



Five Town CSD
SCHOOL BOARD MEETING
Wednesday, December 4, 2019
7 p.m.
CHORUS ROOM

AGENDA

1. Call to Order
2. Adjustments to the Agenda
3. Public Comment on Items not on the Agenda
4. Recognition
 - Fall Student Athletes
 - i. Girls Varsity Soccer, Class A State Champions
5. Minutes
 - a. Approval of the November 6, 2019 Regular Board Meeting Minutes
6. Nominations (Note: Executive Sessions Possible for Nominations)
 - a. Stipend Nominations

Position	Nominee	Points	Bonus	Amount
Boys JV Basketball	Joel Gabriele	44	0	\$3,346.20
Cross Country	Tom Gray	39	20%	\$3,359.14
Freshman Boys Basketball	John Curtin	40	0	\$3042.00
School Leadership Team	Janis Hogan	2	0	\$152.10
School Leadership Team	Tom Gray	2	20%	\$182.52
School Leadership Team	Iris Eichenlaub	1	0	\$152.10

7. Student Presentation – Soccer’s Place in a High School Career – Girls Varsity Soccer Team Members: Kristina Kelly, Ella Pierce, and Kaylyn Krul
8. Curriculum Follow-up – Deb McIntyre
9. Athletic Update – Jeff Hart
 - Fall Sports Round Up
 - Safety/Injury Report
10. Hatchery Update
 - Approval of The Hatchery Advisory Board
11. School Board Chair’s Report – Becky Flanagan
12. Superintendent’s Report – Maria Libby
13. Student Representatives Report – Sam Maltese, Juliana Day, Oliver Worner
14. Administrative Reports
 - a. Deb McIntyre, Assistant Superintendent



- b. Shawn Carlson, CHRHS Principal
 - c. Valerie Mattes, Director of Student Special Services
15. Standing Committee Reports
- a. Curriculum – Met November 26, 2019, minutes attached.
New Course Proposals:
 - Self-care and Wellness for You Now and to Infinity and Beyond! (this name is a placeholder for the actual course name)
 - MakerSpace Studio - *This course was approved with the understanding this would be implemented only if NuVu was no longer providing services/studio courses at CHRHS.*
 - English Language Development
 - Oh My! Sci-fi! Post-apocalyptic literature and film
 - “Let’s Talk” – Why we need to talk about race and identity
 - b. Finance — Met November 6, 2019, minutes attached. Next meeting met prior to the board meeting December 4.
 - Finance Update – Peter Orne, Finance Committee Chair
 - c. Personnel/Negotiations – Will meet December 12, 4-6 p.m.
 - d. Joint Policy —Next meeting December 16, 3:30 p.m.

Second Reads

AD – District Philosophy

ADAA – School System Commitment to Standards for Ethical and Responsible Behavior

ADC – Tobacco Use and Possession

ADC-R – Tobacco Use and Possession Administrative Procedure

ADF – Commitment to Learning Results

BB – School Board Legal Status

BBBE – Unexpired Term Fulfillment Vacancies

BEB – Board Use of Social Media – New Policy

BIA - Board Orientation

GBM – Background Checks on Prospective or Newly Hired Employees

GDB – Benefits for Non-Association Staff

GDB-A – School Year Hourly Employee Salary and Benefits

GDB-B – Calendar Year Employee Salary and Benefits

GDD – Computation of Vacation for Salaried Employees

GDD-A – Computation of Vacation for Central Office Staff

IHBEA – Program for Limited English Proficient Students

IHBEA-R English as a Second Language Program LAU Plan

IJOA-E – Request for Student Travel Form

IKF – Graduation from High School

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Maria Libby
Superintendent

Debra McIntyre
Assistant Superintendent

JEA – Compulsory Attendance

JHB – Truancy

JIBB – Student Representation on the School Board

16. Future Agenda Items

17. Executive Session to Discuss a Legal Matter – 1 MRSA §405 (6) E

18. Adjourn

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Maria Libby
Superintendent

Debra McIntyre
Assistant Superintendent

Five Town CSD
SCHOOL BOARD MEETING
Wednesday, November 6, 2019
7 p.m.
STUDENT LOUNGE

MINUTES

Board Present

Becky Flanagan, Chair
Marcia Dietrich, Vice Chair
Sarah Bradley Prindiville
Brooks Crane
Matt Dailey
Deborah Harbaugh
Peter Orne
Andrea Palise
Sam Maltese, Student Rep

Board Members Absent

Jessica Alberti
Patrick McCafferty
Brianna Gutierrez
Juliana Day, Student Rep

Also Present

Maria Libby, Superintendent
Debra McIntyre, Assistant Superintendent
Shawn Carlson, CHRHS Principal
Valerie Mattes, Director of Special Education
Scott Pons, Business Manager
Tori Manzi, MCST Board Rep
Jeff Hart, CHRHS Athletic Director
Various members of the staff, students, and public

1. Call to Order
Board chair, Becky Flanagan called the meeting to order at 7:00 p.m.
2. Adjustments to the Agenda



- Table item #7, Vote on a Resolution regarding Solar PPA, to be discussed at a separate Joint Board meeting November 20, 2019.

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

4. Recognition – Shawn Carlson

- Kaylyn Krul was nominated to receive the MPA Principal Award which recognizes students for academic excellence and good citizenship. Award winners and their principals are invited to an Honors Luncheon each spring to be recognized with other State-wide winners. Kaylyn expects to attend Colby College.
- Robyn Walker Spencer was nominated by CHRHS administrators to receive the CHRHS Principal Award which is given to a student who exhibits outstanding scholarship, citizenship and character.
- Sophia Campbell and Danica Cayouette were selected by staff as Presidential Scholar Nominees for exhibiting exceptional success in their traditional academic and CTE programs, respectively.
- Ella Pierce was awarded The Prudential Spirit of Community Award. This is a national award, presented annually to honor high school students for outstanding service to others at the local, state and national level.
- Ryan Clifford was nominated by staff to represent CHRHS at the Hoby Leadership Training Seminar.
- Jeff Hart presented Girls Soccer Coach, Meredith Messer, who was selected as the 2018-19 National Federation of State High School Association's (NFHS) State Soccer Coach of the year. She was also inducted into the Midcoast Sports Hall of Fame for 2018-19. The Varsity Girls Soccer team will play for the 4th consecutive State Class A Championship Saturday.
- Wave Café - Let's Go! Lunch Program – Susan Boivin
The Wave Café received the 2019 Let's Go! Smarter Lunchroom Gold recognition from the Maine Health, Let's Go program. This recognition program honors school lunchrooms that are implementing best practices that reduce waste and increase participation.

5. Minutes

- Approval of the October 2, 2019 Regular Board Meeting Minutes

Upon motion by Marcia Dietrich and second by Andrea Palise, the Board voted to approve the minutes of the October 2, 2019 meeting as written.

Vote: 8-0 Student Vote: 1-0 Passed

6. Nominations

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Maria Libby
Superintendent

Debra McIntyre
Assistant Superintendent

- a. Oliver Worner, Sophomore Student Representative
Maria shared that after interviews with four student rep candidates, Oliver was selected. Other board members shared how involved Oliver has been, not only by regularly attending CSD board meetings, but town meetings as well. He will join the board at the December meeting.

Upon motion by Peter Orne and second by Marcia Dietrich, the Board voted to approve the nomination of Oliver Worner as Sophomore Student Representative.

Vote: 8-0 Student Vote: 1-0 Passed

- b. Stipend Nominations

Position	Nominee	Points	Bonus	Amount
New Hire Mentor	Kim Murphy	9	20%	\$821.34
New Hire Mentor	Patti Forster	9	0%	\$ 684.45
New Hire Mentor	Eric Kormann	9	0%	\$684.45
Wrestling Coach	Patrick Kelly	49	20%	\$4,471.74
Basketball JV Girls Coach	Britni Spaulding	44	0	\$3,346.20
Basketball, Frosh Coach	Jezabel Salas	40	0	\$3,042.00
Ice Hockey, Varsity	John Magri	59	0	\$4,486.95
Ice Hockey, JV	Harrison Rogers	24.5	0	\$1,863.23
Skiing, Alpine Co Coach	Barry King	34.30	0	\$2,608.52
Skiing, Alpine Co Coach	Chris Rogers	14.70	0	\$1,117.94
Swim Team-Co Coach	Hodding Carter	27.30	0	\$2,076.17
Swim Team-Co Coach	Lindsay Evans	14.70	0	\$1,117.94
Wrestling, Assistant Coach	Taylor Crosby	17	0	\$1,292.85
Wrestling, Assistant Coach	Brandon Allen	17	0	\$1,292.85

Upon motion by Peter Orne and second by Marcia Dietrich, the Board voted to approve the above stipend nominations as presented.

Vote: 8-0 Student Vote: 1-0 Passed

7. Vote on a Resolution regarding Solar PPA – tabled to be discussed at a separate Joint Board meeting November 20, 2019.
8. Presentation – Mary Poppins cast members
Cast members were performing their last dress rehearsal and unable to attend.
9. Mid-Coast School of Technology
 - a. Impact of new MCST schedule – Shawn Carlson
The new MCST schedule was adjusted to an every other day schedule instead of half day every day for the 2019-20 school year. This has been an extremely positive change for MCST students. There are now fewer disruptions to learning

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and more time for instruction both at MCST and CHRHS. The biggest impact to the CHRHS schedule was in the science department. Science classroom and lab times were combined to create a 120-minute class to give MCST students the ability to participate in lab courses. It has been a big adjustment but is mostly working well. Staff will evaluate the model and make additional adjustments if needed.

The Zenith program began alternating days to reflect the MCST schedule since so many of their students attend the CTE program. Staff have observed a change in the dynamics of their community as the two Zenith student groups no longer interact with each other. The schedule will continue to be evaluated.

- b. MCST discussion with Board Reps including Bob Duke and Tori Manzi
Tori explained that MCST has a new Outdoor Leadership Program and the number one request from students for future programming was Law Enforcement.

Board members asked about the recent controversy on the fence. Tori explained that MCST's new building is closer to the waterfront and a walkway used by the public. The school is most concerned with kids' safety during school hours and are considering options to ensure they can maintain control of their property. Tori shared that in the future, there is potential for marine and aquaculture programming so building a fence that encloses MCST property along the waterfront may be prohibitive to those programs. There is a Rockland planning board meeting next week and the subject will be discussed with the town again.

The board also discussed how MCST budgeting is kept in check and if MCST budgets should go for public vote. Tori offered that CSD's MCST board reps do have the opportunity to propose changes to how their budget will appear before voters – either as stand-alone budget or included in the school's budget. There are some CSD Board members who would like to see the MCST budget as a separate budget.

Tori informed the board that next year is Beth Fisher's last year as she will retire as MCST Director.

10. Data Reports, 2018-2019 – Deb McIntyre

- a. Truancy

One student in 9th grade and two in 10th grade were truant in 2018-2019 school year which was considerably less than the previous year where there were 10



cases. Assistant Principals have been doing a great job to work closely with families to find solutions to get kids to school. Deb reminded the board that the cut-off for truancy is age 17.

b. State Testing

The 2018-2019 results have not been made public yet. Overall, CHRHS students have shown results higher than the state average in both ELA and Mathematics. A consistent challenge in all areas was with analysis. Preliminary results show:

ELA Proficiency rates

- Overall 75%
- Special Education 20%
- Economically Disadvantaged 50%

Mathematics

- Overall 58%
- Special Education 0%
- Economically Disadvantaged 37%

11. The Hatchery Grant Funding

a. Approval of Grant applications

- i. WEX - \$75,000
- ii. King Foundation - \$50,000

Maria is submitting grants to fund certain aspects of the Hatchery. Since this will be an ongoing effort this year, she also asked that the board agree to give the Chair or Vice Chair the authority to approve future grant applications on the board's behalf rather than wait for a board meeting to get approval for each application.

Upon motion by Marcia Dietrich and second by Sarah Bradley Prindiville, the Board voted to approve the WEX and King Foundation grant applications and agree to give the Chair or Vice Chair the authority to approve future grant applications on the board's behalf.

Vote: 8-0 Student Vote: 1-0 Passed

b. Capital Reserve - \$250,000 if needed

Maria asked the board to approve the intention of allocating \$250,000 of the capital reserve in the 2020-21 fiscal year to use for renovating the lecture hall into the Incubator Space for The Hatchery should the district not receive any grant funding. Ultimately, the use of the capital reserve would need voter approval.

Board members discussed if there were other planned or unplanned needs for those funds. Maria shared that that the end of the year, the district will have a very healthy capital reserve (approximately \$675,000). She has spoken with the

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Maria Libby
Superintendent

Debra McIntyre
Assistant Superintendent

Facility Director about the potential turf field, but they expect to need a bond for that large expense if we decide to move forward on it.

Upon motion by Peter Orne and second by Sarah Bradley Prindiville, the Board voted to approve the intention of allocating \$250,000 from the Capital Reserve if needed.

Vote: 8-0 Student Vote: 1-0 Passed

- c. Request that the board give the chair or vice chair the authority to approve future applications on the board's behalf.
Combined with item 11. a.
12. 2020-21 Budget Discussion
Maria shared the status quo expense budget and asked the board to provide a target expense increase percentage for the 2020-21 budget. Last year, the expense budget increased by 2.89% and the 10-year average is an increase of 1.78%. The amount the State provides varies each year, so it is difficult to predict revenues at this time. There was a question about how much curriculum purchases impact the budget and it is not much. The biggest portion of the budget is payroll and health insurance. The board agreed that a 2.5% expense budget was a good target, with the understanding that the district will always strive to spend only what is needed and for all expenditures.
13. MSMA Attendee report – Andrea Palise
Andrea attended the first day of the Conference. She thanked the board for the opportunity to attend. She learned a lot and appreciated the Delegate Assembly the most.
14. School Board Chair's Report – Becky Flanagan
None.
15. Superintendent's Report – Maria Libby – as written
16. Student Representatives Report – Sam Maltese
"Student Schedules"
Sam presented student daily schedules and provided comparisons to Oceanside and Belfast high schools. He referenced Passing Break – the short break between classes, 25-minute lunch break, and Flex time – the 35-minute break where students can study or get help from a teacher. Overall, Sam feels the flow of the schedule is positive and the study time during the day is appreciated. He said navigating the school during breaks is not a challenge for most. Results from his students polled suggested the following:

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- 1) increasing the morning passing break to allow more time to go through the breakfast line.
- 2) increasing lunch time to allow more time to go through the line.
- 3) clarification on mandatory homerooms is needed, possible option of moving flextime to the beginning of the day would allow students, especially tuition students, additional time to get to school, but could have a negative impact on student athletes.
- 4) requiring teachers to give a 5-10-minute break in the labs to accommodate passing.

A question was asked about the removal of bells between classes. Sam answered that he thought it was a positive change because it feels more open and students can focus on what they are doing rather than focus on the time.

17. Administrative Reports

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

18. Standing Committee Reports

- a. Curriculum — Met October 21, 2019, minutes attached

Textbook Approvals:

- *Tell Me Who You Are*, by Winona Guo and Privu Vulchi, 2019 – Course: College Prep English II (10th grade) – Teacher requesting: Patti Forster & Jane Babik – Cost: \$18/book
- *Sicker, Fatter, Poorer: The Urgent Threat of Hormone-Disrupting Chemicals to Our Health and Future and What Can We do About It*, by Leonardo Trasande, MD., MPP, 2019 – Course: Humans and the Environment – Teacher requesting: Todd Williams – Cost \$22/book
- *The Collapse of Western Civilization*, by Naomi Oreskes and Erik M. Conway, 2014 – Course: Honors English 9 / Honors Global Studies – Teacher requesting: Jaime Gillette / Margo Murphy – Cost \$9.95/book

Upon motion by Matt Dailey and second by Peter Orne, the Board voted to approve the above textbook requests.

