidays:

Labor Day	Christmas Day
Indigenous Peoples Day	New Year's Day
Veteran's Day	Martin Luther King, Jr. Day
Thanksgiving Day	Memorial Day
The day after Thanksgiving	Juneteenth (if school is still in session)

II. CALENDAR YEAR EMPLOYEE BENEFITS

The following benefits apply to full-time employees, whether salaried or hourly. Part-time employees will get pro-rated benefits based on a 40-hour work week.

Leaves

1. Personal Time Off (PTO)

PTO can be, used for any reason, including sick time, personal business, bereavement, vacation, etc. Earned paid leave will run concurrently with PTO. PTO will be computed as follows:

Year 1 of District Employment

New employees receive twenty (20) days of PTO time during their first year of employment. These are accrued as follows: Two days per month after the first two months. The first year of employment is defined as the date of hire until June 30.

Years 2 - 10 of District Employment

Employees receive twenty (20) days of PTO time beginning on July 1, of each year after the first year of employment. These are accrued as follows: 10 days after July 1, 5 days after Nov 1, and 5 days after Feb 1. Within those time frames, days may be taken at any time approved by the employee's supervisor.

Years 10+ of District Employment

Employees receive twenty-five (25) days of PTO time beginning on Sept 1, of each year after the first ten years of employment. These are accrued as follows: 10 days after July 1, 10 days after Nov 1, and 5 days after Feb 1. Within those time frames, days may be taken at any time approved by the employee's supervisor.

2. Sick leave

Unused PTO time can accumulate to one hundred (100) days that can only then be used for a sick leave that qualifies for FMLA. Sick leave may be used for sickness or disability.

- All employees in this classification may voluntarily contribute one (1) day per year to a sick leave bank. The sick leave bank will be for a catastrophic or extended illness that falls under FMLA for all employees who fall under this policy. An employee who

has contributed to the sick leave bank during any given school year (July 1st to June 30th) shall be entitled during that school year, when his/her **current PTO and** accumulated sick days have been exhausted, to additional sick days up to a maximum of thirty (30) days in a given fiscal year, upon submission of a health care provider's certificate and employee's written request to the Superintendent of Schools.

- In order to use the sick leave bank an employee must contribute one (1) day in that year prior to October 1st.
- Unused sick leave bank days shall accumulate to a total of one hundred (100) days; therefore, in any given year the sick leave bank can have accumulated not more than one hundred (100) sick leave days plus the contributed sick leave days for the year just begun.
- When an employee resigns cumulative sick days may be donated to the sick leave bank as long as the donated days do not put the Sick Bank over the maximum accumulated 100 sick leave days.

3. FMLA Leave

Employees will not accrue vacation while they are on FMLA leave. Additionally, employees will not be paid for holidays that occur during the leave. However, the leave period will be treated as continuous service (i.e., no break in service) for purposes of seniority and eligibility for District contributions toward health insurance.

Health Insurance

The District shall pay 100% of the "MEA/Anthem Choice Plus Plan" single health insurance coverage. If the employee chooses to enroll in one of the Standard plans offered, the employee shall be responsible for the difference in cost between the Choice Plus Plan premium and the Standard premium. Employees scheduled to work at least halftime are eligible to receive prorated health insurance benefits. Employee contributions toward health insurance can be made with pretax dollars under Section 125 Premium Only Cafeteria Plan.

Holidays

Calendar year employees will receive the following paid holidays:

July 4th	New Year's Day
Labor Day	Martin Luther King, Jr. Day
Indigenous Peoples Day	Presidents' Day
Veterans' Day	Patriot's Day
Thanksgiving Day	Memorial Day
The day after Thanksgiving	Juneteenth
Christmas Day	

III. OTHER BENEFITS FOR BOTH GROUPS

Other Leaves

1. Professional Leave
Leave may be granted with prior approval from the supervisor and the superintendent or designee for attendance at conferences deemed appropriate and valuable.
2. Unpaid Leaves
Employees requesting an unpaid leave must acquire prior approval from the Superintendent.
4. The Family Medical Leave Act
The Family Medical Leave Act (FMLA) allows employees up to 12 weeks of unpaid leave for purposes related to a birth of a child, adoption/foster care placement, or serious health condition affecting the employee, spouse, child, or parent. Certain eligibility requirements exist; contact the Central Office Business Manager for more details.

Jury Duty

Employees who lose time from his or her assigned schedule of work because of jury duty service shall be paid for such time lost at his/her regular rate. Jury duty fees shall be offset against such pay. Such jury duty service shall be considered as time worked. The employee shall furnish the superintendent's office with a written statement from the court showing the days of jury duty and the fees which s/he was eligible to receive for each day. It is expressly understood that the employee will report for work assignment immediately upon release from jury duty service at such times during the school day while on call for jury duty service but not required to be in attendance by the court. Any payment received by employees for serving jury duty shall be paid to the district.

Mileage

Employees shall be reimbursed for the use of their private vehicles for approved school business at the rate specified in the Five Town CSD policy NEPN/NSBA Code: DKC. Mileage reimbursement forms must be completed with all supporting documentation when appropriate.

Course Reimbursement

University course work may be reimbursed up to ~~\$170~~**\$250** per credit for a one, two, three or four credit course approved in advance by the Superintendent for coursework directly related to the area of employment. The reimbursement fee will be reduced accordingly if the employee is granted a scholarship or some other type of financial assistance.

Reimbursement for coursework will require:

- a. Prior approval from the Superintendent
- b. Successful completion of the course (grade of B- or better)

The district will sign a purchase order when the course is approved in advance by the

superintendent. The employee may use this purchase order when enrolling in the course or program.

If the institution accepts the purchase order as payment and the employee subsequently receives less than a B-, the employee will reimburse the district the money it paid the institution within thirty (30) days of grades being closed by the institution. If the institution does not accept the purchase order payment and the employee thus has to prepay the tuition, the employee will be reimbursed for the expense of the course, upon presenting evidence of the successful completion of the course as designated in this agreement.

If the institution does not accept the purchase order prepayment, and if the employee is unable to pay for and take the course, the employee may request that the District consider prepayment to the institution by check. If the employee subsequently receives less than a B-, the employee will reimburse the District the money it paid the institution within thirty (30) days of grades being closed by the institution.

Military Leave

Employees who are members of the National Guard or other authorized State Military or Naval forces, and those who are members of the Army, Air Force, Marines, Coast Guard, or Naval Reserve shall be entitled to a leave of absence from their respective duties, without loss of income during the period of annual training not to exceed seventeen calendar days in any calendar year, as specified under the National Defense Act or Armed Forces Reserve Act of 1952, provided that such employees shall have made every reasonable effort to perform such annual training during the period when school is not in session.

Salary

Pay Rates for all new employees will be **determined by the Superintendent**. ~~recommended by the Building Principal or Director to the Superintendent who will determine the starting pay rate.~~ Annual pay increases are based on performance.

IV. EVALUATION

Unless a specialized tool for a particular position exists, all non-association employees covered under this contract will be evaluated in each of their first two years, and every other year thereafter, by June 1 of the respective year, using the Non-Exempt Performance Review Evaluation tool.

Cross Reference:

- GBP – Earned Paid Leave
- GBP-R – Earned Paid Leave Administrative Procedure
- **GDB-A – School Year Hourly Employee Salary and Benefits**
- **GDB-B – Calendar Year Employee Salary and Benefits**
- **GDD – Computation of Vacation for Salaried Employees**
- **GDD-A – Computation of Vacation for Central Office Staff**

History:

Adopted: 12/04/19, 04/07/21

First Reading: April 6, 2022

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

SCHOOL VOLUNTEERS

The Five Town CSD Board of Directors recognizes the significant enhancements that volunteers contribute to the instructional, co-curricular, and extra-curricular programs offered at Camden Hills Regional High School. Simultaneous to acknowledging the tremendous added value that volunteers bring to our school, the Board at once recognizes its responsibility to ensure the safety of students and staff when they are working with non-certified personnel.

The intent of this policy is to define the parameters of volunteering at Camden Hills Regional High School as well as the expectations of volunteers that will be made in the interest of student and staff safety.

Volunteer Defined

For the purposes of this policy, a volunteer is defined as a person who ~~works~~ **serves** on an occasional or regular basis at school sites, at other educational facilities, or on field trips to support the efforts of school staff. Individuals serve as volunteers without compensation or employee benefits of any type.

All volunteers shall be at least 18 years of age unless their volunteer work is part of a class, is done to fulfill a service learning or community service requirement for graduation or is done by a recognized student organization. The building administrator may make exceptions to this age requirement after a personal interview with the volunteer applicant.

Examples of volunteering include but are not limited to:

- Working with students under the direct supervision of a school staff member
- Hosting an intercultural student
- Chaperoning students on a field trip or a trip abroad
- Assisting with extracurricular activities

Parameters of Volunteer Program

1. Each year, persons interested in volunteering time or services must fill out a new volunteer application form and turn it in to Camden Hills Regional High School.
2. Staff must have their use of volunteers approved in advance by the building administrator.
3. Approval, assignment, continuation, or termination of volunteers shall be at the discretion of the building administrator.
4. Staff members must confirm that a volunteer under their supervision is on the current list of approved volunteers *before* the volunteer begins.
5. Volunteers work with students under the supervision or direction of a staff member.

