

Section I – Instruction

- [IGA - Curriculum Development and Adoption](#)
- [IGA-R - Curriculum Development - Process for Change Recommendations](#)
- [IHBA - Individualized Education Programs \(IEPs\)](#)
- [IHBAA - Referral and General Education Interventions](#)
- [IHBAA-R - Referral Procedures and General Education Interventions](#)
- [IHBAC - Child Find](#)
- [IHBAI - Independent Educational Evaluations \(IEEs\)](#)
- [IHBAK - Life Sustaining Emergency Care](#)
- [IHBB - Gifted and Talented Education](#)
- [IHBEA - Program for English Language Learners](#)
- [IHBEA-R - LAU Plan](#)
- [IHBG - Home Schooling](#)
- [IHBGA - Home Schooling - Participation in School Programs](#)
- [IHCD - Advanced College Placement](#)
- [IHCDA - Post-Secondary Enrollment Options](#)
- [IHD - Marshwood Adult & Community Education](#)
- [IHD-R - Marshwood Adult & Community Education - Procedures](#)
- [IIB - Class Size](#)
- [III - Independent Study](#)
- [IJJ - Instructional and Library-Media Materials Selection](#)
- [IJJ-E1 - Challenge of Instructional Materials Form](#)
- [IJNDB - Student Computer and Internet Use](#)
- [IJNDB-R - Student Computer and Internet Use Rules](#)

- [IJNDC - Website/Web Pages - M.S.A.D. #35](#)
- [IJNDC-E - Guidelines Governing the Publishing of Student Information on the M.S.A.D. #35 Website](#)
- [IJNDC-R - Website Guidelines - M.S.A.D. #35](#)
- [IJOA - Field Trips and Excursions](#)
- [IJOC - School Volunteers](#)
- [IJOC - Volunteer/Visitor Sign In Form](#)
- [IJOC-E1 - Level 1 Volunteer Agreement Form](#)
- [IJOC-E2 - Levels 2 & 3 Volunteer Application Form](#)
- [IK - Evaluation of Student Achievement](#)
- [IKB - Homework](#)
- [IKE - Promotion, Retention and Acceleration of Students](#)
- [IKF - Graduation Requirements](#)
- [IKFB - Policy for Participation in Graduation Ceremony](#)
- [ILA - Student Assessment](#)
- [ILD - Educational Research: Student Submission To Surveys, Analyses, or Evaluations](#)
- [IMB - Teaching About Controversial Issues](#)
- [IMBB - Exemption from Required Instruction](#)
- [IMC - Guest Speakers in Schools](#)
- [IMD - Religious Expression in the Schools](#)
- [IMDA - Pledge of Allegiance](#)
- [IMDB - Flag Displays](#)

IGA - Curriculum Development and Adoption

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As defined in Maine Department of Education rules, “curriculum” means MSAD #35’s written document that sets forth the learning expectations for all students for all content areas of Maine’s system of Learning Results, as well as for other content areas as specified by the Board.

The MSAD #35’s curriculum shall reflect continuous, sequential and specific instruction aligned with the content areas of the Maine Learning Results.

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

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

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

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

The Curriculum Director 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 Curriculum Director, under the supervision of 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), 4701-4729, 6209

Me. Dept. of Ed. Rule Chapters 125, 127

Cross Reference: ADF-School Unit Commitment to the Learning Results

IJJ-Instructional and Library-Media Materials Selection

Policy Adopted: January 17, 1979

Policy Revised: December 2, 1998, December 19, 2007, October 20, 2010, September 01, 2021

IGA-R - Curriculum Development - Process for Change Recommendations

IGA-R - Curriculum Development - Process for Change Recommendations

The Board's policy on curriculum development encourages the participation of instructional staff. In order to provide a consistent method for consideration of suggestions for curriculum change initiated by staff, the Board endorses the following procedure.

For the purpose of this procedure, "curriculum" means the school unit's written document that includes the learning expectations for all students for all content areas. The curriculum shall reflect continuous, sequential and specific instruction.

It is intended that this procedure apply to suggestions for significant changes in the District's syllabus/instructional program outline.

A. Suggestions for curriculum changes shall be submitted in writing, to the building principal.

B. The building principal may invite administrators and instructional staff from the school and/or District and, as appropriate, parents and students, to discuss the proposed change.

C. Following consideration of the proposed change, the building principal may forward to the Curriculum Director a recommendation accompanied by the following data:

1. Summary of the recommended change;
2. Rationale for the recommended change;
3. Details of the recommended change;
4. Summary of discussions/consideration at the building principal level;
5. Statement concerning the anticipated effect on other aspects of the curriculum; and
6. An estimate of the anticipated cost to the District, supported by a list of resources required should the change be adopted, including but not limited to staffing requirements, space, materials and supplies.

D. The Curriculum Director, after consulting with the District's administrative team, will forward a recommendation to the Superintendent.

E. Following consideration of the Curriculum Director's recommendation, the Superintendent will make his/her own recommendation to the Curriculum Committee.

F. The committee may invite input from parents, students and the community.

G. The Board will act on the Curriculum Committee's recommendation.

Policy Adopted: October 20, 2010

Policy Reviewed: September 01, 2021

IHBA - Individualized Education Programs (IEPs)

IHBA - Individualized Education Programs (IEPs)

It shall be the policy of MSAD #35 to maintain a complete individualized education program (IEP) for each student who has been identified with a disability and in need of special education services under state and federal special education laws, and who is in attendance at M.S.A.D. #35 schools. M.S.A.D. #35 shall develop these IEPs in a manner consistent with the procedural requirements of state and federal special education laws.

Student IEPs shall be reasonably calculated to provide the identified student with educational benefits in the least restrictive educational environment. The school unit shall ensure that such IEPs are in effect within 30 days of when a student is first identified as in need of special education services, and in effect no later than the beginning of each school year for subsequent IEP's. All IEPs must be reviewed at least annually, as prescribed by state and federal special education laws.

Legal References:

20 USC §§ 1414(d)

34 CFR § 300.320-.328 (2006)

Me. Dept. of Educ. Rule Ch. 101 (IX)(3) (2017).

Policy Adopted: October 6, 2004

Policy Reviewed: October 20, 2010

Policy Revised: April 2, 2025

IHBAA - Referral and General Education Interventions

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It shall be the policy of **MSAD #35** to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability.

Referrals of students to the IEP team may be made by parents at any time and by professional school staff and regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

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

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

Legal Reference: Me. Dept. of Educ. Rule Ch. 101, §§ II(16), III, IV(2)(D), (E), V(4)(A) (July 2015).

Cross Reference: IHBAC – Child Find

IHBAA – Referral Procedures and General Education Interventions

Policy Revised: March 10, 1991, January 8, 2003, November 17, 2010 and September 23, 2013, November 17, 2021

IHBAA-R - Referral Procedures and General Education Interventions

IHBAA-R - Referral Procedures and General Education Interventions

MSAD #35 shall refer to the IEP Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

REFERRALS BY PARENTS

A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the office of the Director of Special Services. Should the parent seek to make a referral through other professional staff (such as teachers, school 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 reducing that referral to writing and submitting it to the office of the Director of Special Services.

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

REFERRALS BY STAFF

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

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

REFERRALS BY OTHERS

Individuals or agency representatives (including representatives of the Department of

MAINE SCHOOL MANAGEMENT ASSOCIATION

NEPN/NSBA Code: IHBA-R

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

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

RECEIPT OF REFERRAL

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

TIME LINE FOR PROCESSING REFERRAL

Once the referral has been received in the office of the Director of Special Services, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, the 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 Services 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 that same meeting, or within 30 calendar days of determining that the student is eligible.

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

TRANSFER STUDENTS

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

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

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

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

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.

MSAD #35 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 [school unit name]'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.

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

Cross Reference: IHBAC – Child Find

IHBAA – Referral and General Education Interventions

Policy Adopted: December 6, 1989

Policy Revised: March 10, 1991, January 8, 2003, November 17, 2010, September 23, 2013,
November 17, 2021

IHBAC - Child Find

IHBAC - Child Find

M.S.A.D. #35 seeks to ensure that all children within its jurisdiction who are school-age, 5 and under the age of 22, and who are in need of special education and supportive assistance. This includes homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 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 are identified, located, and evaluated.

MSAD #35's child find responsibility shall be accomplished through a unit-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

The school unit 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.

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. **MSAD #35** 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, **MSAD #35** will refer the child to the regional Child Development Services (CDS) site within 10 school days.

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

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

Legal Reference: 34 C.F.R. § 300.111 (2006), Me. Dept. of Educ. Rule Ch. 101, IV 2(A), (C) (2015),

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

Policy Adopted: April 1, 1987

Policy Revised: December 6, 1989, May 1, 1996, January 8, 2003, December 1, 2004 and
November 17, 2010, November 17, 2021

IHBAI - Independent Educational Evaluations (IEEs)

IHBAI - SPECIAL EDUCATION INDEPENDENT EVALUATION (IEEs)

MSAD 35 has adopted this policy regarding special education independent educational evaluations, consistent with state and federal special education regulations.

An independent educational evaluation is an evaluation conducted by a qualified examiner who is not employed by MSAD 35. An independent educational evaluation at public expense means that the school either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. Qualified examiners in private practice under contract with the school unit who have not previously evaluated, instructed or provided consultation regarding a particular student are eligible to provide an independent educational evaluation of the student.

A parent has a right to obtain an independent evaluation at public expense when they disagree with the evaluation done by the school, as set forth below.

If a parent requests an independent educational evaluation at public expense, the school unit may ask for the parent's reason why they object to the public school's evaluation. However, the school unit may not require the parent to provide an explanation and may not unreasonably delay either providing the independent educational evaluation at public expense or denying the request and filing for a due process hearing to defend the public school's evaluation.

A parent is entitled to only one independent educational evaluation at public expense each time the school conducts an evaluation with which the parent disagrees, but only if other conditions in this policy are also met.

If MSAD 35 refuses to provide an independent evaluation at public expense, then the school unit must initiate a due process hearing within 30 days of receiving the request. If the hearing officer upholds the appropriateness of the school unit's evaluation, then the parents shall be fully responsible for the cost of the independent evaluation. If the hearing officer concludes that the school unit's evaluation was not appropriate, then the school unit must pay for the cost of the independent educational evaluation.

The following criteria must be met if the school unit is going to approve an independent evaluation at public expense. Unique circumstances may justify deviation from these criteria. If a parent or

school staff member is aware of such unique circumstances, they should inform the student's case manager or the school unit's Special Services Director immediately.

1. MSAD 35 will provide to parents, upon request for an independent educational evaluation, information about where an independent evaluation may be obtained, and the criteria set forth in this policy for obtaining an independent evaluation at public expense.
2. For an independent educational evaluation to be funded at public expense, it must meet the following conditions:
 - A. The parents must be in disagreement with a school-ordered evaluation;
 - B. The contested school evaluation is inappropriate in the opinion of the Special Services Director;
 - C. The proposed independent evaluator is appropriately qualified professional to conduct the type of evaluation being considered;
 - D. The person or agency completing the independent evaluation submits a written report that conforms to all the requirements for written evaluations set forth in Maine special education regulations, currently found at MUSER V;
 - E. The cost of the evaluation shall not be higher than the Medicaid rate ceiling for comparable evaluation services, unless the family establishes that an independent evaluation is not available at or below the Medicaid rate ceiling for that evaluation, and in that event, the cost of the evaluation shall not exceed the usual and customary rate for such evaluations in York County.
 - F. A complete copy of the independent evaluation has been provided to MSAD 35 before payment.
 - G. The evaluator has reviewed relevant educational records as part of the evaluation.
 - H. Unless otherwise determined by the members of the child's IEP Team, the evaluator has either: a) observed the child in one or more educational settings; or b) made at least one contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. Evaluators are encouraged to make additional contacts with other involved general and special education teachers and related service providers.
 - I. The evaluator is permitted to directly communicate and share information with members of the IEP Team, the Special Services Director, and the Director's designees. The evaluator must also release the assessments and results, including any parent and teacher questionnaires, to members of the IEP Team, the Special Services Director, and the Director's designees.
 - J. MSAD 35 shall be entitled to inspect and obtain copies of the evaluator's records, including any records created by third parties. However, those records will not be

deemed accessible to any school personnel other than the evaluator, unless and until the School Department exercises its right to inspect or obtain copies of those records from the evaluator.

3. The Special Services Director will respond within 30 days of receipt of a request for an independent evaluation at public expense. In the event that the Director is denying the request, the Director must also file for a due process hearing prior to the conclusion of that same 30-day time period.

4. A parent cannot request an independent evaluation at public expense in response to a school evaluation that is more than two years old. When the parent requests an independent evaluation at public expense in an assessment area that has not been evaluated by the school, MSAD 35 shall notify the parent that it cannot approve or deny such a request until after the school has had the opportunity to complete a school-ordered evaluation in the area requested. The Special Services Director should refer the question of additional school-ordered evaluations in the areas of concern to the IEP Team.

5. A qualified examiner is permitted to observe a child at school or at a potential educational placement when the qualified examiner is not employed by the school and is conducting an independent educational evaluation at the request of the parent, at times and durations as the school would permit a qualified examiner that is employed by the school.

6. If a parent provides MSAD 35 with a copy of an independent educational evaluation, the IEP team will consider the evaluation whether or not that evaluation is provided at public expense. MSAD 35 will not accept or rely on any independent educational evaluation that does not meet state regulatory criteria for evaluations.

Legal Reference:

34 C.F.R. § 300.502 (2006)

Me. Dept. of Educ. Rule Ch. 101, § V (2015);

Policy Adopted: December 1, 2004

Policy Revised: February 12, 2025

IHBAK - Life Sustaining Emergency Care

IHBAK - Life Sustaining Emergency Care

A primary concern of M.S.A.D. #35 shall be with the health and safety of its students. In emergency situations involving accident or illness, school employees should undertake reasonable efforts to provide first aid or life-sustaining emergency care to the extent of their knowledge and training, and/or to seek the assistance of school medical personnel or other staff members to obtain emergency assistance for the student.

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

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

Legal Reference: 29 USC § 794(a)

Cross Reference: JLCE – First Aid and Emergency Medical Care

Policy Adopted: January 5, 2005

Policy Revised: November 17, 2010

IHBB - Gifted and Talented Education

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Philosophy

The Board recognizes the importance of identifying students of unusual ability in the following areas: general intelligence, academic aptitude, creative thinking, or visual and performing arts. Identification instruments, selection criteria and procedures will ensure that participants are of gifted intellect or are talented performers or both.

Programs will be designed to meet the needs of individual students in the context of existing educational programs in order to provide the least restrictive educational environment while maintaining social relationships and social development.

Goals

To provide talented and gifted children with:

- A. An opportunity for challenge of their intellectual abilities;
- B. An outlet to develop their creative thinking;
- C. Experiences designed to nurture leadership ability;
- D. A means to expand their academic achievements; and
- E. An opportunity to express their artistic and performing arts talents.

Legal Reference: 20-A MRSA § 8101

Policy Adopted: April 16, 2008

Policy Revised: November 17, 2010

IHBEA - Program for English Language Learners

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 of equal educational opportunity.

To that end, the Superintendent 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 Language Assessment Committee shall be appointed to assist in the coordination, oversight and periodic review of the program.

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, MSAD #35 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 Reference: 42 U.S.C. § 2000d (Title VI, Civil Rights Act of 1964)

20 U.S.C. § 6801 et seq.

Me. Dept. of Educ. Rule Ch. 127.02

Adopted: October 21, 2020

Cross reference: IHBEA-R - LAU Plan

IHBEA-R - LAU Plan

IHBEA-R - LAU Plan

Legal Foundation for Providing Effective Educational Services to English Learners

1. ***Every Student Succeeds Act (2015)*** provides for strong accountability for the education of all children and for certain provisions specific to limited English proficient students, especially under Titles I and III of the Act. NCLB also provides funds to states and local schools and universities to carry out the intent of the Act.
2. ***Title VI of the Civil Rights Act of 1964*** prohibits discrimination on the basis of national origin (and other civil rights).
3. ***Equal Education Opportunities Act of 1974*** provides that no state shall deny equal educational opportunity to an individual on the basis of race, color, sex, or national origin.
4. ***Lau vs. Nichols (1974)*** ruled that providing the same access to curriculum, instruction, and materials for students of limited English proficiency as is provided to English dominant students is not in effect equitable
5. ***Plyler vs. Doe (1981)*** ruled that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants
6. ***Castañeda vs. Pickard (1981)*** case precedent requires schools to use a three-pronged approach to assure that they are following the spirit of the above decisions vis-à-vis: a practice grounded in sound educational theory; effective implementation of an appropriate program; assurance that the program is working

English Learner Identification

Action Required by Federal Law and/or State Policy	In specific detail, when and how is this action accomplished in the SAU? Include the job title of the person responsible for ensuring that each action is completed.
Administration of the Maine DOE “Language Use Survey”	Each school within the district has a registration packet. Each registration packet has a “Language Use Survey”. The administration at each school is responsible for administering the “Language Use Survey”.

Translation / Interpretation Services Provided to Parents / Guardians	The ESL Coordinator is responsible for finding a translator or providing translation services. MSAD 35 has a contract with the “Language Bank” to find the appropriate translator or translation services.
Referral of all Potential English Learners for Screening	Beginning in 2020, all Language Use Surveys will be sent to the ESL Coordinator to be evaluated. Any students who have indicated a language other than English on the “Language Use Survey” will be screened by the ESL Coordinator.
Administration of English Language Proficiency Screener	The ESL Coordinator will administer the WIDA Screener to eligible students.
Language Acquisition Committee Meeting to Develop Program of Services for identified English Learners*	Committee includes: The ESL Coordinator, mainstream teacher, guidance counselor (if applicable), guardian/parent of the student, and an administrator of the school the student attends. The student is requested at the meeting for grades 6-12th.

* Identification of English learners must occur within 30 days of enrollment from the beginning of the school year or within two weeks of enrolling during the school year.



Development of Individualized Language Acquisition Programs

1. How a student's program is developed:

- a. First the ELL coordinator looks at the student's WIDA Screener scores, and determines what level the student is performing at, whether it be Level 1 → Level 6.
- b. After learning what proficiency level the student is currently at, the ESL teacher creates goals using the WIDA "Can Do Descriptors - Official Uses" for the two domains that the student is most struggling with.
- c. The teacher will also create goals using the grade level standards.
- d. Once the goals are set, the ESL teacher will begin lessons to reach these goals as they pertain to the student's needs in reading, writing, listening, and speaking. The teacher will use research based approaches to aid the student in accessing the grade level curriculum.

2. The program options offered to English learners

- a. Mixed classes with English-only Support
 - i. English proficiency and content are the focus of instruction. The student's native language is not used in instruction or as support. Support is provided either inside or outside of the regular classroom.
 - ii. Class composition: ELLs and non-ELLs share a classroom
 - iii. Students are either pulled from class or the ESL teacher is part of the class, supplementing instruction.
 - iv. If a student is pulled from class, they are only in a session with the ESL teacher, either one-on-one or with another ELL student.

1. 1. The LIEP classification then becomes "EL Specific with English-only Support"

3. The typical amount of frequency of services provided to English learners by proficiency level/grade

Level 1	Co - teaching / Sharing of strategies with teacher to implement on daily basis ~240 minutes / week of contact time K-5 more “push in” services / pull out when appropriate 6-8 mixture of “push in” and “pull out” (depending on student comfort) 9-12 pull out services
Level 2	Co - teaching / Sharing of strategies with teacher to implement on daily basis ~180 minutes / week of contact time K-5 more “push in” services / pull out when appropriate 6-8 mixture of “push in” and “pull out” (depending on student comfort) 9-12 pull out services
Level 3	Sharing of strategies with teacher to implement on daily basis ~120 minutes / week of contact time K-5 more “push in” services / pull out when appropriate 6-8 mixture of “push in” and “pull out” (depending on student comfort) 9-12 pull out services
Level 4	Sharing of strategies with teacher to implement on daily basis ~30-60 minutes / week of contact time K-5 more “push in” services / pull out when appropriate 6-8 mixture of “push in” and “pull out” (depending on student comfort) 9-12 pull out services
Level 4.5 +	Monitor students Midyear reports on student progress and opportunity for teacher(s) or student to express concerns Bi-weekly grade(s) check

4. How the LEA meets the needs of English learners who parent/guardian declines services

a. ESL teacher informs the parent that the child will still need to participate in the ACCESS for ELLs 2.0 testing regardless if the student receives direct services.

b. The ESL teacher will work with the mainstream teacher(s) to provide strategies and helpful tools to provide support for the ELL student.

c. The ESL teacher may act as classroom support to help all struggling students including the ELL student.

5. Policies and procedures for updating an English learner's program annually (at minimum)

a. Quarterly consults, and midyear/end year report from mainstream classroom teachers reflecting and evaluating on the ELL student's ESL goals, to see if the student has demonstrated proficiency of the goal, is still working on the goal but is showing growth, is still working on the goal but the skill is still weak, or if the skill has not been seen.

i. Teachers indicate this growth by assigning a letter to correspond to the level of proficiency.

1. C = Completed and proficient
2. W+ = Working on skill / growth in skill
3. W- = Working on skill but still weak
4. X = Not seen / not applicable

6. ACCESS for ELLs 2.0 results

a. Once the results for the ACCESS test have been received the ESL teacher will evaluate the growth or stagnation of the student's English proficiency.

b. After the scores have been reviewed, the ESL teacher will update the ILAP and organize a meeting with the LAU committee, including the child's guardians and the student himself.

c. The updates to the ILAP will include new goals, new degrees of services, new accommodations, new scores etc.

7. Record-keeping procedures

a. All documentation: Original ILAP, updated ILAP, meeting minutes, scores from Screener & ACCESS for ELLs 2.0 are all in the student's cumulative file, as well as on the district's online portal - "Infinite Campus"

b. Each student has an online portfolio within “Google Drive” that also includes the information listed above.

Meaningful and Equitable Access to Academic and Extracurricular Program

1. How LEA ensures that each program / activity that its schools offer is accessible to English learners

a. The ESL teacher reviews the clubs and programs that the district offers at each school. Using pictures, schedules, videos, and tools, the ESL teacher goes into explanations of the varying clubs and programs. If a student shows interest, the ESL teacher goes into further explanation and coordinates with that club, sport, or program’s advisor to aid in providing an environment that will be welcoming and conducive for an ELL student.

b. The ESL teacher is always available to all faculty, staff, and community members should any questions or concerns arise.

2. English learners’ access to rigorous, grade-level-appropriate coursework

a. The ESL teacher will create individual curriculum for each student according to the Can Do Descriptors and the grade level standards. The ESL teacher will provide strategies, tools, and methods to the mainstream teachers to help differentiate instruction for the ELL student, while the ESL teacher will provide supplementary instruction inside or outside of the classroom with that particular ELL student.

3. Equitable identification policies and procedures for special educational opportunities (such as Gifted & Talented, Advanced Placement etc)

a. The ESL teacher will teach the ELL student strategies in order to handle the advanced coursework in an AP class. The ESL teacher will continue to provide strategies and tools to the mainstream teachers to help differentiate the instruction in order to help the ELL access the curriculum.

b. If a student is showing great growth in their English proficiency, then the ESL teacher will recommend the student for Gifted and Talented. The mainstream teacher can recommend the student for Gifted and Talented, or more advanced classes if they are noticing strong abilities in the student’s work.

Equitable Personnel, Facilities, and Materials

1. LEA provides assurance that paraprofessionals, aides, or tutors will not be used to provide long-term support to English learners in place of qualified teachers

a. In the MSAD 35 school district the ESL teacher is the only professional working with ELL students. If an aid is needed, the ESL teacher will be providing the curriculum and lessons needed to instruct the student.

2. LEA ensures that the caseload of its teachers serving English learners allows for effectively meeting all English learners' needs.

a. If the ESL teacher is not able to meet with all the students for their recommended amount of time, the district would provide a paraprofessional to aid the ESL teacher in instructional lessons.

b. The ESL teacher continuously evaluates the students' needs in order to ensure that time is being appropriately used for those students who truly need the services.

3. Training provided to mainstream/content area teachers on strategies for meeting the needs of English learners in the mainstream.

a. The ESL teacher is constantly providing strategies and tools to the mainstream teacher through language research, researched based strategies, small but effective changes to instruction and the classroom environment, as well as providing modeling examples or small example lessons on how the teacher could present the information.

b. The district is also open to providing professional development for teachers on how to recognize common struggles an ELL may face in the mainstream classroom, and how to help the student through these obstacles.

i. The ESI teacher provides the teacher with a document of "signs" that an ELL is struggling within their classroom. Receptive & Expressive ELL Signs

4. The equitable facilities and materials provided for the education of English learners as compared to their non-English learner peers

a. Students in the ESL program are given the same information and instruction as the non-ELL students, but with some accommodations and differentiated materials.

b. ELL students have the opportunity to use the same facilities (library, computer lab etc.) as the non-ELL students

5. How it ensures that English learners are not unnecessarily segregated from their non-English learner peers

a. The ELL students are in the mainstream class along with their non-ELL peers. The ESL teacher only pulls a student out of class for an 80 minute period at most, or pushes into the classroom for ESL services.

Annual English Language Proficiency Test Administration

1. How LEA ensures that all English learners will be administered ACCESS for ELLs/Alternate ACCESS annually.

a. The ESL teacher will administer the assessments to the ELL students annually during the testing period via macbook, google chrome, or paper version testing.

2. Policies and procedures for addressing parents/guardians who wish to opt out of required testing

a. The ESL teacher should refer to the following document: "ELLs Who Opt Out" from the Maine DoE.

b. LEAs may not recommend that a parent opt a child out of EL programs or services for any reason.

c. It needs to be clear to the parents/guardians that even if the student does not receive services, they are still obligated to take the annual testing.

Exit and Monitoring

1. Policies and procedures for monitoring the academic performance of former English learners

a. The ESL teacher will consult and meet with teachers and the monitor students at least once during the year to check in on their progress.

b. The ESL teacher will check the student's academic progress (grades) via Infinite Campus and/or teacher consult on a bi-weekly basis.

c. Students on "monitor" still have annual ILAP meetings, where a goal is set that corresponds with academic performance. Students are to demonstrate proficiency in all their academic classes/criteria.

2. How the LEA ensures that students who were screened for English learner status upon enrollment but did not qualify are provided an opportunity for rescreening and entered into English learner status when necessary.

a. If teachers are seeing a student struggle with demonstrating proficiency in their academic work, they can contact the ESL teacher at any time.

b. If the student's grades and the teachers' comments express concern that a student is struggling with academics due to English proficiency, then the student will be rescreened for ESL services.

Ongoing Program Evaluation

1. LEA provides general goals of its programs for English learners

1. 1. The LEA's goals reflect and strive to accomplish the 5 WIDA English Language Development Standards:

i. Standard 1 – Social and Instructional Language

English language learners communicate for social and instructional purposes within the school setting.

ii. Standard 2 – Language of Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

iii. Standard 3 – Language of Mathematics

English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

iv. Standard 4 – Language of Science

English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

v. Standard 5 – Language of Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

2. LEA demonstrates its process for evaluation of academic and language acquisition programming provided to English learners.

a. The goals to determine a student's proficiency are set using the Can Do Descriptors of the student's grade level and domain(s) of need.

b. The goals that are set are then used to drive the curriculum for that student within the ESL program.

c. The ESL teacher is providing the student with research based strategies to help the student achieve their ESL goals within the mainstream classroom.

d. Once a student has demonstrated proficiency of a skill with 80% accuracy in the ESL and mainstream classroom, we determine that the student is proficient in that particular skill and is ready for a greater challenge.

e. Once a student has achieved a goal, we re-evaluate the goals and determine what the next challenge is for that student.

f. If a student is not improving or is struggling to become proficient on a particular skill, the ESL teacher will re-evaluate how the skill is being taught - and may seek the guidance of others for

suggestions.

3. Longitudinal data collection and analysis methods, including data on former English learners, as part of ensuring that long-term outcomes are comparable to those of students who were never English learners.

a. The goals that are set for ELLs are based on Can Do Descriptors and standards for each grade level. The student needs to show proficiency of all the goals listed on the ILAP.

b. The ESL teacher tracks progress of goals using a special teacher report that teachers fill out at the midyear point and the end of the year. The ESL teacher will also be having consultations with teachers using the teacher consult form to monitor the student's growth on a bi-monthly

basis. Example of Teacher Consult Report

c. All the reports will be collected into a Google Drive - digital portfolio. The summary of the teacher reports will be considered and compared to the ESL teacher's final summary of student progress. One can see the final results of the goals by the end of the year by looking at the updated ILAP.

4. The individuals (job titles) responsible for completing ongoing program evaluation

a. The ESL teacher for the district is responsible for consulting with teachers on curriculum and constantly maintaining and evaluating the ESL program and its effectiveness.

Meaningful Communication with Parents/Guardians

1. How an LEA determines which parents/guardians need translation / interpretation services

a. When the office welcomes new registrants to the school, if the parent can not fill out the English survey, the parents will use the Language ID card to indicate a language other than English (again, if necessary). The Language survey will be administered in the home language of the family, which will indicate to the ESL teacher that an interpreter is needed.

b. The ESL teacher will communicate with the student to confirm if the parents speak another language other than English (if the ELL is able to tell the ESL teacher this information)

2. LEA language access policy / plan

a. If the language survey indicates that the parent/guardians will need an interpreter, MSAD 35 has a contract with the Language Bank. The ESL teacher will coordinate a meeting with the Language Bank interpreter and the parents/guardians to discuss the student's ESL plan.

b. The ESL teacher will use the Language Bank for written translation as well, when needed.

3. LEA staff training on when and how to provide translation / interpretation services for families.

a. The ESL teacher, and staff of “Special Services” are all aware on how to obtain an interpreter for an ILAP meeting and for any other translation services.

Legal Reference: 42 U.S.C. § 2000d (Title VI, Civil Rights Act of 1964)

20 U.S.C. § 6801 et seq.

Me. Dept. of Educ. Rule Ch. 127.02

Cross Reference: Program for English Language Learners - IHBEA

Policy Adopted: December 20, 2000

Policy Revised: October 5, 2005, March 16, 2016, November 18, 2020

IHBG - Home Schooling

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 the school unit in which the student resides and to the Commissioner of the Department of Education within ten calendar days of the beginning of home instruction. The notice must contain the following information:

1. The name, signature and address of the student's parent/guardian;
2. The name and age of the student;
3. The date the home instruction program will begin;
4. A statement of assurance that indicates the home instruction program will provide at least 175 days annually of instruction and will provide instruction in: English and language arts, math, science, social studies, physical education, health education, library skills, fine arts, and, in at least one grade from grade 6 to 12, Maine studies. At one grade level from grade 7 to 12, the student will demonstrate proficiency in the use of computers; and
5. A statement of assurance that indicates that the home instruction program will include an annual assessment of the student's academic progress that includes at least one of the forms of assessment described in 20-A MRSA § 5001-A(3)(A)(4)(b) and paragraph B below.

B. On or before September 1 of each subsequent year of home instruction, the student's parent/guardian must file a letter with the Superintendent of the administrative unit in which the student resides and to the Commissioner stating the intention to continue providing home instruction and enclose a copy of one of the following forms of annual assessment of the student's academic progress:

1. A standardized achievement test administered through the administrative unit in which the student resides or through other arrangements approved by the Commissioner. If the test is administered through the administrative unit in which the student resides, that administration must be agreed to by the Superintendent of the administrative unit prior to submission of the written notice of intent to provide home instruction;

2. A test developed by the Superintendent/designee of the administrative unit in which the student resides appropriate to the student's home instruction program, which must be agreed to by the Superintendent of the administrative unit prior to submission of the written notice of intent to provide home instruction;

3. A review and acceptance of the student's progress by an identified individual who holds a current Maine teacher's certificate;

4. A review and acceptance of the student's progress based on, but not limited to, a presentation of an educational portfolio of the student to a local area homeschooling 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 the administrative unit in which the student resides that includes one administrative unit employee and two home instruction tutors. A "home instruction tutor" means the parent/guardian or other person who acts or will act as a primary teacher of the student in the home instruction program. This provision must be agreed to by the Superintendent of the administrative unit in which the student resides prior to submission of the written notice of intent to provide home instruction.

C. Dissemination of any information filed under 20-A MRSA § 5001-A(3)(A) (which applies to alternatives to attendance at public day school, including home schooling) is governed by the provisions of 20-A MRSA § 6001 (dissemination of information); the federal Family Educational Rights and Privacy Act of 1974, 20 USC § 1232g (2002); and the federal Education for All Handicapped Children Act of 1975, 20 USC § 1401-1487 (2002), except that "directory information" as defined by the federal Family Educational Rights and Privacy Act (FERPA) is confidential and is not subject to public disclosure unless the parent/guardian specifically permits disclosure in writing or a judge orders otherwise. Copies of any information filed under 20-A MRSA § 5001-A(3)(A) must be maintained by the student's parent/guardian until the home instruction program concludes. The records must be made available to the Commissioner upon request.

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

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

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

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

Legal Reference: 20-A MRSAS 5001-A

Ch. 125 § 12.02, Ch. 130 (Me. Dept. of Ed. Rules)

Cross Reference: JEA – Compulsory School Attendance

IHBGA – Home Schooling—Participation in School Programs

JGAB – Assignment of Students to Classes: Transfer Students and Home-Schooling Students

Adopted: January 5, 2011

Policy Reviewed: December 5, 2011, June 19, 2019

IHBGA - Home Schooling - Participation in School Programs

IHBGA - Home Schooling - Participation in School Programs

The 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 M.S.A.D. #35's 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 M.S.A.D. #35. The procedures shall be in accord with the following provisions.

I. Provision of Information

At the request of the student or the student's parent/guardian, this school unit shall make available to home-schooled students, in a form determined by the school, 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 instruction 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. Transportation must be provided by the parent/guardian or student. However, 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.
5. The student shall complete all assignments and tests as required of all students in the same class.

B. Course Auditing. Home instruction 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 homeschooled 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 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. Mandated 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 request 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 district 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 district 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 coursework 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 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 final two years must be spent as a full time student at Marshwood High School as a precondition for the awarding of a Marshwood High School diploma.

XI. Participation in Co-Curricular Activities

Students receiving home-school instruction may participate in co-curricular activities. Co-curricular activities include school-sponsored activities that have some connection to education and the curriculum 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 the school unit, 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.

XIII. Standards for Participation When Tuition Payment to Another Unit is Required

If and when the school unit 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 resident local school unit 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 the student's resident school administrative unit, in accordance with 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 regarding administration and application of the Board policy are heard by the Superintendent, 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 References: IHBG – Home Schooling

Policy Adopted: December 7, 1994

Policy Revised: September 1, 2004, January 5, 2011, June 19, 2019

Policy Reviewed: December 5, 2011, January 4, 2012, June 19, 2019

IHCD - Advanced College Placement

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 nearby 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 Principal, 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

Policy Adopted: November 19, 1975

Policy Revised: May 7, 1980, May 17, 1995, April 3, 2002 and October 19, 2011

Policy Reviewed: December 5, 2011

IHCDA - Post-Secondary Enrollment Options

IHCDA - Post-Secondary Enrollment Options

The intent of this policy is to establish the requirements for student enrollment in post-secondary courses taken before high school graduation.

Eligible Institutions

Students may take courses at eligible post-secondary institutions within Maine, which include the University of Maine System, the Maine Community College System and the Maine Maritime Academy.