Vote: 8-0 Student Vote: 1-0 Passed

New Course Requests Approvals:

- Social Studies: Local History: Exploring How Maine's Past Informs Our Present



- Social Studies: Behavioral Economics: Investigating How Individual Choices are Shaped and Society Impacted
- Science: Physics of Sound and Music

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

Vote: 8-0 Student Vote: 1-0 Passed

9-12 Science Curriculum Approval – included in packet

On overview of each course was provided by the Science Department to create a cohesive curriculum package. The primary addition was the NGSS standards.

Upon motion by Marcia Dietrich and second by Brooks Crane, the Board voted to approve the above 9-12 Science Curriculum.

Vote: 8-0 Student Vote: 1-0 Passed

- Finance — Met prior to School Board Meeting November 6
Scott Pons reported that the October results showed 66% remaining compared to a 67% target. Otherwise, the budget is on track. He asked the board to keep the budget timeline for their records as it provides dates for all budgetary meetings.
- Personnel/Negotiations – Will meet December 5, 4-6 p.m.
- Joint Policy — Met October 21, minutes attached. Next meeting December 16, 3:30 p.m.

First Reads

AD – District Philosophy

ADAA – School System Commitment to Standards for Ethical and Responsible Behavior

ADC – Tobacco Use and Possession

ADC-R – Tobacco Use and Possession Administrative Procedure

ADF – Commitment to Learning Results

BB – School Board Legal Status

BBBE – Unexpired Term Fulfillment Vacancies

BEB – Board Use of Social Media – New Policy

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GDD – Computation of Vacation for Salaried Employees

GDD-A – Computation of Vacation for Central Office Staff



IHBEA – Program for Limited English Proficient Students
IHBEA-R English as a Second Language Program LAU Plan
IJOA-E – Request for Student Travel Form
IKF – Graduation from High School

- Maria made an amendment to page 122, paragraph three. Year 2021 should read 2023.

JEA – Compulsory Attendance
JHB – Truancy
JIBB – Student Representation on the School Board

Upon motion by Marcia Dietrich and second by Sarah Bradley Prindiville, the Board voted to approve the above First Reads as amended.

Vote: 8-0 Student Vote: 1-0 Passed

Reviewed with no changes

BBA – School Board Powers and Responsibilities
JIH-E Student Search Checklist
JKD – Suspension of Students
JFABB – International Students
JFABB-E – CHRHS J-1 Visa Cultural Exchange Student Contract
IKAE – Academic Honesty

19. Future Agenda Items
20. Adjourned – 9:26 p.m.

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Maria Libby
Superintendent

Debra McIntyre
Assistant Superintendent

The Hatchery Advisory Board

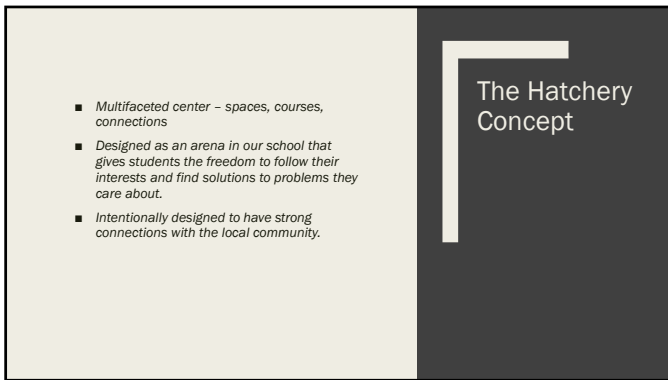
Purpose: The purpose of this advisory board is to provide consultation and advice to the administration on programming within the Hatchery. The board will meet annually in June to review implementation, look for new opportunities, and provide guidance for future planning. Individual advisory board members will also be available on an ad hoc basis for phone or email consultation.

Membership:

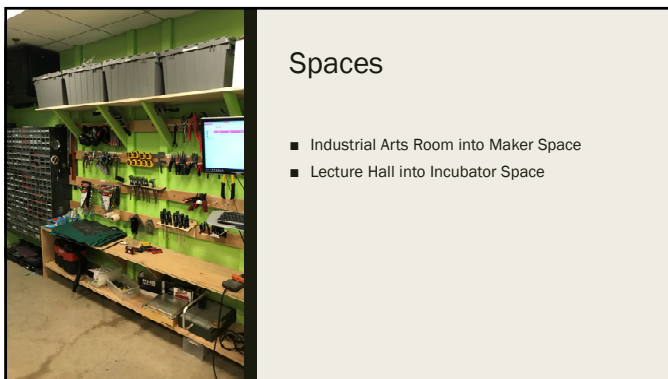
Skip Bates, Director of Main Street Banking, Bangor Savings Bank, Rockport, ME
Nate Davis, Founder, Steelhouse, Rockland, ME
Sarah Delmar, Director of Global Expansion, CIC, Cambridge, MA
Vicki Doudera, Maine State Rep, Camden, ME
Mike Duguay, Executive Director, Alford Institute for Business Innovation at Thomas College
Leetha Filderman, President, PopTech, Camden, ME
Des Fitzgerald, Entrepreneur, Camden, ME
Jay Friedlander, College of the Atlantic Faculty, Sharpe-McNally Chair of Green and Socially Responsible Business, Bar Harbor, ME
Renee Kelly, UMaine Assistant Vice President for Innovation and Economic Development, Orono, ME
Sean Taylor, FabLab, UMaine, Orono, ME




1



2




3



Coursework

- Dual Enrollment - Intro to Innovation Engineering
- Studio - NuVu Partnership
- Solution Lab
- Mini courses

4



Innovation Hub

- Speaker Series
 - Local "How I Built This"
- Café Nights
- Entrepreneur in Residence
- Mini courses
- Mentor Relationships
- Co-use of space and learning

5

Student Participation

Taking	Taking courses in The Hatchery
Using	Using the Makerspace in regular classes
Tinkering	Tinkering on their own
Attending	Attending talks, café nights, rubbing elbows with local entrepreneurs
Starting	Starting businesses in high school

6

Development/Connections

- Innovation Tour – Boston
 - NuVu School
 - Cambridge Innovation Center
 - Roxbury Innovation Center
 - District Hall
- Conferences
 - NuVu Summit
 - Maine Community Foundation – Big Ideas
 - Thomas College – Converge and Create
- UNH, UMaine, COA, Thomas
- Doug Hall, Eureka Ranch
- Tom Weiss, Steelhouse
- Hannah Pingree, Maine gov't
- Slow Money Maine
- Unum, Wex
- CMCA, PopTech, Camden Conference, Lyman Morse, Allen Agency, Bixby, Cellar Door
- Kevin Callahan

7

Advisory Board

- Skip Bates**, Director of Main Street Banking, Bangor Savings Bank, Rockport, ME
- Nate Davis**, Founder, Steelhouse, Rockland, ME
- Sarah Delmar**, Director of Global Expansion, CIC, Cambridge, MA
- Vicki Doudera**, Maine State Rep, Camden, ME
- Mike Duguay**, Executive Director, Alford Institute for Business Innovation at Thomas College
- Leetha Filderman**, President, PopTech, Camden, ME
- Des Fitzgerald**, Entrepreneur, Camden, ME
- Jay Friedlander**, College of the Atlantic Faculty, Sharpe-McNally Chair of Green and Socially Responsible Business, Bar Harbor, ME
- Renee Kelly**, UMaine, Asst. Vice President for Innovation and Economic Development, Orono, ME
- Sean Taylor**, FabLab, UMaine, Orono, ME

8



Conference:
*The Intersection of
Education and
Industry*

9

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AT THE FIVE TOWN CSD**

**FEATURING:
Doug Hall, Keynote speaker
Over 15 sessions | Design Sprint | Open Minis**

Intended Audience:
K-16 Educators - administration and teachers
Students interested in innovation
Entrepreneurs
Business owners & Industry leaders interested in education



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10

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11



Five Town CSD
Superintendent's Report
December 4, 2019 Board Meeting

1. MCST Satellite Programming

- MCST received funding to establish satellite program for their 9th and 10th grade Introduction to Applied Technology class. They have seen a significant decline (50%) in enrollment in these courses since changing to an every-other-day schedule due and are looking for ways to bring enrollment up to historic levels.
- The proposal is to establish a satellite program in each of the three big sending schools (Camden Hills, Oceanside, Medomak). They would hire a full -time teacher in each school to run the program. The satellite school would have flexibility in the program offerings within the IAT program – it needs to “hit” four of the program offerings at MCST.
- We have had initial conversations about this possibility, but there is much to work out at Camden Hills, the most critical challenge being space.
- The intent is to work with MCST over the next several months to determine if we have the capacity to host a satellite program and to determine the program offerings we feel would best serve our students.
- There should be no additional cost to sending schools for the satellite programs.

2. Solar Farm Update

- We are still waiting for confirmation in writing from our electricity provider, Constellation New Energy, that they will accept the solar credits from the PPA we'd like to enter into with ReVision and Aligned Capital. We hope to get that in the next week. If we do, we will have a joint board meeting to vote on this project (scheduled for 2 hours prior to the regular CSD board meeting). If we don't, we will not need that meeting. The electricity price in our PPA is only good through Dec 6, unless there is a mechanism to extend that deadline which our legal counsel is looking into.

3. Outreach

- I presented to the Camden Rotary and will present to West Bay Rotary on Thursday morning, Dec 5 about the Hatchery.
- I attended the Penobscot Bay Chamber of Commerce Gala where I made numerous excellent connections around The Hatchery.
- Deb and I met with Directors of Slow Money Maine and the Camden Conference in order to tap into their wealth of information and resources in helping with the summer conference we are planning.

Respectfully Submitted,
Maria Libby

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Maria Libby
Superintendent

Debra McIntyre
Assistant Superintendent

Debra McIntyre
Assistant Superintendent
Five Town CSD Board
12/04/19

Goals Update:

GOAL #1:

- Attended the Brain and Learning Conference with Shawn and six high school staff members – to continue our own learning about engaging and motivating students based on the development of the adolescent brain.
- Curriculum committee meeting – reviewing new class proposals.
- Participating in instructional rounds and discussing instruction with fellow administrators.
- Meeting with Five Town administrators to discuss transitions and curriculum development process.
- Collaborated with professional developer to deliver pd for high school staff focused on differentiating for students within Schoology.
- Prepared and delivered pd for high school staff focused on classroom assessments.

GOAL #2:

- Continued collaboration in regard to implementing strategic interventions for academics and social/emotional supports for students participating in the MTSS process.

GOAL #3:

- Grant proposal seeking funding from the Fisher Charitable Foundation.

Other

- Reunification drill planning and planning and still more planning!
- Substitute recruiting and training.
- Attending student presentations from Tom Gray's Innovation class.
- Meeting with directors to review self-evaluations as part of the evaluation process.
- Attended Maine Grown: Building a Future on Big Ideas with Patrick and Maria. Attended Thomas College's "Converge and Create" conference. These two conferences provided us with many new connections and networks as we look towards developing our summer conference.

Respectfully,
Debra McIntyre

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Five Town CSD Curriculum Minutes
November 26, 2019
3:00 p.m.
Camden Hills Regional High School
Room 245A

Attending:

Sarah Bradley-Prindiville, Deb McIntyre, Sara Cole-Pardun, Rennee Randall, Chris Audet

Absent:

Jessica Alberti, Andrea Palise

1. Call to order – Committee Chair Sarah Bradley-Prindiville called the meeting to order at 3:00.
2. Adjustments to the Agenda - none
3. Textbook Approvals: none
4. New Course Proposals for 2020-21

- **Self-care and Wellness for You Now and to Infinity and Beyond! (this name is a placeholder for the actual course name)**

Course Description: In a school setting we see every day how one's mental health affects their physical and emotional well-being. This proposed course is designed to teach students how to manage stress through a variety of positive avenues. This course will be designed as a learning lab where students will discover and develop practices uniquely for themselves that will lead to a happy, healthy and active lifestyle. Areas of exploration and practice will include: Physical fitness, mindfulness, meditation, yoga, nutrition and cooking, adventure therapy and playfulness.

Course Rationale: In recent years, self-care has become a buzz phrase pertaining to our mental and physical health and wellness. Our belief in developing this course is that it will create a space where students can explore the concept of self-care, what it means to them to be well and what they can do themselves to ensure they have healthy coping strategies that benefit their physical and mental health and wellness.

Credits: .5

Costs: \$250 for supplies, \$250 for transportation, \$500 for guest speakers,

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40 hours for curriculum

Approved: 1-0

- **MakerSpace Studio**

Course Description: A collaboratively taught class taught by two teachers, one from VPA and one from Applied Academics to give students foundational skills for techniques that can be applied to student innovation. The class would be done in three parts. A digital lab, a hands-on process (wood, metal, textiles) an engineering/design thinking process and would end with a student designed final project utilizing the skills and process of their choosing to solve a problem with open ended parameters given by the team of teachers.

Course Rationale:

Many of our faculty are working independently towards this idea of student and teacher innovation in the classroom. What I am finding is that even though teachers are using many different processes to achieve this, they could all benefit from having students learn and interact with the different tools and practices that are currently being offered in the Makerspace. This course will give students the opportunity for skill building. It would also give teachers and students the opportunity to work together and build a team of teachers for students to use as resources throughout the building and in the community.

Credits: .5 (Applied Academics)

Costs: \$2500 software upgrades, supplies and materials, 2 teachers 1 day for curriculum development

This course was approved with the understanding this would be implemented only if NuVu was no longer providing services/studio courses at CHRHS.

Approved: 1-0

- **English Language Development**

Course Description: English Language Development courses are offered to students who need additional development of literacy skills and academic concepts. Due to the small size of CHRHS's EL student population, ELD courses can be customized to meet the needs of each individual student. There are three levels of ELD: Beginning, Intermediate and Advanced. *ELD Beginner: Social Instructional Language and Literacy* This course is for students with Level 1 or 2 English proficiency and incorporates proficiencies necessary to navigate the general English language of the classroom and the



school, both orally and in writing.

ELD Intermediate: This course focuses on expanding students' vocabulary, as well as increasing their competence in linguistic complexity and language control. Strong emphasis is placed on reading and writing to facilitate participation in general education classes.

ELD Advanced: ELD Advanced students will continue to develop their vocabulary usage, linguistic complexity and language control to achieve communicative and academic competence. Higher level thinking strategies will be emphasized to allow students to become independent learners.

Course Rationale:

We currently do not have any English Language Development courses for English learners. We have students who need language development instruction, but there is no official course for them. I anticipate our EL numbers growing, not dwindling.

Credits: 1 credit for each course

Costs: 1 teacher days for curriculum development.

Approved: 1-0

- **Oh My! Sci-fi! Post-apocalyptic literature and film**

Course Description: This course will examine post-apocalyptic/dystopian science-fiction and why we are fascinated by this genre. "Authors use this genre of fiction to warn of the consequences of human behavior. These stories speculate on human progress or the lack thereof and emphasize an individual in a hostile or indifferent universe." We will look at multiple texts covering an array of post-apocalyptic themes. Additionally, we will look at the artificial intelligence and proposed futures as seen in literature and film. This course will have an honors and college prep option.

Course Rationale: We currently do not have any English course that deals directly with Science Fiction. This course will ask students to examine a variety of literature.

Credits: .5

Costs: 1 teacher day for curriculum development, \$400 in textbooks and \$75 in audiovisual supplies.

Approved: 1-0

- **"Let's Talk" – Why we need to talk about race and identity.**

Course Description: This course will discuss race and identity in literature. This will have an honors and college prep option. We will examine often

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Maria Libby
Superintendent

Debra McIntyre
Assistant Superintendent

marginalized voices and learn how to have conversations surrounding topics of race, gender and identity. This course will ask students to reflect upon their own understandings of race and identity and how these ideas are addressed (or not addressed) in current and historical literature.

Course Rationale: Students should have access to a senior course that prepares them for conversations about race and identity. This course will ask students to examine literature (fiction, non-fiction and poetry).

Credit: .5

Costs: Supplies: \$500 textbooks, 1 summer day for curriculum development.

