

REGIONAL SCHOOL UNIT 19

TO: RSU 19 Board of Directors
FR: Celia Demos / Mike Hammer
DT: September 22, 2021
RE: **Policy Committee Meeting Agenda**



DAY: **Tuesday**
DATE: **September 28, 2021**
TIME: 6:30 PM
PLACE: **Old Nokomis, 266 Williams Road**

AGENDA

I. Public Comment

II. Policy Review

- A. **JKAA** Use of Physical Restraint and Seclusion
- JKAA-R** Procedures on Physical Restraint and Seclusion
- B. **BEDH** Public Participation at Board Meetings/Committee Meetings
- C. **IHBEA** Program for Limited English Proficient Students to
 Program for English Language Learners
- D. **IHCDA** Post-Secondary Enrollment Options

III. Other

IV. Adjournment

A.D.A. Notice: If you have a special need that must be met to allow you to fully participate in this meeting, please contact the Office of the Superintendent at least two (2) days prior to this meeting.

USE OF PHYSICAL RESTRAINT AND SECLUSION

The RSU 19 School Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents an imminent risk of serious physical injury or harm to the student or others.

State law and MDOE Rule Chapter 33 do not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as he/she deems appropriate.

1. Definitions

The following definitions apply to this policy and procedure:

A. Physical Restraint

1. **Physical restraint:** ~~An intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.~~ A personal restriction that immobilizes or reduces the ability of a student to move their arms, legs or head freely.

2. Physical restraint does not include any of the following:

- a. Physical escort: A temporary voluntary touching or holding ~~inducing a student to walk to another location, including assisting the student to the student's feet in order to be escorted~~ of the hand, wrist, arm, shoulder or back to induce a student to walk to a safe location.
- b. Physical prompt: A teaching technique that involves voluntary physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
- c. The use of adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement than would be possible without the use of such devices or supports.

- ~~3. Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.~~
- ~~4. A brief period of physical contact necessary to break up a fight.~~
- ~~5. Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful or dangerous to the student or others.~~
- d. The use of **seat belts, safety belts or similar passenger vehicle safety** restraints, when used as intended during the transportation of a **child student** in a **motor moving** vehicle.
- ~~7. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.~~
- ~~8. Restraints used by law enforcement officers or a school resource officer employed by a police department in the course of their professional duties are not subject to this policy/procedure or MDOE Rule Chapter 33.~~
- ~~9. MDOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.~~

B. Seclusion

1. The involuntary **isolation or** confinement of a student alone in a room or clearly defined area from which the student **does not feel free to go or** is physically ~~prevented from leaving, with no other person in the room or area with the student~~ **denied exit.**
2. **Seclusion does not include:**
 - A** timeout; **or** **A**n intervention where a student requests, or complies with an adult request for, a break.

2. Procedures for Implementing Physical Restraint and Seclusion

Adopted: 07/17/12
Revised: 11/19/13;

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

3. Annual Notice of Policy/Procedure

Notification will be included in individual school handbooks and in school newsletters.

4. Training Requirements

A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.

B. RSU 19 will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Superintendent's Office, in each school office and in the school unit's **Comprehensive** Emergency Management Plan.

5. Parent/Legal Guardian Complaint Procedure

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Director of Special Services as soon as possible. The Superintendent/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days **of receiving the complaint**, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within 60 calendar days of receiving the complaint.

Legal References: 20-A M.R.S.A. §§ **4014**, 4502(5)(M); 4009
Me. DOE **Rule** Reg., ch. 33-~~(July 2012)~~

Cross References: EBCA – Comprehensive Emergency Management Plan
JKAA-R – Procedures on Physical Restraint and Seclusion
JK – Student Discipline
KLG/KLG-R – Relations with School Resource Officer and Law Enforcement Authorities

Adopted: 07/17/12
Revised: 11/19/13;

PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

These procedures are established for the purpose of meeting the obligations of RSU 19 under state law/regulations and Board Policy JKAA governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

