REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY—DECEMBER 13, 2017
FREEPORT HIGH SCHOOL—LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

1. The meeting was called to order at ________ p.m. by Chair Michelle Ritcheson

2. Attendance:
   __Kathryn Brown  __Lindsay Sterling
   __Jeremy Clough  __Valeria Steverlynck
   __Candace deCsipkes  __Madelyn Vertente
   __Jennifer Galletta  __Sarah Woodard
   __Naomi Ledbetter  __Carter Jedrey-Irvin, Student Representative
   __John Morang  __Benjamin Monahan-Morang, Student Representative
   __Michelle Ritcheson

3. Pledge of Allegiance:

4. Consideration and approval of Minutes:
   A. Consideration and approval of the Minutes of November 29, 2017 as presented barring any
errors or omissions.

   Motion:_________________________  2nd:_________________________  Vote:_____________

5. Adjustments to the Agenda:

6. Good News and Recognition:
   A. Boys Cross Country - WMC Champions
   B. Girls Cross Country - WMC Champion & Individual State Champion
   C. Report from Board’s Student Representative

7. Public Comments:

8. Superintendent’s Report:
   A. Items for Information
      1. FHS Building Project Update
      2. Track and Field Update
   B. Administrator Reports
      1. Freeport Middle School Goal Review – Ray Grogan
      2. Freeport High School Goal Review – Jen Gulko

9. Unfinished Business:

10. New Business:
    A. RSU5 Cost Sharing Formula with Bill Stockmeyer, Drummond Woodsum
    B. Consideration and approval to adopt MSBA’s Resolution, Support for Public Education.

   Motion:_________________________  2nd:_________________________  Vote:_____________
C. Consideration and approval to adopt MSSA’s Resolution in Support of Public Education.

Motion: _______________ 2nd: _______________ Vote: _______________

11. Board Comments: (Reports from Sub-Committees)
   A. Policy Sub-Committee

12. Policy Review:
   A. Consideration and approval of the following Policies (1st Read)
      BDA – Board of Directors Organizational Meeting
      BDE – Board of Directors Standing Committees

      Motion: _______________ 2nd: _______________ Vote: _______________

   B. Consideration and approval of the following Policy (2nd Read)
      GBEBB – Staff Conduct with Students

      Motion: _______________ 2nd: _______________ Vote: _______________

13. Public Comments:

14. Executive Session:
   A. Consideration and approval to enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(D) for discussions relating to Educator and Support Staff Negotiations for RSU No. 5.

      Motion: _______________ 2nd: _______________ Vote: _______________

      Time In: ___________ Time Out: ___________

15. Action as a Result of Executive Session:

      Motion: _______________ 2nd: _______________ Vote: _______________

16. Adjournment:

      Motion: _______________ 2nd: _______________ Vote: _______________ Time: ___________
RSU No. 5 Board of Directors Meeting  
Wednesday, November 29, 2017 – 6:30 p.m.  
Durham Community School - Cafeteria  
Meeting Minutes

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the December 13, 2017 meeting).

CALLED TO ORDER:  
Chair Michelle Ritcheson called the meeting to order at 6:36 p.m.

MEMBERS PRESENT: Kathryn Brown, Jeremy Clough, Naomi Ledbetter, John Morang, Michelle Ritcheson, Lindsay Sterling (arrived at 6:38 p.m.), Valeria Steverlynck, Madelyn Vertenten, Sarah Woodard

MEMBERS ABSENT: Jennifer Galletta, Sarah Woodard

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION AND APPROVAL OF MINUTES:  
A. VOTED: To approve the Minutes of October 25, 2017 and November 8, 2017 as presented barring any errors or omissions. (Ledbetter – Steverlynck) (8 – 0). The student representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:  
Add an Item 14. Executive Session

6. GOOD NEWS AND RECOGNITION:  
A. Report from Board’s Student Representative – Carter Jedrey-Irvin reported on happenings at Freeport High School.  
B. Good News from Durham Community School – Will Pidden spoke about school culture work on kindness.

7. PUBLIC COMMENT:  
None

8. SUPERINTENDENT’S REPORT:  
A. Items for Information  
   1. District Happenings  
      - Retirement – Diane Whitmore – FHS World Languages Teacher (effective at the end of the 2017-2018 school year).

Item 12. A. Taken out of order

12. A. VOTED: To approve the 1st Read of the following Policy, with changes.  
   (Steverlynck – Sterling) (9 – 0). The student representative voted with the majority.  
   KF – Community Use of School Facilities
B. Administrator Reports
   1. Finance – Michelle Lickteig
   2. Pownal Elementary School Goal Review – Lisa Demick
   3. Durham Community School Goal Review – Will Pidden

9. UNFINISHED BUSINESS:

10. NEW BUSINESS:

11. BOARD COMMENTS: (Reports from Sub-Committees)
   A. Finance Committee
   B. Policy Sub-Committee

12. POLICY REVIEW:
   B. VOTED: To approve the 2nd Read of the following Policies.
   (Steverlynck – deCspikes) (9 – 0)
   EEBB – Use of Private Vehicles on School Business, with changes
   GCFB – Recruiting and Hiring of Administrative Staff

13. PUBLIC COMMENT:
   None

A new Item 14 was added

14. EXECUTIVE SESSION:
    VOTED: To enter into Executive Session to discuss a personnel matter pursuant to 1 M.R.S.A § 405(6)(A).
    (Sterling – Brown) (9 – 0)

    Time In: 9:39 p.m.                  Time Out: 10:28 p.m.

