Gardiner - Randolph - Pittston - West Gardiner

Maine School Administrative District No. 11

150 Highland Avenue
Gardiner, ME 04345

Patricia Hopkins
Superintendent of Schools

Phone: 207-582-5346
Fax: 207-582-8305
www.msad11.org

Crystal Peltzer
Director of Curriculum & Instruction

MERLE E. PEACOCK, JR. BOARD ROOM
REGULAR MEETING
April 5, 2018
7:00 p.m.

I. Introduction
   A. Board Members
   B. Administrative Staff
   C. The Pledge of Allegiance
   D. Public Comments for Items on the Agenda

II. Review and Approval of Agenda/Minutes
   A. Prioritization of items and alteration of the established agenda format sequence as needed
   B. Approval of Agenda
   C. Approval of Minutes of Previous Meetings: Regular Board Meeting – March 1, 2018, Special Board Meeting (TC Hamlin School) – March 15, 2018, Special Board Meeting (Admittance Hearing) – March 20, 2018, Special Board Meeting (Re-admittance Hearing) – March 22, 2018

III. Recognition and Celebrations
   A. Iron Tigers Robotics Team – Gracious Professionalism Award
   B. JMG Recognition:
      - 1st place award for Communications
        - Jarrod Gillespie
        - MK Wilson
      - 2nd place award for Marketplace Booth
        - MK Wilson – JMG Officer
        - Jarrod Gillespie
        - Cassidy Blake – JMG Officer
        - Kyle Farris
        - Bri Smith – JMG Officer
        - Hunter Gianelli
        - Jon Jamison
        - Liz Waterman
        - Saray Eshelman – JMG Officer
      - 3rd place award for a competition called Rat Race
        - Cassidy Blake
        - Kyle Ferris
        - Jarrod Gillespie
        - Bri Smith

- Saray Eshelman

IV. Correspondence
   A. Resignation letter from John Glowa, Science Teacher, Gardiner Area High School

V. Committee Reports – Vote
   A. Curriculum Committee – No Meeting - Storm
   B. Dropout Prevention Committee - March
   C. Finance Committee - March 6, 2018, March 20, 2018
   D. Policy Committee – no meeting

1st Reading

Policies:

- ACAC-R Service Animals in the Schools – Administrative Procedure

Rescind:

- None

2nd Reading

Policies:

- ACAC Service Animals in the Schools (Current policy coded IMGA – Policy ACAC will replace IMGA)
- DB Annual Budget
- DBI Budget Implementation / Fund Transfers
- DD Grants
- DDA Funds from Federal and Other Grant Sources
- DFA Revenues from Investments
- DFF Student Activities Funds
- DH Bonded Employees and Officers
- DIDA Fixed Asset Policy
- DKC Expense Authorization / Reimbursement
- DLB Tax Sheltered Annuities
- DM Cash in School Buildings
- DN School Properties Disposition
- EFBA Menu Development / Options – Offer vs Serve Lunch Concept
- EFC Free and Reduced Price Food Services
- EFE Competitive Food Sales
- EFE-E Chapter 51: Child Nutrition Programs in Public Schools
- IHBAG Programming in the Least Restrictive Environment
- IHBAG-R Programming in the Least Restrictive Environment – Administrative Procedure
- IHBAI Special Education Independent Evaluation Policy
- IHBEAA Lau Plan
- JLCD Administration of Medication to Students
- JLCDA Medical Marijuana in Schools
- JLF Reporting Child Abuse and Neglect
- JLF-R Reporting Child Abuse and Neglect – Administrative Procedure
- JLF-E Suspected Child Abuse/Neglect Report Form

Rescind:

- DA Fiscal Management Goals /Priority Objectives

- DBD Determination of Budget Priorities
- DBG Budget Adoption Process
- DID Inventories
- EFCA Food Program Milk Options
- IHBAJ-E Progress Report Form

Job Descriptions:
- None

E. Student Representatives
F. Student Wellness Committee – March 5, 2018, March 12, 2018

VI. Ad Hoc Committees
A. Late Start Committee - No Meeting - Storm

VII. General Information
A. Coaches – Gardiner Area High School
- Charlie Lawrence, Varsity Baseball
- Dennis Meehan, Junior Varsity Baseball
- Robert Hernandez, Volunteer Baseball
- Don Brochu, Varsity Softball
- Ginger Shaw, Volunteer Softball
- Mike Cote, Volunteer Softball
- Tyler Hunt, Boys Tennis
- Patrick Quinn, Girls Tennis
- Jennifer Boudreau, Varsity Track
- Joseph Fitzsimmons, Assistant Track
- KC Johnson, Varsity Boys Lacrosse
- Samuel Wenckus, Junior Varsity Boys Lacrosse
- Andrew Haskell, Varsity Girls Lacrosse
- Mary Yokabaskas, Volunteer Girls Lacrosse

B. Coaches – Gardiner Regional Middle School
- Ryan Gero, 8th Grade Softball
- Roger Collins, Track
- Nick Wallace, 8th Grade Baseball

VIII. Nominations
A. None

IX. Old Business
A. TC Hamlin Closing Update

X. New Business
A. 2017-2018 School Year Calendar
B. GAHS Costa Rica Trip, Hazel Poulin

XI. Reports
A. Board Chair
- MSBA Legislative update
- Bill Daggett – Innovation: The Key to the Nation's Most Rapidly Improving Schools

B. Superintendent
   - Superintendent Agreement Update
   - Update on the status of evaluations
   - Update of the status of eMPower Testing

XII. Executive Session

A. Executive Session to discuss the hiring of a New Principal for the River View Community School – 1 MRSA § 405(6)(A)

XIII. Adjournment

Maine School Administrative District 11

REGULAR MEETING

DRAFT

Merle E. Peacock, Jr. Board Room

Thursday, March 1, 2018

7:00 p.m.

PRESENT: Becky Fles, Board Chair; Veronica Babcock, Michael Bechard, Carrie Boudway, Marc Cone, Debra Couture, Nancy Fortier-Brown, Michael Gammon. Earle McCormick, Penny Poolman, Tony Veit, Patricia Hopkins, Superintendent; Andrea Disch, Business Manager

STUDENT MEMBERS: Brittany Chapman, Tim Doyle

ABSENT: Eric Jermyn

The Board Chair declared a quorum present and called the meeting to order at 7:02 PM.

I. INTRODUCTION

PUBLIC COMMENT FOR ITEMS ON THE AGENDA

None

II. REVIEW AND APPROVAL OF AGENDA /MINUTES

VOTED: Motion by Director Veit to approve the agenda as amended, seconded by Director Cone.
12,463 – 0
2 – 0 *Student*
MOTION CARRIED

VOTED: Motion by Director Boudway to approve the minutes of the January 11, 2018 Regular Board Meeting, seconded by Director Bechard.
12,463 – 0
2 – 0 *Student*
MOTION CARRIED.

III. RECOGNITION AND CELEBRATIONS

The MSAD 11 Board of Directors recognized the following:

- The Superintendent shared a letter from the MPA Regional Cheering Championships expressing their gratitude to Steve Ouellette and the District.
- The Board recognized and commended MSAD 11 School Board Member, Penny Poolman, for her service to MSAD 11.

- The Board recognized and commended MSAD 11 School Board Member, Michael Bechard, for his service to MSAD 11.

IV. CORRESPONDENCE

A. Letter of resignation from Matthew Peterson, Evening Custodian, Gardiner Regional Middle School

B. Letter of retirement from Albert Ghoreyeb, Principal, River View Community School

C. Letter of retirement from Patricia Martin, Special Education Ed Tech III, River View Community School

D. Letter of resignation from C. Edward Allen, Evening Custodian, Pittston Consolidated School

E. Letter of resignation from Victoria Weston, Special Education Ed Tech I, Helen Thompson School

V. COMMITTEE REPORTS

A. CURRICULUM COMMITTEE

At the Committee's February 6th meeting, Chad Kempton addressed questions regarding new course offerings at Gardiner Area High School. After discussion, the following courses were approved:

A. Honors Forensic Chemistry
B. Accounting
C. Exploring Computer Science

B. DROPOUT PREVENTION COMMITTEE

At its February 15th meeting, the Committee reviewed and made final modification to the Drop Out Prevention Plan. Members organized the elementary survey results by grade level. Committee members plan to analyze the data at their March meeting. It was also discussed that four Committee members will be attending the "2018 Spring Summit Attendance Matters: Connecting for Student Success" conference.

C. EDUCATIONAL PLAN COMMITTEE

No Meeting.

D. FINANCE COMMITTEE

At its February 6th meeting, the Committee discussed the preliminary subsidy estimates (ED 279) released by the Maine Department of Education. Based on the FY 2019 Preliminary Subsidy Estimate, the District anticipates receiving $893,396 in additional subsidy. The Committee reviewed and discussed changes to the District's ED 279.

The District's 2017 Medical Loss Ratios were shared with the Committee. It was stated medical loss ratios are used, in part, in determining Anthem Health Insurance renewal rates.

The Committee also reviewed the 2019 – 2023 Bus Bid and the 2018 – 2019 Budget Timeline.

E. NEGOTIATIONS COMMITTEE

F. POLICY COMMITTEE

VOTED: Motion by Director Boudway to move the following policies, seconded by Director Couture
12,463 – 0
2 – 0 *Student*

1st Reading

ACAC	Service Animals in the Schools *(current policy coded IMGA. Policy ACAC will replace IMGA)*
DB	Annual Budget
DBI	Budget Implementation /Fund Transfer
DD	Grants
DDA	Funds from Federal and Other Grant Sources
DFA	Revenues and Investments
DFF	Student Activities Fund
DH	Bonded Employees and Officers
DIDA	Fixed Asset Policy
DKC	Expense Authorization /Reimbursement
DLB	Tax Sheltered Annuities
DM	Cash In School Buildings
DN	School Properties Disposition
EFBA	Menu Development /Options – Offer vs. Serve Lunch Concept
EFC	Free and Reduced Price Food Services
EFE	Competitive Food Sales
EFE-E	Chapter 51: Child Nutrition Programs in Public Schools
IHBAG	Programming in the Least Restrictive Environment
IHBAG-R	Programming in the Least Restrictive Environment – Administrative Procedure
IHBAI	Special Education Independent Evaluation Policy
IHBEAA	Lau Plan
JLCD	Administration of Medication to Students
JLCDA	Medical Marijuana in Schools
JLF	Reporting Child Abuse and Neglect
JLF-R	Reporting Child Abuse and Neglect – Administrative Procedure
JLF-E	Suspected Child Abuse /Neglect Report Form

Rescind

DA	Fiscal Management Goals /Priority Objectives
DBD	Determination of Budget Priorities
DBG	Budget Adoption Process
DID	Inventories
EFCA	Food Program Milk Options
IHBAJ-E	Progress Report Form

2nd Reading

None

MOTION CARRIED

G. RELATIONS BY OBJECTIVE COMMITTEE
No Meeting

H. GARDINER AREA HIGH SCHOOL STUDENT REPRESENTATIVE REPORT

I. STUDENT WELLNESS COMMITTEE
At its January 27th meeting, the Committee discussed presenters for its Staff Wellness Day as well as scheduling of the event.

VI. AD HOC COMMITTEES

A. LATE START COMMITTEE
At its February 14th meeting, the Committee reviewed the effects of each of the proposed late start schedules on student athletic dismissals.

In the month of February, building administrators held staff meetings to discuss adjusted start times with faculty and to share medical research regarding the benefits. The Committee discussed the staff feedback.

Gabe Dostie shared proposed transportation schedules with the Committee. The transportation schedules included the earliest pick up/drop off and the latest pick /drop off for each of the proposed schedules.

VII. GENERAL INFORMATION

The following have been approved by the Superintendent:

- Linda MacKenzie – Long Term Substitute Teacher, Science, GAHS
- Nicole Labbe, Bus Driver
- Thomas Brann, Custodian, Gardiner Regional Middle School

VIII. NOMINATIONS
None

IX. OLD BUSINESS

~~A. FOLLOW UP DISCUSSION FROM THE SPECIAL BOARD MEETING HELD ON FEBRUARY 26, 2018 FOR THE FUTURE OF THE TERESA C. HAMLIN SCHOOL.~~

VIII. NEW BUSINESS

A. MODIFICATION OF THE 2017 – 2018 SCHOOL CALENDAR (SNOW DAYS)
Superintendent Hopkins informed the Board of the issue created with snow days, the date of graduation, and Department of Education attendance requirements. The Board and Administrators discussed the options presented.

VOTED: Motion by Director Couture to amend the school calendar as discussed, seconded by Director Cone.
12,463 – 0
2 – 0 *Student*

MOTION CARRIED.

B. APPROVAL OF THE 2018 – 2019 SCHOOL CALENDAR

VOTED: Motion by Director Boudway to approve the 2018 – 2019 School Year Calendar, seconded by Director.
12,463 – 0 Couture.
2 – 0 *Student*

MOTION CARRIED.

C. COOPERATIVE GIRLS LACROSSE AGREEMENT WITH RSU 2

VOTED: Motion by Director Gammon to approve a Cooperative Girls' Lacrosse Agreement with RSU 2 and to
12,463 – 0 allow Building Administrator, Chad Kempton, discretion filling the JV Softball /JV Girls'
2 – 0 *Student* Lacrosse coach position at the High School, seconded by Director Veit.

MOTION CARRIED.

IX. REPORTS – EDUCATIONAL /ADMINISTRATIVE

A. BOARD CHAIR REPORT

None

B. SUPERINTENDENT REPORT

- ***Update on the status of information requested for the Future of the Teresa C. Hamlin School Discussion***
  District Counsel, Bill Stockmeyer, is hopeful to have information regarding the bonds no later than March 15th. The Superintendent asked Board members to tentatively mark their calendars for the March 15th date.

- ***Update on the 2018 – 2019 Proposed Budget***
  Administrators are continuing their robust conversations surrounding 2018 – 2019 Budget Priorities.

- ***Crisis Plan Review***
  In light of the most recent school shooting, Administrators further reviewed the District's Crisis Plan.

- ***National School Walkout – March 14th***
  Administrators are discussing coordination with students and staff for the National School Walkout.

- ***River View Community School Principal Search***
  An Interview Committee is being created to begin the process of reviewing applications for the Principal of River View Community School.

- ***Gardiner Area High School Gymnasium***
  Gabe Dostie, Director of Operations, provided the Board an update on the status of repairs.

- ***Pittston PTA***
  Superintendent Hopkins and Board Chair Fles, plan to attend the March 7th Pittston PTA meeting to discuss changes, as proposed, for the closure of the Teresa C. Hamlin School.

XI. EXECUTIVE SESSION

VOTED: 12,463 – 0 Motion by Director Bechard to go into executive session at 9:00 p.m. to discuss negotiations with the MSAD 11 Custodial Association pursuant to 1 M.R.S.A. § 405(6)(D), seconded by Director Veit. The Board reconvened at 9:55 p.m.

Motion carried.

VOTED: 12,463 – 0 Motion by Director Fles to approve the 2016 – 2019 MSAD 11 Custodial Association Contract, as presented, seconded by Director Cone.

Motion carried.

The Meeting adjourned at 9:20 p.m.

Attest a true record,

Patricia Hopkins, Secretary

MSAD #11
SPECIAL BOARD MEETING
Gardiner Regional Middle School
Thursday, March 15, 2018
6:00 p.m.

MINUTES

Present: Rebecca Fles, Chair, Veronica Babcock, Carrie Boudway, Marc Cone, Debra Couture, Nancy Fortier-Brown, Michael Gammon, Earle McCormick, Penny Poolman, Anthony Veit, and Patricia Hopkins, Superintendent

Absent: Eric Jermyn, Vice Chair, Michael Bechard

Others Present: Andrea Disch, Business Manager, Bill Stockmeyer, Attorney

Mrs. Fles called the meeting to order at 6:00 p.m. and declared a quorum present.

Bill Stockmeyer, District's Attorney, presented the financial data regarding the outstanding bonds on the Teresa C. Hamlin School.

Andrea Disch, Business Manager, presented the projected savings for closing the Teresa C. Hamlin School as determined by the Department of Education.

VOTED: 10,253 – 3,359 Motion by Director Boudway to close the Teresa C. Hamlin School effective the 2018 – 2019 school year, seconded by Director Babcock. *Director Gammon voted in opposition.*

The meeting adjourned at 7:10 p.m.

Respectfully Submitted

Patricia Hopkins
Secretary

Maine School Administrative District 11
SPECIAL BOARD MEETING
Merle E. Peacock, Jr. Board Room
Tuesday, March 20, 2018
5:00 p.m.

Present: Rebecca Fles, Chair, Eric Jermyn, Vice Chair, Veronica Babcock, Carrie Boudway, Marc Cone, Deb Couture, Nancy Fortier-Brown, Michael Gammon, Earle McCormick, Patricia Hopkins, Superintendent

Absent: Tony Veit

Other: Elisha Morris, Director of Special Services,

Mrs. Fles called the meeting to order at 5:08 p.m. and declared a quorum present.

VOTED: 9 – 0 Motion by Mr. Jermyn, seconded by Ms. Couture to go into Executive Session at 5:08 p.m. to discuss the admission of a student, pursuant to 1 MRSA § 405 (6)(B). The Board reconvened at 5:56 p.m.

VOTED: 9 – 0 Motion by Mr. Jermyn, seconded by Ms. Babcock that the student under consideration be admitted into the MSAD 11 School District effective Monday, March 26, 2018, and that the Superintendent provide the parents and the student with the Board's written findings and conclusion.

The meeting adjourned at 5:56 p.m.

Respectfully submitted,

Patricia Hopkins
Secretary

Maine School Administrative District 11
SPECIAL BOARD MEETING
Merle E. Peacock, Jr. Board Room
Thursday, March 22, 2018
5:30 p.m.

Present: Rebecca Fles, Chair, Eric Jermyn, Vice Chair, Carrie Boudway, Marc Cone, Deb Couture, Nancy Fortier-Brown, Earle McCormick, Tony Veit, Patricia Hopkins, Superintendent

Absent: Veronica Babcock, Michael Gammon

Other: Chad Kempton, Principal Gardiner Area High School

Mrs. Fles called the meeting to order at 5:37 p.m. and declared a quorum present.

VOTED: 8 – 0 Motion by Mr. Jermyn, seconded by Mr. Veit to go into Executive Session at 5:37 p.m. to discuss the re-admission of a student, pursuant to 1 MRSA § 405 (6)(B). The Board reconvened at 6:16 p.m.

VOTED: 8 – 0 Motion by Mr. Jermyn, seconded by Ms. Couture that the student under consideration be readmitted to school per the agreement, and that the Superintendent provide the parents and the student with the Board's written findings and conclusion.

The meeting adjourned at 6:16 p.m.

Respectfully submitted,

Patricia Hopkins
Secretary

MSAD 11

FINANCE COMMITTEE
Merle E. Peacock, Jr. Board Room
Tuesday, March 6, 2018
6:00 p.m.

Committee Members: Eric Jermyn, Committee Chair; Michael Bechard; Marc Cone; Debra Couture; Earle McCormick; Patricia Hopkins, Superintendent; and Andrea Disch, Business Manager

Other Administrators: Gabe Dostie, Director of Operations

Eric Jermyn called the meeting to order at 6:10 p.m.

DISCUSSION

A. CO – CURRICULAR & EXTRA – CURRICULAR TRANSPORTATION

As part of its budget preparation, the Committee reviewed Co Curricular & Extra Curricular transportation expenses.

B. ELECTRICITY

The Committee discussed the District's current electricity supplier contract, specifically capacity charges. Because capacity charges are based on peak demand and because the peak demand day last year was a day school was in session, the District's capacity costs are scheduled to increase significantly. The Business Manager stated Competitive Energy Services (CES) has negotiated with the supplier to allow for termination of the contract, without penalty. CES would request bids for the District's electricity supply. It was stated that current kw rates are comparable to the District's existing rate.

VOTED: 5 – 0 Motion by Director Jermyn to terminate the existing electricity supply contract and to allow Competitive Energy Services to bid electricity supply including a possible extension of contract, seconded by Director Cone.

Motion Carried

C. HELEN THOMPSON SCHOOL – HEATING /AC

The Director of Operations, Gabe Dostie, informed the Committee of an issue with the heating/AC at Helen Thompson School. Because of a leak in the system's glycol loop, the system no longer has AC function. It was further determined the system is leaking under the school and will be costly to repair. Mr. Dostie agreed to update the Committee as information becomes available.

D. ESSA PER PUPIL EXPENDITURE REPORT

The Maine Department of Education's ESSA Per Pupil Expenditure Report was shared with Committee members. The report provides the per student cost for each of the District's schools based on 2016 – 2017 expenditures. It is the Department's intention to make the report available for all Districts throughout the State.

E. MAIL SYSTEM – 60 MONTH LEASE

The Committee was provided information with options to purchase or lease a new Formax mail system. It was stated quarterly lease payments would be comparable to the District's current payment.

VOTED: 5 – 0 Motion by Director Jermyn to enter into lease agreement for a new mail system, seconded by Director Cone.

Motion Carried

F. 2018 – 2019 REQUESTED BUDGET - PRELIMINARY

The 2018 – 2019 Requested Budget was shared with Committee members. The $25,731,852 Requested Budget is currently $1,676,852 more than the current FY 2018 Budget, an increase of 6.97%. The Committee was informed the information provided was preliminary and that administrators still had additional work to do. A Preliminary Budget Worksheet was shared with the Committee based on the FY 2019 Budget as presented.

G. BUS LEASE BIDS

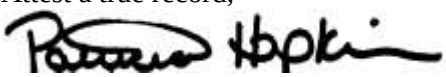
It was stated the District only received bus lease bids from two of the five vendors requested. It was further stated there was a substantial difference in the total cost of the bids received. Because of additional language added by one vendor to their bid, the Business Manager requested District counsel review the bid. The Business Manager's conversation with counsel was shared with the Committee.

VOTED: 5 – 0 Motion by Director Jermyn to accept the only qualified bus bid received (Cyr Bus Line), seconded by Director Couture.

Motion Carried

The Meeting adjourned at 7:25 p.m.

Attest a true record,



Patricia Hopkins, Secretary

MSAD 11

FINANCE COMMITTEE
Merle E. Peacock, Jr. Board Room
Tuesday, March 20, 2018
6:00 p.m.

Committee Members: Eric Jermyn, Committee Chair; Marc Cone; Debra Couture; Mike Gammon; Earle McCormick; Patricia Hopkins, Superintendent; and Andrea Disch, Business Manager

Eric Jermyn called the meeting to order at 6:10 p.m.

DISCUSSION

A. ELECTRICITY

The Business Manager updated the Committee on the status of the electricity supply bid. Per recommendation of Competitive Energy Services, the District has entered into contract with Constellation Energy at a rate of $06520 per kWh. The term of the contract with Constellation Energy is through December 2022.

B. HELEN THOMPSON SCHOOL – HEATING /AC

The Committee discussed the 2018 – 2019 Requested Budget in its current version. The Budget, as presented, is $1,619,303.97 more than the current FY 2018 Budget, an increase of 6.73%. Superintendent Hopkins reviewed with the Committee student enrollment projections at each of the District's elementary schools. Committee Members were provided the District's Class Size Policy (Policy IIB) for reference as the Superintendent discussed each scenario.

While no decisions were reached, the Committee did agree to continue its budget discussion at 6:00 pm Monday, April 2nd.

C. FUND BALANCE – CARRY OVER

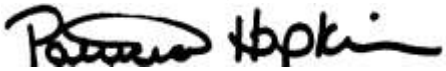
The Committee reviewed District Carry Forward monies and was provided copies of Financial Statements from the District's Annual Financial Audit to support its conversation. As part of the discussion, the Committee also discussed the amount required, per §15690-A (1A), to be returned to the District's municipalities. The Business Manager explained $287,840 of the $313,844.74 was returned to the District's municipalities in the form of additional carry forward in the 2017 – 2018 Budget. The remaining $26,004.74 would be returned as additional carry forward in the 2018 – 2019 Budget.

D. TC HAMLIN - BOILER

Director of Operations, Gabe Dostie, updated the Committee on the status of the old boiler at TC Hamlin. It was stated the old boiler was in disrepair and the District would need to invest a significant amount to repair. Mr. Dostie reminded the Committee of the installation of the new, second boiler during the District's Performance Contract with Siemens. It was stated the new boiler has the capability to meet the needs of the entire school. The Committee thanked Mr. Dostie for the information regarding the old boiler.

The Meeting adjourned at 7:20 p.m.

Attest a true record,



Patricia Hopkins, Secretary

ADMINISTRATIVE PROCEDURE FOR SERVICE DOGS IN SCHOOLS[1]

NOTE: This procedure must be read in conjunction with Policy ACAC (Service Animals in Schools) which sets forth definitions, requirements, and other policy considerations related to service animals. As noted under the policy, this procedure involves complex issues and we recommend consulting with legal counsel before making changes to this sample procedure or any time service dog issues arise that are not specifically addressed here.

In order to address requests for persons with disabilities to be accompanied by a service dog in school, the School Department will take steps outlined in this procedure.

A. **Students**

1. Parents/guardians of students with disabilities must notify the building administrator (or other authorized school official) of any request for the student to be accompanied, on a regular basis, by a service dog in school, on school property (including riding a school bus) or at a school-sponsored activity. Prior notice is required to allow the school to address the potential impact of the service dog on others in the school community (e.g., those with allergies or phobias to dogs).

2. Unless it is obvious that an animal is a service dog (e.g., a guide dog for a student who is blind), the building administrator or other school official should ask the parent/guardian the following two questions and should document the parent's/guardian's response:

   a. Is the dog required because of the student's disability?

   b. What work or task(s) has the dog been trained to perform?

   If it is obvious that the dog is a service animal, or if the parent/guardian answers affirmatively to the first question and sufficiently describes the work/task(s) in response to the second question, then the student will be authorized to bring the dog to school, provided that the conditions in Policy ACAC are met and pursuant to the following procedural steps.

[1] A miniature horse may qualify as a service animal. The administration should carefully review any such request and seek consultation on safety parameters that may need to be imposed. No other animal species qualifies as a service animal.

The school may not require the family to prove that the dog is trained, require a particular certification, or require a demonstration of the work or task the dog has been trained to perform.

3. The building administrator or other school official should confirm whether the student has been determined eligible for services under the Individuals with Disabilities Education Act (IDEA) or for accommodations under Section 504.

   a. If the student has not been identified and determined eligible under IDEA or Section 504, s/he should be referred for evaluation under either of the laws, (while, in the interim, allowing the student to be accompanied by the service animal if Step 2 above has been satisfied).

   b. Because only individuals with disabilities as defined by the Americans with Disabilities Act (ADA) are entitled to be accompanied by a service dog, if the student is found not to have a disability pursuant to these processes, then the school may at that point deny use of the service dog.

4. If the student has an IEP, the student's IEP team may meet to determine whether the service dog is necessary for the student to receive a free appropriate public education (FAPE). If the IEP Team determines that the service animal is not required for the student to receive a FAPE, the service animal will <u>not</u> be addressed in the IEP or by the IEP team. The IEP team may refer the matter to a properly comprised 504 team to determine how to support the student's use of the service animal in school, on the bus and at school activities.

5. The student's 504 team (or in those instances where the IEP team has determined that the student requires an assistance animal in order to receive a FAPE, the IEP team) may convene to address how the school will support the student's use of the service animal. If a parent/guardian declines an IDEA or 504 referral meeting, a school official should convene a team to meet with the family/student to discuss the parameters of the service dog's presence. The team (or school official) should closely review and follow Policy ACAC in deciding on any support, paying particular attention to the following:

   a. The school will not be responsible for the handling, control, supervision, training, feeding, grooming or care of any service animal permitted to ride a school bus, attend school or school activities.

   b. If the student is unable to control the service animal, the parent/guardian must provide a handler for the animal to ride the school bus, attend school or school activities [Note: a service animal must be under the control of a handler at all times; under no circumstances, may a dog be controlled by a shock collar].

   c. The building administrator or other school official will ensure that any person (other than the student) who accompanies the service animal for handling or other purposes

has received approval to work in the school from the Maine Department of Education and has undergone the State criminal background check.

d. The school may provide limited assistance to a student using a service animal as needed in a particular instance. For example, a school employee may accompany a young student when the student is taking a service animal outside to relieve itself [Note: a service dog must be housebroken].
e. The building administrator or other school official should use his/her professional judgment in informing (in writing) other parents/guardians. The parents/guardians of children with allergies or phobias to dogs are encouraged to promptly notify a building administrator so that efforts may be undertaken to support all students. Proper notice should also be given to employees who may encounter the animal during the school day and may experience an adverse reaction. Efforts will be undertaken to support affected employees.

f. The parent/guardian shall provide the school sufficient documentation to show that the service dog is properly licensed and vaccinated.
g. The school may impose other reasonable measures on the parent/guardian in support of the service dog. For example, a parent may need to provide a crate that houses the animal during physical education or other activities in which the student participates without being accompanied by the service dog. The dog also must be clean and free of ticks and fleas at all times.

h. Parents/guardians are strongly encouraged to work with the school on a plan to gradually introduce the service dog into the school environment (i.e., bringing the dog to school or riding the bus first when other students are not present, and gradually having the dog present for longer times and/or when many potential distractions are present.).

6. The building administrator or designee may monitor the student's use of a service dog to ensure that it is being successfully managed and is under control at all times. The administrator/designee may also periodically assess and document whether all other requirements in Policy ACAC and these procedures are being followed. School officials reserve the right to alter the service dog arrangements, including having the dog removed.

B. <u>Employees</u>

1. Any employee who wishes to request approval to be accompanied by a service dog at school should contact Human Resources [or other appropriate position/department] to establish that the criteria for a service dog have been met, prior to bringing the dog to school.

2. An employee may be asked to provide documentation to establish his/her disability and the necessity of the work/task to be performed at school.

3. The Human Resources representative [or other appropriate position/department], in consultation with the employee's supervisor, will determine the reasonableness of the request and what restrictions, if any, may need to be placed upon the dog's presence in light of the nature of the employee's position and working environment.

4. Prior to approving a service dog, the Human Resources representative [or other appropriate school official] may need to confer with employees and parents/guardians of students, who may be adversely affected by the presence of a dog in the school.

5. When a Human Resources or other representative approves the presence of a service dog for an employee, there will be an initial 30-day trial period to determine what impact, if any, the dog has had on the school. The school department reserves the right to make adjustments as to the dog's presence, including declining to permit the dog to continue to come to the school.

C. Parents/Visitors/Third Parties

1. To the extent possible, any parent/guardian, visitor, or other person who wants to visit the school or school grounds accompanied by a service dog is encouraged to provide prior notice to the building administrator or other authorized official.

2. Unless it is obvious that the dog qualifies as a service dog (e.g., a guide dog for an individual who is blind), the building administrator or other school official should ask the parent/guardian, visitor, or other third party the following two questions:

   a. Is the dog required because of the individual's disability?

   b. What work or task(s) has the dog been trained to perform?

   If it is obvious that the dog qualifies as a service dog, or if the individual answers affirmatively to the first question and sufficiently describes the work/task(s) in response to the second question, then he/she is authorized to be accompanied by the service dog on school grounds, subject to complying with the conditions set forth in Policy ACAC.

D. Removal or Exclusion of Service Animals from School

The building administrator or other authorized official may require that a service dog be removed from the school or other school property under any of the circumstances specified in Paragraph C of Policy ACAC. At any time that a dog acts aggressively toward any person in the school or harms a person, the dog shall immediately be removed.

Legal References: 42 U.S.C. § 12101 et seq.
28 C.F.R. §§ 35.104; 35.130(h); 35.136
5 MRS §§ 4553; 4592
Maine Human Rights Commission Rule Chapter 7

SERVICE ANIMALS IN THE SCHOOLS

The following rules shall govern the use of service animals by persons in the schools.

A. General Conditions

1. Only qualified individuals with disabilities are eligible to use service animals in school.

2. Use of a service animal by a person with a disability will be allowed in school when the animal is required to perform work or tasks directly related to the individual's disability.

3. "Service animal" is defined in Maine law as follows:

   A dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of such work or tasks include, but are not limited to, assisting an individual who is totally or partially blind with navigation or other tasks, alerting an individual who is deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting an individual to the presence of allergens, retrieving items such as medicine or a telephone, providing physical support and assistance with balance and stability to an individual with a mobility disability, and helping a person with a psychiatric or neurological disability by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition.

4. The District will not be responsible for the training, feeding, grooming or care of any service animal permitted to attend school under this policy (except in the limited circumstances described in Section B.2.a). It shall be the responsibility of the individual with a disability or designated handler to ensure the proper care and supervision of the service animal.

5. All service animals must be kept on a harness, leash or tether unless this prevents the animal from performing his/her specific work or tasks with

the individual. The animal must be under the control of the individual with a disability or designated handler at all times.

6. The individual with a disability (or in the case of a student, the student's parent(s)) is liable for any damage to school or personal property and any injuries to individuals caused by the service animal.

7. Individuals with service animals may access the same areas that individuals without disabilities are authorized to access.

B. Administrative Review of Service Animals

1. Whenever a service animal is in school or on school property (and it is not obvious that the dog qualifies as a service animal, e.g., guide dog for a blind person), a building administrator or other authorized school official may ask:

   a. Whether the service animal is required because of a disability; and

   b. What work or task(s) the animal has been trained to perform.

2. When it is anticipated that a service animal is going to be in the school on a regular basis with an employee, student, volunteer or other frequent visitor to the school, the individual using the service animal (or in the case of a student, the student's parent(s)) are expected to notify the building administrator in advance.

   a. The school shall not provide staff support to care for or control a service animal, but may provide support to a student using a service animal as needed in a particular instance (i.e., accompanying a young student who takes a service animal outside to relieve him/herself).

   b. Any handler (parent or other person) accompanying the service animal must have approval to work in the school from the Maine Department of Education and undergo the State criminal background check.

3. Service animals must be properly licensed and vaccinated.

C. Removal or Exclusion of Service Animals from School

1. A building administrator or other authorized school official may require that a service animal be removed from the school or other school property under any of the following circumstances:

a. The service animal poses a direct threat to the safety of individuals at school, causes a significant disruption of school activities or otherwise jeopardizes the safe operation of the school;

b. The service animal demonstrates that he/she is unable to perform reliably the work or tasks which he/she was represented as being able to perform;

c. The service animal is not under the full control of the person with a disability, or the authorized handler;

d. The service animal is sick (i.e., vomiting, etc.), infested with parasites, has an infection of the skin, mouth or eyes, or otherwise presents a threat to the public health;

e. The service animal demonstrates that it is not sufficiently trained to relieve him/herself outside the school building; and/or

f. The service animal's presence significantly impairs the learning of students and/or fundamentally alters the nature of any school program.

D. Miniature Horses

Miniature horses are not defined as service animals under state or federal law. However, miniature horses which have been individually trained to perform specific work or tasks may be permitted in the schools in certain circumstances as a reasonable accommodation for a qualified individual with a disability. Any such requests should be directed to the building administrator for consideration. If a miniature horse is approved, all the conditions in this policy shall apply.

Legal References: 42 U.S.C. § 12101 et seq.
28 C.F.R. §§ 35.104; 35.130(h); 35.136
5 MRS §§ 4553; 4592
Maine Human Rights Commission Rule Chapter 7

Cross Reference: AC - Nondiscrimination/Equal Opportunity and Affirmative Action
ACAA-R – Student Discrimination and Harassment Complaint Procedure
ACAB-R – Employee Discrimination and Harassment Complaint Procedure

ANNUAL BUDGET

The ~~RSU~~ MSAD #11 Board recognizes that financial resources and the proper management of same are fundamental to the support of school programs and operations. With this in mind, the ~~RSU~~ MSAD #11 Board will develop and present an annual operating budget as directed by applicable laws.

The annual budget will be for a 12-month period covering the fiscal year July 1 through June 30.

The ~~RSU~~ MSAD #11 Board shall designate the Superintendent as its budget officer, but he/she may delegate portions of such responsibility as appropriate.

The three general areas of responsibility of the budget officer are budget preparation, budget presentation and budget administration.

Legal Reference: 20-A MRSA § 1301
20-A MRSA § 15617 et seq.

Adopted: Prior to 1985

Revised: June 5, 1986; January 7, 1993; December 6, 2005; May 6, 2010

BUDGET IMPLEMENTATION/FUND TRANSFERS

The total amounts which may be expended during the fiscal year for the operation of the ~~RSU~~ MSAD #11 School System are set forth in the annual budget, adopted by the board, and approved by the voters. Overall responsibility for implementation of the budget shall rest with the Superintendent, who is authorized to approve operating and capital expenditures as specified in the budget.

The total amount budgeted for each major budget program shall be the maximum amount that may be expended for that program, unless a transfer of funds from one program to another is approved by the ~~RSU~~ MSAD #11 Board.

In keeping with the need for periodic reconciliation of the Unit's budget, the ~~RSU~~ MSAD #11 Board authorizes the transfer of budget appropriations from one cost center to another by the Superintendent, with the approval of the Finance Committee for amounts of $7500 or higher.

In managing budgets set for individual schools, modifications of the school's budget by the principal must be approved by the Superintendent.

Adopted: Prior to 1985

Revised: June 5, 1986; January 7, 1993; December 7, 1995; December 6, 2005; May 6, 2010

GRANTS

The MSAD #11 Board encourages the Superintendent/designees to pursue federal, state, foundation, corporate and other grants for the support of the schools and the enhancement of educational opportunities. The Superintendent is expected to be alert to potential sources of grant funding and to make recommendations for MSAD #11 Board action. All grant applications or proposals must be approved by the MSAD #11 Board prior to submission to the funding agency.

It is the policy of the MSAD #11 Board to comply with all Federal and State requirements that may be a condition of receipt of grant funds.

When a grant application or proposal is presented to the MSAD #11 Board for its approval, the Superintendent/designee will advise the MSAD #11 Board as to whether additional staff will be needed to support the implementation of the grant and to maintain records that may be required by the grating entity; the availability of resources if matching funds are required; whether additional resources will be needed for continuation of the program when the grant expires; and measures that will be used to evaluate whether the objectives of the grant are being achieved. Grant applications and proposals that apply to individual schools must be submitted to the building principal, who will make a recommendation to the Superintendent. The Superintendent may present the grant application or proposal to the MSAD #11 Board for its approval.

Requests from Parent Teacher Organization's and other school affiliated groups for the schools to apply for grant monies must be submitted to the Superintendent, who will make a recommendation to the MSAD #11 Board.

All grant funds received will be deposited into District accounts. Applicable Federal and State regulations, MSAD #11 Board policies and school district administrative procedures regarding purchasing, contracting, expenditures, and accounting will be followed in the administration and monitoring of grant funds. Staff positions created through grant funding will be filled pursuant to MSAD #11 Board policy.

The Superintendent/designee may establish additional procedures for grant applicants, coordination of grant proposals, and for oversight and administration of grants received.

The Superintendent/designee will keep accurate records of all grant expenditures and will report annually on all grants received.

Teacher Classroom Grants ("mini-grants")

Individual teachers may investigate eligibility requirements for foundation, corporate, and other grants that will benefit a single classroom. The building principal is authorized to approve applications/proposals for such "mini-grants" as long as they do not exceed $1,000, require matching or non-budgeted funds, or impose a continuing obligation. Classroom grants exceeding $1,000 require the Superintendent to approve applications/proposals.

Copies of all grants will be submitted to the Business Office and all mini-grants/classroom grant funds will be deposited into District accounts.

Awards of mini-grants/classroom grants will be reported to the building principal, who will inform the Superintendent. The Superintendent will report such awards to the MSAD #11 Board.

Cross Reference: KCD – Public Gifts/Donations to the Schools

Adopted: March 3, 2011

FUNDS FROM FEDERAL AND OTHER GRANT SOURCES

The Superintendent shall be responsible for informing the ~~RSU~~ MSAD #11 Board of potential sources of federal, state, and other funds for the support of the schools and enhancement of educational opportunities for students in ~~RSU~~ MSAD #11.

The ~~RSU #11~~ Board authorizes the Superintendent to act as its agent for the purpose of making applications for federal and state funds. This authorization shall be continuous until revoked by the ~~RSU #11~~ Board.

The ~~RSU #11~~ Board recognizes that numerous foundations and organizations offer financial support in the form of grants to public school systems. The ~~RSU #11~~ Board encourages the Superintendent, school administrators, and staff to seek appropriate grant resources. In order to provide for program continuity and to assist the ~~RSU #11~~ Board in fiscal planning, acceptance of grants which would require an additional Unit financial commitment during the term of the grant or after the grant ends shall require ~~RSU #11~~ Board approval.

