



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

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



Five Towns CSD
Regular School Board Meeting
Wednesday, March 1, 2023
Rose Hall Board Room
7:00 P.M.

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

AGENDA

1. Call to Order
2. Adjustments to the Agenda
3. Public Comment on Items not on the Agenda
4. Minutes
 - a. Approval of the January 18, 2023 Amended Special Joint Board Meeting Minutes
 - b. Approval of the February 1, 2023, Regular School Board Meeting Minutes
5. Recognition
 - a. Girls Swim Team Class A State Champions
6. Nominations (Note: Executive Session Possible for Nominations – 1 M.R.S. §405(6)(A))
 - a. Administrator Nominations
 - i. Shawn Carlson, Assistant Superintendent, \$138,320
7. Request for Student Travel
 - a. Dominican Republic, Dominican Youth Conservation Project, April 13 – 20, 2024
 - b. Germany, Germany Exchange Trip, April 12 – 22, 2024
8. Winter Sports Overview – Jeff Hart
9. FY24 Budget Update – Brief Presentation
10. Board Chair's Report
 - a. Board Member Terms of Expiry
 - b. Upcoming Budget Meeting Dates
 - i. March 9, 2023 Selectboard Budget Presentation 7:00 p.m. (Zoom)
 - ii. March 20, 2023 Public Budget Input Meeting 7:00 p.m. (Zoom)
 - iii. May 16, 2023 Public Budget Meeting 7:00 p.m. Bisbee Theater, CRMS
11. Superintendent's Report
12. Administrative Reports
 - a. Valerie Mattes, Director of Student Special Services
 - b. Shawn Carlson, Assistant Superintendent
 - c. Jen Curtis, CHRHS Principal
13. Standing Committee Reports
 - a. Joint Curriculum – Has not met.
 - b. Finance – Met February 1, 2023, minutes attached. Meets before the School Board Meeting on March 1, 2023.
 - i. Other Updates

- c. Joint Personnel – Met February 9, 2023, minutes attached. Meets on March 9, 2023.

New Job Descriptions

Tutor

Adult Education Academic Instructor

Revised Job Descriptions

F1 Coordinator/Intercultural Support

Adult and Community Education Evening Assistant

Adult and Community Education Program Assistant

Assistant Director of Student Services

Central Office Administrative Assistant

- d. Joint Negotiations – Meeting March 14, 2023 re: MDBFSC Contract
 - e. Joint Policy – Has not met.
 - f. Joint Sustainability – Has not met.
14. Ad Hoc Committee Reports
- a. Facilities Committee – Met February 14, 2023, minutes attached.
 - i. Turf Field Report
15. Board Advisory Committee Reports
- a. MCST – Marcus Mrowka
16. School Advisory Committee Reports
- a. Strategic Planning – January 30, 2023, minutes attached. Next meeting February 27, 2023.
17. Future Agenda Items
18. Approval of the 2023-2026 Megunticook Educational Support Association Contract
(Executive Session Possible – 1 M.R.S. §405 (6) (D))
19. Adjourn



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Five Town CSD/Camden Rockport Schools
Special Joint School Board Meeting
Wednesday, January 18, 2023
6:00 – 6:30 p.m.
Via Zoom

<https://fivetowns-net.zoom.us/j/87902539418?pwd=RUZpT2lGZWZQaWQxZ1NMVG1INDRDZz09>

MINUTES

Board Present

Becky Flanagan, CSD Chair, CRS
Patrick McCafferty, CSD, CRS Chair
Marcus Mrowka, CSD Vice-Chair, CRS
Sarah Bradley Prindiville, CSD, CRS
Lori Perez, CSD
Rick Thackeray, CSD, CRS

Board Absent

Marcia Dietrich, CRS Vice-Chair
Amelia Grant, CSD
Brianna Gutierrez, CSD, CRS
Ramona Larsen, CSD
Taylor Pohlman, CRS
Than Porter, CSD

Also Present

Maria Libby, Superintendent
Shawn Carlson, Assistant Superintendent

1. Call to Order

Five Town CSD Chair Becky Flanagan called the meeting to order at 6:03 p.m.

2. Executive Session to discuss labor contract –1 M.R.S. § 405(6)(D)

Upon motion by Becky Flanagan and second by Marcus Mrowka, the Board voted to enter Executive Session.

Vote: 6-0 Passed

In: 6:04

Out: 6:29

3. Adjourn

Chair Flanagan adjourned the meeting at 6:30 p.m.



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



Five Towns CSD
Regular School Board Meeting
Wednesday, February 1, 2023
Rose Hall Board Room
7:00 p.m.

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

MINUTES

Board Present

Becky Flanagan, Chair
Marcus Mrowka, Vice-Chair
Sarah Bradley Prindiville
Marcia Dietrich
Amelia Grant
Brianna Gutierrez
Ramona Larson
Patrick McCafferty (Arrived 7:01 p.m.)
Lori Perez
Than Porter
Rick Thackeray
Bailey Curtis, Student Representative, 2023
Kelsey Clayton, Student Representative, 2025

Also Present

Maria Libby, Superintendent
Shawn Carlson, Assistant Superintendent
Peter Orne, Business Manager
Jen Curtis, CHRHS Principal
Jeremy Marks, Director of Counseling
Valerie Mattes, Director of Student Special Services
Flora Gurdon, Class of 2025

1. Call to Order
Chair Flanagan called the meeting to order at 7:00 p.m.
2. Adjustments to the Agenda
None
3. Public Comment on Items not on the Agenda
None

4. Minutes

- a. Approval of the January 23, 2023 Special Joint Board Meeting Minutes

Upon Motion by Marcus Mrowka and second by Than Porter, the Board voted to approve the January 23, 2023 Special Joint Board Meeting Minutes.

Vote: 10-0 Student Vote 2-0

- b. Approval of the January 18, 2023 Special Joint Board Meeting Minutes
- c. Approval of the January 4, 2023, Regular School Board Meeting Minutes

Upon Motion by Marcus Mrowka and second by Marcia Dietrich, the Board voted to approve the January 18, 2023 Special Joint Board Meeting Minutes and the January 4, 2023 Regular School Board Meeting Minutes.

Vote: 11-0 Student Vote 2-0

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

- a. Flora Gurdon, Junior School Board Student Representative

Upon Motion by Becky Flanagan and second by Marcia Dietrich, the Board voted to approve Flora Gurdon as the Class of 2025 School Board Student Representative.

Vote: 11-0 Student Vote 2-0

Student Representative Bailey Curtis shared Flora’s background. Flora moved to Camden from out of state last year and currently participates in the rowing, Latin, and Speech and Debate clubs. Flora thanked the Board for the opportunity to serve and expressed her excitement to join the board.

- b. Stipend Nominations

Position	Employee	Points	Bonus	Amount
Baseball Boys, Varsity	Ben Rollins	54	0%	\$4,354.02
Lacrosse, Boys Varsity	Harrison Rogers	46	10%	\$4,079.88
Lacrosse, Boys JV	Levi Guay	35	0%	\$2,822.05
Lacrosse, Girls JV	Johanna Billington	35	15%	\$3,245.36
Lacrosse, Girls Varsity	Wade Ward	46	10%	\$4,079.88
Sailing	Deb Schreiber	24	15%	\$2,225.39
Tennis Boys - JV	Colby Arau	24	0%	\$1,935.12
Tennis Boys - Varsity	Noah Capetta	42	10%	\$3,725.11
Tennis Girls JV	Karen Brace	24	0%	\$1,935.12
Tennis Girls V	Lana Arau	42	0%	\$3,386.46
Track	Sarah Mismash	40	20%	\$3,870.24
Track Assistant	Helen Bonzi	30	20%	\$2,902.68

Upon Motion by Marcus Mrowka and second by Patrick McCafferty, the Board voted to approve the above Stipend Nominations.

