



22 Knowlton Street
Camden, Maine 04843
(207) 236-3358
FAX (207) 236-7810

Maria Libby
Superintendent
Shawn Carlson, Ph.D.
Assistant Superintendent



Five Towns CSD
Regular School Board Meeting
Wednesday, May 3, 2023
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
 - The Hatchery Energy Project Internship – Tula Bradley Prindiville, Laura Riordan, Maggie Blood and Olivia Huard
 - Winner of: Puranik Foundation National Competition
 - Award: \$15,000 for implementation of Business Plan prototype and an all-expense paid two week trip to India
5. Minutes
 - a. Approval of the April 5, 2023, Regular School Board Meeting Minutes
6. Nominations (Note: Executive Session Possible for Nominations – 1 M.R.S. §405(6)(A))
 - a. Administrator Nominations for 2023-24
 - i. Cooper Marshall, Assistant Principal, CHRHS, \$110,250
 - b. Teacher Nominations for 2023-24
 - i. Heidi Kopishke, Library Media Specialist, M18, \$77,402
 - c. Stipend Nominations

Position	Employee	Points	Bonus	Amount
Baseball Boys, JV	Patrick Kelly	38	20%	\$3,676.73

7. Notification of Resignations
 - a. Don Mann, French Teacher
8. Presentation: April break London Trip – Kelsey Clayton
9. Approval to Grant the Superintendent Authority to Issue Contracts to New Hires During the Summer, Effective Immediately.
10. Possible approval of an FY 22 Budget Cost Center Transfer of \$68,000 from Article I to Articles 8 and 9 pursuant to MSRS Title 20-A Sec §1485, paragraph 4.
 - a. Shall the CSD School Board authorize the following FY 22 budget transfers:
 - i. \$40,000 from Article 1 Regular Instruction to Article 8 Transportation
 - ii. \$28,000 from Article 1 Regular Instruction to Article 10 Debt Service
11. Board Chair's Report
 - a. Summer Board Retreat - date and topics
12. Superintendent's Report

A learning community that fosters intellectual and creative excellence while building strong character

13. Administrative Reports

- a. Shawn Carlson, Assistant Superintendent
- b. Valerie Mattes, Director of Student Special Services
- c. Jen Curtis, CHRHS Principal

14. Standing Committee Reports

- a. CSD Curriculum – Met April 26. Minutes attached.
- b. Finance – Met April 5, 2023, minutes attached. Meets before the School Board Meeting on May 3, 2023.
 - i. FY23 Update
- c. Joint Personnel – Has not met.
- d. Joint Negotiations – Met April 3, 2023
 - i. Possible approval of the 2023-2026 Megunticook Maintenance Bus Driver Custodial Food Service Association Contract (Executive Session Possible – 1 M.R.S. §405 (6) (D))
- e. Joint Policy – Met April 25. Minutes attached.

First Reads

BEDH – Public Participation at Board Meetings
IKF – Graduation from High School
JL – Student Wellness
JLCDB - Naloxone

15. Board Advisory Committee Reports

- a. MCST – Marcus Mrowka

16. School Advisory Committee Reports

- a. Strategic Planning – Met April 24, 2023, Minutes and Strategic Plan attached.
 - i. Possible Approval of Five Town CSD Strategic Plan 2023-2027

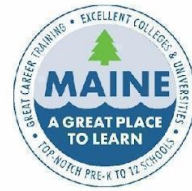
17. Future Agenda Items

18. Adjourn



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Five Town CSD
Regular School Board Meeting
Wednesday, April 5, 2023
Rose Hall Board Room
7:00 P.M.

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

MINUTES

Board Present

Becky Flanagan, Chair
Marcus Mrowka, Vice-Chair
Sarah Bradley Prindiville
Amelia Grant
Brieanna Gutierrez
Ramona Larsen
Patrick McCafferty
Lori Perez
Rick Thackeray
Bailey Curtis, Student Representative, 2023
Flora Gurdon, Student Representative, 2024
Kelsey Clayton, Student Representative, 2025

Board Absent

Marcia Dietrich
Than Porter

Also Present

Maria Libby, Superintendent
Shawn Carlson, Assistant Superintendent
Peter Orne, Business Manager
Jen Curtis, CHRHS Principal
Jeff Hart, Athletic Director
Students, Staff, and Parents

1. Call to Order

The meeting was called to order at 7:00 p.m.

2. Adjustments to the Agenda

There was one adjustment to the agenda - to add Habitat for Humanity, 22pts, to the list of new stipends under agenda item 20.c.

3. Public Comment on Items not on the Agenda
None.

4. Recognition

- a. Julian Henderson, 126 LB Weight Class, State Champion Wrestler
 - b. Landon Pease, 132 LB Weight Class, State Champion Wrestler
 - c. Landon Marquis, State Giant Slalom Champion and KVAC Men's Skier of the Year
- Superintendent Libby and Athletic Director Hart offered congratulations to these three student athletes who won individual state championships this past winter. Board members asked a few questions and offered their congratulations as well. Everyone in attendance was proud of their accomplishments. It was also noted that Julian Henderson had 150 career wins, even with missing an entire season, a rare milestone.

5. Minutes

- a. Approval of the March 1, 2023, Regular School Board Meeting Minutes
Upon Motion by Patrick McCafferty and second by Marcus Mrowka the Board voted to approve March 1, 2023 Regular Board Meeting Minutes.
Vote 9-0 Student Vote 3-0 Passed

6. Nominations (Note: Executive Session Possible for Nominations – 1 M.R.S. §405(6)(A))

- a. Administrator Nominations for 2023-24
 - i. Jessica Yates, Director of Special Education, \$125,000
Upon Motion by Patrick McCafferty and second by Marcus Mrowka the Board voted to approve the nomination of Jessica Yates as Director of Special Education.
Vote 9-0 Student Vote 3-0 Passed

- ii. Maggie Massengale, Assistant Director of Facilities and Transportation, \$65,000
Upon Motion by Patrick McCafferty and second by Marcus Mrowka the Board voted to approve the nomination of Maggie Massengale as Assistant Director of Facilities and Transportation.
Vote 9-0 Student Vote 3-0 Passed

- iii. Jen Curtis, CHRHS Principal, \$134,000
Upon Motion by Patrick McCafferty and second by Marcus Mrowka the Board voted to approve the nomination of Jen Curtis as CHRHS Principal.
Vote 9-0 Student Vote 2-0, 1 abstention (Curtis) Passed

- b. Teacher Nominations for 2023-24
 - i. Danielle Patten, SPED Resource Room Teacher, Step B6, \$54,479
Upon Motion by Marcus Mrowka and second by Patrick McCafferty the Board voted to approve the nomination of Danielle Patten as SPED Resource Room Teacher.
Vote 9-0 Student Vote 3-0 Passed

- ii. Carol Pelletier, SPED Resource Room Teacher, Step M20+, \$83,710

Upon Motion by Marcus Mrowka and second by Patrick McCafferty the Board voted to approve Carol Pelletier as SPED Resource Room Teacher.
Vote 9-0 Student Vote 3-0 Passed

2nd Year Probationary Contracts

- i. Joanna Duke
- ii. Joel Gabriele
- iii. Oai Ha
- iv. Noah Holt
- v. Zachary Kramer
- vi. Colin Malone
- vii. Judith Masseur
- viii. Ian McKenzie
- ix. Kimberly Nicolet
- x. Abigail Van Hoewyk
- xi. Jacalyn Williams
- xii. Drew Albert
- xiii. Suzanne Aldridge-Peacock

Continuing Contracts

- i. Christine Lanphere
- ii. Michele Metzler
- iii. Trevor Paul
- iv. Kailey Smith
- v. Arla Casselman

c. Stipend Nominations

POSITION	EMPLOYEE	POINTS	BONUS	AMOUNT
Softball Girls JV	Rowena Motylewski	38	15%	\$3,523.53
Softball Girls Varsity	Joshua Mahar	53	15%	\$4,914.40
Ultimate Frisbee	Peter Mallow	13	0%	\$1,048.19
Track Assistant	Tim Davis	30	0%	\$2,418.90

Upon Motion by Patrick McCafferty and second by Sarah Bradley Prindiville the Board voted to approve all 2nd Year Probationary Contracts, Continuing Contracts, and Stipend Nominations listed above.

Vote 9-0 Student Vote 3-0 Passed

7. Request for Student Travel

a. Exchange Trip with Colegio Wexford, Mexico Fall 2023/Feb 2024

Intercultural Coordinator Michele Metzler and Trip Leader Amy Ferlato noted a change in timing for when the Mexican group would come to Camden Hills (February, 2024 instead of October, 2023). They indicated that Colegio Wexford is a world-class K-12 school with a history of global exchanges. It is located in the center of Mexico. A question was asked about recent kidnappings in Mexico, and the administration noted we will keep an eye on the state department's safety warnings for that region. We have a protocol in place based on those ratings and our decision to travel.

Upon Motion by Patrick McCafferty and second by Marcus Mrowka the Board voted to approve the Exchange Trip to Colegio Wexford, Mexico during the Fall of 2023 and Feb. of 2024.

Vote 9-0 Student Vote 3-0 Passed

b. Cultural Trip, Quebec, Feb 2024

Intercultural Coordinator Michele Metzler and Trip Leader Abby Van Hoewyk shared the plan to take a group of students to Quebec for four days next February vacation. Quebec offers a great international Francophone experience that doesn't require air travel.

Upon Motion by Marcus Mrowka and second by Patrick McCafferty the Board voted to approve the Cultural Trip to Quebec in Feb. of 2024.