Approved: 1-0

5. Other – none

6. Adjourn – 3:40

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Maria Libby
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Five Town CSD
Finance Committee Meeting Minutes
Wednesday, November 6, 2019
Camden Hills Regional High School, Room 245A
6:30 p.m.

MINUTES

Board Present

Peter Orne, Chair (Camden)
Becky Flanagan (Camden)
Brooks Crane (Hope)
Deborah Harbaugh (Lincolntonville)

Board Members Absent

Jessica Alberti (Appleton)
Patrick McCafferty (Camden)

Also Present

Maria Libby, Superintendent
Deborah McIntyre, Assistant Superintendent
Shawn Carlson, Principal CHRHS
Scott Pons, Business Manager

1. Call to Order

The meeting was called to order at 6:33 p.m.

2. The Business Manager reviewed the October 2019 Budget to Actual. October had 66.07% remaining prior to debt service compared to the Target of 67.0%. Last year we had 67.10% remaining this time. After debt service we had 60.91% remaining. This was due to the \$941k subsidized CHRHS debt payment that was recorded this month while last year it was recorded on Nov 1st. We will be more aligned in November with our percent remaining from prior year. Outside of timing with the debt payment and Apple Lease payments for \$103k, there are no other major variances from the budget currently.

3. The Business Manager reviewed the Budget Development timeline for 2020-2021. It was noted at the meeting to sign the warrant on April 1st. Also, a Board member questioned

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what impact changes to enrollment at MCST would have on the budget. This is part of our budget review process with MCST over the winter and will impact our budget figures.

4. The Business Manager reviewed the Preliminary/Status Quo Budget for 2020-2021. Based on our preliminary numbers we are looking at an increase of \$123k in revenue due to additional tuition students had an increase of \$106k or 0.8% to expenses. This includes increasing the steps for teachers, 2.5% increase for non-contract employees, 2.25% increase for union staff, an 8.0% increase to healthcare and updating the debt for MCST. It was noted that there were several reasons the increase is low. Last year we budgeted an 8.0% increase to health insurance, the rate ended up coming in flat. In addition, we had staffing changes in the Superintendent's office which results in \$95k of savings.
5. The meeting adjourned at 6:55 p.m.

FIVE TOWN CSD POLICY
EDUCATIONAL DISTRICT PHILOSOPHY/MISSION

~~The Philosophy of the Five Town CSD shall serve as the basis for the educational program of the district, The adoption of programs, the employment, evaluation and improvement of personnel, the allocation of finances and the establishment of priorities shall be based on the Philosophy. The school will develop a mission statement that the Board will approve and adopt, The district shall conduct a review of the Philosophy and its implementation annually.~~

Camden Hills Regional High School shall reflect the highest traditions and aspirations of the communities. It shall be available to all residents of high school age in the five towns.

We believe that in addition to a strong program in the basic academic areas required of all students, our schools should provide, within the limits of their financial resources, a reasonable variety and choice of programs designed to encourage all students to develop their interests and talents.

We believe that our school system, in conjunction with the community, should provide our youth with the tools necessary to live happy, productive and responsible lives in a democratic society.

We believe further that it is the responsibility of the schools, acting in cooperation with the home and community, to encourage the development and application of strong character.

We believe that the teaching staff is the most important element in the school system. Teachers are responsible for the academic progress of their students. Because of their unique position in the classroom and at all school activities, they serve as models of adult behavior as well.

History: Adopted: 12/05/01, 03/06/13

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted:

FIVE TOWN CSD POLICY SCHOOL SYSTEM COMMITMENT TO STANDARDS FOR ETHICAL AND RESPONSIBLE BEHAVIOR

The School Board believes that promoting ethical and responsible behavior is an essential part of the school unit's educational mission. The Board recognizes that ethics, constructive attitudes, responsible behavior, and "character" are important if a student is to leave school as a "responsible and involved citizen," as described in the Guiding Principles of the Maine Learning Results. The Board also recognizes that Maine law requires the adoption of a district-wide student code of conduct consistent with statewide standards for student behavior developed by the Commissioner of the Department of Education in compliance with 20-A MRSA § 254(11).

The Board seeks to create and maintain a school climate in which ethical and responsible behavior can flourish. The Board believes that instilling a sense of ethics and responsibility in students requires setting positive expectations for student behavior as well as establishing disciplinary consequences for behavior that violates Board policy or school rules. Further, the Board believes that in order to teach ethical and responsible behavior, adults who interact with students must strive to model and reinforce ethical and responsible behavior. To that end, the Board supports an active partnership between schools and parents.

Recognizing that collaboratively identified core values are the foundation for a school culture that encourages and reinforces ethical and responsible student behavior, the Board is committed to the establishment and implementation of a process for identifying shared values and setting and enforcing standards for behavior, including prescription of consequences for unacceptable behavior. The process for identifying such shared values will invite and include the participation of Board members, school administrators, staff, parents, students, and the community. Core values will be reviewed periodically, with opportunity for public participation.

Following the identification of core values, the Board, with input from administrators, staff, parents, students, and members of the community, will adopt a Student Code of Conduct consistent with statewide standards for student behavior¹ that shall, as required by law:

- A. Define unacceptable student behavior;
- B. Establish standards of student responsibility for behavior;
- C. Prescribe consequences for violation of the Student Code of Conduct, ~~including first-time violations, when appropriate;~~
- D. Describe appropriate procedures for referring students in need of special services to those services;
- E. Establish criteria to determine when further assessment of a current Individual

¹The statewide standards are the "core values" identified in the report of the Commission for Ethical and Responsible Student Behavior, [Taking Responsibility: Standards for Ethical and Responsible Behavior in Maine Schools and Communities](#). The core values are: Respect, Honesty, Compassion, Fairness, Responsibility and Courage. The Code of Conduct must be "consistent with," not identical to, the statewide standards developed under 20 M.R.S.A. § 254(11). This provides an opportunity for communities to identify their own core values and articulate what they "look like" when applied to behavior. The core values serve as a basis for school system expectations for student conduct.

- Education Plan (IEP) is necessary, based on removal of the student from class;
- F. Establish policies and procedures concerning the removal of disruptive or violent students from ~~school sanctioned activities a classroom or a school bus~~, as well as student disciplinary and placement decisions, when appropriate; and
 - G. Establish guidelines and criteria concerning the appropriate circumstances when the Superintendent/designee may provide information to the local police or other appropriate law enforcement authorities regarding an offense that involves violence committed by any person on school grounds or other school property.

The Student Code of Conduct will be reviewed periodically by the School Board, with input from administrators, staff, parents, students, and members of the community.

Students, parents, staff, and the community will be informed of the Student Code of Conduct through handbooks and/or other means selected by the Superintendent/designee.

Ethics and Curriculum

The Board encourages examination and discussion of ethical issues within content areas of the curriculum, as appropriate. The Board also encourages school administrators and staff to provide students with meaningful opportunities to apply values and ethical and responsible behavior through various activities

Legal Reference:

- 20-A MRSA §§ 254, 1001(15)

Cross Reference:

- JIC - Code of Conduct

History: Adopted: 05/03/06, Reviewed: 01/02/13

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted:

FIVE TOWN CSD POLICY TOBACCO USE AND POSSESSION

The Five Town CSD is dedicated to providing its students, staff, and visitors with a safe and healthy environment to learn, work and play. Tobacco use continues to be the leading cause of preventable disease and death in Maine and the United States and research has shown that students addicted to tobacco products do not learn as well because they are focused on the need for more tobacco versus learning. The district has adopted a tobacco-free campus policy that prohibits the use of all tobacco products in school buildings, facilities, on school buses and at school sponsored events. This policy reflects and emphasizes the hazards of tobacco use, will assure compliance with laws, protect school community members from secondhand smoke, and role model tobacco-free lifestyles.

Policy Statement:

The Board mandates that all school buildings and property shall be tobacco-free, **including both combustible and electronic products**, 24 hours per day, 365 days a year. This also includes all days when school is not in session and all functions taking place on school grounds, such as athletic events or other activities not associated with, or sponsored by, the school. The policy applies to everyone on school grounds, in other school unit facilities, and school buses including students, school staff, parents and visitors.

The policy applies to the smoking or use of all tobacco products, including but not limited to, cigarettes, cigars, spit and smokeless tobacco, chew, snuff, snus, electronic cigarettes, vape products and other electronic nicotine delivery systems.

In addition, students, **employees, and all other persons**, are further prohibited from possessing, selling, distributing or dispensing tobacco products and tobacco-related devices and products in school buildings, facilities and on school grounds and buses during school-sponsored events and at all other times.

~~Employees and all other persons are also strictly prohibited, under law and Board policy, from selling, distributing or in any way dispensing tobacco products and tobacco-related devices and products to students.~~

Communication:

This policy will be communicated through a variety of efforts to educate students, school staff, parents and visitors. Tobacco-free signs posted in highly visible areas at facility entrances and throughout the school property, including athletic facilities. The policy will be referenced on the school website and printed in student and staff handbooks and the adult education catalog on an annual basis.

Information regarding tobacco treatment resources, such as onsite counseling and the Maine Tobacco Help Line (1-800-207-1230) will be made available for tobacco users who are interested in quitting.

Legal Reference:

- 22 MRSA §§ 1578(B), 1580(A)(3)
- ME. PL 470 (An Act to Reduce Tobacco Use by Minors)
- 20 USC 6081-6084 (Pro-Children Act of 1994)

Cross Reference:

- JICA – Student Dress
- JL – Student Wellness
- KF – Community Use of School Facilities
- KHB – Advertising in the Schools

History: Adopted: 04/02/08, 03/06/13, 11/07/18

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted:

FIVE TOWN CSD POLICY TOBACCO USE AND POSSESSION ADMINISTRATIVE PROCEDURE

The purpose of the following administrative procedure is to effectuate the mandates imposed by the various federal and state laws in addition to the Board's "Tobacco Use and Possession" policy.

It applies equally to electronic cigarettes and other devices designed to deliver nicotine through inhalation or "vaping," or used to simulate smoking.

I. PROHIBITED CONDUCT

A. Students, **employees, and all other persons**

The use, possession, sale, dispensing or distribution of tobacco products and "vaping" devices ~~by all students~~ is prohibited in all school facilities, at school-sponsored events, on school grounds and buses, and at all other times **by any person**. Refer to policy ADC.

~~B. Employees and All Other Persons~~

~~The use of tobacco products and "vaping" devices by employees and all other persons is prohibited in all school facilities and on school buses at school-sponsored events and at all other times on school grounds.~~

II. ENFORCEMENT

In order to enforce the tobacco use policy, the following guidelines shall be utilized by the Building Administrator of a school in which prohibited conduct occurs. The Building Administrator shall report any violations of this policy/procedure, as promptly as practicable, to the Superintendent.

A. Student Violations

Refer to policy JICH - Misuse of Chemical Substances by High School Students

B. Other Persons in Violation

All other persons violating this policy, e.g. employees, visitors, shall be immediately directed to cease the behavior. If the behavior continues, the person will be asked to leave campus. In addition, all persons suspected of selling, distributing, or in any way dispensing tobacco products or vaping devices/products to students shall be referred to a law enforcement agency.

Any employee violating this policy shall be subject to appropriate disciplinary measures.

Legal References:

- 20 USC § 6081 (Pro-children Act of 1994-Goals 2000)
- 22 MRSA § 1578-B
- ME. PL 470 (An Act to Reduce Tobacco Use by Minors)

Cross Reference:

- ADC - Tobacco Use and Possession

- JICH - Misuse of Chemical Substances by High School Students

History: Adopted: 03/13/02, 01/08/14, 11/07/18

Reviewed: 12/05/12

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted:

FIVE TOWN CSD POLICY COMMITMENT TO LEARNING RESULTS

The School Board hereby adopts the system of learning results and the Maine Department of Education's applicable roles. The Learning Results system is intended to serve as a foundation for education reform and to promote and provide assessment of student learning, accountability and equity. The Board recognizes that the legislative intent of the learning results system is to provide children with schools that reflect high expectations and create conditions where these expectations can be met.

The Board understands that implementation of the Learning Results system and the mandate to provide all students with equitable opportunities to access the content standards of the system of Learning Results have broad implications for the school unit, including curriculum, budget, professional development, student assessment, professional evaluation, and graduation requirements. Therefore, the Board is committed to examining its policies and practices to ensure that they are consistent with the intent and goals of the learning results system. This will require a concerted and coordinated effort involving the Board, the Superintendent, administrators, teachers, parents, students, and the community.

The Board directs the Superintendent to ~~develop a plan and timeline for implementing~~ **ensure consistent implementation of** the learning results system, ~~and any appropriate administrative procedures.~~ The Board further directs the Superintendent to report to the Board on a regular basis on **curriculum, assessment, and instruction related to** ~~progress toward implementing the Learning Results system.~~

Legal References:

- 20-A MRSA §§ 6208-6209
- L.D. 1536, Chapter 51 Resolves
- Ch. 127 § 3 (Me. Dept. of Ed Rules)
- Chapter 131 (Maine Dept. of Ed. Rules)

History: Adopted: 11/06/02, Reviewed: 01/02/13

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted:

NEPN/NSBA Code: BB

FIVE TOWN CSD POLICY SCHOOL BOARD LEGAL STATUS

The Constitution of the State places the responsibility of establishing and maintaining public schools in the jurisdiction of the State Legislature, which provides for a State Board of Education charged with the general supervision of the public schools. The law also provides local public schools shall be maintained, developed, and operated by locally elected school committees or boards of education. The Five Town CSD derives its legal authority from the State Constitution, state statutes and regulations of the State Board of Education.

By custom and tradition, local school boards have responsibilities to the local citizenry they serve and which elect them to office. Recognizing this parallel concept of authority and responsibility, the board becomes a policy-making body for the community school district serving within the framework provided by law and responding to the will of the local citizenry.

There shall be eleven (11) members on The Five Town CSD School Board: one from the town of Appleton, one from the town of Hope, two from the town of Lincolnville, and seven from MSAD #28 (Camden and Rockport combined). Each year as a part of the board reorganization procedure, one director is elected to serve as chair and is the presiding officer at all its meetings.

The representation of the Towns of Appleton, Hope and Lincolnville and School Administrative District 28 must be in approximately the same ratio to the total membership of the school district committee as the municipality's latest Federal Decennial Census is to the latest Federal Decennial Census of all the member municipalities and School Administrative District 28. Federal Estimated Census figures must be used if they are more recent than the Federal Decennial Census figures; except that a municipal member may not have less than one representative on the school district committee. The board will periodically review the census data to determine if a reallocation of membership is warranted.

Legal Reference:

TITLE 20A MRSA SEC. 1001; 1251 ET SEQ.

Cross Reference:

[BDB - Board Officers](#)

History:

Adopted: 12/13/95, 03/06/13

Reformatted on 1/13/03, Approved by Policy Committee
Informed Board on 2/5/03

First Reading: November 6, 2019

Second Reading: December 4, 2019
Adopted:

FIVE TOWN CSD POLICY UNEXPIRED TERM FULFILLMENT/ VACANCIES

~~In a District which does not encompass grades one through twelve, a vacancy on the School Board caused by death, by resignation or by a member having changed residency from the municipality shall be filled by the School Board of the town in which the vacancy occurs.~~

~~In a District which encompasses grades one through twelve, such a vacancy shall be filled by the municipal officers of the municipality in which the member resided.~~

A vacancy shall be declared when the term of office of a School Board Member expires, when a Board Member changes residency from the municipality from which elected, upon the death of a School Board Member, when a School Board Member resigns or when a School Board Member is absent without excuse for three (3) consecutive meetings.

Per the CSD legislation ~~L.D. 2002~~, vacancies on the school district committee are filled as follows:

1. Towns of Appleton, Hope and Lincolnville

A vacancy in a representative's term from the Towns of Appleton, Hope and Lincolnville is filled by an appointment by the School Board of the municipality in which the vacancy occurs until the next general election.

