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TO: Kate Brown, Candy deCsipkes, Maddy Vertenten

FROM: Cynthia Alexander

DATE: April 8, 2020

RE: Policy Review – May 1, 2020

The Policy Sub-Committee is scheduled to meet on Friday, May 1, 2020 at 8:30 a.m. by Zoom.

Agenda

BBA-Board of Directors Powers and Responsibilities
BEB-Board Member Use of Social Media (New policy)
DO-Approval for New Programs
IKF-Graduation Requirements
KDA-Public Information Program
KE-Public Concerns and Complaints
KEB-Complaints About School Personnel
LDA-Student Teaching and Internships

Regional School Unit No. 5

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BOARD OF DIRECTORS POWERS AND RESPONSIBILITIES

The Board of Directors, in partnership with the Superintendent, shall have overall responsibility for RSU No. 5 which includes general charge of all the public schools of this unit and shall exercise such other responsibilities as specifically provided by law.

The Board, in partnership with the Superintendent, is responsible for providing leadership to guide the mission and direction of RSU No. 5. Board members will act as stewards of RSU No. 5 to ensure dedication to and use of assets and resources for the benefit of all schools in the RSU No. 5 system. The Board ensures that all RSU No. 5 Board-sponsored or supported activities are consistent with ~~the Board's mission to promote educational excellence throughout the unit~~. RSU No. 5's educational mission and vision.

The Board shall concern itself with questions of policy and objectives rather than with administrative details. The application of policies and objectives is an administrative task to be performed by the Superintendent and ~~his/her~~ staff, who shall be held responsible for the effective administration of board policies and objectives and supervision of the entire school system.

The Board, functioning within the framework of laws, court decisions, attorney generals' opinions, and similar mandates from the state and national levels of government, and recognizing the authority of the state, fulfills its duties:

A. Sets and enacts policy;

B. Selects, employs and evaluates the Superintendent;

C. Provides for the planning, expansion, improvement, financing, construction and maintenance of the ~~physical plant~~ facilities and grounds of the school system;

D. Prescribes the minimum standards needed for the efficient operation and improvement of the school system;

E. Requires the establishment and maintenance of records, accounts, archives, management methods, and procedures incidental to the conduct of school business;

F. Approves the budget, financial reports, audits, major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business;

G. Estimates the funds necessary from taxes for the operation, support, maintenance and improvement of the school system;

H. ~~Adopts courses of study~~; Approves recommended Program of Studies;

I. Provides staff and instructional materials ~~aids~~;

J. Evaluates how effectively ~~the educational program to determine the effectiveness with which the~~ schools are achieving the educational purposes of the district ~~school system~~;

K. Provides for the dissemination of information relating to the schools necessary for creating a well informed public;

L. Approves/disapproves personnel nominations from the Superintendent and determines (where appropriate via collective bargaining) compensation and working conditions of all staff; and

M. ~~Monitors~~ Oversees the activities of the Board sub-committees, and task forces, and ~~vested~~. maintains awareness of relevant community groups.

Legal Reference: 20A MRSA § 100 1
Cross Reference: Policy: AD Educational Mission and Vision

Adopted: July 8, 2009
Revised: October 28, 2009
Reviewed: January 26, 2011
Reviewed: December 18, 2013

BOARD MEMBER USE OF SOCIAL MEDIA

The Board recognizes that many, if not most, of its members are active users of social media, including but not limited to, online platforms such as Facebook and Twitter, and other digital media such as blogs and personal websites. The Board understands that while social media can be a positive tool for supporting schools and encouraging community engagement, Board members need to be aware of the legal and ethical considerations that arise when they post, "message," or otherwise interact with others on social media platforms.

It is not the intent of this policy to interfere with or restrict a Board members' freedom of speech, but to set standards **[OR: expectations]** for social media conduct that are consistent with law and Board policy, including the Board's Code of Ethics.

Board members shall comply with the following provisions:

- Board members shall not post on social media or engage in online discussions as a substitute for deliberations at Board meetings. Board members should be aware that social media activity can be perceived as a meeting if a sufficient number (a quorum) of Board members are involved on the site to influence or determine the course of action that will be taken by the Board, even if other people are posting to the site as well.