The Superintendent will notify the ~~RSU #11~~ Board in a timely manner of grants that have been applied for or accepted.

Adopted: Prior to 1985

Revised: June 5, 1986; January 7, 1993; June 22, 2000; December 6, 2005
May 6, 2010

REVENUES FROM INVESTMENTS

~~RSU~~ The MSAD #11 Board considers an investment program a critical ingredient of sound fiscal management. The Board authorizes an investment program for the purpose of securing a maximum yield of interest revenues to supplement other revenues for the support of the district's educational program.

The investment program will be administered in a way that will ensure:

A. The continuous process of temporary investing of all fund balances and moneys available for investment purposes;

B. The maintenance (revised following each cash transaction) of a yearly cash flow chart that will provide data to assist proper planning and decision making regarding amount, duration and type of investments;

C. That all vendors using school district funds provide statements to the district of their collateral in the form of a list of the securities pledged at market value; and

D. That all district investments will be in compliance with the law.

Open Competition

At its discretion, the ~~RSU~~ MSAD #11 Board may use an open competition system of bid and/or quotes to obtain the maximum yield possible on all investments from both local community and beyond-community financial institutions.

Delegation of Authority

~~RSU #11~~ The Board authorizes the Superintendent or designee to manage all activities associated with the investment program in such manner as to accomplish the objectives of this policy. Their responsibilities will also include annual review and assessment of the District's investment program and filing a report and recommendations annually with the ~~RSU #11~~ Board. The Superintendent or designee is further authorized to execute in the ~~RSU~~ MSAD #11 Board's name any and all documents relating to the investment program in a timely manner and to confer with reputable consultants regarding investment decisions when necessary.

A monthly progress report of investments will be made to the Board.

Legal Reference: 20-A MRSA § 1312

Adopted: Prior to 1985
Revised: June 5, 1986; January 7, 1993; December 6, 2005; May 6, 2010

STUDENT ACTIVITIES FUNDS

Revenues collected from admissions to school entertainment events, profits from school stores, club and class dues, and student organization fundraising activities shall be deposited and accounted for in a student activities fund maintained for each school. Within this fund, separate accounts will be maintained for accounting purposes. These revenues will be considered school district funds under the direct control of the Superintendent, who may develop and implement procedures relative to these funds, and delegate specific responsibility for deposits, expenditures, and record keeping to the building principals and/or appropriate staff. Procedures for management of student activities funds shall be consistent with sound business and accounting practices.

Student activity funds are to be used only for student activities that augment the school district's programs; they are not intended to replace school district funding for school district programs and activities. Funds raised by approved student clubs or organizations or from classes shall be expended to benefit the specific club or organization or class. All expenditures from student activities funds must be approved in advance by the building principal.

The senior class may decide how to disburse funds remaining in its class account after graduation. Such disbursements may include gifts to the school, to a scholarship fund, or used for an activity approved in advance by the principal. All of the class's outstanding obligations must be paid before the class may expend its remaining funds. Unexpended funds remaining one year after the class has graduated and any interest earned on these funds will be transferred to the ~~RSU~~ MSAD #11 general fund.

Student activity funds are part of the total fiscal operation of the Unit and shall be audited as part of the District's annual audit.

Cross Reference: DI-Fiscal Accounting and Reporting
JJE-Student Fundraising Activities

Adopted: Prior to 1985

Revised: June 5, 1986; July 1. 1993; July 11, 1996; March 6, 2005; November 6, 2008; May 6, 2010

BONDED EMPLOYEES AND OFFICERS

At its discretion, the ~~RSU~~ MSAD #11 Board may require bonding of any school employee who is responsible for at least $1,000,000 of school moneys annually. The amount of the bond and the method of payment shall be determined by the Superintendent. The Superintendent shall submit a list of all bonded employees to the ~~RSU #11~~ Board each year.

Adopted: December 6, 2005

Revised: May 6, 2010

FIXED ASSET POLICY

This ~~RSU~~ MSAD #11 Policy establishes the minimum cost value (capitalization amount) that shall be used to determine the capital assets, including infrastructure assets, that are to be recorded in the District's annual financial statements in order to comply with the requirements of GASB Statement No. 34.

This Policy also addresses other considerations for recording and depreciating fixed assets in order to comply with the provisions of GASB Statement No. 34.

A. Capital Asset Definition

Capital assets will be defined as tangible and intangible assets that have initial useful lives that extend beyond a single reporting period or improvements or betterments that extend the useful life of the capital asset beyond a single reporting period.

B. Capitalization Method

All capital assets will be recorded at historical cost as of the date acquired or constructed. If historical cost information is not available, assets will be recorded at estimated historical cost by calculating current replacement cost and deflating the cost using the appropriate price-level index.

C. Capitalization Thresholds

~~The Unit~~ MSAD #11 establishes the following minimum capitalization thresholds for capitalizing fixed assets:

Land and improvements	$ 25,000
Buildings and improvements	$ 50,000
Machinery/equipment/vehicles	$ 5,000
Infrastructure	$150,000

Detailed depreciation records shall be maintained for all fixed assets above the established thresholds.

D. Infrastructure Assets

In accordance with GASB Statement 34, ~~the Unit~~ MSAD #11 will record, at a minimum, "major" infrastructure assets as defined in Statement 34 that were acquired, constructed or significantly reconstructed, or that received significant improvements after June 30, 1980. Other infrastructure assets may be capitalized as deemed appropriate. ~~The Unit~~ MSAD #11 does not intend to use the "modified approach" to record infrastructure.

E. Other Assets

Detailed records shall be maintained at the discretion of the Business Manager for all items below the capitalization thresholds that should be safeguarded from loss. These items will be part of the annual physical inventory discussed below. These items may include computer equipment that fall below the established thresholds and any other assets specified by the Business Manager.

F. Depreciation and Useful Life

The Business Manager will assign an estimated useful life to all assets for the purposes of recording depreciation. The ~~attached~~ Association of School Business Officials' "~~Suggested~~ Useful Lives" schedule will be used to establish lives for most assets. Asset lives will be adjusted as necessary depending on the present condition and use of the asset and based on how long the asset is expected to meet current service demands. Adjustments should be properly documented. Depreciation will be recorded based on the straight line method using actual month convention and depreciated down to the assets salvage value.

G. Safeguarding and Controlling Fixed Assets

The Business Office will maintain a database of fixed asset and update on an ongoing basis for current additions and deletions. A physical inventory will be taken annually on or about June 30 and compared to the physical inventory records. The results will be forwarded to the Business Office where appropriate adjustments will be made to the fixed asset records.

Adopted: March 3, 2005

Revised: December 6, 2005; May 6, 2010

EXPENSE AUTHORIZATION/REIMBURSEMENT

The same ~~RSU~~ MSAD #11 general policy shall apply to all school system personnel and to District officials (Board members) in regard to reimbursement of expenses.

A. Personnel and ~~RSU~~ MSAD #11 officials who incur expenses in carrying out their authorized duties shall be reimbursed by the District upon submission of a properly filled out and approved voucher and/or such supporting receipts as required by the Business Manager. Vouchers and/or receipts must be submitted within 60 days of the date expenses are incurred.

B. Such expenses shall be approved in advance and incurred within the budgetary allocations for the specific types of expenses.

C. When travel by a personally owned vehicle has been authorized, mileage payment will be made at the current rate approved by the Internal Revenue Service on January 1st and July 1st of each year.

D. Travel expenses, as authorized in the current school budget, may be advanced to representatives of the District. Reimbursement is expected to cover the necessary costs for attendance at the meeting/seminar/conference, but shall not include costs beyond those reasonably required.

Adopted: Prior to 1985

Revised: June 5, 1986; January 7, 1993; December 6, 2005; May 6, 2010

TAX SHELTERED ANNUITIES

So that ~~RSU~~ MSAD #11 employees may obtain the benefit of tax sheltered annuities, the Board hereby authorizes the adoption of a Tax Sheltered Annuity Plan. The Superintendent is authorized to sign a written Tax Sheltered Annuity Plan (the "Plan") on behalf of the Board. The Plan shall provide that:

A. Any employee may participate in the Tax Sheltered Annuity Plan, subject to the limitations of the Plan and the Internal Revenue Code.

B. Any agent or agency wishing to sell tax sheltered annuities to employees must file with the Superintendent evidence of its license to sell such annuities in the State of Maine.

C. Only those providers of annuities who agree to comply with the terms of the Plan shall be permitted to participate as an annuity provider under the Tax Sheltered Annuity Plan. In accordance with the Plan, the Board retains the right to limit the number of annuity providers authorized to sell annuities to employees. These shall include, but are not limited to, TSA's and IRA's, provided that no new TSA providers shall be permitted unless at least five (5) ~~teachers~~ employees have signed up with that provider.

D. At no time will solicitation by providers of tax sheltered annuities be permitted in school buildings or on school property during regular school hours.

Adopted: December 6, 2005

Revised: May 6, 2010

CASH IN SCHOOL BUILDINGS

In ~~RSU~~ MSAD #11 no money shall be kept overnight in schools except in a locked depository that the Principal has made available for that purpose.

In the event that money is stolen from desks or cabinets or elsewhere in the school buildings, the ~~RSU~~ MSAD #11 School Board cannot be held liable for the loss. School funds left in designated depositories will be insured.

Adopted: Prior to 1985

Revised: June 5, 1986; January 7, 1993; December 6, 2005; May 6, 2010

SCHOOL PROPERTIES DISPOSITION

The ~~RSU~~ MSAD #11 Superintendent is authorized to determine, through procedures he/she develops, when personal property (supplies, materials, equipment), as distinguished from real property, is obsolete or no longer of use to the school district and to declare it surplus.

The Board is to be informed of any property declared surplus by the Superintendent prior to its disposal. Procedures for disposal of all surplus personal property shall be in accordance with the following:

A. All member municipalities are to be informed in writing of property declared surplus and are to have first option to purchase. The charges for municipal purchases shall be determined by the Superintendent after consultation with the Board (or "Board's Finance Committee").

B. Surplus property, including books, to be offered for sale shall be disposed of by sealed bid, public auction, or public sale. Public notice of any sale of surplus property shall be given at least one week in advance of an auction, sale or opening of sealed bids.

C. Library books, textbooks and instructional materials are to be disposed of by a means most likely to offer promise of continuing educational benefit, first to citizens of the school district, then to others.

D. Any surplus property which is offered for public sale and is not sold may be disposed of in a manner deemed advisable by the superintendent, including donation to non-profit agencies.

E. Any property determined to be worthless, or for any reason is considered to be inappropriate for sale, shall be disposed of in a manner the Superintendent deems appropriate after so informing the Board, with recycling as a priority where feasible.

F. Any school district identification that has been applied to the surplus property shall be removed or, if not possible to remove, be further identified to indicate the intended disposition and surplus nature (i.e., "SOLD BY", "SURPLUS").

All revenues which result from the sale of surplus property shall be credited as miscellaneous income except in any instance where law requires that it be credited to a specific account.

Legal Reference: 20-A MRSA § 7

Adopted: Prior to 1985

Revised: 1986; April 2, 1992; January 7, 1993; December 6, 2005; May 6, 2010

MENU DEVELOPMENT/OPTIONS—OFFER VS. SERVE LUNCH CONCEPT

The "Offer vs. Serve Option" is designed to be more economical for ~~RSU~~ MSAD #11 and result in less waste. All lunches offered must contain five food items, but students have the freedom of choice in selecting the three, four or five items they intend to consume. They may refuse up to two items. All breakfasts offered must contain four food items, but students have the freedom to refuse one food item.

The Offer vs. Serve concept shall be implemented in the ~~RSU~~ MSAD #11 schools. The Superintendent/designee shall be responsible for implementing appropriate administrative procedures and communications to carry out this policy in conformance with state and federal regulations and applicable ~~RSU~~ MSAD #11 Board policies.

Adopted: October 6, 2005

Revised: December 7, 2006; June 3, 2010

FREE AND REDUCED PRICE FOOD SERVICES

~~RSU~~ MSAD #11 shall take part, as feasible, in the National School Lunch and other food programs that may become available to assure that all children for whom this ~~RSU~~ MSAD #11 School Board is responsible shall have the opportunity to receive proper nourishment.

Parents shall be advised that this program is available and eligibility criteria shall be made public.

In accordance with the guidelines for participation in these programs, and in accordance with the wishes of the ~~RSU~~ MSAD #11 Board, no child who a teacher believes is improperly nourished shall be denied a free lunch, or other food, simply because proper application has not been received from his/her parents or guardian.

It shall be the policy in our schools that when school lunch is desired, payment is expected on that day or in advance by/for pupils not eligible for free lunches. Should there be any difficulty in obtaining such payment, the matter is to be resolved by direct contact with the parent (or student, if emancipated). No student is to be denied food as a disciplinary measure.

The administration shall establish and publish, as appropriate, procedures which conform with state and federal requirements and the intent of this policy regarding participation in programs for free/reduced price meals and supplementary food.

Legal Reference: 20-A MRSA § 6601 et seq.

Adopted: October 6, 2005

Revised: December 7, 2006; June 3, 2010

COMPETITIVE FOOD SALES-SALES OF FOODS IN COMPETITION WITH THE SCHOOL FOOD SERVICE PROGRAM

~~RSU~~ MSAD #11 supports good nutrition as part of a school environment that contributes to student health and encourages positive food choices and eating habits. The ~~RSU #11~~ Board believes that nutrition influences a student's ability to take full advantage of the school system's educational program and is, therefore, related to student achievement.

The ~~RSU #11~~ Board also recognizes that proceeds from the sale of foods and beverages outside of the School Lunch Program ("competitive foods") are a significant source of funds for student activities that ~~RSU #11~~ might not otherwise be able to provide.

The ~~RSU #11~~ Board has adopted this policy to govern the sale of foods and beverages on school property.

~~[NOTE: This policy has been revised to assist boards and their school units in complying with the January 29, 2006 revision of Maine Department of Education (DOE) Rule Chapter 51, Child Nutrition Programs in Public Schools and Institutions. DOE guidance concerning interpretation of the rule may be found on the Department's website at www.maine.gov/education/chapter51. The format is "Frequently Asked Questions and Answers."]~~

RESTRICTION ON SALE OF COMPETITIVE FOODS

Maine Department of Education Rule Chapter 51 mandates that any food or beverage sold at any time on school property of a school participating in the National School Lunch or School Breakfast Programs shall be a planned part of the total food service program* of the school and shall include only those items which contribute both to the nutritional needs of children and the development of desirable food habits, and shall not include foods of minimal nutritional value as defined in applicable federal regulations**, except as provided for by school board policy in certain circumstances.

*According to DOE Rule Chapter 51 (1)(b), the "Total Food Service Program" includes the federal Milk Program as defined in 7 C.F.R. § 215; the federal Breakfast Program, which means the federal program under which a breakfast that meets the nutritional requirements set forth in 7 C.F.R. § 220 is offered; the National School Lunch Program (including the After School Snack), which means the federal program under which the school operates a nonprofit lunch program that meets the requirements of 7 C.F.C. §; or any combination of these programs.

**"Foods of minimal nutritional value" as defined in 7 C.F.R. § 210.11 means: (a) In the case of artificially sweetened foods, a food which provides less than 5 percent of the Reference Daily Intake (RDI) for each of the eight specified nutrients per serving; (b) in the case of all other foods, a food which provides less than 5 percent of the RDI for each of eight specified nutrients per 100 calories and less than 5 percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are: protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium, and iron. This definition is applicable to foods that are part of the total food service program of the school, and foods and beverages sold at food sales, school stores, and in vending machines. A listing of "Categories of Foods of Minimal Nutritional Value" is in Appendix B to 7 C.F.R. Part 210 (National School Lunch Program).

As allowed by Rule Chapter 51, the ~~RSU~~ MSAD #11 Board permits the sale of food and beverages outside the total food program to:

1. To attendees at school-sponsored community events held on school property (i.e., school-sponsored events that are open to the public);
2. To the public at community events held on school property in accordance with ~~with RSU #11~~ the Board's facilities use policy;
3. In State-approved instructional Career and Technical Education (CTE) Programs; and/or
4. By a school approved student organization or program if consistent with the requirement that such sales not include foods of minimal nutritional value as defined in 7 C.F.C. § 210.11(a)(2).

This policy applies to sales of foods and beverages at any time on school property by any person, group or organization.

When foods and beverages are sold to raise funds for schools or student activities, students, staff, parents, or school-sponsored organizations involved in such sales are encouraged to include at least some healthy food choices.

FUNDS FROM SALES OF COMPETITIVE FOODS

Funds from all food and beverage sales made at any time on school property shall accrue to the benefit of the school's non-profit school food service program, except that funds raised through authorized sales outside the total food service program shall accrue to the sponsoring school or approved student organization in accordance with applicable policies, cash-management procedures and administrative directives or to the sponsor of a community event that is held on school property in accordance with the Board's facility use policy.

~~[NOTE: The RSU #11 Board has broad discretion in determining when a sponsor of an event is an "approved student organization" and when an activity is a school-sponsored event.~~

[NOTE: DOE staff confirmed that it is the Department's intent that funds raised by approved student organizations and by school affiliated booster groups through the sales of foods and beverages at events open to the public will accrue to the sponsoring organization, not to the school's food service program, provided that the ~~RSU #11~~ Board has adopted policy language that allows for this.

DOE staff also confirmed that foods of minimal nutritional value may be sold by approved student organizations when an event held on school property is open to the public. However, students may not sell foods of minimal nutritional value if an event is not open to the public. Boosters may also sell foods of minimal nutritional value if the event is open to the public, e.g., basketball games.

Community events that are sponsored by non-school groups ("outside organizations" such as Kiwanis, Boy Scouts, Girl Scouts, Little League, other community organizations) are events over which the school unit has no authority or responsibility other than through the ~~RSU #11~~ Board's facilities use policy and procedures that implement the facilities use policy. Funds raised by these groups will accrue to the organization, provided that the ~~RSU #11~~ Board has adopted appropriate policy language. This

will also apply to certain booster groups and booster activities that do fundraising activities in accordance with the facilities use policy.]

~~We refer readers to the DOE website address provided in the note on page one of this policy for further information concerning interpretation of the rule.~~

DELEGATION OF RESPONSIBILITY

The Superintendent/designee shall be responsible for enforcement of this policy. Permission for authorized food sales outside the total food service program shall be secured from the building principal and superintendent as specified in Policies JJE/Student Fund Raising Activities, KF/Community Use of School Facilities, KF-R/Community Use of School Facilities Administrative Procedure, and EFE-E/Child Nutrition Programs in Public Schools and Institutions Frequently Asked Questions.

Legal Reference: Ch. 51 (Dept. of Educ. Rule) (Child Nutrition Programs in Public Schools and Institutions)

Cross Reference:
- DFD Student Activities Fund
- JJE Student Fundraising Activities
- KF Community Use of School Facilities
- KF-R Community Use of School Facilities Administrative Procedure
- EFE-E Child Nutrition Programs in Public Schools and Institutions Frequently Asked Question

Adopted: June 15, 2006

Reviewed: December 7, 2006; June 3, 2010

Chapter 51:
Child Nutrition Programs in Public Schools and Institutions
Frequently Asked Questions and Answers

Introduction

This rule; Chapter 51 Child Nutrition Programs in Public Schools and Institutions balances two important policy objectives. The rule is crafted to pertain to the sale of any foods or beverages that would compete with the school's total food service program. This limitation is to ensure that the foods available to students are primarily those that meet the nutritional guidelines of the United States Department of Agriculture.

This objective is balanced with a second objective- namely the furthering of community involvement through the use of the school as a community facility. The rule serves this objective by creating exceptions to the limitation of the sale of food and beverages to only nutritious foods, but does so in a manner that is aimed primarily at the public, not students, thus avoiding competition with students and the total food service program. The further limitation is the rule on the accrual of funds from all foods and beverages to only the school or an approved student organization supports this policy objective and provides additional needed support to the school's non-profit school food service program.

The rule also serves to influence a change in the culture of schools whereby children are constantly faced with abundant foods that exceed recommended caloric allowances, etc. Listed below are questions frequently asked surrounding interpretations of this rule, and responses which clarify the requirements put forth in the rule.

