

My child attends: (check one box)	A1. The school offers a challenging, rigorous curriculum.	A2. The school is focused on academic achievement, setting high expectations for students.	A3. The academic program includes a wide selection of course offerings.	A4. Teachers meet my child's needs by including a variety of teaching strategies and activities.	A5. Teachers assign high-quality homework that supports learning.	B1. The academic needs of my child are recognized by staff.	B2. My child receives additional help as needed.	B3. My child receives additional challenges as needed.	B4. Support staff, including educational technicians and literacy and math strategists, help meet the needs of students.	B5. My child's emotional needs are understood and properly addressed.	B6. (For parents of students receiving Special Education services only) Special Education services meet the needs of my child.
<b>MSS</b>											
1 Strongly Agree	36 43%	38 45%	33 47%	46 53%	22 35%	49 57%	46 58%	30 39%	49 65%	44 52%	13
2 Somewhat Agree	30 36%	30 35%	19 27%	30 35%	15 24%	24 28%	17 22%	17 22%	19 25%	24 29%	2
3 Neutral	13 15%	10 12%	12 17%	4 5%	13 21%	2 2%	13 16%	20 26%	6 8%	5 6%	0
4 Somewhat Disagree	2 2%	4 5%	4 6%	5 6%	9 15%	9 10%	3 4%	9 12%	1 1%	5 6%	1
5 Strongly Disagree	3 4%	3 4%	2 3%	1 1%	3 5%	2 2%	0 0%	1 1%	0 0%	6 7%	0
<b>Total</b>	<b>84 100%</b>	<b>85 100%</b>	<b>70 100%</b>	<b>86 100%</b>	<b>62 100%</b>	<b>86 100%</b>	<b>79 100%</b>	<b>77 100%</b>	<b>75 100%</b>	<b>84 100%</b>	<b>16</b>
<b>Strongly Agree/Somewhat Agree no N/A's</b>	<b>66 79%</b>	<b>68 80%</b>	<b>52 74%</b>	<b>76 88%</b>	<b>37 60%</b>	<b>73 85%</b>	<b>63 80%</b>	<b>47 61%</b>	<b>68 91%</b>	<b>68 81%</b>	<b>15</b>
<b>Somewhat Disagree/Strongly Disagree no N/A's</b>	<b>5 6%</b>	<b>7 8%</b>	<b>6 9%</b>	<b>6 7%</b>	<b>12 19%</b>	<b>11 13%</b>	<b>3 4%</b>	<b>10 13%</b>	<b>1 1%</b>	<b>11 13%</b>	<b>1</b>