Vote 9-0 Student Vote 3-0 Passed

8. Region 8/Midcoast School of Technology Budget Hearing

Bobby Deetjan, Director of MCST, and Sherry Moody, Business Manager at MCST, presented their FY24 budget. Their budget is coming in with a 5.57% increase to expenses, though the assessment to the Five Towns will increase by 55%, from \$56,494 to \$87,626. Most of the increased costs fall in the additional local amount, which is borne by the sending districts. MCST is working with the DOE to change the way CTE centers are funded because there is a funding shortfall for salary reimbursement in the DOE formula.

9. Possible Approval of the King David's Masonic Lodge #62 Scholarship

This scholarship is a \$500 scholarship awarded to a student chosen by the Masonic Lodge who best meets certain criteria.

Upon Motion by Marcus Mrowka and second by Rebecca Flanagan the Board voted to approve King David's Masonic Lodge #62 Scholarship.

Vote 9-0 Student Vote 3-0 Passed

10. Athletics – Jeff Hart

a. Winter Sports Overview

Jeff provided a thorough overview of the winter sports season in his written report that is found in the packet. Jeff gave a shout out to our bus drivers who transport our students all over the state during the winter season.

Jeff also did a short presentation on Cooperative Agreements for sports among school districts. There are two types of cooperative agreements, Individual and Team. Individual agreements tend to be for a student in a neighboring district who wants to compete with a different school in an individual sport, such as swimming, skiing, track, etc. Those students train and compete with our school, but represent their own school for points and standings. They are not technically part of our team. We have allowed individual cooperative agreements in alpine skiing and swimming, and Oceanside has allowed Camden Hills runners to compete in Indoor Track under that type of agreement.

Cooperative Team Agreements are typically formed for team sports, such as ice hockey, where neither school has enough participants to form their own team. In these cases, the team is literally an interdistrict team and uses all member schools in its name. We have never formed a cooperative team because we have always had enough interest to field our own teams with Camden Hills students. If we formed a cooperative team, students from other schools could bump Camden Hills athletes from the roster, from state competitions, and from playing time. Given that we have enough of our own students to field teams, we have not pursued team cooperatives because we don't want our own students to lose out on the opportunities we provide and that our taxpayers fund. We understand how difficult this may be for students in other schools who want to be part of our teams, but it is not in the best interest of our students.

b. Potential addition of Volleyball Program

Included in the packet was a proposal to start a girls' JV level Volleyball program. This is the fastest growing sport in Maine and there is interest at Camden Hills. Jeff recognized there may eventually be a capacity issue and one sport may siphon from other sports, but given the level of interest at Camden Hills, he feels it is appropriate to add this program. A board member also noted that since students have not been playing organized volleyball since age 4 or 5, it offers a sport with fewer barriers to entry.

Upon Motion by Patrick McCafferty and second by Lori Perez the Board voted to approve the addition of a Volleyball Program.

Vote 9-0 Student Vote 3-0 Passed

11. Presentation: ChatGPT – Jen Curtis, Bailey Curtis, Flora Gurdon, and Kelsey Clayton
Principal Curtis and the student reps offered an informative overview of ChatGPT and how it is currently being used at Camden Hills. Some teachers and most students are already using it to help with lesson plans, paper writing and editing, homework help, and idea generation. Artificial Intelligence is advancing incredibly quickly, and we can expect it to become more and more prevalent and sophisticated. The potential impacts on education, learning, future careers, and our society will be significant. AI is ubiquitous. Our goal is to learn to grow with it, adjust as it makes sense, and determine how best to prepare students for their future.

12. Approval of 2023-24 Five Town CSD Budget

Superintendent Libby updated the board with changes to the budget since the March meeting. The state discovered a data entry error in its EPS calculations this year which resulted in the CSD getting nearly \$160K more in state subsidy. We applied the extra subsidy as additional revenue in the FY24 budget which resulted in the taxpayer increase being trimmed from 6.1% to 4.7%. That change led to two unusual things happening in our towns. For the first time, Rockport will receive some state subsidy (approx. \$64K). Oddly enough, because four of the towns got additional funding and their required local share decreased, Camden's adjusted share of the overall budget

increased. Camden taxpayers will pay a little *more* after the influx of additional state money.

Upon Motion by Marcus Mrowka and second by Patrick McCafferty the Board voted to approve the 2023-24 Five Town CSD Budget.

Vote 9-0 Student Vote 3-0 Passed

13. Approval of the 2023-24 Five Town CSD Adult Education Budget

Upon Motion by Patrick McCafferty and second by Marcus Mrowka the Board voted to approve the 2023-2024 Five Town CSD Adult Education Budget.

Vote 9-0 Student Vote 3-0 Passed

14. Vote to Call and Approve the Warrants for the Budget Meeting and the Budget Validation Referendum and to Authorize the Notice of Amounts Adopted
Finance Chair Mrowka read the following:

VOTE TO CALL AND APPROVE THE WARRANTS FOR THE BUDGET MEETING
AND THE BUDGET VALIDATION REFERENDUM
AND TO AUTHORIZE THE NOTICE OF AMOUNTS ADOPTED

VOTED:

That the warrant for Five Town CSD (the "District") Budget Meeting presented to the meeting be approved and that a District budget meeting be called for May 16, 2023 for the purpose of voting on the annual budget for the District for the 2023-2024 fiscal year;

That the Warrant and Notice of Election for the District Budget Validation Referendum presented to the meeting be approved, and that a District budget validation referendum be called for June 13, 2023 for the purpose of approving the budget adopted at the District budget meeting for the 2023-2024 fiscal year and considering whether to continue the budget validation referendum process; and

That the form of Notice of Amounts Adopted at Budget Meeting presented to this meeting be approved, and that the Superintendent of Schools of the District be authorized and directed to complete said Notice in accordance with the District budget meeting on May 16, 2023, and to cause copies of said Notice, as completed, to be delivered to the municipal clerks of each municipality of the District for posting at the polling places for the June 13, 2023 District budget validation referendum; and

That the Budget Meeting Warrant, the Warrant and Notice of Election, and the Notice of Amounts Adopted at the Budget Meeting shall each be signed by a majority of the School Board, and that such signatures may be made electronically, by execution of counterparts, or in person at the convenience of the members of the School Board.

Upon motion by Rebecca Flanagan and second by Marcus Mrowka, the Board voted to Call and Approve the Warrants for the Budget Meeting and the Budget Validation Referendum

and to Authorize the Notice of Amounts Adopted be approved, and that a copy of said Vote be included with the minutes of this meeting.

Vote: 9 - 0 Student Vote 3 – 0 Passed

15. Board Chair's Report

- a. Upcoming Budget Meeting
 - i. May 16, 2023 Public Budget Meeting 7:00 p.m. Bisbee Theater, CRMS

16. Superintendent's Report, as written

17. Administrative Reports

- a. Valerie Mattes, Director of Student Special Services, as written
- b. Shawn Carlson, Assistant Superintendent, as written
- c. Jen Curtis, CHRHS Principal, as written

18. Standing Committee Reports

- a. Joint Curriculum – Has not met.
- b. Finance – Met March 1, 2023, minutes attached. Meets before the School Board on April 5, 2023.
 - i. FY22 Audit

Committee Chair Mrowka reviewed the FY22 audit results. The auditor pointed out some items for improvement, most of which had been corrected last summer. The district finances are in excellent shape.
 - ii. FY23 Update

The budget is currently under its target of 77% spent and we expect to end the year with approximately \$350,000 in leftover funds.
- c. Joint Personnel – Met March 9, minutes attached.
 - i. Revised Job Descriptions
 - Assistant Director of Facilities and Transportation
 - Human Resources/Benefits Coordinator
 - Payroll

Upon motion by Patrick McCafferty and second by Rebecca Flanagan the Board voted to approve the Revised Job Descriptions.

Vote 9-0 Student Vote 3-0 Passed

- d. Joint Negotiations – Met March 21. Will meet April 6, 2023.
- e. Joint Policy – Meets April 25 at 4:30 p.m.

19. Board Advisory Committee Reports

- a. MCST – Marcus Mrowka

Marcus shared some programming information about MCST and the Skills USA competition. Several Camden Hills students will be competing at the national level.

20. School Advisory Committee Reports

- a. Joint Sustainability – Met March 21, 2023. Minutes attached.
- b. Strategic Planning – Met March 27, 2023, minutes attached. Next meeting

April 24, 2023.

- c. Joint Stipend Committee – Met March 30, minutes attached.

New Stipends for Approval

Alpine Skiing Assistant Coach – 37 pts

Golf Assistant – 24 pts

Volleyball JV/Club – 30 pts

Unified Basketball – 14 pts

G/T Arts Coordinator – 19 pts

Habitat for Humanity - 22 pts

Revised Stipends for Approval

Summer Athletic Program – add special circumstances language

Cross Country with no Assistant - 38 pts

Cross Country with Assistant - 38 pts

Football Varsity – 49 pts (from 40)

Golf Head Coach – 41 pts (from 35)

GSTA – 20 pts (from 10)

Girls Basketball Freshman – 40 pts - delete

Upon motion by Rebecca Flanagan and second by Marcus Mrowka the Board voted to approve New Stipends and Revised Stipends.

Vote 9-0 Student Vote 3-0 Passed

21. Future Agenda Items

- a. Skills USA students

22. Adjourn

The meeting was adjourned at 9:15 p.m.



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Five Town CSD
Superintendent Board Report
May 3, 2023

1. Strategic Plan

Our Communications Specialist is working on the layout and design of the Strategic Plan, but otherwise, it is done. I appreciate the work Shawn Carlson did in leading this endeavor this year. It is not an easy task to assimilate an array of feedback, sometimes conflicting, but Shawn did a wonderful job listening, integrating, and strategizing. The final document outlines an admirable suite of focus areas that will guide our work over the next four years. The administrative team will work this summer to develop an overall 4-year implementation plan as well as a detailed Year 1 implementation plan that will anchor our time and attention next year. I am excited to begin this work.