Students may be allowed to take courses at private colleges or other institutions. Any such requests shall be considered on a case-by-case basis to the extent that funds are available.

Student Eligibility Requirements

A student may take up to 12 credit hours per academic year.

As provided by law, a student must meet the following criteria prior to enrolling in a post-secondary course:

- A. Have a minimum of a “B” [or 3.0] average in his/her courses overall;
- B. Meet the course admission standards of the eligible institution;
- C. Provide evidence of parent/guardian approval for taking the course; and
- D. Obtain approval from the principal and guidance counselor.

Exceptions to Eligibility Requirements

A student enrolled in grade 11 or 12 who does not meet the “B” [or 3.0] average in his/her courses overall is eligible to take a post-secondary course provided that he/she:

- A. Has been assessed and received a recommendation to take the course from the school administration; and
- B. Has been approved for participant in the course by the eligible institution.

Awarding of Credits

The eligible institution shall grant full credit to any student who successfully completes a course.

High school graduation credit for a course taken under this policy shall be awarded as follows:

- A. The course must meet for a minimum of one semester.
- B. The student must earn a passing grade in the course.
- C. Attendance must satisfy the instructor's requirements.
- D. If the above criteria are met, the student shall receive one Carnegie unit of high school credit for each course.

Financial Assistance

- A. The Maine Department of Education shall pay 50% of the applicable in-state tuition costs for the first 6 credit hours taken each semester by a student at an eligible institution and up to 12 credit hours per academic year. The eligible institution may not make any additional tuition charges for the course but may impose fees and charges, other than tuition, that are ordinarily imposed on students not covered by this policy.
- B. The student and his/her parent/guardian are responsible for paying
 - a. for all textbooks, course fees and transportation costs.
 - b. If the student qualifies for free or reduced lunch, MSAD #35 shall pay the cost of textbooks, course fees, and additional non-funded tuition fees.
- C. If a student is approved for attendance at a private or out-of state institution (public or private), the student and his/her parents shall be responsible for paying for all course fees, textbooks and transportation costs. Exceptions may be granted on a case-by-case basis to the extent that funds are available.

MSAD #35 Reporting Requirements

The Superintendent shall ensure that information concerning post-secondary enrollment options is made available to parents and students.

The Superintendent shall provide an annual report to the Board regarding the number of students taking courses at post-secondary institutions and the courses taken.

20-A MRSA § 4775 et seq.

Policy Adopted: April 3, 2002

Policy Revised: April 2, 2014

IHD - Marshwood Adult & Community Education

IHD - Marshwood Adult & Community Education

An educational program for adults shall be established and maintained in the school system. This program shall provide, at convenient times and at reasonable costs, opportunities for residents of the community and surrounding areas to receive instruction in subjects commonly taught in the public schools and in such other fields as recommended by the Superintendent and approved by the Board. Appropriate recognition certificates of attendance and satisfactory performance of work shall be issued upon completion of units and instruction.

Through its various programs and courses for adults, the Board shall seek to meet the needs of adults of all ages who, for whatever reason, have been unable to secure a high school diploma in a regular school program, who need additional training to become more efficient in their chosen occupations, or who would like to pursue interests relating to academic, vocational or enrichment activities.

In extenuating circumstances and in accordance with procedures approved by the Board, students who are 16 years of age or older up to age 20 and who are enrolled as day students at Marshwood High School may earn up to two credits toward a Marshwood High School diploma.

Legal Reference: 20-A MRSA § 8601 et seq.

Cross Reference: IKF - Graduation Requirements

Policy Adopted: June 5, 1991

Policy Revised: October 20, 1999; January 4, 2012

IHD-R - Marshwood Adult & Community Education - Procedures

IHD-R - Marshwood Adult & Community Education - Procedures

Two high school credentialing programs are offered through Marshwood Adult & Community Education (MACE): a MACE High School Diploma and a General Educational Development (GED) credential. Additionally, under special circumstances, students enrolled at Marshwood High School may earn up to two high school credits through MACE.

Acceptance into either credentialing program or credit-bearing classes requires the following:

- An interview with the Adult Education Director and/or the Director's designee
- A review of previous student work, educational experiences, and/or other relevant information
- The student's signature on a "Student Contract" which includes a code of behavior.

A. ENROLLMENT IN A HIGH SCHOOL CREDENTIALING PROGRAM AT MACE

1. Individuals who are not enrolled in a state approved grade 9-12 program (including a home school program) may enroll in MACE credentialing programs.
2. Participants must complete all required assessments, pretests, tests, and/or post-tests to determine appropriate program and class placement.
3. Adult Education high school diploma candidates may not earn their high school credential or graduate *prior* to the year their high school class is scheduled to graduate.
4. One (1) Adult Education credit per course will be granted when a student has satisfactorily completed 45-60 hours of educational study prior to the end of the semester in which the work was initiated.
5. Beginning at age eighteen (18), an Adult Education student may test for a GED. The State of Maine allows a seventeen-year-old (17) to test for a GED if s/he meets the criteria for "documented immediate need" or if s/he has not attended a 9-12 High School program for one year.
6. In accordance with State of Maine funding requirements, Maine GED candidates must complete 12 hours of GED preparation activities and classes prior to taking their final examination.

B. NON-CREDENTIALING CLASSES FOR CURRENTLY-ENROLLED MARSHWOOD HIGH SCHOOL STUDENTS:

Students must be at least sixteen (16) years old to participate in an Adult Education course for credit.

Students may earn up to two (2) credits through MACE toward an MHS diploma. (See policy IKF for explanation of external credits accepted for high school graduation).

Students will sign a contract which specifically identifies expectations of a MHS student in the adult education setting. This contract requires signatures from the following individuals:

1. Student
2. Student's parent(s)
3. Guidance department
4. MACE Director or designee
5. MHS Principal or designee

Class supply fees are the responsibility of the student.

Students electing to take adult education courses and classes, which are not offered for credit, may do so as space permits with the approval of the Director of MACE. All course fees and costs will apply.

Policy Adopted: May 7, 1980

Policy Revised: August 25, 1982, October 1, 1997 and January 4, 2012

IIB - Class Size

IIB - Class Size

The M.S.A.D. #35 Board of Directors is committed to maintaining class sizes that are consistent with Department of Education regulations. Further, the Board believes that there is a relationship between class size and pupil achievement that varies across grade levels.

While recognizing constraints placed upon the system by transfer of students, staff levels, and the physical plant, the Board will remain committed to maintaining a fiscally responsible budget that follows the class size guidelines, while trying to preserve student choice and voice.

The district will comply with Maine DOE Rule Chapter 124, Basic Approval Standards: Public Preschool Programs which provides for:

- PreK ratios of 1:8, including a certified teacher, maximum class size of 16 children
- PreK Educational Technicians must be certified as Educational Technicians II and/or III

Grade Level	Class Size Range
PreK	16 (Maximum per Maine State Law)
K-1	14-18
2 - 5	18-22
6 - 8*	18-25
9 - 12*	15-25

*Higher class sizes are allowed for instrumental and choral music, physical education, and other special class arrangements such as lectures and special short term presentations.

Special education classes are to be in compliance with Special Education teacher-student ratios established by State rules or regulations.

In the event that class sizes fall outside of the upper limit of the range by two or more students, the Principal shall consult with the Superintendent who will make a recommendation to the Board for its consideration. In the event that class sizes fall outside of the lower limit of the range by two or more students, the Principal and the Superintendent will use that data while building the following year’s budget and master schedule.

Policy Adopted: April 1, 1987

Policy Reviewed: December 5, 2011

Policy Revised: September 18, 1996; October 18, 2006; May 4, 2011; February 24, 2016; February 28, 2024; January 8, 2025

III - Independent Study

III - Independent Study

Independent study coursework is not intended to be used to substitute for graduation requirements. Students wishing to seek learning opportunities beyond or outside of the school's curriculum may do so through an independent course of study arrangement.

All independent study arrangements require approval by the Guidance Counselor, Department Chair and Principal, and must be overseen by a faculty member highly qualified in the content area. (Note: Faculty members who engage in independent study arrangements with students, do so in good faith, without additional district compensation and with the understanding that they will prioritize all other professional obligations.) All independent study will be considered an external credit which is limited to two credits per student. Independent study credits will be included on transcripts as pass/fail unless specified.

Independent study may be permitted in the following limited circumstances:

- A. A student who has demonstrated academic responsibility, motivation and can show that independent study will enable them to obtain greater knowledge and/or skills than they would otherwise obtain in a course offered within the Marshwood High School curriculum.
- B. Under some circumstances a student who is precluded from taking a course required for graduation because of scheduling conflicts may be considered for a graded independent study. The grade will be included in the student's grade point average.

For all independent study courses, a contractual agreement between the student and the faculty member must be presented to their guidance counselor detailing the goals of the learning experience, the specified outcomes, assessments, the required time commitment, common meeting times, and desired credit. The quantity and quality of work expected must be equal to or exceed that which would be expected in a regular class at Marshwood High School. A student may earn a maximum of one independent study credit in an academic year and may be involved in only one independent study at a time.

A student seeking approval for independent study must:

- A. Select and consult with a faculty or administrative advisor who agrees to supervise and monitor the proposed independent study;
- B. Provide a detailed description of the objectives of the independent study, the means of accomplishing the objectives, and how achievement will be measured;

C. Include a monitoring schedule showing how often the student will meet with the supervising teacher and arrangements for assistance, if needed;

D. Consult with the Guidance Counselor to obtain preliminary approval.

E. Obtain written parental consent;

F. Obtain the written approval of the Department Chair of the subject to which the independent study is related; and

G. Obtain written approval from the principal.

The student's participation in independent study will appear on his/her schedule and the independent study will appear on the student's report card and transcript.

Cross Reference: IKF – Graduation Requirements

Policy Adopted: January 21, 1981

Policy Revised: October 1, 1997; January 4, 2012

IJJ - Instructional and Library-Media Materials Selection

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, online textbooks and instructional materials, other online/Internet resources (including access), software, and supplies and other materials to support instruction in subject areas and the implementation of standards for student learning.

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

Objectives of Selection

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

Criteria for Selection

Instructional and library-media materials selected should:

- A. Support achievement of the content standards of the Learning Results;
- B. Support the goals and objectives of the school system’s educational programs;
- C. Enrich and support the curriculum;
- D. Take into consideration the varied interests, abilities, and maturity levels of the students served;
- E. Foster respect and appreciation for cultural diversity and varied opinions;
- F. Give comprehensive, accurate and balanced representation to minorities and women in history, science, leadership and the arts and acknowledge the contributions of ethnic, religious and cultural groups to our American heritage;
- G. Present a balance of opposing sides of controversial issues to enable students to develop a capability for critical analysis;
- H. Stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- I. Provide a background of information that will enable students to make intelligent decisions in their daily lives; and
- J. Respect the constraints of the school unit’s budget.

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

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

Procedures for Selection

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

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

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

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

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

Donated Materials

Gift materials are to be evaluated by the same criteria as purchased materials. and are to be accepted or rejected by those criteria and in accordance with 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 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-E1 – Challenge of Instructional Materials Form

Policy Adopted: May 17, 1995

Policy Revised: December 19, 2007, October 20, 2021

Policy Reviewed: February 14, 2011

IJJ-E1 - Challenge of Instructional Materials Form

Challenge of Instructional Materials Form - IJJ-E1

Type of Material:

____ Book ____ Magazine/Periodical ____ Film/DVD ____ Internet/Digital Resources ____
Software

Other (Please specify) _____

Author /Creator (if known) _____

Title _____

Publisher (if known) _____

Person making complaint: _____

Telephone _____ Email _____

Address _____

Complainant represents: ___ Him/herself

___ Group/Organization _____

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?

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

Signature of Complainant

Date

IJNDB - Student Computer and Internet Use

IJNDB - Student Computer and Internet Use

MSAD #35 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 devices issued directly to students, whether they are used at school or off school premises or when using school wireless networks on personal electronic devices.

