

CURRICULUM DEVELOPMENT AND ADOPTION

As defined in Maine Department of Education rules, “curriculum” means the school unit’s written document that sets forth the learning expectations for all students for all content areas of Maine’s system of Learning Results, as well as for other content areas as specified by the Board.

The RSU 58/MSAD 58 curriculum shall reflect continuous, sequential and specific instruction aligned with the content areas of the Learning Results including the knowledge and skills described in the “*Parameters for Essential Instruction*” and the “*Guiding Principles*” of the Learning Results.

Through its curriculum, the schools will provide courses and/or learning experiences that support multiple pathways for learning, accommodate a variety of learning styles, provide multiple options for students to demonstrate proficiency, and prepare students for responsible citizenship and success in a global society.

The Board recognizes that curriculum development, review and evaluation is an ongoing process, and that programs and practices may need to be adjusted or revised to meet educational standards, to reflect community aspirations and values, and to serve the best interests of students.

In development, revision and evaluation of curriculum, the Board expects that:

- A. School administrators and staff will be sensitive to initiatives such as the *Common Core* and *Next Generation Science Standards*, and other changing conditions that may require modifications in curriculum.
- B. All programs will be subject to ongoing review and evaluation to ensure that they meet the instructional needs of students.
- C. The school system will undertake intensive curriculum revision as needed.
- D. The Superintendent/designee will take the lead in the ongoing curriculum development and review process and in alignment of curriculum with educational standards and with advances in knowledge, educational research and “best practices.”
- E. Curriculum development and revision will be achieved with appropriate involvement of administrators, instructional and support staff, students, parents, community and the Board.

The Board will review and adopt (approve) all curriculum guides, course descriptions and courses of study prior to their implementation.

The Superintendent/designee is expected to develop plans and timelines as necessary for the development, implementation and evaluation of the curriculum.

The Superintendent is expected to make recommendations to the Board, consistent with Board policy, in regard to professional development, instructional materials and the resources needed for curriculum implementation.

The Superintendent will report annually, or as otherwise requested, to the Board on the status of the curriculum.

Legal Reference: 20-A M.R.S.A. §§ 1001(6), 4701-4729, 6209
Me. Dept. of Ed. Rule Chapters 125, 127

Cross Reference: ADF-School Unit Commitment to the Learning Results
IJJ-Instructional and Library-Media Materials Selection
IL-Evaluation of Instructional Programs

Adopted: Date of manual adoption (Unknown)

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BASIC INSTRUCTIONAL PROGRAM

RSU 58/MSAD 58 will offer a basic instructional program designed to support the *Guiding Principles* of Maine's system of Learning Results and provide all kindergarten through grade 12 students with equitable opportunities to access and demonstrate achievement of the content standards of Maine's system of Learning Results.

The school system will provide programs and instructional approaches that support the variety of learning styles of its students. Through the basic instructional program, the schools will strive to provide for a wide range of individual differences in student abilities and interests. Students who have difficulty meeting the standards will be provided opportunities to obtain additional support or instruction.

The Board believes that through the basic instructional program, students should develop a body of basic knowledge, skills, and attitudes that will lead to a successful adult life and informed participation in our democratic society. The educational program should provide students with the opportunity to develop the intellectual curiosity, critical thinking, problem-solving abilities, and appreciation for the arts that are important to lifelong learning, and the social and citizenship skills that are needed for work and community life.

The instructional program shall be developed with the objective of maintaining a balanced, integrated, and sequentially articulated curriculum. Priority should be given to learning that serves as a foundation for further educational development in language arts, mathematics, science, social studies, the arts, world language, health and physical education and career education.

The basic instructional program shall meet requirements established by Maine law and Department of Education regulations. The instructional program shall be implemented through a written curriculum aligned with the system of Learning Results and designed to provide uniformity of content within and across grade levels.

Legal Reference: 20-A M.R.S.A. §§ 1001(6), 6209
Ch. 125 (Me. Dept. of Ed. Rule)
Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: AD - Educational Philosophy/Mission
ADF - School District Commitment to Learning Results
IGA - Curriculum Development and Adoption
IL - Evaluation of Instructional Programs

Adopted: Date of manual adoption (Unknown)

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INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

It shall be the policy of RSU 58/MSAD 58 to maintain a complete individualized education program (IEP) for each student who has been identified with a disability and in need of special education services under state and federal special education laws, and who is in attendance in RSU 58/MSAD 58 schools. RSU 58/MSAD 58 shall develop these IEPs in a manner consistent with the procedural requirements of state and federal special education laws.

Student IEPs shall be reasonably calculated to provide the identified student with educational benefits in the least restrictive educational environment. The school unit shall ensure that the student's IEP is implemented no later than 30 days after the IEP Team's initial identification of the student as a child with a disability in need of individualized education and supportive services. All identified children with disabilities shall have a current IEP in effect at the start of each school year.

If the school unit is unable to hire or contract with the professional staff necessary to implement a child's IEP, it will reconvene an IEP Team to identify alternative service options. This IEP meeting shall occur no later than 30 days after the start of the school year or the date of the IEP Team's development of the IEP. The IEP Team shall determine any amendments to the IEP necessary to reflect the inability to commence services as originally anticipated by the IEP Team.

All IEP's must be reviewed at least annually, as prescribed by state and federal special education laws.

Legal Reference: 20 USC §§ 1414(d)
34 CFR § 300.320-.328 (2006)
Maine DOE Rule Ch. 101 § IX (3) (July 2011)

Adopted: December 13, 2012

Reviewed: January 19, 2017

REFERRAL AND USE OF GENERAL EDUCATION INTERVENTIONS

It shall be the policy of RSU 58/MSAD 58 to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP team may be made by parents at any time, and by professional school staff regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

Regardless of the source of the referral, a referral will be considered received by the school unit on the date that the written referral is received by the office of the Director of Special Services. It shall be signed and dated by the Director of Special Services or designee, thereby indicating the date of the receipt of that referral.

The Superintendent, in consultation with the Director of Special Services, may develop procedures for referral and the use of general education interventions within the school system, and may from time to time amend those procedures as necessary.

Legal References: Ch. 101, §§ II (17), III (IV)(2)(D), (E), V(4)(A) (July 2011)
(Maine Dept. of Ed. Rules)

Adopted: December 13, 2012

Reviewed: January 19, 2017

REFERRAL AND USE OF GENERAL EDUCATION INTERVENTIONS ADMINISTRATIVE PROCEDURE

These procedures are established for the purpose of meeting the obligations of RSU 58/MSAD 58 under state regulations and the Board's policy IHBAAR governing referral and use of general education interventions.

I. REFERRAL

RSU 58/MSAD 58 shall refer to the IEP Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

Referrals by parents. A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the office of the Director of Special Services. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the parent in making the referral in writing to the office of the Director of Special Services. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the office of the Director of Special Services.

A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the school unit's general education interventions. Those general education interventions shall continue during the referral process, however.

Referrals by staff. Any professional employee of the school unit may refer a child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances where the school unit and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Professional school staff shall prepare a referral in writing and shall submit that referral directly to the office of the Director of Special Services.

Referrals by others. Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances when the school unit and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the office of the Director of Special Services.

Receipt of Referral. Regardless of the source of the referral, a referral is received by the school unit on the date that the written referral is received by the Office of the Director of Special Services. It shall be signed and dated by the Director of Special Services/designee, thereby indicating the date of the receipt of that referral.

Time Line for Processing Referral. Once the referral has been received in the office of the Director of Special Services, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, the school unit must send a "consent to evaluate" form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the school unit shall send the parent its Written Notice form documenting that referral.

Once the office of the Director of Special Services receives the signed consent for evaluation back from the parent, the school unit shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting, or within 30 calendar days of determining that the student is eligible.

The local unit shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

Transfer Students. Students who have already been identified as in need of special education services and who transfer into the school unit from another school unit within Maine (and who had an IEP that was in effect in a previous school unit in Maine) shall on enrollment and in consultation with the parent be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until the local unit either adopts the child's IEP from the previous unit or develops, adopts and implements a new IEP.

Students who have already been identified as in need of special services and who transfer into the school unit from another school unit from outside of Maine (and who had an IEP that was in effect in a previous school unit in another state) shall on enrollment and in consultation with the parent be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until the local unit conducts an evaluation (if determined to be necessary by this school unit) to determine whether the student is eligible for special education, and if so, develops, adopts and implements a new IEP.

If the transfer student's current IEP from his or her prior school unit is not available, or is believed to be inappropriate by either the parent or the school, the local unit should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

If a child transfers into the school unit after the referral time line has begun in the previous school unit but before an eligibility determination has been made, the time line referenced above for completing that process shall not apply if the local unit is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and school unit agree to a specific time when the evaluation will be completed and the eligibility decision made.

II. GENERAL EDUCATION INTERVENTIONS

General education interventions are general education procedures involving regular benchmark assessment of all children, using curriculum based measurements, to monitor child progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are encouraged to confer with specialists and teaching professionals, but general education personnel are responsible for the implementation of the intervention.

RSU 58/MSAD 58 shall implement general education interventions. These interventions shall include:

- a. Documentation that every child, prior to entering the general education intervention process, was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965 (ESEA), appropriate mastery based instruction in math, appropriate instruction in the writing process, and positive behavioral supports;
- b. A team-based decision-making process;
- c. Screening at reasonable intervals to determine whether all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements;
- d. Data Analysis of screening results focusing on determining to what extent all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements and identifying which children are not making adequate progress towards these goals and are in need of targeted general education interventions;
- e. A determination as to whether a child's assessed difficulties are likely the result of linguistic or cultural differences;
- f. Provision of research-based general education interventions targeted at the child's presenting academic and/or behavioral concerns as determined by screening results;
- g. Repeated formative assessments of student response to targeted interventions, conducted at reasonable intervals, that generate rate based measurable data for both specifying academic and behavioral concerns and monitoring child progress during general education interventions;
- h. Documentation that parents were notified about the process, given the opportunity to participate in instructional decision-making, and kept informed of their child's progress during targeted general education interventions;

- i. A team shall review the child's progress no later than 60 school days after the start of formal general education interventions and approximately every 30 school days thereafter. At each meeting the team shall review data on the child's progress to determine if modifications to the general education interventions are needed and/or if a referral to special education is indicated: and
- j. Provisions for targeted general education interventions to continue during any subsequent special education referral.

The parent of a child receiving general education interventions may request that the agency conduct a full and individual evaluation for possible special education eligibility determination at any time during the Board's established general education intervention process.

The general education interventions developed through this pre-referral process shall continue in the event of a referral while the referral is being handled by the IEP Team, and the resulting data shall become part of the child's special education file.

