

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– APRIL 12, 2017
POWNALE ELEMENTARY SCHOOL– CAFETERIA**

You're Invited!

6:00 – 6:30 P.M. Q&A with Board Members on FY18 Budget

Members of the RSU5 Board of Directors will be available prior to their Regular Agenda to meet informally with members of the public regarding the proposed 2017-2018 RSU budget. Board members are eager to hear from citizens and look forward to your participation.

**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	____ Beth Parker
____ Jeremy Clough	____ Michelle Ritcheson
____ Candace deCipkes	____ Lindsay Sterling
____ Jennifer Galletta	____ Valeria Steverlynck
____ Naomi Ledbetter	____ Sarah Woodard
____ John Morang	
3. Pledge of Allegiance:
4. Adjustments to the Agenda:
5. Public Comments:
6. Special Presentation:
 - A. PES Good News – Lisa Demick
 - B. PEPG Update – Cynthia Alexander
 - C. Construction Update – Becky Foley
7. Unfinished Business:
 - A. Consideration and approval of wording of the warrant article if RSU5 receives more state education subsidy than the amount included in the budget.

Motion: _____ 2nd: _____ Vote: _____
8. New Business:
 - A. Consideration and approval to include the Nike swoosh as part of the signage identifying the Joan Benoit Samuelson Track and Field.

Motion: _____ 2nd: _____ Vote: _____
 - B. Consideration and approval to make committee appointments.
 1. Maine Region Ten Technical High School Board (Morang, _____)
 2. Stipend Review Committee (Parker, _____)

3. Support Staff Negotiations (deCsipkes, _____)

Motion: _____ 2nd: _____ Vote: _____

9. Board Comments: (Reports from Sub-Committees) Tabled from March 22, 2017

- A. Finance Committee
- B. Strategic Communications
- C. Policy Sub-Committee

10. Policy Review: Tabled from March 22, 2017

A. Consideration and approval of the following Policies (2nd Read: Packet 17-5)

- 1. EHB – Records Management
- 2. EGAD – Copyright Compliance
- 3. EGAD-R – Copyright Compliance Administrative Procedure

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and approval of the following Policies (1st Read: Packet 17-6)

- 1. EBCB - Emergency Evacuation Drills
- 2. IKAB - Report Cards/Progress Reports
- 3. EFBA – Menu Development/Options-Offer vs. Serve Lunch Concept
- 4. IHBEA – Program for Limited English Proficient Students
- 5. IHBEA-R – LAU Plan
- 6. EEBA - Van Use

Motion: _____ 2nd: _____ Vote: _____

11. Workshop:

- A. Update on School Board Goals
- B. Exit Survey
- C. Migration of Students In and Out of RSU

12. Public Comment:

13. Adjournment:

Motion: _____ 2nd: _____ Vote: _____ Time: _____

L.B.

Memorandum

To: RSU5 Board of Directors
Cc: Nancy Drolet, CEA President
FR: Cynthia Alexander, Assistant Superintendent
DA: April 12, 2017
RE: Update on Performance Evaluation and Professional Growth System

The Performance Evaluation and Professional Growth Committee (PEPG) met monthly throughout the 2016-2017 school year. The bulk of our work this year has been focused on teachers creating and piloting assessments that measure growth of instruction. This is the last major component needed to be ready for the full implementation in September.

This year, each school piloted the peer review element as a requirement of Chapter 180; this part is intended to support teachers in a formative way to improve their practice. Principals worked in different ways with their staff to accomplish this. Our next goal as a committee is to gather the feedback on the peer observation process and develop some consistency throughout the RSU by the beginning of next year.

Currently, we are in the final stages of updating our evaluation handbook for your approval. Revisions are a result of the collaborative work that involved clarifying and defining parts of the document as we have been reviewing the evaluation process.

As you may have heard, the legislature has put forth a bill to remove the student growth component from the educator evaluation process. Our position is that we have accomplished great things and will continue to use and refine the created assessments. We look forward to fully implementing the system this fall.



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7, A,

TO: RSU5 Board of Director
FROM: Dr. Becky Foley, Superintendent
RE: Options for Additional Subsidy if Received
DATE: April 12, 2017

Following are the options of how the Board may choose to use any additional subsidy we may receive from the State:

1. No wording in warrant and all goes into the fund balance;
2. Place any additional funds into a reserve account;
3. Use the funds to further next steps in whatever articles the Board decides;
4. Use the funds to give immediate relief to the taxpayer by lessening the tax impact;
5. Any combination of 2,3,4.

Regional School Unit No. 5

17 West St., Freeport, ME 04032 Telephone: 865-0928x5



Tabled from 3/22/17
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9, A.

Finance Subcommittee Report

Date: March 6, 2017

Committee: Finance Committee

Chair: John Morang

In attendance: Kate Brown, Michelle Ritcheson, Michelle Lickteig and Dr. Becky Foley

Guests:

Meeting Date: February 15, 2017

Agenda Items and Discussion:

Audit Review by Marge Hall from Berry, Talbot:

Marge went through the audit of the 2015-2016 financial statements. There were two major findings. First, filings for reimbursements for grant funds were behind two years. These should be filed monthly. Second, school activity accounts had high balances and high deposits and expenditures that is not typical of activity funds. It is requested that these deposits and expenditures run through the General Fund. Marge gave us the final numbers including the fund balance.

Options for use of Fund Balance:

Various options for use of fund balance were discussed. It was agreed that some would be used to increase the Capital Reserve Fund and some to offset the prior year's negative balance in Nutrition.

Next Meeting:

March 8, 2017

Submitted by: Michelle Lickteig, Director of Finance

Regional School Unit No. 5

17 West St, Freeport, ME 04032 Telephone: 865-0928x25 E-mail: lickteigm@rsu5.org



Finance Subcommittee Report

Date: March 14, 2017

Committee: Finance Committee

Chair: John Morang

In attendance: Michelle Ritcheson, Michelle Lickteig and Dr. Becky Foley

Guests:

Meeting Date: March 8, 2017

Agenda Items and Discussion:

Approval of bus purchase:

Michelle L. talked to the finance committee about paying the lease of a bus off in the current year with savings we are recognizing in the current year from reduced gasoline pricing. We would like to do this in order to get on a schedule of replacing buses over a 14 year timeframe. The Finance Committee agreed to this, as we currently have two inoperable buses and buses as old as 17 years.

Discuss update of budget and timeline:

Michelle L. presented to the Finance Committee the updated Superintendent's Recommended Budget and tax impact. Discussion of when voting on the budget would or should take place was discussed and determined the current timeline did not need to be adjusted for the Governor's budget that has not passed yet.

Discuss Option of Flexible Spending Account:

Michelle L. has heard from several people about whether a flexible spending account is an option. Our HR Coordinator, Sandrine, did a preliminary call to MSMA about their 3rd party offer of running the flexible spending account. Since it was only one option and the Finance Committee had nothing to compare it to, it was determined that the HR Coordinator would look for a few options to compare pricing and offers before making a decision.

Next Meeting:

April 12, 2017 at Pownal Elementary School

Submitted by: Michelle Lickteig, Director of Finance



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9.B.