- Board members should be aware that any posting that pertains to school unit matters may create a "record" that is subject to laws and regulations pertaining to the retention and disposition of local government records, and to discovery in legal proceedings involving the Board or the school unit.

- Board members shall avoid disclosing confidential or personally identifiable information about students (including images), school unit employees, or Board matters or discussions that have taken place in executive sessions. Board members shall comply with the same standards as school employees with regard to confidential information.

Board members should adhere to the following ethical guidelines when using social media in their role as public officials:

A Board member should:

- Recognize that he/she has no authority to speak on behalf of the Board unless specifically designated to do so, and make it clear that he/she is speaking in his/her individual capacity;

- Feel free to invite the public to upcoming school district events, share information about public hearings on bills that affect the schools, and share links to public information about the district (e.g. the proposed budget), and the like, but be clear that he/she is doing so as an individual and not in any official capacity;

- Conduct himself/herself on social media in a manner that reflects well on the Board and on the school unit, and with the decorum expected of an elected official;

- Avoid posting in anger, even when provoked;

- Refrain from harassing, defaming, or disparaging fellow Board members or others based on racial, religious, or other personal characteristics;

- Keep deliberations within meetings of the Board;

- Take care to avoid disclosing confidential or personally identifiable information about students (including images), school unit employees, or Board discussions that have taken place in executive sessions;

- Avoid posting information that is misleading or inaccurate or which is has not been released to the public;

- Not make any promise that he/she will vote in a particular way;

- Avoid posting content that indicates he/she has reached an opinion on a pending matter;

- Direct persons presenting concerns or complaints through social media to follow the Board's policy pertaining to public concerns and complaints;

- When summarizing discussion or action that took place at Board meetings, share only information from open meetings and make it clear that the posting is not an official record of the meeting. A Board member should never disclose discussions that have occurred in executive session.

- Retain electronic records, including the Board member's own posts and content others post to the Board member's account when required to do so by law, regulations, or legal process.

- Comply with the school unit's acceptable use rules, as applicable to school unit employees, when using school-unit owned devices or technology resources, or when accessing the Internet through school unit's network using a personal device.

Legal reference: 1 MRSA § 401 et seq.
20-A MRSA § 6001-6002
20 USC § 1232g

Cross Reference: BBAA–Board Member Authority and Responsibilities
BCA–Board Member Code of Ethics
BEC–Executive Sessions
GBJ–Personnel Records and Files
JRA–Student Education Records and Information
KE–Public Concerns and Complaints

PLEASE NOTE MSMA sample policies and other resource materials do not necessarily reflect official Association policy. They are not intended for verbatim replication. Sample policies should be used as a starting point for a board's policy development on specific topics. Rarely does one board's policy serve exactly to address the concerns and needs of all other school units. MSMA recommends a careful analysis of the need and purpose of any policy and a thorough consideration of the application and suitability to the individual school system.

MSMA sample policies and other resource materials may not be considered as legal advice and are not intended as a substitute for the advice of a board's own legal counsel.

APPROVAL FOR NEW PROGRAMS

New programs and services within the School Department that result in the expenditure of school department funds are to be approved by the Board prior to implementation.

Adopted: January 27, 2010
Reviewed: December 14, 2011
Reviewed: April 30, 2014

GRADUATION REQUIREMENTS

Before entering high school, students need to know the requirements for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

RSU No. 5 is in the process of implementing proficiency-based teaching and learning and transitioning, over a period of five years, from traditional graduation requirements to proficiency-based diploma requirements.

These new graduation requirements will require that students demonstrate proficiency – provide evidence – that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits that will prepare them for postsecondary education and viable careers.

When fully implemented, these new diploma requirements will require students to demonstrate that they have met the expectations associated with the content standards and Guiding Principles of the Maine Learning Results.

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2018

A. As a minimum for graduation from high school, students graduating in the Class of 2018 must have completed successfully a total of 22 one-year course equivalents (credits) at the secondary level (grades 9 through 12).

