



TO: Candy deCsipkes, Naomi Ledbetter
CC: Dennis Ouellette, Jen Gulko, Bonnie Violette
FROM: Cynthia Alexander
DATE: February 6, 2017
RE: Policy Review – February 10, 2017 Meeting

The Policy Sub-Committee is scheduled to meet on Friday, February 10, 2017 from 10:00 – 11:00 a.m. at the RSU Central Office.

Agenda:

1. Review/Revise the following policies/procedures:
 - EEAEF - Video Cameras on Transportation Vehicles
 - EEAEC - Student Conduct on School Buses
 - EEBB - Use of Private Vehicles on School Business
 - EEBA - Van Use
 - EBCB - Emergency Evacuation Drills
 - IHBEA - Program for Limited English Proficient Students
 - IKAB - Report Cards/Progress Reports
2. Other:
 - Review Middle School Co-Curricular Academic Eligibility – Not officially a policy but a procedure

VIDEO CAMERAS ON TRANSPORTATION VEHICLES

The Board recognizes the school unit's continuing responsibility to maintain order on school transportation vehicles to ensure the safety of staff and students. After carefully balancing the need for discipline and safety with students' interests in privacy, the Board supports the use of video cameras on school transportation vehicles. In an effort to reduce student behavior violations, the cameras may be used to monitor student behavior during transport to and from school, extracurricular activities and field trips.

When the resulting videotapes are used as a basis for discipline, parents/guardians will be notified and given the opportunity to view the portion of the tape pertaining to the alleged violation. Students in violation of school discipline/conduct codes shall be dealt with in accordance with established Board policy, administrative procedures, and school practices.

Notice of use of video cameras for disciplinary purposes in school transportation vehicles will be provided all students, parents and staff in appropriate handbooks on an annual basis. Moreover, notice that video observation may take place will be posted in each transportation vehicle.

Any recording used in a disciplinary proceeding will be retained as part of a student's disciplinary record, being disposed of as other such documentation except when special circumstances warrant longer retention. In regard to such video recordings, the school system will comply with all applicable provisions of state and federal law concerning student records.

The Superintendent will be responsible for the development of administrative procedures regarding review of video recordings made on school transportation vehicles. Such regulations will provide a process for review when significant violations of the student discipline/conduct code occur. Procedures will also address the retention of video tapes, the security of video cameras and recordings, specifying the school official(s) to be responsible for purchase, installation, maintenance, and replacement of equipment, scheduling and placement of cameras on transportation vehicles, requests for viewing and any necessary follow-up.

Cross Reference: JRA - Student Records

Adopted: April 28, 2010
Reviewed: January 25, 2012

STUDENT CONDUCT ON SCHOOL BUSES

The law does not relieve parents of students from the responsibility of supervision before the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Once a child boards the bus-and only at that time-does he/she become the responsibility of the school system. Such responsibility shall end when the child is delivered to an established bus stop at the close of the school day.

In view of the fact that a bus is an extension of the classroom, the Board requires children to conduct themselves in the bus in a manner consistent with established standards for classroom behavior.

In cases when a child does not conduct him/herself properly on a bus, such instances are to be brought to the attention of the building Principal by the bus driver. The building Principal will inform the parents immediately of the misconduct and request their cooperation in checking the child's behavior.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the Principal. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

Legal Reference: 20-A MRSA Section 5401

Cross Reference: EEA - Student Transportation Services

Adopted: April 28, 2010
Reviewed: January 25, 2012

USE OF PRIVATE VEHICLES ON SCHOOL BUSINESS

The Board of Directors recognizes the need for some school employees to use their own motor vehicles for school purposes either regularly or occasionally. Privately owned vehicles may be used for student transportation when, in the opinion of the building principal and with the written approval of the Superintendent, this is the most practical or only possible method of transportation. To safeguard the District employees and students in matters of liability, the following policy will be observed.