Strategic Communications Subcommittee Report

Committee: Strategic Communications

Meeting date: February 10, 2017

Chair: Candy deCsipkes

Committee Members in attendance: Candy deCsipkes, Becky Foley, Kate Brown, Lindsay Sterling

Guests: Naomi Ledbetter

Agenda Items and Discussion:

1. Exit Survey – Finished revising survey; will place on March Board meeting for review by the Board
2. Reviewed Unity and Pride Goal
 - a. Began reviewing action steps remaining for the year
 - b. Discussed creating a brochure to assist in marketing the District

Next Agenda: Review of Unity and Pride Board Goal

Submitted by: Becky Foley



Strategic Communications Subcommittee Report

Committee: Strategic Communications

Meeting date: March 10, 2017

Chair: Candy deCsipkes

Committee Members in attendance: Valy Steverlynck, Lindsay Sterling, Becky Foley

Guests: Naomi Ledbetter

Agenda Items and Discussion:

Reviewed the strategic objective of creating pride, unity, engagement, excitement and a sense of belonging in RSU5.

Strategies Completed:

- Identify future areas for growth to create uniqueness in the District,
- Explore issues of renaming of high school,
- Gathering input from stakeholders,
- Create plan from information obtained from stakeholders,

In Progress:

- Identify/define areas of strengths for RSU5
- Marketing RSU5 (all completed except for the brochure)
- Identify & expand opportunities for students from three communities to learn together
- Create a position on the Board for a student rep
- Migration of student population

Future Work in 2017-2018:

- Five Year Strategic Plan

Next agenda:

- Review draft of executive summary of unity and pride survey

Submitted by: Becky Foley



Policy Subcommittee Report

Committee: Policy

Meeting date: February 10, 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.

EEAEF- Video Cameras on Transportation Vehicles

EEAEC (JICC- recoded only) - Student Conduct on School Buses

EEBA- Van Use

The following policy was not brought forward at this meeting. It will be on the next Policy Committee agenda.

IHBEA - Program for Limited English Proficient Students.

The following school procedures were discussed.

Co-Curricular Eligibility Process for middle school.

Review/Revise Policies:

The following policies were reviewed and revised and will be sent to the Board for 1st Read on March 22, 2017.

EEBB Use of Private Vehicles for School Business

EBCB Emergency Evacuation Drills

IKAB Grading System-Reporting Student Proficiency

The next meeting will be held on March 10, 2017 at 10:30 a.m.

Submitted by: Cynthia Alexander



Policy Subcommittee Report

Committee: Policy

Meeting date: March 10, 2017

Chair: Candy deCsipkes

Committee Members in attendance: Naomi Ledbetter, Cynthia Alexander

Agenda Items and Discussion:

The following policies were reviewed with no changes recommended.

EFE- Competitive Food Sales- Sales of Foods in Competition with the School Food Service Program

FF Naming Facilities

The following policy will be discussed with administrators and brought back to the Policy Committee on April 7, 2017.

IJOC School Volunteers

The following school procedures were discussed and will go to the Board for Policy Adoption on March 22, 2017

IHBEA-R - LAU Plan

Review/Revise Policies:

The following policies were reviewed and revised and will be sent to the Board for 1st Read on March 22, 2017.

IHBEA - Program for Limited English Proficient Students

EFBA- Menu Development/Options- Offer vs. Serve

EEBA- Van Use

The next meeting will be held on April 7, 2017 at 8:30 a.m.

Submitted by: Cynthia Alexander



TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Sarah Woodard

CC: Julie Nickerson, Lisa Demick, Hiram Sibley, Ray Grogan, Kim Austin, Dennis Ouellette, Will Pidden, Craig Sickels, Seth Thompson, David Watts, Jen Gulko, Bonnie Violette, Emily Grimm, Sarah Duffy, Darren Carter, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Diana Passmore, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Diane Atwood, Linda Pritchard, Nancy Drolet, Nancy Dyer, Jessica Sturges, Karen Sylvain, Tiffany Blanchard, Laurie Allen, Tom McKibben, Pauline Gillis

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

DATE: March 8, 2017

RE: Review/Update of Policies – Policy Packet 17-5

At the March 22, 2017 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 2nd Read/Adoption. The policies are attached.

1. EHB – Records Management
2. EGAD – Copyright Compliance
3. EGAD-R – Copyright Compliance Administrative Procedure

RECORDS MANAGEMENT

~~Proper retention of school records is essential to conduct the business of the schools, to protect the legal interests of the schools, students and employees, and to comply with state and federal law and regulations concerning document retention. It is also important for purposes of efficiency and management of physical and digital storage resources that unneeded records be disposed of on a timely basis.~~

~~The Board will comply with all applicable laws and rules concerning the routine retention, storage and disposal of records, as well as its preservation obligation when litigation is threatened or pending. The Superintendent is responsible for implementing this policy and for developing appropriate administrative procedures and guidelines for managing school department records consistent with the applicable laws and rules. The Superintendent may delegate specific responsibilities to administrators or other school staff as he/she deems appropriate.~~

~~Employees shall be informed of this policy and the accompanying procedures/guidelines through a means determined by the Superintendent and are expected to comply with them.~~

The Board is aware that records of various kinds are created and received as the school unit educates its students and manages the operations of its schools.

For the purpose of this policy, "records" are all documentary materials made or received and maintained by the school unit in accordance with law or rule, or in the transaction of its business. Records may be created and received in multiple formats including but not limited to print, handwriting, audio and videotapes, and in various digital forms (on hard drives, servers, CDs, disks, flash drives, etc.). Records specifically include email, instant messages, and other electronic communications that are created, sent, and received.

Attention to the proper retention and disposal of the school unit's records is essential not only for compliance with laws and regulations, but to protect the legal interests of the school, staff, and students and to ensure that the school unit is managed effectively.

The school unit will comply with all applicable laws and rules pertaining to the routine retention, storage, and disposal of records and with its obligation to preserve records when litigation is reasonably anticipated or has commenced.

The Superintendent shall be responsible for developing administrative procedures for the cataloging/classification, storage, and disposal of the school unit's records that are consistent with applicable laws and rules and which allows for retrieval of records when necessary. The Superintendent will also be responsible, by methods he/she deems appropriate, for informing school unit employees of this policy, making them aware of the kinds of documents, data, and

materials that must be saved and those which may be disposed of or deleted, and of any specific procedures employees need to follow. The Superintendent may delegate records management responsibilities to the Technology Director, school administrators, or other school unit personnel as he/she deems appropriate in order to facilitate the implementation of this policy.

Board Records

The Board shall keep such records as are necessary for the transaction of its business. The Superintendent shall act as custodian of Board records in his/her role as Secretary of the Board and will be responsible for storing Board and subcommittee minutes, reports, and studies commissioned by the Board, and other Board documents, data, and materials in a manner consistent with this policy and with applicable laws and rules.

