

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS  
WEDNESDAY – NOVEMBER 14, 2018  
FREEPORT MIDDLE SCHOOL– CAFETERIA  
6:30 P.M. REGULAR SESSION  
AGENDA**

1. Call to Order:  
The meeting was called to order at \_\_\_\_\_ p.m. by Chair Michelle Ritcheson
2. Attendance:

___ Kathryn Brown	___ Michelle Ritcheson
___ Jeremy Clough	___ Lindsay Sterling
___ Candace deCsipkes	___ Valeria Steverlynck
___ Jennifer Galletta	___ Madelyn Vertenten
___ Erica Giddinge	___ Clay Canterbury – Student Representative
___ John Morang	___ Rhea Fitzpatrick - Student Representative
___ Maura Pillsbury	
3. Pledge of Allegiance:
4. Consideration of Minutes:
  - A. Consideration and approval of the Minutes of October 24, 2018 as presented barring any errors or omissions.

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_
5. Adjustments to the Agenda:
6. Good News & Recognition:
  - A. National Merit Scholarship Program Semifinalists and Commended Students
  - B. Cross Country 1<sup>st</sup> Place Finish at WMC and South Regional Championships
  - C. Boys Soccer Team Class B South Regional Champions
  - D. Report from Board's Student Representative (10 Minutes)
  - E. Good News from Freeport Middle School – Ray Grogan (10 Minutes)
7. Public Comments: (10 Minutes)
8. Reports from Superintendent:
  - A. Resignations/Retirements:
    - Hannah Hebert –Ed Tech
    - Dani Vinci – Occupational Therapist
    - Margaret Dorsey – Accounts Payable (Retirement)
9. Administrator Reports:
  - A. Durham Community School Goal Review – Will Pidden (15 Minutes)
  - B. Freeport Middle School Goal Review – Ray Grogan (15 Minutes)
  - C. Freeport High School Goal Review – Jen Gulko (15 Minutes)
  - D. Instructional Support Report – Bonnie Violette (15 Minutes)
  - E. Nutrition – Erin Dow (15 Minutes)

10. Board Comments and Committee Reports:  
NA

11. Policy Review:

A. Consideration and approval of the following Policies (2<sup>nd</sup> Read) (10 Minutes)

BEDH – Public Participation at Board of Directors Meetings

IJNDB-Student Computer and Internet Use and Internet Safety

IJNDB-R Student Computer and Internet Use and Internet Safety Rules

IJNDC-School System Website/Web Pages

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

12. Unfinished Business:  
NA

13. New Business:  
NA

14. Personnel:  
NA

15. Public Comments: (10 Minutes)

16. Adjournment:

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_ Time: \_\_\_\_\_

Item 4.

**RSU No. 5 Board of Directors Meeting  
Wednesday, October 24, 2018 – 6:30 p.m.  
Pownal Elementary 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 November 14, 2018 meeting).

1. **CALLED TO ORDER:**  
Chair Michelle Ritcheson called the meeting to order at 6:34 p.m.
2. **MEMBERS PRESENT:** Kathryn Brown, Jeremy Clough, Candace deCsipkes, Erica Giddinge, John Morang, Michelle Ritcheson, Valeria Steverlynck (arrived at 6:36 p.m.), Madelyn Vertenten, Sarah Woodard. Also in attendance was Rhea Fitzpatrick, Student Representative.  
**MEMBERS ABSENT:** Jennifer Galletta, Lindsay Sterling
3. **PLEDGE OF ALLEGIANCE:**
4. **CONSIDERATION OF MINUTES:**  
**A. VOTED:** To approve the Minutes of October 10, 2018 as presented.  
(Brown - Woodard) (8 – 0). The student representative voted with the majority.
5. **ADJUSTMENTS TO THE AGENDA:**  
Addition of 6.B. Report from Board's Student Representative
6. **GOOD NEWS AND RECOGNITION:**  
A. Good News from Pownal Elementary School – Lisa Demick  
B. Report from Board's Student Representative
7. **PUBLIC COMMENT:**  
None
8. **REPORTS FROM SUPERINTENDENT:**  
A. Items for Information
  1. District Happenings
  2. Resignations  
Janet Wironen- MSS Ed Tech  
Natasha Skelton – FHS School Nutrition
9. **ADMINISTRATOR REPORTS:**  
A. Pownal Elementary Goal Review – Lisa Demick  
B. Capital Improvement Plan – Dennis Ouellette  
C. Finance – Michelle Lickteig
10. **BOARD COMMENTS AND COMMITTEE REPORTS:**  
A. Board Information Exchange and Agenda Requests - None  
B. Finance Committee  
C. Strategic Communications  
D. Policy Committee

**11. POLICY REVIEW:**

**A. VOTED:** To approve the 1<sup>st</sup> Read of the following Policies (Giddinge – Brown) (9 – 0). The student representative voted with the majority.

BEDH – Public Participation at Board of Directors Meetings  
IJNDB-Student Computer and Internet Use and Internet Safety  
IJNDB-R Student Computer and Internet Use and Internet Safety Rules  
IJNDC-School System Website/Web Pages

**B. VOTED:** To approve the 2<sup>nd</sup> Read of the following Policies (Steverlynck – Brown) (9 – 0). The student representative voted with the majority.

JKF-R – Removal of Students with Disabilities  
JLFA – Child Sexual Abuse Prevention and Response

**C. VOTED:** To rescind the following Policies (Giddinge – Vertenten) (9 – 0). The student representative voted with the majority.

GBGAA-E1- Hepatitis B Vaccine Declination Form  
GBGAA-E2-Consent to be Tested for Human Immunodeficiency Virus (HIV) Antibodies  
IJNDB-E Student Computer and Internet Use and Internet Safety Acknowledgment Form

**12. UNFINISHED BUSINESS:**

A. Workshop on Elementary Proficiency Based Education

**13. NEW BUSINESS:**

None

**14. PERSONNEL:**

None

**15. PUBLIC COMMENT:**

None

**16. ADJOURNMENT:**

**VOTED:** To adjourn at 9:24 p.m. (Woodard – Giddinge) (9 – 0) The student representative voted with the majority.

  
Becky J. Foley, Superintendent of Schools

**School: Durham Community School**

**Team Name: Whole school**

**Team Members: School staff**

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

We have identified a number of mediators of feedback and achievement including the distinction between focusing on giving or receiving feedback, how the culture of the student can mediate the feedback effects, the importance of disconfirmation as well as confirmation, and the necessity for the climate of the learning to encourage “errors” and entice students to acknowledge misunderstanding and particularly the power of peers in this process. ~ **Hattie from Feedback: The communication of praise, criticism, and advice, 2011**

**This two year goal is to improve the effectiveness of feedback from both teachers and peers to increase student achievement across content areas.**

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<b>Develop goal and establish plan.</b>	Read article from Hattie’s research on feedback. View video on visible learning on feedback. Establish goal and launch activity for staff.	School Leadership Team	August 25th SLT retreat	Resources identified and plans made
<b>Launch goal</b>	Share reading with whole staff and video clip. Outline plans for the year.	Will & Hiram	August 31, 2017	Staff understand the goal and make initial connections to existing work.