2. AASA State Leaders Meeting in San Diego

As Vice President of the Maine School Superintendent Association, I attended the national superintendent's organization meeting for state officers from around the country in San Diego for 4 days during April vacation. All of Maine's officers were in attendance. (The trip was paid for by MSSA.) The trip was short, but worthwhile. It was not only an excellent opportunity to strengthen relationships with the Maine contingent, but it was also valuable to meet officers from across the country as well as leadership in the national organization. In addition, the conference sessions were insightful, ranging in topics from the future of school finance to national politics and legislation to hearing a riveting presentation from the National Superintendent of the Year. Two former Five Town CSD district leaders were in attendance, Pat Hopkins and Russ Holden.

3. Home Stretch

We have hit the final stretch of the year and can expect it to fly at this point. May is punctuated by many celebrations and recognitions, including Staff Appreciation Day. The board typically recognizes staff during this time. Last year the board gave each staff member a small bottle of maple syrup from a local farmer, and this year the board leadership decided to give a jar of honey from the same local farm (Sparky's). Shawn and I also honor staff with a small treat that we deliver door-to-door. We love our dedicated staff members and demonstrate that to them in numerous ways throughout the year, but especially in the spring when all the specially designated appreciation days roll around.

For me, I begin planning for the summer and 23-24 school opening around this time. One of the most important events on my summer agenda is the Administrative Retreat. This is a time that the administrative team comes together to reflect, learn, grow, and plan together. We build our leadership skills, do deep thinking about effective practice and school improvement, and bond as a group. The summer also marks valuable board development time as we conduct an orientation for new board members and kick off each new year with a board retreat.

Respectfully submitted,
Maria Libby



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Maria Libby
Superintendent
Shawn Carlson, Ph.D.
Assistant Superintendent



Five Town CSD
Assistant Superintendent Board Report
May 3, 2023

Strategic Plan Update

The Strategic Planning Committee met for the final time on April 24. After their input, Maria and I made final revisions to the document and it is presented to the board tonight for possible adoption. Ian Rothwell is working on the design and layout of the Strategic Plan for printing.

GOAL #2: Teaching and Learning

- Classroom visitations – I have been observing 8 teachers this winter as part of the evaluation process.
- New Teacher Induction – Day #3 – On April 27 we completed the final day of New Teacher Induction. We focused on Domain 3 (Delivery of Instruction) of the evaluation tool by self-assessing and then looking for evidence to support those assessments by viewing videos of their instruction.
- I led a discussion of AI and its potential with the administrative team.
- I have begun a thorough review of Curriculum Committee minutes to be sure that our approved textbook list is accurate and up to date.
- Maria and I have begun to plan summer professional development for the admin team and to plan our district wide professional development for 2023-2024.

Other

- Ongoing substitute interviewing and training
- Support and oversight of directors under my supervision.

Respectively submitted,

Shawn Carlson



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Camden Hills Regional High School
Student Special Services Board Report
May 3, 2023

Published on the Maine DOE Newsroom

Announcing: The L.I.F.E. Readiness Program Career Exploration Fair

The Maine Department of Education in collaboration with Maine educators, is excited to announce the L.I.F.E. Readiness Program Career Exploration Fair. This opportunity is for ALL our scholars with I.E.P.s to engage with hands-on career exploration activities designed to help students experience, learn, and develop an interest in their future career choices. Students can explore up to 10 career clusters at the career fair and complete transition-aligned activities and record self-directed assessments in their event "Passport."

In turn, the "Passport" support case managers in developing their scholars' transition portfolio, thus informing the development of their transition services and plans, specifically section 9 and section 4 of the I.E.P.

- **Date:** Wednesday, May 3rd 2023
- **Address:** Medomak Middle School, 318 Manktown Rd – Waldoboro



This year's **Unified Basketball Team!**

Special Olympics Regional Track Meet

Friday, May 12th (rain date Monday, May 15th) - 10:00 Parade, followed by events
Held at Camden Hills Regional High School

STUDENT COUNT: Special Education: 136; PERCENTAGE – 19%

Respectfully submitted,

Valerie Mattes

A learning community that fosters intellectual and creative excellence while building strong character



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Five Town CSD
Curriculum Committee Meeting
April 26, 2023
3:30 – 4:30 p.m.
CHRHS Room 245A

Board Present

Sarah Bradley-Prindiville, Chair
Marcus Mrowka
Rick Thackery

Also Present

Shawn Carlson
Jaime Gillette
Noah Holt
Michele Metzler
Barrett Burns
Meredith Messer

MINUTES

1. Call to order
Sarah Bradley Prindiville called the meeting to order at 3:37 PM
2. Adjustments to the Agenda
Discussion and possible approval of the textbook AP US History was moved to be the first item on the agenda.
3. Textbook Approvals:
 - **Textbook for AP US History: Foner, Eric. Give Me Liberty!, Sixth AP Edition.**

Synopsis: This one of the College Board approved AP US History textbooks. The pedagogy throughout the textbook provides students with close reading and analytical writing instruction as well as the opportunities for practical application practice for the essay portions of the test. Additionally, it is aligned with the current structure of the AP US History Exam.

Red Flags: None

Cost \$125.00- 55 needed

Michele Metzler noted that the book covers much more recent history (through 2018) than the current text. It is written to align with the AP History curriculum and provides a more diverse perspective of American history.

Upon motion of Sarah Bradley Prindiville and second by Marcus Mrowka, the Committee recommends for approval by the School Board the adoption of Give Me Liberty!.

Vote 3-0

- **Textbook for AP Literature and Composition: Faulkner, William. As I Lay Dying**

Synopsis: The story chronicles the trials and tribulations of the Bundren family, whose matriarch Addie at first is deteriorating on her deathbed and then is taken for burial in a distant town. It is told using rotating first person narrators for a total of 15 different perspectives on the situation, each using a unique style to reveal their inner psychological conflicts/motivations and develop characterization.

Red Flags: One of the book's side plots involves the teenage daughter of the dying woman who has gotten pregnant out of wedlock and desperately seeks a pharmacist's assistance to end the pregnancy. While the pharmacist rejects her request, the book does raise issues related to sexual and personal morality.

Cost \$11.00- 20 needed

Jaime Gillette noted that this novel provided multiple perspectives on poverty and family. Sarah Bradley Prindiville asked and was reassured by Ms. Gillette that there were other voices being taught in this AP History class. Ms. Gillette noted that although Faulkner was a white male, the other texts and short stories read in this class were from many diverse perspectives.

Upon motion by Sarah Bradley Prindiville and second by Marcus Mrowka, the Committee recommends for approval by the School Board the adoption of As I Lay Dying.

Vote 3-0

- **Textbooks for Latin I: University of Cambridge School Classics Project, Cambridge Latin Course Units 1 & 2.**

Synopsis: This best selling Latin program provides an enjoyable and carefully paced introduction to the Latin language, complemented by background information on Roman culture and civilization. The story begins in the town of Pompei, shortly before the eruption of Vesuvius in AD 79.

Red Flags: Roman slavery is often depicted throughout the book, though this edition represents these characters in less simplistic and more nuanced ways than earlier editions.

Cost \$56.45- 30 needed

Noah Holt noted that these two texts combine the traditional emphasis on grammar acquisition and translation with a modern approach of practicing conversational approaches more typical of “living languages such as French and Spanish”. Marcus Mrowka asked Mr. Holt to describe the representation of women and slavery in the passages. Mr. Holt noted that although women are more thoroughly represented and the discussions of slavery and slaves were more nuanced, the texts still have “a ways to go” to approach both issues with more sensitivity. He felt these two texts were about the best available for introductory Latin courses.

Upon motion by Sarah Bradley Prindiville and second by Marcus Mrowka, the Committee recommends for approval by the School Board the adoption of texts Cambridge Latin Course, Units 1 and 2.

Vote 3-0

- **Textbook for Honors Geometry: Martin-Gay, Elayn. Geometry.**

Synopsis: Elayn Martin-Gay’s developmental math program is motivated by her firm belief that every student can succeed. Martin-Gay’s focus on the student shapes her clear, accessible writing, inspires her constant pedagogical innovations, and contributes to the popularity and effectiveness of her video resources. Geometry continues her focus on students and what they need to be successful. It was written to provide a solid foundation in Euclidean geometry for students who may not have had previous experience in geometry.

MyMathLab is an online homework, tutorial, and assessment program designed to work with this text to engage students and improve results. Within its structured environment, students practice what they learn, test their understanding, and pursue a personalized study plan that helps them absorb course material and understand difficult concepts.

Red Flags: None

Cost \$183.00 (for physical text and digital license)- 60 needed.

Meredith Messer shared that this text and the digital My Math Lab provided the teacher and student with several powerful tools. The digital tool allows the teacher to see the problems worked on by students and where they have had difficulty and success, allowing for individual feedback. Students can obtain help using the tool that prevents them from having to wait till the next class period. Sarah Bradley Prindiville asked if this type of text and digital tool was being used in other math courses. Barrett Burns noted that they are using a similar text for College Algebra and that the department is exploring the pros and cons of these digital tools to support the curriculum embedded in the physical text book.

Upon motion by Sarah Bradley Prindiville and second by Marcus Mrowka, the Committee recommends for approval by the School Board the adoption of

Textbook for Honors Geometry: Geometry.
Vote 3-0

4. Adjourn 4:07 PM



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Five Town CSD
Finance Committee Meeting
Wednesday, April 5, 2023
Rose Hall Conference Room
6:00 PM

MINUTES

Board Present

Marcus Mrowka
Sarah Bradley Prindiville
Becky Flanagan
Amelia Grant
Lori Perez

Also Present

Peter Orne
Maria Libby
Shawn Carlson
Ron Smith and Karen Olivieri of RHR Smith

1. Call to Order

Chair Marcus Mrowka called the meeting to order at 6:00 p.m.

2. Review FY22 Audit with RHR Smith & Company

- a. Auditors updated the committee on the finances of the CSD which showed a healthy financial position with strong fund balances within the limits set by Maine Statute. Auditor Smith also reviewed with the committee their recommendation for improved controls and procedures outlined in the Management letter. Summary Audit and Management Letter attached to the minutes.

3. March Interim Financials

- a. March year to date shows the CSD about 4.3% underspending its budget which would be approximately 2.3% underspent taking into account reduced income due to school nutrition revenue not being raised, the raising of Capital Reserve, and the expectation that the Board Reserve will not be spent.
- b. Noted was the Horizons program appeared underspent but due to an account error, that expenditure was attributed to 9-12 Instruction. This \$19,885 correction will be made in April.

4. Other

5. Adjourn

The meeting adjourned at 6:35 p.m.

Note: Updated FY24 Revenue Budget Changes will be presented to the full Board at the regular meeting.

A learning community that fosters intellectual and creative excellence while building strong character



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Maria Libby
Superintendent
Shawn Carlson, Ph.D.
Assistant Superintendent



Five Town CSD/Camden Rockport Schools
Joint Policy Committee Meeting
Rose Hall Conference Room
April 25, 2023
4:30 -5:30 P.M.

MINUTES

Members Present:

Marcia Dietrich, Chair
Rick Thackeray
Marcus Mrowka

Also Present:

Maria Libby
Jen Curtis
Chris Walker-Spencer

1. Call to order

Committee Chair Marcia Dietrich called the meeting to order at 4:34p.m.

2. CSD Only

Revisions

a. IKF – Graduation from High School

There was a fair amount of discussion about the suggested changes to this policy including discussion on the reduction in science requirements, elimination of the requirement to take certain content areas all four years, the elimination of the capstone requirement, and how the 4 C's could best be measured.

The committee ultimately decided to keep the original 4C's language in order to facilitate ease and clarity of reporting, yet the intent is to embed the 4C's into every content area so that students are working on those skills throughout their time at Camden Hills. It was noted that the proficiency in the 4C's was more important than specific content knowledge.

The reduction in science requirements, while not fully supported by the department, will enable students to take a wider variety of other courses. Currently, those requirements limit student options. A recent change to the credits associated with many science courses (from 1.5 to 1) has not resulted in a reduction in participation, but rather an increase.

There was also work to better organize the policy, so a few sections were rearranged.

3. CSD/CRS Joint

Revisions

a. BEDH – Public Participation at Board Meetings

The committee made some adjustments to the recommended changes originally presented via MSMA. The state recommended updating this policy due to the more intense political climate seeping into many board meetings around the state and country.

b. JL – Student Wellness

This year's DOE review of our Food Service program noted a citation that our Wellness Policy did not comply with current laws, and we are required to address those issues in this policy by the end of May. We added language about complying with USDA Smart Snack standards with foods or beverages sold and marketed during the school day. Since we don't allow marketing in our district, this clause may be irrelevant, but we were required to include it. We also included language about water being available to all students throughout the day, which it is.

New

a. JLCDB – Naloxone

School nurses helped to craft this policy and advocated strongly that we adopt one. We used samples from MSMA and DOE to write this policy. A board member noted that Naloxone will be an over-the-counter medication soon, so we adjusted wording accordingly. Our plan is to have Naloxone available in multiple locations that any staff member who is trained by the nurses can administer.

4. Adjourn

Chair Dietrich adjourned the meeting at 5:55 pm.

FIVE TOWN CSD POLICY

PUBLIC PARTICIPATION AT BOARD MEETINGS

Board meetings are conducted for the purpose of carrying on the official business of the school system. All regular, special and emergency meetings of the Board are open to the public. The public is cordially invited to attend and participate in Board meetings as provided in this policy.

Although Board meetings are not public forums, the Board will provide opportunities for citizens to express opinions and concerns directly related to school operation. The intent is to allow a fair and adequate opportunity for the public to be heard and to provide adequate time for the Board to obtain information and opinion on subjects before it, while ensuring that the time allowed for public discussion does not interfere with the fulfillment of the scheduled agenda.

During the time allotted for public participation, members of the public may speak on any subject directly related to the operations of the school, except for ~~personal~~ **personnel** matters or complaints concerning specific employees or students, which shall be addressed through established policies and procedures. The Chair shall be responsible for maintaining proper order and compliance with these guidelines.

Every regular Board meeting opens with an opportunity for the public to comment on issues not on the agenda. **For items on the agenda, the public may comment when the meeting reaches that agenda item and prior to the board discussion.**

At special, emergency, or workshop meetings, public comments will be limited to the topic(s) of the particular meeting.

In addition to speaking during the designated public comment portion of the agenda at Board meetings, members of the public are welcome to submit written comments on school and educational matters to the Board and superintendent, or to submit requests to have items placed on a Board agenda, in accordance with applicable Board policies.

Members of the public may address the Board within the guidelines provided in this policy. The following guidelines shall apply to public participation at Board meetings:

- 1. The Board will include a public comment period, not to exceed 30 minutes on the agenda of its regular business meetings. Comments by individuals are limited to a maximum of three (3) minutes at a meeting. Individuals may not relinquish a portion of their allotted time to another speaker. The time limits in this paragraph may be modified at a particular meeting at the discretion of the Board.**
- 2. The Board will hear public comments from residents and employees, as well as parents of currently enrolled students. Individuals who wish to speak are required to fill out the sign-in form available at each Board meeting, prior to the beginning of the public**

comment period, and review a copy of this policy. Each individual will be required to state their name and town/city of residence before beginning their remarks.

~~Residents and employees of the District, as well as parents of currently enrolled students, are welcome to participate as provided in this policy. Others may be recognized to speak at the Chair's discretion. Individual employees and/or employee groups will not be permitted to discuss matters for which complaint or grievance procedures are provided.~~

3. ~~Comments will be limited to 3 minutes per speaker.~~

The Board Chair is responsible for ensuring the orderly conduct of Board meetings and for ensuring compliance with this policy, including the following rules of order:

- a. Speakers will be recognized by the Board Chair, and comments should be addressed to the Board Chair. Requests for information or concerns that require further research may be referred to the superintendent for further action, if necessary;
- b. Speakers are expected to follow rules of common etiquette and decorum, including refraining from using vulgar and/or obscene language, yelling, threatening others using words or by other actions, making defamatory comments, or otherwise engaging in any activity that disrupts orderly meeting progress. Examples of disruptive conduct include, but are not limited to, exceeding the allotted time limits, talking over or interrupting others, offering repetitive comments, and offering comment on matters unrelated to the district's programs, policies, or operations.
- c. In order to make efficient use of meeting time, the Board discourages duplication or repetition of comments to the Board. The Board requests that groups or organizations be represented by designated spokespersons.
- d. ~~Members of~~ The Board Chair and the superintendent may ask clarifying questions of any person who addresses the Board. ~~but are expected to refrain from arguing or debating issues. Questions must be addressed through the Chair.~~
- e. Discussion of personnel matters is not permitted during the public comment period due to the privacy, confidentiality and due process rights of district employees. For purposes of this policy, "discussion of a personnel matter" means any discussion of job performance or conduct of a district employee, including complaints about them.
- f. Discussion of matters involving individual students are also not permitted during the public comment period due to the privacy, confidentiality, and due process rights of the district's students.
- g. Any concerns about personnel matters and/or student matters should be directed to the superintendent or another appropriate administrator outside of

Board meetings so that they can be addressed through an alternative channel and in a manner consistent with privacy, confidentiality, and due process rights of the individuals involved.

- h. The Board Chair will stop any public comment that violates these guidelines or the privacy rights of others.
- i. Persons who disrupt the meeting may be asked to leave in order to allow the Board to conduct its business in an orderly manner, and the Chair may request law enforcement assistance as necessary to ~~restore order~~ address disruptions or safety concerns.
- 4. ~~In the event of a sizeable audience, the Chair may require persons interested in speaking to sign up so they may be called on in a fair and efficient manner.~~
- 5. ~~During the time set aside for public participation, the Chair will be responsible for recognizing all speakers, who must identify themselves as they begin talking.~~
- 6. ~~Speakers are not permitted to share gossip, make defamatory comments, or use abusive or vulgar language.~~
- 7. ~~All speakers are to address the Chair and direct questions or comments to particular Board members or the superintendent only with approval of the Chair. Requests for information or concerns that require further research may be referred to the superintendent to be addressed at a later time.~~
- 8. ~~No complaints or allegations will be allowed at Board meetings concerning any person employed by the school system or against particular students. Personal matters or complaints concerning student or staff issues will not be considered in a public meeting but will be referred through established policies and procedures.~~

Legal Reference:

- 1 M.R.S. §§ 401 et seq.
- 20-A M.R.S. § 1001(20)
- 20-A M.R.S. § 6101
- 1 M.R.S. § 405

Cross Reference:

- BE – School Board Meetings
- BEC - Executive Session
- BEDB - Agenda
- BEDD - Rules of Order
- KEB – Complaints About School Personnel

History:

Adopted: 07/21/04, 03/06/19

Reviewed: November 3, 2021

First Read: May 3, 2023

Second Read:

Adopted:

FIVE TOWN CSD POLICY

GRADUATION FROM HIGH SCHOOL

Upon entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

Five Town CSD has adopted a proficiency-based system of learning consistent with Maine law, which means that after January 1, 2021, the awarding of a diploma will include reporting on the demonstrations of proficiency in the “Maine Learning Results” standards in the content areas of Math, ELA, Science, and Social Studies, and the college and career ready skills of Communication, Collaboration, Creativity, and Critical Thinking (“4C’s”) in addition to other graduation requirements set by the Board.

Students must meet the credit and other graduation requirements specified in this policy. ~~A student who fails to fulfill the graduation requirements applicable to the Class of 2020 in order to earn a diploma will have until December 31, 2020 to fulfill graduation requirements.~~

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth-grade school year. This policy will also be included in every edition of the high school student handbook.

The Board has approved the following schedule of minimum requirements for graduation from Camden Hills Regional High School (CHRHS), which includes minimum requirements specified by the State of Maine. The Board is aware that current laws and regulations are subject to change.

The Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

~~I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF 2019 OR 2020~~

~~Students who anticipate graduating in the Class of 2019 or 2020 must meet the following minimum requirements in order to be awarded a CHRHS diploma. In addition, each student must be engaged in educational experiences related to English Language Arts, Math, Science, and Technology in each year of the student’s secondary schooling. Students following a traditional pathway must be enrolled in the equivalent of six full-year learning experiences/courses in each of their high school years.~~

- ~~1. Number of credits required for graduation: 23. Distribution requirements:~~
 - ~~a. 4 credits in English~~
 - ~~b. 3 credits in Social Studies inclusive of World History, US History~~
 - ~~c. 4 credits in Mathematics~~

- ~~d. 3 credits in Science inclusive of 1 Earth/Space Science, 1 Life Science, .5 Physics, .5 Chemistry.~~
 - ~~e. .5 credit in Health~~
 - ~~f. 1 credit in Visual & Performing Arts~~
 - ~~g. 1 credit in Physical Education~~
 - ~~h. 1 credit in Applied Academics~~
 - ~~i. 1 equivalent credit from Applied Academics and/or Visual & Performing Arts~~
 - ~~j. 4.5 earned elective credits~~
- ~~2. Any student may request modifications or adaptations to achieve the specific requirements listed above by: Successfully fulfilling these requirements may be demonstrated through a variety of options following the process outlined in this document and in policy IKFF.~~
- ~~3. Students must earn a minimum of 16 credits at CHRHS or as a transfer student from an accredited high school in order to be awarded a CHRHS diploma.~~
- ~~4. Credits required for each grade placement~~
- ~~a. 17 credits are necessary for placement in 12th grade~~
 - ~~b. 11 credits are necessary for placement in 11th grade~~
 - ~~c. 5 credits are necessary for placement in 10th grade~~
- ~~5. Credits for courses~~
- ~~A yearlong course receives one credit; a semester course receives a half credit. The administration will determine credits for courses that meet for different time periods. See Five Town CSD policy IKFF for more information.~~

~~II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2021 AND BEYOND~~

Diplomas awarded by Camden Hills Regional High School ~~after January 1, 2021~~ will include reporting on the demonstrations of proficiency in the Maine Learning Results content areas of Math, ELA, Science, Social Studies, Health Education, Physical Education, Visual and Performing Arts, Career and Educational Development, and the 4C's of Communication, Collaboration, Creativity, and Critical Thinking in addition to other graduation requirements set by the Board, and in accordance with Maine law and Five Town CSD's proficiency-based system of learning.

The Camden Hills Regional High School educational program is designed to enable students to satisfy graduation requirements in an average of four years through a sequence of educational (learning) experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the Maine Learning Results and the 4C's. Students following a traditional pathway must be enrolled in the equivalent of six full year learning experiences/courses in each of their high school years. ~~In addition, each student must be~~

~~engaged in educational experiences related to English Language Arts, Math, Science/Technology in each year of the student's secondary schooling.~~

Students ~~who anticipate graduating in the Classes of 2021 and beyond~~ must meet the following minimum requirements in order to be awarded a high school diploma.

1. Number of credits required for graduation: 22.

Distribution requirements:

- a. 4 credits in English
 - b. 3 credits in Social Studies inclusive of World History, **and** US History ~~(beginning with the class of 2022)~~
 - c. 3 credits in Mathematics inclusive of Algebra 1, Geometry, Algebra 2
 - d. 3 credits in Science inclusive of 1 Earth/Space Science, 1 Life Science, **1 Physical Science** ~~.5 Physics, .5 Chemistry.~~
 - e. .5 credit in Health
 - f. 1 credit in Visual & Performing Arts
 - g. 1 credit in Physical Education
 - h. 1 credit in Applied Academics
 - i. 1 equivalent credit from Applied Academics and/or Visual & Performing Arts
 - j. 4.5 earned elective credits
2. ~~In addition to the above considerations regarding earning a diploma,~~ **Demonstration of Proficiency:**
- Students ~~who graduate~~ will **also** be able to demonstrate proficiency in the eight content areas of the Learning Results and the "4 C's" – Communication, Collaboration, Creativity, **and** Critical Thinking. The requirements for earning proficiency in each area ~~is~~ **are** outlined below. These proficiencies will be recorded on a student's transcript. **See the Addendum included at the end of this policy for further information.**

Content Areas:

- English Language Arts
- Mathematics
- Science and Technology
- Social Studies
- Health Education and Physical Education
- Visual and Performing Arts
- Career and Education Development
- World Languages

3. **Personal Finance:**

In addition to the requirements outlined ~~in section II above,~~ diplomas awarded by Camden Hills Regional High School ~~after January 1, 2023 will be contingent upon completion of a capstone project and~~ **will** include a demonstration of basic proficiency

in personal finance. Students must pass a basic test of proficiency in Personal Finance through one of these methods: CHRHS course, online module, personal experience.

4. Students must earn a minimum of 16 credits at CHRHS or as a transfer student from an accredited high school in order to be awarded a CHRHS diploma.
5. Credits required for each grade placement
 - a. 17 credits are necessary for placement in 12th grade
 - b. 11 credits are necessary for placement in 11th grade
 - c. 5 credits are necessary for placement in 10th grade
6. Credits for courses:
A yearlong course receives one credit; a semester course receives a half credit. The administration will determine credits for courses that meet for different time periods. See Five Town CSD policy IKFF for more information.

~~III. ADDITIONAL DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2023 AND BEYOND~~

	OTHER GRADUATION REQUIREMENTS (CLASS OF 2023 and beyond)
Capstone Project	Students must present a capstone project.
Personal Finance	Students must pass a basic test of proficiency in Personal Finance through one of these methods: CHRHS course, online module, personal experience.

III. ALTERNATIVE METHODS OF EARNING CREDITS

It is the responsibility of high school administration to clearly and effectively communicate the alternative methods of earning credits to both parents and students. A student who wishes to meet these requirements in Section II through alternative means may earn and apply credits in accordance with the provisions of this section.

Alternative methods of earning credits will not count toward the GPA unless otherwise indicated at the discretion of the **principal** building administrator.

Methods of Earning Credit:

1. A student may take up to 4 dual enrollment courses to meet high school requirements. The cost of these classes will be the responsibility of the student.

2. A student may earn up to 2 credits through the Five Town CSD Adult Education Program. The cost of these classes is free to CHRHS students.
3. A student may earn up to 4 High School credits through distance learning/online courses. The cost of these classes will be the responsibility of the student unless otherwise indicated at the discretion of the ~~principal building administrator~~ **principal**.
4. A student may earn up to 3 credits through independent study that is overseen by the GT coordinator and that is monitored by the teacher(s) of the subject(s) to which the independent study is related.
5. A student who wishes to meet a credit requirement through an alternative method that is not outlined above must have prior written approval (a Personal Education Plan or PEP) approved by ~~the Director of Counseling Counselor, the appropriate Department Head,~~ **the Director of Counseling Counselor, the appropriate Department Head,** and the principal ~~or designee~~ **in consultation with the appropriate Department Head,** and ensures that the student meets all appropriate standards.

IV. CREDIT RECOVERY

A student who is deficient in the requirements in Section II may earn and apply credits in accordance with the provisions of this section.

Any courses taken for credit recovery will be given a P/F grade and will be awarded credit. These courses will not count toward the GPA.

A student who makes up **for** deficiencies after the graduation of their class may participate in the next regular graduation ceremony following successful completion of all graduation requirements.

A student must, within the first 2 weeks of the following semester, follow the outlined procedure in order to facilitate the opportunity to recover credit.

- The student first brings a credit recovery form to the teacher in the class where the student failed; that teacher will define what the student needs to accomplish to recover credit.
- The student then submits the form to their counselor for final approval.
- The student will have to complete the necessary work within a directed study hall and will have the rest of that semester (from the time the plan is approved) to complete all necessary work.

Option	Criteria	Approved Method	Notes
Credit Recovery through Directed Study Hall (English/Math)	Students who completed a "day class" at CHRHS, failed with an average greater than 59% and want to retake the course for credit.	<ul style="list-style-type: none"> Directed Study 	<ul style="list-style-type: none"> Maximum= 2 credits per student for all of entire high school career unless approved by the principal Student will receive a Pass/Fail grade. The final numerical grade from the original course remains for GPA calculations.
Credit Recovery through Course Retake	Failed with an average of 59 55 % or below in Math or English; Failed any other course.	<ul style="list-style-type: none"> Retake the course at CHRHS (including summer school) Correspondence* Online* Adult Ed w/ certified teacher* <i>*Must be approved by the department head.</i>	<ul style="list-style-type: none"> Student/parent covers all costs

V. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM CAMDEN HILLS REGIONAL HIGH SCHOOL

This section applies to all students, in all graduation classes.

