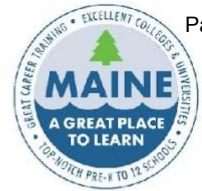




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Shawn Carlson, Ph.D.
Interim Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/Camden Rockport Schools
Joint School Board Workshop
Rose Hall Board Room
August 25, 2022

AGENDA

1. SAD Special Board Meeting (see Separate Agenda) (4:00-4:15)
2. CSD Special Board Meeting (see Separate Agenda) (4:15-4:30)
3. Introductions and Community Building (4:30-4:50)
4. Summer Update (4:50-5:00)
 - a. MSBA Proposed Resolutions
 - b. Infectious Disease Health Protocols
5. Board Performance Goals and Commitments (5:00-5:15)
 - a. Email etiquette
 - b. Board preparation prior to meetings
 - c. Board participation at milestone events
 - d. Board self-evaluation
 - e. Support the development of the next 4-year Strategic Plan
6. Strategic Plan (5:15-5:45)
 - a. Process, timeline and membership
 - b. Charge
 - c. Update on DEI, sustainability, and outdoor education initiatives
7. *Crucial Conversations* Developing Skills and Strategies (5:45-6:15)
 - a. No required reading before the meeting
8. Dinner and Continued Dialog (6:15-7:00)

From: MSBA msba@msmaweb.com
Subject: MSBA Proposed Resolutions Packet
Date: July 28, 2022 at 3:14 PM
To: shawn.carlson@fivetowns.net



MSMAWEB.COM

(800) 660-8484

WEB VERSION

UNSUBSCRIBE

July 28, 2022

MSMA Proposed Resolutions Packet

TO: Board Members, Board Chairs, Superintendents, and CTE Directors

FROM: Lucy Richard, President
 Jane Osborne, Chair, Constitution and Bylaws Committee
 Peggy Lembo-Splaine, Chair, Resolutions Committee
 Steven Bailey, Executive Director

Linked below are the 2022 proposed Resolutions that will be considered by the MSBA Delegate Assembly. These resolutions include proposed revisions, proposed deletions and new resolutions.

Please share these proposed Resolutions with your school board members during your August School Board meetings. Meetings of the School Board Regions have been scheduled for September where the Resolutions will be discussed prior to Delegate Assembly. It is hoped that the delegate from your school board will be able to attend these pre-Delegate Assembly regional meetings so as to be better informed, early, on the resolutions being brought before the Delegate Assembly. Please be on the lookout for the meeting for your Region. The list of Regional Meetings for September can be found [here](#). An announcement will come from an MSBA email closer to the time of the meeting in your Region.

Also note that it is not uncommon for events to unfold during the next two months that may require additional proposed Resolutions to be presented to the Delegate Assembly.

As a reminder, the 2022 MSBA Delegate Assembly will again be held remotely, via Zoom, and will be on Saturday, October 22, beginning at 9:30 a.m.

This preliminary packet is being provided at this time to allow local boards to review the Resolutions and give feedback to their elected Delegate. **Please be reminded that each Delegate must be elected by their local school board and must be registered as a Delegate, with the appropriate documentation, prior to the MSMA Annual Fall Conference.**

Please contact Steven Bailey at MSMA with any questions regarding the MSBA Delegate Assembly.

[2022 Proposed MSBA Resolutions](#)

[2021-2022 MSBA Resolutions](#)

[Delegate Form](#)



**Maine School Boards Association
49 Community Drive
Augusta, Maine 04330**

**Proposed Resolution Deletions, Revisions and Additions
As approved by the MSBA Board of Directors
July 27, 2022**

A. Deletions:

Resolution that is recommended for deletion (thought to be covered by two other existing resolutions, 2.A.2.j. School Safety and 2.A.2.f Violence in the Schools)

- 2.B.5.c. **Crime, Violence, and Discipline**—The Maine School Boards Association urges local school boards to develop policies and programs that will lead to an educational climate in each school that will provide students a safe place in which to learn. While such programs should include preventive measures, MSBA supports legislation that would return to the educator the “in loco parentis” doctrine. MSBA opposes violence in media and supports projects designed to reduce portrayal of violence in the media. MSBA encourages local school boards to work to increase the educational value of television for children. (Adopted 1977—Amended 1978, 1982, 1986, 1999, 2008)