- A. Prior to use of a private vehicle for school purposes, the employee must have the written permission of the Superintendent/designee.
 - 1. This permission may be in the form of a standing permit for employees who use their own cars regularly for school purposes. The permit will state the particular purpose and whether it includes transportation of students.
 - 2. For all special trips involving students, including field trips, a special permit must be obtained in advance for the specific trip.
- B. No student may be sent on school errands with his/her vehicle, an employee's vehicle, or a school-owned vehicle.
- C. School activities and field trips will be made by bus whenever practicable.
- D. The Superintendent may approve the use of private vehicles in situations in which budget or schedule restrictions make it prohibitive or impractical.
- E. For student trips made in private vehicles, owners must be properly licensed and carry a minimum liability insurance of \$100,000/\$300,000, minimum property damage insurance of \$50,000, and minimal medical coverage of \$5,000.
- F. The vehicle must display current inspection and registration stickers.
- G. No employee may transport students for school purposes without prior authorization by the Superintendent/designee.
- H. No student will be allowed to drive or transport other students on field work.

The Superintendent is authorized to develop procedures for student use of vehicles and the transport of other students for activities beyond field work.

Adopted: April 28, 2010

Reviewed: January 25, 2012

VAN USE

The van is available for activities to enrich the education of the students of RSU No. 5 and programs of Recreation and Community Education.

Any driver of the van must be a district employee, be 21 years of age or older and licensed by the State of Maine.

The Superintendent shall be responsible for developing and administering appropriate procedures to implement this policy.

Adopted: April 28, 2010

Reviewed: January 25, 2012/

EMERGENCY EVACUATION DRILLS

In order to protect the safety of students and school personnel and in compliance with Maine Department of Education regulations, schools at all levels K-12 are required to hold two emergency evacuation drills during the first two weeks of school. Schools enrolling grades K-4 will hold an additional eight emergency evacuation drills during the year; schools enrolling grades 5-8 an additional six emergency evacuation drills; and schools enrolling grades 9-12 an additional four emergency evacuation drills. Schools enrolling any combinations of these grade levels will hold the additional number of emergency evacuation drills required of the lowest grade level within the span, except that the local fire chief may increase the number of drills required. Results shall be recorded and deficiencies noted and corrected.

Emergency evacuation procedures will be incorporated into the school unit's emergency management plan. Building principals may seek the advice of local fire, emergency management and law enforcement officials to identify routes that will accomplish the evacuation of their individual school buildings as quickly and efficiently as possible.

Principals shall keep a record of all emergency evacuation drills held in their schools, stating the date and time the drill was held and the time required for evacuation of the building. This information will be reported to the Superintendent or his/her designee after each drill. Fire officials will be notified before each drill.

Written procedures for emergency evacuation drills shall be posted in all buildings.

The Superintendent/designee will be responsible for ensuring that school personnel receive an annual orientation concerning emergency evacuation procedures. The building principal will be responsible for ensuring that teachers familiarize students with designated evacuation routes prior to the first emergency evacuation drill of the school year.

BUS EVACUATION DRILLS

Maine Department of Education regulations require that, at least twice a year, students who are transported in school buses be instructed in safe riding practices and participate in emergency evacuation drills. The building principal/designee will be responsible for arranging the times and locations of such drills. Bus evacuation drills must be conducted in the school parking lot or other safe location. The principal/designee, in consultation with the Director of Student Services, will determine appropriate evacuation procedures for students with disabilities. The first bus evacuation drill will occur within the first two weeks of the school year.

Legal Reference: Ch. 125 § 10.2 (Me. Dept. of Ed. Rule)
Ch. 81 § 2(B) (Me. Dept. of Ed. Rule)

Cross Reference: EBCA – Comprehensive Emergency Management Plan
(Crisis Response Plan)

Adopted: April 28, 2010
Revised: December 14, 2011

PROGRAM FOR LIMITED ENGLISH PROFICIENT STUDENTS

The Board of Directors recognizes that there may be some students attending RSU No. 5 schools for whom English is a new or second language. These students may be significantly challenged as they acquire or improve English proficiency at the same time they are learning the knowledge and skills associated with the content standards of the system of Learning Results. In order to ensure equal educational opportunity, the school system will provide a program for students who are limited in English proficiency.

