

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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Regular School Board Meeting
Zoom
Wednesday, January 20, 2021
7:00 P.M.

Meeting URL: <https://networkmaine.zoom.us/j/81511235869>

Note well:

- The meeting will be livestreamed on YouTube: <https://youtube.com/c/SchoolsCamden>
- The public can participate via Zoom. Questions can be asked via the Zoom chatbox.

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 December 16, 2020 Special Joint Board Meeting Minutes
 - b. Approval of the December 16, 2020 Regular Board Meeting Minutes
5. Nominations (Note: Executive Sessions Possible for Nominations)
 - a. Stipend Nominations

| Position | Nominee | Points | Bonus | Amount |
|--|--------------|--------|-------|------------|
| CRMS Theatrical Production Director (Play) | Ellen Curtis | 20 | 15% | \$1,791.24 |

6. Approval of the 2021-2022 School Calendars
7. MET Update – Oak Point Associates
 - a. Windows
 - Issues
 - Possible PCO approval
 - b. Roof
8. Pre-K Update – Deb McIntyre
9. Formal Change of SAD School Board Membership on the CSD School Board
10. School Board Chair’s Report – Patrick McCafferty
11. Superintendent’s Report – Maria Libby
 - a. Coronavirus Relief Fund (CRF) Update (minutes from CSD Board Meeting)
 - b. Solar Farm Update (minutes from CSD Board Meeting)
12. Administrative Reports
 - a. Deb McIntyre, Assistant Superintendent
 - b. Jaime Stone, CRMS Principal
 - Delayed Start Update

- c. Chris Walker-Spencer, CRES Principal
 - Pause Place Update
- d. Valerie Mattes, Director of Student Special Services

13. Standing Committee Reports

- a. Joint Curriculum – Has not met.
- b. Joint Negotiations – Met December 22 and January 19.
- c. Finance – Did not meet December 16. Meets prior to the Board Meeting January 20.
 - Finance Update – Finance Committee Chair
- d. Joint Personnel – Met January 14, minutes attached. Next meeting March 11, 4:30 p.m.

Revised Job Descriptions for Approval

Activity Stipend Holder
Athletic Coordinator 5-8
Athletic Director 5-8
Bus Driver
Department Head
Information Technology Support Technician
Permanent Substitute Teacher
School Administrative Assistant
School Counselor
Substitute Teacher

- e. Joint Policy – Met December 14, minutes attached. Next meeting February 8, 3:30 p.m.

First Reads

ACAD – Hazing
DK – Warrant Procedure
GBGAA-R – Bloodborne Pathogens Exposure Control Plan
GBN-R – Family and Medical Leave Act (FMLA) Administrative Procedure (code change, combined with GCC)

Reviewed with minor revisions or no changes

BDE – Board Committees
BEDD – Rules of Order
DKC – Mileage Reimbursement Rate
EGAF – Cellular Phone Use by Bus Drivers
GBGAA-R-A – Bloodborne Pathogens Exposure Control Plan Appendix A
GBGD – Workers' Compensation
GBGD-R – Workers' Compensation Procedure
GBGE – Workers' Compensation Return to Work and Light Duty Assignments
GBGE-R – Workers' Compensation Return to Work and Light Duty Assignments Procedures
GBJ – Personnel Records and Files

GBN – Family and Medical Leave (code change)
GBO – Family Care Leave
GBO-R – Maine Family Medical Leave Administrative Procedure

Rescind

GCC – Family & Medical Leave Act (FMLA)

14. School Advisory Committee Reports

- a. DEI Task Force – Met January 13, minutes attached. Next meeting February 10, 7:00 p.m.

15. Future Agenda Items

16. Executive Session to Discuss Labor Contracts – 1 MRSA §405 (6) D

17. Adjourn



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Five Town CSD/Camden Rockport Schools
Special Joint School Board Meeting
Zoom
Wednesday, December 16, 2020
6:00 P.M.

Meeting Recording: <https://www.youtube.com/watch?v=UBU0vDWLJMI>

MINUTES

Board Present via Zoom

Becky Flanagan, CSD Chair, SAD
Marcia Dietrich, CSD Vice Chair, SAD
Patrick McCafferty, MSAD Chair, CSD
Brianna Gutierrez, MSAD Vice Chair, CSD
Peter Orne, CSD, MSAD
Deborah Harbaugh, CSD
Elizabeth Noble, CSD, MSAD (left at 6:33)
Marcus Mrowka, MSAD
Sarah Bradley Prindiville, CSD, MSAD
Andrea Palise, CSD
Oliver Worner, CSD Student Rep
Julianna Day, CSD Student Rep
Bailey Curtis, CSD Student Rep

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent
Shawn Carlson, CHRHS Principal
Jen Curtis, CHRHS Assistant Principal
Chris Walker-Spencer, CRES Principal
Jaime Stone, CRMS Principal
Peter Nielsen, Business Manager
Nell Dailey, MTA President
Staff, parents, and students

Board Absent

Brittany Payson, CSD

1. Call to Order

CSD Board Chair, Becky Flanagan called the meeting to order at 6:03 p.m. Roll call voting will be in effect for this meeting since members are participating virtually.

2. Adjustments to the Agenda
None.

3. Possible Schedule Change

Superintendent Libby provided a written proposal to the board before the meeting. From that proposal, she highlighted all the options that were considered before proposing a daily delayed start time of 9:45 for grades 5-12. Teachers are essentially preparing for two simultaneous lessons for every class, one for remote students and one for in-person students. This model benefits students and parents significantly, but an adjustment to the daily schedule is required in order to sustain it. Other options that were evaluated would be worse for students and parents. She noted the importance of having students taught by their teachers rather than a costly, third party. Also, it is best to work with what is known versus switching to an unknown at this point. Board members asked clarifying questions about the loss of instructional time and student supervision. The board heard from several teachers about the challenges and extra time required to teach in-person and remote students simultaneously and that they want and need to see the students daily.

Superintendent Libby, Principal Carlson, and Principal Stone acknowledged the loss of instructional time but recognized that it will be offset by an increase in the quality of the instruction as teachers will have more time to learn, prepare, and plan. They are also confident that students are receiving significantly more instructional time than most students across the country. In response to student supervision, they said that students who need to come in at the earlier time based on individual needs will be supervised by ed techs in the café or library spaces. They also noted that breakfast will be served which is important for students who rely on school meals.

Another change proposed at CRMS and CHRHS that will not impact CRES, is changing the Yellow plan to either remaining Green or moving to the Red, fully remote plan. The rationale for that is due to the extreme difficulty of simultaneously teaching remote and in-person when ½ are in each setting.

A public Q&A session took place and there were expressions of support for four-day weeks or early release every day rather than a later start. Principal Stone share that additional sleep and the consistency of five-day weeks benefit students. This should reduce stress tremendously for students and teachers for a better start to the day. She also noted that after school activities are starting now so sending kids home early and then bringing them back for activities is not feasible. The board also heard from the CRMS Social Worker who

shared the importance of a 5-day/week schedule in order for our neediest students to access mental health support.

Board Chair, Becky Flanagan called an end to public comments and asked board members for further comments or questions. All three student representatives expressed support for the later start, highlighting that extra sleep or preparation time would be beneficial for students as well as the teachers. Board members expressed thanks to everyone for their participation, flexibility, hard work, and dedication. Pete Orne expressed concerns that in a time where everyone is feeling fatigue, fear, uncertainty, and stress, changing the schedule is only shifting the burden from one group to another.

Upon motion by Marcia Dietrich and second by Marcus Mrowka, the CSD Board voted to approve the delayed start schedule change for CHRHS as proposed.

Vote: 8-1 (Peter Orne opposed) Students: 3-0 Passed

Becky Flanagan, aye

Marcia Dietrich, aye

Patrick McCafferty, aye

Brianna Gutierrez, aye

Peter Orne, nay

Deborah Harbaugh, aye

Marcus Mrowka, aye

Sarah Bradley Prindiville, aye

Andrea Palise, aye

Oliver Worner, aye

Julianna Day, aye

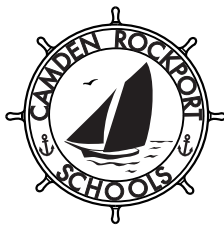
Bailey Curtis, aye

The board took a straw poll and agreed that Superintendent Libby can make the determination on which color plan the districts use when the County changes to Yellow status. She will make that decision upon consultation with local infectious disease experts and epidemiologists.

The MSAD Board voted on this proposal at its meeting following this joint meeting.

4. Adjourn

The meeting adjourned at 7:29 p.m.



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Maria Libby
Superintendent
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Camden Rockport Schools
Regular School Board Meeting
Zoom
Wednesday, December 16, 2020
7:00 P.M.

Meeting Recording: <https://www.youtube.com/watch?v=d4BvhycDeIQ>

MINUTES

Board Present

Patrick McCafferty, Chair
Brianna Gutierrez, Vice Chair
Becky Flanagan
Marcia Dietrich
Peter Orne
Marcus Mrowka
Elizabeth Noble (arrived at 7:42)

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent
Chris Walker-Spencer, CRES Principal
Jaime Stone, CRMS Principal (arrived at 7:34)
Matt Smith, CRMS Assistant Principal (arrived at 7:47)
Valerie Mattes, Director of Student Special Services
Peter Nielsen, Business Manager
Staff and students

Board Absent

Sarah Bradley Prindiville

1. Call to Order

Board Chair Patrick McCafferty called the meeting to order at 7:32 p.m. Roll call voting will be in effect for this meeting since members are participating virtually.

2. Adjustments to the Agenda

None.

3. Public Comment on Items not on the Agenda

None.

4. Recognition

- a. Graham Stoughton, Knox County Representative, Board of Education Student Cabinet

Principal Stone introduced Graham Stoughton, 6th grader at CRMS. Graham was selected to be a Knox County Representative on the Maine Department of Education's Student Cabinet, joining another local member from our district, 5th grader Emmett Milliken. The board commended him on his involvement. The student cabinet term length is 2 years.

5. Minutes

- a. Approval of the November 18, 2020 Regular Board Meeting Minutes

Upon Motion by Becky Flanagan and second by Marcia Dietrich, the Board voted to approve the minutes of the November 18 meeting as written.

Vote: 6-0 Passed

Patrick McCafferty, aye

Brianna Gutierrez, aye

Becky Flanagan, aye

Marcia Dietrich, aye

Peter Orne, aye

Marcus Mrowka, aye

6. School Board Chair's Report – Patrick McCafferty

Patrick thanked everyone for their support and help with holiday giving activities.

7. Superintendent's Report – Maria Libby

Maria provided a written proposal to board members prior to the Joint Board meeting regarding the CRMS schedule change. She shared highlights from the five listening sessions she held over the past month: three with parents, one with K-12 staff, and one with high school students. The sessions were overwhelmingly positive and provided a good opportunity to receive feedback from each group.

8. Administrative Reports

- a. Deb McIntyre, Assistant Superintendent – as written

Deb highlighted that a nature-based Pre-K program is in the planning stages to begin in the fall of 2021.

- b. Jaime Stone, CRMS Principal – as written

Jaime thanked the board for supporting the new start time at the Joint Board meeting. There was a question from the board regarding modified report cards.

Jaime shared how teachers are collaborating through a Google doc on report cards

for each student to avoid repetitive comments. They will continue to monitor to determine its efficacy before deciding to keep this method.

- c. Chris Walker-Spencer, CRES Principal – as written
Chris noted that the teachers at CRES have been preparing for remote learning should the district move to Red status. There was a brief discussion about the Pause Place Chris wrote about in his report.
- d. Valerie Mattes, Director of Student Special Services – as written
Valerie shared that if the district goes to Red status, there will be several Special Services students that continue to come to school that would otherwise not be able to engage effectively online. There was a discussion on the continued candidate search to fill the full-time School Psychologist position. Currently, it is being filled by a variety of contracted service providers.

9. Standing Committee Reports

- a. Joint Negotiations – Next meeting December 22, 4:30 p.m.
- b. Joint Personnel – Next meeting January 14, 4:30 p.m.
- c. Joint Curriculum – Met November 23, minutes attached.

Curriculum Approvals:

- K-8 Health and Guidance Curriculum
- K-8 Physical Education Curriculum

Upon Motion by Marcia Dietrich and second by Marcus Mrowka, the Board voted to approve the above Curriculum.