No action was taken as a result of Executive Session.

15. ADJOURNMENT:
    VOTED: To adjourn at 10:29 p.m. (Sterling – Clough) (9 – 0)

    Becky J. Foley
    Superintendent of Schools
### Terms and Definitions

**School:** Freeport Middle School  -  2016-17

**Team Name:** ELA, Science, Social Studies Teachers

**District Goal:** Focus on Student Achievement through Improved Student-Centered Teaching and Learning

<table>
<thead>
<tr>
<th>Team SMART Goal</th>
<th>Strategies and Action Steps</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
<th>Results</th>
</tr>
</thead>
</table>
| **Have 60% of students meet or exceed their NWEA Reading goal** | Student Goal Setting directly tied to their reading  
- Look at breakdown of score and area where the most growth is needed  
- Look at last year's NWEA growth for each teacher to help plan this year to improve growth  
- Look at growth by Quartile and strand  
- RTI tier 2 for lowest 40%  
Use Fountas and Pinnell for progress monitoring of struggling students, and create learning plans  
Pilot word work/grammar supplement for Columbia U program  
PLC group choice w/ focus on specific need in each classroom  
Informational Reading in content area classes to improve non-fiction reading, and writing based on the reading  
- Interdisciplinary project creation  
- Add ELA standards/indicators to SS/SCI classes  
Reflect on MEA data to look for areas to improve  
- Instructionally target a specific learning need evident in the data  
Work with students on skills needed to meet individual standards/indicators (Standards based instruction) | ELA Teachers  
Content Area teachers  
ELA Teachers  
ELA Teachers  
Principal/Teachers  
Principal/Teachers  
All Teachers | Set goals in winter, check in on progress multiple times before spring testing  
Fall/Winter  
All School Year  
Winter  
All School Year  
All School Year  
Winter / Spring  
All School Year | Spring 2017 NWEA Data  
Using Fall to Spring data (only data available) | % of students who made their goal:  
6 - 65 %  
7 - 71 %  
8 - 87 % |
<table>
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<tr>
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</tr>
</thead>
</table>
| Have 60% of students meet or exceed their NWEA Math goal | Student Goal Setting directly ties to their reading NWEA  
  - Look at score breakdown and area where most growth is needed  
  Look at last year's NWEA growth for each teacher and look at this year on how to improve growth  
  - Look at growth by Quartile and strand  
  - RTI tier 2 for lowest 40%  
  Employ more hands-on learning opportunities and opened tasks for students  
  - Mathematical practice standards, discuss, critic, apply math  
  Pilot new math programs  
  Reflect on MEA data to look for areas of improvement  
  - Instructionally target a specific learning need evident in the data  
  Math strategist work in all classrooms to support teaching and learning based on specific needs of the classroom  
  PLC group choice w/ focus on specific need in each classroom | Teachers/Principal  
 Teachers/Principal  
 Math teachers supported by math strategist  
 Teachers/Math Committee  
 Principal, Teachers  
 Math Strategist / Teachers  
 Principal, Teachers | Set goals in winter, check in on progress multiple times before spring testing  
 Fall/Winter  
 All school year  
 Winter, Spring  
 All school year | Spring 2017 NWEA Data  
 using Spring to Spring data when available | % of students who made their goal:  
 6 - 60%  
 7 - 61%  
 8 - 60% |
NWEA Growth Achievement by Quartile

<table>
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<tr>
<th>NWEA Growth Achievement Quartile</th>
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<tr>
<td>76%-99%</td>
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<tr>
<td>50%-75%</td>
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<tr>
<td>26%-49%</td>
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<tr>
<td>1%-25%</td>
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</tbody>
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Low Achievement Level → High Achievement Level
### FMS - SMART Goal 2016-17

**School:** Freeport Middle School 2016-2017

**District Goal:** Focus on Student Achievement through Improved Student-Centered Teaching and Learning

**Strategic Objective 3:** To create pride, unity, engagement, excitement and a sense of belonging in our school district.

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<tbody>
<tr>
<td>Help improve the community feeling and unity of the middle school students by having 15 evening activities</td>
<td>Engage PTC to help create and promote evening activities for middle school students in the three towns. Solicit ideas from students for evening activities. Encourage clubs to host evening activities at school for all students as a fundraiser. Evening activities planned or completed this year to date: 7 - socials 2 - Movie nights Bottle Flipping Night Board Game Night Dodgeball night Breakout Code Still looking for more ideas???</td>
<td>Principal</td>
<td>All School Year</td>
<td>Student turnout at events; student post-survey about increased activities. <em>In the 2016-17 school year we had the following social events for students:</em> 8 - FMS Socials 3 - DCS Socials 2 - Movie nights 2 - Breakout nights 1 - Dodgeball night 1 - Bottle Flipping 1 - Board game club.</td>
</tr>
<tr>
<td>Team SMART Goal</td>
<td>Strategies and Action Steps</td>
<td>Responsibility</td>
<td>Timeline</td>
<td>Evidence of Effectiveness</td>
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| **Goal**: Build and implement procedures for increased habits of work practices in the school and classrooms | • All teachers will grade a HOW standards  
• HOW standards will be listed in PowerSchool above content standards  
• Create scoring criteria and using weekly  
• Create and use self scoring w/ students  
• All parents will be reached via email multiple times with information about HOW grading and how to check grades in PS  
• Positive rewards for success  
• Athletic eligibility for Preparedness  
• Teachers and administration will go over with students HOW grading and how to check on PS  
• HOW posters for all rooms  
• Direct instruction all needed in HOW  
• Guidance and RTI support students as needed  
• Teachers attend trainings to be able to teach the HOW skills | Teachers  
Principal  
Teachers  
Teachers  
Teachers / Principal  
Principal / Teachers  
Teachers / Principal  
Teachers / Principal | All School year  
All School year  
Fall  
Fall  
All School Year  
All School year  
All school year  
All school year | Students will have a good understanding of what HOW grades are and how to check them based on survey data.  
Students will be given a pre-assessment of where Habits of Work are located in PowerSchool, how to check on the HOW grades, taught the HOW skills and how they are accessed.  
They will be given a recheck in the third trimester. The goal is to have 95% of students being able to self-check and complete self-checks and understand their HOW grades in all classes. |
MEA ELA Results