<b>Build understanding of feedback vs advice</b>	Articles on feedback	School Leadership Team meeting.	10/11/17	Select article for whole staff work.
<b>Build understanding of feedback vs advice</b>	Whole staff discussion Teams identify sub goals	Will & Hiram	10/31/17 Added as PD time due to power outage	Teams and PLCs list of target content/context for feedback.
<b>Communicating levels of success</b>	Exemplars, progressions, rubrics	School Leadership Team	11/8/17	Articles selected
<b>Communicating levels of success</b>	Reflecting on and sharing exemplars, progressions, rubrics.	School Leadership Team and staff.	11/15/17	Staff feedback
<b>Building skills in: Listening to feedback. Peer to peer feedback Providing feedback Formative assessment practices How to communicate success levels.</b>	Teams working on their specific goals. Determining how to communicate success; how to determine where students are and how they are made aware of their progress; how to communicate next steps.	School Leadership Team and staff.	12/6/17	<del>Identify target students to focus on and establish baseline data.</del> Exemplars
<b>Skill building continued</b>	Menu of workshop choices TBD	School Leadership Team and staff.	2/7/18	Teachers reflect upon and share practices.
<b>Review progress and plan next steps</b>	Reflect upon year long learning and review progress of identified students. Identify next steps.	School Leadership Team and staff.	4/25/18	<del>Review data of target students.</del>

## Reflection on year 1

Throughout year one of this goal we learned a lot as a school and recognized we have a lot still to learn! As is often the case with goal setting, as the plan unfolds one becomes increasingly aware of what you don't know as much as what you do know. The work was led predominantly through the school leadership team at the PLC level, but also through school wide PD time. Some of the outcomes that were achieved included:

### PK-2

Creation of student facing rubrics.

Setting individualized student goals.

Teams explored and utilized progressions in writing, reading and science.

Increased student role in identifying and acting upon next steps.

### 5-8

Use of student facing rubrics, exemplars and progressions to clearly define measures of success.

Timely feedback and opportunity for students to look at their work relative to success criteria.

### PK - 8

Worked collaboratively to deepen understanding of aspects of the feedback model.

As the goal work developed last year, we became increasingly aware of several factors involved with providing impactful feedback that go beyond the procedural steps we had started out pursuing. Identifying success criteria and learning intentions is relatively straightforward, although ensuring it is student friendly while meeting the expectations for rigor takes time and practice. Likewise, giving students feedback as to where they are relative to success, or having them identify for themselves their progress, is a familiar skill and has been more about refinement and consistency than new learning. However, giving specific feedback as to the next steps a learner should take to get closer to success has been the biggest hurdle for teachers. The common denominator of those who are most successful at this is that they have a high level of content knowledge. We have shown this in a formula:

- **clear success criteria and learning intentions + content knowledge = confidence and ability to give “next step” feedback.**

Content knowledge leads not only to confidence to give next step feedback, it also results in that feedback being most useful. Another factor that we had not anticipated being so significant is the need to have a strong culture for feedback. Unless the learners know how to receive feedback and are willing to use it, it doesn't matter how good the feedback is, it won't have an impact. Therefore when considering the importance of a culture for feedback it results in another formula:

- **confidence and ability to give “next step” feedback + culture for feedback = student growth from feedback.**

Along with the importance of content knowledge and a culture for feedback, the third significant factor we had not accounted for was the importance of teachers recognizing feedback we receive all the time from students. Hattie and colleagues state that student to teacher feedback is more important than teacher to student feedback. This feedback comes in many forms, but as teachers it is critical that we are open to, and create situations where we can receive feedback about our impact.

We had wrestled with how to assess growth in this goal when first writing it and had determined to select a range of students to monitor their progress. The additional learning that continues around the practice of effective feedback meant that we decided to defer that measurement to year two. Therefore in year two we are looking at several measures of success:

Teacher outcomes:

- Teachers demonstrate increased content knowledge about effective feedback practices.
- Teachers develop and sustain a culture for feedback within their classrooms.
- Teachers receive feedback from their students, colleagues, and through self reflection.
- Teachers apply what has been learned through feedback, to their practices in increasingly effective and diverse ways.

As measured by:

Mini observations

Teacher reflections

Student growth on classroom based performance assessments. (based on selected sub groups)



## School goal 2018-19

<b>School: Durham Community School</b>
<b>Team Name: Whole school</b>
<b>Team Members: School staff</b>
<b>District Goal: (Focus on Student Achievement through Improved Student-Centered Teaching and Learning)</b>  We have identified a number of mediators of feedback and achievement including the distinction between focusing on giving or receiving feedback, how the culture of the student can mediate the feedback effects, the importance of disconfirmation as well as confirmation, and the necessity for the climate of the learning to encourage “errors” and entice students to acknowledge misunderstanding and particularly the power of peers in this process. ~ <b>Hattie from <u>Feedback: The communication of praise, criticism, and advice, 2011</u></b>  <b>This two year goal is to improve the effectiveness of feedback from both teachers and peers to increase student achievement across content areas.</b>

Team Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<b>Reflect on year 1 and plans for year 2</b>	PLC leaders share reflections from year 1. Will to share learning from attending Visible Learning Conference	School Leadership Team (SLT)	8/24/18	Presentation focus for PD day on 8/30
<b>Frame key components of learnings from year 1 and frame year 2 goals</b>	Interactive presentation to frame work and priorities for year 2.	Will	8/30/18	Presentation notes
<b>PLC based goal on process development</b>	PLCs continue work based on team level area of focus	SLT through PLC work	9/12/18	Updates shared at SLT meeting

<b>PLC based goal on process development</b>	PLCs continue work based on team level area of focus	SLT leaders in PLC	11/7/18	Identify target students to focus on and establish baseline data.
<b>Building a culture for feedback.</b>	Whole staff work on factors involved in developing a culture of feedback for students and staff alike. Focus on the overlap with growth mindsets and risk taking as learners.	SLT.	12/5/17	Specific plans from PD work. Feedback of staff . Action steps for PLCs and the school
<b>Teachers as receivers of feedback</b>	Whole staff work on identifying forms of feedback that teachers receive from students and how to respond to it.	SLT	1/2/19	Specific plans from PD work. Feedback of staff . Action steps for PLCs and the school
<b>Progress monitor and review practices. (teacher feedback)</b>	PLCs continue work based on team level area of focus	SLT leaders in PLC	2/13/19	Updates shared at SLT meeting
<b>Progress monitor and review practices.(teacher feedback)</b>	PLCs continue work based on team level area of focus	SLT leaders in PLC	3/13/19	Updates shared at SLT meeting
<b>Review progress and identify next steps</b>	Reflect upon year long learning and review progress of identified students. Identify next steps.	SLT and staff.	4/24/18	Review data of target students, SLT teachers share their respective experiences. Teacher self reflections on their learning.
<b>Make action plans from identified next steps.</b>	Summarize key learnings, strengths, and needs. Determine next steps for ongoing refinement.	SLT and staff	6/5/19	Action steps for next year: PD needs Expectations on intranet

Teacher outcomes:

- Teachers demonstrate increased content knowledge about effective feedback practices.
- Teachers develop and sustain a culture for feedback within their classrooms.
- Teachers receive feedback from their students, colleagues, and through self reflection.
- Teachers apply what has been learned through feedback, to their practices in increasingly effective and diverse ways.