Q. Are sales of foods after school hours, to the public, considered sales to the public, or sales at a community event?

A. After school hours represents a time of day. This is not an event. An event is an occurrence or some type of activity that takes place.

Q. What can be sold in vending machines, before and after school'?

A. Only foods that are not considered foods of minimal nutritional value.

Q. What is the federal listing of specific foods considered to be of minimal nutritional value?

A. These foods appear on line in Federal Regulation 7CFR21O Appendix B: *Soda Water, Water Ices. Chewing Gum, And Certain Candies Such As: Hard Candy, Jellies and Gums, Marshmallow Candies, Fondant, Licorice, Spun Candy, and Candy Coated Popcorn.* This regulation can be accessed at: www/fns.usda.gov

Q. Can a student sell popcorn or bake sale items to classmates?

A. If the products are not considered foods of minimal nutritional value and the sale is permitted by school board policy.

Q. Are foods and beverages sold in school stores restricted in any way?

A. Yes, all foods and beverages sold in school stores must not be considered foods of minimal nutritional value. Exceptions would apply only if the school store is available to the public during an event and school board policy allows school store

purchases by the public.

Q. Can the funds received from the sale of foods and beverages in a school store, vending machines, or from other food sales be retained by the sponsor of the sale?

A. Yes, if there is a policy established by the school board.

Q. Can Girl Scout cookies be sold at school?

A. Yes, but only if the sale is to the public and during an event. Girl Scout cookies may not be sold to students.

Q. Must funds from the sale of foods and beverages sold at any time on school property revert to the food Service Program?

A. Yes, unless there is a written policy that meets exceptions 1, 2, 3, 4, or 5 of the rule.

Q. Can a student organization sell foods of minimal nutritional value to the public at a community event?

A. Yes, exception 2 would apply.

Q. Can the school board by policy allow soda to be sold in vending machines?

A. No, the policy would violate Regulation, Chapter 51.

Q. Must a food product contain more than 5% of all eight specified nutrients as defined in federal regulation in order to be acceptable?

A. No, the definition for foods of minimal nutritional value means that if all of the nutrients that are contained in given food product fail to meet the 5% rule, the food is considered a food of minimal nutritional value. If, however, at least one of the nutrients of those contained in a food product meets or exceeds the 5% rule, the food is acceptable.

Q. What is the definition of "artificially sweetened foods"?

A. An artificially sweetened food is one that is sweetened with a non-nutritive sweetener such as saccharin, aspartame, Acesulfame, Potassium, and Sucralase.

Q. Can the PTA sell apples to students after school and who benefits from the sale?

A. Yes. The funds received would revert to the Food Service Program, unless school board policy allows for the sponsor of the sale to benefit from the sale.

Q. If a school dance that is open to students only and food is sold at the dance, who would benefit from the sales and what foods can be sold.

A. If the dance is not a public event, the school approved student organization or program sponsoring the dance could benefit from the funds by an approved policy of the school board. Food items sold must be acceptable in accordance with exception 5 of this rule.

Q. Does the rule prevent me from continuing to sell cookies, brownies, or cakes as part of the a la carte offerings?

A. No. However, the cookies, brownies, and cakes that are sold must be acceptable as defined in this rule.

Q. How does Chapter 51 affect current contracts with beverage companies that specify that soda (only their beverages) can be sold in vending machines?

A. Such contracts should be renegotiated to specify that only acceptable products will be supplied by the beverage company.

Q. Are carbonated waters acceptable beverage products?
A. Yes.
Q. Can a student organization sell candy as a fund raiser?
A. Yes. However, students may only sell candy off the school property or in accordance with exceptions 2 and 3 of the rule.
Q. Can students sell non-food items for fundraising purposes?
A. the rule only applies to the sale of foods and/or beverages.
Q. Can foods of minimal nutritional value such as cupcakes or cookies be provided to students for celebrations/parties?
A. The rule only applies to the sale of foods and/or beverages. If foods are provided not sold, the rule does not apply.
Q. If an after school Teen Center, sponsored by a community program, which is open to students only, and held in a facility on school property sells food to the students, must the foods that are sold meet the nutritional standards of this rule? Who benefits from the sale of foods in this situation?
A. The foods and beverages that are sold to students at this Teen Center must meet the nutritional standards of this rule. The sponsor of the Teen Center can benefit from these sales, only in accordance with school board policy.
Q. Are cough drops and chewing gum defined as foods?
A. Yes. Federal Regulations consider cough drops and chewing gum foods of Minimal Nutritional Value. This regulation can be accessed at www.fns.usda.gov
Q. Can soda, chips, and candy be sold to the school staff?
A. Yes. Exception 1 of the rule applies to such sales.
Q. Can school staff collect money from students to support a classroom pizza party?
A. No. The collection of money to pay for students' participation in a classroom pizza party represents a food sale.
Q. My High School does not participate in the National School Lunch Program; does this rule apply to my school?
A. No. The rule only applies to schools participating in the National School Lunch Program.
Q. Can a student bring foods of Minimal Nutritional Value from home?
A. Chapter 51 does not apply to foods and beverages brought to school by students.
Q. If a School Food Service Department is contracted to provide banquet catering for a community or public event, must the food service program benefit from the funds received?
A. Yes. However, exception 2 or 3 of the rule could apply to such situations.
Q. Can the Career and Technical Education Programs (CTE) sell lollipops to students during school hours?
A. No. Lollipops are considered foods of Minimal Nutritional Value.
Q. Can nutritious foods and beverages be sold to students during the school day through vending machines and school stores? If so, can the Board by policy allow profits to accrue to approved student organizations, or must these funds to

to the Food Service Program?

A. Yes, with a policy in place the profits are allowed to go to the student organization as long as you are not selling foods of minimal nutritional value.

Q. Can student groups sponsor sales of nutritious foods and beverages to students as well as staff? If so, can the Board by policy allows the profits to accrue to approved student organizations?

A. Yes.

Q. If vending machines with nutritious foods and beverages are available to students after the school day; can the Board by policy allow funds from these vending machines to accrue to approved student organizations?

A. yes.

Q. We believe that it is the DOE's intent that outside groups (Lions Club) that sell foods and beverages (nutritious or not) in accordance with the Boards facilities use policy are allowed to keep their profits for their own use. Can you confirm that this is correct?

A. Yes, if this is a public event with a policy in place.

The complete rule can be viewed on the secretary of state page or by using this link Chapter 051.

Adopted: June 15, 2006

Reviewed: December 7, 2006; June 3, 2010

File: IHBAG

PROGRAMMING IN THE LEAST RESTRICTIVE ENVIRONMENT

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

Determinations regarding programming in the least restrictive environment shall be made by the student's Individualized Education Program (IEP) and shall draw upon a multidisciplinary assessment of the student's needs. The school district shall make available, as appropriate, the full continuum of educational placements when making placement determinations.

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

Legal Reference: 20 USC § 1412(a)(5)
34 CFR §§ 300.550-.552
Ch. 101 §§ 10.2 (August 2017) (Me. Dept. of Ed. Rules)

Adopted: May 3, 2007

Revised: August 4, 2011

PROGRAMMING IN THE LEAST RESTRICTIVE ENVIRONMENT ADMINISTRATIVE PROCEDURE

Determinations regarding least restrictive programming may be made by the student's Individualized Education Program (IEP) in the following manner:

A. The IEP should first assess whether education in the regular classroom, with the use of supplementary aids and services, can be achieved satisfactorily. In making that determination, the IEP should assess each of the following factors:

1. What supplementary aids and services may assist the student in obtaining a satisfactory education in the regular classroom.

   Supplementary aids and services may include, but are not limited to, resource room services, itinerant services, assistive technology services, modifications of curriculum, use of teacher aides, and consultation services from special educators.

   When assessing supplementary aids and services, the IEP need not order placement in the regular classroom if it would require modification of the regular curriculum beyond recognition or would result in the student not having to learn any of the skills normally taught in that regular education curriculum.

2. A comparison of the benefits the student would receive in the regular education classroom with those that the student would receive in a more restrictive setting, such as a self-contained program.

   The assessment of benefits should consider both academic and social benefits of participation in the placement at issue. The IEP should also assess academic and social detriments for the student that may arise from the placement at issue.

   In some circumstances, large social benefits of regular education may outweigh small academic benefits, just as large academic benefits of a more restrictive setting may outweigh small social benefits of a regular education placement.

3. What effect would placement of the student in the regular classroom have on other students in the classroom?

   The IEP need not place a student in the regular classroom when the student's behavior, even with supplementary aids and services, would be so disruptive that the education of other students is significantly impaired. Nor would the IEP need to place the student in the regular classroom when the student would require so much of the teacher or the aide's time that the rest of the class suffers.

4. What the financial cost would be of the supplementary aides and services accompanying an appropriate placement in the regular classroom.

   Placement in the regular classroom may not be rejected under this factor simply because it would be incrementally more expensive than placement in a more restrictive setting. Yet the school district need not educate a student in the regular classroom if the cost of such a placement would significantly impact upon the education of other students. In most circumstances, the school district need not place a student in the regular classroom if such placement requires that the student have his/her own full-time teacher.

B. If the IEP determines after assessing the above factors that the student is unable to be educated satisfactorily in the regular classroom with supplementary aids and services, the IEP shall then determine the maximum extent of mainstreaming that the student may appropriately receive.

   In making this determination, the IEP shall consider the full continuum of alternative placements—such as placing the student in regular education for some academic classes and in special education for others, mainstreaming the student for nonacademic classes only, or providing interaction with non-disabled students during lunch and recess.

   In making placement determinations, the IEP shall attempt to give preference to placements in the student's neighborhood school district. When the special services needed by the student are sufficiently specialized or expensive that they are provided by the school district only in a school building other than the student's neighborhood school, the IEP may place that student in the school where the specialized services exist, rather than

replicate those services in the neighborhood school. This determination should not impact, in most circumstances, on the IEP's determination regarding the extent to which the student is able to participate in regular education.

Placements in residential programs shall be made only when the IEP determines that the student is not otherwise able to receive some educational benefit from a day program.

Legal Reference: 20 USC § 1412(a)(5)
34 CFR §§ 300.550-.552
Ch. 101 §§ 10.2 (August 2017) (Me. Dept. of Ed. Rules)

Adopted: May 3, 2007

Revised: August 4, 2011

FILE: IHBAI

SPECIAL EDUCATION INDEPENDENT EVALUATION POLICY

MSAD #11 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 #11. 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 he or she objects 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 #11 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 district 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 education director immediately.

1. MSAD #11 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 Director of Special Services;

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 Kennebec County;

F. A complete copy of the independent evaluation has been provided to MSAD #11 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 Education 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 Director of Special Services, and the Director's designees; and

J. MSAD #11 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 Director of Special Services 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 #11 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 Director of Special Services 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 #11 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 #11 will not accept or rely on any independent educational evaluation that does not meet state regulatory criteria for evaluations.

Legal Reference: Maine Unified Special Education Regulations, Maine Unified Special Education Regulations ("MUSER") ch. 101, § V (2015); 34 C.F.R. § 300.502 (2006)

Adopted: _____

MSAD 11 LAU PLAN

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A. INTRODUCTION

English Language Learners (ELLs) are a richly heterogeneous group of students who bring a wide variety of life situations and a wide range of educational experiences to MSAD 11. The paths they take to acquire a new language and to adjust to their new cultural environment are varied and in keeping with their unique needs and experiences. Within the safe and welcoming school environment, administrators and teachers are given rare opportunities to tap the rich resource of knowledge and perspectives that ELLs bring to school, and which, in turn, enrich the learning of all students in the classroom. The role of the school and teachers is critical in supporting students' identity development as learners, and in helping students shape a vision of the future in which they will take their place in a global economy. MSAD 11 is committed to providing appropriate placement, along with curricular, instructional and other related services to ensure that ELLS are able to participate effectively in the schools' educational program.

To accomplish this, the MSAD 11 Lau Plan, details the procedural requirements and services provided to ELLs, including identification, assessment, placement, and exit from English Language Development (ELD) programming, and pre-referral procedures to ensure appropriate identification of ELLs requiring special education and gifted and talented services.

1. Responsibility for Lau Plan Implementation

The Superintendent has designated the Director of Special Services as having overall responsibility for the district's compliance with federal and state laws, regarding the education of ELLs by:

- Overseeing the implementation of the district's Lau Plan
- Developing appropriate programming to assist ELLs in acquiring English language skills, meeting the Common Core State Standards (CCSS) and the Maine Learning Results content standards
- Overseeing initial school registration, health screening, language assessment, and placement for all students with limited English language proficiency
- Providing professional development programs focused on educating linguistically and culturally diverse students
- Coordinating the delivery of federal and state assessments to determine ELLs' progress
- Monitoring program effectiveness with the Lau Advisory Committee
- Overseeing compliance with recordkeeping requirements
- Providing translation and interpretation services for school related activities

B. IDENTIFICATION AND INTIAL PLACEMENT OF ELLS

1. General Procedures for Registration and Screening

An English Language Learner (ELL) is a student whose primary or home language is other than English and who lacks the necessary academic English language skills to perform at grade level in one or more of the skill areas of listening, speaking, reading, or writing. Schools are required to identify students who have limited English proficiency and develop appropriate programming for them.

a. Parents registering their children at neighborhood schools are also asked to complete a ***Home Language Survey*** (See Appendix A). This survey identifies students whose first language is not English. If the answer to any of the questions on the survey indicates a language other than English, the school contacts the ELL Teacher.

b. Trained personnel use multi-criteria assessments to identify a student's eligibility for English Language Development (ELD) programming. Objective, standardized measures of English proficiency and achievement testing are used as well as information from less formal assessments, as follows:

1 W-APT
2 Language Assessment Scales (LAS)
3 Home Language Survey
4 Parent and/or student interviews
5 Review of academic performance, student educational record

c. Following registration and assessment, parents are notified of ELD programming eligibility within 30 days as required by the Every Student Succeeds Act using the ***ELD Initial Program Eligibility Form*** (See Appendix B). Decisions regarding ELD programming implementation are made by the school.

d. If at any point the parents decline program recommendations, the parent must sign a ***Decline ELD Program Form*** (See Appendix C). Notifications are translated into major languages.

e. A language minority student who has not been previously identified as eligible for ELD programming but who is experiencing difficulties in a classroom in any MSAD 11 school, may be tested at any time to determine eligibility. Requests may be made by parents or school staff using the ***Language Assessment Team (LAT) Referral Form*** (See Appendix D).

2. Grade Placement Guidelines

The student ages listed below guide placement of all students in MSAD 11 in conjunction with other relevant factors including English proficiency level and prior education.

Kindergarten	5 years old by October 15 of that year (This is the minimum age requirement established by Maine law.)
Grade 1	6 or 7 years old (Developmental readiness and prior schooling experiences are considered in the placement decision.)
Grade 6, Middle School	11 or 12 years old
Grade 9, High School	14 or 15 years old A student who has reached the age of 20 before July 1 may not enroll in high school in accordance with Maine law. Any request for an exception to the age limit must be made by the Superintendent on a case-by-case basis to the Commissioner of Education.

C. Defining and Measuring English Language Proficiency

The English language proficiency and academic achievement of ELLs are monitored using multi-criteria assessments. One of these assessments is the ACCESS for ELLS®, an English language proficiency test administered annually in Maine to all ELLs from kindergarten through grade 12. ACCESS for ELLS® meets the federal requirements of assessing ELLs' proficiency levels and provides reliable, valid, and useful information on the proficiency levels and progress of ELLs in acquiring academic English. ACCESS for ELLS® English language proficiency standards are aligned with Maine's Common Core Standards and are a requirement in Maine Comprehensive Assessment System (MeCAS).

- State law requires that ACCESS for ELLS® only be administered by an individual trained in its administration.

- This test was developed based on the English language Proficiency Standards as developed by WIDA (World-Class Instructional Design and Assessment) within five grade clusters. They are:

  Kindergarten

  Grades 1

  Grades 2-3

  Grades 4-5

  Grades 6-8

  Grades 9-12

- ACCESS for ELLS® assesses the domains of Speaking, Listening, Reading, Writing and Comprehension skills of English language learners in Math, Language Arts, Social Studies, Science and Social and Instructional language. It identifies five levels of English language proficiency (See Appendix H):

  Level 1 – Entering

  Level 2 – Beginning

  Level 3 – Developing

  Level 4 – Expanding

  Level 5 – Bridging

  Level 6 – Reaching

- In the state of Maine a student whose composite score (35% reading, 35% writing, 15% speaking, 15% listening) is below Level 6.0 is classified as an English Language Learner (LEP is the federal term) and is eligible for ELD programming.

- A student receiving a composite level of 6.0 will be **exited** from ELD Programming, be classified as FLEP (Former Limited English Proficient), and will no longer take ACCESS *for ELLS*®. The Language Assessment Team will monitor a student's academic progress for two years to ensure that he/she is continuing to be successful without ELD programming.

- Under Title III the district is responsible for meeting three **Annual Measurable Achievement Objectives** (AMAOs) based on a student's composite score (35% reading, 35% writing, 15% speaking and 15% listening). (See Appendix I)

    - AMAO I: Making progress in proficiency
    - AMAO II: Attaining proficiency
    - AMAO III: Adequate Yearly Progress (AYP) for ELLs

D. English Language Development Programming K-12

1. Monitoring student progress and responding to student needs

Learning a new language for school (academic language proficiency) involves taking many steps along the language acquisition continuum. The length of time to develop the level of proficiency in English that supports academic success will vary from student to student. Because the district is held accountable for how long a student requires ELD programming, all teachers share the responsibility for supporting the English language proficiency of ELLs and for communicating with parents about academic achievement. The overall focus of ELD programming is for ELLs to reach equivalency with native English-speaking peers. Because students spend a portion or all of their day in general education classrooms, ESL teachers work together with general education teachers to develop and implement Structured English Immersion (SEI) instructional strategies that facilitate the development of English language proficiency.

a. Each school has a LAT process. Membership on the team is fluid and its composition depends on the activities that must be accomplished by the team. The LAT will include an ESL endorsed teacher and may include a representation of the following: classroom/content-area teacher, literacy specialist, parent, school counselor, and administrator or designee. A school-based Response to Intervention (RTI) Team may share some of the responsibility of the LAT as long as **a certified teacher/administrator/specialist with ESL endorsement** is a member of that team. A designated person should have the overall responsibility for the LAT. The LAT responsibilities include:

    1. Making ELD programming decisions for newly registered ELL students
    2. Monitoring individual student academic language acquisition and academic achievement, and recommending interventions and ELD programming
    3. Discussing student achievement patterns and the overall effectiveness of ELD programming
    4. Tracking progress of students whose parents have declined ELD programming
    5. Discussing transition of students from grade 6 to 7 and grade 8 to 9

b. Once a student is identified as eligible for ELD programming, the LAT makes ELD programming recommendations within 30 days in compliance with parent notification and involvement requirements using the ***ELD Program Form*** (See Appendix E).

c. For students currently enrolled in school, parents shall be notified of their child's ELD programming annually using the ***ELD Program Form*** (See Appendix E) and ***Continued ELD Program Eligibility Form*** (See Appendix F) as required by the Every Student Succeeds Act. School LAT teams are responsible for notifying parents of continued ELD program eligibility.

d. Parents shall be invited to attend and participate in all LAT meetings pertaining to their child. Parents have a right to decline any program changes. If a parent declines ELD programming, the school still must provide meaningful education (See Appendices J & K: ***Administrative Letters 56 & 11***). Parent notices and information will be provided in the major languages. In addition, an interpreter will be provided to assist parents in communicating with school staff and at LAT meetings to discuss the student's programming and progress in attaining English proficiency. Any staff member who works with an ELL, a parent, or the student may request a LAT meeting **at any time** to assess student progress by completing a ***LAT Referral Form*** (See Appendix D).

e. Individual student instruction is modified or accommodated as necessary, and the supports to be provided change as language proficiency increases. The kinds of support required for one subject may be different from the kinds of support required for other subjects. Additionally, students may not require support in all subject areas at any given time. When making program decisions the LAT uses current and historical qualitative and quantitative data including:

1. ACCESS for ELLS®
2. District-approved curriculum-based measurements
3. Assessments of general and emotional readiness, as measured by daily classroom performance, attendance, behavior, and mastery of basic learning strategies
4. Standardized district writing prompts
5. Common Performance Indicators (WIDA English Language Proficiency Standards)
6. Educational background
7. Classroom grades and academic performance
8. Assessments in Maine's Comprehensive Assessment System (MeCAS)

- All LAT meetings about individual student programming **must** be documented using appropriate forms and documentation placed in the student's cumulative file.