Compliance with MSAD #35's policies and rules concerning computer and Internet use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended, or revoked. The building principal is authorized to determine, after considering the circumstances involved, whether and for how long a student's computer privileges will be altered. The building principal's decision shall be final.

Violations of this policy and MSAD #35's computer and Internet rules may also result in disciplinary action, referral to law enforcement, and/or legal action.

MSAD #35's computers remain under the control, custody, and supervision of the school unit at all times. The school unit monitors all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers, whether they are used on school property or elsewhere.

INTERNET SAFETY

MSAD #35 uses filtering technology designed to block materials that are obscene or harmful to minors, and child pornography. Although MSAD #35 takes precautions to supervise and monitor student use of the Internet, parents should be aware that MSAD #35 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, MSAD #35 also educates students and provides resources for parents 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 systems 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 - Copyright Compliance

GCSA - Employee Computer and Internet Use

IJNDB-R - Student Computer and Internet Use Rules

IJND - Distance Learning Program

Policy Adopted: February 27, 2008

Policy Reviewed: January 9, 2012

Policy Revised: December 19, 2012; June 7, 2023

IJNDB-R - Student Computer and Internet Use Rules

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 I-Pads, tablets, laptops and other devices issued to students), networks, and Internet services, and for his/her computer files, passwords, and accounts.

These rules provide general guidance concerning the use of the school unit's computers 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 the building principal or the Technology Coordinator.

A. Acceptable Use

The school unit's computers, 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 computers, whether the use is on or off school property, or when using school wireless networks on personal electronic devices.

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

B. Consequences for Violation of Computer 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 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 computers 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 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;
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 – Copying or downloading software without the express authorization of the Technology Coordinator. 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;
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 computers, networks, and Internet services for any personal reasons 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 computers, networks, and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses; and
9. Unauthorized 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

MSAD #35 computers 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, 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 computers, 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.

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 teacher. 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 computers, 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 Laptops Issued to Students

1. Laptops are loaned to students as an educational tool and are only authorized for use in completing school assignments.
2. Before a laptop is issued to a student, the student must sign the school's "acceptable use" agreement. Parents are required to attend an informational meeting before a laptop will be issued to their child. Attendance will be documented by means of a "sign in" sheet. The meeting will orient parents to the goals and workings of the laptop program, expectations for care of school-issued laptops, 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 laptops at all times, whether on or off school property, including costs associated with repairing or replacing the laptop. MSAD #35 offers an insurance program for parents to cover replacement costs and/or repair costs for damages not covered by the laptop warranty. Parents who choose not to purchase insurance 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 laptop must be reported immediately to the building administrator, 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 laptops at any time or place, on or off school property. Students are responsible for obeying any additional rules concerning care of laptops issued by school staff.
6. Violation of policies or rules governing the use of computers, or any careless use of a laptop may result in a student's laptop being confiscated and/or a student only being allowed to use the laptop 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 will be informed of their child's login password. Parents are responsible for supervising their child's use of the laptop and Internet access when in use at home.
8. The laptop may only be used by the student to whom it is assigned and by family members, to the extent permitted by Maine's laptop program.
9. Laptops 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

Policy Adopted: February 27, 2008

Policy Reviewed: January 9, 2012

Policy Revised: December 19, 2012; June 7, 2023

IJNDC - Website/Web Pages - M.S.A.D. #35

IJNDC - Website/Web Pages - M.S.A.D. #35

M.S.A.D. #35 maintains an official website to provide general information about our school system, as well as information about educational programs, extracurricular activities, school events, and student and staff achievements. This website is intended to support the educational mission of the schools, to enhance the curriculum and learning opportunities for students and staff, and to provide valuable information to the larger community about our schools. The website does not create, nor is it intended to create, a public or limited public forum.

The Board will adopt guidelines to ensure that M.S.A.D. #35's website is in compliance with applicable laws and meets appropriate educational and quality standards. The Superintendent shall be responsible for implementing this policy, the District's website guidelines, and any additional administrative procedures that may be needed to govern the day-to-day management of the website. The Superintendent shall also be responsible for advising the Board of the need for any future amendments or revisions to the policy or guidelines. The Superintendent may delegate specific responsibilities to District technology staff as he/she deems appropriate.

Legal References: 20 USC § 1232g; 34 CFR Part 99

20-A MRSA § 6001

17 USC § 101 et seq.

47 USC § 1732

Cross References: GCSA - Employee Computer and Internet Use

GCSA-R Employee Computer and Internet Use Rules

IJNDB - Student Computer and Internet Use

IJNDB-R Student Computer and Internet Use Rules

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

IJNDC-E Guidelines to Publish Student Information on the MSAD #35 Website

JRA - Student Education Records

Policy Adopted: June 19, 2002

Policy Revised: June 7, 2006; February 1, 2012

Policy Reviewed: April 26, 2023

IJNDC-E - Guidelines

Governing the Publishing of

Student Information on the

M.S.A.D. #35 Website

IJNDC-E - Guidelines Governing the Publishing of Student Information on the M.S.A.D. #35 Website

M.S.A.D. #35 maintains an official website 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 approval will authorize M.S.A.D. #35 to publish the following:

1. Full names of students in connection with class rosters, honor rolls, awards received, and team/extracurricular activity participant lists.
2. Group and/or individual photographs of students.
3. Individual student or classwork may be published on M.S.A.D. #35's website 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 or on M.S.A.D. #35's website at www.rsu35.org.

Cross References:

GCSA/GCSA-R - Employee Computer and Internet Use/Rules

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

IJNDC – Website/Website Pages

IJNDC-R - M.S.A.D. #35 Website Guidelines

Policy Adopted: June 19, 2002

Policy Revised: June 7, 2006; February 1, 2012; June 21, 2023

IJNDC-R - Website Guidelines

- M.S.A.D. #35

IJNDC-R - Website Guidelines - M.S.A.D. #35

A. Website Purpose

The purpose of M.S.A.D. #35's official website is to provide general information about the school system as well as information about educational programs, extracurricular activities, and school events. 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 inform the larger community about the schools.

B. Website Structure

The website may include the following content areas:

1. System-wide information (such as Central Office, Technology, Transportation, Facilities, Food Service);
2. School Board information (such as members, officers, committees, meeting agendas, minutes, and policies);
3. School-wide information for each school;
4. Individual department, grade level and/or classroom information (which may include student work and/or teacher-created work and resources);
5. Information about school-sponsored extracurricular organization information;
6. Information about school events and activities;
7. Contact information for School Board members and school staff; and
8. Any other material deemed appropriate by the Board of Directors or Superintendent.

C. M.S.A.D. #35 Authority and Webmaster Responsibilities

The District reserves the right to approve all website content and to edit, delete, or modify any web page content as it sees fit to comply with the intended purposes of the website and these guidelines.

The Superintendent shall designate a Webmaster, who shall be responsible for maintaining the school department's website and monitoring all website activities for compliance with Board policies and established school guidelines, copyright laws, regulations, and these guidelines. Further, any material posted on the website shall not violate any other Federal or State laws. All materials to be posted on the site shall be approved by the building principal or his/her designee

prior to being posted. This shall include approval of all school-sponsored links. Any links to other sites shall be school department related. Any person or organization producing a web page that utilizes M.S.A.D. #35 students, any M.S.A.D. #35 school names, or organizations, must comply with these regulations.

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

D. Website Content

1. M.S.A.D. #35's website does not create, nor is it intended to create, a public or limited public forum. All materials placed on the website must serve the educational mission of the school system.
2. Website content is limited to school-sponsored information and activities. No personal student or staff web pages, chat rooms, or discussion groups are permitted on the website.
3. Web page content must comply with Board policies, administrative procedures, and school rules.
4. All materials placed on the website must meet academic standards for proper spelling, grammar, content, accuracy, and appearance.

If the Webmaster is unsure whether particular material is appropriate for the website, he/she shall consult with the Superintendent, whose decision shall be final.

E. Confidentiality of Student Information

1. The website shall be in compliance with all applicable state and federal confidentiality laws and regulations.
2. At no time shall personal information about students (such as home address, telephone number, email address, birth date, social security number, etc.) or any other 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 such activities.

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 email address, birth date, social security number, etc.)
2. Because the M.S.A.D. #35 website is maintained in part to enhance communication with students and their families, the school email addresses and/or school telephone numbers of staff are published on the website.

G. Copyright

1. Appropriate permission will be obtained before any copyrighted or trademarked material is used on the website. No copyrighted material may be reproduced, transmitted, or

- stored on M.S.A.D. #35's 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 content on the website are the property of and owned by M.S.A.D. #35.

H. Website Design and Accessibility

The Webmaster is authorized to develop standards for the design and appearance of M.S.A.D. #35's website. These standards will include measures to make web pages accessible to persons with disabilities. M.S.A.D. #35 information available on the website will also be made available to the public in alternative ways upon request.

I. Advertising

The M.S.A.D. #35 website will not include any advertising, nor will it include any selling activities outside of publicity for school-sponsored and/or approved fundraising activities.

J. Links to External Sites

1. The M.S.A.D. #35 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 Superintendent or his/her designee.
3. The website shall include a disclaimer informing users that links are provided as a convenience, and that M.S.A.D. #35 does not endorse these sites or have any responsibility for the content of these sites.

K. Additional Requirements

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

Cross References: IJNDC - M.S.A.D. #35 Website/Web Pages

IJNDC-E Guidelines to Publish Student Information on the MSAD #35 Website

GCSB-Use of Social Media by School Employees

GCSA/GCSA-R - Employee Computer and Internet Use/Rules

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

Policy Adopted: June 19, 2002

Policy Revised: June 7, 2006; February 1, 2012

Policy Reviewed: April 26, 2023

IJOA - Field Trips and Excursions

IJOA - Field Trips and Excursions

The Board recognizes the educational value of field trips and excursions as a means of extending the curriculum and as a vehicle for encouraging and supporting student participation in academic, artistic and athletic competitions.

School-Sponsored Trips

School-sponsored trips include field trips, competition trips, and school-sponsored excursions. The Superintendent and Board must approve, in advance, all school-sponsored overnight trips.

For all school-sponsored trips, adequate supervision must be provided to maintain discipline and safety and to respond to emergencies. Students participating in all school-sponsored trips will 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.

A. Field Trips

“Field Trip” means a trip that takes place during the school day and is organized and conducted by an MSAD 35 employee as a means of accomplishing particular curriculum objectives. To be educationally beneficial, a field trip requires thoughtful selection, careful advance planning, and opportunities for students to assimilate the experience during and at the conclusion of the trip. All students within the class or grade will be eligible to participate.

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

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

- A. Objectives of the proposed trip and the anticipated learning outcomes;
- B. Specific learning activities to be experienced during the trip;
- C. Suitability of the activity and distance traveled to the age of students;
- D. Mode and availability of transportation;
- E. Arrangements for meals (if applicable); and

F. Availability of funding through the school budget or other appropriate sources.

In addition, the Superintendent and the Board require that for all field trips:

A. Parents/guardians give written permission for field trip participation;

B. Students and parents may be responsible only for minimal incidental expenses;

C. School bus transportation be used when arrangements can be made to do so without disrupting regular school bus schedules;

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

B. 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. The Board recognizes that some competition trips are earned through success in qualifying events and do not lend themselves to advance planning.

Any competition trip that is outside of those scheduled for the year must be approved in advance by the Superintendent and Board. Approval may be contingent upon availability of funding through the school budget or other sources.

C. School-Sponsored Excursions

“School-sponsored excursions” are trips that are organized and conducted by an employee of MSAD 35 as a non-essential supplement to the curriculum, a class social activity, or an activity planned by a student club or organization. Such trips may include overnight, long-distance in-state or out-of-state travel.

Same-day excursions must be approved in advance by the building principal.

Teachers and principals will be expected to consider the following factors in planning and approval of school-sponsored excursions:

A. Objectives of the trip and anticipated outcomes;

B. Specific learning activities to be experienced

C. Number and grade(s) of students;

D. Criteria for selecting students;

E. Maximum number of students who may participate;

F. Cost per student, including funds requested from District and from individual students;

G. Fundraising plans (if applicable);

H. Transportation arrangements;

I. Itinerary;

J. Arrangements for meals and lodging;

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

L. Plans for safety and emergencies;

M. Plans for communicating information to parents and obtaining parental permission;

N. Accountability for student conduct; and

O. Students are expected to use district transportation to and from school-sponsored excursions unless alternative transportation arrangements have been approved by a building administrator.

Criteria for Consideration of Overnight School-Sponsored Trip

The Board and Superintendent will additionally consider the following factors for any school-sponsored overnight trip:

A. Itinerary, including review of any travel advisories issued by the U.S. Department of State (where applicable);

B. Confirmation of MSAD35 insurance coverage for the trip;

C. Total trip cost and cost per student, including fundraising plans (if applicable);

D. Arrangements for lodging;

E. Number of and information about chaperones;

F. Plans for providing trip information to parents and chaperones; and

G. Plans for emergencies

Non-School-Sponsored Trips and Excursions

Travel that is not an extension of the instructional program and has not been approved as a school-sponsored trip or excursion by a principal, the Superintendent or Board in compliance with this policy will be considered a non-school-sponsored trip and excursion.

Non-school-sponsored trips are any trips or excursions organized by District employees, parents, students, non-school groups, community members, or others acting independently of the schools. These trips or excursions involve students on a voluntary and self-supporting basis, are not approved under the authority of the Board, and are not part of or associated with the curriculum, co-curricular, or extracurricular activities.

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

To minimize the impact of these trips or excursions on the instructional program and operation of the schools, the trip should be scheduled for non-school days unless alternative arrangements have been approved by the building principal.

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 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 and excursions must not be represented as school functions or as related to, or an extension of, the District's instructional, co-curricular or extracurricular programs.

While private activities of staff cannot be regulated by the school, it is the responsibility of any staff engaging in such trips to notify the parents of the participating students that this is not a school activity, but a private volunteer excursion undertaken by that teacher or staff member.

Cross References: EEAG - Use of Private Vehicles or School Buses

JLCD-ER2 – Administration of Medication to Students on School Field Trips

JICEC – School-Sponsored and Non-School-Sponsored Student Publications

KHB - Advertising in the Schools

KF – Community Use of School Facilities

Policy Adopted: October 7, 1970

Policy Revised: November 4, 1992, November 10, 1993, November 19, 1996, August 15, 2001, November 17, 2004, April 25, 2012, June 20, 2018

IJOC - School Volunteers

IJOC - School Volunteers

The Board supports the use of community resources, including volunteers, to complement and support instructional programs and extracurricular activities in the schools. Volunteers work in partnership with, under the supervision of, and at the request of school administrators and staff.

The purposes of the volunteer program are to:

1. Assist teachers in providing more individualized instruction and enrichment opportunities for students; assist staff with school projects; supervise or chaperone student activities; and perform clerical work;
2. Build an understanding of and support for school programs among interested citizens; and
3. Strengthen school/community relations.

Prospective volunteers must complete all required steps in order to gain the requested level of volunteer clearance. Applications will be screened and approved by the District Administration.

The Superintendent and school principal are authorized to use their discretion to decline an application or terminate the services of a volunteer if they determine it is in the best interests of the school department.

The school principal must approve all volunteer assignments before volunteers begin work. The supervising staff member is responsible for giving volunteers a clear understanding of the duties, procedures and expectations necessary to perform their assignments.

Volunteer Service Levels

Level 1: General Volunteers – have no direct or extended contact with students.

Examples of general volunteers include, but are not limited to, speakers, program guests, field day assistants, CEO/Principal for a Day participants; judges of student competitions such as science fairs and talent shows; and test monitors.

Field Trip Exception – Background checks will not be required of daytime field trip chaperones that accompany school personnel on local field trips when the volunteer is under the supervision of district personnel.

Level 2: Monitored Volunteers – have direct but limited contact with students, during school hours, in a supervised environment.

Examples of monitored volunteers include, but are not limited to, classroom assistants, school office/cafeteria assistants, classroom reading groups, and overnight field trip chaperones that are under the supervision of school personnel (e.g. Pinkham Notch Camp).

Level 3: Unmonitored Volunteers – have direct and/or extended contact with students, both before and after school hours, without the presence and direct supervision of district personnel.

Examples of unmonitored volunteers include, but are not limited to, overnight chaperone not under the direct supervision of a district staff member, athletic assistants or coaches, extracurricular assistants or coaches, before or after-school one-to-one tutors and/or mentors at school or away from the school, and group mentors at school or away from the school.

Screening Provisions for Volunteer Service Levels

Level 1: General Volunteers

Application and Criminal background checks are not required. All Level 1 Volunteers must complete the MSAD 35 Level 1 Volunteer Agreement Form. In addition, schools shall check all Level 1 Volunteers against the Maine Sex Offender Registry.

Level 2: Monitored Volunteers

All Level 2 Volunteers must complete the MSAD 35 Levels 2 & 3 Volunteer Application Form. Upon completion of this application, a criminal background check, excluding fingerprinting, will be completed by the District.

At the discretion of the principal or supervisor, the volunteer may begin the volunteer activity prior to completion of the background check. A prospective volunteer who refuses to submit to the required background check shall not provide volunteer services.

Level 3: Unmonitored Volunteers

An MSAD 35 Levels 2 & 3 Volunteer Application Form, and a Maine Criminal History Records Check, (including fingerprinting) are required. The Maine C.H.R.C. certificate is valid for 5 years and is provided by the State of Maine for a fee. Level 3 Volunteers approved by MSAD 35 will be reimbursed by the district for the cost of the Criminal History Records Check.

Unmonitored volunteers SHALL NOT be allowed to perform their duties while MSAD 35 awaits the results of the criminal background check. A prospective volunteer who refuses to submit to the required criminal background check and/or to agree to be fingerprinted shall not provide volunteer services.

All volunteers who are approved to work with students and/or in support of school programs are expected to comply with the following requirements.

1. Volunteers shall attend any required volunteer orientation/training sessions provided by the school department.

2. Volunteers shall perform only such duties and tasks specifically approved and assigned by an administrator or supervising staff member.
3. Volunteers must keep all student and staff information strictly confidential. Volunteers may not access, review, disclose or use confidential student or staff information without specific authorization from a school administrator. This requirement applies even after a volunteer stops performing services for the schools.
4. Volunteers will conduct themselves in a professional manner and comply with all Board policies, school rules and directions from school personnel.
5. In accordance with Maine law, a member of the Board or a member's spouse may not serve as a volunteer when he/she has primary responsibility for a curricular or extracurricular program or activity and reports directly to the Superintendent or a school administrator.

Cross References:

EEAG - Student Transportation in Private Vehicles

IJOA - Field Trips and Excursions

Policy Adopted: November 19, 2008

Policy Revised: April 25, 2012; October 21, 2015; November 15, 2023

IJOC - Volunteer/Visitor Sign In Form

Please click the link below to access a printable PDF version of the IJOC – Volunteer/Visitor Sign In Form

-----> IJOC-VolunteerVisitor-Sign-In.pdf

IJOC-E1 - Level 1 Volunteer Agreement Form

M.S.A.D. #35

Superintendent of Schools' Office

180 Depot Road, Eliot, ME 03903

I understand that as a volunteer in MSAD 35 that ALL student and staff information is confidential. I agree not to access, review, disclose or use confidential student or staff information without specific authorization from a school administrator. I also understand that even when I am no longer a volunteer in the schools, any confidential information I have learned must continue to be kept confidential. I understand that any breach of these confidentiality requirements will result in my immediate termination as a volunteer and may result in legal action against me.

I understand that I must comply with all Board policies and school rules applicable to school staff as well as all directions from school administrators and staff while serving as a volunteer. I further understand that my authorization to serve as a volunteer may be terminated at the discretion of the Superintendent and school principal at any time if they determine it is in the best interests of the students of MSAD 35.

Printed Name: _____ Date: _____

Date of birth (required for volunteer background check): _____

Signature of Volunteer: _____

FOR DISTRICT USE ONLY - PLEASE DATE AND INITIAL APPROVALS BELOW

Sex Offender Registry checked by Principal or Athletic Director (initial/date):

IJOC-E2 - Levels 2 & 3

Volunteer Application Form

M.S.A.D. #35

Superintendent of Schools' Office

180 Depot Road, Eliot, ME 03903

THE FOLLOWING INFORMATION IS REQUESTED TO HELP US COORDINATE VOLUNTEER SERVICES
AND TO ENSURE STUDENT SAFETY.

Full Name: _____

All former names (maiden, married, and any alias used):

Permanent Address: _____

Telephone and Email: _____

Date of birth (required for background check): _____

Schools in which you will be volunteering:

☐ Eliot Elementary ☐ Central School ☐ MGWS ☐ MMS ☐ MHS

Area(s) of interest for volunteering:

Children in [name of school] (names and grades):

List any education, training, or experiences you have had which would help us in meeting the needs of our students:

References: List three persons who can comment on your character and abilities whom we may contact.

Name/Address-----Phone-----Relationship

BACKGROUND:

The following information is asked of all individuals who volunteer to work with our children to help ensure the safety of our students.

Have you ever been charged with or investigated for sexual abuse or harassment of another person? Yes__ No__

Have you ever been convicted of a crime (other than minor traffic offense)? Yes__ No__

Have you ever entered a plea of guilty or "no contest" (nolo contendere) to any crime (other than a minor traffic offense)? Yes__ No__

Has any court ever deferred, filed or dismissed proceedings without a finding of guilty and required that you pay a fine, penalty or court costs and/or imposed a requirement as to your behavior or conduct for a period of time in connection with any crime (other than a minor traffic offense)? Yes__ No__

If you answered YES to any of the previous questions, provide full details below, including with respect to court actions, the date, offense in question, and the address of the court involved (attach additional page(s) if necessary).

If you have lived outside of Maine, please identify the states and dates:

Refusal to provide authorization for reference and/or criminal records checks and/or providing false or misleading information on this registration shall constitute sufficient reason to deny approval to serve as a volunteer or termination as a volunteer in the MSAD 35 district.

I understand that MSAD 35 performs reference and criminal records checks on all volunteers and I authorize persons and entities contacted by the School Department in connection with this application to provide information about me. I expressly waive in connection with any request for or provision of such information, any claims, including without limitation, defamation, emotional distress, invasion of privacy, or interference with contractual relations that I might otherwise have against the school department, its agents and officials or against any provider of such information. I further understand that if I am approved as a volunteer, that I will be required to sign a Volunteer Agreement and attend a Volunteer Orientation.

I understand that as a volunteer in MSAD 35 that ALL student and staff information is confidential. I agree not to access, review, disclose or use confidential student or staff information without specific authorization from a school administrator. I also understand that even when I am no longer a volunteer in the schools, any confidential information I have learned must continue to be kept confidential. I understand that any breach of these confidentiality requirements will result in my immediate termination as a volunteer and may result in legal action against me.

I understand that I must comply with all Board policies and school rules applicable to school staff as well as all directions from school administrators and staff while serving as a volunteer. I further understand that my authorization to serve as a volunteer may be terminated at the discretion of the Superintendent and school principal at any time if they determine it is in the best interests of the students of MSAD 35.

Signature of Volunteer: _____ Date: _____

DISTRICT USE ONLY - PLEASE DATE AND INITIAL APPROVALS BELOW

Volunteer Application Form approved by Principal or Athletic Director:

Form reviewed for completeness and references checked by Principal or Athletic Director:

Local report - Maine State Police Criminal History Check and Sex Offender Registry Check done by Superintendents' Office and approved by

Superintendents' Office:

Maine Fingerprinting appointment confirmed (required for Level 3 only):

Maine Department of Education Initial Approval Form submitted through MDOE Portal (required for Level 3 only):

(Application Form Revised November 15, 2023)

IK - Evaluation of Student Achievement

IK - Evaluation of Student Achievement

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

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

Consistent with its local assessment system, MSAD #35 will use multiple assessments, both informal and formal, at the classroom, school, and district levels to evaluate each student's achievement and to monitor their progress toward meeting proficiency in the content standards and the Guiding Principles of the Learning Results. 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.