Of these credits, twelve and one-half (12 ½) required credits are specified by the State of Maine. They are:

1. English - 4 credits;
2. Social Studies and History, including one year of American History and Government - 2 credits;
3. Mathematics - 2 credits;
4. Science, including at least one year of laboratory study - 2 credits;
5. Fine Arts, which may include art, music, forensics or drama - 1 credit;
6. Health - 1/2 credit; and
7. Physical Education - 1 credit.

B. In addition, the Board requires the following nine and one-half (9 ½ credits):

1. One year of a world language – 1 credit;
2. A third year of math – 1 credit;
3. A third year of social studies – 1 credit;
4. Two additional years of science – 2 credits;

5. One-half of the P.E. credit must be Foundations of Fitness
6. Four and one-half elective credits.

C. Elective credits may be selected by the student based upon the student's interests, abilities, and the requirements of the field that the student plans to enter upon graduation.

In order for a student to participate in graduation, the student must have successfully completed all of the above-listed requirements.

Alternative Means of Earning Credits

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits toward graduation in accordance with the provisions of this section.

A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified through this section. A student may earn credits with prior written approval from his/her guidance counselor and the high school principal as follows:

A. Course work offered through RSU No. 5 Adult Education;
B. Credit obtained through summer school classes;
C. Credit obtained through distance learning/virtual courses;
D. Advanced courses not offered at Freeport High School at a post-secondary institution;
E. Credits obtained through independent study monitored by a Freeport High School teacher; or
F. Or any other academic program approved by the high school guidance and administration.

A student who has failed a course in the above-listed requirements may, with prior approval, receive credit for that course through a successful completion of a post-graduate course, a state approved Adult Education course(s) or a state-approved summer school program. Credit for a marked course may also be received for a correspondence course approved by the High School Principal in advance of registration. The student may participate in the next regular graduation ceremony following successful completion of the requirements.

A student who is granted early admission to an accredited college or university may use college course work for graduation and may thereby graduate with his/her class upon successful completion of the course(s) needed for graduation if he/she requests and is granted permission from the high school principal to do so. A course being used to meet high school graduation requirements must meet minimum high school contact hour requirements and the high school's course outcome requirements.

Middle School Students Earning High School Credit

Middle School students successfully completing high school level courses offered at the high school and taught by high school staff or through a program approved by the high school administration in consultation with appropriate department head will be given one (1) credit (experience) toward graduation.

Veterans of World War II, the Korean Conflict and Vietnam War Era

The School Board recognizes that Maine law provides that a secondary school may award a high school diploma, provided that certain requirements are met, to a person who left secondary school prior to graduation to serve in the Armed Forces during World War II or in the Korean Conflict, or in the Armed Forces during the Vietnam era (February 28, 1961-May 7, 1975). The Board authorizes the Superintendent to develop and implement procedures regarding applications for diplomas, including timelines, and for determining whether veterans have met the criteria established by law. The Superintendent may also determine the time and manner in which a veteran's diploma may be presented.

II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2019 AND 2020

A. As a minimum for graduation from high school, students graduating in the Class of 2019 and Class of 2020 must have completed successfully a total of 24 one-year course equivalents (credits) at the secondary level (grades 9 through 12).

Of these credits, twelve and one-half (12 ½) required credits are specified by the State of Maine. They are:

1. English - 4 credits;
2. Social Studies and History, including one year of American History and Government - 2 credits;
3. Mathematics - 2 credits;
4. Science, including at least one year of laboratory study - 2 credits;
5. Fine Arts, which may include art, music, forensics or drama - 1 credit;
6. Health - ½ credit; and
7. Physical Education - 1 credit.

B. In addition, the Board requires the following eleven and one-half (11 ½) credits:

1. One year of a world language – 1 credit;
2. Two additional years of math – 2 credits;
3. An additional one and a half years of social studies – 1 ½ credits;
4. Two additional years of science – 2 credits;
5. One-half of the P.E. credit must be Foundations of Fitness
6. Five elective credits – 5 credits

Elective credits may be selected by the student based upon the students' interests, abilities, and the requirements of the field that the student plans to enter upon graduation.

In order for a student to participate in graduation, the student must have successfully completed all of the above-listed requirements.

Alternative Means of Earning Credits

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits toward graduation in accordance with the provisions of this section.