Vote: 11-0 Student Vote 3-0

6. Resignations

- a. Pam Phillips, Special Education Teacher, as of June 30, 2023
- b. Iris Eichenlaub, Librarian, as of June 30, 2023

7. Approval of the 2023-24 School Calendar

Superintendent Libby shared that the only substantive change from the 2022-23 calendar is that one of the teachers' workshop days was moved from before the start of school to October 6. A Board member questioned if the early release days would continue post-Covid. Superintendent Libby stated that the early release days pre-dated Covid, and there is clear value in having professional development on these days, so they will remain. Bailey Curtis added that the high school truncates each class by only 5 minutes on early release days, so they still run a full schedule and there is very little instructional time loss.

Upon Motion by Marcus Mrowka and second by Sarah Bradley Prindiville, the Board voted to approve the 2023-24 CHRHS School Calendar.

Vote: 11-0 Student Vote 3-0

8. FY24 Requested Budget Presentation

Superintendent Libby presented the FY24 requested budget. The proposed budget is a 6.37% increase in expenses over last year and an overall increase of 6.1% to taxpayers (varies by town, however.) Significant factors contributing to the expense increase include:

- An added cost of \$200,000 for the two social workers at CHRHS. These social workers were hired with federal COVID funds which have run out after 3 years of covering these two critical positions.
- An addition of \$141,000 in a cost-of-living supplement for employees under the teacher's contract, in addition to the contracted raise of 1.75%. Teachers will be in the third year of contracted increases of 1.75% while in an economy of extremely high inflation. All other employees in the district are currently negotiating their contracts or have a projected increase of 4%. The supplement is one year only and is meant to assuage the effects of inflation.
- An increase of \$142,606 in operations and maintenance. The district is facing significant repair and maintenance costs as the building and grounds approach the 25-year mark. The preventative maintenance contract cost also increased by 215%. The district plans to use \$300,000 from the Capital Reserve in FY24 to help cover needed repairs, including \$140,000 in paving, \$67,000 in sidewalk repairs, and \$53,000 in replacement wrestling mats.

On the revenue side of the budget, the district projects a \$115,000 increase in investment income (due to interest rate increases), an increase of \$82,400 in subsidy, and will use the Capital Reserve to cover some expenses noted above. Additionally, the district receives about three-quarters of a million dollars in tuition revenue from nearby towns whose students have school choice (because they don't have a high school.)

The overall tax assessment increase of 6.1% impacts each of the five towns based on property valuations and student counts and is as follows: Appleton 9.1%, Camden 3.5%, Hope 6.8%, Lincolnville 10.4%, and Rockport 6.3%.

The administration will continue to refine the budget as more information (such as the FY24 health care insurance increase) becomes available and will bring updates to the March meeting. The board will vote to approve the budget at the April School Board meeting.

9. Board Chair's Report

Chair Flanagan reminded Board members of the Winter Board Workshop on February 8, 2023.

10. Superintendent's Report – as written.

Superintendent Libby shared that the district recently hired Ian Rothwell for the part-time Communication Specialist position. She also shared that her next Board report will include links to recent news articles about the district.

11. Presentation: The Shifting Landscape of College Admissions – Jen Curtis, Jeremy Marks, Bailey Curtis, and Kelsey Clayton

Principal Curtis shared that college admissions changed dramatically due to covid. Only 4% of colleges/universities require SAT (down from 55% in 2019). College application numbers are up, as standardized tests have historically been a barrier to minorities and low-income students. Additionally, certain scholarships, such as NCAA athletic scholarships, no longer require standardized tests. Students now elect to take the SAT if they want to attend a highly selective college or if needed for a particular scholarship.

CHRHS will offer two administrations of the SAT and one of the PSAT, and the PSAT is at no cost to students. CHRHS administrators are checking with cohort schools to compare testing schedules and could offer additional testing if warranted. With fewer schools looking at standardized tests, CHRHS counselors now help students distinguish themselves through their GPA, essays, recommendation letters, AP Classes, internships, dual enrollment, and the AP Capstone Diploma.

Next, student representatives Bailey Curtis and Kelsey Clayton presented the results of a survey of 111 students. More than half of the respondents were first years or sophomores with little or no experience with the SAT or PSAT. The data suggested that students want to take the PSAT for National Merit Scholarship purposes and to practice for the SAT. If the PSAT were not offered at CHRHS, 65% of students would be less likely to take it.

In response to a Board member question, Mr. Marks stated that 70% of our students go on to higher education. Last year 30 students went to UMaine Orono and 10 to UMaine Farmington. The school is also seeing data showing that more students are attending college outside of New England. Data on how many of our students applied to community college next year will be available later in the spring.

12. Administrative Reports

- a. Shawn Carlson, Assistant Superintendent -as written.
- b. Jen Curtis, CHRHS Principal – as written
Principal Curtis shared that CHRHS will hold an all-staff emergency drill in March. The school received a FEMA grant to expand and upgrade Public Announcement coverage which will help in the case of a campus emergency.
- c. Valerie Mattes, Director of Student Special Services – as written.
Director Mattes relayed that the first unified basketball game is on February 28.

13. Standing Committee Reports

- a. Joint Curriculum – Has not met.
- b. Finance – Met January 4, 2023, minutes attached. Meets before the School Board Meeting on February 1, 2023.
 - i. Finance Update – Finance Committee Chair
Finance Chair Marcus Mrowka shared that January financials reflect that the district is currently 2% underspent compared to the budget.
- c. Joint Personnel – Next meeting February 9, 2023.
- d. Joint Negotiations – Met January 31, 2023, next meeting March 14, 2023.
- e. Joint Policy – Has not met.
- f. Joint Sustainability – Has not met.

14. Ad Hoc Committee Reports

- a. Facilities Committee – Met January 17, 2023, minutes attached. Next meeting February 14, 2023.

15. Board Advisory Committee Reports

- a. MCST – Marcus Mrowka
Mr. Mrowka shared that MCST is also going through the budgeting process. In addition, he shared that there was a panel discussion at MCST last week on expanding CTE offerings to younger students.

16. School Advisory Committee Reports

- a. Strategic Planning – Met January 30, 2023. Next meeting February 27, 2023.
Assistant Superintendent Carlson shared that the committee started identifying and developing focus areas. He will provide a full report on the Strategic Planning committee's progress at the Board Workshop on February 8, 2023.

17. Future Agenda Items

- a. Current Impact of ChatGPT (March) – Jen Curtis and Student Representatives
- b. Facility Committee Presentation on Turf Field

18. Adjourn

Chair Flanagan adjourned the meeting at 9:04 p.m.

FIVE TOWN CSD POLICY REQUEST FOR STUDENT TRAVEL FORM

Educators submitting this request should first read Policy IJOA Educational Field Trips. This form must be submitted in accordance with the timelines specified in Policy IJOA. Additional requirements may be deemed appropriate upon submission of this Request for Student Travel Form.

Trip Requirements:

- The Trip Coordinator must be a district employee.
- In order to be considered a school-sponsored trip, a majority of the chaperones must be district employees.

Travel Category for Which Approval is Requested:

(check all that apply)

- In-state field trip, ≥ 2night stay
- Out of state field trip
- Domestic travel, US destination
- Foreign travel, non-US destination
- Per student cost ≥\$500

Destination: Dominican Republic

No. Students on Trip: 12-18

Group/Event: Service-Learning

Dates of Trip: April 13-20, 2024

Number of School Days Missed: 0

Cost of Substitute Coverage: _____

Educational Justification:

What are the objectives of this trip? Could these objectives be replicated with closer, less expensive travel?

This trip is designed to give students on-the-ground service learning experience with youth and conservation focus in a developing nation.

Trip Coordinator(s):
Michelle Metzler

Date(s) of any Prior Trips Led:

Trip Chaperones:
One Chaperone to every 8 students is recommended.

Employee?

Date(s) of any Prior Trips

<u>TBD w/ Jen</u>	_____	_____
_____	_____	_____
_____	_____	_____

List any other non-student travelers and reasons for their participation in the trip:

Trip Protocol:

All chaperones have read and will adhere to the Intercultural Trip protocols and all standards therein.

All Chaperones have read and will adhere to the Field Trip protocols and all standards therein.

Open to following grade levels:

(at time of travel): 9 10 11 12

List any additional academic or behavioral standards required of participating students:

none above our policies in place.