- FMS 2015-16: 63%
- FMS 2016-17: 68%
- FMS 2017-18: Upward arrow

MEA MATH Results

- FMS 2015-16: 51%
- FMS 2016-17: 52%
- FMS 2017-18: Upward arrow
## Standards Grades:

### Current Classes

- 1(A-F) Community Reading 6 - 17-18
- 3(A-F) Math 6 - 17-18
- 4(A-F) Language Arts 6 - 17-18
- 5(A-F) Lunch/Recess 6 - 17-18
- 6(A-F) Science and Technology 6 - 17-18
- 7(A-F) Social Studies 6 - 17-18
- 8(A) Band 6 - 17-18
- 8(A-F) BCS 6 - 17-18
- 8(B) Chorus 6 - 17-18

### Year: 17-18
<table>
<thead>
<tr>
<th>Standards</th>
<th>T1</th>
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<tbody>
<tr>
<td>W.L.HOW WORLD LANGUAGE <strong>HABITS OF WORK GRADE</strong></td>
<td>3</td>
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<tr>
<td>W.L.MS.HOW1 Respect</td>
<td>3</td>
</tr>
<tr>
<td>HOW.MS.P/WL Preparedness</td>
<td>3</td>
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<tr>
<td>W.L.MS.HOW3 Engagement</td>
<td>3</td>
</tr>
<tr>
<td>W.L.MS.HOW4 Determination</td>
<td>3</td>
</tr>
<tr>
<td>W.L.MS.HOW5 Integrity</td>
<td>3</td>
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<tr>
<td>W.L.MS WORLD LANGUAGE - <strong>CONTENT GRADE</strong></td>
<td>3.5</td>
</tr>
<tr>
<td>W.L.MS.1 INTERPRETIVE COMMUNICATION</td>
<td>3.5</td>
</tr>
<tr>
<td>W.L.MS.1.1 Interpret written language on topics</td>
<td>3.5</td>
</tr>
<tr>
<td>W.L.MS.1.2 Interpret spoken language on topics</td>
<td>3</td>
</tr>
<tr>
<td>W.L.MS.2 PRESENTATIONAL COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>W.L.MS.2.1 Verbally present information and ideas</td>
<td>3</td>
</tr>
<tr>
<td>W.L.MS.2.2 Express concepts and ideas in writing</td>
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<tr>
<td>W.L.MS.3 INTERPERSONAL COMMUNICATION</td>
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<tr>
<td>W.L.MS.3.1 Engage in conversations, express feelings</td>
<td>3</td>
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<tr>
<td>W.L.MS.5 COMPARISON of PRACTICES, PRODUCTS, and PERSPECTIVES</td>
<td>3</td>
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<tr>
<td>W.L.MS.5.1 Demonstrate understanding of culture</td>
<td>3</td>
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<tr>
<td>W.L.MS.6 CONVENTIONS</td>
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<td>W.L.MS.6.1 Students demonstrate understanding of the nature of language, in the target language or English.</td>
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<td>Class</td>
<td>Attendance By Class</td>
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<td><strong>1(A-F)</strong></td>
<td>Community Reading 6</td>
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<td>Email Alvarez, Stacy</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>2(F)</strong></td>
<td>Spanish 6</td>
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<tr>
<td></td>
<td>Email Robin, Amanda</td>
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<tr>
<td><strong>3(A-F)</strong></td>
<td>Math 6</td>
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<td><strong>4(A-F)</strong></td>
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<td><strong>5(A-F)</strong></td>
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### Grades and Attendance

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**Teacher Comments:**

**Section Description:**

### Assignments

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<tr>
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<th>Category</th>
<th>Assignment</th>
<th>Flags</th>
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<td>Robson, Amanda</td>
<td>2(F)</td>
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**Teacher Comments:**