References: Ch. 101, §§ II (17), III, IV (2)(D), (E), V (4)(A) (Maine Dept. of Ed. Rules) (May 2012)

Adopted: December 13, 2012

Reviewed: January 19, 2017

CHILD FIND

The RSU 58/MSAD 58 Board of Directors seeks to ensure that all children within its jurisdiction who are school-age, five through the school year in which they turn 20, and who are in need of special education and supportive assistance, including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or seven consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade are identified, located, and evaluated.

The school unit's Child Find responsibility shall be accomplished through a unit-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

This Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. The RSU 58/MSAD 58 may schedule Child Find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to school entry, then RSU 58/MSAD 58 will refer the child to the regional Child Development Services (CDS) site within 10 school days.

If the Child Find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

Legal Reference: 34 C.F.R. § 300.111 (2006)
Maine DOE Rule Ch. 101 § IV (2) (July 2011)

Adopted: December 13, 2012

Reviewed: January 19, 2017

LIFE-SUSTAINING EMERGENCY CARE

A primary concern of the school unit shall be with the health and safety of its students. In emergency situations involving accident or illness, school employees should undertake reasonable efforts to provide first aid or life-sustaining emergency care to the extent of their knowledge and training, and/or to seek the assistance of school medical personnel or other staff members to obtain emergency assistance for the student.

For those students who may present an ongoing need for medical interventions at school, including a need for life-sustaining emergency care, school personnel shall convene a team meeting for the purpose of developing an individualized plan to address the student's specialized health needs. The team should include persons at the school who are knowledgeable about the student, as well as the student's parents and a school administrator. The Team may consider requests from the parents that alternative forms of life-sustaining emergency care be used as part of that plan, but those requests must be substantiated by specific medical documentation from the student's physician. The Team shall not approve a parental request to deny all life-sustaining emergency care for a student, but may specify that only certain types of intervention are appropriate in a particular situation.

For the purpose of this policy, "life-sustaining emergency care" means any procedure or intervention applied by appropriately trained school staff that may prevent a student from dying who, without such a procedure or intervention, faces a risk of imminent death. Examples of life-sustaining emergency care include: efforts to stop bleeding, unblocking airways, mouth-to-mouth resuscitation, and cardiopulmonary resuscitation ("CPR").

Legal Reference: 29 USC § 794(a)

Cross Reference: JLCE – First Aid and Emergency Medical Care

Adopted: January 1, 2012

Reviewed: January 19, 2017

GRIEVANCE PROCEDURE FOR PERSONS WITH DISABILITIES

The Board has adopted this grievance procedure to provide a local avenue for persons with disabilities to raise concerns about whether the school unit is fully meeting its obligations under state and federal laws to protect persons with disabilities. This procedure is intended to meet the requirements of the federal Rehabilitation Act (34 CFR § 104.7(b)) and the federal Americans with Disabilities Act (28 CFR § 35.107(b)).

Questions about this grievance procedure should be directed to the ADA/504 compliance coordinator, Laureen Olsen, 684-2864 (lolsen@msad58.org).

Step One

A person with an identifiable disability, or someone acting on that person's behalf, may file a written grievance regarding compliance with state or federal disabilities laws with the building principal where the grievance arose, or with the ADA/504 compliance coordinator. If filed with the ADA/504 compliance coordinator, that person shall forward it to the appropriate building principal. No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance.

The building principal, after consultation with the ADA/504 compliance coordinator, shall respond in writing to the grievance within 15 working days of its receipt. Extensions of 15 working days may be allowed if necessary to address fully the issues in the grievance. The principal's written response shall be forwarded to the grievant and to the ADA/504 compliance coordinator.

Step Two

If dissatisfied with the response, the grievant may obtain a review by the Superintendent of the principal's decision.

The grievant must request that review within 15 working days of the decision by the principal. The Superintendent, after consultation with the ADA/504 compliance coordinator, shall respond in writing to the grievance within 15 days of the review.

Except for grievances regarding physical alterations to school buildings or grounds, the decision of the Superintendent shall be final. In the case of grievances regarding physical alterations to school buildings or grounds, a dissatisfied grievant may obtain a review by the School Board of the Superintendent's decision.

The grievant must request that review within 15 working days of the decision by the Superintendent. The Board shall have a reasonable time to schedule a meeting on the grievance and to issue its decision.

Nothing in this grievance procedure in any way forecloses a person with a disability from seeking redress for their concerns at any time through other legal avenues, such as through the Office for Civil Rights, the Department of Justice, the Maine Human Rights Commission or the Maine Department of Education.

Questions about other legal avenues available for persons with disabilities to pursue compliance concerns under various disabilities laws should be directed to the school unit's ADA/504 compliance coordinator.

This notice is available in large print and on audio tape from the ADA/504 compliance coordinator.

Adopted: December 13, 2012

Reviewed: January 19, 2017

PROGRAM FOR LIMITED ENGLISH PROFICIENT STUDENTS

The Board recognizes the need to provide a program for students who are limited in English proficiency in order to assure equal educational opportunity.

To that end, the Superintendent shall be responsible for developing and implementing a “Lau Plan” to meet the needs of such students, including procedures for identification, assessment, programming, monitoring or progress, exit/reclassification, follow-up, and parent notification. A Language Assessment Committee shall be appointed to assist in the coordination, oversight and periodic review of the program.

At the beginning of each school year, RSU 58/MSAD 58 will notify parents of students identified for or participating in limited English proficiency programs about the instructional program and parent rights, as required by law. Parents will be regularly informed of their child’s progress. Whenever practicable, communications with parents will be in the language understood by the parents.

Legal Reference: 42 U.S.C. § 2000d (Title VI, Civil Rights Act of 1964)
20 U.S.C. § 6801 et seq.
Ch. 127.02 (Maine Dept. of Ed. Rule)

Adopted: August 11, 2015

Revised: January 19, 2017

HOME SCHOOLING

Parents/guardians who wish to have their children fulfill the compulsory school attendance law through equivalent education by home schooling must comply with the provisions of 20-A MRSA § 5001-A(3)(A)(4).

- A. The student's parent/guardian must provide a written notice of intent to provide home instruction simultaneously to the Superintendent of the school unit in which the student resides and to the Commissioner of the Department of Education within ten calendar days of the beginning of home instruction. The notice must contain the following information:
1. The name, signature and address of the student's parent/guardian;
 2. The name and age of the student;
 3. The date the home instruction program will begin;
 4. A statement of assurance that indicates the home instruction program will provide at least 175 days annually of instruction and will provide instruction in: English and language arts, math, science, social studies, physical education, health education, library skills, fine arts, and, in at least one grade from grade 6 to 12, Maine studies. At one grade level from grade 7 to 12, the student will demonstrate proficiency in the use of computers; and
 5. A statement of assurance that indicates that the home instruction program will include an annual assessment of the student's academic progress that includes at least one of the forms of assessment described in 20-A MRSA § 5001-A(3)(A)(4)(b) and paragraph B below.
- B. On or before September 1 of each subsequent year of home instruction, the student's parent/guardian must file a letter with the Superintendent of the administrative unit in which the student resides and to the Commissioner stating the intention to continue providing home instruction and enclose a copy of one of the following forms of annual assessment of the student's academic progress:

1. A standardized achievement test administered through the administrative unit in which the student resides or through other arrangements approved by the Commissioner. If the test is administered through the administrative unit in which the student resides, that administration must be agreed to by the Superintendent of the administrative unit prior to submission of the written notice of intent to provide home instruction;
 2. A test developed by the Superintendent/designee of the administrative unit in which the student resides appropriate to the student's home instruction program, which must be agreed to by the Superintendent of the administrative unit prior to submission of the written notice of intent to provide home instruction;
 3. A review and acceptance of the student's progress by an identified individual who holds a current Maine teacher's certificate;
 4. A review and acceptance of the student's progress based on, but not limited to, a presentation of an educational portfolio of the student to a local area home schooling support group whose membership for this purpose includes a currently certified Maine teacher or administrator; or
 5. A review and acceptance of the student's progress by a local advisory committee selected by the Superintendent of the administrative unit in which the student resides that includes one administrative unit employee and two home instruction tutors. A "home instruction tutor" means the parent/guardian or other person who acts or will act as a primary teacher of the student in the home instruction program. This provision must be agreed to by the Superintendent of the administrative unit in which the student resides prior to submission of the written notice of intent to provide home instruction.
- C. Dissemination of any information filed under 20-A MRSA § 5001-A(3)(A) (which applies to alternatives to attendance at public day school, including home schooling) is governed by the provisions of 20-A MRSA § 6001 (dissemination of information); the federal Family Educational Rights and Privacy Act of 1974, 20 USC § 1232g (2002); and the federal Education for All Handicapped Children Act of 1975, 20 USC § 1401-1487 (2002), except that "directory information" as defined by the federal Family

Educational Rights and Privacy Act (FERPA) is confidential and is not subject to public disclosure unless the parent/guardian specifically permits disclosure in writing or a judge orders otherwise. Copies of any information filed under 20-A MRSA § 5001-A(3)(A) must be maintained by the student's parent/guardian until the home instruction program concludes. The records must be made available to the Commissioner upon request.

- D. If the home instruction program is discontinued, students of compulsory school age must be enrolled in a public school or an equivalent instruction alternative as provided for by law. The receiving school shall determine the placement of the student. At the secondary level, the principal of the receiving school shall determine the value of the prior educational experience toward meeting the standards of Maine's system of Learning Results.

The Board accepts no responsibility for the unit in the application, review, approval, or oversight of home instruction programs except as provided for by law or this policy.

Participation by home-schooled students in the public school program shall only be permitted as described elsewhere in Board policy.

The Superintendent shall maintain a roster of all students eligible to attend school within the school unit who are receiving equivalent instruction, as provided in Department of Education rules.

Legal Reference: 20-A MRSA § 5001-A
Ch. 125 § 12.02, Ch. 130 (Me. Dept. of Ed. Rules)

Cross Reference: JEA – Compulsory School Attendance

Adopted: March 10, 1993

Revised: January 19, 2017

INSTRUCTIONAL AND LIBRARY-MEDIA MATERIALS SELECTION

The RSU 58/MSAD 58 Board of Directors is legally responsible for all matters relating to the operation of the schools, including the provision of instructional materials and maintenance of library-media resources that support the school system's curriculum.

While the Board retains its authority to approve the selection of instructional materials, it recognizes the educational expertise of its professional staff and the need for such staff to be involved in the recommendation of instructional materials. The Board delegates responsibility for the selection of instructional materials and library-media resources to the professionally trained personnel employed by the school system, subject to the criteria and procedures for selection and the Board's policy on challenged materials as described below.

With the assistance of professional staff, the Superintendent shall establish a system for the selection of instructional materials, including procedures to establish an orderly process for the review and recommendation of instructional materials. The Superintendent will be responsible for overseeing the purchase of instructional materials within budgetary parameters set by the Board. The Board expects the Superintendent to report on progress made in aligning instructional materials with curriculum development and evaluation in support of the content standards contained in Maine's system of Learning Results.