Methods of Travel: (check all that apply)

Charter bus

Chaperone transporting children

Other: _____

School bus

Parent transporting own children

Airline

Safety:

Chaperones are responsible for common sense safety measures while traveling and adhering to the intercultural program safety protocols for those trips. Are there any other safety concerns for students traveling to this destination, such as US State Department Travel Advisories?

none

COSTS:

Total cost of trip per student: \$ 3495

Group fundraising goal: \$ 25% (\$875)

Estimated out-of-pocket cost per student/family: \$ 2,620

CONSIDERATIONS FOR APPROVAL:

1. Proposal Submission

- Trips should be proposed for extended travel at least one year in advance.
- Trips should be planned to minimize time missed from school by chaperones and students.
- Trips will only be allowed to countries that have a State Department Security alert of 2 or lower both when proposed AND one month before traveling.




2. Trip Finances

- Trips should cost less than \$4000/student.
- The total fundraising is to cover 25% of the total trip cost.
- Fundraising must provide money to fund one low SES student.

3. Trip Type

- Each year the school's goal is to offer no more than 2 exchange trips, 1 cultural trip, and 1 service-learning trip.

APPROVALS:

<i>I have read the Five Town CSD Policy IJOA Educational Field Trips and understand I am responsible for the safety and well-being of students while on the proposed excursion:</i>	
	<u>1/23/23</u>
Signature of Trip Coordinator	Date
<i>If Intercultural Trip (when applicable): I have reviewed the itinerary of the proposed trip and reviewed safety procedures with the supervising educator. In light of this trip review and the intercultural program objectives, I recommend this trip to the Principal:</i>	
Signature of Intercultural Coordinator	Date
<i>I have reviewed the itinerary of the proposed trip and reviewed safety procedures with the supervising educator and Intercultural Coordinator, where applicable. I recommend this travel to the Superintendent:</i>	
	<u>2/22/23</u>
Signature of Principal	Date
<i>I have reviewed the trip in light of the overall program, safety, and capacity, and recommend this trip to the Board:</i>	
	<u>2/22/23</u>
Signature of Superintendent	Date

Special Conditions Related to Superintendent or Board Approval (if any):

Cross Reference:

- IJOA – Educational Field Trips
- JIC – Student Code of Conduct

History:

Adopted: 07/12/06, 09/06/06, 09/07/16, 12/04/19

Reviewed: May 5, 2021

Group Leader
Michele Metzler

Group Leader ID
335077



Dominican Youth Conservation Project

WHAT'S INCLUDED

- ✈️ Round-Trip Flights
- 🍽️ All Meals Included
- 🏨 3- or 4-Star Hotels
- 🕒 24-Hour Tour Manager
- 📍 Centrally Located Hotels
- 🌍 Start Exploring
- 🌐 Global Network
- 🚗 All Local Transportation
- 🏄 Surfing Lesson in the Dominican Republic
- 🌱 DREAM Environmental Service Project for At-Risk Youth
- 🏞️ El Chaco National Park Hike
- 🕒 Caves of BUMBA
- 🤿 Snorkeling
- 🌊 27 Waterfalls of Damajagua
- 🚤 Yasica River Boat Trip and Bonfire Dinner

TRIP ITINERARY

8 Days | Overnights: North Coast (7)



OUR PROMISE

Travel Changes Lives

In educational travel, every moment matters. Pushing the experience from “good enough” to exceptional is what we do every day. Our mission is to empower educators to introduce their students to the world beyond the classroom and inspire the next generation of global citizens.





DAY 1, SATURDAY APRIL 13: NORTH COAST

Beinvenidos to the Dominican Republic! Upon arriving in Santiago you'll meet your ACIS Tour Manager and drive along the country's beautiful North Coast. All meals are included during your stay. (D)

DAY 2, SUNDAY APRIL 14: NORTH COAST

Catch a wave this morning while taking surfing lessons at Encuentro Beach. If you're a novice, no worries—certified surf-instruction coaches will literally help you get your feet wet in the warm Caribbean waters. Then attend an orientation session to kick off your environmental service project for at-risk youth in partnership with Dominican Republic Education and Mentoring (DREAM). DREAM grew from the vision of a group of Dartmouth students looking to make a difference in 1995, and was formally established as a 501(c) nonprofit in 2002. DREAM currently staffs more than 40 Dominicans, four expatriates and numerous volunteers from across the globe, all working together to change the lives of over 6,000 children a year. The day concludes with a special shared BBQ dinner, where you'll get a chance to mingle and bond with the DREAM staff as you practice your Spanish. (B,L,D)

DAY 3, MONDAY APRIL 15: NORTH COAST

Today begin work on your **DREAM environmental service project**. You'll collaborate with area school children, engaging in joint analysis to bring awareness to both local and international environmental and sustainability issues, while also supporting the community's at-risk youth. The specific nature of the project will depend on where the need is greatest at the time. In the afternoon it's time to take a hike in El Choco National Park. As you walk along red-earth paths once trod by the Arawak people, you'll be immersed in a tropical rainforest ecosystem, marvel at the incredible view of the 5-mile-long Cabarete Lagoon and get a fascinating history lesson. Then stop for a fresh-fruit snack and locally grown Dominican coffee before you venture down to the mysterious Caves of BUMBA, part of a vast network of caves for which this area is famous. Take a dip in an underground pool and gaze in wonder at the petroglyphs created by the indigenous Taíno people, who greeted Christopher Columbus here in 1492. (B,L,D)

DAY 4, TUESDAY APRIL 16: NORTH COAST

Continue work this morning on your **DREAM environmental service project**. Following that, enjoy free time to experience more of the area's lively culture and beautiful beaches at your leisure. Perhaps visit the impressive Monumento a los Héroes de la Restauración or explore *Calle de Sol*, the city's colorful shopping district. (B,L,D)

DAY 5, WEDNESDAY APRIL 17: NORTH COAST

Continue your work on the **DREAM environmental service project**. Then go snorkeling in Sosua Bay, supervised by a certified dive master. In these warm, pristine waters you'll get a crystal-clear view of the bay's stunning marine life, including spectacular coral reefs. You'll also gain a greater appreciation for the fragile nature of marine and coastal environments. (B,L,D)

DAY 6, THURSDAY APRIL 18: NORTH COAST

Enjoy another morning working on the **DREAM environmental service project**. After, you'll head inland to Damajagua and prepare to get wet: You're about to swim, climb, and jump down the 27 Waterfalls of Damajagua, ending in the sparkling-clean, aqua-blue pools below! (B,L,D)

DAY 7, FRIDAY APRIL 19: NORTH COAST

Spend a final day working on your **DREAM environmental service project**, followed by time to reflect on the positive impact your efforts will have on local at-risk youth. Later, cap off your experience with a boat ride down the Yasica River. During the boat ride, you'll spot a wide variety of coastal water birds. Then savor a farewell dinner: An authentic fish-and-chicken barbeque using a *fogón*, a traditional Dominican stove. After dinner enjoy a bonfire on the beach. (B,L,D)

DAY 8, SATURDAY APRIL 20: DEPARTURE

Depart for the USA. (B)

FIVE TOWN CSD POLICY REQUEST FOR STUDENT TRAVEL FORM

Educators submitting this request should first read Policy IJOA Educational Field Trips. This form must be submitted in accordance with the timelines specified in Policy IJOA. Additional requirements may be deemed appropriate upon submission of this Request for Student Travel Form.

Trip Requirements:

- The Trip Coordinator must be a district employee.
- In order to be considered a school-sponsored trip, a majority of the chaperones must be district employees.

Travel Category for Which Approval is Requested:

(check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> In-state field trip, ≥ 2night stay | <input type="checkbox"/> Domestic travel, US destination |
| <input type="checkbox"/> Out of state field trip | <input checked="" type="checkbox"/> Foreign travel, non-US destination |
| | <input type="checkbox"/> Per student cost ≥\$500 |

Destination: Amberg, Germany

No. Students on Trip: 15+

Group/Event: Gregor Mendel Gymnasium

Dates of Trip: 4/12/24 - 4/22/24

Number of School Days Missed: 2

Cost of Substitute Coverage: \$600.- *JF*
4 days x 150.-

Educational Justification:

What are the objectives of this trip? Could these objectives be replicated with closer, less expensive travel?