Legal Reference: 5 M.R.S.A. § 91 et seq. (Archives and Records Management Law)
 Maine Secretary of State, Maine State Archives Rule Chapter 10
 (Rules for Disposition of Local Government Records)
 Maine Department of Education Rule Chapter 125 (Basic School
 Approval)

Cross Reference: BEA - Board Use of Electronic Mail
 GBJ - Personnel Records and Files
 GBJC - Retention of Application Materials
 GCSA - Employee Computer and Internet Use
 JRA - Student Education Records

Adopted: November 30, 2011

Revised: _____

COPYRIGHT COMPLIANCE

It is the intent of the Board that all employees and students of the RSU No. 5 School Department adhere to the provisions of federal copyright law. Employees and students who willfully disregard the law and ~~the school unit's~~ RSU No. 5's copyright policy and administrative procedure(s) do so at their own risk. ~~The school unit~~ RSU No. 5 will not extend legal and/or insurance protection to employees or students for willful violations of this policy. Such violations may also result in disciplinary action.

The Superintendent is responsible for implementing this policy and the accompanying administrative procedure. The Superintendent may develop additional administrative procedures and/or delegate specific responsibilities to building principals and others as he/she deems appropriate.

At a minimum, the following steps shall be taken in an effort to discourage violation of the copyright law in the school unit.

- A. ~~Employees shall be informed of this policy/administrative procedure.~~ All instructional staff and school administrators shall receive a copy of this policy and accompanying administrative procedures.
- B. ~~Notices shall be posted in reasonable proximity of equipment that may be used for copying materials.~~ Copyright notices shall be posted within view of copying equipment.
- C. Teachers and library media specialists shall be responsible for informing students about the legal, ethical and practical problems caused by copyright infringement and illegal use of materials.

Legal Reference: Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. § 101 et seq.
P.L. 107-273 (The TEACH Act of 2002)

Cross Reference: EGAD-R - Copyright Compliance Administrative Procedure
GCSA – Employee Computer and Internet Use
IJNDB – Student Computer and Internet Use and Internet Safety
IJNDC – School System Website/Web Pages

Adopted: April 28, 2010

Reviewed: January 25, 2012

Revised: _____

COPYRIGHT COMPLIANCE ADMINISTRATIVE PROCEDURE

This administrative procedure summarizes the major provisions found in the federal copyright law and guidelines concerning reproduction of copyrighted works by educators. This summary is not intended to replace the law/guidelines, which should be referred to when questions regarding implementation arise.

Instructional staff teaching distance learning or online courses must comply with Section III ~~of this procedure in addition to parts~~. in addition to all other parts of this procedure.

I. GENERAL RULE AND COPYRIGHT OWNERSHIP

- A. **Presumption of copyright.** Works, in any medium (written, recorded, digitally-stored, etc.) should generally be presumed to be protected by copyright law, regardless of whether the work displays a copyright notice, the symbol, “©,” or other express reservation of rights.
- B. **Rule against copyright violations.** Except as otherwise permitted by this policy and applicable law, school employees shall not reproduce, perform or display copyrighted works without permission of the owner.
- C. **U.S. Government works.** United States government works are not subject to copyright protection, and may freely be copied.
- D. **Public domain.** Works that are in the public domain due to expiration of copyrights, as provided by law, may be freely reproduced, performed, or displayed.
- E. **Student works.** Students are the owners of exclusive rights in works that they create.
- F. **Works made for hire.** Works created by school employees in the course and scope of their employment are “works made for hire,” and the school unit retains exclusive rights in such works, unless otherwise agreed in writing by the School Board.
- G. **Distance learning.** All rights in works created by school employees in the course of teaching distance learning courses are owned by the school unit that employs the individual(s) who created the work, unless otherwise agreed in writing by the employing school unit.

II. DEFINITIONS

A. "FAIR USE"

A copyright provides the owner with the exclusive rights of reproduction, adaptation, publication, performance and display of the covered work. The copyright law contains certain "fair use" provisions that permit *limited* reproduction of materials based on four criteria:

1. The purpose and character of the use, including whether such is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

B. "FACE-TO-FACE INSTRUCTION"

Performance or display of any copyrighted work by teachers or students without permission from the copyright holder is permissible under the following circumstances:

1. The work must be performed or displayed in a face-to-face setting by a teacher or by students; and
2. The performance or display must be in the course of teaching activities, in a classroom or a similar educational setting.

Examples of performances or displays falling under this exception include reading a play in the classroom, singing a song in a classroom or showing a filmstrip or video (provided that it has been purchased or lawfully copied).

The following sections summarize the permissible or "fair use" of different types of copyrighted works. Because the law and technological applications continue to evolve, school unit employees are responsible for ensuring that the intended use of materials does

not conflict with copyright law/guidelines and for informing students of such issues as appropriate.

III. DISTANCE EDUCATION: TRANSMISSION OF PERFORMANCES AND DISPLAYS TO REMOTE SITES

The following may be transmitted by any device or process, including the DOE Distance Learning Network, interactive television, or Internet courses:

- Performance of nondramatic literary works (e.g., novels, short stories, poems); or
- Reasonable and limited portions of any other work; or
- Display of a work in an amount comparable to that which is typically displayed in the course of a live classroom only if:
 - A. The performance or display is made by, at the direction of, or under the actual supervision of an instructor as an integral part of a class session offered as a regular part of instructional activities;
 - B. The performance or display is directly related and of material assistance to the teaching content of the transmission;
 - C. The transmission is made solely for, and, to the extent technologically feasible, the reception of such transmission is limited to students officially enrolled in the particular course and employees of the school unit as part of their duties;
 - D. Technological measures are implemented that reasonably prevent retention of the work in accessible form by recipients of the transmission for longer than the class session and prevent unauthorized further dissemination of the work in accessible form by such recipients to others;
 - E. There is no interference with technological measures used by copyright owners to prevent such retention or unauthorized further dissemination of materials; and
 - F. Students in such courses must be given notice that materials used in connection with the course may be subject to copyright protection.

IV. PRINT MATERIALS

- A. Permissible Uses
 - 1. A single copy of the following made for use in teaching or in preparation to teach a class:

- a. A chapter from a book;
 - b. An article from a periodical or newspaper;
 - c. A short story, short essay or short poem, whether or not from a collective work; and
 - d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.
2. Multiple copies made for classroom use (not to exceed one copy per student in a course) from the following:
 - a. A complete poem, if it has fewer than 250 words and does not exceed two printed pages in length, or an excerpt of not more than 250 words from a longer poem;
 - b. A complete article, story or essay of less than 2,500 words;
 - c. Prose excerpts not exceeding 10 percent of the whole or 1,000 words, whichever is less;
 - d. One chart, graph, diagram, cartoon or picture per book or per issue of a periodical; and
 - e. An excerpt from a children's book containing up to 10 percent of the words found in the text and not more than two printed pages of the published work.
 3. One transparency for classroom instruction may be made from consumable materials such as workbooks, exercises, activity sheets, etc.
 4. All permitted copying must include appropriate credits, including the author, title, date, copyright notice and any other pertinent information.
- B. Prohibited Uses
1. More than one ~~word-work~~ or two excerpts from a single author copied during one class term;

2. More than three works from a collective work or periodical volume copied during one class term;
3. More than nine sets of multiple copies made for distribution to students in one class term;
4. Copies made to create, replace or substitute for purchasing anthologies or collective works;
5. Copies made of "consumable" works, such as workbooks, exercises, standardized tests and answer sheets (except as noted in A.3 above);
6. The same work copied from term to term;
7. The same material copied for more than one particular course, or copied every time a particular course is offered, unless permission is obtained from the copyright owner;
8. Copies made when there is sufficient time prior to the intended use to obtain permission from the copyright owner; and
9. No charges may be made to students beyond the actual cost of photocopying.