- A language minority student who is experiencing classroom difficulties may be tested for English language proficiency at any time during the school year. Test results will be reviewed by the LAT and recommendations will be made.

E. English Language Development (ELD) Program

ELD programming provides ELLs with access to the general education curriculum through a continuum of instructional options. Information gathered from parents, academic records, and assessments informs programming placement in age-appropriate classrooms and determines the amount and type of language instruction and/or programming. Program oversight is provided by a certified teacher with ESL endorsement as required by state and federal laws. A specialist or an administrator with teacher certification and ESL endorsement can provide program oversight. Program delivery is provided by a team of educators which may include an ESL teacher, a general education teacher, a native language facilitator, an educational technician, or a volunteer, depending on individual student needs as determined by a Language Assessment Team (See Appendix H: ***WIDA Performance Definitions*** and Appendix I: ***Annual Measurable Achievement Objectives (AMAOs) Summary).***

Level 1 – Entering

Recommended ELD Placement K-12

- 3-4 hours per day
- Language programming may include:
    - Intensive English Language Development
    - In class academic language support

Level 2 – Emerging

Recommended ELD Placement K-12

- 3-4 hours per day
- Language programming may include:
    - Intensive English Language Development
    - In class academic language support

Level 3 – Developing

Recommended ELD Placement K-12

- 1-2 hours per day
- Language programming may be a combination of Level 2 – 4 services based on student need

Level 4 – Expanding

Recommended ELD Placement K-12

- 2-3 hours per week
- Language programming may include:

    - Specialized Cognitive Academic Language Support for areas of need (reading, writing, vocabulary development, etc.)
    - In class academic language support
    - Academic tutoring as needed

Level 5 – Bridging

Recommended ELD Placement K-12

- Language programming may include:

    - Specialized Cognitive Academic Language Support for areas of need (reading, writing, vocabulary development, etc.)
    - In class academic language support
    - Academic tutoring as needed

Level 6 – Reaching

- No longer assessed on ACCESS for ELLS®
- Academic progress monitored for two years by LAT

F. Accommodations for assessment in MeCAS

The district adheres to the ESSA requirement that all students with limited English language proficiency participate in Maine Comprehensive Assessment System (MeCAS); however, test scores of ELLs who have lived in the United States for less than one year prior to taking these assessments are not counted for performance on Annual Yearly Progress (AYP). The district also observes the use of Maine Department of Education-approved accommodations for ELLs taking these statewide mandated assessments and national assessments.

G. Record-Keeping and Parent Notification

- The following documents will be placed in a student's cumulative file:

    a. ***Home Language Survey*** (See Appendix A)
    b. Parental notification of ***Initial ELD Program Eligibility*** (See Appendix B) completed and sent to parents by the school
    c. Annual ACCESS testing results

d. Annual letter of ***Continued ELD Program Eligibility*** (See Appendix F) and ***ELD Program Form*** (See Appendix E)
e. ***Decline ELD Program Form*** (See Appendix C)
f. ***LAT Referral Form*** (See Appendix D)
g. ***LAT Minutes Form*** (See Appendix G)

- In accordance with federal guidelines, parents are notified of ACCESS test results and eligibility for ELD Programming on an annual basis. Notifications are translated into major languages and sent to parents. Parents also receive translated notification in major languages of educational programs and activities provided to other parents. The district, in agreement with the Office of Civil Rights, translates important documents such as report cards and student handbooks, in a language other than English spoken by at least 50 students.

H. Periodic Program Evaluation

Using the English Language Learners (ELL) ***District Self-Study Guide*** (See Appendix L), a review of district ELD programming and services is completed every three years in context of current law (See Appendix M). Results are used to improve programming so that the needs of ELLs are met. The Director of Special Services will oversee the district's ELD Program Evaluation with input and guidance from the district's Lau Advisory Committee. The Lau Advisory Committee includes a representative from each school with ESL programs. Membership on the committee will represent school staff in various roles such as ELL teachers, content-area teachers, general education teachers, special education teachers, and administrators.

I. Special Needs Placement

ELLs may be intellectually gifted, have a learning disability or a behavioral disorder, or multiple exceptionalities like any other student. Determining special needs programming is a complex process. The screening and diagnosing of at-risk ELL students is part of the MSAD 11 RTI Process. The ELD Program includes a number of pre-referral steps to determine whether there exist temporary learning and behavior characteristics shared by students with disabilities and ELL students, or whether referral to special education is warranted.

Limited English proficiency is not a disability and is not covered by IDEA or Maine special education regulations. ELLs should not be placed in any special education program unless exceptionality is well documented (including assessment of a student's native language skills). To assist in determining the appropriateness of a referral to special education or gifted and talented programs, the district's established pre-referral process and interventions will be followed, independent of the ELL identification. The process documents approaches utilized to provide positive supports for a student's learning.

APPENDIX A

Dear Parent/Guardian:

Maine welcomes families of all cultural and linguistic backgrounds. Speaking more than one language is a valuable asset, and we encourage families to maintain their languages while learning English. Students who speak or understand another language may be entitled to support to improve their English in order to meet Maine's challenging academic standards. The following questions, required for all students from pre-kindergarten through grade 12, will help your school determine whether your child may benefit from English language support services. If a language other than English is indicated, your child will be administered an English language screener. Depending on your child's score, your child may be classified as an English Learner and eligible for English language support. If you would like this letter and the survey below to be provided in another language, or if you would like an interpreter, your school will fulfill those requests. If you have questions about this survey, please contact your school principal.

Be assured that your answers will be used only for educational purposes. The completed survey will be kept in your student's permanent file, and only school staff will have access to it. No school employee may inquire about the immigration status of any member of your family.

Thank you for providing this information, and I wish your student great academic success.

Sincerely,

Nancy Mullins
Director of ESOL and Bilingual Programs, Maine Department of Education

LANGUAGE USE SURVEY

Student's Name: _____ Date of Birth: _____

School: _____ Anticipated Grade: _____

Please do not leave any question unanswered.

1. What language(s) did your child **first** speak or understand?

2. What language(s) does your child **most easily** speak or understand?

3. What language(s) do those who interact with your child **frequently** (daily or at least several times per week) use with your child?

Parent/Guardian Signature: _____ Date: _____

School Use Only

Post-enrollment Identification: If no language other than English is indicated by a parent/guardian on this survey, an English language screener may be administered **only** if one or both of the questions below is answered affirmatively by a teacher.

1. Have you observed the student use a language other than English? _____

2. Has the student indicated to you that he/she uses a language other than English? _____

Teacher Signature: _____ Date: _____

PLACE THE ORIGINAL OF THIS COMPLETED DOCUMENT IN THE STUDENT'S PERMANENT RECORD FOLDER

APPENDIX B

English Language Development Program for English Language Learners (ELLs)
Initial Eligibility Parental Notification

To the parents of _____ Date: _____

School _____ Grade _____ Date of Birth _____

MSAD 11 provides English Language Development (ELD) programming for English Language Learners to support their access to the general education curriculum. The curriculum is designed to meet age-appropriate state and local academic standards for grade promotion and graduation.

Based on English language fluency test scores and a review of school records, we have determined your child's eligibility.

_____ Your child is eligible for participation in English Language Development programming.

_____ English Language Development programming is not recommended for your child at this time.

This recommendation is based on the following criteria, as marked below:

1. _____ WIDA ACCESS Placement Test (W-APT) Score _____
2. _____ Prior education and social experience
3. _____ Other tests

    a. Test: _____ Score: _____

If you have any questions please contact:

Elisha Morris, ELL Coordinator for English Language Learners, MSAD 11 at 582-7366 or **emorris@msad11.org**

Heather Gilbert, ELL Teacher for English Language Learners, MSAD 11 at **hgilbert@msad11.org**

cc: Student Cumulative Folder

APPENDIX C

DECLINE ENGLISH LANGUAGE DEVELOPMENT PROGRAM FORM

I, _____, decline English Language Development (ELD)
(Parent/Guardian)

programming for my son/daughter _____.
(Student)

Although I understand that his/her English language proficiency test scores indicate that he/she would benefit from this program. I understand that I can, at any time, request a review of this decision.

Parent Signature _____ Date _____

COMMENTS:

cc: Students Cumulative File

APPENDIX D

LANGUAGE ASSESSMENT TEAM (LAT) REFERRAL FORM

STUDENT: _____ **GRADE:** _____

SCHOOL: _____ **DATE:** _____

Team Members Present (Names & Titles):

_____ _____

_____ _____

_____ _____

REASON FOR REFERRAL:

SUMMARY OF DISCUSSION:

DECISION AND FOLLOW-UP:

Parent participation and notification of referral:

In Person _____ Phone Call _____ Written Summary _____

cc: Student Cumulative File

APPENDIX E

ENGISH LANGUAGE LEARNER FORM

Date: _____ Initial Placement _____ Continuing Placement _____

Student: _____

School: _____ Grade: _____

Dear Parent/Guardian,

We are pleased to inform you that your child is eligible to receive ELL instruction for the _____ school year. Children are identified as needing services based upon your response to the Home Language Survey, teacher recommendation, and a test of English proficiency.

Overall English Proficiency Level

Low Beginner (Entering) 1	High Beginner (Emerging) 2	Low Intermediate (Developing) 3	High Intermediate (Expanding) 4	Advance (Bridging) 5

The method of instruction used in your child's ELL program will be as indicated below:

_____ **Pullout program:** Student is excused from grade-level classes for specialized English instruction several times a week.

_____ **In-class support:** Student receives specialized English language support within the grade-level classroom.

_____ **Sheltered English:** Student receives content-based English language instruction in the following checked areas: Social Studies ____ English ____ Mathematics ____ Science ____

_____ **Other** (Specify): _____

You have the right to request that your child be placed in a different method of instruction if available.

cc: Parent, Student Cumulative File

APPENDIX F

ENGLISH LANGUAGE LEARNER PROGRAM (ELL)
FOR ENGLISH LANGUAGE LEARNERS (ELLS)
CONTINUED ELIGIBILITY PARENTAL NOTIFICATION

To the parents of _____ Date: _____

School: _____ Grade: _____

MSAD 11 provides English Language Learner (ELL) programming for English Language Learners to support their access to the general education curriculum. The curriculum is designed to meet age-appropriate state and local academic standards for grade promotion and graduation.

Your child's English academic language proficiency is assessed annually on the ACCESS for ELLS® to determine his/her continued eligibility for the school department's ELD program. Parents have the right to decline ELD programming at any time during the school year by signing a "Decline ELD Program Form" available at the student's school.

The following decision was made based on your child's ACCESS for ELLS® score. Please refer to the attached parent report for test score details. (A student is exited from the program when he/she attains a composite score of 6.0).

_____ Continued participation in English Language Development (ELD programming

_____ Exit from English Language Development (ELD) programming

_____ Monitoring of your child's progress for two years after exit from the program

If you have any questions, please contact:

Elisha Morris, ELL Coordinator for English Language Learners, MSAD 11, 582-7366 or **emorris@msad11.org**

Heather Gilbert, ELL Teacher for English Language Learners, MSAD 11, **hgilbert@msad11.org**

cc: Student Cumulative File

APPENDIX G

LANGUAGE ASSESSMENT TEAM (LAT) MINUTES FORM

Student: _____ **Date:** _____

School: _____ **Grade:** _____

Team Members Present (Name & Title):

_____ _____

_____ _____

_____ _____

Reason for Meeting:

Summary of Discussion:

Recommendations:

Parental participation and notification of meeting:

In Person _____ Phone Call _____ Written Summary _____

cc: Student Cumulative File

APPENDIX H

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6-Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specific grade level • oral or written communication in English comparable to English-proficient peers
5-Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4-Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3-Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning when presented with oral or written, narrative or expository descriptions with sensory graphic or interactive support
2-Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one-to-multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1-Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

APPENDIX I

Annual Measurable Achievement Objectives (AMAO's) Summary

AMAO I: Making progress in proficiency – *AMAO that evaluates annual increase in the number of percentage of children making progress learning English (P.L. 107-110, Title III, Part A, Subpart 2)*

- Are ELLs progressing toward proficiency?
- Targets set by the state to determine whether students make adequate progress
- Weighted system that accounts for progress an Ell makes over time
- Missing or invalid data has negative impact

Code Used for AMAO I Calculation	Length of Time as ELL (years administered ACCESS)	Category
0	0-2 years	Short-term
1	3-4 years	Typical
2	5 or more years	Long-term
3	Data missing or invalid	Unknown

AMAO II: Attaining proficiency – *AMAO that evaluates annual increase in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with Section 1111(b)(7) of NCLB (P.L. 107-110, Title III, Part A, Subpart 2)*

- Are ELLs attaining proficiency?
- Number of ELLs with composite score level (5-6)
- Threshold targets established for baseline year, which is percentage of students attaining a composite score of 6.0, and each subsequent year.

AMAO III: Adequate Yearly Progress (AYP) for ELLs – *AMAO that measures adequate yearly progress for limited English proficient children (LEP/ELL) as described in the Section 1111 (b)(2)(B) of NCLB (P.L. 107-110, Title III, Part A, subpart 2)*

- Are ELLs making AYP?
- AYP data for reading and mathematics used to determine if district made AYP in ELL subgroup (participation and proficiency)
- AMAO III is not met if the ELL subgroup does not make AYP

APPENDIX J

Legal Requirements to Provide English as a Second Language Services to English Learners

Posted on September 7, 2011 by Maine Department of Education

ADMINISTRATIVE LETTER: 56

POLICY CODE: IH

The purpose of this letter is to clarify the legal requirements for providing English as a Second Language (ESL) services to an English Learner.

Identification of English

Each School Administrative Unit (SAU) must have, as part of its enrollment packet, a Home Language Survey to be given to all newly enrolled students, including pre-K students, to aid in the identification of possible English Learners.

http://www.maine.gov/education/esl/HomeLanguageSurveyfor Parents_000.html

Exit Criteria from ESL Services

Board-adopted SAU Lau Plans, which have been a State requirement since 2003, must stipulate the exit criterion for its ESL program as a Level 6 Composite Score on the ACCESS for ELLS®. Federal law requires that states define English language proficiency and that all English Learners who do not meet that definition be provided ESL services. Maine defines English language proficiency as attaining a Level 6 composite score on the State's English language proficiency assessment ACCESS for ELLS®. Federal law further requires that any English Learner who has met proficiency must be monitored for 2 years in order to ensure the academic success of that student.

Annual Assessment of English Learners' English Language Proficiency

The ACCESS for ELLS® is a federally and state-required annual assessment for all English Learners and participation is a component of *No Child Left Behind* (NCLB) accountability. Failure of all English Learners to participate in the annual administration of the ACCESS for ELLS® may affect NCLB Title IA funding. If a student is identified as an English Learner, then that student must be administered the ACCESS for ELLS® annually until that student attains the State's definition of English language proficient, which is defined as a Level 6 Composite score on the ACCESS for ELLS®.

http://www.maine.gov/education/esl/accessforells.html

Administration of the ACCESS for ELLS®

State law requires that the ACCESS for ELLS® only be administered by an individual trained in its administration. The current State policy is to allow educators other than ESL-endorsed teachers to administer the ACCESS for ELLS®, so long as those educators are trained and certified to administer the ACCESS for ELLS®. However, the allowance of educators other than ESL-endorsed teachers to administer the ACCESS for ELLS® must not be interpreted to mean that educators other than ESL-endorsed teachers are also allowed to develop or be responsible for the development, oversight and administration of an ESL program for any English Learner. Funds under *No Child Left Behind Act* of 2001, Title III (20 U.S.C. 6801 et seq.) are not allowed to be used for the administration of the ACCESS for ELLS®.

Rights of ELLs

The Civil Rights Act of 1964 remains the foundation of the legal rights of English Language Learners (ELLs).

"No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." (42 U.S.C. 2000d)

This has been interpreted by courts as requiring a qualified ESL teacher to be provided to English Learners to ensure they are not excluded from participation in meaningful education.

In addition, an Office for Civil Rights Memorandum of 1991 requires a qualified ESL-endorsed teacher for English Learners, in order that they are not relegated to second-class status by allowing a teacher without formal qualifications to teach them while requiring teachers of non-English Learners to meet formal qualifications (See 34 Code of Federal Regulations C.F.R. Section 100.3 (b)(ii)).

If you have any questions, would like further information or need technical assistance in crafting a Lau Plan, please contact Nancy Mullins, Director of ESL/Bilingual Programs, at 207-624-6788 or **nancy.mullins@maine.gov**

APPENDIX K

Clarification: When Parents Decline English as a Second Language (ESL) Services for English Learners

Posted on September 13, 2010 by Jennifer Pooler

ADMINISTRATIVE LETTER: 11

POLICY CODE: IHBE

TO: Superintendents of Schools

FROM: Angela Faherty, Ph.D., Commissioner of Education

DATE: September 13, 2010

RE: Clarification: When Parents Decline English as a Second Language (ESL) Services for English Learners

The purpose of this letter is to clarify the requirements for serving an English Learner, **even if** parents decline ESL services.

Federal law requires that an English Learner receive ESL services.

Federal law requires that states define English language proficiency and provide ESL services to all who do not meet that definition. Maine defines English language proficiency as attaining a Level 6 Composite score on the State's English language proficiency assessment ACCESS for ELLS®. If a parent refuses ESL services, meaningful education must still be provided. When a parent refuses ESL services, the parent's refusal of ESL services must be documented, but it does not release the school or School Administrative Unit (SAU) from its responsibility for providing meaningful education to the English Learner. If parental refusal of ESL services denies an English Learner access to a meaningful education, this violates the English Learner's rights. *A parent cannot refuse "education" and if an English Learner cannot access education without ESL services, then the school/SAU must support the academic learning of the English Learner. If an ESL program is necessary in order to ensure academic progress for the English Learner, then ESL services must be provided.*

The Civil Rights Act of 1964 remains the foundation of the legal rights of an English Learner.

"No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." (42 U.S.C. 2000d)

Rights of English Learners

This has been interpreted by courts as requiring a qualified ESL teacher to be provided to English Learners to ensure that they are not excluded from participation in meaningful education.

In addition, an Office for Civil Rights Memorandum of 1991 requires a qualified ESL endorsed teacher for English Learners, in order that they are not relegated to second-class status by allowing a teacher without formal qualifications to teach them while requiring teachers of non-English Learners to meet formal qualifications (See 34 Code of Federal Regulations C.F.R. Section 100.3 (b)(ii)).

Schools/SAUs do not need parental permission to test a student.

If a parent refuses to allow a student to participate in a State assessment, refer to the superintendent's/SAU's/school's policy on procedures to follow when a parent refuses to allow a child to participate in a State assessment. The ACCESS for ELLS® is a federally and state-required annual assessment and participation is a component of *No Child Left Behind* (NCLB) accountability. Failure of English Learners to participate in the annual administration of the ACCESS for ELLS® may affect NCLB Title IA funding. Even if a parent has refused ESL services, if that student has been identified as an English Learner, then that student must be administered the ACCESS for ELLS® annually until that student attains the State's definition of English language proficient, which is defined as a Level 6 Composite score on the ACCESS for ELLS®.

If you have any questions or would like further information, please contact Nancy Mullins, Director of ESL/Bilingual Programs, at 207-624-6788 or **nancy.mullins@maine.gov**

APPENDIX L

ENGISH LANGUAGE LEARNERS (ELL)
DISTRICT SELF-STUDY GUIDE

This Guide is designed to provide the district/building with a comprehensive overview of its practices and procedures. Please mark the answer by each statement that best describes your school district. In this district self-study guide, the term English Language Learners (ELLs) will be used instead of Limited English Proficiency (LEP). For definitions of terms please see attachments.