6. Volunteers are supplied with a copy of the MSAD 28/Five Town CSD Volunteer Handbook.
7. The building administrator or designee shall make volunteers aware—through a volunteer orientation, the volunteer handbook, or other means—of applicable policies, procedures and rules, before they undertake their first assignment.
8. Volunteers are expected to abide by all Board policies, procedures and school rules when performing their assigned responsibilities.
9. Volunteers should perform only those tasks that have been assigned.
10. Volunteers do not provide direct discipline to students and should refer student behavioral infractions to their supervising staff member.
11. Volunteers will not have access to confidential information in student records except as allowed by federal or state law or regulations and will be responsible for maintaining confidentiality regarding information seen or heard while working as a volunteer.
12. Volunteers will only be assigned to staff that request them.
13. The ~~school-unit~~ District will provide liability insurance protection for volunteers while performing assigned services.

Annual Criminal Background Checks

In the interest of protecting the safety of students and staff, the ~~school-unit~~ District will conduct annual criminal background checks (including sex offender registry checks) on all volunteers. Individuals may not begin their volunteer service until they have cleared the background check. The ~~school-unit~~ District will bear the responsibility for criminal background checks. Information collected during this screening process will be treated as confidential to the extent allowed by law and be kept by the District for the required 6 years.

If a volunteer will be alone with students, the volunteer is required to get fingerprinted through the Maine Department of Education. “Alone” means that a volunteer will not, or might not, be under the direct supervision of a district staff member or a staff member from a partnering organization (e.g. Tanglewood) when they are with students. International host family members over the age of 18 residing in the home during the visit (unless they are currently a District student), also require fingerprinting. ~~Submission of a copy~~ Proof of the individual’s five-year DOE fingerprinting approval card to the school-unit is required before an individual whose volunteer role requires fingerprinting can begin to volunteer. The volunteer shall incur the cost of fingerprinting. It is highly recommended that the fingerprinting process must begin at least 3 months prior to the volunteer need.

“Visitors” vs. “Volunteers” Defined

“Visitors” are people who are in our school buildings for the express purpose of presenting, observing, or providing professional development OR people-guests invited to a school to make provide a rare or one-time appearance; or lending expertise or specific talent to the classroom or coaching session. Visitors are never in an unsupervised situation with students. This Volunteer policy does not apply to visitors.

Legal Reference:

- 20-A M.R.S. § 1002

Cross Reference:

- IJOC-R – Volunteer Application
- IJOA – Student Field Trips

History:

Adopted: 01/07/12, 12/06/17, 11/07/18

First Reading: April 6, 2022

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

EXPULSION OF STUDENTS

~~No student shall be expelled from school except by action of the Board. The Board shall expel students as provided in 20-A MRS § 1001(9) and (9A). The Board also has the authority to readmit an expelled student on satisfactory evidence that the behavior which was the cause of the student being expelled will not likely recur.~~

~~The parents/guardians (and the student if 18 years of age or older) shall be notified by certified letter and regular mail of the Board expulsion hearing. The hearing shall be in a properly called executive session and may also be attended by persons designated by the Superintendent to present information in the case.~~

~~The notice of hearing shall include:~~

- ~~1. The date, time, and location of the hearing;~~
- ~~2. A description of the charge(s);~~
- ~~3. A statement that the student may be represented by legal counsel;~~
- ~~4. A statement that the student or his/her representative may cross-examine any witnesses presented by the administration at the hearing; and~~
- ~~5. A statement that the parents/guardians and student may present evidence, including witnesses and documents, on the student's behalf.~~

No student shall be expelled from school except by action of the Board.

Following a proper investigation of a student's behavior and in accordance with the Board's districtwide disciplinary policies, the Board shall expel the student, if found necessary for the peace and usefulness of the school, as provided in 20-A M.R.S. § 1001(9) and (9-A).

The Superintendent has the discretion under Maine law to provide an alternative to expulsion on a case-by-case basis. Such determination must be made in writing.

The Board also has the authority to readmit an expelled student on satisfactory evidence that the behavior which was the cause of the student being expelled will not likely recur.

Notice of Expulsion Hearing

Before any expulsion hearing, the Superintendent shall:

- 1. Provide written notice, by regular and certified mail, to the parents/guardians and the student that:**
 - a. Informs them of the date, time, and location of the hearing;**
 - b. Provides a description of the incident(s) that resulted in the expulsion hearing;**
 - c. Informs them of their right to review the school's records prior to the hearing;**
 - d. Includes a copy of the Board's expulsion guidelines (JKE-R);**

- e. Informs them of the student's right to an attorney or other representation, and the right to be present and cross-examine witnesses; and
 - f. Includes a list of available free and low-cost legal services, which must be created and updated annually by the Maine Department of Education.
2. Invites the parents/guardians and the student to a meeting prior to the expulsion hearing to discuss the procedures of the hearing.

Expulsion Hearing and Reentry

The hearing shall be in a properly called executive session and may also be attended by persons designated by the Superintendent to present information in the case.

Upon making a decision to expel a student, the Board may:

1. Expel the student for a specific period of time not to exceed the total number of instructional days approved by the Board for the current year; or
2. Expel the student for an unspecified period of time and authorize the Superintendent to provide the expelled student with a reentry plan, to be developed in accordance with 20-A M.R.S. § 1001(9-C), specifying the conditions that must be met in order for the student to be readmitted to school after the expulsion.

The Board has adopted guideless (JKE-R) that outline the procedure for conducting an expulsion hearing and for developing a reentry plan, if applicable.

After the expulsion hearing, the Board shall provide written notice of its decision to the parents/guardians and the student by certified mail.

Nothing in this policy shall prevent the Board from providing educational services in an alternative setting to a student who has been expelled.

Legal Reference:

- 20-A M.R.S.A § 1001(9) (9A)
- 1 M.R.S.A. § 405(6)(B)

Cross Reference:

- JKE-R – Expulsion of Students - Guidelines
- JICIA – Weapons, Violence and School Safety
- JK – Student Discipline
- JKD – Suspension of Students
- JKF – Suspension/Expulsion of Students with Disabilities

History:

Adopted: 04/01/04

Reviewed: 01/28/16

First Reading: April 6, 2022

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

EXPULSION OF STUDENTS GUIDELINES

I. **EXPULSION HEARING**

The following steps constitute general guidelines for the conduct of an expulsion hearing. The guidelines may be adjusted to meet the flexible requirements of due process on a case-by-case basis.

Procedure for Conduct of Board Hearing to Expel

- A. Any discussion, consideration or hearing by the School Board of suspension or expulsion of a student shall be in executive session.
- B. The Board shall be in a public meeting and vote to enter executive session.
- C. Executive session requires a 3/5 affirmative vote of the members present and voting, and the vote must be recorded.
- D. The parents/guardians, the student and legal counsel (if any) must be present for the hearing, except that the hearing may go forward if the parents/guardians and student (if 18 years of age or older) have been provided prior written notice and failed to appear for the hearing.

Executive Session

- A. General Rules of Conduct
 1. The hearing officer (Board Chair/designee or Board attorney) will conduct the hearing.
 2. Witnesses shall be sequestered in response to a request by either party.
 3. The hearing officer will state "no irrelevant or repetitious evidence will be allowed and no debate between the parties will be allowed."
 4. The hearing officer will state that "all parties are expected to maintain the confidentiality of the proceeding."
 5. The School Board and student (at his/her own expense) may be represented by legal counsel through each stage of the process.

II. **PROCEDURES** ~~Procedures~~

- A. The hearing officer will state for the record:
 1. Date of this hearing;
 2. Place of hearing;
 3. Time of hearing;
 4. Name of student;
 5. Those in attendance for the administration;
 6. Those in attendance for the student; and
 7. Those in attendance for the School Board.
- B. The hearing officer will request from the Superintendent a copy of the hearing notice, read the hearing notice to the School Board, and include the notice in the

record. If no person appears at the hearing on behalf of the parents/guardians or student, the hearing officer will request that the Superintendent confirm that the parents/guardians and student (if age 18 or older) were provided notice of the hearing.

- C. The Superintendent or designee, hereafter called “the administration,” will make an opening statement that includes an overview of the evidence, his/her recommendation, the reason(s) for the recommendation, and the legal basis for the recommended expulsion.
- D. The hearing officer will inform the student and parents/guardians of their rights:
 1. To hear the evidence
 2. To cross examine Witnesses; and
 3. To present witnesses and offer other relevant evidence.
- E. The hearing officer will ask if any member of the Board finds him/herself in a possible conflict of interest situation because he/she knows the student or parents/guardians to such an extent or has knowledge of the facts to such an extent, that he/she could not impartially hear the facts and decide the issue on its merits.
- F. All witnesses shall be sworn in by the hearing officer. Each witness raises his/her right hand and is asked, “Do you solemnly affirm to tell the truth, the whole truth and nothing but the truth?”
- G. The administration calls its witnesses.
- H. After each witness has answered all questions put by the administration, then the student/designee (hereinafter, the student) may cross examine. This should be limited to questions and not arguments with the witness.
- I. The administration may ask rebuttal questions after the student finishes questioning.
- J. Members of the Board may ask questions at the conclusion of the rebuttal
- K. The student may then call his/her own witnesses to testify, and the student may testify. All witnesses will be sworn. The administration may cross examine. The student may ask rebuttal questions. After the rebuttal questions, the Board may ask questions.
- L. When all the student’s witnesses have completed testimony (including the student), the administration may call additional rebuttal witnesses who may be cross examined.
- M. At the end of the testimony, the administration shall make a statement which should include its recommendations. The same may then be done by/for the student.
- N. The Board should then deliberate in executive session. The Superintendent, Board attorney, administration, the student charged, his/her parents/guardians, and the student’s legal counsel may remain for deliberations. If the student and representatives elect not to be present during deliberations, the administration will also be excluded from deliberations, except that the Superintendent may remain to provide guidance to the Board if he/she was not directly involved in the investigation/presentation of evidence.
- O. The Board shall discuss whether the charges are more likely than not supported by the evidence presented. The Board may discuss and/or draft proposed finding of fact(s) concerning the charges prior to leaving the executive session.
- P. **If the charges are more likely than not supported, the Board shall discuss whether an**

expulsion shall be for a specified period of time or for an indefinite period.

