



22 Knowlton Street  
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**(207) 236-3358**  
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**Maria Libby**  
Superintendent  
**Shawn Carlson, Ph.D.**  
Interim Assistant Superintendent



Camden Rockport Schools  
Regular School Board Meeting  
Rose Hall Board Room  
Wednesday, March 15, 2023  
7:00 pm

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 February 15, 2023 Regular School Board Meeting Minutes
5. Request for Travel – Destination Imagination, Kansas City, May, 2023
6. Presentation – District Food Services Update – Mikael Andersson
7. Board Chair’s Report
  - a. Board Member Terms of Expiry
  - b. Upcoming Budget Meeting Dates
    - i. March 20, 2023 Public Budget Input Meeting 6:00 p.m. (Zoom)
    - ii. May 16, 2023 Public Budget Meeting 6:00 p.m. Bisbee Theater, CRMS
  - c. Formation of Facilities Committee
8. Superintendent’s Report
9. Administrative Reports
  - a. Shawn Carlson, Assistant Superintendent
  - b. Valerie Mattes, Director of Student Special Services
  - c. Jaime Stone, CRMS Principal
    - i. CRMS Feedback Summary
  - d. Chris Walker-Spencer, CRES Principal
    - i. CRES Feedback Summary
10. Standing Committee Reports
  - a. Joint Curriculum – Has not met.
  - b. Finance – Met February 15, 2023, minutes attached. Meets prior to the Board meeting on March 15, 2023.
    - i. Finance Update – Finance Committee Chair
  - c. Joint Personnel –  
Met February 9, 2023, minutes attached.

#### New Job Descriptions

Tutor

**Revised Job Descriptions**

Mechanic

Elementary School Assistant Principal

- d. Joint Negotiations – Will meet March 14, 2023.
  - e. Joint Policy – Has not met.
  - f. Joint Sustainability – Has not met.
- 11. School Advisory Committee Reports
    - a. Strategic Planning – Met February 27, 2023, minutes attached. Next Meeting March 27, 2023.
  - 12. Approval of the 2023-2026 Megunticook Educational Support Association Contract (Executive Session possible – 1 M.R.S. §405 (6) (D))
  - 13. Future Agenda Items
  - 14. Adjourn



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Wednesday, February 15, 2023  
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### MINUTES

#### Board Present

Patrick McCafferty, Chair  
Marcia Dietrich, Vice-Chair  
Sarah Bradley Prindiville  
Becky Flanagan  
Brianna Gutierrez  
Marcus Mrowka  
Taylor Pohlman  
Rick Thackeray

#### Also Present

Maria Libby, Superintendent  
Shawn Carlson, Assistant Superintendent  
Peter Orne, Business Manager  
Jaime Stone, CRMS Principal  
Chris Walker-Spencer, CRES Principal  
Karen Gorris-Hicock, Assistant Director of Student Special Education  
Members of the Public

1. Call to Order  
Chair McCafferty called the meeting to order at 7:01 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
  - b. Approval of the January 18, 2023 Special Joint Board Meeting Minutes
  - c. Approval of the January 18, 2023 Regular School Board Meeting Minutes

**Upon motion by Marcia Dietrich and second by Marcus Mrowka, the Board voted to approve the January 23, 2023 Special Joint Board Meeting Minutes, the January 18, 2023 Special Joint Board Meeting Minutes, and the January 18, 2023 Regular School Board Meeting Minutes.**

**Vote: 8-0 Passed**

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

Position	Employee	Points	Bonus	Amount
CRMS Softball Coach	Brian Fitzpatrick	26	0	\$2,096.28

**Upon motion by Rick Thackeray and second by Becky Flanagan, the Board voted to approve the above Stipend Nomination.**

**Vote: 8 -0 Passed**

6. Administrative Reports

- a. Shawn Carlson, Assistant Superintendent – as written.  
 Superintendent Carlson’s Board report was included in Board Folders and has been attached to these minutes. A Board member asked about the February 10<sup>th</sup> workshop he attended in St. George on student mental health. Mr. Carlson shared that local social services organizations will focus on providing services to children aged birth to four years. By working with new parents and providing resources to assist with health and mental health, food insecurity, housing insecurity, and other social and economic barriers, the organizations hope to stabilize children and families before they begin public school.
- b. Valerie Mattes, Director of Student Special Services – as written.  
 Karen Gorris-Hicock, Assistant Director of Student Special Services, answered questions for Ms. Mattes, who was on vacation. A Board member asked about the increase in developmentally delayed student disability pupil count from 2021 to 2022. Ms. Gorris-Hicock shared that we do not typically categorize students in the developmentally delayed category, but this diagnosis was attached to the student from CDS prior to kindergarten. The students have since been classified into a more specific diagnosis.
- c. Jaime Stone, CRMS Principal  
 Principal Stone shared that students and staff have enjoyed multiple student performances in the past two weeks as well as a showcase on cooking and chemistry. CRMS is updating its safety plans and holding staff drills to practice emergencies. In addition, the District recently hired two lunch monitors. In sports, the 7<sup>th</sup> boys and 8<sup>th</sup> girls basketball teams are 2023 Busline Champions.
- d. Chris Walker-Spencer, CRES Principal  
 Principal Walker-Spencer shared that with the roll-back of Covid restrictions, the school held Valentine’s Day parties. CRES staff wrapped up the Crucial Conversations training, and the administration is now revising the grading and reporting guide for teachers to include revisions to learning targets and new curricula. In response to a Board member's question, Mr. Walker-Spencer stated

that he is confident that the new Bridges math program will be successfully implemented by the end of the school year.

7. Approval of the 2023-24 School Calendars for CRMS and CRES

Superintendent Libby shared that the only substantive changes from the 2022-23 calendar are that one of the teachers' workshop days was moved from before the start of school to October 6, a common workshop date at districts throughout the state. Also, CRES will not hold a conference day on November 21; conferences will instead be held on two evenings in October, and the teachers will be given a comp day on November 21. A typographical error on the Calendar title at the CRMS was corrected.

**Upon motion by Taylor Pohlman and second by Marcus Mrowka, the Board voted to approve the 2023-24 CRMS and CRES School Calendars.**

**Vote: 8-0 Passed**

8. FY24 Requested Budget Presentation

Superintendent Libby presented the FY24 Requested Budget. The proposed budget is a 4.92% increase in expenses over last year and an overall increase of 4.56% to taxpayers (the increase varies between the two towns of Camden and Rockport based on student count and valuation). Significant factors contributing to the expense increase include:

- Staffing Increases

The District will have the added cost of a behavior specialist position at CRES. This position was hired with federal COVID funds, which have run out after three years. The District will also hire two lunch monitors at CRMS and ten bus monitors at CRES. The lunch monitors will be able to better cover lunch and playground monitoring (teachers and administrators previously monitored and were often unable to provide follow-up or resolution as they had to return to class). The bus monitors will supervise elementary students on the afternoon runs when children are especially rambunctious. The District will also hire a groundskeeper for CRES to maintain the outdoor education spaces which have been added over the past three years.

- Teacher Pay Increase

Employees under the teacher's contract will receive a \$2,000 cost-of-living supplement 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 either negotiating new contracts for next year or will have increases more in line with the higher than normal rates of inflation.

- Operations and Maintenance Expense Increase

There is an increase of \$337,529 in Operations and Maintenance expenses. The HVAC system at CRES is failing and will need to be replaced this summer. The District is also facing \$125,000 in exterior repairs of the CRES building, necessary paving costs of \$98,000, and an increase in the preventative maintenance contract cost of 215%.

The District plans to use \$353,000 from the Capital Reserve in FY24 to cover \$150,000 for an HVAC engineering study and probable first-year bond payment, \$138,000 in a playground redesign at CRES, and \$65,000 toward the exterior repairs at CRES.

On the revenue side of the budget, the District projects a \$95,000 increase in investment income (due to interest rate increases) and a \$54,297 increase in state subsidy. The District will use the Capital Reserve to cover some of the above capital expenses.

The overall tax assessment increase of 4.56% impacts Camden and Rockport differently, based on property valuations and student counts, and is as follows: Camden: 5.23% increase, Rockport: 3.67% increase.

The administration will continue to refine the budget as more information becomes available and will bring updates to the March meeting. The board will vote to approve the budget at the April School Board meeting.

A public member asked for clarification on the responsibilities of the CRES Behavior Specialist. Principal Walker-Spencer clarified that the Behavior Specialist supports teachers and students in regular education when behavior issues arise. The position also provides coaching to teachers and overall leadership with behavior-related matters.

Discussion ensued on the necessary repairs to CRES, and future needs, particularly regarding the old Montessori school section. Superintendent Libby stated that the District would continue to maintain the structure and plans to conduct long-term District facilities planning analysis to inform future decisions.

