

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

1. The meeting was called to order at _____ p.m. by Chair Michelle Ritcheson
2. Attendance:

___ Kathryn Brown	___ Lindsay Sterling
___ Jeremy Clough	___ Valeria Steverlynck
___ Candace deCsipkes	___ Madelyn Vertenten
___ Jennifer Galletta	___ Sarah Woodard
___ Naomi Ledbetter	___ Carter Jedrey-Irvin, Student Representative
___ John Morang	___ Benjamin Monahan-Morang, Student Representative
___ Michelle Ritcheson	
3. Pledge of Allegiance:
4. Consideration and approval of Minutes:
 - A. Consideration and approval of the Minutes of November 29, 2017 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____
5. Adjustments to the Agenda:
6. Good News and Recognition:
 - A. Boys Cross Country - WMC Champions
 - B. Girls Cross Country - WMC Champion & Individual State Champion
 - C. Report from Board's Student Representative
7. Public Comments:
8. Superintendent's Report:
 - A. Items for Information
 1. FHS Building Project Update
 2. Track and Field Update
 - B. Administrator Reports
 1. Freeport Middle School Goal Review – Ray Grogan
 2. Freeport High School Goal Review – Jen Gulko
9. Unfinished Business:
10. New Business:
 - A. RSU5 Cost Sharing Formula with Bill Stockmeyer, Drummond Woodsum
 - B. Consideration and approval to adopt MSBA's Resolution, Support for Public Education.

Motion: _____ 2nd: _____ Vote: _____

C. Consideration and approval to adopt MSSA's Resolution in Support of Public Education.

Motion: _____ 2nd: _____ Vote: _____

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

A. Policy Sub-Committee

12. Policy Review:

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

BDA – Board of Directors Organizational Meeting

BDE – Board of Directors Standing Committees

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and approval of the following Policy (2nd Read)

GBEBB – Staff Conduct with Students

Motion: _____ 2nd: _____ Vote: _____

13. Public Comments:

14. Executive Session:

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

Motion: _____ 2nd: _____ Vote: _____

Time In: _____ Time Out: _____

15. Action as a Result of Executive Session:

Motion: _____ 2nd: _____ Vote: _____

16. Adjournment:

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

RSU No. 5 Board of Directors Meeting
 Wednesday, November 29, 2017 – 6:30 p.m.
 Durham Community School - Cafeteria
 Meeting Minutes

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

CALLED TO ORDER:

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

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

MEMBERS ABSENT: Jennifer Galletta, Sarah Woodard

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION AND APPROVAL OF MINUTES:

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

5. ADJUSTMENTS TO THE AGENDA:

Move Item 12.A. after Item 8.A.1.

Add an Item 14. Executive Session

6. GOOD NEWS AND RECOGNITION:

A. Report from Board's Student Representative – Carter Jedrey-Irvin reported on happenings at Freeport High School.

B. Good News from Durham Community School – Will Pidden spoke about school culture work on kindness.

7. PUBLIC COMMENT:

None

8. SUPERINTENDENT'S REPORT:

A. Items for Information

1. District Happenings

- Resignation – Keirstin Trefsgger – FHS Alternative Education Teacher (effective December 5, 2017).

- Retirement – Diane Whitmore – FHS World Languages Teacher (effective at the end of the 2017-2018 school year).

Item 12. A. Taken out of order

12. A. VOTED: To approve the 1st Read of the following Policy, with changes.

(Steverlynck – Sterling) (9 – 0). The student representative voted with the majority.

KF – Community Use of School Facilities

B. Administrator Reports

1. Finance – Michelle Lickteig
2. Pownal Elementary School Goal Review – Lisa Demick
3. Durham Community School Goal Review – Will Pidden

9. UNFINISHED BUSINESS:

10. NEW BUSINESS:

11. BOARD COMMENTS: (Reports from Sub-Committees)

- A. Finance Committee
- B. Policy Sub-Committee

12. POLICY REVIEW:

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

13. PUBLIC COMMENT:

None

A new Item 14 was added

14. EXECUTIVE SESSION:

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


Time In: 9:39 p.m.

Time Out: 10:28 p.m.

No action was taken as a result of Executive Session.