B. Resolutions that were reviewed; no action recommended

1. 2.A.2.l. **Staff Use of Social Media**
(word change: Facebook changed to social media in text of resolution – not a substantial change)
2. 2.A.4.n. **Role of Maine Department of Education**
3. 2.B.3.e. **Professional Staff Development**
(Learning Results spelled out to Maine System of Learning Results – clarification only)
4. 2.B.5.f. **Vouchers and Education Savings Accounts**
5. 3.B.6.b. **Administrative Skills**
(small clarifications provided)
6. 4.3 **Student Visas for Public Schools**

C. Revisions

2.A.2.h. Administration of Medication

The Maine School Boards Association (MSBA) urges local school boards to adopt policy governing the administration of medications to students at school. In the interest of student health and safety, MSBA opposes legislation that would limit or prohibit the current options available to school systems in the administering of medications to students. (Adopted 1996 – Amended 1999, Proposed draft 2022)

2.A.3.d. ~~Maine Educational Assessments~~ State Assessments

The Maine School Boards Association believes that state assessments the MEAs should be limited to include language arts, math, and science, social studies/civics and literacy. Any state assessment selected or developed should be relevant, provide timely feedback

to inform instruction, and not consume undue amounts of instructional time. (Adopted 2002 – Amended 2008, 2020, Proposed draft 2022)

2.A.4.m. **Legislative Mandates**

Decisions concerning education should be made by the local school board whenever possible. Therefore, The Maine School Boards Association urges the Legislature not to interfere with the decision-making responsibilities of local school boards by mandating requiring educational programs and unfunded mandates beyond those required to maintain standards, equal rights and opportunities. (Adopted 1977 – Amended 1982, 1986, 1998, 1999, Proposed draft 2022)

3.B.1.b. **Scheduling of Career and Technical Education Programs (CTE)**

We believe there is a continuing need to examine ways in which the scheduling and delivery of secondary CTE programs can be more responsive to the needs of students, school officials, parents/guardians and other adult citizens at the local level. We feel this goal can be achieved by the advancement of legislation that would: a) allow more flexibility in the scheduling of CTE courses; –a) provide for a greater opportunity for shared funding and decision-making responsibilities within units served by career and technical centers and regions; and b) improve coordination between secondary and post-secondary CTE programs and facilities. (Adopted 1979 – Amended 1982, 2017, Proposed draft 2022)

3.B.6.d. **Alternative Certification**

The Maine School Boards Association (MSBA) recognizes that changes inherent in the restructuring of schools and filling of positions where there may be a shortage of candidates may require that professional staff possess or develop skills often found in other employment sectors. MSBA therefore, pledges its support of and participation in a collaborative for the continuation of the effort to study and initiate legislation that will create appropriate, alternative routes to certification for teachers, and administrators. (Adopted 1991 – Amended 1994, 1998, Proposed draft 2022)

4.7 **Teacher Preparation Programs**

The Maine School Boards Association (MSBA) recommends the convening creation of a special commission collaborative to examine the current state of approved teacher preparation programs to determine if they are appropriately preparing teachers through best practices to help all students master-achieve the Common Core Standards standards within the Maine System of Learning Results. Teachers must be trained in best practices that are aligned with the Common Core Standards and be held accountable through rigorous evaluation systems.

Additionally, MSBA recommends that approved teacher preparation programs include best practice training to help teachers assist in the identification of students who may have mental health, behavioral or academic issues.

MSBA believes that such a commission collaborative should include membership from the State Board of Education, Maine Department of Education, the MSBA, Maine School Superintendents Association, Maine Principals' Association, Maine Education

Association, ~~and~~ Maine Administrators of Services for Children with Disabilities, and Maine School Counselors Association, as well as representation from the colleges and universities. (Adopted 2012 – Proposed draft 2022)

D. New – Proposed 2022

School board meeting public comment period. The Maine School Boards Association recommends the following revision to current statute to provide further guidance to public comment at school board meetings: A school board shall provide the opportunity for the public as defined below to comment on school and education matters at a school board meeting. Nothing in this subsection restricts the school board from establishing reasonable standards for the public comment period, including time limits and conduct standards. Public is defined as (a) residents/tax payers of the communities served by the school unit, or (b) immediate families of enrolled students, or (c) employees of the school unit.

Rationale:

Local Maine school boards do invite the engagement of the public in school and education matters, however, current statute, Title 20-A, §1001, sub-21, passed in 2019 does not define public in a consistent manner as is defined in Title 20-A, §1001, sub-22, which includes public as: ... “members of the public who reside within the boundaries of the school administrative unit.” MSBA thinks that greater latitude should be provided in addition to residents, so have expanded the definition. However, MSBA is proposing that the “shall” in the statement “provide the opportunity for the public as defined below to comment on school and education matters” be limited to the three stated categories. This is not to say that an invitation could not be offered to members of the public who may be of a different category.