This is an exchange trip with GMG that will include
hosting their students in fall 2023. The purpose is to foster
cultural understanding and sparks long-lasting connections between
students of both institutions.

Trip Coordinator(s):

Trevor Paul

Date(s) of any Prior Trips Led:

12/2/2022 (Christown, Boston)

Trip Chaperones:

One Chaperone to every 8 students is recommended.

Jane Chamberlain

Employee?

Yes

Date(s) of any Prior Trips

June 2022 - WA trip
April 2023 - London

List any other non-student travelers and reasons for their participation in the trip:

NEPN/NSBA Code: IJOA-E

Trip Protocol:

All chaperones have read and will adhere to the Intercultural Trip protocols and all standards therein.

All Chaperones have read and will adhere to the Field Trip protocols and all standards therein.

Open to following grade levels:
(at time of travel): 9 10 11 12

List any additional academic or behavioral standards required of participating students:

Methods of Travel: (check all that apply)

Charter bus

Chaperone transporting children

Other: _____

School bus

Parent transporting own children

Airline

Safety:

Chaperones are responsible for common sense safety measures while traveling and adhering to the intercultural program safety protocols for those trips. Are there any other safety concerns for students traveling to this destination, such as US State Department Travel Advisories?

No

COSTS:

Total cost of trip per student: \$ 2,500 Group fundraising goal: \$ 625 per student

Estimated out-of-pocket cost per student/family: \$ 1,875

CONSIDERATIONS FOR APPROVAL:

1. Proposal Submission

- Trips should be proposed for extended travel at least one year in advance.
- Trips should be planned to minimize time missed from school by chaperones and students.
- Trips will only be allowed to countries that have a State Department Security alert of 2 or lower both when proposed AND one month before traveling.

2. Trip Finances

- Trips should cost less than \$4000/student.
- The total fundraising is to cover 25% of the total trip cost.
- Fundraising must provide money to fund one low SES student.

3. Trip Type

- Each year the school's goal is to offer no more than 2 exchange trips, 1 cultural trip, and 1 service-learning trip.


APPROVALS:

I have read the Five Town CSD Policy IJOA Educational Field Trips and understand I am responsible for the safety and well-being of students while on the proposed excursion:


	<u>2/2/2023</u>
Signature of Trip Coordinator	Date

If Intercultural Trip (when applicable):


I have reviewed the itinerary of the proposed trip and reviewed safety procedures with the supervising educator. In light of this trip review and the intercultural program objectives, I recommend this trip to the Principal:

	<u>2/2/2023</u>
Signature of Intercultural Coordinator	Date

I have reviewed the itinerary of the proposed trip and reviewed safety procedures with the supervising educator and Intercultural Coordinator, where applicable. I recommend this travel to the Superintendent:

	<u>2/22/23</u>
Signature of Principal	Date

I have reviewed the trip in light of the overall program, safety, and capacity, and recommend this trip to the Board:

	<u>2/22/23</u>
Signature of Superintendent	Date

Special Conditions Related to Superintendent or Board Approval (if any):

Cross Reference:

- IJOA – Educational Field Trips
- JIC – Student Code of Conduct

History:

Adopted: 07/12/06, 09/06/06, 09/07/16, 12/04/19

Reviewed: May 5, 2021

Germany Exchange 2023-2024: Itemized Expense Estimates

Category of Expense	Estimated Cost
Airfare - Round Trip for CHRHS Students/Staff	\$13,500 to \$18,000 (\$900 to \$1200 per person)
Luce Bus To and From Logan Airport for CHRHS Students/Staff	\$2000 (\$133 per person)
Chaperone Costs in Germany	\$2733 (\$182 per person)
Transportation in Germany	\$1125 (\$75 per person)
Housing in Germany	\$1725 (\$115 per person)
Food Expenses in Germany	\$6,000 (\$400 per person)
Germany Attraction and Entry Fees	\$2,475 (\$165 per person)
Chaperone Costs in Maine	\$300 (\$20 per person)
Transportation in Maine/US	\$825 (\$55 per person)
Maine Attraction and Entry Fees	\$600 (\$40 per person)
Food Expenses in Maine	\$1500 (\$100 per person)
TOTAL COST (15 Attendees)	\$32,783 to \$37,283 (\$2,485 per person, at most expensive flight cost)

Note that I rounded up the per person cost to \$2,500 to provide a tiny amount of wiggle room because costs were rounded to the nearest dollar to simplify the itemized list.



22 Knowlton Street
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Maria Libby
Superintendent
Shawn Carlson, Ph.D.
Interim Assistant Superintendent



Five Town CSD
Superintendent Board Report
March 1, 2023

1. New Communications Specialist/Annual Report

I am onboarding our new Communications Specialist, Ian Rothwell, and one of his first tasks will be to design the 2023 Annual Report. As part of that report this year, I plan to highlight all the alumni who are currently employed in our school system there are more than 70 graduates employed between the two districts! We plan to have the reports in mailboxes by May 2, two weeks ahead of the Public Budget meeting on May 16.

2. Space Planning – CHRHS

I recently met with Chris Fanelli, Peter Orne, and Shawn Carlson to review overall space needs at the high school. For years, we have been looking for a way to get the Rising Tide program out of the windowless basement rooms they are in. We are going to explore the possibility of creating a permanent classroom space using two Conex boxes that we own. We would locate this renovated structure on the current practice field (down by the tennis courts) that was compromised more than expected by the secondary egress. We also plan to move the ropes course to that same field. We will then rebuild the practice field in the woods where the current ropes course is. That space is larger and more conveniently located adjacent to the current baseball field. We hope these projects will be done within the next two years, and we plan to seek outside funding for the Rising Tide build. In addition, we will move Adult Ed out of its current high school space. Two personnel will move into the adjacent conference room, and the Director will move to Rose Hall. The two social worker offices will move into the space where Adult Ed currently is. Those social worker offices will then be converted into a small conference room.

3. LIFE Program Update

We operated a pilot program for special education students who have aged out of high school but still need transitional support into the workforce. The program is for students who have completed grade 12, have not earned a diploma, and have not yet turned 22. The program is run under a Cooperative Agreement with RSU 40, is housed in RSU 40, and the employees are hired by the Five Town CSD. Costs are split 50/50 between the two districts. It was a very successful first year, and we plan to continue it next year.

4. Negotiations

We have reached an agreement with the bargaining team on the 2023-26 MESA contract and will present the new contract for approval at the March CSD board meeting. We will next negotiate the MBDCFS contract.

5. In the News

The district has been garnering some great press lately. I participated in a panel/community discussion in Rockland on January 26 titled “Change for Midcoast Students.” The panel explored how to respond to the overwhelming children’s mental health crises faced by our Midcoast communities. [Read the Village Soup Article Here.](#)

With the announcement of new Federal funding for solar projects in Maine, our Southern Solar Project was featured in articles on [Maine Public Broadcasting](#) and the [Portland Press Herald](#). It is gratifying for our District staff and students to be publicly recognized for pursuing alternate energy sources to lower our use of carbon fuels.

Respectfully submitted,

Maria Libby



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Five Town CSD
Special Services Board Report
March 1, 2023

Teaching and Learning:

The students in our **Transitional Life Skills** program are on the move! Our students are busy throughout the school year with an ongoing Workforce Readiness Bootcamp combined with academic courses, outdoor activities (hiking, wreath making), bowling in the fall, Nordic ski practice, and Unified Basketball (UBB) practice and games.

Schedule of TLS upcoming events:

March 7 – Nordic Event in Waterville – 8:30-3:00

May 12 (May 15 rain date) – Special Olympics SOME Track Meet – CHRHS – all-day event

TBD – Sailing – Rockland Community Sailing

TBD – Rowing – Station Maine Rowing

TBD – Hiking – Local Hikes



Team building activity during a Workforce Readiness Bootcamp session.

Other:

This month, we start our calendar of **2023-24 transition meetings** for grade 8 students with special education services. Transition meetings include teachers from CRMS and HAL schools, our special education team, students, and parents. The process is a way to ensure that services are

moved over from the sending school to the high school in a way that makes sense and addresses each child's needs in the new educational environment.

