

Policy Section I

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IA Instructional Goals and Objectives

The RSU 1 Board envisions graduates as individuals who apply the skills, knowledge, and character to be responsible and productive learners, citizens, and leaders in a global society.

Our graduates also seek a balance in their personal, professional, and intellectual lives. They are lifelong learners who can apply essential knowledge in an ever-changing world.

To achieve its vision of an educated person, the Board hereby adopts as its instructional goals and objectives the *Guiding Principles* of Maine's system of Learning Results.

Each graduate of RSU 1 schools should be:

A. A clear and effective communicator who:

1. Uses oral, written, visual, artistic, and technological modes of expression; and
2. Reads, listens to, and interprets information from multiple sources.

B. A self-directed and lifelong learner who:

1. Creates career and education plans that reflect personal goals, interests and skills, and available resources;
2. Demonstrates the capacity to undertake independent study; and
3. Finds and uses information from libraries, electronic databases, and other resources.

C. A creative and practical problem solver who:

1. Observes situations objectively to clearly and accurately define problems;
2. Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions;
3. Identifies patterns, trends, and relationships that apply to solutions to problems; and
4. Creates a variety of solutions, builds a case for the best response, and is able to provide the rational basis for their decision making.

D. A responsible and involved citizen who:

1. Recognizes the power of personal participation to affect the community and demonstrates participation skills;
2. Understands the importance of accepting responsibility for personal decisions and actions;
3. Knows the means of achieving personal and community health; appreciates, seeks and derives the benefits of a healthy lifestyle;
4. Recognizes and understands human similarities and differences and is able to reflect mutual respect and tolerance for humanity and for the dignity of the individual; and
5. Expresses a knowledge and understanding of their society and appreciates the balance between human beings and their environment, both locally and globally.

E. A collaborative and quality worker who:

1. Assesses individual interests, aptitudes, skills, attitudes, and values in relation to demands of the workplace;
2. Demonstrates reliability, flexibility, and concern for quality; and
3. Concentrates and perseveres on tasks until those tasks are completed;

F. An integrative and informed thinker who:

1. Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparation; and
2. Comprehends relationships among different modes of thought, theory and methods associated with the traditional disciplines.

Legal Reference: 20-A MRSA § 6208-6209

Cross Reference: AD - Educational Philosophy/Mission

ADAA - School System Commitment to Ethical and [Responsible Behavior]

ADF - School District Commitment to Learning Results

Adopted: January 26, 2015

ID School Day

FILE: ID

SCHOOL DAY

RSU 1 exists to provide education to the children and young people who reside within the unit. The essence of this education is primarily the teaching-learning setting with direct contact between teachers and students. It is the intent of the board that optimal instructional time for each age level within the student body is provided during the typical school day.

The "instructional day" is not considered to include co-curricular or extracurricular activities. Exceptions shall only be made with the approval of the Superintendent. The number of school days shall meet or exceed the state requirement and be set annually by this Board and be included in the school calendar.

Legal Reference: 20-A MRSA § 4801

Ch. 125 § 6.02-6.04 (Me. Dept. of Ed. Rule)

Adopted: February 26, 2015

This is a recommended policy.

IDB Cancellation of After-School Student Activities Due to Inclement Weather

The Board of Directors stresses that student safety is paramount and that parental judgment prevails in cases of attendance at after-school activities during inclement weather.

In the event that inclement weather causes the cancellation of school, the following procedures will be followed:

(a) If school is cancelled prior to noon at Morse High School and Bath Middle School and prior to 1:00 PM at the elementary schools, and the weather improves after that time, students may be requested to participate in organized after-school activities. No penalty will be assessed for student absence in the extra-curricular activity under this circumstance. The principal will make the decision regarding holding after-school activities on inclement weather days after consultation with the superintendent of schools. The principal will also consult the bus supervisor and other weather agencies as needed.

(b) If school is cancelled after noon or 1:00 PM at secondary and elementary schools respectively, no after-school student activities will be held.

(c) If weather conditions are problematic on weekends when an extra-curricular activity has a scheduled practice, the coach/advisor must consult with building administrator/designee prior to convening the practice. Should inclement weather threaten a scheduled inter-school competition on the weekend the coach/advisor must confer with principal/designee to determine whether or not the event should be cancelled.

First Reading: February 11, 2008

Adopted: March 10, 2008

IHAI Applied Learning Projects Policy

File: IHAI

Bath Regional Career and Technical Center
APPLIED LEARNING PROJECTS POLICY

Bath Regional Career and Technical Center supports the instructional use of Applied Learning Projects to assist in providing our students with the BEST educational program. Applied Learning Projects performed by the school are for the sole purpose of instruction and must meet the educational objectives of the program's curriculum.

Students perform applied learning projects for educational purposes and the school does not charge for the services and time of the students and instructors. Accordingly, BRCTC, or any of its agents, assumes no liability for applied learning projects undertaken. BRCTC is not in the business of automotive repair, construction, culinary arts, and/or technical services and is not a merchant with respect thereto within the meaning of Maine Law. Accordingly, no implied warranties of merchantability or fitness exist with respect to the products and services provided. The products and services are expressly provided AS IS, WHERE IS.

Projects are selected based solely upon their educational value as determined by the Instructor and the Director. Order of submission is not a factor in selection of projects. As applied learning projects requested forms are received, they are given to the instructor for review, filed, and drawn upon to best fulfill the educational requirements of the program's curriculum.

A person seeking projects to be performed as part of the BRCTC's instructional program shall first complete an Applied Learning Project Request Form, available at the office. The form must be completed in full and signed by the owner to indicate acceptance of the conditions set by the Bath Regional Career and Technical Center. BRCTC reserves the right to accept or reject any request for Applied Learning Projects. All Applied Learning Projects accepted will become a learning situation with no implied warranty or date of completion.

GUIDELINES FOR ACCEPTING APPLIED LEARNING PROJECTS:

- All Applied Learning Projects shall meet the educational requirements of the Approved Program Curriculum. Program instructors will document the duty areas and tasks

supported by each Applied Learning Project.

- All operations performed on Applied Learning Projects shall be conducted by students as an applied learning experience.
- Applied Learning Projects requests shall only be accepted from: Nonsectarian, nonpolitical nonprofit organizations which are exempt under Section 501 C (3) of the Internal Revenue Code

Students enrolled in school within BRCTC region

Staff members employed by schools within BRCTC region All other requests, not fulfilling the above criteria, need the specific approval from the Director.

- All Applied Learning Projects shall have a written estimate of expenses, signed by the owner, prior to the start of a project. Applied Learning Projects shall not exceed \$500.00 in total cost without the specific approval from the Director.
- Students shall not be compensated for operations conducted as part of an Applied Learning Project. However, BRCTC does accept donations to the school's scholarship/activity fund.
- Individuals shall not use the BRCTC's lab facilities for commercial ventures.

PROJECT COSTS:

The owner of the Applied Learning Project is required to provide all necessary materials. Any materials provided by BRCTC will be charged to the owner. Operational fees are charged to assist in covering equipment maintenance and waste disposal fees. All revenue derived from Applied Learning Projects shall assist with the financial support of the educational program.

[All projects must be paid in full to the office before the project can be removed from BRCTC.] The office may provide a receipt to validate proof of payment.

GRIEVANCE PROCEDURE:

The purpose of this procedure is to secure, at the lowest possible level, a resolution to problems/concerns regarding the selection or scope of Applied Learning Projects.

Step 1: Any grievance must be filed in writing to the Director within five (5) school days after the aggrieved person knew of the event or condition giving rise to the grievance. The Director shall review the materials submitted, discuss the issue with the parties involved, and shall render a written decision with the reasons therefore.

Step 2: The aggrieved person may appeal the decision of the Director to the RSU 1 Superintendent of Schools, by submitting the reasons of the appeal in writing within five (5) school days of the previous decision. The Superintendent of Schools shall review the materials submitted, discuss the issue with the parties involved, and shall render a written decision with the reasons therefore.

Step 3: To carry a grievance to the RSU 1 Board of Directors, the aggrieved person shall submit the written reason for the appeal of the Superintendent's decision, within five (5) school days of the previous decision. The Chairperson of the RSU 1 Board of Directors shall schedule an appeal hearing with the Board. The RSU 1 Board of Directors shall render its final decision and the reasons therefore in writing to the aggrieved person.

**BATH REGIONAL CAREER AND TECHNICAL CENTER
CULINARY ARTS FUNCTION AGREEMENT**

All operations performed on instructional projects are conducted by the students as an applied learning experience. All instructional projects shall meet the educational requirements of the approved Program Curriculum.

THE FACULTY OF THE CENTER RESERVES THE RIGHT TO ACCEPT OR REJECT ANY PROJECT REQUEST.

CLIENT: _____ TELEPHONE: _____

MAILING ADDRESS: _____

DATE OF REQUEST: _____ DATE OF FUNCTION: _____ TIME OF FUNCTION: _____

NUMBER OF PEOPLE: _____ FUNCTION COST NOT TO EXCEED \$ _____

FUNCTION -- Circle Appropriate

Breakfast, Lunch, Dinner, Reception, Coffee, Tea, Other

COST

Food Requested Cost Materials (completed by student)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TOTAL \$ _____ TOTAL \$ _____

Total cost of food & material \$ _____

This form needs to be submitted two weeks prior to the date of function to allow ample time for the students to prepare for the function.

AGREEMENT: I, the undersigned, hereby agree to indemnify and save harmless RSU 1, the Board of Directors and any agents, officers or employees thereof, against any courses of action, claims of damages, theft, or injuries arising out of, or in any way connected with the learning experience involved; and to accept full responsibility for the cost which will be incurred in the preparation and service of the above described instructional project. I also realize that this educational program is under no obligation to complete the project or to meet the requested completion date indicated above. As an educational project, there is NO implied guarantee on the instructional projects. Payment in full is required before the instructional project is released.

CLIENT'S SIGNATURE: _____

For Office Use Only

Competency Duties and Tasks met by completing project _____

Estimated Cost \$ _____ Project Start Date: _____ Projected Completion Date _____

Instructor Approval _____ Director Approval _____

71. DEPARTMENT OF EDUCATION

Chapter 237: "LIVE OR OUTSIDE WORK"

Summary: In order to provide practical experiences to vocational students, it is sometimes necessary to obtain work from outside the school community. The primary goal of the live work process is to enhance the educational offerings of vocational/technical programs so that students can reach and master the competencies in a specific vocational area. However, schools must not compete unfairly with the private sector.

1. Definition Live or Outside Work An actual work situation as opposed to a practice piece. Practice pieces are normally torn down after construction or service. (Example: the building of a structure for use by a person or agency or the repair of an automobile or electrical appliance for use by a consumer is a live work project.)
2. Local Requirements for "Live or Outside Work" When conducting live work or bringing school-based enterprise projects into the curriculum, schools must work with the local program advisory committees. Schools must obtain support and leadership from the business community to avoid any unreasonable negative impact on private business. Together they should establish a formal process for problem solving and dispute resolution, and develop accountability systems that can measure and evaluate the

operation, effectiveness, and business and community roles of these enterprises and activities.

A. All vocational education programs, school-to-work programs and school-based enterprises that are at least in part funded by Federal or State funds must have a program advisory committee with broad representation of business and industry, to include the full range of sizes of the businesses in the area. The majority of members of the program advisory committee must come from the private sector.

B. All vocational education programs, school-to-work programs and school-based enterprises that are at least in part funded by Federal or State funds must have a live work policy in place. An established live work policy will:

1. insure that all expenditures and receipts are thoroughly accounted for;
2. include a local grievance procedure;
3. state that work will be accepted in a manner that will best enhance the present learning objectives of the students; and
4. identify in writing who may qualify to request/receive live work products or services.

C. The appropriate program advisory committee and the governing board of the schools must approve each live work policy.

D. Policies and procedures for administering "live work" must be filed with the Maine Department of Education for its review to assure compliance with this rule. Any amendments to such policies and procedures are also subject to Department of Education review.

E. Annually the program advisory committees and the governing boards must review the live work policies and send evidence of this review to the Maine Department of Education.

STATUTORY AUTHORITY: 20-A MRSA Section 8306-A

EFFECTIVE DATE:

June 21, 1979 (EMERGENCY)

EFFECTIVE DATE OF PERMANENT RULE:

August 30, 1979

EFFECTIVE DATE (ELECTRONIC CONVERSION):

May 19, 1996

AMENDED:

July 18, 1999

ADOPTED BY BATH BOARD OF EDUCATION: November 8, 2004

AMENDED: November 14, 2007

IHAN Driver Education

File: IHAN

DRIVER EDUCATION

The Driver Education Program will be supervised by the RSU 1 Superintendent of Schools.

The RSU 1 Board of Education has established the following priorities for students applying for driver education, listed from first to last priority:

- A. Students who are attending the public schools in RSU 1;
- B. Students attending private schools or are home schooled whose parents reside in RSU 1 or in towns sending students to Morse High School; and
- C. Students attending other Maine high schools or out-of-state high schools.

Driver Education will be offered at the expense of the students.

Legal Reference: Title 20-A, MRSA, Sec. 4604

Adopted: December 9, 1964

Revised: April 1, 1980; January 1990; June 8, 1992; June 25, 2012

IHBA Individualized Education Programs

It shall be the policy of the school unit to maintain a complete individualized education program (IEP) for each student who has been identified with a disability; in need of special education services under state and federal special education laws, and who is in attendance at RSU 1 schools. RSU 1 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. RSU 1 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 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, typically comprised of parents, an administrator, special education teacher, classroom teacher, and any others as appropriate, 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 by the IEP Team 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: June 8, 1992

Revised: August 27, 2012

IHBAA - Referral and General Education Interventions

REFERRAL AND GENERAL EDUCATION INTERVENTIONS

It shall be the policy of Regional School Unit 1 to refer all school age students suspected of having a disability that requires special education to the Individualized Education Program (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 regardless of the results of the initial child find activities (kindergarten screening, Benchmark Assessment, Speech/Language screening). Professional school staff may also refer students to the IEP Team at the 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 Education. It shall be signed and dated by the Director of Special Education or designee, thereby indicating the date of the receipt of that referral.

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

References: Me. Dep't of Educ. Reg. Ch. 101, §§ II(16), III, IV (2)(D), (E), V(4)(A) (July 2015)

Revised: February, 2001

Revised: June 14, 2004; November 23, 2015; May 22, 2023

IHBAA-R - Referral and General Education Interventions Procedures

Referral and General Education Interventions Procedures

Regional School Unit 1 shall refer to the Individual Education Plan (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 or guardian (hereinafter "the 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 their child to the IEP Team at any time. That referral shall be made in writing directly to the office of the Director of Special Education. 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 Education. Should a parent attempt to make a referral orally, professional staff shall assist the parent in submitting the referral in writing and submitting it to the office of the Director of Special Education.

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 Education.

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 may assist that person in preparing the referral in writing and submitting it to the office of the Director of Special Education.

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 Education. It shall be signed and dated by Special Education Director or designee, thereby indicating the date of the receipt of that referral.

Time Line for Processing Referral Once a referral has been received in the office of the Director of Special Education, 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 local 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 local unit shall send the parent its Written Notice form documenting that referral.

Once the office of the Director of Special Education receives the signed consent for evaluation back from the parent, the local 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 the 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 at which the child was determined to be 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 Free Appropriate Public Education (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 their 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.

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.

Regional School Unit 1 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 all core subjects (such as math, science, history, and ELA), 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, reading, appropriate instruction in the writing process, and social emotional skills;
- 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 Regional School Unit 1'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: Me. Dep't of Educ. Reg. ch. 101, §§ II(16), III, IV(2)(D), (E), V(4)(A) (July 2015).

Adopted: November 23, 2015 Revised: May 23, 2023

IHBAB Free Appropriate Public Education

File: IHBAB

FREE APPROPRIATE PUBLIC EDUCATION

The school system shall provide a free appropriate public education to all students with disabilities of eligible school age for whom the school system has legal responsibility. The procedure implemented by the school system to ensure that each disabled student receives a free appropriate public education shall be consistent with those set forth in the Maine Special Education Regulations, and shall include the establishment of Pupil Evaluation Teams and appropriate evaluation procedures.

Legal Reference: Me. Dept. of Education Regulations Chapter 101 -- 8.1

Adopted: June 8, 1992

IHBAC Child Find

Regional School Unit 1 seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are school-age 5 and under the age of 22 and who are in need of special education and support assistance. This includes homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools and receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 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.

RSU 1 is responsible for Child Find for resident students attending private or public schools through public tuition payments or public contract and shall meet this duty either through appropriate arrangements with the receiving unit or school or through direct child find services by unit personnel or contracted personnel.

The school unit's Child Find responsibility shall be accomplished through a district-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 Individual Education Plan (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. RSU 1 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, RSU 1 will refer the child to the regional Child Development Services (CDS) site within 10 school days.

RSU 1 shall provide Child Find during the first 30 days of the school year or during the first 30 days of enrollment for transfer children, in addition to other Child Find activities provided by the school unit.

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 support services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

References: 34 C.F.R. § 300.111 (2006)

Me. Dept. of Educ. Rule Ch. 101, IV 2(A), (C) (2015)

Me Dept. of Educ. Administrative Letter 1 (January 21, 2021)

Adopted: June 14, 2004

Revised: January 28, 2013; April 27, 2020; January 24, 2022

IHBAG Programming in the Least Restrictive Environment

FILE: IHBAG

PROGRAMMING IN THE LEAST RESTRICTIVE ENVIRONMENT POLICY

Regional School Unit 1 shall program for all students with disabilities in the least restrictive educational environment that can appropriately address the student's needs. Toward that end, RSU 1 shall ensure that, to the maximum extent appropriate, students with disabilities are educated with children who are not disabled, and that special education, separate schooling or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Determinations regarding programming in the least restrictive environment shall be made by the student's pupil evaluation team (PET) and shall draw upon a multidisciplinary assessment of the student's needs. RSU 1 shall make available as appropriate the full continuum of educational placements when making placement determinations.

The Superintendent of Schools, in consultation with the Director of Special Education, may develop and promulgate procedures for implementing this policy, and may from time to time amend those procedures as necessary.

References: 20 U.S.C. § 1412(a)(5); 34 C.F.R. § 300.550 to .552; Me. Dep't of Educ. Reg. ch. 101, § 11.1 to 11.3 (Nov. 1999)

Adopted: June 14, 2004

IHBAI Independent Educational Evaluations Policy

FILE: IHBAI

INDEPENDENT EDUCATIONAL EVALUATIONS POLICY

A parent of a special education student has the right to obtain an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by Regional School Unit 1. An "independent educational evaluation" means an evaluation conducted by a qualified examiner, as defined in Maine Special Education Regulations, who is not employed by Regional School Unit 1.

If a parent requests an independent educational evaluation at public expense, the public school may ask for the parent's reason why he or she disagrees with RSU 1's evaluation. However, the explanation by the parent may not be required and RSU 1 may not unreasonably delay either providing one independent educational evaluation at public expense or initiating a due process hearing to defend RSU 1's evaluation. The rate charged for the independent educational evaluation shall be comparable to the cost of such evaluations within the RSU 1 regional area.

Authority: 34 C.F.R. § 300.502 (March 1999); Me. Dep't of Educ. Reg. Ch. 101 §§ 9.19, 12.5 (Nov. 1999)

Adopted: May 13, 1997

Revised: October 12, 2004

IHBAJ Provision of Supportive Services to Students with Disabilities

File: IHBAJ

PROVISION OF SUPPORTIVE SERVICES TO STUDENTS WITH DISABILITIES

The school system recognizes that support services may be necessary to enable the student with disabilities to benefit from special education services. Supportive services shall be an integral part of the educational objective(s) and shall be necessary in order for the student to benefit from public education.

The school system believes families bear primary responsibilities for those services which are of a medical nature, including therapeutic counseling.

[Support services will be provided only when required to assist an identified student with disabilities to benefit from special education.]

- A. Support services are identified to include, but not be limited to: Speech Pathology, Audiology, Counseling services, Psychological services, Physical Therapy, Social Work services in schools, Occupational Therapy and Transportation.
- B. Services must directly affect the student's learning and the achievement of the IEP's objectives.
- C. The services must be necessary not just beneficial.
- D. The student can not benefit from special education without this service.

Legal Reference: Me. Dept. of Education Regulations Chap. 101 -- 6.1; 6.2

Adopted: February 13, 1989

Revised: June 8, 1992

IHBAK Life-Sustaining Emergency Care Policy

FILE: IHBAK

LIFE-SUSTAINING EMERGENCY CARE POLICY

A primary concern of Regional School Unit 1 shall be 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 on-going need for medical intervention 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 child's specialized health needs. The team should include persons at the school who are knowledgeable about the child, as well as the child's parents and a school administrator. The team may consider requests from 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 child'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 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 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").

Reference: 29 U.S.C. § 794(a)

Adopted: October 12, 1994

Revised: June 14, 2004

IHBAL Free and Appropriate Public Education

It is the policy of the RSU 1 Board of Directors to provide a free and appropriate public education to each disabled student regardless of the nature or severity of the disability.

It is the intent of RSU 1 to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be identified as disabled under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA). Due process rights of disabled students and their parents under Section 504 will be enforced.

Legal References: Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794.

Cross Reference: IHBA Individualized Education Program IHBA Referral Policy IHBAB Free Appropriate Public Education

Adopted: March 26, 2012

IHBAL-R Grievance Procedure for Persons with Disabilities

The School 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.

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, which will be jointly determined by the ADA/504 compliance coordinator and building principal. 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 working days. Extensions of 15 working days

may be allowed when necessary to address fully the issues in the grievance. The Superintendent's written response shall be forwarded to the grievant and to the ADA/504 compliance coordinator.

[NOTE: 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 School 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 ADA/504 compliance coordinator [name, address, phone number].

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

Adopted: September 26, 2011

IHBAM Third Party Funding for Services to Students with Disabilities

File: IHBAM

THIRD PARTY FUNDING FOR SERVICES TO STUDENTS WITH DISABILITIES

The school system shall expect insurers, Medicaid, or other third party sources to meet valid obligations in the provision of or payment for special education services to a student with disabilities. When third party payees are utilized, the school system will pay any deductibles or related fees which may be incurred in order that these services are at no cost to the parent. Use of third party funding will be voluntary on the part of the parents.

Legal Reference: Me. Dept. of Education Regulations Chap. 101- 16.8

Adopted: June 8, 1992

IHBAQ Transition Services for Students with Disabilities Leaving School

File: IHBAQ

TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES LEAVING SCHOOL

The school system recognizes the need to assist students with disabilities who are aging-out of the public schools. Transition planning will begin with the annual Pupil Evaluation Team review when the student has reached age 15 or grade 9. The school system will refer the disabled student to the identified adult agency(ies), in accordance with board policy JRA. The educational planning team will take responsibility for the development of an individualized transition plan and will include outside agencies in that planning as needed.

Adopted: June 8, 1992

IHBB Programs for Gifted Students

File: IHBB

PROGRAMS FOR GIFTED STUDENTS

The Board is committed to meeting the needs of all learners, including those who have been identified as gifted and talented. Gifted and talented students are those who excel or demonstrate the potential to excel beyond their peers in terms of general intellectual ability, a specific academic aptitude or artistic ability.

The school unit will facilitate opportunities for gifted and talented students that encourage and support them in realizing their full academic potential, allow them to learn and demonstrate proficiency at an accelerated pace, and offers an opportunity for such students to challenge themselves.

Legal Reference: Title 20-A, MRSA, Sec. 8101

Adopted: June 8, 1992

Revised: January 26, 2015

IHBEA Program for English Language Learners

The Board recognizes the need to provide a program for students who are English language learners in order to assure these students an equal educational opportunity.

To that end, the Superintendent/designee shall be responsible for developing and implementing a "LAU Plan" to meet the needs of students who are English language learners, including procedures for identification, assessment, programming, monitoring or progress, exit/reclassification, follow-up, and parent notification. A LAU Plan, named after the landmark Lau vs. Nichols U.S. Supreme Court Decision of 1974, is one equal access plan that protects English Language Learners (ELLs). A Language Assessment Committee shall be appointed to assist in the coordination, oversight and periodic review of the program and the LAU Plan.

The LAU Plan shall be approved by the Board before it is submitted to the Maine Department of Education.

At the beginning of each school year, RSU 1 will notify parents of students identified for or participating in programs for English language learners 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 References: 42 U.S.C. § 2000d (Title VI of the Civil Rights Act of 1964)

Ch. 127 § 3.02 (Me. Dept. of Ed. Rule)

20 U.S.C. § 6801 et seq.

Adopted: January 26, 2015

Revised: May 24, 2021

IHBF Homebound Instruction

File: IHBF

HOMEBOUND INSTRUCTION

Home or hospital instruction will be provided to:

A. Any child with a health or physical impairment which, in the opinion of a physician, will cause him/her to be absent from school for more than two consecutive weeks and whom school personnel determine can benefit educationally from such a program.

B. Special Education Students: Refer to Maine State Education Regulations Chapter 101 5.10 Hospital/Homebound Instruction, pg. 20.