Q. The Board shall then leave executive session.

III. **PUBLIC SESSION**~~Public Session~~

- A. In public session, a member of the Board may make a motion to “expel a student and direct the Superintendent to provide the student and his/her parents/guardians with the Board’s finding of fact(s).” Following a second, the Board Chair should state the motion and the Board should vote. If no motion is made to expel, the student will return to school at the conclusion of the previously imposed administrative suspension.
- B. The Superintendent is responsible for notifying the parents/guardians (and the student if age 18 or older) of the Board’s decision. If the student has been expelled, the Superintendent will also provide notice of the conditions, if any were given at that time, for Board consideration of readmission.

IV. **REENTRY PLAN GUIDELINES**

If the Board expels a student for an indefinite period of time and authorizes the Superintendent to develop a reentry plan, the following steps are required by law.

- A. The Superintendent/designee shall develop the reentry plan in consultation with the student and his/her parents/legal guardians to provide guidance that helps the student understand what he/she must do to establish satisfactory evidence that the behavior that resulted in the expulsion will not likely recur.
- B. The Superintendent/designee shall send a certified letter or hand-deliver a letter to the parents/legal guardians of the student, giving the date, time, and location of a meeting to develop a reentry plan.
- C. If the student and the student’s parents/legal guardians do not attend the meeting, the reentry plan must be developed by the Superintendent/ designee.
- D. The reentry plan may require the student to take reasonable measures determined by the Superintendent that will help establish the student’s readiness to return to school. Professional services determined to be necessary by the Superintendent must be provided at the expense of the student’s parent/legal guardians and/or the student whenever possible. (See policy JKF for requirements related to students with disabilities.)
- E. The reentry plan must be provided to the parents/legal guardians and the student.
- F. The Superintendent shall designate an appropriate school employee to review the student’s progress with the reentry plan at one month, three months and six months after the initial reentry plan meeting, and at other times as determined necessary by the designated employee, in consultation with the Superintendent.

Legal Reference:

- 20-A M.R.S. §§ 1001 (8A), (9C)

Cross Reference:

- JKF – Disciplinary Removals of Students with Disabilities

History:

Adopted: 02/16/00

Reviewed: 02/11/16

First Reading: April 6, 2022

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

INDEPENDENT WORK OUTSIDE OF CLASS (ASSIGNMENTS)

The Board recognizes that education research has shown a positive correlation between meaningful and purposeful independent work outside of class and student achievement. Independent work offers an opportunity to deepen understanding of material, practice new skills, promote critical thinking and creativity, and develop positive study habits. Independent work outside of class helps inform parents of their child's educational progress and encourages communication between school and home. The Board believes that reasonable, educationally sound, relevant and regular outside-of-class assignments are an important part of the total educational program.

The Board expects that independent work outside of class will be assigned in accordance with the following principles:

1. Assignments should be viewed as a means of extending learning opportunities beyond the school day.
2. Meaningful, purposeful assignments that are directly related to the curriculum produces the strongest achievement gains.
3. Meaningful assignments help students develop goal setting, self-discipline, time management and organizational skills.
4. Assignments offer an opportunity for parent involvement and monitoring of their child's educational progress.
5. Assignments provide teachers with additional opportunities for assessing student progress and determining instructional needs.
6. Immediate, specific feedback must be given to students in order for assignments to be effective in enhancing student learning.
7. Assignments must be realistic in length and difficulty given the students' abilities to work independently.
8. Assignments should emphasize quality rather than quantity.
9. The amount of independent work outside of class assigned should be gradually increased from grade to grade

The Board expects professional staff at each grade level and/or academic department to work together to achieve coordination of and consistency in assignment and assessment of

independent work. The building principal, in consultation with the professional staff, will develop independent work guidelines to achieve this goal.

Teachers will not assign any work over the following vacations: Thanksgiving, Winter Holiday, February, or April.

History:

Adopted: 02/16/00, 06/12/13, 01/06/16

First Read: April 6, 2022

Second Read:

Approved:

FIVE TOWN CSD POLICY

STUDENT'S ELIGIBILITY TO ATTEND FIVE TOWN CSD SCHOOLS

1. The schools of the Five Town CSD shall be maintained for the benefit of:
 - a. Students whose parents are ~~residents of~~ Appleton, Camden, Hope, Lincolnville, ~~or~~ **and** Rockport ~~residents~~.
 - b. Students who are under the legal guardianship or are placed by the state in foster homes in Appleton, Camden, Hope, Lincolnville, or Rockport ~~residents~~.
 - c. Such other students as the ~~laws of the State of Maine~~ **laws** relating ~~ed~~ to public schools may require.
2. Non-resident students may attend school while legal guardianship is being processed by the court providing they meet the following conditions:
 - a. Within two weeks of the first day of attendance, the student's lawyer will provide the school with proof of commencement of legal proceeding to award guardianship to an Appleton, Camden, Hope, Lincolnville, or Rockport resident.
 - b. Legal guardianship is awarded to an Appleton, Camden, Hope, Lincolnville, or Rockport resident within two months of the student's enrollment.
3. Within the last quarter of the school year, at the discretion of the Superintendent, a student may be allowed to remain in attendance at a Five Town CSD school even if his/her parent/legal guardian/foster parent has moved from the district if, in the opinion of the Superintendent, the student's best interest would be served.
4. Students whose parents will move into the district within one month of the start of school may be enrolled in Five Town CSD schools at the start of the school year at the discretion of the Superintendent.
5. As provided for in Title XX, §966:
 - a. Whenever it is in the best interest of a resident pupil or pupils and if the parent/legal guardian approve, the Superintendent or the school agent may approve a transfer of pupil or pupils from one administrative unit to another. Any approval given shall be reviewed annually by the Superintendent or the school agent.
 - b. If the parent/legal guardian of pupils are aggrieved by the decisions of the Superintendent or the school agent, then they may request the Commissioner of Education to review the decisions. The Commissioner shall review the decisions and determine whether the pupil or pupils shall be transferred.
 - c. If the Superintendent is aggrieved by the decision of the Commissioner of Education, the Superintendent may request the State Board of Education to

review the Commissioner's decision. The State Board of Education shall review the decision and determine whether the pupil shall be transferred.

- d. The unit which provides the educational program for that pupil or those pupils shall count them in all reports required for purposes of computing state subsidies. For purposes of local leeway, as defined in Section 4751, §3, that pupil or those pupils shall be counted as though they resided in the largest municipality within the administrative unit.
 - e. No tuition charges between units shall be permitted.
6. Students other than those in the above categories may be admitted to the school system only at the discretion of the Superintendent or Designee with tuition to be paid at the discretion of the Superintendent. The Superintendent will report the number of tuition and superintendent transfer students to the Board.
 7. Parents who engage in theft of services by falsifying their primary residence will forfeit any future opportunity for their child to attend our schools as a tuition-paying student or under a Superintendent's Agreement.

Cross References:

- IHBG - Home Schooling
- IHBGA - Home Schooling Participation in School Programs
- IHBGB - Special Education Services for Students in Private Schools or Home Schooling
- JFABD - Admission of Homeless Students

History:

Adopted: 05/01/15, 09/03/13, 01/06/16

First Read: April 6, 2022

Second Read:

Approved:

FIVE TOWN CSD POLICY

MEMORIALS

The Board recognizes that when a school community experiences the sudden death of a student or staff member, it is important to the school community and to those who are personally affected by the death to acknowledge the event. Additionally, certain traumatic events occurring on a local, state, or national level may also give rise to the need for school unit acknowledgment through appropriate activities. Requests from students, staff, parents, or others for remembering or memorializing a person or event must be approved by the Superintendent or designee, subject to the provisions of this policy.

It is the intent of the Board to exercise care in the methods used to acknowledge the deceased staff or student and family.

Memorials shall be limited to the following as approved by building administration:

1. Memorial scholarships may be accepted and awarded under criteria approved by the Board. All such offers should be submitted to the Board with pertinent information concerning the purpose of the memorial scholarship. Funds will be administered by the Five Town CSD.
2. The deceased student's picture may be placed with their class in the yearbook. Information accompanying the picture must be approved in advance by the building administration. The photo must be comparable to those of other classmates (size, poses, etc.). A memorial page for the deceased student is not allowed-, nor are mMemorials associated with graduation events.
3. Items may be accepted by the district in memory of an individual or event with Board approval only. The Board will consider any maintenance costs to the district of such gifts. Items received become the property of the district and will be used for the purpose for which they were donated.
4. Schools may observe a moment of silence in memory of the individual or in recognition of certain traumatic events as deemed appropriate by the Superintendent or designee. Additional district counseling services may be made available to provide support.

School will not be dismissed early or canceled on the day of a memorial or funeral service unless approved by the Superintendent.

The school unit District will not hang plaques commemorating the deceased or install permanent living memorials, such as planting trees unless approved by the Board.

Flags may be lowered only in accordance with state and federal law. District property (e.g., buildings, rooms, fields, gymnasiums, etc.) may be named or renamed to memorialize an individual with Board approval only.

Cross Reference:

- EBCA – Emergency Management Plan
- KCD – Public Gifts/Donations to the Schools
- KCE – Scholarships for Graduating Seniors and Alumni

History:

Adopted: 03/02/16

Reviewed: April 6, 2022

FIVE TOWN CSD POLICY

CLASS SIZE

The purpose of this policy is to establish class sizes at Camden Hills Regional High School that balance cost, effectiveness, and student learning. Reasonable class sizes enable a teacher to focus on building strong student relationships, providing meaningful feedback to student work, and support better classroom management. A balance is sought in this policy between the small class sizes of many independent schools and the large class sizes of some urban public schools.

The class size range (minimum to maximum) is noted below. The administration has the discretion to adjust class size maximums, and in rare cases minimums, if the nature of the course or the available equipment warrants it. This mostly pertains to the Applied Academic and Visual and Performing Arts departments.

COURSES	Minimum	Maximum
College Prep Courses	14	20
All other courses	15	23

The Superintendent may waive the minimum and maximum size for a given class. The Superintendent shall inform the Board of all such waivers. Annually, the Board shall receive data on all class sizes.

History:

Adopted: 09/04/02, 07/13/05, 07/09/08, 12/07/11, 01/06/16

Reviewed: April 6, 2022



Five Town CSD/Camden Rockport Schools
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VOLUNTEER APPLICATION FORM AND CONFIDENTIALITY AGREEMENT

Dear Prospective Volunteer,

Welcome to the Five Town CSD and Camden Rockport School District where we appreciate and welcome parent and community involvement in the education of our students. Each school manages placement of volunteers, and the applications are processed first with the school and then through the district central office. Individuals interested in volunteering need only fill out one application, regardless of the number of students in the family, or which of the three schools they attend.

Prospective volunteers must complete and sign the ~~v~~Volunteer ~~a~~Application form and ~~e~~Confidentiality ~~a~~Agreement. Criminal Background checks will be performed ~~for~~ on all volunteer applicants. Any information obtained through this form and background checks will remain strictly confidential.

The Superintendent approves all volunteer applications before volunteers begin any assignment. The supervising staff member is responsible for giving volunteers a clear understanding of the duties, procedures, and expectations necessary to perform their assignments.

Because we are responsible for student safety and need to take a conservative approach, our district will deny volunteer applications for the following reasons:

- 1. Any conviction within the past 2 years other than minor traffic violation.***
- 2. Any conviction that involves a minor within the past 10 years.***
- 3. Two or more convictions within the past 10 years.***
- 4. Any assault or sexual misconduct against a minor.***
- 5. Administrator discretion.***

Any applicant who is denied may appeal the denial through a meeting with the Superintendent. If a unique situation exists, approval may be reconsidered.

Important Details:

- Each spring we will send out an email to all CRES and CRMS families with instructions on how to volunteer for the coming school year.
- ~~People~~ **Individuals** who ~~wish~~ **want** to renew their volunteer status are required to complete a new **V**olunteer **A**pplication.
- We run background checks on all volunteer applicants.
- If you have been approved to volunteer in our schools during any given year and are convicted with a crime that **same** year, it is your responsibility to inform the school district immediately.

Sincerely,

Superintendent

Program Coordinator use only: Program: _____ Fingerprinting Required: Yes No Initials: _____

FIVE TOWN CSD/CAMDEN ROCKPORT SCHOOLS **VOLUNTEER APPLICATION FORM AND CONFIDENTIALITY AGREEMENT**

SCHOOL YEAR: (e.g. 2018-2019) _____

SCHOOL INFORMATION: School _____ CRES _____ CRMS _____ CHRHS _____ Adult Ed _____

Specific Program: _____ Field Trips _____ Classroom _____ Other _____

APPLICANT PERSONAL INFORMATION

Today's Date: _____

First Name: _____ Middle: _____ Last Name: _____

Maiden Name: _____ Previous Last Name(s) _____

Address: _____

Home Phone: _____ Work/Cell Phone: _____ DOB (required for background check): _____

Email: _____

Children in Five Town CSD/Camden-Rockport Schools: Grade: _____ Name: _____

***Please attach a legible color copy of driver license or other ID containing name and date of birth
(our office will make the copy for you if you don't have access to a color copier).***

APPLICABLE TRAINING AND EDUCATION: List any education, training, or experiences you have had which would help us in meeting the needs of our students:

BACKGROUND: The following information is asked of all individuals who work with our children to help ensure the safety of our students. A YES answer does not automatically disqualify you for volunteering.

1. Have you had any criminal conviction(s) within the past 2 years other than a minor traffic violation? Yes ___ No ___
2. Have you had any criminal conviction(s) within the past 10 years that involve(s) a minor? Yes ___ No ___
3. Have you had two or more criminal convictions within the past 10 years? Yes ___ No ___
4. Have you EVER had any assault or sexual misconduct convictions against a minor? Yes ___ No ___

If you have answered YES to any of the above questions (1 – 4), provide full details below. Use additional sheets if necessary.

If you have lived outside of Maine, please specify states and dates: _____

Refusal to provide authorization for criminal background checks and/or providing false or misleading information on this application shall constitute sufficient reason to deny approval to serve as a volunteer or termination as a volunteer in the Five Town CSD/Camden Rockport Schools.

I understand that the Five Town CSD/ Camden Rockport School District perform criminal background checks on all volunteers and I authorize persons and entities contacted by the School Districts in connection with this application to provide information about me. I expressly waive in connection with any request for or provision of such information, any claims, including without limitation, defamation, emotional distress, invasion of privacy, or interference with contractual relations that I might otherwise have against the school districts, its agents and officials or against any provider of such information. I further understand that as a volunteer applicant, I am required to sign the *Volunteer Confidentiality Agreement* below. I am aware that I will receive no compensation for my services.

I have been truthful in all information and responses to questions on this application.

Signature of Volunteer

Date

All application materials become the property of Five Town CSD/MSAD #28Camden Rockport Schools. None will be returned.

VOLUNTEER CONFIDENTIALITY AGREEMENT

I understand that ALL student and staff information is confidential. I agree not to access, review, disclose, or use confidential student or staff information without specific authorization from a school administrator. I also understand that even when I am no longer a volunteer in the schools, any confidential information I have learned must continue to be kept confidential. I understand that any breach of these confidentiality requirements will result in my immediate termination as a volunteer and may result in legal action against me.

I understand that I must comply with all Board policies and school rules applicable to school staff, as well as all directions from school administrators and staff while serving as a volunteer. I further understand that my authorization to serve as a volunteer may be terminated at the discretion of the Superintendent and school principal at any time if they determine it is in the best interests of the Five Town CSD/ Camden Rockport School District.

Signature of Volunteer

Printed Name

Date

BUILDING ADMIN USE ONLY:

Building Administrator: Please select one with your initials.

_____ This Volunteer **will** be alone with students. Fingerprint approval **IS** required.

_____ This Volunteer **will not** be alone with students. Fingerprint approval **IS NOT** required.

CO OFFICE USE ONLY:

Central Office Administrator:

_____ Application Approved

_____ Application Denied

CO Administrator or Authorized Official

Date

History:

Adopted: 9/30/16

Reviewed: April 6, 2022

FIVE TOWN CSD POLICY

AUTHORIZING WAIVER OF ST. GEORGE MUNICIPAL SCHOOL TUITION STUDENT LIMIT

The Five Town CSD School Board has entered into a secondary tuition contract with the St. George Board of Selectmen through which the St. George Municipal School Unit may send, and the Five Town CSD may accept and receive, a specified number of St. George students in accordance with the terms of the contract. The contract includes a provision that the Five Town CSD School Board and the School Committee of St. George ("the Board") may, "by agreement and policy," authorize the Superintendents to waive the maximum number of students for any given year.

In adopting this policy, the Board authorizes the Superintendent of the Five Town CSD ("the Superintendent"), in agreement with the Superintendent of the St. George Municipal School Unit, to waive the maximum number of students for any given year.

The contract also states that in the event that the maximum number of students is waived by the Superintendents, the Five Town CSD Board must be notified. The contract may be amended by the two school boards to adjust the number of students permitted to attend Camden Hills Regional High School without further approval of the voters of either school unit.

The Superintendent will inform the Board on an annual basis, or more frequently as the Board or Superintendent deem necessary, of the number of St. George students attending school in the Five Town CSD.