DOE training:

- FY 22 Year End Reports in Grants4ME (new online program)

STUDENT COUNT:

Special Education: 136; PERCENTAGE – 19%

Respectfully submitted,

Valerie Mattes



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Interim Assistant Superintendent



Five Town CSD
Assistant Superintendent Board Report
March 1, 2023

Strategic Plan Update

Maria and I took the board's feedback and the feedback from the committee at the last Strategic Planning Meeting and produced the working draft shared below. On Monday of this week, both Strategic Planning Committees will meet to review and revise what follows. Thank you for your input on February 7th.

Mission

Intellectual and Creative Excellence.
Strong Character.
Experience It.

Beliefs about learning

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

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

Commitments to students

Together, educators and parents will do our best to:

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

Core Values

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

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

Focus Area: Equity

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

Rationale:

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

Outcomes:

- A. Our curriculum reflects the broad array of diversity seen in our school community.
- B. Work to have the low-SES percentage of participation in programming more closely represent their portion of the overall population.
- C. Increase teachers' comfort level in addressing sensitive topics around race, religion, gender identity, socio-economic status, etc.
- D. Remove barriers to access and full participation for students of color, from low SES backgrounds, LGBTQIA+ students, and students with disabilities.
- E. Begin implementing the DEI action plan.

Focus Area: Adapting to Rapid Change

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

Rationale:

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

Outcomes:

- A. Students and teachers gain an understanding of the positive and negative impacts of AI on information acquisition, instructional approaches, and assessment strategies and strategically adapt to enhance learning.
- B. Provide an opportunity for every student to pursue an interest that helps them understand they can be the drivers of change in this world.
- C. Critical debate around current social issues becomes commonplace in classrooms and students learn the skills to navigate crucial conversations.
- D. Integrate media analysis into 9th grade English classes by the Fall of 2024.
- E. Provide resiliency and positive psychology training to staff.

Focus Area: Experiential Learning

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

Rationale:

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

Outcomes:

- A. Students will pursue at least one MVA (Market Value Asset) during high school.
- B. Support all teachers to include at least one high-quality place-based or project-based learning experience into every course.
- C. Increase the use of rigorous interdisciplinary learning.

Focus Area: Sustainability

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

Rationale:

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

Outcomes:

- A. District planning and decision-making will be aligned to the UN Sustainability Development Goals
- B. Offer a seminar course for upper-class students that provides a deep understanding of an environmental issue and explores potential solutions.
- C. Maintain a fully staffed district.

Focus Area: Well-being

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

Rationale:

Personal health is foundational to successful teaching and learning.

Outcomes:

- A. Decrease reported substance use in the MIYHS survey by 50% by the winter of 2026.
- B. Students will participate in at least one meaningful training on relationships and consent and another on harassment and bullying.
- C. Promote the health and well-being programs and resources that are part of our insurance plan and available in the local community.

Next Steps:

- Share the revised draft from the committees with the public and staff for input.
- Develop with administrators Action Strategies (March).
- Bring Action Strategies to the committees (March 27).
- Share final draft with both boards in April.
- Bring final document to boards in May for approval.

State Testing Update:ELA and Mathematics

The State of Maine has adopted a new accountability testing platform. The State will be using a new version of the NWEA entitled Maine's Through Year Assessment. This spring will be the first administration of this assessment. Some characteristics of this change include:

- The test will be given to second year students (previously given to third year students). The rationale for this move is twofold. The junior year has a number of other assessments commonly given (SAT, AP tests, and the Science assessment). The hope is to reduce the number of days used for accountability tests in the junior year. The second reason is that most juniors are taking subject specific courses (geometry, algebra 2, pre-calculus) in their junior year, and the math portion of the Through Year Assessment actually measures more general math skills typical of middle school mathematics. The goal is to have the test delivered more closely to the time when students received generalized mathematics instruction.
- The previous version of the NWEA MAP Growth assessment will not be provided by the State in the fall of 2023. The Through Year Assessment will be provided to schools by the State for SAUs.
- The Through Year Assessment will be required of grades 3-8 and 10th grade in both the fall and spring.
- The Through Year Assessment will provide diagnostic information for teachers as in the past with the NWEA MAP test. In the spring, the test will also provide districts with a summative score of a student's proficiency against State standards.
- This will represent another disruption in our ability to look at longitudinal trends in proficiency as this test will not be comparable to the last two State testing platforms.

Science

The State test in Science is not changing and will be given to Juniors in the spring. The rationale behind keeping the test in the junior year is to provide students with an opportunity to be instructed in life, earth, and physical sciences before taking the test.

Respectively submitted,

Shawn Carlson



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



Five Town CSD
CHRHS Principal Board Report
March 1, 2023

Current Enrollment Figures:

Grade	February	March
9 th Grade	199	199
10 th Grade	179	179
11 th Grade	172	172
12 th Grade	169	169
Total	719	719

8th Grade Visits

While a vast majority of CHRHS students reside in Camden, Rockport, Lincolnville, Hope, and Appleton, we also welcome families from six to seven other towns annually. To assist with the transition to high school and help residents of towns with school choice understand their options, our Director of Counseling, Jeremy Marks, has been busy presenting to prospective members of the Class of 2027. At the first presentation in a series of Transitioning to High School events, families are introduced to multiple pathways toward graduation, course selection advice, and how students can access help with our student support services.

2023-24 Course Request Process

As we crest the halfway point of the year, we ask students to consider their individual paths to prepare for their post-secondary plans. The process starts with advisory meetings for grades 9 and 10, followed by time for teachers to provide recommendations and answer questions. While all students and staff have access to the Course Guide, personal conversations allow for students to consider a balanced approach to rigor and unique opportunities like internships and early college classes. Additionally, the MidCoast School of Technology provided a thorough overview of program options. Immediately following the MCST presentation, students began applying to the programs of their choice, with student tours and shadowing visits scheduled for March. Grades 9 – 11 submitted their initial course requests in February. Rising seniors will be the first cohort of students scheduled for courses in early April. Rising 9th graders will submit their requests in March.

Student Feedback Summaries

Teachers collected anonymous feedback from students in January. Teachers were provided with a template of survey questions ranging from the clarity of communication and instructional pacing to content delivery and rigor. Teachers summarized their key takeaways,

including commendations and growth areas. Here are some excerpts from teacher reflection summaries:

“Students reported that they found my classroom to be a welcoming place, and they felt comfortable in class. One piece that I am especially proud of is the number of students who said they felt comfortable coming to me for help. Many also commented on my enthusiasm for teaching, and I am really proud of this—they independently came up with this word (it wasn’t on the survey). I try hard to convey a love of learning and try to make history class a place where kids want to be, and I’m glad the students recognize this!”

“Generally, my students believe the workload and content is “goldilocks,” although a handful either reported that the load was “heavier than they would like,” or the content is “more difficult than they would like.” This reminds me to consider the “place” of the year and perhaps be more communicative about what other assignments/assessments might be going on in other classes so that I can better balance loads.”

“Students also really appreciated my organization and that they know the plan everyday, that the class follows a predictable structure. One student wrote, “She does very well pushing us to do better and more when she knows we can” and another wrote, “Checking in on use individually and helping when needed.” I picked out these comments because I have made a point of checking in with every single student during every class meeting and providing specific feedback from the success criteria to help them achieve proficiency. This year has been challenging, so mostly these comments helped me feel like I am doing a good job. Some days my classes feel crazy, but one student even wrote as something I do well: “Talking and making sure we are all paying attention and involved in the conversation.” Yay! Creating a classroom culture of acceptance and respect is one of my top priorities.”

Respectfully Submitted,
Jen Curtis
Interim Principal



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Five Town CSD
Finance Committee Meeting
Wednesday, February 1, 2023
Rose Hall Board Room
5:30 p.m.