Vote: 7-0 Passed

Patrick McCafferty, aye

Brieanna Gutierrez, aye

Becky Flanagan, aye

Marcia Dietrich, aye

Peter Orne, aye

Marcus Mrowka, aye

Elizabeth Noble, aye

- d. Finance – Met November 18, minutes attached. Meets prior to the Board Meeting December 16.
 - Finance Update – Finance Committee Chair
The Finance Committee did not meet on December 16. Business Manager, Peter Nielsen, shared that the budget is on track and there are no concerns.
- e. Joint Policy – Met December 14. Next meeting February 8, 3:30 p.m.

Second Reads

DID – Inventories (new)

DIE – Audits and Financial Monitoring

GCB – Salary Determination of Professional Staff (new)

IHBAC – Child Find

- IKAB – Report Cards
- JFCK – Student Use of Cellular Telephones and Other Electronic Devices
- JIC – Student Code of Conduct
- JLF-Reporting Child Abuse Neglect
- JLF-R – Reporting Child Abuse Neglect Administrative Procedure

Upon Motion by Marcia Dietrich and second by Marcus Mrowka, the Board voted to approve the above Second Reads.

Vote: 7-0 Passed

Patrick McCafferty, aye
Brianna Gutierrez, aye
Becky Flanagan, aye
Marcia Dietrich, aye
Peter Orne, aye
Marcus Mrowka, aye
Elizabeth Noble, aye

10. School Advisory Committee Reports

- a. DEI Task Force – Met December 9, minutes attached. Next meeting January 13, 7:00 p.m.

11. Future Agenda Items

CRES Pause Place and student behavior updates

The Board agreed to vote on the proposed schedule change for CRMS at this board meeting to make clear their support of the later start time discussed at the December 16 Special Joint Board Meeting.

Upon Motion by Marcia Dietrich and second by Peter Orne, the Board voted to approve the later start time for CRMS.

Vote: 6-1 (Peter Orne opposed) Passed

Patrick McCafferty, aye
Brianna Gutierrez, aye
Becky Flanagan, aye
Marcia Dietrich, aye
Peter Orne, nay
Marcus Mrowka, aye
Elizabeth Noble, aye

12. Adjourn

The meeting adjourned at 8:14 p.m.

DRAFT 1/11/21
Camden Rockport Elementary School
2021-22 School Calendar
 Grades K - 4

| JULY | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| AUGUST | | | | | | |
|--------|----|----|----|----|----|----|
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| SEPTEMBER (16) | | | | | | |
|----------------|----|----|----|----|----|----|
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| 19 | 20 | 21 | ER | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| OCTOBER (18) | | | | | | |
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| NOVEMBER (18) | | | | | | |
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| DECEMBER (16) | | | | | | |
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| JANUARY (20) | | | | | | |
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| FEBRUARY (15) | | | | | | |
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| 13 | 14 | 15 | 16 | 17 | ERH | 19 |
| 20 | H | X | X | X | X | 26 |
| 27 | 28 | | | | | |

| MARCH (22) | | | | | | |
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| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| APRIL (16) | | | | | | |
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| 10 | 11 | 12 | 13 | 14 | ERH | 16 |
| 17 | H | X | X | X | X | 23 |
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| MAY (21) | | | | | | |
|----------|----|----|----|----|----|----|
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
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| JUNE (13) | | | | | | |
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| 12 | 13 | 14 | 15 | 16 | O | 18 |
| 19 | TP | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

- September 1,2 Teacher Workshop Day
- September 3 Teacher Prep Day
- September 6 Labor Day Holiday
- September 7 Student Orientation/K screening
- September 8 First Day of School
- September 17 Teacher Workshop Day
- September 22 Early Release (2:00)
- October 8 Teacher Workshop Day
- October 11 Indigenous Peoples Day Holiday
- October 20 Early Release (2:00)
- October 29 No School - Parent Conferences
- November 11 Veterans Day Holiday
- November 17 Early Release (2:00)
- November 24 Teacher Workshop Day - Flex
- November 25-26 Thanksgiving Break
- December 3 T1 ends
- December 8 Early Release (2:00)
- Dec 23 - Jan 1 Holiday Break
- January 1 New Years Day Holiday
- January 12 Early Release (2:00)
- January 17 Martin Luther King, Jr., Day Holiday
- February 9 Early Release (2:00)
- February 18 Early Release (12:15) - 1/2 Teacher Day
- February 21-25 Winter Break
- March 9 Early Release (2:00)
- March 17 T2 ends
- March 18 No School - Parent Conferences
- April 6 Early Release (2:00)
- April 15 Early Release (12:15) - 1/2 Teacher Day
- April 18-22 Spring Break
- May 11 Early Release (2:00)
- May 30 Memorial Day Holiday
- June 17 *Last Day of School/T3 ends
- June 20 Teacher Prep Day

| Student Days | |
|--------------|------------|
| Month | Days |
| Sept | 16 |
| Oct | 18 |
| Nov | 18 |
| Dec | 16 |
| Jan | 20 |
| Feb | 15 |
| Mar | 22 |
| Apr | 16 |
| May | 21 |
| June | 13 |
| Total | 175 |

| Teacher Days | |
|--------------|------------|
| Month | Days |
| Sept | 21 |
| Oct | 20 |
| Nov | 19 |
| Dec | 16 |
| Jan | 20 |
| Feb | 15 |
| Mar | 23 |
| Apr | 16 |
| May | 21 |
| June | 14 |
| Total | 185 |

| Term | Days |
|---------------|------------|
| 1st Trimester | 55 |
| 2nd Trimester | 61 |
| 3rd Trimester | 59 |
| Total | 175 |

- O = First/Last Day of School
- W = Workshop Day
- H = Holiday
- X = Vacation
- ER= Early Release (2:00 dismissal)
- ERH= Early Release Half Day (12:15 dismissal)
- C = Conferences
- TP = Teacher Prep Day

- 175 Student Days
- 5 Teacher Workshop Days
- 2 Teacher Prep Days
- 2 Parent Conference Day
- 185 Teacher Days

***For every snow day, add a day to the last day of school**

*** If there is a snow delay on an Early Release day, (ER or ERH) the early release will not occur.**

Approved by CRS board on XXX

DRAFT 01/11/21

Camden Rockport Middle School

2021-22 School Calendar

Grades 5-8

| JULY | | | | | | |
|------|----|----|----|----|----|----|
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| AUGUST | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
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| SEPTEMBER (17) | | | | | | |
|----------------|----|----|----|----|----|----|
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| 19 | 20 | 21 | ER | 23 | 24 | 25 |
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| OCTOBER (18) | | | | | | |
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| NOVEMBER (18) | | | | | | |
|---------------|----|----|----|----|----|----|
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| 14 | 15 | 16 | ER | 18 | 19 | 20 |
| 21 | 22 | 23 | W | H | X | 27 |
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| DECEMBER (16) | | | | | | |
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| JANUARY (20) | | | | | | |
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| FEBRUARY (15) | | | | | | |
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| 13 | 14 | 15 | 16 | 17 | ERH | 19 |
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| 27 | 28 | | | | | |

| MARCH (23) | | | | | | |
|------------|----|----|----|----|----|----|
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
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| APRIL (16) | | | | | | |
|------------|----|----|----|----|-----|----|
| S | M | T | W | T | F | S |
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| 10 | 11 | 12 | 13 | 14 | ERH | 16 |
| 17 | H | X | X | X | X | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| MAY (20) | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| JUNE (13) | | | | | | |
|-----------|----|----|----|----|----|----|
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| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | O | 18 |
| 19 | TP | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

September 1,2 Teacher Workshop Day
September 3 Teacher Prep Day
September 6 Labor Day Holiday
September 7 First Day of School
September 17 Teacher Workshop Day
September 22 Early Release (1:15)
October 8 Teacher Workshop Day
October 11 Indigenous Peoples Day Holiday
October 20 Early Release (1:15)
October 29 No School - Student-Led Conferences
November 11 Veterans Day Holiday
November 17 Early Release (1:15)
November 24 Teacher Workshop Day - Flex
November 25-26 Thanksgiving Break
December 3 T1 ends
December 8 Early Release (1:15)
Dec 23 - Jan 1 Holiday Break

January 1 New Years Day Holiday
January 12 Early Release (1:15)
January 17 Martin Luther King, Jr., Day Holiday
February 9 Early Release (1:15)
February 18 Early Release (11:30) - 1/2 Teacher Day
February 21-25 Winter Break

March 9 Early Release (1:15)
March 17 T2 ends
April 6 Early Release (1:15)
April 15 Early Release (11:30) - 1/2 Teacher Day
April 18-22 Spring Break

May 11 Early Release (1:15)
May 20 No School - Student-Led Conferences
May 30 Memorial Day Holiday
June 17 *Last Day of Schol/T3 ends
June 20 Teacher Prep Day

| Student Days | |
|--------------|------------|
| Month | Days |
| Sept | 17 |
| Oct | 18 |
| Nov | 18 |
| Dec | 16 |
| Jan | 20 |
| Feb | 15 |
| Mar | 23 |
| Apr | 16 |
| May | 20 |
| June | 13 |
| Total | 176 |

| Teacher Days | |
|--------------|------------|
| Month | Days |
| Sept | 21 |
| Oct | 20 |
| Nov | 19 |
| Dec | 16 |
| Jan | 20 |
| Feb | 15 |
| Mar | 23 |
| Apr | 16 |
| May | 21 |
| June | 14 |
| Total | 185 |

| Term | Days |
|---------------|------------|
| 1st Trimester | 56 |
| 2nd Trimester | 61 |
| 3rd Trimester | 59 |
| Total | 176 |

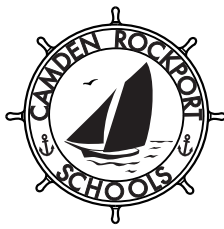
O = First/Last Day of School
W = Workshop Day
H = Holiday
X = Vacation
ER= Early Release (1:15 dismissal)
ERH= Early Release Half Day (11:30 dismissal)
C = Conferences
TP = Teacher Prep Day

176 Student Days
5 Teacher Workshop Days
2 Teacher Prep Days
2 Parent Conference Day
185 Teacher Days

***For every snow day, add a day to the last day of school**

*** If there is a snow delay on an Early Release day, (ER or ERH) the early release will not occur.**

Approved by CRS board on XXX



7 Lions Lane
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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Pre-K Information

Maine

Pre-K refers to publicly funded programs for 4-year-olds the year before Kindergarten. Public Preschool access has increased substantially over the past decade. In the fall of 2019, 77% of districts in Maine offered a public pre-K program, an increase of 53% from 2008. Public PreK increases access to early learning as well as allows parents to participate more readily in the workforce. Half of all Maine 4-year-olds were enrolled in a public pre-K program in 2019. This represents a total of 6,196 children, up by 4% compared to the previous year. Only 9% of public pre-K programs are offering full-day, five days per week.

MSAD #28

Strategic Plan Action Strategy: Research, understand and problem-solve the obstacles families face in accessing quality Pre-K programming in our community.

Background Information: Val and Deb met with the private pre-K providers last year. At that time, the majority of them had waiting lists. Their biggest concern was that a public pre-K would take away some of their revenue. We surveyed parents to find out possible interests (prior COVID). We had 63 total participants in the survey with 41% of these with children under the age of 4. 67% of these were enrolled in a licensed pre-school. Those that were not in a pre-school listed the reason for not enrolling as due to cost (67%) with the second reason listed as no transportation (25%). Only one respondent stated that they were not interested. 80% (n=42) of all the respondents stated that they would be interested in a public pre-K program if offered.

Purpose and Goals of Establishing a Pre-K Program:

Pre-K children benefit from high quality opportunities for developing language, literacy, mathematical problem-solving abilities, conceptual knowledge, academic vocabulary, and social emotional skills. There is a desire at the district level to establish a high-quality nature-based prekindergarten program that would implement the nature-based early childhood education practices (NbeECE). The NbeECE practices combine the beliefs and philosophies of early childhood and environmental education.

The program: would include an indoor site and an outdoor area. The indoor site is an extension of the outdoors incorporating many natural made materials and bringing the outdoor learning inside. The outdoor area includes elements that encourage learning through creative play including many “loose parts” for students to explore and manipulate. A tentative schedule could look like outdoor play, group meeting, excursion to the woods, snack, choice time, lunch, rest time, small groups, group meeting and farewell. The majority of the day is outside unless there is dangerous weather conditions. The curriculum is seasonally-based and child-driven that emphasizes wonder and discourse.