1. Definitions

~~For purposes of these procedures, the terms “physical restraint” and “seclusion” shall have the meanings defined in Policy JKAA. Definitions for other important terms in this procedure include:~~

~~A. **Emergency:** A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.~~

~~B. **Risk of injury or harm:** A situation in which a student has the means to cause physical harm or injury to him/herself or others and such injury or harm is likely to occur, such that a reasonable and prudent person would take steps to protect the student and others against the risk of such injury or harm.~~

~~C. **Dangerous behavior:** Behavior that presents a risk of injury or harm to a student or others.~~

~~D. **Serious bodily injury:** Any bodily injury that involves: (1) A substantial risk of death; (2) Extreme physical pain; (3) Protracted and obvious disfigurement; or (4) Protracted loss or impairment of the function of a bodily member, organ or mental faculty.~~

2.1. Physical Restraint

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel from implementing physical restraints ~~in carrying out~~ consistent with their professional responsibilities.

A. Permitted Uses of Physical Restraint

1. Physical restraint may be used only ~~as an emergency intervention~~ when the behavior of a student presents an **imminent** risk of **serious physical** injury ~~or harm~~ to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate. **The physical restraint must end immediately upon the cessation of the imminent risk**

Adopted: 07/17/12
Revised: 11/19/13;

of serious physical injury to the student or another person, and should involve the least amount of force necessary to protect the student or other person.

"Serious physical injury" is a physical injury that a reasonable person would consider to be serious for the victim if it were to occur.

2. ~~Physical restraint may be used to move a student only if the need for movement outweighs the risk involved in such movement.~~
32. Prescribed medications, harnesses, seat belts and other assistive or protective devices may be used as permitted by law and described in Policy JKAA. ~~in Rule Chapter 33.~~
43. Parents/legal guardians may be requested to provide assistance with their child at any time.

B. Prohibited Forms and Uses of Physical Restraint

1. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Physical restraint used solely to prevent property destruction or disruption of the environment in the absence of a risk of serious physical injury or harm.
3. Physical restraint that is life threatening, restricts the free movement of a student's diaphragm or chest, breathing or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia) blood flow to the brain, including prone restraint.
4. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.
5. Physical restraint that is contraindicated based on the child's disability, health care needs, or medical or psychiatric condition if documented in:
 - A health care directive or medical management plan;
 - A school-approved behavior plan;
 - An IBP or an Individual Family Service Plan (IFSP); or
 - A school-approved 504 or ADA plan.
56. Aversive procedures, and mechanical and chemical restraints.
 - a. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.

Adopted: 07/17/12
Revised: 11/19/13;

- b. Mechanical restraints are defined as any ~~item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards~~ restraint that uses a device to restrict a student's freedom of movement. Such restraints do not include adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement, or the use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.
- c. Chemical restraints are defined as the use of drug or medication, ~~including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student's health care plan~~ that is not prescribed as the standard treatment of a student's medical or psychiatric condition by a licensed physician or other qualified health professional acting under the scope of the professional's authority under state law that is used on a student to control behavior or restrict freedom of movement.

C. Monitoring Students in Physical Restraint

1. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.
2. The student must be continuously monitored until he/she no longer presents a risk of injury or harm to him/herself or others.
3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Physical Restraint

1. The staff involved in the use of physical restraint must continually assess for signs that the student is no longer presenting an imminent risk of serious physical injury or harm to him/herself themselves or others, and the ~~emergency intervention~~ physical restraint must be discontinued ~~as soon as possible~~ immediately after it is determined that the imminent risk of serious physical harm has ended.
 - a. The time a student is in physical restraint must be monitored and recorded.
 - b. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the

Adopted: 07/17/12
Revised: 11/19/13;

physical restraint every ten (10) minutes until the restraint is terminated.

- c. If attempts to release a the student from physical restraint have been unsuccessful and the student continues to present behaviors that create an imminent risk of serious physical injury ~~or harm~~ to him/herself the student or to others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

3.2. Seclusion

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

A “timeout” where a student requests, or complies with an adult request for, a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or defined area with the student (including but not limited to classrooms, offices and other school locations).