My child attends: (check one box)	B7. (For parents of students receiving Gifted and Talented services only) GT program meets the needs of my child.	B8. The school provides excellent support services (guidance, tutoring, mentoring, college planning, etc.).	B8. My child learns life skills such as managing time, prioritizing, meeting deadlines, responsibility, and communicating clearly.	C1. The school offers a broad range of co-curricular activities (drama, etc.).	C2. Students have access to a wide selection of sports through the school's athletic program.	D1. The atmosphere at school is positive and conducive to learning.	D2. The school encourages students to show respect for each other.	D3. Adults who work in the school treat students with respect.	D4. Teachers have built strong relationships with my child.	D5. I feel welcome at my child's school.	D6. Parents have opportunities to participate in school activities.											
<b>MSS</b>																						
1 Strongly Agree	81%	3	100%	41	52%	28	35%	21	30%	14	23%	56	66%	61	72%	56	65%	57	67%	52	60%	35
2 Somewhat Agree	13%	0	0%	21	27%	27	33%	20	29%	20	33%	18	21%	17	20%	17	20%	19	22%	18	21%	19
3 Neutral	0%	0	0%	8	10%	15	19%	14	20%	15	25%	3	4%	2	2%	9	10%	4	5%	8	9%	21
4 Somewhat Disagree	6%	0	0%	6	8%	8	10%	9	13%	7	12%	5	6%	2	2%	3	3%	4	5%	2	2%	6
5 Strongly Disagree	0%	0	0%	3	4%	3	4%	5	7%	4	7%	3	4%	3	4%	1	1%	1	1%	6	7%	4
<b>Total</b>	<b>100%</b>	<b>3</b>	<b>100%</b>	<b>79</b>	<b>100%</b>	<b>81</b>	<b>100%</b>	<b>69</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>85</b>
<b>Strongly Agree/Somewhat Agree no N/A's</b>	<b>94%</b>	<b>3</b>	<b>100%</b>	<b>62</b>	<b>78%</b>	<b>55</b>	<b>68%</b>	<b>41</b>	<b>59%</b>	<b>34</b>	<b>57%</b>	<b>74</b>	<b>87%</b>	<b>78</b>	<b>92%</b>	<b>73</b>	<b>85%</b>	<b>76</b>	<b>89%</b>	<b>70</b>	<b>81%</b>	<b>54</b>
<b>Somewhat Disagree/Strongly Disagree no N/A's</b>	<b>6%</b>	<b>0</b>	<b>0%</b>	<b>9</b>	<b>11%</b>	<b>11</b>	<b>14%</b>	<b>14</b>	<b>20%</b>	<b>11</b>	<b>18%</b>	<b>8</b>	<b>9%</b>	<b>5</b>	<b>6%</b>	<b>4</b>	<b>5%</b>	<b>5</b>	<b>6%</b>	<b>8</b>	<b>9%</b>	<b>10</b>

My child attends: (check one box)	E1. Staff handles discipline fairly, consistently, and effectively.	E2. School staff have a positive impact on students' behavior.	E3. Staff proactively educates students about the impact and prevention of bullying.	E4. Teachers manage classroom behavior effectively.	E5. Behavior expectations are made clear to students.	E6. The school tells me about behavior expectations for my child.	F1. The school is safe and orderly.	F2. The school is clean and well-maintained.	F3. The school reflects the pride taken in educating our students.	F4. The school provides quality teaching/learning materials and technology equipment.											
<b>MSS</b>																					
<b>1 Strongly Agree</b>	41%	39	49%	49	58%	36	42%	42	49%	51	59%	43	51%	59	69%	53	62%	54	64%	49	58%
<b>2 Somewhat Agree</b>	22%	20	25%	21	25%	22	26%	24	28%	26	30%	27	32%	20	23%	22	26%	20	24%	20	24%
<b>3 Neutral</b>	25%	13	16%	8	9%	16	19%	13	15%	6	7%	4	5%	6	7%	7	8%	10	12%	11	13%
<b>4 Somewhat Disagree</b>	7%	2	3%	5	6%	6	7%	3	3%	2	2%	6	7%	1	1%	2	2%	1	1%	4	5%
<b>5 Strongly Disagree</b>	5%	5	6%	2	2%	5	6%	4	5%	1	1%	4	5%	0	0%	1	1%	0	0%	1	1%
<b>Total</b>	100%	79	100%	85	100%	85	100%	86	100%	86	100%	84	100%	86	100%	85	100%	85	100%	85	100%
<b>Strongly Agree/Somewhat Agree no N/A's</b>	64%	59	75%	70	82%	58	68%	66	77%	77	90%	70	83%	79	92%	75	88%	74	87%	69	81%
<b>Somewhat Disagree/Strongly Disagree no N/A's</b>	12%	7	9%	7	8%	11	13%	7	8%	3	3%	10	12%	1	1%	3	4%	1	1%	5	6%

My child attends: (check one box)	G1. Administrators and teachers communicate with parents/guardians effectively.	G2. I have opportunities to share my views about the school.	G3. Teachers and administrators are responsive to my concerns and suggestions.	G4. I feel comfortable talking with my child's teacher(s).	G5. Teachers respect agreements and decisions reached at parent teacher meetings, and follow-up on those suggestions.	G6. Teachers help me understand how my child's work is evaluated.	G7. When reporting about my child's progress, teachers use language I can understand.	G8. The school helps me understand how to best support my child's learning at home.
<b>MSS</b>								
<b>1 Strongly Agree</b>	48 56%	34 40%	46 55%	63 74%	45 58%	40 47%	61 72%	36 42%
<b>2 Somewhat Agree</b>	23 27%	26 31%	16 19%	14 16%	17 22%	28 33%	18 21%	33 39%
<b>3 Neutral</b>	4 5%	13 15%	8 10%	4 5%	8 10%	10 12%	5 6%	11 13%
<b>4 Somewhat Disagree</b>	8 9%	6 7%	9 11%	3 4%	5 6%	5 6%	1 1%	5 6%
<b>5 Strongly Disagree</b>	3 3%	6 7%	4 5%	1 1%	2 3%	2 2%	0 0%	0 0%
<b>Total</b>	86 100%	85 100%	83 100%	85 100%	77 100%	85 100%	85 100%	85 100%
<b>Strongly Agree/Somewhat Agree no N/A's</b>	71 83%	60 71%	62 75%	77 91%	62 81%	68 80%	79 93%	69 81%
<b>Somewhat Disagree/Strongly Disagree no N/A's</b>	11 13%	12 14%	13 16%	4 5%	7 9%	7 8%	1 1%	5 6%

<b>Morse Street School - Comments</b>
<b>Please share with us your suggestions for improving our schools:</b>
<b>teach impacts of bullying</b>
I think the schools have great potential and want to do a great job. I believe the fatigue of 2 years of covid though has taken its toll. We were very satisfied with the schools prior to Covid and love/enjoy all of the staff there. Due to the new demands and stress though, kids are not getting as much support and intervention when needed. We are just trying to survive instead of working to excel and we see the changes and lack of progress in our own children. Its not just falling behind academically, we do best to support at home, its more falling way behind emotionally.
Teach typical students more about different disabilities their peers may have.
More student activities (student of the month, celebrations of special days etc)
The covid policy that shifted at the end of the year and allowed children to come to school with positive family members at home is unacceptable. all of those children while may not having tested positive at the same time as their families, tested positive at some points soon after. That left all of the other children in the school at a higher risk. If parents have covid, why are they allowed to send their kids to school? makes no sense to me and should be changed immediately
Communicate more transparently about discipline and adapt to more appropriate and research based curriculums. Get rid of time out for ALL students, not just mine. Access other fields of study to understand appropriate child development and expectations. Train teachers in child mental health. Get creative in outdoor learning, increased play and recess and social time to meet the needs of students living in a pandemic managing a varying amount of stress.
Pick up and drop off is a mess many days.
I would appreciate more data around reading and RTI progress.
More time outside, improvements to building, more art, music and culture
The curriculum in RSU 5 is extremely watered down and doesn't expect much out of the students. They are not learning on the same level as their peers in other districts. The curriculum doesn't challenge the students to do better, it actually encourages them to do the bare minimum. For example, my 2nd grader is never corrected on her spelling. How is she supposed to learn how to spell if she never has tests or is never even corrected?
Making the curriculum more challenging and offering more homework for students that would like more of a challenge.
The children that need more help should be helped in receiving it opposed to the parents being told that there are kids in worse positions and it essentially is what it is.
Covid has played a part in this and maybe some after school or summer programs could be made to help kids get more attention and work in their skills.
Anytime I didn't say strongly agree- I just didn't have a concrete example of this, but still felt positively about the answer. I would love to know more about what's next- my child is learning x content now, but will he be working on in the next grade. Not sure how this information of progression could be made known, but could be helpful in supporting my son at home.
We should not be teaching our children how and what to think. The school has shifted its culture to focus more on social emotional learning and diversity, equity, inclusion. The school should be focused on teaching basic fundamental math, reading spelling etc. Parents are responsible for teaching students core values, not the teachers and administrators in the school. It is not appropriate for them to be pushing their own personal political ideologies onto these young children. Why are teachers in pre-k reading books like Heather has Two Mommies and King and King, totally inappropriate for that age group.
Furthermore, it has become clear that the school does not care about our childrens health and well being or basic science (masking, gender, etc). The school cares only about receiving money from the government and brainwashing our children with progressive "theories"
To the extent possible in times of Covid-19 ...
1. At all grade levels, when the students learn about another country/culture, invite, if possible, people in our community from that country/culture to come and interact with the students.
2. Long before the senior year in high school, invite people from many different occupations to come and talk to students, including builders, plumbers, electricians, architects, doctors, lawyers, chefs, mathematicians, historians, journalists, writers, musicians, artists, poets, etc. from different backgrounds.
The caliber of teaching is inconsistent among grades. Some are very welcoming, positive and communicative while other years that is not the case. After school sports offerings should be an option.
I am disappointed with the use of ipads in the classroom. I hope it is widely understood by the teachers that screen time is highly correlated with the current mental health crisis among youth in the US. I would really like to learn more about why ipads are needed in the classroom. I would prefer that they be used minimally. For example, my student reports that they play math games on the ipad. It seems like there are many other ways to play math games with elementary school students using real objects, paper, and pencil. Relatedly, I would love to see the students being taught more about healthy habits for life, including but not limited to: healthy conflict resolution, practicing communication skills when conflict arises, healthy practices of movement for the body that students can learn to do when they feel big feelings in their bodies (connecting emotions to an action they can take to self-soothe, supporting understanding of own emotions), more education around how to be healthy with computers, ipads, phones, and TVs. Also, I would love for the children to be outside more often. It seems like there could be more opportunities for them to go outside with their classes, not just recess and PE. For many students, this is the only outside time they may have all week. Are they being taught about how healthy it is to be outside? Are they being taught anything about trees, animals, the ocean, how to grow things, etc.? These are skills they are going to need just as much—if not more than—how to turn on the ipad.