Who is eligible: Children who will be turning 4 before October 15th of the school year. Students turning 5 before or on October 15th will not be eligible, as they are kindergarten age.

Finances: We are a unique school district in that we would receive no state subsidy for our pre-K students. Most districts receive a per-pupil weighted revenue for each student. In my email exchange with Tyler Backus, he confirmed that we would not receive any funding so the cost would be upon the taxpayers. Options would be to finance one classroom for 4-year-olds to be housed within the district; to work with an existing private provider and purchase seats; a combination of the two or not to provide a public pre-K program.

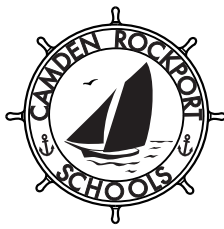
- Need to inform the Commissioner of Education at least 9 months prior to the beginning of the program starting up. Need to submit the application by April.
- The maximum class size is 16 - Recommend class size of 12 plus 4 held seats for a total of 16 based on class makeup.
- Staffing: 1 teacher (needs a B-5 endorsement) and 1 ed. Tech (Ed Tech II authorization)
Teacher: The teacher would need to have the belief (experience preferred) in a nature-based approach. Additional costs would be for substitutes, professional development including monthly coaching.
- Space: Classroom space at CRES -_needs a water supply, bathroom preferred.
Outside space - would need to develop an outside learning area - would need to include storage areas and covered space. Would need to utilize expertise in the design process.
- Materials: Would need to purchase additional materials and age-appropriate furniture for inside space. Outdoor space would need to include a variety of loose parts (like buckets, spoons, measuring cups, sand, water access, wagons, etc... - would need to inventory materials currently on hand and available for use - an equipment inventory and materials list provided by various nature-based programs could be used to determine needs.
- Programming: Full day vs. Half-day - The majority of families indicate a full-time option is preferred due to daycare issues, but some families prefer the shortened day for their youngest learner. 4 full days per week with Friday for planning and family outreach OR shorter days 5 days per week with the opportunity for aftercare with the Y - this has yet to be determined.

- Breakfast and Lunch - food would be provided from either the families or through the school nutrition program - family style lunch and snacks are needed.
- Transportation - not required to transport - but transportation was noted as a prohibitive factor for some families.

Resources and References:

<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Psunacc.pdf>

[Education Indicators for Maine 2020](#)



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD
School Board Meeting
Excerpt from Minutes
January 6, 2021

5. **Coronavirus Relief Fund (CRF) Update**

The deadline to spend the second round of CRF has been extended for one year. This extension creates more time to complete the installation of two outdoor pavilions at the high school, beginning in early spring. There will be a second round of ESSER grant funding that the districts will receive in late January or early February. The districts combined will likely receive approximately \$350,000 to spend through September 2022 on COVID related expenses. Superintendent Libby said it is important to gauge the financial outlook for the year to come before committing these funds.

6. **Solar Farm Update**

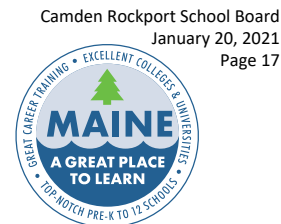
Kurt Penney from ReVision Energy provided the board with an update on that status of the solar farm project. Unfortunately, the project, which was originally scheduled to go online in December, 2020, ran into unexpected delays due to COVID. At this point, they are conservatively estimating that it will be up and running by September - they have broken ground on the project in Livermore Falls. Because we entered into the agreement when we did, we were able to secure quite favorable terms. At this juncture, due to rising costs for interconnectivity to the grid, solar projects are becoming less attractive for investors. Despite the delay, we will still have the full 20 years of net energy billing credits as specified in our contract.

Mr. Penney also noted that the Renewable Energy Certificates (RECs) that we purchased as part of the project as a carbon offset are now worth 7 times what we paid for them. Although the boards' intention was to retire those RECs in order to truly reduce the carbon footprint, he suggested an alternative strategy that could achieve the same environmental impact but yield net revenue. The district could potentially sell the RECs in the Massachusetts marketplace and then buy back an equivalent number in Maine at a reduced cost. The carbon offset would be the same, but the district could earn money due to the favorable terms of our original agreement.



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Maria Libby
Superintendent
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Five Town CSD/MSAD #28
Joint Personnel Meeting
Virtual Meeting
January 14, 2021
4:30 – 6:00 p.m.

Members Present

Becky Flanagan, CSD/SAD

Members Absent

Patrick McCafferty, SAD

Peter Orne, CSD

Also Present

Maria Libby, Superintendent

Debra McIntyre, Assistant Superintendent

Chris Walker-Spencer, CRES Principal

Shawn Carlson, CHRHS Principal

MINUTES

1. Call to order – Chairperson Becky Flanagan called the meeting to order at 4:30 p.m.
2. CSD only Job Description – The job descriptions as listed below were reviewed and revised. The Athletic Director job description was revised to update the “Desired Qualifications” and “Performance Responsibilities” sections had a name change. The Counseling Secretary’s title was changed to Counseling Administrative Assistant. All recommended changes were accepted.
 - a. Athletic & Activities Director – name changed to Athletic Director
 - b. Counseling Secretary – name changed to Counseling Administrative Assistant
 - c. High School Counselor
 - d. Athletic Trainer
 - e. Attendance Secretary
3. CSD/MSAD Joint Job Descriptions – The job descriptions were reviewed and revised. The Computer Support Technician job description is joint between the Five Town CSD and MSAD #28. The title was changed to Information Technology Support Technician and revisions were made to the “Performance Responsibilities” section. Minor revisions were made to the other job descriptions. The Substitute Teacher and Permanent Substitute Teacher are new job descriptions. All recommended changes were accepted.
 - a. Activity Stipend Holder

- b. Computer Support Technician – name changed to Information Technology Support Technician
 - c. Department Head
 - d. Substitute Teacher
 - e. Permanent Substitute Teacher
4. MSAD only Job Description – The job descriptions were reviewed and revised. The Elementary and Middle School Secretary job descriptions were combined and are now titled School Administrative Assistant. Several revisions were recommended to reflect the responsibilities of the position more accurately. The Elementary and Middle School Counselor job descriptions were also combined and revised to reflect the responsibilities of the position more accurately. All other recommended changes were accepted.
- a. Bus Driver
 - b. Elementary School Secretary – combined and name changed to School Administrative Assistant
 - c. Elementary Guidance Counselor (K-4) – combined and name changed to School Counselor
 - d. Middle School Guidance Counselor (5-8) – combined and name changed to School Counselor
 - e. Middle School Secretary – combined and name changed to School Administrative Assistant
 - f. Athletic Director 5-8
 - g. Athletic Coordinator
5. Adjourn – The meeting adjourned at 4:52 p.m.

**MSAD #28
JOB DESCRIPTION**

ACTIVITY STIPEND HOLDER

QUALIFICATIONS:

1. Certification as required by the State Department of Education

DESIRED QUALIFICATIONS:

1. Knowledge of the activity that he/she is directing
2. Experience dealing with students, parents, and the community-at-large

REPORTS TO: ~~Athletic/Activity Director~~ **Assistant Principal**

JOB GOAL: To provide each participant with a quality experience that encourages personal growth and fosters a sense of worth and competence.

PERFORMANCE RESPONSIBILITIES:

1. Coordinates and schedules all meetings, activities, contests, and performances of the group.
2. ~~Assumes responsibility for all financial aspects of the group including gate receipts, fund raising, and~~ **Supports accurate budgeting including supplies,** in accordance with District policy.
3. **Adheres to all district policies, including volunteer, bullying and concussion policies.**
4. Promotes positive social interaction among members of the group.
5. Fosters good school-community relations by keeping the community aware of and responsive to the overall activity program.
6. Performs such other duties and assumes such responsibilities as assigned by the supervisor.
7. Communicates expectations for participation to students and parents.
8. **Administers annual student feedback survey and reviews/reflects on data.**

LEGAL AND ETHICAL DUTIES:

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

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

ESSENTIAL FUNCTIONS:

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

TERMS OF EMPLOYMENT: As specified by contract

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

History:

Approved: April 6, 2005

**MSAD #28
JOB DESCRIPTION**

ATHLETIC COORDINATOR (5 – 8)

QUALIFICATIONS:

1. High school diploma or equivalent.
2. ~~Excellent communication and organizations skills.~~

DESIRED QUALIFICATIONS:

1. Post-secondary degree.
2. **Excellent communication and organizational skills.**
3. Coaching experience.
4. Experience dealing with students, parents and community at large.

REPORTS TO: Building Administrator

JOB GOAL: To provide leadership and coordination for an interscholastic athletic program ~~which emphasizes maximizing student participation and teamwork, and enable students to fulfill their potential for~~ **supports the physical, social and emotional growth of students.**

PERFORMANCE RESPONSIBILITIES:

1. Assumes responsibility for the overall, daily operation of the school athletic program, including site management for home athletic events, and exercises the necessary decision making involved in this responsibility.
2. Assumes responsibility for scheduling all athletic activities within the school and the coordination of athletic facilities and transportation.
3. Assumes responsibility for obtaining and assuring the proper maintenance of uniforms, equipment and supplies.
4. ~~Assists Building Administration in developing staff through participation in hiring, training and evaluating coaches; and by interacting with staff on a regular basis.~~
Supports the Assistant Principal in the hiring and evaluation of coaches.
5. **Interacts with coaching staff on a regular basis, providing feedback to ensure fidelity with school expectations and improve the quality of coaching.**
6. Assists Building Administration in the preparation of a budget for all athletic activities used in the school.
7. Assists Building Administration in the periodic review of existing programs, investigation of alternate programs, and selection of new programs.
8. Assumes responsibility for public relations, facilitates pre-season meetings and encourages feedback; coordinates community resources with the school's program.
9. Meets and counsels with students and parents as required, helping to foster a positive attitude toward athletics within the school.
10. Assists Building Administration with instances of sports-related discipline.

- ~~11. Contributes to District-wide decision making through participation in administrative team meetings and school board meetings, when necessary.~~
12. Contributes to program leadership through participation in Busline League meetings.
- ~~13. Prepares reports and materials and maintains records as required by law, Principals, the Board, and the Superintendent.~~
14. Assumes responsibility for his/her own professional growth and development; keeps abreast of athletic and relevant educational developments through attending workshops, reading, and participating in appropriate professional organizations.
15. Promotes, manages and models good sportsmanship within the athletic system.
16. Performs such other duties and responsibilities as may be assigned by Building Administrator and/or Superintendent.

LEGAL AND ETHICAL DUTIES:

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

ESSENTIAL FUNCTIONS:

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

TERMS OF EMPLOYMENT: Hourly non-contract school year employee.

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

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

History:

Approved: April 13, 2016

**MSAD #28
JOB DESCRIPTION**

ATHLETIC DIRECTOR (5 – 8)

QUALIFICATIONS:

1. Bachelor's Degree

REPORTS TO: Building Administrator **Principal**

JOB GOAL: To provide leadership for an interscholastic athletic program ~~which that~~ emphasizes maximizing student participation and teamwork, and ~~supports the~~ enables students to fulfill their potentials for intellectual, physical, **social and** emotional **growth of students.** ~~and psychological maturation.~~

PERFORMANCE RESPONSIBILITIES:

1. ~~Assumes responsibility for the overall, daily operation of the school athletic program and exercises the necessary decision making involved~~ **Supervises the Athletic Coordinator** in ~~this responsibility~~ **program oversight.**
2. ~~Assumes responsibility for scheduling all athletic activities within the school and the coordination of athletic facilities and transportation~~
3. ~~Assumes responsibility for obtaining and assuring the proper maintenance of~~ **budgeting and purchasing of** uniforms, equipment and supplies
4. ~~Develops staff through participating in~~ **Responsible for the hiring and evaluation of coaches.** ~~procedures and participating in coach evaluations, developing in-service direction, and interacting with staff on a regular basis~~
5. **Ensures the Athletic Coordinator provides feedback to coaches.**
6. **Implements the school-wide discipline policies for students including assigning consequences for inappropriate behavior during athletics.**
7. ~~Prepares, interprets, and monitors budget for all athletic activities used in the school~~
8. Assumes responsibility for athletic activities through periodic review of existing programs, investigation of alternate programs, and selection of new programs; the Athletic Director is responsible for including the views of staff and other District administrators in these decisions
9. ~~Carries out a program of public relations which explains the school to parents and the community and encourages feedback; coordinates community resources with the school's program~~
10. ~~Contributes to District wide decision making through participation in administrative team meetings and school board meetings, when necessary~~
11. Prepares reports and materials and maintains records as required by law, Principals, the Board, and the Superintendent

12. Meets and counsels with students and parents as required, helping to foster a positive attitude toward athletics within the school
13. ~~Assumes responsibility for his/her own professional growth and development; keeps abreast of educational developments through attending workshops, reading, and participating in appropriate professional organizations~~
14. Performs such other duties and responsibilities as may be assigned by Building Administrator and/or Superintendent

LEGAL AND ETHICAL DUTIES:

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

ESSENTIAL FUNCTIONS:

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

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

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

History:

Approved: January 16, 2013

MSAD #28
JOB DESCRIPTION

BUS DRIVER

QUALIFICATIONS:

1. High School Diploma or equivalent
2. Must hold Maine Drivers and a Commercial Driver's License with a PS endorsement
3. Meet all State requirements (physical, **drug testing, background check, fingerprints, etc.**)
4. Demonstrated aptitude or competence for assigned responsibilities
5. Ability to interact well with students, staff and community

REPORTS TO: **Facilities and Transportation Director or Assistant Director**

JOB GOAL: To provide safe and efficient transportation so that students may enjoy the fullest possible advantage from the district's curriculum and extracurricular program.