C. The amount of instructional or supportive service provided through the home and hospital program will be determined in relation to each child's educational needs and his/her physical and mental health.

D. Suggested hours:

1. Secondary (7-12) -- 2 hours of direct instruction per day, i.e., minimum of 10 hours direct instruction per week.
2. Elementary (K-6) -- 5 to 8 hours of direct instruction per week.

Adopted: July 10, 1989

Revised: June 8, 1992

IHBG - 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 Schools in RSU1 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)(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 by RSU1 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 or 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 RSU1 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's academic work 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 board selected by the Superintendent of Schools for RSU1 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 which may entail formal assessment and/or portfolio review. 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 and award appropriate high school credit.

The Board accepts no responsibility for RSU1 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 RSU1 schools and programs is permitted as described elsewhere in Board policy (IHBGA). A student, once approved for an equivalent instruction program, can participate in regular instructional or extra-curricular programs with the approval of the Superintendent of Schools. Public school resources, such as, library books, textbooks, academic courses, vocational training programs, special education services, and extracurricular activities will be made available to students in equivalent instruction programs on a mutually agreeable basis consistent with Board policy and the law.

It is the intent of RSU1 to inform every parent who elects to educate their child/children in a home schooled program that the school system is willing and able to provide additional educational

support for them through direct participation in instructional, co-curricular, and extra-curricular programs offered in the RSU1 schools. The Board wants to cooperate in the home instruction of any child who resides in RSU1 to the degree that the level of cooperation does not interfere with it's responsibilities to students enrolled full-time in regular school programs.

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 MRSAS 5001-A

Cross Reference: JEA -- Compulsory Attendance

IHBGA -- Home Schooling---Participation in School Programs

Adopted: November 16, 2009

IHBGA Participation in School Programs Policy

The School Board acknowledges the provisions for equivalent instruction under Maine law. The Board further recognizes the Legislature's statement "that the term 'equivalent' is intended to mean meeting state standards for alternate or other instruction and is not intended to mean the same as the education delivered in the public school system."

In addition, it is the intention of the Board to, "cooperate in the home instruction of any child who resides in the school administrative unit to the degree that the level of cooperation does not interfere with the responsibilities to the students enrolled in **RSU 1** regular programs."

Furthermore, participation of students in such school programs shall be limited to home-schooled students whose home instruction programs are in compliance with applicable Maine law and Department of Education regulations.

In order to maintain an efficient and orderly school program, the Board directs the Superintendent/designee to develop procedures, as appropriate, regarding the availability of school system resources and services to home-schooled students who would otherwise be eligible to attend school in **RSU 1**. The procedures shall be in accordance with the following provisions.

I. PROVISION OF INFORMATION

At the request of the student or the student's parent/guardian, RSU1 shall make available to home-schooled students, in a form determined by the school unit, information regarding access to public school activities and attendance at the school unit's schools. This information must include:

A. Requirements regarding initial health and developmental screening for motor skills, vision, hearing, and immunization; and

B. Criteria for participation of home-schooled students in curricular, co-curricular, and extracurricular activities.

II. PERMITTED PARTICIPATION

A. **Participation in Regular Classes.** Home-schooled students may enroll in specific, day-school classes provided that the student's attendance is regular, the class is deemed to be age and grade appropriate, and all prerequisite course requirements are met. In addition, the following shall also apply.

1. The student or the student's parent/guardian, on the student's behalf, shall apply in writing to and receive written approval from the Superintendent/designee. Approval may not be unreasonably withheld.
2. The student shall demonstrate prior satisfactory academic achievement consistent with school unit policy and procedures applicable to all students.
3. The student shall comply with behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may withhold credit or terminate the student's participation.
4. The student may use the same transportation as all other students in the school unit as long as additional expenses are not incurred and vehicle capacity is not exceeded. Otherwise, transportation must be provided by the parent/guardian or student.
5. The student shall complete all assignments and tests as required of all students in the same class.

B. Course Auditing. Home-schooled students may audit a course(s) provided the following conditions have been met.

1. The student or the student's parent/guardian, on behalf of the student, shall apply in writing to and receive written approval from the Superintendent/designee to audit a specific course or courses. Participation may not be unreasonably withheld.
2. The student agrees to meet established behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may terminate participation.

III. SPECIAL EDUCATION SERVICES

Special Education Services will be available to eligible special education students in accordance with applicable federal and state laws and regulations.

IV. ADMISSION TO REGULAR PROGRAM/PLACEMENT

A student who has been receiving home-school instruction and who seeks admission to the regular school program will be placed in a grade commensurate with the level of the student's academic achievement. Placement must be guided by the following.

- A. For students who transfer into school from an educational program that is not required to meet the standards of the system of Learning Results, the principal of the receiving school shall determine the value of the student's prior educational experience toward meeting these standards.

B. Appropriate school staff may make recommendations concerning placement based on, but not limited to, factors such as the student's completed curricula and record of achievement, conferences with the student's parent/guardian, and administration of tests.

C. The final grade placement decision shall be made by the principal. The principal's decision may be appealed to the Superintendent, whose decision shall be final.

V. RE-ADMISSION TO THE SCHOOL PROGRAM

Placement of home-schooled students who wish to be readmitted to the school program will be determined by the principal who shall consult with members of the professional staff to the extent appropriate and, as deemed necessary, to make a reasonable determination that the requisite academic standards have been met, and collect from parents actual samples of coursework (e.g., homework, papers, examinations). The principal may also direct that a test or tests be administered to help determine the student's progress toward meeting the content standards of the Learning Results for the purpose of determining an appropriate grade level. The decision of the principal may be appealed to the Superintendent.

VI. USE OF SCHOOL TEXTBOOKS AND LIBRARY BOOKS

Subject to availability, a student receiving home-school instruction may use school textbooks, if the number of particular copies is sufficient, and library books owned by the school unit, subject to the following conditions.

A. The use does not disrupt regular student, staff or special program functions.

B. The student's sign-out period for a library book is the same as that applicable to regularly enrolled students.

C. The student may sign out a textbook for a period not to exceed one school year.

D. The parent/guardian and student agree to reimburse the school unit for lost, unreturned or damaged library books and textbooks and for consumable supplies used.

VII. USE OF SCHOOL FACILITIES AND EQUIPMENT

A student receiving home-school instruction may use public school facilities and equipment on the same basis as regularly enrolled students if the following conditions are met.

- A. The use does not disrupt regular school activities.
- B. The use is approved by the school principal in accordance with established school policy.
- C. The use does not create additional expense to the school unit.
- D. The use is directly related to the student's academic program.
- E. The use of potentially hazardous areas, such as shops, laboratories, and gymnasiums, is supervised by a qualified employee of the school unit, approved and assigned by the Superintendent.

VIII. MAINE EDUCATIONAL ASSESSMENTS

If a parent of a student in an equivalent instruction program requests to have the student participate in the Maine Educational Assessment (MEA) or any other State-mandated test, such requests must be granted. Participation in such examinations must be in compliance with all rules and procedures governing testing conditions in the school unit.

IX. ACADEMIC CREDIT

A student receiving home-school instruction must receive academic credit subject to the following requirements.

- A. Academic credit for individual courses must be awarded if the student meets required academic standards applicable to all students enrolled in the same course.
- B. Academic credit must be awarded for successful completion of alternative instruction opportunities sponsored by the school and available to all students.

X. HIGH SCHOOL COURSE CREDITS AND DIPLOMA ELIGIBILITY

The following standards govern the awarding of course credits and a graduation diploma to a student receiving **home-school instruction** who seeks admission or readmission to the high school.

- A. A student shall earn high school credits for satisfactory completion of courses in the high school pursuant to 20-A MRSA § 5021(2)(A).

B. A student may earn credit for course work completed through home-school instruction if the principal determines, both in advance and upon completion of the course, that the course satisfies the requirements for awarding the credit. The principal may direct that the student undergo a test or tests to assist in making a determination relative to the awarding of credit.

C. Requests for transfer credit for equivalent instruction completed at non-approved private schools, at private schools that elect not to meet requirements under 20-A MRSA § 2901, or through other equivalent instruction programs must be evaluated on the merits of the documentation provided. The principal and guidance staff shall conduct these evaluations on request made by the student or the student's parent/guardian. The principal may direct that the student undergo a test or tests to assist in making a determination relative to the awarding of credit.

D. For students who transfer into a RSU 1 secondary school from another state or an educational program that is not required to meet the standards of the system of Learning Results, the principal of the receiving school shall determine the value of the prior educational experience toward meeting the standards [] through the local assessment system.

E Awarding of a high school diploma by the local school is conditioned upon the student's demonstration of having satisfied all requirements set by the State and all specific course credit and other requirements established by the Board. The Board may establish resident credit requirements as a precondition for the awarding of a local school unit diploma. 1. Students receiving credit for home instruction programs will not be included in class ranking; however, an estimated class rank may be provided upon request.

XI. PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Students receiving home-school instruction may participate in co-curricular activities such as field trips, assemblies, and academically related fairs provided:

A. Prior written permission is obtained from both the parent/guardian and the principal; and

B. The student has agreed to meet established behavioral, disciplinary, attendance, and other rules applicable to all students.

XII. PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Students receiving home-school instruction are eligible to try out for extracurricular activities sponsored by RSU 1 provided the student applies in writing and the following requirements are

satisfied.

A. The student agrees to abide by equivalent rules of participation as are applicable to regularly enrolled students participating in the activity and provides evidence that the rules of participation are being met.

B. The student complies with the same physical examination, immunization, insurance, age, and semester eligibility requirements as regularly enrolled students participating in the activity. All required documentation must be made available upon request by the school unit. The school principal is authorized to collect from the student's parent/guardian actual samples of coursework (e.g., homework, examinations, etc.) as he/she deems necessary in order to make the determination that the necessary academic standards have been met.

C. The student meets equivalent academic standards as those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met.

D. The student abides by the same transportation policy as regularly enrolled students participating in the activity.

STANDARDS FOR PARTICIPATION WHEN TUITION PAYMENT TO ANOTHER UNIT IS REQUIRED

If and when RSU1 does not provide academic instruction for specific grade levels, the following applies for students enrolled in an approved program of equivalent instruction.

A. **Class participation.** The home-schooled student or the student's parent/guardian shall request authorization from the RSU1 Superintendent of Schools to apply to another school unit for permission to participate in classes or activities in that other school unit.

B. **Tuition payment.** Tuition payments for home-schooled student participation in a local school unit, including attendance at an applied technology center or an applied technology region other than the applicant's resident district is the responsibility of the home-schooled student, the student's parent/guardian, or RSU1 in accordance with local school unit policy. Participation may not be unreasonably withheld.

C. **Participation eligibility.** A tuitioned, home-schooled student is subject to the rules relating to eligibility for participation in co-curricular or extracurricular activities as may apply at the receiving school unit.

D. Interscholastic activities. A tuitioned, home-schooled student attending classes in more than one receiving school unit is not eligible for participation in interscholastic activities at any local school unit.

XIV. APPEALS

Appeals from administration and application of the Board policy are heard by the Board, whose decision is final and binding. Appeals that question the Board policy compliance with legal requirements must be made to the Commissioner, whose decision is final and binding.

Legal Reference: 20-A MRSA §§ 5001-A(3), 5021-5025

Ch. 127, 130 (me. Dept. of Ed. Rules)

Cross Reference: IHBG -- Home Schooling

Adopted: November 16, 2009

Revised: October 26, 2015

IHBGAA Home-Schooled and Privately Educated Students with Disabilities

File: IHBGAA

HOME-SCHOOLED AND PRIVATELY EDUCATED STUDENTS WITH DISABILITIES

The school system shall accept referrals for special education students who are participating in an approved home schooling or private educational program. If services are necessary they will be delivered in the school setting, during regular school hours, by school system staff.

Legal Reference: Me. Dept. of Education Regulations Chap. 101 -- 4.7

Adopted: June 8, 1992

IHBGB Resident Credit Requirements for Home-Schooled Students

File: IHBGB

RESIDENT CREDIT REQUIREMENTS FOR HOME SCHOOLED STUDENTS

1. Students must earn a minimum of eleven (11) credits in courses taken at Morse High School.
2. Students must be in residence for the equivalent of two full years to be eligible for a Morse High School diploma.
3. Students receiving credit for Home Instruction Programs will not be included in class ranking. Adopted: May 13, 1997

IHBGC Equivalent Instruction (Home Schooling)

File: IHBGC

EQUIVALENT INSTRUCTION (HOME SCHOOLING)

Requests to fulfill the compulsory school attendance law through equivalent instruction by home schooling shall be made by the parent to the Department of Education with a copy submitted to the superintendent.

The superintendent shall maintain a roster of all students eligible to attend school within the school system who have been excused for equivalent instruction.

A student, once approved for an equivalent instruction program, cannot participate in any regular school program (instructional or extra-curricular) without explicit approval of the board.

Our public school resources, such as library books and other educational materials, will be made available to students in equivalent instruction programs on a mutually agreeable basis consistent with board policy and law.

Legal Reference: TITLE 20A MRSA SEC. 5001-A.3

BASIC SCHOOL APPROVAL REGULATIONS, CHAPTER 125.1

Cross Reference: Policy IHBG - Home Schooling

Adopted: June 8, 1992

Revised: December 12, 1994

IHBH Alternative Education Programs-Options

The Board recognizes that some students are at increased risk of school failure due to personal, social, emotional, behavioral or economic issues that impact learning and achievement. Other students may have experienced academic distress because they have learning styles that are difficult to accommodate or require more support, supervision or structure than is readily available in the conventional school program.

Maine law (20-A M.R.S.A. § 1 (2-A)) defines an "at-risk" student as one who:

- A. Is not meeting the requirements for promotion to the next grade level or graduation from high school;
- B. Is at risk for dropping out of school;
- C. Is habitually truant; or
- D. Is economically disadvantaged as signified by qualification for the National School Lunch Program under Federal regulations.

Factors associated with risk of school failure include but are not limited to failing grades; absenteeism and truancy; student or parent alcohol or drug abuse or dependency; pregnancy or parental responsibilities; self destructive behaviors; depression and other mental health problems; abuse or neglect; homelessness; deficient social skills; disruptive behavior or multiple disciplinary incidents; family problems; and poverty.

When there is an identified need and it is feasible to do so, the school unit may establish one or more alternative education programs that are aligned with Maine's system of Learning Results. The purpose of alternative education programs is to provide at-risk students with curricula and assessment in a setting designed to effectively meet the student's academic, social and relational needs.

Alternative education programs may allow students to attend school part time or be scheduled apart from the regular school day and may include vocational components.

In combination with the alternative education program or in combination with each other, the school unit may offer other alternative learning options such as small class size; flexible scheduling, and relevant alternative curricula and assessment. The alternative learning options may include components such as utilization of mentors, teachers with specific skill sets, or focus on social, emotional and relationship skills. Collaboration among home, school and social service

agencies may be utilized to accommodate the needs of at-risk students.

The objective of alternative learning, including the school unit's alternative education program, is to assist students in completing their high school education, move into another educational setting, prepare for successful employment, and/or acquire life skills.

The alternative education program is not a substitute for or an alternative to special education services. A student who is identified by the IEP team as having a disability and being in need of special education services will be provided services within the alternative education program as specified in his/her IEP.

If the superintendent approves, a RSU 1 student may be enrolled in an alternative education program in another school unit.

Legal Reference: 20-A M.R.S.A. §§ 1; 4729; 5001-A; 5051-A; 5104-A

Cross Reference: JEA -- Compulsory Attendance

JFC -- Dropout Prevention/Student Withdrawal from School

Adopted: April 27, 2015

IHCA Extended School Year Services for Students with Disabilities

File: IHCA

EXTENDED SCHOOL YEAR SERVICES FOR STUDENTS WITH DISABILITIES

IEP determinations to provide extended school year services shall be made based on the likelihood that during school vacation periods a student is at risk of losing skills previously mastered and of being unable to recoup those skills within a reasonable time. In providing extended-year services, the school system shall provide special education and related services to address only those areas of a disabled student's IEP in which that risk exists.

NOTE: Parents and teachers may observe a student's skills and adjustments prior to and upon return from school vacations to develop data to assist in their determination. The Pupil Evaluation Team determinations to provide special education beyond the normal school year will be made on an individual basis and shall be part of the student's Individualized Education Program.

Legal Reference: Me. Dept. of Education Regulations Chap. 101 -- 5.11

Adopted: June 8, 1992

IHCD Advanced College Placement

File: IHCD

ADVANCED COLLEGE PLACEMENT

It is the belief of the board that any student who is capable of, and wishes to do, college-level work while in high school should be permitted to do so and given assistance in enrolling in advanced courses.

Advanced placement courses offered by the school system shall depend upon a sufficient number of students desiring the particular course and qualifying for it, and upon the availability of a staff member qualified to teach it.

Any high school student whose admission to a college-level course or courses is recommended by his/her counselor may enroll in a nearly college and be released from high school attendance for such hours as are required for the college course(s). If the student wishes to receive high school credit for the course, he/she may request permission from his/her building administrator, through the counselor, to apply the course toward high school graduation requirements.

A student accepted for full-time early admission to college (that is before graduating from high school) shall be granted a high school diploma upon evidence that he/she has completed the academic work required, and said diploma will be presented at the regular commencement of his/her class.

Cross Reference: IHCD -- Post-Secondary Enrollment Options

Adopted: July 13, 1992

IHCDA Post-Secondary Enrollment Options

File: IHCDA

POST-SECONDARY ENROLLMENT OPTIONS

The intent of this policy is to set the requirements for student participation and the allowable costs for post-secondary level courses taken before high school graduation. Upon the recommendation of the high school building administrator and the school counselor, any junior or senior student may enroll in certain courses at post-secondary institutions. In addition, any other student may enroll if permitted by the school. High School credit will be given to any student who satisfactorily completes a course with a passing grade. Prior approval for credit must have been arranged with the high school building administrator and the school counselor. In addition to and/or in lieu of high school credit, such students could acquire college credit, if this is agreeable with the college officials and payment of fee is made. In exceptional cases, 9th and 10th graders may be approved for college courses.

Students may earn credits towards graduation by taking courses from two-year and four-year post-secondary institutions.

To be eligible for this option, students must meet the following criteria:

- A. Meet the admissions standards for the post-secondary school;
- B. Maintain at least a B average in his/her courses overall;
- C. Meet with a guidance counselor and draw up a plan to show how the course will meet graduation requirements; and
- D. Provide evidence of parent/guardian approval.

Graduation credits for courses taken under this option will be determined as follows:

- A. The course must meet for one semester or its equivalent;
- B. The student must earn a passing grade; and
- C. Graduation credits awarded will equal one credit and grades will be recorded on the student's transcript as either pass or fail.

The following attendance policy will govern student participation in any post-secondary course work:

A. Attendance must satisfy the instructor's requirements to participate in any post-secondary course work.

Questions regarding financial assistance will be referred to the student's guidance counselor.

A. The school administrative unit will pay tuition costs for all students participating in this program if the eligible institution requires tuition payment.

B. If the parents/guardians income level qualifies the student for free or reduced lunch, the administrative unit will pay for the cost of tuition, textbooks, course fees, and transportation.

The superintendent will ensure that all parents are notified of this policy as stipulated in MRSA 4771.

Legal Reference: Title 20-A, MRSA, Sec. 4771 et seq.

Cross Reference: IHCD -- Advanced College Placement

Adopted: June 20, 2011

IIB Class Size

The RSU 1 Board of Directors recognizes that there is a relationship between class size and pupil achievement and that this relationship varies greatly across grade levels, among subjects and by methods of instruction. The recommended class size in the elementary and secondary schools shall be determined by several variables including grade level, subject area, nature of the pupils in the classroom, nature of the learning objectives, availability of classroom space, instructional methods and procedures used, skills, and classroom space, strengths of the teachers and support staff and budgetary constraints.

Keeping all of these variables in mind, the following average class size targets shall serve as a general guide for the organization of classes in the elementary and secondary schools.

Grade Level	Class Size Range	Recommended Class Size	Recommended Minimum Class Size
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Pre K	12-16	15	14	K-1	16-20	18	16	2-3	18-22	20	18	4-5	18-24	22	19	6-8	18-25	23	20	9-12	18-25	23
**																						

Higher class sizes will be allowed for the scheduling of large group instruction for special classes including: fine arts, physical education, instrumental and/or choral music and other special instructional arrangements (e.g. lectures). Special Education teacher-student ratios are to be in compliance with Special Education caseload rules and State standards. Smaller class size may be revisited based on the evaluation of needs in a class. The superintendent, in consultation with the principal, shall consider options.

**Class sizes below 10 are sometimes unavoidable at the secondary level due to either a schedule accommodation issue or a curriculum sequence need. If due to scheduling courses to accommodate the educational needs of individual students, a course section may have to be scheduled at two different times, smaller class sizes may result. Other courses may be offered despite a small class size because the course is part of a sequence of requirements. For example, a sudden drop in interest for French 3 may result in fewer students taking this course, yet these students, having committed to French for 2 years, should be assured access to the next level of instruction.

When any high school course falls below a 10:1 ratio or any elementary or middle school class size clearly exceeds (by 2 or more students) the maximum range, the principal shall notify the superintendent. The superintendent, in consultation with the principal, shall consider options to resolve the issue. Options may include, but are not limited to:

- Maintaining current class size;
- Assigning additional staff;

- Transferring some students to a different class; or
- Canceling the course.

The superintendent's decision will be communicated to the RSU 1 Board of Directors with the understanding that Board approval will be required to hire any additional staff.

Approved: December 20, 2011

Revised: November 25, 2019

IJJ Instructional and Library Media Materials selection

INSTRUCTIONAL AND LIBRARY-MEDIA MATERIALS SELECTION

The Board 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 accepted or rejected by those criteria and in accordance with Board 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 to rests with that student's parents or guardians. However, at no time will the wishes of one child's parents to restrict his/her/their 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 recognized 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.
- 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)

Cross Reference: IJJ-E – Instructional and Library-Media Materials Challenge Form

Adopted: February 22, 2010 Revised: December 12, 2022

IJJ-E challenge of instruction materials form

INSTRUCTIONAL AND LIBRARY-MEDIA MATERIALS CHALLENGE FORM

Type of Material: ☐ Book ☐ Magazine/Periodical ☐ Film ☐ Recording ☐ Software ☐
Other (Please specify) _____

Author (if known) _____

Title _____

Publisher (if known) _____

Person making complaint: _____

Telephone _____ Street Address _____ Town _____

Complainant represents: ☐ Himself/herself/themself ☐ Organization _____
Other group _____

1. To what portion of the material do you object? (Please be specific, cite pages, scenes, etc.) _____
2. What do you feel might be the negative result of reading/viewing/hearing this material?

3. For what age group would you recommend this material? _____
4. Is there anything good about this material? _____
5. Did you read/view/hear all of the material? _____ If not, what parts did you read/view/ hear? _____
6. Are you aware of the professional reviews/judgment of this material? _____
7. What do you believe is the theme and/or intention of this material? _____
8. What would you like the school to do about this material? ☐ Do not assign it to my child.
☐ Do not assign it to any students. ☐ Withdraw it from the library and/or instructional program. ☐ Refer it to the Educational Media Review Committee for evaluation.
9. In its place, what material would you recommend? _____

Signature of Complainant Date

Checklist for Reconsideration of Materials

Purpose:

What is the overall purpose of the material?

Is this purpose accomplished?

Does the material promote the educational goals and mission of RSU 1?

Authenticity:

Is the author competent and qualified in the field?

What is the reputation and significance of the author and publisher?

Are information sources well documented?

Are translations and retellings faithful to the original?

Content:

Is the content of this material well presented by providing adequate scope, range, depth and continuity?

Does this material present information not otherwise available?

Are the illustrations appropriate to the subject and age levels?

Reviews:

Reputable review sources include: School Library Journal, Hornbook, Kirkus Reviews, VOYA, Booklist and Library Media Connection.

1. Source of Review:

Favorably reviewed? Unfavorably reviewed?

2. Does this title appear in one or more reputable selection aids?

If the answer is yes, please list titles of selection aids.

3. Source of Second Review: Favorably reviewed? Unfavorably reviewed?

4. Does this title appear in one or more reputable selection aids?

If the answer is yes, please list titles of selection aids.

IJNDB Student Computer and Internet Use

STUDENT COMPUTER AND INTERNET USE AND INTERNET SAFETY

Regional School Unit 1 computers, network, and Internet access are provided 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 laptops, I-pads, tablets, and other school devices issued directly to students, whether they are used at school or off school premises.

Compliance with the school unit'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 administrator is authorized to determine, after considering the circumstances involved, whether and for how long a student's computer privileges will be altered. The building administrator's decision shall be final.

Violations of this policy and Regional School Unit 1's computer and Internet rules may also result in disciplinary action, referral to law enforcement, and/or legal action.

Regional School Unit 1 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 should have no expectation of privacy in their use of school computers, and the use of personal computing devices on school networks whether they are used on or off school property or elsewhere.

INTERNET SAFETY

Regional School Unit 1 uses filtering technology designed to block materials that are obscene or harmful to minors, and child pornography. Although Regional School Unit 1 takes precautions to supervise and monitor student use of the Internet, parents should be aware that Regional School Unit 1 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 Internet safety, Regional School Unit 1 also educates students about online behavior, including interacting with other people on social networking sites and in chat rooms, the dangers of engaging in "hacking" and other unlawful online activities, and issues surrounding "sexting" and cyberbullying awareness and response.

The Superintendent/designee shall be responsible for integrating age-appropriate Internet safety training and “digital citizenship” into the curriculum and for documentation of Internet safety training.

IMPLEMENTATION OF POLICY AND “ACCEPTABLE USE” RULES

The Superintendent/designee shall be responsible for implementation of this policy and the accompanying “acceptable use” rules. Superintendent/designee may implement additional administrative procedures or school rules consistent with Board policy to govern Internet access and the day-to-day management, security, and operations of the school unit’s computer and network system and to prevent the unauthorized disclosure, use, and dissemination of personal information regarding minors.

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: 20 USC § 677 (Enhancing Education through Technology Act) 47 USC § 254(h)(5) (Children’s Internet Protection Act) 47 CFR § 54.52 (Children’s Internet Protection Act Certifications) Federal Communications Commission Order and Report 11-125, (August 10, 2011)

Cross Reference: EGAD/EGAD-R - Copyright Compliance GCSA/GCSA-R - Employee Computer and Internet Use IJNDB-R - Student Computer and Internet Use Rules JFCK - Student Use of Personal Electronic Devices at School JICIA - Weapons, Violence and School Safety JICK - Bullying GBEB - Staff Conduct with Students

Adopted: March 16, 2009 Revised: November 26, 2012; March 25, 2024

IJNDB-R Student Computer and Internet Use Rules

STUDENT COMPUTER AND INTERNET USE RULES

These rules accompany Board policy IJNDB (Student Computer and Internet Use and Internet Safety). Each student is responsible for their actions and activities involving school unit computers (including I-Pads, tablets, laptops and other devices issued to students), networks and Internet services, and for their computer files, passwords, accounts.

These rules provide general guidance concerning the use of the school unit's computers and networks and examples of prohibited uses. The rules do not attempt to 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.

Acceptable Use

The school unit's computers, network and Internet services are provided for educational purposes and research consistent with the school unit's educational mission, curriculum, and instructional goals.

All Board policies, school rules, and expectations concerning student conduct and communications apply when students are using school resources, whether use is on or off school property.

Students are also expected to comply with all specific instructions from school administrators, school staff or volunteers when using the school unit's computers and networks.

Consequences for Violation of Computer and Internet Use Policy and Rules

Compliance with the school unit's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may, after having been given the opportunity to respond to an alleged violation, have their 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 relevant factors.

Prohibited Uses

Examples of unacceptable uses of school unit computers and networks that are expressly prohibited include, but are not limited to, the following:

Accessing or Posting Inappropriate Materials – Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, and/or illegal materials or messages. engaging in “cyber bullying”; Illegal Activities – Using the school unit’s computers, networks, and Internet services for any illegal activity or in violation of any Board policy or school rules. The school unit assumes no responsibility for illegal activities of students while using school computers and networks; 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 unit assumes no responsibility for copyright violations by students;

Copying Software – Copying or downloading software without the express authorization of the Technology Director. 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; Downloading “Apps” – Students may not download any “apps” without prior approval from an authorized school employee. Plagiarism – Representing as one’s own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher, and website must be identified. Non-School-Related Uses – Using the school unit’s computers, networks and Internet services for any personal use reasons not connected with the educational program or assignments. Misuse of Passwords/Unauthorized Access – Sharing passwords, using other users’ passwords, and accessing or other users’ accounts; Malicious Use/Vandalism – Any malicious use, disruption or harm to the school unit’s computers, network and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses: and Unauthorized Access to Blogs/Chat Rooms/Social Networking Sites – Accessing blogs, chat rooms or social networking sites to which student access is prohibited.

No Expectation of Privacy

Regional School Unit 1 computers and networks remain under the control, custody, and supervision of the school unit at all times. Students have no expectation of privacy in their use of school computers and networks, including email, stored files, and Internet access logs. Students should have no expectations of privacy while accessing the school network from school or personal computers and devices.

Compensation for Losses, Costs, and/or Damages

The student and their parents are responsible for compensating the school unit for any losses, costs, or damages incurred by the school unit for violations of Board policies and rules while the student is using school unit computers and networks, including the cost of investigating such violations. The school unit assumes no responsibility for any unauthorized charges or costs incurred by a student while using school unit computers and networks.

Student Security

A student is not allowed to reveal their full name, address or telephone number, social security number, or other personal information on the Internet without prior permission from a staff member. Students should never agree to meet people they have contacted through the Internet without parental permission. Students should inform their teacher if they access information or messages that are dangerous, inappropriate, or make them uncomfortable in any way.

System Security

The security of the school unit's computers, networks and Internet services is a high priority. Any student who identifies a security problem must notify their teacher immediately. The student shall not demonstrate the problem to others or access unauthorized material. Any user who attempts to breach system security, causes a breach of system security, or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having their computer privileges limited, suspended, or revoked.

Additional Rules for Devices Issued to Students

Devices are loaned to students as an educational tool and are only authorized for use in completing school assignments

Before a device is issued to a student, the student must sign the school's "acceptable use" agreement.

Students and their parents 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 device.

Loss or theft of a device must be reported immediately to the building principal, and if stolen, to the local law enforcement authority as well.

The Board's policy and rules concerning computer and Internet use apply to use of devices at any time or place, on or off school property. Students are responsible for obeying any additional rules concerning care of devices issued by school staff.

Violation of policies or rules governing the use of computers, 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.

Parents are responsible for supervising their child's use of the device and Internet access when in use at home.

The device may only be used by the student to whom it is assigned.

Devices must be returned in acceptable working order at the end of the school year or whenever requested by school staff.

Cross Reference: EGAD – Copyright Compliance IJNDB – Student Computer and Internet Use GCSA – Employee Computer and Internet Use

Adopted: March 16, 2009

Revised: October 22, 2012; March 25, 2024

IJNDC School System

Website - Webpages

SCHOOL SYSTEM WEBSITE/WEB PAGES

Regional School Unit 1 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 recognizes that the schools must 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. The Superintendent shall be responsible for overseeing the implementation of this policy and the accompanying guidelines, and for advising the Board of the need for any future amendments or revisions to the policy or guidelines. The Superintendent may develop additional administrative procedures and/or rules governing the day-to-day management and operations of Regional School Unit 1's website, consistent with the Board's policy and guidelines. The Superintendent may delegate specific responsibilities to the Technology Coordinator 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 and Volunteer Use of Computers, Electronic Devices, School Network and the Internet IJNDB - Student Computer and Internet Use IJNDC-R - School System Website/Web Pages Administrative Procedure JRA - Student Education Records

Adopted: March 16, 2009 Reviewed: March 29, 2022; February 14, 2024

IJNDC-E AGREEMENT TO PUBLISH STUDENT INFORMATION ON SCHOOL DISTRICT WEBSITES

AGREEMENT TO PUBLISH STUDENT INFORMATION ON SCHOOL DISTRICT WEBSITES

Regional School Unit 1 maintains official websites to provide general information about the school district as well as information about educational programs, extracurricular activities, school events and student and staff achievements.

Maine law requires public schools to obtain written approval from parents/guardians prior to publishing personal information about students on the Internet.

This form will authorize Regional School Unit 1 to publish the following:

A. Full names of students in connection with class rosters, honor rolls, awards received, and team/extracurricular activity participant lists;

B. Group and/or individual photographs of students; and

C. Individual student or class work may be published on the school system's websites from time to time in accordance with established guidelines. Such work may include creative writing, research projects, artwork, music, performances, and audiovisual presentations. All student work will include a copyright notice prohibiting the copying of such work without express written permission. Copies of the Board's Website Policy and Guidelines are available at the Superintendent's office, every school office, or on the school system's website at www.rsu1.org.

When providing student names, the following guidelines are to be followed: For students in grades Pre-K through grade 5, names will not be included with photos of students. For students in grades 6-8, names will only be included with photos in group settings. Student names with photos may be provided in grades 9-12.

D. Students and Guardians will be asked to confirm that they have reviewed this policy and agree to it by completing the relevant Acknowledgement Section in Infinite Campus, which is shared with

families annually.

Adopted: March 25, 2024

IJOA Trips

FIELD TRIPS AND OTHER STUDENT TRAVEL

The Regional School Unit 1 Board of Directors 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 Regional School Unit 1. Field Trips

“Field trip” means a trip that takes place during the school day and is organized and conducted by one or more Regional School Unit 1 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 and the Superintendent.

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

Other school-sponsored trips are those that are organized and conducted by one or more employees of Regional School Unit 1 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 Superintendent and 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. Cost per student, including funds requested from Regional School Unit and from individual students;
- E. Fundraising plans (if applicable);
- F. Transportation arrangements;
- G. Itinerary;
- H. Arrangements for meals and lodging;
- I. Arrangements for adequate adult supervision/chaperons;
- J. Plans for safety and emergencies;
- K. Plans for communicating information to parents and obtaining parental permission

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 Regional School Unit 1 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 District's 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 Regional School Unit 1. It has not been reviewed, approved or endorsed by authorized Regional School Unit administrators and it is not covered by any of Regional School Unit's insurance policies."

Adopted: March 25, 2013 Revised: February 24, 2025

IJOAA Overnight Class Trips

File: IJOAA

OVERNIGHT CLASS TRIPS

Any overnight or out-of-state trip sponsored by RSU 1 shall require prior board approval.

In the event that a previously unscheduled school activity requiring an overnight or out-of-state trip arises between school board meetings, the superintendent and the board chair, acting jointly, are authorized to approve the trip.

A report shall be made of the activity at the next board meeting.

Adopted: April 1, 1980

Revised: March 1990; June 8, 1992

IJOC School Volunteers

The RSU 1 Board of Directors welcomes and encourages the use of school volunteers in our schools. School volunteer programs must provide adequate screening and reasonable supervision of volunteers based upon the amount of student contact and adequate training of volunteers.

Before a person can volunteer, he or she will be screened through a background check. The objective of screening is to ensure, so far as is reasonably possible, that students are safe in school environments. Volunteers are bound by the standards of conduct applicable to school employees. The principal/designee may terminate the services of a volunteer if he/she deems it to be appropriate. RSU 1 reserves the right to decline the services of a volunteer at any time, for any reason. Volunteers whose history demonstrates a risk to the safety or well-being of students and staff will be denied participation. Among the factors taken into consideration is the nature of the offense, the age of the person at the time of the offense, and the amount of time between the date of the offense and the date of the application. The Superintendent or his/her designee shall be satisfied that volunteers be of sufficient moral character so as not to represent a danger to students and staff.

Guidelines for disqualification:

- Registered sex offenders;
- Currently on probation;
- Conviction of or Plea of No Contest to any felony;
- Conviction of or Plea of No Contest to any misdemeanor that indicates the volunteer may pose a threat to the integrity or safety of the school environment;
- More than one OUI;
- A pattern of criminal charges, even if the charges were dismissed, which causes concerns that the volunteer may pose a threat to the integrity or safety of the school environment.

Adopted: February 27, 2012

IK Academic Achievement - Evaluation of Student Achievement_Proficiency

The evaluation of the academic achievement of students in RSU 1 is based on the premise that students have diverse capabilities, interests and individual patterns of growth and learning. It is essential that the professional staff have adequate information to assess a student's educational needs, growth patterns, and other factors necessary to design instructional plans for the student. Sharing of information among parents/guardians, teachers and students is an integral part of the evaluative process, as is self-assessment and goal setting by students.

The focus of the evaluation system is to report on each student's progress in demonstrating the learning standards required for graduation. The system's primary function should be to enhance communication and encourage students to achieve, rather than to serve as a punitive measure. Through RSU 1's methods of student evaluation and parent/guardian/student/teacher communications, RSU 1 will strive to meet the following objectives.

A. Progress will be reported separately for a student's demonstration of content knowledge and work habits/behavior for elementary students.

B. Students will be encouraged to self-assess the quality of their work and their growth towards goals regularly throughout their school years. Teachers are encouraged to model student-led conferences in support of student self-assessment.

C. Students/parents/guardians are to be informed regularly, at least four times a year, as to the progress their children are making in school. Each level has the option to report progress to parents more frequently. Infinite Campus is a recognized tool for effectively communicating student achievement for middle and high school students.

D. Parents/guardians will be alerted and conferred with when the student's performance or attitude becomes unsatisfactory or shows marked or sudden change. The student's classroom teacher, guidance counselor, or building administrator will be responsible for notifying parents if their child shows marked decline in school performance.

E. RSU 1 staff will strive for consistency in grading and reporting.

F. When grades are given, the school staff will take particular care to explain the meaning of the marks and symbols to students and parents/guardians.

Assessments over the course of each school year shall include formats that allow students to demonstrate in different ways what they know and are able to do. Students should have multiple and varied opportunities to practice, apply, and demonstrate their knowledge and skills.

Legal Reference: Title 20-A, MRSA, Section 4502

Adopted: May 23, 2011

Revised: April 27, 2015

IKA Grading System

File: IKA

[GRADING SYSTEM]

The grading system of Regional School Unit 1 is designed to grade student progress in the most objective, meaningful manner possible.

The grading of each student shall be based on his/her school performance as measured by tests and by teacher observation of daily work in class and any outside projects and assignments.

Students at the various instructional levels shall be graded according to the following scales:

[GRADES K-8]:

All subject areas, which include literacy, mathematics, science, social studies, visual arts, music, and physical education, will be scored on a four level scale. The scale represents performance levels of Exceeding, Attaining, Developing, and Beginning, and Refusing.

Additionally, student study habits, social development and learning efforts will be ranked on the same scale for a Habits of Work grade.

[HIGH SCHOOL]:

Letter grades with the following numerical values will be used:

A+ 97 -- 100

A 93 -- 96

A- 90 -- 92

B+ 87 -- 89

B 83 -- 86

B- 80 -- 82

C+ 77 -- 79

C 73 -- 76

C- 70 -- 72

D+ 67 -- 69

D 63 -- 66

D- 60 -- 62

F 0 -- 59

Legal Reference: Me. Dept. of Ed Rule Chap. 125.23, 1, 5, 1

Cross Reference: IK -- Student Achievement -- Evaluation of Student Achievement/Proficiency

Adopted: June 17, 2019

IKAB Student Progress Reports to Parents

File: IKAB

STUDENT PROGRESS REPORTS TO PARENTS

All report card revisions will be approved by the board prior to distribution. Report cards will be issued as follows: A. K-5, quarterly, to include a written report each quarter and a parent conference during the first and third quarters; B. 6-8, quarterly and at parent conferences at the end of the first and third quarters; and C. 9-12, quarterly.

Parents can make a request to meet with any teacher or teachers at the end of any quarter to review the report card.

Cross Reference: IK -- Student Achievement -- Evaluation of Achievement/Proficiency

Adopted: April 1, 1980

Revised: June 8, 1992, October 12, 1994

IKB Homework

The board believes that the purpose of homework is to support classroom learning through pre-learning, checking for understanding, practice, and processing. Homework is to be used as an ongoing assessment of learning. Homework is the practice needed to perfect a skill and to judge the student's depth of understanding and ability to apply learning. Homework also provides feedback to the teacher on how well the student understands and has mastered the content.

Homework helps young people develop good study habits, promote positive attitudes towards school and towards themselves, and communicate to students that learning takes place outside as well as inside the school building. Given these parameters, listed below are guidelines to be followed when designing homework assignments:

[Guidelines:]

A. Homework should have a clear academic purpose and this purpose should be clearly communicated to the students prior to the end of each class. B. Homework should have a positive effect on a student's sense of competence and accomplishment. Homework that requires assistance is not effective homework. C. Homework should be made relevant to students so they can take ownership of it. To promote ownership, homework tasks should allow for choice, offer students opportunities to personalize their work, allow students to share information about themselves, tap into feelings or opinions, and allow students to create products and presentations. D. Homework should be differentiated to ensure that all students can be successful. Homework can be differentiated in numerous ways, including: 1) by difficulty or the amount of work, 2) by the amount of structure or scaffolding provided (i.e. giving a student a skeleton of a graphic organizer as opposed to creating one on their own), and 3) learning style or interest (students choose which method they will use to demonstrate their knowledge) E. Homework should be assigned for academic purposes only, NEVER for punishment. F. Availability of resources in the schools, homes or community of the students should be considered when making homework assignments. G. Homework should be checked in a timely manner. Feedback on homework can be provided through comments and acknowledgement, but grades are not necessary for learning to take place. Homework completion can be part of overall Habits of Work grade. H. Assigning homework during holidays or school vacations should be avoided, except for encouraging students to work on long-term projects. The recommended amount of time for total daily homework completion should be age appropriate. When factoring the amount of homework, other demands placed on students' time should be considered, i.e. extra-curricular activities, outside employment, number of classes, level of class rigor. I. Strategies for homework completion are as follows:

1. Provide timely feedback.
2. Make sure every student has a copy (or copies down) the homework assignment.

3. Limiting homework in elementary grades to one assignment or one subject per night can aid in the completion of that assignment.
4. Give homework assignments prior to the end of the class and when possible given students time to begin the homework within class.
5. Set a maximum amount of time that the student should work on an assignment.
6. Provide peer tutors for some students or assign students homework buddies to work with or call for help.
7. Provide students with homework packets or lists of weekly or monthly assignments.
8. Give all the assignments for the next week on Friday, due the next Friday.
9. Establish intermittent due dates for parts of a long-term project.
10. Provide a course syllabus at the beginning of the year with all homework listed.
11. Allow time to check for understanding before giving practice assignments.
12. Make sure all students have the necessary materials at home to complete specific assignments.
13. Post homework expectations on each teacher's web site.

Adopted: August 14, 1989

Revised: June 8, 1992

Second Revision: September 1, 2009

Adopted: November 16, 2009

IKD Honor Roll

The Board of Directors is committed to recognizing outstanding academic achievement of the students in the school system.

The following criteria will be followed in recognizing Honor Roll students in grades 6-12: High Honors All A's Honors A's and B's Honorable Mention A's, B's and 1 C in a single credit subject with an off-setting A in a single credit subject.

A student must be enrolled in six subjects or the credit equivalent as determined by the principal to be eligible for the Honor Roll.

At the middle school level, all course grades will be considered in determining honor roll recognition.

Adopted: August 10, 1992

Revised: October 12, 1994; February 24, 2016

IKE - Promotion, Retention and Acceleration of Students

It is the Board's intent to provide sequential instructional programming that provides equitable opportunity for students to acquire the knowledge and skills that will enable them to meet the content standards of the system of Learning Results at 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. Students may also differ in their progress toward achieving the cross-curricular skills identified in the *Guiding Principles* of the Learning Results.

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 achievement of 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 in paragraph "A" than to any other factors.

1. Achievement of the content standards of the Learning Results as demonstrated through classroom assessments, common assessments, standardized tests, portfolios, performances, exhibitions, projects and other elements of the school unit's local assessment system;
2. Achievement of cross-curricular skills associated with the *Guiding Principles* of the Learning Results.
3. Participation and success in remedial programs, tutoring, summer school, and/or other opportunities for success;
4. Potential benefit from repetition of a grade or learning experiences;
5. Potential for success if accelerated;
6. Attendance;
7. Social and emotional maturity;
8. Health;
9. Age in relation to grade placement;

10. Program options;
11. Student attitude; and
12. Parental concerns.

B. Retention

Parents/guardians shall be notified as early as possible in the event that retention is being considered. Parents/guardians will be informed of the remediation options available to students such as tutoring, online/Internet-based resources, after-school programs, and summer school. Whenever possible, decisions concerning retention should be made through a conference involving parents/guardians, 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/guardian 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/guardian 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: IK -- Student Achievement

IKA -- Grading/Academic Assessment

IKAB -- Report Cards/Progress Reports

IKF -- Graduation Requirements

ILA -- Student Assessment/Local Assessment System

JHB - Truancy

Adopted: November 25, 2019

IKE Retention of Students

File: IKE

RETENTION OF STUDENTS

RSU 1 acknowledges the large body of research that discourages school retention except in very unusual, well documented circumstances. When considering retention, it should be abundantly clear that such action will significantly position the child for academic or social growth.

[Grades 6 - 7 - 8 Bath/WW Middle Schools]

Any student with two or more failures as a yearly average or who fails reading, writing, or mathematics for the year shall be considered as a candidate for retention.

Each student's performance shall be reviewed by the concerned teachers, guidance counselor, and principal following parent notification. Items of concern will be attendance, ability, previous retention, effort, programs for the future and other pertinent factors.

The final decision shall be made by the principal in consultation with the parent(s).

[Guidelines for Retention]

A. Students who are considered for retention and their parents shall be notified by April 1.

B. Each student retained will be reviewed by the team staff by October 1 of the following year to review placement and recommendations for continued support for that student.

Grades K - 5, Elementary School

Elementary school retention is based on a variety of factors which may include academic, social and maturational development. Following a systematic review, according to the approved regulations and procedures including parent notification, retention should be considered where it is felt that it will benefit the child in his/her elementary experience.

The final decision shall be made by the principal in consultation with the parent(s).

Guidelines for Retention

A. Initial referrals shall be submitted by February 15.

B. Decision for retention shall be made by June 1.

C. See Regulations and Referral Form for elementary school retention (IKE-R, IKE-E).

Cross Reference: IK -- Student Achievement -- Evaluation of Student Achievement/Proficiency

Adopted: August 16, 2010

IKE-E Initial Referral Form

File: IKE-E

INITIAL REFERRAL FORM

Date: _____

Name: _____ Previous Retentions (grade): _____

Date of Birth: _____ Previous Referrals (i.e., speech, medical, PET)

Grade: _____

Teacher's Name: _____

School: _____

Attendance Record: _____

Referrals to be submitted by February 15

Decision for retention made by June 1

Name of Bath School Attended: _____

Reason for concern:

Physical Development:

Social and Emotional Development:

Academic Development: Reading _____

Math _____

Speech and verbal expression _____

Particular strengths:

Particular weaknesses:

Parent communications (dates and topics discussed):

Teacher's Signature: _____

Principal's Signature: _____

Recommendations:

IKE-R Retention of Students - Proceedings

File: IKE-R

RETENTION OF STUDENTS -- PROCEEDINGS

[Guidelines for Elementary Retention]

When a teacher considers the retention of a student, the following procedures shall be observed.

- A. The teacher brings his/her concerns to the principal about the possible need for retention with a full written report including the rationale for this recommendation. The teacher is expected to engage in an on-going dialogue with the principal as early as possible in order to garner needed support services during the school year.
- B. Following the review of the retention referral form by the principal, if there is still a concern for possible retention, the parents shall be informed that the student is being referred to a review panel of appropriate staff.
- C. The final decision for retention or promotion will be made by the building principal.
- D. If a decision is made to retain a student, recommendations for the next school year program and the follow up procedures to review the program shall be stated and filed in the student's record.
- E. If the student is not retained, a written plan to support the child going forward will be filed and monitored on a regular basis by the building principal.

Adopted: August 16, 2010

IKF Graduation Requirements

GRADUATION REQUIREMENTS As a minimum for graduation from Morse High School, the prospective graduate must have completed successfully a total of 23 credits at the secondary level (grades 9 through 12). Required credits include the following:

- English – 4 credits,
- Social Studies and History – 3 credits, covering US History, government/civics, and personal finance
- Mathematics– 3 credits,
- Science – 3 credits, including at least one year of laboratory study,
- Fine Arts – 1 credit, which may include art, music, or drama,
- Health – ½ credit,
- Physical Education – 1 credit, and
- Elective Courses – 7 ½ credits

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

While most students will satisfy graduation requirements over the course of a four-year academic program, students may also satisfy Morse High School's graduation requirements during a period of time that is either accelerated or lengthened, based on the student's distinct learning needs.

A student who has not met the above-listed requirements may meet those requirements through a post-graduate course, an approved Adult Education course(s), an approved summer school program, an approved correspondence course, approved tutoring, and/or enrichment opportunities approved by the principal in advance of registration. If a student is seeking Morse High School credit, prior approval is required.

The required credits for students participating in the CTE program are slightly adjusted to allow for access to appropriate programming and accrual of credits.

All students who complete two years of CTE programming will have the below core requirements rather than those listed above.

- English – 4 credits,

- o Up to two of the above four English credits may be earned by successfully completing CTE English if students are unable to fit a required MHS English class into a schedule.

- Social Studies and History – 3 credits, covering US History, government/civics, and personal finance,

- Mathematics – 3 credits,

- o One of the above math credits may be earned by successfully completing two consecutive years in Carpentry, Automotive, Electricity or Engineering which is equivalent to one Vocational Integrated Math class,

- Science – 3 credits, including at least one year of laboratory study,

- o Once a student has completed a lab science requirement, the third science credit may be earned by successfully completing two consecutive years in Automotive, Culinary, Cosmetology, Engineering, Health Science, Electricity, or Welding which is equivalent to one Vocational Integrated Science class. Successful completion of two consecutive years in Criminal Justice is equivalent to .5 Vocational Integrated Science credit.

- Fine Arts – 1 credit, which may include art, music, or drama,

- o This credit may be earned by successfully completing two consecutive years of Early Childhood, Graphic Design, Engineering, or Culinary Arts (if culinary arts is used for art credit, the possible science credit earned would be 0.5).

- Health – ½ credit

- Physical Education – 1 credit, and

- Elective Courses – 7 ½ credits

- o If a student has earned all required math, science, and fine arts credits, each successfully completed year of any CTE course will earn the student 4 elective credits.

When earning CTE science, math, fine art, or English credits, a student will also earn up to three elective credits, thus accumulating a total of four credits per half-day in CTE coursework. Students who elect to earn a Vocational Integrated Math or Science credit for two consecutive years in a single CTE program must choose either a math or science credit. They cannot earn both types of credit from two years in one program. If a student elects to use two consecutive years of culinary arts to earn 0.5 Fine Arts Credit, then the maximum amount of vocational integrated science credit they can earn is 0.5.

Also students who are unable to meet those requirements may be eligible to earn a Morse High School Pathways Diploma for an alternative route to graduation. The student must demonstrate a desire to finishing high school. Additionally, two or more of the following criteria statements may apply:

- Repeated a grade at some point during grades 1-8
- Has previously unenrolled from school or has a pattern of being absent
- Has not yet been able to find success in mainstream courses, that would likely prevent the student from graduating with their cohort
- Has experienced a documented adversity which has created barriers to graduation such as:
 - o McKinney Vento Status
 - o A medical or mental health condition and/or diagnosis
 - o Placement in foster care
 - o Treatment for substance abuse
 - o Attended more than three high schools
 - o Or another extreme hardship

Students who are enrolled in the Morse High School alternative education program and meet the requirements for a Pathways Diploma must apply for this exception and include an individualized graduation plan with the application, with the support of their school counselor. Applicants will be reviewed by a panel made up of school counselors, administrators, teachers, and parents. Approved applicants will be assigned a mentor to develop and carry out a support plan and monitor progress toward graduation. The Morse Pathways Diploma cannot be used to graduate early from high school. The pathways diploma application process must be completed prior to the student's final semester at Morse.

In order to earn a MHS Pathways Diploma, a student must earn at least 17 credits and meet the following minimum graduation requirements:

- English – 4 credits,
- Social Studies and History – 2 credits, covering US History, government/civics, and personal finance,
- Mathematics– 2 credits,
- Science – 2 credits, including at least one year of laboratory study,

- Fine Arts – 1 credit, which may include art, music, or drama,
- Health – ½ credit,
- Physical Education – attempted 1 credit, and
- Elective Courses – 5 ½ credits (if a student earned their PE credit, only 4 ½ elective credits are needed)

Students seeking outside credits must complete the following steps:

- The student must be accepted into the outside program.
- The student must meet with his/her/their School Counselor, who will consult with the Department Head, to write a proposal to be approved by the building principal.
- After completing coursework, the student must submit proof of completion to his/her/their School Counselor. The student may participate in the next regular graduation ceremony following the successful completion of the requirements. Students who have accepted an early admission at the collegiate level may graduate with their class if they so inform the high school principal at the time of their acceptance into the early admissions program.

Morse High School offers all students multiple learning options that allow students to demonstrate proficiency on expected learning standards, earn academic credit, and satisfy graduation requirements. Morse High School also encourages its students to explore a broad range of learning experiences, including outside-of-school options.

Learning options may include, but are not limited to, the following:

- Academic courses offered by the school
- Dual enrollment or early college courses
- Career and technical education programming
- Online or blended learning options
- Alternative or at-risk programming
- Independent studies including apprenticeships, internships, fieldwork, long-term projects or exchange experiences
- Adult education

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

Students are eligible for the following endorsements on their diploma upon the completion of the required district, state, or national requirements for:

- RSU1's STEAM Academy Seal
- MDOE's Biliteracy Seal
- College Board's Advanced Placement Capstone Diploma Seal

Adopted: June 17, 2019

Revised: November 28, 2022, March 27, 2023; January 22, 2024

IKFA Graduation of Students with Disabilities

File: IKFA

GRADUATION OF STUDENTS WITH DISABILITIES

For students with disabilities between ages 15 and 20, a student's PET may make appropriate adaptations of the specific state and local graduation requirements to meet those unique skills and abilities that result from the student's disability.

The PET shall specify those adaptations in the student's Individualized Education Program along with the projected date of graduation.

The school system shall grant a regular high school diploma to students with disabilities who have completed the graduation requirements in their IEPs when the adaptations that were made to the student's academic program provide reasonable modifications of the specific statutory requirements to reflect limitations resulting from the child's disability.

Students who are unable to meet the statutory requirements and who have completed their years of school eligibility shall be granted a diploma indicating the completion of their special education program.

The school system shall accept the PET determination of a disabled student's graduation requirements as written in the student's IEP for students with disabilities between the ages of 15 and 20 inclusive. The school administrative unit shall inform in writing, and in accordance with Maine Special Education Regulations, both the parent and, when appropriate, the student, that completion of the student's IEP and consequent graduation constitutes a termination of eligibility for special education services as outlined in Maine Special Education Regulations.

Legal Reference: Title 20-A, MRSA, Sec. 4722

Me. Dept. of Education Regulations Chap. 101 -- 5.13; 9.5; 10

Adopted: June 8, 1992

IKFB Graduation Exercises

GRADUATION EXERCISES

Because the Regional School Unit 1 Board of Directors believes that completion of the requirements for a diploma from the public schools is an achievement that improves the community as well as the individual, the Board wishes to recognize that achievement in publicly celebrated graduation exercises.

No student is to participate in the graduation ceremony that has not successfully completed the graduation requirements of Morse High School.

The graduation status of all students shall be reviewed by school counselors after completion of their third year. While students and their parents/guardians are responsible for tracking their progress and achievement, they will be supported in doing so by the student services and administrative teams following the process outlined below:

Summer Preceding Fourth Year At the end of the students third year of attending high school, letters will be sent to parents/guardians of those students who have failed needed courses for graduation or have completed 17 or fewer credits, explaining the consequences in regards to their child's graduation status. Individual Responsible: Student Services Office

2. End of First Semester of Senior Year Letters are sent home to all seniors and parents of seniors who have failed a course(s) necessary for graduation, as well as inviting seniors and their parents to meet with school staff to develop a plan for earning a diploma.
Individual Responsible: Student Services Office
3. At the End of the Third Quarter of Senior Year Teachers are responsible for notifying the Student Services Office and the administration at this point of students who are in danger of failing. If possible, parents of seniors failing a course needed for graduation will be notified by their school counselor and a meeting with school counselor, parents, students and appropriate teachers will be held, the purpose of which is to explore strategies to support the student's success. Individual Responsible: Student Services Office, Building Principal, Teachers
4. The Friday before Graduation Parents of seniors who have failed to meet all graduation requirements and are unable to participate in the graduation ceremony will be notified.
Individual Responsible: Building Principal and/or special education case manager

This notification is intended for students who are in jeopardy at the end of the first semester. It should be understood that, for courses during the second semester, students' status often cannot be determined until the end of the final exam/final project period. These students will be informed as soon as possible after their graduation status has been determined. Final graduation status will be determined by the Friday before graduation.

Special Education students shall meet their IEP goals in order to participate in graduation ceremonies.

Senior students with insufficient credits for graduation shall be granted all privileges and opportunities afforded other seniors with the exception of participation in the graduation ceremony.

Adopted: March, 1982

Revised: December 11, 1989; June 8, 1992; February 10, 1997; April 23, 2012; March 25, 2025

IKFC High School Credits for Pre-High School

FILE: IKFC

HIGH SCHOOL CREDITS FOR PRE-HIGH SCHOOL

Students of Regional School Unit 1 are to be offered a varied academic program, which attempts to meet their intellectual and developmental needs. Students should have the opportunity to pursue the most challenging and rigorous courses for which their interests and capabilities qualify them. In order to encourage such study, when appropriate, students below grade nine may take high school level courses in pre-high school for credit toward graduation. This is not intended to foster early graduation for students for whom it is not appropriate, nor is it to encourage pupils to take less meaningful coursework later in their high school careers.

Students who have not yet reached grade nine may be considered for enrollment in high-school level courses for credit provided the following criteria for the course are met:

- A. The program is developed jointly by pre-high school and high school personnel;
- B. The course content, resources, expectations, standards, and assessments used in the pre-high school meet requirements of the Maine Department of Education;
- C. The course is taught by properly certified teacher;
- D. Each student's academic ability, maturity, and level of responsibility will be evaluated in order to recommend and/or grant permission for the student to take the high-school level course(s);
- E. Any permission is consistent with the philosophy and intent of this policy.

Students who take advantage of this credit will be encouraged to pursue equally challenging course work throughout their high school careers.

Legal References: Dept. of Ed. Reg. Chap. 127.11, A; 127.18

Cross-Reference: IKF - Graduation Requirements

IKFA - Early Graduation

Adopted: October 16, 1995

ILA Student Assessment

The Board recognizes that Maine law requires each school administrative unit to use multiple assessment methods to measure student proficiency in the content areas of the Learning Results and the cross-curricular *Guiding Principles*. The Board also recognizes the value of assessment in informing and improving instruction.

Through this policy, the Board adopts and directs the Superintendent/ designee to implement and oversee an assessment system for the **RSU 1** schools that will accomplish these objectives. The Superintendent shall be responsible for reviewing the assessment system for compliance with applicable statutes and Department of Education standards.

Legal Reference: 20-A MRSA §§ 6202-B, 6209

Cross Reference: IK -- Student Achievement -- Evaluation of Student Achievement/Proficiency

Adopted: April 27, 2015

ILB Student Testing

RSU 1 will employ standardized testing as one of multiple methods for measuring student achievement and for gathering information to use in improving the instructional program for the District and individual students.

Large-scale assessments will include the NECAP (New England Common Assessment Program) and the MHSA (Maine High School Assessment, including the Maine SAT initiative) and /or such other tests as may be mandated by the State, and such assessments as may be required for the purpose of determining Adequate Yearly Progress (AYP) under the No Child Left Behind Act.

The schools may also administer other nationally normed standardized achievement tests (e.g., Northwest Educational Assessment (NWEA), aptitude/vocational aptitude tests, Advance Placement AP) tests, and such other tests that will benefit students or inform teaching and learning in the District. Schools will inform parents and students of the standardized tests they plan to administer during the school year and the approximate schedule. Parents will be notified in a timely manner the results of all standardized testing.

Although all assessments of student achievement may be considered in determining student progress toward achievement of the learning targets as defined by state law and for making decisions concerning assignment to grade levels. No single test may be the only measure of student achievement.

Parents and students will be notified in advance of any personality tests, personal inventories, or surveys that the schools plan to administer, and parents and eligible students (students 18 years of age or older) must be provided the opportunity to elect to not participate in such test, inventory or survey.

Legal Reference: Title 20-A Section 6201

Cross Reference: IK -- Student Achievement -- Evaluation of Student Achievement/Proficiency ILD -- Educational Research: Student Submission to Surveys, [Analyses or Evaluations]

Adopted: August 22, 2011

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ILD Educational Research

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. Sex 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 or older).

Parents have the right to opt out as outlined in the last 2 paragraphs of this policy.

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 survey, "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,* RSU 1

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.

"Insofar as practicable" acknowledges that there may be circumstances in which a research request is made or is approved only after the school year has begun. When this occurs, the school unit should notify parents far enough in advance for them to access surveys and related instructional materials and to opt their children out, if desired.

Legal reference: 20 U.S.C. §1232(h)

Cross reference: JRA -- Student Educational Records and Information

Adopted: April 27, 2011

IMBA Outside Credit Policy

No more than six (6) credits earned outside the regular Morse High School program may be applied to graduation requirements. This six-credit rule does not apply to transfer or home-schooled students. The principal reserves the right to authorize exceptions on a case-by-case basis. All outside programs for credit must be scheduled through guidance and have prior principal approval. Please note that RSU 1 Adult Education classes are considered to be outside the regular Morse program.

Alternative credit may be earned in the following ways:

- Adult Education
- Accredited online courses
- Post-secondary institutions
- Enrichment opportunities such as Upward Bound and Outward Bound, or through an approved internship program
- Approved tutoring
- Independent Study

No more than two outside credits may be earned in one subject area.

If a student fails a class in the regular Morse High School program, he/she should first attempt to make up the failed course during summer school at Morse High School. Summer school courses are considered to be part of the regular Morse High School program and not an alternate credit through an outside program.

Adult Education:

The following persons may attend adult education: a. a person who is not yet 17 years of age who has withdrawn from school; b. a person who is 17 years of age or older and who is not attending a public school; c. a secondary school student enrolled in a public day school program, if that student's attendance at an adult education course is designed to supplement the student's regular day school program. In order to receive a full high school credit equivalent students must complete ONE semester of adult education in that subject. Seniors who need required courses for graduation may seek prior permission from the principal to take those classes through adult education in conjunction with their day school courses. Students who are either juniors or seniors, and have permission from parent(s) and the high school principal may be able to make up a failed class through adult education if they have not retaken the class through summer school.

Post-Secondary Institutions:

Upon the following conditions, alternate credit may also be earned through a post-secondary institution such as Southern Maine Community College (SMCC), University College at Bath/Brunswick (UCBB), or any other accredited post-secondary institution. a. Students cannot enroll in a course which is also offered at Morse without prior approval of the principal. b. Students are responsible for the cost of the class. c. Students may be eligible for tuition reduction or waiver at some institutions. A Guidance counselor may provide information on early college awareness programs

Independent Study:

All Independent Study credits will be approved in advance by the school principal. Whenever possible, Independent Study credits should be completed under the supervision of a teacher with appropriate certification. In every case, an Independent Study supervisor should be designated by the principal, and the supervisor should understand and agree to assume the responsibilities involved in monitoring and evaluating student progress.

Any Independent Studies conducted outside of the school must be in collaboration with an approved Morse faculty member.

All learning takes both time and effort. No Independent Study program will be planned or completed in less than a school quarter, 45 student days of learning. Whenever possible, a full semester/year should be devoted to study. A student cannot earn more than two independent study credits within high school.

Independent Studies are graded as P (pass) or F (Fail) and count as elective credits ONLY. Independent Studies cannot be used to maintain athletic eligibility. Students cannot use employment hours solely as part of their independent study (they must go through the Co-Op program for that purpose).

Tutoring for Alternate Credits:

Participating in tutoring is one viable alternative to making up credits failed during the regular school year. To receive academic credit, tutoring must meet the following criteria:

- 1. All tutors must be certified or licensed and previously approved by the principal.
- 2. Tutoring for alternate credits must adhere to the following time allotment: 20 Hours -- one on one..... 1/2 credit 40 Hours -- one on one..... 1 credit 30 Hours -- more than 1 student.....1/2 credit 60 Hours -- more than 1 student.....1 credit

These hours must be spent in direct instructional time with the student. There will be 1½ to 2 hours of study by the student for each hour of direct instruction and a minimum of four weeks is required

to complete any tutorial program. Seniors must complete all tutoring at least three weeks prior to graduation.

3. The curriculum content must be approved by the principal prior to starting the course.
4. A final written report by the tutor must be turned in to the principal before final credit is granted.
5. Responsibility for locating tutors rest with the student and the cost of the tutoring is to be determined by the tutor, except when approved by a 504 or IEP Committee.

Under certain conditions related to health and special education considerations, a 504 or IEP committee can approve tutoring for alternative credits.

Cross Reference: Morse High School Forms

- Independent Study Program
- Early College Form
- Adult Education Form for Morse students

Adopted: May 29, 2012

IMBB 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/Common Core, 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/Common Core;
- 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/Common Core 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/Common Core 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 religious reasons, or for 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 IMB -- Teaching About Controversial/Sensitive Issues

IMBAA -- Alternatives to Biological Dissection

Adopted: December 17, 2012

IMDA Patriotic Exercises

File: IMDA

PATRIOTIC EXERCISES

Maine state law requires display of and instruction about the American flag in the classroom of our schools.

In order to foster appreciation and respect for the flag as a symbol of our nation, the Pledge of Allegiance will be recited each morning and at assemblies and other appropriate occasions in every school. It is the responsibility of the Superintendent, through the building administrator, to ensure that this policy is implemented. The building administrator may determine how the Pledge will be initiated, such as by individual teachers or by intercom.

Individual students may decline to participate in the Pledge of Allegiance. Students who do not participate must remain quiet and refrain from disruptive or distracting behavior while the Pledge is being recited.

Teachers may not be compelled to recite the Pledge of Allegiance, but they are not excused from the duties to initiate and supervise students recitation of the Pledge as assigned by the principal nor from the implementation of curriculum that promotes honor and respect for the flag and our country.

Legal Reference: Title 20-A, MRSA, 1005, 4805

Cross Reference: IMDB -- Flag Displays

Adopted: June 8, 1992

Revised: February 24, 2016

IMDB Flag Displays

File: IMDB

FLAG DISPLAYS

In accordance with Maine state law, the United States and Maine flags are to be displayed from the public school buildings of this school system every school day and on appropriate occasions. Further, the American flag is to be displayed in every classroom in each public school in the system.

The superintendent is responsible to furnish each school and facility accordingly and to recommend to the board annually the amount of expenditure necessary to provide sufficient flags and flagstaffs. This board shall appropriate the necessary funds.

It shall be the duty of instructors to impress upon the youth by suitable references and observances the significance of the flag, to teach them the cost, the object and principles of our government, the inestimable sacrifices made by the founders of our nation, the important contribution made by all who have served in the armed services of our country since its inception, and to teach them to love, honor, and respect the flag of our country.

Legal Reference: Title 20-A, MRSA, 1055, 4805

Cross Reference: IMDA -- Patriotic Exercises

Adopted: June 8, 1992

Revised: February 24, 2016

IMDC - Performing Arts Programs

Our nation's history is rich with embracing religious holidays as part of our cultural heritage. In a nation as diverse as America, we have the unusual opportunity to integrate appropriate levels of study and celebration of holiday celebrations that are rooted in our tradition. We acknowledge the strict provision for separation of church and school in regards to the school's responsibility to refrain from support of any particular doctrine and celebratory events will never be used to inculcate religious beliefs.

Therefore, it is the policy of Regional School Unit 1 (RSU 1) to support a balanced approach to all holiday celebrations, musical events, plays and other related school activities and classroom activities. The school principal, in concert with the school staff, will make appropriate decisions about holiday celebrations that best relate to the provisions of this policy. Parental concerns are to be addressed to the school principal and then to the school superintendent.

Legal References: Title 1 MRSA Section 111-A-118 *Florey v. Sioux Falls School District* 619 F.2d 1311, 1319, (8th Cir. 1980). *Clever v. Cherry Hill Township Board of Education*, 838 F. Supp. 929 (D.N.J. 1993).

Adopted: January 20, 2009

IMG 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 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 the RSU 1's schools:

A. Staff who wish to have animals visit 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 alert 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. 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/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/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: JLCE - First Aid

Adopted: January 28, 2013

IE Organization of Instructional Program

File: IE

ORGANIZATION OF INSTRUCTIONAL PROGRAM

Students will be primarily responsible to classroom teachers. The instructional and non-instructional services which are provided by special personnel in each school will be brought into the educational program in a manner determined by the Pupil Evaluation Team (PET) process.

All classroom teachers, all special instructional personnel, and all special non-instructional personnel in each school will be primarily responsible to the principal of that school. Special personnel who work in more than one school will be responsible to the principal of the school in which they are working at the particular time.

Building administrators will be responsible to the superintendent for instructional and non-instructional services and will have authority for all activities in a given school.

Other supervisory staff are responsible to the superintendent for special programs within the school system.

Adopted: June 8, 1992

IGA-Curriculum and Adoption

For the purpose of this policy "curriculum" means RSU 1's written document that sets forth the learning expectations for all students for all content areas of Maine's system of Learning Results and the Guiding Principles of the Learning Results, as well as for other content areas as specified by the Board. The curriculum shall reflect continuous, sequential and specific instruction aligned with the content areas of the Learning Results. It is the intent that curriculum be aligned with clear articulated standards vertically aligned with well developed formative and summative assessments.

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 and to serve the best interests of students and the community.

Therefore:

A. The Board expects the administration and staff to be sensitive to changing conditions that may require modifications in curriculum.

B. The Board expects all programs to be subject to ongoing review and evaluation to ensure that they meet the instructional needs of students.

C. The Board expects the school system to undertake intensive curriculum revision as needed.

D. The Superintendent is expected to lead the ongoing curriculum development and review process, and in aligning curriculum with educational standards and with advances in knowledge, educational research and "best practices."

E. The Board expects that curriculum development and revision will be achieved with appropriate involvement of administrators, instructional and support staff, students, parents, community and the Board.

F. The Board shall review and adopt all curriculum guides, course descriptions and courses of study prior to their implementation.

G. All curricula will be standards based.

The Superintendent is expected to develop plans and timelines as necessary for the development, implementation and evaluation of the curriculum and to provide the Board with an annual report on the status of the curriculum.

The Superintendent is expected to make recommendations concerning professional development, instructional materials and resources needed for curriculum implementation, consistent with Board

policy.

Legal Reference: 20-A M.R.S.A. §§ 1001(6), 6209

Ch. 127 § 5-7 (Me. Dept. of Ed. Rules)

Cross Reference: IHA--Basic Instructional Program

IL--Evaluation of Instructional Programs

Adopted: June 14, 2010

Revised: December 15, 2014

IA Instructional Goals and Objectives

The RSU 1 Board envisions graduates as individuals who apply the skills, knowledge, and character to be responsible and productive learners, citizens, and leaders in a global society.

Our graduates also seek a balance in their personal, professional, and intellectual lives. They are lifelong learners who can apply essential knowledge in an ever-changing world.

To achieve its vision of an educated person, the Board hereby adopts as its instructional goals and objectives the *Guiding Principles* of Maine's system of Learning Results.

Each graduate of RSU 1 schools should be:

A. A clear and effective communicator who:

1. Uses oral, written, visual, artistic, and technological modes of expression; and
2. Reads, listens to, and interprets information from multiple sources.

B. A self-directed and lifelong learner who:

1. Creates career and education plans that reflect personal goals, interests and skills, and available resources;
2. Demonstrates the capacity to undertake independent study; and
3. Finds and uses information from libraries, electronic databases, and other resources.

C. A creative and practical problem solver who:

1. Observes situations objectively to clearly and accurately define problems;
2. Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions;
3. Identifies patterns, trends, and relationships that apply to solutions to problems; and
4. Creates a variety of solutions, builds a case for the best response, and is able to provide the rational basis for their decision making.

D. A responsible and involved citizen who:

1. Recognizes the power of personal participation to affect the community and demonstrates participation skills;
2. Understands the importance of accepting responsibility for personal decisions and actions;
3. Knows the means of achieving personal and community health; appreciates, seeks and derives the benefits of a healthy lifestyle;
4. Recognizes and understands human similarities and differences and is able to reflect mutual respect and tolerance for humanity and for the dignity of the individual; and
5. Expresses a knowledge and understanding of their society and appreciates the balance between human beings and their environment, both locally and globally.

E. A collaborative and quality worker who:

1. Assesses individual interests, aptitudes, skills, attitudes, and values in relation to demands of the workplace;
2. Demonstrates reliability, flexibility, and concern for quality; and
3. Concentrates and perseveres on tasks until those tasks are completed;

F. An integrative and informed thinker who:

1. Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparation; and
2. Comprehends relationships among different modes of thought, theory and methods associated with the traditional disciplines.

Legal Reference: 20-A MRSA § 6208-6209

Cross Reference: AD - Educational Philosophy/Mission

ADAA - School System Commitment to Ethical and [Responsible Behavior]

ADF - School District Commitment to Learning Results

Adopted: January 26, 2015

ID School Day

FILE: ID

SCHOOL DAY

RSU 1 exists to provide education to the children and young people who reside within the unit. The essence of this education is primarily the teaching-learning setting with direct contact between teachers and students. It is the intent of the board that optimal instructional time for each age level within the student body is provided during the typical school day.

The "instructional day" is not considered to include co-curricular or extracurricular activities. Exceptions shall only be made with the approval of the Superintendent. The number of school days shall meet or exceed the state requirement and be set annually by this Board and be included in the school calendar.

Legal Reference: 20-A MRSA § 4801

Ch. 125 § 6.02-6.04 (Me. Dept. of Ed. Rule)

Adopted: February 26, 2015

This is a recommended policy.

IDB Cancellation of After-School Student Activities Due to Inclement Weather

The Board of Directors stresses that student safety is paramount and that parental judgment prevails in cases of attendance at after-school activities during inclement weather.