## 9. Board Chair's Report

### a. Winter Board Workshop

Board Chair McCafferty thanked Superintendent Libby and Business Manager Orne for their work on the budget. He asked the Board to note the following budget presentations:

- Select Board Budget Presentation: March 9, 2023, 6:00 pm via zoom
- Public Input Budget Presentation March 20, 2023, 6:00 pm via zoom
- Public Budget Meeting: May 16, 6:00 pm at Bisbee Theater, CRMS

## 10. Superintendent's Report – as written.

## 11. Standing Committee Reports

- a. Joint Curriculum – Has not met.
- b. Finance – Met January 18, 2023, minutes attached. Met prior to the Board meeting on February 15, 2023.
  - i. FY23 Finance Update – Finance Committee Chair

For the period ending January 31, 2023, the District is 2.77% underspent in the FY23 budget.

ii. FY24 Budget

Finance Chair McCafferty shared that the Finance Committee had a rigorous budget discussion with Administrators and Directors about the proposed FY24 budget.

- c. Joint Personnel – Met February 9, 2023.
  - d. Joint Negotiations – Met February 14, 2023.  
Board Chair McCafferty shared that the committee reached a contract agreement with MESA at its last meeting.
  - e. Joint Policy – Has not met.
  - f. Joint Sustainability – Has not met.
12. School Advisory Committee Reports
- a. Strategic Planning – Met January 25, 2023, minutes attached. Next Meeting February 27, 2023.
13. Future Agenda Items
- Food Services Update
  - Music programming at CRES
14. Adjourn
- The meeting adjourned at 8:30 p.m.

**MSAD #28 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.

**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 expense ≥\$500

Destination: Kansas City, Missouri No. Students on Trip: 7

Group/Event: Destination Imagination Dates of Trip: 5/20-5/24/23

Global Tournament  
Number of School Days Missed: 3 Cost of Substitute Coverage: 0

**Educational Justification:**

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

This Destination Imagination team has qualified to compete at the Global DI competition in Missouri. Because of limited participation at the state level, the team had no other teams to compete against at their age level. Attending the national tournament will allow them to actually compete against other teams.

**Trip Coordinator(s):**

Patricia Magri

**Date(s) of any Prior Trips Led:**

Day trips + 1 overnight trip to UME Orono to attend state DI

**Trip Chaperones:**

Chris Fernald -parent

**Employee?**

no

**Date(s) of any Prior Trips tournament**

Katie Trumbauer -parent/employee

yes

Elizabeth Vickerman -parent

no

The building administration will determine the ratio of chaperones to students.

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

Many parents are attending to see their child perform.



**Trip Protocol:**

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):  5  6  7  8

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

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**Methods of Travel:** (check all that apply)

Charter bus  School bus  
 Chaperone transporting children  Parent transporting own children  
 Airline  
 Other: not determined yet. But we will need transport to/from Portland International Airport.

**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: \$ 1,638. Group fundraising goal: \$ ~~9,000~~ \$9,000.

Estimated out-of-pocket cost per student/family: \$ 0


**APPROVALS:**

I have read MSAD #28 Policy IJOA Educational Field Trips and understand I am responsible for the safety and well-being of students while on the proposed excursion:

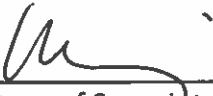
 3/9/23  
 Signature of Trip Coordinator Date

I have reviewed the itinerary of the proposed trip and reviewed safety procedures with the supervising educator.

I recommend this travel to the Superintendent:

 3/9/23  
 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:

 3/9/23  
 Signature of Superintendent Date

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

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Cross Reference:

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

History: Adopted: 12/12/12, 10/19/16

Reviewed: May 19, 2021

# Reimbursement Rates and Eligibility Guidelines

## Income Guidelines for Free and Reduced Price Meals

### School Year 2023 Income Guidelines

School Year 2023 Free and Reduced Price [Income Guidelines](#)

(<https://www.maine.gov/doe/sites/maine.gov.doel/files/inline-files/Income%20Guidelines%20SY%202023.pdf>)

School Year 2023 [Reimbursement Rates and Income Guidelines](#)

([https://www.maine.gov/doe/sites/maine.gov.doel/files/inline-files/Income%20Guidelines%20and%20reimbursement%20rates%20SY%202023\\_0.pdf](https://www.maine.gov/doe/sites/maine.gov.doel/files/inline-files/Income%20Guidelines%20and%20reimbursement%20rates%20SY%202023_0.pdf))

Federal Nutrition Programs Reimbursement Rates SY 2023						
		Severe Need		Severe Need		
	Lunch	Lunch	Breakfast	Breakfast		Snack
	Includes PBR*					
PAID	\$0.85	\$0.87	\$0.50	\$0.50		\$0.09
REDUCED	\$4.01	\$4.03	\$1.96	\$2.37		\$0.54
FREE	\$4.41	\$4.43	\$2.26	\$2.67		\$1.08

\*For more information on PBR contact [child.nutrition@maine.gov](mailto:child.nutrition@maine.gov)

### Chart of Accounts

For more information about Chart of Accounts and Department of Education, contact [Denise Towers](mailto:Denise.Towers@maine.gov) (<mailto:Denise.Towers@maine.gov>).

### Indirect Costs

Maine currently does not have a delegation agreement in place with US Department of Education which allows school district to charge the National School Lunch Program or any other federal program indirect costs. Indirect costs rates must be approved by the Department of Education and

no such costs have been approved or a method in place to do so. Therefore no food service program should be charged indirect costs. If so that must be ended and the indirect costs charged to the program must be reversed.

**Fain Numbers:**

**SY2023**

Reimbursement (block grant awards) - 234ME301N1099  
Fresh Fruit and Vegetable Program - 234ME300L1603

**SY2022**

Reimbursement (block grant awards) - 224ME301N1099  
Fresh Fruit and Vegetable Program - 224ME300L1603

**SY2021**

Reimbursement (block grant awards) - 214ME301N1099  
Fresh Fruit and Vegetable Program - 214ME300L1603

**SY2020**

Reimbursement (block grant awards) - 204ME301N1099  
Fresh Fruit and Vegetable Program - 204ME300L1603

**SY2019**

Reimbursement (block grant awards) - 194ME301N109944  
Fresh Fruit and Vegetable Program - 194ME300L1603

**Site Information**



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**Related Sites**

- [State Board of Education](#)
- [Maine Education Statutes](#)
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SCA Funds MSAD28  
(Supply chain assistance fund)  
2022

Round #1: \$17243.30

Round #2; \$17521.21

SCA funds must be used exclusively for the purchase of domestic food products (also known as commodities) that are unprocessed or minimally processed. ***Examples of some allowable food products include fluid milk and other dairy foods such as cheese and yogurt; fruits and vegetables (including 100% juices); grain products such as pastas and rice; meats (whole, pieces, or food items such as ground meats); and meat alternates such as beans or legumes. Foods in a wide variety of minimal processing states (e.g., whole, cut, pureed, etc.) and/or forms (e.g., fresh, frozen, canned, dried, etc.) are allowable.*** The steps SFAs must take to ensure the domesticity of food products purchased with SCA funds is consistent with the measures taken for all other purchases in the school meal programs (per existing Buy American requirements). The difference is that the limited exceptions provided under the NSLP Buy American provision may not be used since all products must be domestic. In addition, as with all Federal funds, SFAs are required to follow Federal procurement regulations found in 2 CFR 200, which includes the option to utilize emergency noncompetitive procurements.

The period of performance for all SCA funds allocated to State agencies will run from the date of award through September 30, 2023 (i.e. the end of Fiscal Year 2023). This means that State agencies must obligate all SCA funds received from FNS to eligible SFAs no later than September 30, 2023. Each State agency will have 120 days following the period performance end date to close-out their funding.

# Five-day Breakfast Meal Patterns for Grades K-5, 6-8, and 9-12

## School Year 2019-20 (Effective July 1, 2019)

This document summarizes the U.S. Department of Agriculture’s (USDA) [School Breakfast Program \(SBP\)](#) five-day meal patterns for the three required grade groups (K-5, 6-8, and 9-12). For additional SBP meal patterns, visit the Connecticut State Department of Education’s (CSDE) [Meal Patterns for Grades K-12 in School Nutrition Programs](#) webpage. For detailed guidance on the SBP meal pattern requirements, review the CSDE’s guide, *Menu Planning Guide for School Meals for Grades K-12*, and visit the CSDE’s [Crediting Foods in School Nutrition Programs](#) webpage.