V. COMPUTER SOFTWARE

All software purchased for use in the school unit must be approved by the building principal. Only the Superintendent may obtain and sign software licensing agreements and duplication rights agreements. All terms of such licensing/duplication agreements must be observed by all school unit employees and students.

Software purchased by the school unit for classroom, lab, media center, and office use remains the property of the school unit and may be used only in school-sponsored programs and activities.

A. Permissible Uses

1. One archival (back-up) copy of copyrighted software may be made by authorized employees (unless a licensing agreement prohibits copying for any purpose);

2. Software may be used on a networked computer system if written permission is obtained or a version intended for network is used;
3. Software may be loaded on multiple equipment if it is specifically advertised as multi-load or written permission has been obtained; and
4. Preview software may be evaluated for a reasonable evaluation period before being purchased or returned.

B. Prohibited Uses

1. Illegal copies of copyrighted software programs made or used on school equipment;
2. Copies made of preview software;
3. Use of software on a networked computer system not intended for network use without written permission;
4. Multiple loading of software not specifically licensed for multi-loading without written permission;
5. Multiple copies made of copyrighted software (beyond an authorized archival copy);
6. Multiple copies made of printed documentation accompanying copyrighted software;
7. Copies made of software for sale, loan, transmission, or gift to other users; and
8. Copies made of locally produced adaptations or modifications of copyrighted software for any purpose.

VI. INTERNET

The rights of the owner of copyrighted material on the Internet are the same as the rights of the owner of traditional materials. Unless there is a clear statement that art, photos, text, and sounds are “public domain” and available for free use, it should be assumed that the material is copyrighted. All the criteria for “fair use” apply to works on the Internet just as they apply to other

materials. The ease of copying materials from the Internet should not be used as an excuse for violating copyrights.

VII. OFF-AIR TELEVISION RECORDING

A. Permissible Uses

1. Off-air recordings may be made only at the request of and used by individual teachers;
2. Off-air recording of broadcast programs available to the general public without charge may be made and retained for a period not to exceed 45 calendar days after the date of recording. The following additional requirements must also be met:
 - a. The recording may be used *once* by individual teachers in the course of relevant teaching activities and repeated *once* during the first 10 consecutive school days in the 45-day retention period.
 - b. Following the first 10 consecutive school days, the recording may only be used for teacher evaluation purposes (i.e., to determine whether the broadcast program should be included in the curriculum).
 - c. Following the 45-day retention period, the recording must be erased or destroyed immediately unless written permission is obtained from the copyright owner to keep and use the program in teaching/learning activities.
3. A limited number of copies may be produced from each off-air recording to meet the legitimate educational needs of teachers. Such copies are subject to the same guidelines as the original copy.
4. An off-air recording need not be used in its entirety, but the recording may not be altered, edited, combined, or merged. All copies must include the copyright notice of the broadcast program.

B. Prohibited Uses

1. Recording broadcast programs in anticipation of requests;

2. Recording broadcast programs when there is sufficient time prior to the scheduled program to obtain permission from the copyright owner;
3. Recording programs from pay/satellite television channels (HBO, Cinemax, Disney, etc.);
4. Using or retaining recordings beyond the 45-day retention period without written permission;
5. Recording the same program more than once for the same teacher (regardless of how many times the program may be broadcast); and
6. Altering the program from the original content in any way (although the entire program need not be viewed).

VIII. USE OF PRE-RECORDED VIDEOS

Pre-recorded videos include commercially available videos marked "For Home Use Only" (such as feature films), including VHS tapes, DVD disks, filmstrips, etc.

A. Permissible Uses

Pre-recorded videos may be used in "face-to-face instruction" provided that the viewing utilizes a lawfully-made copy rented or purchased by the school unit.

B. Prohibited Uses

1. Videos may not be used for entertainment, filler, assemblies, fundraising, public viewing, or any other purpose without written permission of the copyright owner.
2. Videos may not be used when a written contract specifically prohibits use in classroom or direct instruction situations.
3. Videos may not be borrowed from individuals or other schools.
4. Videos may not be copied.

IX. MUSIC AND THEATER PERFORMANCES

Prior written permission must be obtained whenever copyrighted plays and musical numbers are to be performed or whenever copyrighted music is used as part of a performance.

X. EDUCATIONAL USES OF MUSIC

A. Permissible Uses

1. Emergency copies to replace purchased copies that for any reason are not available for an imminent performance provided that purchased replacement copies shall be substituted in due course.
2. For academic purposes other than performance, multiple copies of excerpts of works may be made provided that:
 - a. The excerpts do not constitute a performable unit (section, movement, or aria) or more than 10 percent of the entire work;
 - b. No more than one copy per student in the class is made; and
 - c. The copyright notice appears on the copies.
3. For academic purposes other than performance, a single copy of an entire performable unit (section, movement, or aria) may be made by the teacher for scholarly research or in preparation to teach a class provided that:
 - a. The work is confirmed by the copyright owner to be out of print;
 - b. The work is unavailable except in a larger work; and
 - c. The copyright notice appears on the copy.
4. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted. Lyrics may not be altered or added, if none exist.
5. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the school unit or an individual teacher.

6. A single copy of a sound recording (album, tape, cassette, or CD) or copyrighted music may be made from sound recordings owned by the school unit or an individual teacher for the purpose of constructing aural exercises or examinations. The copy may be retained by the school unit or an individual teacher.
 - a. This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.

B. Prohibited Uses

1. Copy to create, replace, or substitute for purchasing anthologies, collective works, and compilations;
2. Copy “consumable” works, such as workbooks, exercises, standardized tests, and answer sheets;
3. Copy for the purpose of performance (except as noted in A.(1)); and
4. Copy to substitute for the purchase of music (except as noted in A. (1-2)).

Legal Reference: 17 U.S.C. § 101 et seq.
P.L. 107-273 (The TEACH Act of 2002)

Cross Reference: EGAD - Copyright Compliance

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



Tabled From 3/22/17

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10.B.

TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Sarah Woodard

CC: Julie Nickerson, Lisa Demick, Hiram Sibley, Ray Grogan, Kim Austin, Dennis Ouellette, Will Pidden, Craig Sickels, Seth Thompson, David Watts, Jen Gulko, Bonnie Violette, Emily Grimm, Sarah Duffy, Darren Carter, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Diana Passmore, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Diane Atwood, Linda Pritchard, Nancy Drolet, Nancy Dyer, Jessica Sturges, Karen Sylvain, Tiffany Blanchard, Laurie Allen, Tom McKibben, Pauline Gillis

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

DATE: March 14, 2017

RE: Review/Update of Policies – Policy Packet 17-6

At the March 22, 2017 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 1st Read. 2nd Read/Adoption will take place at the April 26, 2017 Meeting. The policies are attached.

1. EBCB - Emergency Evacuation Drills
2. IKAB - Report Cards/Progress Reports
3. EFBA – Menu Development/Options-Offer vs. Serve Lunch Concept
4. IHBEA – Program for Limited English Proficient Students
5. IHBEA-R – LAU Plan
6. EEBA - Van Use

The following policies were reviewed with no recommended revisions and require no Board action.

1. EEAEF - Video Cameras on Transportation Vehicles
2. EEAEF - Student Conduct on School Buses (recoding to JICC)
3. FF – Naming Facilities
4. EFE – Competitive Food Sales – Sales of Foods in Competition with the School Food Service Program

Regional School Unit No. 5

17 West St., Freeport, ME 04032 Telephone: 865-0928x5 E-mail: mcmanusg@rsu5.org

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.

LOCKDOWN DRILLS

Some high-risk situations may result in a lockdown of the school rather than an evacuation. Each school will hold at least one lockdown drill during the school year. A lockdown drill should be held by October 15th to familiarize students with the procedure.

Written procedures for emergency evacuation drills shall be posted in each building.

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~~ Director of Instructional Support and/or Section 504 Coordinator, will determine appropriate evacuation procedures for students with disabilities. The first bus evacuation drill will occur within the first ~~two~~ three 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)
Resolve Ch.2, 127th Leg., 1st Session (Me 2015)

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

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

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 reporting 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 PK-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, reporting will list 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 reporting 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:

MENU DEVELOPMENT/OPTIONS-OFFER VS. SERVE LUNCH CONCEPT

The "Offer vs. Serve Option" is designed to be more economical for the school unit and result in less waste. All lunches offered must contain five food ~~items, but students have the freedom of choice in selecting the three, four or five items they intend to consume. They may refuse up to two items.~~ components. Students have the freedom of choice in selecting a minimum of three components, one of which has to be a fruit or vegetable. All breakfasts offered must contain four food items, but students have the freedom to refuse one food item. offered must contain four food components. Students have the freedom of choice in selecting three components, one of which must be a fruit.

The Offer vs. Serve concept shall be implemented in RSU No. 5 schools. The Superintendent/designee shall be responsible for implementing appropriate administrative procedures and communications to carry out this policy in conformance with state and federal regulations and applicable Board policies.

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

PROGRAM FOR ~~LIMITED~~ ENGLISH PROFICIENT STUDENTS LANGUAGE LEARNERS

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~~ Language Learners to meet their English language acquisition needs and support in content areas;
- D. How ~~limited~~ English ~~proficiency students~~ Language Learners 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~~ ESL services; and
- E. How the school system will evaluate the effectiveness and appropriateness of the language support program for ~~limited~~ English ~~proficiency students~~ Language Learners.

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

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
Revised: _____

RSU No. 5 School Department LAU PLAN

RSU No. 5 School District English Language Learners (ELL) Program

A Lau Plan, named after the landmark Lau vs. Nichols U.S. Supreme Court Decision of 1974, is an equal access plan that protects English Language Learners (ELLs)

The RSU No. 5 School Department does not discriminate against ~~limited~~ English ~~proficient~~ students-Language Learners (ELL). In accordance with the Equal Education Opportunities Act (1974), the School Department makes an effort to do whatever is educationally appropriate to address the English and educational needs of the ~~limited~~ English ~~proficient student~~ Language Learners so that s/he can participate with her/his English background peers in the educational program of RSU No. 5 schools. Qualifying Eligible students will be identified and placed in programs and services in accordance with statutory guidelines. The RSU No. 5 School Department strives to provide a linguistically and culturally rich teaching and learning environment. It is the policy of the RSU No. 5 School Department to comply with all Federal and State laws prohibiting discrimination against students on the basis of all civil rights categories. The district program for ELL will be overseen by the Director of Instructional Support.

Part I: STUDENT ASSESSMENT

A. Identification of ~~Language Minority Students~~ English Language Learners

The Maine Department of Education conducts an annual home language survey to determine the number of language minority children who are enrolled in Maine schools. Schools collect the completed surveys from the parents/guardians of new kindergarten students and newly-transferring students. In order to provide English as a Second Language (ESL) services in a timely manner, potential ~~LEP~~ ELLs students should be tested and placed within one month.

RSU No. 5 School Department ~~may~~ will use the following instruments to identify limited English ~~proficient (LEP) students~~ Language Learners (ELLs):

- Home Language Surveys
- Review of all relevant educational documents and student records
- ~~WIDA ACCESS English Language Proficiency Test~~
- ~~LAS Links Language Assessment System~~
- Teacher observations
- ~~Recommendations from guidance counselors~~
- ~~Teacher developed assessments~~

B. Assessment for English Language Proficiency

Once a child has been identified as being from a non-English language background or having spent considerable amount of time in a non-English speaking country (and that stay has affected

the child's ability to comprehend and express in English), the next step is to assess the child's English language proficiency.

RSU No. 5 School Department ~~may~~ will use the following instruments to identify the English language proficiency of ~~LEP students~~ ELLs:

- WIDA MODEL English Language Proficiency Test
- Review of all relevant educational documents and student records
- ~~LAS Links Language Assessment System~~
- ~~English Language Proficiency Test~~
- ACCESS for ELLs English Language Proficiency Test
- ~~DRA reading assessment~~
- Teacher observations and recommendations
- ~~Teacher developed assessments~~

C. District Language Acquisition Assessment Committee (DLAC)

The District Language Acquisition Assessment Committee (DLAC) is a group of district-wide school staff and parents of students that meets to discuss and develop an appropriate and effective structured language support ESL program for limited English proficient children English Language Learners. The District Language Assessment Committee will:

- Oversee RSU5's ESL program and advise on identifying, serving, assessing, and exiting an English Language Learner from the program.
- Serve to notify parents about upcoming WIDA-ACCESS testing.
- Recommend revisions to the Lau Plan for action by the Superintendent and School Board.

~~It is recommended that~~ The DLAC will meet on a regular basis twice per year in fall and spring, to review the student's progress ESL Program, the effectiveness of the program, and to re-direct certain instructional activities, if necessary. It is the responsibility of the ELL ESL Consultant teacher to ~~be the LAC convener~~ convene DLAC Committee and schedule meeting dates.

D. An RSU No. 5 Language Acquisition Assessment Committee (LLAC) is established at each school to coordinate and oversee the educational program of limited English proficient students Learners enrolled in the RSU No. 5 School Department. Each LLAC is composed of LAC members will include the Director of Student Services Instructional Support or Building Administrators, the School Guidance Counselor, classroom teacher(s) and parent/guardian, an ESL teacher. other ELL consultants who may be involved with the committee on an "as needed" basis, and the Curriculum Director. These members will be ongoing. All members of a school team as well as additional teachers of students are invited to attend the meetings.

The **LLAC responsibilities** will include the following:

- ~~To review the Home Language Surveys to identify potential LEP students who have not already been identified through Special Education screening, Parent/Teacher referral, or LLAC surveys.~~

- ~~To require the administration of multi-criteria evaluations to potential LEP students annually.~~
- To make determinations ~~from multi-criteria evaluations~~ based on either the WIDA-ACCESS, or WIDA-MODEL about placement, programming services ~~time of and~~ delivery of services. ~~and types of programs for LEP students.~~
- To meet annually, or more frequently if needed, to monitor the ~~LEP student's~~ English Language Learner's language and academic progress.
- To meet with the entire school staff to provide information about ~~LEP students~~ English Language Learners and the ESL Program.
- ~~To make recommendations for placement and program type for summer (if necessary) and for the next school year.~~
- To recommend modification of ~~ELL~~ ESL support services or reclassification of a ~~students from limited English proficiency (LEP) to full English proficiency (FEP).~~ English Language Learners
- ~~To recommend and discuss direction and instructional objectives for the ESL teacher.~~
- To develop an Individual Language Acquisition Plan for each eligible English Learner.
- To continue annual monitoring for two years after an ~~LEP student's~~ English Language Learner's reclassification to full English proficiency.
- ~~To meet at least yearly with parents/guardians to develop goals and monitor progress.~~
- ~~To recommend revisions to the RSU No. 5's School Department's Lau Plan for action by the Superintendent and Board.~~

PART II: STUDENT PLACEMENT (ENTRY AND EXIT)

A. Factors that Affect Program Design

There are many factors that must be considered when determining the most appropriate and effective structured language support program. Some of those factors are:

- Age of the child
- English language proficiency level
- Native language proficiency level
- Amount of interrupted schooling in the child's background
- The amount of native language literacy skills the child possesses
- Amount of trauma (if any) in the child's background, especially from refugees
- Amount of literacy readiness/exposure in child's background

B. Classification of Student's English Fluency Level

The English language proficiency level of language minority students can be translated to classification categories. These categories are:

Level 1 – Entering

- Level 2 – Beginning
- Level 3 – Developing
- Level 4 – Expanding
- Level 5 – Bridging
- Level 6 – Reaching

C. Grade-level Placement

~~Before making a permanent grade level placement decision for a language minority student, the LAC will need to have pertinent background information about the child. The information would include:~~

- ~~• The child's chronological age~~
- ~~• The child's educational background~~
- ~~• The child's English language proficiency level~~

~~With this information, which should have been collected as expeditiously as possible, the LAC can decide at what grade level the student should be placed. Under no circumstances should a student be placed in a grade level that is more than one year below his/her chronological age. Although it may seem logical to place a language minority child at a grade level that matches the kind of English skills he/she appears to need to acquire, it would be a great disservice to the child both socially and cognitively to do so. The school is obligated to provide a structured language support program that meets the ESL as well as content area and equal access needs of the student.~~

Based on the results of the LAC meeting, the building principal will place the English Language Learner in an appropriate grade. An English Language Learner will not be placed in a grade level that is more than one year below his/her chronological age.

D. ~~Exit and Reclassification Criteria—Should be Based on WIDA Access Scores~~ Criteria for Reclassification, Transfer and Exit

If a structured language support program is effective and appropriate, the ~~LEP student~~ English Language Learner will eventually be: (a) reclassified at a higher level of proficiency, or (b) exited from the structured language support program entirely. Any member of the Language Acquisition Assessment Committee or the child him/herself may recommend reclassification or exit.

If and when the child is found to be eligible for reclassification or exit, the LAC will need to monitor the child's academic performance and psycho-social well-being after the placement is reclassification or exit is made. In the case of a student who is reclassified, the decreased ESL instructional time should be monitored in terms of: continued academic success; adjustment to a longer time period in the mainstream classroom; and, instructional needs being met in the structured language support program. In the case of exit from the program, the full mainstreaming should be monitored for academic success; adjustment to the full-time mainstream classroom; and, any emerging language skills needs that may surface once

mainstreaming has occurred. Students will be exited based on achieving a WIDA ACCESS composite score of 6. Based on WIDA recommendations, students scoring 5.9 on the ACCESS will also be exited.

After a child has been exited from a structured language support program, that child's language performance and growth must be monitored for two years (if the child is still in school). ~~This could be done in the regularly scheduled LAC meetings.~~ During those two years of monitoring, if the child experiences a pattern of difficulty with language or content skills, the LAC can re-enter the child into the structured language program.

In the event that a parent/guardian refuses ~~ELL~~ ESL services for a student, a signed letter of refusal is to be placed in the student's file. These ~~ELL~~ ESL services will be offered yearly, and a letter of refusal must be signed annually. The parent may withdraw refusal of services at any time.

PART III: PROGRAM INSTRUCTION

A. Teacher Skills and Credentials

Just as with any other teaching specialization, ESL teachers require special pedagogies to provide the best services for their students. The State Board of Education in 1988 adopted an ESL endorsement for teachers. If a district has children enrolled who are language minority-limited English proficient, the structured language support services can be provided in two personnel configurations:

1. An ESL-endorsed teacher provides direct ESL instruction
2. A paraprofessional or non-ESL endorsed teacher provides direct ESL instruction and is supervised and guided by an ESL-endorsed teacher

The presence of an ESL-endorsed professional is imperative for an effective and appropriate program to be implemented. The recommended configuration is the former; recommended by Office for Civil Rights and the Maine Department of Education.

B. Service Delivery Models

There are several types of structured language support programs the RSU No. 5 School Department believes can be beneficial to limited English proficient students. This system's ability to provide some of these programs depends on both availability of native-language speaking personnel and availability of native language instructional materials for sheltered content. The keys to an effective and appropriate program choice will include careful consideration of the child's needs, full research into the resources available (personnel, materials), and full understanding of the possible program configurations.

Some of the likely structured language support programs to be used in RSU No. 5 schools will include:

English as a Second Language: A structured language learning program or curriculum designed to teach English to students whose native language is not English. ~~In low-incidence situations, this instruction may occur through “pull-out” from regular English literacy instruction, and Pull-out and push-in services are provided based on individual student’s need~~ students are supported in mainstream subject areas for most of the school day. Services are provided by or supervised by a State certified teacher endorsed in ESL.

Sheltered English: An approach that utilizes the simplification of the English language to teach ESL and subject area content simultaneously (sometimes called “content ESL”). Although the actual content is the same as that taught to non-~~LEP~~ ELL students, key concepts and vocabulary are targeted to fit the ESL student’s English language proficiency level.

A structured language support program encompassing the above models will be provided in a time allocation that will most benefit the ELL learner. The consideration of many factors must take place when a program is being developed. However, the ultimate goal is to provide effective and appropriate services to the student so that s/he may benefit fully from and succeed in an education conducted in English.