Each school shall maintain a library-media program that includes books and other print materials, multimedia materials, online Internet resources and information technology that support the curriculum. A certified library-media specialist will be responsible for overseeing the library-media program, under the supervision of the Superintendent. As with instructional materials, the Board delegates responsibility for selection of library-media materials and technology and Internet resources to the school system's professionally trained staff, subject to the criteria and procedures for selection and the Board's policy on challenged materials described below.

Definitions

“Instructional materials” include textbooks and other print materials, software and other electronic materials, online/Internet resources (including access), and supplies and other materials to support instruction in subject areas and implementation of the system of Learning Results.

“Library-media resources” include books, print materials, online/Internet resources (including access), multimedia materials and information technology that, as part of the library-media program, support the school system’s curriculum.

Objectives of Selection

The Board recognizes that it is the primary objective of instructional materials to implement and support the curriculum, and of library-media resources to extend and enrich the educational programs of the schools. Quality instructional materials and library-media resources are essential to student learning. In preparing students to meet the content standards of the Learning Results, in supporting the achievement of the school unit’s educational goals and objectives, and in providing enrichment opportunities that expand students’ interests and contribute to a desire for lifelong learning, it is the responsibility of the instructional program and the library-media centers of the schools to provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view.

Criteria for Selection

Instructional and library-media materials selected should:

- A. Support achievement of the content standards of the Learning Results;
- B. Support the goals and objectives of the school system’s educational programs;
- C. Enrich and support the curriculum;
- D. Take into consideration the varied interests, abilities, and maturity levels of the students served;
- E. Foster respect and appreciation for cultural diversity and varied opinions;
- F. Give comprehensive, accurate and balanced representation to minorities and women in history, science, leadership and the arts and acknowledge the contributions of ethnic, religious and cultural groups to our American heritage;
- G. Present a balance of opposing sides of controversial issues to enable students to develop a capability for critical analysis;

- H. Stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- I. Provide a background of information that will enable students to make intelligent decisions in their daily lives; and
- J. Respect the constraints of the school unit's budget.

Other factors that should be considered are accuracy and currency of material; importance of the subject matter; scholarship; quality of writing and production; and reputation and significance of the author, artist or composer.

In evaluating software, multimedia materials and online/Internet resources, additional factors that should be considered include purpose for use; content; format (degree of interactivity or student involvement); appropriate use of graphics, sound and animation; feedback provided; and ease of use.

Procedures for Selection

Meeting the needs of the individual schools, based on knowledge of the curriculum and the existing collections of instructional and library-media materials, shall be the highest priority. Basic learning materials, i.e., those that are the predominant instructional materials used by most members of the class, are used for a significant portion of the course or receive major emphasis during a course, or are essential to student achievement of content standards of the Learning Results are to take priority in the selection process.

Before recommending materials for purchase, professional staff should evaluate the existing collection, consulting reputable, unbiased, professionally prepared selection aids and specialists from all departments and/or all grade levels.

Social studies and science textbooks should not be older than five years unless up-to-date supplemental instructional materials are also available.

Whenever possible, purchase of non-print materials and multimedia, Internet and technology resources shall be made only after personal evaluation by the librarian/media specialist and/or other appropriate professional staff. Reviewing aids may be used in lieu of personal evaluation.

Multiple copies of outstanding and much-in-demand materials should be purchased as needed. Worn or missing standard items should be replaced periodically. Out-of-date or no-longer-useful materials should be withdrawn from the collection/circulation.

Donated Materials

Gift materials are to be evaluated by the same criteria as purchased materials and are to be accepted or rejected by those criteria and in accordance with the Board's policy on gifts and donations.

Parental Authority

A student's parent/guardian may inspect, upon request, any instructional material used as part of the curriculum. The Superintendent will be responsible for developing and implementing procedures for providing access to instructional material within a reasonable time after such a request is made.

The Board recognizes that the final authority as to what materials an individual student will be exposed rests with that student's parents or guardians. However, at no time will the wishes of one child's parents to restrict his/her reading or viewing of a particular item infringe on other parents' rights to permit their children to read or view the same material.

Library-media center materials will not be removed from the collection because of criticism except in accordance with Board policy.

Challenged Materials

Despite the care taken to select materials for student and teacher use and the qualifications of the persons who select the materials, the Board recognizes that objections may be raised occasionally by students, parents, school staff or community members.

In the event a complaint is made, the following procedures will apply:

- A. The complaint shall be heard first by the person providing the materials in question.
- B. If the complaint is not resolved, the complainant shall be referred to the building Principal and requested to fill out the "Instructional and Library-Media Materials Challenge Form." A copy of the form will be forwarded to the Superintendent.

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- C. The Superintendent shall appoint a committee composed of the following persons to review the complaint: one Principal at the appropriate grade level; one librarian/media specialist; one classroom teacher; the department head in the subject area of the challenged materials; one community member.
- D. The review committee shall: read and examine the materials referred to them; check general acceptance of materials by reading reviews; weigh values and faults against each other and form opinions based on the material as a whole and not on passages or portions pulled out of context; meet to discuss the material and to prepare a written report on it.
- E. The report of the committee shall be forwarded to the Superintendent who will inform the complainant of the results.
- F. No materials shall be removed from use until the review committee has made a final decision.
- G. The review committee's decision may be appealed to the Board. The Board may set aside a portion of a regular meeting or call a special meeting for the purpose of receiving testimony from representatives of the various points of view. The material in question shall be:
 - 1. Reviewed objectively and in its full content;
 - 2. Evaluated in terms of the needs and interest of students, school, curriculum and community;
 - 3. Considered in the light of differing opinions; and
 - 4. Reviewed in light of the criteria for initial selection and purpose as provided herein.

The Board will announce its decision in writing not later than the conclusion of the next regular meeting of the Board following its receipt of said testimony.

Legal Reference: 20-A MRSA §§ 1001 (10-A); 1055 (4); 4002
Ch. 125 §§ 9.01, 9.03 (Me. Dept. of Ed. Rule)
P.L. 107-110 § 1061 (No Child Left Behind Act)

Adopted: Date of manual adoption (Unknown)

Revised: January 19, 2017

STUDENT COMPUTER, INTERNET USE, AND CYBER-SAFETY

RSU 58/MSAD 58 provides computers, laptops, I-pads and/or other devices and network, and Internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to devices issued directly to students, whether they are used at school or off school premises.

Compliance with the Board's policies and rules concerning computer and Internet use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended, or revoked. The building principal is authorized to determine, after considering the circumstances involved, whether and for how long a student's computer privileges will be altered. The building principal's decision shall be final.

Violations of this policy and the District's computer and Internet rules may also result in disciplinary action, referral to law enforcement, and/or legal action.

RSU 58/MSAD 58 computers remain under the control, custody, and supervision of the school unit at all times. The school unit monitors all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers, whether they are used on school property or elsewhere.

RSU 58/MSAD 58 uses filtering technology designed to block materials that are obscene or harmful to minors, and child pornography. Although the school unit takes precautions to supervise student use of the Internet, parents should be aware that the school unit cannot reasonably prevent all instances of inappropriate computer and Internet use by students in violation of Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school unit is not responsible for the accuracy or quality of information that students obtain through the Internet.

In the interest of student safety, RSU 58/MSAD 58 also educates students about online behavior, including interacting on social networking sites and chat rooms, and issues surrounding cyberbullying awareness and response.

The Superintendent is responsible for implementing this policy and the accompanying "acceptable use" rules and for documenting student Internet safety training. The Superintendent/designee may implement additional administrative procedures or school rules consistent with Board policy to govern the day-to-day management and operations of the school unit's computer system.

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

Legal Reference: 47 USC § 254(h)(5) (Children’s Internet Protection Act)

Cross Reference: IJNDB-R - Student Computer and Internet Use Rules

Adopted: March 8, 2012

Revised: January 19, 2017

STUDENT COMPUTER AND INTERNET USE RULES

These rules implement Board policy IJNDB – Student Computer and Internet Use. Each student is responsible for his/her actions and activities involving school technology resources, and for his/her computer files, passwords, and accounts. These rules are intended to provide general guidelines and examples of prohibited uses, but do not attempt to state all required or prohibited activities by users. The rules do not describe every possible prohibited activity by students. Students, parents, and school staff who have questions about whether a particular activity is prohibited are encouraged to contact a building administrator or the Technology Director.

A. Consequences for Violation of Computer Use Policy and Rules

Student use of the school district's technology resources, is a privilege, not a right. Compliance with the school unit's policies and rules concerning computer use is mandatory. Students who violate these policies may have their computer privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement and/or legal action.

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

B. Acceptable Use

Student access to the school district's technology resources are provided for educational purposes and research consistent with the school district's educational mission, curriculum, and instructional goals.

All Board policies, school rules and expectations concerning student conduct and communications apply when students are using computers.

Students are also expected to comply with all specific instructions from teachers or other supervising school staff member or volunteers when accessing the school district's technology resources.

C. Prohibited Use

The user is responsible for his/her actions and activities involving school district technology resources, and for his/her computer files, passwords, and accounts.

Examples of unacceptable uses that are expressly prohibited include, but are not limited to the following:

- 1. Accessing Inappropriate Materials** – Accessing, submitting, posting, publishing, forwarding, downloading, scanning, or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal.
- 2. Illegal Activities** – Using the school district’s technology resources for any illegal activity or any activity that violates other Board policies, procedures, and/or school rules. The school district assumes no responsibility for illegal activities or students while using school computers.
- 3. Violating Copyrights** – Copying, downloading, or sharing any type of copyrighted materials (including music or films) without the owner’s permission (see Board policy / procedure EGAD – Copyright Compliance). The school district assumes no responsibility for copyright violations by students.
- 4. Plagiarism** – Representing as one’s own work any materials obtained on the Internet (such as term papers, articles, etc). When Internet sources are used in student work, the author, publisher and Web site must be identified.
- 5. Copying Software** – Copying or downloading software without the express authorization of the system administrator. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. The school unit assumes no responsibility for illegal software copying by students.
- 6. Non-school Related Uses** – Using the school district’s technology resources for non-school related purposes such as private financial gain, commercial,
- 7. Misuse of Passwords/Unauthorized Access** – Sharing passwords, using other users’ passwords without permission, and/or accessing other users’ accounts;
- 8. Malicious Use/Vandalism** – Any malicious use, disruption or harm to the school district’s technology resources, including, but not limited to hacking activities and creating/uploading of viruses.
- 9. Unauthorized Access to Chat Rooms/News Groups/Blogs/Bulletin Boards** – Accessing chat rooms, news groups, blogs, bulletin boards, or social networking sites without specific authorization from the supervising teacher.

D. No Expectation of Privacy

The school district retains control, custody, and supervision of all technology resources owned or leased by the school district or issued to the district through the

Maine Learning Technology Initiative. The school district reserves the right to monitor all computer and Internet activity by students or staff. Students have no expectation of privacy in their use of school technology resources.

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

The student and/or student's parent/guardian shall be responsible for compensating the school district for any losses, costs, or damages incurred by the school district related to violations of policy IJNDB and/or these rules, including investigation of violations. The school district assumes no responsibility for any unauthorized charges or costs incurred by a student while using school technology resources.

F. Student Security

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

G. System Security

The security of the school district's technology resources is a high priority. Any student who identifies a security problem must notify the supervising teacher immediately. The student shall not demonstrate the problem to others or access unauthorized materials. Any student who attempts to breach system security, causes a breach of system security, or fails to report a system security problem shall have his/her privileges limited, suspended, or revoked and may be subject to disciplinary and/or legal action.

H. Additional Rules for Devices Issued to Students.

1. Devices (ie, laptops) are loaned to students as an educational tool and are only authorized for use in completing school assignments.
2. Before a device is issued to a student, the student and his or her parent or guardian must complete all forms as required by school rules.
3. Students are responsible for the proper care of devices at all times, whether on or off school property, including costs associated with repairing or replacing the school device. MSAD #58 offers a protection plan for parents to cover replacement costs and / or repair costs for accidental damages not covered by warranty. Protection plan rules and coverage guidelines will be distributed to students and parents at the start of each school year. **Parents who choose not**

to participate in the protection plan should be aware that they are responsible for any costs associated with loss, theft, or damage to a device issued to their child.

4. If a device is stolen, this must be reported to the building principal immediately. A report should also be made to the local police department.
5. The Board's policies and rules concerning computer and Internet use apply to use of laptops at any time or place, on or off school property. Students are responsible for obeying any additional rules for care of laptops issued by MSAD58.
6. Violation of policies or rules governing the use of technology resources, or any careless use of a device, may result in a student's device being confiscated and/or a student only being allowed to use the device under the direct supervision of school staff. The student will also be subject to disciplinary action for any violations of Board policies or school rules.
7. Parents are responsible for supervising their child's use of the device and Internet access when the student is not in school. It is recommended that laptops only be used in common areas of the home.
8. No modification or alterations to any of the software or hardware or to any of the equipment or services are permitted. In the event alterations are made, students will be charged a repair fee.
9. The device may only be used by the student to whom it is assigned or the student's parent or guardian.
10. Laptops must be returned in acceptable working order whenever requested by a staff member. In addition, students will be required to produce their laptops for periodic laptop software and communications audits. There should be NO expectation of privacy.
11. Additional rules and administrative procedures will be developed and reviewed annually by the Superintendent, Technology Director, and Building Principals. These procedures will be included in the Student Handbooks and/or distributed to students and parents.

I. Use of Privately-owned Computers or other devices by Students

Use of non-school issued computing devices by students on school grounds is prohibited except by special permission from the Technology Director.

1. A student who wishes to use a privately-owned computing device in school must make the request in writing to the Technology Director and the building principal. The request must be signed by both the student and a parent or guardian. There must be an educational basis for any request.
2. The Technology Director will determine whether the student's privately-owned computing device meets the school district's network requirements.
3. Requests may be denied if it is determined that there is not a suitable educational basis for the request and/or if the demands on the school district's network or staff would be unreasonable.
4. The student is responsible for proper care of his/her privately-owned computing device, including any costs of repair, replacement, or any modifications needed to use the computer at school.
5. The school district is not responsible for damage, loss or theft of any privately-owned computing device.
6. Students are required to comply with all Board policies, administrative procedures, and school rules while using privately-owned computing device at school.
7. Students have no expectation of privacy in their use of a privately-owned computing device while at school. The school unit reserves the right to search a student's privately-owned computing device if there is a reasonable suspicion that the student has violated Board Policies, administrative procedures, or school rules, or engaged in other misconduct while using the computing device.
8. Violation of any Board policies, administrative procedures, or school rules involving a student's privately-owned computing device may result in the revocation of the privilege of using the computing device at school and/or disciplinary action.
9. The school district may confiscate any privately-owned computing device used by a student in school without authorization as required by these rules. The contents of the computing device may be searched in accordance with applicable laws and policies.

Cross Reference: IJNDB Student Computer and Internet Use

Adopted: Sept 17, 2009

Reviewed: January 19, 2017

SCHOOL SYSTEM WEBSITE/WEB PAGES

RSU 58/MSAD 58 maintains an official website to provide general information about our school system, as well as information about educational programs, extracurricular activities, school events, and student and staff achievements. This website is intended to support the educational mission of the schools, to enhance the curriculum and learning opportunities for students and staff, and to provide valuable information to the larger community about our schools. The website does not create, nor is it intended to create, a public or limited public forum.

The Board will adopt guidelines to ensure that the website is in compliance with applicable laws, and that it meets the highest educational and quality standards. The Superintendent shall be responsible for implementing this policy, the accompanying guidelines, and any additional administrative procedures that may be needed for day-to-day management of the RSU 58/MSAD 58 website, consistent with the Board's policy and guidelines. The Superintendent may delegate specific responsibilities to the Technology Director as he/she deems appropriate.

Legal Reference: 20 USC § 1232g; 34 CFR Part 99
20-A MRSA § 6001
17 USC § 101 et seq.
PL 106-554

Cross Reference: GCSA - Employee Computer and Internet Use
IJNDB - Student Computer and Internet Use
IJNDC-R - School System Website/Web Pages Administrative
Procedure
JRA - Student Education Records

Adopted: September 17, 2009

Revised: January 19, 2017

SCHOOL SYSTEM WEBSITE/WEB PAGES ADMINISTRATIVE PROCEDURE

A. Website Purpose

The purpose of the School Department's official website is to provide general information about our school system as well as information about educational programs, extracurricular activities, school events, and student and staff achievements. The website is intended to support the educational mission of the schools, to enhance the curriculum and learning opportunities for students and staff, and to provide valuable information to the larger community about our schools.

The following guidelines are intended to ensure that the website meets these goals and to establish reasonable controls to protect the privacy of students and staff, to ensure that the website is in compliance with applicable laws, and to ensure that it meets the highest educational and quality standards.

B. Website Structure

The School Department website includes the following components:

1. System-wide information (including but not limited to Central Office information, School Board information, Transportation, Facilities and Food Service information);
2. Board information (such as members, officers, meeting agendas, minutes and policies);
3. School-wide information for each school;
4. Individual department, grade level and/or classroom information (including student work and/or teacher-created work and resources);
5. School-sponsored extracurricular or organization information;
6. Information about school events and activities; and
7. Contact information for Board members and school staff.

C. School Department Authority and Webmaster Responsibilities

RSU 58/MSAD 58 reserves the right to edit, delete, or modify any web page content as it sees fit to comply with the intended purposes of the website and these guidelines.

The Superintendent shall designate a Webmaster, who shall be responsible for maintaining the District's website, approving all material to be posted on the site, and monitoring all website activities for compliance with Board policies, applicable laws and regulations, and these guidelines.

Only the Webmaster and other authorized school staff shall have password-protected access to the web server to place and remove web pages and content.

D. Content, Quality and Subject Matter

1. The RSU 58/MSAD 58 website does not create, nor is it intended to create, a public or limited public forum. All materials placed on the website must serve the educational mission of the schools.
2. Web page content is limited to school-sponsored information and activities. No personal student or staff web pages, chat rooms, or discussion groups are permitted on the website.
3. All materials placed on the website must comply with all Board policies, administrative procedures and school rules concerning the acceptable use of technology.
4. All materials placed on the website must meet academic standards for proper spelling, grammar, content and accuracy.

E. Confidentiality of Student Information

1. The website shall be in compliance with all applicable confidentiality laws and regulations.
2. At no time shall personal information about students (such as home address, telephone number, e-mail address, birth date, social security number, etc.) or information made confidential by state or federal law appear on the website. The website will not include any information that indicates the physical location of students at any given time, other than attendance at a particular school or participation in school activities.

3. Student information, photographs or work may only be published on the website if the student's parent/guardian has signed the Parent/Guardian Agreement Form to Publish Student Information. For purposes of these guidelines, student information includes name, class rosters, awards/honors received, and team/extracurricular activity participation lists.

F. Confidentiality of Staff Information

1. At no time shall personal information about staff appear on the website (including home address, home telephone number, home e-mail address, birth date, social security number, etc.).
2. Because the RSU 58/MSAD 58 website is maintained in part to enhance communication with students and their families, the school e-mail address and/or telephone numbers of staff are published on the website.

G. Copyright

1. Appropriate permission will be obtained before any copyrighted or trademarked material is used on the website. No copyrighted material may be reproduced, transmitted or stored on the School Department website without obtaining permission from the copyright owner.
2. Students shall retain the copyright on materials that they create.
3. An appropriate copyright notice will appear with all copyrighted material published on the website.
4. Except for the above exceptions, all web pages and materials published on the website are the property of and owned by RSU 58/MSAD 58.

H. Website Design and Accessibility

The Webmaster is authorized to develop standards for the design and appearance of the District's website. These standards will include measures to make web pages accessible to persons with disabilities. District information available on the website will also be made available to the public in alternative ways upon request.

I. Advertising

The RSU 58/MSAD 58 website will not include any advertising, nor will it include any selling activities outside of publicity for school-sponsored and/or approved fundraising activities.

J. Links to External Sites

1. The RSU 58/MSAD 58 website will not include links to any personal websites of students or staff.
2. The website may include links only to websites that have demonstrated educational value to students, staff and/or the community, as deemed appropriate by the Webmaster.
3. The website shall include a disclaimer informing users that links are provided as a convenience and that RSU 58/MSAD 58 does not endorse these sites or have any responsibility for the content of these sites.

K. Additional Requirements

1. The website shall inform users about how to contact the Webmaster.
2. Each web page will contain the date the page was last updated.
3. The Webmaster will provide appropriate information to school users regarding technical requirements for publishing material on the website.

Adopted: September 17, 2009

Revised: January 19, 2017

FIELD TRIPS AND OTHER STUDENT TRAVEL

The Board recognizes the educational value of school-sponsored trips as a means of extending the curriculum and as a vehicle for encouraging and supporting student participation in academic, artistic, and athletic activities, performances and competitions. In addition, some school-sponsored trips may provide social experiences and contribute to the development of a positive school culture.

This policy provides guidance for the various kinds of trips that may be sponsored by RSU 58/MSAD 58.

Field Trips

“Field trip” means a trip that takes place during the school day and is organized and conducted by one or more RSU 58/MSAD 58 employees as a means of accomplishing particular curriculum objectives. All students within the class or grade, or curriculum related subgroup within a class, will be expected to participate.

Field trips must be approved in advance by the building principal.

