

7 Lions Lane
Camden, Maine 04843
(207) 236-3358
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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Regular School Board Meeting
Bisbee Theater, CRMS
Wednesday, December 15, 2021
7:00 p.m.

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

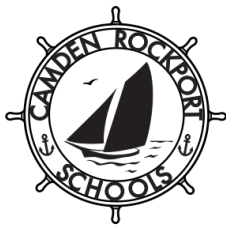
AGENDA

1. Call to Order
2. Adjustments to the Agenda
3. Public Comment on Items not on the Agenda
4. Minutes
 - a. Approval of the November 17, 2021 Regular Board Meeting Minutes
5. Second Step Presentations– Ryan Watts, Katie Bauer
6. Data Reports 2020-21 – Deb McIntyre
 - a. Standardized Testing
 - b. Truancy
7. ARP Application Update – Maria Libby
8. Early Release Dismissal Time Adjustment – Maria Libby
9. Board Chair’s Report – Patrick McCafferty
 - a. CRMS Open House December 27, 2021
10. Superintendent’s Report – Maria Libby
11. Administrative Reports
 - a. Deb McIntyre, Assistant Superintendent
 - b. Jaime Stone, CRMS Principal
 - c. Valerie Mattes, Director of Student Special Services
12. Standing Committee Reports
 - a. Finance – Met November 17, 2021, minutes attached. Meets prior to School Board Meeting on December 15, 2021.
 - i. Finance Update – Finance Committee Chair
 - b. Joint Policy – Next Meeting December 13, 2021.

Second Reads

ACAF – Workplace Bullying
GBO – Family Care Leave
GBO-R – Maine Family Medical Leave Administrative Procedure
IHBAC – Child Find
IHBAL – Grievance Procedures for Persons with Disabilities
JKAA – Use of Physical Restraint and Seclusion
JKAA-R – Procedures on Physical Restraint and Seclusion

- JKD – Suspension of Students
 - JICH – Misuse of Chemical Substances by Students
 - JICI – Weapons Violence and School Safety
 - JICK-E2-E3 - Bullying Responding and Remediation Form
 - KDA – Public Information Program
 - KFB - Facilities Use
 - KFB-C - Facilities Use Contract
 - c. Joint Personnel – Next meeting TBD.
 - d. Curriculum – Met November 22, 2021, minutes attached. Next Meeting January 10, 2022.
13. Ad Hoc Committee Reports
- a. Joint Communications – Met November 16, 2021, minutes attached. Next Meeting December 21, 2021.
14. School Advisory Committee Reports
- a. DEI Task Force – Met November 29, 2021, minutes attached. Next Meeting January 31, 2021.
15. Future Agenda Items
16. Adjourn



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Camden Rockport Schools
 Regular School Board Meeting
 Wednesday, November 17, 2021
 7:00 p.m.

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

MINUTES

Board Present

Patrick McCafferty, Chair
 Marcus Mrowka, Vice Chair
 Sarah Bradley Prindiville
 Marcia Dietrich
 Becky Flanagan
 Brianna Gutierrez
 Peter Orne
 Rick Thackeray

Also Present

Maria Libby, Superintendent
 Deb McIntyre, Assistant Superintendent
 Jaime Stone, CRMS Principal
 Chris Walker-Spencer, CRES Principal
 Valerie Mattes, Director of Student Special Services
 Peter Nielsen, Business Manager
 Staff, Parents, and Community Members

1. Call to Order
 Board Chair Patrick McCafferty called the meeting to order at 7:01 p.m.
2. Adjustments to the Agenda
 Superintendent Libby added the following two stipend nominations to Agenda item 7 a - Stipend Nominations:

CRMS Basketball Asst. Coach	Nick Denny	18	0%	\$1,426.32
CRMS Basketball Coach	Eric Glaser	30	0%	\$2,377.20

3. Public Comment on Items not on the Agenda
 Gary Heald, a Camden resident, asked the Board if Critical Race Theory was being taught in the District . Board Chair McCafferty answered that Critical Race Theory is not being taught. Mr. Heald then expressed displeasure with a District communication dated June 4, 2020

which suggested that white people have historically suppressed people of color, and that the district needs to do better. Mr. Heal then expressed displeasure at the Board being placed on a stage above the audience. Board Chair McCafferty replied that the Board meetings were changed to the auditorium to take advantage of the new theater, which has the technology to livestream meetings most effectively. Finally, Mr. Heal referenced staff conflict in Lincolnville and Appleton; Chair McCafferty pointed out that those schools are not in this district.

4. Minutes

- a. Approval of the September 15, 2021 Regular Board Meeting Minutes
- b. Approval of the October 20, 2021 Regular Board Meeting Minutes

Upon motion by Becky Flanagan and second by Peter Orne, the Board voted to approve the September 15, 2021 Regular Board Meeting Minutes and the October 20, 2021 Regular Board Meeting Minutes.

Vote 8-0 Passed.

5. Nominations

- a. Stipend Nominations

There were two new stipend nominations received after the Board Meeting Agenda was sent out. The complete Stipend Nominations are shown below:

Position	Nominee	Points	Bonus	Amount
CRMS Basketball Coach	Jon Duke	30	0%	\$2,377.20
CRMS Basketball Asst. Coach	Nick Denny	18	0%	\$1,426.32
CRMS Basketball Coach	Eric Glaser	30	0%	\$2,377.20

Upon motion by Becky Flanagan and second by Marcus Mrowka the Board voted to approve the above Stipend Nominations.

Vote 8-0 Passed.

6. Equity Audit Update –Deb McIntyre

Assistant Superintendent McIntyre shared that the audit team was on site Monday and Tuesday, November 15-16. The team visited CRES and CRMS, met with all Directors and Administrators, and held parent and student focus groups. The audit team will now write a formal report, which the District expects to receive in January, 2022.

7. 2022-23 Budget Discussion – Maria Libby

- a. Status Quo Budget and Target

Superintendent Maria Libby explained that the Status Quo budget assumes that there are no changes in the budget other than contracted changes in salaries and benefits, as well as scheduled debt service payments. She shared that the Status

Quo Budget is a starting point, from which the District will develop a complete budget. Finance Committee Chair Patrick McCafferty stated that this year's Status Quo budget projects a 2.48% increase in expenses, compared to previous years' increases that ranged from -0.3% to 17%. Board Member Orne added that anticipated energy increases alone will increase the Status Quo budget further to a 3.6% expense increase.

Board Chair McCafferty added that the geothermal heating system at CRES is not fully functional, and the district will need to purchase two supplementary boilers to heat the building this winter. The costs of the boilers will be paid from the capital reserve, but the associated propane expense will also need to be absorbed somewhere in the budget. A Board Member expressed concern at the cost, and Superintendent Libby replied that the system was put in over 10 years ago, and she is uncertain if it can be repaired, as engineers have been working to repair it for over one year. One explanation for the failure is that the water table has shifted, and the diffusion wells cannot drain fully. Another potential explanation is that the drains have become clogged. Experts continue to look at repair options, but the District cannot solve the problem before winter. Another Board Member asked the Superintendent to make sure that no errors and omissions were made by the building or repair contractors. Another Board Member asked if there were heating options other than propane. Superintendent Libby shared that the District explored using electric boilers rather than propane boilers, but the electric boilers were not economically feasible, nor could other non-fossil fuel alternatives be put in place before winter.

The Finance Committee recommended a 4% taxpayer increase as the target for the Superintendent and the Board concurred. Superintendent Libby shared the budget planning timeline: budget presentations start in February, the Board votes on the budget in April, a public budget hearing is held in May, and a public referendum occurs in June. She urged all board members to attend Finance Committee meetings to better understand District finances. Chair McCafferty invited the public to participate in the budget process.

8. 2021-22 Minor School Calendar Adjustment

The new federal holiday of Juneteenth falls on a Sunday, and thus will be recognized on Monday, June 20, 2021. If we have weather that results in school cancellation, the last day of school will be pushed out to Tuesday, June 21.

Upon motion by Marcia Dietrich and second by Sarah Bradley Prindiville, the Board voted to approve the above calendar adjustment.

Vote 8-0 Passed.

9. Board Chair's Report – Patrick McCafferty

Chair McCafferty notified the board that there will be a Winter Board Retreat on January 25, 2022.

10. Superintendent's Report – Maria Libby

Superintendent Libby called attention to the pandemic planning update in her report. The District's addendum to the Reopening Plan calls for indoor athletes to not mask while on the field of play this winter. She shared that the State of Maine is waiting for OSHA to promulgate rules for public employees based on President Biden's vaccine mandate. She also shared that all of her superintendent colleagues are concerned about student and staff mental health. People theorize that social connections are weaker due to the lack of face-to-face contact, and district evidence corroborates this theory. Superintendent Libby stated she was disappointed that the MPA will likely back off from their requirement that all wrestlers must be vaccinated due to political pressure. Our District plans to keep this requirement in place. She shared that districts in the southern part of the state are considering their own criteria for when to remove masks during the school day.

A Board Member expressed support for Superintendent Libby's candor in her written report regarding questions she is considering regarding which policies are best for our students.

A Board Member asked about spectators at middle school games. Principal Stone replied that most of the Busline League will most likely allow home fans only, but since we have a large gym, we may allow opposing teams to bring spectators. All spectators will be masked. A Board member expressed concern about spectators coming into the gym from other counties with less robust vaccination rates.

A Board Member stated that the District's plan for indoor student athletics and performing artists does not comply with the State of Maine and CDC recommendations that people be masked at all times while indoors in high/substantial transmission areas. Superintendent Libby replied that of the 23 schools in Kennebec Valley Athletic Conference that responded to a survey, 14 will allow athletes to be unmasked and 9 will require athletes to be masked. She shared that MPA will strongly recommend three things: all athletes be vaccinated, all athletes participate in pooled testing, and all athletes be masked. It is unlikely that any school will require vaccination of athletes.

Superintendent Libby shared that the CSD Board had approved her sabbatical for July 1, 2022 – December 31, 2022.

Sarah Welch, a CRMS and CHRHS parent, asked to respond to Superintendent Libby's report. Ms. Welch requested that the Board reconsider the District plan which allows athletes and performing arts students to be unmasked when indoors. She encouraged the Board to consider the plan recently adopted by the Augusta School District, that requires all

athletes and performing arts students be fully vaccinated and participate in weekly testing. She also called for transparent benchmarks be put in place that will drive District safety practices.

The Board continued to discuss and weigh the merits of the ideas presented.

A motion was put forth to direct the Superintendent to require that all student athletes and performers be vaccinated, in the process of vaccination, or masked at all times. Discussion of the motion included that sports/performing arts are a privilege. Additional discussion was that unvaccinated students should have the right to play.

Upon motion by Marcia Dietrich and second by Rick Thackeray, the Board voted to direct the Superintendent to require that all student athletes and performers in indoor settings, with the exception of wrestling, be vaccinated, in the process of vaccination, or masked at all times.

Vote 3-4 Did Not Pass.

Discussion followed to require that all student athletes and performers be vaccinated, but no action was taken. A motion was then put forth to direct the Superintendent to require that all indoor student athletes and performers, except wrestlers, be required to be masked at all times. Discussion included that masks get wet when athletes are under exertion and may not be effective. Board members questioned why athletes under exertion and close contact would not need to wear a mask, but students in the classroom are required to wear a mask. The Board also discussed that Board members can be assured that the plan will be adjusted by the Superintendent or the Board if conditions change. The Superintendent also reminded the Board that the District plan includes a requirement that all unvaccinated athletes and performers participate in pooled testing.

Upon motion by Brianna Gutierrez and second by Marica Dietrich, the Board voted to direct the Superintendent to require that all student athletes and performers in indoor settings, with the exception of wrestling, be masked at all times.

Vote 4-4 Did Not Pass.

11. Administrative Reports

- a. Deb McIntyre, Assistant Superintendent – as written
Assistant Superintendent McIntyre highlighted that the district hosted a Professional Development session on outdoor learning which was well received. Additionally, she reported that the Department of Education is coming to CRES to assess our outdoor Pre-K program.
- b. Jaime Stone, CRMS Principal – as written
Principal Stone shared that student behavior is concerning and she is seeing high levels of energy and behavior issues that require a lot of adult intervention, presumably caused by the anxiety and stress of pandemic. Students and staff are

- finding it to be tiring and isolating to be masked all day, and they are missing social interaction.
- c. Chris Walker-Spencer, CRES Principal – as written.
Principal Walker-Spencer shared that the PreK educators are excellent educators and encouraged all Board Members to visit the program. He also shared that the PreK staff had a great professional development outing to Aldermere Farms.
 - d. Valerie Mattes, Director of Student Special Services – as written
In response to a Board Member question, Director Mattes shared that students start in Special Services from CDS typically needing speech and language assistance, and as they grow, they often need other academic and behavioral supports. She predicted that due to the pandemic, the number of special education students needing social emotional support will most likely grow.

12. Standing Committee Reports

- a. Finance – Met October 20, 2021, minutes attached.
 - i. Finance Update – Finance Committee Chair
Finance Chair McCafferty stated that October expenses were lower than budgeted due to timing differences in Administrative and Transportation costs.
- b. Joint Policy – Met October 18, 2021, minutes attached. Next meeting December 13, 2021.

First Reads

ACAF – Workplace Bullying

GBO – Family Care Leave

GBO-R – Maine Family Medical Leave Administrative Procedure

IHBAC – Child Find

IHBAL – Grievance Procedures for Persons with Disabilities

JKAA – Use of Physical Restraint and Seclusion

JKAA-R – Procedures on Physical Restraint and Seclusion

JKD – Suspension of Students

JICH – Misuse of Chemical Substances by Students

JICI – Weapons Violence and School Safety

JICK-E2-E3 - Bullying Responding and Remediation Form

KDA – Public Information Program

KFB - Facilities Use

KFB-C - Facilities Use Contract

A Board Member asked if changes to GBO and GBO-R resulted from a change in a statute, and Superintendent Libby confirmed that was the case.

Upon motion by Marcia Dietrich and second by Rick Thackeray, the Board voted to approve the above First Reads.

Vote 8-0 Passed.

Reviewed with no or minor revisions – No action required

BEDH – Public Participation Board Meetings

IJNDB – Student Computing Device and Internet Use

IJNDB-R – Student Computing Device and Internet Use Rules

JE – Activities on Days When School is Cancelled

JFABE – Use of Public School Services and Facilities by Resident Private School Students

JFABE-E – Resident Private School Participation Form

- c. Joint Personnel – Met 11/9/21, minutes attached.

Revised Job Description

Bus Driver

New Job Description

Human Resources Assistant

Upon motion by Marcia Dietrich and second by Sarah Bradley Prindiville, the Board voted to approve the above Job Descriptions.

Vote: 8-0 Passed

- d. Curriculum – Meets November 22, 2021.

13. Ad Hoc Committee Reports

- a. Joint Communications – Met October 19, 2021, minutes attached. Next Meeting November 16, 2021.