A. Permitted Uses and Location of Seclusion

1. Seclusion may be used only as an emergency intervention when the behavior of a student presents an imminent risk of serious bodily injury ~~or harm~~ to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate. The seclusion must end immediately upon the cessation of the imminent risk of serious physical injury to the student or another person. “Serious physical injury” is a physical injury that a reasonable person would consider to be serious for the victim if it were to occur.
2. Seclusion may be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height.
 - a. Seclusion may not take place in a locked room.
 - b. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous material and objects which the student could use to self-inflict bodily injury.
3. Parents/legal guardians may be requested to provide assistance with their child at any time.

B. Prohibited Uses of Seclusion

Adopted: 07/17/12
Revised: 11/19/13;

1. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Seclusion used to prevent property destruction or disruption of the environment in the absence of an imminent risk of injury.
3. Seclusion that is life threatening.
4. Seclusion that is contraindicated based on the child's disability, health care needs, or medical or psychiatric condition if documented in:
 - A health care directive or medical management plan;
 - A school-approved behavior plan;
 - An IEP or IFSP; or
 - A school.-approved 504 or ADA plan

C. Monitoring Students in Seclusion

1. At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.
2. The student must be continuously monitored until ~~he/she~~ they no longer presents a risk of serious physical injury ~~or harm~~ to ~~him/herself~~ the student or to others.
3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Seclusion

1. The staff involved in the seclusion must continually assess for signs that the student is no longer presenting an imminent risk of serious physical injury ~~or harm~~ to ~~him/herself~~ the student or others, and the ~~emergency intervention~~ seclusion must be discontinued as soon as possible the imminent risk ceases.
 - a. The time a student is in seclusion must be monitored and recorded.
 - b. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the restraint is terminated.
 - c. If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create an imminent risk of serious physical injury ~~or harm~~ to ~~him/herself~~ the student or to others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

4. Notification and Reports of Physical Restraint and Seclusion Incidents

Adopted: 07/17/12
Revised: 11/19/13;

For the purposes of this procedure, an “incident” consists of all actions between the time a student begins to create an imminent risk of ~~harm~~ serious physical injury and the time the student ceases to pose a that imminent risk of ~~harm~~ and returns to his/her their regular programming.

A. Notice Requirements

After each incident of physical restraint or seclusion:

1. A staff member involved in the incident shall make an oral notification to the administrator/designee as soon as possible, but no later than the end of the school day.
2. An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical, but within the school day in which the incident occurred. The administrator/designee must utilize all available phone numbers or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.
3. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with RSU 19’s usual emergency notification procedures.
4. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the RSU 19’s emergency notification procedures shall be followed and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

B. Incident Reports

Each use of physical restraint or seclusion must be documented in an incident report. The incident report must be completed and provided to an administrator/designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident.

The incident report must include the following elements:

1. Student name;
2. Age, gender and grade;
3. Location of the incident;
4. Date of the incident;
5. Date of report;

Adopted: 07/17/12
Revised: 11/19/13;

6. Person completing the report;
7. Beginning and ending time of each physical restraint and/or seclusion;
8. Total time of incident;
9. Description of prior events and circumstances;
10. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why;
11. The student behavior justifying the use of physical restraint or seclusion;
12. A detailed description of the physical restraint or seclusion used;
13. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
14. Description of the incident, including the resolution and process of returning the student to ~~his/her~~ their program, if appropriate;
15. Whether the student has an IEP, 504 Plan, behavior plan, IHP (individual health plan) or any other plan.
16. If a student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification and any treatment administered;
17. The date, time and method of parent/legal guardian notification;
18. The date and time of administrator/designee notification.
19. Date and time of staff debriefing.

Copies of the incident reports shall be maintained in the student's file and in the school office.

5. School Unit Response Following the Use of Physical Restraint or Seclusion

- A. Following each incident of physical restraint or seclusion, an administrator /designee shall take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day):
 1. Review the incident with all staff persons involved to discuss: (a) whether the use of physical restraint or seclusion complied with state and school board requirements and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.
 2. Meet with the student who was physically restrained or secluded to discuss: (a) what triggered the student's escalation and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.
- B. Following the meetings, staff must develop and implement a written plan for response and de-escalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purposes of this procedure, "de-escalation" is the use of behavior management techniques intended to cause a situation involving problem behavior of a student to become more controlled, calm and less dangerous, thus reducing the risk of injury or harm.

6. Procedure for Students with Three Incidents in a School Year

Adopted: 07/17/12
Revised: 11/19/13;

RSU 19 will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

A. Special Education/504 Students

After the third incident of physical restraint and/or seclusion in one school year, the student's IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.

B. All Other Students

1. A team consisting of the parent/legal guardian, administrator/designee, a teacher for the student, a staff member involved in the incident (if not the administrator/designee or teacher already invited), and other appropriate staff shall meet within ten (10) school days to discuss the incidents.
2. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan).

7. Cumulative Reporting Requirements

A. Reports within RSU 19

1. Each building administrator must report the following data on a quarterly and annual basis:
 - a. Aggregate number of uses of physical restraint;
 - b. Aggregate number of students placed in physical restraint;
 - c. Aggregate number of uses of seclusion;
 - d. Aggregate number of students placed in seclusion;
 - e. Aggregate number of students with disabilities having IEPs or 504/ADA plans who are placed in physical restraint;
 - f. Aggregate number of students with disabilities having IEPs or 504/ADA plans who are placed in seclusion;
 - g. Aggregate number of serious ~~bodily~~ physical injuries to students related to the use of physical restraints ~~and/or seclusions;~~ and
 - h. Aggregate number of serious ~~bodily~~ physical injuries to students related to ~~physical restraint and/or~~ the use of seclusion.
2. The Superintendent shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

Adopted: 07/17/12
Revised: 11/19/13;

B. Reports to Maine Department of Education

The Superintendent shall submit an annual report to the Maine Department of Education on an annual basis that includes the information in Section 7.A.1 above.

Legal Reference: 20-A M.R.S.A. §§ 4014, 4502(5)(M); 4009
Me. DOE Rule, Ch. 33 (~~July 2012~~)

Cross Reference: EBCA Comprehensive Emergency Management Plan
JKAA Use of Physical Restraint and Seclusion
JK Student Discipline
KLG/KLG-R Relations with School Resource Officers and Law
Enforcement Authorities

Adopted: 07/17/12
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PUBLIC PARTICIPATION AT BOARD MEETINGS/COMMITTEE MEETINGS

All regular and special meetings of the Board shall be open to the public and the media. Only those executive meetings where the Board discusses personnel, discipline of individual students, labor negotiations, or other matters where private sessions are required or permitted by law, shall be closed to the public and the media. However, all decisions reached during such executive sessions require public action at a regular or special Board Meeting.

Because the Board desires to hear the viewpoints of citizens throughout the school district, and also needs to conduct its business in an orderly and efficient manner, it shall schedule one or more periods during each meeting for public participation. It may set a time limit on the length of this period and/or a time limit for individual speakers.

If a presentation requires more than such time limit allows, the Superintendent shall be notified in advance so that the presentation may be considered for inclusion as a formal agenda item. For regular meetings, such requests should reach the Superintendent no later than Thursday noon preceding the meeting.

Comments and questions at a regular meeting be subjected to reasonable standards set by the Board. Comments at special meetings must be related to the call of the meeting.

Ordinarily, the Board shall accept comments and questions from the public during a short period at the beginning of the meeting. The length of time scheduled for public discussion may be stated in the agenda, or determined by the chair, together with any time limit proposed for individual speakers.

The Board Chair~~man~~ shall be responsible for recognizing all speakers, (who shall properly identify themselves and state the town in which they live), for maintaining proper order, and for adherence to any time limits set. Any member of the public who refuses to yield the floor shall be asked by the Chair to yield; any member of the public who continues to refuse to yield shall be asked to leave. No member of the public may speak unless recognized by the Chair. Any member of the public who speaks out of turn, speaks over another member of the public, or speaks over a Board member, shall be reminded once to remain quiet. Any member of the public who refuses to remain quiet while others are speaking shall be asked to leave.

All public comments and questions shall be addressed to the Board Chair. Any member of the public who addresses individual Board members or other members of the public shall be reminded to address the Chair. Any member of the public who refuses to address the Chair after being reminded shall be asked to leave.

The Board shall give due attention to comments and contributions from the audience, but shall not be expected to respond or take actions immediately. Audience inquiries, other than simple questions, shall be referred to the Superintendent who shall investigate or

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The Board shall give due attention to comments and contributions from the audience, but shall not be expected to respond or take actions immediately. Audience inquiries, other than simple questions, shall be referred to the Superintendent who shall investigate or

consider the matter and report to the citizen and to the Board. If Board action is indicated, the item may be included in the agenda for a subsequent meeting.

Members of the public may not expect to be recognized by the Board or a sub-committee Chairman as official business is being conducted. However, the Board or Committees may schedule interim public discussion periods on particular items. Exceptions may be made when a simple majority of the members present agree to hear public comment, questions or testimony.

Other business is periodically necessary for the Board to consider. When this is necessary and these items can't be placed on the regular agenda, the Chairman will need to determine if public forum is necessary for discussion on these items.

**PROGRAM FOR ~~LIMITED ENGLISH PROFICIENT STUDENTS~~
ENGLISH LANGUAGE LEARNERS**

The School Board recognizes the need to provide a program for students who are ~~limited in~~ English language learners ~~proficiency~~ in order to assure meaningful access to curriculum and equal educational opportunity. The District will also provide meaningful and equitable access to extra-curricular programs.

The Superintendent shall be responsible for developing and implementing a plan ("Lau Plan") to meet the needs of such students, including procedures for identification, assessment, programming, monitoring ~~or progress, exit/reclassification,~~ and follow-up, and ~~parent notification~~. A Language Assessment Committee shall be appointed to assist the coordination, oversight, and periodic review of the program.

The Lau Plan ~~developed by the school unit~~ shall be approved by the Board ~~before it is submitted to the Maine Department of Education.~~

At the beginning of each school year, RSU 19 will notify parents of students identified for or participating in programs for English language learners about the instructional program and parent rights, as required by law. Parents will be regularly informed of their child's progress. Whenever practicable, communications with parents will be in the language understood by the parents.

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

POST-SECONDARY ENROLLMENT OPTIONS

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

Eligible Institutions

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

Students may be allowed to take courses at private colleges or other institution at the same level of cost as the University of Maine System, the Vocational Technical College System or Maine Maritime Academy. Any such requests shall be considered on a case-by-case basis to the extent that funds are available.

Student Eligibility Requirements

No student may take more than one course per semester and two courses per academic year. This may be waived by the Superintendent or designee.

All students must meet the following criteria prior to enrolling in a post-secondary course:

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

Exceptions to Eligibility Requirements [Statutory requirements effective 9/18/99]

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

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

Awarding of Credits

The eligible institution shall grant full credit to any student who successfully completes a course. High school graduation credit for a course taken under this policy shall be

1st Reading 05/19/09

Adopted: 6/16/09

awarded as follows:

- A. The course must meet for a minimum of one semester.
- B. The student must earn a passing grade in the course.
- C. Attendance must satisfy the instructor's requirements.
- D. If the above criteria are met, the student shall receive .5 high school credits for each course.

Financial Assistance

- A. The Maine Department of Education shall pay applicable tuition costs for any student enrolled in a course under this policy if the eligible institution requires tuition payment.
- B. The student's parents/guardians are responsible for paying for all textbooks, course fees and transportation costs.

School Unit Reporting Requirements

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

Legal Reference: 20-A MRSA 4771 et seq.