As measured by:

Mini observations

Teacher reflections

Student growth on classroom based performance assessments. (based on selected sub groups)

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

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Results
Goal: Build and implement procedures for increased habits of work practices in the school and classrooms	<ul style="list-style-type: none"> <li>All teachers will grade HOW standards</li> </ul>	Teachers	All School year	Students will have a good understanding of what HOW grades are and how to check them based on survey data.	<p>96% of students surveyed indicated they know how to access PS and check grades when surveyed in April</p> <p>93% of students when asked by admins prior to second training could access PS HOW and Content (100% after 2nd training)</p>
	<ul style="list-style-type: none"> <li>HOW standards will be listed in PowerSchool above content standards</li> </ul>	Principal	All School year		
	<ul style="list-style-type: none"> <li>Create scoring criteria and use weekly</li> </ul>	Teachers	Fall		
	<ul style="list-style-type: none"> <li>Create and use self-scoring w/ students</li> </ul>	Techers	Fall	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 in PS	
	<ul style="list-style-type: none"> <li>All parents will be reached via email multiple times with information about HOW grading and how to check grades in PowerSchool</li> </ul>	Principal	All School Year		
	<ul style="list-style-type: none"> <li>Positive rewards for success</li> </ul>				
	<ul style="list-style-type: none"> <li>Athletic eligibility for Preparedness</li> </ul>	Teachers / Principal	Winter / Spring		
	<ul style="list-style-type: none"> <li>Teachers and administration will go over with students HOW grading and how to check on PowerSchool</li> </ul>	Principal / Teachers	All School Year	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.	
	<ul style="list-style-type: none"> <li>HOW posters for all rooms</li> </ul>				
	<ul style="list-style-type: none"> <li>Direct instruction as needed in HOW</li> </ul>				
	<ul style="list-style-type: none"> <li>Guidance and RTI support students as needed</li> </ul>	Teachers / Principal	All school year		
	<ul style="list-style-type: none"> <li>Teachers attend trainings to be able to teach the HOW skills</li> </ul>	Teachers / Principal	All school year		

# Strategies and Action Steps for 17-18 Goals

- HOW grades were moved above Content grades in PowerSchool
- Scoring criteria was created for all HOW standards for school
  - Teachers/students modify to fit subject/class
- Parents were emailed multiple times throughout the year to check grades,
  - Parents emailed when paper copy of grades were sent home
  - Multiple YouTube videos were sent to parents on how to access grades in PS
- Athletic Eligibility is based on Preparedness HOW
  - Working on improving how we monitor this
- Lifetouch created HOW posters for all classrooms
- RTI, Guidance, Ed. techs, Special Ed and classroom teachers provided extra HOW support as needed
- RTI staff, Admins, Special Ed, guidance all provided additional training for teachers
  - HOW student skills
  - Student Self-assessments
  - Creating scoring criteria
- Teachers/admin provided direct instruction on how to check grades in PS

## 2018-19 HOW Focus (even though not the formal goal)

- Continue to improve PowerSchool
- Continue to communicate with parents and students about PS and checking grades
- Focus on HOW skills that will improve content learning
- Self-Assessing
- Students and teachers creating rubrics together
- Eligibility criteria and monitoring

**School:** Freeport Middle School 2018-19

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

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Results
<b>ELA Goal:</b>  Deepen level of comprehension skills for students	<ul style="list-style-type: none"><li>• Work with the students to think critically, communicate thoughts effectively, and reason to solve problems and make decisions related to issues of fairness and social justice.</li><li>• Increase student discourse in the classroom</li><li>• Complete three TC Units of Study in reading and three in writing.</li><li>• Become familiar with and begin using the new Units of Study.</li></ul>	Teachers / Strategist / Principal	All School year	<p>All teachers will complete 6 TC Units</p> <p>All teachers will reflect on new TC units to improve instruction for the following year</p> <p>60% of students reach their NWEA reading goal</p>	
<b>MATH Goal:</b> Establish mathematics' goals to focus learning	<ul style="list-style-type: none"><li>• All units of instruction are taught. Use pacing guide. (Equal access)</li><li>• Ensure the learning target is clearly stated and visible</li><li>• Consistent use of scoring criteria with summative assessments</li><li>• Increased use of exploration/activity</li><li>• Promote mathematical discourse</li></ul>	Teachers / Strategist / Principal	All School Year	<p>All teachers use a pacing guide.</p> <p>All teachers complete activities/exploration for all units</p> <p>60% of students reach their NWEA math goal</p>	

<p><b>Social Studies Goal:</b> Increase reading comprehension skills of students</p>	<ul style="list-style-type: none"> <li>• Work on accessing just right level reading materials for all students</li> <li>• Research, find, and develop reading materials that are at the grade level of the students in the classroom</li> <li>• Teaching students how to access reading materials at their grade level</li> </ul>	<p>Teachers / Strategist / Principal</p>	<p>All school year</p>	<p>60% of students reach their NWEA reading goal</p>	
<p><b>Science Goal:</b> Research and implement highly effective classroom management, decreasing distracting student behaviors that interfere with their own learning or the ability for others to learn.</p>	<ul style="list-style-type: none"> <li>• Improve/develop classroom starters focused on the essential learning of the lesson</li> <li>• Work on classroom flow/management to improve content instruction/learning</li> <li>• Research and implement classroom management strategies</li> <li>• Observe other effective teachers</li> </ul>	<p>Teachers</p>	<p>All school year</p>	<p>Improved MEA science scores</p>	

**School: Freeport High School**

**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.**

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Expand training for teachers on proficiency-based reporting system and practices.	<ul style="list-style-type: none"> <li>Visit nearby schools to analyze systems for standards-based reporting and grading practices</li> <li>Attend Professional development for PowerSchool for standards-based reporting with FHS admin and FHS teacher representatives</li> <li>Reflect on and revise (if necessary) drafts of our FHS policies (Reassessment, Habits of Work, Eligibility, etc.)</li> <li>Share policies with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>FHS administrators</li> <li>FHS leadership teams</li> <li>FHS staff members</li> </ul>	<ul style="list-style-type: none"> <li>Sept. 2017-June 2018</li> </ul>	<ul style="list-style-type: none"> <li>PowerSchool workshops</li> <li>School visit notes</li> <li>Teacher workshops</li> <li>Student scores in PowerSchool</li> <li>PLC and PLD agendas and work</li> </ul>