2. School Administrative District 28

A vacancy in a term of a representative or alternate representative of School Administrative District 28 is filled for the unexpired term by the Board with the appointing authority for that representative or alternate representative.

Legal Reference:

- TITLE 20A MRSA, SEC. 1653

History: Adopted: 12/13/95, Reformatted 02/05/03, Adopted: 03/06/13

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted:

NEPN/NSBA Code: BEB

FIVE TOWN CSD POLICY BOARD MEMBER USE OF SOCIAL MEDIA

The Board recognizes that many, if not most, of its members are active users of social media, including but not limited to, online platforms such as Facebook and Twitter, and other digital media such as blogs and personal websites. The Board understands that while social media can be a positive tool for supporting schools and encouraging community engagement, Board members need to be aware of the legal and ethical considerations that arise when they post, “message,” or otherwise interact with others on social media platforms.

It is not the intent of this policy to interfere with or restrict a Board members’ freedom of speech, but to set standards for social media conduct that are consistent with law and Board policy, including the Board’s Code of Ethics.

Board members shall comply with the following provisions:

- Board members shall not post on social media or engage in online discussions as a substitute for deliberations at Board meetings. Board members should be aware that social media activity can be considered a meeting if a sufficient number (a quorum) of Board members are involved on the site to influence or determine the course of action that will be taken by the Board, even if other people are posting to the site as well.
- Board members should be aware that any posting that pertains to school matters may create a “record” that is subject to laws and regulations pertaining to the retention and disposition of local government records, and to discovery in legal proceedings involving the Board or the school district.
- Board members shall not disclose confidential or personally identifiable information about students (including images), school employees, or Board matters or discussions that have taken place in executive sessions. Board members shall comply with the same standards as school employees with regard to confidential information.

Board members should adhere to the following ethical guidelines when using social media in their role as public officials:

A Board member should:

- Recognize that he/she has no authority to speak on behalf of the Board unless specifically designated to do so, and make it clear that he/she is speaking in his/her individual capacity;

NEPN/NSBA Code: BEB

- Feel free to invite the public to upcoming school district events, share information about public hearings on bills that affect the schools, and share links to public information about the district (e.g. the proposed budget), and the like, but be clear that he/she is doing so as an individual and not in any official capacity;
- Conduct himself/herself on social media in a manner that reflects well on the Board and on the school unit, and with the decorum expected of an elected official;
- Avoid posting in anger, even when provoked;
- Refrain from harassing, defaming, or disparaging fellow Board members or others based on racial, religious, or other personal characteristics;
- Keep deliberations within meetings of the Board;
- Avoid posting information that is misleading or inaccurate or which has not been released to the public;
- Not make any promise that he/she will vote in a particular way;
- Avoid posting content that indicates he/she has reached an opinion on a pending matter;
- Direct persons presenting concerns or complaints through social media to follow the Board's policy pertaining to public concerns and complaints;
- When summarizing discussion or action that took place at Board meetings, share only information from open meetings and make it clear that the posting is not an official record of the meeting. A Board member should never disclose discussions that have occurred in executive session.
- Retain electronic records, including the Board member's own posts and content others post to the Board member's account when required to do so by law, regulations, or legal process.
- Comply with the school unit's acceptable use rules, as applicable to school unit employees, when using school-unit owned devices or technology resources, or when accessing the Internet through school unit's network using a personal device.

Legal reference: 1 MRSA § 401 et seq.
20-A MRSA § 6001-6002
20 USC § 1232g

Cross Reference: BCA–Board Member Code of Ethics
BEC–Executive Sessions
GBJ–Personnel Records and Files
JRA–Student Education Records and Information

History:

First Reading: November 6, 2019
Second Reading: December 4, 2019
Adopted:

NEPN/NSBA Code: BIA

FIVE TOWN CSD POLICY NEW SCHOOL BOARD MEMBER ORIENTATION

In order that newly elected School Board members may cast informed votes and function effectively as School Board members, the School Board and Superintendent will extend to them the fullest measures of courtesy and cooperation, and will make every reasonable effort to assist newly elected School Board members in understanding the School Board's functions, policies, procedures and current issues.

A. ~~In the interim between a new member's election or appointment and his/her assuming office, the School Board, through the Superintendent, will invite newly elected members to attend meetings, except those held in executive session, and provide newly elected members with agendas, minutes, and reports applicable to those meetings.~~ During the time between election or appointment and the assumption of office, the status of the future-member remains that of a private citizen and not that of an elected or appointed official **until they are sworn in by the town.**

B. The School Board, through the Superintendent, will ~~provide~~ **guide** new members ~~with copies of~~ **to** appropriate ~~publications~~ **information**, such as School Board policies ~~manual~~, student handbook(s), collective bargaining agreements, and current budget documents.

C. The Superintendent will remind School Board members of their obligation to complete, not later than the 120th day after the date of taking the oath of office, training on the requirements of Maine's Freedom of Access Law. The Superintendent will provide School Board members with information regarding available training options. Each School Board member shall attest by means of a written or electronic record that he/she has completed the training and provide a copy of such record to the Superintendent's Office. To facilitate documentation of training, the Superintendent will make available to School Board members copies of the State's sample Certification of Completion of Freedom of Access Training form.

D. The School Board will encourage new members to attend appropriate in-district and out-of-district orientation and/or boardsmanship workshops. Reimbursement for such activities must be approved in advance by the School Board Chair, in consultation with the Superintendent, and is subject to the availability of funds.

NEPN/NSBA Code: BIA

E. The Chair and Superintendent will schedule and arrange for an orientation session for new School Board members as soon as practicable after election or appointment. A reasonable amount of time will be provided for discussion of:

1. The roles and responsibilities of the School Board and individual members;
2. Basic operational procedures of the School Board;
3. Placement of items on the agenda;
4. The role of committees, subcommittees and advisory committees;
5. How and why executive sessions may be held;
6. What is considered confidential or privileged information;
7. Appropriate responses of an individual member when a request or complaint is made directly to him/her by a student, parent or member of the community;
8. How the School Board responds to complaints involving personnel;
9. General information about the school system and its resources;
10. How School Board members, in fulfilling their duties, may request information concerning schools and the school unit's operations, finances and personnel;
11. **How to use social media appropriately as a member of the Board;**
12. How School Board members may make arrangements to visit schools and the protocol for such visits;
13. Protocol for dealing with the media; and
14. Other relevant topics.

All School Board members will be invited to the orientation session and encouraged to attend. The orientation is intended to serve as a useful review of basic boardmanship concepts for experienced members, as well as an opportunity to provide information and counsel to new School Board members.

History: Adopted: 12/21/01, 12/03/08

Reviewed: 1-9-2013

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted:

**FIVE TOWN CSD POLICY
BACKGROUND CHECKS ON PROSPECTIVE OR NEWLY HIRED EMPLOYEES**

Individuals offered employment in the District will have their backgrounds and references checked.

PROSPECTIVE EMPLOYEE

For any individual selected as a candidate to whom a job will be offered, a minimum of three (3) phone checks will be made with a previous employer (preferably the most recent supervisor).

NEWLY HIRED EMPLOYEE

The Central Office will request a Criminal History Record from the State Police as well as a Driving Record Report from the Motor Vehicles Department for all individuals offered employment in the District.

If employment must begin before the record checks are returned, continued employment will be contingent upon no convictions being reported that were not fully disclosed on the employment application. The Superintendent may make exceptions, based on mitigating circumstances and/or the seriousness of the violation.

For district roles that are temporary positions, but may continue year to year, such as substitutes and stipend holders, the district will conduct annual background checks.

History:

History: Adopted: 03/03/92, Revised: 10/1994, Adopted: 01/05/05, 05/01/13

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted:

FIVE TOWN CSD POLICY
BENEFITS FOR NON-ASSOCIATION STAFF

This policy applies to employees hired after December 1, 2019 and will supersede policies GDB-A, GDB-B, GDD, GDD-A

Definitions

1. **Full-time employee:** An employee who is scheduled to work a minimum of 35 hours per week.
2. **Part-time employee:** An employee who is scheduled to work fewer than 35 hours per week.
3. **School year employee:** An employee who works either full-time or part-time and has between 177 and 239 paid days per year.
4. **Calendar year employee:** An employee who works either full-time or part-time and has 240 days or more paid days per year.
5. **Hourly employee:** An employee whose is paid hourly. This is based on legal criteria.
6. **Salaried employee:** An employee who is paid a salary. This is based on legal criteria.

ADMINISTRATORS - This policy does not apply to administrative positions.

I. SCHOOL YEAR EMPLOYEE BENEFITS

The following benefits apply to Full-time employees, whether salaried or hourly. Part-time employees will get pro-rated benefits based on a 40-hour work week.

Leaves

1. PTO time
Personal Time Off, used for any reason, including sick time, personal business, bereavement, vacation, etc. will be computed as follows for

Year 1 of District Employment

New employees receive up to fifteen (15) days of PTO time during their first year of employment. These are accrued as follows: One day for each of the first five months and two days for each of the next five months. The first year of employment is defined as the date of hire until June 30.

Years 2 - 10 of District Employment

Employees receive fifteen (15) days of PTO time beginning on Sept 1, of each year after the first year of employment. These are accrued as follows: 5 days after Sept 1, 5 days after Nov 1, and 5 days after Feb 1. Within those time frames, days may be taken at any time approved by the employee's supervisor.

Years 10+ of District Employment

Employees receive twenty (20) days of PTO time beginning on Sept 1, of each year after the first ten years of employment. These are accrued as follows: 7 days after Sept 1, 7 days after Nov 1, and 6 days after Feb 1. Within those time frames, days may be taken

at any time approved by the employee's supervisor.

2. Sick leave

Unused PTO time can accumulate to seventy-five (75) days that can only then be used for a sick leave that qualifies for FMLA. Sick leave may be used for sickness or disability. The employee may be required to provide medical verification of the need for the use of accumulated sick leave days.

- All employees in this classification may voluntarily contribute one (1) day per year to a sick leave bank. The sick leave bank will be for all employees who fall under this policy. An employee who has contributed to the sick leave bank during a given school year (September 1st to August 31st) shall be entitled during that school year, when his/her accumulated sick days have been exhausted, to additional sick days up to a maximum of ten (10) days in a given school year, upon submission of a health care provider's certificate and employee's written request to the Superintendent of Schools.
- In order to use the sick leave bank an employee must contribute one (1) day in that year prior to October 1st.
- Unused sick leave bank days shall accumulate to a total of one hundred (100) days; therefore, in any given year the sick leave bank can have accumulated not more than one hundred (100) sick leave days plus the contributed sick leave days for the year just begun.
- When an employee resigns cumulative sick days may be donated to the sick leave bank as long as the donated days do not put the Sick Bank over the maximum accumulated 100 sick leave days.

Health Insurance

Full time employees shall be entitled to receive twelve (12) months of Health Insurance Coverage pursuant to the Five Town CSD Megunticook Educational Support Association/MEA/NEA Article XVIII. The district shall pay 100% of the "MEA/Anthem Choice Plus Plan" single health insurance coverage. Employees scheduled to work at least half time are eligible to receive prorated health insurance benefits. Employee contributions toward health insurance can be made with pretax dollars under Section 125 Premium Only Cafeteria Plan.

Holidays

School year employees will receive the following paid holidays:

Labor Day	Christmas Day
Indigenous Peoples Day	New Year's Day
Veteran's Day	Martin Luther King, Jr. Day
Thanksgiving Day	Memorial Day
The day after Thanksgiving	

II. CALENDAR YEAR EMPLOYEE BENEFITS

The following benefits apply to full-time employees, whether salaried or hourly. Part-time employees will get pro-rated benefits based on a 40-hour work week.

Leaves

1. PTO time

Personal Time Off, used for any reason, including sick time, personal business, bereavement, vacation, etc. will be computed as follows for

Year 1 of District Employment

New employees receive twenty (20) days of PTO time during their first year of employment. These are accrued as follows: Two days per month after the first two months. The first year of employment is defined as the date of hire until June 30.

Years 2 - 10 of District Employment

Employees receive twenty (20) days of PTO time beginning on July 1, of each year after the first year of employment. These are accrued as follows: 10 days after July 1, 5 days after Nov 1, and 5 days after Feb 1. Within those time frames, days may be taken at any time approved by the employee's supervisor.

Years 10+ of District Employment

Employees receive twenty-five (25) days of PTO time beginning on Sept 1, of each year after the first ten years of employment. These are accrued as follows: 10 days after July 1, 10 days after Nov 1, and 5 days after Feb 1. Within those time frames, days may be taken at any time approved by the employee's supervisor.

2. Sick leave

Unused PTO time can accumulate to one hundred (100) days that can only then be used for a sick leave that qualifies for FMLA. Sick leave may be used for sickness or disability.

- All employees in this classification may voluntarily contribute one (1) day per year to a sick leave bank. **The sick leave bank will be for all employees who fall under this policy.** An employee who has contributed to the sick leave bank during any given school year (July 1st to June 31st) shall be entitled during that school year, when his/her accumulated sick days have been exhausted, to additional sick days up to a maximum of thirty (30) days in a given fiscal year, upon submission of a health care provider's certificate and employee's written request to the Superintendent of Schools.
- In order to use the sick leave bank an employee must contribute one (1) day in that year prior to October 1st.
- Unused sick leave bank days shall accumulate to a total of one hundred (100) days; therefore, in any given year the sick leave bank can have accumulated not more than one hundred (100) sick leave days plus the contributed sick leave days for the year just begun.

- When an employee resigns cumulative sick days may be donated to the sick leave bank as long as the donated days do not put the Sick Bank over the maximum accumulated 100 sick leave days.

Health Insurance

The District shall pay 100% of the “MEA/Anthem Choice Plus Plan” single health insurance coverage. If the employee chooses to enroll in one of the Standard plans offered, the employee shall be responsible for the difference in cost between the Choice Plus Plan premium and the Standard premium. Employees scheduled to work at least halftime are eligible to receive prorated health insurance benefits. Employee contributions toward health insurance can be made with pretax dollars under Section 125 Premium Only Cafeteria Plan.

Holidays

Calendar year employees will receive the following paid holidays:

July 4th	Christmas Day
Labor Day	New Year’s Day
Indigenous Peoples Day	Martin Luther King, Jr. Day
Veterans’ Day	Presidents’ Day
Thanksgiving Day	Patriot’s Day
The day after Thanksgiving	Memorial Day

III. OTHER BENEFITS FOR BOTH GROUPS

Other Leaves

1. Professional Leave
Leave may be granted with prior approval from the supervisor and the superintendent or designee for attendance at conferences deemed appropriate and valuable.
2. Unpaid Leaves
Employees requesting an unpaid leave must acquire prior approval from the Superintendent.
3. The Family Medical Leave Act
The Family Medical Leave Act (FMLA) allows employees up to 12 weeks of unpaid leave for purposes related to a birth of a child, adoption/foster care placement, or serious health condition affecting the employee, spouse, child or parent. Certain eligibility requirements exist; contact the Central Office Business Manager for more details.

Jury Duty

Employees who lose time from his or her assigned schedule of work because of jury duty service shall be paid for such time lost at his/her regular rate. Jury duty fees shall be offset

against such pay. Such jury duty service shall be considered as time worked. The employee shall furnish the superintendent's office with a written statement from the court showing the days of jury duty and the fees which s/he was eligible to receive for each day. It is expressly understood that the employee will report for work assignment immediately upon release from jury duty service at such times during the school day while on call for jury duty service but not required to be in attendance by the court. Any payment received by employees for serving jury duty shall be paid to the district.

Mileage

Employees shall be reimbursed for the use of their private vehicles for approved school business at the rate specified in the Five Town CSD policy NEPN/NSBA Code: DKC. Mileage reimbursement forms must be completed with all supporting documentation when appropriate.

Course Reimbursement

University course work may be reimbursed up to \$170 per credit for a one, two, three or four credit course approved in advance by the Superintendent for coursework directly related to the area of employment. The reimbursement fee will be reduced accordingly if the employee is granted a scholarship or some other type of financial assistance.