MINUTES

Board Present

Marcus Mrowka, Chair
Amelia Grant
Lori Perez
Than Porter
Rebecca Flanagan, Ex Officio

Also Present

Maria Libby, Superintendent
Shawn Carlson, Assistant Superintendent
Peter Orne, Business Manager
Jen Curtis, CHRHS Principal
Chris Fanelli, Director of Facilities and Transportation
Valerie Mattes, Director of Student Special Services
David Watts, Adult Education Director

1. Call to Order
Chair Mrowka called the meeting to order at 6:00 p.m.
2. January Draft Financials
Business Manager Orne presented the January draft end-of-month financials, which are as to be expected after 16 of 26 pay periods. The payroll target for EOM January was 57.7% of funds spent, and the CSD year-to-date operating expense was 55.4% of funds spent as of January 27th.
3. FY24 Budget Meeting with Administrators and Directors
The rest of the meeting was a question-and-answer time for the Principal and Directors to outline the key changes to each department and time for Board members to ask questions about the requested budget.
4. Other
None
5. Adjourn
The meeting adjourned at 6:45 p.m.



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Five Town CSD/Camden Rockport Schools
Joint Personnel Committee Meeting
Rose Hall Conference Room
Thursday, February 9, 2023
4:00 – 5:00 p.m.

MINUTES

Board Present

Becky Flanagan (Via Zoom)
Patrick McCafferty (Via Zoom)

Also Present

Shawn Carlson, Assistant Superintendent

1. Call to Order

Chair Becky Flanagan called the meeting to order at 4:00 p.m.

2. CSD Only Job Description

The job descriptions listed below and presented at the meeting were reviewed, and some revisions were made. Terms of Employment and Evaluation information was added to the F1 Coordinator job description. Changes were made to the desired qualifications and responsibilities of the Adult and Community Education Evening Assistant and the Adult and Community Education Program Assistant job descriptions. The Adult Education Academic Instructor is a new job description, and the committee made no changes to the draft presented at the meeting.

- a. F1 Coordinator/Intercultural Support (Revision)
- b. Adult and Community Education Evening Assistant (Revision)
- c. Adult and Community Education Program Assistant (Revision)
- d. Adult Education Academic Instructor (New)

3. SAD/CSD Joint Job Descriptions

The job descriptions listed below and presented at the meeting were reviewed, and some revisions were made. Tutor is a new job description, and the committee made no changes to the draft presented at the meeting. Additional responsibilities relating to documentation and reimbursement for Maine Care were added to the Assistant Director of Student Services job description. Changes were made to the Central Office Administrative Assistant job description to reflect the position's responsibilities accurately.

- a. Tutor (New)
- b. Assistant Director of Student Services (Revision)
- c. Central Office Administrative Assistant (Revision)

4. SAD Only Job Description

The Mechanic job description was presented and reviewed. Changes made reflect additional qualifications and more specific job responsibilities.

a. Mechanic (Revision)

5. Adjourn

The meeting adjourned at 4:50 p.m.

**FIVE TOWN CSD
JOB DESCRIPTION**

TUTOR

QUALIFICATIONS:

1. A bachelor's degree or higher in the subject or subjects involved; or three years post-secondary education; or 90 hours approved study in educationally related field.
2. Credits of approved study may be in the form of:
 - a. Semester hours of Continuing Education Units (CEUs) issued by a college
 - b. In-service credits or in-service contact hours must be verified locally (submitted with a signature of a person authorized by the local superintendent)
 - c. Contact hours issued by other professional organizations

DESIRED QUALIFICATIONS:

1. Experience working with children
2. Skills and proficiencies for basic computer utilization
3. Ability to work independently with guidelines from administration and teachers

REPORTS TO: Director of Student Special Services or Building Administrator

JOB GOAL: To provide instruction for lessons and support the student in completing their work

PERFORMANCE RESPONSIBILITIES:

1. Provide instruction for any prepared lessons and support the learner in completing his/her/their work.
2. Communicate effectively with student(s), teachers, and building administrators.
3. Provide individual assistance in mathematics, literacy, and content areas for elementary, middle, and/or high school students.
4. Prepare learning materials and schedule tutoring sessions according to academic needs and goals.
5. Administer classroom teaching materials such as quizzes, handouts, study notes, etc., in the specific subject area.
6. Make informed decisions on the best strategy and module for teaching each specific student according to their strengths.
7. Assist students to appraise and reflect extensively on feedback received on evaluated work so they grow their ability to convert feedback to knowledge and progress effectively.
8. Teach note-taking, studying, planning, organization, research methods, and other effective learning skills.
9. Help students set goals for themselves and motivate them to achieve those goals with positive reinforcement.
10. Implement IEP or 504 accommodations, if required.

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.

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

History:

Approved:

**FIVE TOWN CSD
JOB DESCRIPTION**

ADULT EDUCATION ACADEMIC INSTRUCTOR

QUALIFICATIONS:

1. Bachelor's Degree
2. Organizational skills; ability to multi-task in a fast-paced environment
3. People skills; ability to relate positively to a wide variety of people
4. Maine Adult Education Teaching Certificate

DESIRED QUALIFICATIONS:

1. Computer proficiency to include experience with MS Office & and Google Suite applications
2. Experience teaching experience in special education, reading, basic math, or related field
3. Experience in an adult education environment preferred
4. Experience with curriculum development
5. Experience with academic advising
6. Understanding of issues of adult literacy

Such alternatives to the above qualifications as the Director may find appropriate and acceptable.

REPORTS TO: Adult and Community Education Director

JOB GOAL: To implement a program of adult education where adults explore and prepare to meet their academic and career learning goals and improve their basic skills through individual and small group instruction

PERFORMANCE RESPONSIBILITIES:

1. Develop, coordinate and maintain Adult Basic Education (ABE) programming which may include English for Speakers of Other Languages (ESOL), and High School Completion (HSC); develop, coordinate and maintain college and career readiness offerings, to include transitions programming and advising.
2. Participate in recruitment, interviewing and selection of academic tutors.
3. Participate in continued professional development and training to support instruction that meets adult learning standards.
4. Assist with the intake, goal setting, assessment and placement of all learners.
5. Recruit and provide ongoing academic support services for all learners.
6. Assist in maintaining the required student database and aggregate program data for required state/federal reports.
7. Assist with delivery of services and record keeping for grants associated with college transitions, AEFLA, and vocational programming.
8. Work collaboratively with area post-secondary institutions and adult education programs to develop college transitions programming.

9. Liaison with employers, service providers, Career Center, post-secondary institutions, local organizations, agencies and other adult education programs as necessary to support the educational goals of adult learners.
10. Teach and tutor learners in ABE, Literacy, High School Completion and/or ESOL courses/learning opportunities.
11. Evaluate and order resources, texts and materials.
12. Oversee the development and implementation of the academic curriculum.
13. Represent Five Towns CSD in district, state-wide and/or national initiatives as they relate to and/or impact adult academic programming.
14. Assist the Director in the development and implementation of program policies.
15. Assure standards and policies are met in the ABE, HSC, CT, and CP programs.
16. Perform such other duties and responsibilities as may be assigned by the Adult and Community Education Director.

LEGAL AND ETHICAL DUTIES:

1. Maintain confidentiality about all aspects of student performance and written and oral records.
2. Demonstrate respect for the legal and human rights of students, instructors, and other staff.
3. Follow 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 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 do reaching, lifting, eye-hand coordination, sitting, and stooping.

TERMS OF EMPLOYMENT: Salary and conditions established by the Board of Directors.

EVALUATION: An evaluation will review the overall job performance in accordance with this document and assessment of annual agreed-upon goals by the Employee and Adult and Community Education Director.

History:

**FIVE TOWN CSD
JOB DESCRIPTION**

**F1 COORDINATOR/INTERCULTURAL SUPPORT
Stipend Position**

QUALIFICATIONS:

1. Experience in a secondary school setting preferred
2. Experience working with International students
3. Familiarity with the Student and Exchange Visitor Program (SEVP)

REPORTS TO: Building Administrator

JOB GOAL: To sustain and strengthen opportunities for students at Camden Hills Regional High School (CHRHS) to experience cultural diversity and become confident and competent in a global setting.

PERFORMANCE RESPONSIBILITIES:

1. Work with the Administration to ensure the Intercultural Program contributes to the overall mission of CHRHS.
 - a. Work with Administration to vet new travel proposals.
 - b. Review and revise intercultural program handbooks as necessary.
 - c. Consult with trip leaders to review trip logistics, safety, etc.
2. Develop and manage the F-1 and J-1 Visa student programs; to include the following as needed:
 - a. Host family placement.
 - b. Provide direct support for host families.
 - c. Function as the Principal Designated School Official (PDSO) and handle all SEVIS I-20 forms.
 - d. Arrange pick-up and delivery of F-1 students from and to Portland
3. Manage Intercultural Trip Scholarship Program
 - a. Convene committee meetings as needed.
 - b. Manage and track funding **following district protocols.**
4. Maintain CHRHS's compliance with federal student visa programs
5. Orientation for host families and international students.
6. Helping F-1 students matriculate to private high schools ~~for the 2019-2020 school year~~ (if that is their plan), **assisting with** private school tours and **the** application process.

LEGAL AND ETHICAL DUTIES:

Ensures compliance with all Student and Exchange Visitor Program laws and regulations

1. Maintains confidentiality about all aspects of students, employees, and personnel written and oral records

2. Demonstrates respect for the legal and human rights of all persons
3. 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 write and speak to communicate effectively with individuals and groups from diverse cultures

TERMS OF EMPLOYMENT: Per teachers' contract. Stipend position salary adjustments will be subject to stipend review process.

EVALUATION: Performance of this job will be evaluated yearly by the principal in accordance with provisions of the CSD Board's policy on Evaluation of Professional Personnel.

History:

Approved: June 6, 2018 06/06/2018

Approved:

**FIVE TOWN CSD
JOB DESCRIPTION**

ADULT AND COMMUNITY EDUCATION EVENING ASSISTANT

QUALIFICATIONS:

1. High School Diploma or GED
2. Organizational skills; ability to multi-task in a fast-paced environment
3. People skills; ability to relate positively to a wide variety of people
4. Computer skills

DESIRED QUALIFICATIONS:

1. Post-secondary education in related field
2. Computer proficiency to include experience with MS Office & a desktop publishing and Google Suite applications.

REPORTS TO: Adult and Community Education Director

JOB GOAL: To assist with office operations and class needs for the effective operation of the Adult and Community Education Program.

PERFORMANCE RESPONSIBILITIES:

1. Serves as point person for teachers and students during hours of class operation. Problem-solve issues that arise (rooms, AV needs, etc.).
2. Assists adult education teachers with copies of instructional materials.
3. Registers walk-in students for classes. Receives and receipts payment for registrations, textbooks, lab, and/or materials fees.
4. Responsible for all class attendance folders. Sets up files in office at beginning of each term, checks folders in and out, and sees that folders are properly filled out.
5. Performs necessary telephoning to students and instructors for class updates, reminders, alterations, and/or cancellations.
6. Produces room use list and distributes to custodial staff so that they can unlock and clean classrooms in advance of arrival of Adult Ed students.
7. Assists in the recruiting of instructors and classes.
8. Compile email contact list from course evaluation forms and organize email list for specific needs.
9. Assist in Adult Education graduation ceremonies.
10. Assist with all publicity, digital marketing, and social media.
11. Performs such other duties and responsibilities as may be assigned by the Adult and Community Education Director.

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. 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 do reaching, lifting, eye-hand coordination, sitting, and stooping.

TERMS OF EMPLOYMENT: ~~School year position. Salary and conditions established by Board of Directors.~~ **As specified by contract.**

EVALUATION: An evaluation will review the overall job performance in accordance with this document and assessment of annual agreed upon goals by the Employee and Adult Education and Community Director.

History:

Approved: 04/03/2002, 05/01/2013, 02/12/16, **06/06/18**

Approved:

**FIVE TOWN CSD
JOB DESCRIPTION**

ADULT AND COMMUNITY EDUCATION PROGRAM ASSISTANT

QUALIFICATIONS:

1. Associate degree or higher
2. Organizational skills; ability to multi-task in a fast-paced environment
3. People skills; ability to relate positively to a wide variety of people
4. Willingness to work evenings
5. Computer skills to include proficient typing skills, MS Office, **Google Suite applications**, desktop publishing, and social media

~~DESIRED QUALIFICATIONS:~~

- ~~1. Post-secondary education in related field~~
- ~~2. Computer proficiency to include experience with MS Office, and & a desktop publishing.~~

REPORTS TO: Adult and Community Education Director

JOB GOAL: To manage office operations, build program and supervise employees for the effective operation of the Adult and Community Education Program

PERFORMANCE RESPONSIBILITIES:

1. Supervises the adult education office
2. Serves as point person for teachers and students during hours of operation. Problem-solve issues that arise (rooms, AV needs, etc.)
3. Registers students for classes. Receives and receipts payment for registrations, textbooks, lab and/or materials fees. Refunds money as necessary
4. Assists adult education teachers with copies of instructional materials
5. Responsible for all class attendance folders. Sets up file in office at beginning of each term, checks folders in and out and sees that folders are properly filled out
6. Maintains registration process for each student, teacher, and class
7. Performs necessary telephoning to students and instructors for class alterations/cancellations, updates and reminders
8. Produces room roster and distributes to high school teachers and custodial staff so that teachers are aware what nights their rooms are being used and so that custodians can unlock classrooms in advance of arrival of Adult Ed students
9. Obtains paperwork required from instructors: W-4 forms, I-9 forms, **W-9 forms**, instructor information forms, course outlines
10. Assists in state and federal reports
11. Calculates and submits instructor payroll
12. Performs all necessary clerical work: records, files, reports, correspondence, notices, purchase orders, press releases, ads and brochures

13. ~~Assists in the recruiting of~~ **Recruits enrichment** instructors and classes
14. Prepares bank deposits and creates database documentation to support deposit amounts
15. Maintains record of expenditures
16. Serves as HiSET **Test Administrator Examiner** and acts as HiSET coordinator
17. Assists in creation of camera-ready brochures for printing each semester
18. Oversee all publicity, digital marketing and social media
19. Performs such other duties and responsibilities as may be assigned by the Adult and Community Education Director

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. 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 do reaching, lifting, eye-hand coordination, sitting, and stooping

TERMS OF EMPLOYMENT: ~~School year – Full time, Summer – Part time. Salary and conditions established by Board of Directors~~ **As specified by contract.**

EVALUATION: An evaluation will review the overall job performance in accordance with this document and assessment of annual agreed-upon goals by the Employee and Adult Education and Community Director

History:

Adopted: 9/3/03, 11/07/12

Adopted: June 6, 2018

**FIVE TOWN CSD
JOB DESCRIPTION**

ASSISTANT DIRECTOR OF STUDENT SERVICES

QUALIFICATIONS:

1. Master's Degree in Special Education
2. Special Education Certification (035) as required by the State Department of Education

DESIRED QUALIFICATIONS:

1. Evidence of teaching experience in Special Education
2. Experience with 504, and ELL.

REPORTS TO: Student Services Director and/or Superintendent of Schools

JOB GOAL: To use leadership, supervisory and administrative skills ~~so as~~ to promote the educational development of each student within special populations and the effective performance of school personnel.

PERFORMANCE RESPONSIBILITIES:

1. Participates in the selection, ~~and supervision~~, and evaluation of all special education, 504, and ELL personnel.
2. Assists in the in-service orientation and training of special education personnel, with special responsibility for relevant administrative procedures and instructions with special populations.
3. Continually evaluates and improves the student service delivery system through periodic review of existing methods and materials and selection and establishment of new programs to meeting student's' needs.
4. Helps to maintain current and complete student records of all diagnostic information and individual education programs (IEP's); ensures accessibility of necessary records to appropriate personnel.
5. May help to screen all student referrals and implement proper procedures, including coordination of evaluations, regularly serving as IEP chairperson, and assisting the IEP team in carrying out their duties as outlined in the state and federal regulations.
6. Supports the Director as assigned with private school, residential group homes, and out-of-district services, including arranging evaluations as recommended by the IEP, securing and monitoring placements, and planning for reintegration into public school.
7. Coordinates responsibilities such as scheduling, chairing ~~meetings~~, and completing required paperwork for **IEP meetings** annual, tri-annual and program reviews of students' educational programs, primarily in MSAD#28. **in both districts as determined by and shared with the Director.**
8. Encourages parental involvement through providing written resources, meetings, and training programs.

