

## DRUG-FREE WORKPLACE

The Board of ~~Directors~~ recognizes that alcoholism and drug dependency are treatable diseases. Left untreated, they may result in serious personal and family problems. At the same time, the Board is also seriously concerned about the effects of alcohol and drug dependency upon an employee's job performance and ability to serve as a role model for our students.

The Board believes strongly that all employees and students should be able to work and learn in an environment free, from alcohol and drug abuse. Accordingly, the Board expects all employees to report for work and to perform their duties in a manner which does not jeopardize the health, safety and well-being of co-workers and students.

Any employee who suspects that he/she may have an alcohol or drug dependency problem is strongly encouraged to contact his/her supervisor to seek voluntary diagnosis and treatment. The employee will be provided confidential referral services to an outside agency upon request and assisted in determining the extent to which insurance coverage to help pay for such services is available. All voluntary referrals shall be kept confidential.

### **Prohibited Conduct**

No employee shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor. Nor shall an employee unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance (as defined in schedules I through V of section 202 of the federal Controlled Substance Act [21 USC § 812]; by regulation at 21 CFR, § 1300.11 through 1300.15; and in 17-A MRSA, § 1101). This applies-before, during and after school hours, at school or in any other school system location, defined as follows:

"School system location" means in any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transports students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip, or athletic event, where students are under the jurisdiction of the school, unit; or during any period of time such employee is supervising students on behalf of the school system or otherwise engaged in school unit business.

Any illegal use, possession, furnishing, selling or provision of assistance in obtaining alcoholic beverages or scheduled drugs not covered by the preceding paragraph is also prohibited.

In addition, employees (including coaches) are prohibited from selling, distributing or promoting any performance-enhancing substances included on the banned substances list prepared by the Maine Department of Health and Human Services Office of Substance Abuse.

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Appropriate disciplinary action shall be taken against any employee who violates this policy, up to and including dismissal. Referrals for assistance or treatment do not preclude disciplinary action being taken for violations of this policy.

As provided in the Drug-Free Workplace Act of 1988, any employee is required to notify the school unit of a criminal or civil conviction for 'a drug violation occurring in the workplace no later than five calendar days after such conviction. In turn, the Superintendent, within 10 calendar days of learning of such a conviction, is to give written notification to the U.S. Department of Education and to any other federal agency from which the unit receives grant funds.

### **Implementation**

The Superintendent shall be responsible for developing and administering appropriate procedures to implement this policy.

### **Communication**

A copy of this policy is to be given or mailed to all current employees and to new employees at the time of their employment and is to be posted in appropriate locations throughout the school system.

Legal Reference: 21 U.S.C. § 812 (Controlled Substances Act)  
21 C.F.R. §§ 1300.11-1300.15  
Fed. P.L. 101-226  
17-A MRSA § 1101  
20-A MRSA § 6621 et seq.

Cross Reference: JICH - Drug and Alcohol Use by Students

Adopted: \_\_\_\_\_

## FAMILY CARE LEAVE

Maine's "Act to Care for Families" requires employers who provide paid leave under the terms of a collective bargaining agreement or employment policy to allow employees to use such leave to care for an immediate family member who is ill (hereafter referred to as "family care leave") in accordance with the conditions described in this policy.

### I. Definitions

For the purposes of this policy, the following definitions from the Act to Care for Families apply:

- A. "Immediate family member" means an employee's child, spouse or parent.
- B. "Paid leave" means time away from work by an employee for which the employee receives compensation, and is limited to sick time, vacation time, compensatory time and leave that is provided as an aggregate amount for use at the discretion of the employee for any of these same purposes. Paid leave does not include paid short-term or long-term disability, catastrophic leave or similar types of benefits.

### II. Amount of Leave Available

An employee may take up to 40 hours of available paid leave (or the amount provided by an applicable collective bargaining agreement if that is greater) as family care leave per 12-month period. For the purposes of this policy, the 12-month period is [**Note: We suggest inserting the same period as the school unit uses to calculate FMLA leave here**]. An employee may not use paid leave for family care leave purposes until it has been earned. If the employee has more than one type of paid leave available under an applicable collective bargaining agreement or employment policy, he/she may specify which type and the amount of each type of leave to be used as family care leave.

All family care leave taken by an employee shall be counted toward his/her entitlement under the federal Family and Medical Leave Act or state Family Medical Leave Act.

### III. Employee Notice Requirements

Notice and verification requirements for use of family care leave shall be the same as those required by the school unit for an employee's own illness. The employee must specify that leave is being taken pursuant to the Act to Care for Families. [**Note: The school unit should revise any applicable leave forms to include this requirement.**]

Legal Reference: 26 M.R.S.A. § 636

Cross Reference: GBN – Family and Medical Leave

## RECRUITING AND HIRING OF ADMINISTRATIVE STAFF

~~The recruiting and hiring of highly qualified administrative personnel is crucial to the overall success of the educational program. The School board is committed to establishing a process that will attract and retain the best possible administrators for the Cape Elizabeth Schools.~~

~~Furthermore, the School~~In response to an Act to Promote Equity of Opportunity for Women in Administrative Positions in the Public School System (PL 1990, Chap. 889), the Board affirms its commitment to the strict prohibition of discrimination in employment on the basis of race, color, national origin or ancestry, religion, sex, sexual orientation, age, genetic information or disability, and to obtaining the principle of affirmative action to obtain wide and representative candidate pools.

~~In accordance with 20A:20-A MRSA, section § 1001.13, there will be a written~~the Superintendent shall prepare a procedure designed to ensure nondiscriminatory practice in recruitment and hiring for all positions requiring administrator certification and, as well as to ensure result in selection of the most qualified candidates. This procedure is shall be attached hereto as GCFB-R, and shall be reviewed periodically.

~~In the event of an~~Moreover, upon each occasion of administrative vacancy, the Superintendent shall review the procedure and adapt it as necessary. In the case of a vacancy in the superintendency, the Board shall review and adapt the procedure as make appropriate adaptations as may be warranted by special circumstances.