Legal Reference:

- Secondary Tuition Contract Between the Five Town Community School District School Board and the Town of St. George Board of Selectmen;
- 20---A M.R.S.A Sec. 1258, 2703, 5801, 5805, 5810

History:

Adopted: 12/02/15

Reviewed: April 6, 2022

FIVE TOWN CSD POLICY

STUDENT USE OF CELLULAR TELEPHONES AND OTHER ELECTRONIC DEVICES

The Board recognizes that many students possess cellular telephones and other electronic devices. These devices may not be used in any manner that disrupts the educational process, is illegal, or violates Board policies and/or school rules. The Five Town CSD, and the individuals responsible for the enforcement of this policy, are not responsible for damage, loss or theft of such devices. The ~~Superintendent~~ **Principal** is authorized to develop any school rules necessary to implement this policy.

Cross Reference:

- JFCK-R – Student Use of Cellular Telephones and Other Electronic Devices Rules
- JICA – Weapons, Violence and School Safety
- **JICK - Bullying**
- JIH – Questioning and Searches of Students

History:

Adopted: 02/03/10

Reviewed: 09/12/16

Reviewed: April 6, 2022

FIVE TOWN CSD POLICY

RULES FOR STUDENT USE OF CELLULAR TELEPHONES AND OTHER PRIVATELY OWNED ELECTRONIC DEVICES

Cell phones and other privately owned electronic devices are expected to be off or in silent mode and put away when prohibited from use as defined in this policy. Use of a privately owned electronic device in school is generally allowed during breaks, lunches, and before and after school.

1. Students **are allowed** to use their personal laptop in lieu of the school-issued iPad. In that situation, please refer to policy IJNDB and IJNDB-R for rules governing use. This policy refers to other personal electronic devices.
2. Students **are allowed** to use privately owned electronic devices ~~in~~ **during** school in the following situations as long as they are not a distraction:
 - a. Between classes, during breaks, lunches, study hall, and before and after school.
 - b. On field trips and during co-curricular activities (if authorized by the staff member in charge).
3. Students **are prohibited** from using privately owned electronic devices ~~on-campus~~ **during school** in the following situations:
 - a. When students are in an instructional class unless authorized by a staff member, primarily for a specific educational purpose.
 - b. During assessments unless required by a teacher.
 - c. During designated school activities as determined by the administration.
 - d. The use of cameras/video recorders in any type of electronic device is prohibited in all locations where there is a reasonable expectation of privacy.
4. Any use of privately owned electronic devices that violate other Board policy/procedure or school rule is also strictly prohibited, including bullying, harassment, or other illegal activity.
 - a. Devices may be subject to search if there is reasonable suspicion that a student is violating Board policies/procedures and/or school rules.
 - b. Devices may be confiscated due to violation of this policy and/or any Board policies/procedures, and/or school rules.
 - c. Students may be subject to additional consequences for use that violates other policies as outlined in the applicable policy.
5. Students violating rules in this policy for privately owned electronic devices will be subject to the following consequences:
 - **First offense:** Verbal warning.

- **Second offense:** Device will be confiscated by the teacher for the duration of that class period.
 - **Third offense:** Device will be confiscated by the teacher and given to administration until the end of the day. Parents will be contacted.
 - **Fourth offense:** Device will be confiscated by the teacher and given to administration until the end of the day. Student will not be allowed to bring privately owned electronic devices to school for 2 weeks (or longer as determined by the administration).
 - **Additional sanctions** ranging from detention to expulsion from school may apply depending upon the nature of the offense and the student's disciplinary record.
6. Referrals to appropriate law enforcement authorities will be made, if there is evidence of illegal activities involving the device. Said device will be given to law enforcement authorities upon request.
 7. Referrals to counseling will be made if concerns of screen addiction are suspected.

Cross Reference:

- ACAA – Harassment and Sexual Harassment Of Students
- JIH – Questioning and Searches of Students
- JICA – Weapons, Violence and School Safety
- JICK – Bullying and Cyberbullying Prevention in Schools

History:

Adopted: 02/03/10, 01/04/17, 06/07/17

Reviewed: April 6, 2022

**FIVE TOWN CSD POLICY
COMPULSORY AFTER SCHOOL DISCIPLINE PRACTICES**

Education in the 21st Century calls for reflective reconsideration of practices that once had a place within earlier models but no longer fit in the present day. Among them is the use of “detention” as a consequence for disciplinary infractions. Detention, utilized outside of education, relates solely to law enforcement practices that involve the holding of criminals or suspected criminals. The Five Town CSD Board of Directors does not support language or practices that in any way equate adolescents with those in violation of the law. Accordingly, the Board expects the Administration to develop models whose purpose is to provide students with meaningful opportunities to reflect upon inappropriate behavior, make amends for any harm caused by misbehavior, and develop positive behavioral alternatives, all to diminish the likelihood that unwanted behavior will be repeated.

To this end, the Board authorizes teachers and administrators to require students to remain after school for interventions designed to address inappropriate behavior or violation of school rules/policies.

Before assigning students to an after-school intervention, the student will be informed of the reason for the after-school intervention, and the student will be given an opportunity to explain his/her version of the incident(s) of concern.

A student who has been assigned an after-school consequence has the responsibility to make plans with a teacher for academic or behavioral support within a two-week time period, or to work collaboratively with an administrator to address a situation that has risen to that level.

All students required to stay after school for disciplinary purposes will be under the direct supervision of a member of the professional staff or other person designated by the building administrator. Students who do not carry through on their responsibility to fulfill this consequence may be subject to additional disciplinary measures.

If the student is not able to remain after school due to family circumstances (as confirmed by a parent/guardian) alternatives may be made to address behaviors before school, at break, or at other times by mutual arrangement.

The Superintendent/designee is authorized to develop and implement any administrative procedures necessary to carry out this policy.

Cross Reference:

- JK – Student Discipline

History:

Adopted: 02/13/00, 03/02/16

Reviewed: April 6, 2022

FIVE TOWN CSD POLICY

ATTENDANCE FOR STUDENTS INFECTED WITH HUMAN IMMUNODEFICIENCY VIRUS

Five Town CSD has as its primary goal the provision of quality education in a safe environment for all students. Public Law in Maine guarantees all children the right to an education. This policy is to establish what actions shall be taken in the event that Five Town CSD is made aware that a student attending school is infected with HIV.

To assure the rights and safety of all involved parties are preserved:

1. Five Town CSD shall provide educational opportunities for students infected with HIV just as it does for other students. This shall include attendance in regular class settings. Students infected with HIV shall be entitled to all the rights, privileges, and services provided by Maine law and Five Town CSD policies.
2. In the event that a public health threat is perceived by the student's private physician, the Bureau of Health must be notified, and will conduct an evaluation. If the school is notified of a student infected with HIV by the parents/guardians and becomes concerned about the safety of that student, other students, or staff, a similar evaluation may be requested. At any time that Five Town CSD is concerned that a particular student poses a public health threat to others, advice may be requested from the Bureau of Health.
3. In the rare event that the Bureau of Health determines that conditions exist which suggest that a student with a Human Immunodeficiency Virus infection is a health threat to the school community, the Bureau of Health and/or the superintendent may remove the student from the usual classroom setting until other arrangements can be made or until the Bureau of Health determines that the risks have abated. The health status of a student, temporarily removed from the usual school setting in order to protect the health of the student or others, will be reevaluated at least quarterly by the Bureau of Health.
4. Current Maine law protects the confidentiality of HIV test results with certain statutory exceptions. Test results may not be disclosed to anyone without written consent of parents/ guardians. Records containing information about Human Immunodeficiency Virus test results and consent forms relating to test results shall be kept separate from other school records. Only those persons given written consent by the student's parents/guardians shall have access.
5. With written consent of the parents/guardians, the school shall designate an individual or team to:
 - a. Serve as the liaison between the school and the student's parents/guardians, the student's physician and, if necessary, the Bureau of Health; and/or
 - b. Serve as the supervisor of the medical component of the student's educational experience.

- c. Any team member or individual entrusted with the knowledge of a student infected with HIV must, by law, keep his/her knowledge of that child's status confidential, and access to information shall be limited only to those persons authorized in writing by the student's parents/ guardians.
6. At the parents'/guardians' written request, a designated team member, usually the school nurse, will notify the student's parents/guardians and/or the student's physician in the event that infections occur in the school population that may place an immunodeficient student at increased risk as defined by the student's physician or Bureau of Health. The decision whether or not to remove the student from school will be made by the parents/guardians and the student's physician.
7. Because of the inability to identify individuals who may be infected with HIV to other agents transmissible through blood and other body fluids, Five Town CSD shall follow standard procedures for cleaning and disinfecting all body fluid spills. If there is a need to handle items which are soiled with body fluids or to clean surfaces which are contaminated with body fluids, gloves shall be used in this process. Such contaminated articles shall be cleaned with soap and water and disinfected with a 1:10 dilution of household bleach or other appropriate disinfectant. All staff members shall participate in the training on how to deal with body fluids that they may encounter as part of their daily tasks. The procedures for cleaning bodily fluid spills shall be reviewed annually by all school staff members.