PERFORMANCE RESPONSIBILITIES:

1. Obeys all traffic laws.
2. Observes all mandatory safety regulations for school buses.
3. Maintains discipline when students are on bus.
4. Reports all discipline issues to the Transportation Director.
5. Keeps assigned bus clean.
6. Keeps to assigned schedule.
7. Checks bus before each operation for mechanical defects.
8. Notifies the Transportation Director in case of mechanical failure or lateness.
9. Discharges students only at authorized stops.
10. Exercises responsible leadership at all times.
11. Transports only authorized students.
12. Reports all accidents and completes required reports.
13. Enforces all school policies pertaining to student transportation.
14. Performs such other duties and assumes such other responsibilities as the **Facilities and Transportation Director or Assistant Director** may assign from time to time.
15. Participates in professional growth activities in order to have the knowledge required to perform the job successfully.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of written and oral records.
2. Demonstrates a respect for the legal and human rights of students, instructors, and other staff.
3. Follows health and safety procedures established by the District.

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

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

ESSENTIAL FUNCTIONS:

1. Ability to read, reason, and understand policies and procedures and related information and to follow verbal or demonstrated instructions.
2. Physical ability to perform all necessary upper and lower body movements. Employment physical and back screening required at time of hire and at other times per the discretion of the Transportation Supervisor or Superintendent.
3. Ability to hear, see, and speak.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.
5. Ability to do basic writing.
6. Demonstrate the ability to communicate effectively.
7. **Basic knowledge of a computer.**

TERMS OF EMPLOYMENT: As specified by contract

EVALUATION: Performance of this job will be evaluated in accordance with this document and the **Asst. Facilities and** Transportation Director

History:

Approved: March 2013

**MSAD #28
JOB DESCRIPTION**

DEPARTMENT HEAD

QUALIFICATIONS:

1. Bachelor's degree
2. Certification as required by the Department of Education

REPORTS TO: Building Administrator

JOB GOAL: To provide leadership, coordination, and innovation in assigned curricular area, so that each student may derive maximum benefit from the continuing pursuit of the subject involved.

PERFORMANCE RESPONSIBILITIES:

1. Assists in establishing department curriculum objectives and develops a plan for the implementation and evaluation of these objectives.
2. **Facilitate establishing annual department goals that support the progress of the implementation of the district strategic plan, when applicable.**
3. Conducts department meetings and attends relevant school, district, and professional meetings as necessary.
4. Assists department teachers in the handling of day-to-day problems of instruction and acts as a resource person for department teachers on curriculum questions.
5. Assumes responsibility for the ordering, inventorying, and distributing of all Departmental instructional materials.
6. Advises the principal on the department's budgetary needs.
7. Assists in identifying and utilizing community resources for the department program.
8. Keeps informed on educational innovations and trends as they relate to department concerns.
9. Communicates and corresponds with colleagues and administration to keep vested parties informed of department's work.
10. Performs such other duties and responsibilities as may be assigned by Building Administrator and/or Superintendent.

LEGAL AND ETHICAL DUTIES:

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

TERMS OF EMPLOYMENT: Per teachers' contract - Stipend position

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the MSAD #28 Board's policy on Evaluation of Professional Personnel.

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

History:

Approved: January 16, 2013

MSAD #28/FIVE TOWN CSD

JOB DESCRIPTION

INFORMATION TECHNOLOGY COMPUTER SUPPORT TECHNICIAN

QUALIFICATIONS:

1. High School Diploma or equivalent
2. Technical skills applicable to a range of systems and tasks

DESIRED QUALIFICATIONS:

1. Post-secondary education in related field
2. Familiar with **systems utilized by the school district.** ~~both Macintosh and Window products~~
3. Demonstrated capacity to be self-directed and organized.
4. Demonstrates excellent interpersonal skills with the ability to work collaboratively, fosters teamwork and professionalism, demonstrates professional presence, and maintains effective working relationships with a diverse staff and clientele.

REPORTS TO: ~~Building Principal/Assistant Superintendent~~ **Director of Information Technology**

JOB GOAL: Support the **district's information technology** infrastructure ~~of instructional technology (hardware and school wide software)~~, to promote the educational development of all students and the effective performance of school personnel.

PERFORMANCE RESPONSIBILITIES:

1. ~~Performs and~~ **Installs and performs** ~~desktop system~~ maintenance on districts systems.
2. ~~Performs hardware support including~~ **Orders** ~~ing,~~ **receives** ~~ing,~~ and **installs** parts.
3. Troubleshoots **issues as reported by students and staff.** ~~in errors of protocol, traffic, and connectivity.~~
4. ~~Provides security on the network for users and data.~~
5. Maintains an inventory of District's **IT-related property.** ~~computing devices.~~
6. ~~Provides infrastructure support for services to Five Town CSD, MSAD#28.~~
7. Remains current with changes in technology as it relates to education.
8. ~~Tests and approves new products and services for implementation on the network.~~
9. Assist in the maintenance of the telecommunications networks (including email and internet access).
10. ~~Provides infrastructure support.~~
11. Provides support for **Director of Information Technology and Technology Systems Coordinator.**
12. ~~Develops a periodic, ongoing plan to monitor student and staff devices overseeing the repairs and replacement of damaged /lost devices.~~
13. Performs other duties as assigned by **supervisor** ~~the Building Administrator/ Assistant Superintendent.~~

LEGAL AND ETHICAL DUTIES

1. Maintains confidentiality about all aspects of student performance and written and oral records.
2. Demonstrates a respect for the legal and human rights of students, instructors, and other staff.
3. Follows health and safety procedures established by the district.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrates dependability, integrity, and other ethical standards.
6. Hold a valid/current Driver's license.
7. Ability to travel to all school buildings and District office(s).

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

ESSENTIAL FUNCTIONS:

1. Ability to read, reason, and understand policies and procedures and related information and to follow verbal or demonstrated instructions.
2. Physical ability to perform all necessary upper and lower body movements.
3. Ability to hear, see, and speak.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, stooping, and lifting of 50 pounds on a regular basis, occasionally more.
5. Demonstrate the ability to communicate effectively.

TERMS OF EMPLOYMENT: As specified in contract

EVALUATION: Performance of this job will be evaluated in accordance with this document, and the building administrator

History:

Approved: June 2013

**MSAD #28/FIVE TOWN CSD
JOB DESCRIPTION**

PERMANENT SUBSTITUTE TEACHER

QUALIFICATIONS:

1. High School Diploma
2. Experience working with children.
3. Experience as a substitute teacher.

DESIRED QUALIFICATIONS:

1. Two years of post-secondary education, or 60 hours beyond HS diploma.
2. Skills and proficiencies for basic computer utilization.

REQUIREMENTS:

1. Must attend an orientation/training session and complete required district and state credentialing requirements (Background check, Fingerprinting).

REPORTS TO: Building Administrator

JOB GOAL: To manage student learning in accordance with the goals of the school district. To provide classroom coverage as assigned on a daily basis.

PERFORMANCE RESPONSIBILITIES:

1. Is present for the school day.
2. Be scheduled, on a daily basis, to substitute within the assigned district. If no coverage is needed, the permanent substitute will be assigned to assist other classroom teachers and to support and supervise students.
3. Reports to the office upon arrival at school; clarifying expectations and assignment as needed.
4. Maintains discipline and classroom control that fosters a safe and positive learning environment.
5. Ensures adequate supervision both in and out of the classroom, as assigned.
6. Implements lesson plans.
7. Reports all student injuries, accidents, and illnesses to the school designee.
8. Completes communication report for the regular classroom teacher, when necessary.
9. Complies with district and school policies and procedures.
10. Performs other related duties as assigned by the building administrator.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of students and staff.
2. Demonstrates respect for the legal and human rights of all students.
3. Follows health and safety procedures established by the District.
4. Arrives and departs punctually.

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

ESSENTIAL FUNCTIONS:

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

TERMS OF EMPLOYMENT This is a school-year, non-association, hourly position.

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

History:

**MSAD #28
JOB DESCRIPTION**

~~SECRETARY MIDDLE~~ MSAD #28 SCHOOL ADMINISTRATIVE ASSISTANT

QUALIFICATIONS:

1. High school diploma or GED
2. ~~Secretarial and clerical~~ **Organizational** skills
3. Computer proficiency
4. **Excellent written and oral communication skills**

DESIRED QUALIFICATIONS:

1. Post-secondary secretarial training
2. Human relations skills
3. Secretarial experience

REPORTS TO: Building Administrator ~~and/or Supervisor~~

JOB GOAL: To assure the smooth and efficient operation of the office to achieve the maximum positive impact on the education of children.

PERFORMANCE RESPONSIBILITIES:

1. **Plans, implements and performs office procedures to facilitate good communication (phone and in person), appropriate record keeping, and a positive reception area in conjunction with the building administrators.**
2. **Assists faculty with daily routines including distributing bell schedules, arranging for class coverage, monitoring and tracking attendance, monitoring copy machine status including scheduling repairs, ordering and stocking supplies, managing daily substitute teachers, facilitating paperwork and other necessary tasks as required.**
3. ~~Performs all clerical tasks accurately and efficiently~~
4. Writes and processes routine letters, reports, memos, and newsletters, as delegated by supervisor
5. Schedules and coordinates all necessary appointments and meetings **for school-based staff as requested by the administration.**
6. **Supports the calendaring and logistical oversight of staff and school events.**
7. **Supports administration with various tasks to effectively and efficiently run the daily operations of the school, including assisting in handline interruptions and emergencies, as needed.**
8. Assists with student related issues, i.e.: arranging transportation, supporting effective communications between parents and staff, and being aware of legal/safety issues relating to students.
9. ~~Maintains appropriate and/or necessary~~ **and manages the transference of student's and financial records** ~~cumulative records.~~
10. Communicates and interacts effectively and professionally.

11. Participates in in-service **and staff meetings**, when appropriate.
12. Attends appropriate professional growth activities
- ~~13. Controls inventory~~
14. Uses technology to enhance the efficiency and the quality of the work.
15. Performs additional duties assigned by the Building Administrator

ACTIVITIES AS ASSIGNED BY THE PRINCIPAL:

1. Arranges for class and duty coverage, and manages substitute teachers.
2. Manages student data entry and accuracy into the Student Information System (SIS).
3. Supports staff and central office with coordination of transportation for off-site trips.
4. Maintains the school master calendar and updates online as necessary.
5. Updates the school website with current information as requested by the administration.
6. Maintains a working knowledge of district policies and updates handbooks as directed by building administration.
7. Maintains and updates school emergency plans collaboratively with building administration.
8. Assists staff and administration with the annual budget preparation. Maintains a working knowledge of the spending requisition software, facilitates staff requisitions and maintains records of spent funds. Completes monthly reconciliation with all budgets and communicates with central office, as needed, to correct errors.
9. Oversees the student registration process, including securing appropriate student records, maintaining and transferring student records as needed.
10. Assists nurse with medical needs as appropriate.
11. Orders, ~~and~~ maintains **and tracks inventory of** office equipment, and **office/building** supplies.

