

22 Knowlton Street Camden, Maine 04843

(207) 236-3358 FAX (207) 236-7810 **Shawn Carlson, Ph.D.**Interim Superintendent



Debra McIntyre Assistant Superintendent

Five Towns CSD
Regular School Board Meeting
Wednesday, November 2, 2022
Rose Hall Board Room
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. Recognition
 - a. Marcia Dietrich, MSBA School Board Service Award
- 5. Minutes
 - a. Approval of the October 5, 2022 Regular School Board Meeting Minutes
 - b. Approval of the October 5, 2022 Special Joint School Board Meeting Minutes
- 6. Nominations (Note: Executive Session possible for Nominations 1 MRS §405(6)(A))
 - a. Kelsey Clayton, Sophomore Student School Board Representative
 - b. Stipend Nominations

POSITION	EMPLOYEE	POINTS	BONUS	AMOUNT
Professional Development Committee	Lisa Delfino	7	0%	\$564.41
Professional Development Committee	Jen Munson	7	20%	\$677.29
Professional Development Committee	Sara Cole-Pardun	7	20%	\$677.29
Professional Development Committee	Margo Murphy	7	20%	\$677.29
Professional Development Committee	Michele Metzler	7	0%	\$564.41
Professional Development Committee	Sue Klemmer	7	20%	\$677.29
Professional Development Committee	Suzanne Southworth	7	20%	\$677.29
Basketball Boys, Freshman	Casey Wilson	40	0%	\$3,225.20
Winter Play Director	Tom Heath	37	20%	\$3,579.97
Winter Play Tech Director	Kailey Smith	26	0%	\$2,096.38

- 7. Transitioning to High School: The Work Begins Long Before they Actually Attend CHRHS Jeremy Marks
- 8. MSMA Attendee Report Marcus Mrowka
- 9. Board Chair's Report
 - a. October 12, 2022, SchoolLaw LGBTQ+ and other Politically Contentious Issues Webinar
- 10. Superintendent's Report

- 11. Student Representative's Report
- 12. Administrative Reports
 - a. Deb McIntyre, Assistant Superintendent
 - i. Truancy Report for 2021-22
 - ii. Assessment Data for 2021-22
 - b. Jen Curtis, CHRHS Principal
- 13. Standing Committee Reports
 - a. Joint Curriculum Next Meeting November 15, 2022
 - b. Finance Met October 5, 2022, minutes attached. Meets before the School Board Meeting on November 2, 2022
 - i. Finance Update Finance Committee Chair
 - c. Joint Personnel Has not met
 - d. Joint Policy Next meeting November 7, 2022
 - e. Joint Sustainability Next Meeting November 10, 2022
- 14. Ad Hoc Committee Reports
 - a. Facilities Committee Met October 11, 2022 minutes attached. Next meeting November 8, 2022
 - i. Possible approval of extending the charter of the Facilities Committee through October 2023.
- 15. Board Advisory Committee Reports
 - a. MCST Marcus Mrowka
- 16. School Advisory Committee Reports
 - a. Strategic Planning Met October 24, 2022, minutes attached. Next meeting November 28, 2022
- 17. Future Agenda Items
- 18. Adjourn





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Debra McIntyre Assistant Superintendent



Five Town CSD
Regular School Board Meeting
Rose Hall Board Room
Wednesday, October 5, 2022

MINUTES

Board Present

Becky Flanagan, Chair
Marcus Mrowka, Vice-Chair
Amelia Grant
Ramona Larson
Than Porter
Bailey Curtis, Student Representative, 2023
Taylor Pohlman, Alternate

Board Absent

Sarah Bradley Prindiville Marcia Dietrich Brieanna Gutierrez Patrick McCafferty Lori Perez Rick Thackeray

Also Present

Shawn Carlson, Superintendent
Peter Orne, Business Manager
Jen Curtis, CHRHS Principal
Staff, Students, and Community Members

- 1. Call to Order
 - Chair Flanagan called the meeting to order at 7:05 pm.
- 2. Adjustments to the Agenda Under Agenda item 10. Board Chair Report, Superintendent Carlson struck agenda item a. and added item c., Sustainability Committee.
- 3. Public Comment on Items not on the Agenda
 There was no public comment on items not on the agenda.
- 4. Recognition

a. Sam VanLonkhuyzen, National Merit Scholarship Commendation CHRHS Principal Jen Curtis praised Sam for his National Merit Scholarship Commendation and his many non-academic activities at CHRHS including tennis, cross-country, Nordic skiing, NHS, student council, and singing.

5. Minutes

a. Approval of the September 7, 2022 Board Meeting minutes

<u>Upon Motion by Taylor Pohlman and second by Than Porter, the Board voted to approve the September 7, 2022 Board Meeting Minutes.</u>

Vote: 6-0 Student Vote 1-0 Passed

- 6. Nominations (Note: Executive Session possible for Nominations)
 - a. Stipend Nomination

POSITION	EMPLOYEE	POINTS	BONUS	AMOUNT
F1 Coordinator/Intercultural				
Support	Michele Metzler	23	0%	\$1,854.49
New Hire Support	Jenn Brassbridge	9	20%	\$870.80
New Hire Support	Patti Forster	9	0%	\$725.67
New Hire Support	Lisa Delfino	9	0%	\$725.67
New Hire Support	Craig Ouellette	9	0%	\$725.67
New Hire Support	Margo Murphy	9	20%	\$870.80
New Hire Support	Jenn Brassbridge	9	20%	\$870.80
New Hire Support	Lisa Damian-Marvin	9	20%	\$870.80
New Hire Support	Jen Munson	9	20%	\$870.80
New Hire Support	Patti Forster	9	0%	\$725.67
New Hire Support	Lisa Damian-Marvin	9	20%	\$870.80
Math Team Coach	Rowena Motylewski	20	0%	\$1,612.60
Math Team Ass't Coach	Trevor Vadas	15	0%	\$1,209.45

<u>Upon Motion by Marcus Mrowka and second by Than Porter, the Board voted to approve the</u> above stipends.

Vote: 6-0 Student Vote 1-0 Passed

- 7. Healthy Relationships (Jen Curtis)
 Principal Curtis shared a presentation on Healthy Relationships at CHRHS. The school has an integrated approach toward the topic including:
 - Schoolwide Assemblies raise awareness and offer a common language.

- Advisory periods offer the ability for students to have conversations and ask questions. The advisory groups are assigned freshman year and students stay with their group for all four years.
- The Health Curriculum gives a deep dive into topics such as consent, healthy
 relationships vs toxic relationships, and intent. The curriculum is designed by
 Amy Carpenter from Be Strong, Be Wise.
- **English and Art Classes** sometimes include the topic of healthy relationships. For example, a program called *Finding our Voices* used poetry and art to raise awareness of healthy relationships, and the art and poetry created in the program were displayed in the community.
- **Interventions** CHRHS is launching Say Something, an anonymous tool that allows students to report at-risk situations.
- **Green Dot** CHRHS is using Green Dot to develop a culture of intolerance against violence. Green Dot has worked with colleges on this topic and is now launching the program at secondary schools. Green Dot training starts with teachers and student influencers, then uses students to train other students.
- 8. Possible Approval of Five Town CSD Health and Safety Management Plan Superintendent Carlson shared the finalized Five Town CSD Health and Safety Management Plan and asked the Board for approval.

<u>Upon motion by Marcus Mrowka and second by Becky Flanagan the Board voted to approve</u> the Five Town CSD Health and Safety Management Plan.

Vote: 6-0 Student Vote 1-0 Passed

9. Possible Approval of Dr. William Stephenson as Camden Hill Regional High School Doctor. Superintendent Carlson asked the Board to approve Dr. William Stephenson as School Doctor for CHRHS. Dr. Stephenson has been acting in that role for several years.

<u>Upon motion by Taylor Pohlman and second by Marcus Mrowka the Board voted to approve Dr. William Stephenson as School Doctor for CHRHS.</u>

Vote: 6-0 Student Vote 1-0 Passed

- 10. Board Chair's Report
 - a. October 12, 2022, SchoolLaw LGBTQ+ and other Politically Contentious Issues Webinar
 - b. October 27 & 28, 2022 MSMA Annual Fall Conference Chair Flanagan encouraged Board members to attend the Drummond Woodsum webinar titled "LBGTQ+ and other Politically Contentious Issues for Board Members and the MSMA Fall Conference.
 - Sustainability Committee
 Chair Flanagan asked if a Board Member would be interested in becoming Chair of the Sustainability Committee. Taylor Pohlman volunteered.

11. Superintendent's Report – as written.

Superintendent Carlson drew the Board's attention to our staffing shortages and the costs the district incurs when we have open positions. These costs include advertising and training, as well as the direct costs of hiring. He also asked Board members from Camden or Rockport to attend the Corrective Budget meeting on October 7, 2022.

12. Student Representative's Report

a. Early College Courses

Student Board Representative Bailey Curtis, Class of 2023, shared a presentation on Dual Enrollment and Early College Courses at CHRHS. An early college course is a class offered by a college that high school students can enroll in. These semesterlong classes are available to all approved students, and students gain both college and high school credit. The courses can be taken online or in person. The state reimburses students for up to 12 credits a year. Letter grades for these courses are reflected on a student's transcript but are not included in GPA calculations.

Bailey profiled two students currently taking early college courses. Lucas Moody has been taking astronomy classes. He feels the courses have been interesting, and a good introduction to college-level rigor. Jordan Peasley has been taking aviation classes. By the end of high school, he will have his pilot's license, and he plans to continue this path in college to become a commercial pilot.

In response to a Board Member's question, Jeremy Marks, Director of Counseling, stated that early college courses have not affected registration for AP classes at CHRHS. Generally, students receive more support in a CHRHS classroom, and students tend to choose AP courses as they are reflected in the student's GPA. CHRHS has seen a dramatic increase in students taking early college courses, with 90 students currently registered for classes this fall.

13. Administrative Reports

- a. Deb McIntyre, Assistant Superintendent as written.
- b. Jen Curtis, CHRHS Principal as written.

Principal Curtis shared that students are taking advantage of the state's Free Community College Scholarship/Accelerated Graduation program. The school has approved five accelerated graduation plans as of September 30.

14. Standing Committee Reports

- a. Joint Curriculum Has not met.
- b. Finance Met September 7, 2022, minutes attached. Met before the Board Meeting on October 5, 2022.
 - i. Finance Update Finance Committee Chair

Chair Mrowka encouraged Board members to review the minutes in the agenda, which contain information about our financial policies and give a broad introduction to school finance issues. Mr. Mrowka also stated that the September interim financial statements are tracking to budget.

- c. Joint Personnel Has not met
- d. Joint Policy Next meeting November 7, 2022
- e. Joint Sustainability Next meeting October 14, 2022

15. Ad Hoc Committee Reports

a. Facilities Committee – Next meeting October 11, 2022.

16. Board Advisory Committee Reports

a. MCST - Marcus Mrowka

Mr. Mrowka reported that the start of school at MCST has gone well. The last board meeting included a presentation from an engine class and from the adult education program.

17. School Advisory Committee Reports

a. Strategic Planning – Met October 3, 2022. Next Meeting October 24, 2022

18. Future Agenda Items

There were no future agenda items.

19. Adjourn

Chair Flanagan adjourned the meeting at 8:02 pm.



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Debra McIntyre Assistant Superintendent



Five Town CSD/Camden Rockport Schools Special Joint School Board Meeting Wednesday, October 5, 2022 Rose Hall Board Room 8:15 P.M.