Reimbursement for coursework will require:

- a. Prior approval from the Superintendent
- b. Successful completion of the course (grade of B- or better)

The district will sign a purchase order when the course is approved in advance by the superintendent. The employee may use this purchase order when enrolling in the course or program.

If the institution accepts the purchase order as payment and the employee subsequently receives less than a B-, the employee will reimburse the district the money it paid the institution within thirty (30) days of grades being closed by the institution. If the institution does not accept the purchase order payment and the employee thus has to prepay the tuition, the employee will be reimbursed for the expense of the course, upon presenting evidence of the successful completion of the course as designated in this agreement.

If the institution does not accept the purchase order prepayment, and if the employee is unable to pay for and take the course, the employee may request that the District consider prepayment to the institution by check. If the employee subsequently receives less than a B-, the employee will reimburse the District the money it paid the institution within thirty (30) days of grades being closed by the institution.

Military Leave

Employees who are members of the National Guard or other authorized State Military or Naval forces, and those who are members of the Army, Air Force, Marines, Coast Guard, or Naval

Reserve shall be entitled to a leave of absence from their respective duties, without loss of income during the period of annual training not to exceed seventeen calendar days in any calendar year, as specified under the National Defense Act or Armed Forces Reserve Act of 1952, provided that such employees shall have made every reasonable effort to perform such annual training during the period when school is not in session.

Salary

Pay Rates for all new employees will be recommended by the Building Principal or Director to the Superintendent who will determine the starting pay rate.

Annual pay increases are based on performance.

IV. EVALUATION

Unless a specialized tool for a particular position exists, all non-association employees covered under this contract will be evaluated in each of their first two years, and every other year thereafter, by June 1 of the respective year, using the Non-Exempt Performance Review Evaluation tool.

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted:

**FIVE TOWN CSD POLICY
SCHOOL YEAR HOURLY EMPLOYEE SALARY & BENEFITS**

This policy only applies to employees hired prior to December 1, 2019

Fulltime employee – An employee who is scheduled to work a minimum of 35 hours per week and a minimum of 177 days during the school year.

School year hourly employees who fall under this policy are “at will” employees. School year employees who work on a part-time basis will be eligible for pro-rated benefits, as defined below:

Leaves

1. Sick Leave

Employees shall be entitled to twelve (12) sick leave days each school year cumulative to seventy-five (75) days. Sick leave may be used for sickness or disability. The employee may be required to provide medical verification of the need for the use of sick leave when the absence continues for more than three (3) consecutive days. Up to three (3) sick leave days per year may be used to care for an immediate family member.

Immediate family member is defined as any natural grandparent, parent, sibling, child, grandchild or any in-law or step-relationship of the same degree of kinship, or spouse, or other family member living in the immediate household. Sick leave may be applied to Family Medical Leave Act.

- All employees in this classification may voluntarily contribute one (1) day per year to a sick leave bank. An employee who has contributed to the sick leave bank during any given school year (September 1st to August 31st) shall be entitled during that school year, when his/her accumulated sick days have been exhausted, to additional sick days up to a maximum of ten (10) days in a given school year, upon submission of a health care provider’s certificate and employee’s written request to the Superintendent of Schools. The Board may grant an employee additional sick days up to a maximum of ten (10) days in addition to the employee’s original request.
- In order to use the sick leave bank an employee must contribute one (1) day in that year prior to October 1st.
- Unused sick leave bank days shall accumulate to a total of one hundred (100) days; therefore in any given year the sick leave bank can have accumulated not more than one hundred (100) sick leave days plus the contributed sick leave days for the year just begun.
- When an employee has reached his/her cumulative total of sick days in any given year, the sick days accrued for that year can be donated to the sick leave bank as long as the donated days does not put the Sick Bank over the maximum accumulated 100 sick leave days.
- When an employee resigns cumulative sick days may be donated to the sick leave bank as long as the donated days do not put the Sick Bank over the maximum accumulated 100 sick leave days.

2. Bereavement Leave

Employees may be granted up to three (3) paid days of bereavement leave for the death of an immediate family member. For the purpose of this article only, immediate family member includes any grandparent, parent, aunt, uncle, sibling, child, grandchild or any in-law or step-relationship of the same degree of kinship, or spouse, or other family member living in the immediate household.

3. Personal Leave

Employees may request two (2) non-cumulative personal leave days with pay, per year, with reason. These personal leave days shall not be granted for recreational purposes and must be pre-approved by the immediate supervisor and the superintendent or designee.

4. Professional Leave

Leave may be granted with prior approval from the supervisor and the superintendent or designee for attendance at conferences deemed appropriate and valuable.

5. Unpaid Leaves

Employees requesting an unpaid leave must acquire prior approval from the superintendent.

6. The Family Medical Leave Act

The Family Medical Leave Act (FMLA) allows employees up to 12 weeks of unpaid leave for purposes related to a birth of a child, adoption/foster care placement, or serious health condition affecting the employee, spouse, child or parent. Certain eligibility requirements exist; contact the Central Office Business Manager for more details.

Jury Duty

Employees who lose time from his or her assigned schedule of work because of jury duty service shall be paid for such time lost at his/her regular rate. Jury duty fees shall be offset against such pay. Such jury duty service shall be considered as time worked. The employee shall furnish the superintendent's office with a written statement from the court showing the days of jury duty and the fees which s/he was eligible to receive for each day. It is expressly understood that the employee will report for work assignment immediately upon release from jury duty service at such times during the school day while on call for jury duty service but not required to be in attendance by the court. Any payment received by employees for serving jury duty shall be paid to the district.

Mileage

Employees shall be reimbursed for the use of their private vehicles for approved school business at the rate specified in the Five Town CSD policy NEPN/NSBA Code: DKC. Mileage

reimbursement forms must be completed with all supporting documentation when appropriate.

Course Reimbursement

University course work may be reimbursed up to \$170 per credit for a one, two, three or four credit course approved in advance by the Superintendent for coursework directly related to the area of employment. The reimbursement fee will be reduced accordingly if the employee is granted a scholarship or some other type of financial assistance.

Reimbursement for coursework will require:

- a. Prior approval from the superintendent
- b. Successful completion of the course (grade of B- or better)

The district will sign a purchase order when the course is approved in advance by the superintendent. The employee may use this purchase order when enrolling in the course or program.

If the institution accepts the purchase order as payment and the employee subsequently receives less than a B-, the employee will reimburse the district the money it paid the institution within thirty (30) days of grades being closed by the institution. If the institution does not accept the purchase order payment and the employee thus has to prepay the tuition, the employee will be reimbursed for the expense of the course, upon presenting evidence of the successful completion of the course as designated in this agreement.

If the institution does not accept the purchase order prepayment, and if the employee is unable to pay for and take the course, the employee may request that the District consider prepayment to the institution by check. If the employee subsequently receives less than a B-, the employee will reimburse the District the money it paid the institution within thirty (30) days of grades being closed by the institution.

Vacation

Employees will be eligible for the following vacation:

- Five (5) days upon 1st year anniversary date of hire
- Ten (10) days per year after five (5) years of employment

After the second anniversary date of date of hire, vacation time will accrue from July first to June 30. On July 1st after the second year anniversary date of hire, the employee will receive a prorated number of vacation days to bring his vacation days to July 1st. The following is an example of how vacation will accrue:

Hire Date	Second Anniversary	Vacation Days	Next July 1st	Following July 1st
July	July	5	5	5
August	August	5	4.5	5
September	September	5	4	5
October	October	5	4	5
November	November	5	3.5	5
December	December	5	3	5
January	January	5	2.5	5
February	February	5	2	5
March	March	5	2	5
April	April	5	1	5
May	May	5	1	5
June	June	5	0.5	5

Thereafter, the employee would receive their vacation time on July 1st of each year. Vacation days do not accrue from year to year and are to be used in the year in which they are earned. Prior approval must be acquired in advance from the immediate supervisor. School year employees may use vacation time only on non-school days.

Health Insurance

Full time employees shall be entitled to receive twelve (12) months of Health Insurance Coverage pursuant to the Five Town CSD Megunticook Educational Support Association/MEA/NEA Article XVIII. Employees scheduled to work at least half time are eligible to receive prorated health insurance benefits. Employee contributions toward health insurance can be made with pretax dollars under Section 125 Premium Only Cafeteria Plan.

Holidays

School year employees will receive the following paid holidays:

Labor Day	Christmas Day
Columbus Day	New Year's Day
Veteran's Day	Martin Luther King, Jr. Day
Thanksgiving Day	Memorial Day
The day after Thanksgiving	

Salary

Hourly Rates for all new employees will be recommended by the building principal or director to the Superintendent or designee.

Annual pay increases are to be aligned with the MESA Contract.

History: Adopted: 05/26/04, 02/03/10, 12/02/15

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted:

**FIVE TOWN CSD POLICY
CALENDAR YEAR EMPLOYEE SALARY & BENEFITS**

This policy only applies to employees hired prior to December 1, 2019

Fulltime employee: An employee who is scheduled to work a minimum of 40 hours per week and a minimum of 240 days per calendar year.

Calendar Year employees who fall under this policy are “at will” employees. Calendar year employees who work on a part-time basis will be eligible for prorated benefits as defined below:

Leaves

1. Sick Leave

Employees shall be entitled to fifteen (15) sick leave days each school year cumulative to one hundred (100) days. Sick leave may be used for sickness or disability. The employee may be required to provide medical verification of the need for the use of sick leave when the absence continues for more than three (3) consecutive days. Up to three (3) sick leave days per year may be used to care for an immediate family member.

Immediate family member is defined as any natural grandparent, parent, sibling, child, grandchild or any in-law or step-relationship of the same degree of kinship, or spouse, or other family member living in the immediate household. Sick leave may be applied to Family Medical Leave Act.

2. Sick Bank

All employees in this classification may voluntarily contribute one (1) day per year to a sick leave bank. Employees who have contributed to the sick leave bank during any given fiscal year (July 1st - June 30th) shall be entitled during that year, when their accumulated sick days have been exhausted, to use additional sick days from the sick leave bank up to a maximum of thirty (30) days in a given fiscal year, upon submission of a health care provider’s certificate and employee’s written request to the Superintendent of Schools.

- In order to use the sick leave bank an employee must contribute one (1) day in that year prior to October 1st.
- Unused sick leave bank days shall accumulate to a total of one hundred (100) days; therefore in any given year the sick leave bank can have accumulated not more than one hundred (100) sick leave days plus the contributed sick leave days for the year just begun.
- When an employee has reached his/her cumulative total of sick days in any given year, the fifteen (15) sick days accrued for that year can be donated to the sick leave bank as long as the donated days does not put the Sick Bank over the maximum accumulated 100 sick leave days.
- When an employee resigns, cumulative sick days may be donated to the sick leave bank as long as the donated days do not put the Sick Bank over the maximum accumulated 100 sick leave days.

3. Bereavement Leave

Employees may be granted up to three (3) paid days of bereavement leave for the death of an immediate family member. For the purpose of this article only, immediate family member includes any grandparent, parent, aunt, uncle, sibling, child, grandchild or any in-law or step-relationship of the same degree of kinship, or spouse, or other family member living in the immediate household.

4. Personal Leave

Employees may request three (3) personal leave days with pay, per year, with reason. These personal leave days shall not be granted for recreational purposes and must be preapproved by the immediate supervisor and the superintendent or designee. Personal days do not accumulate from year-to-year.

5. Professional Leave

Leave may be granted with prior approval from the supervisor and the superintendent or designee for attendance at conferences deemed appropriate and valuable.

6. Unpaid Leaves

Employees requesting an unpaid leave must acquire prior approval from the superintendent.

7. The Family Medical Leave Act

The Family Medical Leave Act (FMLA) allows employees up to 12 weeks of unpaid leave for purposes related to a birth of a child, adoption/foster care placement, or serious health condition affecting the employee, spouse, child or parent. Certain eligibility requirements exist; contact the Central Office Business Manager for more details.

Jury Duty

Employees who lose time from his or her assigned schedule of work because of jury duty service shall be paid for such time lost at their regular rate. Jury duty fees shall be offset against such pay. Such jury duty service shall be considered as time worked. The employee shall furnish the superintendent's office with a written statement from the court showing the days of jury duty and the fees which s/he was eligible to receive for each day. It is expressly understood that the employee will report for work assignment immediately upon release from jury duty service at such times during the school day while on call for jury duty service but not required to be in attendance by the court. Any payment received by employees for serving jury duty shall be paid to the district.

Mileage

Employees shall be reimbursed for the use of their private vehicles for approved school business at the rate specified in the Five Town CSD policy NEPN/NSBA Code: DKC. Mileage reimbursement forms must be completed with all supporting documentation when

appropriate.

Course Reimbursement

University course work may be reimbursed up to \$170 per credit for a one, two, three or four credit course approved in advance by the Superintendent for coursework directly related to the area of employment. The reimbursement fee will be reduced accordingly if the employee is granted a scholarship or some other type of financial assistance.

Reimbursement for coursework will require:

- a. Prior approval from the superintendent
- b. Successful completion of the course (grade of B- or better)

The district will sign a purchase order when the course is approved in advance by the superintendent. The employee may use this purchase order when enrolling in the course or program.

If the institution accepts the purchase order as payment and the employee subsequently receives less than a B-, the employee will reimburse the district the money it paid the institution within thirty (30) days of grades being closed by the institution. If the institution does not accept the purchase order payment and the employee thus has to prepay the tuition, the employee will be reimbursed for the expense of the course, upon presenting evidence of the successful completion of the course as designated in this agreement.

If the institution does not accept the purchase order prepayment, and if the employee is unable to pay for and take the course, the employee may request that the District consider prepayment to the institution. If the employee subsequently receives less than a B-, the employee will reimburse the District the money it paid the institution within thirty (30) days of grades being closed by the institution.

Vacation

Employees will be eligible for the following vacation:

- Five (5) days upon 1st year anniversary date of hire
- Ten (10) days after two (2) years of employment
- Fifteen (15) days after five (5) years of employment

After the first anniversary date of date of hire, vacation time will accrue from July 1st to June 30th. On July 1st after the first year anniversary date of hire, the employee will receive a prorated number of vacation days to bring his vacation days to July 1st. The following is an example of how vacation will accrue:

Hire Date	Second Anniversary	Vacation Days	Next July 1st	Following July 1st

July	July	5	10	10
August	August	5	9	10
September	September	5	8	10
October	October	5	7	10
November	November	5	6	10
December	December	5	5	10
January	January	5	4	10
February	February	5	3	10
March	March	5	2.5	10
April	April	5	2	10
May	May	5	1	10
June	June	5	0.5	10

Thereafter, the employee would receive their vacation time on July 1st of each year. Vacation days do not accrue from year to year and are to be used in the year in which they are earned. Prior approval must be acquired in advance from the immediate supervisor. Computation of vacation days for Central Office staff is outlined in policy GDB-BA.

Health Insurance

The District shall pay 100% of the “MEA/Anthem Choice Plus Plan” single health insurance coverage or 84% of the “MEA/Anthem Choice Plus Plan” dependent health insurance coverage. If the employee chooses to enroll in one of the Standard plans offered, the employee shall be responsible for the difference in cost between the Choice Plus Plan premium and the Standard premium.

Employees scheduled to work at least halftime are eligible to receive prorated health insurance benefits.

Employee contributions toward health insurance can be made with pretax dollars under Section 125 Premium Only Cafeteria Plan.

Holidays

Calendar year employees will receive the following paid holidays:

July 4th	Christmas Day
Labor Day	New Year’s Day
Columbus Day	Martin Luther King, Jr. Day
Veterans’ Day	Presidents’ Day
Thanksgiving Day	Patriot’s Day
The day after Thanksgiving	Memorial Day

Salary

Hourly Rates for all new employees will be recommended by the building principal or director to the Superintendent or designee.