Board Vice Chair Mrowka stated that the committee is finalizing a communication piece on the strategic planning process. They are also working on press coverage for the District's outdoor learning programming. They will also promote an Open House to be held at CRMS during winter break.

14. School Advisory Committee Reports

- a. DEI Task Force – Met October 25, 2021, minutes attached. Next Meeting November 29, 2021.

Board Member Bradley Prindiville stated that the committee has some new members and that the committee will be refreshed each year with new committee members as old members roll off.

15. Future Agenda Items

None.

16. Adjourn

The meeting adjourned at 9:11 pm.

NWEA Assessment Data Results

MEAN (average) scores are using the RIT standard scale

*RIT a unit of measurement used by NWEA.

NWEA Spring	Reading MEAN Score 15-16	Reading MEAN Score 16-17	Reading MEAN Score 17-18	Reading MEAN Score 18-19	Reading MEAN Score 19-20	Reading* MEAN Score 20-21
Grade 2	187 46 th percentile	189.4 52 nd percentile	193.4 62 nd percentile	186.7 46 th percentile		185.5 52 nd percentile
Grade 3	203.9 65 th percentile	200 54 th percentile	202.6 62 nd percentile	204.2 65 th percentile		201.8 62 nd percentile
Grade 4	212.9 69 th percentile	210.9 64 th percentile	209.8 62 nd percentile	212.6 69 th percentile		207.5 58 th percentile
Grade 5	215 59 th percentile	220.3 72 nd percentile	218.3 67 th percentile	215.9 62 nd percentile		216.6 65 th percentile
Grade 6	224.9 74 th percentile	219.7 62 nd percentile	225.0 74 th percentile	220.9 65 th percentile		222.5 69 th percentile
Grade 7	227.3 73 rd percentile	229.4 77 th percentile	223.7 66 th percentile	228.6 77 th percentile		226.1 69 th percentile
Grade 8	233.8 82 nd percentile	229.7 74 th percentile	233.2 80 th percentile	225.2 63 rd percentile		230.9 72 nd percentile

***2020 norms**

NWEA Spring	Math MEAN Score 15-16	Math MEAN Score 16-17	Math MEAN Score 17-8	Math MEAN Score 18-19	Math MEAN Score 19-20	Math* MEAN Score 20-21
Grade 2	193.1 54 th percentile	189.8 45 th percentile	195.7 62 nd percentile	192.2 51 st percentile		187.5 47 th percentile
Grade 3	210.1 69 th percentile	202.1 47 th percentile	205.0 56 th percentile	207.7 64 th percentile		203.4 56 th percentile
Grade 4	215.8 57 th percentile	217.7 63 rd percentile	214.7 55 th percentile	217.3 60 th percentile		214.5 62 nd percentile
Grade 5	220.3 47 th percentile	228.2 67 th percentile	226.3 62 nd percentile	222.7 55 th percentile		224.6 65 th percentile
Grade 6	235.9 74 th percentile	226 52 nd percentile	229.8 62 nd percentile	225.9 52 nd percentile		225.3 55 th percentile
Grade 7	237.5 71 st percentile	242.1 78 th percentile	231.7 58 th percentile	235.6 67 th percentile		229 55 th percentile
Grade 8	246.2 79 th percentile	243.8 76 th percentile	245.3 77 th percentile	237.1 63 rd percentile		240 69 th percentile

***2020 norms**

Truancy Report for 2020-21
Camden Rockport Schools

Truancy Defined: A student who is at least 6 years of age and has not completed grade 6 and has the equivalent of 7 full days of **unexcused** absences or 5 consecutive school days of **unexcused** absences during the school year. **OR**

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

Grade	# of students
First Grade	4
Second Grade	4
Third Grade	2
Fourth Grade	1
Fifth Grade	4
Sixth Grade	0
Seventh Grade	3
Eighth Grade	0

This is an increase from the 2019-20 school year with an additional 2 students at CRES and an additional 3 students at CRMS. The assistant principal’s monitor student attendance and follow up with students and parents when there is a concern. Many times, there are underlying mental health issues such as anxiety or depression. Working closely with the family and classroom teachers to support the student is our first step. The attendance data is one data point that is reviewed on a regular basis during the RTI process with individual plan’s developed in conjunction with the family.



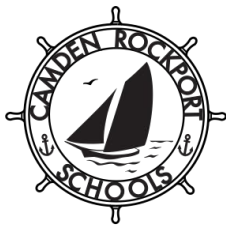
HOLIDAY OPEN HOUSE

Camden Rockport Middle School

MONDAY, DECEMBER 27, 2021

10AM - 12PM

**SELF-GUIDED TOURS AND
REFRESHMENTS**



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Camden, Maine 04843
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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Superintendent Board Report
December 15, 2021

1. Strategic Plan Updates

Goal #1: Meet Social, Emotional, Cognitive Needs of Students/Staff wellness

- a. There are two concrete actions I am taking to support our staff that are on this month's agenda.
 - i. I am asking for approval to dismiss one hour earlier on our scheduled monthly Early Release days. This has a minor impact on students and families, but it is a gesture to support teachers who continue to carry an extra load due to the pandemic. This was approved at the December CSD meeting by that board.
 - ii. Due to the increased demands managing teaching, learning, and school operations during the pandemic, due to increased demands on workers because of absences and staffing shortages, and due to the significant increase in the cost of living during the past year, I am proposing a Sign On/Stay On incentive for new hourly hires (who started work between September 1, 2021 – May 1, 2022) and current employees. I would use some of our ARP federal funds to cover the costs. New hourly hires would receive \$500 after 6 months and \$500 after 12 months of employment, and current employees would receive \$1000 on February 1, 2022.

Goal #3: Effective Management of the Middle School Campus Project

- a. We have essentially finished the CRMS Project and should have enough money remaining to redo the Softball/Field Hockey field as originally planned. We will address drainage issues and reorient the field. Chris Fanelli is in conversation with athletic field engineers to design the field and we plan to go out to bid this winter in the hopes we can do the work in the summer of 2022.
- b. I continue to meet regularly with the architects, contractor, and owner's representative regarding progress on MET. I have also contracted with Keith Rose to continue helping oversee that project. We are still keeping our fingers crossed that everything goes as planned, workers are available, materials arrive as ordered and on time, etc. so that we will be able to move in over February vacation. As you know, the current construction and supply chain climate means that there is plenty of room for the unexpected!

2. Pandemic Update

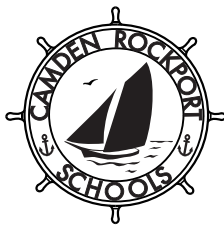
- a. As of this writing, we are still waiting for Maine's OSHA rules based on President Biden vaccine mandate. I am hopeful that our current requirements of vaccination or pooled testing for employees meets the OSHA rules that are developed. There is a

- chance that the requirements will not allow the option of participating in pooled testing – it may require vaccination.
- b. Since the start of school, the following numbers show how many members in our school community have tested positive for COVID:
 - i. CRES – 4 students, 1 staff
 - ii. CRMS – 9 students, 1 staff

3. Other

I have been fairly successful visiting schools more frequently this year, which has been like a breath of fresh air for me after 18 months of being strapped to my desk due to pandemic demands. In the past couple of weeks I made an in-depth visit to a 2nd grade math class, which was especially fortunate due to my prior life as a math teacher. I was able to help answer student questions! I also visited 6th grade Social Studies class for the better part of a class period and saw multiple regiments in action as part of a Civil War simulation. Every time I head into our classrooms, I am reminded how lucky we are to have the mix of teachers and students we do in our school system. Great things are happening in our classrooms every day.

Respectfully Submitted,
Maria Libby



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Assistant Superintendent Board Report
December 15, 2021

Goals Update:

GOAL #1: Healthy Learning Environment

- Organizing and supporting the implementation of pooled testing at CRMS.

GOAL #2: Teaching and Learning

- Organizing and facilitating the Equity Audit – staff and student focus groups, zoom parent focus group, building and classroom walkthroughs for all schools.
- RREV coach – ongoing meetings to meet evaluation and implementation requirements. Continued support with ordering outdoor supplies, and meeting with team/planner for discuss outdoor design concepts.
- Started on summer planning for outdoor learning camp focused on Social and Emotional Growth.
- Participated in intervention team meetings when possible.
- Attended workshop Grading and Reporting for Educational Equity.

Other

- Supervising, evaluating and interviewing personnel as needed.
- Attending regularly scheduled meetings with state organizations (MCLA, MDOE) for current updates and information.
- Meeting with staff certification committee.
- Continuing to boost the substitute pool!
- Serving as a member of the DEI committee.

Respectfully,

Debra McIntyre



Camden Rockport Schools
Special Services Board Report
December 15, 2021

Goal: Teaching and Learning:

Our special education students participated in a partially virtual Special Olympics bowling competition on November 18th at the Oakland Park Bowling Lanes. Each district bowled at a separate location and scores were ranked for medal placement. CHRHS student volunteers supported our little ones during the event. Fun was had by all!

Our English Language Learner students are identified and delivered specialized instruction by Rebecca Stauffer, a contract service provider who holds a Master of Education degree in Literacy and English as a Second Language. English learners are students with a primary or home language other than English who are in the process of acquiring English. High-quality programs for English learners are required through state and federal mandates to provide individualized supports and equitable academic opportunities. Maine is a member of the WIDA Consortium, and the foundation for Maine's ESOL programs is the WIDA English Language Development Standards. Students are administered the WIDA assessments annually and student data is reported to the DOE.

Currently, we have the following number of students who are classified as ELL:

- 8 students at CRES
- 3 students at CRMS

For more information: <https://www.maine.gov/doe/learning/englishlearners>

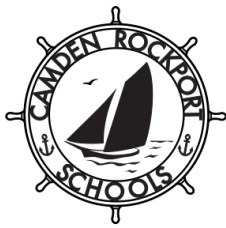
Other:

Professional Development: I attended the *504 & Your School: Everything You Need to Know!* three-part training series presented by Drummond Woodsum. It was a great way to keep updated on current 504 practice and protocols.

Nikole and I attend the Midcoast Directors' Meetings that are held monthly. This is a setting for directors to discuss upcoming laws; review current case studies, problem solve common areas of concerns or issues, including staffing and transportation within COVID times; provide information and data to the state level; disseminate pertinent special education information; review district audits; and support one another during this unique time we find ourselves in due to the pandemic.

STUDENT COUNT: Special Education: 128; PERCENTAGE – 18%

Respectfully submitted,
Valerie Mattes



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden-Rockport Schools
Finance Committee Meeting
Library, CRMS
Wednesday, November 17, 2021
6:00 P.M.

MINUTES

Board Present

Becky Flanagan
Patrick McCafferty
Marcus Mrowka
Pete Orne

Also Present

Chris Fanelli, Director of Facilities & Transportation
Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent
Peter Nielsen, Business Manager
Frank Sparhawk, Maintenance 3
Jaime Stone, CRMS Principal
Chris Walker-Spencer, CRES Principal

1. Call to Order

Patrick McCafferty called the meeting to order at 6:01 p.m.

2. CRES Geotherm Problem and Solution

Frank Sparhawk shared details of problems with the geothermal heating system at CRES. The ability of the aquafir to receive the discharge of the system has declined to the point where the system is not able to heat the school through the coming winter and new propane boilers are needed urgently. The current estimate for the project is approaching \$90,000. The committee discussed the history and technical details of the project and the Superintendent and Mr. Sparhawk provided further information. The Committee concurred that the capital reserve should be used to fund the project and directed the Superintendent to proceed.

3. FY22 Budget to Actual Summary

The Business Manager presented the October end-of-month financials which are moving along as expected. The payroll target for EOM October was 65.38% of funds remaining; the FY21 remaining balance at the same point had 67.42% remaining, and the SAD budget had 70.81% funds remaining at FY22 October's close.

4. 2022-23 Status Quo Budget Continued Discussion & Target Setting

The Business Manager presented the FY23 Status Quo Budget, along with data regarding historical budget increases, a state subsidy forecast, CPI increase, and the capital reserve balance. The Status Quo budget reflected the FY22 budget with wage and benefit increases per contract or COLA, an 8% health insurance increase, anticipated rental revenue for the Central Office and Zenith program, and changes to debt payments. The resulting budget showed a 2.48% increase in total expenditures.

The Business Manager asked the committee to also consider how the current inflation rate might impact the coming year's expenses. Heating fuels, transportation fuel, supplies and contracted services were all discussed as potential areas of heavy impact.

After discussing the above increases, the Committee settled on a recommended target of approximately \$600,000 and concurred that the ultimate target be a 4% increase in taxpayer impact. They further agreed to present that target to the board.

The meeting adjourned at 6:55 p.m.

NEPN/NSBA CODE: ACAF

MSAD #28 POLICY**WORKPLACE BULLYING**

The Board is committed to providing a respectful, safe and inclusive workplace for employees, free from bullying conduct. All employees and students in the district, as well as parents, community members and others involved with the schools are prohibited from engaging in workplace bullying as defined in this policy.

A. Definition

For the purposes of this policy, “workplace bullying” means intentional behavior that a reasonable person would expect to interfere with an employee’s work performance or ability to work. Generally, workplace bullying will involve repeated conduct; however, a single incident of egregious conduct could constitute workplace bullying. Examples of workplace conduct include, but may not be limited to:

- Humiliating, mocking, name-calling, insulting, maligning or spreading rumors about an employee;
- Intimidation that includes exclusion and/or spying;
- Shunning or isolating an employee and/or encouraging others to do so;
- Screaming or swearing at an employee, slamming doors or tables, aggressively invading an employee’s personal space, placing an employee in reasonable fear of physical harm, or other similar types of aggressive conduct;
- Targeted practical jokes;
- Damaging an employee’s property;
- Sabotaging an employee’s work or purposefully misleading an employee about work duties (e.g., giving incorrect deadlines or intentionally destroying an employee’s work);
- Harassing and/or retaliating against an employee for reporting workplace bullying; and
- Cyberbullying, as defined by Maine law as bullying occurring through the use of technology or any electronic communication, including but not limited to a transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted by the use of any electronic device, including but not limited to, a computer, telephone, cellular telephone, text messaging device, and personal digital assistant.

B. Exclusions

Workplace bullying does not include the following:

- When supervisors set reasonable performance goals or provide verbal or written counseling, direction, feedback, or discipline to employees in the workplace when the

intent is to address unsatisfactory work performance, or violations of law or school policy.

- When supervisors make personnel decisions designed to meet the operational or financial needs of the district or the needs of students. Examples include but are not limited to, changing shifts, reassigning work responsibilities, taking steps to reduce overtime costs, transferring or reassigning employees to another building or position, etc.
- Discrimination or harassment based on protected characteristics (race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, familial status, disability, or genetic information). Such conduct is prohibited under separate policies and complaints shall be addressed under ACAB-R – Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedure.
- Disrespectful conduct by students directed at school employees that can be addressed through enforcement of classroom rules, school rules and applicable Board policies.