15. ADJOURNMENT:

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


Becky J. Foley
Superintendent of Schools

School: Freeport Middle School - 2016-17

Team Name: ELA, Science, Social Studies Teachers

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

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Results
Have 60% of students meet or exceed their NWEA Reading goal	Student Goal Setting directly tied to their reading <ul style="list-style-type: none"> - Look at breakdown of score and area where the most growth is needed 	ELA Teachers	Set goals in winter, check in on progress multiple times before spring testing	Spring 2017 NWEA Data	% of students who made their goal: 6 - 65 % 7 - 71 % 8 - 67 %
	Look at last year's NWEA growth for each teacher to help plan this year to improve growth <ul style="list-style-type: none"> - Look at growth by Quartile and strand - RTI tier 2 for lowest 40% 	Content Area teachers	Fall/Winter	Using Fall to Spring data (only data available)	
	Use Fountas and Pinnell for progress monitoring of struggling students, and create learning plans	ELA Teachers	All School Year		
	Pilot word work/grammar supplement for Columbia U program	ELA Teachers	Winter		
	PLC group choice w/ focus on specific need in each classroom	All Teachers	All School Year		
	Informational Reading in content area classes to improve non-fiction reading, and writing based on the reading <ul style="list-style-type: none"> - Interdisciplinary project creation - Add ELA standards/indicators to SS/SCI classes 	Principal/Teachers	All School Year		
	Reflect on MEA data to look for areas to improve <ul style="list-style-type: none"> - Instructionally target a specific learning need evident in the data 	Principal/Teachers	Winter / Spring		
	Work with students on skills needed to meet individual standards/indicators (Standards based instruction)	All Teachers	All School Year		