History: Adopted: 05/26/04, 12/06/06, 11/07/07, 02/03/10, 03/02/11, 09/03/14, 12/02/15

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted:

**FIVE TOWN CSD POLICY
COMPUTATION OF VACATION FOR SALARIED EMPLOYEES**

This policy only applies to employees hired prior to December 1, 2019

PURPOSE:

To define when vacation time is eligible to be used by a salaried employee and to define how used vacation time affects a salaried employee's final pay in the event he/she ceases employment before the end of a work year.

1. A salaried employee's total vacation time for the year is available to be used by the employee at the start of the work year in a manner satisfactory to the employee and his/her immediate supervisor.
2. For pay purposes, an employee is eligible to be paid for that portion of his/her annual vacation time in direct ratio to the amount of time worked during the year.
 - a. For practical purposes, this only becomes an issue when the employee ceases employment without completing the work year.
 - i. Should the employee cease employment in the midst of a work year and have used a proportion of the vacation time for which he/she is entitled less than the portion of the year *he/she* has worked, then the employee is entitled to be paid for that proportion of unused vacation time.
 - ii. Should the employee cease employment in the midst of a work year and have used a proportion of vacation time greater than the portion of the year he/she has worked, then the employee shall have deducted from his/her final pay check(s) (or shall reimburse the district) for the proportion of vacation time used that exceeds the proportion of time worked in the work year.

History: Adopted: 12/10/96

Reviewed: 04/28/03, 04/03/13

First Read: November 6, 2019

Second Read: December 4, 2019

Adopted:

**FIVE TOWN CSD POLICY
COMPUTATION OF VACATION FOR CENTRAL OFFICE STAFF**

This policy only applies to employees hired prior to December 1, 2019

Years in district will be determined by number of years of employment on June 30.

Year 1 of District Employment

New employees receive up to ten days during their first year of employment. These are accrued as follows: one day per month after the second month. The first year of employment is defined as the date of hire until June 30.

Years 2 - 5 of District Employment

Employees receive ten days of vacation time beginning on July 1, of each year after the first year of employment. These are accrued as follows: 5 days after July 1 and 5 days after Jan 1. Within those time frames, days may be taken at any time approved by the employee's supervisor. These do not accumulate from year to year but must be used between July 1 and June 30.

Years 6 - 10 of District Employment

Employees receive fifteen days of vacation time beginning on July 1, of each year. These are accrued as follows: 5 days after July 1, 5 days after Nov. 1, and 5 days after Feb. 1. Within those time frames, days may be taken at any time approved by the employee's supervisor. These do not accumulate from year to year but must be used between July 1 and June 30.

Years 11 - 17 of District Employment

Employees receive twenty days of vacation time beginning on July 1, of each year. These are accrued as follows: 10 days after July 1, 10 days after Nov. 1. Within those time frames, ~~and~~ days may be taken at any time approved by the employee's supervisor. These do not accumulate from year to year but must be used between July 1 and June 30.

Years 18 - 20 of District Employment

Employees receive twenty-two days of vacation time beginning on July 1, of each year. These are accrued as follows: 11 days after July 1, 11 days after Nov. 1. Within those time frames, ~~and~~ days may be taken at any time approved by the employee's supervisor. These do not accumulate from year to year but must be used between July 1 and June 30.

Years 21+ of District Employment

Employees receive twenty-four days of vacation time beginning on July 1, of each year. These are accrued as follows: 12 days after July 1, 12 days after Nov. 1. Within those time frames, ~~and~~ days may be taken at any time approved by the employee's supervisor. These do not accumulate from year to year but must be used between July 1 and June 30.

History: Adopted 12/06/06, 03/04/09, 11/01/18, 02/06/19

First Reading: November 6, 2019
Second Reading: December 4, 2019
Adopted:

**FIVE TOWN CSD POLICY
PROGRAM FOR LIMITED ENGLISH PROFICIENT STUDENTS**

The School Board recognizes the need to provide a program for students who are limited in English proficiency in order to assure equal educational opportunity.

The Superintendent shall be responsible for developing and implementing a plan (Lau Plan) to meet the needs of such students, including procedures for identification, assessment, programming, monitoring and follow-up. A Language ~~Assessment~~ Acquisition Committee (LAC) shall be appointed to assist in the coordination, oversight and periodic review of the program.

The Lau Plan developed by the school unit shall be approved by the Board.

Legal Reference:

- Title VI of the 1964 Civil Rights Act
- Ch. 127.02 (Maine Dept. of Ed. Rule)

History: Adopted: 03/23/05, 07/10/13, 07/16/14

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted:

FIVE TOWN CSD POLICY ENGLISH AS A SECOND LANGUAGE PROGRAM LAU PLAN & RECOMMENDED PROCEDURES

Statement of Commitment

The purpose of the Lau Plan for the MSAD 28 is to define procedures for identifying and serving students with ~~Limited English Proficiency (LEP)~~ **English Learners (ELs)** in accordance with the Civil Rights Act of 1964 and the Equal Educational Opportunity Act of 1974. The MSAD 28 is committed to providing quality curricular, instructional and other related services to ensure that all language minority students are able to effectively participate in the schools' educational programs.

Definition of Terms

- **Bilingual:** describes a person who is fluent in two languages or a program with two languages of instruction; in this country the term generally implies that one of the two languages is English, but this is not necessarily the case.
- **DLL (Dual Language Learners):** generally used to mean a student who is learning a second language while continuing to develop his/her primary language; often refers to young learners developing dual literacy from early childhood; in this country the term generally implies that one of the two languages is English, but this is not necessarily the case.
- **EL (English Learners):** a student who speaks a primary or home language other than English and has not yet achieved English language proficiency; the preferred term, as "English *language* learner" is seen as redundant by some; United States Department of Education and Maine Department of Education use EL.
- **ELL (English Language Learners):** ~~This term is used as synonymous with ESL. It is currently used by the professional field and federal government to describe students learning English.~~ a student who speaks a primary or home language other than English and has not yet achieved English language proficiency; no longer the preferred term (see EL)
- **ELP (English Language Proficiency):** a level of skill in English comprehension and production that enables a student to meaningfully access the curriculum; *adjective*, describes an assessment that measures a student's current level of skill in English comprehension and production.
- **ESL (English as a Second Language):** ~~The use of a special curriculum and support services to help students learn English whose first language in the home is not English. This term is used as synonymous with ELL.~~
- **ESOL (English to Speakers of Other Languages):** The use of instructional models, strategies, and support services for teaching students who are learning the English language - describes a type of class, student, teacher, program, etc.; it is perceived as more inclusive and is therefore the preferred term

- **ILAP (Individual Language Acquisition Plan):** This is a plan developed for each ELL student defining the special language services needed for him/her to reach full English proficiency.
- **LAC (Language Assessment Acquisition Committee):** This committee is responsible for seeing that language, social, cultural, and educational needs of ELL students are met. The LAC is responsible for annual review of student progress and a personalized action plan for language development.
- **Lau:** This refers to the Lau vs. Nichols U.S. Supreme Court case. The decision required school districts to provide support for the ELL students who, without support, could not benefit from education, which was conducted in English.
- **LEP (Limited English Proficiency):** Students whose first language is other than English and whose level of English proficiency hinders access to the curriculum – describes a person who has not yet attained English language proficiency; used in No Child Left Behind but is now completely rejected by the field as insensitive and overly negative due to the word “limited”; avoid using LEP at all times.
- 1. ~~**FEP (Full English Proficiency):** Students who have achieved Level 6 on the ACCESS for ELLs.~~
- **Multilingual:** describes a person who is fluent in several languages; in this country the term generally implies that one of the several languages is English, but this is not necessarily the case.
- **Native Language:** used to refer to a language that a person acquires from infancy or early childhood; it is not recommended to use this term as it is not easily defined and individuals may perceive themselves as native or non-native speakers regardless of the circumstances of acquisition.
- **Non-Native Language:** used to refer to a language that a person acquires after infancy or early childhood; it is not recommended to use this term as it is not easily defined and individuals may perceive themselves as native or non-native speakers regardless of the circumstances of acquisition.
- **World-Class Instructional Design and Assessment (WIDA):** The WIDA Consortium is a non-profit group whose purpose is to develop standards and assessments that meet and exceed the goals of No Child Left Behind and promote educational equity for English language learners. The state of Maine uses the WIDA standards, descriptors and assessments.
 - **ACCESS for ELLs:** The ACCESS for ELLs is the language proficiency assessment adopted by the State of Maine.
 - ~~**WIDA-ACCESS Placement Test (W-APT):** W-APT is an English language proficiency “screener” test given to incoming students who may be designated as English language learners.~~ **WIDA Screener:** English language proficiency screener.

~~2. Measure of Developing English Language (MODEL the WIDA MODEL)~~

Rights of English Learners to Education

The Civil Rights Act of 1964 remains the foundation of the legal rights of an English learner. *Lau v. Nichols* confirms that all English learners are entitled to meaningful access to the curriculum. Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin, among other factors, by public schools. SAUs are required under federal law to enroll children regardless of citizenship or immigration status. This applies equally to immigrant students and international students attending a Maine public school with a J-1 or F-1 student visa. All students, including immigrant and international students, must be screened for English learner status. Any student who is identified as an English learner is entitled to ESOL services and must be administered ACCESS for ELLs® annually.

International students are not exempt from Title I required state academic assessments. However, students identified as English Learners may be entitled to state approved accommodations and alternate assessments for local and state tests when appropriate. Recently arrived English learners who have been enrolled in a U.S. school for less than 12 months are exempt from one administration of the state's English language arts assessment only.

Schools must communicate information to English learner students and parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English.

Parental Notification and Option to Withdraw Approval and Rights

Every attempt will be made to involve parents and, when necessary, communicate with parents in their native language. Parents will be notified within 30 days of the start of school if their child qualifies for ESOL services. If a student enrolls after the start of school, parents will be notified within 2 calendar weeks. Parents will also be notified of any changes to ESOL services, the WIDA ACCESS results, and the continuation or discontinuation of ESOL services. They will be invited to attend their yearly LAC meeting.

A parent may request that the child's program be reviewed or changed at any time. In the event that a parent/guardian refuses ESOL services for their child, a signed letter of refusal will be placed in the student's file. ~~Students will be tested annually when/if required by law. As long as he/she remains eligible, students may re-enter the ELL program at any time upon parent request.~~ As required by law, the student will still be required to take the ACCESS for ELLs annually, as long as he/she remains eligible for ESOL services, regardless of parental consent.

Documentation of parental refusal for ESOL services does not release the school or district from its responsibility to provide meaningful education to an English learner. If an English learner cannot make academic progress without ESOL services, the student has a right to ESOL services even if a parent refuses.

Special Education and ESL Students English Learners and Special Education

~~Limited “English proficiency learner” is not a disability as defined by the Americans with Disabilities Act of 1994 and state special education regulations. If a language minority student is referred for a special education evaluation, a culturally and linguistically non-biased evaluation must be utilized which complies with state and federal regulations. The student’s native language skills should also be assessed as close as possible to school entry so any significant problems can be identified and noted for future reference. English learners should not be placed in a special education program unless their exceptionality is well-documented and appropriate procedures for special education services have been followed.~~

Students may qualify for and have legal entitlement to both ESOL and special education services. Appropriate screening is required to determine students’ eligibility for each type of service. If a language minority student is referred for a special education evaluation, a culturally and linguistically non-biased evaluation must be utilized which complies with state and federal regulations. It is advisable to measure a student’s skills in the student’s primary language in order to clarify whether challenges are due to a learning disability or English language development

Depending on a student’s learning disability and Individual Education Plan (IEP), universal testing tools or accommodations may be needed in order to measure English language proficiency.

English learners with learning disabilities are eligible for exit from ESOL services when they demonstrate English language proficiency, whether by achieving a composite proficiency level of 4.5 on ACCESS for ELLs® or P2 on Alternate ACCESS for ELLs®.

Identification of ~~Students~~ English Learners (EL)

Potential ~~LEP~~ English Learners students will be initially identified by an ESOL-endorsed teacher using the following means:

1. ~~The Home Language Use Survey (HLS)~~ (LUS), is required of every newly enrolled student. The LUS is to be kept in every student’s cumulative folder to verify that all students are screened.
2. If any question is answered with a language other than English , the student is administered an English an English language proficiency screener. Students in 1-12 are administered the WIDA Screener Online. Students in kindergarten are administered the Kindergarten W-APT.

GRADE	SCREENING ASSESSMENT	MINIMUM SCORE REQUIRED TO BE NON-EL
Pre - K	Pre-LAS	Overall 5

1st semester K	W-APT	Listening and Speaking 29
2nd semester K 1st semester 1st grade	Kindergarten W-APT	Listening and Speaking 29 Reading 14 Writing 17
2nd semester 1st grade - 12th grade	WIDA Screener online	Composite Proficiency Level 4.5

- ~~3. WIDA Assessment Consortium placement via W-APT or MODEL (required).~~
4. Review of relevant educational documents and student records may be used for possible placement, but not identification.
5. Referrals from parents may be used for possible placement, but not identification.
6. Referrals from school personnel may be used for possible placement, but not identification.

Exit Criteria from ESOL Service

The Maine Department of Education defines English language proficiency as a composite proficiency level of 4.5 on Access for ELLs. No other measure qualifies an English learner for exit. Once proficiency is achieved, the student’s ELP status will be changed in the state student data system from “EL” to “Former EL”. Students who achieve the exit criteria must be monitored by the ESOL endorsed teacher for two school years. When ELL students attain the state’s definition of proficient, their academic performance and social-emotional well-being will be monitored for two years. This could take place during annually scheduled LAC meetings.

The LAC may choose to continue to provide language support services to students who have demonstrated English language proficiency on the assessment. They would no longer be administered ACCESS for ELLs.

Delivery of ESOL Services

An effective English language acquisition program must be tailored to the needs of each student, and may include but is not limited to tutoring, additional classroom support, materials, sheltered instruction, professional development for content area teachers, or other strategies. The Maine Department of Education requires the English language support program of an English learner to be provided or overseen by an ESOL endorsed teacher.

All English learners must be provided with English language support services that enable them to meaningfully access the curriculum in order to meet grade-level standards. English language development and content area knowledge are to be

acquired simultaneously rather than consecutively. English language proficiency is not a prerequisite to participate in mainstream classes. If English learners receive services that remove them from content area classes, any academic deficits that results must be remedied so the student remains academically on track with his/her non-EL peers.

English language support services are to be provided in a way that minimizes the isolation of English learners from the general student population and encourages English learners to participate in all aspects of the school program.

1. ~~Assessment Procedures~~

~~In order for students to be identified as LEP, the following assessment tools will be used, W-APT or MODEL. Once identified as LEP, student's language skills will be assessed annually by:~~

- ~~a. The ACCESS for ELLs[®] is a federally and state required annual assessment for all English Learners and participation is a component of *No Child Left Behind* (NCLB) accountability. If a student is identified as an English Learner, then that student must be administered the ACCESS for ELLs[®] annually until that student attains the State's definition of English language proficient, which is defined as a Level 6 Composite score on the ACCESS for ELLs[®]. It identifies students according to the following proficiency levels:
 - ~~i. Entering: The student knows and uses social language and visually supported information in reading, mathematics, science, and social studies.~~
 - ~~ii. Beginning: The student knows and uses social English and some general language of reading, mathematics, science and social studies.~~
 - ~~iii. Developing: The student knows and uses social English and some general and specific language of reading mathematics, science and social studies.~~
 - ~~iv. Expanding: The student knows and uses social English and some academic English, including some technical language in the subject areas.~~
 - ~~v. Bridging: The student knows and uses social and academic English and understands and uses technical language in the subject areas at grade level with minimal support.~~
 - ~~vi. Reaching: The student functions in English at grade level; may no longer need bilingual or English language support.~~~~
- ~~b. For placement purposed, the student's overall school performance will be reviewed with emphasis on teachers' observations and knowledge of the students' strengths and needs.~~
- ~~c. Students identified through the W-APT or MODEL as being LEP may receive further in school content area assessment by a reading consultant or other qualified person to help determine the level of academic support most appropriate for them.~~
- ~~d. State approved accommodations and alternate assessments for local and state~~

~~tests will be utilized as needed for LEP students.~~

- ~~e. The ESL Endorsed Educator/Coordinator and/or Special Education Director Superintendent's designee will periodically provide reports to the Superintendent and/or the schools' boards.~~

Individual Learning Acquisition Programs (ILAP)

When a student is identified as being ~~LEP~~ **an English learner**, an individualized, structured program will be developed ~~by the LAC~~. **State law requires that only an ESOL endorsed teacher is qualified to design, oversee and implement an English learner's English language support program, which includes the interpretation of ACCESS for ELL's results.** All students who meet the criteria for ELL will be assigned an endorsed ELL case-manager. The case manager will work with the grade level content teacher and other service providers to determine what instructional combination of services is most appropriate for each student.