The only question I answered negatively is in regards to the facilities. My children attend MSS, I attended MSS as a student. The building has had few changes and upgrades. The exterior and interior of the building needs to be updated. This includes little updates like having more appealing signage; paint colors other than white also go a long way. I believe the office needs to be redesigned to allow for front office staff to welcome visitors in-person versus first speaking with them through the intercom. As a taxpayer I would be more than happy to vote for a budget that included these and other upgrades

Smaller class sizes please!

Please stop making children spend their day in booger and spit filled masks. Forcing children to sit apart and wear masks all day is creating frustration, sadness, and anxiety in our children. I'm curious if the teachers sit 6 feet apart in the teachers lounge?

It would be good for teachers and administrators to get training on how to speak with children about race/equity when situations arise at school. It's one thing to be able to teach a subject about Martin Luther King Jr. (for example); it's another thing to be able to handle the classroom discussions/comments that happen afterward especially with children of color in the classroom. It would also be wonderful to start foreign language in Kindergarten or 1st grade, especially Spanish which is the second most spoken language in the US. The US is probably one of the only countries not offering this at young ages, hence many people in the US cannot speak a second language. We start this with children much too late.

Is there a GT program at MSS? Or is the survey the same for all the schools? I would like to see more curriculum expansion based on different cultures, Maine's native history, more books representing diverse families (gender, sexuality - gay couples, race, language). Yes, it's getting better. We aren't there, yet.

More Parent participation. I know this is due to Covid.

I have no idea how to effectively manage a classroom. My child often feels like she is punished because others are misbehaving. Don't know what the remedy is for that but wanted to share.

Continue to support our school community (teachers, staff, administrators, children, and parents) during these difficult times.

I cannot think of anything!