The determination of a time allotment for structured language support programs will be made by the Language Assessment Committee with assessment information available. ~~The policy of the Language Assessment Committee will be to determine the most appropriate instructional program to achieve fluency in English for each student.~~

C. — BICS, CALP, Age and Rate for Language Acquisition

The two levels for second language acquisition are: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). ~~These two components encompass many skills, abilities, and cognitive demands. If second language learners are to be fully fluent in English, they must attain proficiency in both these components. Within each component level, there are continua of cognitively demanding and less cognitively undemanding tasks and context embedded—context reduced tasks that a language learner would need to be able to perform to be proficient at that level. ESL instructors can tailor-make instructional activities to assist students in working on the skills in each level.~~

~~Research has been conducted on the rate at which second language learners acquire the two BICS and CALP. Many variables contribute to the rapidity with which a learner would acquire these levels; those variables include age of child; previous schooling in first language (interrupted schooling); mastery of literacy skills in the first language; maintenance of the first language in the home; length of residence in the U.S.; family value of education; amount and quality of bilingual instruction in previous schooling; amount and quality of ESL instruction in previous schooling. Under the optimal conditions, it can take up to two years for a student to acquire BICS and from five to seven years or more to acquire the CALP under the very best~~

support system. Consensus appears to be that the ideal age for a child to begin learning a second language is between the ages of 8 and 11.

Parents and guardians need to be apprised of this information so that they can have realistic expectations of the instructional programs and of their children. It will also help them to advocate more effectively for their children in the school setting.

Mainstream teachers and administrators also need to be apprised of this information so that they, too, can help provide an appropriate and effective structured language support program with realistic expectations for language minority limited English proficient children. The assessment of the English language proficiency of language minority children and their language instructional program, must take into account the two levels of language proficiency. It is not enough for a child to have acquired the BICS component; that child will have difficulty with the cognitive academic demands of the school, which may result in failure.

PART IV: PROGRAM EVALUATION AND RECORDKEEPING

In order to ensure the most effective and appropriate structured language support programming for limited English proficient children Language Learners, a model for overall program evaluation must be developed and utilized. An annual program evaluation will illustrate the following: attainment of program outcomes; attainment of learner outcomes; school climate and support for the program and children; the quality of instructional materials; the maintenance of information about students; the effectiveness of staff development activities; the amount and effectiveness of mainstream – ESL collaboration; the effectiveness of school and program communication with parents; and the implementation of the district's Lau Plan itself approved by its Board.

In all the procedures involving the identification, assessment, provision of services, and exit from services for LEP children English Language Learners, thorough record keeping must be implemented and maintained.

It is the responsibility of the ~~ELL Consultant~~/ESL teacher to maintain accurate files for each LEP student English Language Learner. Items included in student files (but not limited to) would consist of:

- Copy of the Home Language Survey
- ~~Other teacher generated surveys~~ Copy of the WIDA-ACCESS/MODEL tests
- Test scores and actual tests, if available
- ~~Recommendations for individual learning plan~~
- ~~Documentation of parent/guardian contact or parent/guardian meetings~~
- ~~Documentation/minutes of LLAC meetings~~
- ~~Recommendations for reclassification or exit from the ESL program~~
- ~~Copy of report cards~~ Copy of ILAP
- Any other pertinent information

Part V: STATUTE

Legal Obligation of Schools toward ~~Language Minority Students~~ English Language Learners

1. Civil Rights Act of 1964

Title VI: “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance.”

2. Office for Civil Rights Memorandum (1970):

“(1) Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

(2) School districts must not assign national origin minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparatory courses on a basis directly related to the failure of the school system to inculcate English language skills.

(3) Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead end or permanent track.

(4) School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.”

3. Equal Educational Opportunities Act of 1974 Lau v. Nichols: U.S. Supreme Court decision of 1974

“No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by –

- (f) the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

4. The Lau Remedies (1975)

~~They specified approved approaches, methods, and procedures for:~~

~~...”identifying and evaluating national origin minority students’ English language skills;~~

~~...determining appropriate instructional treatments;~~

~~...deciding when LEP children were ready for mainstream classrooms;~~

~~...determining the professional standards to be met by teachers of language minority children.”~~

Sources

~~Strategies for Accommodating Limited English Proficient Students~~

~~(Prepared by Barney Berube, Ph.D. MDOE, IASA Title VII Office, 23 State House Station,
Augusta, Maine 04333-0023 1998)~~

Administrative Procedure Adopted: 4/13/10

Administrative Procedure Reviewed: 4/3/12

Adopted by Board: _____

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~~ Community Programs.

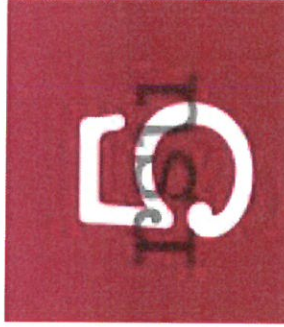
Any driver of the van must be a district employee or approved volunteer, be 21 years of age or older and licensed by the State of Maine.

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

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

RSU5 Goals

2016-2017



RSU5's mission is to provide our students with a world-class education that will challenge minds, engage creativity, develop self-discipline, and advance inherent strengths.

Approved by Board: 10/26/16

U. A.

Mission: Providing our Students with a World Class Education

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

- Increased percentage of students scoring in the proficient/exceeding categories in math and language arts on the MEA/SAT.

Strategic Objective 1:	Action Strategies:	Accountability/Communication	Stewardship of Resources
Implementation of proficiency-based learning PreK-12	<p>Identify Power Standards, performance indicators, scoring criteria, assessments</p> <p>RTI implementation/ revision K-12</p> <p>Selection of 6-12 Math Curriculum</p>	<p>Board Policies reflect and support the proficiency based learning.</p> <p>Communication is timely and articulates progress toward proficiency based learning.</p> <p>Stories demonstrate the success of students in a proficiency-based system.</p> <p>Stakeholders informed of the changes in the 6-12 math program.</p>	<p>Professional Development Time</p> <ul style="list-style-type: none"> ● Workshops ● Subs ● Release Time ● Consultants <ul style="list-style-type: none"> ○ Great Schools Partnership ○ Math ○ Teachers College <p>New math materials</p> <ul style="list-style-type: none"> ● Number Worlds ● 6-12 program

Providing our Students with a World Class Education

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

- Increased percentage of students scoring in the proficient/exceeds categories in math and language arts on the MEA/SAT.

Strategic Objective 2:	Action Steps:	Accountability/Communication	Stewardship of Resources
Improved teacher and administrator effectiveness	<p>Year 3 of PGE:</p> <ul style="list-style-type: none"> ● Create rotation schedule of mini-observations ● Identify assessments for student growth component of Teacher/Principal Evaluation ● Implement Educator Peer Observations ● Calibration of scoring <p>Superintendent Evaluation</p> <ul style="list-style-type: none"> ● Create subcommittee to identify tool for evaluation 	<p>Board update on PGE</p> <p>Staff update on changes in system</p>	<p>Professional Development on Assessment Literacy</p> <p>Subs - release time</p>

Providing our Students with a World Class Education

Goal: Focus on Improved Student-Centered Teaching and Learning
Evidence:

- Collect baseline data on the Satisfaction Survey

Strategic Objective 3:	Action Steps:	Accountability/Communication	Stewardship of Resources
Increase the sense of pride, unity, and excitement in RSU5 community	<p>Identify/define areas of strengths through surveys/forums</p> <p>Identify future areas for growth</p> <p>Explore renaming of high school</p> <p>Marketing RSU5</p>	<p>New website to be launched on Oct 1, 2016</p> <p>Monthly article in Tri-Town Weekly</p> <p>Communication suggestions shared with administrators</p>	<p>Budget for necessary funds for possible renaming/marketing</p>

Providing our Students with a World Class Education

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

- Successful completion of the High School Renovation Project

Strategic Objective 4:	Action Steps:	Accountability/Communication	Stewardship of Resources
Create facilities that foster a safe, engaging environment	Complete high school renovation Explore Turf and Field Project	Monitor high school renovation project <ul style="list-style-type: none"> ● Building Committee meets regularly ● Construction committee meets regularly ● Financial report shared monthly with Board 	Ensure project remains timely and within budget

2-10-17 Draft

RSU5 Parent Exit Survey

Thank you for taking the time to participate in this short, anonymous survey. Your answers will be confidential and will help the district to strive for continuous improvement. Please fill out one survey for each child in your family.