9. Continues professional development through membership in national, state, and local professional organizations.; Keeping abreast of professional material and research in the field of special education and participation in educational opportunities.
10. Directly supports teachers with behavior intervention strategies.
11. Assists Director in completion of Department of Education monitoring process during each district's review cycle.
12. Coordinates responsibilities such as staff certification/training, data collection, reporting, and maintenance related to MaineCare and the reimbursement of services.
13. Performs other duties and responsibilities as may be assigned by the Student Services Director and/or Superintendent of Schools.

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

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

TERMS OF EMPLOYMENT: As specified by contract.

EVALUATION: Performance of this job will be evaluated in accordance with this document and the district Administrator evaluation system by the Student Services Director or Superintendent.

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: 04/03/2002, 06/03/2015, 04/06/16, 11/14/18 April 6, 2016

Approved: 11/14/18

**FIVE TOWN CSD
JOB DESCRIPTION**

CENTRAL OFFICE ADMINISTRATIVE ASSISTANT

QUALIFICATIONS:

1. Excellent communication skills
2. Strong computer skills
3. Strong organizational skills
4. Friendly, positive, and outgoing personality

DESIRED QUALIFICATIONS:

1. Experience dealing with students, parents, and the community-at-large

REPORTS TO: Superintendent

JOB GOAL: To be a pleasant, positive, and knowledgeable liaison between the public, District staff, and the Central Office, **and** to assist with administrative tasks as needed, ~~and to support the Business Manager~~ **and other duties as assigned by the Superintendent.**

PERFORMANCE RESPONSIBILITIES:

1. Answers phones, assists the public, and directs calls to the appropriate office.
2. Meets and greets visitors and directs them to the appropriate place.
3. Demonstrates positive and effective communication skills, sound organizational skills, and clear and concise writing skills.
4. Assists with the check/cash deposit process.
5. Sorts, distributes, handles **US postal and interoffice** mail, ~~including interoffice mail.~~
6. Orders, receives, accounts for, and distributes office supplies.
7. Manages the scheduling of the Central Office conference rooms.
8. Manages **school** volunteer programs by processing applications, conducting background checks, ~~maintaining~~ **establishing annual master** lists of ~~active and inactive~~ volunteers.
9. **Updates and maintains volunteer** handbooks, protocols, relevant binders, and databases.
10. Maintains and troubleshoots office equipment issues and calls for service as needed.
11. Maintains professional appearance of office spaces, conference rooms, **eatory**, storage, and records areas.
12. Supports ~~Superintendent, Business Manager, and Business offices~~ **Central Office** with overflow work as time permits **and as assigned by Superintendent.**
13. Processes Work Permits, and Horizon Arts contracts.

14. **May** provides the following assistance to the ~~Business Manager~~ **Director of Facilities and Transportation**:
- a. ~~Assists with clerical aspects of the budget process including preparing binders, referendum tasks and distributing warrants.~~
 - b. ~~Process accounts payable.~~
 - c. ~~Completes filing as needed.~~
 - d. **Inputs requisitions, places orders, and keep track of all purchase orders processes all Ops and Maintenance invoices.**
 - e. ~~Place orders~~
 - f. **Processes incoming Ops and Maint reports and correspondence.**
 - g. ~~Maintain a request leave calendar for O and M staff.~~
 - h. **Assists and supports Ops and Maint bid processes (e.g., drafts forms/places ads/tracks paperwork). Track bids, place ads.**
 - i. **Maintains accurate records Keeps spreadsheets of utilities, supplies, property services, pesticides. contracts, equipment, buildings, etc**
 - j. **“Fosters clear communication” OR “Acts as a liaison” between Ops and Maint staff and outside contractors and vendors.**
15. Maintains and updates **Central Office** emergency documents and procedures.
16. Responsibilities may be adjusted within the Central Office team.
17. Performs other duties and responsibilities as may be assigned by the Superintendent or Business Manager.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student and staff 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 this document.

History:

Approved: 04/06/16, 06/05/19, 04/06/22

Approved: ~~April 6, 2022~~



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



Five Towns CSD
Facilities Committee Meeting
Tuesday, February 14, 2023
CHRHS Room 245-A
5:00 P.M.

MINUTES

Board Present:

Rick Thackeray
Ramona Larson
Lori Perez

Also Present

Jen Curtis
Chris Fanelli
Mike Pierce
Jeff Debrosky
Susan Hood (Zoom)

1. All topics other than Community Support / Public Opinion
Board presentation planned for the March 1, 2023 CSD Board Meeting. The committee board representatives are finalizing the presentation and summary report. The deadline for the summary report to be included in the Board Agenda Packet is next Friday.
2. Community Support / Public Opinion
The committee reviewed the survey results and discussed ways of presenting the subjective comments in to representative groups. The survey was open for two weeks, with 759 responses received. 686 were non-students (i.e., adults) from the Five Towns. Town-by-town breakdown roughly mirrored per-student ratios – Camden, 244; Rockport, 222; Lincolnville, 102; Hope, 69; Appleton, 49. 549 reported having a student in the CSD; 137 did not. 479 (70%) voted “yes,” they “generally support the concept of replacing the Don Palmer Field with a Synthetic Turf Field, including lighting.” 207 (30%) voted “no.” Of the 479 who voted “yes,” 431 (90%) supported “fully bonding this project,” vs. 48 (10%) voted “no” to full bonding.

Comments varied greatly, representing all perspectives on each of the relevant areas of concern: general support, perceived improvement of student experience, perceived increase in health risks to students, curiosity about installing lights but keeping natural grass, perceived risks of environmental contamination, perceived impact on tax

burdens, perceived availability of fundraising to offset taxes, perceived lack of sufficient information to offer an informed opinion about any of it.

3. Next Meeting Date
None planned.



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



Five Town CSD
Strategic Planning Committee Meeting
January 30, 2023
CHRHS

MINUTES

Board Present

Sarah Bradley Prindiville
Marcus Mrowka
Ramona Larsen

Also Present

Maria Libby
Shawn Carlson
Jen Curtis
Jeremy Marks
Sara Cole-Pardun
Margo Murphy
Will Eggena
Lynne Brown
Jess Day
Cheryl LeBlond

1. Overview of where we are and where we go next
Assistant Superintendent Carlson reviewed how the process has progressed and where it will go in the coming months.
2. Review Feedback from SAD Committee
The committee reviewed the feedback from SAD Committee on Strategic Plan components.
 - a. The committee considered shortening the Mission Statement. The possibilities discussed are shared below.
 - b. Other revisions are also shared below.
3. Review SWOT Analysis
The committee reviewed the SWOT analysis collected from the committee, the community, and the administrators.
 - a. Assistant Superintendent Carlson answered questions about the data collected from constituencies.
4. Review Focus/Goal Areas based on SWOT Analysis

The Committee reviewed and clarified the nature of a Focus/Goal area and Outcomes.

- a. Shawn Carlson reminded the committee that not all items collected from constituencies needed to be addressed in the strategic plan.
- b. Shawn Carlson reminded the committee that Focus/Goal areas should describe the priority areas to be addressed in the next strategic plan. They do not need to address those items currently part of the District's practice.
- c. Shawn Carlson presented five Focus/Goal areas to the committee for consideration and as a starting point for developing a first draft.
 - i. Experiential Learning
 - ii. Equity
 - iii. Wellness
 - iv. Sustainability
 - v. Adapting to rapid change

5. Break into Groups for Discussion

Committee members broke into five groups to draft a Focus/Goal area statement and rationale and draft outcomes for that Focus/Goal area.

- a. The drafts are appended to these minutes.
- b. Committee members shared their initial drafts with the full committee.

6. Next Meeting: February 27, 4-8 p.m. Dinner will be provided

A longer meeting time was proposed for the next meeting. The purpose of the extended meeting time is to complete a thorough draft of all Focus/Goal areas and Outcomes and to bring both districts' committees together to review each group's work