A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified through this section. A student may earn credits with prior written approval from his/her guidance counselor and the high school principal as follows:

A. Course work offered through RSU No. 5 Adult Education;
B. Credit obtained through summer school classes;
C. Credit obtained through distance learning/virtual courses;
D. Advanced courses, not offered at Freeport High School, at a post-secondary institution;
E. Credits obtained through independent study monitored by a Freeport High School teacher; or
F. Or any other academic program approved by the high school guidance and administration.

A student who has failed a course in the above-listed requirements may, with prior approval, receive credit for that course through a successful completion of a post-graduate course, a state approved Adult Education course(s) or a state-approved summer school program. Credit for a marked course may also be received for a correspondence course approved by the High School Principal in advance of registration. The student may participate in the next regular graduation ceremony following successful completion of the requirements.

A student who is granted early admission to an accredited college or university may use college course work for graduation and may thereby graduate with his/her class upon successful completion of the course(s) needed for graduation if he/she requests and is granted permission from the high school principal to do so. A course being used to meet high school graduation requirements must meet minimum high school contact hour requirements and the high school's course outcome requirements.

Middle School Students Earning High School Credit

Middle School students successfully completing high school level courses offered at the high school and taught by high school staff or through a program approved by the high school administration in consultation with appropriate department head will be given one (1) credit (experience) toward graduation.

Honors and Awards at Graduation

Student academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include four honor bands, which will identify those graduating seniors who at the end of the 7th semester have a grade point average of:

84.5 to 88.4	Cum Laude
88.5 to 92.4	Magna Cum Laude
92.5 to 95.4	Summa Cum Laude
95.5 to 100	Summa Cum Laude with Distinction

III. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2021 AND BEYOND

Beginning on July 1, 2020, the awarding of a diploma from Freeport High School will be contingent on the demonstration of proficiency with the phase in of the content areas outlined in section B below in of Maine's system of Learning Results and meeting the cross-content performance standards of the Guiding Principles of the Maine Learning Results, rather than the accumulation of credits. The student must also fulfill any other requirements specified in this policy and set forth by the school as noted in the Program of Studies.

The transition to proficiency-based diploma requirements will begin with the Class of 2021 and will be completed with the Class of 2025.

A. Communicating Graduation Requirements

To ensure that every student and family has the information and resources they need to appropriately plan and sequence the student's educational decisions, school administrators and staff will clearly and consistently communicate—prior to entering high school and throughout the student's educational career—the graduation standards and diploma requirements that must be met to earn a high school diploma.

The superintendent/high school principal will be responsible for ensuring that accurate, up-to-date information concerning all graduation standards and diploma requirements are (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the RSU No. 5's website. A detailed guide to graduation standards, academic expectations, and diploma requirements will be disseminated to all incoming ninth-grade students prior to the time for course selection. This policy will also be referenced in each edition of the high school student handbook and on the RSU No. 5's website.

B. Diploma Requirements for the Graduating Classes of 2021-2025

For the transition years outlined below, all students must be engaged in educational experiences relating to the core content areas of English Language Arts, Mathematics, and Science and Technology in each year of their secondary schooling.

By the end of the 2024-2025 school year, students will also have engaged in educational experiences related to the other content areas of the Learning Results: Career and Educational Development;

World Languages; Visual and Performing Arts; and Health, Wellness and Physical Education. RSU No. 5 administration and staff will develop and apply a set of graduation standards and performance indicators that align with the content-area standards of the Maine Learning Results.

The standards of Career and Education Development may be embedded and addressed in other content-area learning experiences.

B1. All students will demonstrate that they have achieved proficiency in cross-curricular Guiding Principles of the Maine Learning Results.

The Guiding Principles state that each Maine student must leave school as:

1. A clear and effective communicator
2. A self-directed and lifelong learner
3. A creative and practical problem solver
4. A responsible and involved citizen
5. An integrative and informed thinker

RSU No. 5 administration and staff will develop and apply a set of graduation standards and performance indicators that align with the cross-curricular standards of the Guiding Principles of the Maine Learning Results.