Legal References:

- M.R.S.A. 5 Part 23, Chapter 501 ~~§19203~~
- 20 U.S.C. § 1232g The Family Education Rights and Privacy Act, 1974 (FERPA) 29 U.S.C. §§653, 655, and 657 Occupational Safety and Health Act of 1970
- 29 U.S.C. §§653, 655, and 657 Occupational Safety and Health Act of 1970
- 29 C.F.R. § 1910.1030 Occupational Exposure to Bloodborne Pathogens Standard
- 29 U.S.C. § 794, 34 C.F.R. § 104.1 et seq., The Rehabilitation Act of 1973 (Section 504)

History:

Adopted: 01/05/00

Reviewed: 01/28/16

Reviewed: April 6, 2022

FIVE TOWN CSD POLICY
REINTEGRATION OF STUDENTS FROM JUVENILE CORRECTIONAL FACILITIES

Maine law requires the establishment of a reintegration team to assist a student entering a public school from a juvenile correctional facility. The Board recognizes the need for advance planning and appropriate confidentiality in these circumstances.

The Superintendent shall be responsible for determining whether a student will be accepted or denied access to school based on compliance with the juvenile's rehabilitation plan as it affects reintegration. Access may be denied until the Superintendent is satisfied that conditions have been met.

The school unit will comply with reintegration standards established by the Maine Department of Education. The Superintendent will be responsible for overseeing the transition of students from juvenile correctional facilities based on the following guidelines.

1. Within ten days of receiving information from the Department of Corrections concerning the release of the juvenile offender, the Superintendent shall establish and convene a meeting of a reintegration team to review information received from the Department of Corrections, evaluate the student's individual educational needs, and determine what additional information may be relevant.
2. The reintegration team shall include at a minimum the building administrator/designee of the school to which the student will be admitted, at least one classroom teacher to which the student will be assigned or who is involved in the school's student assistance team, the student's parent/guardian/custodian, and a school counselor. The student's juvenile correctional officer or other representative from the Department of Corrections may be invited to attend.
3. The reintegration team will determine, on the basis of need, which school employees should be given information that would otherwise be considered confidential. The nature and extent of information provided should be limited to that needed to implement the student's reintegration plan and ensure the health and safety of the student, the safety of the school's students and staff, and the integrity of school property.
4. The Superintendent/designee will be responsible for ensuring that confidentiality training, including a review of the school unit's policy and administrative procedures pertinent to records from the juvenile criminal justice system, including the juvenile correctional facility, and to all student educational records under the Family Education Records and Privacy Act (FERPA), is provided to all school employees who have access to this information.

5. Before the student enters school, at least one additional meeting of the reintegration team should be held to develop an individualized plan for the student's reintegration based on the student's educational needs and the options available within the school system. This meeting should include the student as well as the members of the reintegration team. The reintegration plan will address the student's educational program, participation in activities (including co---curricular and extracurricular activities), and access to school facilities (including transportation).
6. Placement in grade, class, and/or school programs will be based on the student's abilities and academic achievement demonstrated in prior educational settings, including the student's stay at the juvenile correctional facility. The building administrator will be responsible for evaluating the student's transcript and portfolio from the juvenile correctional facility to assess progress toward meeting the content standards of the Learning Results. The building administrator may require the student to participate in additional tests or other demonstrations of skill or knowledge, consistent with the local assessment system, for the purpose of determining appropriate placement.
7. The Superintendent/designee will be responsible for developing and implementing a process for monitoring and reporting a student's progress and compliance with the reintegration plan and for modifying the plan as needed.
8. A student who violates Board policy or school rules will be subject to the disciplinary consequences described in policy, administrative procedures, and/or the student handbook/student code of conduct.
9. The Superintendent/designee shall make any reports that may be required by the Department of Education concerning numbers of students entering the local school unit from juvenile correctional facilities.

Legal Reference:

- 20---A M.R.S.A. §§ 254(12), 1055(12), 2902(10), 4502(5)(O), 6001---B(1), 6001---B(2), 6001---B(3---A)
- 15 M.R.S.A. § 3009

History:

Adopted: 12/03/03

Reviewed: 01/28/16

Reviewed: April 6, 2022



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/Camden Rockport Schools
Joint Communication Committee Meeting
March 15, 2022

MINUTES

Board Present

Marcus Mrowka
Becky Flanagan

Also Present

Maria Libby

1. Call to Order

The meeting was called to order at 4:30 pm.

2. Annual Report Review and Planning

The Committee reviewed the latest version of the Annual Report for each District and felt they were strong products to share with the community. The Committee agreed that it would be good to insert in the Annual Reports the ways that the Districts have spent federal relief funds to support our students and schools. The committee also brainstormed ways to get this federal relief information into the press as well.

3. Adjourn

The meeting adjourned at 5:30 pm.



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
Facilities Committee Meeting
March 17, 2022

MINUTES

Board Present:

Mike Pierce

Also Present:

Shawn Carlson

Jeff Hart

Christopher Fanelli

Jim O'Rourke

Kaelen Landfair

1. Parent and Community Survey

The Committee reviewed and finalized the turf field survey questions that will be sent to parents and the community at large over the next few weeks. Each question will be ranked on a scale of 1-5 relating to the importance of the particular question/issue. The group decided not to include questions regarding cost and/or financing or fundraising until a later and more appropriate time.

Shawn will be drafting an introductory paragraph or two that will be sent along with the survey. This introduction will provide some background as to the committee and the process the committee is going through as it reviews the viability of replacing the Don Palmer field with a turf field.

2. Policy Review

The Committee reviewed and discussed the current CSD Policy on Gifts from the Public and related naming opportunities. A question was raised about how the naming of the Don Palmer field occurred and what impact another naming opportunity would have on the current "Don Palmer Field" name.

3. RFPs

Jeff is still waiting pricing back from the RFP requests and we hope to have those in hand for a review at the April meeting.

4. Next Meeting Dates

Since the third Thursday of April falls during April school vacation week, the next meeting of this committee will be at 4:00PM on Thursday, April 28th at CHRHS.



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/Camden Rockport Schools
Annual Joint Stipend Review
Camden Deli
March 22, 2022
3:30 – 5:00 pm

MINUTES

Present:

Maria Libby
Nell Dailey
Sara Cole-Pardun
Marsha Norwood
Ryan Watts
Chris Walker-Spencer
Craig Ouellette

1. Review/Background/Context

Maria provided some background for the new members of the annual process of stipend review. The group also reviewed the stipend protocols and process documents. We made several changes to the protocol.

2. MSAD 28

Stipends to review/revise

1. Horizons Art Coordinator (18 pts)

- New CRMS Horizons Arts Coordinator (14 points)
- New CRES Horizons Arts Coordinator (9 points)

We approved the proposed changes as noted in the agenda for Horizons Arts by splitting the one stipend into 2 at the point value noted.

2. CRES Chess Club

- Current Points: 13
- Proposed Points: 19
- Name change to Chess Club – Camden Rockport Schools

We approved the Chess Club changes that were recommended and noted above.

3. Review stipends that are supposed to move from Probationary to Filled

- CRES Coding Club – 10 pts

Coding Club never started, but there is interest for 22-23. That will be its first year of Probation and with continuity of programming will be a paid stipend in 24-25.

- Chess Club – 19 (Revised)

Chess Club was approved with the recommended changes and revised point value of 19.

4. Review stipends that are inactive this year

- Destination Imagination

Destination Imagination was suspended due to COVID but will start back up again next year.

- CRMS Literary Magazine

The CRMS Literary Magazine is inactive.

5. Five Town CSD

Stipends to review/revise

1. Gamers Guild

- Current Points: 7
- Proposed Points: 12
- Paid Stipend starting in 2016-17, last year it ran was 2018-19

There was discussion around the proposed increase in points which stemmed from parent pressure to offer this multiple days after school due to conflicts. The stipend was meant to be 1x/week like most student activities, and the committee decided to keep it that way (stipend holder agrees). It will remain at 7 points.

2. Band

- Current Points 47
- Proposed Points: 52
- Addition of All-state for Jazz Band

The committee felt adding Jazz Band All-state was a great way to support our strongest musicians and was an opportunity that was a valuable addition to our curricular program. The change in points to 52 was approved.

3. Habitat for Humanity

- Narrative Proposal
- Recommend doing Stipend Application
- Has been inactive since 2017
- Would need 2 years probation

Sara brought a draft application to support the narrative proposal. Since this stipend was already approved by the board, this was really an update to the stipend application. The committee approved the stipend change to 22 points. Since this has been inactive since 2017, it would need to be on probation for 2 years, including this year. It will be a paid stipend in 23-24.

4. Review stipends that are supposed to move from Probationary to Paid

- Newspaper Club (CH Gazette) – 15 points

The committee decided to eliminate this stipend. It is totally student-run venture.

5. Review stipends that are inactive this year

- Weight Room – 18 points
- Math Team Asst Coach – 15 points
- Latin Club – 23 points

Not much was known about these stipends. It was proposed to move the Weight Room to the Athletics list. Sara will check in with Mike to see if he intends to revive Latin Club next year.

Potential New Stipend

1. Women's Advocacy Club

- 10 points

This new stipend was approved by the committee at 9 points, but there was an error on the form, and it should be 10 points. The committee decided to waive the probationary period for this club since it has been active for so long and encountered roadblocks that were not necessarily fair.