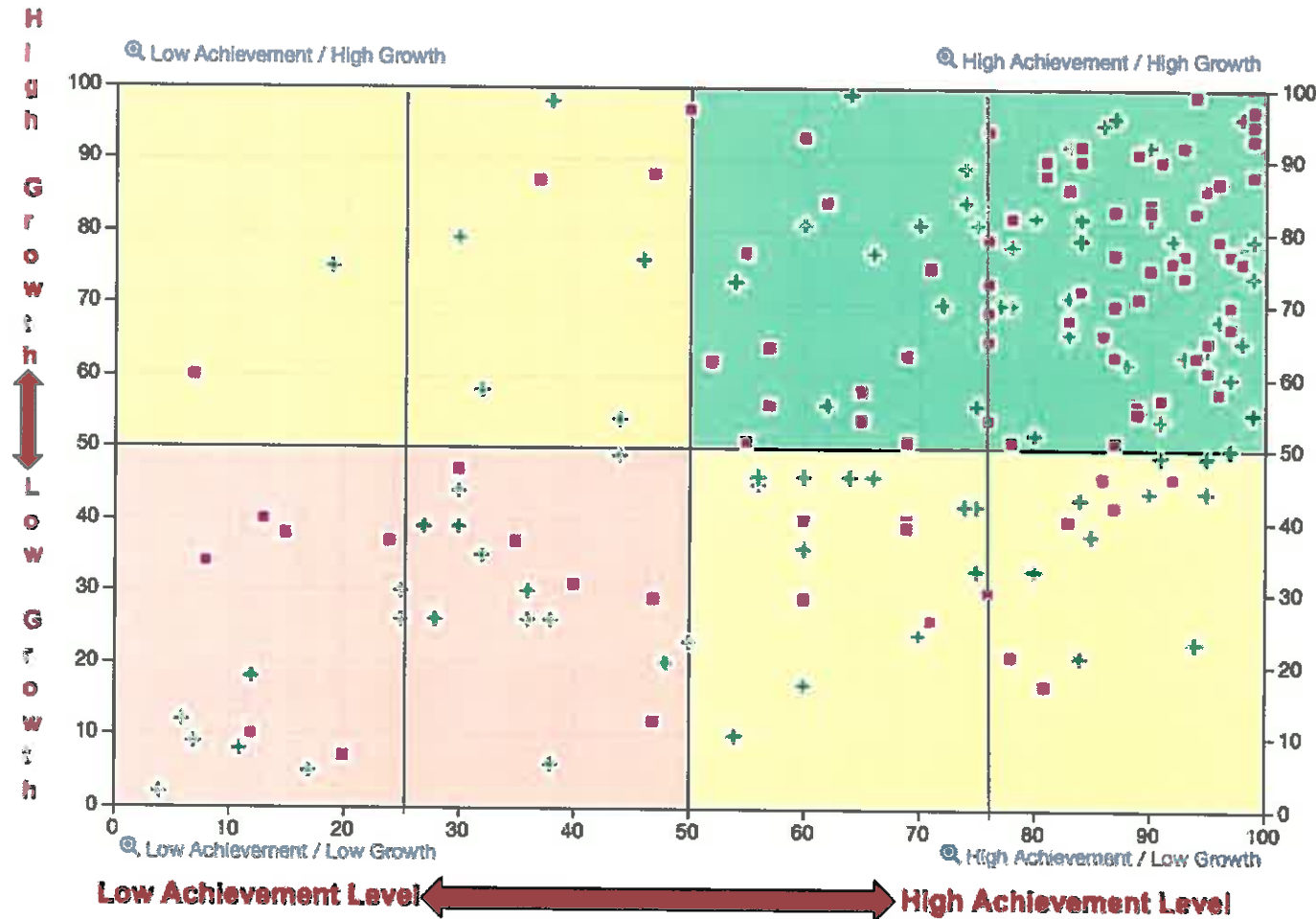
School: Freeport Middle School 2016-17

Team Name: Math Teachers

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

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	
Have 60% of students meet or exceed their NWEA Math goal	Student Goal Setting directly ties to their reading NWEA	Teachers/Principal	Set goals in winter, check in on progress multiple times before spring testing	Spring 2017 NWEA Data using Spring to Spring data when available	% of students who made their goal: 6 - 60% 7 - 61% 8 - 60%
	<ul style="list-style-type: none"> Look at score breakdown and area where most growth is needed 				
	Look at last year's NWEA growth for each teacher and look at this year on how to improve growth	Teachers/Principal	Fall/Winter		
	<ul style="list-style-type: none"> Look at growth by Quartile and strand RTI tier 2 for lowest 40% 				
	Employ more hands-on learning opportunities and opened tasks for students	Math teachers supported by math strategist	All school year		
	<ul style="list-style-type: none"> Mathematical practice standards, discuss, critic, apply math 				
	Pilot new math programs	Teachers/Math Committee	All School Year		
	Reflect on MEA data to look for areas of improvement				
	<ul style="list-style-type: none"> Instructionally target a specific learning need evident in the data 	Principal, Teachers	Winter, Spring		
	Math strategist work in all classrooms to support teaching and learning based on specific needs of the classroom	Math Strategist / Teachers	All school year		
	PLC group choice w/ focus on specific need in each classroom	Principal, Teachers	Winter, Spring		

NWEA Growth Achievement by Quartile



NWEA Growth Achievement Quartile

	Reading	Math
76%-99%	86%	70%
50%-75%	59%	49%
26%-49%	37%	30%
1%-25%	36%	17%

FMS - SMART Goal 2016-17

School: Freeport Middle School 2016-2017

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

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

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Help improve the community feeling and unity of the middle school students by having 15 evening activities	Engage PTC to help create and promote evening activities for middle school students in the three towns	Principal	All School Year	<p>Student turnout at events, student post-survey about increased activities</p> <p>In the 2016-17 school year we had the following social events for students:</p> <ul style="list-style-type: none"> 8 - FMS Socials 3 - DCS Socials 2 - Movie nights 2 - Breakout nights 1 - Dodgeball night 1 - Bottle Flipping 1 - Board game club <p>Events connected to academics or athletics for FMS students:</p> <ul style="list-style-type: none"> 4 - Concerts 2 - Plays 1 - Science night 1 - Dirty Thirties 1 - Sparkle parade with gathering after 1 - Math Awards 3 - Sports Awards
	Solicit ideas from students for evening activities	Principal/ Teachers	All School Year	
	Encourage clubs to host evening activities at school for all students as a fundraiser	Principal / Advisors	All School Year	
	<p>Evening activities planned or completed this year to date:</p> <ul style="list-style-type: none"> 7 - socials 2 - Movie nights Bottle Flipping Night Board Game Night Dodgeball night Breakout Code Still looking for more ideas??? 			

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Results
Goal: Build and implement procedures for increased habits of work practices in the school and classrooms	• All teachers will grade a HOW standards	Teachers	All School year	Students will have a good understanding of what HOW grades are and how to check them based on survey data.	
	• HOW standards will be listed in PowerSchool above content standards	Principal	All School year		
	• Create scoring criteria and using weekly	Teachers	Fall	Students will be given a pre-assessment of where Habits of Work are located in PowerSchool, how to check on the HOW grades, taught the HOW skills and how they are accessed.	
	• Create and use self scoring w/ students	Techers	Fall		
	• All parents will be reached via email multiple times with information about HOW grading and how to check grades in PS	Principal	All School Year	They will be given a recheck in the third trimester. The goal is to have 95% of students being able to self-check and complete self-checks and understand their HOW grades in all classes.	
	• Positive rewards for success	Teachers / Principal	Winter / Spring		
	• Athletic eligibility for Preparedness		All School Year		
	• Teachers and administration will go over with students HOW grading and how to check on PS	Principal / Teachers	All school year		
	• HOW posters for all rooms	Teachers / Principal	All school year		
	• Direct instruction al needed in HOW				
	• Guidance and RTI support students as needed	Teachers / Principal			
	• Teachers attend trainings to be able to teach the HOW skills				

MEA ELA Results

FMS 2015-16		FMS 2016-17		FMS 2017-18
63%		68%		↑

MEA MATH Results

FMS 2015-16		FMS 2016-17		FMS 2017-18
51%		52%		↑



Missing Assignments



Grading Guide



Grade History



Attendance History



Email Notification



Teacher Comments



Athletics Registration



School Bulletin



Class Registration



My Schedule



School Information



Account Preferences

Standards

Grade And Attendance

Standards Grades:

Year 17-18

Expand All

Collapse All

Current Classes

1(A-F) Community Reading 6 - 17-18

Alvarez, Stacy

3(A-F) Math 6 - 17-18

Brown, Lisa

4(A-F) Language Arts 6 - 17-18

Alvarez, Stacy

5(A-F) Lunch/Recess 6 - 17-18

Latham, Phyllis

6(A-F) Science and Technology 6 - 17-18

Fitz-Randolph, Kelly

7(A-F) Social Studies 6 - 17-18

Brown, Lisa

8(A) Band 6 - 17-18

York, Erin

8(A-F) BCS 6 - 17-18

Fitz-Randolph, Kelly

8(B) Chorus 6 - 17-18

Lawson, Rachel

▼ 2(F) Spanish 6 - T1

Robson, Amanda

Standards	T1
WL.HOW WORLD LANGUAGE **HABITS OF WORK GRADE**	3
WL.MS.HOW1 Respect	3
HOW.MS.P.WL Preparedness	3
WL.MS.HOW3 Engagement	**
WL.MS.HOW4 Determination	3
WL.MS.HOW5 Integrity	**
WL.MS WORLD LANGUAGE - **CONTENT GRADE**	3.5
WL.MS.1 INTERPRETIVE COMMUNICATION	3.5
WL.MS.1.1 Interpret written language on topics	3.5
WL.MS.1.2 Interpret spoken language on topics	--
WL.MS.2 PRESENTATIONAL COMMUNICATION	--
WL.MS.2.1 Verbally present information and ideas	--
WL.MS.2.2 Express concepts and ideas in writing	--
WL.MS.3 INTERPERSONAL COMMUNICATION	--
WL.MS.3.1 Engage in conversations, express feelings	--
WL.MS.5 COMPARISON of PRACTICES, PRODUCTS, and PERSPECTIVES	--
WL.MS.5.1 Demonstrate understanding of culture	--
WL.MS.6 CONVENTIONS	3
WL.MS.6.1 Students demonstrate understanding of the nature of language, in the target language or English.	3

Standards Grade And Attendance

Attendance By Class																
Exp	Last Week					This Week					Course	T1	T2	T3	Absences	Tardies
	M	T	W	H	F	M	T	W	H	F						
1(A-F)											Community Reading 6 [REDACTED]	[1]	[1]	[1]	0	0
											Email Alvarez, Stacy - Rm: 217					
2(F)											Spanish 6 [REDACTED]	[1]			0	0
											Email Robson, Amanda - Rm: 231					
3(A-F)											Math 6 [REDACTED]	[1]	[1]	[1]	0	0
											Email Brown, Lisa - Rm: 218					
4(A-F)											Language Arts 6 [REDACTED]	[1]	[1]	[1]	0	0
											Email Alvarez, Stacy - Rm: 217					
5(A-F)											Lunch/Recess 6 [REDACTED]	[1]	[1]	[1]	0	0
											Email Latham, Phyllis - Rm: 306					
6(A-F)											Science and Technology 6 [REDACTED]	[1]	[1]	[1]	0	0

Grades and Attendance


























Standards Grades

Course	Teacher	Expression	Final Grade ¹
Spanish 6	Robson, Amanda	2(F)	

Teacher Comments:

Section Description:

Assignments





















Due Date	Category	Assignment	Flags	Score	 
10/13/2017	Summative Assessments	 Weather Quiz		3/4	View
10/12/2017	MS Habits of Work	 Weather Practice		4/4	View
10/11/2017	MS Habits of Work	 Weather Forecast		3/4	View
10/05/2017	Summative Assessments	 Time Quiz		3.5/4	View
10/04/2017	MS Habits of Work	 Time Practice		3/4	View
09/29/2017	Summative Assessments	 Day/Month Quiz		3/4	View
09/28/2017	MS Habits of Work	 Day Practice		3/4	View
09/26/2017	MS Habits of Work	 Calendar Page		3/4	View
09/26/2017	MS Habits of Work	 Respect	 	3/4	View
09/21/2017	Summative Assessments	 Number Quiz		3.5/4	View
09/20/2017	MS Habits of Work	 Number Practice		3/4	View

Course	Teacher	Expression	Final Grade ¹
Spanish 6	Robson, Amanda	2(F)	

Teacher Comments:

Section Description:

Assignments

Due Date	Category	Assignment	Flags	Score	 
10/13/2017	Summative Assessments	 Weather Quiz		3/4	View
	 WL.MS.6.1 - Students demonstrate understanding of the nature of language, in the target language or English.			3	
10/12/2017	MS Habits of Work	 Weather Practice		4/4	View
	 WL.MS.HOW4 - Determination			4	
10/11/2017	MS Habits of Work	 Weather Forecast		3/4	View
10/05/2017	Summative Assessments	 Time Quiz		3.5/4	View
10/04/2017	MS Habits of Work	 Time Practice		3/4	View
09/29/2017	Summative Assessments	 Day/Month Quiz		3/4	View
09/28/2017	MS Habits of Work	 Day Practice		3/4	View
09/26/2017	MS Habits of Work	 Calendar Page		3/4	View