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

MINUTES

Board Present

Becky Flanagan, CSD Chair, CRS Marcus Mrowka, CSD Vice-Chair, CRS Amelia Grant, CSD Ramona Larsen, CSD Taylor Pohlman, CSD Alternate, CRS Than Porter, CSD

Also Present

Shawn Carlson, Superintendent Peter Orne, Business Manager

Board Absent

Sarah Bradley Prindiville, CSD, CRS Marcia Dietrich, CSD, CRS Vice Chair Brieanna Gutierrez, CSD, CRS Patrick McCafferty, CSD, CRS Chair Lori Perez, CSD Rick Thackeray, CSD, CRS

- 1. Call to Order
 - Five Town CSD Chair Becky Flanagan called the meeting to order at 8:04 P.M.
- 2. Adjustments to the Agenda
 There were no adjustments to the Agenda.
- 3. Executive Session to Discuss MESA Association Contract Negotiation 1 M.R.S. § 405(6)(D) Upon motion by Becky Flanagan and second by Marcus Mrowka, the Board voted to enter Executive Session.

Vote: 6-0 Passed

In: 8:04 P.M. Out: 8:50 P.M. 4. Adjourn Chair Flanagan adjourned the meeting at 8:50 P.M.





LGBTQ+ and Other Politically Contentious Issues for Board Members

Wednesday, October 12, 2022 4:00 - 5:30 PM | Zoom

Presented by Drummond Woodsum Attorneys:

Peter C. Felmly pfelmly@dwmlaw.com

Melissa A. Hewey mhewey@dwmlaw.com







LGBTQ+ and Other Politically Contentious Issues for Board Members

resented by:

Peter C. Felmly & Melissa A. Hewey

Wednesday, October 12, 2022 4:00-5:30 PM | Live online via Zoom

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Our Focus Today

- The Rights of transgender and gender expansive students –
 When are you obligated to do certain things and when can you use your discretion to make policy decisions?
- Book challenges and challenges to instructional materials –
 What are the issues and how do you navigate them?
- Balancing the rights of the public with the rights of employees –
 What are your obligations to each side?

Disclaimer - These materials should not be considered as, or a substitute for, legal advice. The principles here may not apply to your individual and legal circumstances.

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Transgender and Gender Nonconforming Students

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Terminology

- Discriminate: To separate or segregate.
- Sexual orientation: Sexual orientation is defined in the Maine
 Human Rights Act as an individual's "actual or perceived
 heterosexuality, bisexuality, homosexuality or gender identity or
 expression."
- **Gender identity**: Gender identity is defined in the Maine Human Rights Act as "gender-related identity, appearance, mannerisms or other gender-related characteristics of an individual, regardless of the individual's assigned sex at birth."

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Terminology (cont.)

- Gender expression: The manner in which a person represents or expresses gender to
 others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.
- Gender expansive: An umbrella term used to describe a person who expands notions of gender expression and identity beyond perceived or expected societal gender norms.
- Transgender: An adjective describing a person whose gender identity or expression is
 different from that traditionally associated with an assigned sex at birth.
- Transition: The process by which a person goes from living and identifying as one gender
 to living and identifying as another gender. For most elementary and secondary students,
 this involves no or minimal medical interventions. Transgender students under the age of
 18 are often in a process of social transition from one gender to another.

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What Maine Law Requires

- The Maine Human Rights Act <u>prohibits</u> discrimination on the basis of sexual orientation (which includes gender identity and expression).
- Transgender students must generally be permitted to participate in school programs / activities in accordance with their gender identity.
- 3. Your school policies make clear that the mission of the schools in the district is to create a safe, nurturing educational environment.

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Legal Requirements (cont.)

- 4. Under the MHRA, schools may not "separate or segregate" trans/gender expansive students, regardless of:
 - Community sentiment to the contrary
 - Safety concerns
- Under the MHRA, schools may not tolerate a "hostile" educational (for students) or working environment (for staff).
- Under Title 20-A, schools may not tolerate "injurious hazing," "bullying," or "harassment."
 - State law provides: "All students have the right to attend public schools that are safe, secure and peaceful environments."

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Settled Issues

- Pronouns: Students are to be addressed by pronoun corresponding with their gender identity
- <u>Facilities</u>: Students must be allowed to use toilet and locker room facilities corresponding
 with their gender identity (school administration can consider student preference but may
 not require isolation of transgender or gender expansive student)
- Sports: Students are able to participate on team corresponding with their gender identity, unless doing so would create unfair advantage or pose an unacceptable risk of injury (there is a formal MPA procedure to determine these issues)
- <u>Confidentiality</u>: Student's gender identity in an <u>educational record</u> is personally identifiable information (PII) and thus subject to FERPA's confidentiality requirements

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Open Issues

If the student and parent disagree, what should the school do?

Must schools notify parents? When?

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Having a Policy is Important

Policy ACAAA

- Provides guidance to staff, students and parents/guardians as to how issues will be handled
- Provides one defense in the event of a claim of unlawful discrimination

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The First Amendment

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The First Amendment and Book Challenges

Numerous courts have held that the First Amendment protects the rights of students and staff to receive information and ideas.

In regard to library book challenges, the Supreme Court has said:

- School libraries have "special characteristics," making "that environment especially appropriate for the recognition of the First Amendment rights of students."
- "Local school boards may not remove books from school library shelves simply because they dislike the ideas contained in those books and seek by their removal to 'prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion.'"

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The First Amendment and Book Challenges (cont.)

Schools have a right to control school library content, but not in a manner that is discriminatory, narrowly partisan or political.

Motivation is key: the motivation behind removal may only be based on "established, regular, and facially unbiased procedures for the review of controversial materials."

Courts will closely scrutinize whether you are removing material:

a) because you disagree with the ideas in the material

or

b) because you have a legitimate concern with disturbance, pedagogical value (the material is factually inaccurate), or emotional maturity/intellectual maturity

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The First Amendment and Public Comment

There are limits on the power of public schools to restrict speech under the First Amendment, including at public board meetings

But the right to express oneself is not absolute -

- > No right to threaten violence, defame others, or use obscenities
- No right to ignore time, place and manner restrictions

A speaker's rights hinge on the type of forum:

- > Traditional Public Forum (least restrictive forum)
- Limited or Designated Public Forum
- Nonpublic Forum (most restrictive forum)

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The First Amendment and Public Comment (cont.)

Restrictions on Speech can be Permissible in Limited Public Forums

Expression may be restricted so long as the restriction (a) does "not discriminate against speech on the basis of viewpoint" and (b) is "reasonable in light of the purpose served by the forum."

Speakers should have adequate alternative channels to address their concern(s).

Examples of Viewpoint-Neutral Restrictions on Speech

Stopping a speaker because

- their time is up
- the comments are beyond the forum's scope (ex. unrelated to education matters)
- the comments are unduly repetitious / disruptive
- · the comments are abusive, threatening, obscene

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Addressing Concerns over Curriculum and Educational Materials

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Curriculum Challenges

- Is it curriculum?
- Policy IMB
- Exemptions and Accommodations

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The Legal Rights of Families

Families have a right:

- > to inspect curriculum upon request
- > to maintain their own values and their own religious beliefs
- > to request an exemption or an accommodation from a portion of the curriculum

But they do not have a right:

- > to control the values in other families
- > to dictate the school's curriculum, which must align with state standards

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The Legal Rights of Families (cont.)

The Protection of Pupil Rights Amendment (PPRA):

- > Affords parents right to inspect curriculum upon request
- Prior notice and consent before schools <u>require</u> students to take surveys / tests seeking information about political affiliations, mental / psychological problems, sex behaviors / attitudes, illegal activities, religious beliefs, etc.

20 U.S.C. § 1232h

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Terminology – Don't confuse the two concepts!

- Pornographic: "(a) whether 'the average person, applying contemporary community standards' would find that the work, taken as a whole, appeals to the prurient interest" (b) whether the work depicts or describes, in a patently offensive way, sexual conduct specifically defined by the applicable state law; and (c) whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value." *Miller v. California*, 413 U.S. 15, 24 (1973)
- <u>Sexually explicit</u>: Many factors go into this including age, context, pedagogical value

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Policy IMB

- Founded on the notion that decisions about learning materials should be decided by experts in learning
- Schools hire certified educational experts and curriculum coordinators to ensure that the curriculum aligns fully with state standards

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Board Decisions in this Area

- Important to follow your policy
- Permit the challenge, and allow it to be heard
- Allow the contrary points to be considered
- Read the challenged material carefully (and in full)
- Have a reason, ensure it is a GOOD reason, and ensure that it is the REAL reason!

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Balancing Rights in Contentious Board Meetings

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What Rights Are Implicated?

Rights of the Public

- First Amendment right to freedom of speech
- State law right to public comment at Board meetings

Rights of Employees

- State law right to confidentiality of employment matters (20-A M.R.S. § 6101), common law rights regarding defamation and invasion of privacy
- State law right to be protected from bullying (20-A M.R.S. § 1001(22)) and hazing
- · School Board Policy GBGB

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Public Comment Periods under Maine Law

A public comment period is required under Maine law (20-A M.R.S. § 1001(20)) on school matters:

A school board shall provide the opportunity for the public to comment on school and education matters at a school board meeting.

Limitations are expressly allowed:

Nothing in this subsection restricts the school board from establishing reasonable standards for the public comment period, including time limits and conduct standards. For purposes of this subsection "school board meeting" means a full meeting of the school board and does not include meetings of subcommittees.

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Practical Tips for Managing Public Comment Periods

Remember that Board meetings are meetings of the Board in public, not meetings of the public

The Board must be allowed to conduct its business in a timely manner. Kids and staff depend on the Board being able to make decisions

Keep your ear to the ground: Anticipate what may be coming

Have a policy (and follow it)

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Practical Tips for Managing Public Comment Periods (cont.)

BEDH: Public Participation; KEB: Public Complaints

Public comment policy should:

- Establish a maximum time limit
- Establish a time limit on the duration of individual comments
- Permit comments only on school-related matters
- Prohibit comments that are obscene, threatening / harassing, unduly disruptive, repetitive or disorderly
- Remind the public that oral comment is not the only way for their voices to be heard

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Practical Tips for Managing Public Comment Periods (cont.)

Other Tips:

- Consider speaker pre-registration requirements
- Set expectations by reading a statement either at the beginning of the meeting, or at the beginning of public comment
- Chair should be prepared to consistently enforce the rules:
 - Enforce time limite
 - Ensure comments are appropriate in the designated forum
 - Interrupt and attempt to redirect when a resident strays
 - Remember that the opportunity for public input is not the opportunity for public debate
- Generally, the Board should not respond substantively
 - The Chair may wish to thank the speaker, clarify a factual inaccuracy, clear up a question that has already been addressed (e.g., concern already addressed in policy or at a recent board meeting)

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Practical Tips for Managing Public Comment Periods (cont.)

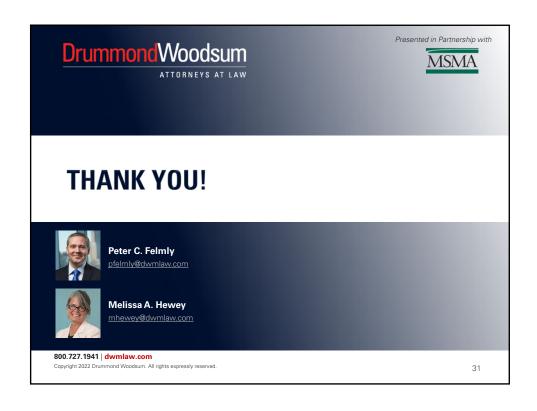
When members of the public are disruptive or overstep:

- Don't get caught flat footed Fall back on your plan!
- Remind folks of your time, place and manner rules (and why rules designed to minimize disruption actually matter)
- Recess to allow some time to let things settle
- If the violation continues, enforce your rules inform the speaker that their violation of your rules has resulted in their loss of the opportunity to continue
- If necessary, consider asking for law enforcement assistance with the removal of the disruptive individual

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SAMPLE STATEMENT FOR BOARD CHAIR TO READ BEFORE PUBLIC COMMENT [WITH ANTI-DISCRIMINATION LANGUAGE]

In order that the Board have time to hear from the public and address other matters, I am setting aside up to one hour [or more/less] for public input. So that we can hear from the largest number of different voices, each speaker will be limited to three minutes [or more/less] for comments.