~~In accordance with 20A:20-A MRSA, section § 4502.4-A, the unit's~~unit's Affirmative Action Plan shall include: a description of the status of the unit's non-discriminatory unit's nondiscriminatory administrator hiring practice; plans for in-service training programs on gender equity for teachers, administrators, and the School Board; and the relationship of the above to the State's State's five-year goal for the employment of women in administrative positions.

~~(See Cape Elizabeth Hiring Procedures Manual)~~

Legal Reference: 5 MRSA § 4576  
20-A MRSA §§ 6, 254.8-10, 256.1, 7, 1001.13, 4502.4A, 13011.6,  
13019-A.1D, 13019-B.1C

### Cross Reference:

GCFB-R – Procedure for Recruiting and Hiring of Administrative Staff  
AC – Nondiscrimination/Equal Opportunity and Affirmative Action  
GCF - Professional Staff Hiring

ADOPTED: March 12, 1996  
REVISED: June 10, 2003  
REVISED: December 14, 2004

## RECRUITING AND HIRING OF ADMINISTRATIVE STAFF PROCEDURES

These procedures implement Board policy GCFB and are designed to establish a thorough, efficient and nondiscriminatory practice for the recruiting and hiring of the most qualified candidates for administrative positions.

### A. **Job Description Development/Review**

To ensure that a written role description of the vacant position accurately represents the current functions and needs, the Superintendent/designee (the Board in a Superintendent search) is to:

1. Conduct a review of (if none exists, develop) the job description, with input from persons affected by the position;
2. Include the criteria (skills, knowledge, abilities) required to perform the duties/responsibilities of the position; and
3. List the minimum qualifications (training, education and experience) for the position.

### B. **Recruitment**

To attract a strong pool of qualified candidates, the Superintendent/designee is to advertise (except in circumstances described in K below) by:

1. Posting the notice of the vacancy within the unit;
2. Placing a display advertisement in appropriate print media, considering at least one appearance in a major Maine weekend or Sunday newspaper; and
3. Identifying and notifying other possible sources of potential candidates, such as professional associations, educational administration programs and placement offices at colleges and universities in Maine and other states, and the Maine Department of Education.

### C. **Screening**

To ensure that a fair and efficient screening process will occur, the Superintendent/designee is to:

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1. Ensure that all applications are reviewed by more than one individual with attention given to an unbiased regard for the criteria and qualifications in the job description;
2. Appoint a screening panel with representation as deemed appropriate to the particular vacancy;
3. Provide orientation on confidentiality and equity issues to screeners;
4. Eliminate all candidates who do not meet the minimum qualifications;
5. Conduct preliminary reference checks, as appropriate;
6. Select candidates for interview based on the degree to which they meet the criteria and demonstrate the skills, knowledge and abilities outlined in the job description; and
7. Notify applicants not selected for interview.

### D. **Interviewing**

To ensure that the interview process will be conducted in a legal and proper manner, the Superintendent/designee is to:

1. Appoint an interview panel (may be the same persons who serve the screening function) with representation as deemed appropriate to the particular vacancy;
2. Provide orientation on the process including the function and extent of responsibility of the panel, the weighting of criteria and the nomination/hiring procedure; and
3. Conduct training to ensure that panel members are aware of the legal aspects of interviewing, including confidentiality and equity issues.

The interviewing panel is to:

1. Design interview questions which match the criteria and the duties/responsibilities outlined in the job description; and

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2. Provide equal opportunity for the candidates to respond to the same questions/questioners.

**E. Selection**

The interview panel is to:

1. Individually assess the candidates according to their answers to the job description-related questions, rating and commenting on each using a specially prepared form corresponding to the questions/criteria; and
2. Submit a report to the Superintendent, including the individual rating forms as well as a list (usually 2 to 4) of candidates to be considered further for the position.

The Superintendent/designee is to:

1. Have reference contacts made, as appropriate, to check perceived strengths and weaknesses of the candidates;
2. Review the material on the finalist candidates to determine whether additional information is needed;
3. Conduct final interviews of any or all finalists, as deemed necessary;
4. Select the most qualified candidate who fits the criteria and the duties/responsibilities outlined in the job description, based on his/her own professional judgment along with those of the interview panel (or, reject all finalists, reopen the position and begin the process anew); and
5. Have any further reference checks made, as appropriate.

**F. Nomination/Employment**

The Superintendent is to:

1. Notify and obtain agreement of the successful candidate, pending Board approval;
2. Inform the interview panel; and

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3. Nominate and employ the successful candidate in accordance with state law and local policies.

**G. Notification**

The Superintendent/designee may:

1. Notify the nominee of the Board approval and employ the administrator;  
and
2. Notify the other candidates interviewed.

**H. Orientation and Support**

To ensure that the new administrator is provided with the proper information about the system and job expectations, the Superintendent/designee is to provide an orientation that includes expectations of the duties/responsibilities of the position along with the policies and procedures of the local school unit.

**I. Record Keeping**

To ensure that the confidentiality of employee and applicant records are properly maintained, the Superintendent is to provide for the maintenance in secure files of all applications and documentation of the hiring, screening and interviewing process for a period of three (3) years.

**J. Confidentiality**

To ensure that confidentiality is maintained throughout and permanently following the hiring process, the Board, all employees involved, and any other participants are to maintain absolute confidentiality about candidates, including names, in accordance with state law (20-A MRSA § 6101). The Board is to assume responsibility through the Superintendent for providing adequate orientation at appropriate stages of the process, including at the completion.

**K. Hiring of Current Employees**

The school unit may forego one or more of the steps set forth in sections B-E of this procedure and appoint a person who is currently employed by the unit to fill



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an administrative position only if the Superintendent, after consultation with the School Board, or the Board in a Superintendent search, determines that the following circumstances exist:

1. The currently employed candidate is exceptionally well qualified for the position; and
2. The decision to forego all or part of the recruitment and screening process will not detract from the goals of this policy.

## PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

The Board recognizes the importance of developing, maintaining, and extending the skills of staff members and encourages employees to engage in programs and activities that will lead to their professional growth and increased competence.