Individuals with Disabilities Education Act (IDEA) The Maine School Boards Association urges Congress to reauthorize and fully fund the Individuals with Disabilities Education Act providing 40% reimbursement for locally expended funds for special education costs, compared to the 14% currently received from the federal government.

Rationale:

- The reauthorization of IDEA is long overdue, resulting in outdated and irrelevant requirements on local school districts and the need to address current challenges facing students with disabilities and their local school districts.
- IDEA reauthorization should:
 - Focus on progress and demonstrably positive outcomes for all students;
 - Promote collaboration and trusted relationships between parents and schools;
 - Urge Congress to fully fund IDEA at the level (40%) promised. Special education cost estimates range from \$80 billion to \$110

billion per year. The federal contribution has been less than 20% with the states and local school districts assuming the balance of the funding burden.

Free-Reduced Lunch Qualification

The Maine School Board Association (MSBA) urges Congress and the Administration to define poverty level requirements for the Free and Reduced Lunch Program by utilizing Area Median Income as used by the Department of Housing and Urban Development or the national federal poverty level, whichever is higher. MSBA believes these are initiatives that should be established federally while in no way being confused with Maine's meal program.

Rationale:

- The Department of Housing and Urban Development (HUD) takes the impact of the median income of an area into consideration when determining eligibility for subsidized housing, using a percentage of Area Median Income (AMI) to determine the level of subsidy provided for a family. In some regions, families could have very low incomes in relation to the area median income, but not even qualify for reduced lunch prices. By allowing the use of AMI, schools could better identify students whose families struggle socio-economically in their community.
- The Free and Reduced Lunch Program currently uses the national Federal Poverty Level (FPL) to determine eligibility for the program.

Funding of the Universal School Meals Act of 2021

The Maine School Boards Association calls upon Congress to pass the Universal School Meals Program Act of 2021 which would amend the Child Nutrition Act of 1966 and the Richard B. Russell National School Lunch Act to make breakfasts and lunches free for all children, without adversely affecting federal funding formula that may use free and reduced lunch rates.

Rationale:

- Students experiencing hunger are more likely to have behavior and attention problems and higher rates of suspensions and excessive absences.
- Offering free meals to all children helps to end the stigma associated with needs based free- and reduced-lunches and eliminates lunch shaming when a student has an overdrawn account.
- Schools would no longer have to foot the bill for unpaid meal fees or try to collect from families.
- Students who eat free and nutritious meals at school, reduce financial strain on the family food budget.

- National School Lunch Program lunches provide one-third or more of the recommended levels for key nutrients.
- Healthy meals are an integral part of our investment in education for the whole child.

Social Security: Repeal of Government Pension Offset and Windfall Elimination Provision

The Maine School Boards Association urges Congress to repeal the Windfall Elimination Provision and the Government Pension Offset to the Social Security Act to ensure that a quality pool of teacher candidates are available to be hired so as to meet the needs of students.

Rationale:

- The 1983 amendments to the Social Security Act established the Government Pension Offset (GPO) and the Windfall Elimination Provision (WEP), and
- In those states in which public employees do not participate in the Social Security System as part of the state retirement system or other retirement income benefit, the GPO has the effect of reducing earned Social Security benefits to individuals who receive state, county or local pension benefits that would be paid to spouses who were not receiving the state or local pension benefits, and
- Local school districts that wish to recruit staff from private sector employment who are or will be beneficiaries of the Social Security system find it difficult to attract such staff or experienced personnel because these individuals fear the loss of other benefits earned under the Social Security System, and
- These prospective employees possess valuable skills in science, mathematics, engineering, technology, vocational, and skilled career and technical education fields.

**CERTIFICATION OF SCHOOL BOARD REPRESENTATIVE
TO THE DELEGATE ASSEMBLY OF THE
MAINE SCHOOL BOARDS ASSOCIATION**

49 Community Drive
Augusta, Maine 04330
Fax: 626-2968

Region # (I – IX) _____

Name of School Board _____

Signed _____

(Chair or Superintendent of Schools)

Ext. _____

Telephone Number in case of questions

Name of Representative _____

(Please Print)

Email address for Delegate confirmation mailing

Address _____

Name of Alternate _____

(Please Print)

Email address for Alternate

Address _____

Meeting Date Voted to be Delegate _____

NOTE: September 2022 MSBA Regional Meetings will be devoted to discussion/review of the 2022 MSBA Resolutions. If delegates can be selected by your Board prior to the September regional meetings and can attend that remote meeting, it would be ideal. (See attached list of meeting dates.)