C. Reports and Investigations

Employees who believe they have been bullied in the workplace, or anyone who believes they have witnessed an incident of an employee being bullied in the workplace, are expected to report the issue to the building administrator. If the report is about the building administrator, the report should be made to Superintendent. The building administrator shall promptly notify the Superintendent of all workplace bullying reports. Any workplace bullying report about the Superintendent should be made to the Board Chair.

All reports of workplace bullying shall be investigated promptly and documented in writing. The person who was the subject of the alleged workplace bullying and the person alleged to have engaged in workplace bullying will be notified of the outcome of the investigation, consistent with confidentiality and privacy laws.

D. Disciplinary Action

Any employee who is found to have engaged in workplace bullying will be subject to disciplinary action, up to and including termination of employment.

Students who are found to have engaged in bullying of an employee will be subject to disciplinary action in accordance with applicable student discipline policies/procedures.

Parents and others who are found to have engaged in bullying of an employee will be addressed in a manner appropriate to the particular circumstances.

E. Appeals

If the subject of the alleged workplace bullying or the person alleged to have engaged in workplace bullying is dissatisfied with the resolution of the matter, they may file a written appeal within five (5) business days of the decision with the Superintendent stating the reason

for the appeal. The Superintendent will review the matter and issue a written decision within ten (10) business days of the written appeal. The Superintendent's decision is final.

If the case involves employees covered by a collective bargaining agreement, any disagreement with the results of the investigation may be resolved through the agreement's dispute resolution process.

F. Retaliation Prohibited

Retaliation for reporting workplace bullying behavior is prohibited. Employees and students found to have engaged in retaliation shall be subject to disciplinary action.

G. Responsibility of the Superintendent

The Superintendent is responsible for implementing this policy and for the development of any necessary procedures to enforce the policy.

Legal References: 20-A M.R.S. §§ 1001(21); 6554 (2)(C)

Cross References:

AC – Nondiscrimination/Equal Opportunity & Affirmative Action

ACAB – Harassment/Sexual Harassment of School Employees

ACAB-R – Discrimination/Harassment and Title IX Sexual Harassment of School Employees

First Read: November 20, 2021

Second Read:

Adopted:

MSAD #28 POLICY

MAINE FAMILY CARE LEAVE

~~This policy governs employee leave under 26 M.R.S.A §636, “An Act to Care for Families”, referred to in this policy as the “Family Care Act.” Leave under this policy is referred to as “Family Care Leave.”~~

The Board recognizes that under Maine’s “Family Care Act,” if an employer provides paid leave under the terms of a collective bargaining agreement or employment policy, the employer must allow an employee to use the paid leave for the care of an immediate family member who is ill.

In law and for the purpose of this policy, the following definitions apply:

1. “Employer” means a public or private employer with 25 or more employees.
2. “Immediate family member” means an employee’s child, **domestic partner’s child, grandchild, domestic partner’s grandchild**, spouse, **domestic partner**, or parent.
3. “Paid leave” means time away from work by an employee for which the employee receives compensation. Paid leave is limited to sick time, vacation time, compensatory time and leave that is provided as an aggregate amount for use at the discretion of the employee for any of these purposes. Paid leave does not include paid short-term or long-term disability, catastrophic leave or similar types of benefits.

Employees may take up to 40 hours of paid leave as Family Care Leave per 12-month period, or the amount provided by an applicable collective bargaining agreement, whichever is greater. The 12-month period shall be the contract year, fiscal year or other fixed 12-month period, based upon contractual agreements. An employee is not entitled to use paid leave until that leave has been earned.

An employee may elect which type of paid leave to which they are entitled including vacation, personal or sick leave, and the amount of each type of paid leave to use for Family Care Leave. Notice/verification of illness for Family Care Leave shall be the same as that required for the employee’s own illness. The employee must specify that leave is being taken pursuant to the Family Care Act.

APPLICATION OF FAMILY MEDICAL LEAVE REQUIREMENTS

For purposes of applying family medical leave requirements (i.e., FMLA), the ~~school unit~~ **District** shall treat leave under the Family Care Act in the same manner as the employer treats leave for an employee illness. Therefore, Family Care leave and FMLA leave shall run concurrently.

Legal Reference:

- 26 M.R.S. ~~§636~~ **843**

Cross Reference:

- GBN - Family and Medical Leave

History:

Adopted: 10/19/05

Reviewed: 03/20/13, 12/14/20

First Read: **November 20, 2021**

Second Read:

Adopted:

MSAD #28 POLICY

MAINE FAMILY MEDICAL LEAVE ADMINISTRATIVE PROCEDURE

The following administrative procedure covers the main provisions of the Maine Family Medical Leave Act. The guidelines in no way attempt to modify the statute, which should always be referred to when questions about implementation arise. The ~~school unit~~ District is responsible for analyzing each employee request for leave to determine whether he/she is eligible under the federal and/or state statute. When an employee is eligible for leave under both the federal and state statutes, the applicable law with regard to each benefit shall be the one, which provides the greater benefit (usually federal FMLA).

1. ELIGIBILITY

To be eligible for Maine Family Medical Leave, employees must work at a site where there are 15 or more employees ~~of a school board~~. An employee must have been employed by the same employer for 12 consecutive months and not taken such leave within the immediately preceding 24-month period or have used less than 10 weeks of family medical leave.

Under the Maine Family Medical Leave Act, an eligible employee is entitled to up to 10 weeks of leave during a 24-month period for the following reasons:

- a. Serious health condition of the employee;
- b. Birth of the employee's child or the employee's domestic partner's child;
- c. Placement of a child 16 years of age or less in connection with the adoption of the child by the employee or the employee's domestic partner;
- d. Serious health condition of a child, domestic partner's child, **grandchild, domestic partner's grandchild**, parent, domestic partner or spouse; serious health condition means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice or residential medical care facility or continuing treatment by a health care provider;
- e. The donation of an organ of the employee for a human organ transplant; or
- f. The death or serious health condition of the employee's spouse, domestic partner, parent or child of the spouse, domestic partner, parent or child as a member of the state military forces, as defined in Title 37-B, section 102 of the Maine Revised Statutes, or of the United States Armed Services, including the national Guard and Reserves, dies or incurs a serious health condition while on active duty.

2. DOMESTIC PARTNER DEFINED

For the purpose of determining eligibility for Maine Family Medical Leave, "domestic partner" means the partner of an employee who:

- a. Is a mentally competent adult as is the employee;
- b. Has been legally domiciled with the employee for at least 12 months;
- c. Is not legally married to or legally separated from another individual;

- d. Is the sole partner of the employee and expects to remain so;
- e. Is not a sibling of the employee; and
- f. Is jointly responsible with the employee for each other's common welfare as evidenced by joint living arrangements, joint financial arrangements or joint ownership of real or personal property.

3. ADMINISTRATION

- a. The ~~school unit~~ District may require certification from a physician to verify the amount of leave requested. An employee who in good faith relies on treatment by prayer or spiritual means, in accordance with the tenets and practice of a recognized church or religious denomination may submit certification from an accredited practitioner of those healing methods.
- b. An employee requesting leave shall provide at least 30 days' notice of the intended dates upon which the leave will commence and terminate, unless prevented by medical emergency from giving required notice.
- c. Any leave taken for Maine Family Medical Leave qualifying purposes, including leave taken under other applicable statutes, employment policies, collective bargaining agreements or contracts, shall also be considered leave under the Maine Family Medical Leave and shall be applied to an employee's 10-week Maine Family Medical Leave entitlement every 24-month period. Employees are allowed to use their sick leave or other paid leave or other paid leave in accordance with the terms of their contract. When paid leave taken for Maine Family Medical Leave qualifying purposes is exhausted, the balance of Maine Family Medical Leave shall be unpaid.
- d. During Maine Family Medical Leave, an employee shall be permitted to continue his/her medical insurance plan, providing the employee remits the monthly premium to the Superintendent's Office no later than the first day of the month for which the premium is due.
- e. Upon an employee's return to work, he/she will be restored to his/her previous position or to a position with equivalent seniority status, benefits, pay, and other conditions and terms of employment.
- f. An employee taking Maine Family Medical Leave for his/her own serious health condition may be required to submit certification that he/she is fit to return to work and is able to perform the functions of the position.
- g. If at the end of the allowable leave under Maine Family Medical Leave the employee is unable to return to work because of his/her own serious health condition, the Superintendent and School Board may consider a request for extension of unpaid leave and benefits on a case-by-case basis.
- h. An employee who is not eligible for Maine Family Medical Leave may be eligible for federal Family and Medical Leave.

4. LEAVE TAKEN INTERMITTENTLY OR ON A REDUCED LEAVE SCHEDULE

Subject to the other requirements of this policy, leave taken intermittently or on a

reduced leave schedule (i.e., a leave schedule that reduces the usual number of hours per workweek or hours per workday of an employee may be taken subject to the following:

- a. Leave for birth or placement related to adoption may not be taken intermittently or on a reduced schedule unless agreed to by both employer and employee;
- b. Leave for a serious health condition of the employee or his/her child, domestic partner's child, **grandchild, domestic partner's grandchild**, parent, domestic partner or spouse, or for organ donation by the employee may be taken intermittently or on a reduced leave schedule when medically necessary;
- c. The taking of leave intermittently or on a reduced leave schedule may not result in a reduction in the total amount of Maine Family Medical Leave to which the employee is entitled beyond the amount of leave actually taken;
- d. If an employee requests intermittent leave or leave on a reduced leave schedule for a serious health condition of the employee or his/her child, domestic partner's child, parent, domestic partner or spouse, or for organ donation by the employee that is foreseeable based on planned medical treatment, the employer may require the employee to transfer temporarily to an available alternative position offered by the employer for which the employee is qualified and that 1) has equivalent pay and benefits, and 2) better accommodates recurring periods of leave than the regular employment position of the employee.

Legal References:

- 26 M.R.S. ~~A~~§ 843 et seq.

History:

Adopted: 03/19/08,04/10/13

Reviewed 01/20/21

First Read: **November 20, 2021**

Second Read:

Adopted:

MSAD #28 POLICY

CHILD FIND

MSAD #28 seeks to ensure that all children within its jurisdiction are identified, located and evaluated **who are school-age 5 and under the age of 22** ~~through the school year in which they turn 20~~ and who are in need of special education and supportive assistance -- including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools, receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

The District's Child Find responsibility shall be accomplished through a district-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

The District shall provide Child Find during the first 30 days of the school year or during the first 30 days of enrollment for transfer students, in addition to other Child Find activities provided by the schools.

This Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance.

If the Child Find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the District's pre-referral and referral policy.

Legal References:

- 34 C.F.R. § 300.111 ~~(2006)~~; Me. Dep't of Educ. Reg. ch. 101, IV(2) ~~(2007)~~

History:

Adopted: 01/24/04, 03/19/08

Reviewed: 05/08/13

First Reading: **November 20, 2021**

Second Reading:

Adopted:

MSAD #28 POLICY

GRIEVANCE PROCEDURE FOR PERSONS WITH DISABILITIES

MSAD #28 has adopted this grievance procedure to provide a local avenue for persons with disabilities to raise concerns about whether MSAD #28 is fully meeting its obligations under state and federal laws to protect persons with disabilities. This procedure is intended to meet the requirements of the Rehabilitation Act (29 U.S.C. §§ 701, et seq.) and related regulations (34 C.F.R. pt. 104), and the Americans with Disabilities Act (42 U.S.C §§ 12101, et seq.) and related regulations (28 C.F.R. pt. 35).

Questions about this grievance procedure should be directed to the ADA/504 compliance District Coordinator/Director of Student Special Services, 7 Lions Lane, Camden, Maine 04843, or (207) 236-7812.

Step One

A person with an identifiable disability, or someone acting on that person's behalf, may file a written grievance regarding compliance with state or federal disabilities laws with the building principal where the grievance arose, or with the ADA/504 compliance District Coordinator. If filed with the ADA/504 compliance District Coordinator, that person shall forward it to the appropriate building principal. No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance.

The building principal, after consultation with the ADA/504 compliance District Coordinator, shall respond in writing to the grievance within 15 working days of its receipt.

Extensions of 15 working days may be allowed if necessary to address fully the issues in the grievance. The principal's written response shall be forwarded to the grievant and to the ADA/504 compliance District Coordinator.

Step Two

If dissatisfied with the response, the grievant may request a review by the Superintendent of the principal's decision.

The grievant must request that review within 15 working days of the decision by the principal. The Superintendent, after consultation with the ADA/504 compliance District Coordinator, shall respond in writing to the grievance within 15 working days.

Extensions of 15 working days may be allowed when necessary to address fully the issues in the grievance. The Superintendent's written response shall be forwarded to the grievant and to the ADA/504 compliance District Coordinator.

Other

Except for grievances regarding physical alterations to school buildings or grounds, the decision of the Superintendent shall be final. In the case of grievances regarding physical alterations to school buildings or grounds, a dissatisfied grievant may obtain a review by the School Board of the Superintendent's decision.

The grievant must request that review within 15 business days of the decision by the Superintendent. The Board shall have a reasonable time to schedule a meeting on the grievance and to issue its decision.

Nothing in this grievance procedure in any way prevents a person with a disability from seeking redress for their concerns at any time through other legal avenues, such as through the Office for Civil Rights, the Department of Justice, the Maine Human Rights Commission or the Maine Department of Education.

Questions about other legal avenues available for persons with disabilities to pursue compliance concerns under various disabilities laws should be directed to the ADA/504 compliance ~~compliance~~ District Coordinator/Director of Student Special Services, 7 Lions Lane, Camden, Maine 04843, or (207) 236-7812.

History: Adopted: 05/14/03, 06/19/13, 01/20/16

First Reading: November 20, 2021

Second Reading:

Adopted:

MSAD #28 POLICY

USE OF PHYSICAL RESTRAINT AND SECLUSION

The Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others.

State law and MDOE Rule Chapter 33 do not restrict or limit the protections available to school officials under 20-A M.R.S. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure but may delegate specific responsibilities as he/she deems appropriate.

I. DEFINITIONS

The following definitions apply to this policy and **the accompanying** procedure:

1. **Physical restraint:** ~~An intervention that restricts a student's freedom of movement or normal access to his or her body and includes physically moving a student who has not moved voluntarily.~~ **A personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, or head freely.**

Physical restraint does not include any of the following:

- a. ~~Physical escort: A temporary touching or holding inducing a student to walk to another location, including assisting the student to the student's feet in order to be escorted.~~ **A temporary, voluntary touching or holding of the hand, wrist, arm, shoulder or back to induce a student to walk to a safe location.**
- b. **Physical prompt:** A teaching technique that involves **voluntary** physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
- c. ~~Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.~~
- d. ~~A brief period of physical contact necessary to break up a fight.~~
- e. ~~Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful or dangerous to the student or others.~~
- c. **The use of adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement than would be possible without the use of such devices or supports.**
- d. **The use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.**

- ~~e. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.~~
 - ~~f. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.~~
 - ~~g. Restraints used by law enforcement officers in the course of their professional duties are not subject to this policy/procedure or DOE Rule Chapter 33.~~
 - ~~h. DOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.~~
2. **Seclusion:** The involuntary **isolation or** confinement of a student alone in a room or clearly defined area from which the student **does not feel free to go or is physically denied exit** ~~is physically prevented from leaving, with no other person in the room or area with the student.~~

Seclusion does not include:

- a. Timeout: An intervention where a student requests, or complies with an adult request for, a break.