**Section Description:**

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<td>WL.MS.6.1 - Students demonstrate understanding of the nature of language, in the target language or English.</td>
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<td>WL HOW WORLD LANGUAGE <strong>HABITS OF WORK GRADE</strong></td>
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<td>WL.MS.HOW1 Respect</td>
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<td>WL.MS.HOW4 Determination</td>
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<td>WL.MS.HOW5 Integrity</td>
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<td>WL.MS.1 INTERPRETIVE COMMUNICATION</td>
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<tr>
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<tr>
<td>WL.MS.2 PRESENTATIONAL COMMUNICATION</td>
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<tr>
<td>WL.MS.2.1 Verbally present information and ideas</td>
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<tr>
<td>WL.MS.2.2 Express concepts and ideas in writing</td>
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<tr>
<td>WL.MS.3 INTERPERSONAL COMMUNICATION</td>
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<tr>
<td>WL.MS.3.1 Engage in conversations, express feelings</td>
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<tr>
<td>WL.MS.5 COMPARISON of PRACTICES, PRODUCTS, and PERSPECTIVES</td>
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<tr>
<td>WL.MS.5.1 Demonstrate understanding of culture</td>
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<td>WL.MS.6 CONVENTIONS</td>
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<tr>
<td>WL.MS.6.1 Students demonstrate understanding of the nature of language, in the target language or English.</td>
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SMART Goal Template

School: Freeport High School  

2016-2017

Team Name: N/A

Team Members: Jen Gulko, Charlie Mellon, FHS Staff

District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

FHS Goal: By June 2017, Freeport High School will have proficiency-based practices developed and communicated to all stakeholders for the Class of 2021/start of the 2017-2018 school year. These practices will support students in reaching proficiency in their classes as well as keep parents informed about proficiency-based practices.

<table>
<thead>
<tr>
<th>SMART Goal</th>
<th>Strategies and Action Steps</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
</tr>
</thead>
</table>
| Proficiency-based reporting system and practices will be defined and communicated to all stakeholders by June 2017. | - Research and analyze reporting systems of neighboring schools and districts  
- Collaborate with RSU5 middle schools on practices of standards-based grading  
- Collaborate with RSU5 PBE committee on policy and practices for grading  
- Professional development for PowerSchool for standards-based reporting  
- Create drafts of our FHS policies | - FHS administrators  
- FHS leadership teams  
- FHS staff members (communication) | - Sept. 2016-June 2017 | - Written policy  
- PBE committee agendas and minutes  
- Parent and student communication resources  
- Teacher workshops  
- Student scores in PowerSchool  
- PLC and PLD agendas and work |
<table>
<thead>
<tr>
<th>Extracurricular eligibility and academic honors policy will be defined and communicated to all stakeholders by June 2017.</th>
</tr>
</thead>
<tbody>
<tr>
<td>∙ Present drafts to Board policy committee</td>
</tr>
<tr>
<td>∙ Revise drafts if necessary</td>
</tr>
<tr>
<td>∙ Communication plan for staff, students and parents designed and implemented</td>
</tr>
<tr>
<td>∙ Share policies with all stakeholders</td>
</tr>
<tr>
<td>• FHS Administrators</td>
</tr>
<tr>
<td>• Board Policy Committee</td>
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<tr>
<td>• Drafts by December 2016, presented in January.</td>
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<tr>
<td>• Finalize by June 2017</td>
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<tr>
<td>• Written policy</td>
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<tr>
<td>• Parent and student communication resources</td>
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<tr>
<td>• PLC and PLD agendas and work</td>
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<table>
<thead>
<tr>
<th>Standards-aligned scoring criteria will be developed for 9th grade courses in all content areas by June 2017</th>
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<tbody>
<tr>
<td>∙ All FHS teachers work in departments to develop and refine scoring criteria</td>
</tr>
<tr>
<td>∙ Teachers will pilot scoring criteria throughout 2016-2017 school year to reflect and revise as needed</td>
</tr>
<tr>
<td>• FHS Administrators</td>
</tr>
<tr>
<td>• FHS Faculty</td>
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<tr>
<td>• Sept. 2016 to June 2017</td>
</tr>
<tr>
<td>• Written scoring criteria</td>
</tr>
<tr>
<td>• Student scores in PowerSchool</td>
</tr>
<tr>
<td>• PLC and PLD agendas and work</td>
</tr>
<tr>
<td>• Student work</td>
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</tbody>
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<table>
<thead>
<tr>
<th>School-wide Habits of Work rubric and scoring practices will</th>
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<tbody>
<tr>
<td>∙ Research and analyze Habits of Work practices of</td>
</tr>
<tr>
<td>• FHS Administrators</td>
</tr>
<tr>
<td>• FHS Faculty</td>
</tr>
<tr>
<td>• School visits from Nov. 2016-April 2017</td>
</tr>
<tr>
<td>• School visits</td>
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<tr>
<td>• Student scores in PowerSchool</td>
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</tbody>
</table>
| Communication of PBE practices for parents will be ongoing throughout the 2016-2017 school year, with a minimum of 3 parent events, one with community members included, scheduled by June 2017. | PBE information handbook  
- Purpose and benefits of PBE  
- Summatives vs. formatives  
- Standards-based Scoring and reporting  
- Reassessment practices  
- HOW  
- Eligibility and Honors policy  

**Parent Events for Class of 2021**  
- January  
- March/April | FHS Administrators  
FHS Guidance counselors  
FHS Leadership Team | Pilot and discuss HOW rubric in PLCs Sept. 2016-June 2017  
- Drafts by March 2017  
- Finalize by June 2017 | PLC and PLD agendas and work  
- Student work  
- Parent event/workshop attendance  
- Parent/community event/workshop attendance  
- Parent survey on PBE practices and information |
<p>| | |</p>
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<tr>
<td>• May/June (Community invited)</td>
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</tbody>
</table>
**SMART Goal Template**

**School:** Freeport High School  
**2017-2018**

**Team Name:** N/A

**Team Members:** Jen Gulko, Charlie Mellon, FHS Staff

**District Goal:** Focus on Student Achievement through Improved Student-Centered Teaching and Learning

**FHS Goal:** By June 2018, Freeport High School will have proficiency-based practices developed, reflected on, revised and communicated to all stakeholders for the Class of 2021 and Class of 2022 by the start of the 2018-2019 school year. These practices will support students in reaching proficiency in their classes as well as keep parents informed about proficiency-based practices.