IDENTIFICATION

1. The district has a procedure to identify all students who have a primary or home language other than English. **Please attach a copy of the procedures.**	Yes	No
2. District staff is knowledgeable of the procedures for identifying students who have a primary language other than English.	Yes	No
3. School/district staff that works directly with parents and students in the identification of students, who have a primary of home language other than English, speak and understand the appropriate language(s).	Yes	No
4. Documentation regarding each student's primary or home language is maintained in student's file.	Yes	No

ASSESSMENT AND EVALUATION

5. The district assesses on a yearly basis the English language proficiency of all students identified as having a primary or home language other than English in the four language areas (oral/speaking, reading, writing, and listening).	Yes	No
6. The district conducts language proficiency assessments for students who have a primary or home language other than English, using: 6a. Formal assessments (e.g., tests). Name of test(s) used:	Yes	No
6b. Informal assessments (e.g., teacher interviews, observations).	Yes	No
7. Students who have a primary or home language other than English are assessed for language proficiency in their primary or home language.	Yes	No

8. The district has developed procedures to determine the effectiveness of its informal assessment procedures. **Please attach a copy of it.**	Yes	No
9. The district has determined the level of English-language proficiency at which students are considered English proficient. **Please attach a copy of description.**	Yes	No
10. The district assesses ELLs academic skills in relation to their grade or age level. Name(s) of instrument(s) used to assess ELLs academic skills.	Yes	No
11. ELLs who have been in the U.S. for 2 consecutive years are tested in English in reading/language arts.	Yes	No
12. The district assesses ELLs in the language and form most likely to yield accurate and reliable results. Language(s) used: _____ _____	Yes	No
13. The district uses the *"Guidelines for the Inclusion of English Language learners in Your District-wide Assessment Program"* or similar documents to guide decision-making.	Yes	No
13a. Total number of ELL including in your district wide assessment		
13b. Number of ELLs included in the district wide assessment with • No accommodations • With accommodations **Please attach documentation of accommodations used.**		
13c. Number of ELL NOT included in your district-wide assessment.		
14. The district has established qualifications for individuals who administer language or academic assessments to ELLs.	Yes	No

PROGRAM (e.g., ESL, Bilingual, etc.)

15. Programs are available for ELLs at each grade level.	Yes	No
16. There are no substantial delays (e.g., more than 30 days) in placing ELL into an appropriate educational program.		
17. There is coordination of curriculum between teachers for ELLs and teachers in the regular program.		
18. ELLs in the high school program earn credits toward graduation.		
19. Instructional materials are adequate to meet the English language and academic needs of ELLs.		
20. Parents are involved in the process of placing ELLs in appropriate educational program.		
21. The district has a system to evaluate the success of their ELL program. **Please attach a copy of the description of the evaluation plan.**		
22. Label the program(s) at each level or attach a copy of description.		

Level	**Program (see definitions)**	**Teachers with ESL endorsement**	**Ed. Techs**
Elementary			
Middle			
High			

STAFF

23. The district has established qualifications for **teachers** who teach ELLs.	Yes	No
24. The district has established qualifications that the teachers and Ed. Techs must meet.	Yes	No
25. The district has teachers with ESL endorsement to teach ELLs.	Yes	No
25a. Number of ELLs		
25b. Number of teachers with ESL endorsement		
26. The district provides high-quality professional development to classroom teachers and other district personnel.		
26a. Number of **mainstream teachers** that participated		
26b. Number of **ESL teachers** that participated		
26c. Number of **Ed. Techs** that participated		

27. The district provides training for interpreters and translators.	Yes	No
28. Professional development activities are designed to improve instruction and assessment of ELLs; enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for ELLs; are based on scientifically based research; and are of sufficient intensity and duration to have a lasting impact on teachers' performance.	Yes	No
29. Teachers of ELLs are fluent in English and, when appropriate, in any other language(s) used for instruction, including having written and oral communication skills.	Yes	No
30. The district has provided training to staff who administer, evaluate, and interpret the results of the assessment methods used.	Yes	No

EXIT CRITERIA

31. The district has established an exit criterion. **Please attach a description of it.**	Yes	No
How many ELLs exit the program after: 31a. Less than 1 year		
31b. 1 to 3 years		
31c. 3 to 5 years		
31d. 5 years or more		
32. The exit criteria ensure that ELLs can: 32a. **Speak English** sufficiently well to participate in the district's general educational program.	Yes	No
32b. **Read English** sufficiently well to participate in the district's general educational program.	Yes	No
32c. **Write English** sufficiently well to participate in the district's general educational program.	Yes	No
32d. **Comprehend English** sufficiently well to participate in the district's general educational program.	Yes	No
33. The district monitors the academic progress of ELLs who have exited the program.	Yes	No
33a. Average years of monitoring		

34. The school district determines whether ELLs are performing at a level comparable to their English-speaking peers. **Please attach documentation**	Yes	No
35. The district has established procedures for responding to deficient academic performance of ELLs. **Please attach a copy of procedures**	Yes	No
36. ELLs re-enter the alternative language program if they experience academic difficulties in the regular program.	Yes	No
Please describe under what conditions.		
37. Honor, award, or other special recognition rates of ELLs are similar to those of their peers.	Yes	No
37a. Percent of English-monolingual students in Gifted and Talented programs.		
37b. Percent of ELLs in Gifted and Talented programs.		
37c. Percent of ELLs in district.		

PROGRAM EVALUATION

38. The district conducts a formal evaluation of its program for ELLs to determine its effectiveness. **Please attach a copy of the report**	Yes	No
39. The district disaggregates data of ELLs.	Yes	No
39a. grade level	Yes	No
39b. graduation	Yes	No
39c. dropout rates	Yes	No
39d. gender	Yes	No
39e. English proficiency	Yes	No
39f. economically disadvantaged	Yes	No
39g. multiple measures of academic achievement	Yes	No

Please attach copies of disaggregated data

EQUITABLE ACCESS

40. The quality of **facilities and services** available to ELLs are comparable to those available to all other students.	Yes	No
41. The quality and quantity of **instructional materials** in the program are comparable to the instructional materials provided to all other students.	Yes	No
42. ELLs participate in classes, activities, and assemblies with all the other students.	Yes	No
43. ELLs have access to the full school curriculum (both required and elective courses, including vocational education) while they are participating in the language program.	Yes	No
44. Counseling services provided to ELLs are comparable to those available to all other students.	Yes	No
45. ELLs have opportunities for full participation in special opportunity programs, (e.g., Gifted & Talented, Advanced Classes, Title I, Special Ed., etc.)	Yes	No
46. ELLs are not segregated while taking their classes.	Yes	No
47. In general, ELLs are integrated in classes such as P.E., music, art, etc.	Yes	No

SPECIAL EDUCATION

48. The district utilizes procedures for identifying ELLs who may be in need of special education services. **Please attach a copy**	Yes	No
49. The district's procedures for identifying and assessing ELLs for special education takes into account language and cultural differences. **Please attach a copy**	Yes	No
50. Testing instruments used to assess ELLs for special education placement are valid and reliable for these specific students.	Yes	No
51. Persons who administer special education assessment to ELLs are specifically trained in administering the tests.	Yes	No
52. Staff who conduct special education assessments to ELLs are fluent in the student's primary language.	Yes	No
53. The instructional program for ELLs in special education takes into account the student's language needs.	Yes	No
54. The district ensures coordination between the regular and the special education programs in meeting the particular needs of ELL who are in special education.	Yes	No

55. The district identifies and places all ELLs who need special education services in a timely manner.	Yes	No
56. The parents or guardians of special education ELLs are notified of their rights and responsibilities in a language they can best understand.	Yes	No

NOTICES TO PARENTS

57. The district communicates with parents/guardians of students with a primary home language other than English in a meaningful way (a form that parents can understand). For example, school forms are translated. **Please attach copies of translated forms.**	Yes	No
58. Parents of ELLs are notified no later than 30 days after the beginning of the school year of their child's identification, and participation of ELD programming as well as both student and parental rights.	Yes	No
59. The district uses interpreters or translators to assist in communicating with parents/guardians who do not speak English.	Yes	No
60. Parents/guardians of ELLs are well informed of the district's special educational programs.	Yes	No

This self-study is based on data from _____ academic year.

District or Building: _____

Address: _____

_____

_____

Administrator: _____

Completed by: _____ **Date:** _____

Title: _____

Phone: _____

E-mail: _____

Please add comments as needed.

APPENDIX M

IMMIGRANTS and FOREIGN STUDENTS

Posted on May 26, 2011 by Maine Department of Education

ADMINISTRATIVE LETTER: 39

POLICY CODE: IH

Topics included in this letter:

- Enrollment of immigrants and foreign students
- Determination of English proficiency required
- Program of services to immigrants and foreign students
- State assessments required for immigrants and foreign students

School administrative units (SAUs) are required under federal law to enroll children regardless of citizenship or immigration status. While the federal guidance offered here relates to immigrant students, the Department has confirmed that it applies equally to foreign students attending a Maine public school as either an exchange student or a tuitioned student.

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin, among other factors, by public schools. In addition, ***Plyler v. Doe***, the 1982 decision by the U.S. Supreme Court, held that a state may not deny access to a basic public education to any child, whether that child is present in the country legally or not.

School administrative units are not to discourage the enrollment of undocumented immigrant children by asking about their immigration status, denying enrollment to those with foreign birth certificates, or denying enrollment to children whose parents decline to provide their Social Security numbers or race and ethnicity information. Federal regulations allow schools to ask for children's Social Security numbers to be used as student identifiers. However, they should inform parents of the purpose and that disclosure of such numbers is voluntary. Schools may not deny enrollment if parents refuse to provide a child's Social Security number.

The federal Education and Justice Departments stress in a **fact sheet** and a **question-and-answer document** that schools may require proof that a child lives within SAU boundaries. This may include lease agreements, utility bills, or other documents, but schools may not ask parents about a child's immigration status to establish residency.

Schools may also ask for birth certificates to establish that a child falls within minimum and maximum age requirements, but they may not bar enrollment because a child has a foreign birth certificate or no birth certificate. (To determine age of the child, in lieu of birth certificate for proof of age go to: Resource Guide: **Serving Maine's English Learners**)

Moreover, SAUs are responsible for identifying which of its students have limited English proficiency and providing them with an effective program that affords meaningful access to the SAU's educational program (Office for Civil Rights December 1985 Title VI policy memorandum, **Title VI Language Minority Compliance Procedures**). This means that the SAU is responsible for administering the **home language survey** to all students, assessing them on the English language proficiency assessment screener test (W-APT), and, if identified as an English learner, providing them with an effective English language acquisition program. The SAU is required to determine the components of this program, i.e., whether it includes tutoring, additional classroom support, materials, teacher sheltering of instruction, or other strategies.

Under the Elementary and Secondary Education Act (ESEA), as amended, a foreign student would not be exempt from any Title 1 required assessment. Additionally, if the student is identified as an English learner, she/he must also participate in the annual State English language proficiency (ELP) assessment the ACCESS for ELLS®.

If you have questions regarding foreign students, please contact Nancy Mullins at 624-6788 or via email at: **nancy.mullins@maine.gov**

ADMINISTRATION OF MEDICATION TO STUDENTS

The Board discourages the administration of medication to students during the school day when other options exist but recognizes that in some instances it may be necessary for a student to have medication administered to him/her while the student is in attendance at school. The school will not deny educational opportunities to students requiring the administration of medication in order to remain in attendance and participate in the educational program.

The intent of this policy is to promote the safe administration of medications to students by school personnel and to provide for authorization of student emergency self-administration of medication from asthma inhalers and epinephrine autoinjectors. This policy also authorizes the adoption of a "collaborative practice agreement" for the purposes of stocking and administering of epinephrine autoinjectors to any student during school or a school-sponsored activity under emergency circumstances involving anaphylaxis.

This policy does not apply to medical marijuana, which is addressed in the Board's policy JLCDA, Medical Marijuana in Schools.

The Board encourages collaboration between parents/guardians and the schools in matters involving student medication.

The Board disclaims any and all responsibility for the diagnosis, prescription of treatment, and administration of medication for any student, and for any injury arising from a student's self-administration of medication.

I. DEFINITIONS

"Administration" means the provision of prescribed medication to a student according to the orders of a health care provider.

"Collaborative practice agreement" means a written and signed agreement between a physician licensed in Maine or a school health advisor, as defined in 20-A MRSA §6402-A, and a school nurse that provides for the prescription of epinephrine autoinjectors by the physician or school health advisor and administration of epinephrine injectors by the school nurse or designated school personnel to students during school or a school-sponsored activity under emergency circumstances involving anaphylaxis.

"Health care provider" means a medical/health practitioner who has a current license in the State of Maine with a scope of practice that includes prescribing medication.

"Indirect supervision" means the supervision of an unlicensed school staff member when the school nurse or other health care provider is not physically available on site but immediately available by telephone.

"Medication" means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a health care provider. It includes over-the-counter medications prescribed through a standing order by the school physician or prescribed by the student's health care provider. For the purpose of this policy, "medication" does not include medical marijuana.

"Parent" means a natural or adoptive parent, a guardian, or a person acting as a parent of a child with legal responsibility for the child's welfare.

"School nurse" means a registered professional nurse with Maine Department of Education certification for school nursing.

"Self-administration" is when the student administers medication independently to him/herself under indirect supervision of the school nurse.

"Unlicensed school personnel" are persons who do not have a professional license that allows them, within the scope of that license, to administer medication.

II. ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL

A. Parental Request

In the event that no reasonable alternative exists, the parent/guardian may request in writing that medication be administered to the student during the school day. The written request must include an acknowledgement and agreement that unlicensed personnel may administer the medication as per the health care provider's instructions. In addition, the request shall indicate that information regarding the student's medication may be shared with appropriate school personnel. Parents may provide the reason (diagnosis) requiring the administration of medication.

Requests shall be valid for the current school year only.

B. Health Care Provider's Order

All parental requests must be accompanied by a written order from the student's health care provider substantiating the fact that the administration of a particular medication during the school day is necessary for the student's health and attendance in school. Such order must include:

1. The student's name;

2. The name of the medication;

3. The dose;

4. The route of administration (e.g., tablets, liquid, drops); and

5. Time intervals for administration (e.g., every four hours, before meals);

6. Any special instructions; and

7. The name of the prescribing health care provider.

It is the responsibility of the school nurse to clarify any medication order that he/she believes to be inappropriate or ambiguous. In accordance with Department of Education Rule Chapter 40 § 2(B), the school nurse may decline to administer a medication if he/she believes such administration would jeopardize student safety. In this case, the school nurse must notify the parent, the student's health care provider and the school administrator (i.e., building principal or designated administrator).

C. Renewal of Parent Permission Requests/Forms and Health Care Provider Orders

Written parental permission requests/forms and health care provider orders must be renewed at least annually. Health care provider orders must be renewed whenever there are changes in the order.

D. Delivery and Storage of Medication

The student's parents shall deliver any medication to be administered by school personnel to the school in its original container and properly labelled. In the event that this is not practical, the parent must contact the school to make alternate arrangements.

No more than a 20-day (one month) supply of medication shall be kept at school, excluding inhalers and epinephrine autoinjectors. The parent is responsible for the replenishment of medication kept at school.

If the health care provider's order/prescription is for a medication regulated by Schedule II of the Controlled Substances Act (21 USC §812) (e.g., Ritalin and Adderall) no more than a 10 day or no more than a 20 day

supply, in unique and unusual circumstances as determined collaboratively by the school nurse and building principal, shall be kept at school.

The parent is responsible for notifying the school of any changes in or discontinuation of a prescribed medication that is being administered to the student at school. The parent must remove any medication no longer required or that remains at the end of the school year.

The school nurse shall be responsible for developing and implementing procedures for the appropriate and secure storage of medications kept at school, and all medications shall be stored in accordance with this procedure.

E. Recordkeeping

School personnel and the student's parent shall account for all medication brought to school. The number of capsules, pills or tablets, and/or the volume of other medications brought to school shall be recorded.

School staff administering medication shall document each instance the medication is administered including the date, time, and dosage given.

The school nurse shall maintain a record including the parent's request, physician's order, details of the specific medications (including dosage and timing of medication), and documentation of each instance the medication is administered.

Records shall be retained according to the current State schedules pertaining to student health records.

F. Confidentiality

To the extent legally permissible, staff members may be provided with such information regarding medication and its administration as may be in the best interest of the student.

G. Administration of Medication

Medication may be administered during the school day by licensed medical personnel acting within the scope of their licenses.

The school nurse, under the administrative supervision of the Superintendent, will provide direction and oversight for the administration of medication to students.

All unlicensed personnel (principals, teachers, education technicians, school secretaries, coaches, bus drivers, etc.) who administer medication must receive training before being authorized to do so.

Based upon the documentation of training and competency in the administration of medication, the school nurse will make recommendations to the Superintendent/designee pertaining to authorization of unlicensed persons to administer medication. Training that shall be acceptable for the purpose of authorization of unlicensed personnel is addressed under the section of this policy titled "Required Training of Unlicensed Personnel to Administer Medication."

H. Administration of Medication During Off-Campus Field Trips and School-Sponsored Events

The school will accommodate students requiring administration of medication during field trips or school-sponsored events as follows:

The school nurse, principal, and, as appropriate, the school unit's Section 504 Coordinator and/or IEP, will determine whether an individual student's participation is contraindicated due to the unstable/fragile nature of his/her health condition, the distance from emergency care that may be required, and/or other extraordinary circumstances. The student's parent and primary care provider will be consulted in making this determination. The decision will be made in compliance with applicable laws, including the IDEA, § 504 and the Americans with Disabilities Act (ADA).

The parent must provide the appropriate number of doses needed for the duration of the field trip or school-sponsored event.

When there are no contraindications to student participation, an appropriately trained staff member will be assigned to administer medication. The parent will be encouraged to accompany the student, if possible, to care for the student and administer medication.

All provisions of this policy shall apply to medications to be administered during off-campus field trips and school-sponsored events. As practicable, the DOE's "Procedure for Medication Administration on School Field Trips" will be followed.

I. Student Self-Administration of Asthma Inhalers and Epinephrine Autoinjectors

Students with allergies or asthma may be authorized by the building principal, in consultation with the school nurse, to possess and self-

administer emergency medication from an epinephrine autoinjector or asthma inhaler during the school day, during field trips, school-sponsored events, or while on a school bus. The student shall be authorized to possess and self-administer medication from an epinephrine autoinjector or asthma inhaler if the following conditions have been met.

1. The parent (or student, if 18 years of age or older) must request in writing authorization for the student to self-administer medication from an epinephrine autoinjector or asthma inhaler.

2. The student must have the prior written approval of his/her primary health care provider and, if the student is under the age of 18, the prior written approval of his/her parent/guardian. The written notice from the student's primary care provider must specify the name and dosage of the medication, frequency with which it may be administered, and the circumstances that may warrant its use.

3. The student's parent/guardian must submit written verification to the school from the student's primary care provider confirming that the student has the knowledge and the skills to safely possess and use an epinephrine autoinjector or asthma inhaler.

4. The school nurse shall evaluate the student's technique to ensure proper and effective use of an epinephrine autoinjector or asthma inhaler taking into account the maturity and capability of the student and the circumstances under which the student will or may have to self-administer the medication.

5. The parent will be informed that the school cannot accurately monitor the frequency and appropriateness of use when the student self-administers medication, and that the school unit will not be responsible for any injury arising from the student's self-medication.

Authorization granted to a student to possess and self-administer medication from an epinephrine autoinjector or asthma inhaler shall be valid for the current school year only and must be renewed annually.

A student's authorization to possess and self-administer medication from an epinephrine autoinjector or asthma inhaler may be limited or revoked by the building principal after consultation with the school nurse and the student's parents if the student demonstrates inability to responsibly possess and self-administer such medication.

To the extent legally permissible, staff members may be provided with such information regarding the student's medication and the student's self-administration as may be in the best interest of the student.

Sharing, borrowing, or distribution of medication is prohibited. The student's authorization to self-administer medication may be revoked and the student may be subject to disciplinary consequences for violation of this policy.

J. Dispensation of Over-the-Counter Medications

With prior written parent permission, students may receive certain over the counter medications at school, e.g., Tylenol, Ibuprofen, Tums, cough drops, etc. pursuant to a standing order from the school physician/school health advisor.

K. Required Training of Unlicensed Personnel to Administer Medication

Unlicensed school personnel who administer medication to students in a school setting (at school, on school transportation to or from school, on field trips, or during school-sponsored events) must be trained in the administration of medication before being authorized to carry out this responsibility. Such training must be provided by a registered professional nurse or physician and include the components specified in Department of Education Rules Chapter 40 and other applicable Department of Education standards, recommendations, programs, and/or methodologies.

The trainer shall document the training and competency of unlicensed school personnel to administer medication. Based upon a review of the documentation of training and competency in the administration of medication, the school nurse will make recommendations to the Superintendent/designee pertaining to authorization of such unlicensed personnel pertaining to authorization to administer medication.