For those that have not participated in our meetings before, I want to review a few rules ahead of time, to ensure that the public comments process goes smoothly and there are no surprises.

- 1. At the outset, we ask that speakers identify themselves by sharing their name and town of residence.
- 2. Please try to be brief and try not to repeat yourself.
- 3. We know discussions of school-related issues can get emotional, but please remember our children are watching and we are neighbors, so please be civil. We will not permit profanity, or shouting at one another or comments that disparage and attack individuals or groups of individuals.
- 4. Before speaking, we encourage speakers to review Board Policy AC, which provides that the Board does not and will not discriminate, nor tolerate discrimination, against students or employees on the basis of their membership in a protected class. Speakers who share comments contrary to this policy will not be permitted to continue.
- 5. Speakers should direct all comments to the Board. This is an opportunity for the Board to listen to the opinions of the public that relate to school and education matters. It is not a public debate or conversation so no questions should be directed to the Board, and the Board may not respond to any questions if they are asked. We are here to listen.
- 6. The Board will not permit complaints or allegations against staff members. Although we care about these concerns as well, these are personnel matters, which the Board is not permitted to hear in public. If there are complaints against staff, these will be handled appropriately through our complaint policy, KE.

Thank you for your patience while I made this introduction. I have hope and confidence that your participation will be helpful and constructive to the Board.

[After each comment, remember to thank the speaker for sharing their views]

Contact Us

84 Marginal Way, Suite 600 Portland, Maine 04101 207.772.1941 Main 207.772.3627 Fax

670 N. Commercial Street, Suite 207 Manchester, NH 03101 603.716.2895 Main 603.716.2899 Fax

78 Bank Street Lebanon, NH 03766 603.433.3317 Main 603.433.5384 Fax



22 Knowlton Street Camden, Maine 04843

(207) 236-3358 FAX (207) 236-7810 **Shawn Carlson, Ph.D.**Interim Superintendent

Debra McIntyre Assistant Superintendent



Five Town CSD
Superintendent Board Report
November 2, 2022

Strategic Planning Committee

We have now had two strategic planning committee meetings, October 3 and October 24. The committee reviewed the last Strategic Plan in the first meeting and identified district data to include in the updated plan. They also reviewed sample strategic plans from other districts, identifying content and graphics that were particularly effective. In the October 24 meeting, the committee began drafting sample components such as Mission, Vision, Commitment to Students, Core Values, and Portrait of a Graduate. We will now survey parents, students, and staff to gather further input from stakeholders.

Electric Bus

Our electric bus arrived on Thursday, October 13. We got a bit of press from the Camden Herald, which is in your board packet. The bus will take the in-town Camden Rockport Route, initially driven by Donnie Mehuren.

LBGTQ+ and other Contentious Political Issues for Boards

We had several Board members attend this webinar on October 12. Listening to the information shared by board members of various towns in Maine, we can feel fortunate that our conversations with community members have not been contentious. I want to highlight two takeaways all board members should be aware of going forward. Nationally, many contentious issues have centered around transgender and gender non-conforming students. However, in Maine, much of the debate has been eliminated by passing the Maine Human Rights Act. Under this law, there are a number of settled issues in Maine that are worth remembering;

- Pronouns: Students are to be addressed by the pronoun corresponding with their gender identity.
- Facilities: Students must be allowed to use toilet and locker room facilities corresponding with their gender identity.
- Sports: Students are able to participate on teams corresponding with their gender identity unless doing so would create an unfair advantage or pose an unacceptable risk of injury. The MPA has a formal procedure for determining these issues.

As a board member, questions on these topics are easily answered by noting that our first goal is to make sure every student feels comfortable and welcome in our schools and that Maine Law is clear that these are not negotiable issues.

The second takeaway was that challenges to teaching controversial issues in the classroom or the presence of certain books in libraries are handled by policy. If parents come to you with concerns about what is in the curriculum, you can forward them CSD Policy IMB. If parents

come to you with concerns about library materials, you may point them to CSD Policy IJJ. Of course, referring them to the building-level administrator is also recommended.

High School Fire Update

We have had a setback in the gym floor replacement. The concrete was saturated and needed extensive time to dry before the new floor could be placed down. That work will begin Friday. We now anticipate being able to be on the floor in the second week of December, provided no other issues arise. Some early season games will be moved off-site. I have included a rendering of the final design and floor lettering for your review. Our insurance is covering everything but the deductible and a \$4000 cost to put railings on the ends of the visitors' set of bleachers.

The last item to be completed is replacing the trophy case and plaque wall. Jeff Hart has secured a cabinet maker to complete these two items.

Negotiations

We have sent a 10-day notification of intent to negotiate to the Megunticook Educational Support Association/MEA/NEA. The negotiators have met twice to prepare our proposal. Our first suggested date of October 27 to begin will not work for the Association. The union President will forward other dates to me.

Instructional Rounds

The administrators participated in instructional rounds this month. During this process, administrators from each school observe 3-4 classrooms in one of the buildings. The intent is to allow administrators to compare their observations with one another and calibrate their feedback. We will complete another round in December.

MidCoast Superintendent Meetings Update

This month's MidCoast Superintendent meeting focused on possible changes to ED 279. The most important issue to be decided at the State level concerns the rate at which low SES students will be funded in the ED 279 form. The funding for low SES students increased by 33% two years ago in response to the pandemic. The intent then was to be sure that schools did not see significant changes in funding as school enrollments dropped during the pandemic. With school enrollments stabilizing this year, the DOE is considering rolling back this funding to prepandemic levels in the coming fiscal year. However, they are also considering lowering the student-to-teacher ratio. This ratio determines how many teachers the EPS formula will fund as part of their base allocation. Both of these proposed changes will have little impact on the Towns of Camden and Rockport. The net effect if both are changed is harder to predict in the towns of Appleton, Hope, and Lincolnville. We will stay tuned for final changes to the funding formula in the coming months.

The group also discussed electric busing. Most MidCoast districts are taking a wait-and-see approach and will be looking to Five Town CSD/MSAD #28 and Rockland for feedback this spring.

EPA Electric Bus Grant

We learned that our grant request would not be funded.

Respectively Submitted,

Shawn Carlson

Electric bus debuts in Camden-Rockport schools

knox.villagesoup.com/2022/10/13/electric-bus-debuts-in-camden-rockport-schools/

By Jack M. FoleyReporter: Camden Herald

October 13, 2022



CAMDEN — Joining a national trend nudged on by billions of dollars in federal funding, the Camden-Rockport school district takes delivery this week on its first school bus powered by electricity. The extension cord is 23 miles long.

Just kidding.

Seriously, in addition to a host of stated environmental benefits, the district expects to save hundreds of thousands of dollars in fuel and maintenance costs over the life of the electric bus, compared to the bill for running the 15 gas and diesel buses that now make up the fleet.

And with that in mind, district officials have already applied for a piece of the \$5 billon in federal grants up for grabs over the next years to equip schools with electric buses and reduce dependence on fossil fuels.

The district has applied for funding for six more of the battery operated vehicles — although they do not expect it to happen just yet and an official said they will retain some of the old fleet in case the electricity goes out.

"This is the first round of funding," said district business manager Pete Orne. "It made sense that we at least consider it. I applied for six, but we don't have to accept six."



Pete Orne, business manager for the Camden-Rockport School District, wants to increase the size of the electric bus fleet. He has applied for federal funds for six more to add to the first one, scheduled for delivery Oct.13. The use of battery powered electric buses, he says, is a "natural extension" of the district's smart embracing already of solar, wind and thermal energy sources.

Those buses will cost \$250,000 each, he said, and come with charging stations. And grants require that one diesel bus be taken out of service for each electric bus put on the road.

Dubbed EV10, the district's first electric bus looks just like a traditional bus but has blue bumpers. Instead of a fossil fuel-powered engine and a drive train, it is crammed with batteries, computers and an extra battery pack. The pack will increase its range between charges from 60 miles up to about 160 miles, according to Orne. He said that will help reduce what has come to be known among electric vehicle owners as, "range anxiety."

Orne also was behind the Rockland district's order of its first electric school bus, expected to be delivered soon. He is that district's former business manager and has also has served on the Camden-Rockport School Board.

Camden-Rockport's new bus came with a price tag of \$386,000, almost three times the cost of a traditional school bus. It will come with its own charging system and is expected to go into trial service Oct. 19 and regular service shortly after, if all goes well.

Of the total cost, \$115,000 came from a \$50,000 community grant from the town of Camden and \$65,000 in federal grant funds, through the 2005 Diesel Emissions Reduction Act.

The balance will be paid by district tax payers via a 10-year capital lease program, Orne said.

And while that price tag might seem an extravagance, the business manager said the numbers show that it is a sound business decision — with added benefits for the community and the environment — and that those are the criteria he uses to judge whether or not to move ahead on an idea.

Here are the numbers, according to Orne: over the lifetime of a traditional bus, the district spends about \$140,000 for fuel and \$110,000 for maintenance. That's \$250,000 for about 200,000 to 220,000 miles of use.

For the same number of miles, the EV101 will use about \$29,000 in electricity and cost about \$44,000 in maintenance, for a total of \$73,000. That's a 70 percent savings compared to fossil fuel buses.

"It's pretty amazing, the difference in energy usage," Orne said.

In addition, all aspects of the new bus operating system, from electricity use to heating and air conditioning, are monitored, controlled and can be adjusted remotely by computers — from the factory or the district bus yard in Camden.

"These buses are online," he added.

Orne described other facts and figures related to the new school bus:

A full recharge of the batteries takes 5 to 6 hours, but two hours would be enough for either a morning or afternoon run.

The EV101 seats 71 passengers.

District bus runs typically are 30 miles each in the morning and afternoon.

Use of the bus is the equivalent of taking five cars off the roads.

EV101 makes less noise so will promote quieter neighborhoods and reduce sound pollution town-wide.

The buses reduce exposure to fossil fuel exhaust.

Orne called the move to electric buses "a natural extension" of the district's investment and success in non-fossil fuel energy sources.

He cited the extensive, and cost-saving use of solar, windmill and thermal energy at the high school as an example.

"The district is so far ahead of the curve in the use of alternative energy, it's pretty incredible," Orne observed.

And he looks for more innovation and sharing with other districts to come.

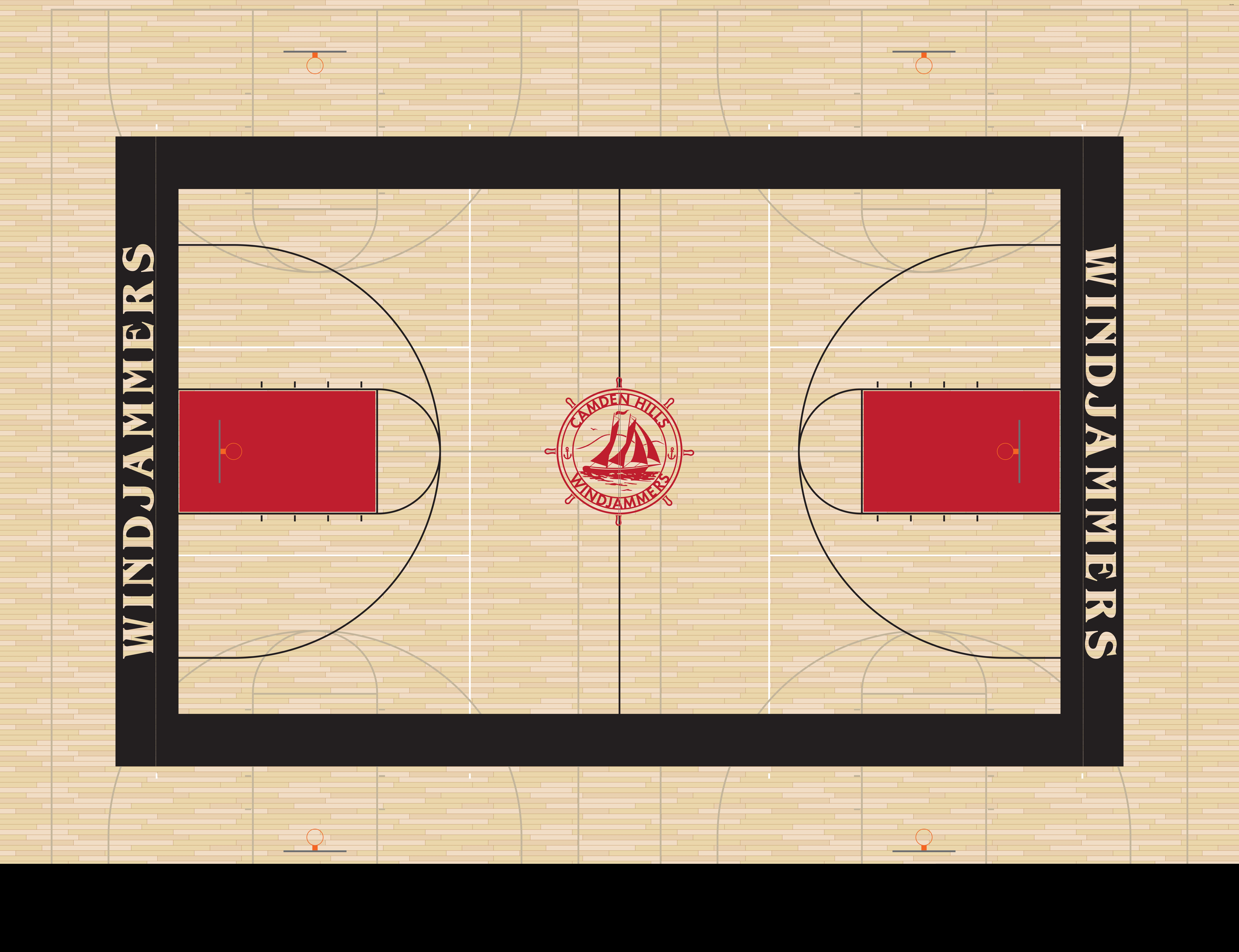
It is possible, for example, that soon schools visiting for sports events in electric buses will be able to recharge their vehicles at one another's stations.

And, he added, "Wouldn't it be nice to be able to plug a bus right into our windmill or solar power? It just goes to show you can use these two technologies together."

« Previous

Area towns take on local issues Nov. 8 including Rockport hotel room cap Next »

Rockland Council acts on zone change, rec center assessment © 2022







(207) 236-3358 FAX (207) 236-7810

Shawn Carlson, Ph.D. Interim Superintendent Debra McIntyre

Assistant Superintendent



Five Town CSD Assistant Superintendent Board Report November 11, 2022

Truancy Report for 2021-22

Five Town CSD

Truancy Definition: A student who has completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive days of unexcused absences during the school year.

2021 – 22 Truancy Data

Grade	# of Students
Ninth	6
Tenth	6
Eleventh	2

This data mirrors the 20-21 truancy data with a total of 14 students. Three of these students were encouraged to pursue an early graduation pathway, one student is now in the Zenith program and three other students were provided with additional engagement interventions.

The Assistant Principals monitor student attendance and follow up with students and parents when there is a concern. The MTSS process also refers to a student's attendance data to discuss any appropriate interventions. Many times, there is an issue of disengagement so interventions could include connecting the student to extra-curricular activities, making peer/social connections, and/or looking at a student's overall educational program. Assistant Principals work closely with the school counselors and the families to support students who are struggling with attending school.

CHRHS Assessment Data for 2021-22

The Maine Department of Education in 2021-22 required all third-year high school students to participate in the state test in the content areas of reading, mathematics, and science. As you may remember the state shifted the assessment from the SAT to the NWEA test. The state is in the process of shifting the assessment again for 2022-23, still using the NWEA but revising the test to align with state standards vs. national norms. In addition, the reading and math assessment will be required at the 10th grade level (science stays at the 11th grade) and will be administered two times per year. This continuous shifting in the assessment platform makes it challenging for school districts to review longitudinal data. As you can see by the data below, our math and reading scores from last year are mirroring the nationwide trend with scores trending lower.

Grade 11 NWEA Spring

NWEA Content	Mean RIT Score Spring 2020	Percentile	Mean RIT Score Spring 2021	Percentile
Reading	234.8	89 th percentile	227.2	55 th percentile
Mathematics	245.8	86 th percentile	241.8	62 nd percentile

^{*2020} norms

Typically, in this data report I also include the grade 11 SAT results. Last year we only had 33 students take the SAT. Director Marks reached out to cohort schools and they too experienced low numbers. Many colleges have moved to test-optional and are not requiring the SAT for admission. We still recommend students take the SAT and we will be a test site this year, with the test being offered on Nov. 5th and March 11th.

The PSAT, however, is given to all juniors and sophomores. I have included the PSAT data for the past two years for 10th grade students.

Grade 10 PSAT Fall

PSAT Content	Mean Score Fall 2020	State/National Mean Score	Mean Score Fall 2021	State/National Mean Score
Reading + Writing	497	474/487	507	481/465
Mathematics	462	450/471	472	457/454

Respectfully Submitted,

Debra McIntyre





(207) 236-3358 FAX (207) 236-7810 **Shawn Carlson, Ph.D.**Interim Superintendent



Debra McIntyre Assistant Superintendent

Five Town CSD Board CHRHS Principal Board Report November 2, 2022

Current Enrollment Figures

Grade	October	November
9 th Grade	199	198
10 th Grade	178	178
11 th Grade	169	169
12 th Grade	172	172
Total	718	717

2022-23 Course Enrollment Data

Class Level	Min (sections)	Max (sections)
College Prep (min: 14; max 20)	47	24
All others (min: 15; max 23)	26	4
Average Course Enrollment	15.1	
Total Sections	252	

See the following detailed course enrollment report for specific enrollment data

COVID-19 Cases (as of 10-27-22)

COVID-19 Weekly Cases	
Week	Cases
Week of Sept 5	17
Week of Sept 12	12
Week of Sept 19	1
Week of Sept 26	7
Week of Oct 3	4
Week of Oct 10	5
Week of Oct 17	14
Total (Staff & Students)	68
Total (Staff Only)	22

Social-Emotional Development (see Holistic Student Assessment: Summary Reports)

In September, Grades 9 through 11 completed the Holistic Student Assessment (HSA), a datadriven tool to help CHRHS staff promote social-emotional development. Students answered questions about themselves in the 61-question survey. The self-reporting tool then provides teachers, staff, and administration with a social-emotional "portrait" of the student's strengths and challenges. As an entry point, staff received professional development on how to read the individual, classroom, and school-wide data.

In October, we provided staff-led, differentiated workshop sessions on utilizing the student portraits to customize teaching and intervention strategies. The asset-based student portrait provides teachers with information on how well the student can cope with stressful factors in their environment, which are identified in the HSA summary charts as strengths. Additionally, student challenges are identified, providing input to teachers on how well a student can self-regulate their body, mind, and cognition. The differentiated workshop sessions included professional development on using individual portraits for relationship building, classroom summary information for understanding group dynamics better, and tailoring instructional strategies to the assets each student is bringing to the classroom.

Depending on the number of self-reported strengths, students are identified as needing Tier 1 intervention (universal supports), Tier 2 (small group intervention), or Tier 3 (individualized intervention). As a school, we have found that the portrait can identify students who are struggling in a way that is not immediately obvious to a teacher. These students are often in the Tier 2 level of support. Using the HSA, we can use a proactive approach to addressing student needs.

My report contains summary data for three grade levels, $9^{th} - 11^{th}$. The aggregate data describes grade-level characteristics. Before COVID-19, we relied on years of experience to know what a "typical" 9^{th} or 10^{th} grade might need for support. The pandemic has forced educators to rethink what past practices might look like. Using the HSA, CHRHS is committed to meeting students where they are with their social-emotional development. For the 9^{th} grade, it means using their strength of empathy to commend them for being tuned into the feelings of others while understanding their challenge of assertiveness means we need to help them find their voice. For the 10th grade, their action-oriented strength means we need to infuse movement into their day while also helping them develop assertiveness. Finally, for our 11th grade, emotion control means they can maintain focus despite distractions, yet they need help finding joy in their learning.

While child development is often described in stages, the impact of the pandemic on social-emotional development is still being understood. "Delays" within the stages of development due to pandemic stress and trauma are not clear. What we do know is that students need opportunities to build and hone their social-emotional competencies through their relationships with adults and peers.

Post-secondary Planning Support

We were pleased to provide a full day of career and college planning workshops for our 12th graders during the PSAT testing day. Seniors had a full array of career and college preparation

workshops and activities to choose from. School counselors provided sessions on the Common Application and financial aid. English teachers provided guidance on college essays. To help students get on a college campus, a group of seniors was brought to the University of Maine for a college tour. Career-focused students explored different career paths by job shadowing within the community.

Chills Assemblies

Now more than ever, students need to reconnect with their peers, form new bonds, and feel a sense of belonging. As the pandemic restrictions abate, we have intentionally dedicated time on Fridays for holding Chills Assemblies. The community meeting format allows students to stay informed of what's happening at the school, engage in lighthearted activities, like charades, and for leadership to rebuild a sense of community at CHRHS. The Chills Assemblies are run by Nell Dailey (Assistant Principal), Jeremy Marks (Director of Counseling), and our student emcees, Kyra Anderson and Owen Berez. For thirty minutes every week, the assemblies remind our students and staff that they are part of something bigger than themselves; they are members of the Chills community.

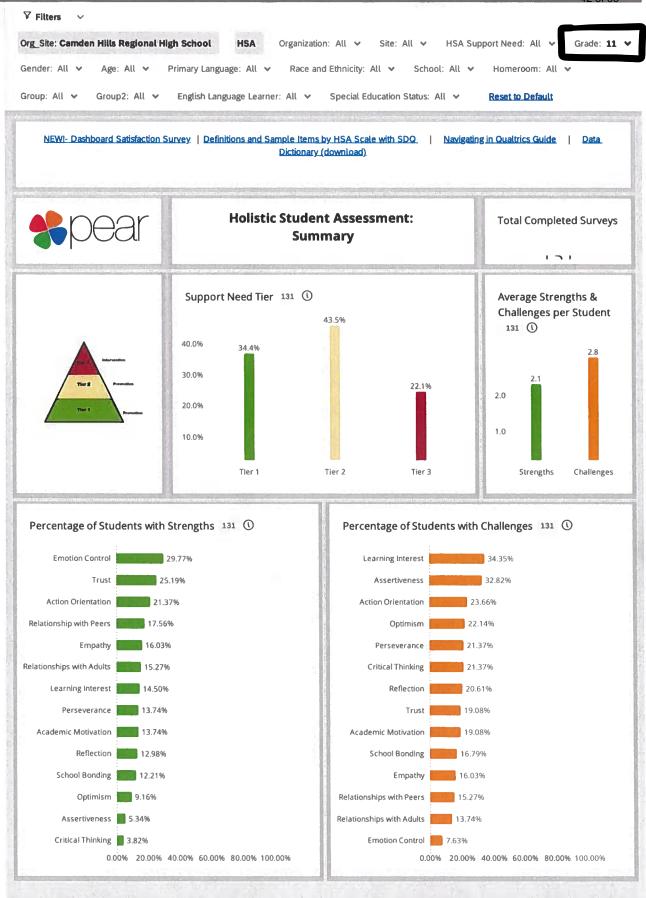
Momma Mia

With a cast and crew of over 60 students, CHRHS will stage the musical production of *Mamma Mia!* in November. Kailey Smith is directing the musical for the first time this year and is excited that we are returning to the stage for a live performance again this fall. This production includes smash hits from the band ABBA and a plot-twisting romantic story. Kailey appreciates Drew Albert and Craig Ouellette for their musical direction and Gretchen Henderson for her choreography. Technical director Tom Heath leads the student production team with Freya Hurlbert as set designer and Auren Teel as light designer. Jane Self continues her producer role with assistance from Shaunna Brown and student producer Ryan Southworth.

Respectfully Submitted,

Jen Curtis
Interim Principal

HSA Summary



Course-Section	Course Name	Expression	Teacher	Term	Enrollment
FA_INS130-1	Intro to Guitar	1A-1B(W)	Albert, Drew	S1	9
FA_VOC140H-1	Honors Treble Choir	4A-4B(W)	Albert, Drew	22- 23	9
FA_VOC130H-1	Honors Chamber Singers	1A-1B(R)	Albert, Drew	22- 23	10
FA_VOC110-1	Chorale	3B-3C(R)	Albert, Drew	22- 23	
SOS_HN210-3	Honors United States History	3A-3B(R)	Aldridge-Peacock, Suzanne	22- 23	15
SOS_HN210-4	Honors United States History	2A-2B(W)	Aldridge-Peacock, Suzanne	22- 23	19
SOS_ML-2	Media Literacy	1A-1B(R)	Aldridge-Peacock, Suzanne	S1	14
SOS_HN125-4	Honors World History I	3B-3C(W)	Aldridge-Peacock, Suzanne	S1	20
SOS_HN125-3	Honors World History I	1A-1B(W)	Aldridge-Peacock, Suzanne	S1	22
SOS_APHG-1	AP Human Geography	3B-3C(R)	Bendson, Megan	22- 23	25
SOS_CP125-8	World History I	1A-1B(R)	Bendson, Megan	S1	12
SOS_APHG-2	AP Human Geography	3B-3C(W)	Bendson, Megan	22- 23	22
SOS_CP125-9	World History I	1A-1B(W)	Bendson, Megan	S1	17
SOS_EL250-1	Behavioral Economics	4A-4B(R)	Bendson, Megan	S1	20
SCI_AP510-1	AP Environmental Science	3B-3C(R) 4A(R)	Benner, Lucas	22- 23	6
SCI_CP100-2	Global Science I	2A-2B(W)	Benner, Lucas	22- 23	16
SCI_CP100-3	Global Science I	3B-3C(W)	Benner, Lucas	22- 23	16
SCI_CP100-1	Global Science I	2A-2B(R)	Benner, Lucas	22- 23	17
SCI_CP310-1	Lab Chemistry	1A-1B(R)	Brassbridge, Jennifer	22- 23	20
SCI_CP310-3	Lab Chemistry	1A-1B(W)	Brassbridge, Jennifer	22- 23	20
SCI_CP310-2	Lab Chemistry	2A-2B(R)	Brassbridge, Jennifer	22- 23	20
SCI_FNDCHE-1	Foundations of Chemistry	2A-2B(W)	Brassbridge, Jennifer	S1	14
SCI_FNDCHE-3	Foundations of Chemistry	4A-4B(W)	Brassbridge, Jennifer	S1	14
FA_VIS109-2	Jewelry Studio	3B-3C(R)	Brown, Carolyn	S1	14
FA_VIS112-1	BIG Art	3A-3B(W)	Brown, Carolyn	S1	16

FA_VIS110-1	Printmaking	1A-1B(W)	Brown, Carolyn	S1	17
FA_VIS109-1	Jewelry Studio	2A-2B(R)	Brown, Carolyn	S1	17
FA_VIS201-1	Drawing	4A-4B(W)	Brown, Carolyn	S1	18
MAT_FNDGEO-1	Foundations of Geometry	4A-4B(W)	Burns, Barrett	22- 23	6
MAT_HN320-10	Honors Algebra II	1A-1B(R)	Burns, Barrett	22- 23	16
MAT_HN320-8	Honors Algebra II	3B-3C(W)	Burns, Barrett	22- 23	21
MAT_HN320-9	Honors Algebra II	4A-4B(R)	Burns, Barrett	22- 23	21
MAT_HN320-11	Honors Algebra II	1A-1B(W)	Burns, Barrett	22- 23	23
MAT_DS-6	Math Directed Study	2A-2B(W)	Burns, Barrett	S1	3
MAT_CP105-4	Algebra Ia	4A(R-W)	Burns, William	22- 23	11
MAT_CP300-11	Algebra II	3B-3C(R)	Burns, William	22- 23	12
MAT_CP105-3	Algebra la	2A(R-W)	Burns, William	22- 23	13
MAT_CP100-5	Algebra I	3A-3B(W)	Burns, William	22- 23	15
MAT_CP100-1	Algebra I	1A-1B(R)	Burns, William	22- 23	19
FA_VIS250-1	Advanced Art Portfolio	4A-4B(R)	Campbell, Kirsten	22- 23	13
AA_AWMF-1	Advanced Welding/Metal Fab	4A-4B(W)	Campbell, Kirsten	S1	3
SPED_EAM-3	Exploring Art & Music	1A-1B(W)	Campbell, Kirsten	S1	12
AA_IND301-1	Welding/Metal Fabrication	4A-4B(W)	Campbell, Kirsten	S1	9
FA_VIS105-1	3-D Design	1A-1B(R)	Campbell, Kirsten	S1	14
FA_VIS203-3	Painting	2A-2B(W)	Campbell, Kirsten	S1	18
FA_VIS105-2	3-D Design	3A-3B(R)	Campbell, Kirsten	S1	20
AA_FCS116-1	Culinary Discoveries	1A-1B(R)	Casselman, Arla	S1	16
AA_FCS105-2	Culinary & Cultural Studies	1A-1B(W)	Casselman, Arla	S1	16
AA_FCS105-1	Culinary & Cultural Studies	2A-2B(R)	Casselman, Arla	S1	16
AA_FCS133-1	Creative Sewing	2A-2B(W)	Casselman, Arla	S1	16
ENG_G10-2	English Grade 10	2A-2B(W)	Chamberlain, Jane	22- 23	13
ENG_G10-4	English Grade 10	4A-4B(W)	Chamberlain, Jane	22- 23	14

ENG_G10-1	English Grade 10	3B-3C(W)	Chamberlain, Jane	22- 23	17
ENG_G10-5	English Grade 10	4A-4B(R)	Chamberlain, Jane	22- 23	19
HENG_G10-3	Honors English Grade 10	2A-2B(R)	Chamberlain, Jane	22- 23	23
ENG_HRAI-1	Honors Race and Identity	3A-3B(W)	Cole-Pardun, Sara	S1	11
HZN_125A-1	Honors Integrated Humanities: English	2A-2B(R)	Cole-Pardun, Sara	22- 23	13
HZN_125A-2	Honors Integrated Humanities: English	2A-2B(W)	Cole-Pardun, Sara	22- 23	14
ENG_HAS-2	Honors American Studies	4A-4B(W)	Cole-Pardun, Sara	22- 23	17
ENG_HAS-1	Honors American Studies	4A-4B(R)	Cole-Pardun, Sara	22- 23	18
ENG_RAI-1	Race and Identity	3A-3B(W)	Cole-Pardun, Sara	S1	12
WL_SPANA-3	Spanish Novice A	3A-3B(W)	Corson, Heather	22- 23	21
WL_SPANB-3	Spanish Novice B	4A-4B(W)	Corson, Heather	22- 23	21
WL_SPANB-2	Spanish Novice B	3A-3B(R)	Corson, Heather	22- 23	14
WL_SPANB-1	Spanish Novice B	1A-1B(R)	Corson, Heather	22- 23	17
WL_SPANA-2	Spanish Novice A	2A-2B(W)	Corson, Heather	22- 23	20
WL_SPANA-1	Spanish Novice A	1A-1B(R)	Cote, Jill	22- 23	22
WL_SPAIB-7	Spanish Intermediate B	3B-3C(R)	Cote, Jill	22- 23	11
WL_APSPALC-1	AP Spanish Language and Culture	4A-4B(W)	Cote, Jill	22- 23	13
WL_SPAIB-6	Spanish Intermediate B	4A-4B(R)	Cote, Jill	22- 23	17
WL_SPAIB-5	Spanish Intermediate B	2A-2B(W)	Cote, Jill	22- 23	18
SCI_HLP-1	Honors Lab Physics	2A-2B(R)	Damian, Lisa	22- 23	12
SCI_AP520-1	AP Physics	1A-2A(W)	Damian, Lisa	22- 23	14
SCI_FNDPHY-2	Foundations of Physics	3B-3C(R)	Damian, Lisa	S1	18
SCI_FNDPHY-3	Foundations of Physics	4A-4B(R)	Damian, Lisa	S1	19
HPE_HE100-5	Health	4A-4B(R)	Duke, Joanna	S1	23
HPE_PE130-2	Recreational Activities	2A-2B(R)	Duke, Joanna	S1	27
HPE_PE120-4	Personal Fitness	1A-1B(W)	Duke, Joanna	S1	28

HPE_PE130-1	Recreational Activities	1A-1B(R)	Duke, Joanna	S1	29
HPE_PE120-5	Personal Fitness	2A-2B(W)	Duke, Joanna	S1	32
AA_TVP200-1	Intro to Digital Filmmaking	1A-1B(R)	Feeney, Thad	S1	13
AA_TVP200-2	Intro to Digital Filmmaking	3A-3B(R)	Feeney, Thad	S1	14
AA_INT110-1	Photoshop: An Introduction	4A-4B(R)	Feeney, Thad	S1	15
AA_INT150-2	Graphic Design	2A-2B(W)	Feeney, Thad	S1	17
AA_INT150-3	Graphic Design	3B-3C(W)	Feeney, Thad	S1	17
WL_SPAIA-3	Spanish Intermediate A	3A-3B(W)	Ferlauto, Amy	22- 23	11
WL_SPAIA-1	Spanish Intermediate A	3B-3C(R)	Ferlauto, Amy	22- 23	13
WL_SPAIC-1	Spanish Intermediate C	1A-1B(W)	Ferlauto, Amy	22- 23	14
WL_SPAIA-4	Spanish Intermediate A	4A-4B(W)	Ferlauto, Amy	22- 23	19
WL_SPAIA-2	Spanish Intermediate A	4A-4B(R)	Ferlauto, Amy	22- 23	20
ENG_G9-5	English Grade 9	2A-2B(W)	Forster, Patti	22- 23	9
ENG_G9-3	English Grade 9	2A-2B(R)	Forster, Patti	22- 23	15
ENG_G9-2	English Grade 9	1A-1B(R)	Forster, Patti	22- 23	16
ENG_G10-6	English Grade 10	1A-1B(W)	Forster, Patti	22- 23	16
ENG_G10-3	English Grade 10	3B-3C(W)	Forster, Patti	22- 23	18
ENG_AP500-1	AP English Literature & Comp.	4A-4B(R)	Gillette, Jamie	22- 23	10
HENG_G9-2	Honors English Grade 9	1A-1B(W)	Gillette, Jamie	22- 23	14
ENG_HJOUR-1	Honors Journalism	2A-2B(R)	Gillette, Jamie	S1	5
HENG_G9-1	Honors English Grade 9	1A-1B(R)	Gillette, Jamie	22- 23	15
HENG_G9-3	Honors English Grade 9	4A-4B(W)	Gillette, Jamie	22- 23	20
ENG_JOUR-1	Journalism	2A-2B(R)	Gillette, Jamie	S1	5
SOS_CP200-9	U.S. History	2A-2B(W)	Grey, Mike	22- 23	22
SOS_CP200-10	U.S. History	4A-4B(W)	Grey, Mike	22- 23	22
SOS_CP200-8	U.S. History	2A-2B(R)	Grey, Mike	22- 23	24

SOS_EL240-1	Active Citizenship	3A-3B(R)	Grey, Mike	S1	21
SOS_CP200-7	U.S. History	1A-1B(R)	Grey, Mike	22- 23	15
MAT_CP300-7	Algebra II	1A-1B(R)	Ha, Oai	22- 23	9
MAT_AP201-2	AP AB Calculus	4A(R-W) 4B(R)	Ha, Oai	22- 23	6
MAT_AP201-1	AP AB Calculus	2A(R) 2B(R- W)	Ha, Oai	22- 23	17
MAT_CP300-8	Algebra II	1A-1B(W)	Ha, Oai	22- 23	19
AA_FCS210-6	Personal Financial Management	1A-1B(R)	Heath, Janet	S1	24
AA_BUS305-1	Marketing	2A-2B(W)	Heath, Janet	S1	6
AA_BUS305-2	Marketing	4A-4B(W)	Heath, Janet	S1	7
AA_BUS310-1	Entrepreneurship I	3A-3B(R)	Heath, Janet	S1	10
AA_BUS200-2	Accounting I	1A-1B(W)	Heath, Janet	S1	17
ENG_G9-9	English Grade 9	2A-2B(W)	Holt, Noah	22- 23	6
FLA_LA200-1	Latin II	1A-1B(W)	Holt, Noah	22- 23	10
FLA_LA100-2	Latin I	3B-3C(W)	Holt, Noah	22- 23	11
FLA_LA300-1	Latin Poetry Writers	1A-1B(R)	Holt, Noah	22- 23	13
FLA_LA100-1	Latin I	4A-4B(R)	Holt, Noah	22- 23	17
SOS_ECONE-1	Economics for Everyone	1A-1B(R)	Howard, Melissa	S1	9
SOS_HN210-2	Honors United States History	4A-4B(W)	Howard, Melissa	22- 23	18
SOS_HN210-1	Honors United States History	3B-3C(W)	Howard, Melissa	22- 23	22
SOS_HN125-2	Honors World History I	2A-2B(W)	Howard, Melissa	S1	17
SOS_HN125-1	Honors World History I	2A-2B(R)	Howard, Melissa	S1	22
HPE_HE100-3	Health	1A-1B(W)	Kelly, Patrick	S1	23
HPE_HE100-2	Health	2A-2B(R)	Kelly, Patrick	S1	24
HPE_PE120-3	Personal Fitness	4A-4B(R)	Kelly, Patrick	S1	30
SCI_FNDBIO-4	Foundations of Biology	4A-4B(W)	Kelly, Patrick	22- 23	14
HPE_HE100-1	Health	1A-1B(R)	Kelly, Patrick	S1	19
SCI_CP410-2	Lab Physics	4A-4B(R)	Klemmer, Sue	22- 23	9

SCI_HLC-4	Honors Lab Chemistry	4A-4B(W)	Klemmer, Sue	22- 23	18
SCI_HLC-1	Honors Lab Chemistry	1A-1B(R)	Klemmer, Sue	22- 23	19
SCI_CP410-1	Lab Physics	1A-1B(W)	Klemmer, Sue	22- 23	19
SCI_HLC-2	Honors Lab Chemistry	2A-2B(R)	Klemmer, Sue	22- 23	19
MAT_CP200-8	Geometry	2A-2B(W)	Kramer, Zachary	22- 23	21
MAT_CP200-7	Geometry	3A-3B(R)	Kramer, Zachary	22- 23	21
MAT_CP300-10	Algebra II	3B-3C(W)	Kramer, Zachary	22- 23	14
MAT_CP300-9	Algebra II	4A-4B(R)	Kramer, Zachary	22- 23	16
MAT_CP200-9	Geometry	4A-4B(W)	Kramer, Zachary	22- 23	20
MAT_CP100-4	Algebra I	3A-3B(R)	Levenseler, Lora	22- 23	22
MAT_HN300-1	Honors Pre-Calculus	1A-1B(W)	Levenseler, Lora	22- 23	15
MAT_CP100-2	Algebra I	1A-1B(R)	Levenseler, Lora	22-	16
MAT_CP100-6	Algebra I	3B-3C(W)	Levenseler, Lora	22- 23	16
MAT_HN300-2	Honors Pre-Calculus	2A-2B(W)	Levenseler, Lora	22- 23	23
FLA_FR500-1	French V	2A-2B(W)	Mann, Donald	22- 23	9
FLA_FR400-1	French IV	3B-3C(W)	Mann, Donald	22- 23	11
FLA_FR300-2	French III	1A-1B(R)	Mann, Donald	22- 23	12
FLA_FR300-1	French III	3B-3C(R)	Mann, Donald	22- 23	14
FLA_FR400-2	French IV	4A-4B(W)	Mann, Donald	22- 23	17
GT_APSEM-1	AP Seminar	4A-4B(R)	Masseur, Jude	22- 23	4
GT_APRES-1	AP Research	4A-4B(W)	Masseur, Jude	22- 23	4
HZN_125B-1	Honors Integrated Humanities: History	1A-1B(R)	Masseur, Jude	22- 23	13
HZN_125B-2	Honors Integrated Humanities: History	1A-1B(W)	Masseur, Jude	22- 23	14
ENG_HOL-1	Honors Outdoor Lit	2A-2B(R)	Masseur, Jude	S1	2

ENG_OL-1	Outdoor Lit	2A-2B(R)	Masseur, Jude	S1	20
MCST_CTEE-2	MCST CTE Exploratory	1A-2B(W)	McCarthy, Bryan	22- 23	10
MCST_CTEE-3	MCST CTE Exploratory	3C(W) 4A- 4B(W)	McCarthy, Bryan	22- 23	11
AA_APCS-1	AP Computer Science	4A-4B(W)	McKenzie, lan	22- 23	6
AA_ROB-1	Robotics	3B-3C(R)	McKenzie, Ian	S1	7
AA_INT210-3	Intro to Computer Programming	1A-1B(W)	McKenzie, lan	S1	11
FA_FCS120-1	Interior Design	2A-2B(W)	McKenzie, Ian	S1	16
AA_CSPI-1	Computer Science Principles	1A-1B(R)	McKenzie, lan	S1	18
MAT_HN220-2	Honors Geometry	3A-3B(R)	Messer, Meredith	22- 23	11
MAT_HN400-1	Honors Calculus	4A-4B(R)	Messer, Meredith	22- 23	12
MAT_AP300-1	Pre-AP Calculus	2A-2B(W)	Messer, Meredith	22- 23	19
MAT_HN220-3	Honors Geometry	4A-4B(W)	Messer, Meredith	22- 23	19
MAT_HN220-1	Honors Geometry	2A-2B(R)	Messer, Meredith	22- 23	20
SOS_CP125-10	World History I	2A-2B(R)	Metzler, Michele	S1	21
SOS_EL245-1	Maine: How Our Past Informs Our Present	2A-2B(W)	Metzler, Michele	S1	21
SOS_AP500-1	AP US History	1A-1B(R)	Metzler, Michele	22- 23	8
SOS_AP500-2	AP US History	3A-3B(W)	Metzler, Michele	22- 23	20
SOS_CP125-11	World History I	4A-4B(W)	Metzler, Michele	S1	14
SCI_CP200-2	Lab Biology	2A-2B(R)	Mismash, Sarah	22- 23	19
SCI_CP200-1	Lab Biology	1A-1B(R)	Mismash, Sarah	22- 23	20
SCI_CP200-3	Lab Biology	1A-1B(W)	Mismash, Sarah	22- 23	20
SCI_CP200-4	Lab Biology	2A-2B(W)	Mismash, Sarah	22- 23	20
SCI_ANPH-1	Anatomy & Physiology	3B-3C(R)	Mismash, Sarah	S1	15
MAT_CP410-1	Trigonometry & Advanced Math Topics	4A-4B(W)	Motylewski, Rowena	22- 23	11
MAT_HN120-2	Honors Algebra I	3A-3B(W)	Motylewski, Rowena	22- 23	14

MAT_CP200-11	Geometry	1A-1B(R)	Motylewski, Rowena	22- 23	15
MAT_CP200-10	Geometry	2A-2B(R)	Motylewski, Rowena	22- 23	19
MAT_HN120-1	Honors Algebra I	3A-3B(R)	Motylewski, Rowena	22- 23	22
ENG_AP510-1	AP English Language & Comp.	2A-2B(R)	Munson, Jennifer	22- 23	9
ENG_AP510-2	AP English Language & Comp.	4A-4B(R)	Munson, Jennifer	22- 23	9
ENG_HPOET-1	Honors Poetry	3A-3B(W)	Munson, Jennifer	S1	6
ENG_HCWRIT-1	Honors Creative Writing	2A-2B(W)	Munson, Jennifer	S1	8
ENG_PHIL-2	Philosophy	4A-4B(W)	Munson, Jennifer	S1	8
ENG_HPHIL-2	Honors Philosophy	4A-4B(W)	Munson, Jennifer	S1	9
ENG_CW-1	Creative Writing	2A-2B(W)	Munson, Jennifer	S1	12
ENG_POET-1	Poetry	3A-3B(W)	Munson, Jennifer	S1	13
SCI_HN100-5	Honors Global Science	2A-2B(W)	Murphy, Margo	22- 23	15
SCI_HN100-4	Honors Global Science	1A-1B(W)	Murphy, Margo	22- 23	16
SCI_HN100-3	Honors Global Science	4A-4B(R)	Murphy, Margo	22- 23	18
SCI_HN100-1	Honors Global Science	1A-1B(R)	Murphy, Margo	22- 23	19
SCI_HN100-2	Honors Global Science	2A-2B(R)	Murphy, Margo	22- 23	19
FA_INS125H-1	Honors Jazz Ensemble	3A-3B(W)	Ouellette, Craig	22- 23	19
FA_INS100-1	Concert Band	3A-3B(R)	Ouellette, Craig	22- 23	
ENG_CS-3	Chinese Studies	2A-2B(R)	Paul, Trevor	S1	11
ENG_G9-6	English Grade 9	1A-1B(W)	Paul, Trevor	22- 23	16
ENG_G9-1	English Grade 9	4A-4B(W)	Paul, Trevor	22- 23	18
ENG_CS-2	Chinese Studies	4A-4B(R)	Paul, Trevor	S1	8
ENG_HCS-2	Honors Chinese Studies	4A-4B(R)	Paul, Trevor	S1	10
ENG_HCS-3	Honors Chinese Studies	2A-2B(R)	Paul, Trevor	S1	12
HENG_G10-2	Honors English Grade 10	3A-3B(W)	Paul, Trevor	S1	23
ELD_300-2	ELD Advanced	1A-1B(R)	Randall, Renee	22- 23	1
ELD_300-1	ELD Advanced	1A-1B(W)	Randall, Renee	22- 23	2

ENG_G9-4	English Grade 9	3A-3B(R)	Randall, Renee	22- 23	11
ENG_G9-8	English Grade 9	3A-3B(W)	Randall, Renee	22- 23	12
ENG_G9-7	English Grade 9	4A-4B(R)	Randall, Renee	22- 23	15
VPATHE100-1	Theatre for Social Change	1A-1B(W)	Smith, Kailey	S1	5
FA_DRA110-1	Tech Theater B: Light! Sound!	4A-4B(R)	Smith, Kailey	S1	6
ENG_CP120N-1	Theater Performance	2A-2B(W)	Smith, Kailey	S1	12
FA_DRA100-1	Tech Theater A: Building Stage Magic	4A-4B(W)	Smith, Kailey	S1	19
FA_VIS208-1	Clay Studio I	1A-1B(R)	Southworth, Suzanne	S1	17
FA_VIS208-2	Clay Studio I	2A-2B(R)	Southworth, Suzanne	S1	18
FA_VIS113-1	Visual Journaling	1A-1B(W)	Southworth, Suzanne	S1	19
FA_VIS113-2	Visual Journaling	2A-2B(W)	Southworth, Suzanne	S1	19
FA_VIS208-3	Clay Studio I	4A-4B(R)	Southworth, Suzanne	S1	19
SCI_CP100-4	Global Science I	1A-1B(R)	Stewart, Justin	22- 23	13
SCI_HLC-3	Honors Lab Chemistry	3B-3C(R)	Stewart, Justin	22- 23	14
SCI_CP100-6	Global Science I	1A-1B(W)	Stewart, Justin	22- 23	17
SCI_CP100-7	Global Science I	4A-4B(W)	Stewart, Justin	22- 23	17
SCI_CP100-5	Global Science I	4A-4B(R)	Stewart, Justin	22- 23	19
MAT_STIPROB-2	Statistics I & Probability	4A-4B(W)	Vadas, Trevor	S1	11
MAT_CHCOLAL-	CHRHS College Algebra	2A-2B(R)	Vadas, Trevor	22- 23	6
MAT_AP210-1	AP Statistics	1A-1B(W)	Vadas, Trevor	22- 23	13
MAT_AP250-1	AP Calculus BC	3B-3C(W)	Vadas, Trevor	22- 23	15
MAT_STIPROB-1	Statistics I & Probability	3B-3C(R)	Vadas, Trevor	S1	17
FLA_FR200-1	French II	1A-1B(R)	Van Hoewyk, Abigail	22- 23	13
FLA_FR100-1	French I	3B-3C(R)	Van Hoewyk, Abigail	22- 23	13
FLA_FR200-3	French II	4A-4B(W)	Van Hoewyk, Abigail	22- 23	16

CHRHS Detailed Course Enrollment Report

ELA EDAGO O	Enomale I	4A 4D/D)	Man Hannah	00	
FLA_FR100-2	French I	4A-4B(R)	Van Hoewyk, Abigail	22- 23	17
FLA_FR200-2	French II	2A-2B(W)	Van Hoewyk, Abigail	22- 23	19
SCI_AP500-1	AP Biology	1A-2A(W)	Vencile, Ken	22- 23	9
SCI_HLB-2	Honors Lab Biology	3B-3C(R)	Vencile, Ken	22- 23	18
SCI_HLB-4	Honors Lab Biology	4A-4B(W)	Vencile, Ken	22- 23	18
SCI_HLB-1	Honors Lab Biology	1A-1B(R)	Vencile, Ken	22- 23	20
SCI_HLB-3	Honors Lab Biology	4A-4B(R)	Vencile, Ken	22- 23	21
SOS_EL220-1	Introduction to Psychology	2A-2B(R)	Wallace, Mark	S1	22
SOS_EL220-3	Introduction to Psychology	3A-3B(W)	Wallace, Mark	S1	23
SOS_CP125-12	World History I	2A-2B(W)	Wallace, Mark	S1	13
SOS_APPSY-1	AP Psychology	1A-1B(R)	Wallace, Mark	22- 23	20
SOS_CP125-13	World History I	4A-4B(W)	Wallace, Mark	S1	15
ENG_OMSF-1	Oh My! Sci Fi	2A-2B(R)	Williams, Todd	S1	13
ENG_HOMSF-1	Honors Oh My! Sci Fi	2A-2B(R)	Williams, Todd	S1	9
ENG_HCWRIT-4	Honors Creative Writing	2A-2B(W)	Williams, Todd	S1	1
ENG_HWFC-1	Honors Writing for College	3A-3B(W)	Williams, Todd	S1	1
ENG_HDCI-1	Honors Debate & Controv Issues	4A-4B(R)	Williams, Todd	S1	3
ENG_HOMSF-2	Honors Oh My! Sci Fi	4A-4B(W)	Williams, Todd	S1	3
ENG_WFC-1	Writing for College	3A-3B(W)	Williams, Todd	S1	8
ENG_DCI-1	Debate & Controv Issues	4A-4B(R)	Williams, Todd	S1	9
ENG_CW-4	Creative Writing	2A-2B(W)	Williams, Todd	S1	12
ENG_OMSF-2	Oh My! Sci Fi	4A-4B(W)	Williams, Todd	S1	12
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(207) 236-3358 FAX (207) 236-7810 **Shawn Carlson, Ph.D.**Interim Superintendent

Debra McIntyre Assistant Superintendent



Five Town CSD
Finance Committee Meeting
Wednesday, October 5, 2022
6:30 P.M.
Rose Hall Conference Room

MINUTES

Board Present
Marcus Mrowka, Chair
Amelia Grant
Than Porter
Rebecca Flanagan, Ex Officio

Also Present

Shawn Carlson, Superintendent Peter Orne, Business Manager

- Call to Order
 - Chair Mrowka called the meeting to order at 6:30.
- 2. Review FY23 Committee Goals

The committee set the following goals for FY23

- a. To understand the budget and process and to be able to explain it to a resident.
 - i. Turn the budget into a narrative that tells a story
- b. To understand the Maine State Subsidy for Education
 - The committee had a short discussion about minimum receivers and the District.
- c. To learn more about federal grants
- 3. Review September Interim Financials
 - a. Financials are attached
 - b. The committee discussed Debt Article MCST
- 4. Other
 - a. Business Manager Peter Orne gave an update on the CHRHS fire insurance claim, which is closing in on \$400,000.
 - i. The committee asked the Superintendent's Office to recognize all the efforts of local contractors who came to assist the CSD.
 - b. The committee discussed the past analysis of why student transportation is housed in Camden Rockport Schools and the CSD contracts with Camden Rockport Schools and not vice versa. The Committee will review a cost analysis at a future meeting.
- 5. Adjourn

The meeting adjourned at 6:56 P.M.

Five Town CSD Current Year Budget Summary as of 10-5-2022 Friday, September 30, 2022

Account Description	2022-23 Budgeted	Reported To Date		Balance Remaining	Percent Spent	
General Fund Expenditures						
Instruction						
9-12 Instruction	5,104,273	1,212,922		3,891,351	23.76%	
ESL	33,246	8,050		25,196	24.21%	
Horizons / GT	43,500	7,185		36,315	16.52%	
Zenith	279,366	66,481		212,886	23.80%	i
Subtotal	5,460,385	1,294,637	-	4,165,748	23.71%	
Special Education						
Admin	218,993	67,723		151,269	30.92%	
Resource Room	608,222	123,125		485,097	20.24%	
Self Contained	632,000	129,560		502,440	20.50%	
ESY	20,806	7,739		13,067	37.20%	
Psych	127,108	35,806		91,302	28.17%	
Subtotal	1,607,129	363,953	-	1,243,175	22.65%	
Vocational Education	56,494	14,123	-	42,370	25.00%	
Other Instruction-Co & Extra Curricular	646,442	130,759	-	515,683	20.23%	
Student and Staff Support						
Student and Staff Support 9-12 Guidance Office	579,607	160,407		419,199	27.68%	
9-12 Health Services	102,766	25,658		77,108	24.97%	
Curriculum Development	80,688	32,852		47,836		Offsets & Stipends
Teacher Course Reimbursement	5,575	-		5,575	0.00%	0.10010 G. 01.1pouo
9-12 Library	130,523	19,220		111,304	14.73%	
Technical Services	301,252	186,797		114,455	62.01%	Leases & Software
504 Instructions	9,000	-			0.00%	
Assessment	4,200	-		4,200	0.00%	
Subtotal	1,213,611	424,934	-	779,677	35.01%	
System Administration						
Board of Directors	75,271	8,118		67,153	10.78%	
Superintendent's Office	336,140	106,098		230,042	31.56%	
Business Office	252,935	79,317		173,618		Offsets Not posted
Subtotal	664,345	193,533	-	470,812	29.13%	, - · · · · · · · · · · · · · · · · · ·
School Administration	FCF 200	400 000		420.400	22 240/	
9-12 Principal Office	565,389	126,283		439,106	22.34%	
Transportation	513,715	102,777	-	410,938	20.01%	
Operations and Maintenance	1,685,603	321,493		1,364,110	19.07%	
Subtotal- Operating Expenses	12,413,114	2,972,492	-	9,431,622	23.95%	
Debt Service	692,486	173,121		519,365	25.00%	
Other Expenditures	113,000	10,500		102,500	9.29%	
Total Expenditures	13,218,601	3,156,114	-	10,053,487	23.88%	I
Comparative Info		Reported	Spent F	Y22 - September	26.6%	
Comparative into		•	•	- 7 of 26 Payrolls	26.0% 26.9%	
		•		<u> </u>		
		ı arg	c ι r 1∠3	- 3 of 12 Months	25.0%	
		_				

Forecast Remaining FY23

309,821.49 2.3%



(207) 236-3358 FAX (207) 236-7810 Shawn Carlson, Ph.D. Interim Superintendent Debra McIntyre

Assistant Superintendent

55 of 65

Five Town CSD **Facilities Committee Meeting** Tuesday, October 11, 2022 5:00 - 6:00 pmCHRHS Conference Room 245-A

MINUTES

Board Present

Rick Thackeray

Also Present

Mike Pierce Joe Debrosky Susan Hood Kaelen Landfair Jim O'Rourke Jen Curtis Jeff Hart Pete Orne Chris Fanelli

- 1. Call to Order
- 2. Review the May 24, 2022, Facilities Committee Meeting Minutes The minutes were approved as presented.
- 3. Amend the Existing Facilities Committee Charter The committee agreed to recommend re-chartering to the School Board for October 11, 2022, to October 10, 2023. The committee disagreed about changing language about the scope of the committee's "purpose" and "goal." Rick relayed that the School Board tacitly approved at its September Board Meeting to extend the committee's charter and expand the scope of the committee's charge to explore the feasibility of the two fields adjacent to the Don Palmer field. Mike P. and Joe D. disagreed with expanding the scope, projecting that such discussions would disrupt momentum with regard to the turf replacement on Don Palmer only.

Jim O. floated the possibility of spinning off a second committee to focus solely on all efforts to fundraise for project elements that would exceed the funding available through capital reserve and bonding that the School Board approves (see below). The committee did not develop a consensus on what to recommend to the School Board

regarding the scope of the Committee's charge (goal/purpose expansion), and the vote was tabled.

4. Committee Member Roles and Responsibilities

The committee discussed the role of the Committee relative to the CSD School Board and administration. Committee members were encouraged to take an active role in the project and not feel limited to consider only what is generated and endorsed by the administration.

5. Discuss Funding Options

Pete O. briefed the committee on the conceptual differences between the various funding options discussed. This chiefly included the use of capital reserve funds and bond issuance. Capital reserve funds could be made available immediately. Bonding would require School Board approval and a public vote but would not be limited to regular election dates (i.e., June or November) if deemed appropriate by the Board. Jim O. briefed the committee on fundraising, noting that this would not require any additional information than has already been generated. Costs associated with any "bid alternatives" that the School Board chooses not to fund through bonds and turf installation on the field hockey/softball and baseball/soccer practice fields could be addressed through fundraising. He said a small amount of money would be necessary to generate marketing materials for a fundraising effort. He repeated that this might be best served by a separate committee so that members of the current committee opposed to / ambivalent about improvements to the adjacent fields could easily opt-out of that effort. Rick floated the idea of achieving this through a subcommittee under the current charter rather than through a new, separate committee.

Pete O noted that there was a "Friends of the CSD" non-profit created many years ago to spearhead fundraising for other high school facility improvements that were not included in the original school construction budget. That organization still exists and could be used as the mechanism for raising and expending funds on athletic fields and improvements that exceed what the School Board and voters approve bonding to fund.

6. Review Field Option Proposals

Mike P. moved to recommend to the school board that it accept the Field Turf proposal to install turf on the Don Palmer field (\$1.35 - 1.65M), plus Bid Alternative 1 (Install athletic field lighting @\$400-500K) and Track, Option 2 (remove and replace surfacing @\$300-375K). There was a motion to explore funding possibilities. The motion was approved (unanimous). The committee was split as to whether this should be the final recommendation vs. phase one of multiple phases. With the committee wishing to continue through October 2023, it will continue to explore the feasibility of ancillary parts of the project and reserve the option to make follow-up recommendations.

7. Single Point Entry / Security Needs

Jeff H advised the committee that any field improvements designed to allow for night games must include limited access points due to security risks / behavior-related incidents increasingly common at nighttime sporting events. Jeff H. and Jen C. relayed student behavior incidents involving substance use at the most recent Friday Night Football game. In addition to single-point entry fencing, additional funding should be expected to cover the costs of having security guards/law enforcement present to ease the "policing" burden that currently falls upon existing administrative/facility staff.

8. Adjourn

The meeting adjourned at 6:20 P.M. Next meeting is Tuesday, November 8th, 5:00 – 6:00 P.M.



(207) 236-3358 FAX (207) 236-7810 Shawn Carlson, Ph.D.
Interim Superintendent

Debra McIntyreAssistant Superintendent



AD HOC FACILITIES COMMITTEE REVISED CHARTER October 11, 2022

<u>Purpose</u>: The committee will explore the feasibility of constructing a turf field at CHRHS to replace the Don Palmer Field. Specifically, the purpose of this Ad Hoc Committee is to:

- 1) Explore cost of construction and mechanisms to finance the possible project
- 2) Explore community support/objections for the project
- 3) Explore safety issues/health risks of playing on turf
- 4) Explore possible outside users/ fee generation
- 5) Explore benefits of foul weather use/reduction in grounds care

<u>Goal</u>: The committee will present to the School Board a comprehensive feasibility study for building a new turf field at CHRHS to replace the Don Palmer Field.

<u>Membership</u>: The building committee will be comprised of 12 voluntary members chosen by the School Board and Superintendent. These members will include 3 School Board Members, 3 District Staff Members, 2 Community Members, 2 Parent Members, and 2 Student Athlete Members.

<u>Decision Making</u>: A simple majority of the members will constitute a quorum. Recommendations to the board will be passed by a simple majority of those members present.

<u>Communication:</u> Minutes of the committee will be posted to committee members and the Board within a couple of days of each meeting and kept on file in the Central Office.

Resources: The committee will meet monthly.

Timeframe: This committee will meet between October 11, 2022 and October 10, 2023.

BUDGET PROPOSAL



CAMDEN HILLS REGIONAL HIGH SCHOOL FIELD RECONSTRUCTION August 31,2022





Concept Layout Plan

Existing Field

Prepared For: Jeff Hart – Athletic Director

Prepared By: Andrew Dyjak – Regional Vice President, New England

Chris Hulk, PE - Director of Design and Construction, New England

Address: 25 Keelson Drive, Rockport, Maine

This budget proposal is based upon existing site conditions, review meetings of the site with the School assumed Spring 23' construction. Below is a summary breakdown of cost of associated with site construction and synthetic turf procurement and installation.

Project Description:

This project proposes to design and reconstruct the existing stadium field to a new multi-purposed all weather synthetic turf field. The field has been sized to accommodate soccer, lacrosse, and field hockey fields inlaid in the turf. Additional tick marks may be added for football, baseball and softball bases as desired.

The existing field will have all fencing, topsoil, irrigation and goal posts removed. The existing track will be saw cut several inches inside of lane 1 to allow for installation of concrete turf anchor curb. Subgrade material will be imported or exported to achieve proposed grades. The field will then have concrete turf anchor curbing, stone base and drainage system installed. New goal posts and ball safety netting will be installed within the turf area. It is assumed that pole vault and high jump area will need to be rebuilt based on new field grades. All areas within the track will be synthetic turf except for these two jumping events.

The project is anticipated to be constructed in a +/- 3 - 4 month timeframe, depending on final scope. It is also anticipated that access and staging areas will be available in the adjacent parking lot. This budget is intended to assist the School in preparing for this project. Additional discussions, review and programming will be required to refine the scope and budget prior to construction.

BUDGET PROPOSAL



Synthetic Turf (+/- 112,000 s.f.)

- Furnish and install synthetic turf for field
- Synthetic Turf with SBR Rubber and Sand Infill
- Colors and field markings as shown on rendering
- o Center field logo and sideline logos
- Post installation GMax field testing
- Field design by Professional Engineer

Site Civil Construction

- o Install sediment and erosion controls including construction entrance pad
- Remove and dispose of existing topsoil
- Cut and cap existing irrigation system
 - Install turf box with quick coupler connection
- o Sawcut existing track to allow for installation of concrete turf anchor curb
- Rebuild high jump and pole vault area to work with new field grades.
- Remove and replace existing pole vault cage
- Import/export subbase material to meet proposed field grades
- Furnish and install all concrete turf anchor curbing and surface with track surfacing
- Furnish and install fencing and netting as applicable
- Furnish and install storm drainage piping and flat panel drains
- Furnish and install power outlet to each side of field
- Installation of dynamic stone base layers and storm drainage outlet
- Fine grade field in preparation of synthetic turf

SUGGESTED PROJECT BUDGET

\$ 1,350,000 - 1,650,000

Contingency

 A typical project of this type and scope we would suggest a contingency for design, general conditions and construction of 7% - 10%. This contingency would provide the School / Town level of safety for unknown site conditions such as rock removal, unsuitable soils, etc...

➢ Bid Alternate 1: Athletic Field Lighting

\$400,000 - \$500,000

- Furnish and install field lighting system for 4 pole LED system
- o Assumed suitable soils for light pole foundation installation
- Supply power to field area. Assumed available power supply within 100' of the field
- o 30 FC system

Bid Alternate 2: Bleacher Expansion

\$160,000 - \$230,000

- Approximately 400 seat bleacher expansion with 200 seats on each side of existing bleachers
- Existing bleachers to remain

BUDGET PROPOSAL



Bid Alternate 3: Bleacher Pad (Visitor Side)

\$20,000 - \$30,000

- o Install concrete pad for use as portable bleacher location.
- o Approximately 12' wide by 100' long
- Portable bleachers not provided
- Bid Alternate 4: Scoreboards (3)

\$210,000 - \$250,000

- Remove and replace existing scoreboards at each field
- o Assume programmable LED scoreboards with wireless controllers
- Assumes adequate power supply from existing scoreboards
- Bid Alternate 5: Storage Shed

\$40,000 - \$50,000

- o Furnish and install +/-10' x 40' storage shed on gravel pad
- Assumed 3 sets of double doors for access to each side
- o Provide power to shed

EXCLUSIONS:

- Any costs associated with necessary charges relating to the delineation of the field
- > The supply of manholes or clean-outs or grates, or supply of the manhole covers
- Any alteration or deviation from specifications involving extra costs, which alteration or deviation will be provided only upon executed change orders, and will become an extra charge over and above the offered price
- > Soil stabilization or remediation of any type
- Mass Excavation as required to achieve subgrade
- Rock excavation
- Offsite disposal of generated spoils
- Excavation or disposal of unsuitable or contaminated soils
- Site security

- Once subgrade has been established, a proof roll will be performed to ensure structural stability of the soils; in the event that unsuitable soils are encountered, a price to remedy these areas can be negotiated based on recommended methods per project Engineer
- > Testing or Inspection Fees
- Site restoration, sodding, landscaping or grow-in beyond disturbed areas
- Repair or resurfacing existing asphalt parking lot if damaged by truck traffic
- All union labor, prevailing wages or other labor law levies
- Bond fees and permits

Please feel free to reach out to any member of our project team with questions about our offer:

Andrew Dyjak
Regional Vice President
(860) 333-7839
Andrew.Dyjak@Fieldturf.com

Christopher Hulk, PE
Director of Design and Construction
(203) 676-4445
Christopher.Hulk@Fieldturf.com



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(207) 236-3358 FAX (207) 236-7810 Shawn Carlson, Ph.D.
Interim Superintendent
Debra McIntyre

Assistant Superintendent



Five Town CSD
Strategic Planning Committee Meeting
October 24, 2022
CHRHS Library

MINUTES

Board Present
Sarah Bradley Prindiville
Ramona Larsen
Marcus Mrowka

Also Present:

Shawn Carlson, Superintendent Jen Curtis Jeremy Marks Sara Cole-Pardun Lynne Brown Jess Day Cheryl LeBlond Katie Urey

- 1. The committee reviewed an implementation plan developed for the 2019-2020 school year. A discussion was held on the level of detail expected in the Strategic Plan versus the school-year implementation plan. Yearly implementation plans begin with the major goals and action steps in the Strategic Plan and then add detailed steps to accomplish the action steps in the Strategic Plan. It was pointed out that the Strategic Plan is a public-facing document, and the implementation plan is an internal-facing document with far more detail to guide school year work.
- 2. The committee next reviewed examples of plan components in the current CSD Strategic Plan and other sample strategic plans. The committee reviewed the following components:
 - a. Mission
 - b. Vision
 - c. Commitments to Students
 - d. Beliefs about learning
 - e. Core Values
 - f. Portrait of the Graduate

- 3. The committee decided to include the following components in the draft of the 2023-2027 strategic plan.
 - a. Mission
 - b. Commitment to Students
 - c. Beliefs about Learning
 - d. Core Values
 - e. Portrait of the Graduate

The committee added the Beliefs about Learning; it was not included in the last strategic plan. The committee felt that the Commitment to Students expressed what the adults in the school would do and that the Beliefs about Learning expressed what it looks like for students. The committee also felt that the Portrait of the Graduate, a requirement for the NEASC accreditation process, represented the district's vision.

- 4. The committee then decided that there were edits they would like to propose to the `following components.
 - a. Mission
 - b. Commitments to Students
 - c. Beliefs about Learning (New)
- 5. Subcommittees were formed to develop drafts of these components, which are shared below.

a. Mission

The subcommittee proposed two new Mission Statements:

 "An equitable, inclusive learning community that fosters intellectual and creative excellence and inspires students to lead compassionate, courageous, and fulfilling lives."

OR

 "An equitable, inclusive learning community that fosters creativity, critical thinking, collaboration, and communication and inspires students to lead compassionate, courageous, and fulfilling lives."

b. Commitments to students

The subcommittee drafted the following Commitments to Students:

- We will strive to provide the highest quality academic, social and emotional education possible to prepare you to reach your goals.
- We will see and value each individual's diverse background, interests, and abilities.
- We will foster a culture of collaboration and belonging.

 We will inspire and empower you to create a positive impact on your community.

c. Beliefs about learning

The subcommittee drafted the following Commitments to Students:

We believe the best learning occurs....

- When students and staff are emotionally and physically safe.
- When supportive relationships form the foundation for learning.
- When students lived experiences and whole selves are honored.
- When students engage in meaningful learning and access appropriate support.
- When students have an active role in their learning and in the school community.
- When students and teachers extend their learning beyond the school.
- 6. The committee discussed obtaining feedback on the first draft of all components from parents, staff, students, and the community. A survey will be sent to all to obtain feedback before the November meeting.
- 7. The committee will meet on November 28th, 4:00 6:00 pm, in the CHRHS Library.