Take off the masks

Would be nice if the younger kids had some extra academic challenges if they are doing well. I feel like the teachers are overwhelmed by kids in each class w behavioral issues that detracts from the other kids' learning. My daughter says her teacher is too busy ~~dealing~~ w a boy who misbehaves all the time and so the teacher can't teach them very much. These students should perhaps be pulled out more or else have a 1:1 so the other kids can keep learning. I am sure staffing is limited w covid etc. everyone is very nice and positive though!

Not many opportunities for parents to volunteer right now (I suspect related to Covid)

None

It has become apparent that the school curriculum has so heavily shifted its focus on social and emotional learning alone that there is a regression in some of our children's fundamental growth. Teachers should not be teaching our children what to think but rather fostering an atmosphere that teaches them how to think for themselves while providing fundamental math, reading, spelling education. Parents are responsible for teaching their children core values that reflect their own family culture and lifestyle while also encouraging the child to critically think for themselves. It is not appropriate for teachers to be pushing their own personal or political ideologies onto these young children. Masking is a perfect example - if a teacher is fearful for his/her life due to COVID and believes that masking their face is right for them, fine. But that fear should not be imposed on our children. Too often my children and their friends report being yelled at for not wearing masks appropriately when there are clear scientific studies that show masks do more harm than good on learning and development - which is where our teachers and administrators should focus improvements. If you really want to support our children, you'll stop taking federal funding dollars for masks mandates and you'll stand up for our children's health and well being!

Transparency is key to maintaining and building trust between parents, teachers, and administrators, especially when it comes to Covid.

It would be great for the elementary students to have access to foreign language instruction as a Special or part of weekly instruction. Other school districts in Maine offer this opportunity to young children.

The Morse Street playground is wonderful, and interior, when we have been let in is well maintained. However, the outside front of the school looks tired.

New universal masking until little kids are vaccinated

Take control the students in their breaks

I don't think first graders should have homework.

It is "optional" but I don't want them to think in the future they can not do it. I'm not sure it adds to their learning. They should be playing outside and working on their social interactions at this stage. It has led to frustration in my house and stress.

The State of Maine approach to starting G&T programming in 3rd grade creates a gap for children identified as gifted, who are found ineligible for IEP-governed supports and services due to average to above average testing. RSU5 could divert from the state standard and focus on early intervention to support children in PreK-2nd grade more proactively. Specifically, the gap for gifted or twice exceptional kids in PreK-2 without IEPs puts a lot on the classroom teachers (and specialists, guidance counselors, and other staff) - my challenge is to put in place a programmatic approach to guide the teachers and support these kids proactively, even if without formal G&T teaching.

I would love to hear about more conversations around diversity, different cultures/religions, and indigenous people.

Increase teachers pay

More communication with parents and kids about bullying.

Improved leadership at the top. Closer and safer parking. Investment in the physical building.

Keep parents more involved and help my child with bullying, and if she is the bully i need to know these things as well. also listen to medical guidance given to the school from drs.

**Please share with us one or more things we are doing well:**

The staff are great and we appreciate the work they do to keep the kids in school. We know they love and care about our children.

The school is a warm welcoming environment for my children. The Pre-K program offered is exceptional and has been a wonderful start for both of my children. The communication offered by the Pre-K teacher is excellent.

I love the staff! Very communicative and kind.

Teacher updates about happenings in the classroom

Your Special ed techs are great and do a great job communicating with parents.

Classroom teacher and principal are responsive and attentive to hearing parent concerns and making changes necessary for my daughter, even if we don't align in our views.

Classroom size is small and i think that's her. Huge in my daughters ability to make social connections and transition to k.

You are all a joy to work with through this pandemic! I feel my child is safe and cared for.

Teachers are amazing, the best!

Overall, very kind, motivated, and supportive staff. We've been really happy with the schools so far.

Outside time whenever possible, exposure to variety of toys/concepts/learning tools

Everything. I'm beyond pleased with the school our son attends and the support he receives. Staff have been amazing and he's learning so much and having so much fun. All the time, effort, and love are so appreciated.

Since our children are at Morse Street, the following pertains to Morse Street School.