The Superintendent is authorized to initiate programs and activities which are designed to serve the following purposes:

- A. To provide a structure through which staff members can stay abreast of new developments in their areas of specialty;
- B. To familiarize staff members with new research and innovative teaching methods;
- C. To assist staff members in the process of change and school improvement; and
- D. To facilitate the development, implementation, and evaluation of new programs.

Within budgetary limitations, visitations and attendance at conferences may be approved by the Superintendent in accordance with Board policy.

Legal Reference: Chap. 125 (Maine Dept. of Ed. Rule)

ADOPTED: April 14, 1992

Recoded: June 1998

Reviewed & Approved: December 14, 2004

## HOME INSTRUCTION PROGRAM

A student may be excused from attending public school if he/she obtains equivalent instruction through a home instruction program that complies with applicable Maine laws and regulations.

### Written Notice of Intent

The student's parent or guardian must provide a written notice of intent to provide home instruction simultaneously to the Superintendent of the school unit in which the student resides and to the Maine Commissioner of Education within ten calendar days of the beginning of home instruction. The notice must contain all of the information required by law.

### Annual Assessment of Student Progress

The law requires that students in a home instruction program participate in an annual assessment of the student's academic process. If the test is administered through the school unit where the student resides, the parent or guardian must obtain the agreement of the Superintendent or designee prior to submitting the written notice of intent to provide home instruction.

On or before September 1<sup>st</sup> of each subsequent year of home instruction, the student's parent or guardian shall file a letter with the Superintendent of the school unit and the Commissioner stating the intention to continue providing home instruction and enclosing a copy of one of the forms of annual assessment of the student's academic progress as specified by law.

### Roster of Students Receiving Home Instruction

The Superintendent shall maintain a roster of all students eligible to attend school within the school unit who are receiving home instruction.

Legal References: 20-A MRSA § 5001-A (3) and (4)  
Maine Department of Education Rule ~~Chapters~~ Chapter 125 and 130

Cross Reference: JEA – Compulsory School Attendance  
IHBGA – Home Schooling – Participation in School Programs

~~ADOPTED: September 13, 2005~~

## HOME SCHOOLING – PARTICIPATION IN SCHOOL PROGRAMS

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

In addition, it is the intention of the Board to, “cooperate in the home instruction of any child who resides in the school administrative unit to the degree that the level of cooperation does not interfere with the responsibilities to the students enrolled in Cape Elizabeth Schools’ regular programs.” Furthermore, participation of students in such school programs shall be limited to home-schooled students whose home instruction programs are in compliance with applicable Maine law and Department of Education regulations.

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

### I. PROVISION OF INFORMATION

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

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

### II. PERMITTED PARTICIPATION

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

- 1. The student or the student’s parent/guardian, on the student’s behalf, shall apply in writing to and receive written approval from the Superintendent/designee. Approval may not be unreasonably withheld.
- 2. The student shall demonstrate prior satisfactory academic achievement consistent with school unit policy and procedures applicable to all students.

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3. The student shall comply with behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may withhold credit or terminate the student's participation.
  4. Transportation must be provided by the parent/guardian or student. However, the student may use the same transportation as all other students in the school unit as long as additional expenses are not incurred and vehicle capacity is not exceeded.
  5. The student shall complete all assignments and tests as required of all students in the same class.
- B. **Course Auditing.** Home instruction students may audit a course(s) provided the following conditions have been met.
1. The student or the student's parent/guardian, on behalf of the student, shall apply in writing to and receive written approval from the Superintendent/designee to audit a specific course or courses. Participation may not be unreasonably withheld.
  2. The student agrees to meet established behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may terminate participation.

### III. SPECIAL EDUCATION SERVICE

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

### IV. ADMISSION TO REGULAR PROGRAM/PLACEMENT

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

- A. ~~Grade level placement~~ For students who transfer into school from an educational program that is determined by not required to meet the standards of the system of Learning Results, the principal, in consultation with, of the receiving school shall determine the value of the student's prior educational experience toward meeting these standards.
- B. Appropriate school staff, may make recommendations concerning placement based upon, but not limited to, such factors such as the student's completed curricula

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and record of achievement, ~~conferencing~~ conferences with the student's parent or guardian, and administration of tests, if determined necessary.

- ~~B. [Note: For consistency, the authority to determine appropriate grade placement and the appeal process should mirror the policy for regularly enrolled students, and this paragraph can be revised to reflect local policy.]~~ C. The final grade placement decision shall be made by the principal in accordance with established policies. The principal's decision may be appealed to the Superintendent, whose decision shall be final.

### VV. RE-ADMISSION TO THE SCHOOL PROGRAM

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

### VI. USE OF SCHOOL TEXTBOOKS AND LIBRARY BOOKS

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

- A. The use does not disrupt regular student, staff or special program functions.
- B. The student's sign-out period for a library book is the same as that applicable to regularly enrolled students.
- C. The student may sign out a textbook for a period not to exceed one school year.
- D. The parent/guardian and student agree to reimburse the school unit for lost, unreturned or damaged library books and textbooks and for consumable supplies used.

### VII. USE OF SCHOOL FACILITIES AND EQUIPMENT

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

- A. The use does not disrupt regular school activities.

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

### ~~VII~~VIII. MAINE EDUCATIONAL ASSESSMENT ~~AND SAT/MHSA~~

If a parent of a student in an equivalent instruction program requests to have the student participate in the Maine Educational Assessment (MEA) ~~or SAT/MHSA~~, such request must be granted. Participation in such examinations must be in compliance with all rules and procedures governing testing conditions in the school unit.

### ~~VIII~~IX. ACADEMIC CREDIT

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

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

### ~~IX~~X. HIGH SCHOOL COURSE CREDITS AND DIPLOMA ELIGIBILITY

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

- A. A student shall earn high school credits for satisfactory completion of courses in the high school pursuant to 20-A M.R.S.A. § 5021(2)(A).
- B. A student may earn credit for course work completed through home-schooled instruction if the principal determines both in advance and, upon completion of the course, that the course satisfies the requirements for awarding the credit. The principal may direct that the student undergo a test or tests to assist in making a determination relative to the awarding of credit.