Teachers and principals will be expected to consider the following factors in planning and approval of field trips:

- A. Objectives of the proposed trip and the anticipated learning outcomes;
- B. Specific learning activities to be experienced during the trip;
- C. Suitability of the activity and distance traveled to the age of students;
- D. Mode and availability of transportation, with school bus transportation arranged so as not to disrupt school bus schedules;
- E. Arrangements for meals (if applicable);
- F. Availability of funding for all necessary expenses through the school budget or other appropriate sources.

In addition the Board requires that:

- A. Parents/guardians give written permission for field trip participation;
- B. Adequate supervision be provided to maintain discipline and safety and to respond to emergencies; and
- C. Students participating in field trips conduct themselves in a manner consistent with Board policies and school rules.
- D. Any overnight curriculum-related trip must be approved by the Board.

Competition Trips

“Competition trip” means any trip related to an academic, artistic, athletic, or other student competition or performance that involves individual students or teams. Any competition trip that is outside of those scheduled for the year must be approved in advance by the Superintendent. Approval may be contingent upon availability of funding through the school budget or other sources.

Other School-Sponsored Trips- including foreign travel.

Other school-sponsored trips are those that are organized and conducted by one or more employees of RSU 58/MSAD 58 as a supplement to the curriculum, as a class social activity, or as an activity planned by a student club or organization. Such trips may include overnight, long-distance in-state or out-of-state travel, or foreign travel. To be school-sponsored, the trip must relate directly to the curriculum or to activities for which the student club is organized.

Participation in such trips is entirely voluntary. There shall be no extra credit awarded for participation and no loss of credit for not taking a trip.

Participation may be limited to students taking courses related to the purpose of the trip or to students who are affiliated with the student club or organization planning the trip.

The Board must approve, in advance, any trips involving out-of state travel and all overnight and foreign trips. Approval may be contingent upon availability of funding from the school budget and other sources, including student fundraising.

Staff or administrators seeking approval for school-sponsored trips must furnish the following information:

- A. Objectives of the trip and anticipated outcomes;
- B. Specific experiences to be provided;
- C. Number and grade(s) of students;
- D. Criteria for student participation;
- E. Maximum number of students who may participate;
- F. Cost per student, including funds requested from RSU 58/MSAD 58 funds and from individual students;
- G. Fundraising plans (if applicable);
- H. Transportation arrangements;
- I. Itinerary;
- J. Arrangements for meals and lodging;
- K. Arrangements for adult supervision/chaperons; The number of students per volunteer chaperone on a trip will not, without approval, exceed 10 to 1. Foreign travel will require a minimum of 2 volunteer chaperones.
- L. Plans for safety and emergencies;
- M. Plans for communicating information to parents and obtaining parental permission; and
- N. Accountability for student conduct.

Adequate supervision must be provided to maintain discipline and safety and to respond to emergencies.

Students participating in field trips and other school-sponsored trips must conduct themselves in a manner consistent with Board policies and school rules. Students who violate Board policy or school rules will be subject to disciplinary consequences.

Non-School-Sponsored Travel

Travel organized by RSU 58/MSAD 58 employees, parents or others that is not an extension of the instructional program or school-sponsored activities and has not been approved as a school-sponsored trip in compliance with this policy will be considered a non-school-sponsored trip.

All responsibility for non-school-sponsored trips lies with the individual(s) or group(s) organizing them. The Board accepts no responsibility for non-school-sponsored trips, and organizers should be aware that such trips or excursions are not covered by the school unit's liability insurance.

To minimize the impact of these trips on the instructional program and operation of the schools, the Board strongly encourages organizers/sponsors to schedule non-school-sponsored trips during weekends and/or vacation periods. Staff members planning or participating in non-school-sponsored travel must notify the building principal of such plans. Student absences due to participation in non-school sponsored travel will be considered unexcused absences.

Instructional time may not be used to promote the trip or distribute materials. Individuals or groups who wish to use the schools for the purpose of publicizing trips or recruiting participants and parents/chaperones may do so in accordance with the Board's facilities use policy. Individuals or groups wishing to distribute promotional materials may do so only in accordance with Board policy. Non-school-sponsored trips must not be represented as school functions or as related to, or an extension of, the school unit's instructional, co-curricular or extracurricular programs.

It is the responsibility of any staff engaging in such trips or activities to notify the parents of prospective and participating students that this is not a school activity, but an independent voluntary trip organized or lead by that teacher or staff member. To minimize any risk of misunderstanding, the following statement must be made in any informational meetings or materials promoting the trip:

“This trip is not approved or sponsored by the Board or the RSU 58/MSAD 58. This trip is not covered by any of the RSU 58/MSAD 58's insurance policies.”

Cross Reference: EEAG - Use of Private Vehicles for School Business
KHB – Advertising in the Schools
KHC - Distribution/Posting of Non-School Materials

Cross Reference (cont.):

JEA – Compulsory Attendance
JEAA – Student Attendance

Adopted: September 18, 2014

Revised: January 19, 2017

FIELD TRIPS: EIGHTH GRADE YEAR END TRIP

Policy Statement

The Board recognizes the significance of each of its elementary school's eighth grade class trip. The Board also acknowledges the importance of ensuring that all of its elementary schools have the opportunity to choose the destination of their trip and sets the following parameters to ensure equity between its elementary schools.

The administrative team will set aside dates for the eighth grade trip prior to the beginning of the school year. The trip will not exceed four days and three nights. Of the four days only three will be school days.

Fundraising for the trip will be in accordance with Board Policy JJE and related cross-referenced policies.

Each school will be allowed to design its own itinerary and determine its own destination not to exceed a two hundred and fifty mile radius of MSAD #58. The trip itinerary and costs will be presented to the Board for approval in the fall. All meal costs for the trip are to be included in the trip package. Emergency contingency plans for the trip will also be presented for approval.

If this trip meets the criteria of Policy IJOA – Field Trips and Other Student Travel then the Eight Grade Trip will follow Policy IJOA – Field Trips and Other Student Travel.

Transportation for out of state trips shall be by private coach. In state trips may request the use of MSAD # 58 school busses subject to Board approval and availability of busses.

The building principal or teacher designated by the building principal will serve as trip leader. The trip leader's trip costs will be considered part of the trip package. There will be a minimum of one volunteer chaperone to every three students. Volunteer chaperones will be expected to fund their own trip costs.

The building principal will see that the necessary permission slips have been signed. The principal will also see that the trip leader has a complete list of student and volunteer chaperone emergency contact information as well as any necessary medical information.

Students and their parents will be expected to sign a pledge acknowledging the behaviors outlined in the student handbook are in force while on the trip.

Volunteer chaperones will be expected to meet with the principal and trip leader to review their responsibilities as volunteer chaperones.

Cross Reference: IJOA – Field Trips: Overnight and Foreign Travel
JJF – Student Activities Funds
JJE – Student Fund Raising Activities
EFE – Competitive Food Sales

Adopted: July 29, 2003
Revised: December 15, 2011
Revised: September 18, 2014
Revised: January 19, 2017

SCHOOL VOLUNTEERS

The Board recognizes that community members can provide valuable services to the schools by sharing their time, talents and experience. An effective volunteer program allows students to benefit from individual attention, provides enrichment opportunities that supplement the regular educational program, allows teachers to focus on teaching and learning by relieving them of non-teaching tasks, provides interested community members an opportunity to become directly involved with education, and strengthens the relationship between school and community.

The Board approves the use of volunteers to support the school system's instructional programs and extracurricular activities. The Board adopts this policy to provide direction for the school system's volunteer program.

For the purpose of this policy, a volunteer is a person who provides services, without compensation or benefits of any kind or amount, on an occasional or regular basis in the schools or in school activities.

All volunteers shall be at least 18 years of age unless their volunteer work is part of a class, is done to fulfill a service learning or community service requirement for graduation, or is done by a recognized student organization.

Volunteers may provide assistance by:

- A. Tutoring students on a one-to-one or small group basis under the direct supervision of the classroom teacher;
- B. Using their special musical, artistic or other talents to provide enrichment experiences and extend student learning;
- C. Reading to children;
- D. Playing instructional games;
- E. Providing services in libraries, lunchrooms and playgrounds;
- F. Accompanying students on field trips;
- G. Assisting teachers in assembling instructional materials; and
- H. Assisting in school plays, music programs and other extracurricular activities.

Volunteers serve under the direction and supervision of the building principal or designated staff. When volunteers work with children, their activities will be under the direct and immediate supervision of the classroom teacher, coach, activity adviser, or other designated employee.

Approval, assignment, continuation, or termination of volunteers shall be at the discretion of the building principal.

Staff must have their use of volunteers approved in advance by the building principal. Volunteers will only be assigned to staff who request them.

Volunteers are expected to abide by all Board policies, procedures and school rules when performing their assigned responsibilities. The building principal shall make volunteers aware of applicable policies, procedures, and rules before they undertake their first assignment through a volunteer orientation, volunteer handbook, or other means.

Volunteers should perform only those tasks that have been assigned.

Volunteers will not have access to confidential information in student records except as allowed by federal or state law or regulations and will be responsible for maintaining confidentiality regarding information seen or heard while working as a volunteer.

Persons interested in volunteering time or services should contact the building principal. Prospective volunteers will be required to complete a written form.

In the interest of protecting the safety of students and staff, the school unit will conduct criminal background checks, including sex offender registry checks, on all volunteers who will be working directly with or will have unsupervised access to students, including those chaperoning students on field trips or school-sponsored excursions.

Information collected during this screening process will be treated as confidential to the extent allowed by law.

Volunteers may not transport students in private vehicles except as allowed by Board policy.

The school unit will provide liability insurance protection for volunteers while performing assigned services.

The Superintendent will be responsible for devising a method for evaluating the effectiveness of the volunteer program on an annual basis.

The Board will recognize volunteer service on an annual basis. The building principal will be responsible for appropriate school recognition of volunteers.

Legal Reference: 20-A M.R.S.A. § 1002

Cross Reference: EEAG - Student Transportation in Private Vehicles

Adopted: January 19, 2017

STUDENT ACHIEVEMENT/EVALUATION OF STUDENT PROFICIENCY

Effective evaluation of student achievement is essential to the instructional process, the certification of student progress towards meeting the content standards of the system of Learning Results, the tracking of progress toward individual and district learning goals, and communication between schools and parents.

Evaluation of student achievement provides staff with information important to assessing students' individual educational needs, providing appropriate instruction, and identifying learning problems and areas in which remediation is required. Sharing of information among parents, staff and students is an integral part of the evaluation process.

RSU 58/MSAD 58 will use multiple measures and methods, both informal and formal, at the classroom, school, and district levels to evaluate each student's achievement and to monitor his/her progress toward meeting proficiency in the content standards and the *Guiding Principles* of the Learning Results. Assessments over the course of each school year will include multiple opportunities for students to demonstrate in different ways what they know and are able to do. Students should have multiple and varied opportunities to acquire, practice, apply, and demonstrate their proficiency in knowledge and skills.

Individual classroom assessments may include but are not limited to student tests, quizzes, reports, demonstrations, presentations, artifacts, laboratory work, writing samples, teacher observations, portfolio constructions, and student self-assessments.

School and district assessments may include "common assessments" designed to provide consistent evaluation and reporting of student knowledge and skills in the same content areas across same-grade classrooms within the school and same-grade classrooms and grade spans within the district.

Large-scale assessments will include those required for the purpose of determining whether the school has achieved "annual measurable objectives" for federal or other reporting purposes, and may include other nationally normed standardized achievement tests.

COMMUNICATING INFORMATION CONCERNING STUDENT PROFICIENCY

Teachers should provide students and parents with timely information concerning student performance and, if applicable, the need for the student to participate in remediation and/or additional instruction.

Parents shall be informed at regular intervals of their child's academic progress through report cards or other written means.

The teacher, principal, or other designated person will provide regular grade level written notification to students and parents if the student may not be recommended to advance to the next grade because he/she has not met the content standards of the Learning Results for the student's grade span and/or other reasons, or if the student may not qualify for a high school diploma because he/she has not met the required standards.

Legal Reference: 20-A M.R.S.A. § 6209
Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: ADF – School System Commitment to Learning Results
IKAB – Report Cards/Progress Reports
IKE – Promotion and Retention of Students

Adopted: August 11, 2005

Revised: January 19, 2017

GRADING SYSTEM-REPORTING STUDENT PROFICIENCY

Starting at the high school level I 2018 and beyond, students will need to be assessed by proficiency based criteria on a new set of proficiency descriptors. The class of 2021 is currently required to receive a proficiency-based diploma as covered under the statutes of the State of Maine. The purpose of this new RSU 58/MSAD 58's grading and reporting system is to provide students and parents with timely information concerning student progress toward, and achievement of, proficiency in the content areas of Maine's system of Learning Results and the cross-curricular *Guiding Principles* of the Learning Results.

The Superintendent will be responsible for ensuring the development of a system for communicating information regarding student achievement and academic progress to students and parents. This system shall be approved by the Board.

Students and parents will be informed at regular intervals of their academic progress through report cards and other written means.

As we move forward, reports to parents in grades K through 8 will indicate the proficiency standards within the various content areas upon which the grades are based. Grades will be reported by level of proficiency and descriptions of proficiency, but the grading system must include at least the following levels of proficiency:

<u>Proficiency Level</u>	<u>Proficiency Description</u>
4	Highly Proficient
3	Proficient
2	Partially Proficient
1	Not Yet Showing Proficiency

Transition to proficiency-based grading and reporting at the high school level must be completed in a timely manner for compliance with the State and Board's proficiency-based diploma requirements.

Distinctions may be added between levels for the purpose of more accurate reporting and determining grade point average.

Standards and proficiency indicators will be expressed consistently at each grade level and each school in the school unit.

Grading will reflect an aggregation of information gleaned from multiple and varied opportunities for student demonstration of proficiency.

The Board encourages narratives and other forms of reporting as well as proficiency levels in order to make student progress more readily understandable to parents.

At all grade levels, “habits of work” will be reported separately from academic proficiency.

Interim progress reports indicating deficiency or a need for remedial intervention, or a significant improvement in performance may be issued at any time.

The teacher, principal or other designated person will provide regular grade level written notification to students and parents if the student may not be recommended to advance to the next grade level or if the student may not qualify for a high school diploma because he/she has not met the required standards.

Adopted: December 8, 2005

Revised: January 19, 2017

HOMEWORK

Board recognizes that education research has shown a positive correlation between meaningful and purposeful homework and student achievement. Homework offers an opportunity to deepen understanding of material, practice new skills, and to promote critical thinking and creativity, positive study habits and the taking of for academic growth. Homework helps inform parents of their child's educational progress and encourages communication between school and home. The Board believes that reasonable, educationally sound, relevant and regular outside-of-class homework assignments are an important part of the total educational program.

The Board expects that homework will be assigned in accordance with the following principles:

- A. Homework should be viewed as a means of extending learning opportunities beyond the school day and/or as preparation for classroom discussion or application of skills and knowledge.
- B. Meaningful, purposeful homework that is directly related to the curriculum produces the strongest achievement gains.
- C. Meaningful homework helps students develop goal setting, self-discipline, time management and organizational skills.
- D. Homework offers an opportunity for parent involvement and monitoring their child's educational progress.
- E. Homework provides teachers with additional opportunities for assessing student progress and determining instructional needs.
- F. Immediate, specific feedback must be given to students in order for homework to be effective in enhancing student learning.
- G. Homework must be realistic in length and difficulty given the students' abilities to work independently.
- H. Homework should emphasize quality rather than quantity.
- I. The amount of homework assigned should be gradually increased from grade to grade. As a student advances through school, it is reasonable to expect that the amount of homework can be increased.

The Board expects that any homework that is assigned will support the content standards of Maine's system of Learning Results and/or the cross-curricular *Guiding Principles*.

The Board encourages professional staff at each grade level and/or academic department to work together to achieve consistency in assignment and assessment of homework. The building principal, in consultation with professional staff, may develop homework guidelines to achieve this goal.

Adopted: Date of manual adoption (Unknown)

Revised: January 19, 2017

TRANSCRIPTS

The purpose of a high school transcript is to provide a comprehensive and accurate view of a student's academic record and achievements in a manner that can be understood by postsecondary institutions, prospective employers and other audiences with an interest in a student's proficiency and accomplishments.

Official transcripts issued by Mount Abram High School will include the following:

- The student's full name, date(s) of enrollment and date of graduation;
- A summary explanation of the school's grading system and graduation requirements, including content area and cross-curricular standards;
- The summary level of proficiency in each of the student's learning experiences, whether through courses or alternative pathways, will be recorded by name of course/experience and type of experience (e.g., dual-enrollment, independent studies, virtual learning, internships);
- The grade level/year in which each course/learning experience was completed and its duration (e.g., semester or full year);
- Proficiency levels for performance in the targeted standards associated with each of the eight content areas of the system of Learning Results;
- Proficiency levels for each of the *Guiding Principles*-based cross-curricular graduation standards, recorded in a separate section of the transcript.
- Names of courses/learning experiences, content areas and cross-curricular skills, shown in full;
- The student's proficiency-based grade point average (GPA); and

The transcript may show other relevant non-private information.

Cross reference:

IKAB – Grading System/Reporting Student Proficiency

IKF – Graduation Requirements

Adopted: January 19, 2017

PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

It is the Board's intent to provide sequential instructional programming that provides equitable opportunity for students to learn the knowledge and skills that will enable them to meet the content standards of the system of Learning Results associated with each grade level. The Board recognizes that at every grade level, there are differences among students in their intellectual, physical, social, and emotional development and that individual students may be more proficient in some content areas of the Learning Results than in others.

While most students will advance from one grade to another at the end of the academic year, some students may benefit from retention or acceleration. Assignment of a student to a grade level should be consistent with the best educational interest of that student.

A. Criteria

The following criteria will be used in making decisions concerning promotion, retention and acceleration. Although all listed criteria may be considered in the decision-making process, because of the relationship between a student's proficiency relative to the content standards of the system of Learning Results and his/her future success in school, more consideration shall be given to the criterion articulated below than to any other factors.

1. Achievement of the content standards of the Learning Results as demonstrated through individual artifacts, demonstrations, and other individual efforts; classroom tests/assessments, common assessments, standardized tests, and other elements of the Local Assessment System;
2. Participation and success in remedial programs, tutoring, summer school, and/or other opportunities for success;
3. Potential benefit from repetition of a grade or learning experiences;
4. Potential for success if accelerated;
5. Attendance;
6. Social and emotional maturity;

7. Health;
8. Age in relation to grade placement;
9. Program options;
10. Student attitude; and
11. Parental concerns.

B. Retention

Parents should be notified as early as possible in the event that retention is being considered. Parents will be informed of the remediation options available to students such as tutoring, after-school programs, and summer school. Whenever possible, decisions concerning retention should be made through a conference involving parents, the student's teacher, the building principal, and, as appropriate, the guidance counselor, other professional staff, and/or consultants. Advancement to the next grade may be made conditional on successful remediation or demonstrated proficiency within a specified period of time.

The principal shall be responsible for making the final decision regarding retention. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final.

C. Acceleration

Decisions regarding acceleration shall be made by the principal in consultation with the student's teacher(s), the Gifted and Talented Education Coordinator, and other professional staff or consultants, as appropriate. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final.

D. Transfer Students

For students who transfer into the school system from another state or educational program not required to meet the content standards of the system of Learning Results, the principal will determine the value of the student's prior educational experience for the purpose of grade placement or the fulfillment of credits.

Legal Reference: Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: IKF – Graduation Requirements

Adopted: October 8, 2002

Revised: January 19, 2017

GRADUATION REQUIREMENTS

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

RSU 58/MSAD 58 is implementing a proficiency-based system of learning as required by Maine law. After July 1, 2020, contingent on Department of Education approval of the school unit's schedule for implementation, the awarding of a diploma will be contingent on the demonstration of proficiency in the *four core- English Language Arts, Mathematics, Science, and Social Studies* of the content areas and Guiding Principles of Maine's system of Learning Results rather than the accumulation of credits. Starting in 2022, students will need to demonstrate proficiency in the four core plus one other of either World Language, Visual and Performing Arts, Career and Educational Development, or Health and PE increasing by one additional content area each year until all 8 are fully required in 2025

To be awarded a high school diploma from Mount Abram Regional High School, students graduating in the Class of 2021 and beyond will need to demonstrate proficiency in the required number of content areas identified in Maine's system of Learning Results, meet the cross-content performance standards set forth in the *Guiding Principles* of the Learning Results, and fulfill all additional graduation requirements set by the Board.

Students graduating in the Classes of 2015-2020 must meet the credit and other graduation requirements specified in this policy.

A student who would have graduated with the Class of 2020 and have been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set by Board policy will have until June 30, 2020 to fulfill the graduation requirements applicable to the Class of 2020.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook.

The Board has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The Board is aware that current law and regulations are subject to change.

The Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF 2015, 2016, 2017, 2018, 2019 OR 2020.

Students who anticipate graduating in the Classes of 2016, 2017, 2018, 2019 or 2020 must meet the following minimum requirements in order to be awarded a high school diploma.

A. The student must successfully complete a total of 24 credits. Of these credits, 12 ½ (twelve and one-half) must be those specified by the State of Maine. They are:

1. English/language arts – 4 credits;
2. Mathematics – 2 credits;
3. Social studies and history, including one year of American history and government – 2 credits;
4. Science, including at least one year of laboratory study – 2 years;
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. The student must demonstrate computer skills according to the school unit's standards for computer literacy, proficiency, and performance.

C. In addition to the State requirements, the student must meet the following additional credit requirements established by the Board:

1. Math – 1 additional credit;
2. Science – 1 additional credit;
3. Social Studies– 1credit;

4. Computer Literacy- .5 credit; or evidence of mastery based on a computer checklist.
 5. Portfolio Requirement: As a requirement for graduation, all students in the Class of 2015 and after are required to demonstrate academic mastery by means of the collection and presentation of standards-based work in their personal career portfolio. Each student will present his or her portfolio during the second semester of the junior year or the first semester of the senior year as part of his or her exit exhibition. The student work displayed in the portfolio for each exit exhibition will meet or exceed school standards. Work will include but not be limited to:
 - Current personal resume, with appropriate documentation.
 - Writing Sample
 - Research Paper, in any learning area
 - Minimum of one sample each of all core learning areas
 - Evidence of community service
- D. The remaining credits may be selected by the student based on his/her interest, satisfaction of course prerequisites, and requirements of the field that he/she plans to enter upon graduation.

ALTERNATIVE METHODS 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 in this section.

A student who makes up deficiencies may participate in the next regular graduation ceremony following successful completion of all graduation requirements.

- A. A student may earn credit through the SAD #58 Adult Education Program. The student must have prior written approval from the Director of Adult Education, School Counselor, and Principal.

- B. A student may obtain credits through summer school in classes that he/she completed at Mount Abram Regional High School but did not pass. The student must obtain prior written approval from the School Counselor, and Principal.
- C. A student may earn credits through distance learning/virtual courses provided 1) the course is approved in advance by the School Counselor, and Principal and 2) progress is monitored by a member of the High School's professional staff.
- D. Advanced courses or courses not available at Mount Abram Regional High School may be taken at other secondary schools, through Early College or at approved postsecondary institutions with the approval of the School Counselor and Principal.
- E. A student may earn credits through independent study approved by the School Counselor and Principal, and monitored by the teacher(s) of the subject(s) to which the independent study is related.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

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), as specified by the goals and objectives of the student's individualized education plan (IEP) will be awarded a diploma.

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

Contingent on Department of Education approval of RSU 58/MSAD 58's schedule for implementation of proficiency-based diploma requirements after July 1, 2020, the awarding of a diploma from Mount Abram Regional High School will be contingent on the demonstration of proficiency in the required content areas of Maine's system of Learning Results and meeting the cross-content performance standards of the *Guiding Principles* of the Learning Results. Students will also need to fulfill all additional graduation requirements set by the Board.

Mount Abram Regional High School's educational program will be designed to enable students to satisfy graduation requirements in four years through a sequence of educational (learning) experiences/courses 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.

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Students following a traditional pathway will:

- A. Engage in educational experiences in the content areas of English Language Arts, Mathematics in each year of their high school program;
- B. Engage in at least three educational experiences in each of the content areas of social studies, and science and technology during their high school program;
- C. Engage in at least one educational experience in the content area of visual and performing arts during their high school program;
- D. Engage in at least 1 educational experience in world languages during their high school program;
- E. Engage in at least 2 health and physical education experiences during their high school program; and
- F. Engage in educational experiences that integrate career and education development into other content areas of the Learning Results.

Students following a traditional pathway must be enrolled in the equivalent of six full year learning experiences/courses or integrated equivalents in each of their high school years.

Students may also opt to pursue a high school diploma through multiple additional pathways including:

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 educational experience (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 of the Learning Results and/or the Guiding Principles and how the student will demonstrate proficiency in meeting the standards. The personal learning plan must be approved by the School Counselor and Principal.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

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), as specified by the goals and objectives of the student’s individualized education plan (IEP) will be awarded a diploma.

INFORMING STUDENTS AND PARENTS

The Superintendent/designee will inform students and parents as soon as practicable of any State-imposed proficiency standards/requirements that must be met before students may be awarded a high school diploma, but prior to the start of the class cohort’s 9th grade school year.

III. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM MOUNT ABRAM REGIONAL HIGH SCHOOL

This section applies to all students, in all graduation classes.

A. Transfer Students

For students who transfer to Mount Abram Regional High School from another state or from an educational program that is not required to be aligned with the content standards of the system of Learning Results, the Mount Abram Regional High School Principal shall determine the value of the student’s prior educational experience towards meeting graduation requirements.

B. Home-schooled Students

For previously home-schooled students wishing to receive a diploma from Mount Abram Regional High School, the Mount Abram Regional High School Principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements. A home schooled student must have attended Mount Abram Regional High School for a minimum of 2 semesters in order to receive a Mount Abram Regional High School diploma.

C. Delayed Awarding of Diplomas

A student who leaves Mount Abram Regional High School to attend an accredited, degree-granting institution of higher education 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 and there is evidence of meeting state and local graduation requirements for content standards.

D. Early Awarding of Diplomas

A student who has met the State's and the Board's diploma requirements in fewer than four years of high school will be awarded a diploma.

E. Extended Study

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

F. Certificate of Completion

The Board may provide a certificate of completion to a student who leaves school having completed four years attendance as a full-time high school student who has earned/completed the required credits or courses/learning experiences but has not met Learning Results proficiency standards that may be mandated by the State.

G. Participation in Graduation Ceremony

A student must complete all requirements for a high school diploma or certificate of completion in order to participate in graduation exercises.

H. Honors and Awards at Graduation

In order to be eligible for honors or awards based wholly or in part on academic achievement (e.g., valedictorian, salutatorian, class speaker, “Top 10”), a student must have been enrolled full time at Mount Abram Regional High School during the year preceding graduation. Students who do not meet this enrollment requirement will not be “ranked” for the purpose of determining eligibility for graduation honors, awards, or scholarships.

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

Cross Reference: IHCDA – Post-Secondary Enrollment Options

Adopted: March 22, 2001

Revised: January 19, 2017

MSAD 58 Multiple Pathways

Starting in 2017-18, freshman student attending Mt Abram High School will be offered a variety of learning options that allow students to demonstrate proficiency on expected learning standards, earn academic credit, and satisfy graduation requirements.

Mt Abram High School also encourages its students to explore a broad range of learning experiences, including outside-of-school options, that allow them to pursue personal interests and career aspirations, gain applied knowledge and skills, and build strong work habits and character traits. All students will create a Personalized Learning Plan intended to increase educational engagement and motivation, while increasing preparation for postsecondary education and careers.

A. Learning Options

Mt Abram High School offers multiple learning options to students, including academic courses, career and technical education programming, online and blended learning experiences, alternative and at-risk programming, internship and exchange experiences, and adult education. Many of these options are detailed in the annual program of studies, and some are available to all students through the regular course registration and enrollment process.

B. Personal Learning Plans

In addition to the learning options offered by the school, students can work with advisors, counselors, and teachers to identify alternative courses, programs, or student-designed learning experiences, including independent studies and long-term projects, that engage their personal interests and ambitions, align with one or more learning standards, and meet Mt Abram High School's graduation requirements.

To pursue a personalized learning pathway, including outside-of-school learning options, students must describe their learning experiences in a Personal Learning Plan, including how the experience satisfies both graduation requirements and expected cross curricular and content-area standards.

Outside-of-school learning options may or may not be entirely aligned with specific classroom-based courses, but they must enable students to achieve at least some of the performance indicators taught in a comparable classroom-based course. Some interdisciplinary pathway experiences may enable students to achieve performance indicators addressed in multiple content areas or classroom-based courses. The student's Personal Learning Plan will detail how the personalized pathway options will enable the

student to achieve expected performance indicators, graduation standards, and graduation requirements.

C. Approval, Certification, and Documentation

All learning options must be approved, reviewed, certified, and documented by administrators, teachers, and staff at Mt Abram High School. Advisors, counselors, and/or teachers, working in collaboration with all participating outside instructors or supervisors, will certify that learning experiences culminate in the demonstration of proficiency on the graduation standards and performance indicators detailed in a student's approved Personal Learning Plan. Following approval by the instructors, all final personal learning plans will be approved by the administration.

To satisfy Mt Abram High School graduation requirements, all learning options must (1) be approved in advance by the school and (2) be of an equal or higher rigor and quality as the school's academic courses. If questions arise about the rigor, quality, or standards of a learning option, the Principal or a designee will make the ultimate determination.

Students who successfully complete an approved learning option will have the experience, and the resulting grade or performance level, reported on the student's progress reports, report cards, and official Mt Abram High School transcript.

Legal Reference

Maine Revised Statutes, Title 20–A, Chapter 207–A, Instruction, Subchapter 1, General Requirement, Section 47

Cross Reference

IKA: Grading and Reporting System

IKC: Transcripts

IKF: Graduation Requirements

Approved: May 18,2017

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board considers the continuous review and evaluation of the instructional program as a major responsibility of the Superintendent and his/her staff.

The Superintendent is expected to lead the staff, community and Board in the development and ongoing review of Board-adopted criteria and standards by which to measure the results of the instructional program.

The Superintendent/ designee will provide periodic reports to the Board to enable it to make informed judgments regarding the success of the program.

Cross Reference: IGA - Curriculum Development and Adoption

Adopted: Date of manual adoption (Unknown)

Revised: January 19, 2017

EDUCATIONAL RESEARCH: STUDENT SURVEYS, ANALYSES, AND EVALUATIONS

In this policy, “surveys, analyses, or evaluations” refer to methods of gathering data for research purposes.

No student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

- A. Political affiliations or beliefs of the student or the student’s parent;
- B. Mental or psychological problems of the student or the student’s family;
- C. Sexual behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- G. Religious practices, affiliations, or beliefs of the student or student’s parents; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program without the prior written consent of the student’s parent/guardian, or of the student, if he/she is 18 years of age or older).

All instructional materials, including teachers’ manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student’s parent/guardian. For the purpose of this policy, “instructional material” does not include academic tests or assessments.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent/designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The school unit will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Insofar as practicable, the school unit will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Legal reference: 20 U.S.C. § 1232(h)

Cross reference: JRA—Student Educational Records

Adopted: January 19, 2017

EXEMPTION FROM REQUIRED INSTRUCTION

The curriculum of the school unit is designed to reflect the learning expectations for all students in all content areas of the system of Learning Results, as well as other statutory and regulatory requirements and content areas specified by the Board.

The Board acknowledges that from time to time individual students may be exposed to some ideas and materials with which they or their parent(s)/legal guardian disagree. Students and their parent(s)/legal guardian cannot be required to adopt ideas with which they disagree, but such disagreement alone is not a sufficient basis to exempt a student from the prescribed curriculum. Exemptions from the required curriculum should be minimized because they can detract from the overall instruction provided to the class as a whole and the educational objectives sought to be achieved by the curriculum.