Food Components <sup>1</sup>	Grades K-5		Grades 6-8		Grades 9-12	
	Daily	Weekly <sup>2</sup>	Daily	Weekly <sup>2</sup>	Daily	Weekly <sup>2</sup>
<b>Milk, fluid (cups) <sup>3</sup></b> Low-fat (1%) milk or fat-free milk, unflavored or flavored	1	5	1	5	1	5
<b>Fruits (cups) <sup>4</sup></b> Vegetables may be substituted for fruits <sup>5</sup> Fruit juice together with vegetable juice cannot exceed half of the weekly fruits <sup>6</sup>	1	5	1	5	1	5
<b>Grains (ounce equivalents) <sup>7,8</sup></b> Whole grain-rich (WGR) or enriched	1	7-10	1	8-10	1	9-10
<b>Dietary Specifications (Nutrition Standards)</b> Daily amount based on the average for a five-day week						
<b>Calories <sup>9,10</sup></b>	350-500		400-550		450-600	
<b>Saturated fat (percentage of total calories) <sup>10</sup></b>	< 10		< 10		< 10	
<b>Sodium (milligrams) <sup>10,11</sup></b>	≤ 540		≤ 600		≤ 640	
<b>Trans fat (grams) <sup>10</sup></b>	Nutrition label or manufacturer specifications must indicate zero grams of trans fat per serving					

◀ See page 2 for important menu planning notes ▶

# Five-day Breakfast Meal Patterns for Grades K-5, 6-8, and 9-12

School Year 2019-20 (Effective July 1, 2019)

## Menu planning notes

- 1 Breakfasts must include the minimum serving of all three components. Breakfasts may include larger amounts of any component if the weekly breakfast menu meets the dietary specifications for calories, saturated fat, sodium, and trans fat. Use the USDA's [Food Buying Guide for Child Nutrition Programs \(FBG\)](#) to determine the amount of purchased food that meets the SBP meal pattern requirements. For information on crediting processed foods, see the CSDE's handouts, [Child Nutrition \(CN\) Labeling Program](#), [Product Formulation Statements](#), [Accepting Processed Product Documentation](#), and [Crediting Commercial Meat/Meat Alternate Products in the NSLP and SBP](#), and the "Crediting Commercial Processed Products" section of the CSDE's [Crediting Foods in School Nutrition Programs](#) webpage. For information on crediting foods made on site, visit the "Crediting Foods Prepared On Site" section of the CSDE's [Crediting Foods in School Nutrition Programs](#) webpage.
- 2 A week equals five days. School food authorities (SFAs) that regularly operate for six or seven days must increase the weekly requirements by 20 percent for each additional day. SFAs that regularly operate for less than five days must decrease the weekly requirements by 20 percent for each day less than five days. For more information, see the CSDE's handout, [Menu Planning for Shorter and Longer Weeks](#), and the four-day and seven-day SBP meal patterns on the CSDE's [Meal Patterns for Grades K-12 in School Nutrition Programs](#) webpage.
- 3 SFAs must offer at least two different varieties of low-fat (1%) milk (unflavored or flavored) or fat-free milk (unflavored or flavored). At least one choice must be unflavored low-fat or fat-free milk. Whole milk and reduced-fat (2%) milk cannot be served.
- 4 The fruits component includes fresh fruit, frozen fruit, dried fruit, and canned fruit in light syrup, water, or juice. Fruit credits based on volume, except dried fruit credits as twice the volume served, e.g., ¼ cup of dried fruit credits as ½ cup of the fruits component.
- 5 Through September 30, 2019, [USDA Memo SP 16-2019](#) allows any vegetables to substitute for the fruits component at any breakfast. Vegetables credit based on volume, except raw leafy greens credit as half the volume served (e.g., 1 cup equals ½ cup of vegetables) and tomato paste and puree credit based on the volume as if reconstituted (see the FBG). For more information, see the CSDE's handout, [Vegetable Subgroups in the NSLP](#).
- 6 Fruit and vegetable juice must be pasteurized 100 percent full-strength juice. Fruit juice together with vegetable juice cannot exceed half of the weekly fruit offerings. The juice limit includes all sources of juice, e.g., 100 percent fruit and vegetable juice, frozen pops made from 100 percent juice, pureed fruits and vegetables in smoothies, and juice from canned fruit in 100 percent juice. For best nutrition, serve whole fruits instead of juice. For more information, see the CSDE's handouts [Crediting Juice for Grades K-12 in the NSLP and SBP](#) and [Crediting Smoothies for Grades K-12 in the NSLP and SBP](#).
- 7 At least half of the grains offered at breakfast must be WGR. Grains that are not WGR must be enriched. WGR foods contain at least 50 percent whole grains, any remaining grains are enriched, and any noncreditable grains are less than 2 percent (¼ ounce equivalent) of the product formula. All grains must provide the appropriate weight or volume in [Whole Grain-rich Ounce Equivalents for Grades K-12 in the NSLP and SBP](#) or the minimum creditable grains per serving (see [Calculation Methods for Crediting Grains for Grades K-12 in the NSLP and SBP](#)). Menus are not required to meet the weekly maximum ounce equivalents for grains, but must meet the weekly minimums and stay within the weekly calorie range. The weekly maximum ounce equivalents provide a guide for planning age-appropriate meals that meet the dietary specifications for calories, saturated fat, and sodium. For more information, see the CSDE's

## Five-day Breakfast Meal Patterns for Grades K-5, 6-8, and 9-12

School Year 2019-20 (Effective July 1, 2019)

### Menu planning notes, continued

- handouts, *Whole Grain-rich Criteria for Grades K-12 in the NSLP and SBP*, *Crediting Enriched Grains in the NSLP and SBP*, and *Crediting Breakfast Cereals for Grades K-12 in the NSLP and SBP*.
- <sup>8</sup> The meat/meat alternates component is not required at breakfast. SFAs may substitute 1 ounce equivalent of meat/meat alternates for 1 ounce equivalent of grains after offering the minimum daily grains serving (1 ounce equivalent). The serving size refers to the edible portion of cooked lean meat, poultry, or fish as served, e.g., cooked lean meat without bone, breading, binders, extenders, or other ingredients. A 1-ounce equivalent equals 1 ounce of lean meat, poultry, or fish; 1 ounce of cheese (low-fat recommended); 2 ounces of cottage or ricotta cheese (low-fat recommended); ¼ cup of cooked beans and peas (legumes); ½ large egg; 2 tablespoons of nut butters; 1 ounce of nuts or seeds; ¼ cup (2.2 ounces) of commercial tofu containing at least 5 grams of protein; 1 ounce of tempeh; 3 ounces of surimi; ½ cup of yogurt or soy yogurt; and 1 ounce of alternate protein products (APPs). APPs must meet the USDA's requirements in [appendix A](#) of the SBP regulations (7 CFR 220). Allowable nuts and seeds include almonds, Brazil nuts, cashews, filberts, macadamia nuts, peanuts, pecans, walnuts, pine nuts, pistachios, and soy nuts. For more information, see the CSDE's handouts, *Crediting Deli Meats in the NSLP and SBP*, *Crediting Legumes in the NSLP and SBP*, *Crediting Nuts and Seeds in the NSLP and SBP*, *Crediting Tofu and Tofu Products in the NSLP and SBP*, and *Requirements for Alternate Protein Products*.
- <sup>9</sup> The breakfast menu's average daily amount of calories for a five-day school week must be at least the minimum value, but no more than the maximum value.
- <sup>10</sup> Meals may include discretionary sources of calories (solid fats and added sugars) if the weekly breakfast menu meets the dietary specifications. For information on the dietary specifications, see section 6 of the CSDE's *Menu Planning Guide for School Meals for Grades K-12*.
- <sup>11</sup> These are the first sodium targets. Weekly breakfast menus must meet the first sodium target through June 30, 2024. For more information, see the CSDE's handout, *Sodium Reduction Timeline for the NSLP and SBP*.



## Five-day Breakfast Meal Patterns for Grades K-5, 6-8, and 9-12



For more information, review the Connecticut State Department of Education's (CSDE) guide, *Menu Planning Guide for School Meals for Grades K-12*, and visit the CSDE's [Meal Patterns for Grades K-12 in School Nutrition Programs](#) and [Crediting Foods in School Nutrition Programs](#) webpages, or contact the [school nutrition programs staff](#) in the CSDE Bureau of Health/Nutrition, Family Services and Adult Education, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at <https://portal.ct.gov/-/media/SDE/Nutrition/NSLP/MealPattern/SBPmealpattern.pdf>.

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To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

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# Five-day Lunch Meal Patterns for Grades K-5, 6-8, and 9-12

School Year 2019-20 (Effective July 1, 2019)

This document summarizes the U.S. Department of Agriculture's (USDA) [National School Lunch Program \(NSLP\)](#) five-day meal patterns for the three required grade groups (K-5, 6-8, and 9-12). For additional NSLP meal patterns, visit the Connecticut State Department of Education's (CSDE) [Meal Patterns for Grades K-12 in School Nutrition Programs](#) webpage. For detailed guidance on the NSLP meal pattern requirements, review the CSDE's guide, [Menu Planning Guide for School Meals for Grades K-12](#), and visit the CSDE's [Crediting Foods in School Nutrition Programs](#) webpage.

Food Components <sup>1</sup>	Grades K-5		Grades 6-8		Grades 9-12	
	Daily	Weekly <sup>2</sup>	Daily	Weekly <sup>2</sup>	Daily	Weekly <sup>2</sup>
<b>Milk, fluid (cups)</b> <sup>3</sup> Low-fat (1%) milk or fat-free milk, unflavored or flavored	1	5	1	5	1	5
<b>Fruits (cups)</b> <sup>4</sup> Fruit juice cannot exceed half of the weekly fruits	1/2	2 1/2	1/2	2 1/2	1	5
<b>Vegetables (cups)</b> <sup>5</sup> Vegetable juice cannot exceed half of the weekly vegetables	3/4	3 3/4	3/4	3 3/4	1	5
Dark green <sup>5,6</sup>	0	1/2	0	1/2	0	1/2
Red/orange <sup>5,7</sup>	0	3/4	0	3/4	0	1 1/4
Beans/peas (legumes) <sup>5,8</sup>	0	1/2	0	1/2	0	1/2
Starchy <sup>5,9</sup>	0	1/2	0	1/2	0	1/2
Other <sup>5,10</sup>	0	1/2	0	1/2	0	3/4
Additional vegetables to reach total <sup>5,11</sup>	0	1	0	1	0	1 1/2
<b>Grains (ounce equivalents)</b> <sup>12</sup> Whole grain-rich (WGR) or enriched	1	8-9	1	8-10	2	10-12
<b>Meats and meat alternates (ounce equivalents)</b> <sup>13</sup>	1	8-10	1	9-10	2	10-12
<b>Dietary Specifications (Nutrition Standards)</b> Daily amount based on the average for a five-day week						
<b>Calories</b> <sup>14,15</sup>	550-650		600-700		750-850	
<b>Saturated fat (percentage of total calories)</b> <sup>15</sup>	< 10		< 10		< 10	
<b>Sodium (milligrams)</b> <sup>15,16</sup>	≤ 1,230		≤ 1,360		≤ 1,420	
<b>Trans fat (grams)</b> <sup>15</sup>	Nutrition label or manufacturer specifications must indicate zero grams of trans fat per serving					

◀ See page 2 for important menu planning notes ▶

## School Year 2019-20 (Effective July 1, 2019)

## Menu planning notes

- 1 Lunches must include the minimum serving of all five components. Lunches may include larger amounts of any component if the weekly lunch menu meets the dietary specifications for calories, saturated fat, sodium, and trans fat. Use the USDA's *Food Buying Guide for Child Nutrition Programs* (FBG) to determine the amount of purchased food that meets the NSLP meal pattern requirements. For information on crediting processed foods, see the CSDE's handouts, *Child Nutrition (CN) Labeling Program*, *Product Formulation Statements*, *Accepting Processed Product Documentation*, and *Crediting Commercial Meat/Meat Alternate Products in the NSLP and SBP*, and the "Crediting Commercial Processed Products" section of the CSDE's *Crediting Foods in School Nutrition Programs* webpage. For information on crediting foods made on site, visit the "Crediting Foods Prepared On Site" section of the CSDE's *Crediting Foods in School Nutrition Programs* webpage.
- 2 A week equals five days. School food authorities (SFAs) that regularly operate for six or seven days must increase the weekly requirements by 20 percent for each additional day. SFAs that regularly operate for less than five days must decrease the weekly requirements by 20 percent for each day less than five days. For more information, see the CSDE's handout, *Menu Planning for Shorter and Longer Weeks*, and the four-day and seven-day NSLP meal patterns on the CSDE's *Meal Patterns for Grades K-12 in School Nutrition Programs* webpage.
- 3 SFAs must offer at least two different varieties of low-fat (1%) milk (unflavored or flavored) or fat-free milk (unflavored or flavored). At least one choice must be unflavored low-fat or fat-free milk. Whole milk and reduced-fat (2%) milk cannot be served.
- 4 The fruits component includes fresh fruit, frozen fruit, dried fruit, and canned fruit in light syrup, water, or juice. Fruit credits based on volume, except dried fruit credits as twice the volume served, e.g., ¼ cup of dried fruit credits as ½ cup of the fruits component. Fruit juice must be pasteurized 100 percent full-strength juice and cannot exceed half of the weekly fruit offerings. The juice limit includes all sources of juice, e.g., 100 percent juice, frozen pops made from 100 percent juice, pureed fruits in smoothies, and juice from canned fruit in 100 percent juice. For best nutrition, serve whole fruits instead of juice. For more information, see the CSDE's handouts, *Crediting Juice for Grades K-12 in the NSLP and SBP* and *Crediting Smoothies for Grades K-12 in the NSLP and SBP*.
- 5 Vegetables credit based on volume, except raw leafy greens credit as half the volume served (e.g., 1 cup equals ½ cup of vegetables) and tomato paste and puree credit based on the volume as if reconstituted (see the FBG). Vegetable juice must be pasteurized 100 percent full-strength juice and cannot exceed half of the weekly vegetable offerings. Pureed vegetables in smoothies credit only as juice. For more information, see the CSDE's handouts, *Crediting Juice for Grades K-12 in the NSLP and SBP*, *Crediting Smoothies for Grades K-12 in the NSLP and SBP*, and *Vegetable Subgroups in the NSLP*.
- 6 Examples of the dark green subgroup include bok choy, broccoli, collard greens, dark green leafy lettuce, kale, mesclun, mustard greens, romaine lettuce, spinach, turnip greens, and watercress.
- 7 Examples of the red/orange subgroup include acorn squash, butternut squash, carrots, pumpkin, tomatoes, tomato juice, and sweet potatoes.
- 8 Examples of the beans and peas (legumes) subgroup include black beans, black-eyed peas (mature, dry), garbanzo beans (chickpeas), kidney beans, lentils, navy beans, soy beans, split peas, and white beans. Note: Green peas, green lima beans, and green (string) beans are not legumes and are not in this subgroup.
- 9 Examples of the starchy subgroup include black-eyed peas (not dry), corn, cassava, green bananas, green peas, green lima beans, parsnips, plantains, taro, water chestnuts, and white potatoes.
- 10 The "other" subgroup includes all other vegetables such as artichokes, asparagus, avocado, beets, Brussels sprouts, cabbage, cauliflower, celery,

## School Year 2019-20 (Effective July 1, 2019)

## Menu planning notes, continued

- cucumbers, eggplant, green beans, green peppers, iceberg lettuce, mushrooms, okra, onions, turnips, wax beans, and zucchini. The “other” vegetables requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) subgroups, but not the starchy subgroup.
- <sup>11</sup> Any vegetable subgroup may be offered as additional vegetables to meet the total weekly vegetable requirements.
- <sup>12</sup> At least half of the grains offered at lunch must be WGR. Grains that are not WGR must be enriched. WGR foods contain at least 50 percent whole grains, any remaining grains are enriched, and any noncreditable grains are less than 2 percent ( $\frac{1}{4}$  ounce equivalent) of the product formula. All grains must provide the appropriate weight or volume in *Whole Grain-rich Ounce Equivalents for Grades K-12 in the NSLP and SBP* or the minimum creditable grains per serving (see *Calculation Methods for Crediting Grains for Grades K-12 in the NSLP and SBP*). Menus are not required to meet the weekly maximum ounce equivalents for grains, but must meet the weekly minimums and stay within the weekly calorie range. The weekly maximum ounce equivalents provide a guide for planning age-appropriate meals that meet the dietary specifications for calories, saturated fat, and sodium. Up to 2 ounce equivalents per week may be a grain-based dessert if the weekly lunch menu meets the weekly dietary specifications. For more information, see the CSDE’s handouts, *Whole Grain-rich Criteria for Grades K-12 in the NSLP and SBP*, *Crediting Enriched Grains in the NSLP and SBP*, and *Crediting Breakfast Cereals for Grades K-12 in the NSLP and SBP*.
- <sup>13</sup> The serving size refers to the edible portion of cooked lean meat, poultry, or fish as served, e.g., cooked lean meat without bone, breading, binders, extenders, or other ingredients. A 1-ounce equivalent equals 1 ounce of lean meat, poultry, or fish; 1 ounce of cheese (low-fat recommended); 2 ounces of cottage or ricotta cheese (low-fat recommended);  $\frac{1}{4}$  cup of cooked beans and peas (legumes);  $\frac{1}{2}$  large egg; 2 tablespoons of nut butters; 1 ounce of nuts or seeds;  $\frac{1}{4}$  cup (2.2 ounces) of commercial tofu containing at least 5 grams of protein; 1 ounce of tempeh; 3 ounces of surimi;  $\frac{1}{2}$  cup of yogurt or soy yogurt; and 1 ounce of alternate protein products (APPs). APPs must meet the USDA requirements in [appendix A](#) of the NSLP regulations (7 CFR 210). Allowable nuts and seeds include almonds, Brazil nuts, cashews, filberts, macadamia nuts, peanuts, pecans, walnuts, pine nuts, pistachios, and soy nuts. Nuts and seeds cannot credit for more than 50 percent of the meat/meat alternates requirement, and must be combined with another meat/meat alternate to meet the minimum daily serving. Menus are not required to meet the weekly maximum ounce equivalents for meat/meat alternates, but must meet the weekly minimums and stay within the weekly calorie range. The weekly maximum ounce equivalents provide a guide for planning age-appropriate meals that meet the dietary specifications for calories, saturated fat, and sodium. For more information, see the CSDE’s handouts, *Crediting Deli Meats in the NSLP and SBP*, *Crediting Legumes in the NSLP and SBP*, *Crediting Nuts and Seeds in the NSLP and SBP*, *Crediting Tofu and Tofu Products in the NSLP and SBP*, and *Requirements for Alternate Protein Products*.
- <sup>14</sup> The lunch menu’s average daily amount of calories for a five-day school week must be at least the minimum value, but no more than the maximum value.
- <sup>15</sup> Meals may include discretionary sources of calories (solid fats and added sugars) if the weekly lunch menu meets the dietary specifications. For information on the dietary specifications, see section 6 of the CSDE’s *Menu Planning Guide for School Meals for Grades K-12*.
- <sup>16</sup> These are the first sodium targets. Weekly lunch menus must meet the first sodium target through June 30, 2024. For more information, see the CSDE’s handout, *Sodium Reduction Timeline for the NSLP and SBP*.



For more information, review the Connecticut State Department of Education's (CSDE) guide, *Menu Planning Guide for School Meals for Grades K-12*, and visit the CSDE's [Meal Patterns for Grades K-12 in School Nutrition Programs](#) and [Crediting Foods in School Nutrition Programs](#) webpages, or contact the [school nutrition programs staff](#) in the CSDE Bureau of Health/Nutrition, Family Services and Adult Education, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

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Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
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## Meal History MSAD28

18/19

Breakfast: 12514

Lunch: 45444

21/22

Breakfast: 17611

Lunch: 61906

22/23 (as of 2/28/23)

Breakfast: 14335 (Year-end prediction; 22000)

Lunch: 41844 (Year-end prediction; 68000)




















# Sponsor Summary

**RSU 28/MSAD 28 (703)**

Checklist <small>(CheckList)</small>	Applications <small>(AppSummary)</small>	Forms <small>(FormSummary)</small>	Claims <small>(ClaimSummary)</small>	Payments <small>(PaymentSummary)</small>	Users <small>(User Summary)</small>
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**Knox County**

Claim Month	Form / Site Name	Revision	Status	Claim Amount	Action
<b>Reimbursement Claims</b>					
 September 2018	Sponsor Claim	0	Paid	\$9,413.99 \$	
 October 2018	Sponsor Claim	0	Paid	\$11,446.26 \$	
 November 2018	Sponsor Claim	0	Paid	\$8,158.11 \$	
 December 2018	Sponsor Claim	0	Paid	\$8,275.70 \$	
 January 2019	Sponsor Claim	0	Paid	\$11,610.96 \$	
 February 2019	Sponsor Claim	0	Paid	\$7,875.45 \$	
 March 2019	Sponsor Claim	0	Paid	\$10,955.21 \$	
 April 2019	Sponsor Claim	0	Paid	\$8,444.83 \$	
 May 2019	Sponsor Claim	0	Paid	\$12,005.21 \$	
<b>YTD Claim Totals</b>				<b>\$88,185.72</b>	

# Sponsor Summary

**RSU 28/MSAD 28 (703)**

Checklist (CheckList)	Applications (AppSummary)	Forms (FormSummary)	Claims (ClaimSummary)	Payments (PaymentSummary)	Users (UserSummary)
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**Knox County**

Open Balance Transactions		Lunch	Breakfast	Snack	Milk	Match	FFVP	Produce	Total Payable
<b>Total Open Transactions</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
Batch Number	Date	Lunch	Breakfast	Snack	Milk	Match	FFVP	Produce	Total Payment
> 1162	7/11/2022	27,197.06	4,225.31	0.00	0.00	0.00	0.00	0.00	31,422.37
> 1156	6/8/2022	104,745.88	15,499.76	0.00	0.00	0.00	0.00	0.00	120,245.64
> 1138	3/11/2022	57,638.06	9,000.28	0.00	0.00	0.00	0.00	0.00	66,638.34
> 1128	2/2/2022	0.00	0.00	0.00	0.00	3,644.85	0.00	0.00	3,644.85
> 1123	1/12/2022	52,379.91	9,527.41	0.00	0.00	0.00	0.00	26.67	61,933.99
> 1113	11/12/2021	25,481.89	4,356.16	0.00	0.00	0.00	0.00	0.00	29,838.05
> 1107	10/12/2021	23,461.30	3,649.43	0.00	0.00	0.00	0.00	122.00	27,232.73
<b>Total Payments</b>		<b>290,904.10</b>	<b>46,258.35</b>	<b>0.00</b>	<b>0.00</b>	<b>3,644.85</b>	<b>0.00</b>	<b>148.67</b>	<b>340,955.97</b>



# Sponsor Summary

**RSU 28/MSAD 28 (703)**

Checklist (CheckList)	Applications (AppSummary)	Forms (FormSummary)	Claims (ClaimSummary)	Payments (PaymentSummary)	Users (UserSummary)
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**Knox County**

Open Balance Transactions		Lunch	Breakfast	Snack	Milk	Match	FFVP	Produce	Total Payable
<b>Total Open Transactions</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
Batch Number	Date	Lunch	Breakfast	Snack	Milk	Match	FFVP	Produce	Total Payment
> 1214	3/8/2023	0.00	0.00	0.00	0.00	3,984.19	0.00	0.00	3,984.19
> 1208	2/9/2023	10,108.48	2,421.28	0.00	0.00	26,069.08	0.00	0.00	38,598.84
> 1201	1/9/2023	18,183.28	4,661.24	0.00	0.00	47,044.40	0.00	0.00	69,888.92
> 1190	11/14/2022	9,125.16	2,053.14	0.00	0.00	30,339.00	0.00	133.00	41,650.30
> 1182	10/11/2022	11,234.71	709.08	0.00	0.00	21,994.36	0.00	155.33	34,093.48
<b>Total Payments</b>		<b>48,651.63</b>	<b>9,844.74</b>	<b>0.00</b>	<b>0.00</b>	<b>129,431.03</b>	<b>0.00</b>	<b>288.33</b>	<b>188,215.73</b>



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



Camden Rockport Schools  
 Superintendent Board Report  
 March 15, 2023

**1. Budget Update**

There have been few changes since my FY24 Budget Presentation to the Board in February as you can see in the table below.

	<b>February</b>	<b>March</b>
<b>Expense Increase</b>	4.92%	5.16%
<b>Taxpayer Impact</b>	4.96%	4.83%

The increase in expenses were due mainly to the wages reflecting negotiation agreements and adjustments made in the splits between the two districts. There was also an increase in transportation revenue from the CSD because of the readjusted splits. I presented the updated Budget on March 9, 2023, to representatives from the Camden and Rockport Select Boards and Budget Committees.

**2. Annual Report**

We have begun compiling the Annual Report to send to residents prior to the May 16 Public Hearing. Our new Communications Specialist will produce this important communications and public relations document for the district.

**3. 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 CRS board meeting. We will next negotiate the MBDCFS contract.

**4. Teen Center/Bus Barn Update**

I met with the Director of the YMCA regarding the originally planned use of the Bus Barn to relocate the Teen Center. A lot has transpired since the initial conversations four to five years ago, including the pandemic. The Y finished a Strategic Planning process in December and as part of that established a task force to look at the feasibility of renovating a portion of the Bus Barn to re-establish the Teen Center. They found that to be a cost prohibitive venture for them. Much of the need historically served by the Teen Center has shifted or been picked up in some after school programming at CRMS. The Y would like to move forward partnering with us to fill in any gaps that may exist for that age group, and that is how we will proceed. This decision works well for the district because we would like to increase our fleet of electric vehicles and will need the entire Bus Barn to meet our own needs. (Electric busses need to be stored inside in the winter to retain battery efficiency.)

Respectfully submitted,

Maria Libby



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



Camden Rockport Schools  
Assistant Superintendent Board Report  
March 15, 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. This draft will go to the community, parents, and staff for further discussion and feedback. At the next Administrative team meeting we will develop action steps to share with the committee at the end of March.

### **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.

### **SAD**

#### **Mission**

Be Kind.

Work Hard.

Keep Learning.

#### **Vision**

Student-centered every day.

#### **Commitment to Students**

- Provide you an inspiring, well-rounded, high-quality education.
- Maintain a safe, inclusive, and equitable everyday.
- Meet you where you are with the resources that allow you to succeed.
- Foster a culture to grow your mind, body, and heart.
- Guide and support you as you develop into a positive community member.

#### **Core Values**

*Kindness:* I care about the well-being of others and respect our differences.

*Grit:* I work toward a goal and stick with it, even when it's hard.

*Responsibility:* I come prepared to work, learn and I accept the consequences of my actions.

*Self-Control:* I manage my actions and words to support a safe learning environment for all.

**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:**

1. Implement the DEI Action Plan

**Action steps**

1. Students will see themselves in the curriculum and will be exposed to a broad array of the world's diversity.
2. The low SES participation rates in the metrics we measure (e.g. attendance, GT, discipline, etc.) more closely represent their portion of the overall population.
3. Increase teachers' comfort level in addressing sensitive topics around race, religion, gender identity, socio-economic status, etc.
4. Remove barriers to access and full participation for students of color, from low SES backgrounds, LGBTQIA+ students, and students with disabilities.

**Focus Area: Adapting to Rapid Change**

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

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

**Outcomes:**

1. Integrate media analysis into a 7th and 8th grade course by the Fall of 2024.
2. All teachers and middle school students 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.

**Focus Area: Experiential Learning**

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

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

**Outcomes:**

1. Support all elementary teachers to include at least one high-quality place-based or project-based learning experience.
2. Expand community partnerships to support high-quality student-centered instruction.
3. All students will have regular opportunities for outdoor learning and experiences in every season.

### **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:**

1. District planning and decision-making will be aligned to the UN Sustainability Development Goals.
2. At the elementary level, ensure that social studies and science are integrated such that students understand how humans affect and relate to the environment.
3. At the middle level, ensure that at least one project in grades 5/6 and one in 7/8 includes study of how humans affect and relate to the environment.
4. To preserve the organization's strengths, successes and health maintain a fully staffed district.

#### **Action Steps**

Provide resiliency and positive psychology training to staff.

### **Focus Area: Well-being**

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

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

#### **Outcomes:**

1. Reduce behavior incidents as reported in SWIS and PowerSchool by 10% each year of this plan.
2. Student and staff attendance rates will average 90%
3. Promote the health and well-being programs and resources that are part of our insurance plan and available in the local community.
4. The district will partner with the Parent Alliance and other local organizations to provide regular parent training and support around social/emotional issues.

### **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.

- 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 students in Grades 5 and 8 in the spring.

Respectively submitted,

Shawn Carlson



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



Camden Rockport Schools  
Special Services Director Board Report  
March 15, 2023

Our calendar is busy with the 2023-24 transition meetings! We are meeting with CDS to transition our little ones coming in from CDS to kindergarten in the fall. Within the district we have scheduled IEP meetings for our fourth graders who are moving from CRES to fifth grade at CRMS. For the upper grades, our out-going eighth graders will transition to the high school. All the transition meetings include teachers from both schools (or CDS), our special education team and parents. It is exciting to have our eighth graders attend their meetings and become an active participant in their educational journey. As we mentioned in the past, this process is a way to ensure that services are moved over from the sending school to the receiving school in a way that makes sense and addresses each child's needs in the new educational environment.

**Physical Therapy – Online format**

This is our second year of utilizing the services of an online Physical Therapist, Steven Hoffman. Steve has 30 years of experience in pediatric PT and started the online version of therapy during the pandemic. We were unsure how remote services would work but have been pleased with the quality of physical therapy our students are receiving through this format. Through video and support of the special education teacher or ed tech, Steve can provide appropriate therapy within the school setting. He is a vital member of our IEP meetings and works with the team to meet the needs expressed as a priority from parents and school staff.

**Update on the YMCA Adaptive Swim Lessons**

The swim program for our life skills and day treatment students in grades K-8 was once a vital part of our school programming. Since the pandemic, we have tried to reestablish these weekly swim lessons. The Penbay YMCA has made an effort to hire and train more swim instructors in order to host our students in these special education programs. We are in contact with the YMCA to hopefully re-start our collaborative partnership for the 2023-24 school year. It is an extremely positive experience for our students who build aquatic life skills, build self-confidence and train for the annual Special Olympics Swim Meet.

Just a fun note that Karen Gorris-Hicock, our Assistant Director, has been involved with the Knox Waldo Regional Special Olympics Swim Meet for 30 years and continues in the role of the Event Coordinator. We are so proud of her endeavors and the joy it brings so many of our special needs children and adults!

**Dates:**

- Knox and Waldo Area Special Olympics Swim Meet – Waldo County YMCA – March 10<sup>th</sup>

**STUDENT COUNT:** Special Education: 130; PERCENTAGE – 18%

Respectfully submitted,

Valerie Mattes



Camden Rockport Schools  
CRES Principal Board Report  
March 15, 2023

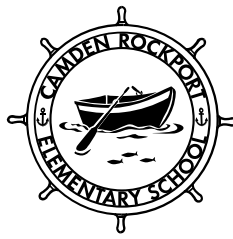
**CRES Family Survey Data and Analysis – March 2023 – Feedback Collected January 2023**

Feedback for:	102 Family Survey Responses (1-5 scale) 5: Strongly Agree – 1: Strongly Disagree	Average Score 2023	Change in Average Score from 2022	% Agree (Strongly & Generally)
CRES	Challenging & Engaging Academic Program	4.13	-0.27	82%
CRES	Effective Support System/Appropriate Social Environment	4.19	-0.24	81%
Principal	CWS Supportive Toward My Child	4.60	+0.06	94%
Asst. Principal	KB Supportive Toward My Child	4.42	-0.14	82%
Teachers	Teachers offer Academic, Social/Emotional Support Needed	4.26	-0.20	81%
Counselors	Counselors offer Support Needed	4.34	-0.05	88%
CRES	Wide Range of Interventions Available for Individual Needs	3.90	-0.29	68%
CRES	Clear, Consistent, Reasonable Behavior Expectations	4.27	-0.18	82%
CRES	Safe Environment Maintained	4.30	-0.31	83%
Principal	CWS Communicates Effectively	4.61	+0.04	93%
Asst. Principal	KB Communicates Effectively	4.49	-0.07	84%
Office	Office Communicates Effectively	4.67	+0.03	96%
Teachers	Staff Treat Students Respectfully, Fairly	4.55	-0.07	90%
Principal	CWS Treats Students Respectfully, Fairly	4.62	-0.01	91%
Asst. Principal	KB Treats Students Respectfully, Fairly	4.60	-0.02	89%
CRES	Homework Level Just Right	4.30	-0.28	80%
CRES	My Child is Happy at CRES	4.27	-0.29	88%
CRES	Pleased with Overall Educational Experience	4.28	-0.22	85%

**Family Feedback:** *My Child is Happy at CRES* sample comments:

- We brag about this school all the time.
- My child has seemed less happy this year at CRES than previous year, but I don't know that this is related to school staff. Suspect it is unrelated.
- I'm sorry to say, this is the first year that our kids are expressing unhappiness with the school culture. They have always loved school but this year it has changed, unfortunately.
- Both of our children enjoy going to school and we adore their teachers. The principal and admin staff are wonderful and so friendly.





**Family Feedback:** *Pleased with Overall Educational Experience* sample comments:

- Kindergarten has been a great experience for our youngest child. Fourth grade has been more challenging for our older child.
- Very happy, however, I think it would benefit the kids to have extra recess/outdoor time.

**Family Feedback:** *Impact of Outdoor Learning on Your Child* sample comments:

- Our son looks forward to the outdoor time and the science unit. It is his favorite part of the week.
- My child seems more relaxed, happy/excited to get to school and learn. As a student that needs to do and feel, outdoor learning helps her feel more at ease/less anxious as traditional learning is difficult for her.
- No impact (positive or negative) that I have noticed.
- Renewed enthusiasm, cooperative skills, physical challenges, observational learning opportunities.
- They really enjoy it and are engaged, and we wish there was more outdoor learning.

Open Responses

Frequency of Responses	What is great about CRES? (47 total responses)
23	<b>Staff:</b> committed; kind; caring; enthusiastic; fun; positive; innovative; friendly; loving; professional
20	<b>Environment:</b> welcoming; positive; supportive; sense of community; kindness; safety
6	<b>Communication:</b> great; consistent; clear; diplomatic
6	<b>Administration / Office Staff</b>

Frequency of Responses	What would make CRES an even better school? (49 total responses)
19	<b>More outdoor education/learning time</b>
10	<b>More opportunities for parental involvement</b>
5	<b>More after school programming</b>
4	<b>More community building in classrooms &amp; school wide</b>
3	<b>Address behavior issues</b>
3	<b>More nutritious lunch options</b>
3	<b>Smaller class sizes</b>



### Parent survey reflection and analysis:

This year's family survey responses totaled 102. This response rate is in line with the range of annual responses from families during my tenure with a low of 74 in 2017 and a high of 159 in 2018.

Our overall average score, on a 1-5 scale with 5 indicating 'strongly agree', was 4.38 in 2022. This is a drop in our average score after five consecutive years of growth. The historical averages are listed in the table below:

*Historical Overall Average Scores at CRES*

Year	Scores
2017	4.43
2018	4.25
2019	4.26
2020	4.32
2021	4.43
2022	4.52
2023	4.38

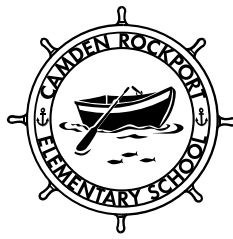
While our scores are within the typical range over the past seven years, any drop is concerning.

Despite the lower average, parent ratings and comments indicate that CRES is highly regarded with many positives. The outdoor learning opportunities, excellent communication with parents, caring and committed teachers, and focus on core values are among the school's strengths. The school's supportive and welcoming environment, small class sizes, and emphasis on social-emotional learning are also appreciated by parents.

Our teachers and staff remain the foundation of an overall positive and effective learning environment. Our people are consistently the most frequently cited element of what is great about CRES. Despite the challenges we face as a community as we emerge from a global pandemic, the dedication, kindness, and professionalism of the staff stands out.

Families also identified our school environment as a major strength, citing the welcoming, safe and positive culture. To be clear, there was not universal agreement about this as the decline in our ratings indicates.

The shift in scores deserves a closer look. There are several factors that likely impact that change. We have experienced a significant increase in both the severity and frequency of student behaviors this year. On one hand I expected this year to be easier as we distanced ourselves from the pandemic and lifted restrictions like required masking in school. On the other hand, we have witnessed lower emotional maturity and coping skills from many students and reduced tolerance for frustration. Additionally, 2 ½ years of dealing with a global pandemic has

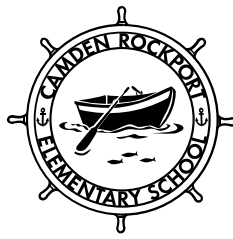


impacted the adults as well – from staff members to families, our collective reserves have been tapped.

As we returned to our first ‘normal’ year since 2019, we anticipated that our typical academic programming would be largely appropriate. Instead, ‘typical’ academic demands frequently lead to significant pushback from students. In some cases, we respond by slowing the academic pace while other situations require that we reallocate resources (staff members) to ensure student safety. Shifting staff to behavioral support reduces the academic support a staff member might otherwise provide. Often, we are spending additional time reteaching classroom routines, structures and social/emotional skills to our students. Further, due to significant mental health needs in our student body, the demand for clinical services is up significantly. Despite adding clinical staff in recent years, we have a wait list for services. Between what we have in place at school and what is available in our community, some students’ mental health needs are going unmet. Given this reality, it makes sense that our scores – from a ‘challenging academic program’ to ‘my child is happy at CRES’ – have gone down across many categories.

We have responded this year by assigning numerous Ed Techs to behavioral support roles to ensure safety. Staff members have shared best practices for dealing with challenging student behavior at faculty meetings. Building administrators are devoting more time than ever to student behavioral support. In an effort to increase opportunities for joy and to build community we’re also lifting several the restrictions that we’ve had in place (parent volunteers, food-based celebrations, after school playground access, etc.). Further, we’re building multiple outdoor learning spaces and providing increased time for students to move more and learn in and about nature. We know students need to move and benefit from experiential learnings. Increasing these opportunities was the most frequently cited request for improving what we do at CRES – and we agree. Ultimately, the rapid increase in student needs has changed faster than we have been able to adapt in the short term. We do not expect student needs to decrease moving forward and meeting those needs is in line with our vision for the future of CRES. Our student-centered approach will involve more outdoor opportunities that will ensure students are moving and engaged in meaningful, hands-on learning.

In our survey, we asked specifically about the frequency of outdoor learning opportunities this fall and the impact of outdoor learning. Many parents shared feedback that I summarize as follows: Children have shown increased interest and engagement, improved disposition and demeanor, and increased knowledge of nature. Outdoor learning encourages curiosity, supports children's interests, and helps them feel a strong sense of place. Children have learned about seasonal shifts and have been able to identify trees and animals that live in forests. Parents believe that outdoor learning injects energy, inspires a connection to nature, and allows a change of pace, reducing restlessness when cooped up indoors. Some parents, however, express concerns about the need for necessary outdoor gear, and potential hazards such as ticks and the



stream. Overall, parents would like more outdoor learning opportunities to be incorporated into the curriculum.

**How often has your child engaged in outdoor learning at CRES this fall?**

Answer Choices	Responses	
Daily	17.35%	17
A few times per week	27.55%	27
Weekly	24.49%	24
Bi-weekly	8.16%	8
Monthly	8.16%	8
Rarely/Never	7.14%	7

It's clear to me that many families see the clear benefit of outdoor education and the need for even more moving forward.

Overall, while this is a challenging year, I am proud of the shared commitment all stakeholders have in doing what is best for our students. That commitment will help us overcome whatever obstacles come our way.

**Summary of Principal Feedback from Staff**

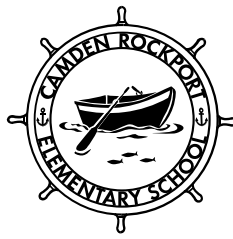
This year marked the highest average scores I've received from staff at CRES in my seven years at the helm. While I reduced the number of questions on the survey this year, the questions I removed were some of my higher scores. As an equivalent comparison, my average score on the same eight questions in 2022 was 3.96 (on a five-point scale where five is the highest) while in 2023 my average increased to 4.16. I met my personal benchmarks across the board – an average of 4 or higher with 75% agreement or higher on each individual question. I've worked hard to grow professionally during my time in this role and I appreciate the support I've received along the way from staff members, fellow administrators, the school board and the broader community. Of course, there is always room for continued growth. I will continue to listen carefully to staff needs and concerns, and my goal is to more publicly advocate for building needs. While I routinely advocate for CRES staff and students, it is not always visible.

**Sample staff comments: What does Chris do well?**

- I feel like Chris has been more flexible and understanding this year, which I really appreciate given what a challenging year it has been with student behaviors and emotions.
- I think Chris' leadership this year has been impeccable. We meet weekly, and all voices are heard. He has helped me with behavior students, which is appreciated, and he will call parents when needed. I feel supported and valued.

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**Chris Walker-Spencer**

Principal

**Katie Bauer**

Assistant Principal

37 of 51

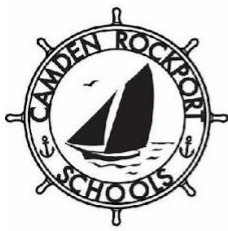
- You are thoughtful and have student interest and well-being at heart. You are also thorough and dedicated to making CRES an excellent school.
- Chris has shown personal empathy, patience and understanding of well-rounded needs, both professional and personal, to staff. He has shown that he understands that the two go hand in hand.

**Enrollment Overview:**

CRES Grade-level Enrollment

	10/1/22	3/9/23
Pre-K	15	15
Kindergarten	75	74
Grade 1	67	68
Grade 2	63	66
Grade 3	72	71
Grade 4	89	90
<b>Total</b>	<b>381</b>	<b>384</b>

Respectfully Submitted,  
Chris Walker-Spencer



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



Camden Rockport Schools  
Finance Committee Meeting  
Wednesday, February 15, 2023  
Rose Hall Conference Room  
6:00 PM

### MINUTES

#### Board Present

Patrick McCafferty, Chair  
Rebecca Flanagan  
Taylor Pohlman

#### Also Present

Maria Libby, Superintendent  
Shawn Carlson, Assistant Superintendent  
Peter Orne, Business Manager  
Jaime Stone, CRMS Principal  
Chris Walker-Spencer, CRES Principal  
Chris Fanelli, Director of Facilities and Transportation  
Karen Gorris-Hicock, Asst. Director of Student Special Services  
Mikael Anderson, Food Service Director  
Colin Sutch, IT Director

1. Call to Order  
Chair McCafferty 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 expected after 15 of 26 pay periods. The payroll target for EOM January was 57.7% of funds spent, and the CRS year-to-date operating expense was 54.7% of funds spent, excluding debt and Board Contingency.
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 6:55 p.m.



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



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.



**CAMDEN ROCKPORT SCHOOLS  
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:

~~MSAD #28~~ **CAMDEN ROCKPORT SCHOOLS**  
**JOB DESCRIPTION**

**MECHANIC**

**QUALIFICATIONS:**

1. Maintains annual bus driver ~~p~~Physical.
2. Holds current Maine School Bus Driver License (class B with P & S endorsements) and has passed appropriate background checks.
3. **Has minimum of 3 years of documented experience repairing and servicing school buses or medium-duty trucks.**
4. Demonstrates an aptitude or competence for assigned responsibilities.
5. Maintains a clean driving record necessary to maintain driver's license.
6. Maintains a valid Maine Vehicle Inspection License with A, Band D endorsements

**REPORTS TO:** Director of Transportation

**JOB GOAL:** To provide safe and efficient transportation that allows students to participate in **Camden Rockport Schools/Five Town** ~~in MSAD #28/~~CSD curriculum and extracurricular programs.

**PERFORMANCE RESPONSIBILITIES:**

1. Obeys all state and federal rules and regulations relating to student transportation.
2. Observes all mandatory safety regulations relating to school bus transportation
3. Maintains all Required State Licenses, including a Valid Maine State Vehicle Inspection license.
4. Reports all damage to buses and equipment to the Director of Transportation.
5. Keeps busses and equipment clean.
6. Performs preventative maintenance on buses, vans, trucks, and equipment as required.
7. Notifies proper authorities in the event of an accident, mechanical failure, or delays.
8. Schedules outsourced repairs once approved by the Director of Transportation.
9. Inspects each vehicle at least once a week to ensure buses and equipment are in safe operating condition.
10. Monitors all safety devices on buses to ensure they are in good working order.
11. Removes any bus or equipment from service as needed to ensure all repairs are complete.
12. Reports all accidents immediately and completes required accident reports.
13. Reports any moving violations to the Director of Transportation immediately.
14. Enforces all School Board policies and regulations, including smoking or eating on the bus or school property.
15. Follows proper safety procedures when operating equipment and complies with safety and OSHA regulations.