Following the initial training, a training review and information update must be held at least annually for those unlicensed school personnel authorized to administer medication.

L. Delegation and Implementation

The Superintendent/designee shall be responsible for developing administrative procedures and/or protocols to implement or supplement this policy.

Such procedures/protocols shall include direction regarding:

1. Safe transport of medication to and from school;

2. Administration of medication during field trips and school-sponsored events;

3. Accountability for medications, particularly those regulated by Schedule II of the Controlled Substances Act;

4. Proper storage of medication at school;

5. Training of appropriate staff on administration of emergency medications including the standards for the signs and symptoms of anaphylaxis and the use of epinephrine autoinjectors for previously unknown severe allergies;

6. The procedure to follow in the event of a medication reaction;

7. Access to medications in case of a disaster (i.e. life-sustaining medication during a school lockdown, removal of students to another location due to a bomb threat);

8. The process for documenting medications given and medication errors; and

9. The proper disposal of medications not retrieved by parents.

Legal Reference: 20-A M.R.S.A. §§ 254(5); 4009(4); 4502 (5)(N); 6305
Me. Dept. of Ed. Rule Ch. 40 (2016)
21 USC §801 et. seq. (Controlled Substances Act)
28 C.F.R. Part 35 (Americans with Disabilities Act of 1990)
34 C.F.R. Part 104 (Section 504 of the Rehabilitation Act of 1973)
34 C.F.R. Part 300 (Individuals with Disabilities Education Act)

Cross Reference: JLCD-E – Medication Administration on School Field Trips (Me. DOE)
JLCDA – Medical Marijuana in Schools

Adopted: _____

MEDICAL MARIJUANA IN SCHOOLS

The School Board recognizes that there may be some students in the MSAD 11 schools who rely on the use of medical marijuana to manage a medical condition and who may be unable to effectively function at school without it.

Maine law provides that a "primary caregiver" (defined as parent, guardian or legal custodian under Maine's medical marijuana law, 22 MRSA § 2423-A91)(E)) may possess and administer marijuana in a nonsmokeable form on the grounds of the primary or secondary school in which a minor qualifying patient is enrolled, if:

a) A medical provider has provided the minor qualifying patient with a current written certification for the medical use of marijuana; and

b) Possession of medical marijuana is for the purpose of administering it to the minor qualifying patient.

In order to facilitate administration of medical marijuana with a minimum interruption of instructional time for the student and with a minimum of disruption of routine school operations, the School Board approves the following guidelines for the administration of medical marijuana***. (In accordance with the applicable law, this section only applies to students under the age of 18. Students 18 years of age and older may not possess or use medical marijuana at school).***

A. The person administering the medical marijuana must provide proof that;

1. He/she is the primary caregiver for the student;

2. The student has a current written certification from a medical provider for the use of medical marijuana; and

3. The student needs to have the drug administered during the school day, as opposed to before or after school.

B. The marijuana must be in a nonsmokeable form;

C. The marijuana must be possessed only by the primary caregiver and only for the purpose of administering it to the student at school;

D. Medical marijuana may only be possessed by the primary caregiver; it cannot be given to or held by any school employee, student or other person in school, with the exception of the "qualifying patient;"

E. Only the primary caregiver may administer medical marijuana – it cannot be done by, or delegated to, a school employee or any other person than the primary caregiver;

F. Medical marijuana may be administered only at the principal's office; the primary caregiver must go there directly and, if visitors are required to sign in, to do so; and

G. The student may not possess medical marijuana at any time or place except during the time of its consumption, at the designated location, and under the supervision of the caregiver.

A student who holds written certification for the medical use of marijuana may not be excluded (suspended or expelled) from school because he/she requires medical marijuana to attend school.

Legal Reference: Maine 2015 P.L. Ch. 369 Adopted:

MSAD 11 SCHOOL DEPARTMENT
PARENT/MEDICAL PROVIDER REQUEST TO ADMINISTER
MEDICAL MARIJUANA AT SCHOOL

Student's Name: _____ DOB*: _____

Note: Medical marijuana can only be administered at school to a student under the age of 18.

School:_____ Grade:_____ Teacher: _____

A. To be completed by Physician or Certified Nurse Practitioner:

Reason for use of medical marijuana:_____
_____

Form of medical marijuana: _____
Note: Medical marijuana may only be administered at school in nonsmokeable form.

Dosage (amount):_____

The medical marijuana must be administered during school hours: ☐ Yes ☐ No
If yes, time to be administered:_____

Restrictions (including any restrictions on school activities for safety reasons) and/or important side effects: ☐ None anticipated
☐ Yes. Please describe in detail:_____
_____

Date prescribed:_____

Date to be discontinued:_____

Any other necessary instructions or information: _____

NOTE: THE SCHOOL NURSE MAY CONTACT YOU IF THERE ARE FURTHER QUESTIONS CONCERNING THIS REQUEST.

Provider's Signature:_____Date:_____
Printed Name: _____
Address:_____
Phone Number:_____Fax Number:_____
Email Address: _____

Note: Any changes to the information above shall require a new request/permission form.

B. To be completed by parent/guardian/legal custodian (designated "primary caregiver" under Maine law for medical use of marijuana purposes):

I understand and agree that if the school nurse has questions regarding the provider's order, that the nurse may contact the child's provider and obtain additional information about the medication. I consent to the provider releasing that information.

I have read Board Policy JLCDA – Administering Medical Marijuana to Students and understand that I must comply with all the requirements concerning the administration of medical marijuana.

Signature:_____ Relationship:_____
Date: _____

NOTE: A COPY OF THE CURRENT WRITTEN CERTIFICATION FOR THE USE OF MEDICAL MARIJUANA MUST BE ATTACHED TO THIS FORM.

C. To be completed by school:

Date received:_____ By whom:_____
Date reviewed:_____ Reviewed by:_____
NOTES:_____
_____

REPORTING CHILD ABUSE AND NEGLECT

I. DEFINITIONS

A. Child abuse or neglect. Child abuse or neglect is defined by Maine law as "threat to a child's health or welfare by physical, mental or emotional injury or impairment, sexual abuse or exploitation, deprivation of essential needs or lack of protection from these, or failure to ensure compliance with school attendance requirements under Title 20-A" (specifically when a child who is at least seven years of age and has not completed grade six, has the equivalent of seven full days of unexcused absences or five consecutive school days of unexcused absences during a school year).

B. Person responsible for the child. A "person responsible for the child" means a person with responsibility for a child's health or welfare, whether in the child's home or another home or a facility which, as part of its function, provides for the care of the child. It includes the child's parent, guardian or other custodian.

II. EMPLOYEES' DUTY TO REPORT

A. Any employee of the school unit who has reason to suspect that a child has been or is likely to be abused or neglected must immediately notify the building principal.

1. In addition to notifying the building principal, the employee may also make a report directly to the Department of Health and Human Services (DHHS) or the District Attorney (see also Section III.B which provides further information about reporting to DHHS and/or the District Attorney).

B. If the reporting employee does not receive written confirmation from the building administrator/Superintendent within 24 hours of his/her report that a report has been made to DHHS and/or District Attorney, the employee shall make an immediate report directly to DHHS and, if the person suspected is not a person responsible for the child, to the District Attorney. In such cases, the employee shall then complete a copy of the Suspected Child Abuse and Neglect Reporting Form (JLF-E).

C. If the reporting employees does receive written confirmation from the building administrator/Superintendent within 24 hours of his/her report (i.e., a copy of the Suspected Child Abuse and Neglect Reporting Form (JLF-E)), he/she shall sign the form as acknowledgement that the report was made and return it to the building administrator/Superintendent.

III. ADMINISTRATOR REPORTING AND CONFIRMATION DUTIES

All building administrators and the Superintendent are designated agents to make child abuse and neglect reports. A building principal may also designate a specific agent to receive reports. Other administrators may also be designated at the discretion of the Superintendent.

A. If a building administrator receives the report, he/she shall notify the Superintendent immediately.

B. The Superintendent or building administrator shall then make a report by telephone to DHHS, and if requested by DHHS, provide a written report of the suspected abuse or neglect to DHHS within 48 hours. ~~verbal and written report(s) of suspected abuse or neglect to DHHS.~~ In addition, if the person suspected of abuse or neglect is not the parent, guardian or other custodian of the child, the Superintendent/building administrator shall also make a report to the District Attorney.

C. The law requires the reporting employee to make his/her own report to DHHS and/or the District Attorney if he/she has not received confirmation within 24 hours that such a report has been made by the Superintendent/ building administrator.

D. The person making the report to DHHS and/or the District Attorney shall complete the Suspected Child Abuse or Neglect Form (JLF-E).

E. The Superintendent/building administrator shall provide a copy of the Suspected Child Abuse or Neglect Form to the reporting employee within 24 hours of the employee's initial report. The reporting employee shall sign the report and return it to the Superintendent/building administrator.

F. If requested by the relevant agency, the form will be forwarded to DHHS and/or the District Attorney, and shall be retained by the school district for ten years, as specified in the Maine Archives Rules, along with any other information relevant to the case.

IV. INTERNAL INVESTIGATIONS AND DISCIPLINE

A. Employees. If the person suspected of abuse or neglect is an employee, the Superintendent/designee shall investigate and take appropriate action, in accordance with applicable Board policies, collective bargaining contracts, and federal and state laws.

B. Students. If the person suspected of abuse or neglect is a student, and the abuse or neglect occurred on school premises, during a school activity, or is otherwise related to the school, the Superintendent/designee shall investigate and take appropriate action, in accordance with applicable Board policies and federal and state laws.

V. INTERVIEWS OF CHILD AND SCHOOL PERSONNEL

A. DHHS personnel shall be permitted to meet with and interview the child named in the report when the child is present at school without prior notification to the parent or custodian when DHHS has reasonable grounds to believe that prior notice would increase the threat of serious harm to the child or other person. The Department may conduct one initial interview with a child without prior notification of the parent or custodian of the child when the child contacts DHHS or a person providing services puts the child into contact with DHHS.~~as provided in this section. The building administrator or designee shall~~:

B. Upon request of a DHHS employee to meet with and interview the child named in the report when the child is present at school, the building administrator or designee shall:

1. Require the DHHS employee requesting to interview the child to provide written certification that in the Department's judgment, the interview is necessary to carry out its duties;

2. Require the DHHS caseworker to discuss the circumstances of the interview and any relevant information regarding the alleged abuse or neglect with the child's teacher, guidance, school nurse, social worker or building administrator as the caseworker deems is necessary to provide needed emotional support to the child prior to and following the interview;

3. Not place conditions on how the interview is conducted, including, but not necessarily limited to requiring that certain persons be present during the interview; prohibiting certain persons from being present

during the interview; and requiring notice to or consent from a parent or guardian;

4. Provide an appropriate, quiet and private place for the interview; and

5. Not disclose any information about DHHS's intention to interview the child except to school officials or the school's attorney who need the information to comply with the interview request.

VI. CONFIDENTIALITY OF INFORMATION AND RECORDS

All records, reports and information concerning alleged cases of child abuse and neglect shall be kept confidential to the extent required by Board policies and applicable law.

The building administrator/designee is permitted to release a child's school records without prior consent of the parent/guardian to DHHS or law enforcement officials as necessary to protect the health or safety of the child or other individuals under federal law.

VII. TRAINING

Any school district employee who is required to make a report shall, at least once every four years, complete mandated training approved by DHHS.

[NOTE: The DHHS training, designed for individual completion, is available online at http://www.maine.gov/dhhs/ocfs/sps/, the "Mandated Reporter Resource Page." The site also has a list of trainers, if group training is preferred.]

VIII. GOOD FAITH IMMUNITY FROM LIABILITY

Any person who in good faith reports, assists DHHS in making the child available for an interview, or participates in the investigation or proceedings of a child protection investigation is immune from any criminal or civil liability for the act of reporting or participating in the investigation or proceeding. Good faith does not include instances when a false report is made and the person knows the report is false.

Legal Reference: 22 MRSA §4011-A ~~Chap. 1071, Child and Family Services and Child Protection Act~~
20 USC § 1232g, Family Educational Rights and Privacy Act
20-A M.R.S.A. §§ 5051-A(1)(C); 5051-A(2)(C)

Cross Reference: ACAA – Harassment and Sexual Harassment of Students

JLF-E —Suspected Child Abuse and Neglect Report Form
JLF_R – Reporting Child Abuse and Neglect Administrative Procedure
JRA – Student Records

Adopted: January 7, 2016

REPORTING CHILD ABUSE AND NEGLECT- ADMINISTRATIVE PROCEDURE

This procedure implements the Board's policy JLF – Reporting Suspected Child Abuse and Neglect. It summarizes the steps to be taken when a school employee suspects that a child has been or is likely to be abused or neglected.

The "notifying person" refers to any employee of the school district ~~the person~~ who has the information that gives rise to the suspicion that a child has been is likely to be abused or neglected and is required by law or Board policy to report it. ~~such as a teacher, principal, guidance counselor or bus driver.~~

A. The notifying person should immediately notify the building principal or other designated agent of the suspected abuse or neglect. The person may notify the Department of Health and Human Services (DHHS) directly, or if appropriate, the District Attorney (DA).

B. The building administrator ~~principal~~ or designated agent should immediately notify the Superintendent. The building administrator/designated agent or Superintendent should immediately make a report by telephone to DHHS, and if requested by DHHS, should provide a written report of the suspected abuse or neglect to DHHS within 48 hours. If the person suspected of abuse or neglect is not the parent, guardian or other custodian of the child, the building administrator or Superintendent shall also make a report to the DA. ~~directly report it to DHHS and, if appropriate, to the DA.~~

C. The building administrator ~~principal~~/designated agent or Superintendent should send a written confirmation containing the name of the person reporting, the date and time of the report and a summary of the information to the notifying person.

D. The notifying person should acknowledge in writing that he/she has received the confirmation that the report has been made by the principal or designated agent.

E. The confirmation and acknowledgement should be retained in the school's records.

F. If the notifying person has not received written confirmation within 24 hours of making his/her report to the building administrator ~~principal~~ or designated agent has caused a report to be made to DHHS and, if appropriate, the DA, the notifying person shall immediately make a report to DHHS and, if appropriate, the DA.

Cross Reference: JLF – Reporting Suspected Child Abuse and Neglect
JLF-E – Suspected Child Abuse Neglect Report Form

Adopted: January 7, 2016

SUSPECTED CHILD ABUSE/NEGLECT REPORT FORM

Any employee of MSAD 11 who suspects that a child has been or is likely to be abused or neglected (the "notifying person") must immediately notify the building principal using this form. The purpose of this form is to document your reporting and to facilitate confirmation to you that the building principal or other designated agent ~~school official~~ has made your report to the Department of Health and Human Services (DHHS) or, as appropriate to the District Attorney.

If you have not received written confirmation within 24 hours of submitting this form to the building principal, you must make your own report to DHHS or, if appropriate, to the DA.

1) Name/title/telephone number and email address of notifying person (person who originally has the information and is required to report it):

   _____

   _____

2) Date and time of notifying person's report: _____

3) Name/title of school principal /designated agent first report made to:

   _____

4) Did notifying person contact DHS independently: _____ Yes _____ No

5) Name of student who is subject of report: _____

   Birthdate: _____ Sex: _____ Grade: _____

   Known history of abuse/neglect? _____

   Parent/Guardian Name(s): _____

   Address: _____

   Home and work telephone numbers: _____

   Name(s) of other children in the home: _____

   _____

   _____

   _____

6) Statements or indicators leading to the suspicion of abuse/neglect (include all known information, including date, time and location, name of alleged abuser, and relationship to student):

_____

_____

_____

_____

_____

_____

_____

_____

7) List any photographs taken or other materials collected related to the report: _____

_____

_____

_____

_____

_____

8) Actions taken by school personnel (list date, time and personnel involved):

_____

_____

_____

_____

_____

_____

_____

CONFIRMATION OF REPORT

(Used for confirming principal or designated agent's report to authorities)

Name of principal or designated agent: _____

Agency contacted by telephone: _____

Name and title of agency contact: _____

Date and time of telephone report: _____

Copy of report form sent (include date and addressee): _____

_____

_____

_____ _____

Principal/Designated Agent Signature Date and Time

EMPLOYEE'S ACKNOWLEDGEMENT OF RECEIPT OF CONFIRMATION

(To be returned to principal or designated agent)

I have received confirmation that my report has been made to DHHS or the DA by the Principal or other Designated Agent.

_____ _____

Notifying Person/Original Reporter's Signature Date and Time

(Employee's Signature)

FISCAL MANAGEMENT GOALS/PRIORITY OBJECTIVES

The ~~RSU~~ MSAD #11 Board recognizes that money and money management comprise the foundational support of the whole school program. To make that support as effective as possible the Board intends:

A. To encourage advance planning through the best possible budget procedures;

B. To explore all practical and legal sources of revenues;

C. To guide the expenditure of funds so as to achieve the greatest educational returns;

D. To require maximum efficiency in accounting and reporting procedures; and

E. To maintain a level of per pupil expenditure needed to provide high quality education.

As trustee of local, state and federal funds allocated for use in education, the Board has the responsibility to protect the funds and to use them wisely.

Adopted: Prior to 1985

Revised: June 5, 1986; January 7, 1993; December 6, 2005; May 6, 2010

DETERMINATION OF BUDGET PRIORITIES

The ~~RSU~~ MSAD #11 Board regards the budget as a means of achieving its goal of providing a quality educational program for the students in ~~RSU~~ MSAD #11. In keeping with that goal, the Board will seek to provide the necessary resources, but recognizes the need to strike a balance between an ideal educational program and the ~~Unit~~ District's fiscal resources.

The Superintendent, in consultation with the ~~RSU~~ MSAD #11 Board, will determine the budget priorities for the year. The following factors will be considered:

A. The health and safety of students and staff;

B. Instructional materials, equipment, and other resources directly related to the ~~Unit~~ District's goals, educational programming, and student achievement of Maine's system of Learning Results and Common Core Standards;

C. Contractual, legal, and policy obligations;

D. Adequate staffing of programs and compensation of employees;

E. Maintenance of facilities and equipment;

F. Maintenance of adequate technology resources;

G. Compliance with Federal and State requirements, including those required for the funding of programs; and

H. Fiscal resources available from all sources.

The ~~RSU~~ MSAD #11 Board delegates to the Superintendent the responsibility for the preparation of an annual operating budget consistent with the determined priorities. The Superintendent will develop ways for administrators, department heads, and staff to participate in the initial stages of the budget planning process.

Adopted: Prior to 1985

Revised: June 5, 1986; January 7, 1993; December 6, 2005; May 6, 2010

BUDGET ADOPTION PROCESS

Adoption of the annual budget is to be accomplished prior to June 30 for the fiscal year beginning July 1.

The Superintendent will be responsible for preparing the final draft of the budget document. The budget shall include, in addition to operating expenses and expected income for the ensuing year, the sums required for meeting bonds falling due, interest on the bonds and on other obligations, rentals and other fixed charges.

The budget meeting shall be called by a warrant signed by a majority of the Board of Directors in accordance with Maine law.

The budget will be made available for public inspection at the Office of the Superintendent at least seven days before the budget meeting.

At the budget meeting, the budget shall be thoroughly explained and voters shall have an opportunity to be heard. Only those amounts pertaining to operating expenses, appropriations for reserve or contingency funds, or school construction purposes shall be subject to change by the voters.

~~A majority vote of those voters voting on the school budget referendum shall be necessary for the approval of the annual budget.~~

Legal Reference: 20-A MRSA §§ 1304 et seq., 15617 et seq.

Adopted: Prior to 1985

Revised: June 5, 1986; January 7, 1993; December 6, 2005; May 6, 2010

INVENTORIES

~~RSU~~ MSAD #11 inventory of property and equipment shall be taken on an annual basis. The inventory system shall serve the functions of control and conservation.

Responsibility for this shall be with the Superintendent/designee, to whom Principals and supervisors shall be accountable for the maintenance of proper inventories in their schools.

Adopted: Prior to 1985

Revised: June 5, 1986; January 7, 1993; December 6, 2005; May 6, 2010

FOOD PROGRAM MILK OPTIONS

Skim, low-fat, whole plain milk and low-fat flavored milk shall be allowed as part of the federally/state subsidized school lunch and breakfast programs of ~~RSU~~ MSAD #11.

Adopted: October 6, 2005

Revised: December 7, 2006; June 3, 2010

PROGRESS REPORT FORM

Date: _____ High School: _____

Student's Name: _____ Town Responsible for Student: _____

Address: _____ Send to Attention of: _____ _____

Fill Out Relevant Portion

A. January Progress _____ June Progress _____

____ No concerns at this point
____ The following concerns (academic/special) exist:

_____
_____
_____

Please attach a copy of this semester's rank card.

B. Concerns with the student:

____ Transferred to another high school. Date: _____
____ Moved to another town. Date: _____
____ Has been absent for more than 10 school days. Dates of absence: _____
____ Has been removed for disciplinary reasons. Date: _____
____ Referred to an alternative program.
____ Referred to Student Assistance Team.
____ Has been referred by staff or parent/guardian for consideration as a possible special needs student.
____ Other

Summary of action to be taken in response to concerns:

_____
_____
_____
_____

Adopted: May 3, 2007

Reviewed: February 4, 2016

MSAD 11 Wellness Committee Meeting

March 5, 2018

Present: Ari Bouse, Committee Chair (GRMS Teacher/Social Worker), Pat Hopkins, (Superintendent of Schools), Linda Sergent (Director Child Nutrition), Aimee Ellis (LER Teacher), Kristy McNaughton (GAHS Teacher), Heidi Hinckley (School Nurse)

The Committee focused on final preparations for the staff wellness day the afternoon of Friday, March 16, 2018.

- Discussed sign up forms and the need to separate the form to determine which presenters are available at which school.
- Descriptions were finalized and room numbers assigned.
- Google form for sign ups created.
- Signs will be made.
- Linda and Aimee will help guide people to rooms on Wellness Day.

Next Wellness Committee meeting will be Monday, March 12 @ 2:30 pm at the Gardiner Regional Middle School.

MSAD 11 Wellness Committee Meeting

March 12, 2018

Present: Linda Sergent (Director Child Nutrition), Aimee Ellis (LER Teacher), Kady Gould (Helen Thompson Principal), Kristy McNaughton (GAHS Teacher), Pat Hopkins (Superintendent of Schools), Amanda Bullock (Central Office), Heidi Hinckley (School Nurse), Kaitlyn Toto (GRMS), Ari Bouse (Social Worker, GRMS), Courtney Roderick (SNAPEd)

Wellness Day Update:
129 elementary staff members signed up for Wellness Day sessions.
132 middle school and high school staff members signed up for Wellness Day sessions.
All staff members were able to get into their first choices for each session.

The committee discussed the location for each of the sessions based on the number of staff members who signed up. Kaitlyn sent emails to GRMS and GAHS staff whose rooms will be used for Wellness Day.
Staff sign up sheets will be sent out via email so people know which sessions they will attend based on their sign-up surveys.
Members of the Wellness Committee will meet staff members in the lobby at GRMS and GAHS, along with a map (session locations) and list of people signed up for each session.

Members of the Wellness Committee will share the layout at GRMS and GAHS at department meetings and staff development (before Wellness Day) so staff will know what to expect when they arrive at each building (map/session description).

MSAD 11 2017 – 2018 SCHOOL CALENDAR – Approved 3/1/2018

2017

JULY

S	M	T	W	T	F	S
						1
2	3	**H**	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST - 2

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	**NS**	26
27	**W**	**W**	**F1**	**F2**		

SEPTEMBER - 20

S	M	T	W	T	F	S
					1	2
3	**H**	**F3**	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER - 20

S	M	T	W	T	F	S
1	2	3	4	5	**W**	7
8	**H**	10	11	12	13	14
15	16	17	**ER**	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER - 18

S	M	T	W	T	F	S
			1	2	**QE**	4
5	6	7	8	9	**H**	**H**
12	13	14	15	16	17	18
19	20	21	**V**	**H**	**V**	25
26	27	28	29	30		

DECEMBER - 15

S	M	T	W	T	F	S
					TE	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	**V**	23
24	**H**	**V**	**V**	**V**	**V**	30
31						

2018

JANUARY - 20

S	M	T	W	T	F	S
	H	**V**	3	4	5	6
7	8	9	10	11	**ER**	13
14	**H**	16	17	18	**QE/SE**	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY - 15

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	**ER**	17
18	**H**	**V**	**V**	**V**	**V**	24
25	26	27	28			

MARCH - 21

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	**TE**	10
11	12	13	14	15	**W**	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL - 15

S	M	T	W	T	F	S
1	2	3	4	5	**QE**	7
8	9	10	11	12	**W/TC**	14
15	**H**	**V**	**V**	**V**	**V**	21
22	23	24	25	26	27	28
29	30					

MAY - 22

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	**ER**	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	**H**	29	30	31		

JUNE - 7

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	**G**
10	11	12	13	14	**LD/QE**	16
17	**W**	19	20	21	22	23
24	25	26	27	28	29	30

H - SCHOOL HOLIDAYS

July 4	-	Independence Day
August 25	-	New Staff Only
August 28	-	All Staff Workshop Day
August 29	-	Workshop Day
August 30	-	Start of School K-9
August 31	-	Start of School 10-12
September 4	-	Labor Day
September 5	-	Start of School Pre-K
October 6	-	Workshop Day
October 9	-	Columbus Day
October 18	-	Early Release Parent/Teacher Conf.
November 3	-	**Workshop Cancelled Full Student Day**
November 10	-	Veterans Day Observed
November 11	-	Veterans Day
November 22	-	Vacation Day
November 23-24	-	Thanksgiving Break
Dec. 22 - Jan. 2	-	Holiday Break
January 12	-	Early Release Day
January 15	-	Martin Luther King, Jr. Day
February 16	-	Early Release Day
February 19	-	Presidents' Day
February 20-24	-	February Break
March 15	-	**Full Student Day**
March 16	-	Workshop Day
March 29	-	**Full Student Day**
April 13	-	Teacher Comp/Workshop Day
April 16	-	Patriots' Day
April 17-20	-	April Break
May 9	-	**Early Release Day**

The release of students will be extended 1 hour
High/Middle Schools Release at 12:30 p.m.
Elementary Schools Release at 1:30 p.m.

May 28	-	Memorial Day
June 9	-	Graduation
June 15	-	**Final Student Day**
June 18	-	**Workshop Day (half day)**

W= Workshop Day, **ER** = Early Release Day,
H= Holiday, **V**= Vacation, **TC**= Teacher Comp Day,
F1= Start of School K-9, **F2**= Start of School 10-12,
F3= Start of School Pre-K, **G**= Graduation,
LD= Last Day of School w/o emergency days,
NS= New Staff Orientation, **QE**= Quarter Ends,
SE= Semester Ends, **TE**= Trimester Ends

*Rosh Hashanah:	September 21-22
Yom Kippur:	September 30
Hanukkah:	December 13-20

175 Student Days — 6 Workshop Days
181 Teacher Days

Grades 6-12

1st Quarter Ends (45)	November 3, 2017
2nd Quarter Ends/Semester Ends (42)	January 19, 2018
3rd Quarter Ends (48)	April 6, 2018
4th Quarter Ends/Semester Ends (40)	June 15, 2018

PK – 5 Schools

1st Trimester Ends (61)	December 1, 2017
2nd Trimester Ends (56)	March 9, 2018
3rd Trimester Ends (58)	June 15, 2018

International Center for Leadership in Education

RIGOROUS LEARNING FOR ALL STUDENTS

INNOVATING FOR IMPACT

WHITEPAPER SERIES

Innovation: The Key to the Nation's Most Rapidly Improving Schools

OVERVIEW

Bill Daggett, Ed.D.

FOUNDER AND CHAIRMAN
INTERNATIONAL CENTER FOR LEADERSHIP IN EDUCATION

December 2016

This paper introduces our upcoming five-part series on effective innovation, the kind of innovation that moves everyone in education—from administrators to students to the community—out of the twentieth-century paradigm of a focus on teaching to a focus on learning. Innovation that empowers every last person in the system. Innovation that helps us break free from the regulatory rigidness that has been holding us back from real change for decades.

ARE WE TEACHING WHAT OUR STUDENTS NEED TO KNOW?

Take a look at the following graphic. It is a graphic visualization of the mobile industry, where different colors represent different players in the industry at large, such as hardware makers and software makers.

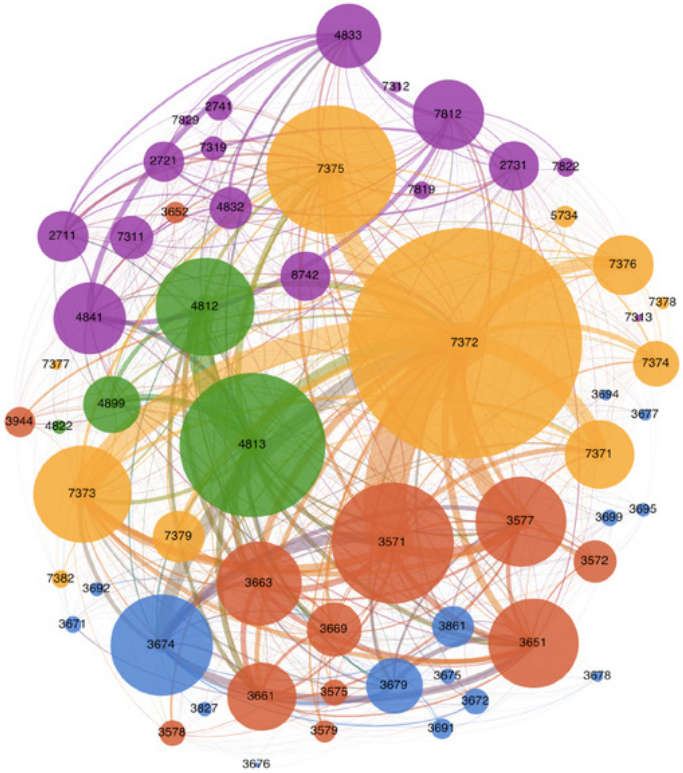

Image credit: The New York Times

What skills does a person need to understand and know what to do with this chart? Reading skills? Or statistics skills? Or is it logic? Probability? Measurement systems? Writing?

The answer is, to varying degrees, all of them. This chart is big data visualized. Big data refers to data that exceed the processing capacity of standard databases or software. More and more companies and industries rely on big data to make smarter decisions and improve operations. These companies expect some workers to write code for data collection and processing and expect many workers to understand and use the data.

Big data is changing how we work and live, and the kinds of technologies transforming our worlds are many. But their impact on schools is consistent and clear. Students today need specific skills for success tomorrow—and they're often not the skills we were taught as kids. Unfortunately, not much has changed in schools since then.

Computer engineers must apply technology skills to write code that automates all aspects of data processing. The collection of all that data in that chart is automated. Algorithms calculate and process the data. Computers generate conclusions, patterns, and anomalies. With technologies handling that work, what's left for the human worker to do? Today's employees take action with that data. Doing so is collaborative and interdisciplinary. They need to analyze the findings; discuss the analysis with colleagues from other departments, sometimes across the globe; consider the findings relative to other information, research, constraints, or needs; and determine a path forward that meets all company priorities and goals.

Put another way, **employees will need to work together and smartly share and use resources.**

Every day—on the job, at the airport, waiting in line at the store—we're all on our smartphones. Your students are always on their smartphones. That is, until they walk into your school. After all, if they were to use them while taking a test, they'd "cheat" by looking up answers or texting friends to compare information. **In other words, they'd work together and smartly share and use resources.**

Is this cheating? Or, for those who know the Rigor/Relevance Framework®, is it rigorous and relevant Quadrant D learning? The fact is that most of our schools have not caught up to the world around them. There is a major disconnect between what we are teaching and what our students need to know and do to be successful in their lives beyond school.

My colleagues and I have the privilege of working with and analyzing the practices in our nation's most rapidly improving schools. Central to our findings is that these schools use innovative successful practices to connect their instructional programs to the world beyond school in a way that resonates with their students. They are focused on preparing students for success in that world and have made a transformational shift. How did they get there? These schools came to the realization that they had to adapt, or else their students simply weren't going to have what's needed for success after graduating. They understood that district- or school-wide innovation was not an option, but an urgent need. They identified what had to change. And they put together leading edge, systemic plans to make that change happen with buy-in from everyone involved.

Rapid improvement, we have learned, always comes from successful and productive innovation. However, we have learned just as much from innovation initiatives that have failed.

In many ways, the Every Student Succeeds Act (ESSA) has taken the shackles off, freeing up all schools to do what our nation's most rapidly improving schools are doing. The stream of standards and regulation in recent decades has steadily taken our profession out of our own hands. ESSA puts much control back in our reach—so long as we innovate and put college and career skills on equal academic footing.

ESSA is allowing us finally to take bold steps in the name of *real change*—the kind of change we've been craving, but have been blocked from achieving due to rigid standards and regulations. As you and your teams set out to seize the ESSA opportunity in the name of improved instruction and student outcomes, I urge you first to understand and discuss with your teams why innovation succeeds—and why it fails.

A great place to start is one fact of successful innovation we at ICLE have seen again and again: **Culture trumps strategy**.

Many educators feel very disempowered. They've lost control of their districts, schools, and classrooms because of regulations that were at odds with their "DNA," or what makes each district, school or classroom unique. If innovation is going to work, everyone on your campus or in your district must feel empowered. *Everyone*. This is only possible through a *culture of empowerment*.

Your students are always on their smartphones. That is, until they walk into your school. After all, if they were to use them while taking a test, they'd "cheat" by looking up answers or texting friends to compare information. **In other words, they'd work together and smartly share and use resources.**

Is this cheating? Or is it Quadrant D—rigorous and relevant—learning?

From there, successful innovation requires that schools be future focused. Begin with the end in mind: The end goal gives clear purpose to all decisions you will make and actions you will take to innovate for impact. It creates a vision.

What's the end goal? Arming graduates with skills relevant to tomorrow's career landscape. Every facet of your district or school must then be built to meet that end. A future focus must permeate every corner of your world as an educator. In other words, vision drives decisions, including all those around innovation. That vision must be future focused.

THE SOLUTION IS EVOLUTION

From our decades of collaboration with the nation's most rapidly improving schools and our own research on innovation in education, we at ICLE have pinpointed nine interrelated areas that must evolve to make room for future-focused innovation:

1. **Goals:** The end goal must be to guide students toward success beyond school, not just in school.

2. **Focus:** The focus must move beyond incorporation of technology in the classroom to how technology is used authentically in the world beyond school.

3. **Outcomes**: In the Rigor/Relevance Framework®, all outcomes must reach Quadrants B and D; focusing on Quadrants A and C outcomes will not help students be career ready.

4. **Instructional Focus:** The focus of instruction must be achieving Quadrants B and D. The most future-focused schools use The Learning Criteria to vet all instruction for Quadrants B and D alignment, but they do so in an innovative way: they are using the Learning Criteria backward, starting first with an emphasis on interpersonal skills and finding that student engagement, stretch learning, and foundation learning happen organically.

5. **Data-Driven:** School improvement begins and ends with data. Quantifiable data around instructional programs and student performance needs to be collected and monitored frequently, used to inform the decision-making process, and adjusted as needed.

6. **Emerging Skills and Knowledge:** Educators must teach skills necessary for establishing successful careers and thriving in tomorrow's workplace, including reading, writing, data analytics, innovation and creativity, and wise social media skills.

7. **Instructional Programs:** For schools to align with the careers of tomorrow, how we deliver instruction must change to include academies, problem-based learning and interdisciplinary lessons. This frees teachers to do what they do best—build relationships and connect with students to nurture interpersonal skills

8. **Instructional Practice:** Educators should look to low-cost and high-impact technology tools that leverage gamification and augmented reality to increase learner engagement and relevance. A blended approach is needed, which includes a combination of emerging technology practices and traditional instruction. It is not an either/or approach. It is a blending of both.

9. **Professional Learning:** With systemic innovation comes big change. Successful innovation is only possible when people feel supported through professional learning. Therefore, instructional coaching for teachers and executive coaching for leaders is essential. To innovate is to ask all staff, from teachers to superintendents, to do things they didn't experience as students, learn in teacher education programs, or practice on the job. A one- or two-day professional development program will not provide the skills they need. The nation's most rapidly improving schools have taught us that ongoing, on-the-job coaching at all levels is critical if you are to successfully transform your schools.

In this series on innovating for impact, I will go further into the context of why the need to transform the education industry is so urgent. I will outline specifically what needs to change and, finally, how you and your teams can make these changes, with success and total buy-in. The series will be personified with those who've pulled off this big, but doable feat at the 2017 Model Schools Conference. We hope you'll join us then to connect directly with educators like you who've crossed the finish line in our shared goal: helping our students—those who matter most in this conversation—live confident, joyful, successful lives.

THE NATION'S MOST RAPIDLY IMPROVING SCHOOLS

Nine interrelated areas that must evolve to make room for future-focused innovation

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MARCH Enrollment -- 03/312018									
LER	***Principal -***	***Karen Moody***			***RVCS***	***Principal - Al Ghoreyeb***			
PK	Duquette	AM	16		3	Duca		18	
PK	Duquette	PM	16		3	Keene		21	
PK	Ellis	AM	16		3	Storey		21	
PK	Ellis	PM	16		4	Estabrook		12	
K	Grant		16		4	Lorbeski		13	
K	Lancaster		15		4	Patrick		12	
K	Luiz		15		5	Galibois-Barrs		21	
K	Viens		14		5	Henerlau		20	
1	Clary		17		5	Sergent		21	
1	Malcolm		17						
1	Whitman		19						
2	Canning		16		***TOTAL STUDENTS***			***159***	
2	King		16		***Bldg Capacity***		***230***		
2	Plummer		16						
2	Smith		17		***PITTSTON***	***Principal - Sarah Duffy***			
Steps	Palmer		6		K	Alexander		13	
					K	Keegan		11	
TOTAL STUDENTS			***248***		1	Allen		15	
Bldg Capacity		***310***			1	Weymouth		15	
					2	Damon		19	
					2	Rowe		19	
HTS	**Principal -**	***Kady Gould***			3	Cloutier		17	
PK	Moore AM		15		3	Owen		17	
PK	Moore PM		14		4	Tarrio		19	
K	Lazaro		13		4	Webb		18	
K	Shagoury		12		5	Adams		18	
K	Stevens		13		5	Pare		17	
1	Bannister		14						
1	Brann		14		**TOTAL STUDENTS**			**198**	
1	Jordan		16		**Bldg Capacity**		**210**		
2	Lucas		15						
2	Luken		15						
2	McGrother		14						
3	Duncklee		20						
3	Marx		21		***TCH***	***Principal - Sara Hess***			
4	Hanley		25		K	Smith		6	
4	Nickerson		26		1	Snow		14	
5	Hall		17		3	Dickson		4	
5	Smith		*19*		4	Dickson		12	
					5	Dickson		4	
TOTAL STUDENTS			***283***						
					TOTAL STUDENTS			**40**	
Bldg Capacity		***260***			**Bldg Capacity**		**155**		

GRMS	***Principal -***	***Todd Sanders***			***GAHS***	***Principal - Chad Kempton***			
6th Grade			141		9			165	
7th Grade			165		10			141	
8th Grade			146		11			153	
TOTAL STUDENTS			**452**		12			164	
Bldg Capacity		***657***			***TOTAL STUDENTS***			***623***	
					Bldg Capacity		***857***		
GRANDE TOTALS - MARCH 2018									
Steps		6							
PK		93							
K		128							
1st	Grade	141							
2nd	Grade	147							
3rd	Grade	139							
4th	Grade	137							
5th	Grade	137							
6th	Grade	141							
7th	Grade	165							
8th	Grade	146							
9th	Grade	165							
10th	Grade	141							
11th	Grade	153							
12th	Grade	164							
TOTAL ENROLLMENT		***2,003***							
MARCH 31, 2018									
			31-Mar	**28-Feb**	**Change**		**31-Mar**	**31-Mar**	**Change**
			2018	**2018**			**2018**	**2017**	
Laura E. Richards School			248	247	1		248	249	-1
River View Community School			159	160	-1		159	161	-2
T.C. Hamlin School			40	41	-1		40	81	-41
Pittston Consolidated			198	202	-4		198	191	7
Helen Thompson School			283	282	1		283	284	-1
Gardiner Regional Middle School			452	455	-3		452	461	-9
Gardiner Area High School			623	626	-3		623	610	13
			2003	**2013**	**-10**		**2003**	**2037**	**-34**