1. Transfer Students

For students who transfer to CHRHS from another state or from an educational program that is not required to be aligned with the content standards of the system of Learning Results, the Camden Hills Regional High School Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements. A transfer student must have earned a minimum of 16 credits at CHRHS or from an accredited high school in order to receive a Camden Hills Regional High School diploma.

2. Home-schooled Students

For home-schooled students wishing to receive a diploma from CHRHS, the principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements. A home-schooled student must have attended Camden Hills Regional High School for a minimum of the final 2 semesters and have earned 16 credits at CHRHS or as a transfer student from an accredited high school in order to receive a Camden Hills Regional High School diploma.

3. Delayed Awarding of Diplomas

A student who leaves CHRHS to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the first year be awarded a high school diploma, provided that the student has completed a PEP in advance.

4. Early Awarding of Diplomas

A student who has met the State's and the Board's diploma requirements in fewer than four years of high school may be awarded a diploma. Students may request permission to complete graduation requirements in fewer than four years. An accelerated graduation request must be submitted and deliberated at a meeting that minimally includes the student, parent, school counselor and principal. If approved for accelerated graduation, the plan must be finalized at the conclusion of the school year prior to the year in which the student intends to graduate. The only exception to this policy timeline is at the discretion of the building administrator.

5. Extended Study

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

6. Certificate of Completion and Students with IEP's

The Board may provide a Certificate of Completion to a student who leaves school having completed four years attendance as a full-time high school student and who has earned the required credits but has not met Learning Results proficiency standards that may be mandated by the State. Students who achieve proficiency in meeting the content standards of the Learning Results as specified in the goals and objectives of their Individualized Education Plans (IEP) will be awarded diplomas.

7. Participation in Graduation Ceremony

A student must complete all Board requirements for a high school diploma or certificate of completion in order to participate in graduation exercises.

8. Honors and Awards at Graduation

In order to be eligible for honors or awards based wholly or in part on academic achievement (e.g., valedictorian, salutatorian, Latin Honors) a student must have been enrolled full-time at CHRHS for the two years preceding graduation. Students who do not meet this enrollment requirement will not be "ranked" for the purpose of determining eligibility for graduation honors and awards.

Addendum

	Measured GRADUATION STANDARD PROFICIENCIES
CONTENT AREA	Structures in place through which to demonstrate proficiency
English	To demonstrate proficiency, students must pass the three required courses for graduation (9 th , 10 th , and 11 th grade English - College Prep or higher), and Score 236 on NWEA MAP or a 1185 on the SRI or a 480 EBRW score on the SAT <i>or alternative route to proficiency approved by the Principal in consultation with the department</i>
Math	4 To demonstrate proficiency, students must meet the Graduation Standard Expected Outcomes on end of quarter common assessments within this course sequence: Algebra I, Geometry, Algebra II <i>or</i> Honors Algebra II <i>or alternative route to proficiency approved by the Principal in consultation with the department</i>
Science	4 To demonstrate proficiency, students must demonstrate proficiency in the 8 Scientific Practices (Graduation Standards) with the graduation assessments that will be administered in all core science courses. Proficiency in each practice must be demonstrated <i>twice</i> : once in physical sciences and once in life/earth/space sciences, <i>or alternative route to proficiency approved by the Principal in consultation with the department</i>
Social Studies	Graduation standards will be embedded in the 3 required disciplinary courses over 6 semesters. To demonstrate proficiency, students must pass all of these required courses, <i>or alternative route to proficiency approved by the Principal in consultation with the department</i> (There are six graduation standards and students will have at least two opportunities to meet them through assessments of the Expected Outcomes.)
Visual and Performing Arts	To demonstrate proficiency, students must successfully complete in on of any introductory Visual Art or Theater course <i>or</i> Concert Band <i>or</i> any Choir <i>or</i> Intro to Piano/Music Theory and demonstrate proficiency by satisfactorily completing at least two of the Expected Outcomes per Graduation Standard.
Physical Ed and Health	To demonstrate proficiency, students must pass all required courses for graduation. Graduation standards will be embedded in the 3 required disciplinary courses over 3 semesters. (There are 3 graduation standards in PE and 4 in Health.)

Career and Ed Develop.	To demonstrate proficiency, students must complete career and postsecondary education assessments and activities utilizing the Family Connection Program/Naviance, demonstrate proficiency in at least 2 of the 3 Expected Outcomes in each Graduation Standard, and attend their Sophomore and Junior Visits.
World Language	To demonstrate proficiency, students must take a foreign language through one of these course levels: Spanish Novice B or French II or Latin II or the equivalent AND A) Pass the AAPPL Exam (obtain Novice Mid) at the end of Spanish Novice B or French II, OR B) Meet the national average on the National Latin Exam at the end of Latin II.

	GUIDING PRINCIPLES (4C'S) PROFICIENCIES
Creativity	Students will have the opportunity to meet the proficiency standard on the five towns K-12 Rubric through certification by teachers in the-Visual and Performing Arts and/or Applied Academic content areas.
Collaboration	Students will have the opportunity to meet the proficiency standard on the five towns K-12 Rubric through certification by teachers in the Social Studies and/or PE/Health content areas.
Critical Thinking	Students will have the opportunity to meet the proficiency standard on the five towns K-12 Rubric through certification by teachers in the Science and/or Mathematics content areas.
Communication	Students will have the opportunity to meet the proficiency standard on the five towns K-12 Rubric through certification by teachers in the-English Language Arts and/or World Languages content areas.

Legal Reference:

- 20-A M.R.S. § 4722
- Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross Reference:

- IHCD – Post-Secondary Enrollment Options
- IK – Student Achievement
- IKFA – Early Graduation
- IKFF – Multiple Pathways

History:

Adopted: 03/03/02, 07/12/06, 07/09/08, 07/08/09, 07/02/10, 03/02/11, 01/04/12, 07/16/14, 06/21/17, 06/20/18, **12/4/19**

First Reading: May 3, 2023

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

STUDENT WELLNESS

The Board recognizes that student wellness and good nutrition are related to students' physical and psychological well-being and their readiness to learn. The Board is committed to providing a school environment that supports student wellness, from healthy food choices to regular physical activity to building resilience. The Board believes that students who learn and practice healthy lifestyles in their formative years may be more likely to be conscious of the importance of good nutrition, mental health, and exercise as adults, practice healthy habits, and reduce their risk of obesity, diabetes, and other chronic diseases or mental health issues.

NUTRITION STANDARDS

Five Town CSD will ensure that meals provided by its Food Services Program meet or exceed the nutrition standards established by ~~federal regulations~~ **the National School Lunch Program, the School Breakfast Program, and other applicable Federal child nutrition programs.**

~~Other Sales of~~ foods and beverages sold or available for sale to students during the school day ("competitive foods") will meet the federal Smart Snack guidelines and ~~that compete with the school lunch program (and/or school breakfast program)~~ must be in compliance with the Board's policy EFE, Competitive Food Sales/Sales in Competition with the School Food Services Program. Candy will not be given as a reward in any school setting.

WATER

To promote hydration, free, safe, unflavored drinking water will be available to all students, throughout the school day, including mealtimes.

ASSURANCE

This policy serves as assurance that District guidelines for reimbursable meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the National School Lunch Act and the Child Nutrition Act.

NUTRITION EDUCATION

Nutrition education will be integrated into the instructional program through the health education program and/or the curriculum as aligned with the content standards of Maine's system of Learning Results. Nutrition education should focus on skills students need to adopt and maintain healthy eating behaviors. Students should receive consistent nutrition messages throughout the school, including classrooms, cafeteria, and school-home communications.

NUTRITION PROMOTION

The school will support healthful eating by students and encourage parents/guardians to provide healthy meals for their children by providing consistent nutrition messages and information and by cooperation with other agencies and organizations.

FOOD AND BEVERAGE MARKETING IN SCHOOLS

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks standards. Food and beverage marketing includes but is not limited to:

- Brand names, logos or tags, except those that are present as labels on the food or beverage product or its container;
- Displays, such as vending machine exteriors;
- Corporate brands logos, names or trademarks on school equipment such as message boards or scoreboards;
- Corporate brands, logos, names or trademarks on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment;
- Corporate brands, logos, names or trademarks on posters, book covers, or school supplies distributed or offered by the school unit; or
- Advertisements in school publications or school mailings; or on product coupons or free samples.
- Corporate brand names, logos and trademarks for companies that market products that comply with the USDA Smart Snacks in School nutrition standards will not be prohibited solely because they offer some noncompliant food or beverage items in their product line.

For the district's advertising policy, please refer to policy KHB - Advertising in the Schools.

STAFF QUALIFICATIONS

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA standards for school nutrition professionals.

PHYSICAL ACTIVITY

Five Town CSD will strive to provide all students developmentally appropriate opportunities for physical activity through physical education classes and extracurricular activities (clubs, intramural and interscholastic athletics). School programs are intended to build and maintain physical fitness and to promote healthy lifestyles. The school should encourage parents to support their children's participation in physical activities, including available before- and after-school programs.

MENTAL HEALTH

The district will provide resources to support students' mental well-being at school. The school will have some combination of counselors, social workers, and school psychologists on staff to support immediate needs and will connect families with resources if the need is chronic and requires outside support. The school will integrate a social, emotional learning component through advisory or flex time, as well as occasional assemblies or other events, so that education in this arena is ongoing. The school will also be mindful about how its decisions

regarding scheduling, graduation requirements, structure of the day, and homework load impacts students' mental well-being.