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

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

E. Awarding of a high school diploma by the local school is conditioned upon the student's demonstration of having satisfied all specific course credit and other requirements established by the Board. The Board may establish resident credit requirements as a precondition for the awarding of a local school unit diploma.

~~X~~

### FOR STUDENTS GRADUATING AT END OF 2007-2008 SCHOOL YEAR:

Awarding of a high school diploma by the local school is conditioned upon the student's having met the content standards of the applicable content areas of the system of Learning Results as determined by the local assessment system and the student's demonstration of having satisfied all specific course credits and additional diploma requirements as specified by Board policy. The Board may establish resident credit requirements as a precondition for the awarding of a local school unit diploma.

## XI. PARTICIPATION IN CO-CURRICULAR ACTIVITIES

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

- A. Prior written permission is obtained from both the parent/guardian and the principal; and
- B. The student has agreed to meet established behavioral, disciplinary, attendance, and other rules applicable to all students.

## XIXII. PARTICIPATION IN EXTRACURRICULAR ACTIVITIES



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Students receiving home-school instructions are eligible to try out for extracurricular activities sponsored by the school unit provided the student applies in writing if the following requirements are satisfied.

- A. The student agrees to abide by equivalent rules of participation as are applicable to regularly enrolled students participating in the activity and provides evidence that the rules of participation are being met.
- B. The student complies with the same physical examination, immunization, insurance, age, and semester eligibility requirements as regularly enrolled students participating in the activity. All required documentation must be made available upon request by the school unit. The school principal is authorized to collect from the student's parent/guardian actual samples of coursework (e.g., homework, examinations, etc.) as he/she deems necessary in order to make the determination that the necessary academic standards have been met.
- C. The student meets equivalent academic standards as those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met.
- D. The student abides by the same transportation policy as regularly enrolled students participating in the activity.

### ~~XII.XIII.~~ STANDARDS FOR PARTICIPATION WHEN TUITION PAYMENT TO ANOTHER UNIT IS REQUIRED ~~{if applicable}~~

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

- A. **Class participation.** The home-schooled student or the student's parent/guardian shall request authorization from the resident local school unit to apply to another school unit for permission to participate in classes or activities in that other school unit.
- B. **Tuition payment.** Tuition payments for home-schooled student participation in a local school unit, including attendance at an applied technology center or an applied technology region other than in the applicant's resident district is the responsibility of the home-schooled student, the student's parent/guardian, or the student's resident school administrative unit, in accordance with school unit policy. Participation may not be unreasonably withheld.
- C. **Participation eligibility.** A tuitioned, home-schooled student is subject to the rules relating to eligibility for participation in co-curricular or extracurricular activities as may apply at the receiving school unit.

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

### XIIXIV. APPEALS

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

**Legal Reference:** 20-A M.R.S.A. §§ 5001-A(3), 5021-5025  
Ch. 127-~~(Maine, 130 (Me. Dept. of Ed. Rules)~~

**Cross Reference:** IHBG – Home Schooling

**Adopted:** September 13, 2005 (Replacing original policy)

## POST-SECONDARY ENROLLMENT OPTIONS

Local boards are already required to have a policy on post-secondary enrollment options. We have revised an existing sample policy to incorporate post-secondary courses taken through the distance learning network or the Internet. It is our understanding that access to such courses is currently allowed by the University of Maine only on a case-by-case basis, but we also understand that there are efforts underway to broaden access to such courses for high school students. Notes within the policy alert boards to sections required by the statute and areas where boards may choose among various options.

DWM NOTE: There are several choice points for the Board in this policy. After Board discussion, the policy should be revised to include only the options chosen and the notes should be deleted.

This policy establishes the requirements for student enrollment in post-secondary courses taken before high school graduation.

### Eligible Institutions

Students may take courses at eligible post-secondary institutions within Maine, which include the University of Maine System, the Maine Community College System and Maine Maritime Academy. Students may take courses offered through the DOE Distance Learning Network or the Internet if such participation is approved by the post-secondary institution.

[NOTE TO BOARD: The school unit may allow students to take courses at private colleges and other institutions (including through the DOE Distance Learning Network or the Internet), but the school unit cannot include such costs as allowable program costs. The following language provides one option for consideration if the Board wishes to allow students to take courses at private institutions.

OPTIONAL LANGUAGE: Students may be allowed to take courses at private colleges or other institutions, including courses offered through the DOE Distance Learning Network or the Internet. Responsibility for all costs associated with any courses taken at private colleges will rest with the student and his/her parent(s). Any such requests shall be considered on a case-by-case basis to the extent that funds are available and the requirements of this policy are met.]

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### Student Eligibility Requirements

A student may take no more than one course per semester and two courses per academic year.

A student must meet the following criteria prior to enrolling in a post-secondary course:

~~A. Have completed all available high school coursework in the field in which the post-secondary courses are requested.~~

~~B. [NOTE TO BOARD: The following requirements are included in the statute.]~~

A. Have a minimum of a B average [or 3.0] in his/her courses overall; unless  
~~C. the eligible institution has waived the minimum grade/grade point requirement;~~

B. Meet the course admission standards of the eligible institution;

C. Provide evidence of parent/guardian approval for taking the course; and

~~E. Obtain approval from the principal and guidance counselor, after meeting with the guidance counselor to develop a plan describing how the course will help the student meet graduation requirements in order to obtain approval.~~

D. Receive a recommendation to take a postsecondary course or courses from the school administration or one of the student's secondary school teachers following an assessment of the student by the administration.

A student enrolled in grade 11 or 12 who does not have a B average [or 3.0] in his/her courses overall ~~or who does not meet the criterion in subparagraph (A) above~~ 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 ~~either to facilitate graduation or for enrichment purposes if the student has met all applicable graduation requirements in the field through high school coursework;~~ or from a secondary school teacher; and

~~B. Has been approved for participation in the course by an eligible institution; and~~

C. B. Has provided evidence of parent/guardian approval for taking the course.

### Awarding of Credits

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

## POST-SECONDARY ENROLLMENT OPTIONS

[NOTE TO BOARD: School units are not required to award credit for courses taken at eligible institutions. The following language is one option for school units to consider if the Board wishes to grant high school credit.]

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

- A. *The course must meet for a minimum of one semester.*
- B. *The course must meet any applicable Learning Results standards.*
- C. *The student must earn a passing grade in the course. [ALTERNATIVE OPTION: The Board may specify a minimum grade requirement if desired.]*
- D. *Attendance must satisfy the ~~instructor~~<sup>instructor's</sup> requirements. [ALTERNATIVE LANGUAGE OPTION: The Board may request that the eligible institution record and report attendance to the high school.]*
- E. *If the above criteria are met, the student shall receive ~~5~~        (insert the appropriate number of high school credits for each ~~3-credit semester course~~ completed.)*
- F. ~~The weight assigned to grades received in post-secondary courses approved pursuant to this policy shall be determined on a case-by-case basis by the Principal and the Guidance Director depending on the circumstances of the student's taking the class and the course description and expectations. There shall be no presumption that grades in approved courses shall receive weight simply because they are offered by a post-secondary institution.~~

### Financial Assistance

- A. The Maine Department of Education shall pay applicable tuition costs (up to the limits of legislative appropriation) for any student enrolled in a course under this policy if the eligible institution requires tuition payment.
- B. The student and his/her parent/guardian are responsible for paying for all textbooks, course fees and transportation costs.

[NOTE TO BOARD: While the statute obligates students to pay the costs in Paragraph B, school units may still choose to pay some or all of these costs. Such costs remain allowable program costs under the statute. The following language provides one option for the Board to consider, or the Board may develop its own requirements.]

## POST-SECONDARY ENROLLMENT OPTIONS

OPTIONAL LANGUAGE: If the student qualifies for free or reduced lunch, the school unit shall pay the cost of textbooks, course fees, and transportation.

### School Unit Reporting Requirements

The Superintendent shall make parents and students aware of post-secondary enrollment options through handbooks or other appropriate means.

Legal Reference: 20-A MRSA Section 4771 et seq.  
Chapter 127 (Maine Department of Education Rules)

ADOPTED: September 13, 2005 (Replacing original policy)

## SELECTION OF EDUCATIONAL MATERIALS

[LOCAL SCHOOL UNITS ARE REQUIRED TO PROVIDE ANNUAL NOTICE TO PARENTS OF THEIR RIGHT TO INSPECT EDUCATIONAL MATERIALS AND THE PROCEDURE FOR DOING SO. THERE ARE SEVERAL WAYS THIS NOTICE REQUIREMENT CAN BE SATISFIED, INCLUDING THE FOLLOWING: PROVIDING PARENTS WITH A COPY OF THE POLICY, FORM LETTER, NOTICE IN PARENT NEWSLETTERS, ETC.]

### Definitions

Chapter 127 of the Maine Department of Education defines “instructional materials” to include “textbooks and other print materials, software and other electronic materials, and supplies and other materials to support implementation of the system of Learning Results.” “Library-media resources” include “books, written materials, online Internet resource materials, multimedia materials and information technology that support the school unit’s curriculum.”

[NOTE: 20-A M.R.S.A. § 1001(10-A) states that local Boards may approve educational materials. We have included two options that local Boards may want to consider. The first option is for the Board only to approve textbooks and delegate the rest of the educational material selection decisions to the Superintendent. The second option is for the Superintendent to make all educational material selection decisions within the parameters of the Board's policy. Local Boards should discuss the various options with the Superintendent and choose the most appropriate option for their school unit.]

### Selection of Materials

OPTION 1: The Superintendent, in consultation with administrators and professional staff, is responsible for selecting instructional materials and library-media resources. Textbook selections must be submitted to the Board for approval. The Superintendent is responsible for developing any administrative procedures necessary to guide the review and selection of educational materials, and may delegate specific responsibilities to staff as he/she deems appropriate. All administrative procedures must be consistent with this policy.

OPTION 2: The Superintendent, in consultation with administrators and professional staff, is responsible for selecting appropriate educational materials (including instructional materials and library-media resources). The Superintendent is responsible for developing any administrative procedures necessary to guide the review and selection of educational materials, and may delegate specific responsibilities to staff as he/she deems appropriate. All administrative procedures must be consistent with this policy. The Superintendent is expected to keep the Board informed about educational materials purchased for the school unit.

## SELECTION OF EDUCATIONAL MATERIALS

### Criteria for Selection

Quality educational materials and resources are essential to student learning and supporting the school unit's educational goals and objectives.

Instructional and library-media materials selected should:

- A. Support student achievement of the content standards of the system of Learning Results;
- B. Support the goals and objectives of the school unit's educational programs;
- C. Enrich and support the curriculum;
- D. Take into consideration the varied interests, abilities and maturity levels of the students served;
- E. Foster respect and appreciation for cultural diversity and varied opinions;
- F. Stimulate growth in factual knowledge, literary appreciation, aesthetic values, ethical standards, and critical analysis;
- G. Provide information that will enable students to make informed decisions in their daily lives;
- H. Be accurate and current;
- I. Reflect high quality scholarship and presentation;
- J. Represent significant authors/composers and works; and
- K. Be affordable.

### Selection Procedure

The highest priority shall be meeting the instructional needs of the individual schools. In meeting this priority, preference shall be given to basic learning materials, i.e., those that are the predominant instructional materials used at particular grade levels or courses and/or are essential to student achievement of Learning Results content standards.

Before selecting/recommending materials for purchase, professional staff should evaluate the existing collection, consult with staff from appropriate departments and/or grade levels, personally review the material and obtain recommendations/reviews regarding the material from appropriate reputable sources.

In accordance with state regulations, social studies and science textbooks should not be older than five years unless up-to-date supplemental instructional materials are also available.

Multiple copies of materials should be purchased as needed and within budgetary constraints. Worn or missing materials should be replaced as needed. Outdated materials or materials that are no longer in demand should be withdrawn from the collection and/or circulation.

### Donated Materials



## SELECTION OF EDUCATIONAL MATERIALS

Gift materials are judged by the same criteria as materials selected by the school staff and in accordance with any applicable Board policies or procedures on gifts and donations.

### **Inspection of Materials by Parents and Opt-Out Requests**

A student's parent/guardian may inspect, upon request, any instructional or library-media materials used as part of the curriculum. Such requests shall be made to the appropriate teacher or the library-media specialist. Access to the materials shall be provided within a reasonable time after such a request is made. The Superintendent may develop any administrative procedures necessary to implement this policy.

If a parent/guardian wishes to restrict their child's access to particular instructional materials, the procedure in Board policy IMBB shall be followed.

### **Challenged Materials Procedure**

This procedure applies only to requests to remove materials from the school's collection or curriculum. Individual exemption requests are subject to Board policy IMBB. In the event that a student, parent, staff or community member has a concern regarding particular materials or requests removal of particular material from the curriculum or collection, the following procedure will be followed:

- A. The complainant must discuss their concern first with the person providing the material in question. Individual staff members may discuss concerns, but do not have the authority to remove materials from the curriculum or library collection.
- B. If the complainant is not satisfied, he/she shall be referred to the building administrator and requested to fill out the "Citizen's Challenge to Educational Media" form. A copy of the form will be forwarded to the Superintendent.
- C. The Superintendent shall appoint a committee composed of the following persons to review the complaint: one administrator at the appropriate grade level; one librarian/media specialist; one classroom teacher; the department head in the subject area of the challenged materials; and one ~~two~~ community member.
- D. The review committee shall read and examine the materials referred to them; check general acceptance of materials by reading reviews; weigh the values and faults of the material. Committee members are expected to form opinions based on the material as a whole and not on passages or portions pulled out of context. The Committee should generally be neutral toward viewpoints expressed in materials, and shall ask the Superintendent to consult legal counsel for advice concerning any questions involving freedom of speech or expression. The committee shall meet to discuss the material and prepare a written report with their recommendations.

**SELECTION OF EDUCATIONAL MATERIALS**

- E. The committee shall provide the final report to the Superintendent, who will inform the complainant of the results.
- F. No material shall be removed from use until the review committee has made a final decision.
- G. The review committee's decision may be appealed to the Board. The Board may set aside a portion of a regular meeting or call a special meeting to review the complaint and the committee report, and to receive testimony from representatives of the various points of view. The material in question shall be:
  - 1. Reviewed objectively and in its full content;
  - 2. Evaluated in terms of the needs and interests of students, school, curriculum and community;
  - 3. Considered in the light of differing opinions; and
  - 4. Reviewed in light of the criteria set forth in this policy.

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

Legal Reference: 20-A MRSA §§ 1001 (10-A), 1055 (4), 4002  
Chapter 125 (Maine Department of Education Rules)  
P.L. 107-110 § 1061 (No Child Left Behind Act)

Cross Reference: IJJ-E – Citizen's Challenge of Educational Media Form  
IMBB – Accommodation of Sincere Beliefs in Required Instruction  
DN – School Property Disposition

ADOPTED: September 13, 2005

### CITIZEN'S CHALLENGE OF EDUCATIONAL MEDIA FORM

Type of Material:  Book  Magazine/Periodical  Film  Recording  
 Software  Other – Please Specify: \_\_\_\_\_

Author (if known): \_\_\_\_\_

Title: \_\_\_\_\_

Publisher (if known): \_\_\_\_\_

Person making complaint: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Complainant represents:  Him/herself  
 Organization/Group (please name): \_\_\_\_\_

1. Why do you object to this material?  
\_\_\_\_\_  
\_\_\_\_\_

2. Identify any particular sections to which you object. (Please be specific: cite pages, scenes, etc.) \_\_\_\_\_

3. What are the positive aspects of this material? \_\_\_\_\_  
\_\_\_\_\_

4. Did you read/view/hear all of the material?  If not, what parts did you read/view/hear? \_\_\_\_\_

5. Please identify any professional reviews/judgments of this material that you have read.  
\_\_\_\_\_

6. What would you like the school to do about this material?  
 Restrict use of the material by grade or location as follows: \_\_\_\_\_  
 Do not assign it to any students.  
 Withdraw it from the library and/or instructional program.

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date

## STUDENT PROGRESS THROUGH THE GRADES

The Cape Elizabeth School Department offers a planned program of instruction designed to assist students in ~~meeting~~achieving the content standards of the system of learning results for each grade span (~~K through grade 2, grades 3-4, 5-8 and 9-12~~). In general, students will progress annually from grade to grade, but the Board recognizes that some students may require a shorter or longer time to ~~meet the content standards and other~~reach instructional goals. Therefore, the grade placement of each student will be made on an individual basis. The Board expects school ~~administrator~~administrators and teachers to provide students with the instructional support needed to progress from grade to grade in the regular sequence whenever possible.

Effective communication with parents is critical to a student's success in school. The Superintendent, school administrators and teachers are responsible for ensuring that parents are kept informed of their child's progress through report cards, parent-teacher conferences and other appropriate means. Parents are encouraged to keep themselves informed regarding their child's progress and to inform their child's teacher(s) of any information that may impact the child's school performance.

School administrators, teachers and guidance counselors shall consider the following factors in making ~~decision~~decisions concerning promotion, retention or acceleration of students:

- Information regarding the student from the ~~local~~student assessment system;
- Other indicators of academic achievement;
- Attendance;
- Motivation, attitude and behavior;
- Age;
- Program options;
- Any other issues pertinent to the particular student's school performance.

~~Decision~~Decisions concerning special education students shall be in consultation with the ~~Pupil Evaluation~~IEP Team.

Parents will be notified as early as possible in the school year if their child is being considered for retention, and except in very unusual circumstances, no later than \_\_\_\_\_. The building administrator shall be responsible for making the final decision regarding retention or acceleration in consultation with the student's parents, teacher(s) and guidance counselor. Parents dissatisfied with the building administrator's decision may appeal to the Superintendent in writing within 14 calendar days. The Superintendent shall review the matter and request further information if appropriate. The Superintendent's decision shall be final.

Legal References: 20-A M.R.S.A. §§ 4711; 4721 et seq.; 6201 et seq.  
Chapters 125 and 127 (Maine Department of Education Rules)

Cross References: IKF - Graduation Requirements  
ILA - Local Assessment System

ADOPTED: October 10, 2006  
Revised:

## GRADUATION REQUIREMENTS

~~**Credits:** Successful completion of a full-year course at Cape Elizabeth High School results in the award of 10 credits towards graduation, which is the equivalent of 1 Carnegie unit. Successful completion of a semester course at Cape Elizabeth High School results in the award of 5 credits towards graduation, which is the equivalent of ½ Carnegie unit.~~

~~**Credit Requirement for Graduation.** In order to graduate from Cape Elizabeth High School, a student must earn:~~

~~• 230 credits~~

~~• The following specific credits:~~

~~**English** 40 credits~~

~~**Mathematics** 30 credits~~

~~**Science** 30 credits. Beginning with the Class of 2011, those credits must be in the areas of Physics, Chemistry, and Biology~~

~~**Social Studies** 30 credits, of which 10 credits must be earned in United States History and 5 credits must be earned in United States government. Beginning with the Class of 2011, 15 additional credits must be earned in courses in World History.~~

~~**Health** 5 credits~~

~~**Physical Education** 10 credits~~

~~Fine Arts and Technology 20 credits combined~~

~~**Fine Arts** 10 credit minimum~~

~~**Technology** 5 credits~~

~~**Course Failure.** Students who fail a required course must develop, with parent or guardian and guidance counselor, a plan for making up the lost credit.~~

~~**Transfer**~~

~~High school students must meet specific state and local graduation requirements in order to receive a high school diploma.~~

~~**Credit Requirements**~~

## GRADUATION REQUIREMENTS

Students must successfully complete a total of [insert number of credits] one-year course equivalents (credits) and achieve the content standards of the parameters for essential instruction as follows: [the following credits are currently required by statute, additional local requirements may be added]

- A. English – 4 credits.
- B. Social Studies – 2 credits (including one year of American History and Government, and civics).
- C. Mathematics – 2 credits.
- D. Science and Technology – 2 credits (including at least one year of laboratory study).
- E. Fine Arts (which may include arts, music, forensics or drama) – 1 credit.
- F. Physical Education - 1 credit;
- G. Health – ½ credit; and
- H. The remaining credits may be selected by the student on the basis of his or her interests, abilities and plans following graduation.

In addition to meeting the credit requirements and content standards, students must:

[Insert any local requirements concerning attendance, courses, volunteer activities, etc.]

~~Students. For students who transfer to Cape Elizabeth principal shall determine the value of the student's prior educational experience towards meeting Cape Elizabeth High School's graduation requirements.~~

~~**Early Awarding or Diplomas.** A student who has met the State's and the Board's diploma requirements in fewer than four years of high school may be awarded a with disabilities may earn a regular diploma. Any student interested in pursuing this option must schedule a meeting with her/his parent/legal guardian and guidance counselor to review the requirements and prepare a plan no later than the end of the school year before the hoped-for graduation date. The student's plan must be approved by the Principal, guidance counselor, and the student's parent(s)/guardian(s).~~

~~**Credit Waiver.** Students can petition the Principal for a waiver of local graduation requirements. Petitions will be considered on an individual basis by the principal by fulfilling state and the respective department head and guidance counselor.~~

~~**Participation in Graduation Ceremonies.** No student is allowed to participate in graduation exercises unless all academic/local requirements are met, all school property is returned, and all school fees are paid as specified by the goals and objectives of their Individual Education Plan (IEP).~~

Legal References: 20-A M.R.S.A. §§ 4722; 6209

## GRADUATION REQUIREMENTS

Ch. 125, 127, 131, 132 (Maine Department of Education Rules)

~~CROSS REFERENCES: IHADA: Post-Secondary Enrollment Options~~

~~IKFA: Early Graduation~~

~~IKFC: Awarding of High School Course Credit Prior to Grade 9~~

ADOPTED: November 8, 1994

REVISED: November 12, 1996

May 13, 2003

November 14, 2006

June 10, 2008

## STUDENT SURVEYS AND MARKETING INFORMATION

[NOTE: The No Child Left Behind Act expanded the categories of information addressed in the Protection of Pupil Rights Act (PPRA, or "Hatch Act") and added several new requirements concerning notice to parents prior to administering surveys and the rights of parents to inspect surveys and related materials.

This policy outlines the content required by the law, but local Boards will need to include further information about how the requirements will be met in their school unit. The NCLB Act also requires that this policy be developed "in consultation" with parents. Methods of accomplishing this may include inviting parent comments on the policy during Board meetings when the policy is discussed/adopted, holding a Board workshop, or discussing the policy at parent meetings at the school level.

Parents must be notified directly of this policy and we suggest that local school units include a copy with the FERPA notice that is provided to parents at the beginning of the year.]

From time to time, the Cape Elizabeth School Department may administer surveys to students in the course of developing and evaluating programs and services offered in the schools. The school unit will comply with the federal Protection of Pupil Rights Act and applicable regulations concerning the administration of surveys and the use of personal information about students for marketing purposes as outlined in this policy.

### Parental Consent to Surveys

No student shall be required to participate in a survey receiving funding under U.S. Department of Education programs that reveals the following information without prior notice to and the written consent of parents/guardians:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations or beliefs of the student or the student's parent; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).



## STUDENT SURVEYS AND MARKETING INFORMATION

In the case of surveys not funded under U.S. Department of Education programs, parents/guardians will receive prior notice of the survey and their right to opt-out. Parents/guardians may request that their child not participate in a particular survey by submitting a written request to the Superintendent within ten [or other appropriate administrator designated by the Board] within ten days [or other time period designated by the Board] of receiving the notice.

[NOTE: As reflected in the paragraphs above, PPRA requires prior written consent only for surveys funded in whole or in part by U.S. Department of Education funds and only prior notice for surveys not funded in any part by U.S. Department of Education funds. For ease of administration, local Boards may decide to extend the requirement for prior written consent to any survey administered in the school unit that involves the categories listed above. Boards interested in this approach should contact DWM for appropriate alternative language for this section of the policy.]

### Notice to Parents Regarding Surveys

Parents/guardians will be provided with a copy of this policy at the beginning of each school year, and within a reasonable time if substantive changes are made to the policy by the Board. If actual or expected dates of surveys have been scheduled when the policy is distributed, parents/guardians of affected students will be notified at that time. If surveys are scheduled after the start of the school year, parents/guardians will be provided with reasonable notice before the survey is administered.

### Procedure for Inspection of Surveys/Instructional Materials

Parents/guardians have the right to inspect any survey created by a third party before it is distributed or administered to students. Parents/guardians may also inspect any instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey.

Parents/guardians may request to inspect surveys or related instructional materials by submitting a request in writing to the Superintendent [or other appropriate administrator designated by the Board] within ten days of receiving notice that a survey is to be administered. The Superintendent [or other appropriate administrator designated by the Board] shall make arrangements for the parent/guardian to inspect the survey and/or materials within a reasonable time prior to the scheduled date for the survey.

### Use of Student Personal Information for Marketing Purposes

[NOTE: The PPRA requires local school units to notify parents and provide inspection and opt-out rights if certain personal information about students is

## STUDENT SURVEYS AND MARKETING INFORMATION

collected, disclosed or used for commercial marketing purposes. These requirements do not apply to information used for the exclusive purpose of developing, evaluating or providing educational products or services for or to students or educational institutions (including but not limited to tests and assessments, sale by students of products or services to raise funds for school-related purposes, student recognition programs and book clubs or magazines). We recommend that local Boards not collect or disclose any personal information about students for marketing purposes and this section of the policy reflects our recommendation. If a local Board wants to allow the use of personal information for marketing purposes, please contact us for appropriate language to insert here.]

The School Department does not collect, use or disseminate personal information about students for marketing or commercial purposes.

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

### Protection of Student Privacy

The Superintendent shall be responsible for ensuring that appropriate measures are taken to ensure that student privacy is protected when surveys are administered or personal information about students ~~student~~ is collected, disclosed or used for marketing purposes.

[NOTE: Local Boards may choose to identify the steps that will be taken to protect student privacy here. We suggest that local school units follow the same procedure they use to safeguard the confidentiality of student education records under FERPA.]

### Students Over 18/Emancipated Student Students

In the case of emancipated students or students over the age of 18, the parent/guardian rights described in this policy transfer to the student.

### Complaints

The United States Department of Education maintains an office that handles complaints about alleged violations of the Protection of Pupil Rights Amendment by local school units. Complaints regarding violations may be submitted in writing to:

## STUDENT SURVEYS AND MARKETING INFORMATION

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4605

Legal References: 20 U.S.C. § 6361 (No Child Left Behind Act)  
20 U.S.C. § 1232h; 34 C.F.R. Part 98 (Protection of Pupil Rights  
Amendment)  
20 U.S.C. § 1232g; 34 C.F.R. Part 99 (Family Educational Rights  
and Privacy Act)

Cross References: JRA – Student Education Records and Information

ADOPTED: December 12, 2006

## PARENT INVOLVEMENT IN TITLE I

The Board endorses the parent involvement goals of Title I and encourages the regular participation by parents/guardians in all aspects of the school system's Title I programs.

For the purpose of this policy, "parents/guardians" includes other family members involved in supervising the child's schooling.

### I. DISTRICT-LEVEL PARENT INVOLVEMENT POLICY

In compliance with federal law, the school unit will develop jointly with, agree on with, and distribute to parents of children participating in the school system's Title I programs a written district-level parent involvement policy.

Annually, parents/guardians will have opportunities to participate in the evaluation of the content and effectiveness of the school unit's parent involvement policy and in using the findings of the evaluation to design strategies for more effective parent involvement and to make revisions to the policy.

### II. SCHOOL-PARENT INVOLVEMENT POLICY

As required by law, each school in the school unit that receives Title I funds shall jointly develop with parents/guardians of children served in the program a school parent/guardian involvement policy, including "School-Parent Compact" outlining the manner in which parents, school staff, and students will share the responsibility for improved student academic achievement in meeting State standards. The school policy will be distributed to parents/guardians of children participating in the school's Title I programs.

The "School-Parent Compact" shall:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;
- B. Indicate the ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and positive use of extra-curricular time; and
- C. Address the importance of parent-teacher communication on an ongoing basis, with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

### III. PARENT INVOLVEMENT MEETINGS

Each school receiving Title I funds shall convene an annual meeting to which all parents/guardians of eligible children shall be invited to inform them about the school's

## PARENT INVOLVEMENT IN TITLE I

participation in Title I and to involve them in the planning, review, and improvement of the school's Title I programs and the parent involvement policy.

In addition to the required annual meeting, at least one other meeting shall be held at various times of the day and/or evenings for parents/guardians of students participating in Title I programs.

These meetings shall be used to provide parents with:

- A. Information about programs the school provides under Title I;
- B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency level students are expected to meet;
- C. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- D. The opportunity to submit comments to the district level if they are dissatisfied with the school-wide Title I program.

Title I funding, if sufficient, may be used to facilitate parent/guardian attendance at meetings through the payment of transportation and childcare costs.

### IV. PARENT RELATIONS

Parents/guardians of children identified for participation in a Title I program shall receive from the building principal and Title I staff an explanation of the reasons supporting their child's selection, a set of objectives to be addressed, and a description of the services to be provided. Parents will receive regular reports on their child's progress and be provided opportunities to meet with the classroom and Title I teachers. Parents will also receive training, materials, and suggestions as to how they can assist in the education of their children at home.

### V. DELEGATION OF RESPONSIBILITY

The Superintendent/designee shall be responsible for ensuring that the school unit's Title I plan, programs, and parent involvement policies comply with applicable law and regulations and for developing administrative procedures, as needed, to implement this policy.

Legal References: 20 U.S.C. § 6318

Adopted: October 13, 2009