II. PROCEDURES FOR IMPLEMENTING PHYSICAL RESTRAINT AND SECLUSION

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

III. ANNUAL NOTICE OF POLICY/PROCEDURE

MSAD #28 shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

IV. TRAINING REQUIREMENTS

1. All school staff and contracted providers shall receive an annual overview of this policy/procedure.
2. MSAD #28 will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Superintendent's Office, in each school office and in the MSDA #28's Emergency Management Plan.

V. PARENT/LEGAL GUARDIAN COMPLAINT PROCEDURE

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Superintendent as soon as possible. The Superintendent/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days **of receiving the complaint**, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and MSAD # 28 within 60 calendar days of receiving the complaint.

Legal Reference:

- 20-A M.R.S. §§ 4009; 4502 (5)(M)
- Me. DOE Rule, ch. 33

Cross Reference:

- EBCA – Comprehensive Emergency Management Plan
- JKAA-R – Procedures of Physical Restraint and Seclusion
- JK – Student Discipline
- KNA/KNA-R – Relations with Law Enforcement Authorities

History: Adopted: 03/19/08, 11/14/12, 7/10/13

First Reading: **November 20, 2021**

Second Reading:

Adopted:

MSAD #28 POLICY

PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

These procedures are established for the purpose of meeting the obligations of MSAD #28 under state law/regulations and Board Policy JKAA governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

I. DEFINITIONS

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~~For purposes of these procedures, the terms “physical restraint” and “seclusion” shall have the meanings defined in Policy JKAA. Definitions for other important terms in this procedure include:~~

-

- ~~1. **Emergency:** A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.~~
- ~~2. **Risk of injury or harm:** A situation in which a student has the means to cause physical harm or injury to him/herself or others and such injury or harm is likely to occur, such that a reasonable and prudent person would take steps to protect the student and others against the risk of such injury or harm.~~
- ~~3. **Dangerous behavior:** Behavior that presents a risk of injury or harm to a student or others.~~
- ~~4. **Serious bodily injury:** Any bodily injury that involves:

 - ~~a. A substantial risk of death;~~
 - ~~b. Extreme physical pain;~~
 - ~~c. Protracted and obvious disfigurement; or~~
 - ~~d. Protracted loss or impairment of the function of a bodily member, organ or mental faculty.~~~~

~~II.~~ I. PHYSICAL RESTRAINT

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

1. Permitted Uses of Physical Restraint

- a. Physical restraint may be used only ~~as an emergency intervention~~ when the behavior of a student presents a **imminent** risk of **serious physical** injury ~~or harm~~ to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

“Serious physical injury” is a physical injury that a reasonable person would consider to be serious for the victim if it were to occur.

- ~~b. Physical restraint may be used to move a student only if the need for movement outweighs the risk involved in such movement.~~
 - b. Prescribed medications, harnesses, **seat belts** and other assistive or protective devices may be used as permitted by **law and described in Policy JKAA Rule Chapter 33**.
 - c. Parents/**legal guardians** may be requested to provide assistance **with their child** at any time.
- 2. Prohibited Forms and Uses of Physical Restraint**
- a. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
 - b. Physical restraint used to prevent property destruction or disruption of the environment in the absence of a risk of injury or harm.
 - c. Physical restraint that ~~restricts the free movement of a student’s diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia)~~ **is life threatening, restricts breathing or restricts blood flow to the brain, including prone restraint.**
 - d. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.
 - e. **Physical restraint that is contraindicated based on the child’s disability, health care needs, or medical or psychiatric condition if documented in:**
 - **A health care directive or medical management plan;**
 - **A school-approved behavior plan;**
 - **An IEP or an Individual Family Service Plan (IFSP); or**
 - **A school-approved 504 or ADA plan.**
 - f. Aversive procedures and mechanical and chemical restraints.
 - i. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.
 - ii. Mechanical restraints are defined as any ~~item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards~~ **restraint that uses a device to restrict a**

student's freedom of movement. Such restraints do not include adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement, or the use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

- iii. Chemical restraints are defined as the use of drug or medication that is not prescribed as the standard treatment of a student's medical or psychiatric condition by a licensed physician or other qualified health professional acting under the scope of the professional's authority under state law that is used on a student to control behavior or restrict freedom of movement. ~~including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student's health care plan.~~

3. Monitoring Students in Physical Restraint

- a. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.
- b. The student must be continuously monitored until he/she no longer presents a risk of injury or harm to him/herself or others.
- c. If an injury occurs, applicable school policies and procedures should be followed.

4. Termination of Physical Restraint

- a. The staff involved in the use of physical restraint must continually assess for signs that the student **in physical restraint** is no longer presenting **an imminent risk of serious physical injury** ~~a risk of injury or harm~~ to him/herself or others, ~~and the emergency intervention must be discontinued as soon as possible and~~ **the physical restraint must be discontinued immediately after it is determined that the imminent risk of serious physical harm has ended.**
 - i. The time a student is in physical restraint must be monitored and recorded.
 - ii. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.
 - iii. If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that create a risk of **serious physical** ~~injury or harm~~ to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons

or organizations.

III. SECLUSION

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

A “timeout” where a student requests, or complies with an adult request for, a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or **clearly** defined area with the student (including but not limited to classrooms, offices and other school locations).

1. Permitted Uses and Location of Seclusion

- a. Seclusion may be used only as an emergency intervention when the behavior of a student presents **an imminent risk of serious bodily injury** ~~a risk of injury or harm~~ to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate. **The seclusion must end immediately upon the cessation of the imminent risk of serious physical injury to the student or another person. “Serious physical injury” is a physical injury that a reasonable person would consider to be serious for the victim if it were to occur.**
- b. Seclusion may be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height.
 - i. Seclusion may not take place in a locked room.
 - ii. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous materials and objects which the student could use to self-inflict bodily injury.
 - iii. Parents may be requested to provide assistance **with their child** at any time.

2. Prohibited Uses of Seclusion

- a. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
- b. Seclusion used **solely** to prevent property destruction or disruption of the environment in the absence of **an imminent risk of serious physical injury** ~~risk of injury or harm~~.
- c. **Seclusion that is life threatening.**
- d. **Seclusion that is contraindicated based on the child’s disability, health care needs, or medical or psychiatric condition if documented in:**
 - **A health care directive or medical management plan;**

- A school-approved behavior plan;
- An IEP or IFSP; or
- A school-approved 504 or ADA plan.

3. Monitoring Students in Seclusion

- a. At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.
- b. The student must be continuously monitored until he/she no longer presents a risk of **serious physical injury or harm** to him/herself or others.
- c. If an injury occurs, applicable school policies and procedures should be followed.

4. Termination of Seclusion

- a. The staff involved in the seclusion must continually assess for signs that the student is no longer presenting **an imminent risk of serious physical injury or harm** to him/herself or others, and **the seclusion must be discontinued as soon as the imminent risk ceases** ~~the emergency intervention must be discontinued as soon as possible~~.
 - i. The time a student is in seclusion must be monitored and recorded.
 - ii. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted and shall continue to monitor the status of the seclusion every ten (10) minutes until the **seclusion restraint** is terminated.
 - iii. If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create an imminent risk of **serious physical injury or harm** to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

IV. NOTIFICATION AND REPORTS OF PHYSICAL RESTRAINT AND SECLUSION INCIDENTS

For the purposes of this procedure, an “incident” consists of all actions between the time a student begins to create **an imminent risk of serious physical injury or harm** and the time the student ceases to pose **that imminent risk or harm** and returns to his/her regular programming.

1. Notice Requirements

After each incident of physical restraint or seclusion:

- a. A staff member involved in the incident shall make an oral notification to the administrator/designee as soon as possible, but no later than the end of the school day.
- b. An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as

practical, but within the school day in which the incident occurred. The administrator/designee must utilize all available phone number or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.

- c. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with MSAD #28 usual emergency notification procedures.
- d. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, MSAD #28 emergency notification procedures shall be followed, and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

2. Incident Reports

Each use of physical restraint or seclusion must be documented in an incident report. The incident report must be completed and provided to an administrator/designee as soon as practical, and in all cases within two (2) school days of the incident.

The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident.

The incident report must include the following elements:

- a. Student name;
- b. Age, gender and grade;
- c. Location of the incident;
- d. Date of the incident;
- e. Date of report;
- f. Person completing the report;
- g. Beginning and ending time of each physical restraint and/or seclusion;
- h. Total time of incident;
- i. Description of prior events and circumstances;
- j. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why;
- k. The student behavior justifying the use of physical restraint or seclusion;
- l. A detailed description of the physical restraint or seclusion used;
- m. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
- n. Description of the incident, including the resolution and process of returning the student to his/her program, if appropriate;

- o. Whether the student has an IEP, 504 Plan, behavior plan, IHP (individual health plan) or any other plan;
- p. If a student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification and any treatment administered;
- q. The date, time and method of parent/legal guardian notification;
- r. The date and time of administrator/designee notification; and
- s. Date and time of staff debriefing.

Copies of the incident reports shall be maintained in the student's file and in the school office.

V. MSAD #28 RESPONSE FOLLOWING THE USE OF PHYSICAL RESTRAINT OR SECLUSION

1. Following each incident of physical restraint or seclusion, an administrator/designee shall take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day.
 - a. Review the incident with all staff persons involved to discuss:
 - i. whether the use of physical restraint or seclusion complied with state school board requirements, and
 - ii. how to prevent or reduce the need for physical restraint and/or seclusion in the future.
 - b. Meet with the student who was physically restrained or secluded to discuss:
 - i. what triggered the student's escalation, and
 - ii. what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.
2. Following the meetings, staff must develop and implement a written plan for response and de-escalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purposes of this procedure, "de-escalation" is the use of behavior management techniques intended to cause a situation involving problem behavior of a student to become more controlled, calm and less dangerous, thus reducing the risk of injury or harm.

VI. PROCEDURE FOR STUDENTS WITH THREE INCIDENTS IN A SCHOOL YEAR

MSAD #28 will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

1. Special Education/504 Students

- a. After the third incident of physical restraint and/or seclusion in one school year, the student's IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.

2. All Other Students

- a. A team consisting of the parent/legal guardian, administrator/designee, a teacher for the student, a staff member involved in the incident (if not the administrator/designee or teacher already invited), and other appropriate staff shall meet within ten (10) school days to discuss the incidents.
- b. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavior assessment) and/or develop a BIP (behavior intervention plan).

VII. CUMULATIVE REPORTING REQUIREMENTS

1. Reports within MSAD #28

- a. Each building administrator must report the following data on a quarterly and annual basis:
 - i. Aggregate number of uses of physical restraint;
 - ii. Aggregate number of students placed in physical restraint;
 - iii. Aggregate number of uses of seclusion;
 - iv. Aggregate number of students placed in seclusion;
 - ~~v. Aggregate number of serious bodily injuries to students related to the use of physical restraints and seclusions; and~~
 - ~~vi. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.~~
 - v. Aggregate number of students with disabilities having IEPs or 504/ADA plans who are placed in physical restraint;
 - vi. Aggregate number of students with disabilities having IEPs or 504/ADA plans who are placed in seclusion;
 - vii. Aggregate number of serious physical injuries to students related to the use of physical restraints;
 - viii. Aggregate number of serious physical injuries to students related to the use of seclusion;
 - ix. Aggregate number of serious physical injuries to staff related to the use of physical restraints; and
 - x. Aggregate number of serious physical injuries to staff related to the use of seclusion.
- b. The Superintendent shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

2. Reports to Maine Department of Education

- a. The Superintendent shall submit an annual report to the Maine Department of Education on an annual basis that includes the information required in Section 7.1.a above.

Legal Reference:

- 20-A M.R.S. §§ 4009, 4014, 4502(5)(M);

- Me. DOE Rule, ch. 33

Cross Reference:

- JK – Student Discipline
- KLG/KLG-R – Relations with Law Enforcement
- EBCA – Comprehensive Emergency Management Plan
- JKAA – Use of Physical Restraint and Seclusion

History: Adopted: 03/19/08, 11/14/2012, 7/10/13

First Reading: **November 20, 2021**

Second Reading:

Adopted:

MSAD #28 POLICY

SUSPENSION OF STUDENTS

Good order and discipline are essential in ensuring a safe and productive learning experience for all students. Students and parents should expect that our school will provide a learning environment regards discipline as vital to the culture of respect and civility that we honor in our district.

Toward that goal, the School Board delegates to building administrators the authority to suspend students **in Grade 6 or above** for a period of time not to exceed ten (10) school days per offense. Suspension is part of a continuum of interventions the school will use to address behaviors that are inconsistent with our Code of Conduct. In every instance, discipline will be a vehicle to shape appropriate behavior as a member of this learning community. Suspensions will be administered in a thoughtful, well reasoned manner, with the understanding that issuance of a suspension will leave a permanent entry in the student's record, and could have a lasting consequence for the student.

Students in grades 5 and below cannot be suspended out of school except in the following situations:

- A. The student has violated the "Gun Free School Zones Act".**
- B. There is imminent danger of serious physical injury and no other options are available.**

An out-of-school suspension for a student in grade 5 or lower cannot exceed 3 days.

The process and procedures for suspending students is as follows:

- A. The student shall be given oral or written notice of the allegation(s) against him/her;
- B. The student shall be given an explanation of the evidence forming the basis for the allegation(s);
- C. The student shall be given an opportunity to present his/her version of events to the appropriate school administrator(s);
- D. Administrators will review and assess items A, B and C, and use this body of information to form the basis of judgment for disciplinary action; and
- E. Administrators will consult with district policies, internal best practices, administrative procedures, and professional judgment in order to make a determination of discipline consequences.

However, students whose presence poses an immediate or emergent danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from school; in such cases, the notice of allegations, explanation of evidence, and the student's opportunity to explain his/her version of events shall be arranged as soon as practicable after removal of the student from school.

The parent or guardian shall be notified of suspension of his/her son or daughter by telephone immediately, if possible, and/or by written notice, which shall be dispatched by mail as soon as

possible. The written notice will include a summary of the incident from items A, B and C above, the discipline imposed, and basis for the discipline (e.g. reference to policy violation).

The Superintendent will be notified about the incident(s) and resulting disciplinary action as soon as practicable.

Students shall be responsible for any schoolwork missed during their suspension. After reinstatement, they shall be permitted to take any tests, quizzes or any other form of evaluation affecting their grades.