To that end, the Superintendent/designee shall be responsible for developing and implementing the school unit's "Lau Plan." The Lau Plan will describe:

- A. How students will be identified as being from a non-English language background;
- B. How such students will be assessed to determine their English language proficiency level and their need for support in content areas;
- C. The types of services the school system will provide limited English proficiency students to meet their English language acquisition needs and support in content areas;
- D. How limited English proficiency students will be evaluated for the purpose of determining when to reduce services or exit them from the language support services when they are ready to benefit from an all-English Learning Results aligned curriculum, and how their progress will be monitored after they have stopped receiving LEP services; and
- E. How the school system will evaluate the effectiveness and appropriateness of the language support program for limited English proficiency students.

The Lau Plan will also describe how the school unit will communicate with limited English proficient parents.

The school unit will comply with all applicable federal laws and/or regulatory requirements if federal funds or grants are utilized for limited English proficiency programs.

Legal References: Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d
P.L. 107-110 (No Child Left Behind Act of 2001)
20-A M.R.S.A. § 15670(18)
Ch. 127 § 3.02 (Me. Dept. of Ed. Rule)
Commissioner's Administrative Letter No. 24 (December 9, 2003)

Adopted: February 24, 2010
Reviewed: April 25, 2012

~~REPORT CARDS/PROGRESS REPORTS~~

~~The Board of Directors authorizes the Superintendent to develop a system for communicating information regarding student achievement and academic progress to students and parents. Within this system, grades, proficiency levels, performance notations, narratives, and other forms of reporting should be understandable to parents and should indicate how the student is progressing relative to achievement of the content standards of the Learning Results as well as performance in specific courses or content areas.~~

~~As a component of the system, a report card will be issued for each student at regular intervals to be reviewed and signed by the student's parent/guardian.~~

~~Interim progress reports indicating deficiency, need for remedial intervention, or improvement in performance may be issued at any time.~~

~~The principal/designee will provide written notification to students and parents by the end of March, except in very unusual circumstances, if the student may not advance to the next grade or if the student may not qualify for a high school diploma because he/she has not met the required standards.~~

GRADING SYSTEM-REPORTING STUDENT PROFICIENCY

The purpose of **RSU No. 5's** grading and reporting system is to provide students and parents with timely information concerning student progress toward, and achievement of, proficiency in the content areas of Maine's system of Learning Results and the cross-curricular Guiding Principles of the Learning Results.

The Superintendent will be responsible for ensuring the development of a system for communicating information regarding student achievement and academic progress to students and parents. This system shall be approved by the Board.

Students and parents will be informed at regular intervals of their academic progress through report cards and other written/digital means.

Reports to parents will indicate the proficiency standards within the various content areas upon which the grades are based. Grades will be reported by level of proficiency and descriptions of proficiency, but the grading system must include at least the following levels of proficiency:

<u>Proficiency Level</u>	<u>Proficiency Description P-5</u>	<u>Proficiency 6-12</u>
4	Extending	Exceeds the Standards
3	Achieving	Meets the Standards
2	Developing	Partially Meets Standards
1	Beginning	Does Not Meet Standards

Standards and proficiency indicators will be expressed consistently at each grade level and each school in the school unit.

Grading will reflect an aggregation of information gleaned from multiple and varied opportunities for student demonstration of proficiency.

For pre-K-grade 5 students, the Board encourages narratives and other forms of reporting as well as proficiency levels in order to make student progress more readily understandable to parents.

For grades 6-12, report cards will list the each course by name and the pathway through which it was completed (e.g., course, honors, AP, vocational, dual enrollment, independent study) as well as the proficiency level.

Grade point average will be included in the final report card of the year in grades 9-12.

For the class of 2021 and beyond, at all levels, "Habits of work" will be reported separately from academic proficiency.

Interim progress reports indicating deficiency or a need for remedial intervention, or a significant improvement in performance may be issued at any time.

The principal or designee will provide written notification to students and parents by February 15 if the student may not advance to the next grade level or if the student may not qualify for a high school diploma because he/she has not met the required standards.

Cross Reference: IK — Student Achievement/Evaluation of Student Achievement
 IKE — Promotion, Retention and Acceleration
 ILA — Student Assessment/Local Assessment System

Adopted: February 24, 2010

Reviewed: December 12, 2012

Revised: