

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY – OCTOBER 24, 2018
POWNALE ELEMENTARY SCHOOL– CAFETERIA
6:30 P.M. REGULAR SESSION
AGENDA

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

___ Kathryn Brown	___ Lindsay Sterling
___ Jeremy Clough	___ Valeria Steverlynck
___ Candace deCsipkes	___ Madelyn Vertenten
___ Jennifer Galletta	___ Sarah Woodard
___ Erica Giddinge	___ Clay Canterbury – Student Representative
___ John Morang	___ Rhea Fitzgerald - Student Representative
___ Michelle Ritcheson	
3. Pledge of Allegiance:
4. Consideration of Minutes:
A. Consideration and approval of the Minutes of October 10, 2018 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____
5. Adjustments to the Agenda:
6. Good News & Recognition:
A. Good News from Pownal Elementary School – Lisa Demick (10 Minutes)
7. Public Comments: (10 Minutes)
8. Reports from Superintendent:
A. Items for Information (10 Minutes)
 1. District Happenings
 2. Resignations
Janet Wironen- MSS Ed Tech
Natasha Skelton – FHS School Nutrition
9. Administrator Reports:
A. Pownal Elementary Goal Review – Lisa Demick (15 Minutes)
B. Capital Improvement Plan – Dennis Ouellette (15 Minutes)
C. Finance – Michelle Lickteig (3 Minutes)
10. Board Comments and Committee Reports:
A. Board Information Exchange and Agenda Requests (10 Minutes)
B. Finance Committee (2 Minutes)
C. Strategic Communications (2 Minutes)
D. Policy Committee (2 Minutes)

11. Policy Review:

A. Consideration and approval of the following Policies (1st Read) (10 Minutes)

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

Motion:_____2nd:_____Vote:_____

B. Consideration and approval of the following Policies (2nd Read) (5 Minutes)

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

Motion:_____2nd:_____Vote:_____

C. Consideration and approval to rescind the following Policies (5 Minutes)

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

Motion:_____2nd:_____Vote:_____

12. Unfinished Business:

A. Workshop on Elementary Proficiency Based Education (60 Minutes)

13. New Business:

NA

14. Personnel:

NA

15. Public Comments: (10 Minutes)

16. Adjournment:

Motion:_____2nd:_____Vote:_____Time:_____

Item 4.A.

**RSU No. 5 Board of Directors Meeting
Wednesday, October 10, 2018 – 6:30 p.m.
Mast Landing School - Cafeteria
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the October 24, 2018 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:30 p.m.

2. MEMBERS PRESENT: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Jennifer Galletta, Erica Giddinge, John Morang, Michelle Ritcheson, Lindsay Sterling (arrived at 6:37 p.m.), Valeria Steverlynck, Madelyn Vertenten, Sarah Woodard

Also in attendance was Clay Canterbury, Student Representative.

MEMBERS ABSENT: None

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the Minutes of September 26, 2018 as presented.

(Vertenten - Steverlynck) (10 – 0). The student representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:

NA

6. GOOD NEWS AND RECOGNITION:

A. Good News from Mast Landing School – Emily Grimm

7. PUBLIC COMMENT:

Freeport - Carol Grimm, Melanie Sachs

8. REPORTS FROM SUPERINTENDENT:

A. Update on Strategic Planning Work

9. ADMINISTRATOR REPORTS:

A. Morse Street School Goal Review – Julie Nickerson

B. Mast Landing School Goal Review – Emily Grimm

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Maddy Vertenten – Indigenous People's Day (calendar related)

11. POLICY REVIEW:

NA

12. UNFINISHED BUSINESS:

A. Discussion of the RSU5 Cost Sharing Formula

Chair Kevin Nadeau (Town of Durham), Chair Sarah Tracy (Town of Freeport) and Chair Jon Morris (Town of Pownal) presented letters from their governing bodies. Board members asked questions.

Peter Joseph, Freeport Town Manager; Jessica Maloy, Freeport Finance Director; and Melanie Sachs, Freeport Councilor also spoke.

- B. VOTED:** To approve the RSU5 Strategic Goals for 2018-2019. (Brown – Vertenten) (11 – 0)
The student representative voted with the majority.

13. NEW BUSINESS:

A. Moved by Brown, seconded by Vertenten that the RSU5 Board supports the concept of proficiency-based education in its school system.

An amendment was made by Brown, seconded by Sterverlynck as follows, that the RSU5 Board supports the proficiency-based practices in its school system as outlined in its annual district goals.

VOTED: 11 – 0 The student representative voted with the majority.

Main motion as amended - **VOTED:** The RSU5 Board supports the proficiency-based practices in its school system as outlined in its annual district goals.

(10 – 1 Woodard) The student representative voted with the majority.

14. PERSONNEL:

NA

15. PUBLIC COMMENT:

NA

16. ADJOURNMENT:

VOTED: To adjourn at 9:14 p.m. (Canterbury – Steverlynck) (11– 0) The student representative voted with the majority.


Becky J. Foley, Superintendent of Schools

PES SMART Goals 2017-2018

School: Pownal Elementary School
Team Members: PES staff
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Increase student proficiency with inferential and analytical reading skills as evidenced by mea subscores increasing from 45% of possible points (24) to 55% (30) and increase students meeting/exceeding on the NWEA.</p> <p>Increase K-2 students meeting F&P growth targets from 60% to 70%.</p>	<ul style="list-style-type: none"> Expand effective strategies for critical thinking through interactive read aloud, partnerships, and book clubs to target instruction focused on inferential and analytical comprehension. Restructure PLCs to allow for increased collaboration, analysis, and response to formative assessments. Unpack standardized assessments to examine correlation to district curriculum. Tighten LIFT block targets to match student goals. Implement all day kindergarten. Increase connections to comprehension and written expression with math open response problems. 	<p>Lisa Demick, Matt Halpern</p> <p>PES Leadership team</p> <p>PES Faculty</p> <p>Kathi Hardy</p> <p>Lisa Demick, Amy Wheeler</p>	<p>September - June</p> <p>September - June</p>	<p>3-5 MEA Results not available yet</p> <p>NWEA gr 2-5 ELA results 72% average and above national percentiles (6% Increase)</p> <p>K-2 F&P results 46% of students met growth targets (14% decrease)</p> <p>K-2 math SLO data 98% met growth targets (25% increase)</p> <p>3-5 MEA Standards of Math practice subscores increase from an average of 23 to 30 (total possible 34). Results not yet available</p>

By June of 2018, 75% of PES faculty will report they are at a level 3 or higher with understanding high impact practices.	<p>Unpack John Hattie's most influential instructional practices (staff meeting series)</p> <p>Increase growth-based goal setting, feedback and self-reflection</p> <p>Dedicate time and increase leadership for a combined PES and MSS specialists PLC</p>	<p>Lisa Demick</p> <p>Classroom teachers</p>		<p>Teacher Survey Results:</p> <p>9% Level 1-Beginning (New to Hattie's research)</p> <p>54.5% Level 2-Developing (Aware of high impact strategies)</p> <p>36.4% level 3 Implementing (Demonstrate impact in my practice)</p> <p>Baseline-90% level 1 10% Level 2</p>
Increase the effectiveness of RTI-B strategies to reduce the % of students being referred to special education from 10% to 6% in grades K-5.	<p>Increase teacher repertoire of strategies for behavior and executive function through:</p> <ul style="list-style-type: none"> ● Executive function workshop series ● Lynn Lyons Childhood Anxiety Workshop ● Expand Mindset language ties to content and performance ● RTI-B strategy/progress monitoring tool development 	<p>Lisa Demick, Stephanie McSherry, Cathryn Bigley, Beth Brewer</p>		<p>Goal met</p> <p>6% referrals (all resulted in services)</p>

PES School Goals 2018-2019

School: Pownal Elementary School
Team Members: PES staff
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

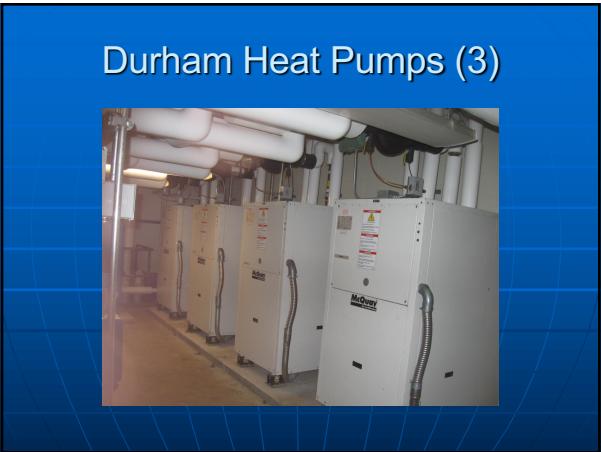
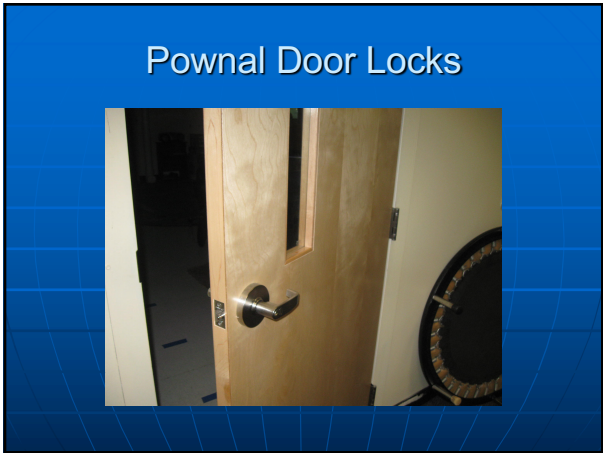
Goals	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
Increase reading proficiency and progress as demonstrated by an increase in the percentage of students rated proficient and meeting their growth targets in reading.	<ul style="list-style-type: none"> Expand effective strategies for critical thinking through interactive read aloud, partnerships, and book clubs to target instruction focused on inferential and analytical comprehension. Attend to level of transfer. Unpack Fountas & Pinnell Literacy Continuum to examine correlation/support of district curriculum. Jen Winkler to TC Foundational Skills Institute Implement prekindergarten phonics program Implement TC Phonics Units of Study in kindergarten Implement Orton Gillingham Intensive Reading Tutoring for select cohort. 	Lisa Demick, Gigi MacAllister, Classroom teachers, Hilary Massicote, Sara Martin	<p>K-2 students who meet their Fountas & Pinnell reading targets from 46% to 70%</p> <p>3-5 MEA- Percent of students meeting their growth targets increase by 10%</p> <p>NWEA proficiency level increases from 72% to 80%</p>
Increase student agency and achievement through public demonstrations of learning.	<ul style="list-style-type: none"> Use video modeling to demonstrate progress Increase student goal setting and data tracking Clarify kid-friendly success criteria using student examples Establish assembly protocols to celebrate achievement, mindset, and progress Expand mentoring/cross grade level student demonstrations of metacognitive practices 	PES staff	Classroom walkthroughs Student survey data

Build faculty collegiality and networking opportunities	<ul style="list-style-type: none"> ● Provide cross building observations for new teachers at least 3 times this year. ● Dedicate 4 staff meetings to wellness activities ● Establish personalized professional development opportunities at at least 4 staff meeting this year 	Leadership Team Faculty Gigi MacAllister Amy Wheeler	Staff shares/walkthroughs Staff survey
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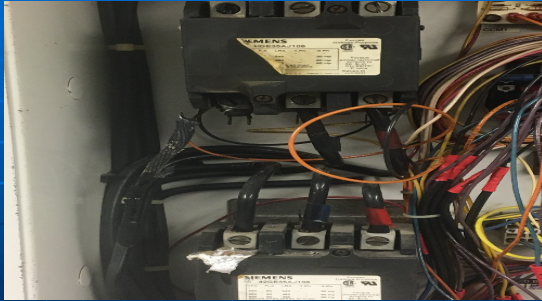
2018-2019

CAPITAL PROJECTS
COMPLETED

2018-2019		
2018-2019 (FY 19)	2018-2019	
Item 1	Bus (1) 77 passenger (funded through retired bus debt)	\$0
Item 2	Pownal doors and locks upgraded	\$40,000
Item 3	Morse Street bathroom renovation (floors only)	\$5,000
Item 4	Middle School phone upgrade	\$15,000
Item 5	Durham heat pump replacement (3)	\$180,000
Item 6	High School roof replacement 300 wing	\$95,000
Item 7	High School phone system	\$50,000
Item 8	Morse Street p/a system upgrade	\$15,000
Item 9	Capital Reserves	\$0
		<hr/>
		\$400,000



Unit 7 Durham Heat Pump



High School Roof Replacement



Morse Street PA System



Other Completed Projects



Other Completed Projects



Other Completed Projects



2019-2020

2019-2020
(FY 20)

2019-2020 (FY 20)	2019-2020	
Item 1	Bus (2) 77 passenger (funded through retired bus debt)	\$0
Item 2	Durham heat pump replacement (3)	\$180,000
Item 3	Mast Landing elevator upgrade	\$35,000
Item 4	Pownal bathrooms upgrade main hall	\$20,000
Item 5	Pownal septic tank	\$22,000
Item 6	High School convert boiler 1 to gas	\$64,000
Item 7	Central Office phone repair	\$14,000
Item 8	High School shades	\$40,000
Item 9	Morse St hot plates & rolling door	\$15,000
Item 10	Capital Reserves	\$10,000
		\$400,000

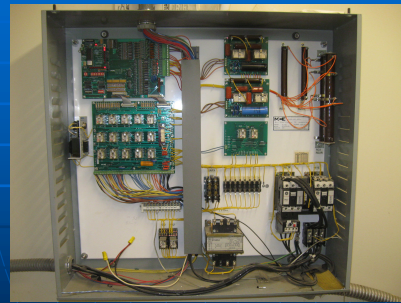
2 Additional Buses Added To Fleet



Durham Heat Pumps (3)



Mast Landing Elevator Upgrade



Pownal Main Hall Bathrooms Upgrade



Pownal Septic Tank Replacement



High School Convert Boiler One To Natural Gas (Dual Fuel)



HIGH SCHOOL CONVERT BOILER 1 TO NATURAL GAS

- This boiler will still maintain dual fuel capabilities
- Provides redundancy without the need to purchase heating oil

Central Office Phone System



High School Shades For Windows



Morse Street Kitchen Electric Burners & Roll Up Door



2020-2021

<u>2020-2021</u> <u>(FY 21)</u>	2020-2021	
Item 1	Bus (2) 77 passenger (funded through retired bus debt)	\$0
Item 2	Morse Street elevator upgrade	\$40,000
Item 3	Durham heat pump replacement (3)	\$180,000
Item 9	Pownal heating control upgrade	\$24,000
Item 5	Pownal flooring in Room 5 (asbestos)	\$20,000
Item 6	Pownal windows	\$130,000
Item 7	Capital Reserves	\$6,000
		\$400,000

2021-2022

2021-2022 (FY 22)	2021-2022	
Item 1	Bus (1) 84 passenger (funded through retired debt)	\$0
Item 2	Maintenance truck (or van)	\$35,000
Item 3	High School elevator upgrade	\$40,000
Item 4	Central Office windows business office	\$10,000
Item 5	Morse St fire alarm upgrade	\$15,000
Item 6	Durham heat pump replacement	\$60,000
Item 7	High School split system A/C In fitness area	\$33,000
Item 8	Mast Landing phone system	\$20,000
Item 9	Morse St. pave playground	\$25,000
Item 10	Durham parking lot lighting to LED	\$25,000
Item 11	Central Office carpet business office	\$18,000
Item 12	Pownal restroom remodel gym area	\$25,000
Item 13	Morse St parking lot lighting	\$25,000
Item 14	Pownal boiler	\$55,000
Item 15	Capital Reserves	\$14,000
		\$400,000

2022-2023

2022-2023 (FY 23)	2022-2023	
Item 1	Bus (2) 77 passenger (funded through retired bus debt)	\$0
Item 2	Durham parking lot repairs	\$20,000
Item 3	Pownal steamer	\$7,000
Item 4	High School auditorium carpet	\$15,000
Item 5	Mast Landing steam kettle	\$30,000
Item 6	Middle School windows rear of school	\$45,000
Item 7	Durham School field Irrigation	\$20,000
Item 8	Middle School nurses office expansion	\$50,000
Item 9	Middle School replace siding on additions	\$50,000
Item 10	Middle School and Mast Landing key card entry	\$130,000
Item 11	Pownal security upgrades	\$10,000
Item 12	District replace siding on portable building	\$10,000
Item 13	Capital Reserves	\$13,000
		\$400,000

2023-2024

2023-2024 (FY 24)	2023-2024	
Item 1	Freeport Middle School irrigation	\$20,000
Item 2	Mast Landing roof entire building	\$395,000
Item 3	Mast Landing exterior doors	\$50,000
Item 4	Pownal carpet to cover tile 4th grade	\$2,500
Item 5	Middle School motorize bleachers	\$35,000
Item 6	Capital Reserves	\$0

CITIZENS, COMMITTEE MEMBERS,
BOARD, FELLOW ADMINISTRATORS, AND STAFF

THANK
YOU FOR
YOUR SUPPORT

Item 9.C.

RSU #5	General Budget Report	9/30/2018			2018-2019			
Article #	Description	2018-2019 Budget	Transfers	Revised Budget	Expenses YTD	Encumb YTD	Balances YTD	% Remaining
Article 1	Support Staff	\$ 3,436,203.00	\$ -	\$ 3,436,203.00	\$ 586,411.75	\$ 53,484.22	\$ 2,796,307.03	81.38%
Article 2	School Administration	\$ 1,536,593.00	\$ -	\$ 1,536,593.00	\$ 313,517.83	\$ 1,010.58	\$ 1,222,064.59	79.53%
Article 3	Operation of Plant	\$ 4,891,383.00	\$ -	\$ 4,891,383.00	\$ 798,888.55	\$ 1,702,200.62	\$ 2,390,293.83	48.87%
Article 4	Voc. E. Assessment	\$ 74,492.00	\$ -	\$ 74,492.00	\$ 24,830.68	\$ 49,661.36	\$ (0.04)	0.00%
Article 5	School Nutrition/Crossing Guard	\$ 269,645.00	\$ -	\$ 269,645.00	\$ 89,415.00	\$ 178,830.00	\$ 1,400.00	0.52%
Article 6	Instruction K - 12	\$ 13,378,387.00	\$ -	\$ 13,378,387.00	\$ 1,260,494.07	\$ 87,854.87	\$ 12,030,038.06	89.92%
Article 7	Co-Curr. & Athletics	\$ 778,737.00	\$ -	\$ 778,737.00	\$ 95,010.28	\$ 30,106.32	\$ 653,620.40	83.93%
Article 8	District Adminitstration	\$ 928,151.00	\$ -	\$ 928,151.00	\$ 211,630.93	\$ 40,893.31	\$ 675,626.76	72.79%
Article 9	Transportation Services	\$ 1,432,489.00	\$ -	\$ 1,432,489.00	\$ 373,945.02	\$ 188,197.93	\$ 870,346.05	60.76%
Article 10	Debt Services	\$ 1,613,149.00	\$ -	\$ 1,613,149.00	\$ -	\$ 134,488.50	\$ 1,478,660.50	91.66%
Article 11	Special Education Services	\$ 4,606,796.00	\$ -	\$ 4,606,796.00	\$ 375,605.28	\$ 250.71	\$ 4,230,940.01	91.84%
	Totals	\$ 32,946,025.00	\$ -	\$ 32,946,025.00	\$ 4,129,749.39	\$ 2,466,978.42	\$ 26,349,297.19	79.98%

10/24/2018



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Finance Subcommittee Report

Date: October 17, 2018

Committee: Finance Committee

Chair: Kate Brown

In attendance: John Morang, Kate Brown, Michelle Ritcheson, Dr. Becky Foley

Guests:

Meeting Date: October 10, 2018

Agenda Items and Discussion:

Next Steps on Cost Sharing:

The Committee focused on the cost sharing workshop that was being presented that evening. The group decided to draw names to determine the rotation that the towns would present. The committee spent the rest of the meeting reviewing the letters received from the three towns.

2018/2019 Finance Committee Topics:

Tabled until next meeting due to lack of time.

Next Meeting:

November 14, 2018 at Central Office.

Submitted by: Michelle Lickteig, Director of Finance (taken by Dr. Becky Foley, Superintendent)

Regional School Unit No. 5

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



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Item 10.C

Strategic Communications Subcommittee Report

Committee: Strategic Communications

Meeting date: September 28, 2018

Chair: Candy deCsipkes

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

Absent: Valy Steverlynck

Agenda Items and Discussion:

1. Budget Brochure - The committee reviewed the budget brochure and determined that the format worked and no revisions were needed.
2. Marketing Brochure - The committee decided to distribute the brochure to each of the following locations: all six schools, town libraries, and town halls. They will also be available at Board meetings
3. Satisfaction Survey – The committee determined to do this survey once every three years.
4. Student Exit Survey - The data was distributed for the past year. Committee members will read the results before the next meeting. At this meeting it will be decided how to summarize the results. The committee discussed reviewing the data twice yearly: in June in preparation for the Board retreat, and in November in preparation for budget requests.
5. Meeting Schedule for 18-19. All meetings will start at 8:30 a.m.
 - September 28, 2018
 - November 9, 2018
 - January 4, 2019
 - March 22, 2019
 - May 10, 2019
 - June 14, 2019

The next meeting will be held on November 9, 2018 at 8:30 a.m.

Agenda:

1. Exit Survey - how to compile the results?
2. Communications - create a document on the various ways that we communicate with stakeholders.

Submitted by: Becky Foley



Policy Subcommittee Report

Committee: Policy

Meeting date: October 12, 2018

Chair: Candy deCsipkes

Committee Members in attendance: Candy deCsipkes, Maddy Vertenten, Kate Brown, Cynthia Alexander

Guests: Jim Grant, Director of Technology

Review/Revise Policies:

The following policies were reviewed with no changes recommended.

- ILD Educational Research: Student Submission to Surveys, Analyses or Evaluation
- GBGAA Bloodborne Pathogens

The following policies were discussed and will be brought to the Board for first read on October 24, 2018.

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

The following policies were discussed and will be brought to the Board for rescinding on October 24, 2018.

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

The next meeting will be held on, November 14, 2018 at 8:30 a.m.

Submitted by: Cynthia Alexander



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

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

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

DATE: October 17, 2018

RE: Review/Update of Policies

At the October 24, 2018 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 1st Read, 2nd Read and Review. The policies are attached.

1st Read Policies

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

2nd Read Policies

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

Policies to Rescind

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

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

ILD – Educational Research: Student Submission to Surveys, Analyses, or Evaluations
GBGAA – Bloodborne Pathogens

PUBLIC PARTICIPATION AT BOARD OF DIRECTORS MEETINGS

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

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

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

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

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

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

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

- G. Members of the Board of Directors and the Superintendent may ask clarifying questions of any person who addresses the Board but are expected to refrain from arguing or debating issues. Questions must be addressed through the Chair.
- H. No complaints or allegations will be allowed at Board meetings concerning any person employed by the school system or against particular students.

Personal matters or complaints concerning student or staff issues will not be considered in a public meeting but will be referred through established policies and procedures.
- I. In order to make efficient use of meeting time, the Board discourages duplication or repetition of comments to the Board. The Board requests that groups or organizations be represented by designated spokespersons.
- J. The Chair has the authority to stop any presentation that violates these guidelines or the privacy rights of others.
- K. Persons who disrupt the meeting may be asked to leave, and the Chair may request law enforcement assistance as necessary to restore order.

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

Legal Reference: 1 MRSA § 401 et seq.

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

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

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

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

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

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

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

INTERNET SAFETY

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

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

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

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

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

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

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

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

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

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

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

A. Acceptable Use

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

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

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

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

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

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

C. Prohibited Uses

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

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

D. No Expectation of Privacy

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

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

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

F. Student Security

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

G. System Security

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

H. Additional Rules for Laptops and Tablets Issued to Students

1. Laptops and tablets are loaned to students as an educational tool and are only authorized for use in completing school assignments unless permission is given to a student by a teacher or parent to use the device for personal reasons.
2. Before a laptop or tablet is issued to a student, the student must sign the school's "acceptable use" agreement and parents must attend an informational meeting. Attendance will be documented by means of a "sign in" sheet. The meeting will orient parents to the goals and workings of the laptop program, expectations for care of school-issued laptops, Internet safety, and the school unit's rules in regard to use of this technology.
3. Students and their parents are responsible for the proper care of laptops and tablets at all times, whether on or off school property, including costs associated with repairing or replacing the laptop or tablet. RSU No. 5 offers a protection program for parents to cover replacement costs and/or repair costs for damages not covered by the warranty. Parents who choose not to participate in the protection program should be aware that they are

responsible for any costs associated with loss, theft, or damage to a laptop or tablet issued to their child.

4. Loss or theft of a laptop or tablet must be reported immediately to the Principal, and, if stolen, to the local law enforcement authority as well.
5. The Board's policy and rules concerning computer and Internet use apply to use of laptops and tablets at any time or place, on or off school property. Students are responsible for obeying any additional rules concerning care of laptops and tablets issued by school staff.
6. Violation of policies or rules governing the use of computers, or any careless use of a laptop or tablet may result in a student's device being confiscated and/or a student only being allowed to use the device under the direct supervision of school staff. The student will also be subject to disciplinary action for any violations of Board policies or school rules.
7. Parents are responsible for supervising their child's use of the laptop or tablet and Internet access when in use at home.
8. The laptop or tablet may only be used by the student to whom it is assigned and by family members.
9. Laptops and tablets must be returned in acceptable working order at the end of the school year or whenever requested by school staff.

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

Adopted: February 24, 2010

Revised: June 13, 2012

Revised: November 20, 2013

Revised: _____

SCHOOL SYSTEM WEBSITE/WEB PAGES

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

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

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

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

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

REMOVAL OF STUDENTS WITH DISABILITIES

These procedures shall govern disciplinary removals of students with disabilities from their regular school program. These procedures shall be interpreted in a manner consistent with state and federal special education laws and regulations.

1. School administrators may suspend students with disabilities for up to 10 cumulative school days in the school year under the same terms and conditions as students without disabilities are suspended, subject to the limitations set forth below.

A. In the event that a disabled student's IEP specifically lists a school response other than a suspension that must be followed for a particular type of misconduct, the school administrator shall follow the requirements of the IEP in responding to that misbehavior.

B. When calculating the 10 cumulative school day total, school administrators shall include school days spent in an in-school suspension or removal, unless during that removal the student continued to have access to the general curriculum, to the special education services in his or her IEP, and to participation with nondisabled students to the extent he or she would have in the student's regular program.

2. After a student with a disability has been removed from his or her current placement for 10 cumulative school days in the same school year, during any subsequent days of removal the school administrator shall consult with at least one of the student's teachers and then shall arrange for the student to receive a level of educational services during the removal sufficient to enable the student to continue to participate in the general curriculum although in another setting and to progress toward meeting the goals listed in the student's IEP.

3. Within 10 school days of any decision to "change the placement" of a student with a disability because of a violation of a code of student conduct, school officials shall hold an IEP team meeting to undertake the following:

A. The Team shall review all relevant information in the student's file, including the IEP, any teacher observations and recent evaluations;

B. The Team shall then undertake a manifestation determination to decide whether the student's misconduct was a manifestation of his or her disability.

C. If the Team determines that the misbehavior is a manifestation of the disability, the Team must either i) conduct a functional behavior assessment, unless one had been conducted before the behavior incident, and shall implement a behavior intervention plan for the student, or ii) if a behavior plan has already been developed, review the plan and modify it as necessary to address the behavior. Except as provided in 4 below, the Team must also return the student to

the placement from which he or she was removed, unless the school and parent agree to a change of placement as part of the revision of the behavior plan.

D. If the Team determines that the misbehavior is not a manifestation of the disability, school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to students without disabilities, except that services must be provided to the student during the disciplinary removal consistent with 3(E) below.

E. When a student with a disability has a disciplinary removal that would be a "change of placement," the IEP Team shall order services for the student that will enable the student i) to continue to participate in the general curriculum although in another setting; ii) to progress toward meeting the goals in the IEP; and iii) to receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.

F. For purposes of this section, a "change of placement" occurs if: (i) the removal is for more than 10 consecutive school days; or (ii) the student has been subjected to a series of removals that constitute a pattern and a) because the series of removals totals more than 10 cumulative days in the school year, b) because the student's behavior is substantially similar to the behavior in previous incidents resulting in the series of removals, and c) because of additional factors such as the length of each removal, the total length and the proximity of the removals to each other.

4. In those circumstances where a student brings a weapon to school, to a school function, or on school premises (including transportation), or where a student knowingly possesses, uses, sells or attempts to sell illegal drugs at school, a school function, or on school premises (including transportation), or when the student inflicts serious bodily injury, as determined by an appropriate evaluator, upon another person while at school, a school function or on school premises (including transportation), school officials may place that student in an alternative educational setting for up to 45 school days, shall provide educational services for the student consistent with 3(E) above, and shall schedule an IEP Team meeting to occur within 10 school days of commencing that removal. At that meeting, the Team shall undertake all necessary actions discussed in these procedures for responding to removals that constitute a change of placement for the student. Any further removals in response to the incident shall be made consistent with these procedures and state and federal special education rules.

References: Me. Spec. Ed. Reg. ch. 101, XVII (~~2007~~ 2015); 34 C.F.R. § 300.101, .530 to .536 (2006).

Administrative Procedure Adopted: March 16, 2010

Administrative Procedure Reviewed: December 18, 2012

Administrative Procedure Reviewed: May 14, 2013

Adopted by Board:

CHILD SEXUAL ABUSE PREVENTION AND RESPONSE

The Board recognizes that Maine law requires every school unit with a Pre-K through 5th grade program to adopt a policy for child sexual abuse prevention education and response. The Board adopts this systemwide policy in the interest of promoting the well-being of students and providing a supportive learning environment as well as compliance with the law.

For the purpose of this policy, “child sexual abuse” means any sexual engagement either through “hand on” or “hands off” activities between an adult and a child. Sexual engagement between children can also be sexual abuse when there is a significant age difference between the children involved or if the children are very different in development, size, or other power differential.

I. REPORTING CHILD SEXUAL ABUSE

- A. Any employee of RSU No. 5 who has reason to suspect that a child has been sexually abused is to immediately notify the building principal or designated agent.
 1. In addition to notifying the building principal/designated agent, the employee may also make a report directly to the Department of Health and Human Services (DHHS).
 2. School volunteers who have reason to suspect that a child has been sexually abused should notify the building principal and may report their suspicions directly to DHHS.
 3. Neither the employee or volunteer nor the building principal/designated agent should attempt to further question or interview the child nor otherwise undertake an investigation.
- B. If the notifying employee or volunteer does not receive written confirmation from the building principal/designated agent or Superintendent within 24 hours of the notification that a report has been made to DHHS, the employee or volunteer shall make an immediate report directly to DHHS. In such cases, the employee or volunteer shall then complete a copy of the school unit’s Suspected Child Abuse and Neglect Reporting Form (JLF-E).
- C. If the notifying employee or volunteer does receive written confirmation from the building principal/designated agent or Superintendent within 24 hours of the notification (i.e., a copy of the Suspected Child Abuse and Neglect Reporting Form (JLF-E), he/she shall sign the form as acknowledgement that the report was made and return it to the building principal/administrator or Superintendent.
- D. The administrator’s reporting and confirmation duties shall be the same as provided in Section III of the Board’s policy JLF, Reporting Child Abuse and Neglect.

II. CHILD SEXUAL ABUSE AWARENESS AND PREVENTION EDUCATION FOR SCHOOL PERSONNEL

All RSU No.5 employees shall be required to complete a minimum of one hour of training in child sexual abuse awareness and prevention, with training to be updated at least once every four years thereafter. New employees must complete training within six months of hire.

Training must be “evidence-informed” (i.e., based on research and best practices) and delivered by a qualified instructor (i.e. a person with appropriate knowledge, skills, and experience or training in child sexual abuse awareness and prevention). The trainer may be an employee or volunteer with an agency/organization specializing in sexual assault and/or child sexual abuse or an employee of the school unit (e.g., school social worker, guidance counselor, school nurse, health educator) who has received appropriate training from such an agency/organization.

The goals of the training for employees are:

- Increased awareness of developmentally appropriate and inappropriate sexual behaviors in children;
- Increased ability to recognize indicators of child sexual abuse;
- Enhanced ability to respond effectively when a student or student’s friend or peer discloses sexual activity or the staff member suspects child sexual abuse has occurred; and
- Awareness of local resources available to students, parents, schools, and community members, and how these resources may be accessed.

Training should also address confidentiality/disclosure concerns (beyond the mandated reporting).

III. CHILD SEXUAL ABUSE PREVENTION EDUCATION IN THE PRE-K THROUGH 5TH GRADE CURRICULUM

The school unit will provide child sexual abuse prevention programming to its Pre-K through grade 5 students. Such instruction will be aligned with the health education standards of Maine’s system of Learning Results for this grade span, and incorporated into the written school health education curriculum.

Programming of appropriate scope and sequence will be delivered by qualified instructors, who may be from a local or regional agency/organization with experience and expertise in sexual assault and child sexual abuse or by a school unit employee deemed

competent by the Superintendent/designee to deliver such instruction. If the instructor is a school unit employee, the Board anticipates that this will be a person with the knowledge, skills, and sensitivity necessary to deliver the curriculum in the classroom setting, i.e., school nurse, school social worker, guidance counselor, or teacher with experience in health education. Any instructor who is a school employee is expected to take full advantage of the evidence-informed educational resources available on websites hosted by the DOE and/or MECASA. Any instructor who is a school employee should be familiar with the local community-based agencies/organizations that provide assistance or services to children and families that are experiencing or have experienced sexual assault or child sexual abuse.

It is the intent that the curriculum, as delivered in the classroom, will:

- Include age-appropriate education regarding physical and personal boundaries; including biologically accurate body terminology;
- Help children identify unsafe or uncomfortable situations including a range of feelings, touches, or violations of physical boundaries; and
- Help children identify safe adults with whom they can talk about unsafe or uncomfortable situations.

Legal Reference: 20-A MRSA §§ 254(18), 4502(5-C)
 22 MRSA §4011-A
 20-A MRSA §§ 5051-A(1)(C); 5051-A(2)(C)
 20 USC § 1232g, Family Educational Rights and Privacy Act

Cross Reference: JLF – Reporting Suspected Child Abuse and Neglect
 JLF-E – Suspected Child Abuse/Neglect Report Form

Adopted: _____

HEPATITIS B VACCINE DECLINATION FORM

~~I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B vaccine, at no charge to myself. However, I decline Hepatitis B vaccine at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If, in the future, I continue to have occupational exposure to blood or other potentially infectious materials, and I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series at no charge to me.~~

~~Declining Employee's Signature _____~~

~~Witness: _____ Date: _____~~

~~Date to review decision again: _____~~

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

**~~CONSENT TO BE TESTED FOR HUMAN IMMUNODEFICIENCY
VIRUS (HIV) ANTIBODIES~~**

~~It has been recommended to me by my physician that I have blood drawn for the purpose of having the blood tested for the presence of antibodies to the HIV virus.~~

~~HIV virus means the human immune deficiency virus, identified as the causative agent of Acquired Immune Deficiency Syndrome or AIDS. Persons with this virus can get AIDS and may transmit the virus to others. Evidence to date suggests that transmission of the virus takes place only through sexual contact, exposure to blood and other body fluids, and during pregnancy. However, there is much that is not known about this virus and its potential for transmission of and for causing AIDS.~~

~~A. Risk. I understand that if I sign this form the test for HIV antibodies will be performed and that it involves needle pricks, the drawing of blood, and possible bruising.~~

~~B. Purpose. I understand that the purpose of the test is to inform myself and those treating me of the possible presence of the virus, and to inform those persons exposed to my blood products or bodily fluids whether they have been exposed to the HIV antigen.~~

~~C. Consequences. My physician has explained to me the consequences of a positive test result. I understand the significance of the test results and that post-test counseling will be made available to me in the event of a positive test result.~~

~~D. Disclosure: I understand that the test result will become part of my medical record and will be available only to persons having access to such records and to members of the healthcare team involved in my care.~~

~~E. Consent: The doctor/designee has explained to my satisfaction the risks, benefits, significance, and implication of the test and the test results and answered my questions.~~

~~I hereby voluntarily consent to having the blood sample drawn and for the blood to be tested for the presence of antibodies to HIV.~~

~~Patient Signature: _____ Date: _____~~

~~Witness: _____~~

~~Guardian or other person authorized to give consent: _____~~

~~Physician Signature: _____ Date: _____~~

Adopted: June 9, 2010

Reviewed: February 29, 2012

**~~STUDENT COMPUTER AND INTERNET USE AND INTERNET SAFETY~~
~~ACKNOWLEDGMENT FORM~~**

~~No student shall be allowed to use school computers or the Internet until the student and parent/guardian have signed and returned this acknowledgment to the school.~~

Student:

~~I have read policy IJNDB—Student Computer and Internet Use and Internet Safety and IJNDB-R—Student Computer and Internet Use and Internet Safety Rules and agree to comply with them.~~

Signature of Student

Date

Student's Name Please Print

Parent/Guardian:

~~I have read policy IJNDB—Student Computer and Internet Use and Internet Safety and IJNDB-R—Student Computer and Internet Use and Internet Safety Rules and understand that my son/daughter's use of school computers is subject to compliance with these rules.~~

Signature of Parent/Guardian

Date

Parent/Guardian's Name Please Print

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

RSU 5 PreK-8

Proficiency-Based Learning - Family Guide



1. Introduction

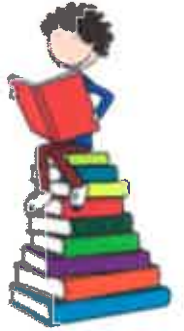
The Proficiency Based Learning Family Guide is intended to inform members of our school community of the tenets and practices associated with learning in RSU 5. High standards that focus on skill development rather than seat time help us actualize our district mission:

To provide our students with a world-class education that will challenge minds, engage creativity, develop self-discipline, and advance inherent strengths.

Our goal is to see all students achieve at high levels by taking a prek-12 systemic approach to proficiency based learning. Our frameworks are aligned to state and national academic standards and identify the essential skills and understandings that all students must be able to demonstrate.

Our system is designed to do the following:

- Measure and accurately reflect student proficiency;
- Use high quality feedback to support the learning process and encourage student success;
- Assess and report academic achievement and learner behaviors separately;
- Use a common lens to accurately, consistently, and fairly score the quality of student work;
- Provide opportunities for students to engage in relearning and reassessment;
- Increase student success through early intervention;
- Provide meaningful achievement information to students, parents, and institutions of higher learning.





2. Proficiency-Based Learning

What is Proficiency-Based Learning?

Proficiency-Based Learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

In order for students to earn a high school diploma in the state of Maine, a student must demonstrate proficiency in the standards established. To maximize success, in RSU 5 we believe this work starts as soon as students enter our system. Standards serve as descriptions of what students are expected to know and be able to do. Teachers formally communicate progress toward these standards through trimester report cards.

In the "Information Age," students must be prepared with skills to be successful in a highly competitive and rapidly changing global job market. Proficiency-based learning is a way of teaching, learning, and assessing that great schools and great educators have been doing for a long time. Proficiency-based learning is about:

- **Clearly defined standards** stating what students need to know and be able to do;
- **Assessment practices** that communicate levels of proficiency by standard, and separate out the standards from the habits of work;
- **Supporting** all students:
 - **Creating** plans for those that don't demonstrate proficiency
 - **Extending learning** for those that are already proficient



3. Grading and Assessments

In a proficiency-based learning model, a student's *content* area grade (math, reading, science...) is determined from assessments of the content-based standards. There are two types of assessments:

Formative Assessments

Formative assessments are opportunities for students to practice and receive feedback on their learning, and not have the work impact their final grade. Examples of formative assessments include observations, class work, homework, and quizzes. They typically explain to what extent a student is learning a concept, skill or a knowledge set which in turn informs the teacher of what needs to be taught next.

Summative assessments

Summative assessments determine proficiency. They are comprehensive measures of a student's ability to demonstrate the concepts, skill, and knowledge. Examples of summative assessments include research projects, presentations, labs, writings, tests, and other performance tasks. Each summative assessment is linked to at least one content area (science, math art...) standard.

One way to think about the difference between formative and summative assessment is to liken them to athletics or performing arts. A soccer team, for example, practices and scrimmages (formative assessments) to prepare for the games (summative assessments). A drama production has multiple rehearsals (formative assessments) prior to the actual show (summative assessment).



What Grading Scale will Teachers Use?

For each standard, teachers develop scoring rubrics that make clear the criteria that a student will have to meet in order to receive a proficient grade. The chart below defines the grade scale.

The Grading Scale:

Proficiency Level	Designation
4	Distinguished
3	Proficient
2	Developing
1	Beginning
NA	Not Assessed

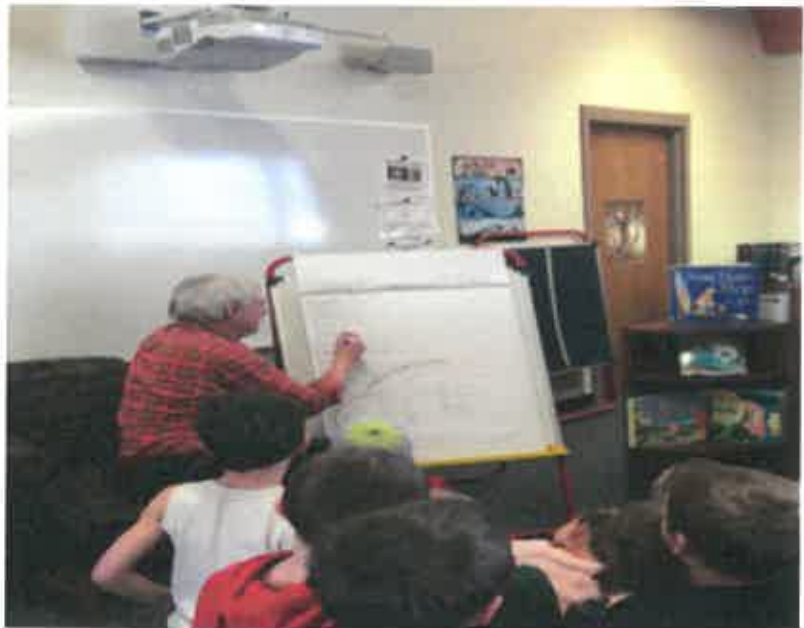


What supports are available for students who are not meeting standards?

From the very start of a child's education in RSU 5, teachers differentiate for all students. In addition to identifying what it means to meet the standard, teachers identify ways that students can extend the standard through more complexity.

Identifying and closing learning gaps early for at risk students is one of the best strategies to ensure proficiency.

Students that receive special education have an individualized education plan (IEP). A proficiency-based system focuses on meeting standards in an IEP for students with defined disabilities.



Habits of Work



Students will also be assessed for Habits of Work. Habits of Work are an essential part of a student's success in school and beyond. There is a clear correlation between quality Habits of Work, academic achievement and learning. Strong Habits of Work almost always result in high levels of learning and achievement and solid Habits of Work prepare students well for college and career endeavors. Habits of Work are reported separately on the report card.

The following Habits of Work are assessed:

Respect: respecting the ideas, feelings, and property of others

Preparedness: demonstrating timeliness, organization, & assignment completion

Engagement: demonstrating participation, interpersonal involvement, and a productive approach to group-work

Determination: demonstrating the ability to self-assess, persistence, using feedback effectively



Frequently Asked Questions

1. What will happen if my child is already proficient at a standard?

Your child's teacher may respond to this in different ways depending upon the learning targets, subject area, and the degree of mastery. A teacher may choose a performance indicator that deepens the learning in that content area. She may accelerate the work by accessing standards at the next grade level. At times a teacher may expand the learning to include a different but related standard.

2. How will I know how my child compares to other children in his or her grade level?

Parent teacher conferences are a great place to ask this question. Our goal, however, is to provide information based on a grade level learning progression, not by sorting students. The transparency of rubrics can help describe a child academic strengths and areas for improvement. Exemplars of student work can also provide feedback on an individual's progress.



8. Glossary

Formative Assessment: snapshot measure that captures a student's progress in the learning process. These assessments inform the teacher of what the student has learned and what skills to reteach before assessing for proficiency.

Guiding Principles: competencies valuable for today's world: Clear and effective communicator, Self-Directed and Lifelong Learner, Creative and Practical Problem Solver, Responsible and Involved Citizen, Integrative and Informed Thinker

Habits of Work: identified traits or behaviors that promote and are essential to learning. These traits or behaviors are assessed separate from academic learning.

Learning Targets: day to day learning objectives

Performance Indicators: demonstration of learning students will do to meet the standard; measurable. Performance indicators provide more specific descriptions of what it means to meet a content area standard. Usually, when students engage in a summative assessment aligned with a particular standard, it is at the performance indicator level against which they are assessed.

Proficiency: demonstration of student performance on each performance indicator of a standard against detailed scoring criteria.

Proficiency-Based Learning: systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

Rubric: an assessment tool used to define levels of proficiency.

Scoring Criteria: a set of descriptors of the various levels of proficiency for each performance indicator related to the standards.

Standard: broad statement of key learning that all students are expected to demonstrate

Summative Assessment: used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year; they are generally evaluative, rather than diagnostic.