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	<ul style="list-style-type: none"> <li>• All FHS teachers work in departments to develop and refine scoring criteria</li> <li>• Teachers will pilot scoring criteria throughout 2017-2018 school year to reflect and revise as needed</li> </ul>	<ul style="list-style-type: none"> <li>• FHS Administrators</li> <li>• FHS Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Sept. 2017 to June 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Written scoring criteria</li> <li>• Student scores in PowerSchool</li> <li>• PLC and PLD agendas and work</li> <li>• Student work</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Continue to analyze Habits of Work practices of neighboring schools and districts</li> <li>• Implement the Habits of Work rubric and regularly discuss methods for teaching and assessing H.O.W. in PLC and department meetings</li> <li>• Reflect on draft of FHS Habits of Work guidelines for staff and students and revise draft as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• FHS Administrators</li> <li>• FHS Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• School visits from Nov. 2017-April 2018</li> <li>• Discuss HOW rubric and practices in PLCs Sept. 2017-June 2018</li> <li>• Complete any revisions by June 2018</li> </ul>	<ul style="list-style-type: none"> <li>• School visits</li> <li>• Student scores in PowerSchool</li> <li>• PLC and PLD agendas and work</li> <li>• Student work</li> </ul>
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).	<ul style="list-style-type: none"> <li>• Reflection, revisions and additions to the PBE parent guide</li> <li>• Host 4 Focus group meetings for feedback from the Class of 2021 <ul style="list-style-type: none"> <li>○ 2 parent focus group meetings</li> <li>○ 2 student focus group meetings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• FHS Administrators</li> <li>• FHS Guidance counselors</li> <li>• FHS Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• January 2018 parent event for Class of 2022</li> <li>• January 2018 student and parent focus group for Class of 2021</li> <li>• May 2018 parent event for Class of 2022</li> <li>• May/June 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Parent event/workshop attendance</li> <li>• Parent event/workshop attendance</li> <li>• Focus group meetings attendance and feedback notes</li> </ul>

	<ul style="list-style-type: none"> <li>Host informational Parent Events for Class of 2022 <ul style="list-style-type: none"> <li>January</li> <li>May</li> </ul> </li> </ul>		student and parent focus group for Class of 2021	
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**District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning**

**FHS Goal: Increase the total number of students in the 9th and 10th grade meeting their individual growth target in both math and reading by 5% as measured by the NWEA.**

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b>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%.</b></p> <p><b>Data will be measured from spring of 2017 to spring of 2018.</b></p> <p><b><u>Student Growth data from Fall 2016 to Spring of 2017</u></b></p> <p><b>Students meeting individual growth goal:</b>  36% of 9th  44% of 10th</p>	<ul style="list-style-type: none"> <li>Pilot new math curriculum in Algebra and Geometry</li> <li>Implement math support class for 9th and 10th grade students scoring significantly below grade level on NWEA</li> <li>Providing coaching and development for FHS math teachers with new curriculum</li> <li>Focus on formative assessment and formative feedback with PLC teams</li> </ul>	<ul style="list-style-type: none"> <li>FHS Administrators</li> <li>FHS Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Sept. 2017 to June 2018</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment in math support classes</li> <li>Teacher workshops</li> <li>PLC and PLD agendas</li> <li>Spring 2018 NWEA math data <ul style="list-style-type: none"> <li>All 9th and 10th graders</li> <li>Students in math support class</li> </ul> </li> </ul>

<p><b>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%.</b></p> <p><b>Data will be measured from spring of 2017 to spring of 2018.</b></p> <p><b><u>Student Growth data from Fall 2016 to Spring of 2017</u></b></p> <p><b>Students meeting individual growth goal:</b>  <b>48% of 9th</b>  <b>40% of 10th</b></p>	<ul style="list-style-type: none"> <li>• Implement literacy support class for 9th and 10th grade students scoring significantly below grade level on NWEA</li> <li>• Focus on formative assessment and formative feedback with PLC teams</li> </ul>	<ul style="list-style-type: none"> <li>• FHS Administrators</li> <li>• FHS Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Sept. 2017 to June 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment in literacy support classes</li> <li>• Teacher workshops</li> <li>• PLC and PLD agendas</li> <li>• Spring 2018 NWEA ELA data <ul style="list-style-type: none"> <li>○ All 9th and 10th graders</li> <li>○ Students in literacy support class</li> </ul> </li> </ul>

**FHS SMART Goal 2018-2019**

**School: Freeport High School**

**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 2019, Freeport High School will continue to plan, implement, communicate and reflect upon proficiency-based instructional and grading practices stakeholders for the Class of 2021 and beyond. This goal will support students in reaching proficiency in their classes as well as keep parents informed about proficiency-based practices.**

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Continue to train and build teachers' skills for implementing our revised grading and reporting system for the 2018-19 school year.	<ul style="list-style-type: none"><li>● Provide support for teachers using proficiency-based instructional practices with traditional grade reporting practices (0-100 scale)</li><li>● Attend Professional development for PowerSchool for standards-based reporting with FHS admin and FHS teacher representatives</li><li>● Collaborate with RSU5 data specialist for PowerSchool support</li><li>● Develop an updated FHS transcript with academic and Habits of Work scores</li></ul>	<ul style="list-style-type: none"><li>● FHS administrators</li><li>● FHS leadership teams</li><li>● FHS staff members</li></ul>	<ul style="list-style-type: none"><li>● Sept. 2018-June 2019</li></ul>	<ul style="list-style-type: none"><li>● PowerSchool workshops</li><li>● Teacher workshops</li><li>● Student scores in PowerSchool</li><li>● PLC and PLD agendas and work</li><li>● Parent communication documents</li></ul>