<table>
<thead>
<tr>
<th>SMART Goal</th>
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</thead>
</table>
| Expand training for teachers on proficiency-based reporting system and practices. | • Visit nearby schools to analyze systems for standards-based reporting and grading practices  
• Attend Professional development for PowerSchool for standards-based reporting with FHS admin and FHS teacher representatives  
• Reflect on and revise (if necessary) drafts of our FHS policies (Reassessment, Habits of Work, Eligibility, etc.)  
• Share policies with all stakeholders | • FHS administrators  
• FHS leadership teams  
• FHS staff members | • Sept. 2017-June 2018 | • PowerSchool workshops  
• School visit notes  
• Teacher workshops  
• Student scores in PowerSchool  
• PLC and PLD agendas and work |
| Standards-aligned scoring criteria will be developed and/or revised as necessary for 9th and 10th grade courses in all content areas by June 2018 | All FHS teachers work in departments to develop and refine scoring criteria  
Teachers will pilot scoring criteria throughout 2017-2018 school year to reflect and revise as needed | FHS Administrators  
FHS Faculty | Sept. 2017 to June 2018 | Written scoring criteria  
Student scores in PowerSchool  
PLC and PLD agendas and work  
Student work |
|---|---|---|---|---|
| School-wide Habits of Work rubric and scoring practices will be implemented, reflected on and further refined for the Class of 2021 and Class of 2022. | Continue to analyze Habits of Work practices of neighboring schools and districts  
Implement the Habits of Work rubric and regularly discuss methods for teaching and assessing H.O.W. in PLC and department meetings  
Reflect on draft of FHS Habits of Work guidelines for staff and students and revise draft as necessary | FHS Administrators  
FHS Faculty | School visits from Nov. 2017-April 2018  
Discuss HOW rubric and practices in PLCs Sept. 2017-June 2018  
Complete any revisions by June 2018 | School visits  
Student scores in PowerSchool  
PLC and PLD agendas and work  
Student work |
| Communication of and feedback for PBE practices with students and parents will be ongoing throughout the 2017-2018 school year for students and parents of the Classes of 2021 and 2022 (current 8th grade). | Reflection, revisions and additions to the PBE parent guide  
Host 4 Focus group meetings for feedback from the Class of 2021  
- 2 parent focus group meetings  
- 2 student focus group meetings | FHS Administrators  
FHS Guidance counselors  
FHS Leadership Team | January 2018 parent event for Class of 2022  
January 2018 student and parent focus group for Class of 2021  
May 2018 parent event for Class of 2022  
May/June 2018 | Parent event/workshop attendance  
Parent event/workshop attendance  
Focus group meetings attendance and feedback notes |
<table>
<thead>
<tr>
<th>SMART Goal</th>
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</thead>
</table>
| The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA math test will increase by 5%. | • Pilot new math curriculum in Algebra and Geometry  
• Implement math support class for 9th and 10th grade students scoring significantly below grade level on NWEA  
• Providing coaching and development for FHS math teachers with new curriculum  
• Focus on formative assessment and formative feedback with PLC teams | • FHS Administrators  
• FHS Faculty | • Sept. 2017 to June 2018 | • Enrollment in math support classes  
• Teacher workshops  
• PLC and PLD agendas  
• Spring 2018 NWEA math data  
  ○ All 9th and 10th graders  
  ○ Students in math support class |
| The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA Reading test will increase by 5%. | • Implement literacy support class for 9th and 10th grade students scoring significantly below grade level on NWEA  
• Focus on formative assessment and formative feedback with PLC teams | • FHS Administrators  
• FHS Faculty | • Sept. 2017 to June 2018 | • Enrollment in literacy support classes  
• Teacher workshops  
• PLC and PLD agendas  
• Spring 2018 NWEA ELA data  
  ○ All 9th and 10th graders  
  ○ Students in literacy support class |
1.3. **Support for Public Education** – The public education system is open to all children and provides learning opportunities and support systems to prepare them to be life-long learners, productive workers and good citizens. It also must support innovations that assure traditional public schools remain the schools of choice. This resolution officially puts Maine School Boards on the record as standing with other states to support the National School Boards Association’s “Stand Up for Public Schools” campaign. It calls for the adoption of local resolutions; better publicity around the excellent work going on in our districts; and public celebration of the educators and school leaders who support that work. (Adopted 2017)
Maine School Superintendents' Association
Resolution in Support of Public Education

The Maine School Superintendents' Association (MSSA), advocates for the highest quality public education for all students, develops and supports school system leaders, and

MSSA supports and values an inclusive, safe and innovative quality public education system that ensures all students can succeed, regardless of their zip code, the color of their skin, their native language, their gender/gender identity, their immigration status, their religion, or their social standing, and

MSSA promotes equity and excellence for students, educators and administrators by implementing continuous improvement and research-supported best practices, and

MSSA advocates for policies that address the unique needs of each and every child, and

MSSA supports creating stable, equitable, predictable and adequate funding for schools based on local, state and federal revenues that will meet the challenges of universal proficiency and provide the funding base needed to support a system which leads to success for all students, and

MSSA supports the hiring and continued support of highly qualified teachers and leaders for our schools, without whom our mission and vision for the children of our community would not be possible, and

WHEREAS, investing in public education is crucial to ensuring the future health of our state's economy and our country's global competitiveness. Students must leave their public schools ready for success in our 21st century society and be ready to fill current and future jobs. A robust federal and state investment in education is necessary to equip schools with the resources—personnel, facilities, technology—to position students to acquire the skills and knowledge needed for college and career success, and

WHEREAS, without quality public education, there will exist a great divide between the educated and uneducated, corresponding to the divide between the rich and the poor and the strong and the weak, and

WHEREAS, the existence of a strong, effective system of free public education for all children is essential to our democratic system of government, and
WHEREAS, public schools provide students with broad-based educational opportunities to include: learning multiple languages; having exposure to the history, culture, and context of all regions of the world; learning how to collaboratively solve problems and interact with peoples of different cultures and different lands; and developing empathy for human differences, commonalities, backgrounds and culture, and

WHEREAS, investing in public education is critical to student health. Public schools serve as a lifeline for children who cannot access health services outside of school. Schools are uniquely positioned to help our youth acquire life-long, health-promoting knowledge, skills and behaviors, and

WHEREAS, getting children ready for democracy embraces the notion that, to thrive, this nation must have citizens committed to the ideals and work of democracy, equipped to operate in a democracy and who can find common ground in their differences and respect where common ground is absent, and

WHEREAS, investment in public education matters.

BE IT RESOLVED these statements exemplify the importance of enhancing educational opportunities for students, therefore:

MSSA calls on local, state and federal lawmakers to prioritize support for strengthening our state and our nation’s public schools and empowering local education leaders to implement, manage and lead school districts;

MSSA advocates for local, state and federal policy that is committed to supporting and educating the whole child, providing support for academic and non-academic factors, including social and emotional learning, executive functioning skill attainment, mental health supports, extra/co-curricular activities and more;

MSSA supports the “I Love Public Education Campaign” sponsored by AASA (American Association of School Administrators) to tell the good news of public education, to kick off conversation related to ensuring that every community has access to a high quality public school, and to support the leaders of our state and nation’s public schools;

MSSA affirms its commitment to these values and to our community’s children and that we will be steadfast in our efforts to protect students and their families, from any policies that would undermine these values;

MSSA urges our state’s governor and our state’s legislature as well as our federal government to ensure resources are allocated to support these values across all of our state and all of our country’s public schools;
This is the 25th day of October, 2017

Motion to approve of resolution: _______________________, seconded by:

____________________ Vote: _______________________

____________________ Date

Betsy M. Webb, President of MSSA

____________________ Date

Steve Bailey, Executive Director of MSMA
DATE: October 26, 2016
FILE: MSSA Resolution

SUBJECT: Support for New Multiple Measure College and Career Readiness Indicators

BACKGROUND

The globalization of our economy requires a skilled workforce that is ready to meet the demands of the 21st century. The U.S. Chamber of Commerce estimates that by 2018, two-thirds of all jobs will require some type of post-secondary training.

America’s schools have a profound responsibility to ensure that our nation’s 14 million high school students are college ready, career ready and life ready.

The Maine School Superintendents’ Association (MSSA) has been supportive of initiatives to increase college and career readiness among its students.

For too long, standardized test scores – traditionally used as the primary readiness indicator – have failed to provide an accurate representation of our students’ potential.

This antiquated approach to defining college and career readiness stifles student growth.

MSSA supports the creation of a new assessment strategy – one that uses multiple measures to determine students’ abilities to survive and thrive in their future.

The authorization of the federal Every Student Succeeds Act gives more control to states and local school districts regarding student assessment.

Our college and career readiness indicators must reflect the educational landscape of the 21st Century.

Today’s high school students take advantage of college-level Advanced Placement courses, dual credit courses, internships, industry credentials and other programs that prepare them for a bright future.

We must encourage our schools to evaluate students based on the depth of these learning experiences.

AASA - The School Superintendents Association has launched a national campaign called Redefining Ready which introduces research-based multiple measurement college and career readiness indicators to more appropriately assess a student’s ability to survive and thrive in their future.

These readiness indicators will help promote a skilled workforce – high school graduates who will add to our Maine’s economy, not drain from it.

A multiple measure assessment strategy will lead to increased college and career success and ultimately a healthier economic climate for Maine.