1. The Home Links sent home with the students reinforce the learning at school, inform the parents what they are learning at school, and involves the parents in their children's learning.
2. Sending the parents the children's periodic Mathematics Assessments results. These are very helpful.
3. Parent-Teacher conferences. We have found these to be good opportunities to discuss a wide context and general directions, and to get to know the teachers. We hope they help the teachers to get to know the parents also, so that communications about the children have a social context.

The teachers and staff are doing an amazing job during another challenging year! The fact that our student is happy to go to school and loves his teacher and classmates is really amazing. I think you are all doing a wonderful job of maintaining an atmosphere of fun and support.

The staff at MSS are doing so many things well! My children have had caring and compassionate teachers, from general education to SPED. My child has had Lynn Meader as her SPED teacher all three years. Ms. Meader is knowledgeable, caring, and very approachable. The consistency of having the same teacher for three years also makes a positive impact. Students also have access to LCSW through gen Ed which I find to be amazing. Not all schools have this service for general education students. This is something that should stay in place if not expanded to include OT at part of the MTSS (pre referral to SPED) services. I hope that staff know how appreciative I am for the work they are doing. This includes everyone from administration, to custodians for maintaining an old facility, JA teachers, Ed techs, front office staff (who are so welcoming) nurses, and anyone else I forgot. Thank you for the work you are doing!

We feel supported as parents and our child feels supported at school. Would like to give kuddos to the counseling staff that helped with our child's transition to Freeport schools and helped with friendship building and social/emotional learning. Also, when our child needed extra help with reading or math, support was implemented immediately and also with materials to encourage after school learning at home.

My kids have always felt safe at MSS and they look forward to coming to school each day! That is the BEST thing you can do at this age.

Weekly emails and monthly newsletters!

Love Morse Street School. it has been a huge blessing in our lives.

It has been a challenging couple of years and we have been so impressed with how resilient, caring, and supportive everyone has been. Thank you for your dedication to our children.

Mrs Merrill is a wonderful first grade teacher! She is easy to communicate with and truly cares about her students. My child is very lucky to have her!

I find all the teachers & staff extremely helpful and approachable. I am welcome any time at school and know my family is supported.

My pre-K child loves her teachers and looks forward to going to school each day!

I could not imagine my son going to any other school. From day one we have felt included, welcomed and valued. The communication is great all around!

Pretending masks protect anyone.

Positive. Love Michelle Bosse!

I really appreciate the daily updates sent home by my daughter's teacher, Ms Stephan
Strong communication from the school, district and Mrs Brookings/Mrs Drew. Our child's teachers are amazing!
Parent pick is very efficient and I appreciate that very much!
Hard to evaluate considering all the issues I see
We LOVE Morse Street School and think it's a wonderful, special place to learn!
The teachers and administration at Morse Street School are doing a great job and communicate what is happening in the classroom and school effectively. My child loves going to school!
Emotional support
You are Teaching well
RSU5 has gone above and beyond to make students and families feel supported and cared for over the last couple of years. I hope the connections and involvement with local entities (i.e. wolfs neck farm) continues into the future.
Very hard year for teachers abs admin and school nurses! Good job! Keep up the good work we appreciate you and realize this year has been super challenging!
Communication.
Positive environment in pre ki
Your communication has been outstanding this year in particular, and your availability to caregivers of your students across parent/teacher conferences, emails, hosted Q&A sessions, involvement in the PTO, and in many other ways is truly exemplary. You took a proactive, respectful and responsible approach to the pandemic, ensuring teachers and staff have what they need to stay safe and keep their environments as safe as possible. Thank you!
My son LOVES his teacher, learns a ton, and is super happy to run into school every day :)
Expressing the joy of being young and in community.
The special need teacher Mrs. Murphy and all of my child's teachers are the absolute best. Keep up the great work. This also includes the principal Emily Grimm even if we don't see eye to eye on all issues.
Great
Clear communication from principal and teachers.
Good communication by teachers.