REGIONAL SCHOOL UNIT NO. 57 Office of the Superintendent Waterboro, Maine 04087

PR-Technology Committee Minutes

November 19, 2018

CENTRAL OFFICE

Committee Members:

David Allen Anastasia Ferguson Judith Vasalle Jodi Laine

Jennifer Mayo

Others Present:

Barbara Gauvin Kevin Perkins

Amanda Dube Cathy Poulin

AGENDA:

A. Call to Order

Meeting was called to order at 6:05 p.m.

B. Declaration of Quorum

A quorum was established with 5 members present.

C. Adjustments to the Agenda

None.

D. Approval of Minutes from October 15, 2018

The minutes were approved as written.

E. Old Business

None.

F. New Business

- 1. Brightbytes Survey Update Moved to February 2019.
- 2. Synergy Elementary Report
 Kevin Perkins presented the new elementary report cards that are being
 put into place (attached).
- 3. Say Something/Sandy Hook Promise Update
 Sandy Hook Promise suggested that we move the roll out to after the
 holiday break. The date that had been scheduled in December only left a

week before winter break. Their suggestion is to postpone so that school is in session for a good period of time so that if a significant report is made, school personnel will be available to help address the issue. They feel that it is important for the level of adult support be high in the initial stages.

- 4. Discuss Advertising in Schools (KHB)

 The job of the PR/Technology Committee is to present ideas to an ad hoc committee comprised of the PR/Tech and Policy Committees. The bullets below represent the themes and concepts discussed:
 - Can we sell adds during sporting events that would show on the score board during a season?
 - Concern that allowing some ads will open the door for others to join in.
 - Once you open the door, can you keep the door closed for companies that may not represent the values of the school department?
 - Can we keep it to businesses vs. politicians, etc.?
 - Who manages the rules after they are established?
 - Is this only for the high school? Other levels will want to participate, especially if it brings money in.
 - Would like to hear from the athletic department.
 - Does it apply to more than athletics?

G. Other

None.

H. Adjournment at 7:10 p.m.

December Agenda

December 17th at 6:00 p.m. in the Central Office Conference Room

- 1. Follow up report on K-8 report cards.
- 2. Follow up report on Say Something roll out.
- 3. Review Policy AEC "Reporting to Public"



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Grade 2

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dementary School	9 Schoolhouse Rd	yman, ME 04002	2018-2019

When reviewing your child's progress, please consider both the marks and comments are assessed on end-of-year standards within each subject. Some subjects have multiple and a subject of the progress of the marks are assessed on end-of-year standards within each subject. Grading OverviewGrading Overview on this report.

regarding progress toward end-of-year standards are communicated directly by your cl standard by the end of the school year. It is typical for the Trimester 1 (T1) and Trime reports to include marks of "E" and "D" as learners work toward end-of-year standard: This report is a snapshot of your child's progress to date. The expectation is for learne

Please contact your child's classroom teacher for greater details and information about progress.

[EP] See IEP Progress Report

K

en reviewing your child's progress, please consider both the marks and comments together. Learners	Absent Tardy	Absent	Tardy	Absent	Tardy	Absent		Tardy	
assessed on end-of-year standards within each subject. Some subjects have multiple standards shown						0.00		0.00	
his report.									
		I	Habits of Work	Work			T1	T2	T3
i report is a snapshot of your child's progress to date. The expectation is for learners to meet each dard by the end of the school year. It is typical for the Trimester 1 (T1) and Trimester 2 (T2) progress	SAFE BODY: Keeps body in control	oody in control					M		
orts to include marks of "E" and "D" as learners work toward end-of-year standards. Any concerns	SAFE CHOICES: Makes safe choices	kes safe choices	2				M		
פנות בל ליינים ביות יות יות לי לינת את את המתונים ביות ביות המתונים ביות ביות ביות המתונים ביות ביות המתונים ביות המתונים ביות ביות ביות ביות ביות ביות ביות ביות	SAFE SPACES: Maintains personal space	tains personal s	pace				M		
ise contact your child's classroom teacher for greater details and information about their individual	RESPECTFUL WORK: Works quietly when expected	C: Works quietl	y when expe	cted			M		
	RESPECTEII COLI ABORATION: Works productively with a partner	A BOR ATION:	Works prod	netively w	th a nartner		M		
T1 = Progress Report T2 = Progress Report T3 = Report Card	TEST FOLLOF COEF	ABOMALIOIN.	works prov	uciivciy w	ur a paruter		IMI		
	RESPECTFUL PLAY: Shares, plays, and cooperates with peers	Shares, plays,	and coopera	tes with pe	ers		Σ		
Key for Academic Performance Marks	RESPECTFUL SHARING: Raises hand before sharing, thinking, or answering a question	ING: Raises ha	nd before sh	aring, thin	king, or ansv	vering a question	Σ		
Meets/Proficient -The learner demonstrates an understanding of the concept and/or the ability to perform the skill as articulated in the standard.	RESPECTFUL SPEECH: Uses appropriate level voice	CH: Uses appro	priate level	voice			M		
Developing - The learner independently demonstrates an understanding of the initial concents or	RESPONSIBLE LISTENING: Listens to and follows direction	ENING: Listen	s to and foll	ows directi	ис		М		
	RESPONSIBLE MATERIALS USE: 1s responsible with school materials	ERIALS USE:	Is responsib	le with sch	ool materials		Ν		-
Emerging - The learner is progressing toward an understanding of the initial concepts or skills	RESPONSIBLE ORGANIZATION: Follows classroom routines	ANIZATION: I	Follows clas	sroom rout	ines		Σ		
needed to reach the standard.	RESPONSIBLE WITH TIME: Uses time effectively	HTIME: Uses t	ime effectiv	ely			Σ		
Not Evaluated at This Time - Standard was not graded during the grading period.	RESPONSIBLE WORK QUALITY: Completes quality work	K QUALITY:	Completes q	uality work			Z		
P See IEP Progress Report	E -	E - Emerging	Q	D - Developing	guing	M -Meets/Proficient	ficient		

									Reac	Reading Le	Level											
Grade		K					1	:			2			3			4	Ş			S	
Benchmark Level	A	B	၁	D	H	F	Ð	H	I	J	¥	L	M	z	0	ď	0	8	S	L	n	>
Student Level								×														

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English Language Arts and Literacy	TI	Tl English Language Arts and Literacy (continued)	Ξ
Conventions of Standard English	E	Knowledge of Language	ш
Mathematics	T1	T1 Mathematics (continued)	Т1
Reason with shapes and their attributes.			
Science	T.1	T1 Science (continued)	T1
Demonstrates understanding of science concepts and skills.	NE		
Social Studies	T1	T1 Social Studies (continued)	TI
Demonstrates understanding of social studies concepts and skills.	E		

I can comment.	
Trimester 2 Comments	
Trimester 3 Comments	
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Lyman Elementary School

39 Schoolhouse Rd Lyman, ME 04002 2018-2019



Grade 3

When reviewing your child's progress, please consider both the marks and comments together. Learners are assessed on end-of-year standards within each subject. Some subjects have multiple standards shown on the report. Grading OverviewGrading Overview

This report is a snapshot of your child's progress to date. The expectation is for learners to meet each standard by the end of the school year. It is typical for the Trimester 1 (T1) and Trimester 2 (T2) progress reports to include marks of "E" and "D" as learners work toward end-of-year standards. Any concerns regarding progress toward end-of-year standards are communicated directly by your child's teacher.

Please contact your child's classroom teacher for greater details and information about their individual progress.

	T1 = Progress Report T2 = Progress Report T3 = Report Card	RESPECTFUL
		PECPECTEIN
	Koy for Academic Derformance Works	NESPECIFUL
	They for exercising the first matter than the	RESPONSIBLE
	Exceeds - The learner demonstrates a thorough understanding of the concent or skill and extends	
4	beyond the requirements of the standard such as, applying knowledge to a new or unique situation.	RESPONSIBLI
,	Meets/Proficient - The learner demonstrates an understanding of the concept and/or the ability to	RESPONSIBLE
0	perform the skill as articulated in the standard.	RESPONSIBLE
r	Developing - The learner independently demonstrates an understanding of the initial concepts or	PECPONCIBLE
1	skills needed to reach the standard.	NEST CINSIBE
-	Emerging - The learner is progressing toward an understanding of the initial concepts or skills	RESPONSIBLE
-	needed to reach the standard.	RESPONSIBLE
X	${f X}$ Not Evaluated at This Time - Standard was not graded during the grading period.	RESPONSIBLE
IEP	IEP See IEP Progress Report	

	T1	I	T2	T3	3		Total		
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent		Tardy	
						0.00		0.00	
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			HADIES OF WOLK	WOFK			=	71	2
SAFE INT	SAFE INTERACTIONS: Interacts with peers in a safe manner	S: Interacts v	with peers in	a safe mann	ler		D		
SAFE PRC	SAFE PROPERTY: Interacts with school property in a safe manner	racts with so	chool proper	ty in a safe r	nanner		M		
SAFE SPA	CES: Interact	ts in a safe n	nanner in cor	mmon areas	of the schoo	SAFE SPACES: Interacts in a safe manner in common areas of the school (hall, cafe, etc.)	D		
RESPECTI	RESPECTFUL COLLABORATION: Collaborates with others	BORATION	I: Collaborat	es with othe	ſS		Q		
RESPECTI	RESPECTFUL INTERACTIONS: Exhibits self-control	ACTIONS: I	Exhibits self-	control			D		
RESPECTI	RESPECTFUL LISTENING: Listens attentively	IING: Listen	is attentively				D		
RESPECTI	RESPECTFUL SPEECH: Shows respect for ideas, feelings, and property of others	H: Shows res	spect for idea	s, feelings,	and property	of others	D		
RESPONS	RESPONSIBLE ORGANIZATION: Exhibits organizational skills	NIZATION:	Exhibits org	ganizational	skills		Q		
RESPONSI	RESPONSIBLE PARTICIPATION: Actively participates in class	CIPATION:	Actively par	ticipates in c	slass		Q		
RESPONSI	RESPONSIBLE PROBLEM SOLVING: Solves problems independently	LEM SOLVI	NG: Solves	problems in	dependently		Q		
RESPONSI	RESPONSIBLE REFLECTION: Reflects on work	CTION: Re	flects on wo	rk			Q		
RESPONSI	RESPONSIBLE TIME USE: Uses time constructively	USE: Uses ti	ime construc	tively			Q		
RESPONSI	RESPONSIBLE WITH ORAL DIRECTIONS: Listens to and follows oral directions	ORAL DIRI	ECTIONS: L	istens to and	d follows ora	d directions	Q		
RESPONSI	RESPONSIBLE WITH WORK: Produces quality work	WORK: Pro	duces qualit	y work			Q		
RESPONSI	RESPONSIBLE WITH WRITTEN DIRECTIONS: Follows written directions	WRITTEN]	DIRECTION	S: Follows	written direc	tions	D		
	E	E - Emerging		D - Developing	oing	M -Meets/Proficient	ent		

DRA Reading Level				
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		Grade	BAS Level	Student Level

Priority Standards are shortened to fit the space. To view original standards, visit www.edupoint.org

Mathematics	T1	T1 Mathematics (continued)	TI
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	3		
Science	T1	T1 Science (continued)	T1
Demonstrates understanding of science concepts and skills.	IEP		
Social Studies	Т1	T1 Social Studies (continued)	Т1
Demonstrates understanding of social studies concepts and skills.	3		

Trimester 1 Comments
I can write any comment that I wish.
Trimester 2 Comments
Trimester 3 Comments
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ACCOUNTABILITY / REPORTING TO THE PUBLIC

The Board is conscious of its responsibility for making informed decisions which will impact student learning and school system operations. As an elected body, the Board recognizes it is accountable to the citizens of the school unit for its decisions and the educational achievement of its students. Basic accountability is the reporting of data concerning student achievement and, in general, the operations of the schools.

The Board directs the Superintendent to prepare appropriate reports which will provide the Board with the information it needs to make appropriate policy and planning decisions and to keep the public informed regarding the academic progress of its students, the effectiveness of school programs, and the needs of the school system. As practicable, the Superintendent may combine such reports into a single document and/or presentation or use multiple reporting processes, depending upon the nature of the information. Such reports shall be made available to the public.

The Superintendent shall also be responsible for gathering and submitting data to the Maine Department of Education (DOE) and other agencies as required by law and/or regulations and for preparing and disseminating reports to the Board and the public in compliance with applicable laws and/or regulations. Data collated by the State shall be incorporated into reports to the Board and/or public as mandated by law and/or regulations.

A. <u>District Annual Report</u>

Each year the Superintendent shall prepare and present to the Board an annual report addressing the activities of the school unit and his/her recommendation(s) for improving student learning and school system operations. The report shall be made available to the public as a means of informing parents and citizens of the school system's goals, plans, programs, and operations.

B. Comprehensive Plan Report

Each school unit must develop and implement a Comprehensive Education Plan which is aligned with Maine's system of Learning Results, focused on the learning of all students, and oriented to continuous improvement and includes the elements listed in Chapter 125, Section 4.02, of the Department of Education Rules. The Superintendent shall make an annual report to the Board and public on the school system's Comprehensive Education Plan and school improvement progress. The Board shall annually review and approve the Comprehensive Education Plan.

C. Local Assessment System

The Superintendent/designee, with the assistance of appropriate staff, will prepare for the Board's review and for dissemination to the public on an annual basis the results of the Local Assessment System. The purpose is to enable the Board and public to monitor

student progress in achieving the content standards of the system of Learning Results and to make informed decisions concerning the instructional program and allocation of resources.

D. <u>District Report Cards</u>

In compliance with federal law and regulations and to provide relevant information concerning the academic performance of the school system and of its individual schools, the Superintendent shall be responsible for annually collecting and submitting required data and for preparing and making available to schools, the parents of children in those schools, and the public a "district report card."

As required by federal law, district report cards shall contain the following information:

- 1. Aggregate data on student achievement at each proficiency level on state academic assessments and disaggregated data reflecting race, ethnicity, gender, disability, migrant status, English proficiency, and status as economically disadvantaged;
- 2. Comparison of these student groups regarding achievement levels on each of the State assessments;
- 3. Percentage of students not tested, disaggregated by student groups;
- 4. Most recent two-year trend data in achievement by subject area and grade level in areas where assessments are required;
- 5. Aggregate data on state indicators to determine Adequate Yearly Progress (AYP) and the number, percentage, and names of schools identified for improvement, including how long they have been so identified;
- 6. Graduation rates for secondary schools, disaggregated by student groups;
- 7. Information on the school unit's performance relevant to Adequate Yearly Progress and the number, percentage, and names of schools identified for improvement, including how long they have been so identified;
- 8. Professional qualifications of teachers and percentage of teachers with emergency or provisional qualification;
- 9. Percentage of classes not taught by highly qualified teachers, in the aggregate and disaggregated by high poverty and low poverty level schools; and
- 10. Comparison of the school unit's student achievements on state assessments and other indicators of Adequate Yearly Progress to students in the state as a whole.

As applied to data for individual schools, the district report card will include the following information:

- 1. The same information contained in the district report card;
- 2. Whether the school has been identified for school improvement; and
- 3. Information that shows how the school's students' achievement on the statewide academic assessments and other indicators of Adequate Yearly Progress compared to students in the school unit and the state as a whole.

E. Responsibilities Associated with District

The Superintendent/designee shall be responsible for:

- 1. Updating and submitting required information;
- 2. Providing district report cards to parents of students in the district's schools in an understandable and uniform format and, to the extent practicable, in a language the parents can understand; and
- 3. Making district and school report cards widely available through public means, such as distribution to the media, posting on the Internet, and distribution through public agencies.

F. Financial Reports

The Superintendent/designee shall provide to the Board and public quarterly reports concerning the financial condition of the school system.

G. Other Reports

The Board may request and the Superintendent/designee shall provide to the Board and/or public other reports related to school system goals and objectives, the instructional program, and operations of the schools.

Legal Reference:

20 U.S.C. § 6311 (No Child Left Behind Act)

20-A M.R.S.A. §§ 4502(1), (6)

Ch. 125, 127 (Maine Dept. of Ed. Rules)

Cross Reference:

ADF - School District Commitment to Learning Results

ILA – Student Assessment/Local Assessment System

KD - Public Information and Communications

Adopted:

May 9, 2007

Reviewed:

March 15, 2010; March 13, 2013; April 26,2016