RECOMMENDATION
Therefore, the MSSA wishes to demonstrate its support for these new college and career readiness indicators by approving the following resolution. (Resolution and Framework attached.)
RESOLUTION

WHEREAS the globalization of our economy requires a skilled workforce that is ready to meet the demands of the 21st century; and

WHEREAS the U.S. Chamber of Commerce estimates that by 2018, two-thirds of all jobs will require some type of post-secondary training; and

WHEREAS America’s schools have a profound responsibility to ensure that our nation’s 14 million high school students are college ready, career ready and life ready; and

WHEREAS MSSA has been supportive of initiatives that increase college and career readiness among its students; and

WHEREAS the authorization of the federal Every Student Succeeds Act gives more control to states and local school districts regarding student assessment; and

WHEREAS standardized test scores, which have traditionally been used as the sole indicator of college and career readiness, fail to portray a comprehensive picture of student potential; and

WHEREAS the existing one-score-fits-all approach is unfair to 21st century students; and

WHEREAS AASA – the School Superintendents Association launched a national campaign called Redefining Ready which proposes new research-based metrics and indicators to more authentically and appropriately assess and demonstrate high school graduates’ readiness to survive and thrive in their futures; and

WHEREAS these readiness indicators will help promote a skilled workforce – high school graduates who will add to Maine’s economy, not drain from it.

WHEREAS the authorization of the federal Every Student Succeeds Act allows Maine the opportunity to select Redefining Ready as the ‘other factor’ in the ESSA accountability.

THEREFORE, BE IT RESOLVED, that the MSSA supports the framework of multiple readiness indicators proposed in the Redefining Ready campaign to more accurately assess students’ readiness to succeed in college, career and life as the ‘other factor’ in Maine’s ESSA accountability, and

BE IT FURTHER RESOLVED, that we encourage the Maine Department of Education to provide support and professional development for school districts across the state to implement these multiple measurements of college and career readiness within their high school districts.

Adopted this 26th day of October, 2016.
Maine School Superintendents’ Association
ESSA College and Career Ready Framework – “Other Factor”

College and Career Ready Designation
Graduates will be considered College and Career Ready if they meet one of the following Pathways:

Pathway A
Minimum ACT Score (English – 18, Math – 22, Reading – 22, and Science – 23)
OR
Minimum SAT Score (Evidenced-Based Reading and Writing – 480 and Math – 530)

Pathway B
Minimum 2.8 GPA
1 Academic Indicator
2 Career Indicators

Pathway C
2.0 – 2.79 GPA
Algebra II (A, B, or C)
1 Additional Academic Indicator
2 Career Indicators

Pathway D
Minimum 2.0 GPA
Pass College Placement Exam
2 Career Indicators

Academic Indicators
Advanced Placement Exam (3+)
Advanced Placement Course (A, B, or C)
Dual Credit Course (A, B, or C)
Algebra II Proficiency (A, B, or C)
International Baccalaureate Exam (4+)
College Developmental/Remedial English and/or Math Course (A, B, or C)
Minimum ACT Score
Minimum SAT Score

Career Indicators
90% Attendance
25 Hours of Community Service
Workplace Learning Experience
Industry Credential
Two or More Organized Co-Curricular Activities
Military Service (Including JROTC)
Policy Subcommittee Report

Committee: Policy
Meeting date: November 17, 2017
Chair: Candy deCsipkes
Committee Members in attendance: Candy deCsipkes, Naomi Ledbetter, Cynthia Alexander

Agenda Items and Discussion:

_The committee reviewed policy language in consideration of policy development on class size._

Review/Revise Policies:

_The following policy was reviewed and will be brought back to the committee on December 1, 2017 for further discussion._

JICIA Weapons, Violence, and School Safety

The next meeting will be held on December 1, 2017 will be held at 8:30a.m.

Submitted by: Cynthia Alexander
Policy Subcommittee Report

Committee: Policy
Meeting date: December 3, 2017
Chair: Candy deCsipkes
Committee Members in attendance: Candy deCsipkes, Naomi Ledbetter, Cynthia Alexander

Agenda Items and Discussion:

The following policies were reviewed with no changes recommended.

- GCF Professional Hiring of Staff
- GCSA Employee Computer and Internet Use
- GCSA-R Employee Computer and Internet Use Rules

The following policy was added to the agenda.

- BDA Board of Directors Organizational Meeting

Review/Revise Policies:

The following policy was revisited and will be brought to the Board for 2nd read on December 13, 2017.

- GBEBB Staff Conduct With Students

The following policies were revised and will be brought to the Board for 1st read on December 13, 2017.

- BDE Board of Directors Standing Committees
- BDA Board of Directors Organizational Meeting

The following policies were not discussed and will be brought to the Policy Committee on January 5, 2018.

- JICIA Weapons, Violence and School Safety
- GCI Professional Staff Development Opportunities

The next meeting will be held on January 5, 2018 will be held at 8:30a.m.

Submitted by: Cynthia Alexander

Regional School Unit No. 5
17 West St., Freeport, ME 04032  Telephone: 865-0928x5
TO: Kathryn Brown, Jeremy Clough, Candace deCspikes, Jennifer Galletta, Naomi Ledbetter, John Morang, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten, Sarah Woodard, Benjamin Morang, Carter Jedrey-Irvin


FROM: Cynthia Alexander, Assistant Superintendent of Curriculum, Instruction, and Assessment
DATE: December 6, 2017
RE: Review/Update of Policies

At the December 13, 2017 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 1st Read and 2nd Read. The policies are attached.

1st Read Policies
   BDA – Board of Directors Organizational Meeting
   BDE – Board of Directors Standing Committees

2nd Read Policies
   GBEBB – Staff Conduct with Students

The following policies were reviewed with no recommended revisions and require no Board action.
   GCF – Professional Staff Hiring
   GCSA – Employee Computer and Internet Use
   GCSA – R – Employee Computer and Internet Use Rules
BOARD OF DIRECTORS ORGANIZATIONAL MEETING

Reorganization shall be effected at the first regular meeting of the Board of Directors following Board of Directors elections. At this meeting in June, there shall be an election for the ensuing year of a Chair and a Vice Chair.

The Chair and Vice Chair shall serve until the next annual organizational meeting in June, by vote of the Board of Directors. Removal prior to the next organizational meeting shall require super majority vote of the whole Board.

The Board of Directors Chair shall appoint members of the Board to Standing Committees. Each Committee shall elect its own Chair. The Board of Directors Chair shall appoint members of the Board to any temporary Committees.

All Committees shall be composed of less than the majority of the Board of Directors.

Adopted: October 28, 2009
Revised: February 16, 2011
Reviewed: January 22, 2014
BOARD OF DIRECTORS STANDING COMMITTEES

The Board of Directors believes that standing committees can be useful to its decision-making process and in the transaction of Board business. The Board may establish such standing committees as it deems necessary to facilitate school unit governance and address ongoing school unit needs. A standing committee has only such authority as specified by the Board.

All standing committees shall be comprised of less than a majority of the Board of Directors.

All standing committee meetings are open to the public except as provided by the Freedom of Access Law and the Municipal Public Employees Labor Relations Law.

Establishment and Functions of Standing Committees

The following provisions apply to the establishment and functions of standing committees:

A. All standing committees shall be established by vote of the Board of Directors. A motion to establish a standing committee shall state the purpose and responsibilities of the committee (the “charge”) and set the number of members comprising the committee.

B. The Board of Directors Chair, after Board discussion, will appoint elect members to a standing committee from among the membership of the Board. For existing standing committees, appointments will be made at or as soon as practicable after the Board of Director’s annual organizational meeting.

C. The Board of Directors Chair may also make appointments, after Board discussion, to standing committee vacancies on standing committees that occur prior to the Board’s next organizational meeting.

D. The term of appointment to a standing committee shall be until the next organizational meeting.

E. Each standing committee will elect its own chair.

F. The Board of Directors Chair and Superintendent shall be ex officio (non-voting) members of all standing committees.

G. Any Board of Directors member may attend standing committee meetings, but only appointed members of the committee may vote.
H. Except as authorized by law or Board of Directors action, a standing committee may research issues and make recommendations for Board action, but may not act for the Board.

I. A standing committee may be abolished at any time by a vote of the Board of Directors.

J. The number of members on a standing committee and/or the responsibilities of a standing committee may be modified at any time by a vote of the Board of Directors.

Authorization/Appointment of Standing Committees

The Board of Directors shall have the following standing committees:

Finance Committee
Negotiations Committee
Policy Committee
Strategic Communications Committee

The Board of Directors may establish other standing committees it deems necessary in accordance with this policy.

Legal Reference: 1 M.R.S.A. § 401 et seq.

Adopted: October 28, 2009
Reviewed: February 16, 2011
Revised: January 22, 2014
Revised: ______________
STAFF CONDUCT WITH STUDENTS

The RSU No. 5 Board expects all staff members, including teachers, coaches, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

Unacceptable Conduct

Examples of unacceptable conduct by staff members include, but are not limited to the following:

A. Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board’s policy on Harassment and Sexual Harassment of Students;

B. Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;

C. Associating with students in any situation or activity that includes the presence of alcohol, drugs, or tobacco or that could be considered sexually suggestive;

D. For non-guidance/counseling staff, encouraging Prompting students to confide their personal or family problems and/or relationships without a direct connection to the student’s school performance or having a direct educational purpose. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student’s school performance;

E. Sending students on personal errands;

F. Sexual banter, allusions, jokes, or innuendos with students;

G. Asking a student to keep a secret;
H. Disclosing inappropriate personal, sexual, family, employment concerns, or other private matters to one or more students;

I. Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner;

J. Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner;

K. Being alone with individual students out of the public view of others without a specific educational purpose;

L. Inviting or allowing students to visit the staff member’s home without prior notification to the school administration and the students’ parents; (see note below)

M. Visiting a student’s home, unless on official school business; (see note below)

N. Maintaining personal contact with a student outside of school by phone, email, texts, Instant Messenger or Internet chat rooms, social networking websites, or letters (beyond homework or other legitimate school business);

O. Exchanging personal gifts (beyond the customary student-teacher gifts); and/or

P. Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events or except as participants in organized community activities. RSU No. 5 assumes no liability for such activities.

Note: It is understood that staff members who live in, or have friends in, the community and/or have children who have friends in the community may have reason to visit a student’s home, or have a student visit at their home, without prior notice being given to school administration due to personal relationships, but no such visits or relationships should violate the spirit of this policy.

Reporting Violations

Students and/or their parents/guardians are strongly encouraged to notify the principal if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the principal or Superintendent if they become aware of a situation that may constitute a violation of this policy.
Disciplinary Action

Staff violations of this policy may result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Human Services and/or law enforcement in accordance with the Board’s policy on Reporting Child Abuse and Neglect.

Dissemination of Policy

This policy shall be included in all employee, student and volunteer handbooks.

Cross Reference:  
ACAA - Harassment and Sexual Harassment of Students  
GCSA - Staff Computer/Internet Use  
JLF - Reporting Child Abuse and Neglect

Adopted:  June 9, 2010  
Reviewed:  February 29, 2012  
Revised:  

RSU No. 5 School Department  
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