16. Diagnoses, removes, and assembles body and chassis components from any vehicle; cleans, inspects, rebuilds, and assembles new or original parts; reinstalls components and makes necessary adjustments.
17. Diagnoses potential vehicle malfunctions (e.g., using computer diagnostic equipment) for the purpose of determining needed repairs and/or replacements.
18. Inspects, cleans, adjusts, tightens, and/or repairs minor items such as lights, bulbs, lenses, and reflectors.
19. Repairs items such as kingpins, springs, shocks, leaf springs, and spring pins.
20. Performs tune-ups.
21. Replaces and repairs brakes, steering repairs, electrical repairs, air conditioning, and heat repairs.
22. Replaces or repairs minor body parts, floors, fenders, and dents.
23. Services buses for maintenance.
24. Performs minor repairs as requested on daily vehicle inspection reports in a timely fashion.
25. Performs lube oil and filter changes; minor electrical repairs (bulbs, flashers, fuses); mirror replacement; minor road service; service fuels and fluids.
26. Maintains maintenance and repair computer and paper records on vehicles as required.
27. Performs tire work/repairs (e.g., changing, balancing) for the purpose of ensuring all buses and equipment are operating on safe tires.
28. Responds to emergency situations during and outside regular work hours for the purpose of resolving immediate safety concerns, including emergency breakdowns and service, snow removal, general property maintenance, etc.
29. Substitutes as a bus driver when needed for the purpose of ensuring a qualified person can run the bus on a route.
30. Performs snow removal and general property maintenance, which may occur outside the regularly scheduled work hours.
31. Assists in the starting of vehicles during winter months.
32. Coordinates with Transportation Manager on warranty and recall service.
33. Is "on call" outside of regular work hours as necessary for emergency breakdowns and service, as well as snow removal and general property maintenance.
34. Inspects and repairs vehicles prior to Registry of Motor Vehicle inspections.
35. Maintains inventory of parts and supplies.
36. Performs other duties as determined by the Transportation Director.
37. Maintains a regular schedule to ensure that daily responsibilities are performed, has regular attendance, and is punctual for assignments.
38. In a timely manner, informs Director of Transportation of ~~his or her~~ **their** absence if illness or unusual circumstances warrants.
39. Displays the poise of a disciplined person; is tactful in dealing with others; is resourceful and self-reliant; demonstrates respect for self and others; accepts suggestions, and follows instructions. Follows the proper channels of command and exercises confidentiality of privileged information relating to school and personal matters.

40. Sets a good example in areas of personal hygiene, neatness and proper dress, courtesy, consideration, cooperation, and proper use of language. Vulgar or sexually suggestive language is not permitted at any time.
41. Performs all other related duties as deemed necessary by the Transportation Director.
42. Maintains communication with the Director of Transportation regarding health and wellness issues that would hinder the ability to repair buses.

**LEGAL AND ETHICAL DUTIES:**

1. Maintains confidentiality about all aspects of student performance and written or oral record.
2. Demonstrates respect for legal and human rights of students.
3. Meets and follows all laws and regulations at both the state and federal levels.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Follows health and safety procedures established by ~~MSAD #28~~ **Camden Rockport Schools**.
6. Demonstrates loyalty, dependability, integrity, and other ethical standards.
7. Follows the chain of command for various administrative procedures and student program concerns.
8. Observes all School Board policies.

To perform this job successfully, an individual must be able to perform each duty and responsibility satisfactorily. The requirements are representative of knowledge, skills, and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. ~~I have read and understand the terms and conditions of this job classification.~~

**ESSENTIAL FUNCTIONS:**

1. Ability to read and understand policies, procedures, and related information; and to provide and follow verbal or demonstrated instructions.
2. Physical ability to perform all necessary upper and lower body movement.
3. Ability to reach, lift and do basic math, writing, eye hand coordination, sitting, and stooping.

**TERMS OF EMPLOYMENT:** In accordance with negotiated agreement.

**EVALUATION:** Director of Transportation will evaluate the performance of this job in accordance with this negotiated agreement.

**History:**

Approved: ~~June 11, 2018~~ **06/11/18**

**Approved:**



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



Five Town CSD/Camden Rockport Schools  
Joint Personnel Committee Meeting  
Rose Hall Conference Room  
Thursday, March 9, 2023  
4:00 – 4:30 p.m.

**MINUTES**

Board Present

Patrick McCafferty

Also Present

Shawn Carlson, Assistant Superintendent

1. Call to Order  
Patrick McCafferty called the meeting to order at 4:05 p.m.
2. SAD Job Descriptions  
The job descriptions listed below and presented at the meeting were reviewed, and some revisions were made to reflect the position's responsibilities accurately.
  - a. Elementary School Assistant Principal
3. Adjourn  
The meeting adjourned at 4:15 p.m.

**CAMDEN ROCKPORT SCHOOLS  
JOB DESCRIPTION**

**ELEMENTARY SCHOOL ASSISTANT PRINCIPAL**

**QUALIFICATIONS:**

1. Bachelor's/Master's Degree with course work in Educational Administration
2. Certification as required by the State Department of Education
3. Successful experience working in an elementary school

**DESIRED QUALIFICATIONS:**

1. Evidence of Elementary level teaching and/or administrative experience

**REPORTS TO:** Building Administrator

**JOB GOAL:** To use leadership, supervisory, and administrative skills to promote the educational development of each student and the effective performance of school personnel.

**PERFORMANCE RESPONSIBILITIES:**

1. Demonstrates good communication skills, sound organizational skills and clear and concise writing skills
2. Shares responsibility with the Building Administrator for all student affairs including providing supervision of all activities occurring during the school day as well as other student activities and extracurricular activities
3. Shares responsibility with the Building Administrator for promoting and maintaining a safe, healthy, and productive school climate that supports and enhances meaningful learning experiences consistent with the mission and goals of the District
4. Participates on a variety of school and District committees.
5. Oversees the daily attendance of students and works with parents to promote regular school attendance
6. Uses computer databases for information retrieval regarding staff, students, and programs
7. Implements school-wide discipline policies for students including assigning consequences for inappropriate behaviors. Maintains records of student infractions
8. Coordinates yearly standardized testing including scheduling and coordinating any testing and make-up exams, when required.
9. Assists the Building Administrator in preparing, interpreting and monitoring a budget for all regular education services and materials used in the program; receiving, accounting, and distributing school supplies as they are received; preparing supply orders and to place those orders

10. Serves with parent, faculty, and student groups as requested in communication, planning and conducting activities that address the educational goals of the school and District
11. Works with staff to promote the effective and consistent application of policies
12. Orients and supervises substitute teachers
13. Shares administrative responsibility to attend and occasionally chair I.E.P. meetings
14. Coordinates and oversees Multi-tiered system of supports (MTSS) process and procedures.
15. Assists the Building Administrator in the observation, supervision, and evaluation of staff
16. Maintains regular communication with the Building Administrator regarding problems, needs, and activities at the school
17. Serves as the administrator in charge in the Building Administrator's absence
18. Assists in the hiring process for school staff
19. Assists the Building Administrator in the maintenance of the facility including identifying needs and making reports
20. Takes responsibility for his/her own professional growth through reading, attendance at workshops and conferences, and course work
21. Investigates incidents and accidents, writes reports, and takes appropriate actions in response
22. 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. 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 and assessment of annual goals by the Building Administrator

**History:**

Approved 12/12/2012

Approved: November 18, 2020



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



Camden Rockport Schools  
Strategic Planning Committee Meeting  
Minutes  
February 27, 2023  
4:00 – 6:00 p.m.  
CHRHS

**MINUTES**

Board Present

Marcia Dietrich

Also Present

Maria Libby  
Jaime Stone  
Chris Walker-Spencer  
Tanya Young  
Allysa Anderson  
Heather Bowen  
Heather Butler  
John Dietter  
Kathleen Capetta  
Matt Tepelmann

1. Process Update

Shawn Carlson shared the following timeline and process update.

- Share the revised draft from the committees with the public and staff for input (March)
- Develop with administrators Action Strategies (March)
- Bring community and staff feedback to the committees (March 27)
- Bring Action Strategies to the committees (March 27)
- Share the final draft with both Boards in April for final feedback
- April SP Committee meeting agenda to be determined based on how tight our drafts are at this point
- Bring the final document to Boards in May for approval.

2. The committee reviewed the most recent draft of the strategic plan.

3. After individual review of the current draft, the committee broke into 4 groups to process and provide feedback on this draft.
4. Individual groups shared with the entire committee their recommendations.
5. Feedback will be incorporated into the next draft.
6. Next meeting will be March 27, 2023. 4:00-6:00 p.m. in Camden Hills Regional High School Cafe