Students identified as ELL's students receive his/her instruction from an **ESOL - endorsed ESL** teacher or a non-endorsed teacher or education technician supervised by an educator who holds a Maine ESOL endorsement. The focus of direct **ESL** instruction will be English language development and grade level content. ELL services may include supported grade level instruction where the ELL student is taught by grade level teacher with support and /or monitoring from **ESOL** teacher. ~~The ESL teacher may share the cultural diversity and the new language with other students in the class. Each student will be enrolled in grade level/content program to the extent possible and integrated into regular activities.~~ Accommodations to the regular curriculum will be supported by appropriate instructional materials. Instruction will focus on language acquisition and content knowledge simultaneously.

The following guidelines will be followed for the development of a student's ILAP:

1. Instruction will be provided during the regular school hours.
2. Student's grade placement will be age appropriate.
3. The ~~ELL~~ **ESOL** endorsed teacher and classroom teacher will coordinate efforts to support the student's acquisition of English and state's academic standards.
4. Instructional space and resources will be provided to LEP students that are comparably provided to non-LEP students.
5. The amount of time spent with the ~~ELL~~ **ESOL** endorsed teacher will be determined ~~by the LAC~~ based on the needs of the student. **For placement purposes, the student's overall school performance will be reviewed with emphasis on teachers' observations and knowledge of the students' strengths and needs. Teacher evaluations and informal assessments will also be considered.**

~~Every attempt will be made to involve parents and, when necessary, communicate with parents in their native language.~~

6. **Student identified through the WIDA Screener as being English language learners may receive further in-school content area assessment or instruction by other qualified educators or specialists to help determine the level of academic support most appropriate for them.**

7. In accordance with statute, an ILAP will be developed for each child and shared with parents at least once a year. ILAPs will be developed within 30 days of the start of school. In the case of students entering during the school year, the student will be screened, and a plan developed within 21 school days.

Language Assessment Acquisition Committee (LAC)
(this section moved from above)

The Language Assessment Acquisition Committee will review the educational program and progress toward academic and language proficiencies of ~~Committee will coordinate and oversee the educational program of~~ each ELL students enrolled in MSAD 28 on an annual basis. The Language Acquisition Committee develops the ILAP.

Composition of the Language Acquisition Committee (LAC)

1. Permanent members of the LAC will include an ESOL endorsed educator, a content area teacher from the District, and/or the Superintendent's designee.
 2. Additional members specific to the individual LEP student's situation may include parents, teacher(s), building administrator, guidance counselor, speech & language therapist, and student (when appropriate).
 3. The ~~English as a Second Language~~ ESOL endorsed educator ~~and/or the Special Education Director, Superintendent's designee~~ will be responsible for facilitating each meeting.
 4. ~~At the beginning of each school year, or within 30 days of enrollment, the school unit shall notify parents of students identified for or participating in ESL programs about the instructional program and parent rights, as required by law. Parents will be regularly apprised of their child's progress. Whenever practicable, communications with parents will be in the language understood by the parents.~~
1. ~~Responsibilities of the LAC~~
 - a. ~~To identify LEP students through home language surveys followed up by WIDA: W-APT (Access Placement Test) or MODEL testing for placement.~~
 - b. ~~To notify parents of the date and nature of meetings, program decisions and evaluations concerning their children. Whenever practicable, communications with parents will be in the language understood by the parents.~~
 - c. ~~To oversee the annual administration of multi-criteria evaluations to LEP students.~~
 - d. ~~To make a determination from the multi-criteria evaluations and other data about placement and programming for LEP students, including but not limited to amount of services, time of delivery of services, and types of programs.~~
 - e. ~~To monitor students' language and academic progress on an annual basis.~~
 - f. ~~To recommend modification of ESL support services or reclassification of students from limited English proficiency to full English proficiency (FEP).~~
 - g. ~~To carry out annual monitoring for two years after LEP students' reclassification~~

~~to FEP. This is consistent with provisions under the No Child Left Behind Act (NCLB).~~

- ~~h. To create and maintain an ESL file for each LEP student.~~
- ~~i. To provide general and specific information to the school staff on LEP students and ESL programs.~~
- ~~j. To recommend revisions and additions to the Five Town CSD Lau Plan for action by its Board of Directors.~~

Responsibilities of ESOL teacher

Documentation

The ESOL-endorsed educator is responsible for maintaining a file for all ELLs. The file should include Screener results and interpretation, an updated ILAP, any communication with parents, yearly ACCESS scores, and any notes or recommendations from LAC meetings.

The ESOL-endorsed educator is responsible for updating each student's cumulative file. The cumulative file must have a copy of the Language Use Survey, Screener Results, yearly WIDA ACCESS scores, and a copy of the most recent ILAP.

Assessment

The ESOL-endorsed educator is responsible for coordinating the implementation of both the WIDA Screener and the yearly WIDA Access 2.0 assessment.

Parental Notification

The ESOL-endorsed educator is responsible for notifying parents of eligibility for ESOL services, WIDA ACCESS 2.0 scores and continuation or discontinuation of ESOL services.

Program Delivery/Design

The ESOL-endorsed educator is responsible for designing an instructional plan to meet the needs of each EL. He/She is also responsible for ensuring that this instructional plan is implemented and effective.

Administration of ACCESS for ELLS

Federal and State law require that the English language proficiency of all English learners be measured annually as a component of accountability under the Elementary and Secondary Education Act (ESEA). If a student is identified as an English learner, that student must be administered ACCESS for ELLs annually until the student demonstrates English language proficiency. State law requires that ACCESS for ELLs be administered only by an individual trained in its administration.

Reclassification and Exit Criteria

- ~~1. The LAC members, the parents or the students themselves may decide if reclassification (reduction in ESL services) is warranted. Once this recommendation has been made, an evaluation process and a review of records will take place. This review may include:
 - ~~a. Results of WIDA ACCESS testing for content area English proficiency and ESL test(s) indicating English fluency beyond English Language Proficiency (ELP) Level VI.~~
 - ~~b. Teacher evaluations and informal assessments.~~
 - ~~c. Results of standardized test scores, which indicate these students, demonstrate achievement of the Maine *Learning Results* current Maine state formal assessments on parity with their English-speaking peers of the same grade level.~~
 - ~~d. Interviews with the students and parents.~~~~
- ~~2. When an ELL student is *reclassified*, the LAC will monitor his or her academic performance and social-emotional well-being after the program change has been made. Annual reviews will continue.~~
- ~~3. When ELL students attain the state's definition of proficient, their academic performance and social-emotional well-being will be monitored for two years. This could take place during annually scheduled LAC meetings.~~

Program Evaluation

The ESOL program will be reviewed bi-annually. Topics for review of the ESL program may include:

- Attainment of program outcomes
- Attainment of learner outcomes
- School climate and support for LEP students
- Quality of instructional materials
- Maintenance of information on students
- Effectiveness of staff development activities
- Effectiveness of mainstream-ESL collaboration
- Effectiveness of school and program communication with parents
- Implementation of Lau Plan

Legal Reference:

- 42 U.S.C. § 2000d (Title VI, Civil Rights Act of 1964)
- 20 U.S.C. §§ 6801 et seq.
- Ch. 127.02 (Maine Dept. of Ed. Rule)

History: Adopted: 03/02/05, Revised: February 2014 , Adopted: 07/16/14

First Reading: November 6, 2019
Second Reading: December 4, 2019
Adopted:

ILAP

**Five Town CSD/MSAD #28
Special Services
7 Lions Lane, Camden, ME 04843
(207)236-7812
Individual Language Acquisition Plan**

Date that student entered our district: _____

Student's Name: _____ Date of Birth: _____

Meeting Date: _____ Special Education: | Yes | No

Student's Primary Language:

Years in ELL Program:

W-APT Score & date:

ACCESS score & date:

Classification:

| Beginner | Intermediate | Advanced | High Advanced

Members present at LAC meeting:

The following criteria will be considered in constructing the ILAP:

1. Appropriate grade placement:

2. Total number of hours per week of academic tutoring and English language instruction to support content areas academics and English proficiency growth.

3. General program design/services:

#1

#2

#3

| pullout | sheltered | inclusion

Additional Program Notes:

4. Goals for the student's ELL and content area subjects:

ELL Goal #1:

Content area goal #1:

Content area goal #2:

5. Alternative grading needed: | Yes | No

6. Documents will be maintained by the content area/ELL teacher/tutor to indicate progress.

**7. Need for Extended School Year Services, i.e. summer and school vacations: | Yes
| No**

8. Need for accommodations/alternative assessments:

Comments:

Parent Notice:

English

English Learner Program
Placement

MSAD 28/Five Town CSD

English Learner Program Placement

Initial Placement Continuing Placement

Name of Student: _____ Date: _____

(mm/dd/yyyy)

School Location: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is _____ (number of years). The high school graduation rate for students receiving English Learner Services is _____%. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

MSAD 28/Five Town CSD

English
English Learner Program Placement

The name of the English proficiency test your child took is:

- _____
(Test used to measure level of English proficiency)
- _____
(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: _____ The highest score possible is:
_____ The level needed to be
proficient in English and exit English Learner Services is:

If applicable, your child's level of academic achievement was measured using the following test(s):

- _____
(Test used to measure level of academic achievement)
- _____
(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: _____

The method of instruction used in your child's English Learner Services is:

- Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- Other:**

- Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

**FIVE TOWN CSD POLICY
REQUEST FOR STUDENT TRAVEL FORM**

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

Trip Requirements:

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

Travel Category for Which Approval is Requested:

(check all that apply)

- In-state field trip, ≥ 2night stay
- Out of state field trip

- Domestic travel, US destination
- Foreign travel, non-US destination
- Per student cost ≥\$500

Destination: _____

No. Students on Trip: _____

Group/Event: _____

Dates of Trip: _____

Number of School Days Missed: _____

Cost of Substitute Coverage: _____

Educational Justification:

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

Trip Coordinator(s):

Date(s) of any Prior Trips Led:

_____	_____
_____	_____
_____	_____

Trip Chaperones:

One Chaperone to every 8 students is recommended.

Employee?

Date(s) of any Prior Trips

_____	_____	_____
_____	_____	_____
_____	_____	_____

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

Trip Protocol:

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

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

Open to following grade levels:

(at time of travel): 9 10 11 12

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

Methods of Travel: (check all that apply)

Charter bus

Chaperone transporting children

Other: _____

School bus

Parent transporting own children

Airline

Safety:

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

COSTS:

Total cost of trip per student: \$ _____ Group fundraising goal: \$ _____

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

CONSIDERATIONS FOR APPROVAL:

1. Proposal Submission

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

2. Trip Finances

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

3. Trip Type

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

APPROVALS:

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

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

Cross Reference:

IJOA – Educational Field Trips
JIC – Student Code of Conduct

History:

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

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted:

FIVE TOWN CSD POLICY GRADUATION FROM HIGH SCHOOL

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

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

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

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

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

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

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

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

1. Number of credits required for graduation: 23. Distribution requirements:
 - a. 4 credits in English
 - b. 3 credits in Social Studies inclusive of World History, US History I, ~~US History II~~
 - c. 4 credits in Mathematics
 - d. 3 credits in Science inclusive of 1 Earth/Space Science, 1 Life Science, .5 Physics,

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

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

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

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

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

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

1. Number of credits required for graduation: 22. Distribution requirements:
 - a. 4 credits in English
 - b. 3 credits in Social Studies inclusive of World History, US History (beginning with the class of 2022)
 - c. 3 credits in Mathematics inclusive of Algebra 1, Geometry, Algebra 2
 - d. 3 credits in Science inclusive of 1 Earth/Space Science, 1 Life Science, .5 Physics, .5 Chemistry.
 - e. .5 credit in Health
 - f. 1 credit in Visual & Performing Arts
 - g. 1 credit in Physical Education
 - h. 1 credit in Applied Academics
 - i. 1 equivalent credit from Applied Academics and/or Visual & Performing Arts
 - j. 4.5 earned elective credits

2. Students must earn a minimum of 16 credits at CHRHS or as a transfer student from an accredited high school in order to be awarded a CHRHS diploma.

3. Credits required for each grade placement
 - a. 17 credits are necessary for placement in 12th grade
 - b. 11 credits are necessary for placement in 11th grade
 - c. 5 credits are necessary for placement in 10th grade

6. Credits for courses
A yearlong course receives one credit; a semester course receives a half credit. The administration will determine credits for courses that meet for different time periods. See Five Town CSD policy IKFF for more information.

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

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

	OTHER GRADUATION REQUIREMENTS (CLASS OF 2023 and beyond)	
Capstone Project	1) Students must present a self-designed capstone project.	
Personal Finance	1) Students must pass a basic test of proficiency in Personal Finance through one of these methods: CHRHS course, online module, personal experience.	● There is no specific required credit for graduation

IV. ALTERNATIVE METHODS OF EARNING CREDITS

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

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

Methods of Earning Credit:

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

V. CREDIT RECOVERY

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

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

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

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

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

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

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

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

1. Transfer Students

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

2. Home-schooled Students

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

3. Delayed Awarding of Diplomas

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

4. Early Awarding of Diplomas

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

5. Extended Study

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

6. Certificate of Completion and Students with IEP's

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

7. Participation in Graduation Ceremony

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

8. Honors and Awards at Graduation

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

VII. In addition to the above considerations regarding earning a diploma, students who graduate will also be able to demonstrate proficiency in the eight content areas of the Learning Results and the “4 C’s” – Communication, Collaboration, Creativity, Critical Thinking. The requirements for earning proficiency in each area is outlined below. These proficiencies will be recorded on a student’s transcript.

~~1. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results. Meeting the standards entails demonstrating proficiency according to the chart at the end of this policy.~~

~~Required~~ **Content Areas:**

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

~~Optional:~~

- World Languages

~~4. Meet the 4C’s cross content performance standards to satisfy the Guiding Principles of the Learning Results.~~

~~A student graduating from CHRHS is expected to be proficient in:~~

- ~~Communication~~
- ~~Collaboration~~
- ~~Creativity~~
- ~~Critical Thinking~~

2.