	<ul style="list-style-type: none"> <li>reported</li> <li>● Reflect on and revise (if necessary) drafts of our FHS policies (Reassessment, Habits of Work, Eligibility, etc.)</li> <li>● Share policies with all stakeholders</li> </ul>			
Standards-aligned scoring criteria will be developed and/or revised as necessary for 9th, 10th and 11th grade courses in all content areas by June 2019	<ul style="list-style-type: none"> <li>● All FHS teachers work in departments to develop and refine scoring criteria</li> <li>● Teachers will pilot scoring criteria in 11th grade courses throughout 2018-2019 school year to reflect and revise as needed</li> </ul>	<ul style="list-style-type: none"> <li>● FHS Administrators</li> <li>● FHS Faculty</li> </ul>	<ul style="list-style-type: none"> <li>● Sept. 2018 to June 2019</li> </ul>	<ul style="list-style-type: none"> <li>● Written scoring criteria</li> <li>● Student scores in PowerSchool</li> <li>● PLC and PLD agendas and work</li> <li>● Student work</li> </ul>
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, and piloted with Junior class teachers.	<ul style="list-style-type: none"> <li>● Provide support for teachers using the revised Habits of Work categories for the 2018-19 school year</li> <li>● Provide support for shifting to 0-100 scoring with Habits of Work</li> <li>● Continue to analyze Habits of Work practices of neighboring schools and districts</li> <li>● Implement the Habits of Work rubric and regularly discuss methods for teaching and assessing H.O.W. in PLC and</li> </ul>	<ul style="list-style-type: none"> <li>● FHS Administrators</li> <li>● FHS Faculty</li> </ul>	<ul style="list-style-type: none"> <li>● School visits from Nov. 2018-April 2019</li> <li>● Discuss HOW rubric and practices in PLCs Sept. 2018-June 2019</li> <li>● Complete any revisions by June 2019</li> </ul>	<ul style="list-style-type: none"> <li>● School visits</li> <li>● Student scores in PowerSchool</li> <li>● PLC and PLD agendas and work</li> <li>● Student work</li> </ul>

	<div>department meetings</div> <ul style="list-style-type: none"><li>● Reflect on draft of FHS Habits of Work guidelines for staff and students and revise draft as necessary</li></ul>			
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**District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning**

**FHS Goal: Increase the total number of students in the 9th and 10th grade meeting their individual growth target in both math and reading as measured by the NWEA.**

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b>The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA math test will increase from 50.8% to 56% for 9th grades and from 66.3% to 70% for 10th graders.</b></p> <p><b>Data will be measured from spring of 2018 to spring of 2019.</b></p> <p><b><u>Student Growth data from Fall 2016 to Spring of 2017</u></b>  <b>Students meeting individual growth goal:</b>  36% of 9th  44% of 10th</p> <p><b><u>Student Growth data from Spring 2017 to Spring of 2018</u></b>  <b>Students meeting individual growth goal:</b>  50.8% of 9th  66.3% of 10th</p>	<ul style="list-style-type: none"> <li>• Implement new math curriculum in Algebra and Geometry</li> <li>• Implement math support classes for 9th and 10th grade students scoring significantly below grade level on NWEA</li> <li>• Providing coaching and development for FHS math teachers with new curriculum through the new FHS math coach</li> <li>• Focus on formative assessment and formative feedback with PLC teams</li> <li>• Provide support for math teachers in analyzing NWEA data for students</li> </ul>	<ul style="list-style-type: none"> <li>• FHS Administrators</li> <li>• FHS Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Sept. 2018 to June 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment in math support classes</li> <li>• Teacher workshops</li> <li>• PLC and PLD agendas</li> <li>• Spring 2019 NWEA math data <ul style="list-style-type: none"> <li>◦ All 9th and 10th graders</li> <li>◦ Students in math support class</li> </ul> </li> </ul>

<p><b>The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA Reading test will increase from 52.7% to 58% for 9th graders and 44.9% to 50% for 10th graders.</b></p> <p><b>Data will be measured from spring of 2018 to spring of 2019.</b></p> <p><b><u>Student Growth data from Fall 2016 to Spring of 2017</u></b>  <b>Students meeting individual growth goal:</b>  <b>48% of 9th</b>  <b>40% of 10th</b></p> <p><b><u>Student Growth data from Spring 2017 to Spring of 2018</u></b>  <b>Students meeting individual growth goal:</b>  <b>52.7% of 9th</b>  <b>44.9% of 10th</b></p>	<ul style="list-style-type: none"> <li>• Implement literacy support class for 9th and 10th grade students scoring significantly below grade level on NWEA</li> <li>• Focus on formative assessment and formative feedback with PLC teams</li> <li>• Provide support for ELA teachers in analyzing NWEA data for students</li> </ul>	<ul style="list-style-type: none"> <li>• FHS Administrators</li> <li>• FHS Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Sept. 2018 to June 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment in literacy support classes</li> <li>• Teacher workshops</li> <li>• PLC and PLD agendas</li> <li>• Spring 2019 NWEA ELA data <ul style="list-style-type: none"> <li>○ All 9th and 10th graders</li> <li>○ Students in literacy support class</li> </ul> </li> </ul>
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**Department of Instructional Support**  
**November 14, 2018**

**Compliance:** This year the Department of Instructional Support is refining the goal-writing process to include weighty goals in students' Individual Educational Programs (IEPs). IEP goals are formulated based on baseline data and students' projected growth during the academic year. Special educators use grade level assessments and monitoring tools for reading and math progress to identify achievement levels for students which serve as the measurement of progress and baseline data discussed at each annual IEP meeting. Staff has been collecting data from multiple sources (NWEA, F&P, Dibels, and placement assessments) to monitor student achievement.

**Evaluation and Eligibility:** Three instructional strategists and two school psychologists administer intellectual evaluations, achievement assessments, and behavior rating scales to students who are initially referred for special education or are due for a triennial review. These five educators are instrumental in helping teachers and other staff to understand the ways that students' disabilities manifest in classrooms and strategies to address their needs. They have met with Student Assistance Teams to suggest approaches to support students going through the response to intervention (RtI) process.

**Resource Classrooms and Inclusion:** The majority of students with disabilities are active participants in general education classrooms. They learn skills and content along with their peers and receive specialized services during scheduled intervention blocks. Being included with peers is beneficial for students - they are exposed to the general education content and are integral members of the classroom learning community.

**Specialized Classrooms:** Three specialized classrooms at the elementary level provide instruction and support to students with more significant disabilities. Two classrooms at Morse Street School address the needs of our youngest students. One classroom at Durham Community School offers instruction and intensive behavioral support to students in grades K-5. Freeport Middle School and Freeport High School each have two specialized classrooms to support the academic, adaptive, and behavioral needs of students. Most of the educational technicians who provide support to students in the specialized classrooms are certified behavioral health professionals and receive ongoing professional development from special educators and school social workers. This level of training and oversight has been helpful in providing outstanding instruction and support to students.

**Structured Literacy Instruction:** RSU5 is partnering with the Children's Dyslexia Center (CDC) in Portland to provide professional development to elementary special education teachers and literacy interventionists. The purpose is to improve reading instruction to students who struggle with learning to read. CDC staff is offering PD and coaching to participating teachers to use a sequential, multi-sensory approach to teaching reading. A representative from the Department of Education observed teachers providing instruction to students and wrote a news clip in the DOE Commissioner's Letter (attached)

**Ongoing Professional Development (PD):** The district has in place a contract with a Board Certified Behavior Analyst (BCBA) to provide training to teachers and staff. The BCBA shared effective techniques and behavior interventions with elementary teachers and staff during one district PD day this year. She plans to follow up with staff during building level staff meetings.