1. The last RSU5 school your child attended: *(check one box)*

- Freeport High School
- Freeport Middle School
- Durham Community School
- Mast Landing School
- Pownal Elementary School
- Morse Street School

2. Please check off why you are leaving:

- a. We are moving for reasons that are not educational. (Skip to question four if you chose this option).
- b. We are leaving for educational reasons.
- c. We are leaving due to our child's social/emotional needs.
- d. Other _____.

3. We are drawn to another educational option due to its (check all that apply):

- Charter school program
- Religious affiliation
- Educational philosophy (Waldorf, Montessori, homeschooling, language immersion, etc.) Please describe: _____
- Test scores, reputation, ranking
- Academic rigor
- Athletic programming. We are looking for athletic programming that offers:
 - Class A sports
 - More competitive sports in a Class B or C school
 - A sport or sports that RSU5 doesn't offer (Please list): _____.
- Course offering (Please list): _____.
- Extracurricular activity that is not provided at RSU5 (Please list): _____.
- Other _____.

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4. Please let us know how strongly you agree or disagree with the following statements. 1 = Disagree; 2=Neutral; 3=Agree; 4 = Not Applicable

- a. RSU5's programming is academically rigorous.
- b. RSU5's academic support programming met my child's needs.
- c. RSU5's higher level course offerings and accelerated programming met my child's needs.
- d. RSU5's gifted/talented programming met my child's needs.
- e. RSU5's special education programming met my child's needs.
- f. RSU5 effectively manages students with behavioral challenges.
- g. RSU5 kept my child safe while he/she attended school.
- h. Teachers communicated well with my family.
- i. Administrators communicated well with my family.
- j. There were sufficient opportunities for my family to be involved in school life.

5. Please tell us what you see as the strengths of RSU5:

6. Please tell us how you see the District could have better served your child:

Thank you for completing this survey.

SUBMIT

RSU5 Resident Students Attending Other Schools as of October 1, 2016

H.C.

School		Durham	Freeport	Pownal	Total
Acadia	Charter	1	0	0	1
Baxter Academy	Charter	5	13	3	21
Fiddlehead School of Arts & Science	Charter	5	0	0	5
Harpswell Coastal Academy	Charter	4	4	0	8
Maine Connections Academy	Charter	0	0	1	1
Maine Virtual Academy	Charter	1	1	0	2
Homeschooled (includes Freedom Christian Academy)	Homeschooled	23	13	11	47
Fryeburg Academy	Private	0	0	0	0
NYA	Private	2	25	5	32
Waynflete	Private	2	15	3	20
Maine Coast Waldorf (previously Merriconeag Waldorf)	Private	19	80	11	110
Friends School of Portland	Private	0	2	0	2
Breakwater School	Private	0	1	0	1
Chop Point School	Private	0	1	0	1
Royal Academy	Private	0	1	0	1
L'Ecole Francaise Du Maine	Private	1	15	1	17
Hyde School	Private	0	0	1	1
The Maine Girls Academy (previously Catherine Mcauley)	Private	0	0	4	4
Calvary Christian Academy	Private/Religious	0	1	0	1
Greater Portland Christian School	Private/Religious	2	4	0	6
Central Maine Christian Academy	Private/Religious	1	0	0	1
Lisbon Falls Christian Academy	Private/Religious	1	0	2	3
Pine Tree Academy	Private/Religious	4	21	2	27
Open Door Christian Academy	Private/Religious	6	0	0	6
Cheverus	Private/Religious	0	10	1	11
St. John's Catholic School	Private/Religious	13	3	0	16
Brunswick School Department	Public	11	1	0	12
Falmouth School Department	Public	0	3	0	3
Lisbon School Department	Public	2	0	0	2
MSAD15 Gray-New Gloucester	Public	4	1	0	5
MSAD 51 Cumberland/No. Yarmouth	Public	2	2	9	13
Yarmouth School Department	Public	0	11	2	13
RSU 17 Oxford Hills	Public	1	0	0	1
Morse High School	Public	0	1	0	1
Maine School of Science & Math	Public	0	2	0	2
Thornton Academy	Public	0	1	0	1
Total		110	232	56	398
*Information is from schools that report in Infinite Campus (State's Student Information System) and notification per Title 20-A M.R.S.A 5001-A(3)(A)(2)					

RSU5 Resident Students Attending Other Schools as of October 1, 2015

School		Durham	Freeport	Pownal	Total
Baxter Academy	Charter	2	13	3	18
Fiddlehead School of Arts & Science	Charter	2	0	0	2
Harpswell Coastal Academy	Charter	3	5	0	8
Maine Connections Academy	Charter	0	0	2	2
Maine Virtual Academy	Charter	0	0	1	1
Homeschooled (includes Freedom Christian Academy)	Homeschooled	22	12	7	41
Fryeburg Academy	Private	0	1	0	1
NYA	Private	1	23	5	29
Waynflete	Private	3	17	3	23
Maine Coast Waldorf (previously Merriconeag Waldorf)	Private	18	71	13	102
Friends School of Portland	Private	0	4	0	4
Breakwater School	Private	0	1	0	1
Chop Point School	Private	1	2	0	3
Royal Academy	Private	0	1	0	1
L'Ecole Francaise Du Maine	Private	0	20	0	20
Greater Portland Christian School	Private/Religious	2	4	0	6
Central Maine Christian Academy	Private/Religious	1	0	0	1
Lisbon Falls Christian Academy	Private/Religious	3	0	2	5
Pine Tree Academy	Private/Religious	5	19	3	27
Open Door Christian Academy	Private/Religious	4	0	0	4
Chevrus	Private/Religious	1	12	1	14
Catherine Mcauley	Private/Religious	0	1	3	4
St. John's Catholic School	Private/Religious	14	2	0	16
Brunswick School Department	Public	13	1	0	14
Falmouth School Department	Public	2	3	0	5
Lisbon School Department	Public	1	0	0	1
MSAD15 Gray-New Gloucester	Public	4	0	1	5
MSAD 51 Cumberland/No. Yarmouth	Public	2	2	10	14
Yarmouth School Department	Public	0	12	2	14
Maine School of Science & Math	Public	0	2	0	2
Total		104	228	56	388
*Information is from schools that report in Infinite Campus (State's Student Information System) and notification per Title 20-A M.R.S.A 5001-A(3)(A)(2)					