B2. Phase in of content area diploma requirements from the 2020-2021 school year to the 2024-2025 school year:

1. Commencing with the Class of 2021, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the four content areas of:

    a. English Language Arts
    b. Mathematics
    c. Science and Technology*
    d. Social Studies

2. Commencing with the Class of 2022, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:

    a. English Language Arts
    b. Mathematics
    c. Science and Technology*
    d. Social Studies
    e. At least one additional content area of the student's choice

3. Commencing with the Class of 2023, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:

   a. English Language Arts
   b. Mathematics
   c. Science and Technology*
   d. Social Studies
   e. At least two additional content areas of the student's choice

4. Commencing with the Class of 2024, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:

   a. English Language Arts
   b. Mathematics
   c. Science and Technology*
   d. Social Studies
   e. At least three additional content areas of the student's choice

For a Career and Technology Education (CTE) students in the graduating Class of 2024 and all graduating classes thereafter, the student must demonstrate proficiency in meeting state standards in the content areas of English language arts, mathematics, social studies and at least 3 additional content areas of the student's choosing and satisfactorily complete their CTE program plus the guiding principles. E.g. May receive a state license or national certification. (Chapter 207 §4722-A. Proficiency-Based Standards and Transcripts)

5. Commencing with the Class of 2025 and all graduating classes** thereafter, in order to receive a high school diploma, students must demonstrate proficiency in meeting state standards in the content areas of:

   a. English Language Arts
   b. Mathematics
   c. Science and Technology*
   d. Social Studies
   e. Health, Wellness and Physical Education
   f. Visual and Performing Arts
   g. World Languages
   h. Career and Education Development

*Career and Technical Education (CTE) students must show proficiency in their individual industry standards and satisfactorily complete their CTE program plus the guiding principles.

C. Multiple Pathways

RSU No. 5's high school educational program is designed to enable students to satisfy graduation requirements in four years through a sequence of courses, learning experiences or integrated equivalents providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

Students will participate in a series of courses and/or learning experiences through which they will demonstrate proficiency in each of the following areas:

1. Engage in courses and/or learning experiences in the content areas of English Language Arts, Mathematics, and Science and Technology in each year of their high school program.

2. Engage in at least three and a half courses and/or learning experiences in the content area of Social Studies during their high school program.

3. Engage in at least one course and/or learning experience in the content area of Visual and Performing Arts during their high school program.

4. Engage in at least one course and/or learning experience in the content area of World Languages during their high school program.

5. Engage in at least one course and/or learning experience of Health and two courses of Physical Education during their high school program.

6. Engage in courses that integrate the Guiding Principles into other content areas of the Maine Learning Results.

7. Engage in learning experiences that address the Career and Education Development standards.

Students must be enrolled in the equivalent of at least 6 full year courses in each of their high school years or learning experiences defined through a Personal Learning Plan, (PLP) approved by both the high school guidance department and administration.

Examples of other pathways may include:
Early college/dual enrollment courses
Career and technical education programming
Online/virtual learning
Apprenticeships, internships and/or field work
Community service
Exchange programs
Independent study

Alternative education/"At Risk" programming
Adult education

Each pathway must provide a quality learning experience comparable in rigor to the school unit's own course offerings.

In order to pursue one or more of the multiple/alternative pathways, a student must have a Personal Learning Plan detailing how the pathway will provide exposure to the content standards and Guiding Principles of the Learning Results and how the student will demonstrate proficiency in meeting the Guiding Principles as well as the content area standards. The Personal Learning Plan must be approved by the guidance counselor and/or other qualified faculty member/s, and the principal.

Middle School students demonstrating proficiency on RSU No. 5 high school level performance indicators and standards as measured by RSU No. 5 scoring criteria and assessments or through a program approved by the high school administration will be credited those standards and experiences toward graduation.

D. Early Awarding of Diplomas (all classes)

A Freeport High School student who fulfills all course experience requirements and demonstrates proficiency in all required areas as approved by the guidance counselor and/or other qualified faculty member/s and the principal may be awarded a high school diploma, as determined by the principal. The superintendent will ultimately determine whether a diploma will be awarded.

E. Transfer Students (all classes)

For students who transfer to Freeport High School from another state, country, school program, or home-schooling situation, including educational programs that are not aligned with Freeport High School's cross-curricular and content-area graduation standards, the school counselor and principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Freeport High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the principal. The superintendent will ultimately determine whether these students are eligible to receive a diploma.

F. Home-Schooled Students (all classes)

For home-schooled students wishing to receive a diploma from Freeport High School, the principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met Freeport High School's graduation requirements. After enrolling in Freeport High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the principal.

G. Students Receiving Special-Education Services (all classes)

A student with a disability, as identified in 20-A MRSA §7001(1-B), who achieves proficiency as required in 20-A MRSA §4722-A(1), may meet the requirements and become eligible for a diploma by demonstrating proficiency in state standards established in the system of Learning Results

through performance tasks and accommodations that maintain the integrity of the standards as specified in the student's Individualized Education Program (IEP) by the student's IEP team pursuant to the requirements of Chapter 301.

H. Delayed Awarding of Diplomas (all classes)
A student who leaves Freeport High School to attend an accredited, degree-granting institution of higher education, the student may, upon satisfactory completion of the freshman year, be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

I. Extended Study (all classes)
Students are eligible for extended years of study to complete the graduation requirements if they have not reached the age of 20. Students eligible for extended years of study may be referred to adult education or other programs and resources.

J. Participation in Graduation Ceremony (all classes)
A student must complete all School Board requirements for a high school diploma in order to participate in graduation exercises.

K. Honor and Awards at Graduation
Student academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include three Honor Bands, which will identify those graduating seniors who at the end of the 7th semester have a Grade Point Average of:

Summa Cum Laude (with highest honors): a minimum GPA of 3.75
Magna Cum Laude (with great honors): a minimum GPA of 3.50
Cum Laude (with honors): a minimum GPA of 3.25

Legal Reference: 20-A MRSA § 4502(8), 4722, 6209
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Adopted: February 24, 2010
Revised: December 14, 2011
Revised: June 11, 2014
Revised: January 13, 2016
Revised: June 14, 2017

PUBLIC INFORMATION PROGRAM

Public support for the schools depends upon informed public opinion. The RSU No. 5 School Department will strive to maintain effective communications with the public in order to convey accurate information about the goals, programs, needs, and accomplishments of the schools and to provide ways for citizens to express their opinions and expectations.

The Superintendent, with input from the Board's Communications Subcommittee, shall be responsible for establishing and maintaining a public communications program that will provide for the dissemination of school unit reports and plans, information concerning student achievement, relevant statistics, noteworthy facts, issues affecting education, use of school facilities, news of the schools, school events, and student and staff accomplishments.

The Board encourages the Superintendent and school unit employees to whom communication responsibilities have been delegated to use a variety of methods for providing information to the public, such as the school system's website, letters, newsletters, publications, news releases, news media coverage of Board meetings and school-related events, meetings, and personal contacts.

All communications with the public shall appropriately respect the confidentiality of students and staff.

The building principal and/or program directors will be responsible for program and other routine school announcements to parents and students. The Superintendent shall be responsible for establishing guidelines for communications with the media and to the public. Such guidelines shall address confidentiality as well as authority to approve and/or release communications, content, and contact with media representatives.

Community opinion may be solicited through parent organizations, parent-teacher conferences, open houses, forums, and other events or activities that bring staff and parents or other community members together. The Board and/or Superintendent may develop and disseminate surveys and questionnaires to obtain information and to allow parents and citizens served by the school unit to express their opinions.

Legal Reference: 20 USC §§ 6311, 6314-6316, 6319
Ch. 125 § 4.04 (Me. Dept. of Ed. Rule)

Cross Reference: AEC – Accomplishment Reporting to the Public
JRA – Student Educational Records
KDD – Media Relations

Adopted: August 25, 2010
Reviewed: April 24, 2013

PUBLIC CONCERNS AND COMPLAINTS

Parents, students or other citizens with complaints or concerns regarding any aspect of RSU No. 5 School Department or an employee thereof shall be encouraged to seek a resolution at the lowest possible level. The only exceptions are complaints that concern Board actions or operations. Such complaints should be addressed to the Board Chair and/or Superintendent.