LEGAL AND ETHICAL DUTIES:

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

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

ESSENTIAL FUNCTIONS:

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

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

TERMS OF EMPLOYMENT: As specified by contract

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

History:

Approved: April 9, 2003

**MSAD #28
JOB DESCRIPTION**

MIDDLE SCHOOL GUIDANCE SCHOOL COUNSELOR

QUALIFICATIONS:

1. Master's Degree in School Counseling
2. Certification as required by the State Department of Education

REPORTS TO: Building Administrator

JOB GOAL: To meet the developmental needs of students ~~with relation to adjustment to school, peer relations and pressure, family dynamics and change, and personal growth and choice~~ **by supporting their academic achievement, and social/emotional development.**

PERFORMANCE RESPONSIBILITIES:

1. Provides **short term** individual **and small group** counseling **services** and guidance for students with needs affecting their success at school.
2. ~~Conducts group counseling and guidance for students based on the needs of the student.~~
3. Ensures that appropriate and effective referral process to the school counselor is in place.
4. ~~Plans and conducts orientation of all incoming fifth graders and students new to the district during the school year.~~ **Provides orientation and coordination for students transitioning in and/or out of school.**
5. Consults with teachers, administrators and parents in regard to student needs. ~~and shares strategies to support student achievement.~~
6. ~~Participates~~ **Advocates for students** in appropriate meetings, i.e., IEP/504 meetings, committee meetings, building meetings, etc. **as necessary.**
7. Participates in the identification of at-risk students and the planning and delivery of services to address their needs, **providing alternative programming as needed.**
8. Makes referrals to outside agencies when necessary and serves as in-school liaison for referred students when appropriate.
9. ~~Assists with planning the middle school schedule, placement decisions, and schedule changes.~~ **Advises and provides feedback on academic planning.**
10. Maintains involvement in professional development activities such as workshops, conferences, courses and professional organization memberships.
11. Advocates for school-wide improvements that address the needs of ~~middle school age children.~~ **students.**
12. Collaborates with teachers, parents and administrators for student achievement and success.

13. Maintains case management for 504 students.
14. Responds to students in crisis, as needed.
15. Participates in appropriate meetings as necessary.
16. Develops and implements curriculum that reflects the developmental needs of ~~middle school age~~ students.
17. Performs such other duties and responsibilities as assigned by the Building Administrator and/or Superintendent.

LEGAL AND ETHICAL DUTIES:

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

To perform this job successfully, an individual must be able to perform each duty and responsibility satisfactorily. The responsibilities are representative of the knowledge, skill, and ability required.

ESSENTIAL FUNCTIONS:

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

TERMS OF EMPLOYMENT: Salary and work year determined by Teachers' Contract

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

History: 06/19/2002

Approved: January 16, 2013

**MSAD #28/FIVE TOWN CSD
JOB DESCRIPTION**

SUBSTITUTE TEACHER

QUALIFICATIONS:

1. High School Diploma
2. Experience working with children.

DESIRED QUALIFICATIONS:

1. Two years of post-secondary education, or 60 hours beyond HS diploma.
2. Skills and proficiencies for basic computer utilization.

REQUIREMENTS:

1. Must attend an orientation/training session and complete required district and state credentialing requirements (Background check, Fingerprinting).

REPORTS TO: Building Administrator

JOB GOAL: To manage student learning in accordance with the goals of the school district.

PERFORMANCE RESPONSIBILITIES:

1. Is present for the school day.
2. Reports to the office upon arrival at school; clarifying expectations and assignment as needed.
3. Maintains discipline and classroom control that fosters a safe and positive learning environment.
4. Ensures adequate supervision both in and out of the classroom, as assigned.
5. Implements lesson plans.
6. Reports all student injuries, accidents, and illnesses to the school designee.
7. Completes communication report for the regular classroom teacher, when necessary.
8. Complies with district and school policies and procedures.
9. Performs other related duties as assigned by the building administrator.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of students and staff.
2. Demonstrates respect for the legal and human rights of all students.
3. Follows health and safety procedures established by the District.
4. Arrives and departs punctually.
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6. To perform this job successfully, an individual must be able to perform each duty and responsibility satisfactorily. The responsibilities are representative of the knowledge,

skill, and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

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

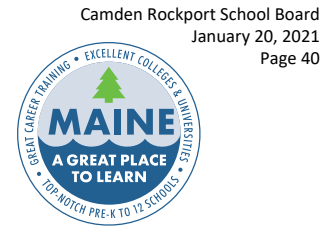
EVALUATION: Performance of this job will be evaluated in accordance with the Performance Responsibilities listed in this document

History:



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/MSAD #28
Joint Policy Committee Meeting
December 14, 2020

Present:

Marcia Dietrich, Chair
Marcus Mrowka
Maria Libby
Deb McIntyre
Jaime Stone
Chris Walker-Spencer

MINUTES

1. Call to order
Marcia called the meeting to order at 3:30 pm.
2. Acknowledge that the Reopening Plan may supersede policy in numerous areas including transportation, athletics, and attendance.
3. CSD Only
Revisions
 - a. CBI – Evaluation Procedure Criteria for the Superintendent of Schools
The committee made a few procedural changes to this policy.**Review**
 - b. CBI-R – Superintendent Evaluation Tool
Reviewed with no changes.
4. CSD/MSAD Joint Review
Revisions
 - a. DK – Warrant Procedure
A revision was suggested about adding board members as signatories for warrants in certain situations.**Review**
 - a. ACAD – Hazing
Reviewed with a minor wording revision.
 - b. BDE – Board Committees
Reviewed with one sentence deletion.
 - c. BEDD – Rules of Order
Reviewed with no changes.
 - d. DKC – Mileage Reimbursement Rate
Reviewed with no changes.

e. GBGAA-R Bloodborne Pathogens Exposure Control Plan
Reviewed with no changes.

f. GBGAA-R-A – Bloodborne Pathogens Exposure Control Plan Appendix A
Reviewed with no changes.

g. GBGD – Workers’ Compensation

h. GBGD-R – Workers’ Compensation Procedure

i. GBGE – Workers' Compensation Return to Work and Light Duty Assignments

j. GBGE-R – Workers' Compensation Return to Work and Light Duty Assignments
Procedures

The above policies were reviewed with minor title changes in reference to Human Resources personnel.

k. GBJ – Personnel Records and Files

Reviewed with no changes.

l. GBN – Family and Medical Leave

m. GBN-R1 – Family and Medical Leave Act (FMLA) Administrative Procedure

n. GBN-R2 – Maine Family Medical Leave Administrative Procedure

o. GBO – Family Care Leave

The above policies were reviewed and policy code changes were recommended and one legal reference added to GBN-R2 which will become GBO-R. GBN-R2 will become GBN-R.

Rescind

a. GCC – Family & Medical Leave Act (FMLA)

5. MSAD Only

Review

a. EGAF – Cellular Phone Use by Bus Drivers

Reviewed with no changes.

6. The meeting was adjourned at 3:57 pm.

MSAD #28 POLICY

HAZING

The MSAD #28 is committed to providing a safe learning environment for all student activity participants, coaches/advisors and supporters, and is unequivocally opposed to hazing activities of any kind.

~~For the purpose of this policy hazing is "any action or situation, including harassing behavior, that recklessly or intentionally endangers the mental or physical health of any school personnel or a student enrolled in a public school."~~

Examples of hazing include, but are not limited to, any activities involving participants in school co-curricular or athletic programs intended as an "initiation," "rite of passage" or "test" of participants that involve the performance of a humiliating, dangerous or illegal act, or any other conduct that has the effect of intimidating, degrading, or physically or psychologically harming the participants, whether or not participation in the activity was voluntary or involuntary.

Hazing activities of any type, ~~during school activities~~, either on or off school property, by any student, staff member, group or organization affiliated with MSAD #28 are inconsistent with the educational process and shall be prohibited at all times.

No administrator, faculty member, coach, or other employee of the MSAD #28 shall encourage, permit, condone, nor tolerate hazing activities. No student, including leaders of student organizations, shall plan, encourage, nor engage in hazing activities.

Persons not associated with MSAD #28 who fail to abide by this policy may be subject to ~~ejection~~ removal from school property and/or other measures as may be available under the law.

Students, administrators, faculty, coaches, and all other employees who fail to abide by this policy may be subject to disciplinary action which may include suspension, expulsion, dismissal, or other appropriate measures. In the case of an organization affiliated with MSAD #28 which authorizes hazing, penalties may include rescission of permission for that organization to operate on school property or to receive any other benefit of affiliation with MSAD #28. These penalties shall be in addition to any civil or criminal penalties to which the violator or organization may be subject.

~~The Superintendent shall assume responsibility for administering this policy.~~ Building administration shall administer this policy in consultation with the Superintendent. In the event that an individual or organization disagrees with an action or lack of action on the part of the Superintendent as he/she administration carries out the provisions of this policy, that individual or organization may appeal to the Board. The ruling of the Board, with respect to the provisions of this policy, shall be final.

This right to appeal does not apply to student suspensions of 10 days or less or to matters submitted to grievance procedures under applicable collective bargaining agreements.

Legal Reference:

- 20-A MRSA § 6553

Cross Reference:

- ACA - Harassment and Sexual Harassment of Students
- ACAB - Harassment and Sexual Harassment of Employees
- JICIA - Weapons, Violence and School Safety
- JK – Student Discipline

Reference:

- www.stophazing.org

History: Adopted: 03/28/01, 01/16/13

First Reading: January 20, 2021

Second Reading:

Approved:

NEPN/NSBA Code: DK

MSAD #28 POLICY

WARRANT PROCEDURES

Since a system of checks and balances which also pays bills promptly is in the best interest of the students and taxpayers of MSAD #28, the Board of Directors enacts the following policy.

1. All warrants will be signed by two members of the Finance Committee and/or Board Leadership and the Superintendent. **If there is a significant overlap between Finance Committee members and Board Leadership, the Board Chair may assign one or more additional Board members to sign warrants.**
2. ~~Office staff~~ **The Accounts Payable Clerk (or an assignee)** will inform the Finance Committee of the need to sign a warrant. Finance Committee members will attempt to sign the warrant within 5 days of notification.
3. Accounts Payable ~~Check~~ Warrants will be prepared ~~near the 15th and 30th of each month.~~ **as often as needed, but no more than weekly.**
4. If the Finance Committee and/or Board Leadership has not signed within 5 **4** days, the Superintendent is authorized to approve the warrant.
5. Checks **and ACH transactions** will be ~~distributed~~ **released** after the warrant is signed by two Finance Committee members and/or Board Leadership and the Superintendent.
6. In special circumstances, the Superintendent **or Business Manager** may approve a **urgent checks or ACH transctions** before the Finance Committee members have signed the warrant.
7. ~~Direct deposit accounts payable warrants will be run bi-weekly. The will include only official/referee payments and employee expense reimbursements which are less than \$175 per item.~~
8. Direct deposit payroll warrants will be run bi-weekly.
9. ~~The Superintendent has the authority to approve the direct deposit warrant, but the warrants must be reviewed and approved by two finance committee members and/or board leadership.~~
10. All approval, signing and filing of warrants will be conducted in concert with state laws and general accepted accounting principles.

History: Adopted: 01/20/99, 05/08/13 Revised: 07/07/04

First Reading: January 20, 2021

Second Reading:

Adopted:

MSAD #28 POLICY

BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN

In accordance with the OSHA Bloodborne Pathogen standards, 29 CFR 1910.1030, the following exposure control plan has been developed:

Exposure Determination

OSHA requires employers to perform an exposure determination concerning which employees may incur occupational exposure to blood or other potentially infectious materials. The exposure determination is made without regard to the use of personal protective equipment (i.e. employees are considered to be exposed even if they wear personal protective equipment.) This exposure determination is required to list all job classifications in which employees may be expected to incur such occupational exposure, regardless of frequency. In this district, the following job classifications are in this category:

| | |
|-------------------------------|-----------------------------------|
| 1. School Nurse, Health Aide | Medical Emergencies/Personal care |
| 2. Coaches | Medical Emergencies |
| 3. Operations and Maintenance | Custodial Duties |
| 4. Selected Staff | Medical Emergencies/Personal care |
| 5. Bus Drivers | Medical Emergencies |

In addition, OSHA requires a list of job classifications in which some employees may have occupational exposure. Since not all the employees in these categories would be expected to incur exposure to blood or other potentially infectious materials, tasks for procedures that would cause these employees to have occupational exposure are also required to be listed in order to clearly understand which employees in these categories are considered to have occupational exposure. The job classifications are around associated tasks for these categories are as follows:

| | |
|-----------------------|---------------------|
| 1. Administrators | Medical Emergencies |
| 2. Food Service Staff | Medical Emergencies |

Though the risk is minimal, there is potential exposure to bloodborne pathogens for any employee within the school setting because employees may be called upon to attend to the injury of a student.