In the event that inclement weather causes the cancellation of school, the following procedures will be followed:

(a) If school is cancelled prior to noon at Morse High School and Bath Middle School and prior to 1:00 PM at the elementary schools, and the weather improves after that time, students may be requested to participate in organized after-school activities. No penalty will be assessed for student absence in the extra-curricular activity under this circumstance. The principal will make the decision regarding holding after-school activities on inclement weather days after consultation with the superintendent of schools. The principal will also consult the bus supervisor and other weather agencies as needed.

(b) If school is cancelled after noon or 1:00 PM at secondary and elementary schools respectively, no after-school student activities will be held.

(c) If weather conditions are problematic on weekends when an extra-curricular activity has a scheduled practice, the coach/advisor must consult with building administrator/designee prior to convening the practice. Should inclement weather threaten a scheduled inter-school competition on the weekend the coach/advisor must confer with principal/designee to determine whether or not the event should be cancelled.

First Reading: February 11, 2008

Adopted: March 10, 2008

IHAI Applied Learning Projects Policy

File: IHAI

Bath Regional Career and Technical Center
APPLIED LEARNING PROJECTS POLICY

Bath Regional Career and Technical Center supports the instructional use of Applied Learning Projects to assist in providing our students with the BEST educational program. Applied Learning Projects performed by the school are for the sole purpose of instruction and must meet the educational objectives of the program's curriculum.

Students perform applied learning projects for educational purposes and the school does not charge for the services and time of the students and instructors. Accordingly, BRCTC, or any of its agents, assumes no liability for applied learning projects undertaken. BRCTC is not in the business of automotive repair, construction, culinary arts, and/or technical services and is not a merchant with respect thereto within the meaning of Maine Law. Accordingly, no implied warranties of merchantability or fitness exist with respect to the products and services provided. The products and services are expressly provided AS IS, WHERE IS.

Projects are selected based solely upon their educational value as determined by the Instructor and the Director. Order of submission is not a factor in selection of projects. As applied learning projects requested forms are received, they are given to the instructor for review, filed, and drawn upon to best fulfill the educational requirements of the program's curriculum.

A person seeking projects to be performed as part of the BRCTC's instructional program shall first complete an Applied Learning Project Request Form, available at the office. The form must be completed in full and signed by the owner to indicate acceptance of the conditions set by the Bath Regional Career and Technical Center. BRCTC reserves the right to accept or reject any request for Applied Learning Projects. All Applied Learning Projects accepted will become a learning situation with no implied warranty or date of completion.

GUIDELINES FOR ACCEPTING APPLIED LEARNING PROJECTS:

- All Applied Learning Projects shall meet the educational requirements of the Approved Program Curriculum. Program instructors will document the duty areas and tasks

supported by each Applied Learning Project.

- All operations performed on Applied Learning Projects shall be conducted by students as an applied learning experience.
- Applied Learning Projects requests shall only be accepted from: Nonsectarian, nonpolitical nonprofit organizations which are exempt under Section 501 C (3) of the Internal Revenue Code

Students enrolled in school within BRCTC region

Staff members employed by schools within BRCTC region All other requests, not fulfilling the above criteria, need the specific approval from the Director.

- All Applied Learning Projects shall have a written estimate of expenses, signed by the owner, prior to the start of a project. Applied Learning Projects shall not exceed \$500.00 in total cost without the specific approval from the Director.
- Students shall not be compensated for operations conducted as part of an Applied Learning Project. However, BRCTC does accept donations to the school's scholarship/activity fund.
- Individuals shall not use the BRCTC's lab facilities for commercial ventures.

PROJECT COSTS:

The owner of the Applied Learning Project is required to provide all necessary materials. Any materials provided by BRCTC will be charged to the owner. Operational fees are charged to assist in covering equipment maintenance and waste disposal fees. All revenue derived from Applied Learning Projects shall assist with the financial support of the educational program.

[All projects must be paid in full to the office before the project can be removed from BRCTC.] The office may provide a receipt to validate proof of payment.

GRIEVANCE PROCEDURE:

The purpose of this procedure is to secure, at the lowest possible level, a resolution to problems/concerns regarding the selection or scope of Applied Learning Projects.

Step 1: Any grievance must be filed in writing to the Director within five (5) school days after the aggrieved person knew of the event or condition giving rise to the grievance. The Director shall review the materials submitted, discuss the issue with the parties involved, and shall render a written decision with the reasons therefore.

Step 2: The aggrieved person may appeal the decision of the Director to the RSU 1 Superintendent of Schools, by submitting the reasons of the appeal in writing within five (5) school days of the previous decision. The Superintendent of Schools shall review the materials submitted, discuss the issue with the parties involved, and shall render a written decision with the reasons therefore.

Step 3: To carry a grievance to the RSU 1 Board of Directors, the aggrieved person shall submit the written reason for the appeal of the Superintendent's decision, within five (5) school days of the previous decision. The Chairperson of the RSU 1 Board of Directors shall schedule an appeal hearing with the Board. The RSU 1 Board of Directors shall render its final decision and the reasons therefore in writing to the aggrieved person.

**BATH REGIONAL CAREER AND TECHNICAL CENTER
CULINARY ARTS FUNCTION AGREEMENT**

All operations performed on instructional projects are conducted by the students as an applied learning experience. All instructional projects shall meet the educational requirements of the approved Program Curriculum.

THE FACULTY OF THE CENTER RESERVES THE RIGHT TO ACCEPT OR REJECT ANY PROJECT REQUEST.

CLIENT: _____ TELEPHONE: _____

MAILING ADDRESS: _____

DATE OF REQUEST: _____ DATE OF FUNCTION: _____ TIME OF FUNCTION: _____

NUMBER OF PEOPLE: _____ FUNCTION COST NOT TO EXCEED \$ _____

FUNCTION -- Circle Appropriate

Breakfast, Lunch, Dinner, Reception, Coffee, Tea, Other

COST

Food Requested Cost Materials (completed by student)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TOTAL \$ _____ TOTAL \$ _____

Total cost of food & material \$ _____

This form needs to be submitted two weeks prior to the date of function to allow ample time for the students to prepare for the function.

AGREEMENT: I, the undersigned, hereby agree to indemnify and save harmless RSU 1, the Board of Directors and any agents, officers or employees thereof, against any courses of action, claims of damages, theft, or injuries arising out of, or in any way connected with the learning experience involved; and to accept full responsibility for the cost which will be incurred in the preparation and service of the above described instructional project. I also realize that this educational program is under no obligation to complete the project or to meet the requested completion date indicated above. As an educational project, there is NO implied guarantee on the instructional projects. Payment in full is required before the instructional project is released.

CLIENT'S SIGNATURE: _____

For Office Use Only

Competency Duties and Tasks met by completing project _____

Estimated Cost \$ _____ Project Start Date: _____ Projected Completion Date _____

Instructor Approval _____ Director Approval _____

71. DEPARTMENT OF EDUCATION

Chapter 237: "LIVE OR OUTSIDE WORK"

Summary: In order to provide practical experiences to vocational students, it is sometimes necessary to obtain work from outside the school community. The primary goal of the live work process is to enhance the educational offerings of vocational/technical programs so that students can reach and master the competencies in a specific vocational area. However, schools must not compete unfairly with the private sector.

1. Definition Live or Outside Work An actual work situation as opposed to a practice piece. Practice pieces are normally torn down after construction or service. (Example: the building of a structure for use by a person or agency or the repair of an automobile or electrical appliance for use by a consumer is a live work project.)
2. Local Requirements for "Live or Outside Work" When conducting live work or bringing school-based enterprise projects into the curriculum, schools must work with the local program advisory committees. Schools must obtain support and leadership from the business community to avoid any unreasonable negative impact on private business. Together they should establish a formal process for problem solving and dispute resolution, and develop accountability systems that can measure and evaluate the

operation, effectiveness, and business and community roles of these enterprises and activities.

A. All vocational education programs, school-to-work programs and school-based enterprises that are at least in part funded by Federal or State funds must have a program advisory committee with broad representation of business and industry, to include the full range of sizes of the businesses in the area. The majority of members of the program advisory committee must come from the private sector.

B. All vocational education programs, school-to-work programs and school-based enterprises that are at least in part funded by Federal or State funds must have a live work policy in place. An established live work policy will:

1. insure that all expenditures and receipts are thoroughly accounted for;
2. include a local grievance procedure;
3. state that work will be accepted in a manner that will best enhance the present learning objectives of the students; and
4. identify in writing who may qualify to request/receive live work products or services.

C. The appropriate program advisory committee and the governing board of the schools must approve each live work policy.

D. Policies and procedures for administering "live work" must be filed with the Maine Department of Education for its review to assure compliance with this rule. Any amendments to such policies and procedures are also subject to Department of Education review.

E. Annually the program advisory committees and the governing boards must review the live work policies and send evidence of this review to the Maine Department of Education.

STATUTORY AUTHORITY: 20-A MRSA Section 8306-A

EFFECTIVE DATE:

June 21, 1979 (EMERGENCY)

EFFECTIVE DATE OF PERMANENT RULE:

August 30, 1979

EFFECTIVE DATE (ELECTRONIC CONVERSION):

May 19, 1996

AMENDED:

July 18, 1999

ADOPTED BY BATH BOARD OF EDUCATION: November 8, 2004

AMENDED: November 14, 2007

IHAN Driver Education

File: IHAN

DRIVER EDUCATION

The Driver Education Program will be supervised by the RSU 1 Superintendent of Schools.

The RSU 1 Board of Education has established the following priorities for students applying for driver education, listed from first to last priority:

- A. Students who are attending the public schools in RSU 1;
- B. Students attending private schools or are home schooled whose parents reside in RSU 1 or in towns sending students to Morse High School; and
- C. Students attending other Maine high schools or out-of-state high schools.

Driver Education will be offered at the expense of the students.

Legal Reference: Title 20-A, MRSA, Sec. 4604

Adopted: December 9, 1964

Revised: April 1, 1980; January 1990; June 8, 1992; June 25, 2012

IHBA Individualized Education Programs

It shall be the policy of the school unit to maintain a complete individualized education program (IEP) for each student who has been identified with a disability; in need of special education services under state and federal special education laws, and who is in attendance at RSU 1 schools. RSU 1 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. RSU 1 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 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, typically comprised of parents, an administrator, special education teacher, classroom teacher, and any others as appropriate, 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 by the IEP Team 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: June 8, 1992

Revised: August 27, 2012

IHBAA - Referral Policy

File: IHBAA

Referral Policy

It shall be the policy of RSU 1 to refer all schoolage students suspected of having a disability that requires special education to the Individualized Education Program (IEP) Team for an evaluation in all suspected areas of disability. Regardless of the results of the initial child find activities, referrals of the students to the IEP Team may be made by parents or professional school staff at any time subsequent to the 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 Education. It shall be signed and dated by the Director of Special Education or his/her designee, thereby indicating the date of the receipt of that referral.

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

References: Me. Dep't of Educ. Reg. Ch. 101, §§ II(17), III IV (2)(D), (E), V(4)(A)

Revised: February, 2001

Revised: June 14, 2004; November 23, 2015

IHBAA-R - Referral General Education Interventions Policy and Procedures

Regional School Unit 1 shall refer to the Individual Education Plan (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 Education. 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 Education. Should a parent attempt to make a referral orally, professional staff shall assist that person in transcribing that referral to a written referral and submitting it to the office of the Director of Special Education.

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.

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

Professional school staff shall prepare a written referral and submit that referral directly to the office of the Director of Special Education.

Referrals by others.

Regardless of the results of the initial child find activities, 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, but only after completion of any general education intervention process used by the school unit. The school unit may move forward with the referral process in those circumstances when the school unit and parent consent. 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 transcribing that referral to a written referral and submitting it to the office of the Director of Special Education.

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 Education. It shall be signed and dated by Special Education Director or his/her 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 Education, 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 local 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 local unit shall send the parent its Written Notice form documenting that referral.

Upon receipt of the signed consent for evaluation from the parent to the office of the Director of Special Education, the local unit shall have 45 school days to complete the evaluation and hold an IEP Team meeting to determine whether the student qualifies for special education services. If a disability is identified and the child qualifies as needing special education services, the IEP Team should develop an IEP for that child either at the same meeting or within 30 calendar days of the determination that the student is eligible.

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 Free Appropriate Public Education (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.

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 1 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 RSU 1'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: Me. Dep't of Educ. Reg. ch. 101, §§ II(17), III, IV(2)(D), (E), V(4)(A)
(2013).

Adopted: November 23, 2015

IHBAB Free Appropriate Public Education

File: IHBAB

FREE APPROPRIATE PUBLIC EDUCATION

The school system shall provide a free appropriate public education to all students with disabilities of eligible school age for whom the school system has legal responsibility. The procedure implemented by the school system to ensure that each disabled student receives a free appropriate public education shall be consistent with those set forth in the Maine Special Education Regulations, and shall include the establishment of Pupil Evaluation Teams and appropriate evaluation procedures.

Legal Reference: Me. Dept. of Education Regulations Chapter 101 -- 8.1

Adopted: June 8, 1992

IHBAC Child Find

Regional School Unit 1 seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are school-age 5 and under the age of 22 and who are in need of special education and support assistance. This includes homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools and receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 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.

RSU 1 is responsible for Child Find for resident students attending private or public schools through public tuition payments or public contract and shall meet this duty either through appropriate arrangements with the receiving unit or school or through direct child find services by unit personnel or contracted personnel.

The school unit's Child Find responsibility shall be accomplished through a district-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 Individual Education Plan (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. RSU 1 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, RSU 1 will refer the child to the regional Child Development Services (CDS) site within 10 school days.

RSU 1 shall provide Child Find during the first 30 days of the school year or during the first 30 days of enrollment for transfer children, in addition to other Child Find activities provided by the school unit.

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 support services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

References: 34 C.F.R. § 300.111 (2006)

Me. Dept. of Educ. Rule Ch. 101, IV 2(A), (C) (2015)

Me Dept. of Educ. Administrative Letter 1 (January 21, 2021)

Adopted: June 14, 2004

Revised: January 28, 2013; April 27, 2020; January 24, 2022

IHBACA Screening Childfind and Referral of Children

File: IHBACA

SCREENING CHILDFIND AND REFERRAL OF CHILDREN

The school system has the responsibility of identifying all children between the ages of 3 and 20 within its jurisdiction who may be students with disabilities. This identification shall be accomplished through a unit-wide screening process which 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 Pupil Evaluation Team. The superintendent or his/her designee shall develop procedures in an effort to ensure that:

A. All children between the ages of 3 and 20 who reside within the school system and may be in need of special educational services are identified, located, and evaluated, whether those children live with their parents and attend any of the system's public schools, are tuitioned out to schools in other units, or are state wards, state agency clients, or institutional residents as defined by the Maine Special Education Regulations;

B. Screening and identification procedures are offered at public expense to children between the ages of 3 and 20 who reside within the school system's geographic jurisdiction and attend private school at private expense;

C. The screening and identification procedures employed comply with Maine and federal special education regulations;

D. If the screening and identification process indicated that an eligible student of school age may require special education and support services, the school system shall refer that student to the Pupil Evaluation Team to determine the student's eligibility for special education services;

E. A practical method is maintained for documenting which students are receiving needed special education and supportive services, and identifying any unmet needs;

F. The public is informed of the school system's responsibility to locate, evaluate, and identify all children with disabilities, of what services are available in the school system's special education program, and of who the contact person for the school system is;

G. Attempts are made to involve available local and regional agencies in the identification of children with unmet needs; and

H. The building administrator shall ensure that student records are screened for special education needs.

Legal Reference: Me. Dept. of Education Regulations Chapter 101 -- 7.1 - .5; 7.9; 7.10

Adopted: June 8, 1992

IHBAG Programming in the Least Restrictive Environment

FILE: IHBAG

PROGRAMMING IN THE LEAST RESTRICTIVE ENVIRONMENT POLICY

Regional School Unit 1 shall program for all students with disabilities in the least restrictive educational environment that can appropriately address the student's needs. Toward that end, RSU 1 shall ensure that, to the maximum extent appropriate, students with disabilities are educated with children who are not disabled, and that special education, separate schooling or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Determinations regarding programming in the least restrictive environment shall be made by the student's pupil evaluation team (PET) and shall draw upon a multidisciplinary assessment of the student's needs. RSU 1 shall make available as appropriate the full continuum of educational placements when making placement determinations.

The Superintendent of Schools, in consultation with the Director of Special Education, may develop and promulgate procedures for implementing this policy, and may from time to time amend those procedures as necessary.

References: 20 U.S.C. § 1412(a)(5); 34 C.F.R. § 300.550 to .552; Me. Dep't of Educ. Reg. ch. 101, § 11.1 to 11.3 (Nov. 1999)

Adopted: June 14, 2004

IHBAI Independent Educational Evaluations Policy

FILE: IHBAI

INDEPENDENT EDUCATIONAL EVALUATIONS POLICY

A parent of a special education student has the right to obtain an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by Regional School Unit 1. An "independent educational evaluation" means an evaluation conducted by a qualified examiner, as defined in Maine Special Education Regulations, who is not employed by Regional School Unit 1.

If a parent requests an independent educational evaluation at public expense, the public school may ask for the parent's reason why he or she disagrees with RSU 1's evaluation. However, the explanation by the parent may not be required and RSU 1 may not unreasonably delay either providing one independent educational evaluation at public expense or initiating a due process hearing to defend RSU 1's evaluation. The rate charged for the independent educational evaluation shall be comparable to the cost of such evaluations within the RSU 1 regional area.

Authority: 34 C.F.R. § 300.502 (March 1999); Me. Dep't of Educ. Reg. Ch. 101 §§ 9.19, 12.5 (Nov. 1999)

Adopted: May 13, 1997

Revised: October 12, 2004

IHBAJ Provision of Supportive Services to Students with Disabilities

File: IHBAJ

PROVISION OF SUPPORTIVE SERVICES TO STUDENTS WITH DISABILITIES

The school system recognizes that support services may be necessary to enable the student with disabilities to benefit from special education services. Supportive services shall be an integral part of the educational objective(s) and shall be necessary in order for the student to benefit from public education.

The school system believes families bear primary responsibilities for those services which are of a medical nature, including therapeutic counseling.

[Support services will be provided only when required to assist an identified student with disabilities to benefit from special education.]

- A. Support services are identified to include, but not be limited to: Speech Pathology, Audiology, Counseling services, Psychological services, Physical Therapy, Social Work services in schools, Occupational Therapy and Transportation.
- B. Services must directly affect the student's learning and the achievement of the IEP's objectives.
- C. The services must be necessary not just beneficial.
- D. The student can not benefit from special education without this service.

Legal Reference: Me. Dept. of Education Regulations Chap. 101 -- 6.1; 6.2

Adopted: February 13, 1989

Revised: June 8, 1992

IHBAK Life-Sustaining Emergency Care Policy

FILE: IHBAK

LIFE-SUSTAINING EMERGENCY CARE POLICY

A primary concern of Regional School Unit 1 shall be 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 on-going need for medical intervention 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 child's specialized health needs. The team should include persons at the school who are knowledgeable about the child, as well as the child's parents and a school administrator. The team may consider requests from 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 child'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 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 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").

Reference: 29 U.S.C. § 794(a)

Adopted: October 12, 1994

Revised: June 14, 2004

IHBAL Free and Appropriate Public Education

It is the policy of the RSU 1 Board of Directors to provide a free and appropriate public education to each disabled student regardless of the nature or severity of the disability.

It is the intent of RSU 1 to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be identified as disabled under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA). Due process rights of disabled students and their parents under Section 504 will be enforced.

Legal References: Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794.

Cross Reference: IHBA Individualized Education Program IHBA Referral Policy IHBAB Free Appropriate Public Education

Adopted: March 26, 2012

IHBAL-R Grievance Procedure for Persons with Disabilities

The School 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.

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, which will be jointly determined by the ADA/504 compliance coordinator and building principal. 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 working days. Extensions of 15 working days

may be allowed when necessary to address fully the issues in the grievance. The Superintendent's written response shall be forwarded to the grievant and to the ADA/504 compliance coordinator.

[NOTE: 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 School 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 ADA/504 compliance coordinator [name, address, phone number].

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

Adopted: September 26, 2011

IHBAM Third Party Funding for Services to Students with Disabilities

File: IHBAM

THIRD PARTY FUNDING FOR SERVICES TO STUDENTS WITH DISABILITIES

The school system shall expect insurers, Medicaid, or other third party sources to meet valid obligations in the provision of or payment for special education services to a student with disabilities. When third party payees are utilized, the school system will pay any deductibles or related fees which may be incurred in order that these services are at no cost to the parent. Use of third party funding will be voluntary on the part of the parents.

Legal Reference: Me. Dept. of Education Regulations Chap. 101- 16.8

Adopted: June 8, 1992

IHBAQ Transition Services for Students with Disabilities Leaving School

File: IHBAQ

TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES LEAVING SCHOOL

The school system recognizes the need to assist students with disabilities who are aging-out of the public schools. Transition planning will begin with the annual Pupil Evaluation Team review when the student has reached age 15 or grade 9. The school system will refer the disabled student to the identified adult agency(ies), in accordance with board policy JRA. The educational planning team will take responsibility for the development of an individualized transition plan and will include outside agencies in that planning as needed.

Adopted: June 8, 1992

IHBB Programs for Gifted Students

File: IHBB

PROGRAMS FOR GIFTED STUDENTS

The Board is committed to meeting the needs of all learners, including those who have been identified as gifted and talented. Gifted and talented students are those who excel or demonstrate the potential to excel beyond their peers in terms of general intellectual ability, a specific academic aptitude or artistic ability.

The school unit will facilitate opportunities for gifted and talented students that encourage and support them in realizing their full academic potential, allow them to learn and demonstrate proficiency at an accelerated pace, and offers an opportunity for such students to challenge themselves.

Legal Reference: Title 20-A, MRSA, Sec. 8101

Adopted: June 8, 1992

Revised: January 26, 2015

IHBEA Program for English Language Learners

The Board recognizes the need to provide a program for students who are English language learners in order to assure these students an equal educational opportunity.

To that end, the Superintendent/designee shall be responsible for developing and implementing a "LAU Plan" to meet the needs of students who are English language learners, including procedures for identification, assessment, programming, monitoring or progress, exit/reclassification, follow-up, and parent notification. A LAU Plan, named after the landmark Lau vs. Nichols U.S. Supreme Court Decision of 1974, is one equal access plan that protects English Language Learners (ELLs). A Language Assessment Committee shall be appointed to assist in the coordination, oversight and periodic review of the program and the LAU Plan.

The LAU Plan shall be approved by the Board before it is submitted to the Maine Department of Education.

At the beginning of each school year, RSU 1 will notify parents of students identified for or participating in programs for English language learners 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 References: 42 U.S.C. § 2000d (Title VI of the Civil Rights Act of 1964)

Ch. 127 § 3.02 (Me. Dept. of Ed. Rule)

20 U.S.C. § 6801 et seq.

Adopted: January 26, 2015

Revised: May 24, 2021

IHBF Homebound Instruction

File: IHBF

HOMEBOUND INSTRUCTION

Home or hospital instruction will be provided to:

A. Any child with a health or physical impairment which, in the opinion of a physician, will cause him/her to be absent from school for more than two consecutive weeks and whom school personnel determine can benefit educationally from such a program.

B. Special Education Students: Refer to Maine State Education Regulations Chapter 101 5.10 Hospital/Homebound Instruction, pg. 20.

C. The amount of instructional or supportive service provided through the home and hospital program will be determined in relation to each child's educational needs and his/her physical and mental health.

D. Suggested hours:

1. Secondary (7-12) -- 2 hours of direct instruction per day, i.e., minimum of 10 hours direct instruction per week.
2. Elementary (K-6) -- 5 to 8 hours of direct instruction per week.

Adopted: July 10, 1989

Revised: June 8, 1992

IHBG - 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 Schools in RSU1 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)(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 by RSU1 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 or 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 RSU1 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's academic work 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 board selected by the Superintendent of Schools for RSU1 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 which may entail formal assessment and/or portfolio review. 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 and award appropriate high school credit.

The Board accepts no responsibility for RSU1 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 RSU1 schools and programs is permitted as described elsewhere in Board policy (IHBGA). A student, once approved for an equivalent instruction program, can participate in regular instructional or extra-curricular programs with the approval of the Superintendent of Schools. Public school resources, such as, library books, textbooks, academic courses, vocational training programs, special education services, and extracurricular activities will be made available to students in equivalent instruction programs on a mutually agreeable basis consistent with Board policy and the law.

It is the intent of RSU1 to inform every parent who elects to educate their child/children in a home schooled program that the school system is willing and able to provide additional educational

support for them through direct participation in instructional, co-curricular, and extra-curricular programs offered in the RSU1 schools. The Board wants to cooperate in the home instruction of any child who resides in RSU1 to the degree that the level of cooperation does not interfere with it's responsibilities to students enrolled full-time in regular school programs.