Legal Reference:

- 20 U.S.C. § 1415(k)(1)(A), § (3)(B),(5)(A)
- ~~Title 20-A M.R.S. § 1001 (9), (9-B-A)~~ **M.R.S. § 1001 (9)**
- 1 M.R.S. § 405 (6)(B)

Cross Reference:

- JIC – Student Code of Conduct
- JICH – Misuse of Chemical Substances by Students
- JICI – Weapons, Violence and School Safety
- JK – Student Discipline

History:

Adopted 10/18/17

First Reading: **November 20, 2021**

Second Reading:

Adopted:

MSAD #28 POLICY

Misuse of Chemical Substances by Students

The use and misuse of chemical substances alcohol, prescription, non-prescription and illegal drugs, inhalants and tobacco are widespread in our society and present emotional, social and physical problems for those who use them, as well as for their families and their community. Chemical dependency can create severe interpersonal problems, cause physical and emotional suffering to the user and his or her family and friends, and greatly interfere with the learning process. While there is ongoing debate concerning the use and implications of these chemical substances by the adult population, federal and state laws clearly prohibit the use of these substances by individuals under the age of either eighteen or twenty-one.

The purpose of this policy is to clearly state the view of MSAD #28 Board of Directors concerning the use of chemical substances by students and to provide a clear understanding of the sanctions that may be imposed for violation of this policy.

By adoption of this policy, MSAD #28 creates a rule prohibiting its students from using, possessing, being under the influence of, distributing, selling or furnishing any chemical substance declared illegal be it alcohol, drugs, inhalants, tobacco, or look-alikes and establishes penalties for students who violate this rule.

However, consistent with the MSAD #28 Mission of building character and intellect in every student and our concern for the individual and his or her personal growth, and recognizing that chemical dependency is a treatable disorder, this policy is focused on educating and informing students, and families, not merely on punishing those who violate the policy. This policy is designed to:

- encourage students to refrain from the use of illegal chemical substances
- provide intervention by trained and compassionate professionals
- apply corrective disciplinary measures
- provide support and resources to those subject to this policy.

IMPLEMENTATION:

1. NOTICE

Information concerning the existence and implications of this policy will be distributed to all students upon their arrival at MSAD #28 as part of their annual orientation/ "welcome back to school" informational material. A summary of the policy will be published in the student handbook given to all students and in the parent handbook that is sent to all families of enrolled students. After adoption and prior to its effective date, special efforts will be taken to provide each student and the family of each student with a copy of this policy.

Coaches and advisors of all extra/co-curricular activities are required, as part of their contract with the school district, to read this policy to all participants in their respective

activities and to take all reasonable efforts to enforce this policy including reporting events that come to their attention to the appropriate administrative personnel.

2. PREVENTION

During the middle school grades, MSAD #28 will provide all students and families with information and activities intended to prevent the use of illegal substances by minors and the abuse of such substances by all. School-based programs will inform students concerning the harmful effects of tobacco, alcohol and drug use on personal health, family relations and societal problems as well as the legal consequences of such use or abuse. Recognizing that peer pressure is one of the most powerful factors affecting student decision-making, special emphasis will be placed on methods and techniques individual students can use to support their own decisions.

APPLICABILITY:

This policy applies to all MSAD #28 students.

MSAD #28 recognizes that its authority over its students is generally limited to actions occurring (1) within its school buildings or on its premises, (2) on or within any school-owned vehicle or on or within any school-approved vehicle used to transport students to and/or from school activities, and (3) off school property at any school sponsored or school approved event, activity or function (such as a field trip or an athletic event where students are under the jurisdiction of the school system). Additionally, MSAD #28 may exercise authority over its students off school premises and outside of school vehicles and functions if the students' actions pose a direct threat to the safety, welfare, and discipline of other students or teachers.

Participation in extra/co-curricular activities, whether athletics or non-athletics, is considered a privilege and students who choose to participate in such activities will be held to a higher level of responsibility concerning the use of illegal chemical substances. Students who are active or involved with athletic teams and/or non-athletic activities are considered subject to this policy at all times and at all locations and will be held responsible under this policy for confirmed violations of this policy no matter where or when the violation occurs.

RULE: No student shall use, possess, be under the influence of, sell, furnish or distribute in any manner any substance declared illegal by state or federal law, including alcoholic beverages, drugs, tobacco products, inhalants controlled substances not prescribed to the individual, or look-alikes.

SANCTIONS FOR VIOLATIONS OF RULE:

The building administrator shall have the responsibility to investigate each alleged violation of this policy and the authority to determine whether a violation has occurred. In this regard, the building administrators may rely upon firsthand reports from school employees, parents/guardians, students, community members, and/or law enforcement.

The Board of Directors believes that students who sell, furnish or otherwise distribute, with or without receiving payment, illegal chemical substances create a greater risk to individual students and to the entire student/staff community. As such, this policy considers such offenses to be of greater severity and subjects those students found responsible for such offenses to greater and more serious penalties.

Once the building administrator determines that a violation of this policy has occurred, in addition to the penalties set forth below, the parents of the student and the local police department will be notified. Any contraband confiscated will be turned over to the local police department.

A student **in Grade 6-8** who violates the rule of this policy shall be disciplined by the building administrator as follows. **Students in Grades 5 and below will be disciplined on a case by case basis at the discretion of the building administrator.**

ALL GRADE 6 – 8 STUDENTS - POSSESSION and/or USE ON SCHOOL PROPERTY OR AT A SCHOOL-SPONSORED EVENT

FIRST OFFENSE: Up to three-day suspension and referral to school counselor with consideration for referral to the substance abuse counselor.

SECOND OFFENSE: Three to five-day suspension, referral to school counselor, and referral to licensed substance abuse counselor.

THIRD OFFENSE: Ten-day suspension, referral to school counselor, and possible referral for expulsion hearing before the MSAD #28 Board of Directors, with said expulsion hearing to occur within ten days of start of suspension.

THIRD OFFENSE-TOBACCO ONLY: Three to five-day suspension, referral to school counselor, referral to smoking cessation program.

In addition, students are removed from athletic and co-curricular participation in accordance with the sanctions below.

ALL GRADE 6 – 8 STUDENTS - SELLING and/or FURNISHING

ANY OFFENSE: 10-day suspension from school and possible referral for expulsion hearing before the MSAD #28 Board of Directors, with said expulsion hearing to occur within ten days of start of suspension.

~~Substance abuse violations for those students participating in extra / co-curricular activities~~

~~From the time the building administrator has determined that a violation has occurred, the following actions will be taken:~~

FIRST OFFENSE:Self Referral for Substance Abuse Assistance

A student who voluntarily seeks assistance for substance use and/or abuse when a violation has not come to the attention of the school administration will not be suspended from co and/or extracurricular activities as long as the student agrees and complies with the following conditions:

- The student must complete a substance abuse assessment conducted by a school approved, licensed substance abuse counselor (at the parents' expense).
- The student must comply with and complete all recommendations made by the licensed counselor.
- The student and parent/guardian must sign a release form allowing a school administrator and school counselor to communicate with the substance abuse counselor to coordinate adequate and appropriate school based support.
- Provided that the student complies with terms of the self-referral expectations, full participation in co and extra-curricular activities is permitted.
- Should a student fail to complete the assessment and/or subsequent recommendations, she or he will be immediately suspended from participation in co and extra-curricular activities consistent with terms of self-reporting.
- Should a student violate the misuse of chemical substances policy at any time after the self-referral, the student will be suspended consistent with the Misuse of Chemical Substance Policy.

Self-Reporting/Admission of an Off-Campus/Non-school sponsored Event

A student who voluntarily reports or admits to violating the misuse of chemical substances policy will be subject to restricted co and extra-curricular participation for 15 days (as long as the violation did not occur on school property or at a school-sponsored event/activity). The restriction will begin on the day of the reporting or admission. If a student elects to continue with participation of co and extra-curricular activities, the following applies:

- During the first 7 days of the restriction, the student must attend all practices, rehearsals, games or performances, but cannot practice, rehearse, perform or play.
- During the second 8 days of the restriction, the student must participate in all practices or rehearsals, but cannot play or perform.
- If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the season.
- If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization), s/he will be removed from the leadership position for 30 days.

- ~~The student will be referred to her/his school counselor.~~

~~Violations that an Administrator has determined to have occurred off school property and/or non-school sponsored events/activities.~~

~~When the building administrator determines that a violation occurred off school property and at a non-school sponsored school event/activity during the defined eligibility periods (see below) and there was no self-reporting or admission, the student will be subject to restricted co and extra-curricular participation for 30 days.~~

- ~~The restriction will begin the day the administrator determines that the violation occurred.~~
- ~~During the first 15 days of the restriction, the student must attend all practices, rehearsals, games or performances, but cannot practice, rehearse, perform or play.~~
- ~~During the second 15 days of the restriction, the student must participate in practices or rehearsals, but cannot play or perform.~~
- ~~If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the season.~~
- ~~If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization), s/he will be removed from the leadership position for 30 days.~~
- ~~The student will be referred to her/his school counselor.~~

~~Violations that occur on school property and/or at school sponsored events/activities.~~

~~When a building administrator determines that a student has violated the misuse of chemical substances policy while on school property and/or at a school sponsored event, regardless of self-reporting or admission, the student will be suspended from school. In addition, the student will be suspended from participation in all sports, clubs, organizations, and or plays for 45 days.~~

- ~~If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the season.~~
- ~~If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization) s/he will be removed from the leadership position for 30 days.~~
- ~~The student will be referred to her/his school counselor.~~

SECOND OFFENSE:

~~Self-Reporting/Admission of an Off-Campus/Non-school sponsored Event~~

~~A student who voluntarily reports or admits to violating the misuse of chemical substances~~

~~policy will be subject to restricted co and extra-curricular participation for 15 days (as long as the violation did not occur on school property or at a school sponsored event/activity). The restriction will begin on the day of the reporting or admission. If a student elects to continue with participation of co and extra-curricular activities, the following applies:~~

- ~~• During the first 7 days of the restriction, the student must attend all practices, rehearsals, games or performances, but cannot practice, rehearse, perform or play.~~
- ~~• During the second 8 days of the restriction, the student must participate in all practices or rehearsals, but cannot play or perform.~~
- ~~• If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the school year.~~
- ~~• If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization), s/he will be removed from the leadership position for the remainder of the school year.~~
- ~~• The student will be referred to her/his school counselor.~~

~~Violations that an Administrator has determined to have occurred off school property and/or non-school sponsored events/activities.~~

~~When the building administrator determines that a violation occurred off school property and at a non-school sponsored school event/activity during the defined eligibility periods (see below) and there was no self-reporting or admission, the student will be subject to restricted co and extra-curricular participation for 30 days.~~

- ~~• The restriction will begin the day the administrator determines that the violation occurred.~~
- ~~• During the first 15 days of the restriction, the student must attend all practices, rehearsals, games or performances, but cannot practice, rehearse, perform or play.~~
- ~~• During the second 15 days of the restriction, the student must participate in practices or rehearsals, but cannot play or perform.~~
- ~~• If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the school year.~~
- ~~• If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization), s/he will be removed from the leadership position for the remainder of the school year.~~
- ~~• The student will be referred to her/his school counselor.~~

~~Violations that occur on school property and/or at school sponsored events/activities.~~

~~When a building administrator determines that a student has violated the misuse of chemical substances policy while on school property and/or at a school sponsored event, regardless of~~

self-reporting or admission, the student will be suspended from school. In addition, the student will be suspended from participation in all sports, clubs, organizations, and or plays for 45 days.

- If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the school year.
- If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization) s/he will be removed from the leadership position for the remainder of the school year.
- The student will be referred to her/his school counselor.

THIRD AND SUBSEQUENT OFFENSES:

Regardless of the circumstances involved in the violation (whether on-campus/at school sponsored event or off campus/non-school sponsored event), students found in violation of this policy for a third or subsequent offense will be suspended from athletic and co-curricular participation for one calendar year. Third and subsequent violations will also result in loss of eligibility for captaincy (athletics) or leadership positions (clubs and organizations) for one calendar year.

Reinstatement in athletics and co-curricular activities may occur after documented completion of an approved substance abuse treatment program.

SUMMARY OF SANCTIONS FOR STUDENTS PARTICIPATING IN CO- AND EXTRA-CURRICULAR ACTIVITIES

<p>1st offense during a student's school career</p>	<ul style="list-style-type: none"> ● SELF-REFERRAL FOR SUBSTANCE ABUSE TREATMENT: No sanctions provided that student agrees to and complies with conditions. ● SELF-REPORTING VIOLATION OFF-CAMPUS/AT NON-SCHOOL SPONSORED EVENT: 15 calendar day restricted co- and extra-curricular participation (as defined above.) ● ADMINISTRATIVELY DETERMINED OFF-CAMPUS/AT NON-SCHOOL SPONSORED EVENT: 30 calendar day restricted co- and extra-curricular participation (as defined above.) ● ON-CAMPUS/SCHOOL SPONSORED EVENT: Suspension from school per policy; 45 calendar day suspension from extra/co-curricular activities. ● Referral to Counseling ● Loss of captaincy for season (athletic teams) or leadership position for 30 days (clubs and organizations)
<p>2nd offense during a student's</p>	<ul style="list-style-type: none"> ● SELF-REPORTING VIOLATION OFF-CAMPUS/AT NON-SCHOOL SPONSORED EVENT: 15 calendar day suspension from co- and extra-curricular activities; participation allowed as

school career	<p>defined above.</p> <ul style="list-style-type: none"> ● ADMINISTRATIVELY DETERMINED OFF-CAMPUS/AT NON-SCHOOL SPONSORED EVENT: 30 calendar day suspension from co- and extra-curricular activities; participation allowed as defined above. ● ON-CAMPUS/SCHOOL SPONSORED EVENT: Suspension from school per policy; 45 calendar days no participation in extra /co-curricular activities. ● Referral to Counseling ● Loss of captaincy for school year (athletic teams) or leadership position (clubs and organizations) for school year.
Any additional offenses during a student's school career	<ul style="list-style-type: none"> ● OFF-CAMPUS/ AT NON-SCHOOL SPONSORED EVENT: 1 calendar year no participation in extra /co-curricular activities. ● ON-CAMPUS/ AT SCHOOL SPONSORED EVENT: 1 calendar year no participation in extra /co-curricular activities. ● Referral to Counseling ● Loss of eligibility for captaincy (athletic teams) or leadership position (clubs and organizations) for 1 calendar year. ● Reinstatement in extra/co-curricular activities upon documented completion of an approved substance abuse treatment program.

The above consequences will be enforced if violations occur during the school year:

- ~~For activities, the school year is defined as the first day of school through the last day of school.~~
- ~~For athletics, the school year is defined as the first allowable start date for athletics in the fall through the last day of school or the last day of spring sports, whichever is later. Allowable start and end dates are set by the Maine Principals Association. Any student who participates in athletics is subject to these start and end dates regardless of the season(s) in which s/he participates.~~

Violations during the eligibility periods defined above can be violations that occur any place. They are not limited to violations that occur on school grounds or at a school sponsored function.