SAFE SEX

The Five Town CSD Board acknowledges the fact that some of the Camden Hills Regional High School students are sexually active. In an effort to help prevent sexually transmitted infections (STI's) and unintended pregnancies, the Five Town CSD will provide students access to free condoms in the nurse's office and other appropriate locations, in conjunction with written information on condom use, sexual readiness, and STI's.

OTHER SCHOOL-BASED WELLNESS ACTIVITIES

The school, with prior approval of the Superintendent/designee, may implement other appropriate programs that support consistent wellness messages and promote healthy nutrition, mental well-being, and physical activity.

Five Town CSD may develop programs that encourage staff to learn and engage in healthy lifestyle practices.

IMPLEMENTATION AND MONITORING

The Superintendent/designee shall be responsible for the oversight of implementation of the wellness policy in the school, for monitoring efforts in the school to meet the intent of this policy and achieve wellness goals, and for reporting to the Board on an annual basis.

Monitoring may include surveys or solicitation of input from students, parents, staff, and school administrators.

Reports may include, but are not limited to:

1. The status of the school environment in regard to student wellness issues.
2. Evaluation of the school food services program and compliance with nutrition guidelines.
3. Summary of wellness programs and activities in the school.
4. Feedback from students, parents, staff, school administrators and wellness committee, including suggestions for improvement in specific areas.
5. Recommendations for policy and/or program revisions.

Five Town CSD will publicly disseminate information about school wellness activities, healthy eating and school nutrition, and the results of wellness program evaluations/monitoring on Five Town CSD wellness policy implementation efforts on Five Town CSD website or by other means, as appropriate.

The Board will review the wellness policy periodically to set or revise goals.

APPOINTMENT AND ROLE OF THE WELLNESS COMMITTEE

The district shall appoint a district-wide Wellness Committee comprised of at least one of each of the following, if possible:

1. Board member;
2. School administrator;
3. Food Services Director/designee;
4. Student representative;
5. Parent representative; and/or
6. Community representative.

The Wellness Committee may also include:

1. School nurse and/or other school health professional;
2. Physical education teacher;
3. Guidance counselor;
4. Social worker;
5. Community organization or agency representative;
6. Other staff, and other persons as deemed appropriate by administration.

The Wellness Committee shall serve as an advisory committee to the school in regard to student wellness issues and will be responsible for making recommendations related to the wellness policy, wellness goals, administrative or school regulations and practices, ~~or~~ and raising awareness of student health issues. With the prior approval of the Superintendent/designee, the Wellness Committee may survey parents, students, and the community and/or conduct focus groups or community forums. The Wellness Committee shall provide periodic reports to the Superintendent/ designee and, as requested, to the Board. The Wellness Committees shall conduct an assessment of the wellness policy every three years, at a minimum, to determine:

- Compliance with the Wellness policy;
- How the wellness policy compares to model Wellness policies;
- Progress made in attaining the goals of the Wellness policy.

The Wellness Policy will be posted on the District website and communicated annually to keep students, parents, staff, and the community informed of wellness initiatives.

WELLNESS GOALS

The Board has identified the following goals associated with student wellness:

1. Goals for Nutrition Education

- The school will provide nutrition education that focuses on the skills students need to adopt and maintain healthy eating behaviors.
- The school's nutrition education will be provided in a sequential, comprehensive health education program aligned with the content standards of the Maine system of Learning Results.

- Nutrition education will be integrated into other subjects as appropriate to complement, not replace, the health education program.
- Five Town CSD will provide foods that meet or exceed the federal nutrition standards, adequate time for students to obtain food and eat, lunch scheduled at appropriate hours of the day (~~OR: as close to the middle of the school day as possible~~), adequate space to eat, and a clean and safe meal environment.
- Appropriate professional development will be provided for food services staff.

2. Goals for Mental Well-being

- A positive school culture is nurtured and intentional.
- The school day will be structured in a way that promotes a calm pace and atmosphere.
- Students will have timely access to mental health services when needed.
- Homework and grading practices will be meaningful, relevant, and enable students to rebound from mistakes.

3. Goals for Physical Activity

- The physical education program will provide students with the knowledge and skills needed to be physically fit and take part in healthful physical activity on a regular basis.
- Students will develop motor skills and apply them to enhance their coordination and physical performance.
- Students will demonstrate responsible personal and social behaviors in physical activity settings.
- The physical education curriculum will be aligned with the content standards of the Maine system of Learning Results.
- Physical education classes will keep all students involved in purposeful activity for a majority of the class period.
- Physical education classes will provide opportunity to learn for students of all abilities.
- The school will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude toward health and fitness.
- The school will provide facilities adequate to implement the physical education curriculum for the number of students served.
- The school will promote efforts to provide opportunities for students to engage in age-appropriate activities on most days of the week in both school and community settings.
- The school will provide opportunities for physical activity through a variety of before- and/or after-school programs including, but not limited to, intramural sports, interscholastic athletics, and physical activity clubs.
- Appropriate professional development will be provided for physical education staff and other staff involved in the delivery of such programs.

4. Goals for Other School-Based Activities

- Goals of the wellness policy will be considered when planning school or classroom parties, celebrations, or events.
- Parents will be encouraged to provide nutritionally sound snacks from home and food for classroom parties or events.
- School will encourage maximum participation in school meal programs.
- School will encourage parents and students to take advantage of developmentally appropriate community-based after-school programs that emphasize physical activity.
- The school will encourage parents to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- As feasible, school physical activity facilities will be made available after school hours for student, parent, and community use to encourage participation in physical activity.
- School administrators, staff, parents, students, and community members will be encouraged to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.
- Student organizations will be encouraged to engage in fundraising projects that are supportive of healthy eating and student wellness.
- School-based marketing of foods and beverages, such as through advertisements in school publications, school buildings, athletic fields, and other areas accessible to students should support the goals of the wellness policy.
- The school is encouraged to cooperate with agencies and community organizations to support programs that contribute to good nutrition and physical activity.

Legal Reference:

- 42 U.S.C. § 1751 (Healthy, Hunger-Free Kids Act)
- 7 CFR Parts 210 and 220

Cross Reference:

- Policy EFE – Competitive Food Sales – Sales of Foods in Competition with the School Food Services Program
- **KHB - Advertising in the Schools**

History:

Adopted: 07/12/06, 07/09/08, 05/07/14, 09/07/16, 10/04/17, 03/06/19, 02/02/22

First Reading: May 3, 2023

Second Reading:

Adopted:

FIVE TOWN CSD POLICY

NALOXONE (OPIOID ANTAGONIST) POLICY

The purpose of this policy is to establish guidelines and procedures governing the utilizations of Naloxone (opioid antagonist) administered by Five Town CSD employees. It is the policy of the Five Town CSD that the school provides and maintain Naloxone as an opioid antagonist.

It is the intent of the Five Town CSD to prevent opioid-related deaths on school premises. Naloxone, commonly known as Narcan, is a medication that can reverse an overdose that is caused by an opioid drug. When administered during an overdose, naloxone blocks the effects of opioids on the brain and respiratory system in order to prevent death. Naloxone has no potential for abuse and is a non-narcotic and non-addictive medication.

To treat a case of suspected opioid overdose in a school setting, a nurse or other trained staff, may administer an opioid antagonist, during an emergency, to assist any individual suspected of experiencing an opioid related overdose on school grounds.

PROCUREMENT OF NALOXONE

The nurse will obtain Naloxone for all school locations.

STORAGE

Nasal Naloxone will be clearly marked and stored in an unlocked storage cabinet in each nurse's office and/or designated locations. The school nurse will ensure that all relevant staff are aware of the Naloxone storage locations. Naloxone will be stored in accordance with manufacturer's instructions to avoid extreme cold, heat and direct sunlight.

USE OF NALOXONE

In the case of a suspected opioid overdose, the school nurse or other trained staff shall follow the protocols outlined in the Naloxone training:

1. Call 911 to notify EMS and law enforcement.
2. Prepare and administer Naloxone
3. May repeat dose as necessary per standing orders

FOLLOW UP

After administration of Naloxone, the person administering Naloxone will follow Five Town CSD policies. Nursing staff will provide substance abuse prevention resources to the overdose victim and family as appropriate. Any person administering Naloxone on school property will notify the superintendent..

Cross Reference

- JLCD – Administration of Medication to Students

Legal Reference

- 20-A MRSA 6307

History:

First Reading: May 3, 2023

Second Reading:

Adopted:



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(207) 236-3358
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Maria Libby
Superintendent
Shawn Carlson, Ph.D.
Assistant Superintendent



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Five Town CSD/ Camden Rockport Schools
Joint Strategic Planning Committee Meeting
April 24, 2023
4:00 – 6:00 p.m.
CHRHS

MINUTES

Board Present

Sarah Bradley Prindiville
Marcus Mrowka
Ramona Larsen
Marcia Dietrich
Rick Thackeray

Also Present

Maria Libby
Shawn Carlson
Jen Curtis
Jeremy Marks
Chris Walker-Spencer
Jaime Stone
Will Eggena
Tanya Young
Allysa Andersen
Heather Butler
John Dietter
Kathleen Capetta
Jennifer Mytar
Matt Tepelman
Katie Urey

1. Process Update
Shawn Carlson reviewed what remains to be completed and let the committee know that this would be the last meeting.
2. Review Equity Components for both plans
The equity components derived from the District's DEI plan were shared with the committees.
3. Review Final SAD Strategic Plan
Both committees reviewed the current draft of the SAD Strategic Plan and provided a final round of feedback.

4. Review Final CSD Strategic Plan

Both committees reviewed the current draft of the CSD Strategic Plan and provided feedback.

5. Review draft layout of Strategic Plans

Both committees reviewed the first draft of the design and layout of the final Strategic Plan pamphlet. The committees provided feedback to bring to the final design.