The Board recognizes, however, that there could be topics in the curriculum which may be objectionable to individual students and/or parent(s)/legal guardian based on their particular sincerely held religious, moral or philosophical beliefs. Exemption from instruction which infringes on such beliefs may be requested by the parent(s)/legal guardian.

Requests for exemption from instruction must be made in writing to the building Principal and are subject to the approval of the Principal. The Principal shall notify the Superintendent as soon as practicable of any request for exemption from instruction and of his/her decision. If the Principal denies an exemption request, the parent(s)/legal guardian may appeal to the Superintendent.

In considering requests for exemption, factors that the Principal should consider may include:

- A. The alignment of the curriculum with the system of Learning Results;
- B. Whether the course or content area is required by state law or Board policy;
- C. The educational importance of the material or instruction from which exemption is requested;
- D. Evidence regarding the sincerity of the belief on which the request is based;
- E. Whether the school has a legal obligation to accommodate the exemption request;

- F. The effect of exemption or accommodation on the validity of the local assessment system; and
- G. Other factors that bear upon the particular request.

Exemption from required instruction does not excuse the student from meeting the requirements of the Learning Results or from total credit hours or other requirements for graduation, or from performing alternative work.

When the Principal determines that the curriculum that has been aligned with the system of Learning Results conflicts with sincerely held religious beliefs of a student or his/her parent or legal guardian, reasonable accommodation in the curriculum shall be made for the student, within the scope of existing resources. Alternative instruction may be provided by the school or through approved independent study. Any alternative instruction shall be approved in advance by the Principal in consultation with appropriate instructional staff and shall meet the standards and objectives of the part of the curriculum that is being replaced. When requests for exemption from required curriculum are made for religious reasons, a parent/guardian who is dissatisfied with the Principal's decision may appeal to the Superintendent. If the accommodation in the curriculum that is requested is so great that the validity of the local assessment system is compromised, the Superintendent will determine how to address the situation, subject to the approval of the Commissioner.

When a student is exempted from any portion of the regular curriculum for other than religious reasons (including exemption based on sincere philosophical or moral beliefs), the staff will make reasonable efforts, within the scope of existing resources, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school or through approved independent study. Any alternative instruction shall be approved in advance by the Principal in consultation with the classroom teacher, and shall meet the standards and objectives of the part of the curriculum that is being replaced. When requests for exemption are made for philosophical or moral reasons, a parent/guardian who is dissatisfied with the Principal's decision may appeal to the Superintendent, whose decision shall be final.

Legal Reference: 20-A MRSA § 6209
LD 1536, Chap. 51 Resolves
Ch. 127 § 3.07 (Me. Dept. of Ed. Rules)
Ch. 131 (Me. Dept. of Ed. Rules)

Cross Reference: ADF – School District Commitment to Learning Results
IJJ – Instructional and Library Material Selection

Adopted: January 19, 2017

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Flag Policy

MSAD #58 will each day display the American Flag and Maine State Flag as governed by statute. Each classroom will also display an American Flag. When ordered to display flags at half-staff by the President or Governor these orders will be observed when school is in session.

Additionally: written requests can be made to display other flags at a school provided the flags are Congressionally approved by the US Congress, and the organization or individual seeking the flag display files the appropriate form and attaches a timeframe and plan for upkeep of the display. If an organization or individual seeks to have a flag displayed, they must provide and install a dedicated flagpole and flag to MSAD 58. A written agreement must be provided and include a plan for maintenance for both the pole and flag, as well as contact information for the individual or organization requesting the display. All requests for approval will be submitted to the Superintendent of Schools for final written approval. Approval will be denied if the flag is likely to cause a disruption in the school program.

Legal Reference:

MRSA Title 20A § 1055 (6)

Adopted: 1st reading- 1/19/17

Approved: Feb 16, 2017

ANIMALS IN SCHOOLS

The Board recognizes that having animals in the classroom can offer valuable student learning experiences but is also concerned with the health and safety of students, staff and visitors and the humane treatment of animals when they are brought to school.

For the purpose of this policy “animals” includes mammals, reptiles, amphibians, birds, insects, and fish.

The presence of live animals in the classroom must be directly related to the objectives of the instructional program. Permission must be obtained from the building principal before any animal is brought into the school by a teacher, student or any other person.

The following guidelines shall apply to the presence of animals in RSU 58/MSAD 58 schools.

- A. The presence of an animal in the classroom must be directly related to the instructional program. Staff, who wish to have animals in the classroom must submit a written request to the principal; the request should include the instructional purpose and activity, the type of animal, the length of time the animal is expected to be present, and a plan for the care of the animal. The principal, at his/her discretion, may approve or deny the request.
- B. Students or parents who wish to bring animals to school for educational purposes must consult with the teacher who, in turn, will request permission from the building principal. All other persons who wish to bring animals to school must obtain written permission, in advance, from the building principal.
- C. The Superintendent will be responsible for developing procedures to inform parents that animals may be visiting or residing in classrooms during the school year. Parents are expected to notify the school if their child has an allergy or other health condition that will be affected by the presence of animals in the classroom.

The building principal and staff will respond appropriately when health considerations are brought to their attention. An animal will not be housed in a classroom if a student in that classroom has a documented allergy to the animal.

- D. Except for service dogs, animals may not be transported in school vehicles.

- E. No domestic mammals/pets (including dogs, cats, ferrets, and primates) or livestock will be allowed in school unless current proof of rabies and/or other vaccination is provided. Smaller mammals such as mice, hamsters, gerbils, guinea pigs, and rabbits do not need to be vaccinated against rabies. Bats, as they may be carriers of rabies, are not allowed in the schools.

Parrots, parakeets and other psittacine birds (birds that may carry psittacosis, a severe infectious human respiratory disease) shall not be brought to school unless they have been tested and certified as psittacosis-free.

Red-eared turtles (also known as painted turtles) are carriers of salmonella and shall not be kept in the classroom without written documentation from the supplier that they are salmonella-free.

- F. No wild, exotic, aggressive or poisonous animals will be allowed in school unless under the control of an individual trained in the care and management of the animal and properly licensed by state or federal agencies as appropriate (e.g., zookeepers, veterinarians, biologists, Maine Fish and Wildlife personnel). Students will not be permitted to handle such animals.
- G. No animals will be allowed free range of the classroom or the school. All animals brought to school must be restrained by the owner/handler. The teacher is responsible for the proper supervision and control of students whenever there is an exhibit or activity involving animals in school.
- H. Animals kept in classrooms must be housed in suitable cages or containers and fed and otherwise cared for appropriately. Only the teacher or students designated or supervised by the teacher may be allowed to handle these animals. Animal waste must be removed on an as-needed basis and in a sanitary manner. Only staff members or adult volunteers will be allowed to clean cages or containers or remove animal waste.
- I. If a student is bitten or injured by an animal on school premises, the building principal, school nurse and parent/guardian must be notified as soon as possible. If a staff member or visitor is bitten or injured, the building principal must be notified. The building principal must notify appropriate public health authorities and the Maine Department of Health and Human Services Center for Disease Control of each incident. An accident/injury report must also be completed and forwarded to the Superintendent.

- J. If a stray or wild animal appears on school grounds, students shall not be allowed in the area until the animal has left the premises or is removed by the local animal control officer, game warden or other appropriate official.
- K. No animal may be used as part of a scientific experiment or for any other purpose in which the normal health of the animal is interfered with or which causes pain or distress. No person may practice vivisection or exhibit a vivisected animal in the schools. Dissection of dead animals shall be confined to the classroom and to the presence of students engaged in the study of dissection and shall not be for the purpose of exhibition.
- L. The Board recognizes that service animals may be used to assist persons with disabilities. This policy does not apply to the presence of service animals that have been or are being specifically trained for the purpose of assisting a person with a disability.

Legal Reference: Americans with Disabilities Act (42 U.S.C. § 12101 et seq.)
7 MRSA § 3971
22 MRSA §§ 801-825

Cross Reference: IMGGA - Service Animals in the Schools
JLCE - First Aid and Emergency Medical Care

Adopted: February 12, 1988

Revised: January 19, 2017

SERVICE ANIMALS IN SCHOOLS

The Board recognizes that service animals may be used to provide assistance to some persons with disabilities. This policy governs the presence of service animals in the schools, on school property, including school buses, and at school activities.

DEFINITION

As applied to schools, federal and Maine law define a “service animal” as a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purpose of this definition.

The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of such work or tasks include, but are not limited to, assisting an individual who is totally or partially blind with navigation and other tasks, alerting an individual who is deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting an individual to the presence of allergens, retrieving items such as medicine or a telephone, providing physical support and assistance with balance and stability to an individual with a mobility disability and helping a person with a psychiatric or neurological disability by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition.

USE OF SERVICE ANIMALS IN SCHOOLS

Use of a service animal by a qualified student with a disability will be allowed in school when it is determined that the student’s disability requires such use in order to have equal access to the instructional program, school services and/or school activities.

Use of a service animal by a qualified employee with a disability will be allowed when such use is necessary to enable the employee to perform the essential functions of his/her job or to enjoy benefits of employment comparable to those of similarly situated non-disabled employees.

The parent/guardian of a student who believes the student needs to bring a service animal to school, or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 Coordinator or Director of Special Services, as appropriate, and the Superintendent will determine whether or not to permit the service animal in school.

Parents or animal handlers who will be present in school for the purpose of assisting a student with his/her service animal will be required to submit to a sex offender registry and criminal background check. In addition, parents and handlers must comply with all standards of conduct that apply to school employees and volunteers.

The school unit may impose additional conditions on the presence of a service animal, depending upon the circumstances.

The building principal may remove or exclude a service animal from the school or school property if the presence of the animal poses a direct threat to the health and safety of others or the student, employee or handler is unable to fully control the animal; or the animal fails to consistently perform the function(s)/service(s) for which it has been trained and brought to school.

A parent or employee whose service animal has been removed or excluded may appeal the decision to the Superintendent. If dissatisfied with the Superintendent's decision, the parent or employee may appeal to the Board.

SERVICE ANIMALS AT SCHOOL-SPONSORED EVENTS

Individuals with disabilities may be accompanied by their service animals to events or activities open to the public that are held in schools or on school property. The use of a service animal may not be conditioned on the payment of a fee or security deposit, but the individual is liable for any damage done to the premises or facilities by such an animal.

The building principal may revoke or exclude the service animal only if the animal poses a direct threat to the health and safety of others, the use of the animal would result in substantial physical damage to the property of others, or would substantially interfere with the reasonable enjoyment of the event or activity by others.

Legal Reference: 42 USC § 12101 et seq.
36 CFR § 104, 302
5 MRSA §§ 4553, 4592
Me. Human Rights Commission Rule Chapter 7

Cross References AC - Nondiscrimination, Equal Opportunity, and Affirmative Action
IMG - Animals in Schools

Adopted: January 19, 2017