If a violation takes place outside the eligibility periods defined above, consequences will only be enforced if the violation occurs on school grounds or at a school sponsored function. Ineligible days must be served during the eligibility periods defined above. If an ineligibility period is not completed in the spring, the remaining days will be carried over to the fall of the following school year.

If a student has an infraction while ineligible due to a previous infraction, the second period of ineligibility will be served at the end of the first. They may not be served concurrently.

~~Once the administration has thoroughly investigated an alleged violation and determined the incident to be closed, no new information will be considered after 15 calendar days from the end of the investigation.~~

Legal Reference:

- 21 USC §812
- 21 CFR Part 1300.11-15
- ~~Pub. L. No. 101-226~~
- 17-A ~~M.R.S.A.~~ §1101
- 42 USC §290dd-2
- 42 CFR §2.1 et. seq.
- 20-A ~~M.R.S.A.~~ §§1001(9); 4008

Cross Reference:

- JICI - Weapons, Violence and School Safety
- JKE - Expulsion of Students
- ADC - Tobacco Use and Possession
- ADC-R - Tobacco Use and Possession Rules

History:

Adopted: 03/13/02, 06/16/10, 07/16/14

First Reading: **November 20, 2021**

Second Reading:

Adopted:

MSAD #28 POLICY

WEAPONS, VIOLENCE AND SCHOOL SAFETY

The School Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to immediately report incidents of prohibited conduct by students to the principal/designee for investigation and appropriate action.

I. PROHIBITED CONDUCT

Students, staff, and all other persons are prohibited from engaging in the following conduct on school property, while in attendance at school or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

- A. Possession and/or use of articles commonly used or designed to inflict bodily harm and/or to threaten intimidate, coerce or harass another person. Examples of such articles include, but are not limited to, firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nunchucks;
- B. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include, but are not limited to, bats, belts, picks, pencils, compasses, objects capable of ignition (e.g. matches, lighters), files, tools of any sort and replicas of weapons (including toys);
- C. Violent or threatening behavior, including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);
- D. Verbal or written statements (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program;
- E. Willful and malicious damage to school or personal property;
- F. Stealing or attempting to steal school or personal property;
- G. Lewd, indecent or obscene acts or expressions of any kind;

- H. Violations of MSAD #28 drug/alcohol and tobacco policies;
- I. Violations of state or federal laws; and
- J. Any other conduct that may be harmful to persons or property.

II. EXCEPTIONS TO PROHIBITIONS ON POSSESSION AND DISCHARGE OF FIREARMS ON SCHOOL PROPERTY

- A. The prohibition on the possession and discharge of firearms on school property does not apply to law enforcement officials acting in the performance of their duties.
- B. The prohibition on the possession of a firearm does not apply to a person who possesses an unloaded firearm for use in a supervised educational program approved and authorized by the Board and for which the Board has adopted appropriate safeguards to ensure student safety.
- C. Nothing in this policy shall prevent the school system from offering or approving instructional activities related to firearms (e.g., hunter safety). Any proposal to introduce an instructional activity involving firearms must be submitted in writing to the Superintendent, who will make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety. No firearms may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.

III. USE OF OTHER WEAPONS IN INSTRUCTIONAL ACTIVITIES

- A. Nothing in this policy shall prevent the school system from offering instructional activities using objects other than firearms that are generally considered weapons (e.g., bows and arrows) or from allowing an object generally considered a weapon to be brought to school for supervised instructional activities (e.g., archery, boat building) approved by the Board so long as the Board has adopted appropriate safeguards to ensure student and staff safety.
- B. Any proposal to introduce an instructional activity involving such objects must be submitted in writing to the Superintendent, who may [OR: will] make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety.
- C. No weapons or objects that are generally considered weapons may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.

IV. DISCIPLINARY ACTION

Building administrators may suspend and/or recommend expulsion of students **in Grade 6 or above or students in Grades 5 and below who meet one of the two exceptions outlined below** who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA §1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA §1001 (9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing and trafficking of scheduled drugs.

Students in grades 5 and below cannot be suspended out of school except in the following situations:

A. The student has violated the Gun Free school Zones Act.

B. There is imminent danger of serious physical injury and no other options are available.

An out-of-school suspension for a student in grade 5 or lower cannot exceed 3 days.

Students who are found to have brought a firearm to school (as defined by federal law) shall be expelled for a period of not less than one year, unless this requirement is modified by the Superintendent on a case-by-case basis.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent.

Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations and Board Policy JKF.

V. NOTIFICATION TEAM/CONFIDENTIALITY

Maine law authorizes law enforcement officers and criminal justice agencies to share with a superintendent or principal information pertaining to a juvenile when the information is credible and indicates an imminent danger to the safety of students or school personnel on school grounds or at a school function. Maine law requires the District Attorney to notify the superintendent when a juvenile is charged with use or threatened use of force or is adjudicated as having committed one or more juvenile crimes that involve the use or threatened use of force.

Within ten days, or immediately if necessary for school safety, the Superintendent shall convene a notification team. The notification team must include the administrator/designee of the school building where the student attends, at least one classroom teacher to whom the student is assigned, a school counselor, and the student's parent/guardian. The notification

team shall determine on this basis of need which school employees are entitled to receive information concerning allegations or adjudications of use or threatened use of force. Information received by the Superintendent/designee and disclosed to the notification team and/or disclosed to school employees is confidential and may not become part of the student's educational record.

The Superintendent shall ensure that confidentiality training is provided to all school employees who have access to this information.

VI. PSYCHOLOGICAL EVALUATION/RISK ASSESSMENT

The Board authorizes the Superintendent to request an immediate psychological evaluation of a student who violates this policy when, in his/her opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school. The Superintendent is also authorized to request psychological evaluations of students who have been identified as posing a substantial risk of violent behavior. All such evaluations shall be performed at the district's expense.

If the parents/guardians and/or student refuses to permit a requested psychological evaluation, the Superintendent and the Board may draw any reasonable inferences from the student's behavior concerning the risk the student poses to school safety for purposes of determining appropriate action.

Legal Reference:

- 5 M.R.S.A § 4681 et seq.
- 15 M.R.S.A. §§ ~~33009~~; 3301-A ; ~~(7)(E); 3009~~
- 20 U.S.C.A §8921 (Gun-Free Schools Act of 1994)
- 20-A M.R.S.A §§1001(9); 1001(9-A); 6552
- 17-A M.R.S.A §§2(9);2(12-A)

Cross Reference:

- ACAA - Student Harassment of Other Students
- ADC - Tobacco use and Possession
- EBCA - Crisis Response Plan
- JICH - Drug and Alcohol Use by Students
- JK - Student Discipline
- JKD - Suspension of Students
- JKE - Expulsion of Students
- JFK - Suspension/Expulsion of Students with Disabilities
- JIH - Questioning and Searches of Students
- KNA - Relations with Law Enforcement Authorities

History:

Adopted: 01/16/00, 02/04/04, 03/16/16

First Reading: **November 20, 2021**

Second Reading:

Adopted:

MSAD #28 POLICY

**BULLYING AND CYBERBULLYING
RESPONDING AND REMEDIATION FORM**

One-Line Summary of Incident

Disciplinary Actions

Name of student who bullied: _____

Discipline imposed for this student:

___ Meeting with student and student’s parent(s) or guardian(s)

___ Reflective activities (e.g. essay)

___ Mediation, only when there is mutual conflict between peers, rather than one-way negative behavior, and both parties voluntarily choose this option

___ Counseling

___ Anger management

___ Health counseling or intervention

___ Mental health counseling

___ Participation in skill building and resolution activities, such as social emotional cognitive skills building, resolution circles and restorative conferencing

___ Community Service

___ Other alternative intervention: _____

___ In-school suspension

___ Out-of-school suspension *see below

___ Hybrid suspension (combination of in-school and out-of-school suspension)

___ Restorative measures: _____

___ Recommendation for expulsion

___ If bullying was by another person (*e.g., volunteer, visitor, contractor*), action taken:

___ If bullying by school-affiliated organization, action taken: _____

___ If wrongdoer is school employee or administrator, recommendation for action to be taken by Superintendent (*any action must be consistent with collective bargaining agreement or individual contract*).

___ Notification of law enforcement authorities, if warranted (*if any question, principal should consult with Superintendent first*):

***An out-of-school suspension cannot be given to a student in Grade 5 or lower except in the following situations and cannot be for more than 3 days.**

- 1. Violates the Gun Free School Act**
- 2. There is imminent danger of serious physical injury and there are no other options**

Date: _____ Reported to: _____

NOTIFICATION TO PARENTS/GUARDIANS OF STUDENT FOUND TO HAVE ENGAGED IN BULLYING BEHAVIOR, INCLUDING PROCESS FOR APPEAL:

Date: _____ By whom: _____

Support for targeted student

Name of targeted student: _____

____ Counseling/referral to services (*targeted student*), if suitable

____ Other intervention: _____

NOTIFICATION TO PARENTS/GUARDIANS OF TARGETED STUDENT, INCLUDING MEASURES BEING TAKEN TO ENSURE STUDENT’S SAFETY:

Date: _____

By whom: _____

All notifications must respect confidentiality of student and employee information as provided by federal and Maine law and regulations.

Signature of building principal: _____

Date: _____

Copy sent to Superintendent on (date) _____

DOCUMENTATION OF APPEALS OF PRINCIPAL’S DECISION

Date appeal submitted: _____

All appeals to the Superintendent must be submitted, in writing, within 14 calendar days of the building principal’s decision, to the Central Office.

ACTIONS TAKEN BY SUPERINTENDENT

____ Recommendation to Board for student expulsion

____ Action taken against employee (*if confidential employment action, in personnel file*):

____ Recommendation to Board for suspension/revocation of sanctioning/approval of school-affiliated organization

____ Action on appeal of principal’s decision: _____

____ Other: _____

History:

Adopted 01/18/17

First Reading: **November 20, 2021**

Second Reading:

Adopted:

MSAD #28 POLICY

PUBLIC INFORMATION PROGRAM

Public support for the schools depends upon informed public opinion. MSAD #28 will strive to maintain effective communications with the public in order to convey accurate information about the goals, programs, needs, and accomplishments of the schools and to provide ways for citizens to express their opinions and expectations.

The Superintendent (or designee) shall be responsible for establishing and maintaining a public communications program that will provide for the dissemination of district reports and plans, information concerning student achievement, relevant statistics, noteworthy facts, issues affecting education, use of school facilities, news of the schools, school events, and student and staff accomplishments.

The Board encourages the Superintendent and district employees to whom communication responsibilities have been delegated to use a variety of methods for providing information to the public, such as the schools' websites, letters, newsletters, publications, news releases, news media coverage of Board meetings and school-related events, meetings, and personal contacts.

All communications with the public shall appropriately respect the confidentiality of students and staff.

The building principals and/or program directors will be responsible for program and other routine school announcements to parents and students. The Superintendent shall be responsible for establishing guidelines for communications with the media and to the public. Such guidelines shall address confidentiality as well as authority to approve and/or release communications, content, and contact with media representatives.

The Board and/or Superintendent may develop and disseminate surveys and questionnaires to obtain information and to allow parents and citizens served by the district to express their opinions.

Legal Reference: 20 USC §§ 6311, 6314-6316, 6319
Ch. 125 § 4.04 (Me. Dept. of Ed. Rule)

Cross Reference:
AEC – Accomplishment Reporting to the Public
JRA – Student Educational Records
KDD – Media Relations

First Read: November 20, 2021

Second Read:

Adopted:

MSAD #28 POLICY

FACILITIES USE

Camden-Rockport Elementary School and Camden-Rockport Middle School belong to the people of Camden and Rockport. All school facilities are available to the local communities for educational, cultural, and civic events. The school facilities are not to be used for funerals, wakes, or memorial services. This policy pertains to all school facilities. Any questions about use of facilities should be addressed to a building administrator. Fees may be charged for use of school facilities to insure that funds intended for the education of children are not used for other purposes.

Priority of Use

All requests must be approved by a building administrator and/or designee who have the authority to deny any request that is not in the best interest of the facilities. Conditions of usage include: Satisfactory sponsorship, adequate adult supervision, care of equipment and facility, adherence to police/fire regulations, and appropriateness of the activity. Lower priority users may not be displaced by higher priority users once the contract for use has been executed and rental obligations are met.

First Priority: CRMS or CRES Clubs, Organizations, Events, Activities

Second Priority: All other Five Town public schools and their related organizations; Municipal organizations within the towns of Camden and Rockport and organizations that exist solely for the benefit of the school.

Third Priority: Non-profit organizations located within the towns of Camden and Rockport.
NOTE: Any group wishing to qualify for this category must have a current copy of their 501(c) 3 certificate on file with the school.

Fourth Priority: Non-profit organizations located outside the towns of Camden and Rockport.
NOTE: Any group wishing to qualify for this category must have a current copy of their 501(c) 3 certificate on file with the school.

Fifth Priority: All other individuals and organizations.

Categories of Users and Fees

The Principal is the ultimate authority in all matters relating to use or rental of the facilities and has the authority to deny any request that is not in the best interest of the District or charge additional fees for any event that may have an unusual impact on the facilities.

Service fees may or may not pertain to all users.

All users are subject to charges for damage to the facility.

1. Non-Rental Paying Category:

All CRMS or CRES organizations, clubs, activities, events, any organization that exists solely for the benefit of the school.

Any other organization that sponsors an event where no participation or attendance fee is charged, or no profit is realized.

2. Rental Paying Category:

Any non-CRMS or CRES organization that charges an attendance or participation fee for an event.

3. Waived Rental Paying Category:

Non-profit organizations existing exclusively for the benefit of five town students (k-12) charging participation or attendance fees. This waiver does not apply to service fees.

Procedure for Securing Use

Any individual or group wishing to use CRMS or CRES facilities must complete a Request for Use Form and submit it to the school's secretary **in the main office**. The secretary will determine the availability of the facility in accordance with the Priority of Use policy. Requests must be approved by the CRMS/CRES Administration. **The following adult sports will not be allowed use of the indoor facilities: soccer, baseball, softball, lacrosse and field hockey.**

The secretary will issue a contract for all approved requests from all users outside of CRMS or CRES. The *Contract for Use and Rental of School Facilities* (Policy KFB-C) must be completed and returned to the secretary with any supporting documents before the date of the event.

Any organized group wishing to use outdoor facilities must complete a Request for Use Form. Requests for outdoor facilities use may be submitted directly to the Athletic Coordinator who may waive the need for a contract. These requests remain bound by the rules and procedures in this policy.

Insurance:

A certificate of insurance in the amount of \$1,000,000.00 naming MSAD #28 as an additional insured and covering the period under contract is required for all events using the gymnasium, kitchen, outdoor bleachers and all other events that charge an admission fee. This certificate must be presented when the contract is executed. Local school districts and municipal governments are not required to provide an insurance certificate.