▼ 2(F) Spanish 6 - T1

Robson, Amanda

Standards	T1
WL.HOW WORLD LANGUAGE **HABITS OF WORK GRADE**	3
WL.MS.HOW1 Respect	3
HOW.MS.P.WL Preparedness	3
WL.MS.HOW3 Engagement	--
WL.MS.HOW4 Determination	3
WL.MS.HOW5 Integrity	--
WL.MS WORLD LANGUAGE - **CONTENT GRADE**	3.5
WL.MS.1 INTERPRETIVE COMMUNICATION	3.5
WL.MS.1.1 Interpret written language on topics	3.5
WL.MS.1.2 Interpret spoken language on topics	--
WL.MS.2 PRESENTATIONAL COMMUNICATION	--
WL.MS.2.1 Verbally present information and ideas	--
WL.MS.2.2 Express concepts and ideas in writing	--
WL.MS.3 INTERPERSONAL COMMUNICATION	--
WL.MS.3.1 Engage in conversations, express feelings	--
WL.MS.5 COMPARISON of PRACTICES, PRODUCTS, and PERSPECTIVES	--
WL.MS.5.1 Demonstrate understanding of culture	--
WL.MS.6 CONVENTIONS	3
WL.MS.6.1 Students demonstrate understanding of the nature of language, in the target language or English.	3

SMART Goal Template

8.B.2.

School: Freeport High School 2016-2017
Team Name: N/A
Team Members: Jen Gulko, Charlie Mellon, FHS Staff
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning
FHS Goal: By June 2017, Freeport High School will have proficiency-based practices developed and communicated to all stakeholders for the Class of 2021/start of the 2017-2018 school year. These practices will support students in reaching proficiency in their classes as well as keep parents informed about proficiency-based practices.

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Proficiency-based reporting system and practices will be defined and communicated to all stakeholders by June 2017.	<ul style="list-style-type: none">Research and analyze reporting systems of neighboring schools and districtsCollaborate with RSU5 middle schools on practices of standards-based gradingCollaborate with RSU5 PBE committee on policy and practices for gradingProfessional development for PowerSchool for standards-based reportingCreate drafts of our FHS policies	<ul style="list-style-type: none">FHS administratorsFHS leadership teamsFHS staff members (communication)	<ul style="list-style-type: none">Sept. 2016-June 2017	<ul style="list-style-type: none">Written policyPBE committee agendas and minutesParent and student communication resourcesTeacher workshopsStudent scores in PowerSchoolPLC and PLD agendas and work

	<ul style="list-style-type: none"> • Present drafts to Board policy committee • Revise drafts if necessary • Communication plan for staff, students and parents designed and implemented • Share policies with all stakeholders 			
Extracurricular eligibility and academic honors policy will be defined and communicated to all stakeholders by June 2017.	<ul style="list-style-type: none"> • Research and analyze eligibility and honors policies of neighboring schools and districts • Create drafts of our FHS policies • Present drafts to Board policy committee • Revise drafts if necessary • Share policies with all stakeholders 	<ul style="list-style-type: none"> • FHS Administrators • Board Policy Committee 	<ul style="list-style-type: none"> • Drafts by December 2016, presented in January. • Finalize by June 2017 	<ul style="list-style-type: none"> • Written policy • Parent and student communication resources • PLC and PLD agendas and work
Standards-aligned scoring criteria will be developed for 9th grade courses in all content areas by June 2017	<ul style="list-style-type: none"> • All FHS teachers work in departments to develop and refine scoring criteria • Teachers will pilot scoring criteria throughout 2016-2017 school year to reflect and revise as needed 	<ul style="list-style-type: none"> • FHS Administrators • FHS Faculty 	<ul style="list-style-type: none"> • Sept. 2016 to June 2017 	<ul style="list-style-type: none"> • Written scoring criteria • Student scores in PowerSchool • PLC and PLD agendas and work • Student work
School-wide Habits of Work rubric and scoring practices will	<ul style="list-style-type: none"> • Research and analyze Habits of Work practices of 	<ul style="list-style-type: none"> • FHS Administrators • FHS Faculty 	<ul style="list-style-type: none"> • School visits from Nov. 2016-April 2017 	<ul style="list-style-type: none"> • School visits • Student scores in PowerSchool

be defined and communicated to all stakeholders by June 2017.	<p>neighboring schools and districts</p> <ul style="list-style-type: none"> • FHS teachers will visit nearby schools to observe and discuss Habits of Work practices • Teachers will pilot the Habits of Work rubric and discuss methods for teaching and assessing H.O.W. • Create draft of FHS Habits of Work guidelines for staff and students • Revise drafts if necessary • Share guidelines with all stakeholders 		<ul style="list-style-type: none"> • Pilot and discuss HOW rubric in PLCs Sept. 2016-June 2017 • Drafts by March 2017 • Finalize by June 2017 	<ul style="list-style-type: none"> • PLC and PLD agendas and work • Student work
Communication of PBE practices for parents will be ongoing throughout the 2016-2017 school year, with a minimum of 3 parent events, one with community members included, scheduled by June 2017.	<p>PBE information handbook</p> <ul style="list-style-type: none"> • Purpose and benefits of PBE • Summatives vs. formatives • Standards-based Scoring and reporting • Reassessment practices • HOW • Eligibility and Honors policy <p>Parent Events for Class of 2021</p> <ul style="list-style-type: none"> • January • March/April 	<ul style="list-style-type: none"> • FHS Administrators • FHS Guidance counselors • FHS Leadership Team 	<ul style="list-style-type: none"> • January 2017 parent event • March/April 2017 parent event • May/June 2017 parent/community event • Handbook Drafts by May 2017 • Survey for parents May 2017 • Finalize handbook by June 2017 	<ul style="list-style-type: none"> • Parent event/workshop attendance • Parent/community event/workshop attendance • Parent survey on PBE practices and information

	<ul style="list-style-type: none">• May/June (Community invited)			
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SMART Goal Template

School: Freeport High School

2017-2018

Team Name: N/A

Team Members: Jen Gulko, Charlie Mellon, FHS Staff

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

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

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

Standards-aligned scoring criteria will be developed and/or revised as necessary for 9th and 10th grade courses in all content areas by June 2018	<ul style="list-style-type: none"> • All FHS teachers work in departments to develop and refine scoring criteria • Teachers will pilot scoring criteria throughout 2017-2018 school year to reflect and revise as needed 	<ul style="list-style-type: none"> • FHS Administrators • FHS Faculty 	<ul style="list-style-type: none"> • Sept. 2017 to June 2018 	<ul style="list-style-type: none"> • Written scoring criteria • Student scores in PowerSchool • PLC and PLD agendas and work • Student work
School-wide Habits of Work rubric and scoring practices will be implemented, reflected on and further refined for the Class of 2021 and Class of 2022.	<ul style="list-style-type: none"> • Continue to analyze Habits of Work practices of neighboring schools and districts • Implement the Habits of Work rubric and regularly discuss methods for teaching and assessing H.O.W. in PLC and department meetings • Reflect on draft of FHS Habits of Work guidelines for staff and students and revise draft as necessary 	<ul style="list-style-type: none"> • FHS Administrators • FHS Faculty 	<ul style="list-style-type: none"> • School visits from Nov. 2017-April 2018 • Discuss HOW rubric and practices in PLCs Sept. 2017-June 2018 • Complete any revisions by June 2018 	<ul style="list-style-type: none"> • School visits • Student scores in PowerSchool • PLC and PLD agendas and work • Student work
Communication of and feedback for PBE practices with students and parents will be ongoing throughout the 2017-2018 school year for students and parents of the Classes of 2021 and 2022 (current 8th grade).	<ul style="list-style-type: none"> • Reflection, revisions and additions to the PBE parent guide • Host 4 Focus group meetings for feedback from the Class of 2021 <ul style="list-style-type: none"> ◦ 2 parent focus group meetings ◦ 2 student focus group meetings 	<ul style="list-style-type: none"> • FHS Administrators • FHS Guidance counselors • FHS Leadership Team 	<ul style="list-style-type: none"> • January 2018 parent event for Class of 2022 • January 2018 student and parent focus group for Class of 2021 • May 2018 parent event for Class of 2022 • May/June 2018 	<ul style="list-style-type: none"> • Parent event/workshop attendance • Parent event/workshop attendance • Focus group meetings attendance and feedback notes

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

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

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA math test will increase by 5%.</p>	<ul style="list-style-type: none"> • Pilot new math curriculum in Algebra and Geometry • Implement math support class for 9th and 10th grade students scoring significantly below grade level on NWEA • Providing coaching and development for FHS math teachers with new curriculum • Focus on formative assessment and formative feedback with PLC teams 	<ul style="list-style-type: none"> • FHS Administrators • FHS Faculty 	<ul style="list-style-type: none"> • Sept. 2017 to June 2018 	<ul style="list-style-type: none"> • Enrollment in math support classes • Teacher workshops • PLC and PLD agendas • Spring 2018 NWEA math data <ul style="list-style-type: none"> ○ All 9th and 10th graders ○ Students in math support class

<p>The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA Reading test will increase by 5%.</p>	<ul style="list-style-type: none"> • Implement literacy support class for 9th and 10th grade students scoring significantly below grade level on NWEA • Focus on formative assessment and formative feedback with PLC teams 	<ul style="list-style-type: none"> • FHS Administrators • FHS Faculty 	<ul style="list-style-type: none"> • Sept. 2017 to June 2018 	<ul style="list-style-type: none"> • Enrollment in literacy support classes • Teacher workshops • PLC and PLD agendas • Spring 2018 NWEA ELA data <ul style="list-style-type: none"> ◦ All 9th and 10th graders ◦ Students in literacy support class
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10.B,
& 10.C.

MSBA Resolution adopted at Delegate Assembly – October 26, 2017

- 1.3. **Support for Public Education** – The public education system is open to all children and provides learning opportunities and support systems to prepare them to be life-long learners, productive workers and good citizens. It also must support innovations that assure traditional public schools remain the schools of choice. This resolution officially puts Maine School Boards on the record as standing with other states to support the National School Boards Association's "Stand Up for Public Schools" campaign. It calls for the adoption of local resolutions; better publicity around the excellent work going on in our districts; and public celebration of the educators and school leaders who support that work. (Adopted 2017)

**Maine School Superintendents' Association
Resolution in Support of Public Education**

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

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

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

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

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

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

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

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

WHEREAS, the existence of a strong, effective system of free public education for all children is essential to our democratic system of government, and

WHEREAS, public schools provide students with broad-based educational opportunities to include: learning multiple languages; having exposure to the history, culture, and context of all regions of the world; learning how to collaboratively solve problems and interact with peoples of different cultures and different lands; and developing empathy for human differences, commonalities, backgrounds and culture, and

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

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

WHEREAS, investment in public education matters.

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

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

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

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

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

MSSA urges our state's governor and our state's legislature as well as our federal government to ensure resources are allocated to support these values across all of our state and all of our country's public schools;

This is the 25th day of October, 2017

Motion to approve of resolution: _____, seconded by:

_____, Vote: _____

Betsy M. Webb, President of MSSA

Date

Steve Bailey, Executive Director of MSMA

Date

DATE: October 26, 2016
FILE: MSSA Resolution

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

BACKGROUND

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

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

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

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

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

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

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

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

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

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

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

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

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

RECOMMENDATION

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

RESOLUTION

- WHEREAS** the globalization of our economy requires a skilled workforce that is ready to meet the demands of the 21st century; and
- WHEREAS** the U.S. Chamber of Commerce estimates that by 2018, two-thirds of all jobs will require some type of post-secondary training; and
- WHEREAS** America's schools have a profound responsibility to ensure that our nation's 14 million high school students are college ready, career ready and life ready; and
- WHEREAS** MSSA has been supportive of initiatives that increase college and career readiness among its students; and
- WHEREAS** the authorization of the federal Every Student Succeeds Act gives more control to states and local school districts regarding student assessment; and
- WHEREAS** standardized test scores, which have traditionally been used as the sole indicator of college and career readiness, fail to portray a comprehensive picture of student potential; and
- WHEREAS** the existing one-score-fits-all approach is unfair to 21st century students; and
- WHEREAS** AASA – the School Superintendents Association launched a national campaign called *Redefining Ready* which proposes new research-based metrics and indicators to more authentically and appropriately assess and demonstrate high school graduates' readiness to survive and thrive in their futures; and
- WHEREAS** these readiness indicators will help promote a skilled workforce – high school graduates who will add to Maine's economy, not drain from it.
- WHEREAS** the authorization of the federal Every Student Succeeds Act allows Maine the opportunity to select Redefining Ready as the 'other factor' in the ESSA accountability.

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

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

Adopted this 26th day of October, 2016.

Maine School Superintendents' Association ESSA College and Career Ready Framework – “Other Factor”

College and Career Ready Designation

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

Pathway A

Minimum ACT Score (English – 18, Math – 22, Reading – 22, and Science – 23)

OR

Minimum SAT Score (Evidence-Based Reading and Writing – 480 and Math – 530)

Pathway B

Minimum 2.8 GPA

1 Academic Indicator

2 Career Indicators

Pathway C

2.0 – 2.79 GPA

Algebra II (A, B, or C)

1 Additional Academic Indicator

2 Career Indicators

Pathway D

Minimum 2.0 GPA

Pass College Placement Exam

2 Career Indicators

Academic Indicators

Advanced Placement Exam (3+)

Advanced Placement Course (A, B, or C)

Dual Credit Course (A, B, or C)

Algebra II Proficiency (A, B, or C)

International Baccalaureate Exam (4+)

College Developmental/Remedial English and/or Math Course (A, B, or C)

Minimum ACT Score

Minimum SAT Score

Career Indicators

90% Attendance

25 Hours of Community Service

Workplace Learning Experience

Industry Credential

Two or More Organized Co-Curricular Activities

Military Service (Including JRTOC)



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11.A.

Policy Subcommittee Report

Committee: Policy

Meeting date: November 17, 2017

Chair: Candy deCsipkes

Committee Members in attendance: Candy deCsipkes, Naomi Ledbetter, Cynthia Alexander

Agenda Items and Discussion:

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

Review/Revise Policies:

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

JICIA Weapons, Violence, and School Safety

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

Submitted by: Cynthia Alexander



Policy Subcommittee Report

Committee: Policy

Meeting date: December 3, 2017

Chair: Candy deCsipkes

Committee Members in attendance: Candy deCsipkes, Naomi Ledbetter, Cynthia Alexander

Agenda Items and Discussion:

The following policies were reviewed with no changes recommended.

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

The following policy was added to the agenda.

BDA	Board of Directors Organizational Meeting
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Review/Revise Policies:

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

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

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

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

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

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

Submitted by: Cynthia Alexander



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12.A. & B.

TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Jennifer Galletta, Naomi Ledbetter, John Morang, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten, Sarah Woodard, Benjamin Morang, Carter Jedrey-Irvin

CC: Julie Nickerson, Lisa Demick, Hiram Sibley, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Seth Thompson, David Watts, Jen Gulko, Bonnie Violette, Emily Grimm, Darren Carter, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Diana Passmore, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Lisa Blier, Linda Pritchard, Nancy Drolet, Nancy Dyer, Jessica Sturges, Laurie Allen, Crystal Boucher

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

DATE: December 6, 2017

RE: Review/Update of Policies

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

1st Read Policies

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

2nd Read Policies

GBEBB – Staff Conduct with Students

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

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

BOARD OF DIRECTORS ORGANIZATIONAL MEETING

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

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

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

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

Adopted: October 28, 2009
Revised: February 16, 2011
Reviewed: January 22, 2014

BOARD OF DIRECTORS STANDING COMMITTEES

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

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

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

Establishment and Functions of Standing Committees

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

- A. All standing committees shall be established by vote of the Board of Directors. A motion to establish a standing committee shall state the purpose and responsibilities of the committee (the “charge”) and set the number of members comprising the committee.
- B. The Board of Directors ~~Chair, after Board discussion,~~ will ~~appoint~~ elect members to a standing committee from among the membership of the Board. For existing standing committees, appointments will be made at or as soon as practicable after the Board of Director’s annual organizational meeting.
- C. The Board of Directors Chair may also make appointments, after Board discussion, to standing committee vacancies on standing committees that occur prior to the Board’s next organizational meeting.
- D. The term of appointment to a standing committee shall be until the next organizational meeting.
- E. Each standing committee will elect its own chair.
- F. The Board of Directors Chair and Superintendent shall be ex officio (~~non-voting~~) members of all standing committees.
- G. Any Board of Directors member may attend standing committee meetings, but only appointed members of the committee may vote.

- H. Except as authorized by law or Board of Directors action, a standing committee may research issues and make recommendations for Board action, but may not act for the Board.
- I. A standing committee may be abolished at any time by a vote of the Board of Directors.
- J. The number of members on a standing committee and/or the responsibilities of a standing committee may be modified at any time by a vote of the Board of Directors.

Authorization/Appointment of Standing Committees

The Board of Directors shall have the following standing committees:

Finance Committee

Negotiations Committee

Policy Committee

Strategic Communications Committee

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

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

Adopted: October 28, 2009
Reviewed: February 16, 2011
Revised: January 22, 2014
Revised: _____

STAFF CONDUCT WITH STUDENTS

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

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

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

Unacceptable Conduct

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

- A. Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment and Sexual Harassment of Students;
- B. Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- C. Associating with students in any situation or activity that includes the presence of alcohol, drugs, or tobacco or that could be considered sexually suggestive;
- D. ~~For non-guidance/counseling staff, encouraging~~ Prompting students to confide their personal or family problems and/or relationships without a direct connection to the student's school performance or having a direct educational purpose. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. ~~In either case, staff involvement should be limited to a direct connection to the student's school performance;~~
- E. Sending students on personal errands;
- F. Sexual banter, allusions, jokes, or innuendos with students;
- G. Asking a student to keep a secret;

- H. Disclosing inappropriate personal, sexual, family, employment ~~concerns~~, or other private matters to one or more students;
- I. Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner;
- J. Permitting students to address you ~~by your first name, nickname or otherwise~~ in an overly familiar manner;
- K. Being alone with individual students out of the public view of others without a specific educational purpose;
- L. Inviting or allowing students to visit the staff member's home without prior notification to the school administration and the students' parents; (see note below)
- M. Visiting a student's home, unless on official school business; (see note below)
- N. Maintaining personal contact with a student outside of school by phone, email, texts, Instant Messenger or Internet chat rooms, social networking websites, or letters (beyond homework or other legitimate school business);
- O. Exchanging personal gifts (beyond the customary student-teacher gifts); and/or
- P. Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events or except as participants in ~~organized~~ community activities. RSU No. 5 assumes no liability for such activities.

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

Reporting Violations

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

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

Disciplinary Action

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

Dissemination of Policy

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

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

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