Compliance Methods

Universal precautions will be practiced by all employees of MSAD #28. All blood or other potentially infectious material will be considered infectious regardless of the perceived status of the source individual.

Engineering and work practice controls will be used to eliminate or minimize exposure to employees in this District. Where occupational exposure remains after institution of these

controls, personal protective equipment shall also be used. In this District, the following engineering controls will be followed: All contaminated sharps will be placed in a sharps container.

The above controls will be examined and maintained on a regular basis.

Hand washing facilities are also available to employees who incur exposure to blood or other potentially infectious materials. OSHA requires that these facilities be readily accessible after incurring exposure. Bus Drivers are the only employees who may not have hand washing facilities readily available, but are provided by the transportation department with appropriate antimicrobial towelettes/wipes or instant hand sanitizer.

After removal of personal protective gloves, employees shall wash hands and any other potentially contaminated skin area immediately or as soon as feasible with soap and water. If employees incur exposure to their skin or mucous membranes, then those areas shall be washed or flushed with water as appropriate as soon as feasible following contact.

Contaminated Sharps

Contaminated sharps will be placed in a puncture resistant, leak proof container. The container will be labeled with a "biohazard" label. The sharps containers will be kept in a locked closet in the Nurse's office and in other deemed necessary locations reviewed by the school nurse. Contaminated needles and other contaminated sharps will not be bent, recapped, removed, sheared or purposely broken. Arrangements will be made with parents of any student who carries an epi pen, diabetic equipment or any other pre-approved medication to transport sharps safely. The school nurse has the responsibility of safely disposing of all sharps containers ~~either through the First Aid Association or through Penobscot Bay Medical Center,~~ [coordinating the disposal using methods and guidelines provided by the Maine DEP Biomedical Waste Program.](#)

Personal Protective Equipment

All personal protective equipment used in this District will be provided without cost to employees. Personal protective equipment will be chosen based on the anticipated exposure to blood or other potentially infectious materials. The protective equipment will be considered appropriate only if it does not permit blood or other potentially infectious materials to pass through or reach the employees' clothing, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time that the protective equipment will be used.

Gloves shall be worn where it is reasonably anticipated that employees will have hand contact with blood, other potentially infectious materials, non-intact skin, and mucous membranes. A pair of gloves will be provided for all school personnel at the beginning of each school year as

needed. Gloves will be available from the school nurse's office as needed. Disposable gloves used in this District are not to be washed or decontaminated for reuse and are to be replaced

by staff as soon as practical when they become contaminated or as soon as feasible if they are torn, punctured, or when their ability to function as a barrier is compromised. Utility gloves may be decontaminated for reuse provided that the integrity of the glove is not compromised. Utility gloves will be discarded if they are cracked, peeling, torn, punctured, or exhibit other signs of deterioration or when their ability to function as a barrier is compromised. The schools will be cleaned and decontaminated according to the maintenance schedule. Decontamination will be accomplished by using cleaning materials deemed necessary by maintenance.

All contaminated work surfaces will be decontaminated after completion of procedures and immediately or as soon as feasible after any spill of blood or other potentially infectious materials.

All bins, pails, cans and similar receptacles shall be inspected and decontaminated on a regularly scheduled basis to be determined by maintenance.

Hepatitis B Vaccine

All employees who have been identified as having exposure to blood or other potentially infectious materials will be offered the Hepatitis B vaccine, at no cost to the employee. The vaccine will be offered within 10 working days of their initial assignment to work involving the potential for occupational exposure to blood or other potentially infectious materials unless the employee has previously had the vaccine or who wishes to submit to antibody testing which shows the employee to have sufficient immunity. Antibody testing is at cost to the employee. Employees who decline the Hepatitis B vaccine will sign a waiver using the wording in Appendix A of the OSHA standard. **The Human Resources Manager is designated to carry out this section of the policy.**

Employees who initially declined the vaccine but who later wish to have it may then have the vaccine provided at no cost.

All records of vaccines will be kept in the Superintendent's office.

Caring for Biting Incidents

A. For person bitten:

1. Care for the wound. **Follow procedure for accidental bloodborne pathogen exposure**
2. Notify administrator of incident and plan for prompt parental notification.
3. Advise parent of pertinent health recommendations:
 - a. Whenever skin is broken, consultation with health care provider for direction regarding any necessary treatment measures, including tetanus immunization. (although the risk of disease transmission from a human bite is minimal, a health care provider should evaluate the degree of risk to the person.

B. For biter:

1. When blood is drawn during a biting incident, the student should rinse mouth with water to remove possible residual blood.
2. Advise parent of pertinent health recommendations.
 - a. Whenever skin is broken, consultation with health care provider for direction regarding any necessary treatment measures, including tetanus immunization. (although the risk of disease transmission from a human bite is minimal, a health care provider should evaluate the degree of risk to the person.)
3. Refer, as appropriate, to school counselor or appropriate person for management of behavioral concerns.

Post-exposure Evaluation and Follow-Up

Exposure incident means a specific eye, mouth, other mucous membrane, non-intact skin, or ~~parental~~ **parenteral** contact with blood or other potentially infectious materials that results from the performance of an employee's duties.

1. When an employee incurs an exposure incident, it should be reported to the School Nurse or Building Administrator immediately. The Superintendent's office will maintain all records of exposure incidents.
2. All employees who incur an exposure incident will be offered post-exposure evaluation and follow-up in accordance with the following OSHA standards.

The follow-up will include:

1. Documentation of the route of exposure and circumstances related to the incident. Employee will fill out an Accident Report and send it to the Building Administrator's office.
2. If possible, the identification of the source individual.
3. Referral to Health Connections or private physician for follow-up.

The Assistant Superintendent has been designated to assure that the policy outlined here is effectively carried out as well as to maintain records related to this policy.

Interaction with other Health Care Professionals

A written ~~opinion~~ **report** shall be obtained from the health care professional that evaluates employees of this school. Written ~~opinions~~ **reports** will be obtained in the following instances:

1. When the employee is sent to obtain the Hepatitis B vaccine.
2. Whenever the employee is sent to a health care professional following an exposure incident.

Health care professionals shall be instructed to limit their ~~opinions~~ **reports** to:

1. Whether the Hepatitis B vaccine is indicated and if the employee has received the vaccine, or for evaluation following an incident.
2. That the employee has been informed of the results of the evaluation, and
3. That the employee has been told about any medical conditions resulting from

exposure to blood or other potentially infectious materials. (Note that the written ~~opinion report~~ to the employer is not to reference any personal medical information.)

Training

Training programs shall be conducted ~~annually, as needed by the school nurse or other knowledgeable personnel.~~ Training will be conducted using ~~videotapes~~ **online resources**, written materials, and/or verbal updates ~~s knowledge by the trainer~~ **that meet the required training components.**

All employees will receive annual refresher training.

Training programs must include:

1. A general explanation of the epidemiology and symptoms of bloodborne disease
2. Explanation of the different areas covered under the Bloodborne Pathogens policy for the District. Written handout **or online location** of the MSAD #28 Policy.
3. An explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident and the medical follow-up that be made available.
4. Information on the post-exposure evaluation and follow-up that the employer is required to provide for the employee following an exposure incident.
5. Documentation of training must occur, and will be maintained in the superintendent's office.

Record Keeping

All records required by the OSHA standard will be maintained by the Superintendent's office. Current bloodborne pathogen information will be available in each school.

Cross Reference:

- Appendix A - Procedures for Receiving Hepatitis B Vaccine

History: Adopted: 08/23/04, 05/08/13

First Reading: January 20, 2021

Second Reading:

Adopted:

MSAD 28 POLICY

FAMILY AND MEDICAL LEAVE ACT (FMLA) ADMINISTRATIVE PROCEDURE

The following administrative procedure covers the main provisions of the federal Family and Medical leave Act (FMLA). The guidelines in no way attempt to modify the Act, which should always be referred to when questions about implementation arise. The school unit 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 Requirement

To be eligible under the FMLA, employees must work at a site where 50 or more employees of the same school board are employed within 75 miles of that work site. An employee must have been employed by the school unit for at least twelve months and have worked at least 1250 hours in the previous twelve-month period. According to the law, teachers employed on a full-time basis are presumed to meet the minimum hours requirement.

Under the FMLA, an eligible employee is entitled to receive up to twelve weeks of leave during a twelve-month period for the following reasons:

- a. The birth and care of a child;
- b. The adoption or foster placement of a child with the employee;
- c. To care for a spouse, child or parent with a serious health condition; or
- d. The employee is unable to perform the functions of his/her position because of a serious health condition.

2. Administration

- A. If the leave request is due to the employee's serious health condition, the employee is required to provide medical certification stating the date the health condition commenced, the probable duration, the appropriate medical facts concerning the condition, and that the employee cannot perform the functions of his/her job.
- B. If the leave request is due to the serious health condition of a family member, the employee is required to provide medical certification stating the date the health condition commenced, the probable duration, the appropriate medical facts concerning the condition, and an estimate of the time the employee will be needed to care for the family member.
- C. The twelve-month period in which an employee is entitled to twelve weeks of FMLA leave shall be the contract year, fiscal year or other fixed 12-month period. The twelve-month period will be based upon the employee's contractual agreement.

- D. An employee must submit an application for leave at least 30 days in advance when the leave is foreseeable, or as soon as practicable if it is not foreseeable. If an employee fails to provide 30 days' notice of foreseeable leave, the leave may be delayed to start 30 days after notice is given, provided that the employee had actual notice of FMLA notification requirements.
- E. Any leave taken for FMLA-qualifying purposes (including leave taken under employment policies, bargaining agreements, or contracts) shall also be applied to an employee's annual FMLA entitlement. Employees are allowed to use sick leave or other paid leave in accordance with their contract. When paid leave taken for FMLA-qualifying purposes is exhausted, the balance of FMLA leave shall be unpaid.
- F. **MSAD #28 will continue to pay its share of the employee's health insurance premium while the employee is on unpaid FMLA leave. The employee must continue to pay his/her share of the premium on a monthly basis. If payment is not made in a timely manner, group health insurance may be cancelled, provided the District notifies the employee in writing at least 15 days before the date that the health coverage will lapse. The board may at its discretion pay the employee's share of premiums during FMLA leave and recover these payments from the employee upon return to work.**
- G. Upon an employee's return to work, he/she will be restored to his/her previous position or to an equivalent position with equivalent pay, benefits, conditions and terms of employment.
- H. An employee returning from FMLA leave for his/her own serious health condition is required to submit medical certification that indicates fitness to return to work and ability to perform the functions of the job.
- I. If the employee is unable to return to work because of his/her own serious health condition at the expiration of allowable FMLA leave, the School Board may consider a request for extension of unpaid leave and benefits on a case-by-case basis. Failure to return to work upon the expiration of FMLA leave may subject the employee to immediate termination unless such an extension is granted.
- J. An employee who is not eligible for federal FMLA leave may be eligible for Maine Family Medical Leave.

Legal Reference:

- 26 USC § 2601 et seq. 29 CFR Part 825
- 29 C.F.R. Part 25 (Regulations to Implement the Family and Medical Leave Act of 1993)
- **29 USC § 2617 et seq.**

History: Adopted: 01/13/99, 05/01/13, 01/20/16

NEPN/NSBA Code: GBN-R1

First Reading: January 20, 2021

Second Reading:

Adopted:

MSAD #28 POLICY

BOARD COMMITTEES

The MSAD #28 School Board shall authorize the establishment of only such committees from among its membership as it finds strictly necessary to study operations in specific areas and to make recommendations for Board action.

STANDING COMMITTEES

Standing Committees are School Board committees that are formed to support the regular work of a school district and focus on the primary areas of Board responsibility.

The following rules will govern the appointment and function of Standing Committees:

- A. The committee shall be established at the discretion of the chair and approved by the Board.
- B. The committee members shall be appointed by the Board chair and the Board chair will appoint the committee chair.
- C. The committee may make recommendations for Board action, but it may not act for the Board.
- D. The Board chair and superintendent shall be ex-officio members of all standing committees.
- E. Membership on committees shall be dissolved at the end of the Board's year unless they are specifically reappointed.
- F. Standing Committees may be dissolved at any time by a vote of the Board.
- G. All committee meetings shall be open to the public and subject to the Freedom of Access law.
- H. Committees shall be composed of less than a majority of the membership of the Board.

AD HOC COMMITTEES

The Board may form Ad Hoc committees for a specific purpose. These "taskforce" committees will serve to investigate a particular idea or need that arises. The Board may ask community members and/or staff to serve on an Ad Hoc committee. Committee members shall not be compensated for work related to the charge of the committee.

So that the Board's intent and expectations are clear, each Ad Hoc committee shall be instructed in writing concerning:

- A. The role of the committee to make recommendations to the Board;
- B. The purpose of the committee, the specific issue(s) for study, and/or the scope of the committee's activity;
- C. The composition of the committee, including designation of voting and nonvoting members, if applicable;
- D. The service the Board wishes it to render;

- E. The resources the Board intends to provide to help it complete its task;
- F. The approximate dates on which the Board wishes it to submit reports;
- G. The time and place of the first meeting;
- H. Its relationships with the Board as a whole, with members of the professional staff; and
- I. The approximate date on which the Board wishes to dissolve the committee.

The Board shall have the sole power to dissolve any of its Ad Hoc committees and shall reserve the right to exercise this power at any time during the life of any committee. Unless given a new assignment by the Board, an Ad Hoc committee shall be dissolved promptly upon completion of its task. ~~An Ad Hoc committee may be dissolved at any time by Board action.~~ No Ad Hoc committee shall continue for a prolonged period without a specific assignment.

ADVISORY COMMITTEES

The Board may establish advisory committees in order to pull a knowledgeable group of people together when needed. Advisory committees may be long term, but are only active when called upon by the Board to provide an advisory role when necessary. The Committee makes reports and/or recommendations to the Board, but may not act for the Board. Advisory committees may include individuals who are not elected members of the Board but each advisory committee shall have at least one Board representative.

The Board will consult with the Superintendent before establishing or dissolving any advisory committee. The number of members, the composition of each advisory committee, and the selection of members will be determined by the Board, in consultation with the Superintendent based upon the purpose of the committee.

The scope and authority of any advisory committee shall be limited to that assigned to it by the Board. The Board is in no way obligated to follow advisory committee recommendations.

Instructions to Board Advisory Committees

So that the Board's intent and expectations are clear, each advisory committee shall be instructed in writing concerning:

- A. The role of the committee being advisory only;
- B. The length of time each member is expected to serve;
- C. The expectations regarding the committee's relationship with the Board, the Superintendent and school system personnel;
- D. The designation of the individual who will be responsible for providing information to the public concerning the committee and its work;
- E. The time and place of any meetings;
- F. The timeline for reports to the Board and/or other activities;

All advisory committee meetings are open to the public except as may otherwise be provided by law. Committee reports and minutes of advisory committee meetings, if prepared, are public information subject to the Freedom of Access Law.

Notice of advisory committee meetings shall be provided in a manner consistent with the

Board's policy and practice concerning notification of Board meetings.

The Board recognizes that any advisory committee mandated by state law or Department of Education regulations may require deviation from any or all of the provisions of this policy. Any such deviations shall be identified when the Board establishes such a committee and reflected in the Board's instructions to the committee.

Legal Reference:

- TITLE 1 MRSA SEC. 401 ET SEQ.

History: Adopted: 12/13/95, 01/19/05, 11/14/12, 12/09/15

Reviewed: December 14, 2020

MSAD #28 POLICY

RULES OF ORDER

Except as otherwise provided by law, by Maine Department of Education regulations, or by Board policy, *Robert's Rules of Order, Revised* (latest edition available) shall be used to resolve procedural uncertainties.

The Superintendent, as Secretary to the Board, shall function as Parliamentarian and advise the Chair and Board, as necessary, regarding parliamentary procedure. The role of the Parliamentarian shall be advisory only.

The Chair will rule on all questions pertaining to rules of order/parliamentary procedure that may arise during a meeting of the Board.

History: Adopted: 12/13/95, 05/26/04, 12/09/15 Reviewed 11/06/13

Reviewed: December 14, 2020

NEPN/NSBA Code: DKC

MSAD #28 POLICY

MILEAGE REIMBURSEMENT RATE

The MSAD #28 will reimburse mileage expenses incurred on official school business for individuals using personal vehicles. The rate of reimbursement for individuals who are not covered under a collective bargaining agreement is 75% of the IRS rate. The mileage rate covers transportation and operating costs of the vehicle, including but not limited to, gasoline, oil, repairs and insurance.

History: Adopted: 03/18/09, 03/16/11, 12/09/15

Reviewed: December 14, 2020

NEPN/NSBA Code: EGAF

MSAD #28 POLICY

CELLULAR PHONE USE BY BUS DRIVERS

Cellular phones are to be used for emergency situations only, by the Bus Driver who needs to report an emergency. Bus Drivers are asked to use their best judgment in determining emergency situations. Some examples of emergencies would be: to report a bus breakdown, to report a bus accident/ car accident (reporting to police authorities first, then the Transportation Coordinator), to report a seriously ill child, to report to the designated school when a child cannot be left at assigned drop-off spot. Bus Drivers should not make calls or answer incoming calls unless they have pulled over and are in a safe location.

School cellular phones are not to be used for inter-bus conversations, personal calls, or any other non-school related activities.

History: Adopted: 12/04/96, 01/21/04, 04/10/13

Reviewed: December 14, 2020

MSAD #28 POLICY

BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN

Appendix A

Procedures for Receiving Hepatitis B Vaccine

All employees who have been identified as having exposure to blood or other potentially infectious materials will be offered the hepatitis B vaccine at no cost to the employee. The following procedures will apply:

1. Employees covered by health insurance (either through the District or otherwise) should arrange to receive the vaccination through their personal health care provider. The District will reimburse employees any associated co-payments.
2. Employees who do not have health insurance coverage may go directly to Health Connections in Rockport to receive the vaccination. Health Connections will bill the District directly.

History: Adopted: 8/23/04, 05/08/13

Reviewed: December 14, 2020

MSAD #28 POLICY

WORKERS' COMPENSATION

MSAD #28 is committed to a safe work environment. When a work-related injury/illness does occur, MSAD #28 is committed to the injured employee receiving medical attention and compensation for time away from work, pursuant to the State of Maine Workers' Compensation Laws. Workers' Compensation provides assistance and payment of medical expenses to an employee who is injured on the job when the employee has been involved in an accident arising out of and in the course of employment in reporting a work-related injury as well as the procedures in reporting an injury.

EMPLOYEE RESPONSIBILITY

An injured employee must notify his/her supervisor and/or the Central Office of the injury/incident within 24 hours of the occurrence and complete an "Employee Incident Report." Should an injury occur on Friday, the employee must report it prior to leaving for the day.

The District has the right to choose the health care provider for the first ten days of treatment. Please contact the Human Resources ~~Department~~ **Manager** before beginning treatment on a non-acute work-related injury. For an acute injury, the employee should seek treatment at the nearest emergency room. If an employee wishes to change health care providers after the first ten days of treatment, the employer must be informed of the change.

DISTRICT RESPONSIBILITY

The supervisor will file the "Employee Incident Report" and "Employer Incident Report" within 48 hours of occurrence to the Human Resources ~~Department~~ **Manager** at the Central Office.

The Human Resources ~~Department~~ **Manager** will file a First Report of Injury with Maine School Management Association (MSMA), who handles the management of Workers' Compensation claims for the school district.

Legal References:

- Title 39-A Maine's Workers' Compensation Act of 1992
- 39-A MRS § 152 (2); § 207

Cross Reference:

- GBGD-R - Workers' Compensation Procedures
- GBGE - Workers' Compensation Return to Work and Light Duty Assignments
- GBGE-R - Workers' Compensation Return to Work and Light Duty Assignments Procedures

History: Adopted: 05/17/09, 12/09/15

Reviewed: December 14, 2020

MSAD 28 POLICY

WORKERS COMPENSATION PROCEDURE

FIRST TREATMENT OF A WORK-RELATED INJURY

1. The injured employee must notify his/her supervisor of the injury and/or incident immediately.
2. Any employee receiving an acute injury must present themselves to the nearest Emergency Department for examination as soon as possible.
3. A chronic or repetitive injury may be referred directly to the Human Resources ~~Assistant~~ **Manager** in the Central Office for referral to a health care provider.
4. Please remember that the Workers Compensation Act allow the District to choose an employee's health care provider during the first ten days of medical treatment for a work-related injury.

TIME AWAY FROM WORK DUE TO A WORK-RELATED INJURY

1. If a health care provider determines that the injured employee cannot return to work in his/her regular job, the school district will look at availability of temporary modified work while the employee recovers.
2. If an employee cannot work in either a regular or modified capacity and is placed out of work, the employee may use accrued sick time during the waiting period (up to 7 days) before Workers Compensation Act benefits start.
3. It is the employee's responsibility to ensure that a letter from a health care provider specifying the employee's inability to work is filed with a Human Resources ~~Assistant~~ **Manager** at the Central Office as soon as possible.
4. If procedures and practices in this policy differ from those outline in a Bargaining Unit contract, the language in the contract overrides this policy.

Legal Reference:

- Title 39-A Maine's Workers Compensation Act of 1992
- 39-A MRSA § 152 (2); § 207

Cross Reference:

- GBGB – Workers Compensation

History: Adopted: 06/17/09, 06/15/17

Reviewed: Decembe 14, 2020

MSAD 28 POLICY

WORKERS COMPENSATION RETURN TO WORK AND LIGHT DUTY ASSIGNMENTS

The MSAD #28 believes that it is in the best interest of both the school district and its employees who have suffered workplace injuries or illnesses to return to the work environment as soon as possible. Further, MSAD #28 recognizes the need for a program to effectively manage workers' compensation costs throughout the system, while conserving its most valuable resources - the skills, knowledge and experience of its employees. To that end, MSAD #28 supports the establishment of a return-to-work program, including temporary modified or "light duty" assignments, whenever appropriate, to minimize lost time and facilitate an employee's transition back to regular or full-time work.

Modified or light-duty assignments, including modified work schedules, will be designed to accommodate job restrictions specified by the health care provider or providers designated by the employer. Modified or light-duty assignments are intended to address short-term medical restrictions, and are not to be used as a means to establish new assignments or to displace other employees.

The Superintendent or designee shall be responsible for developing administrative procedures to implement a return-to-work program, including provisions for monitoring of modified duty assignments by the employee's supervisor, healthcare provider, Human Resources ~~Assistant~~ **Manager** and the workers compensation insurance claims adjuster.

History: Adopted: 05/17/16, 04/10/13

Reviewed: December 14, 2020

MSAD #28 POLICY

WORKERS' COMPENSATION

RETURN TO WORK AND LIGHT DUTY ASSIGNMENTS PROCEDURES

Return-to work and Light Duty assignments are implemented on a case-by-case basis. When a health care provider has determined that an employee with a work-related injury or illness must not return to his/her usual work or must have modified work assignment, it is the employee's responsibility to notify the district immediately. The health care provider at time of determination should present the employee with the State of Maine Workers' Compensation Board Form ("M-1"). The employee should present a copy of the State of Maine Workers' Compensation Board Form - "M-1" to his/her Supervisor and/or Human Resources ~~Assistant~~ **Manager** within 24 hours of receipt of said form.

The Human Resources ~~Assistant~~ **Manager** and Supervisor along with the health care provider will determine if the injured employee is eligible for a light duty assignment based on the employee's work capacity stated on the "M-1." Light duty assignments may or may not be within the same department that the injured employee normally works.

When an employee with a work-related injury has been placed on a light-duty assignment, the light-duty assignment cannot last longer than 30 days without a review. Light duty assignments that last longer than 30 days will be referred to the district's workers' compensation insurance claims adjuster for further evaluation.

In all cases, an employee must not return to normal duty without a work clearance from a health care provider.

History: Adopted: 05/17/06, 04/10/13

Reviewed: December 14, 2020

MSAD #28 POLICY

PERSONNEL RECORDS AND FILES

The school unit shall maintain records of current and former employees in the Office of the Superintendent in accordance with state and federal laws and regulations.

Directory Information

As required by law, a record of directory information for each employee shall be open to inspection and copying by any person. Directory information shall contain:

1. Name of employee;
2. Date(s) of employment by the school unit;
3. Regular and extra-curricular duties, courses, subjects taught, and any other responsibilities since the start of employment by the school unit;
4. Post-secondary education institution(s) attended;
5. Major and minor field(s) of study as required by those institutions; and
6. Degrees received and dates degrees were awarded.

Confidential Information

As required by law, all information (except Directory Information) about an employee, applicant for employment, or an employee/applicant's immediate family shall be kept confidential if it relates to the following:

1. All information, working papers, and examinations used in the evaluation or selection of applicants for employment;
2. Medical information of any kind, including information pertaining to diagnosis or treatment of mental or emotional disorders;
3. Performance evaluations, personal references and other reports and evaluations reflecting on the quality or adequacy of the employee's work or general character compiled and maintained for employment purposes;
4. Credit information;
5. The personal history, general character or conduct of the employee or any member of the employee's immediate family;
6. Complaints, charges of misconduct, replies thereto and memoranda and other materials pertaining to disciplinary action;
7. Social Security number;
8. Any teacher action plan and support system documents and reports maintained for certification purposes; and
9. Criminal history record information.

Personnel Files

Each Personnel file will contain a cumulative history of the staff member's employment, including formal or informal employee work evaluations and reports relating to the employee's character, credit, work habits, compensation and benefits.

Other Confidential Personnel Records

The school unit must maintain the following confidential employee records separate from the personnel file:

1. Medical information of any kind; and
2. Teacher action plan and support system documents and reports maintained for certification purposes.

Disciplinary Action Information

Any written record of a decision involving an employee disciplinary action by the School Board shall not be included within any category of confidential information.

Procedures for Review of Personnel Files

For the purpose of this section, a personnel file shall include, but not be limited to, any formal or informal employee evaluations and reports relating to the employee's character, credit, work habits, compensation and benefits which the Superintendent has in his/her possession.

1. The Superintendent shall, upon written request and within 10 business days, provide the employee, former employee, or his/her duly authorized representative(s) with an opportunity to review and copy his/her personnel file, if the Superintendent has a personnel file for that employee.
2. Reviews of personnel files shall take place at the location where the personnel files are maintained and during normal office hours.
3. The cost of any copying is to be paid by the person requesting the copy.
4. Access to confidential college placement records and letters of reference will be granted only to the Superintendent/designee.

Access to Personnel Files

Access to personnel files may be given to the following persons without the consent of the employee:

1. The Superintendent or his/her designee, the employee's principal or other supervisor(s). Personnel files are not accessible to individual School Board members. Relevant portions of a personnel file may be summarized and/or shared with the Board by the Superintendent when consideration is being given to performance evaluation, continuation of employment or disciplinary action.
2. The general public shall have access only to the Directory Information as outlined above.

Access to personnel files will not be granted to any other persons except under the following circumstances:

1. When the employee gives written consent for the release of his/her records. The written consent must specify the record(s) to be released and to whom they are to be released. Each request for consent must be handled separately; blanket permission for release of information will not be accepted; and
2. Upon advice of counsel, when subpoenaed or under court order.

Records Management

The Superintendent has overall responsibility for maintaining and preserving the confidentiality of all employee/applicant records. The Superintendent shall be responsible for granting or denying access to records according to the guidelines in this policy.

Written reports shall be maintained in personnel files to document compliance with federal and state laws and regulations and School Board policies regarding employee evaluations. Once a document is properly placed in a personnel file, it shall remain in the file permanently.

Records Retention

The school unit will retain all personnel records and files in accordance with applicable laws and regulations.

Legal Reference:

- 20-A MRSA §6101
- 20-A MRSA §13015
- 26 MRSA §631
- Chapter 10, Rules for Disposition of Local Government Records (Maine State Archives)
- Americans with Disabilities Act of 1990, 42 U.S.C.
- Family and Medical Leave Act of 1993, 29 U.S.C. 2611 et seq.

Cross Reference:

- KDB - Public's Right to Know/Freedom of Information

History: Adopted: 01/21/04, 04/10/13

Reviewed: December 14, 2020

NEPN/NSBA Code: GBN

MSAD #28 POLICY

FAMILY AND MEDICAL LEAVE

MSAD #28 shall comply with all applicable provisions of the federal Family and Medical Leave Act of 1993 (FMLA), the federal Military Family Leave Public Law, the Maine Family Medical Leave Law, the Maine Military Family Leave Law and any other Board policies and collective bargaining agreements regarding family and medical leave.

The Superintendent is responsible for implementing administrative procedures to comply with this policy.

Legal Reference:

- 26 USC § 12601 et seq. 29 CFR Part 825
- NDAA 2008 P.L. 110-181, Section 585 (a)
- 26 MRSA § 843 et seq.
- 26 MRSA § 514 et seq.

History: Adopted: 06/17/09 Reviewed: 04/12/17

Reviewed: December 14, 2020

MSAD #28 POLICY

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, spouse 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 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.A. § 636

NEPN/NSBA Code: GBO

Cross Reference:

- GBN - Family and Medical Leave

History: Adopted: 10/19/05 Reviewed: 03/20/13

Reviewed: December 14, 2020

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 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 either 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 unpaid 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, 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 if 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 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 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, 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 MRSA § 843 et seq.

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

First Reading: January 20, 2021

Second Reading:

Adopted:

MSAD 28 POLICY

FAMILY & MEDICAL LEAVE ACT (FMLA)

PURPOSE: The federal Family and Medical Leave Act (FMLA) provides generally that an eligible employee is entitled to up to 12 work weeks of unpaid leave during any 12-month period: (1) for the birth, adoption, or foster placement of a child: (2) to care for a spouse, son, daughter or parent with a serious health condition: or (3) when the employee is unable to work because of the employee's serious health condition.

To be eligible, an employee must:

- A. Have been employed for at least 12 months when the leave commences; and
- B. Have worked at least 1250 hours in the 12 previous months.

In administering the FMLA for eligible employees, MSAD 28 will abide by the following guidelines. The guidelines in no way attempt to modify the Act, which should always be referred to when questions about implementation arise. 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. The twelve-month period in which an employee is entitled to twelve weeks of FMLA leave shall be the contract year, fiscal year or other fixed 12-month period. The twelve-month period will be based upon the employee's contractual agreement.
2. An employee must submit an application for leave at least 30 days in advance when the leave is foreseeable, or as soon as practicable if it is not foreseeable.
3. Any leave taken for FMLA-qualifying purposes (including leave taken under employment policies, bargaining agreements, or contracts) shall also be applied to an employee's annual FMLA entitlement. When paid leave taken for FMLA-qualifying purposes is exhausted, the balance of FMLA leave shall be unpaid.
4. MSAD 28 will continue to pay its share of the employee's health insurance premium while the employee is on unpaid FMLA leave. The employee must continue to pay his/her share of the premium on a monthly basis. If payment is not made in a timely manner, group health insurance may be cancelled, provided the District notifies the employee in writing at least 15 days before the date that the health coverage will lapse. The Board may at its discretion pay the employee's share of premiums during FMLA leave, and recover these payments from the employee upon return to work.
5. An employee returning from FMLA for his/her own serious health condition is required to submit medical certification that indicates fitness to return to work and ability to perform the functions of the job.

6. Upon an employee's return to work, he/she will be restored to his/her previous position or to an equivalent position with equivalent pay, benefits, conditions and terms of employment.
7. If the employee is unable to return to work because of his/her own serious health condition at the expiration of allowable FMLA, the School Board may consider a request for extension of unpaid leave and benefits on a case-by-case basis. Failure to return to work upon the expiration of FMLA may subject the employee to immediate termination unless such an extension is granted.
8. An employee who is not eligible for federal FMLA leave may be eligible for up to 10 weeks of unpaid leave during any two year period under the Maine Family & Medical Leave Act.

Legal Reference:

- 26 USC § 2601 et seq. 29 CFR Part 825
- 29 USC § 2617 et seq.

History: Adopted: 06/17/09

First Reading: December 9, 2015

Second Reading: January 20, 2016

Adopted: January 20, 2016

Rescinded: December 14, 2020



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Diversity/Equity/Inclusion (DEI) Task Force Meeting
Wednesday, January 13, 2021

Zoom
7 – 8:30 pm

MINUTES

Members present:

Maria Libby
Jen Curtis
Sal Taylor Kydd
Chris Walker-Spencer
Deb McIntyre
Shaamya Dishner
Tom Gray
Dana Jackson
Isaiah Doble
Kisha Marsh
Nikole Seeger
Jared Lindsey
Ava Baeza
Sally Lane Smith

Members Absent:

Sarah Bradley Prindiville
Jaime Stone
Leanna Cotton
Sara Cole-Pardun

1. Discussion about ideas from the website

Maria Libby asked the group to consider the following two items before the breakout sessions:

- a. The letter posted on Uncommonschoools.org website entitled “Update on Our DEI Commitments”
 - The team felt it was a great format to help communicate our efforts to others (e.g., on our website)
 - Additionally, there is an opportunity to leverage some of the information that aligns with our efforts.
 - The team acknowledged value in showing the consolidation of efforts and ongoing work.

- A team member provided a summary of current DEI activities across the schools.
 - It was noted in discussions with the Lewiston School District DEI contact that this was something they were doing as well.
 - Another committee member liked the focus on professional development and noted the need to prioritize teacher trainings prior to the roll-out of programs to the kids so that the teachers are equipped to handle the difficult conversations that may arise.
 - It was noted there is a Title 2 funding request for professional development in the works and that it is part of the plan.
- b. The student data for CHRHS, CRMS and CRES on race, socioeconomic, gifted and talented academics and art, special Ed and other categories were presented.
 - None of the data for the racial breakout is statistically significant due to the extremely low numbers for minority groups, so it is difficult to act on
 - A committee member noted that given the racial data is so small, the group should focus more on the social-economic data which crosses all races, he also suggested looking at a larger data set from more schools.
 - It was noted that our school district is so unique that we would not be comfortable using data from other school systems.
 - Another committee member noted that the Socioeconomic data aligns with national data.
 - It was shared that a group outside the DEI Task Force, the Cultural Competency Institute (CCI) Cohort is undergoing a yearlong effort for our district and they are planning a self-audit of our schools.

2. Whole Group – 20 min

- a. Report out from subcommittees
- b. Whole group feedback/suggestions

Student Experience Subcommittee Notes:

- Maria Libby checked in with the team regarding the spreadsheet of potential speakers and asked that team members add ideas to the 4 currently posted.
- Maria also explained that the goal was to have a non-threatening, relatable speaker come to speak to the student body about race and then have smaller facilitated breakout sessions in classrooms.
 - One member raised the issue that a speaker/talking head might not have the kind of impact we are looking for and could even put an uncomfortable and negative spotlight on the few BIPOC kids.
 - Another member expressed similar concern for the kids in the minority groups noting, how do we do this work and protect the kids while we're doing it?

- It was noted that it would feel scary and confronting to be the one or few in the whole group. She also emphasized the importance of full teacher training before any speaker be brought in.
- Using the speaker format for the Mental Health awareness effort in the high school was a positive and effective experience and it can help normalize the conversations and raise awareness. The right speaker at the right time works well and can help ease people into difficult conversations.
- The role of educators is to prepare kids for the world and have them hear perspectives and experiences from outside.
- Another idea was to bring different teachers into the Camden classrooms to share experiences.
- A committee member noted that he may have a potential speaker.
- It was mentioned that speakers could help lighten things up.
- Establishing affinity group(s) would be a good action step, they help raise voices of BIPOC to the admin and help create unity and space for kids to talk.
- There was a discussion about how exposure to other cultures helps expand understanding of other races and cultures, especially when one lives in a predominately white community.
 - Maria noted that they considered reviving the Camden, Me to Camden, NJ exchange program, but that parents may be reluctant to send their kids to a school in an unsafe area.
 - She also noted the school will be looking at the current travel programs to see if they can develop different types that focus on cultures in America, e.g., New Orleans, Native American experience
- The student experience subcommittee ended with a conversation about how kids overall need to learn to be kind and treat others with respect and that we do all have similarities. And even though where we live in midcoast Maine is a place with many kind people, racism does exist and there are issues in our state.
- It is important to recognize that in our society today the color of skin does play a role and we need to educate to change that.
- Students need to see a world where they are successful despite their differences.
- The work the Task Force does must be developmentally aligned with the kids in each school.
- The next subcommittee meeting will focus on the action steps coming out of this discussion and work outside the meetings.

Curriculum Subcommittee Notes:

- This subcommittee also had a robust conversation.
- A form was shared to review the curriculum units with the team.
- Deb and Chris noted they will be conducting a review of the schools' literature.

3. Next steps

If anyone has questions between now and the next meeting feel free to reach out to Maria Libby or another team member.

4. Next meeting – February 10, 7 – 8:30 p.m.