6. Finish up and Thank You

Maria Libby thanked the committee members for their time and effort over the past 8 months.

Five Town Community School District Strategic Plan 2023-2027 Final Draft

CSD

Tagline: Student-centered every day.

Mission

Be Kind.

Work Hard.

Keep Learning.

Beliefs about learning

We believe that the best learning occurs when students and staff....

- Are emotionally and physically safe.
- Have supportive relationships.
- Are valued.
- Have access to appropriate support and resources.
- Experience meaningful learning.
- Have an active role in the school community.
- Extend their learning beyond the school walls.

Commitments to students

We will do our best to:

- Provide an outstanding academic, social, and emotional education to prepare you to reach your goals.
- Offer multiple pathways to cultivate your passions, aspirations, and sense of joy.
- Promote a culture of belonging.
- Inspire and empower you to have a positive impact on your community.

Core Values

- **Personal Responsibility:** developing and practicing integrity by owning one's decisions and actions.
- **Respect:** recognizing and valuing other ideas, people, and our environment.
- **Interdependence:** acting with an understanding of social responsibility to the larger community and the environment.
- **Drive:** pursuing personal excellence with perseverance.
- **Empathy:** feeling and showing compassion for others.

Focus Area: Equity

Each member of our school community will be included, engaged, and supported in our programming, opportunities, and culture.

Rationale: Students and staff thrive when they are seen, valued, and supported.

Outcomes:

- Our student-centered practices promote a sense of belonging for all students.
- A DEI framework guides future curriculum work.
- Low SES students have improved access to opportunities in our schools.
- We better understand and respond to the needs of LGBTQIA+ students.
- District planning and decision-making will be aligned with the Foundational Equity Lens.

Action Steps:

1. Identify district-wide high-leverage instructional practices aimed at supporting marginalized populations to be implemented and incorporated within the teacher evaluation tool (trauma-informed and SEL practices).
2. Increase educator competency and comfort level in engaging in “difficult” topics with students and adults through regular training that could include: crucial conversations, non-violent communication, and culturally proficient communication.
3. Evaluate the current student climate survey to determine if it is aligned to improving the student experience; if not, research and adopt one that is.
4. Evaluate the current structures to build relationships within our schools and fill any gaps found by adopting additional developmentally responsive structures that further connect students to one another and students to staff.
5. Explore and adopt a DEI curriculum review framework for K-12.
6. Implement the DEI curriculum review framework within the district-wide curriculum review cycle.
7. Use framework results to effectively address the findings of the review process, including, but not limited to, additional professional development and purchasing of new curriculum and instructional materials.
8. Create and use forms for families that identify low SES students and gather permission to specifically target students and parents with support programs.
 - a. Survey parents on their preferred mode of communication.
 - b. Develop communication tools to share targeted information with these students and parents.

- c. Alert teachers and office staff to the few families who do not use email and set an expectation that they will need to be called.
- 9. Differentiate our communication, programming, and events to better meet the needs of low SES parents (e.g. red folder night, after school programming, progress updates, etc.).
- 10. Map out and pilot place-based outreach to communities with a high % of low-SES students.
- 11. Identify leadership opportunities for students in low SES groups.
- 12. Troubleshoot transportation barriers to school and after school participation.
- 13. Ensure the school has a program or partnership to provide relief for all students in need to access showers, clothes, food, basic hygiene supplies, and the ability to wash clothes and reenter the school community with dignity.
- 14. Make sure all staff are aware of the resources and supports available in their school to low SES students.
- 15. The superintendent and principal will establish an LGBTQIA+ focus group within the high school and Zenith to identify needs and barriers within the district. Based on those conversations, take steps to address needs.

Focus Area: Adapting to Rapid Change

We will prepare students and staff to continuously adapt to the rapidly changing global landscape.

Rationale: Schools must become more flexible and adapt to changes in technology, the job market, and the current needs of the student body to remain relevant.

Outcomes:

- Our technology standards are updated to be responsive to the ever changing world and job market.
- Students and teachers gain an understanding of the positive and negative impacts of AI on information acquisition, instructional approaches, and assessment strategies and strategically adapt to enhance learning.
- Every student is provided an opportunity to pursue an interest that helps them understand they can be the drivers of change in this world.
- Critical discussion around current social issues becomes commonplace in classrooms and students learn the skills to navigate crucial conversations.
- All students can effectively analyze the veracity of information from a variety of media sources.

Action Steps:

1. Integrate AI into the learning process to help students understand how to leverage this technology in their education and lives.
2. Develop an understanding of how to incorporate Artificial Intelligence (AI) to bring efficiency to day to day tasks in the classroom.
3. Develop, adopt, and implement a set of technology standards that are responsive to the ever changing world and job market.
4. Provide professional development (PD) to teachers in how to build crucial conversation skill development into their curriculums and set targets for its integration.
5. By the fall of 2024, the English department develops, and updates annually, a media analysis strand that is integrated into existing 9th grade English classes..
6. School counselors support each student on their caseload to pursue an interest through an Extended Learning Opportunity (ELO) by the end of their junior year that provides an opportunity for them to be a change agent.
7. Structures are put in place to support staff and student reflection, analysis, and positive change in order to thrive in a rapidly changing world.

8. Data is collected and analyzed to identify the current needs of our students (academic / behavioral).
9. Provide PD to staff on current, relevant, and responsive curriculum and instruction given our current student needs.
10. We provide ongoing monitoring of instruction to evaluate the implementation of these outcomes.

Focus Area: Experiential Learning

The district will increase opportunities for hands-on, minds-on, real world learning.

Rationale:

Students learn better when they are deeply engaged in the process.

Outcomes:

- Students will pursue at least one Extended Learning Opportunity (ELO) during high school.
- Every course will develop at least one high-quality place-based or experiential learning unit.
- Teachers will increase their use of high quality authentic interdisciplinary learning.

Action Steps:

1. Develop a Community Service endorsement for the transcript.
2. Implement professional development to support the creation of authentic experiential learning performance assessments and unit development.
3. Develop a comprehensive plan that includes communication, capacity building, and logistics for implementing a robust Extended Learning Opportunity (ELO) program by the fall of 2024 in preparation for it becoming a graduation requirement.
4. Provide appropriate PD to staff to understand place-based and experiential learning and the UN Sustainability Goals.
5. Provide ongoing monitoring of instruction to evaluate the implementation of these outcomes.
6. Ensure our interview questions include a focus on place-based or experiential learning.

Focus Area: Sustainability

District programs, investments, operating procedures, and practices will support current needs without compromising future generations.

Rationale: We are stewards of our community's children, and a part of that responsibility means taking care of the world we leave to them.

Outcomes:

- District planning and decision-making will be aligned with the United Nations Sustainability Development Goals.
- Opportunities will be expanded for students to become leaders in Environmental Sustainability.
- Maintain a fully-staffed district to preserve the organization's strengths, successes, and health.
- Reduce the District's environmental impact.

Action steps:

1. Develop a seminar course for upper-class students that provides a deep understanding of an environmental issue and explores potential solutions
2. Develop a Sustainability Endorsement for the transcript.
3. Provide resiliency and positive psychology training to staff.
4. Minimize use of materials that contribute to human illness or climate change
5. Develop a decision-making protocol around UN Sustainability Development Goals.
6. Evaluate each department's use of resources to find areas to reduce our environmental impact, including paper use, food waste, and single use consumption.
7. Develop realistic strategies to facilitate the hiring and retention of staff, such as temporary housing and employee child care.
8. Conduct 12 stay interviews with a diverse group of staff.

Focus Area: Well-being

The district will provide and integrate strategies that support student and staff emotional, social, and physical well-being.

Rationale: Personal health is foundational to successful teaching and learning.

Outcomes:

- The level of negative student behavior decreases.
- We provide professional development to build all teacher's skills in effectively addressing student needs.
- Substance use, as reported in the Maine Integrated Youth Health Survey (MIYHS), decreases year over year.
- Participation in the health resources that are available in our insurance plan and local community increases.

Action steps:

1. Identify and implement research-based approaches to discourage student substance use.
2. Promote and encourage participation in the health resources that are available in our insurance plan and local community.
3. Provide professional development on the use of trauma-based instruction.
4. Include classroom management training as part of our new teacher induction program.
5. Explore the need and feasibility of hiring a substance abuse counselor.
6. Students will participate in at least one meaningful training on relationships and consent and another on harassment and bullying.
7. Implement a proactive approach to addressing violent student behaviors, including dating violence and discrimination.
8. Host 2 parent trainings each year to build awareness around substance use, holistic wellness, and other relevant social/emotional issues.
9. Provide Professional Development to integrate Social-emotional learning (SEL) into the school day.
10. Refocus Wellness Committee work to address this goal area and district policies.
11. Develop a tool to monitor staff well-being.

Glossary

1. Extended Learning Opportunity (ELO): Refers to learning beyond traditional coursework and would include, industry certifications, internships, a capstone experience, or dual enrollment courses, among other opportunities.
2. Diversity, Equity, and Inclusion (DEI): Refers to an ethos of being inclusive of all types of differences, and creating an environment that is welcoming to all students.
3. Social-Emotional Learning (SEL): Refers to the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.
4. United Nations Sustainability Goals: 17 goals adopted by the UN member states that are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.
5. SES means Socio-economic status. Low SES refers to economically disadvantaged people.
6. LGBTQIA+ is an acronym used to signify Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual people collectively.
7. Foundational Equity Lens- The purpose of an equity lens is to be deliberately inclusive as an organization makes decisions. It introduces a set of questions into the decision that help the decision makers focus on equity in both their process and outcomes.