The Delegate Assembly will be held virtually this year, at 9:30 a.m. on Saturday, October 22, 2022. Please complete and email to Debbie Swift dswift@msmaweb.com or fax to 626-2968 by October 17, 2022. Submission of your delegate's name does not automatically register them for the Fall Conference. Therefore, please be sure to register your delegate for the Fall Conference through your Superintendent's office. (Registration materials will be coming soon.)

**MSBA
Board of Directors Meeting
May 14, 2022**

September Regional Meeting

Meetings will be held via Zoom (remote) and will begin at 6 p.m.

- Major intent of September meetings is to share / discuss proposed Resolutions
- A zoom link for the meeting will be sent out the week prior each meeting
- Typically, these run 75-90 minutes.

September 6 – Region VIII, Kennebec

September 8 - Region VII, Cumberland

September 12 – Region V, MidCoast

September 13 – Region VI, Western Maine

September 14 – Regions III-IV, Washington & Hancock

September 15 – Region IX, York

September 19 – Region I, Aroostook

September 20 – Region II, Penquis



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Interim Superintendent
Debra McIntyre
Assistant Superintendent



Infectious Disease Health Protocols

In an effort to keep our students and staff healthy and to support safe in person learning, we are sharing guidelines for the coming 2022-2023 school year. These guidelines can reduce the incidence of many infectious diseases in addition to preventing Covid-19 infection. One of the observations we have had over the previous several years is that simple steps can reduce the incidence of flu, colds and Covid-19.

GUIDELINES

Daily Health Screening

We are asking families and staff to do a daily pre-screening of their health prior to accessing district schools and transportation. **If your child feels unwell at all, please keep them home.**

Hand Hygiene

All students and staff should continue to exercise good hand hygiene using soap and water or hand sanitizer.

Respiratory Etiquette

All students and staff should cover their mouths and nose when coughing or sneezing. Hand washing afterwards is also strongly recommended.

Cleaning surfaces

We will continue to provide cleaning materials for students and staff to wipe down surfaces.

Immunization

There are a number of required vaccinations for students. You will hear from your child's nurse if they are not up to date on any of these vaccines. Although vaccination for Covid-19 is not required to attend school, this vaccine can be effective at mitigating severe illness from Covid-19.

Masking

Masks are optional in all settings in our schools, except in three circumstances.

1. Quarantines will continue for people who test positive for Covid-19 and if they return after 5 days of isolation, they must wear a mask for 5 additional days while in school.
2. If our students visit another establishment for a field trip or athletic event, our staff and students will follow the rules of that facility.
3. Nurses (or administrators in their stead) may require symptomatic students to wear a mask while they are evaluated.

Physicals

Physicals are an important tool to maintain health and screen for potential health issues. They are required for participation in school sponsored athletic teams.

Ventilation

The ventilation in each building has been tested and upgraded over the past two years. All rooms and public spaces meet or exceed the recommended air exchange volumes per day. All filters meet or exceed recommendations for recirculated air.

Covid-19 Specific Guidelines

If your child tests positive for Covid-19, please notify the school nurse of the date of the positive test and the date of symptom onset.

Isolation

Students and staff testing positive for Covid-19 must isolate at home for 5 days. When counting, date of symptom onset or date of positive test (whichever comes first) is considered "day 0".

Ending isolation

Individuals who are fever free, without the aid of fever reducing medications, and are experiencing improving symptoms may end isolation after 5 days.

Masking through Day 10

If you tested positive for Covid-19, you must wear a mask during days 6-10 when you return to school.

Athletics

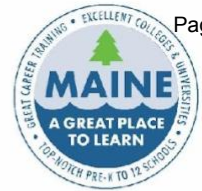
Students who have tested positive for Covid-19 must obtain a doctor's note before being allowed to resume their respective sports.

These guidelines will be updated regularly as needed.



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Five Town CSD/ Camden Rockport Schools Joint Strategic Planning Process Timeline

Summer, 2022

Structure: Strategic Planning Committee

Meeting Frequency: Once per month for 10 months, 4th Monday of every month, 4:00 – 6:00 (with snack)

August:

Develop the Charge (Board Retreat August 2022)
Form Team (Super)
Develop Timeline (Super)
Prepare Current Data and sample plans (Super)

Preparation: Read through strategic plans

October 3: Planning Meeting, #1

Present Charge and Develop Norms
Present Timeline and Process
Review current data and sample plans (Wellesley, Yarmouth, & Bangor)
Review current vision/mission
Determine which statements we want to have (vision, mission, beliefs, commitments, etc.)
Homework: Analyze sample plans and determine preferred components (i.e. what sections do you want to make sure are a part of our plan?)

October 24 Planning Meeting #2

Identify preferred components of plan
Develop draft of Mission/Values/Commitments statements
Plan for Staff Feedback Loop I, Student Feedback Loop I, and Community Forum
Homework: Get student and staff input and conduct Community Forum (Nov. 15 6:30 – 7:30 pm)

November 28 Planning Meeting #3

Review input from staff/student/community feedback loops

December 19 Planning Meeting #4

Draft II of Mission,

Draft I of major plan components (graduation outcomes, beliefs about learning, etc.)

Identify 3-5 Focus Areas to guide work

Members select Focus Area in which to work

Homework: Each group draft focus statement and rationale for it.

January 23 Planning Meeting #5

Draft III of Mission

Draft II of plan components (graduation outcomes, beliefs about learning, etc.)

Draft I and II of Focus Area work

Plan next steps

Homework: Review work to date, bring recommendations for Draft III; Gather input???

February 27 Planning Meeting #6

Draft III of Strategic Plan

Discussion and Draft I of Performance Targets

Plan student/staff/ feedback loop II

Homework: Get Staff/Student/Feedback Loop II

March 27 Planning Meeting #7

Review Student/Staff Feedback

Draft IV of plan, based on feedback

Draft II of performance targets and goals

Prepare for community forum #2 (early April)

Homework: Community Forum II April 4, 6:30 – 7:30

April 24 Planning Meeting #8

Review input from community forum II

Edit plan as necessary and finalize

May 22 Planning Meeting #9

Final Review/Edits

Prepare for Board presentation

June

Present to Board

August End

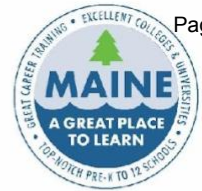
Public Release

Web, Posters, Presentations



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Shawn Carlson, Ph.D.
Interim Superintendent
Debra McIntyre
Assistant Superintendent



Strategic Planning Committee Charter

Purpose/Charge: The Strategic Planning Committee will develop a 4-year strategic plan for the Five Town CSD/Camden Hills Regional High School and MSAD #28/Camden Rockport Schools to be presented to the CSD and CRS School Boards in June, 2023. The Steering Committee will seek input from staff, students, and the community at multiple points along the way as it develops the strategic plan. The strategic plan will be implemented beginning in September, 2023 and reviewed annually until the next plan is developed. This basic process will be followed every 4 years.

Both districts will work on their individual plans concurrently. Meetings will begin as a joint set of committees to review the agenda for the day and then split up to work by District.

Membership: Membership is voluntary and will consist of 12-15 members for each District.

Interim Superintendent: Shawn Carlson, Chair

CSD

School Board (2): Sarah Bradley Prindiville, Marcus Mrowka,
School Administrators (2): Jen Curtis
Counseling Department (1): Jeremy Marks
Teachers (3): Tom Gray, Margo Murphy
Students (2): Will Eggena, Joe Morse,
Parents (4): Lynne Brown, Jess Day, Cheryl LeBlond, Katie Urey
Community Member (1): TBD

SAD

School Board (2): Marcia Dietrich, Rick Thackeray
School Administrators (2): Chris Walker-Spencer, Jaime Stone
Counseling Department (1): Tanya Young
Teachers (4): Heather Butler, Allysa Andersen, John Deiter
Students (2): Lila Dailey, Graham Stoughton
Parents (4): Kathleen Capetta, Jennifer Mytar, Matt Tepelmann, Ryan Thornell
Community Member (1): Eric Denny

One administrator from Union #69 will be invited to sit on the committee in an informational and advisory capacity.

Outcome: The Strategic Planning Committee is being formed in order to facilitate the process of developing a 4-year strategic plan for Camden Hills Regional High School and the Camden Rockport Middle and Elementary School. The final plan will be presented to each School Board for approval.

Decision Making: Decision-making is by consensus. “We have arrived at consensus when all points of view have been heard, and the will of the group is evident – even to those who oppose it.”

Communication: Minutes of the committee meetings will be posted on the District websites and kept on file in the Central Office.

Timeframe: The committee will meet on the 4th Monday of every month from 4 – 6pm in the Rose Hall Board Room.

DEI TASK FORCE RECOMMENDATIONS
TO
FIVE TOWN CSD
STRATEGIC PLANNING COMMITTEE

Five Towns CSD, DEI Task Force
JUNE 2022

DEI TASK FORCE RECOMMENDATIONS TO FIVE TOWNS CSD STRATEGIC PLANNING COMMITTEE FOR THE 2023-24 DISTRICTS' PLAN

The Five Towns CSD established a Diversity, Equity, and Inclusion (DEI) Task Force in September 2020, along with a Charter and Policy to guide the team. The Task Force was composed of a group of diverse stakeholders: teachers; students; parents; administrators; clinicians; and community members. Its purpose was look at the school districts as an institution to determine if it is unintentionally contributing to systematic racism, inequities, and exclusion toward certain populations of students and to ultimately deliver these recommendations to the Five Towns CSD Strategic Planning Committee. Five areas of focus were identified:

1. Communication
2. Professional Development (PD)
3. Curriculum
4. Student Experience/Environment
5. Policy, Program and Process Review
6. Workforce Equity

The Task Force team was split into sub teams that closely examined the first four focus areas: Communication; Professional Development; Curriculum; and Student Experience/Environment. The Policy, Program and Process review was completed by Equity Audit – Minnesota (EA-MN), an external firm secured by school administration. The Workforce Equity focus area was directly addressed by Maria Libby, the Superintendent for the school district.

The recommendations to the Five Towns CSD Strategic Planning Committee included in this document take into consideration: the discovery work of the Task Force; close examination of DEI work currently being done at the schools; new and ongoing program development; parent focus groups; expanded DEI communication and resources; the team's review of the external equity audit results by EA-MN; and its own interviews with staff across the schools.

The purpose of this work is to ensure *all* students have educational equity regardless of, but not limited to, racial identity, socioeconomic status, educational needs, physical ability, religious identity, ethnic identity, sexual orientation, gender identity, or emergent language. While it is clear all students may struggle at times for different reasons, the work of EA-MN and this Task Force has clearly highlighted segments of students who are and feel marginalized because of their situation in our school district. It is for these students that a commitment to this DEI work on an ongoing and systematic basis is necessary.

We ask the Strategic Planning committee to strongly consider the included recommendations and ideas in this document when developing the next strategic plan for the school districts and build a systematic approach to continued improvement in DEI in our districts. We thank all those involved in contributing to this document and those who have been doing the DEI work at the schools all along. Thank you.

Notes: A more detailed summary of 'ideas for implementation' from the DEI Task Force sorted by focus areas is attached to aid teams that are responsible for the implementation of the strategic plan. Additionally, all of the DEI Task Force minutes and resources are available on the Five Towns CSD school websites. For any questions on these documents, please contact Sally Lane Smith at ssmith872@gmail.com. Thank you.

DEI TASK FORCE RECOMMENDATIONS TO FIVE TOWNS CSD STRATEGIC PLANNING COMMITTEE

The DEI recommendations to the Five Town CSD Strategic Planning Committee to be included in the 2023-2024 strategic plan are:

1. Communication

The district will have, at its focal point, the DEI lens for all its efforts and communicates that clearly to all stakeholders through a variety of communication tools and channels in an inclusive and responsive way.

The district will establish a schoolboard approved DEI vision and framework to guide the efforts.

2. Professional Development (PD)

The district will develop and implement thoughtful, clear, and consistent DEI professional development for all staff that is centralized, systematic, and differentiated where needed.

3. Curriculum

The district will integrate DEI into its review cycle for all subject areas and the delivery of curriculum for all its schools and link this effort to the systematic professional development plan to support and prepare teachers for this work.

4. Student Experience/Environment

The district will continue to closely examine student experiences at all schools through a DEI lens; engage students and staff for direct input; have dedicated resources; and make concrete changes that create a welcoming environment for all students.

5. Policy, Program and Process Review

The district will establish metrics for all DEI efforts and a regular reporting cycle for review and publication.

The district will commit to an annual review and reporting of all DEI efforts including Communication; Professional Development; Curriculum; Student Experience/Environment; Policy, Program and Process Review; and Workforce Equity.

6. Workforce Equity

The district will commit to recruiting and retaining staff with different experiences and cultures, while continuing to support all staff with equitably training, opportunity, and pay.