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 MRSAS 5001-A

Cross Reference: JEA -- Compulsory Attendance

IHBGA -- Home Schooling---Participation in School Programs

Adopted: November 16, 2009

IHBGA Participation in School Programs Policy

The School Board acknowledges the provisions for equivalent instruction under Maine law. The Board further recognizes the Legislature's statement "that the term 'equivalent' is intended to mean meeting state standards for alternate or other instruction and is not intended to mean the same as the education delivered in the public school system."

In addition, it is the intention of the Board to, "cooperate in the home instruction of any child who resides in the school administrative unit to the degree that the level of cooperation does not interfere with the responsibilities to the students enrolled in **RSU 1** regular programs."

Furthermore, participation of students in such school programs shall be limited to home-schooled students whose home instruction programs are in compliance with applicable Maine law and Department of Education regulations.

In order to maintain an efficient and orderly school program, the Board directs the Superintendent/designee to develop procedures, as appropriate, regarding the availability of school system resources and services to home-schooled students who would otherwise be eligible to attend school in **RSU 1**. The procedures shall be in accordance with the following provisions.

I. PROVISION OF INFORMATION

At the request of the student or the student's parent/guardian, RSU1 shall make available to home-schooled students, in a form determined by the school unit, information regarding access to public school activities and attendance at the school unit's schools. This information must include:

- A. Requirements regarding initial health and developmental screening for motor skills, vision, hearing, and immunization; and
- B. Criteria for participation of home-schooled students in curricular, co-curricular, and extracurricular activities.

II. PERMITTED PARTICIPATION

A. **Participation in Regular Classes.** Home-schooled students may enroll in specific, day-school classes provided that the student's attendance is regular, the class is deemed to be age and grade appropriate, and all prerequisite course requirements are met. In addition, the following shall also apply.

1. The student or the student's parent/guardian, on the student's behalf, shall apply in writing to and receive written approval from the Superintendent/designee. Approval may not be unreasonably withheld.
2. The student shall demonstrate prior satisfactory academic achievement consistent with school unit policy and procedures applicable to all students.
3. The student shall comply with behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may withhold credit or terminate the student's participation.
4. The student may use the same transportation as all other students in the school unit as long as additional expenses are not incurred and vehicle capacity is not exceeded. Otherwise, transportation must be provided by the parent/guardian or student.
5. The student shall complete all assignments and tests as required of all students in the same class.

B. Course Auditing. Home-schooled students may audit a course(s) provided the following conditions have been met.

1. The student or the student's parent/guardian, on behalf of the student, shall apply in writing to and receive written approval from the Superintendent/designee to audit a specific course or courses. Participation may not be unreasonably withheld.
2. The student agrees to meet established behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may terminate participation.

III. SPECIAL EDUCATION SERVICES

Special Education Services will be available to eligible special education students in accordance with applicable federal and state laws and regulations.

IV. ADMISSION TO REGULAR PROGRAM/PLACEMENT

A student who has been receiving home-school instruction and who seeks admission to the regular school program will be placed in a grade commensurate with the level of the student's academic achievement. Placement must be guided by the following.

- A. For students who transfer into school from an educational program that is not required to meet the standards of the system of Learning Results, the principal of the receiving school shall determine the value of the student's prior educational experience toward meeting these standards.

B. Appropriate school staff may make recommendations concerning placement based on, but not limited to, factors such as the student's completed curricula and record of achievement, conferences with the student's parent/guardian, and administration of tests.

C. The final grade placement decision shall be made by the principal. The principal's decision may be appealed to the Superintendent, whose decision shall be final.

V. RE-ADMISSION TO THE SCHOOL PROGRAM

Placement of home-schooled students who wish to be readmitted to the school program will be determined by the principal who shall consult with members of the professional staff to the extent appropriate and, as deemed necessary, to make a reasonable determination that the requisite academic standards have been met, and collect from parents actual samples of coursework (e.g., homework, papers, examinations). The principal may also direct that a test or tests be administered to help determine the student's progress toward meeting the content standards of the Learning Results for the purpose of determining an appropriate grade level. The decision of the principal may be appealed to the Superintendent.

VI. USE OF SCHOOL TEXTBOOKS AND LIBRARY BOOKS

Subject to availability, a student receiving home-school instruction may use school textbooks, if the number of particular copies is sufficient, and library books owned by the school unit, subject to the following conditions.

A. The use does not disrupt regular student, staff or special program functions.

B. The student's sign-out period for a library book is the same as that applicable to regularly enrolled students.

C. The student may sign out a textbook for a period not to exceed one school year.

D. The parent/guardian and student agree to reimburse the school unit for lost, unreturned or damaged library books and textbooks and for consumable supplies used.

VII. USE OF SCHOOL FACILITIES AND EQUIPMENT

A student receiving home-school instruction may use public school facilities and equipment on the same basis as regularly enrolled students if the following conditions are met.

- A. The use does not disrupt regular school activities.
- B. The use is approved by the school principal in accordance with established school policy.
- C. The use does not create additional expense to the school unit.
- D. The use is directly related to the student's academic program.
- E. The use of potentially hazardous areas, such as shops, laboratories, and gymnasiums, is supervised by a qualified employee of the school unit, approved and assigned by the Superintendent.

VIII. MAINE EDUCATIONAL ASSESSMENTS

If a parent of a student in an equivalent instruction program requests to have the student participate in the Maine Educational Assessment (MEA) or any other State-mandated test, such requests must be granted. Participation in such examinations must be in compliance with all rules and procedures governing testing conditions in the school unit.

IX. ACADEMIC CREDIT

A student receiving home-school instruction must receive academic credit subject to the following requirements.

- A. Academic credit for individual courses must be awarded if the student meets required academic standards applicable to all students enrolled in the same course.
- B. Academic credit must be awarded for successful completion of alternative instruction opportunities sponsored by the school and available to all students.

X. HIGH SCHOOL COURSE CREDITS AND DIPLOMA ELIGIBILITY

The following standards govern the awarding of course credits and a graduation diploma to a student receiving **home-school instruction** who seeks admission or readmission to the high school.

- A. A student shall earn high school credits for satisfactory completion of courses in the high school pursuant to 20-A MRSA § 5021(2)(A).

B. A student may earn credit for course work completed through home-school instruction if the principal determines, both in advance and upon completion of the course, that the course satisfies the requirements for awarding the credit. The principal may direct that the student undergo a test or tests to assist in making a determination relative to the awarding of credit.

C. Requests for transfer credit for equivalent instruction completed at non-approved private schools, at private schools that elect not to meet requirements under 20-A MRSA § 2901, or through other equivalent instruction programs must be evaluated on the merits of the documentation provided. The principal and guidance staff shall conduct these evaluations on request made by the student or the student's parent/guardian. The principal may direct that the student undergo a test or tests to assist in making a determination relative to the awarding of credit.

D. For students who transfer into a RSU 1 secondary school from another state or an educational program that is not required to meet the standards of the system of Learning Results, the principal of the receiving school shall determine the value of the prior educational experience toward meeting the standards [] through the local assessment system.

E Awarding of a high school diploma by the local school is conditioned upon the student's demonstration of having satisfied all requirements set by the State and all specific course credit and other requirements established by the Board. The Board may establish resident credit requirements as a precondition for the awarding of a local school unit diploma. 1. Students receiving credit for home instruction programs will not be included in class ranking; however, an estimated class rank may be provided upon request.

XI. PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Students receiving home-school instruction may participate in co-curricular activities such as field trips, assemblies, and academically related fairs provided:

A. Prior written permission is obtained from both the parent/guardian and the principal; and

B. The student has agreed to meet established behavioral, disciplinary, attendance, and other rules applicable to all students.

XII. PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Students receiving home-school instruction are eligible to try out for extracurricular activities sponsored by RSU 1 provided the student applies in writing and the following requirements are

satisfied.

A. The student agrees to abide by equivalent rules of participation as are applicable to regularly enrolled students participating in the activity and provides evidence that the rules of participation are being met.

B. The student complies with the same physical examination, immunization, insurance, age, and semester eligibility requirements as regularly enrolled students participating in the activity. All required documentation must be made available upon request by the school unit. The school principal is authorized to collect from the student's parent/guardian actual samples of coursework (e.g., homework, examinations, etc.) as he/she deems necessary in order to make the determination that the necessary academic standards have been met.

C. The student meets equivalent academic standards as those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met.

D. The student abides by the same transportation policy as regularly enrolled students participating in the activity.

STANDARDS FOR PARTICIPATION WHEN TUITION PAYMENT TO ANOTHER UNIT IS REQUIRED

If and when RSU1 does not provide academic instruction for specific grade levels, the following applies for students enrolled in an approved program of equivalent instruction.

A. **Class participation.** The home-schooled student or the student's parent/guardian shall request authorization from the RSU1 Superintendent of Schools to apply to another school unit for permission to participate in classes or activities in that other school unit.

B. **Tuition payment.** Tuition payments for home-schooled student participation in a local school unit, including attendance at an applied technology center or an applied technology region other than the applicant's resident district is the responsibility of the home-schooled student, the student's parent/guardian, or RSU1 in accordance with local school unit policy. Participation may not be unreasonably withheld.

C. **Participation eligibility.** A tuitioned, home-schooled student is subject to the rules relating to eligibility for participation in co-curricular or extracurricular activities as may apply at the receiving school unit.

D. Interscholastic activities. A tuitioned, home-schooled student attending classes in more than one receiving school unit is not eligible for participation in interscholastic activities at any local school unit.

XIV. APPEALS

Appeals from administration and application of the Board policy are heard by the Board, whose decision is final and binding. Appeals that question the Board policy compliance with legal requirements must be made to the Commissioner, whose decision is final and binding.

Legal Reference: 20-A MRSA §§ 5001-A(3), 5021-5025

Ch. 127, 130 (me. Dept. of Ed. Rules)

Cross Reference: IHBG -- Home Schooling

Adopted: November 16, 2009

Revised: October 26, 2015

IHBGAA Home-Schooled and Privately Educated Students with Disabilities

File: IHBGAA

HOME-SCHOOLED AND PRIVATELY EDUCATED STUDENTS WITH DISABILITIES

The school system shall accept referrals for special education students who are participating in an approved home schooling or private educational program. If services are necessary they will be delivered in the school setting, during regular school hours, by school system staff.

Legal Reference: Me. Dept. of Education Regulations Chap. 101 -- 4.7

Adopted: June 8, 1992

IHBGB Resident Credit Requirements for Home-Schooled Students

File: IHBGB

RESIDENT CREDIT REQUIREMENTS FOR HOME SCHOOLED STUDENTS

1. Students must earn a minimum of eleven (11) credits in courses taken at Morse High School.
2. Students must be in residence for the equivalent of two full years to be eligible for a Morse High School diploma.
3. Students receiving credit for Home Instruction Programs will not be included in class ranking. Adopted: May 13, 1997

IHBGC Equivalent Instruction (Home Schooling)

File: IHBGC

EQUIVALENT INSTRUCTION (HOME SCHOOLING)

Requests to fulfill the compulsory school attendance law through equivalent instruction by home schooling shall be made by the parent to the Department of Education with a copy submitted to the superintendent.

The superintendent shall maintain a roster of all students eligible to attend school within the school system who have been excused for equivalent instruction.

A student, once approved for an equivalent instruction program, cannot participate in any regular school program (instructional or extra-curricular) without explicit approval of the board.

Our public school resources, such as library books and other educational materials, will be made available to students in equivalent instruction programs on a mutually agreeable basis consistent with board policy and law.

Legal Reference: TITLE 20A MRSA SEC. 5001-A.3

BASIC SCHOOL APPROVAL REGULATIONS, CHAPTER 125.1

Cross Reference: Policy IHBG - Home Schooling

Adopted: June 8, 1992

Revised: December 12, 1994

IHBH Alternative Education Programs-Options

The Board recognizes that some students are at increased risk of school failure due to personal, social, emotional, behavioral or economic issues that impact learning and achievement. Other students may have experienced academic distress because they have learning styles that are difficult to accommodate or require more support, supervision or structure than is readily available in the conventional school program.

Maine law (20-A M.R.S.A. § 1 (2-A)) defines an "at-risk" student as one who:

- A. Is not meeting the requirements for promotion to the next grade level or graduation from high school;
- B. Is at risk for dropping out of school;
- C. Is habitually truant; or
- D. Is economically disadvantaged as signified by qualification for the National School Lunch Program under Federal regulations.

Factors associated with risk of school failure include but are not limited to failing grades; absenteeism and truancy; student or parent alcohol or drug abuse or dependency; pregnancy or parental responsibilities; self destructive behaviors; depression and other mental health problems; abuse or neglect; homelessness; deficient social skills; disruptive behavior or multiple disciplinary incidents; family problems; and poverty.

When there is an identified need and it is feasible to do so, the school unit may establish one or more alternative education programs that are aligned with Maine's system of Learning Results. The purpose of alternative education programs is to provide at-risk students with curricula and assessment in a setting designed to effectively meet the student's academic, social and relational needs.

Alternative education programs may allow students to attend school part time or be scheduled apart from the regular school day and may include vocational components.

In combination with the alternative education program or in combination with each other, the school unit may offer other alternative learning options such as small class size; flexible scheduling, and relevant alternative curricula and assessment. The alternative learning options may include components such as utilization of mentors, teachers with specific skill sets, or focus on social, emotional and relationship skills. Collaboration among home, school and social service

agencies may be utilized to accommodate the needs of at-risk students.

The objective of alternative learning, including the school unit's alternative education program, is to assist students in completing their high school education, move into another educational setting, prepare for successful employment, and/or acquire life skills.

The alternative education program is not a substitute for or an alternative to special education services. A student who is identified by the IEP team as having a disability and being in need of special education services will be provided services within the alternative education program as specified in his/her IEP.

If the superintendent approves, a RSU 1 student may be enrolled in an alternative education program in another school unit.

Legal Reference: 20-A M.R.S.A. §§ 1; 4729; 5001-A; 5051-A; 5104-A

Cross Reference: JEA -- Compulsory Attendance

JFC -- Dropout Prevention/Student Withdrawal from School

Adopted: April 27, 2015

IHCA Extended School Year Services for Students with Disabilities

File: IHCA

EXTENDED SCHOOL YEAR SERVICES FOR STUDENTS WITH DISABILITIES

IEP determinations to provide extended school year services shall be made based on the likelihood that during school vacation periods a student is at risk of losing skills previously mastered and of being unable to recoup those skills within a reasonable time. In providing extended-year services, the school system shall provide special education and related services to address only those areas of a disabled student's IEP in which that risk exists.

NOTE: Parents and teachers may observe a student's skills and adjustments prior to and upon return from school vacations to develop data to assist in their determination. The Pupil Evaluation Team determinations to provide special education beyond the normal school year will be made on an individual basis and shall be part of the student's Individualized Education Program.

Legal Reference: Me. Dept. of Education Regulations Chap. 101 -- 5.11

Adopted: June 8, 1992

IHCD Advanced College Placement

File: IHCD

ADVANCED COLLEGE PLACEMENT

It is the belief of the board that any student who is capable of, and wishes to do, college-level work while in high school should be permitted to do so and given assistance in enrolling in advanced courses.

Advanced placement courses offered by the school system shall depend upon a sufficient number of students desiring the particular course and qualifying for it, and upon the availability of a staff member qualified to teach it.

Any high school student whose admission to a college-level course or courses is recommended by his/her counselor may enroll in a nearly college and be released from high school attendance for such hours as are required for the college course(s). If the student wishes to receive high school credit for the course, he/she may request permission from his/her building administrator, through the counselor, to apply the course toward high school graduation requirements.

A student accepted for full-time early admission to college (that is before graduating from high school) shall be granted a high school diploma upon evidence that he/she has completed the academic work required, and said diploma will be presented at the regular commencement of his/her class.

Cross Reference: IHCD -- Post-Secondary Enrollment Options

Adopted: July 13, 1992

IHCDA Post-Secondary Enrollment Options

File: IHCDA

POST-SECONDARY ENROLLMENT OPTIONS

The intent of this policy is to set the requirements for student participation and the allowable costs for post-secondary level courses taken before high school graduation. Upon the recommendation of the high school building administrator and the school counselor, any junior or senior student may enroll in certain courses at post-secondary institutions. In addition, any other student may enroll if permitted by the school. High School credit will be given to any student who satisfactorily completes a course with a passing grade. Prior approval for credit must have been arranged with the high school building administrator and the school counselor. In addition to and/or in lieu of high school credit, such students could acquire college credit, if this is agreeable with the college officials and payment of fee is made. In exceptional cases, 9th and 10th graders may be approved for college courses.

Students may earn credits towards graduation by taking courses from two-year and four-year post-secondary institutions.

To be eligible for this option, students must meet the following criteria:

- A. Meet the admissions standards for the post-secondary school;
- B. Maintain at least a B average in his/her courses overall;
- C. Meet with a guidance counselor and draw up a plan to show how the course will meet graduation requirements; and
- D. Provide evidence of parent/guardian approval.

Graduation credits for courses taken under this option will be determined as follows:

- A. The course must meet for one semester or its equivalent;
- B. The student must earn a passing grade; and
- C. Graduation credits awarded will equal one credit and grades will be recorded on the student's transcript as either pass or fail.

The following attendance policy will govern student participation in any post-secondary course work:

A. Attendance must satisfy the instructor's requirements to participate in any post-secondary course work.

Questions regarding financial assistance will be referred to the student's guidance counselor.

A. The school administrative unit will pay tuition costs for all students participating in this program if the eligible institution requires tuition payment.

B. If the parents/guardians income level qualifies the student for free or reduced lunch, the administrative unit will pay for the cost of tuition, textbooks, course fees, and transportation.

The superintendent will ensure that all parents are notified of this policy as stipulated in MRSA 4771.

Legal Reference: Title 20-A, MRSA, Sec. 4771 et seq.

Cross Reference: IHCD -- Advanced College Placement

Adopted: June 20, 2011

IIB Class Size

The RSU 1 Board of Directors recognizes that there is a relationship between class size and pupil achievement and that this relationship varies greatly across grade levels, among subjects and by methods of instruction. The recommended class size in the elementary and secondary schools shall be determined by several variables including grade level, subject area, nature of the pupils in the classroom, nature of the learning objectives, availability of classroom space, instructional methods and procedures used, skills, and classroom space, strengths of the teachers and support staff and budgetary constraints.

Keeping all of these variables in mind, the following average class size targets shall serve as a general guide for the organization of classes in the elementary and secondary schools.

Grade Level	Class Size Range	Recommended Class Size	Recommended Minimum Class Size
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Pre K	12-16	15	14	K-1	16-20	18	16	2-3	18-22	20	18	4-5	18-24	22	19	6-8	18-25	23	20	9-12	18-25	23
**																						

Higher class sizes will be allowed for the scheduling of large group instruction for special classes including: fine arts, physical education, instrumental and/or choral music and other special instructional arrangements (e.g. lectures). Special Education teacher-student ratios are to be in compliance with Special Education caseload rules and State standards. Smaller class size may be revisited based on the evaluation of needs in a class. The superintendent, in consultation with the principal, shall consider options.

**Class sizes below 10 are sometimes unavoidable at the secondary level due to either a schedule accommodation issue or a curriculum sequence need. If due to scheduling courses to accommodate the educational needs of individual students, a course section may have to be scheduled at two different times, smaller class sizes may result. Other courses may be offered despite a small class size because the course is part of a sequence of requirements. For example, a sudden drop in interest for French 3 may result in fewer students taking this course, yet these students, having committed to French for 2 years, should be assured access to the next level of instruction.

When any high school course falls below a 10:1 ratio or any elementary or middle school class size clearly exceeds (by 2 or more students) the maximum range, the principal shall notify the superintendent. The superintendent, in consultation with the principal, shall consider options to resolve the issue. Options may include, but are not limited to:

- Maintaining current class size;
- Assigning additional staff;

- Transferring some students to a different class; or
- Canceling the course.

The superintendent's decision will be communicated to the RSU 1 Board of Directors with the understanding that Board approval will be required to hire any additional staff.

Approved: December 20, 2011

Revised: November 25, 2019

IJJ Instructional and Library Media Materials selection

The Board 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 accepted or rejected by those criteria and in accordance with Board 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 to 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 recognized 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.

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)

Cross Reference: IJJ-E -- Challenge of Instructional Materials Form

Adopted: February 22, 2010

IJJ-E challenge of instruction materials form

Type of Material: ____ Book ____ Magazine/Periodical ____ Film ____ Recording

____ Software ____ Other (Please specify) _____

Author (if known) _____

Title _____

Publisher (if known) _____

Person making complaint: _____

Street _____

Telephone _____ Address _____ Town _____

Complainant represents: ____ Him/herself

____ Organization _____

____ Other group _____

1. To what portion of the material do you object? (Please be specific, cite pages, scenes, etc.)

2. What do you feel might be the negative result of reading/viewing/hearing this material?

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you read/view/hear all of the material? _____ If not, what parts did you read/view/ hear? _____

6. Are you aware of the professional reviews/judgment of this material? _____

7. What do you believe is the theme and/or intention of this material? _____

8. What would you like the school to do about this material?

___ Do not assign it to my child.

___ Do not assign it to any students.

___ Withdraw it from the library and/or instructional program.

___ Refer it to the Educational Media Review Committee for evaluation.

9. In its place, what material would you recommend? _____

Signature of Complainant Date

Checklist for Reconsideration of Materials

Purpose:

What is the overall purpose of the material?

Is this purpose accomplished?

Does the material promote the educational goals and mission of RSU 1?

Authenticity:

Is the author competent and qualified in the field?

What is the reputation and significance of the author and publisher?

Are information sources well documented?

Are translations and retellings faithful to the original?

Content:

Is the content of this material well presented by providing adequate scope, range, depth and continuity?

Does this material present information not otherwise available?

Are the illustrations appropriate to the subject and age levels?

Reviews:

Reputable review sources include: School Library Journal, Hornbook, Kirkus Reviews, VOYA, Booklist and Library Media Connection.

1. Source of Review:

Favorably reviewed? Unfavorably reviewed?

2. Does this title appear in one or more reputable selection aids?

If the answer is yes, please list titles of selection aids.

3. Source of Second Review:

Favorably reviewed? Unfavorably reviewed?

4. Does this title appear in one or more reputable selection aids?

If the answer is yes, please list titles of selection aids.

IJNDA Web Use Policy

FILE: IJNDA

WEB USE POLICY

The guidelines below are RSU 1's policy in deciding acceptability of content on school web pages.

1. Reflects excellence at appropriate grade level.
2. Serves RSU 1's purpose as an institution; i.e., curriculum and student activities.
3. Does not violate copyright laws.
4. Adheres to School Publication Guidelines.
5. Does not violate student or staff confidentiality.

The following is allowed on web pages using RSU 1 hosts:

- Pictures of students work with or without the student's first name.
- Examples of students writing with or without student's first name.
- Group pictures of students engaged in educational and school related activities without any student names.

The following is not allowed on web pages using RSU 1 hosts:

- Individual pictures of students.
- First and last names of any student.

Appropriate permission forms will be developed to secure parent's permission to display their child's work, writing or to have their children appear in group pictures or to use their child's first name on displayed work.

Adopted: June 8, 1998

IJNDB Student Computer and Internet Use

Regional School Unit #1 computers, network, and Internet access are provided to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff.

Student use of school computers, networks and Internet services 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 and rules 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.

Regional School Unit #1 computers remain under the control, custody, and supervision of the school unit at all times. Technology protection measures are in place and are used for all Internet access. It is RSU 1 policy to periodically monitor Internet usage by students, parents and staff. RSU 1 reserves the right to further investigate questionable behavior related to technology use. Students should have no expectation of privacy in their use of school computers and the use of personal computing devices on school networks.

Regional School Unit #1 utilizes filtering technology designed to block materials that are obscene, harmful to minors, or child pornography. **Regional School Unit #1** utilizes precautions to supervise student use of the Internet; however parents should be aware that **Regional School Unit #1** cannot reasonably prevent all instances of inappropriate computer 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.

The district will educate minors about "appropriate online behavior", including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

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

The Superintendent is responsible for implementing this policy and the accompanying rules. Additional administrative procedures or school rules governing the day-to-day management and operations of the school unit's computer system may be implemented, consistent with Board policies and rules. The Superintendent may delegate specific responsibilities to the Technology Coordinator and others as deemed appropriate.

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

Cross Reference: EGAD - Copyright Compliance

IJNDB - Student Computer and Internet Use IJNDB-R - Student Computer and Internet Use Rules

IJND -- Distance learning Program

Adopted: March 16, 2009

Revised: November 26, 2012

IJNDB-E1

Name: _____ School: _____

Home Address _____

I accept responsibility to abide by RSU 1's Internet Network Access policy and procedures as stated in this agreement. I understand the use of the Internet and access to RSU 1's network is a privilege not a right, and I agree:

- To use the Internet network for appropriate educational purposes and research;
- To use the Internet Network only with the permission of designated school staff;
- To be considerate of other users on the network and use appropriate language for school situations;
- Not to intentionally degrade or disrupt Internet network services or equipment. This includes but is not limited to tampering with computer hardware or software, vandalizing data, invoking computer viruses, attempting to gain access to restricted or unauthorized network services, or violating copyright laws;
- To immediately report any security problems or breeches of these responsibilities to the responsible computer teacher;
- To comply with all of the rules with expectations included in the student Internet Appropriate Use Administrative Procedure and Network Etiquette; and
- Not to divulge personal information such as addresses and telephone numbers over the Internet.