## October is Dyslexia Awareness Month

Maine Department of Education and RSU 5 have begun a teacher-training project for the 2018-2019 school year. Twelve teachers including reading interventionists, special educators, and district special education director, Bonnie Violette will receive extensive *Structured Literacy* training provided by dyslexia specialists from the Children's Dyslexia Center in Portland.

*Structured literacy* is a teacher-led approach characterized by the provision of systematic, explicit instruction of language and reading. The skills taught are helpful for all students; but they are especially critical for students with language-learning weaknesses, including dyslexia.

The teachers began their training in June with a fifteen-hour seminar and have recently completed an additional fifteen hours of seminar training. They have just begun to apply new skills and knowledge with their students. The teachers will receive extensive practicum supervision throughout the year.

Lisa Whitis, Dyslexia Coordinator for the Maine DOE, recently visited Pownal Elementary School to observe the teachers in action. "The students are loving it, especially the kinesthetic piece, I've already begun to see improvement," shared Hillary Massicotte.

Special Education Director, Bonnie Violette, noted that she has a talented group of dedicated teachers and they are excited to be part of this project.

For further information contact Lisa Whitis, Dyslexia Coordinator for the Maine DOE at [Lisa.Whitis@maine.gov](mailto:Lisa.Whitis@maine.gov) or (207) 624-6643



Hillary Massicotte delivers her first Structured Literacy lesson to a fourth-grade student at Pownal Elementary School.

**To:** RSU5 Board of Directors  
**From:** Erin M. Dow, School Nutrition Director  
**Re:** Administrator Report  
**Date:** November 14, 2018

RSU5's Nutrition Program is off to a good start. Capitalizing on the momentum from from SY18, our commitment to maintaining the financial stability and regulatory compliance while further culturing improved customer service and program reach remains strong.

The retirement of two of our longest-tenured employees at Durham and Mast Landing opened the door for some new talent and some internal promotions.

1. Deanna Coro took the helm as Kitchen Manager at Mast Landing after a long stint at Pownal Elementary School.
2. Stephanie Moyer was promoted to the resulting Kitchen Manager position at Pownal, where she is taking well to her increased managerial demands.
3. Stephanie's elevation created a Food Service Assistant opening at Freeport Middle School, which was filled by Marie Doughty, a capable and devoted new-hire who has embraced her role with great enthusiasm and commitment.
4. Morghan Napolitano was hired as a Food Service Assistant at Durham after Deb Koval was promoted to Kitchen Manager. A parent of a DCS student, her dedication to the program was evident very early on and we are happy to have her on board.
5. We also added Isaac Porter, an RSU5 senior, to the middle school staff five days a week for three hours a day.

The number of meals we are serving continues to rise, especially at FMS and FHS. Natasha Skelton, a FHS Food Service Assistant, left our team in late October to devote herself full-time to the Laugh and Learn department, creating an opening that we are filling with yet another RSU5 parent. We are looking to expand that position from three to six hours a day to enable us to cope with the increased participation and to further support our commitment to increased variety and quality.

We currently offer 6-8 options for breakfast and upwards of 12 entree or a la carte options at FHS. Having started out of the gate with 200 lunches served per day, an incredible number on its own, they beat their own record high lunch count within two weeks with 240 meals. Again, less than a month later, they beat their own (new) record with 254 meals; now, they are averaging 230 meals per day, 40 meals above their record high count from SY18.

We continue to work on breakfast participation at all schools by offering more variety each day. We are also experimenting with different service models at individual schools to try to determine which ones work best at each location. We've seen notable gains in breakfast participation at Mast Landing (+3%) and Pownal Elementary School (+8.4%). Lunch counts district-wide are on track to see an 8% increase by the end of November.

As of Oct. 31, 2018, the number of free and reduced price-eligible students district-wide increased to 22.1% from 20.9% at the same time last year. Of those eligible students, those who qualified this year because their families are the recipients of SNAP or TANF assistance increased a whopping 47% over last year, and free meal approvals based on income reported to the department on applications rose over 23%. Both of these statistics are disproportionate to our less than 3% increase in student enrollment, and they are a stark indicator that poverty levels in the district are on the rise.

Given these factors, the goal for the program is to continue to reach as many customers as we can. We will continue to work on creating menus that have the broadest appeal so that we can ensure that the students that need the food the most are availing themselves of the good food we offer and that those who can well afford it are choosing to enjoy it. Along that same vein, we will continue our work to collect on negative account balances owed to the program or work with families unable to pay to apply for assistance, and we will continue our work to maintain the financial integrity that allows us to competitively price our meals for students and staff alike.



Durham • Freeport • Pownal

Item 11.A.

TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Jennifer Galletta, Erica Giddinge, John Morang, Maura Pillsbury, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten, Clay Canterbury, Rhea Fitzpatrick

CC: Julie Nickerson, Lisa Demick, Kelli Rogers, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Jim Grant, Peter Wagner, Jen Gulko, Bonnie Violette, Emily Grimm, Darren Carter, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Pauline Gillis, Shawn McBean, Kristy Johnson, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Lisa Blier, Linda Pritchard, Jennifer Winkler, Nancy Drolet, Nancy Dyer, Jessica Sturges, Laurie Allen, Crystal Boucher

FROM: Cynthia Alexander, Assistant Superintendent of Curriculum, Instruction, and Assessment

DATE: November 7, 2018

RE: Review/Update of Policies

At the November 14, 2018 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 2<sup>nd</sup> Read. The policies are attached.

BEDH – Public Participation at Board of Directors Meetings  
IJNDB-Student Computer and Internet Use and Internet Safety  
IJNDB-R Student Computer and Internet Use and Internet Safety Rules  
IJNDC-School System Website/Web Pages

## **PUBLIC PARTICIPATION AT BOARD OF DIRECTORS MEETINGS**

Board of Director meetings are conducted for the purpose of carrying on the official business of the school system. All regular, special and emergency meetings of the Board are open to the public. The public is cordially invited to attend and participate in Board meetings as provided in this policy.

Although Board of Director meetings are not public forums, the Board will provide appropriate opportunities for citizens to express opinions and concerns related to the matters under consideration by the Board. The intent is to allow a fair and adequate opportunity for the public to be heard and to provide adequate time for the Board to obtain information and opinion on subjects before it, while ensuring that the time allowed for public discussion does not interfere with the fulfillment of the scheduled agenda.

Members of the public may address the Board within the guidelines provided in this policy. The Chair shall be responsible for maintaining proper order and compliance with these guidelines.

Time permitting, members of the community may comment on other school related matters.

The following guidelines shall apply to public participation at Board meetings.