If an organization is not using the gymnasium, kitchen, or outdoor bleachers and does not have insurance, the organization's participants must each sign a waiver form provided by the District.

Deposit:

A deposit of 25% of the total rental fee is required for all fee paying users. The deposit is due upon execution of the facility contract.

Facility Use Rules

Facilities use requires compliance with all district policies.

The possession of firearms on school property is prohibited except by authorized security personnel. (see policy JICI)

1. Damages & Losses:

The lessee/user is financially responsible for any damage to the facilities. MSAD #28 is not responsible for loss of or to damage of articles brought to the facility. Vehicles are not allowed on athletic fields.

2. Event Supervision:

The lessee/user is responsible for supervision of those attending the event. Where required by the school administration or by state/local regulations or when large crowds are anticipated (200 plus), police supervision must be provided at the user's expense.

3. Custodial and other CRMS or CRES Employee Services:

A qualified staff member, as determined by a building administrator, must be present for all events. Basic service includes unlocking doors, instructing the user as to the operation of necessary facilities, providing necessary equipment, and cleaning and securing the facility following use. All equipment to be moved must be done under the supervision of a custodian. Event organizers are responsible for the cleanliness of the facility after usage unless otherwise determined by a building administrator. Additional cleaning fees may be charged after an event as determined by a building administrator. Any use of the cafeteria/kitchen for food preparation will require a cafeteria employee and is subject to availability. Cost of any MSAD #28 employee will be in addition to rental costs.

4. Substance Use:

Drug or alcohol possession or consumption and the use of tobacco products, including electronic cigarettes, are prohibited on school property. (see policy JICH)

5. Cancellation of an Event:

The MSAD Superintendent, or his/her designee, has sole authority to determine whether the facilities should be closed for reasons of public safety. Notification will be made as soon as possible. Contracts in force for periods during which the school is closed for reasons of public safety are automatically cancelled without penalty to either party. However, every effort will be made to reschedule any canceled event to a mutually acceptable date.

6. Long-Term Use:

Long-term facilities use will be considered to be two or more successive weeks. Long-term rental of facilities will be considered after it is first ascertained that there will be no detriment to existing programs from this use. If space is available without detriment, space may be rented to groups whose activities are most consistent with the other activities taking place in the building. Therefore, service agencies, educational groups, and youth oriented activities would have preferences.

7. School Equipment and Furniture Usage:

Use of school equipment (i.e. projection equipment, sports equipment) and furniture must be booked in advance. Use of equipment is dependent on availability and rental charges may apply.

8. Animals:

No animals are allowed on school property without prior arrangement.

9. ~~Glitter:~~

~~Glitter is not allowed in auditorium space.~~

BISBEE THEATER**1. Fire and Safety**

The use of any pyrotechnical stage devices is forbidden. Use of open flames (i.e. candles) and fog machines must be approved in advance by the House Manager. Any electrical equipment that does not belong to the school must be inspected and approved for use in the facility.

2. Ushers

The lessee must provide ushers in a ratio of one for every 100 people in attendance. Ushers must remain in the auditorium during the performance and intermissions. They will insure that members of the audience behave appropriately and do not abuse the facility or detract from the performance.

3. Auditorium Rules of Use

- a. School lighting and sound equipment may only be operated by authorized technicians. The lessee may supply operators, but the light booth will not be available without the services of an authorized theater technician.
- b. School authorities have access to the auditorium at all times and may cancel or terminate an event at any time if, in their opinion, the event represents a danger to the facility or public safety, or if it is considered unacceptable for a public performance.
- c. School authorities have the right to remove unruly persons and enforce all building rules.

- d. No sales of any kind are permitted without permission of the Principal.
- e. The lessee will only have use of those areas of the building, which are under contract.
- f. Set construction or painting is permitted in approved areas only with advance permission.
- g. No nails, screws, or tape may be attached to the walls or floors without advance permission.
- h. Spike or gaff tape is the only tape that will be approved for use on the stage floor.
- i. No school property may be removed from the auditorium without advance permission.
- j. All sets, props, and costumes must be removed from the premises within one day after the last performance under the contract unless permission has been previously granted by the House Manager. The school accepts no responsibility for articles left on school property by the lessee or their attendees.
- k. Photographing, videotaping, filming, and recording are permitted only by special permission of the Principal.
- l. FOOD, BEVERAGES AND CHEWING GUM ARE NEVER PERMITTED IN THE AUDITORIUM.
- m. BOTTLED WATER IS PERMITTED.
- n. No glitter is allowed at any time in the facility.
- o. The use of any weapons as stage props must be approved in advance by the CRMS Principal/designee.
- p. The school will not take responsibility for any equipment shipped to the lessee unless prior arrangements are made.

Rental and Services Fees

The Daily Rental Fees are based on an 8-hour day. For shorter periods of time, the fee is determined on an hourly rate equal to 1/8 of the daily fee.

Facilities Rental Fees	Daily	Hourly
Band Room	\$64	\$8
Chorus Room	\$64	\$8
Classroom	\$64	\$8
Gym	\$128	\$16
Dance/Wrestling	\$64	\$8
Cafeteria	\$64	\$8
Cafeteria W/Kitchen *	\$128	\$16
Atrium	\$64	\$8
Library	\$64	\$8
Bisbee Theater (Full Stage)	\$320	\$40

Bisbee Theater (Curtain Forward)	\$160	\$20
Playing Fields	\$128	\$16
Parking Lots	\$64	\$8

Service Fees	Daily	Hourly
Custodial <i>per person</i>		\$35
Food Service <i>per person *</i>		\$35
Info Tech <i>per person</i>		\$40
Field Maintenance <i>per person</i>		\$40
Piano Tuning	<i>at Lessee's Expense</i>	
Piano Rental- Upright	\$25	n/a

*Subject to availability of staff

History:

Adopted 03/16/11, 03/21/12, 11/14/12, 05/10/16, 12/20/17

First Read: **November 20, 2021**

Second Read:

Adopted:

CONTRACT FOR USE AND RENTAL OF SCHOOL FACILITIES

Camden Rockport Elementary School

This agreement is made on _____ between MSAD #28 and
Organization _____

Contact Name: _____ Phone: _____

E-Mail: _____

Mailing Address: _____

Name of Event or Function: _____ Category Fee No Fee

Type of Event: _____ Date: _____ Time: _____

Type of Event: _____ Date: _____ Time: _____

Type of Event: _____ Date: _____ Time: _____

Fees estimated on fee schedule on the next page.

Total Estimated Charges: \$ _____ * All charges are estimates. Final Invoice will be based on actual usage.

Minimum Deposit Due (25%): \$ _____

1. This contract must be submitted at least two weeks in advance of your event with a copy of the certificate of insurance (if applicable), and a deposit of at least 25% of the total fee (see next page for fees).
2. Confirmations of rentals will be awarded on a 'first come, first served' basis only after the fully executed contract and deposit have been received. The balance of the rental fees and any additional fees are due on invoicing.
3. The Principal or designee is the ultimate authority in all matters relating to use or rental of the facilities and has the authority to deny any request that is not in the best interest of the District or to charge additional fees for any event that may have an unusual impact on the facilities.

On behalf of the above organization, I certify that I have read and agree to the terms of this contract. I also agree that I have read and agree to Policy KFB, Facilities Use. I agree to provide adequate adult supervision at all times during the use of the facilities, and as lessee, I will assume responsibility for all fee charges and will indemnify and hold harmless MSAD 28, its School District Committee, officers, agents, employees and students ("Releasees") from any and all claims, actions, losses, damages, liabilities and expenses (including without limitation attorney's fees) of any kind ("Claims"), including Claims caused by or arising from the negligence of Releasees, arising out of this Contract and/or the use of the facility or the equipment, other school property or school premises. I understand and agree that I am financially responsible for any damage to the facilities. for loss or damage of articles brought to the facility.

 Insurance Certificate Received

Lessee _____ **Date** _____

CRES Principal or District Designee _____ **Date** _____

- _____ PE Teacher
- _____ Food Services Director
- _____ Operations & Maintenance Director

Rental and Services Fees

The Daily Rental Fees are based on 8 hours of use. For shorter periods of time, the fee is determined on an hourly rate equal to 1/8 of the daily fee.

Facilities Rental

Space	Daily	Hourly	# of days/hours	Total Cost
Atrium	\$64	\$8		
Band Room	\$64	\$8		
Chorus Room	\$64	\$8		
Classroom	\$64	\$8		
Cafeteria	\$64	\$8		
Cafeteria w/Kitchen*	\$128	\$16		
Library	\$64	\$8		
Gym	\$128	\$16		
Playing Fields	\$128	\$16		
Parking Lots	\$64	\$8		

** Subject to availability of Staff*

Service Fees

Service	Daily	Hourly	# of days/hours	Total Cost
Custodial <i>per person</i> *		\$35		
Food Service <i>per person</i> *		\$35		
Information Technology		\$40		
Field Maintenance <i>per person</i> *		\$40		
Piano Tuning	At lessee's expense			
Piano Rental - Upright	\$25			

** Subject to availability of Staff*

Total Estimated Charges: \$ _____

Minimum Deposit Due (25%): \$ _____

History:

Adopted: 04/13/16, 11/15/17

First Read: 11/20/21

Second Read:

Adopted:

**CONTRACT FOR USE AND RENTAL OF SCHOOL FACILITIES
Camden Rockport Middle School**

This agreement is made on _____ between MSAD #28 and

Organization _____

Contact Name: _____ Phone: _____

E-Mail: _____

Mailing Address: _____

	<input type="checkbox"/>	<input type="checkbox"/>
Name of Event or Function: _____	Fee	No Fee
<i>Category</i>		

Type of Event: _____ Date: _____ Time: _____

Type of Event: _____ Date: _____ Time: _____

Type of Event: _____ Date: _____ Time: _____

Fees estimated on fee schedule on the next page.

Total Estimated Charges: \$ _____ * All charges are estimates. Final Invoice will be based on actual usage.

Minimum Deposit Due (25%): \$ _____

1. This contract must be submitted at least two weeks in advance of your event with a copy of the certificate of insurance (if applicable), and a deposit of at least 25% of the total fee (see next page for fees).
2. Confirmations of rentals will be awarded on a 'first come, first served' basis only after the fully executed contract and deposit have been received. The balance of the rental fees and any additional fees are due on invoicing.
3. The Principal or designee is the ultimate authority in all matters relating to use or rental of the facilities and has the authority to deny any request that is not in the best interest of the District or to charge additional fees for any event that may have an unusual impact on the facilities.

On behalf of the above organization, I certify that I have read and agree to the terms of this contract. I also agree that I have read and agree to Policy KFB, Facilities Use. I agree to provide adequate adult supervision at all times during the use of the facilities, and as lessee, I will assume responsibility for all fee charges and will indemnify and hold harmless MSAD#28, its School District Committee, officers, agents, employees and students ("Releasees") from any and all claims, actions, losses, damages, liabilities and expenses (including without limitation attorney's fees) of any kind ("Claims"), including Claims caused by or arising from the negligence of Releasees, arising out of this Contract and/or the use of the facility or the equipment, other school property or school premises. I understand and agree that I am financially responsible for any damage to the facilities. for loss or damage of articles brought to the facility.

_____ **Insurance Certificate Received**

Lessee _____ **Date** _____

CRMS Principal or District Designee _____ **Date** _____

- _____ Athletic Director
- _____ Food Services Director
- _____ Operations & Maintenance Director

Rental and Services Fees

The Daily Rental Fees are based on 8 hours of use. For shorter periods of time, the fee is determined on an hourly rate equal to 1/8 of the daily fee.

Facilities Rental

Space	Daily	Hourly	# of days/hours	Total Cost
Atrium	\$64	\$8		
Band Room	\$64	\$8		
Chorus Room	\$64	\$8		
Classroom	\$64	\$8		
Cafeteria	\$64	\$8		
Cafeteria w/Kitchen*	\$128	\$16		
Library	\$64	\$8		
Gym	\$128	\$16		
Bisbee Theater (full stage)	\$320	\$40		
Bisbee Theater (curtain forward)	\$160	\$20		
Playing Fields	\$128	\$16		
Parking Lots	\$64	\$8		

* Subject to availability of Staff

Service Fees

Service	Daily	Hourly	# of days/hours	Total Cost
Custodial per person*		\$35		
Food Service per person*		\$35		
Information Technology		\$40		
Field Maintenance per person*		\$40		
Piano Tuning	At lessee's expense			
Piano Rental - Upright	\$25			

* Subject to availability of staff

Total Estimated Charges: \$ _____

Minimum Deposit Due (25%): \$ _____

History:

Adopted: 04/13/16, 11/15/17

First Read: **November 20, 2021**

Second Read:

Adopted:



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD and Camden Rockport School District
Curriculum Committee Meeting
CHRHS Room 245A
November 22, 2021
3:30– 4:30 PM

Meeting URL: <https://networkmaine.zoom.us/j/86827563502>

MINUTES

Board Present:

Sarah Bradley Prindiville, CSD and CR Chair
Marcia Dietrich, CR Board
Marcus Mrowka, CR Board
Mike Pierce, CSD Board

Board Absent:

Deb Harbaugh, CSD Board

Also Present:

Deb McIntyre

Also Present via Zoom:

Shawn Carlson
Jaime Stone
Chris Walker Spencer
Heather Bowen
Alyssa Andersson
Jeffrey Maynard
Matthew Gordon
Annie Brady
Jamie Gillette
Margo Murphy
Carolyn Brown
Kim Murphy
Kailey Smith
Sara Cole-Pardun

1. Call to order

Sarah Bradley Prindiville called the meeting to order at 3:30

2. Adjustments to the Agenda

The Chair revised the order of proposed courses on the agenda.

SAD

3. Update on the implementation of our Pre-Kindergarten program at CRES – Chris Walker Spencer and Heather Bowen.

Principal Walker-Spencer encouraged the board members to come and visit the PreK program to see the program in action. He will be recommending some additional curriculum development time for the summer. Heather shared the outline of the PreK day and explained how the Maine Early Learning and Development Standards are woven in throughout a student's day while exploring the natural world. The class is based on play and an emergent curriculum while meeting the standards in multiple ways. Heather identified a challenge of not having all the equipment, supplies and spaces ready when school started. One of the many successes has been to see individual students grow and excel in a short amount of time.

4. Update on music instruction at CRMS – Jaime Stone and Alyssa Anderson.

Principal Stone reviewed for the committee members the configuration of music offerings at the middle school this year. Chorus is taught by Jeff Maynard (2/5ths), instrumental music is taught by Matthew Gordon, and Allysa was moved into teaching a performing arts curriculum which is grades 5-8. The performing arts is integrated with specific content areas and each class meets for 9 weeks at a time. Chorus is two times per week (during Schooner time) and there are about 25 students in each class. Jaime also shared that since COVID, the music program is slowly building back student interest. Allysa shared some video examples of the student performances along with the specific standards being addressed in the performance art classes.