6. Other

7. Adjourn

ACTIVITY STIPEND APPLICATION FORM

Title of Position: Habitat for Humanity

Please Print

Applicant Name: Daniel Salomon

TIME: List responsibilities to be carried out in Direct student contact. Assign estimated number of hours required for each item you list. This should include time spent at competitive activities, fund raising, performances, meetings, practices, time spent traveling as a chaperone, etc. These hours are designated as those worked **OUTSIDE** of regular

DIRECT STUDENT CONTACT ITEMS:	LIST HOURS:
Meeting to Build (3.5 per month)	42.00
TOTAL DIRECT STUDENT CONTACT HOURS:	42.00

TIME: List responsibilities to be carried out in Preparation for this activity. Assign estimated hours required for each item you list. These hours are worked **outside of regular school day**.

PREPARATION ACTIVITY ITEMS:	LIST HOURS:
Prep	4
Contact/Coordination	10
TOTAL PREPARATION HOURS:	14

TOTAL HOURS FOR TIME:	56.00
DIVIDED BY FACTOR OF 35 (TO MAXIMUM OF 11 PTS)	1.60
MULTIPLIED BY TIME FACTOR OF 4 = NET TOTAL POINTS FOR TIME:	6.40

ACTIVITY STIPEND APPLICATION FORM

Title of Position: Women's Advocacy Group Advisor

Please Print

Applicant Name: Lora Levenseler

TIME: List responsibilities to be carried out in Direct student contact. Assign estimated number of hours required for each item you list. This should include time spent at competitive activities, fund raising, performances, meetings, practices, time spent traveling as a chaperone, etc. These hours are designated as those worked **OUTSIDE** of regular school day.

DIRECT STUDENT CONTACT ITEMS:	LIST HOURS:
Meetings twice per month on zoom (1 hour each)	20
New Hope Family Christmas Sponsorship (fundraising, shopping, delivery)	8
Teen Dating Violence Awareness Activity (breakfast)	4
Pad project (sewing feminine products for 3rd world countries)	3
Helping to inform school to make more inclusive curriculum changes	5
TOTAL DIRECT STUDENT CONTACT HOURS:	40

TIME: List responsibilities to be carried out in Preparation for this activity. Assign estimated hours required for each item you list. These hours are worked **outside of regular school day**.

PREPARATION ACTIVITY ITEMS:	LIST HOURS:
all preparation done with students.	
TOTAL PREPARATION HOURS:	0

TOTAL HOURS FOR TIME:	40
DIVIDED BY FACTOR OF 35 (TO MAXIMUM OF 11 PTS)	1.14
MULTIPLIED BY TIME FACTOR OF 4 = NET TOTAL POINTS FOR TIME:	4.57

OFF CAMPUS SUPERVISION:	
Within the Five Towns= 1 pt; In-State= 2 pt; Out-of-State= 3 pts; Out-of-Country+ 4 pts	1
TOTAL OFF CAMPUS SUPERVISION POINTS	1

COORDINATION AND/OR SUPERVISION OF OTHER ADULTS:	
Need for coordination w/ number of other adults: 0= 0 pts; Helpful but not necessary= 1 pt; 1-3 adults = 2 pts; 4-6 = 3 pts; 7-9 = 4 pts; 10-12 = 5 pts; 13+ = 6 pts	2
FREQUENCY OF COORDINATION AND/OR SUPERVISION OF OTHER ADULTS:	
None = 0 pts; Infrequent = 1 pt; A few times = 2 pts; Ongoing = 3 pts	1
TOTAL EXTENT OF COORDINATION WITH OTHERS POINTS	3

LOGISTICS:		LIST 1 POINT FOR EACH ITEM
Schedules own school bus transportation - more than 3 trips	_____	
Schedules charter transportation	_____	
<i>(Not applicable when scheduling is contracted to outside company)</i>	_____	
Prepares and distributes written communications to parents	_____	
<i>(Ongoing throughout length of activity)</i>	_____	
Prepares and distributes press releases	_____	
Hires adjudicators or officials	_____	
Requires participation in regional and/or statewide meetings	_____	
TOTAL LOGISTICS POINTS	0	

EXTERNAL COMMUNITY PRESSURE:	
No expectation of community interest= 0 pts; Minimal community interest= 2 pts; Moderate interest= 4 pts; Extensive interest= 8 pts	0
TOTAL EXTERNAL COMMUNITY PRESSURE POINTS	0

SPECIAL CIRCUMSTANCES (*note details below*):

TOTAL SPECIAL CIRCUMSTANCES POINTS

TOTAL STIPEND POINTS: 10

NOTE: When preparing a Stipend Application Form, please contact the MTA representative from the Stipend Review Committee for assistance in completing this request.

ACTIVITY STIPEND APPLICATION FORMTitle of Position: Band

Please Print

Applicant Name: _____

TIME: List responsibilities to be carried out in Direct student contact. Assign estimated number of hours required for each item you list. This should include time spent at competitive activities, fund raising, performances, meetings, practices, time spent traveling as a chaperone, etc. These hours are designated as those worked **OUTSIDE** of regular school day.

DIRECT STUDENT CONTACT ITEMS:		LIST HOURS:
District III (Friday evening & Saturday)		12
Rehearsals for District III		6
Festival Competition		10
All-State Festival (3 days=72-15 workday - 17 sleep time) Concert		40
All-State Festival (3 days=72-15 workday - 17 sleep time) Jazz Band		40
Graduation		2
Memorial Day Parade		8
All-State Auditions - Concert Band		5
All-State Auditions - Concert Band		5
District III Auditions		3
Jazz Festivals		15
Jazz Dinner and Other Jazz Performances		6
TOTAL DIRECT STUDENT CONTACT HOURS:		152

TIME: List responsibilities to be carried out in Preparation for this activity. Assign estimated hours required for each item you list. These hours are worked **outside of regular school day**.

PREPARATION ACTIVITY ITEMS:		LIST HOURS:
Distict II - meetings, materials & Communications		7
Festival Competition		11
All-State - meetings, materials & communications - Concert Band		3
All-State - meetings, materials & communications - Jazz Band		3
Concerts		3
TOTAL PREPARATION HOURS:		27
TOTAL HOURS FOR TIME:		179
DIVIDED BY FACTOR OF 35 (TO MAXIMUM OF 11 PTS)		5.11
MULTIPLIED BY TIME FACTOR OF 4 = NET TOTAL POINTS FOR TIME:		20

RESPONSIBILITY:

For Students:	TOTAL STUDENTS INVOLVED	<u>120</u>
	Divided by Factor of: 25	<u>4.8</u>
For Value of Equipment:		
\$0 Value= 0 pts; \$1-\$2,500= 1 pt; \$2,501-\$10,000= 2 pts; \$10,000= 3pts		<u>3</u>
	TOTAL RESPONSIBILITY POINTS	<u>7.8</u>

OFF CAMPUS SUPERVISION:

Within the Five Towns= 1 pt; In-State= 2 pt; Out-of-State= 3 pts; Out-of-Country+ 4 pts

TOTAL OFF CAMPUS SUPERVISION POINTS _____ 2 _____

COORDINATION AND/OR SUPERVISION OF OTHER ADULTS:

Need for coordination w/ number of other adults: 0= 0 pts; Helpful but not necessary= 1 pt;
1-3 adults = 2 pts; 4-6 = 3 pts; 7-9 = 4 pts; 10-12 = 5 pts; 13+ = 6 pts

FREQUENCY OF COORDINATION AND/OR SUPERVISION OF OTHER ADULTS:

None = 0 pts; Infrequent = 1 pt; A few times = 2 pts; Ongoing = 3 pts	3
TOTAL EXTENT OF COORDINATION WITH OTHERS POINTS	9

LOGISTICS:

LIST 1 POINT FOR EACH ITEM

Schedules own school bus transportation - more than 3 trips	1
Schedules charter transportation	
<i>(Not applicable when scheduling is contracted to outside company)</i>	
Prepares and distributes written communications to parents	1
<i>(Ongoing throughout length of activity)</i>	
Prepares and distributes press releases	1
Hires adjudicators or officials	1
Requires participation in regional and/or statewide meetings	1
TOTAL LOGISTICS POINTS	5

EXTERNAL COMMUNITY PRESSURE:

No expectation of community interest= 0 pts; Minimal community interest= 2 pts;
Moderate interest= 4 pts; Extensive interest= 8 pts

TOTAL EXTERNAL COMMUNITY PRESSURE POINTS 8

SPECIAL CIRCUMSTANCES (*note details below*):

TOTAL SPECIAL CIRCUMSTANCES POINTS**TOTAL STIPEND POINTS:**

52

Principal's Approval

NOTE: When preparing a Stipend Application Form, please contact the MTA representative from the Stipend Review Committee for assistance in completing this request.