- A. Citizens and employees of the school unit are welcome to participate as provided in this policy. Others may be recognized to speak at the Chair's discretion. Individual employees and/or employee groups will not be permitted to discuss matters for which complaint or grievance procedures are provided.
- B. The Chair may limit the time allotted for comments on a particular topic as well as the time each individual may speak.
- C. In the event of a sizeable audience, the Chair may require persons interested in speaking to sign up so they may be called on in a fair and efficient manner.
- D. During the time set aside for public participation, the Chair will be responsible for ~~the~~ recognizing all speakers, who must identify themselves as they begin talking. Speakers will be encouraged to disclose whether or not they will personally have a financial impact as a result of the budget item they address.
- E. Speakers are not permitted to share gossip, make defamatory comments, or use abusive or vulgar language.
- F. All speakers are to address the Chair and direct questions or comments to particular Board members or the Superintendent only with approval of the Chair. ~~Requests for information or concerns that require further research may be referred to the Superintendent to be addressed at a later time.~~ Requests for information or

questions may be answered by the Board Chair. If further research is needed, the Board Chair may defer to the Superintendent for follow-up.

- G. Members of the Board of Directors and the Superintendent may ask clarifying questions of any person who addresses the Board but are expected to refrain from arguing or debating issues. Questions must be addressed through the Chair.
- H. No complaints or allegations will be allowed at Board meetings concerning any person employed by the school system or against particular students.  
  
Personal matters or complaints concerning student or staff issues will not be considered in a public meeting but will be referred through established policies and procedures.
- I. In order to make efficient use of meeting time, the Board discourages duplication or repetition of comments to the Board. The Board requests that groups or organizations be represented by designated spokespersons.
- J. The Chair has the authority to stop any presentation that violates these guidelines or the privacy rights of others.
- K. Persons who disrupt the meeting may be asked to leave, and the Chair may request law enforcement assistance as necessary to restore order.

An agenda shall be published in advance of each meeting in accordance with Board policy. Copies will be posted and/or available prior to regular meetings, at the Superintendent's Office, in each school, town hall, and is sent to ~~the Times Record and the Sun Journal for publication~~ local publications. Anyone desiring additional information about an agenda item should direct such inquiries to the Office of the Superintendent.

Legal Reference: 1 MRSA § 401 et seq.

Cross Reference: BEC – Executive Session  
BEDA – Notification of Board of Directors Meetings  
BEDB – Agenda  
BEDD – Rules of Order  
KE – Public Concerns and Complaints

Adopted: November 18, 2009  
Revised: March 23, 2011  
Reviewed: February 26, 2014  
Revised: \_\_\_\_\_

## **STUDENT ~~COMPUTER~~ TECHNOLOGY, AND INTERNET USE, AND INTERNET SAFETY**

RSU No. 5's ~~computers~~ electronic devices, network, and Internet access are provided to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to laptops and tablets issued directly to students, whether they are used at school or off school premises.

Compliance with RSU No. 5's policies and rules concerning ~~computer~~ electronic devices and Internet use is mandatory. Students who violate these policies and rules may have their ~~computer device~~ privileges limited, suspended, or revoked. The ~~building principal is~~ administrators are authorized to determine, after considering the circumstances involved, whether and for how long a student's ~~computer technology use~~ privileges will be altered. The ~~building principal's administrator's~~ decision shall be final.

Violations of this policy and RSU No. 5's ~~computer technology~~ and Internet rules may also result in disciplinary action, referral to law enforcement, and/or legal action.

RSU No. 5 ~~computers~~ and MLTI owned devices remain under the control, custody, and supervision of the school unit at all times. The school unit monitors ~~computer~~ RSU No. 5 and MLTI devices and Internet activity by students. Students have no expectation of privacy in their use of school ~~computers~~ devices, whether they are used on school property or elsewhere.

### **INTERNET SAFETY**

RSU No. 5 uses filtering technology designed to block materials that are obscene or harmful to minors, ~~and including~~ child pornography. Although RSU No. 5 takes precautions to supervise student use of the Internet, parents should be aware that RSU No. 5 cannot reasonably prevent all instances of inappropriate ~~computer technology~~ and Internet use by students in violation of Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school unit is not responsible for the accuracy or quality of information that students obtain through the Internet.

In the interest of student Internet safety, RSU No. 5 also educates students about online behavior, including interacting on social networking sites and chat rooms, the dangers of hacking, and issues surrounding "sexting" and cyberbullying awareness and response.

The Superintendent /designee shall be responsible for integrating Internet safety training and "digital citizenship" into the curriculum and for documenting Internet safety training.

The Superintendent shall be responsible for implementation of this policy and the accompanying "acceptable use" rules. The Superintendent/designee may implement additional administrative procedures or school rules consistent with Board policy to govern the day-to-day management and operations of the school unit's ~~computer~~ technology system.



Students and parents shall be informed of this policy and the accompanying rules through student handbooks, the school website, and/or other means selected by the Superintendent.

Legal Reference: 20 USC § 677 (Enhancing Education through Technology Act)  
47 USC § 254(h)(5) (Children's Internet Protection Act)  
47 CFR § 54.52  
Federal Communications Commission Order and Report 11-125  
(August 10, 2011)

Cross Reference: EGAD - Copyright Compliance  
GCSA - Employee Computer and Internet Use  
IJNDB-R - Student ~~Computer~~ Technology, and Internet Use, and  
Internet Safety Rules  
IJND – Distance Learning Program

Adopted: February 24, 2010  
Revised: June 13, 2012  
Revised: November 20, 2013  
Revised: \_\_\_\_\_

## **STUDENT ~~COMPUTER~~ TECHNOLOGY, AND INTERNET USE, AND INTERNET SAFETY RULES**

These rules accompany Board policy IJNDB (Student ~~Computer and Technology~~, Internet Use and Internet Safety). Each student is responsible for his/her actions and activities involving school unit computers, ~~including~~ laptops, or tablets issued to students, networks, and Internet services, and for his/her computer files, passwords, and accounts.

These rules provide general guidance concerning the use of the school unit's ~~computers~~ electronic devices and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity by students. Students, parents, and school staff who have questions about whether a particular activity is prohibited are encouraged to contact the building principal or the Technology Director.

### **A. Acceptable Use**

The school unit's ~~computers~~ electronic devices, networks, and Internet services are provided for educational purposes and research consistent with the school unit's educational mission, curriculum, and instructional goals. Incidental personal use is acceptable given that it does not interfere with educational activities.

All Board policies, school rules, and expectations concerning student conduct and communications apply when students are using ~~computers~~ devices, whether the use is on or off school property.

Students are also expected to comply with all specific instructions from school administrators, school staff or volunteers when using the school unit's ~~computers~~ devices.

### **B. Consequences for Violation of ~~Computer~~ Electronic Devices Use Policy and Rules**

Compliance with the school unit's policies and rules concerning ~~computer~~ technology use is mandatory. Students who violate these policies and rules may, after having been given the opportunity to respond to an alleged violation, have their ~~computer~~ device privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement, and or legal action.

The building principal shall have final authority to decide whether a student's privileges will be limited, suspended or revoked based upon the circumstances of the particular case, the student's prior disciplinary record, and any other relevant factors.