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

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

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

COMMUNICATING INFORMATION CONCERNING STUDENT ACHIEVEMENT

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

additional instruction.

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

In the event a student is having academic struggles, the student's school will provide timely and periodic written notification throughout the school year to students and parents regarding their child's academic progress and remediation opportunities.

Legal Reference:

20-A M.R.S.A. § 6209

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

Cross Reference:

ADF – School District Commitment to Learning Results

IKE – Promotion, Retention and Acceleration of Students

IKF – Graduation Requirements

ILA – Student Assessment

Policy Adopted: March 17, 2021

Policy Revised: April 2, 2025

IKB - Homework

IKB - Homework

The Maine School Administrative District #35 Board of Directors acknowledges that there is a positive correlation between meaningful, purposeful homework and student achievement. Homework extends learning opportunities beyond the school day, deepens understanding of a subject, and encourages a love of learning. Homework is an integral part of a teacher's practice, and as such, needs to be thoughtfully crafted, valued, and weighted.

The purpose of homework is to provide students an opportunity to practice, reinforce and apply previously taught skills, acquire knowledge, and prepare for future lessons. The Board recognizes that an additional benefit of homework is teaching students the value of working independently to complete a task and learning to manage their time.

The Board also recognizes that well designed homework should:

- Have a clear purpose,
- Be designed for completion within a reasonable time frame,
- Be the responsibility of the student (Parents should play a supportive role by encouraging and monitoring students' efforts, and providing a conducive learning environment),
- Offer students immediate, specific feedback in order to be effective,
- Reflect students' academic needs, learning styles, and abilities.

The amount of homework assigned will gradually increase from grade to grade. As a child advances through school, it is reasonable to expect that homework will be increased according to the following guidelines:

Kindergarten: No homework;

Grades 1-3: A few minutes in grade 1 to a maximum of 30 minutes in grade 3 for all subjects combined;

Grades 4-5: A maximum of 60 minutes for all subjects combined;

Grades 6 -8: A maximum of two hours per night for all subjects combined;

Grades 9-12: A maximum of three hours per night for all subjects combined. Students enrolled in AP and Honors classes may exceed a maximum of three hours per night for all subjects combined.

Each school in the district shall provide opportunities and resources for students to complete homework on site.

The Board expects that additional guidelines shall be established at each school in regard to weight of homework assignments on a student's grade, amount of homework, differentiation of assignments, and consistency.

The average cumulative amount of work required over a weekend should not exceed a regular day's assignment. Weekends may be for review, voluntary work, or completion of make-up assignments.

School breaks are intended to be a time that is free from schoolwork for students and staff. School breaks may be used for review, voluntary work, or completion of make-up assignments. In the event that there is a critical assignment that students must complete over a school break, teachers must have prior written approval from the building principal.

A copy of this policy shall be included in all school and parent handbooks or otherwise distributed to all students.

Cross Reference: KE Public Concerns and Complaints

Policy Adopted: May 1, 1991

Policy Revised: November 3, 1999, February 27, 2008 and March 20, 2013

IKE - Promotion, Retention and Acceleration of Students

IKE - Promotion, Retention and Acceleration of Students

It is the intent of the MSAD #35 Board of Directors to provide sequential instructional programming that provides opportunities for students to meet the content standards of the Maine Learning Results and District curriculum. 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.

Any decisions made concerning promotions, retentions or accelerations shall be made with the best interest of the individual student as the primary concern.

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 their future success in school, more consideration shall be given to the criterion articulated in paragraph "A" below than to any other factors.

1. Achievement of the content standards of the Learning Results as demonstrated through use of assessment measures utilized in the District;
2. Achievement of cross-curricular skills associated with the Guiding Principles of the Learning Results;
3. Success achieved in remedial programs, tutoring, summer school or other opportunities provided for the student;
4. Potential benefit & success from the grade level placement decision that is being considered;
5. Record of attendance;
6. Social/emotional maturity and age;
7. Program options;
8. Student engagement and aspirations;
9. Parental concerns; and
10. Student Health.

B. Retention

The Board recognizes that research regarding retention shows that retention has a negative impact on student success in most cases.

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

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

C. Acceleration

Decisions regarding acceleration shall be made by the principal after discussion with the student's parents, the student's teacher(s), the Gifted and Talented instructor and other professional staff or consultants deemed appropriate by the principal. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final.

D. High School Grade Level Assignment

The Board recognizes the value of students remaining with their cohort group throughout their high school career.

Successful completion of the requirements specified in the Board's policy IKF (Graduation Requirements) and demonstrated achievement of the mandated content standards as established by Department of Education rules or regulations will be required for graduation.

E. Transfer Students

For students who transfer into the school system from another state, home school, or an educational program not required to meet the content standards of the system of Maine Learning Results, the principal will determine the grade level placement and/or the fulfillment of credit requirements.

Cross Reference:

IK - Evaluation of Student Achievement

IKA - Grading/Academic Assessment

IKF - Graduation Requirements

ILA - Student Assessment

Policy Adopted: May 1, 1991

Policy Revised: November 17, 1999; December 20, 2006; April 2, 2025

IKF - Graduation Requirements

IKF - Graduation Requirements

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

Maine State Law, Chapter 466, enacted in July 2018, allows local school units two options in providing secondary school diplomas. The Board of Directors reviewed the two options and determined to base the diploma requirements for MSAD # 35 on the option that meets what is known as the Credit-based diploma law. The Board of Directors has chosen to meet this option as it provides the greatest flexibility for all our students to receive a high quality educational experience that maximizes their growth intellectually towards independence as well as prepare them for college and/or career. The Board of Directors recognizes the value of having curricula based on standards that are consistent with State and Federal guidelines put forth in the Maine Learning Results and Guiding Principles, Common Core, and Next Generation Science standards. Thus, all students are provided opportunities to demonstrate a minimum level of proficiency and effective work habits needed for success in awarding of a Marshwood High School diploma. Additional expectations may be put forth by the Board of Directors consistent with community education values.

The Superintendent, through the high school principal, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade year or at anytime there is a change in graduation requirements affecting current students. This policy will be included in the high school student handbook.

The Board has approved the following as the minimum requirements for any student to receive a Marshwood High School diploma.

Marshwood High School Diploma Requirements

A. The student must successfully demonstrate proficiency of standards and demonstrate acceptable work habits in all required coursework for graduation. Successful completion for a required, standards based course means the student met proficiency in the standards assessed and received a passing grade for the course. Successful completion of the required, standards based courses also demonstrates proficiency in the standards of the Guiding Principles which are embedded in these courses' curricula. Thus, students receiving a diploma will be:

1. Clear and effective communicators
2. Self-directed and lifelong learners
3. Creative and practical problem solvers
4. Responsible and involved citizens
5. Integrative and informed thinkers.

Required, standards based courses a student must successfully complete are (total 21 credits):

1. English and Language Arts: 4 credits to include 3 credits of English I, English II, and English III/AP Language & Literature, and 1 elective credit.
2. Mathematics: 3 credits to include at least Algebra I, Geometry, and Algebra II or Algebra I , Geometry and alternative math equivalent.
3. Science and Technology: 3 credits to include Freshmen Science, Chemistry, and Biology
4. Social Studies: 3 credits to include World History, United States History, and American Citizenship
5. Health and Physical Education: 0.5 credit to include Health and 1.0 credit to include a Physical Education elective course. Beginning with the Class of 2027: 1.0 credit of Health, 0.5 credit of Physical Education, and 0.5 credit of Physical Education elective course.
6. Visual and Performing Arts: 1 credit to include a standards based course
7. 5.5 credits of elective courses across any content area. Beginning with the class of 2027: 5.0 credits of elective courses across any content area.
8. Career and Postsecondary Education to include: participation in advisory and school counseling programs.

B. Students must complete and document fifty hours of community service.

C. Should the state mandate testing in one or more subject areas, students will need to participate in all such tests as a requirement of graduation.

D. Other Local Considerations:

1. Students may obtain elective course credits through studies at the Marshwood Adult Education Program only with the approval of the Director of Adult Education, School Counselor, and the Principal
2. Elective course credits may be obtained through accredited correspondence/online courses and requires prior approval of the School Counselor and Principal
3. Advanced or enrichment courses may be taken at approved colleges or universities or any other secondary schools and requires prior approval of the School Counselor and Principal
4. Independent Study Programs may be used for elective course credit on a pass/fail basis and requires prior approval of content area by the Team Leader, School Counselor and Principal
5. External credits/courses that are to be used as a required, standards base course requires prior written approval from the Principal.

E. The Principal has the ability to review a student's transcript and make individual determinations regarding completion of graduation requirements. This will be managed on a case by case basis.

Students should review the Marshwood High School Program of Studies for complete information on courses and credits.

F. Additional Considerations Applicable to the awarding of a Marshwood High School Diploma:

1. Transfer Students: For students who transfer to Marshwood High School from another state or from an educational program that is not required to meet the content standards of the Maine Learning Results, the Marshwood High School principal shall determine the value of the student's prior educational experience towards achieving the standards in a manner consistent with State law and applicable Board policies.
2. Early Awarding of Diplomas: A student who has met the State's and the Board's diploma requirements in fewer than four years of high school may be awarded a diploma. A student must obtain approval from the principal in advance of a decision to graduate early.
3. Delayed Awarding of Diplomas: At the Superintendent's discretion, a student who leaves Marshwood High School to attend an accredited, degree-granting institution of higher education may, upon satisfactory completion of the freshman year, be awarded a high school diploma when they have met all graduation requirements.
4. Extended Study: Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young adult learners.
5. Students with Disabilities: Decisions regarding a special education student's eligibility for graduation will be made by the student's IEP team. The IEP team will consider the student's progress towards their IEP goals, credits earned, and progress towards proficiency-based standards, among other factors as determined appropriate by the IEP team.
6. Participation in Graduation ceremony: With the exception of paragraph D above, students must complete all requirements for a Marshwood High School diploma and/or complete their learning prior to turning twenty years old or through the school year in which they turn twenty to participate in graduation exercises.

Legal References:

20-A MRSA § 4502(8), 4722, 6209

Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross References:

ILA - Student Assessment

IK - Evaluation of Student Achievement

Policy Revised: October 7, 1998; August 25, 2004; February 25, 2009; June 21, 2017; October 18, 2017; April 24, 2019; April 28, 2021; March 15, 2023; January 3, 2024; February 12, 2025

IKFB - Policy for Participation in Graduation Ceremony

IKFB - Policy for Participation in Graduation Ceremony

A student who has completed local and state requirements for a diploma is entitled to receive a Marshwood High School diploma or a 2022-2023 Maine Department of Education Diploma - Educational Interruption Diploma (COVID-19) (Pursuant MRS 20-A §257-A sub-§1-A)

To be eligible for participation in the graduation ceremony, the individual must have completed all graduation requirements prior to the date of the ceremony including community service hours.

Expenses:

Graduation expenses are a responsibility of the graduating class. Funds are raised by class-initiated and executed fundraising activities and by class dues assessment which is voted each year by the class.

Early in the senior year the graduating class determines the expenses necessary for their graduation. These expenses may include: cap and gown, honor cards, programs, tickets, flowers, police services at graduation programs, scholarships, gifts to the school, individual souvenir gifts to class members and banquet expenses.

Due to the fact that it is necessary to commit funds early in the senior year, it is necessary that every class member who plans to participate in the graduation ceremony pay their share of the expenses.

1. All financial obligations of each member of the senior class participating in the graduation ceremony must be paid in full by May 15.
2. Should a senior not graduate, then they will be refunded their contribution.
3. Should a senior decide after making their determination by May 15 that they do not wish to participate in the graduation ceremony, they will not be refunded their contribution.
4. A student who is not a member of the graduation class who wishes to participate in graduation due to early or late completion of graduation requirements in a given year must make an application to the School Counselor by October 1. A conference between the student, parents and school representative shall be held. If these steps are completed, the student may be granted standing in the graduation class with the approval of the

principal.

5. The school principal will have discretionary powers to provide for school payment of supplemental charges in the case of students unable to pay these charges.

Behavior:

1. The Board believes that graduating students represent the final achievement of the students and of the school district. Student behavior should represent this.
2. The Board believes that the graduation ceremony is provided to honor both the graduate and their family, friends, and classmates. Student behavior should represent this.
3. Students who cannot/will not comply with 1. and 2. above will not be allowed to participate in the graduation ceremony.
4. Behavior which might create a situation in which a student will not be allowed to participate include but are not limited to:
 - a. The student must be in good standing at the time of graduation which shall mean not serving a suspension, expulsion or other disciplinary action specified in the student code of conduct.
 - b. Excessive loudness, rude comments obscene language;
 - c. Being under the influence of a controlled substance;
 - d. Tardiness to the exercise.

Dress/Attire:

1. Dress for commencement shall consist of the commencement robe, appropriate academic/recognition pins and honor cords and the mortarboard.
2. Students not meeting acceptable dress standards will be asked to comply with district policy JICA - Student Dress and failing to do so, excluded from participation in graduation.

Participation in the graduation ceremony is a privilege. Appropriate behavior and dress/attire is expected. Failure to meet appropriate behavior and dress/attire expectations may result in a student's privilege to participate in graduation being revoked.

Policy Adopted: November 15, 1995

Policy Revised: April 5, 2006, February 8, 2023

ILA - Student Assessment

ILA - Student Assessment

The Board recognizes that Maine law requires each school administrative unit to use multiple assessment methods to measure student achievement and/or 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 MSAD #35 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

Policy Adopted: August 25, 2004

Policy Revised: February 1, 2006, February 10, 2021

Policy Reviewed: February 26, 2025

ILD - Educational Research: Student Submission To Surveys, Analyses, or Evaluations

ILD - Educational Research: Student Submission To Surveys, Analyses, or Evaluations

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

No student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analysis, 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 of age or older.

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

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

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

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

Use of Student Personal Information for Marketing Purposes

The school unit does not collect, use or disseminate personal information about students for marketing or commercial purposes. This policy does not prevent the collection, use or dissemination of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for or to students or schools (including but not limited to tests and assessments, sale by students or products or services to raise funds for school-related purposes, student recognition programs and book clubs or magazines.)

Legal reference: 20 U.S.C. § 1232(h)

Cross reference: JRA—Student Educational Records and Student Information

Policy Adopted: September 17, 2003

Policy Revised: April 16, 2014, February 10, 2021

IMB - Teaching About Controversial Issues

IMB - Teaching About Controversial Issues

Policy Statement

Students are exposed to a wide range of issues, information, ideas and values at school, at home and in the community. Particular issues may be controversial because of differing political, religious, moral, ethical or cultural beliefs. In the context of the educational program and approved curricula, the Board supports discussion of controversial issues in an atmosphere that promotes positive and inclusive student learning and teaches respect for the beliefs of others.

To promote appropriate and fair consideration of controversial issues in the instructional setting, the Board expects the following principles to be followed by educators.

1. Discussion of controversial issues shall be appropriate to the age, grade and maturity of the students involved.
2. Discussion of a controversial issue may take place as part of the approved curriculum and for educational purposes. The educator must be knowledgeable about the issue and serve as a facilitator to ensure that points of view are presented in a civil manner. In the capacity as facilitator, it is the educator's responsibility to identify diverse points of view on an issue, and to make certain that differing opinions and perspectives are treated with respect.
3. Students shall be given the opportunity to understand different/opposing sides of an issue and to use classroom discussion to formulate their own views. Students shall also be provided with appropriate instructional materials and opportunities to research and study the issue.
4. Educators shall not use the classroom as a forum to advance their personal views or proselytize, but are not prohibited from expressing their own views for legitimate pedagogical purposes. Educators should be mindful that the Board's priority is to create a positive, respectful and inclusive student learning environment. The MSAD 35 Board of Directors places priority on the following student learning parameters when engaging in the curriculum appropriate study of controversial issues:

1. The ability for students to study any controversial issue which has political, economic, or social significance and concerning which (at the appropriate level) he/she should begin to have an opinion;
2. The ability for students to have free access to all relevant information;

3. The ability for students to form and express opinions on controversial issues without thereby jeopardizing relations with the teacher or the school; and
4. The ability for students to study under competent instruction in an atmosphere free from bias and prejudice.
5. Outside speakers on controversial issues must be approved in advance by the building administrator. When outside speakers are used, reasonable efforts should be made to expose students to speakers on more than one side of the issue. If this is not feasible, educators are responsible for providing appropriate information regarding differing points of view on the issue.
6. Students or their parents/legal guardians who object to particular topics based on their particular, sincerely-held religious, moral or philosophical beliefs may request an accommodation in accordance with Board Policy IMBB.

Cross References: IMBB – Accommodation of Sincere Beliefs in Required Instruction

ILD – Educational Research: Student Submission To Surveys, Analyses or Evaluation

Policy Adopted: May 17, 1995

Policy Revised: April 5, 2006, September 01, 2021

IMBB - Exemption from Required Instruction

IMBB - Exemption from Required Instruction

The curriculum of MSAD #35 is designed to reflect the learning expectations for all students in all content areas of the system of Learning Results, as well as other statutory and regulatory requirements and content areas specified by the Board.

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

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

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

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

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

F. The effect of exemption or accommodation on the validity of the local assessment system; and

G. Other factors that bear upon the particular request.

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

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

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

Legal References: 20-A MRSA § 6209

LD 1536, Chap. 51 Resolves

Ch.. 127 § 3.07 (Me. Dept. of Ed. Rules (Me. Dept. of Ed. Rules)

Ch. 131 (Me. Dept. of Ed. Rules)

Cross References: ADF – School District Commitment to Learning Results

IJJ – Instructional and Library Material Selection

IMB – Teaching About Controversial/Sensitive Issues

IMBAA – Alternatives To Biological Dissection

Policy Adopted: March 1, 2006

IMC - Guest Speakers in Schools

IMC - Guest Speakers in Schools

The Board encourages school administrators and teachers to invite guest speakers when the speaker's program supports or supplements the curriculum and provides a learning experience appropriate to the grade level(s) of students.

The Board believes that it is important for students to have access to information, to appreciate the knowledge, experience and accomplishments of others, to be exposed to issues upon which there may be disagreement, and to learn to discriminate between facts and opinion, analyze and discuss different points of view and draw their own conclusions.

Speakers in the Classroom

Because guest speakers may have particular viewpoints and opinions, it is important that teachers have a clear understanding of the speaker's purpose, prepare students for the experience in advance and provide appropriate follow-up activities. Teachers should strive to provide a balance of viewpoints and opinions through discussion or other activities that allow for the presentation of opposing views. This may include, when practicable, the invitation of speakers with different points of view.

Teachers are expected to use professional judgment in determining the appropriateness of an issue to the curriculum and/or the maturity of students. When unsure, the teacher should consult with the building principal.

A staff member who wishes to invite a speaker must obtain the approval of the building principal before doing so. Requests for speakers must be submitted at least one week in advance. A staff member whose request has been denied may appeal to the Superintendent, whose decision shall be final.

Teachers should notify parents in advance if a speaker's presentation may be controversial.

The teacher who has invited the speaker remains responsible for the supervision of students and must be present at all times when the speaker is in the classroom.

Speakers at School Assemblies

Principals may invite or approve speakers for school assemblies when the experience is consistent with the objectives of this policy. Non-routine assemblies should be scheduled in a way that

minimizes interruption of the instructional program.

Whenever practicable, staff should be given advance notice of such assemblies at least two (2) days in advance.

Speaker Guidelines

The Superintendent/designee may develop rules or guidelines for speaker conduct and decorum.

Profanity, vulgarity and the advocacy of violence, violation of the law, Board policies or school rules or promotion of use of tobacco, drugs or alcohol or other substances or items that are illegal for minors will not be permitted.

Cross Reference: IMB – Teaching About Controversial/Sensitive Issues

IMBAA – Exemption From Required Instruction

Policy Adopted: July 17, 2013

IMD - Religious Expression in the Schools

IMD - Religious Expression in the Schools

Provisions of both the United States and Maine constitutions bar government involvement, in any form, which has the direct effect of promoting religious purposes. At the same time, MSAD # 35 realizes that students have a right to personal beliefs, and this right does not end at the schoolhouse door. School must be a place where personal beliefs are treated with fairness and respect.

The Board recognizes that a student's education would be incomplete without an understanding of the role of personal beliefs in school ceremonies and observances in history and culture. The district shares responsibility with the community to develop in its students appropriate moral and ethical character incorporating ideals of liberty, justice, the pursuit of happiness, and equality of opportunity.

Religious expression in public schools involves a careful balancing of free speech rights, personal expression and the right to free exercise of religion without promoting or establishing religion.

Student Prayer and Religious Discussion in General

- Students have the same right to engage in individual or group prayer and religious discussion during the school day as they do to engage in other comparable activities.
- Students may pray in a non-disruptive manner when not engaged in school activities or instruction and subject to the rules that normally apply in school.
- Students also may participate in before-or after-school events with religious content. School officials may neither discourage nor encourage participation in such events.
- The right to engage in voluntary prayer or religious discussion free from discrimination does not include the right to have a captive audience listen or compel other students to participate.

School Staff Neutrality Regarding Religious Activity

School staff members, when acting in their official capacity, are prohibited from endorsing, soliciting, encouraging, participating, or directing religious activities with students, on campus or at school-sponsored off-campus events.

Teaching about Religion

- Schools may teach about the history of religion, comparative religion, the Bible, the Koran or other religious scripture-as-literature, and the role of religion in the history of the United States and other countries.
- Instruction about religion must be secular (such as in the context of history or comparative religions), and must not favor, promote, or demean the beliefs or customs of any particular religion or sect.

Freedom of Expression or Activity by Non-Students

Schools may not permit undue influence proselytization, religious recruitment, or demonstration involving preference of one belief over another by non-students on school premises during school hours or during off-campus, school-sponsored events.

Student Expression through Dress

Students may display religious messages on items of clothing to the same extent that they are permitted to display other comparable messages. When wearing particular attire, such as yarmulkes and head scarves, during the school day as part of a student's religious practice, schools generally may not prohibit the wearing of such items unless the item poses a safety risk.

Student Expression through School Productions and Displays

For both class and extracurricular purposes, students regularly produce drama and other theatrical events. Whether produced as part of a class activity (such as a drama class or as a school-sponsored club), the production is a school-sponsored event or activity over which the school retains control and responsibility.

As with instruction, the history of religion, comparative religion, the Bible (or other scripture)-as-literature, and the role of religion in the history of the United States and other countries all are permissible elements in theatrical production. Concerts may appropriately include music related to religious themes.

Schools may display religious symbols on a temporary basis, and may be combined with examples of the practice of other religions as a multicultural display or for some other education purpose.

School Publications

Students have the right to express their individual views, including religious views, in official school publications such as a school newspaper or yearbook in a manner that maintains this orderly operation of the school.

Policy Adopted: February 16, 1983

Policy Amended: December 21, 1994, October 2, 1996 and November 20, 2013

IMDA - Pledge of Allegiance

IMDA - Pledge of Allegiance

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 each building principal, to ensure that this policy is implemented. The building principal 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 student recitation of the Pledge as assigned by the principal nor from implementation of curriculum that promotes honor and respect for the flag and our country.

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

Cross Reference: IMDB – Flag Displays

Adopted: March 4, 2015

IMDB - Flag Displays

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 unit every school day and on appropriate occasions. Further, the American flag is to be displayed in every classroom in each public school in the unit.

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.

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

Cross Reference: IMDA – Pledge of Allegiance

Adopted: March 4, 2015