CSD

5. Textbook Approvals:

Textbook for English 10: Kaufman, Moises. The Laramie Project and The Laramie Project: Ten Years Later

Synopsis: Kaufman and his Tectonic Theater Project visited Laramie, Wyoming in the aftermath of the 1998 murder of Matthew Shepard. They interviewed members of the community that had various roles and responses to Shepard's death, which was ruled a hate-crime and led to the conviction of two locals for the murder. They composed this piece of documentary (or verbatim) theater from the transcripts of these interviews. It explores LGBTQ+ issues and intolerance as well as how a community responds to this act of brutality came to define their town's character. The play is frequently performed in high schools since Matthew's age was close to that of students and because homophobia and intolerance are

relevant issues to bring forward for discussion. Adding a piece of documentary theater diversifies the range of drama covered by the English 10 curriculum to include pieces that use theater to affect the discourse around a topical issue.

Red Flags: The interviews do contain use of derogatory slurs for homosexuals and descriptions of real-life murder that could be upsetting, but they are not gratuitous. Given that this is material drawn from real-life events, their inclusion is part of the conversation needed to address homophobia.

Costs: \$15/ text (5 needed – 10 already owned)

Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the book The Laramie Project and The Laramie Project: Ten Years Later Vote: 2-0

6. New Course Proposals for 2022-23

Please note that the approval of any of these courses does not necessarily mean they will be offered. Course offerings are based on staffing, budgeting, and course sign-ups.

a. Anatomy and Physiology

Course Description: Anatomy and Physiology is a one semester science elective intended for students considering a career in the medical field and/or for those interested in learning more about the human body. Students will study the structure and function of the human body as well as the organs and systems of the body and how they function.

Course Rationale: This course will provide students with more choices in the field of science when building their schedule. It will also provide students with an opportunity to increase their knowledge of Biology as it pertains to the human body.

Credits: .5

Costs: \$3,750 textbooks, \$3,000 supplies, \$400 curriculum development
(Total: \$7,150)

Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the course Anatomy and Physiology. Vote: 2-0

b. Drawing and Painting: Level 2

Course Description: Drawing and Painting: Level 2 is for students who successfully completed either Drawing or Painting class and are interested in further developing these skills, knowledge, and ideas. Traditional drawing and painting media are the focus; digital drawing and painting tools will also be explored. Current and historical trends and ideas in art and visual expression will serve as a springboard for developing personal ideas.

Course Rationale: This course creates a sequential bridge between the existing entry-level courses, and the existing higher-level classes. This course builds on

skills, knowledge and experiences from the entry-level courses and adds appropriately higher level development of skills, personal voice and depth of content. The course will include instruction in both traditional and digital drawing and painting media, and students may use a digital device as a “sketchbook” for the semester.

Credits: .5 Visual and Performing Arts

Costs: \$300 Field Trips, \$400 curriculum development (Total: \$700)

Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the course Drawing and Painting Level 2. Vote: 2-0

c. **World Art and Culture**

Course Description: In this course, students will explore art and artifacts from a number of cultural and geographical backgrounds, and gain understanding of how the culture shaped visual expression on a community and individual level. Students will ask and answer big picture questions including, “How have people responded to events and issues current to their times? How did geography, the environment and the purpose of the art influence the artists’ choice of materials? How did technology, both simple and complex, affect the resulting arts and crafts of that culture? How have modern cultures appropriated images, materials, and concepts of the past, and how have they changed when appropriate?” Students interest in history, international and cultural studies, and contemporary issues will create connections between topics in this course and other areas of study. The course will be a blend of studio-based, hands-on art activities and art cultural study, including class discussion. Studio projects and materials will include using clothing and textiles to create identity and tell stories with batik, painting and printmaking; drawing and digital media to explore portraiture and identity; clay or other sculptural media to explore function and meaning.

Course Rationale: This course will use visual art and artifacts to explore cultural and individual identity building a better understanding of cultural traditions and values.

Credits: .5 Visual and Performing Arts

Costs: \$80 Teacher Resource Books, \$200 Transportation (Field Trip), \$400 Curriculum Development (Total: \$680)

Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the course World Art and Culture. Vote: 2-0

d. **Theatre for Social Change**

Course Description: This course will examine how theatre can be used as a tool to explore human rights and social justice issues and their violations around the world and throughout history. The class will explore how theatre has the

potential to engage both audiences and production members in critical dialogues regarding human rights. Students will develop skills for analyzing classic and contemporary dramatic literature, past and current news, and complex government documents in order to compare facts and biases regarding social issues and human rights.

Course Rationale: In the current political climate, both nationally and locally, students are desperate to have their voices heard. This course will give students the skills and tools necessary to do this in a safe, productive, and creative way while also building interpersonal and collaborative skills.

Credits: .5 Visual and Performing Arts

Costs: \$100 (textbook \$10 each) Total: \$100

Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the course Theatre for Social Change. *Vote: 2-0*

e. **AP Psychology**

Course Description: Explore the ideas, theories, and methods of the scientific study of behavior and mental processes. Students will examine the concepts of psychology through reading and discussion and analyze data from psychological research studies.

Course Rationale: This course will provide students with an additional selection for AP in the content area of Social Studies.

Credits: 1 credit Social Studies

Costs: \$1800 (textbooks) Total: \$1800

Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the course AP Psychology. *Vote: 2-0*

The computer science courses listed below were reviewed and as approved as a group.

f. **Computer Science Principles 1**

Course Description: Computer Science Principles 1 (CSP 1) introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Topics covered include digital information, the internet, and web app programming. CSP1 covers the first half of the College Board AP Computer Science Principles curriculum. However, it is intended as the starting point for all grade levels and students with little or no previous knowledge of computer science.

Course Rationale: Whether it is 3-D animations, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity and innovation that drive the world. Computer science experience has become an imperative for today's students and the workforce of tomorrow in virtually all fields.

Credits: .5 credit Applied Academics

Costs: \$1,000 (textbook), \$400 (curriculum development) Total Budget: \$1,400

g. **Computer Science Principles 2**

Course Description: This course is the continuation of CSP 1 and collectively with CS2 these two courses cover the College Board Advanced Placement Computer Science Principles curriculum qualifying students who complete both courses to take the AP CSP Exam in the spring if they so choose. AP CSP picks up where CSP 1 leaves off and extend the study of programming into more advanced techniques. In addition, big data and cyber security/global impacts are also covered.

Course Rationale: Same as Principles 1 course.

Credits: .5 credit Applied Academics

Costs: \$1,000 (textbook), \$400 (curriculum development) Total Budget: \$1,400

h. **Robotics**

Course Description: This course provides a highly structured program, moving at a fast pace through fundamental skills in simple programming, robotics, electronics, and ROV construction. Students will explore computer programming, electronics, sensors, and fabrication; then apply their learnings to the design, construction, and testing of an underwater remotely operated vehicle (ROV). This hands-on-minds-on class is designed to get our younger students engaged with an engineering approach to learning.

Course Rationale: Intended to be a hands-on practical demonstration of computer programming and design thinking, this course will focus on the fundamentals needed to create and prototype remote operated vehicles.

Credits: .5 credits Applied Academics

Costs: \$3,000 (equipment), \$400 (curriculum development) Total: \$3,400

Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the courses Computer Science Principles 1, Computer Science Principles 2 and Robotics. Vote: 2-0

i. **Sustainability in Action** (*placeholder name*)

Course Description: This course would be a project-based, experiential elective. Students would be directly involved in a few of our key sustainability initiatives – harvesting and marketing school garden produce as well as garden maintenance. Students would also be key participants in the district compost initiative as well as design and implement their own sustainability project. All projects would include a cost/benefit analysis and a marketing/business plan to understand the value of these projects from both a sustainability and a financial perspective.

Course Rationale: There is the opportunity to add science electives into the schedule and provide students with a course that meets their interest in

sustainability. Parts of this course (composting/gardens) have previously been scheduled as independent studies and special projects through Rising Tide. This elective would add consistency to existing sustainability projects and allow for us to grow additional projects through student directed initiatives. As appropriate, this offering would also be a collaboration with The Hatchery.

Credits: .5 Science

Cost: \$200 (supplies), \$400 (field trips), \$600 (curriculum development)

Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the course Sustainability in Action. *Vote: 2-0*

j. **Honors Integrated Humanities II**

Course Description: This course will continue the model of Honors Integrated Humanities I, using a project-based approach grounded in [the Betts Autonomous Learning mode](#) to meet the needs of Gifted learners. It will address all standards of Sophomore English and U.S. History.

Course Rationale: At present, the Gifted and Talented pathway offers specialized courses in all grades but 10th grade. There is great interest in an offering that continues the Humanities model.

Credits: 2 (1 for Sophomore English, 1 for U.S. History)

Cost: \$2,000 (textbooks), \$800 (curriculum development) Total: \$2,800

Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the courses Honors Integrated Humanities II. *Vote: 2-0*

7. Adjourn

The Meeting adjourned at 4:48 pm.



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(207) 236-3358
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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/Camden Rockport Schools
Joint Communications Committee Meeting
November 16, 2021
4:30 P.M.

MINUTES

Members Present

Becky Flanagan CSD Chair
Patrick McCafferty MSAD Chair
Marcus Mrowka MSAD Vice Chair

Others Present

Maria Libby

1. Call to Order

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

2. Review Strategic Plan Op-Ed

The committee reviewed a draft op-ed on the strategic planning process that educates the community about the goals and process and calls for their input and participation.

3. Identity Communication Priorities for the Next Month

The committee carried over the goal of promoting outdoor learning from last month and agreed to host a holiday open house at CRMS so the community can tour the school. The tentative date discussed was December 27 from 10am to noon.

4. Adjourn

The meeting was adjourned at 5:30 pm.

5. Next meeting

The next committee meeting is December 21 at 4:30pm



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/MSAD #28
Diversity Equity Inclusion (DEI) Task Force Meeting
Via Zoom
November 29, 2021

MINUTES

Members Present:

Jen Curtis, Co-Chair
Sally Lane Smith, Co-Chair
James Cook
Debra McIntyre
Jaime Stone
Chris Walker-Spencer
Tula Bradley Prindiville
Heather Butler
Sara Cole-Pardun
Teresa Curtis
Kisha Marsh
Sarah Bradley Prindiville
Craig Ouellette
Elphie Owen
Scott McPherson
Allison Pringle-Bennett
Amy Libby
Julie Speno

Members Absent:

Alma Bournival
Leanna Cotton
Dana Jackson
Sal Taylor Kydd
Regina Martin
Shaamya Dishner
Ning Sawangjaeng
Anne Brady
Michele Metzler

Also Present:

Iris Eichenlaub

1. Welcome and Introductions

Jen Curtis led brief re-introductions of team members who were present last week and welcomed the new team members. The consistent themes of why individual team members chose to do this work are:

- a. To ensure all students feel welcomed and included at our schools.
- b. To make sure our policies and processes structurally support all students are included at our schools.
- c. To ensure the education is equitable, well rounded, and inclusive for all students.

2. DEI Talking Points

As many new members of the team have come on board, the team thought it would be helpful to provide talking points as an easy reference tool should someone ask them about the DEI Task Force work at the schools. The high-level response to the question ‘What is the DEI Task Force and what does it do?’ for the team to reference is the following statement:

“Our school district has a Diversity, Equity and Inclusion Task Force that was established in 2020. This team is made up of students, teachers, administrators, parents, school board members, and community members. The group has five areas of focus: Professional Development; Student Environment/Experience; Curriculum; Policy, Program, and Process Review; and Workforce Equity. The job of the task force is to examine these areas across all the schools to unearth and recommend changes to areas that contribute to systematic racism, inequities, and exclusion toward any specific populations of students. This work supports equity for all students and staff when it comes to their opportunity to learn. For more information, visit the Diversity, Equity and Inclusion section on your school's website.”

More specific responses to individuals who vocalize opposition to this work were provided through the talking points and discussed in small groups after Iris Eichenlaub, the CHRHS Librarian and a Chair on State and National Librarian Associations, provided context for the topic.

Iris noted that there is a large increase in book challenges and board meeting challenges across the country. She noted support for the work of DEI also means support for intellectual freedom and access to ideas in our public schools. After providing a helpful example of how to engage in these conversations, Iris noted that being proactive about our preparation (e.g., reviewing the talking points ahead of time) can help us to be better advocates for our work if we are approached by someone who is questioning. Lastly, the most productive conversations about the DEI work are done person to person.

Reports out of the small group discussions noted:

- a. So far, not many of the DEI Task Force members have been approached by the public asking questions; however, the expectation is that this may change given the national and local landscape.

- b. If approached, continuing to highlight the positive talking points and keeping the conversation related to student experience is the best response:
 - i. The Task Force is making sure all students feel safe and have equity in learning, and/or
 - ii. The Task Force is strengthening the education of our students and preparing them for the diverse workforce and how to engage with people from different perspectives.
 - iii. The most effective conversations are those done person-to-person, where different perspectives may be discussed, and a greater understanding achieved.
 - iv. A forum like the Parent Focus Group held earlier this year may be the best way to achieve these smaller discussions – an idea the Task Force should keep on the table.

3. Curriculum Team Update

Jaime Stone, the Curriculum Sub Team Chair, and team provided the following work on the effort:

- a. The team reviewed the detailed DEI plan and updated it.
 - i. Action Item: Capture grass roots activity that has been completed so far at the schools (CRES, CHRHS, CRMS) prior to the audit coming out on January 21st and send to Jaime.

4. Professional Development Team Update

Deb McIntyre, the Professional Development Sub Team Chair, and team provided the following work on the effort:

- a. The team reviewed the detailed DEI plan and updated it.
- b. The team will pursue yet to be done tasks, recognizing that time and money could be constraining.

5. Student Experience Team Update

Sally Lane Smith, the Student Experience Sub Team Chair, and team provided the following work on the effort:

- a. The team looks forward to the audit results to get a deeper understanding of the student experience to inform tactics.
- b. The team recognized a desire to attract more students to the Task Force for greater representation.
- c. The team shared that there are two BIPOC (Black, Indigenous, People of Color) affinity group dates scheduled for December and January at the High School. The hope is increased publicity and a change to Flex Time will help decrease barriers and increase awareness and attendance, especially among younger classes.
- d. The team stated a goal this year is to reach out to other high schools in the area to see if they would like to join our efforts, and also to establish a similar group at CRMS.

- e. The team stated a need to further discuss how to reduce barriers to get kids to connect (provide food, in person meetings...).
- f. Sally Lane Smith will update the detailed plan for the team.

6. Communication Team Update

Sally Lane Smith provided an update on this effort:

- a. The team will look at the output from the Curriculum Team in mid-January to see if it can be repurposed for the websites.

7. Districtwide Equity Audit Update

Deb McIntyre, provided an update on the effort:

- a. Audit results will be returned in on January 21.

8. Next Meeting

The DEI Task Force will next meet on Monday, January 31, 2021 from 6:00 - 7:30 pm.

9. Adjourn

The meeting was adjourned at 7:30.