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/Camden Rockport Schools
DEI Task Force Meeting
March 28, 2022
Via Zoom

MINUTES

Attendees: Jen Curtis, Debra McIntyre, Chris Walker-Spencer, Tula Bradley-Prindiville, James Cook, Shaamya Disner, Tina Lanphere, Sarah Bradley Prindiville, Annie Brady, Amy Libby, Heather Butler, Julie Speno, Sara Cole-Pardun, Teresa Curtis, Michele Metzler, Craig Ouellette, Alison Pringle-Bennett, Scott McPherson

Absent: Alma Bournival, Leanna Cotton, Dana Jackson, Sal Taylor Kydd, Regina Martin, Ning Sawangjaeng, Jaime Stone, Elphie Owen, Kisha Marsh

1. Welcome Introductions:
 - a. Round robin introductions were done where team members noted their name, connection to the group (parent, teacher, administrator, community member, etc.), and the sub-team to which they are assigned.
 - b. Christine (Tina) Lanphere was introduced as a new member participating in the role as part of her administrative internship.
2. Debra McIntyre, Assistant Superintendent, provided an update on the equity audit taking place noting:
 - a. At the end of January, Deb and Maria Libby reviewed an initial draft from the consultant group compiling the audit and requested clarification of some materials and references, and requested additional disaggregated data
 - b. On 2/10/22 Deb and Maria met with the consultant team and were able to ask clarifying questions directly to the consultants
 - c. At that meeting, the consultant group gave a tentative date for some time in March to deliver the final version; the district was given a date in Mid-March to receive the report, however, the school has not received it yet, we are now anticipating the documents at the end of the month. Deb noted that the timeline feels long, but that it is not unusual in this process.
 - d. Deb also noted that the result of the equity audit will not be prescriptive regarding recommendations, in that it will not define specific tactics for the DEI Task Force to do. It is more generalizing findings based on the data they have collected. So, it will be up to us to dig deeper into the findings or take some recommendations and put them into action.
 - e. She advised the team to keep moving ahead with what we know today.

3. Amy Libby posed the question: When DEI issues come up in the schools from staff or staff come across them where should they be sent? To the DEI Task Force? School Administration? Task Force Chair?
 - a. Deb noted that if it is something specific to the school it should be directed to the school building administrator, but if something regarding professional development, then the Task Force could address it, but it depends on the issue.
 - b. Amy noted a few examples and direction was provided.
 - c. The team can continue to help to direct these questions to the appropriate resource as they come up if needed.
4. Deb provided an update on the hiring practices for the school district as they relate to DEI noting:
 - a. The Hiring Process Handbook has been extensively revised to address DEI including:
 - i. Now included in the Hiring Process Handbook is a whole section on how to avoid bias to promote equity (e.g.: things to focus on during an interview to avoid bias, and it asks interviewers to think about their own personal bias during that process, and notes bias types and descriptions of those).
 - ii. The Task Force is encouraged to review these changes located on the drive-in staff info-handbooks.
 - iii. Also, extended recruiting and advertisement are underway. Right now, recruiting platforms include the typical Serving Schools, School Spring, and they have extended to National Alliance for Black Educators school's Facebook page, LinkedIn, and Indeed.
 - iv. Platforms will be evaluated on effectiveness and cost and positions filled.
 - v. The District is already seeing more candidates who have taught overseas and been in the military.
5. Communications Update focused on the DEI Task Force's feedback on the current DEI content on the Districts websites.
 - a. A recommendation was made to add a 'J' for Justice to the name of the Task Force. This came from Julie Speno, seconded by Michele Metzler.
 - b. Sally recognized that is not the Task Force's place necessarily to change the name; however, it is our job to discuss the possible change and present a recommendation to the Superintendent for consideration.
 - c. Space was given within the meeting to hear different perspectives:
 - i. Julie provided background on why adding 'Justice' is a good addition for her:
 - It is an acknowledgment that our work is not only a representation of diversity or inclusion, or a representation of different lived experiences or identities, but that it is also our commitment (especially given as a district we have a lot of white, straight, cisgender people) so that acknowledgment that we really need to go forward and work toward teaching true history, that we are working toward taking action, that we are focusing on developing up standards with students and allies, that we are actively creating affirming spaces and safe spaces for our entire community. And 'Justice' provides that acknowledgment that goes beyond just representation. Representation is important and we must have it, but we need to commit to going beyond that to action

statements, they are a lot deeper and are ultimately our responsibility as individuals and as a school for people of the global majority, marginalized people. We have a lot of groups we have a responsibility toward and adding 'Justice' starts to focus in on acting toward moving and achieving that change.

- Jen Curtis offered her initial hesitation about adding 'Justice' to the Task Force name. It stems from her role as Assistant Principal and overseeing the restorative practice within the school and guiding kids through accountability and good decision making and growing from poor decisions. From that lens, she works hard to separate 'Justice' from anything that happens in the school system as it can be confused with the notion of the 'justice system' and a punitive component.
- Jen also noted the NEA's approach to helping schools to tackle the hard questions and to act. NEA approaches it as a 'Just and Equitable' school. NEA has a lot of language that brings in that concept of helping us continue to move forward being cognizant of what has happened in the past whether it's in our school or historically and making sure we are looking for a just environment for our students that is equitable. For some reason, Jen felt, the NEA language does not have the same connotation as the term 'Justice' and noted this is probably as a result of her lens. <https://www.nea.org/professional-excellence/just-equitable-schools>
- Alison Pringle-Bennett noted she sees this term 'Justice' through her social work training lens and specifically, the term 'Social Justice', which is a core value for social workers training and is defined by the National Association of Social Workers as, 'Social Justice is defined as the view that everyone deserves equal economic, political, and social rights and opportunities'.
- Julie Speno noted that depending on who you are and your lived experience and your identity, how might you interpret 'Justice' differently. And if you were someone for whom 'Justice' has not been a part of my history or lived experience, you would think that it would be very important, and you would feel heard and seen by a district who felt that that was important.
- Michele Metzler suggested that we revisit the mission statement/strategic plan as a place to add action words around 'Justice' or create a 'Just' institution and clarify the lens we are looking through. Sally noted we can revisit the Purpose and Values of the Strategic Plan to verify the language of Justice and action are included.
- There was a discussion about how justice is already part of our working documents.
- The next step on this issue is to bring the varied perspectives included here to Maria Libby to get her input on the potential name change.

6. Feedback from Task Force on DEI website content currently on the District schools' sites:
 - a. Recommendations were made to update the Superintendent's Message on the Overview page to more clearly represent that the DEI work encompasses more than race. Sally will summarize specific feedback from team and send to Maria Libby for consideration.
 - b. Update Task Force team members' names.
 - c. Under the Resources pages: Add a new sub-navigation at the bottom of the pages to access the Resources content more easily. This was a workaround solution due to the less than clear left-hand navigation that could not be fixed due to the website structure and design.
 - d. Additional resources have been added to the Resources pages including:
 - i. [Sesame Street](#)
Seasoned support of kids and offers great resources for kids. Also check out: [Never too young, ages and stages of racial understanding](#).
 - ii. [The Trevor Project](#) & [GLSEN](#)
Resources for creating safe spaces and support for LGBTQ+ and allies.
 - iii. [Wabanaki Alliance](#)
Learn more about Native Americans who live in Maine, their history and why it's important today.
 - iv. We will also be adding more Resources from OutMaine and other sources soon.
 - v. Sally reminded the team of the 'Talking Points for Teachers' resource, a helpful guide to answering questions about our DEI work.
7. Individual sub-teams met in break-out rooms for working sessions. Below is the summary of each:
 - a. **Curriculum:**
Chris Walker-Spencer noted:
 - i. ...The rich discussion the group always has and how powerful perspectives get shared. A question the team discussed presently was: how do you do things like teach history and increase representation, but do it in a way that does no harm? Do it in a way that is beneficial not only to white students but students of color and other groups, because not everyone experiences, for instance, movies in the same way.
 - ii. The team is still looking forward to the results of the audit, even if general, to help guide. A social studies review is currently underway, and the team would like to be sure they are folding in guidance from the audit along the way.
 - iii. The shared work plan document was updated, and team members will continue to add to it after the meeting.
 - b. **Professional Development:**
Deb McIntyre noted:
 - i. The team worked through the work plan spreadsheet (updating and deleting)
 - ii. Generated ideas on areas to focus on this upcoming year and how to make sure that a level playing field is provided for building basic knowledge and

skills in all of the staff and how to go about doing that with limited time for professional development

- iii. Set goal to be specific and clear with staff about the intentions of some of the professional development provided and make sure they see and know and understand its connection to DEI

f. Student Experience:

Sally noted:

- i. Group acknowledged that we probably will not get the specifics were hoping for from the audit, it is up to us to do a bottom-up understanding of how our students are feeling and what experiences they are having in our schools. The hope is we will get some insights from the student surveys to use but recognize that they may not fully represent the student populations feedback.
- ii. The next step is to begin to interview staff (Admin, Social Workers, and Counselors, including the Zenith group) to get a sense of whether there are certain themes that are happening across the schools or specific issues we can focus on, take the information back and look at it as a group, and really see if we can develop an action plan from the information.
- iii. Sally will create a list of people and questions to gather for the interviews and get back to the team to confirm people and the approach.
- iv. The team's work plan spreadsheet will be updated by Sally.
- v. James Cook offered to help by looking at the 'DEI letters to the Community' for CHRHS and CRES posted on the website to mine for ideas as well.

8. Scheduling Next Meeting:

- a. Curriculum & Professional Development groups will meet as a committee Monday, April 25, 2022 from 6:00 - 7:30 pm.
- b. The Student Experience group will connect in April but meet offline to determine a time. Please expect an email from Sally soon.
- c. The next full DEI Task Force Meeting will be on Monday, May 9, 2022 from 6:00 - 7:30 pm.