I understand that any conduct that is in conflict with these responsibilities is inappropriate and may result in termination of network access and possible disciplinary action.

Student Name: (please print) _____

Student Signature _____ Date _____

RSU 1 makes no assurances of any kind, whether expressed or implied, regarding any Internet services provided. RSU 1 will not be responsible for any damages the student/user suffers. Use of any information obtained via the Internet is at the student's own risk. RSU 1 specifically denies any responsibility for the accuracy of quality of information or software obtained through its serves.

IMPORTANT NOTICE TO PARENTS

Due to the nature of the Internet, it is neither practical nor possible for the Bath School Department to enforce compliance with user rules at all times. Accordingly, parents and students must recognize that student will not be required to make independent decisions and use good judgment in their use of the Internet. Therefore, parents must participate in the decision whether to allow

their children access to the Internet and must communicate their own expectations to their children regarding its use.

As a parent/guardian of this student, I have read the Student Internet and Appropriate Use policy and administrative procedure and this Internet Network Access agreement.

- I understand that Internet access is designed for educational purposes and that the Bath School Department will attempt to discourage access to objectionable material and communications that are intended to exploit, harass or abuse students. However, I recognize it is impossible for the Bath School Department to restrict access to all objectionable material, and I will not hold the Bath School Department responsible for materials acquired or contacts made on the network.
- I understand that a variety of inappropriate and offensive materials are available over the Internet and that it may be possible for my child to access these materials if he/she chooses to behave irresponsibly. I also understand that it is possible for undesirable or ill-intended individuals to communicate with my child over the Internet, that there is not practical means for the school to prevent this from happening, and that my child must take responsibility to avoid such communications if they are initiated. While I authorize the staff to monitor any communications to or from my child on the Internet, I recognize that it is not possible for the school to monitor all such communications. I have determined that the benefits of my child having access to the Internet outweigh potential risks.
- I understand that any conduct by the above-named student that is in conflict with these responsibilities is inappropriate, and such behavior may result in the termination of access and possible disciplinary action.
- I have reviewed these responsibilities with my child, and I hereby grant permission to the Bath School Department to provide Internet network access.
- I agree to compensate the Bath School Department for any expenses or costs it incurs as a result of my child's violation of the Internet policy or administrative procedure.

Parent/Guardian Name(s): (please print)_____

Parent/Guardian Signature(s)_____Date: _____

_____Date: _____

ADOPTED: December 9, 1996

IJNDB-R Student Computer and Internet Use Rules

These rules accompany Board policy IJNDB (Student Computer and Internet Use). Each student is responsible for his/her actions and activities involving school unit computers (including computing devices issued to students), networks, and Internet services, and for his/her computer files, passwords, accounts and personal computing devices accessing the RSU 1 network.

These rules provide general guidance concerning the use of the school unit's computing devices and examples of prohibited uses. The rules do not attempt to 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 Coordinator.

A. Acceptable Use

The school unit's computing devices, networks, and Internet services are provided for educational purposes and research consistent with the school unit's educational mission, curriculum, and instructional goals. All Board policies, school rules, and expectations concerning student conduct and communications apply when students are using the school unit's computing devices, whether it is on or off school property. Students are also expected to comply with all specific instructions from school administrators, school staff or volunteers when using the school unit's computing devices.

B. Consequences for Violation of Computer Use Policy and Rules

Student use of the school unit computing devices, networks, and Internet services 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 and rules may, after having been given the opportunity to respond to an alleged violation, 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 relevant factors.

C. Prohibited Uses

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

1. Accessing or Posting Inappropriate Materials

Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal materials or engaging in "cyber bullying"; 2. **Illegal Activities** Using the school unit's computing devices, networks, and Internet services for any illegal activity or in violation of any Board policy or school rules. The school unit assumes no responsibility for illegal activities of students while using school computing devices;

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 unit assumes no responsibility for copyright violations by students;

4. Copying Software

Illegal unauthorized copying of software may subject the copier to substantial civil and criminal penalties. The school unit assumes no responsibility for illegal software copying by students;

5. Plagiarism

Representing as one's own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher, and website must be identified;

6. **Non-School-Related Uses **

Using the school unit's computing devices, networks, and Internet services for non-school-related purposes such as private financial gain, commercial, advertising or solicitation purposes, or for any other personal use not connected with the educational program or assignments;

7. Misuse of Passwords/Unauthorized Access

Sharing passwords, using other users' passwords, and accessing or using other users' accounts;

8. Malicious Use/Vandalism

Any malicious use, disruption or harm to the school unit's computing devices, networks, and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses; and

9. Access to Blogs/Chat Rooms/Social Networking Sites

Accessing blogs, chat rooms or social networking sites to which student access is prohibited.

D. No Expectation of Privacy

Regional School Unit #1 computing devices remain under the control, custody, and supervision of the school unit at all times. Students should have no expectation of privacy in their use of school computing devices, including email, stored files, and Internet access logs.

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

The student and his/her parents are responsible for compensating the school unit for any losses, costs, or damages incurred by the school unit for violations of Board policies and rules while the student is using school unit computing devices and network, including the cost of investigating such violations. The school unit assumes no responsibility for any unauthorized charges or costs incurred by a student while using school unit computing devices.

F. Student Security

A student is not allowed to reveal his/her full name, address or telephone number, social security number, or other personal information on the Internet without prior permission from a school official. Students should never agree to meet people they have contacted through the Internet without parental permission. Students should inform their 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 unit's computing devices, networks, and Internet services is a high priority. Any student who identifies a security problem must notify his/her teacher immediately. The student shall not demonstrate the problem to others or access unauthorized material. Any user who attempts to breach system security, causes a breach of system security, or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having his/her computer privileges limited, suspended, or revoked.

H. Additional Rules for Computing Devices Issued to Students

1. Computing devices are loaned to students as an educational tool and are only authorized for use in completing school assignments. 2. Before a computing device is issued to a student, the student must sign the school's "acceptable use" agreement as well as other required documentation. Parents are required to attend an information meeting before a computing device will be issued to their child. The meeting will orient parents to the goals and workings of the program, expectations for care of school-issued computing devices, Internet safety, and the school unit's rules in regard to use of this technology. 3. Students and their parents are responsible for the proper care of computing devices at all times, whether on or off school property, including costs associated with repairing or replacing the computing device. RSU 1 offers a coverage program for parents to cover replacement costs and/or repair costs for damages not covered by the warranty. Parents who choose not to purchase coverage should be aware that they are responsible for any costs associated with loss, theft, or damage to a laptop issued to their child. 4. Loss or theft of a computing device must be reported immediately to the building principal, and if stolen, to the local law enforcement authority as well. 5. The Board's policy and rules concerning computer and Internet use apply to use of computing devices at any time or place, on or off school property. Students are responsible for obeying any additional rules concerning care of computing devices issued by school staff. 6. Violation of policies or rules governing the use of computers, or any careless use of a computing device may result in a student's computing device being confiscated and/or a student only being allowed to use the computing 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 computing device and Internet access when not at school. 8. The computing device may only be used by the student to whom it is assigned. Incidental use by family members is currently permitted. 9. Computing devices must be returned in acceptable working order at the end of the school year or

whenever requested by school staff. Cross Reference: EGAD -- Copyright Compliance IJNDB --
Student Computer and Internet Use GCSA -- Employee and Volunteer Use of Computers, Electronic
Devices, School Network and the Internet Adopted: March 16, 2009 Revised: October 22, 2012

IJNDC School System

Website - Webpages

The School Department 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 recognizes that the schools must 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. The Superintendent shall be responsible for overseeing the implementation of this policy and the accompanying guidelines, and for advising the Board of the need for any future amendments or revisions to the policy or guidelines. The Superintendent may develop additional administrative procedures and/or rules governing the day-to-day management and operations of the School Department's website, consistent with the Board's policy and guidelines. The Superintendent may delegate specific responsibilities to the Technology Coordinator 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 and Volunteer Use of Computers, Electronic Devices,

School Network and the Internet IJNDB - Student Computer and Internet Use

IJNDC-R - School System Website/Web Pages Administrative Procedure

JRA - Student Education Records

Adopted: March 16, 2009

IJNDC-E(2)

Regional School Unit #1 maintains official websites to provide general information about the school system as well as information about educational programs, extracurricular activities, school events and student and staff achievements.

Maine law requires public schools to obtain written approval from parents/guardians prior to publishing personal information about students on the Internet.

This form will authorize Regional School Unit #1 to publish the following:

A. Full names of students in connection with class rosters, honor rolls, awards received, and team/extracurricular activity participant lists;

B. Group and/or individual photographs of students; and

C. Individual student or class work may be published on the school system's websites from time to time in accordance with established guidelines. Such work may include creative writing, research projects, artwork, music, performances, and audiovisual presentations. All student work will include a copyright notice prohibiting the copying of such work without express written permission. Copies of the Board's Website Policy and Guidelines are available at the Superintendent's office, every school office, or on the school system's website at www.rsu1.org.

Please complete and return the agreement form on page 2 to the school office within the first week of school. This agreement will remain in effect for the entire school year unless it is rescinded in writing. If the form is not returned, no information about your child will be published on Regional School Unit #1 websites. If you have any questions, please contact the Superintendent of Schools or the Building Principal.

Adopted: August 17, 2009

Revised: August 11, 2010

IJOA Trips

The Board of Directors recognizes the importance of school-sponsored trips as a means of reinforcing and enhancing the curriculum and as a vehicle for encouraging and supporting student participation in academic and athletic competitions. Trips in and beyond the community give a direct learning experience and may provide practical application to the student.

[Types of Trips]

A field trip is a planned educational activity in which a class or group of students leaves the school grounds for the purpose of continuing, extending or enriching the instructional program as an integral part of the curriculum. The trip should be designed to stimulate student interest and inquiry and provide opportunities for social growth and development. To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the students, and opportunities for the students to assimilate the experience during and at the conclusion of the trip.

Any athletic or competition activity that involves an overnight stay and/or out-of-state travel must have Board approval.

Extracurricular or co-curricular trips are trips that do not replace regular classroom instruction, are taken by a district recognized group or organization, and may not include all students (i.e. community volunteer activities).

An international trip is an organized activity that is directly related to the curriculum (i.e., language and culture studies, exchange programs, etc.).

International trips may be special in nature and may include group language study in a recognized foreign institution.

[Overnight/Out-of-State/International Travel]

All overnight trips and out of state or international trips must have the approval of the Principal, the Superintendent, and the Board of Directors. All students who participate in an out-of-state and/or overnight trip must provide proof of health insurance. In addition, students who participate in international trips must provide proof of international health coverage and emergency evacuation insurance.

Trips not specifically approved as an RSU 1 field trip, competition trip, co-curricular or extra-curricular trip and/or international trip will not be covered by the District's liability insurance or District Legal Counsel.

Non-sanctioned Trips

Non-sanctioned trips are trips that are not an integral part of the instructional program and have not been authorized by the Board. Non-sanctioned trips are any trips or excursions organized by District employees, parents, non-school groups, community members or others, acting independently of the schools. These trips involve students on a voluntary and self-supporting basis, are not approved by the Board, and are not part of or associated with the curriculum, co-curricular or extracurricular activities. All responsibility for non-sanctioned trips and excursions lies with the individual(s) or group(s) sponsoring and organizing them. Non-sanctioned trips may not represent the school and/or RSU 1 in any manner.

Recruitment and planning of non-sanctioned trips is prohibited during instructional time and during the employee's regularly scheduled workday.

Non-sanctioned trips must not represent themselves as school functions or as related to or an extension of instructional, co-curricular or extracurricular programs including, but not limited to, any use of school logo. While private activities of staff cannot be regulated by the school, it is the responsibility of any staff engaging in such trips or activities to notify the parents of the participating students that this outside event is not a school activity and that it is a private volunteer excursion undertaken by that teacher or staff member. Trips not specifically approved as an RSU 1 field trip, athletic trip, co-curricular or extra-curricular trip, or international trip will not be covered by the District's liability insurance and the District Legal Counsel.

Individuals or groups who wish to use the schools for the purpose of publicizing trips or recruiting participants must submit a request following the same procedures required of other individuals or non-school groups requesting use of school facilities (Article IX, Section 1).

Trip Chaperones

The requirement for chaperone ratios as defined in the Administrative Guidelines may be adjusted according to the type of trip and/or the destination. Application for the trip may request a lower or higher ratio of chaperones. Rationale for change in ratio must accompany the application.

Application for Authorization for Sanctioned Trips

All trips will have specific information forms filled out and returned to the appropriate administrators within the deadlines required. Online submission is preferable as the district's efforts to conserve paper are important. Only RSU 1 forms may be used for trip purposes.

A specific budget will be developed for such trips; funds needed beyond those budgeted may be raised through approved fundraising activities. In addition, a reasonable fee may be collected from each student. Provisions for covering such fees shall be made for those students unable to pay for an RSU 1 sanctioned trip. All money must be collected prior to departure

Parental Permission

Any trip requires parental/guardian-signed permission form with emergency contact, and medical information forms that will be confidential.

Parents/guardians and students will also receive written expectations that the Code of Conduct and all disciplinary action available to school officials will be in force during the trip. In the case of major infractions of school rules, parents may be notified during the trip and, depending on the seriousness of the infraction, may be required to pick students up at the trip location.

Principals: Responsibilities for Academic Activities and Field Trips

Principals shall make every effort to assure that pupils are not removed from academic subjects for non-academic activities unless in the judgment of the Principal the activity is in the best interest of the students.

Adopted: March 25, 2013

IJOAA Overnight Class Trips

File: IJOAA

OVERNIGHT CLASS TRIPS

Any overnight or out-of-state trip sponsored by RSU 1 shall require prior board approval.

In the event that a previously unscheduled school activity requiring an overnight or out-of-state trip arises between school board meetings, the superintendent and the board chair, acting jointly, are authorized to approve the trip.

A report shall be made of the activity at the next board meeting.

Adopted: April 1, 1980

Revised: March 1990; June 8, 1992

IJOC School Volunteers

The RSU 1 Board of Directors welcomes and encourages the use of school volunteers in our schools. School volunteer programs must provide adequate screening and reasonable supervision of volunteers based upon the amount of student contact and adequate training of volunteers.

Before a person can volunteer, he or she will be screened through a background check. The objective of screening is to ensure, so far as is reasonably possible, that students are safe in school environments. Volunteers are bound by the standards of conduct applicable to school employees. The principal/designee may terminate the services of a volunteer if he/she deems it to be appropriate. RSU 1 reserves the right to decline the services of a volunteer at any time, for any reason. Volunteers whose history demonstrates a risk to the safety or well-being of students and staff will be denied participation. Among the factors taken into consideration is the nature of the offense, the age of the person at the time of the offense, and the amount of time between the date of the offense and the date of the application. The Superintendent or his/her designee shall be satisfied that volunteers be of sufficient moral character so as not to represent a danger to students and staff.

Guidelines for disqualification:

- Registered sex offenders;
- Currently on probation;
- Conviction of or Plea of No Contest to any felony;
- Conviction of or Plea of No Contest to any misdemeanor that indicates the volunteer may pose a threat to the integrity or safety of the school environment;
- More than one OUI;
- A pattern of criminal charges, even if the charges were dismissed, which causes concerns that the volunteer may pose a threat to the integrity or safety of the school environment.

Adopted: February 27, 2012

IK Academic Achievement - Evaluation of Student Achievement_Proficiency

The evaluation of the academic achievement of students in RSU 1 is based on the premise that students have diverse capabilities, interests and individual patterns of growth and learning. It is essential that the professional staff have adequate information to assess a student's educational needs, growth patterns, and other factors necessary to design instructional plans for the student. Sharing of information among parents/guardians, teachers and students is an integral part of the evaluative process, as is self-assessment and goal setting by students.

The focus of the evaluation system is to report on each student's progress in demonstrating the learning standards required for graduation. The system's primary function should be to enhance communication and encourage students to achieve, rather than to serve as a punitive measure. Through RSU 1's methods of student evaluation and parent/guardian/student/teacher communications, RSU 1 will strive to meet the following objectives.

A. Progress will be reported separately for a student's demonstration of content knowledge and work habits/behavior for elementary students.

B. Students will be encouraged to self-assess the quality of their work and their growth towards goals regularly throughout their school years. Teachers are encouraged to model student-led conferences in support of student self-assessment.

C. Students/parents/guardians are to be informed regularly, at least four times a year, as to the progress their children are making in school. Each level has the option to report progress to parents more frequently. Infinite Campus is a recognized tool for effectively communicating student achievement for middle and high school students.

D. Parents/guardians will be alerted and conferred with when the student's performance or attitude becomes unsatisfactory or shows marked or sudden change. The student's classroom teacher, guidance counselor, or building administrator will be responsible for notifying parents if their child shows marked decline in school performance.

E. RSU 1 staff will strive for consistency in grading and reporting.

F. When grades are given, the school staff will take particular care to explain the meaning of the marks and symbols to students and parents/guardians.

Assessments over the course of each school year shall include formats that allow students to demonstrate in different ways what they know and are able to do. Students should have multiple and varied opportunities to practice, apply, and demonstrate their knowledge and skills.

Legal Reference: Title 20-A, MRSA, Section 4502

Adopted: May 23, 2011

Revised: April 27, 2015

IKA Grading System

File: IKA

[GRADING SYSTEM]

The grading system of Regional School Unit 1 is designed to grade student progress in the most objective, meaningful manner possible.

The grading of each student shall be based on his/her school performance as measured by tests and by teacher observation of daily work in class and any outside projects and assignments.

Students at the various instructional levels shall be graded according to the following scales:

[GRADES K-8]:

All subject areas, which include literacy, mathematics, science, social studies, visual arts, music, and physical education, will be scored on a four level scale. The scale represents performance levels of Exceeding, Attaining, Developing, and Beginning, and Refusing.

Additionally, student study habits, social development and learning efforts will be ranked on the same scale for a Habits of Work grade.

[HIGH SCHOOL]:

Letter grades with the following numerical values will be used:

A+ 97 -- 100

A 93 -- 96

A- 90 -- 92

B+ 87 -- 89

B 83 -- 86

B- 80 -- 82

C+ 77 -- 79

C 73 -- 76

C- 70 -- 72

D+ 67 -- 69

D 63 -- 66

D- 60 -- 62

F 0 -- 59

Legal Reference: Me. Dept. of Ed Rule Chap. 125.23, 1, 5, 1

Cross Reference: IK -- Student Achievement -- Evaluation of Student Achievement/Proficiency

Adopted: June 17, 2019

IKAB Student Progress Reports to Parents

File: IKAB

STUDENT PROGRESS REPORTS TO PARENTS

All report card revisions will be approved by the board prior to distribution. Report cards will be issued as follows: A. K-5, quarterly, to include a written report each quarter and a parent conference during the first and third quarters; B. 6-8, quarterly and at parent conferences at the end of the first and third quarters; and C. 9-12, quarterly.

Parents can make a request to meet with any teacher or teachers at the end of any quarter to review the report card.

Cross Reference: IK -- Student Achievement -- Evaluation of Achievement/Proficiency

Adopted: April 1, 1980

Revised: June 8, 1992, October 12, 1994

IKB Homework

The board believes that the purpose of homework is to support classroom learning through pre-learning, checking for understanding, practice, and processing. Homework is to be used as an ongoing assessment of learning. Homework is the practice needed to perfect a skill and to judge the student's depth of understanding and ability to apply learning. Homework also provides feedback to the teacher on how well the student understands and has mastered the content.

Homework helps young people develop good study habits, promote positive attitudes towards school and towards themselves, and communicate to students that learning takes place outside as well as inside the school building. Given these parameters, listed below are guidelines to be followed when designing homework assignments:

[Guidelines:]

A. Homework should have a clear academic purpose and this purpose should be clearly communicated to the students prior to the end of each class. B. Homework should have a positive effect on a student's sense of competence and accomplishment. Homework that requires assistance is not effective homework. C. Homework should be made relevant to students so they can take ownership of it. To promote ownership, homework tasks should allow for choice, offer students opportunities to personalize their work, allow students to share information about themselves, tap into feelings or opinions, and allow students to create products and presentations. D. Homework should be differentiated to ensure that all students can be successful. Homework can be differentiated in numerous ways, including: 1) by difficulty or the amount of work, 2) by the amount of structure or scaffolding provided (i.e. giving a student a skeleton of a graphic organizer as opposed to creating one on their own), and 3) learning style or interest (students choose which method they will use to demonstrate their knowledge) E. Homework should be assigned for academic purposes only, NEVER for punishment. F. Availability of resources in the schools, homes or community of the students should be considered when making homework assignments. G. Homework should be checked in a timely manner. Feedback on homework can be provided through comments and acknowledgement, but grades are not necessary for learning to take place. Homework completion can be part of overall Habits of Work grade. H. Assigning homework during holidays or school vacations should be avoided, except for encouraging students to work on long-term projects. The recommended amount of time for total daily homework completion should be age appropriate. When factoring the amount of homework, other demands placed on students' time should be considered, i.e. extra-curricular activities, outside employment, number of classes, level of class rigor. I. Strategies for homework completion are as follows:

1. Provide timely feedback.
2. Make sure every student has a copy (or copies down) the homework assignment.

3. Limiting homework in elementary grades to one assignment or one subject per night can aid in the completion of that assignment.
4. Give homework assignments prior to the end of the class and when possible given students time to begin the homework within class.
5. Set a maximum amount of time that the student should work on an assignment.
6. Provide peer tutors for some students or assign students homework buddies to work with or call for help.
7. Provide students with homework packets or lists of weekly or monthly assignments.
8. Give all the assignments for the next week on Friday, due the next Friday.
9. Establish intermittent due dates for parts of a long-term project.
10. Provide a course syllabus at the beginning of the year with all homework listed.
11. Allow time to check for understanding before giving practice assignments.
12. Make sure all students have the necessary materials at home to complete specific assignments.
13. Post homework expectations on each teacher's web site.

Adopted: August 14, 1989

Revised: June 8, 1992

Second Revision: September 1, 2009

Adopted: November 16, 2009

IKD Honor Roll

The Board of Directors is committed to recognizing outstanding academic achievement of the students in the school system.

The following criteria will be followed in recognizing Honor Roll students in grades 6-12: High Honors All A's Honors A's and B's Honorable Mention A's, B's and 1 C in a single credit subject with an off-setting A in a single credit subject.

A student must be enrolled in six subjects or the credit equivalent as determined by the principal to be eligible for the Honor Roll.

At the middle school level, all course grades will be considered in determining honor roll recognition.

Adopted: August 10, 1992

Revised: October 12, 1994; February 24, 2016

IKE - Promotion, Retention and Acceleration of Students

It is the Board's intent to provide sequential instructional programming that provides equitable opportunity for students to acquire the knowledge and skills that will enable them to meet the content standards of the system of Learning Results at 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. Students may also differ in their progress toward achieving the cross-curricular skills identified in the *Guiding Principles* of the Learning Results.

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 achievement of 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 in paragraph "A" than to any other factors.

1. Achievement of the content standards of the Learning Results as demonstrated through classroom assessments, common assessments, standardized tests, portfolios, performances, exhibitions, projects and other elements of the school unit's local assessment system;
2. Achievement of cross-curricular skills associated with the *Guiding Principles* of the Learning Results.
3. Participation and success in remedial programs, tutoring, summer school, and/or other opportunities for success;
4. Potential benefit from repetition of a grade or learning experiences;
5. Potential for success if accelerated;
6. Attendance;
7. Social and emotional maturity;
8. Health;
9. Age in relation to grade placement;

10. Program options;
11. Student attitude; and
12. Parental concerns.

B. Retention

Parents/guardians shall be notified as early as possible in the event that retention is being considered. Parents/guardians will be informed of the remediation options available to students such as tutoring, online/Internet-based resources, after-school programs, and summer school. Whenever possible, decisions concerning retention should be made through a conference involving parents/guardians, 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/guardian 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/guardian 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: IK -- Student Achievement

IKA -- Grading/Academic Assessment

IKAB -- Report Cards/Progress Reports

IKF -- Graduation Requirements

ILA -- Student Assessment/Local Assessment System

JHB - Truancy

Adopted: November 25, 2019

IKE Retention of Students

File: IKE

RETENTION OF STUDENTS

RSU 1 acknowledges the large body of research that discourages school retention except in very unusual, well documented circumstances. When considering retention, it should be abundantly clear that such action will significantly position the child for academic or social growth.

[Grades 6 - 7 - 8 Bath/WW Middle Schools]

Any student with two or more failures as a yearly average or who fails reading, writing, or mathematics for the year shall be considered as a candidate for retention.

Each student's performance shall be reviewed by the concerned teachers, guidance counselor, and principal following parent notification. Items of concern will be attendance, ability, previous retention, effort, programs for the future and other pertinent factors.

The final decision shall be made by the principal in consultation with the parent(s).

[Guidelines for Retention]

A. Students who are considered for retention and their parents shall be notified by April 1.

B. Each student retained will be reviewed by the team staff by October 1 of the following year to review placement and recommendations for continued support for that student.

Grades K - 5, Elementary School

Elementary school retention is based on a variety of factors which may include academic, social and maturational development. Following a systematic review, according to the approved regulations and procedures including parent notification, retention should be considered where it is felt that it will benefit the child in his/her elementary experience.

The final decision shall be made by the principal in consultation with the parent(s).

Guidelines for Retention

A. Initial referrals shall be submitted by February 15.

B. Decision for retention shall be made by June 1.

C. See Regulations and Referral Form for elementary school retention (IKE-R, IKE-E).

Cross Reference: IK -- Student Achievement -- Evaluation of Student Achievement/Proficiency

Adopted: August 16, 2010

IKE-E Initial Referral Form

File: IKE-E

INITIAL REFERRAL FORM

Date: _____

Name: _____ Previous Retentions (grade): _____

Date of Birth: _____ Previous Referrals (i.e., speech, medical, PET)

Grade: _____

Teacher's Name: _____

School: _____

Attendance Record: _____

Referrals to be submitted by February 15

Decision for retention made by June 1

Name of Bath School Attended: _____

Reason for concern:

Physical Development:

Social and Emotional Development:

Academic Development: Reading _____

Math _____

Speech and verbal expression _____

Particular strengths:

Particular weaknesses:

Parent communications (dates and topics discussed):

Teacher's Signature: _____

Principal's Signature: _____

Recommendations:

IKE-R Retention of Students - Proceedings

File: IKE-R

RETENTION OF STUDENTS -- PROCEEDINGS

[Guidelines for Elementary Retention]

When a teacher considers the retention of a student, the following procedures shall be observed.

- A. The teacher brings his/her concerns to the principal about the possible need for retention with a full written report including the rationale for this recommendation. The teacher is expected to engage in an on-going dialogue with the principal as early as possible in order to garner needed support services during the school year.
- B. Following the review of the retention referral form by the principal, if there is still a concern for possible retention, the parents shall be informed that the student is being referred to a review panel of appropriate staff.
- C. The final decision for retention or promotion will be made by the building principal.
- D. If a decision is made to retain a student, recommendations for the next school year program and the follow up procedures to review the program shall be stated and filed in the student's record.
- E. If the student is not retained, a written plan to support the child going forward will be filed and monitored on a regular basis by the building principal.

Adopted: August 16, 2010

IKF Graduation Requirements

[GRADUATION REQUIREMENTS]

As a minimum for graduation from Morse High School, the prospective graduate must have completed successfully a total of 23 credits at the secondary level (grades 9 through 12).

Required credits include the following:

- English -- 4 credits,
- Social Studies and History -- 3 credits, covering US History, government/civics, and personal finance,
- Mathematics-- 3 credits,
- Science -- 3 credits, including at least one year of laboratory study,
- Fine Arts -- 1 credit, which may include art, music, or drama,
- Health -- ½ credit,
- Physical Education -- 1 credit, and
- Elective Courses -- 7 ½ credits

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

The required credits for students participating in the CTE program are slightly adjusted below to allow for access to appropriate programming and accrual of credits.

All students who complete two years of CTE programming will have the below core requirements rather than those listed above.

- English -- 4 credits,
- Up to two of the above four English credits may be earned by successfully completing CTE English if students are unable to fit a required MHS English class into a schedule.
- Social Studies and History -- 3 credits, covering US History, government/civics, and personal finance,
- Mathematics-- 3 credits,
- One of the above three math credits may be earned by successfully completing two consecutive years in Carpentry, Automotive, or Engineering which is equivalent to one Vocational Integrated Math class,
- Science -- 3 credits, including at least one year of laboratory study,

- Once a student has completed a lab science requirement, the third science credit may be earned by successfully completing two consecutive years in Automotive, Culinary, Engineering, Health Science, Electricity, or Welding which is equivalent to one Vocational Integrated Science class,
- Fine Arts -- 1 credit, which may include art, music, or drama,
- This credit may be earned by successfully completing two consecutive years of Graphic Design or Engineering
- Health -- ½ credit
- Physical Education -- 1 credit, and
- Elective Courses -- 7 ½ credits
- If a student has earned all required math, science, and fine arts credits, each successfully completed year of any CTE course will earn the student 4 elective credits.

When earning CTE science, math, fine art, or English credits, a student will also earn up to three elective credits, thus accumulating a total of four credits per half-day in CTE coursework. Students who elect to earn a Vocational Integrated Math or Science credit for two consecutive years in a single CTE program must choose either a math or science credit. They cannot earn both types of credit from two years in one program.

While most students will satisfy graduation requirements over the course of a four-year academic program, students may also satisfy Morse High School's graduation requirements during a period of time that is either accelerated or lengthened, based on the student's distinct learning needs.

A student who is deficient in the above-listed requirements may meet those requirements through a post-graduate course, an approved Adult Education course(s), an approved summer school program, an approved correspondence course, approved tutoring, and/or enrichment opportunities approved by the principal in advance of registration. If a student is seeking Morse High School credit, prior approval is required.

Students seeking outside credits must complete the following steps:

- The student must be accepted into the outside program.
- The student must meet with his/her School Counselor, who will consult with the Department Head, to write a proposal to be approved by the building principal.
- After completing coursework, the student must submit proof of completion to his/her School Counselor. The student may participate in the next regular graduation ceremony following the successful completion of the requirements. Students who have accepted an early admission at the collegiate level may graduate with their class if they so inform the high school principal at the time of their acceptance into the early admissions program. Morse High School offers all students multiple learning options that allow students to demonstrate proficiency on expected learning standards, earn academic credit, and satisfy graduation requirements. Morse High School also encourages its students to explore a broad range of learning experiences, including outside-of-school options.

Learning options may include, but are not limited to, the following:

- Academic courses offered by the school
- Dual enrollment or early college courses
- Career and technical education programming
- Online or blended learning options
- Alternative or at-risk programming
- Independent studies including apprenticeships, internships, fieldwork, long-term projects, or exchange experiences
- Adult education

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

Students are eligible for the following endorsements on their diploma should the student meet the required district, state, or national requirements for:

- RSU1's STEAM Academy Seal
- MDOE's Biliteracy Seal
- College Board's Advanced Placement Capstone Diploma Seal

Adopted: June 17, 2019

IKFA Graduation of Students with Disabilities

File: IKFA

GRADUATION OF STUDENTS WITH DISABILITIES

For students with disabilities between ages 15 and 20, a student's PET may make appropriate adaptations of the specific state and local graduation requirements to meet those unique skills and abilities that result from the student's disability.

The PET shall specify those adaptations in the student's Individualized Education Program along with the projected date of graduation.

The school system shall grant a regular high school diploma to students with disabilities who have completed the graduation requirements in their IEPs when the adaptations that were made to the student's academic program provide reasonable modifications of the specific statutory requirements to reflect limitations resulting from the child's disability.

Students who are unable to meet the statutory requirements and who have completed their years of school eligibility shall be granted a diploma indicating the completion of their special education program.

The school system shall accept the PET determination of a disabled student's graduation requirements as written in the student's IEP for students with disabilities between the ages of 15 and 20 inclusive. The school administrative unit shall inform in writing, and in accordance with Maine Special Education Regulations, both the parent and, when appropriate, the student, that completion of the student's IEP and consequent graduation constitutes a termination of eligibility for special education services as outlined in Maine Special Education Regulations.

Legal Reference: Title 20-A, MRSA, Sec. 4722

Me. Dept. of Education Regulations Chap. 101 -- 5.13; 9.5; 10

Adopted: June 8, 1992

IKFB Graduation Exercises

Because the RSU 1 Board of Directors believes that completion of the requirements for a diploma from the public schools is an achievement that improves the community as well as the individual, the Board wishes to recognize that achievement in publicly celebrated graduation exercises.

No student is to participate in the graduation ceremony that has not successfully completed the graduation requirements of Morse High School.

The graduation status of all students shall be reviewed by guidance counselors after completion of their third year. While students and their parents are responsible for tracking their progress and achievement, they will be supported in doing so by the guidance and administrative teams following the process outlined below:

[Summer Preceding Fourth Year]

At the end of the students third year of attending high school, letters will be sent to parents/guardians of those students who have failed needed courses for graduation or have completed 17 or fewer credits, explaining the consequences in regards to their child's graduation status. Individual Responsible: Guidance Office

2. [End of First Semester of Senior Year]

Letters are sent home to all seniors and parents of seniors who have failed a course(s) necessary for graduation, as well as inviting seniors and their parents to meet with school staff to develop a plan for earning a diploma. Individual Responsible: Guidance Office

3. [At the End of the Third Quarter of Senior Year]

Teachers are responsible for notifying the guidance department and the administration at this point of students who are in danger of failing. If possible, parents of seniors failing a course needed for graduation will be notified by certified letter and a meeting with guidance, parents, students and appropriate teachers will be held, the purpose of which is to explore strategies to support the student's success. Individual Responsible: Guidance Office, Building Principal, Teachers

4. [The Friday before Graduation]

Parents of seniors who have failed to meet all graduation requirements and are unable to participate in the graduation ceremony will be notified. Individual Responsible: Building Principal

This notification is intended for students who are in jeopardy at the end of the first semester. It should be understood that, for courses during the second semester, students' status often cannot be determined until the end of the final exam/final project period. These students will be informed as soon as possible after their graduation status has been determined. Final graduation status will be determined by the Friday before graduation.

Special Education students shall meet their IEP goals in order to participate in graduation ceremonies.

Senior students with insufficient credits for graduation shall be granted all privileges and opportunities afforded other seniors with the exception of participation in the graduation ceremony.

Adopted: March, 1982

Revised: December 11, 1989; June 8, 1992; February 10, 1997; April 23, 2012

IKFC High School Credits for Pre-High School

FILE: IKFC

HIGH SCHOOL CREDITS FOR PRE-HIGH SCHOOL

Students of Regional School Unit 1 are to be offered a varied academic program, which attempts to meet their intellectual and developmental needs. Students should have the opportunity to pursue the most challenging and rigorous courses for which their interests and capabilities qualify them. In order to encourage such study, when appropriate, students below grade nine may take high school level courses in pre-high school for credit toward graduation. This is not intended to foster early graduation for students for whom it is not appropriate, nor is it to encourage pupils to take less meaningful coursework later in their high school careers.

Students who have not yet reached grade nine may be considered for enrollment in high-school level courses for credit provided the following criteria for the course are met:

- A. The program is developed jointly by pre-high school and high school personnel;
- B. The course content, resources, expectations, standards, and assessments used in the pre-high school meet requirements of the Maine Department of Education;
- C. The course is taught by properly certified teacher;
- D. Each student's academic ability, maturity, and level of responsibility will be evaluated in order to recommend and/or grant permission for the student to take the high-school level course(s);
- E. Any permission is consistent with the philosophy and intent of this policy.

Students who take advantage of this credit will be encouraged to pursue equally challenging course work throughout their high school careers.

Legal References: Dept. of Ed. Reg. Chap. 127.11, A; 127.18

Cross-Reference: IKF - Graduation Requirements

IKFA - Early Graduation

Adopted: October 16, 1995

ILA Student Assessment

The Board recognizes that Maine law requires each school administrative unit to use multiple assessment methods to measure student proficiency in the content areas of the Learning Results and the cross-curricular *Guiding Principles*. The Board also recognizes the value of assessment in informing and improving instruction.

Through this policy, the Board adopts and directs the Superintendent/ designee to implement and oversee an assessment system for the **RSU 1** schools that will accomplish these objectives. The Superintendent shall be responsible for reviewing the assessment system for compliance with applicable statutes and Department of Education standards.

Legal Reference: 20-A MRSA §§ 6202-B, 6209

Cross Reference: IK -- Student Achievement -- Evaluation of Student Achievement/Proficiency

Adopted: April 27, 2015

ILB Student Testing

RSU 1 will employ standardized testing as one of multiple methods for measuring student achievement and for gathering information to use in improving the instructional program for the District and individual students.

Large-scale assessments will include the NECAP (New England Common Assessment Program) and the MHSA (Maine High School Assessment, including the Maine SAT initiative) and /or such other tests as may be mandated by the State, and such assessments as may be required for the purpose of determining Adequate Yearly Progress (AYP) under the No Child Left Behind Act.

The schools may also administer other nationally normed standardized achievement tests (e.g., Northwest Educational Assessment (NWEA), aptitude/vocational aptitude tests, Advance Placement AP) tests, and such other tests that will benefit students or inform teaching and learning in the District. Schools will inform parents and students of the standardized tests they plan to administer during the school year and the approximate schedule. Parents will be notified in a timely manner the results of all standardized testing.

Although all assessments of student achievement may be considered in determining student progress toward achievement of the learning targets as defined by state law and for making decisions concerning assignment to grade levels. No single test may be the only measure of student achievement.

Parents and students will be notified in advance of any personality tests, personal inventories, or surveys that the schools plan to administer, and parents and eligible students (students 18 years of age or older) must be provided the opportunity to elect to not participate in such test, inventory or survey.

Legal Reference: Title 20-A Section 6201

Cross Reference: IK -- Student Achievement -- Evaluation of Student Achievement/Proficiency ILD -- Educational Research: Student Submission to Surveys, [Analyses or Evaluations]

Adopted: August 22, 2011

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ILD Educational Research

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. Sex 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 or older).

Parents have the right to opt out as outlined in the last 2 paragraphs of this policy.

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 survey, "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,* RSU 1

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.

"Insofar as practicable" acknowledges that there may be circumstances in which a research request is made or is approved only after the school year has begun. When this occurs, the school unit should notify parents far enough in advance for them to access surveys and related instructional materials and to opt their children out, if desired.

Legal reference: 20 U.S.C. §1232(h)

Cross reference: JRA -- Student Educational Records and Information

Adopted: April 27, 2011

IMBA Outside Credit Policy

No more than six (6) credits earned outside the regular Morse High School program may be applied to graduation requirements. This six-credit rule does not apply to transfer or home-schooled students. The principal reserves the right to authorize exceptions on a case-by-case basis. All outside programs for credit must be scheduled through guidance and have prior principal approval. Please note that RSU 1 Adult Education classes are considered to be outside the regular Morse program.

Alternative credit may be earned in the following ways:

- Adult Education
- Accredited online courses
- Post-secondary institutions
- Enrichment opportunities such as Upward Bound and Outward Bound, or through an approved internship program
- Approved tutoring
- Independent Study

No more than two outside credits may be earned in one subject area.

If a student fails a class in the regular Morse High School program, he/she should first attempt to make up the failed course during summer school at Morse High School. Summer school courses are considered to be part of the regular Morse High School program and not an alternate credit through an outside program.

Adult Education:

The following persons may attend adult education: a. a person who is not yet 17 years of age who has withdrawn from school; b. a person who is 17 years of age or older and who is not attending a public school; c. a secondary school student enrolled in a public day school program, if that student's attendance at an adult education course is designed to supplement the student's regular day school program. In order to receive a full high school credit equivalent students must complete ONE semester of adult education in that subject. Seniors who need required courses for graduation may seek prior permission from the principal to take those classes through adult education in conjunction with their day school courses. Students who are either juniors or seniors, and have permission from parent(s) and the high school principal may be able to make up a failed class through adult education if they have not retaken the class through summer school.

Post-Secondary Institutions:

Upon the following conditions, alternate credit may also be earned through a post-secondary institution such as Southern Maine Community College (SMCC), University College at Bath/Brunswick (UCBB), or any other accredited post-secondary institution. a. Students cannot enroll in a course which is also offered at Morse without prior approval of the principal. b. Students are responsible for the cost of the class. c. Students may be eligible for tuition reduction or waiver at some institutions. A Guidance counselor may provide information on early college awareness programs

Independent Study:

All Independent Study credits will be approved in advance by the school principal. Whenever possible, Independent Study credits should be completed under the supervision of a teacher with appropriate certification. In every case, an Independent Study supervisor should be designated by the principal, and the supervisor should understand and agree to assume the responsibilities involved in monitoring and evaluating student progress.

Any Independent Studies conducted outside of the school must be in collaboration with an approved Morse faculty member.

All learning takes both time and effort. No Independent Study program will be planned or completed in less than a school quarter, 45 student days of learning. Whenever possible, a full semester/year should be devoted to study. A student cannot earn more than two independent study credits within high school.

Independent Studies are graded as P (pass) or F (Fail) and count as elective credits ONLY. Independent Studies cannot be used to maintain athletic eligibility. Students cannot use employment hours solely as part of their independent study (they must go through the Co-Op program for that purpose).

Tutoring for Alternate Credits:

Participating in tutoring is one viable alternative to making up credits failed during the regular school year. To receive academic credit, tutoring must meet the following criteria:

- 1. All tutors must be certified or licensed and previously approved by the principal.
- 2. Tutoring for alternate credits must adhere to the following time allotment: 20 Hours -- one on one..... 1/2 credit 40 Hours -- one on one..... 1 credit 30 Hours -- more than 1 student.....1/2 credit 60 Hours -- more than 1 student.....1 credit

These hours must be spent in direct instructional time with the student. There will be 1½ to 2 hours of study by the student for each hour of direct instruction and a minimum of four weeks is required

to complete any tutorial program. Seniors must complete all tutoring at least three weeks prior to graduation.

3. The curriculum content must be approved by the principal prior to starting the course.
4. A final written report by the tutor must be turned in to the principal before final credit is granted.
5. Responsibility for locating tutors rest with the student and the cost of the tutoring is to be determined by the tutor, except when approved by a 504 or IEP Committee.

Under certain conditions related to health and special education considerations, a 504 or IEP committee can approve tutoring for alternative credits.

Cross Reference: Morse High School Forms

- Independent Study Program
- Early College Form
- Adult Education Form for Morse students

Adopted: May 29, 2012

IMBB 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/Common Core, 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/Common Core;
- 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/Common Core 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/Common Core 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 religious reasons, or for 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 IMB -- Teaching About Controversial/Sensitive Issues

IMBAA -- Alternatives to Biological Dissection

Adopted: December 17, 2012

IMDA Patriotic Exercises

File: IMDA

PATRIOTIC EXERCISES

Maine state law requires display of and instruction about the American flag in the classroom of our schools.

In order to foster appreciation and respect for the flag as a symbol of our nation, the Pledge of Allegiance will be recited each morning and at assemblies and other appropriate occasions in every school. It is the responsibility of the Superintendent, through the building administrator, to ensure that this policy is implemented. The building administrator may determine how the Pledge will be initiated, such as by individual teachers or by intercom.

Individual students may decline to participate in the Pledge of Allegiance. Students who do not participate must remain quiet and refrain from disruptive or distracting behavior while the Pledge is being recited.

Teachers may not be compelled to recite the Pledge of Allegiance, but they are not excused from the duties to initiate and supervise students recitation of the Pledge as assigned by the principal nor from the implementation of curriculum that promotes honor and respect for the flag and our country.

Legal Reference: Title 20-A, MRSA, 1005, 4805

Cross Reference: IMDB -- Flag Displays

Adopted: June 8, 1992

Revised: February 24, 2016

IMDB Flag Displays

File: IMDB

FLAG DISPLAYS

In accordance with Maine state law, the United States and Maine flags are to be displayed from the public school buildings of this school system every school day and on appropriate occasions. Further, the American flag is to be displayed in every classroom in each public school in the system.

The superintendent is responsible to furnish each school and facility accordingly and to recommend to the board annually the amount of expenditure necessary to provide sufficient flags and flagstaffs. This board shall appropriate the necessary funds.

It shall be the duty of instructors to impress upon the youth by suitable references and observances the significance of the flag, to teach them the cost, the object and principles of our government, the inestimable sacrifices made by the founders of our nation, the important contribution made by all who have served in the armed services of our country since its inception, and to teach them to love, honor, and respect the flag of our country.

Legal Reference: Title 20-A, MRSA, 1055, 4805

Cross Reference: IMDA -- Patriotic Exercises

Adopted: June 8, 1992

Revised: February 24, 2016

IMDC - Performing Arts Programs

Our nation's history is rich with embracing religious holidays as part of our cultural heritage. In a nation as diverse as America, we have the unusual opportunity to integrate appropriate levels of study and celebration of holiday celebrations that are rooted in our tradition. We acknowledge the strict provision for separation of church and school in regards to the school's responsibility to refrain from support of any particular doctrine and celebratory events will never be used to inculcate religious beliefs.

Therefore, it is the policy of Regional School Unit 1 (RSU 1) to support a balanced approach to all holiday celebrations, musical events, plays and other related school activities and classroom activities. The school principal, in concert with the school staff, will make appropriate decisions about holiday celebrations that best relate to the provisions of this policy. Parental concerns are to be addressed to the school principal and then to the school superintendent.

Legal References: Title 1 MRSA Section 111-A-118 *Florey v. Sioux Falls School District* 619 F.2d 1311, 1319, (8th Cir. 1980). *Clever v. Cherry Hill Township Board of Education*, 838 F. Supp. 929 (D.N.J. 1993).

Adopted: January 20, 2009

IMG 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 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 the RSU 1's schools:

A. Staff who wish to have animals visit 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 alert 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. 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/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/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: JLCE - First Aid

Adopted: January 28, 2013

IJNDC-E AGREEMENT TO PUBLISH STUDENT INFORMATION ON SCHOOL DISTRICT WEBSITES

AGREEMENT TO PUBLISH STUDENT INFORMATION ON SCHOOL DISTRICT WEBSITES

Regional School Unit 1 maintains official websites to provide general information about the school district as well as information about educational programs, extracurricular activities, school events and student and staff achievements.

Maine law requires public schools to obtain written approval from parents/guardians prior to publishing personal information about students on the Internet.

This form will authorize Regional School Unit 1 to publish the following:

A. Full names of students in connection with class rosters, honor rolls, awards received, and team/extracurricular activity participant lists;

B. Group and/or individual photographs of students; and

C. Individual student or class work may be published on the school system's websites from time to time in accordance with established guidelines. Such work may include creative writing, research projects, artwork, music, performances, and audiovisual presentations. All student work will include a copyright notice prohibiting the copying of such work without express written permission. Copies of the Board's Website Policy and Guidelines are available at the Superintendent's office, every school office, or on the school system's website at www.rsu1.org.

When providing student names, the following guidelines are to be followed: For students in grades Pre-K through grade 5, names will not be included with photos of students. For students in grades 6-8, names will only be included with photos in group settings. Student names with photos may be provided in grades 9-12.

D. Students and Guardians will be asked to confirm that they have reviewed this policy and agree to it by completing the relevant Acknowledgement Section in Infinite Campus, which is shared with

families annually.

Adopted: March 25, 2024

IJNDC-R SCHOOL DISTRICT WEBSITE/WEB PAGES ADMINISTRATIVE PROCEDURE

A. Website Purpose

The purpose of the Regional School Unit 1 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 Regional School Unit 1 website includes the following components:

1. A district level site providing system-wide information (including but not limited to Central Office information, School Board information, Transportation, Facilities and Food Service information);
2. Individual school level sites with school specific information;
3. Individual department, grade level and/or classroom information (including student work and/or teacher-created work and resources) at the district or school level, as appropriate; and
4. School-sponsored extracurricular organization information.

C. School District Authority and Webmaster Responsibilities

Regional School Unit 1 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, or team, who shall be responsible for maintaining the Regional School Unit 1 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. If the Webmaster or a member of the webmaster team is unsure whether particular

material is appropriate, they shall consult with the Superintendent, whose decision shall be final. Only the Webmaster and webmaster team 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 Regional School Unit 1 website, and all associated sites, 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 school and comply with all Board policies, administrative procedures and school rules concerning the publication and distribution of school-sponsored materials.
2. All materials placed on the website must meet academic standards for proper spelling, grammar, content and accuracy.
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. Web page content must be limited to school-sponsored information and activities. No personal student or staff web pages, chat rooms, or discussion groups are permitted on the website.

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 Regional School Unit 1 website is maintained in part to enhance communication with students and their families, the school e-mail address and/or telephone numbers of staff may be 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 Regional School Unit 1 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 school district websites are the property of and owned by Regional School Unit 1.

H. Advertising

The Regional School Unit 1 website will not include any advertising, nor will it include any selling activities outside of publicity for school-sponsored and/or approved fundraising activities.

I. Links to External Sites

1. The Regional School Unit 1 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 or webmaster team.
3. The website shall include a disclaimer informing users that links are provided as a convenience, and that Regional School Unit 1 does not endorse these sites or have any responsibility for the content of these sites.

J. Additional Requirements

1. The website shall inform users about how to contact the Webmaster.
2. The Webmaster or webmaster team will provide appropriate information to school users regarding technical requirements for publishing material on the website.

Adopted: March 25, 2024