### C. Prohibited Uses

Examples of unacceptable use of school unit ~~computers~~ electronic devices that are expressly prohibited include, but are not limited to, the following:

1. **Accessing or Posting Inappropriate Materials** – Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal materials or engaging in “cyber bullying;”
2. **Illegal Activities** – Using the school unit’s ~~computers~~ electronic devices, networks, and Internet services for any illegal activity or in violation of any Board policy or school rules. The school unit assumes no responsibility for illegal activities of students while using school ~~computers~~ devices;
3. **Violating Copyrights** – Copying, downloading or sharing any type of copyrighted materials (including music or films) without the owner’s permission (see Board policy/procedure EGAD – Copyright Compliance). The school unit assumes no responsibility for copyright violations by students;
4. **Copying and Downloading Software** – Copying or downloading software without the express authorization of the ~~Technology Coordinator~~ Director of Technology. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. The school unit assumes no responsibility for illegal software copying by students;
5. **Plagiarism** – Representing as one’s own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher, and website must be identified;
6. **Misuse of Passwords/Unauthorized Access** – Sharing passwords, using other users’ passwords, and accessing or using other users’ accounts;
7. **Malicious Use/Vandalism** – Any malicious use, disruption or harm to the school unit’s ~~computers~~ devices, networks, and Internet services, including but not limited to hacking activities and creation/uploading of ~~computer~~ technology viruses; and
8. **Unauthorized Access to Blogs/Chat Rooms/Social Networking Sites** – Accessing blogs, chat rooms or social networking sites to which student access is prohibited.

### D. No Expectation of Privacy

RSU No. 5 ~~computers~~ and MLTI owned devices remain under the control, custody, and supervision of the school unit at all times. Students have no expectation of privacy in their use of school ~~computers~~ devices, including email, stored files, and Internet access logs.

**E. Compensation for Losses, Costs, and/or Damages**

The student and his/her parents are responsible for compensating the school unit for any losses, costs, or damages incurred by the school unit for violations of Board policies and rules while the student is using school unit ~~computers~~ devices, including the cost of investigating such violations. The school unit assumes no responsibility for any unauthorized charges or costs incurred by a student while using school unit ~~computers~~ devices.

**F. Student Security**

A student is not allowed to reveal his/her full name, address or telephone number, social security number, or other personal information on the Internet without prior permission from a teacher. Students should never agree to meet people they have contacted through the Internet without parental permission. Students should inform their teacher if they access information or messages that are dangerous, inappropriate, or make them uncomfortable in any way.

**G. System Security**

The security of the school unit's ~~computers~~ devices, networks, and Internet services is a high priority. Any student who identifies a security problem must notify his/her teacher immediately. The student shall not demonstrate the problem to others or access unauthorized material. Any user who attempts to ~~breach~~ bypass system security, causes a breach of system security, or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having his/her ~~computer~~ device privileges limited, suspended, or revoked.

**H. Additional Rules for Laptops and Tablets Issued to Students**

1. Laptops and tablets are loaned to students as an educational tool and are only authorized for use in completing school assignments unless permission is given to a student by a teacher or parent to use the device for personal reasons.
2. Before a laptop or tablet is issued to a student, the student must sign the school's "acceptable use" agreement and parents must attend an informational meeting. Attendance will be documented by means of a "sign in" sheet. The meeting will orient parents to the goals and workings of the laptop program, expectations for care of school-issued laptops, Internet safety, and the school unit's rules in regard to use of this technology.

3. Students and their parents are responsible for the proper care of laptops and tablets at all times, whether on or off school property, including costs associated with repairing or replacing the laptop or tablet. RSU No. 5 offers a protection program for parents to cover replacement costs and/or repair costs for damages not covered by the warranty. Parents who choose not to participate in the protection program should be aware that they are responsible for any costs associated with loss, theft, or damage to a laptop or tablet issued to their child.
4. Loss or theft of a laptop or tablet must be reported immediately to the Principal, and, if stolen, to the local law enforcement authority as well.
5. The Board's policy and rules concerning ~~computer~~ technology and Internet use apply to use of laptops and tablets at any time or place, on or off school property. Students are responsible for obeying any additional rules concerning care of laptops and tablets issued by school staff.
6. Violation of policies or rules governing the use of computers, or any careless use of a laptop or tablet may result in a student's device being confiscated and/or a student only being allowed to use the device under the direct supervision of school staff. The student will also be subject to disciplinary action for any violations of Board policies or school rules.
7. Parents are responsible for supervising their child's use of the laptop or tablet and Internet access when in use at home.
8. The laptop or tablet may only be used by the student to whom it is assigned and by family members.
9. Laptops and tablets must be returned in acceptable working order at the end of the school year or whenever requested by school staff.

Cross Reference: EGAD – Copyright Compliance  
IJNDB – Student ~~Computer~~ Technology, and Internet Use, and Internet Safety

Adopted: February 24, 2010

Revised: June 13, 2012

Revised: November 20, 2013

Revised: \_\_\_\_\_

## SCHOOL SYSTEM WEBSITE/WEB PAGES

The RSU No. 5 ~~School Department~~ maintains an official ~~web-site~~ website to provide general information about our school system as well as information about educational programs, extracurricular activities, school events, volunteer opportunities, and student and staff achievements. This ~~web-site~~ website is intended to support the educational mission of the schools, to enhance the curriculum and learning opportunities for students and staff, and to provide valuable information to the larger community about our schools. The ~~web-site~~ website does not create, nor is it intended to create, a public or limited public forum.

The RSU No. 5 Board of Directors recognizes that the schools must establish reasonable controls to protect the privacy of students and staff to ensure that the ~~web-site~~ website is in compliance with applicable laws, and to ensure that it meets the highest educational and quality standards. The Superintendent, ~~with input from the Communications Sub-Committee~~, shall be responsible for overseeing the implementation of this policy and the accompanying guidelines, and for advising the Board of the need for any future amendments or revisions to the policy or guidelines. The Superintendent may develop additional administrative procedures and/or rules governing the day-to-day management and operations of the ~~School Department's web-site~~ RSU No. 5 website, consistent with the Board's policy and guidelines. The Superintendent may delegate specific responsibilities to ~~school department employee(s), as he/she deems appropriate~~ the Director of Technology.

Legal References:     20 U.S.C. § 1232g; 34 C.F.R. Part 99  
                               20-A M.R.S.A. § 6001  
                               17 U.S.C. § 101 et seq.  
                               P.L. 106-554

Cross Reference:     IJNDC-R – Website Guidelines  
                               IJNDB – Student ~~Computer Technology, and~~ Internet Use, and  
                               Internet Safety  
                               GCSA - Employee Computer and Internet Use  
                               EGAD - Copyright Compliance  
                               JRA – Student Education Records

Adopted:             February 24, 2010  
 Reviewed:          November 28, 2012  
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