If the complaint cannot be resolved at the lowest level, the person initiating the complaint may appeal the decision to the next level.

If the complaint cannot be resolved at any lower level, it may be appealed to the Superintendent. If the complaint remains unresolved at the Superintendent's level, the person making the complaint may request that the matter be placed on the agenda of the next regular Board meeting. The Superintendent/Board Chair shall determine whether the complaint should be placed on the agenda.

At all levels of the complaint process, school employees are required to inform the person making the complaint of his/her right to appeal the decision to the next level.

This policy shall not be utilized by employees for matters or grievances relating to any term or condition of their employment. Such matters shall be addressed through established channels for grievances.

Cross Reference: BEDB – Agenda Preparation and Dissemination

Adopted: August 25, 2010
Reviewed: April 24, 2013

COMPLAINTS ABOUT SCHOOL PERSONNEL

This policy is intended (1) to create climate in the schools whereby persons are encouraged to bring complaints to the attention of school official for resolution, and (2) to explain the responsibilities of school officials in handling complaints. The Board of Directors believes that constructive criticism, when it is motivated by a sincere desire to improve the quality of our educational programs, assists school personnel to perform their responsibilities more effectively. At the same time, the school board places trust in its employees and desires to support their actions in such a manner that employees not be subjected to unnecessary, spiteful, or frivolous complaints.

Complaints will be referred to the proper school decision maker for resolution at the lowest possible level. Generally, the first step will be to discuss the matter directly with the employee against whom the complaint is registered. If this is clearly inappropriate because of the nature or severity of the complaint, the person making the complaint may request a conference with the principal/immediate supervisor to discuss the complaint. The principal/immediate supervisor or his/her designee will look into the complaint and communicate with the person making the complaint. Privacy rights of all parties to the complaint will be respected.

If a complaint cannot be resolved at a lower level, it may be presented to the Superintendent. The person requesting the Superintendent's review must submit the complaint in writing, setting forth the specific facts on which the complaint is based and attaching all documents in support of the complaint. The Superintendent will provide a copy of the written complaint to the person against whom the complaint is made.

If a complaint remains unresolved at the Superintendent's level, the person making the complaint may request that the matter be placed on the Board's agenda. The Board Chairperson will decide whether the complaint will be placed on a Board agenda. If a complaint is placed on an agenda, the superintendent will invite the complainant and the person against whom the complaint is made to attend the meeting and will provide the school board members with a copy of the complaint and supporting documents.

The Board will determine the procedural rules for any meeting to hear a complaint. Any such meeting will be held in executive session. Only if the Board elects to record the meeting will any recording of the meeting be permitted. If a group submits a complaint that is placed on the school board agenda, a delegation of no more than two individuals must be designated to represent the group and to present the complaint to the Board.

This complaint policy may not be used by employees for employment matters. Such matters need to be processed through the appropriate grievance procedure, if any.

Cross Reference: BEDH – Public Participation at Board of Directors Meetings

Adopted: May 25, 2011
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STUDENT TEACHING AND INTERNSHIPS

The Board of Directors, recognizing both its responsibility to improve the quality of teacher training and the contribution that student teachers and interns can make to the school system, encourages the administration to cooperate with teacher-preparation institutions in the placement of student teachers in the public schools.

The importance of the teacher-preparation function to the future of education and the need to assure a high quality of performance in our schools demands that student teachers be placed only with the best teachers. Therefore, teachers allowed to accept the added responsibility of training student teachers must be superior. Because they continue their primary responsibility—the education of the children in their charge—their commitment is doubled. These teachers must have demonstrated to their Principals a capacity and willingness to meet these additional demands. No teacher shall be requested to act as supervisory teacher more than twice in any school year when other qualified supervisory teachers are available.

Further recognizing the special skills and expertise of the teacher-preparation institution and its staff, the Board authorizes the administration to honor the reasonable rules, regulations and training guidelines of the sending institution.

In all arrangements made with preparation institutions, the school system shall be given the privilege of interviewing and accepting or rejecting individual candidates for student teaching and internships.

The school administration shall devise procedures for evaluating the performance of student teachers and interns, which meet with requirements of the sending institution and aligned with the Board's policies.

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