GRADUATION REQUIREMENTS (CLASS OF 2021 and beyond)		
	REQUIRED Measured GRADUATION STANDARD PROFICIENCIES	ADDITIONAL GRADUATION REQUIREMENTS
CONTENT AREA	Structures in place through which to meet demonstrate proficiency requirements	<i>*Also see alternative method of earning credit in section IV.</i>
English	<p>1) To demonstrate proficiency, students must pass the three all required courses for graduation (9th, 10th, and 11th grade English - College Prep or higher) , or alternative route to proficiency approved by the department, and 2) Score 236 on NWEA MAP or a 1185 on the SRI or a 480 EBRW score on the SAT or alternative route to proficiency approved by the department Principal in consultation with the department</p>	<ul style="list-style-type: none"> ● Total of 4 English Credits ● Must have an English experience each year of HS.
Math	<p>1) To demonstrate proficiency, students must meet the Graduation Standard Expected Outcomes on end of quarter common assessments within this course sequence: Algebra I, Geometry, Algebra II or Honors Algebra II or alternative route to proficiency approved by the department Principal in consultation with the department</p>	<ul style="list-style-type: none"> ● Total of 3 Math Credits ● Algebra I, Geometry, Algebra II ● Must have a Math experience each year of HS.
Science	<p>1) To demonstrate proficiency, students must demonstrate proficiency in the 8 Scientific Practices (Graduation Standards) with the graduation assessments that will be administered in all core science courses. Proficiency in each practice must be demonstrated <i>twice</i>: once in physical sciences and once in life/earth/space sciences, or alternative route to proficiency approved by the department Principal in consultation with the department</p>	<ul style="list-style-type: none"> ● Total of 3 Science Credits ● Students demonstrate proficiency in NGSS content standards by passing all Required Courses: 4 disciplinary courses (Earth Science, Life Science, Chemistry, Physics). ● Must have a Science and Technology experience each year of HS.
Social Studies	<p>1) Graduation standards will be embedded in the 3 required disciplinary courses over 6 semesters. Must pass all required courses for graduation To demonstrate proficiency, students must pass all of these required courses, or alternative route to proficiency approved by the department Principal in consultation with the department</p> <p>2) (There are six graduation standards and students will have at least two opportunities to meet them through assessments of the Expected Outcomes.)</p>	<ul style="list-style-type: none"> ● Total of 3 Social Studies Credits ● Required Courses: <ul style="list-style-type: none"> ○ World History A & B; ○ US History or AP US History (beginning in 2022)

Visual and Performing Arts	<p>1) To demonstrate proficiency, students must successfully complete ion of any introductory Visual Art or Theater course or Concert Band or any Choir or Intro to Piano/Music Theory and</p> <p>2) In addition, Students demonstrate proficiency by satisfactorily completing at least two of the Expected Outcomes per Graduation Standard.</p>	<ul style="list-style-type: none"> ● Total of 3 credits In VPA and AA: <ul style="list-style-type: none"> ○ 1 in VPA, ○ 1 in either VPA or Applied Academics.
Applied Academics	There are no proficiency requirements in this area for graduation.	<ul style="list-style-type: none"> ○ 1 in Applied Academics ○ 1 in either VPA or Applied Academics.
Physical Ed and Health	<p>1) To demonstrate proficiency, students must pass all required courses for graduation. Graduation standards will be embedded in the 3 required disciplinary courses over 3 semesters. (There are 3 graduation standards in PE and 4 in Health.)</p>	<ul style="list-style-type: none"> ● Total 1.5 Credits ● Required Courses: Health (1 semester); Phys. Ed. (2 semesters)
Career and Ed Develop.	<p>1) Students will demonstrate proficiency by To demonstrate proficiency, students must complete career and postsecondary education assessments and activities utilizing the Family Connection Program/Naviance, demonstrate proficiency in at least 2 of the 3 Expected Outcomes in each Graduation Standard, and attend their Sophomore and Junior Visits.</p> <p>2) Proficiency in each Graduation Standard requires successful completion of at least 2 of the 3 Expected Outcomes per standard.</p> <p>3) As part of a comprehensive high school counseling program, students will also meet proficiency through their Sophomore and Junior Visits.</p>	<ul style="list-style-type: none"> ● There are no required credits in this content area for graduation.
World Language	<p>1) To demonstrate proficiency, students must take a foreign language through one of these course levels: Spanish Novice B or French II or Latin II or the equivalent AND</p> <p>A) Pass the AAPPL Exam (obtain Novice Mid) at the end of Spanish Novice B or French II, OR</p> <p>B) Meet the national average on the National Latin Exam at the end of Latin II.</p>	<ul style="list-style-type: none"> ●

OPTIONAL PROFICIENCY		
World Language	<p>1) Students must take a foreign language through one of these course levels: Spanish Novice B or French II or Latin II or the equivalent AND</p> <p>A) Pass the AAPPL Exam (obtain Novice Mid) at the end of Spanish Novice B or French II, OR</p> <p>B) Meet the national average on the National Latin Exam at</p>	<ul style="list-style-type: none"> ● There are no required credits in this content area for graduation.

	the end of Latin II.	
	REQUIRED GUIDING PRINCIPLES (4C'S) PROFICIENCIES	
Creativity	Students must will have the opportunity to meet the proficiency standard on the 5 Towns K-12 Rubric and will be through certification by teachers in the Visual and Performing Arts and/or Applied Academic content areas.	● There is no specific required credit for graduation
Collaboration	Students must will have the opportunity to meet the proficiency standard on the 5 Towns K-12 Rubric and will be through certification by teachers in the Social Studies and/or PE/Health content areas.	● There is no specific required credit for graduation
Critical Thinking	Students must will have the opportunity to meet the proficiency standard on the 5 Towns K-12 Rubric and will be through certification by teachers in the Science and/or Mathematics content areas.	● There is no specific required credit for graduation
Communication	Students must will have the opportunity to meet the proficiency standard on the 5 Towns K-12 Rubric and will be through certification by teachers in the English Language Arts and/or World Languages content areas.	● There is no specific required credit for graduation

Legal Reference:

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

Cross Reference:

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

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

First Reading: November 6, 2019

Second Reading:

Adopted:

FIVE TOWN CSD POLICY COMPULSORY ATTENDANCE

Under state law, full-time school attendance is required of all children from their 7th to their 17th birthday; except:

1. A person who graduates from high school before their 17th birthday;
2. A person who has met all of the following conditions:
 - a. Reached the age of 15 years or completed the 9th grade;
 - b. Permission to leave school from that person's parent;
 - c. Been approved by the principal for a suitable program of work and study or training;
 - d. Permission to leave school from the Board or its designee; and
 - e. Agreed in writing with that person's parent and the Board or its designee to meet annually until that person's 17th birthday to review that person's educational needs. When the request to be excused from school has been denied pursuant to this paragraph, the student's parent may appeal to the Commissioner; or
3. A person who has matriculated and is attending an accredited, post---secondary, degree---granting institution as a full---time student. An exception to the attendance in public school under this paragraph must be approved by the Commissioner.
4. A person enrolled in an online learning program or course, unless the person is enrolled in a virtual public charter school as defined in 20---A MRSA §2401(11).

Alternatives to Attendance at Public Day School

1. Equivalent instruction alternatives are as follows:
 - a. A person shall be excused from attending a public day school if the person obtains equivalent instruction in:
 - i. A private school approved for attendance purposes pursuant to 20---A MRSA § 2901;
 - ii. A private school recognized by the department as providing equivalent instruction;
 - iii. A home instruction program that complies with the requirements of 20---A MRSA § 5001---A(3)(A)(4); or
 - iv. Any other manner arranged for by the Board and approved by the Commissioner.
 - b. A person 5 years of age or older and under 7 years of age is not required to meet the requirements of this subsection.

2. A person may be excused from attendance at a public day school pursuant to 20--- A MRSA § 5104---A (other public or private alternative programs) or § 8605 (student attendance in adult education courses).

Credit for Attendance at a Private School

A student shall be credited with attendance at a private school only if a certificate showing the name, residence and attendance of the person at the school, signed by the person or persons in charge of the school, has been filed with the school officials of the administrative unit in which the student resides.

Discontinuation of Home Instruction

If the home instruction program is discontinued, students of compulsory school age must be enrolled in a public school or an equivalent instruction alternative as provided for by law. The receiving school shall determine the placement of the student. At the secondary level, the principal of the receiving school shall determine the value of the prior educational experience toward meeting the standards of Maine's system of Learning Results.

Excusable Absence

A person's absence is excused when the absence is for the following reasons:

1. Personal illness;
2. An appointment with a health professional that must be made during the regular school day;
3. Observance of a recognized religious holiday when the observance is required during the regular school day;
4. A family emergency;
5. A planned absence for a personal or educational purpose that has been approved;
6. Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth development placement or some other out---of---district placement that is not otherwise authorized by either any individual education plan or a superintendents' student transfer agreement. "Education disruption" does not apply to a student who is out of school for 10 or more consecutive school days as a result of a planned absence for a reason such as a family event or a medical absence for planned hospitalization or recovery.

Parents are responsible for the school attendance of students who are under 17 years of age. The Board shall work with families in an effort to ensure compliance.

Secondary school students 20 years of age or more will only be admitted to the school unit with prior Board approval.

Legal Reference:

- 20---A MRSA §2401(11).
- 20---A MRSA § 5001---A; 5003; 5201
- Ch. 125 § 8.06 (Maine Dept. of Ed. Rules)

Cross Reference:

- IHBG – Home Schooling
- JFC – Dropout Prevention/Student Withdrawal from School
- JOHB – Truancy

History: Adopted 07/11/2007, 03/19/2008, 10/16/2013, 05/18/17

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted:

FIVE TOWN CSD POLICY TRUANCY

DEFINITION:

A student is truant if he/she is required to attend school or alternative instruction (a person 5 years of age or older and under 7 years of age is not required to meet the requirements of alternative instruction) under Maine compulsory attendance law (20-A M.R.S.A. § 5001-A) and he/she:

1. Has completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; or
2. Is at least 7 5 years of age and has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year.

ATTENDANCE COORDINATOR:

In accordance with Maine law, the Superintendent shall appoint one or more Attendance Coordinators in each district school in accordance with state law. The duties of the attendance coordinator include, but are not limited to:

1. When notified by a principal that a student's attendance is irregular, interviewing the student and the parent(s) to determine the cause of the irregular attendance and file a written report with the principal; **NOTE: For the purpose of this policy, "parent(s)" means the student's parent(s) or legal guardian(s).**
2. Filing an annual report with the Superintendent summarizing school year activities, findings and recommendations regarding truants;
3. Serving as a member of the dropout prevention committee; and
4. Serving as the liaison between the school and the local law enforcement agency in matters pertaining to student absenteeism under Maine's compulsory attendance and truancy laws (20-A M.R.S.A. § 5001-A, 5051-A).

TRUANCY PROCEDURES:

As required by law, the following procedure shall be followed when a student is ~~habitually~~ truant.

- A. The Attendance Coordinator upon determining that a student is shall notify the Assistant Superintendent within five school days of the last unexcused absence. The Attendance Coordinator shall first try to correct the problem informally. Informal attempts to correct the problem must include
 - written notification of the truancy;
 - meeting with the student and the student's parent(s) to identify possible causes of the truancy and
 - developing a plan to implement solutions to the problem.

The plan may include but is not limited to:

- a. Frequent communication between the teacher and the family;
- b. Changes in the learning environment;

- c. Mentoring;
- d. Student counseling;
- e. Tutoring;
- f. Placement into different classes;
- g. Evaluation for alternative education programs;
- h. Attendance contracts;
- i. Referral to other agencies for family services; and
- j. Other interventions including but not limited to referral to the school attendance coordinator, student assistance team, or dropout prevention committee.

Failure of the student or the student's parent(s) to appear at scheduled meetings does not preclude school administrators from implementing a plan to address a student's truancy.

- B. If the plan referred to in paragraph A is not successful, then the Attendance Coordinator shall require the student and his/her parent(s) to attend one or more meetings with the student's teacher or other school personnel designated by the Attendance Coordinator. The purpose of the meeting(s) is to reinforce the plan referenced in paragraph A or to develop an alternative plan. Such meetings may involve others including but not limited to case managers, therapeutic treatment providers, and representatives of the Department of Health and Human Services, the Department of Behavioral and Developmental Services, and the Department of Corrections. The Attendance Coordinator shall schedule the meeting(s) at mutually convenient times.
- C. If the Attendance Coordinator is unable to correct the student's truancy, the Superintendent/designee is notified and shall serve or cause to be served upon the parent(s) in-hand or by registered mail a written notice that the student's attendance is required by law. The notice shall:
 - a. State that the student is required to attend school pursuant to 20-A M.R.S.A. §5001-A (the compulsory attendance law);
 - b. Explain the parent's right to inspect the student's attendance records, attendance coordinator's reports, and principal's reports;
 - c. Explain that the failure to send the student to school and maintain the student in regular attendance is a civil violation in accordance with 20-A M.R.S.A. § 5053-A and explain the possible penalties;
 - d. State that the Superintendent/designee may notify local law enforcement authorities of a violation of the truancy statute and the Department of Health and Human Services (DHHS) as provided by 20-A M.R.S.A. § 5051-A(C) (the notice provision); and
 - e. Outline the plan developed to address the student's truancy and the steps that have been taken to implement that plan.
- D. Prior to notifying local law enforcement authorities, the Superintendent/ designee shall schedule at least one meeting as required by law and may invite a local prosecutor.
- E. If after three school days after the service of the notice described in paragraph C of

- this policy the student remains truant and the parent(s) and student refuse to attend the meeting referred to in paragraph D, the Superintendent/designee shall report the facts of the unlawful absence to local law enforcement authorities.
- F. When a student is determined to be truant and in violation of the compulsory attendance law and the Superintendent/designee has made a good faith attempt to meet the requirements of paragraph C of this policy, the Superintendent/designee shall notify the School Board and local law enforcement authorities of the truancy. After this notification, a local law enforcement officer who sees the truant student may transport the student to the appropriate school if the truant student is off school grounds during school hours and not under the supervision of school personnel.

ANNUAL REPORT TO COMMISSIONER

The Superintendent shall submit an annual report regarding habitual truancy to the Commissioner by October 1. The report must identify the number of truants in the school administrative unit in the preceding school year; describe the school unit's efforts to deal with truancy; account for actions brought to enforce the truancy law; and include any other information on truancy requested by the Commissioner.

Legal Reference:

- 20-A MRSA §§ 5001-A; 5051-A-5054-A

Cross Reference:

- JEA - Compulsory Attendance
- JFC - Dropout Prevention - Student Withdrawal from School
- JLF - Reporting Child Abuse and Neglect

History: Adopted: 03/23/05, 03/19/08, 05/18/18, 11/14/18

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted:

FIVE TOWN CSD POLICY STUDENT REPRESENTATION ON THE SCHOOL BOARD

GUIDELINES FOR STUDENT REPRESENTATION ON THE SCHOOL BOARD

A minimum of two student representatives serve on the School Board from the student body.

1. Student representatives **typically begin in late fall during the sophomore year and serve a minimum of one year on the School Board until graduation.**
2. Student representatives are selected by the School Board.
3. Each student representative will be assigned a School Board mentor.
4. Student representatives do not have official voting powers. They are encouraged to participate in the regular board meeting and to have their votes recorded in the minutes, but their votes are not official, and they may not participate in Executive Sessions or in personnel matters.

EXPECTATIONS FOR STUDENT REPRESENTATIVES

1. Interested students need to possess a desire to be in a leadership role. They will be asked to serve as a liaison between the School Board and the student body. To do this, they must be able to elicit input and feedback from the entire student body.
2. The student representative will need to advocate for all students and must feel comfortable communicating their thoughts and opinions to the School Board.
3. The student representatives **can will** serve on a School Board Committee, to be determined by the student representative with guidance from their School Board Mentor.
4. Student representatives will be asked to give an **oral written** monthly report to the School Board.

PROCESS TO APPOINT STUDENT REPRESENTATIVES TO THE SCHOOL BOARD

1. Students interested in serving on the board need to get a minimum of 25 students to sign a nomination sheet to show support. If a student acquires the minimum number of student signatures, then they must write a letter to the School Board stating why they wish to serve. Attached to the letter should be a statement of support from a teacher and the signed nomination document. Letters are due to the Superintendent's Office on an annually specified date in September or early October.
2. The School Board will appoint a selection team to interview selected students. Interviews will take place in October. A nomination will be sent to the School Board for consideration in November.
3. One sophomore is selected each year to serve a **2.5**-year term, ending her/his term in ~~January~~ **June** of her/his senior year. This process results in there being 2 student representatives (one junior and one senior) on the Board in the fall and ~~2~~ **3** student representatives (1 sophomore, 1 junior, **and 1 senior**) on the Board in the **winter and**

spring of each school year. ~~The senior member may choose to serve their entire senior year but is not required to do so.~~

History: Adopted: 03/02/11

First Reading: November 6, 2019

Second Reading: December 4, 2019

Adopted: