

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– MAY 24, 2017
FREEPORT HIGH SCHOOL – GYMNASIUM
5:30 P.M. REGULAR SESSION
AGENDA

1. The meeting was called to order at ____p.m. by Chair Michelle Ritcheson
2. Attendance:

____ Kathryn Brown	____ Beth Parker
____ Jeremy Clough	____ Michelle Ritcheson
____ Candace deCsipkes	____ Lindsay Sterling
____ Jennifer Galletta	____ Valeria Steverlynck
____ Naomi Ledbetter	____ Sarah Woodard
____ John Morang	
3. Pledge of Allegiance:
4. Adjustments to the Agenda:
5. New Business:
 - A. Consideration and approval to employ a Math Teacher at Durham Community School for the 2017-2018 school year.

Motion: _____ 2nd: _____ Vote: _____
 - B. Consideration and approval to employ a .8 Time Assistant Principal at Freeport Middle School for the 2017-2018 school year.

Motion: _____ 2nd: _____ Vote: _____
 - C. Consideration and approval to employ a .65 ELA Teacher at Freeport Middle School for the 2017-2018 school year.

Motion: _____ 2nd: _____ Vote: _____
 - D. Consideration and approval to employ a .5 Social Studies Teacher at Freeport High School for the 2017-2018 school year.

Motion: _____ 2nd: _____ Vote: _____
 - E. Consideration and approval to employ a Special Education Teacher at Freeport High School for the 2017-2018 school year.

Motion: _____ 2nd: _____ Vote: _____
 - F. Consideration and approval to employ a Special Education Teacher at Morse Street School for the 2017-2018 school year.

Motion: _____ 2nd: _____ Vote: _____

- G. Consideration and approval to employ a 4th Grade Teacher at Durham Community School for the 2017-2018 school year.

Motion: _____ 2nd: _____ Vote: _____

- H. Consideration and approval to employ a .4 Nurse at Morse Street School for the 2017-2018 school year (one year only position).

Motion: _____ 2nd: _____ Vote: _____

- I. Consideration and approval to employ a Nurse at Freeport High School for the 2017-2018 school year.

Motion: _____ 2nd: _____ Vote: _____

- J. Consideration and approval to employ a Special Education Teacher at Freeport High School for the 2017-2018 school year.

Motion: _____ 2nd: _____ Vote: _____

6. Policy Review:

- A. Consideration and approval of the following Policies (2nd Read: Packet 17-7)

1. JLCD – Administering Medication to Students
2. DJH – Purchasing and Contracting: Procurement Staff Code of Conduct
3. IKAB – Report Cards/Progress Reports

Motion: _____ 2nd: _____ Vote: _____

- B. Consideration and approval of the following Policies (1st Read: Packet 17-8)

2. IKF – Graduation Requirements
3. IK – Student Achievement / Evaluation of Student Achievement
4. IKC – Transcripts and Academic Achievement
5. IKE – Promotion, Retention and Acceleration of Students

Motion: _____ 2nd: _____ Vote: _____

- C. Consideration and approval to rescind the following policies:

1. KBF-E1– Title 1 Parent Involvement Policy
2. KBF-E2 – Title 1 Parent Involvement Policy
3. JLC – Student Health Requirements and Services

Motion: _____ 2nd: _____ Vote: _____

7. Adjournment:

Motion: _____ 2nd: _____ Vote: _____ Time: _____



Durham • Freeport • Pownal

Tabled From 5/10/17

6.A.

TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Jennifer Galletta, Naomi Ledbetter, John Morang, Beth Parker, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Sarah Woodard

CC: Julie Nickerson, Lisa Demick, Hiram Sibley, Ray Grogan, Kim Austin, Dennis Ouellette, Will Pidden, Craig Sickels, Seth Thompson, David Watts, Jen Gulko, Bonnie Violette, Emily Grimm, Sarah Duffy, Darren Carter, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Diana Passmore, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Diane Atwood, Linda Pritchard, Nancy Drolet, Nancy Dyer, Jessica Sturges, Karen Sylvain, Tiffany Blanchard, Laurie Allen, Tom McKibben, Pauline Gillis

FROM: Cynthia Alexander, Assistant Superintendent of Curriculum, Instruction, and Assessment

DATE: May 2, 2017

RE: Review/Update of Policies – Policy Packet 17-7

At the May 10, 2017 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 2nd Read/Adoption. The policies are attached.

1. JLCD – Administering Medication to Students
2. DJH – Purchasing and Contracting: Procurement Staff Code of Conduct
3. IKAB – Report Cards/Progress Reports

ADMINISTERING MEDICATION TO STUDENTS

~~The Board acknowledges that in certain instances it may be necessary for a student to have medication administered to him/her while in attendance at school. The Board discourages the administration of medication on school premises where other options exist. Whenever possible, it is recommended that the first dose of a newly prescribed medication be given at home.~~

~~I. REQUESTS TO ADMINISTER MEDICATIONS PURSUANT TO HEALTH PROVIDER ORDER~~

~~The following procedure must be followed for any prescription medication to be administered to a student pursuant to a health care provider's order. Such an order must be obtained from a medical/health practitioner who has a current Maine license with a scope that includes administering medication.~~

~~1. The parent/legal guardian shall obtain a copy of the RSU No. 5's Request/Permission to Administer Medication in School Form and Board Policy JLCD from the Principal/designee.~~

~~2. The parent/legal guardian and the student's health care provider shall complete and sign the Request/Permission Form.~~

~~3. The parent/legal guardian shall return the Request/Permission Form to the Principal/designee along with the medication:~~

~~— In the original container (and in the case of prescription medications, appropriately labeled by the health care provider or pharmacy);~~

~~— Including no more than the amount of medication necessary to comply with the health provider's order.~~

~~4. The licensed school personnel shall review the Request/Permission form for completeness and clarity. If the licensed school personnel has any questions or concerns about the form, he/she will contact the parent/legal guardian, and/or health care provider as appropriate for more information.~~

~~5. If there is a later change in the medical order (such as change in dose, frequency or type of medication), a new Request/Permission form must be completed.~~

~~6. Medication orders must be renewed at least annually.~~

~~7. Medication no longer required (or remaining at the end of the school year) must be removed by the parent/legal guardian. Medication not removed by the parent/legal guardian in a timely manner shall be disposed of by the school unit.~~

~~8. The Board disclaims any and all responsibility for the diagnosis, prescription of treatment, and administration of medication for any student, and for any injury arising from a student's self administration of medication.~~

~~II. SELF ADMINISTRATION OF MEDICATIONS~~

~~—— Inhalers and Epi-Pens~~

~~Students shall be authorized to possess and self administer emergency medication from an asthma inhaler or epinephrine pen (epi-pen) if the following requirements are met.~~

1. ~~The student must have the prior written approval of the student's health care provider and, if the student is a minor, the prior written approval of his/her parent/guardian (see Request/Permission Form).~~
2. ~~The student's parent/guardian must submit written verification from the student's health care provider confirming that the student has the knowledge and the skills to safely possess and use an asthma inhaler or epi-pen in school.~~
3. ~~The licensed school personnel shall evaluate the student's technique to ensure proper and effective use of an asthma inhaler or epi-pen in school.~~

~~Other Medications~~

~~Students shall be permitted to possess and self-administer prescription medications in school on a case-by-case basis. All such requests must be approved by the licensed school personnel.~~

~~III. ADMINISTRATION OF OVER THE COUNTER MEDICATIONS~~

~~With prior parental/legal guardian permission, students may receive certain over the counter medications at school.~~

~~IV. PERSONNEL AUTHORIZED TO ADMINISTER MEDICATIONS~~

~~Medications may be administered by licensed school personnel such as the certified school nurse, registered nurse and licensed practical nurse and/or by authorized unlicensed school personnel who have received appropriate training. An annual review is required for all unlicensed personnel authorized to administer medications. The licensed school personnel shall maintain appropriate documentation of training. Authorization to administer medications shall be made by the Superintendent based upon the recommendation of the licensed school personnel.~~

~~V. CONFIDENTIALITY OF INFORMATION~~

~~To the extent legally permissible, school staff may be provided with such information regarding a student's medication(s) as may be in the best interest of the student.~~

~~VI. STORAGE OF MEDICATIONS/RECORDKEEPING~~

1. ~~All medications shall be stored in a secure space in the licensed school personnel's office or school office and locked at all times except during the actual administration of medication.~~
2. ~~A Medication Record Book shall be maintained by the licensed school personnel/designee, including the Request/Permission Forms and individual medication records for each student to document the administration of all medications (dose administered, by whom, date, time and any errors).~~

~~VII. ADMINISTRATIVE PROCEDURES~~

~~The Superintendent/designee shall develop any administrative procedures necessary to implement this policy and as required by Maine Department of Education Rules.~~

~~Legal Reference: 20-A M.R.S.A. Section 254(5) and Section 4009(4)~~

~~Maine Department of Education Rule Chapter 40~~

~~28 CFR Part 35 (Americans with Disabilities Act of 1990)~~

~~34 CFR Part 104 (Section 504 of the Rehabilitation Act of 1973)~~

~~34 CFR Part 300 (Individuals with Disabilities Education Act)~~

Adopted: July 8, 2009

Revised: December 8, 2010

ADMINISTRATION OF MEDICATION TO STUDENTS

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

The intent of this policy is to promote the safe administration of medications to students by school personnel and to provide for authorization of student self-administration of emergency medication for Asthma, Anaphylaxis and Diabetes.

This policy does not apply to medical marijuana, which is addressed in RSU No. 5 Board's policy JLCDA, Medical Marijuana in Schools.

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

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

I. DEFINITIONS

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

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

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

"Individual Health Plan" means a plan developed by the school nurse, student and family to provide care coordination and facilitate the

management of the student's health condition in the school setting and to inform school educational plans.

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

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

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

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

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

II. ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL

A. Parental Request

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

Requests shall be valid for the current school year only.

B. Health Care Provider's Order

All parental requests must be accompanied by a written order from the student's Health Care Provider substantiating the fact that the

administration of a particular medication during the school day is necessary for the student's health and attendance in school. Such order must include the:

1. Student's name

2. Name of the medication

3. Dose

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

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

6. Special instructions; and

7. Name of the prescribing Health Care Provider

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

If the student's parent or health care provider indicates that he/she does not want a medication administered by unlicensed personnel, a meeting or telephone conference will be held involving the school nurse, the building administrator, the parent(s), and appropriate professionals to discuss alternative options for administration of medication to the student.

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

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

D. Delivery and Storage of Medication

The student's parents shall deliver any medication to be administered by school personnel to the school in its original

container and properly labeled. In the event that this is not practical, the parent must contact the school to make alternate arrangements. The parent is responsible for the replenishment of medication kept at school.

The school nurse is responsible for accepting all medications, and will determine the amount of medication that will be kept at school to manage the student's health condition.

Scheduled medications (regulated by the Federal Narcotics Act) will not be accepted at school unless it is part of a student's Individual Health Plan agreed upon by the physician, parent, school nurse and administrator.

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

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

E. Recordkeeping

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

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

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

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

F. Confidentiality

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

G. Administration of Medication

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

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

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

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

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

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

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

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

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

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

I. Student Self-Administration of Emergency Medications for Asthma, Anaphylaxis and Diabetes.

Students with these emergency conditions may be authorized by the building principal, in consultation with the school nurse, to possess and self-administer emergency medication during the school day, field trips, school-sponsored events, or while on a school bus. This authorization will be granted if the following conditions have been met.

1. The parent (or student, if 18 years of age or older) provides a written request for the student to possess and self-administer emergency medication.

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

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

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

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

Authorization granted to a student to possess and self-administer Emergency Medication for Asthma, Anaphylaxis and Diabetes shall be valid for the current school year only and must be renewed annually.

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

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

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

J. Administration of Over-the-Counter Medications

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

K. Required Training of Unlicensed Personnel to Administer Medication

Unlicensed school personnel who administer medication to students in a school setting (at school, on school transportation to or from school, on field trips, or during school-sponsored events) must be trained in the administration of medication before being authorized to carry out this responsibility. Such training must be provided by a registered professional nurse or physician and include the

components specified in Department of Education Rules Chapter 40 and other applicable Department of Education standards, recommendations, programs, and/or methodologies.

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

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

L. Delegation and Implementation

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

Such procedures/protocols shall include direction regarding:

1. Safe transport of medication to and from school;
2. Administration of medication during field trips and school-sponsored events;
3. Accountability for medications, particularly those regulated by Schedule II of the Controlled Substances Act;
4. Proper storage of medication at school;
5. Training of appropriate staff on administration of emergency medications including the standards for the signs and symptoms of anaphylaxis and the use of epinephrine auto-injectors for students with known anaphylaxis allergies.
6. The procedure to follow in the event of a medication reaction;
7. Access to medications in case of a disaster;

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

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

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

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

Adopted: July 8, 2009
Revised: December 8, 2010
Revised: _____

**PURCHASING AND CONTRACTING: PROCUREMENT
STAFF CODE OF CONDUCT**

Conflict of Interest

All employees of RSU No. 5 shall perform their duties in a manner free from conflict of interest to ensure that the school unit's business transactions are made in compliance with applicable laws and regulations and in a manner that maintains public confidence in the schools.

No employee of RSU No. 5 shall participate in the selection, award or administration of a contract supported by federal funds or in any other transaction in which the school unit is a party if he/she has a real or apparent conflict of interest in the transaction.

A conflict of interest would arise when the employee or any member of his/her immediate family, his/her (business) partner, or an organization that employs or is about to employ any of these parties has a financial or other interest in the firm selected for the award. For the purpose of this policy, "immediate family" is defined as spouse, brother, sister, parent, son or daughter.

Conflict of Interest Disclosure

All employees with real or apparent conflicts of interest as defined above must disclose the conflict of interest to the Superintendent who will investigate the circumstances of the proposed transaction. The Superintendent will exercise due diligence in investigating the circumstances of the transaction and, if necessary, will make reasonable efforts to find alternatives to the proposed transaction or arrangement that would not give rise to a conflict of interest. If the Superintendent determines that the proposed transaction is in the best interest of RSU No. 5 and is fair and reasonable, he/she may proceed with the transaction. In the event that the Superintendent may have a conflict of interest, an ad hoc subcommittee of the Board will investigate and make a determination regarding the transaction.

Staff Gifts and Solicitations

RSU No. 5 employees are prohibited from accepting money or things of material value from persons or entities doing business with, or desiring to do business with, the school unit. Employees may accept unsolicited items of nominal value such as those that are generally distributed by a company or organization through its public relations program.

Page 1 of 2

Violations

Employees of RSU No. 5 who violate this code of conduct may be subject to discipline, up to and including termination of employment and, if appropriate, referral to law enforcement.

Dispute Resolutions

A bidder or respondent to a request for a proposal (RFP) may protest a procurement or contract award if he/she believes that it was made in a manner inconsistent with Board policy, specifications, or law or regulations. A protest must be submitted to the Superintendent in writing within 7 business days after receipt of notification of the award being made, with all documents supporting the protest.

The Superintendent shall review the protest and supporting documents and render a decision in writing within 20 business days of receipt of the protest. The Superintendent may also convene a meeting with the bidder or respondent to attempt to resolve the problem.

If the bidder or respondent is not satisfied with the Superintendent's decision, he/she may appeal to the Board. The Superintendent will provide reasonable notice to the bidder or respondent of the time for the Board's consideration of the protest. The Board's decision shall be final.

Legal Reference: 34 CFR 74.40-74.48; 80.36 (Education Department General
Administrative Regulations (EDGAR)
Commissioner's Administrative Letter No. 6, June 18, 2006 (Fiscal
Compliance)

Page 2 of 2

Cross Reference: BCB - Board Member Conflict of Interest
DJ - Bidding/Purchasing Requirements
GBI - Staff Gifts and Solicitations
KCD - Public Gifts/Donations to the Schools

Adopted: _____

REPORT CARDS/PROGRESS REPORTS

~~The Board of Directors authorizes the Superintendent to develop a system for communicating information regarding student achievement and academic progress to students and parents. Within this system, grades, proficiency levels, performance notations, narratives, and other forms of reporting should be understandable to parents and should indicate how the student is progressing relative to achievement of the content standards of the Learning Results as well as performance in specific courses or content areas.~~

~~As a component of the system, a report card will be issued for each student at regular intervals to be reviewed and signed by the student's parent/guardian.~~

~~Interim progress reports indicating deficiency, need for remedial intervention, or improvement in performance may be issued at any time.~~

~~The principal/designee will provide written notification to students and parents by the end of March, except in very unusual circumstances, if the student may not advance to the next grade or if the student may not qualify for a high school diploma because he/she has not met the required standards.~~

GRADING SYSTEM-REPORTING STUDENT PROFICIENCY

The purpose of RSU No. 5's grading and reporting system is to provide students and parents with timely information concerning student progress toward, and achievement of, proficiency in the content areas of Maine's system of Learning Results and the cross-curricular Guiding Principles of the Learning Results.

The Superintendent will be responsible for ensuring the development of a system for communicating information regarding student achievement and academic progress to students and parents. This system shall be approved by the Board.

Students and parents will be informed at regular intervals of their academic progress through reporting and other written/digital means.

For the Classes of 2018, 2019 and 2020, reports to parents will indicate the numeric grade on a 0-100 scale.

For the Classes of 2021 and beyond, reports to parents will indicate the proficiency level within the various content areas upon which the grades are based. Grades will be reported by level of proficiency and descriptions of proficiency, but the grading system must include at least the following levels of proficiency:

<u>Proficiency Level</u>	<u>Proficiency Description PK-5</u>	<u>Proficiency 6-12</u>
4	Extending	Exceeds the Standards
3	Achieving	Meets the Standards
2	Developing	Partially Meets Standards
1	Beginning	Does Not Meet Standards

Standards and proficiency indicators will be expressed consistently at each grade level and each school in the school unit.

Grading will reflect an aggregation of information gleaned from multiple and varied opportunities for student demonstration of proficiency.

For pre-K-grade 5 students, the Board encourages narratives and other forms of reporting as well as proficiency levels in order to make student progress more readily understandable to parents.

For grades 6-12, reporting will list each course by name and the pathway through which it was completed (e.g., course, honors, AP, vocational, dual enrollment, independent study) as well as the proficiency level.

Grade point average will be included in the final reporting of the year in grades 9-12.

For the class of 2021 and beyond, at all levels, “Habits of work” will be reported separately from academic proficiency.

Interim progress reports indicating deficiency or a need for remedial intervention, or a significant improvement in performance may be issued at any time.

The principal or designee will provide written notification to students and parents by February 15 if the student may not advance to the next grade level or if the student may not qualify for a high school diploma because he/she has not met the required standards.

Cross Reference: IK — Student Achievement/Evaluation of Student Achievement
 IKE — Promotion, Retention and Acceleration
 ILA — Student Assessment/Local Assessment System

Adopted: February 24, 2010

Reviewed: December 12, 2012

Revised:



Tabled From 5-10-17

6.B

Durham • Freeport • Pownal

TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Jennifer Galletta, Naomi Ledbetter, John Morang, Beth Parker, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Sarah Woodard

CC: Julie Nickerson, Lisa Demick, Hiram Sibley, Ray Grogan, Kim Austin, Dennis Ouellette, Will Pidden, Craig Sickels, Seth Thompson, David Watts, Jen Gulko, Bonnie Violette, Emily Grimm, Sarah Duffy, Darren Carter, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Diana Passmore, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Diane Atwood, Linda Pritchard, Nancy Drolet, Nancy Dyer, Jessica Sturges, Karen Sylvain, Tiffany Blanchard, Laurie Allen, Tom McKibben, Pauline Gillis

FROM: Cynthia Alexander, Assistant Superintendent of Curriculum, Instruction, and Assessment

DATE: May 2, 2017

RE: Review/Update of Policies – Policy Packet 17-8

At the May 10, 2017 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 1st Read. 2nd Read/Adoption will take place at the June 14, 2017 Meeting. The policies are attached.

1. IKF – Graduation Requirements
2. IK – Student Achievement / Evaluation of Student Achievement
3. IKC – Transcripts and Academic Achievement
4. IKE – Promotion, Retention and Acceleration of Students

GRADUATION REQUIREMENTS

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

~~RSU5 is in the process of implementing a proficiency-based system of learning as required by Maine law. After July 1, 2020, contingent upon Department of Education approval of Regional School Unit 5's schedule for implementation, the awarding of a diploma will be contingent on the demonstration of proficiency in all of the content areas and Guiding Principles of Maine's System of Learning Results rather than the accumulation of credits.~~

~~To be awarded a high school diploma from Freeport High School, students graduating in the Class of 2021 and beyond must demonstrate proficiency in the content areas identified in Maine's system of Learning Results, meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results, and fulfill all additional graduation requirements set by the Board.~~

~~Students graduating in the Classes of 2016-2020 must meet the credit and other graduation requirements specified in this policy.~~

~~A student who would have graduated with the Class of 2020 and have been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set by Board policy will have until December 31, 2020 to fulfill the graduation requirements applicable to the Class of 2020. After December 31, 2020, those students who have not met requirements will be held accountable to the graduation requirements of the Class of 2021.~~

~~The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook and Program of Studies.~~

~~The School Board has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The Board is aware that current law and regulations are subject to change.~~

~~The School Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State imposed standards that must be met before students may be awarded a high school diploma.~~

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

RSU No. 5 is in the process of implementing proficiency-based teaching and learning and transitioning, over a period of five years, from traditional graduation requirements to proficiency-based diploma requirements.

These new graduation requirements will require that students demonstrate proficiency –provide evidence – that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits that will prepare them for postsecondary education and viable careers.

When fully implemented, these new diploma requirements will require students to demonstrate that they have met the expectations associated with *all* of the content standards and Guiding Principles of the Maine Learning Results.

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF ~~2016,~~ 2017 OR 2018

A. As a minimum for graduation from high school, students graduating in the Classes of ~~2016~~ 2018 must have completed successfully a total of 22 one-year course equivalents (credits) at the secondary level (grades 9 through 12).

Of these credits, ~~T~~twelve and one-half (12 ½) required credits are specified by the State of Maine. They are:

- 1A. English - 4 credits;
- 2B. Social Studies and History, including one year of American History and Government - 2 credits;
- 3C. Mathematics - 2 credits;
- 4D. Science, including at least one year of laboratory study - 2 credits;
- 5E. Fine Arts, which may include art, music, forensics or drama - 1 credit;
- 6F. Health - 1/2 credit; and
- 7G. Physical Education - 1 credit.

B. In addition, the Board requires the following nine and one-half (9 ½ credits):

- 1A. One year of a world language – 1 credit;
- 2B. A third year of math – 1 credit;
- 3C. A third year of social studies – 1 credit;
- 4D. Two additional years of science – 2 credits;
- 5E. One-half of the P.E. credit must be Foundations of Fitness
- 6F. Four and one-half elective credits.

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

In order for a student to participate in graduation, the student must have successfully completed all

of the above-listed requirements.

Alternative Means of Earning Credits

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits toward graduation in accordance with the provisions of this section.

A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified through this section. A student may earn credits with prior written approval from his/her guidance counselor and the high school principal as follows:

- A. Course work offered through RSU No. 5 Adult Education;
- B. Credit obtained through summer school classes;
- C. Credit obtained through distance learning/virtual courses;
- D. Advanced courses not offered at Freeport High School at a post-secondary institution;
- E. Credits obtained through independent study monitored by a Freeport High School teacher; or
- F. Or any other academic program approved by the high school guidance and administration.

A student who has failed a course in the above-listed requirements may, with prior approval, receive credit for that course through a successful completion of a post-graduate course, a state approved

Adult Education course(s) or a state-approved summer school program. Credit for a marked course may also be received for a correspondence course approved by the High School Principal in advance of registration. The student may participate in the next regular graduation ceremony following successful completion of the requirements.

A student who is granted early admission to an accredited college or university may use college course work for graduation and may thereby graduate with his/her class upon successful completion of the course(s) needed for graduation if he/she requests and is granted permission from the high school principal to do so. A course being used to meet high school graduation requirements must meet minimum high school contact hour requirements and the high school's course outcome requirements.

Middle School Students Earning High School Credit

Middle School students successfully completing high school level courses offered at the high school and taught by high school staff or through a program approved by the high school administration in consultation with appropriate department head will be given one (1) credit (experience) toward graduation.

Veterans of World War II, the Korean Conflict and Vietnam War Era

The School Board recognizes that Maine law provides that a secondary school may award a high school diploma, provided that certain requirements are met, to a person who left secondary school prior to graduation to serve in the Armed Forces during World War II or in the Korean Conflict, or ~~to serve~~ in the Armed Forces during the Vietnam era (February 28, 1961-May 7, 1975). The Board authorizes the Superintendent to develop and implement procedures regarding applications for diplomas, including timelines, and for determining whether veterans have met the criteria established

by law. The Superintendent may also determine the time and manner in which a veteran's diploma may be presented.

II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2019 AND 2020

A. As a minimum for graduation from high school, students graduating in the Class of 2019 and Class of 2020 must have completed successfully a total of 24 one-year course equivalents (credits) at the secondary level (grades 9 through 12).

Of these credits, ~~Twelve~~ and one-half (12 ½) required credits are specified by the State of Maine. They are:

- 1A. English - 4 credits;
- 2B. Social Studies and History, including one year of American History and Government - 2 credits;
- 3C. Mathematics - 2 credits;
- 4D. Science, including at least one year of laboratory study - 2 credits;
- 5E. Fine Arts, which may include art, music, forensics or drama - 1 credit;
- 6F. Health - ½ credit; and
- 7G. Physical Education - 1 credit.

B. In addition, the Board requires the following eleven and one-half (11 ½) credits:

- 1A. One year of a world language – 1 credit;
- 2B. Two additional years of math – 2 credits;
- 3C. An additional one and a half years of social studies, ~~including Economics~~ – 1 ½ credits;
- 4D. Two additional years of science – 2 credits;
- 5E. ~~1½~~ One-half of the P.E. credit must be Foundations of Fitness
- 6F. Five elective credits – 5 credits

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

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

Alternative Means of Earning Credits

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits toward graduation in accordance with the provisions of

this section.

A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified through this section. A student may earn credits with prior written approval from his/her guidance counselor and the high school principal as follows:

- A. Course work offered through RSU No. 5 Adult Education;
- B. Credit obtained through summer school classes;
- C. Credit obtained through distance learning/virtual courses;
- D. Advanced courses, not offered at Freeport High School, at a post-secondary institution;
- E. Credits obtained through independent study monitored by a Freeport High School teacher; or
- F. Or any other academic program approved by the high school guidance and administration.

A student who has failed a course in the above-listed requirements may, with prior approval, receive credit for that course through a successful completion of a post-graduate course, a state approved Adult Education course(s) or a state-approved summer school program. Credit for a marked course may also be received for a correspondence course approved by the High School Principal in advance of registration. The student may participate in the next regular graduation ceremony following successful completion of the requirements.

A student who is granted early admission to an accredited college or university may use college course work for graduation and may thereby graduate with his/her class upon successful completion of the course(s) needed for graduation if he/she requests and is granted permission from the high school principal to do so. A course being used to meet high school graduation requirements must meet minimum high school contact hour requirements and the high school's course outcome requirements.

Middle School Students Earning High School Credit

Middle School students successfully completing high school level courses offered at the high school and taught by high school staff or through a program approved by the high school administration in consultation with appropriate department head will be given one (1) credit (experience) toward graduation.

Honors and Awards at Graduation

Student academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include ~~three~~ four honor bands, which will identify those graduating seniors who at the end of the 7th semester have a grade point average of:

84.5 to 88.4	Cum Laude
88.5 to 92.4	Magna Cum Laude
92.5 to 95.4	Summa Cum Laude
95.5 to 100	Summa Cum Laude with Distinction

III. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2021 AND BEYOND

~~Contingent upon Department of Education approval of RSU No. 5's schedule for implementation of proficiency-based diploma requirements after Beginning on July 1, 2020, the awarding of a diploma from Freeport High School will be contingent on the demonstration of proficiency in all eight of with the phase in of the content areas outlined in section B below in of Maine's system of Learning Results and meeting the cross-content performance standards of the Guiding Principles of the Maine Learning Results, rather than the accumulation of credits. The student must also fulfill any other requirements specified in this policy and set forth by the school as noted in the Program of Studies.~~

~~Freeport High School's educational program will be designed to enable students to satisfy graduation requirements in four years through a sequence of educational (learning) experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.~~

~~Students who anticipate graduating in the Classes of 2021 and beyond must meet the following requirements in order to be awarded a high school diploma:~~

- ~~A. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results. Meeting the standards entails demonstrating proficiency for each graduation standard within each content area as listed in the Program of Studies.~~

~~English Language Arts
Mathematics
Science and technology
Social Studies
Health Education and Physical Education
Visual and Performing Arts
World Languages
Career and Education Development (embedded in other content areas or through advisory)~~

- ~~B. Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results.~~

~~A student graduating from RSU5 schools is expected to be a:
Clear and effective communicator;
Self-directed and life-long learner;
Creative and analytical problem solver;
Responsible and involved citizen; and an
Integrative and informed thinker~~

The transition to proficiency-based diploma requirements will begin with the Class of 2021 and will be completed with the Class of 2025.

A. Communicating Graduation Requirements

To ensure that every student and family has the information and resources they need to appropriately plan and sequence the student's educational decisions, school administrators and staff will clearly and consistently communicate—prior to entering high school and throughout the student's educational career—the graduation standards and diploma requirements that must be met to earn a high school diploma.

The superintendent/high school principal will be responsible for ensuring that accurate, up-to-date information concerning all graduation standards and diploma requirements are (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the RSU No. 5's website. A detailed guide to graduation standards, academic expectations, and diploma requirements will be disseminated to all incoming ninth-grade students prior to the time for course selection. This policy will also be referenced in each edition of the high school student handbook and on the RSU No. 5's website.

B. Diploma Requirements for the Graduating Classes of 2021-2025

For the transition years outlined below, all students must be engaged in educational experiences relating to the core content areas of English Language Arts, Mathematics, and Science and Technology in each year of their secondary schooling.

By the end of the 2024-2025 school year, students will also have engaged in educational experiences related to the other content areas of the Learning Results: Career and Educational Development; World Languages; Visual and Performing Arts; and Health, Wellness and Physical Education.

RSU No. 5 administration and staff will develop and apply a set of graduation standards and performance indicators that align with the content-area standards of the Maine Learning Results.

The standards of Career and Education Development may be embedded and addressed in other content-

area learning experiences.

B1. All students will demonstrate that they have achieved proficiency in cross-curricular Guiding Principles of the Maine Learning Results.

The Guiding Principles state that each Maine student must leave school as:

1. A clear and effective communicator
2. A self-directed and lifelong learner
3. A creative and practical problem solver
4. A responsible and involved citizen
5. An integrative and informed thinker

RSU No. 5 administration and staff will develop and apply a set of graduation standards and performance indicators that align with the cross-curricular standards of the Guiding Principles of the Maine Learning Results.

B2. Phase in of content area diploma requirements from the 2020-2021 school year to the 2024-2025 school year:

1. Commencing with the Class of 2021, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the four content areas of:
 - a. English Language Arts
 - b. Mathematics
 - c. Science and Technology*
 - d. Social Studies
2. Commencing with the Class of 2022, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:
 - a. English Language Arts
 - b. Mathematics
 - c. Science and Technology*
 - d. Social Studies
 - e. At least one additional content area of the student's choice
3. Commencing with the Class of 2023, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the

content areas of:

- a. English Language Arts
- b. Mathematics
- c. Science and Technology*
- d. Social Studies
- e. At least two additional content areas of the student's choice

4. Commencing with the Class of 2024, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:

- a. English Language Arts
- b. Mathematics
- c. Science and Technology*
- d. Social Studies
- e. At least three additional content areas of the student's choice

5. Commencing with the Class of 2025 and all graduating classes** thereafter, in order to receive a high school diploma, students must demonstrate proficiency in meeting state standards in the content areas of:

- a. English Language Arts
- b. Mathematics
- c. Science and Technology*
- d. Social Studies
- e. Health, Wellness and Physical Education
- f. Visual and Performing Arts
- g. World Languages
- h. Career and Education Development

*Career and Technical Education (CTE) students must show proficiency in their individual industry standard in place of science and technology proficiency.

** For CTE students the graduating class requirements for the Class of 2025 are the same as for the Class of 2024, i.e. 7 content areas plus individual industry standard in place of science and technology proficiency.

C. Multiple Pathways ~~TO THE AWARDING OF A PROFICIENCY BASED DIPLOMA~~

RSU No. 5's high school educational program is designed to enable students to satisfy graduation requirements in four years through a sequence of courses, learning experiences or integrated equivalents providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

Students following a traditional pathway will participate in a series of courses through which they will demonstrate proficiency in each of the following areas:

- A1. Engage in courses in the content areas of English Language Arts, Mathematics, and Science and Technology in each year of their high school program.
- B2. Engage in at least three and a half courses in the content area of Social Studies during their high school program.
- C3. Engage in at least one course in the content area of Visual and Performing Arts during their high school program.
- D4. Engage in at least one course in the content area of World Languages during their high school program.
- E5. Engage in at least one course of Health and one full-year two courses of Physical Education ~~course~~ during their high school program.
- F6. Engage in courses that integrate the Guiding Principles into other content areas of the Maine Learning Results.
- G7. Engage in learning experiences that address the Career and Education Development standards.
- H8. Engage in learning opportunities to fulfill graduation experiences.

Students following a traditional pathway must be enrolled in the equivalent of at least 6 full year courses in each of their high school years unless redefined through a Personal Learning Plan, (PLP) approved by both the high school guidance department and administration.

Students may also opt to pursue a high school diploma through multiple additional pathways, including:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships and/or field work
- Community service
- Exchange programs
- Independent study
- Alternative education/"At Risk" programming

Adult education

Each pathway must provide a quality learning experience comparable in rigor to the school unit's own course offerings.

In order to pursue one or more of the multiple/alternative pathways, a student must have a Personal Learning Plan detailing how the pathway will provide exposure to the content standards and Guiding Principles of the Learning Results and how the student will demonstrate proficiency in meeting the Guiding Principles as well as the content area standards. The Personal Learning Plan must be approved by the guidance counselor and/or other qualified faculty member/s, and the principal.

Middle School students demonstrating proficiency on RSU No. 5 high school level performance indicators and standards as measured by RSU No. 5 scoring criteria and assessments or through a program approved by the high school administration will be credited those standards and experiences toward graduation.

D. Early Awarding of Diplomas (all classes)

~~A student who leaves Freeport High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.~~

A Freeport High School student who fulfills all course experience requirements and demonstrates proficiency in all required areas as approved by the guidance counselor and/or other qualified faculty member/s and the principal may be awarded a high school diploma, as determined by the principal. The superintendent will ultimately determine whether a diploma will be awarded.

E. Transfer Students (all classes)

For students who transfer to Freeport High School from another state, country, school program, or home-schooling situation, including educational programs that are not aligned with Freeport High School's cross-curricular and content-area graduation standards, the school counselor and principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Freeport High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the principal. The superintendent will ultimately determine whether these students are eligible to receive a diploma.

F. Home-Schooled Students (all classes)

For home-schooled students wishing to receive a diploma from Freeport High School, the principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met Freeport High School's graduation requirements. After enrolling in Freeport High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the principal.

G. Students Receiving Special-Education Services (all classes)

A student with a disability, as identified in 20-A MRSA §7001(1-B), who achieves proficiency as

~~required in 20-A MRSA §4722-A(1), as specified by the goals and objectives of the student's individualized education plan (IEP) will be awarded a diploma.~~ may meet the requirements and become eligible for a diploma by demonstrating proficiency in state standards established in the system of Learning Results through performance tasks and accommodations that maintain the integrity of the standards as specified in the student's Individualized Education Program (IEP) by the student's IEP team pursuant to the requirements of Chapter 301.

H. Delayed Awarding of Diplomas (all classes)

A student who leaves Freeport High School to attend an accredited, degree-granting institution of higher education, the student may, upon satisfactory completion of the freshman year, be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

I. Extended Study (all classes)

Students are eligible for extended years of study to complete the graduation requirements if they have not reached the age of 20. Students eligible for extended years of study may be referred to adult education or other programs and resources.

J. Participation in Graduation Ceremony (all classes)

A student must complete all School Board requirements for a high school diploma ~~or certificate of completion~~ in order to participate in graduation exercises

K. Honor and Awards at Graduation

Student academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include three Honor Bands, which will identify those graduating seniors who at the end of the 7th semester have a Grade Point Average of:

Summa Cum Laude (with highest honors): a minimum GPA of 3.75

Magna Cum Laude (with great honors): a minimum GPA of 3.50

Cum Laude (with honors): a minimum GPA of 3.25

~~INFORMING STUDENTS AND PARENTS~~

~~The Superintendent/designee will inform students and parents as soon as practicable of any State-imposed proficiency standards/requirements that must be met before students may be awarded a high school diploma, but prior to the start of the class cohort's 9th grade school year.~~

~~IV. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM FREEPORT HIGH SCHOOL~~

~~This section applies to all students, in all graduation classes.~~

~~A. Transfer Students~~

~~For students who transfer to Freeport High School from another state or from an educational program that is not required to be aligned with the content standards and Guiding Principles of the system of Learning Results, the Freeport High School Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements.~~

~~B. Home-schooled Students~~

~~For previously home-schooled students wishing to receive a diploma from Freeport High School, the Freeport High School Principal shall determine the value of the student's prior educational experience toward meeting graduation requirements.~~

~~C. Delayed Awarding of Diplomas~~

~~A student who leaves Freeport High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.~~

~~D. Early Awarding of Diplomas~~

~~A student who has met the State's and the School Board's diploma requirements in fewer than four years of high school will be awarded a diploma.~~

~~E. Extended Study~~

~~Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.~~

~~F. Certificate of Completion~~

~~The School Board may provide a certificate of completion to a student who leaves school having completed four years attendance as a full-time high school student who has earned/completed the required credits or courses/learning experiences but has not met Learning Results proficiency standards that may be mandated by the State.~~

~~G. — Participation in Graduation Ceremony~~

~~A student must complete all School Board requirements for a high school diploma or certificate of completion in order to participate in graduation exercises.~~

~~H. — Honors and Awards at Graduation~~

~~Student academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include three Honor Bands, which will identify those graduating seniors who at the end of the 7th semester have a Grade Point Average of:~~

~~Summa Cum Laude (with highest honors): a minimum GPA of 3.75~~

~~Magna Cum Laude (with great honors): a minimum GPA of 3.50~~

~~Cum Laude (with honors): a minimum GPA of 3.25~~

Legal Reference: 20-A MRSA § 4502(8), 4722, 6209
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Adopted: February 24, 2010

Revised: December 14, 2011; June 11, 2014; January 13, 2016

Revised:

STUDENT ACHIEVEMENT/EVALUATION OF STUDENT ACHIEVEMENT

Effective evaluation of student achievement is essential to the instructional process, the certification of student progress towards meeting the content standards of the system of Learning Results, the tracking of progress toward individual and district learning goals, and communication between schools and parents. ~~The evaluation of student learning and achievement is based on the recognition that students have different abilities, learning styles, cultural backgrounds, and developmental rates and levels.~~ Evaluation of student achievement provides staff with information important to assessing students' individual educational needs, identifying learning problems and areas in which remediation is required, assessing teaching strategies, and providing appropriate instruction. Sharing of information among parents, staff, and students is an integral part of the evaluation process.

The RSU No. 5 local assessment system will use multiple assessments, both informal and formal, at the classroom, school, and district levels to evaluate each student's performance and to monitor his/her progress toward meeting the content standards and the Guiding Principles of the Learning Results. Assessments over the course of each school year shall include formats that allow students to demonstrate in different ways what they know and are able to do. Students should have multiple opportunities to practice, apply, and demonstrate their knowledge and skills.

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

School and district assessments will include "common assessments" designed to provide consistent evaluation and reporting of student knowledge and skills in the same content areas across same-grade classrooms within the school and same grade classrooms and grade spans within the district. ~~Common assessments are those that are usually designed by teams of professional staff teaching the same content areas, administered to all students, employ common scoring rubrics, and use multiple measures including but not limited to tests, performances, presentations, writing samples, and research projects.~~

Large-scale assessments will include: ~~the MEA administered in grades 5 and 8 for science; NECAP, administered in grades 3-8 reading and math, in grades 5 and 8 writing; and MHSA in grade 11 in reading, writing, math and science each of which are~~ assessments required for the purpose of determining Adequate Yearly Progress (AYP) under the ~~No Child Left Behind Act (NCLB)~~ Every Student Succeeds Act (ESSA), and may include other nationally normed standardized achievement tests such as NWEA.

~~Although all measures of student achievement will "count" toward certifying achievement of the content standards of the Learning Results and for making decisions concerning assignment to grade levels, neither the NECAP, MEA, MHSA or a commercially produced test may be the only measure of student achievement.~~

~~Standardized tests shall be used in accordance with the Local Assessment System.~~

A. Communicating Information Concerning Student Achievement

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

~~Parents are encouraged to confer with their child's teacher when performance as measured by classroom assessments, common assessments, or standardized tests indicates a need for remediation or additional instruction. The conference should include discussion of the student's level of achievement, specific indications of the need for remediation, additional instruction and replacement assessments, and the schedule for the next set of content standard assessments.~~

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

The principal/designee will provide written notification to students and parents by ~~the end of the third quarter~~ February 15 if the student may not advance to the next grade because he/she has not met the content standards of the Learning Results for the student's grade span and/or other reasons, or if the student may not qualify for a high school diploma because he/she has not met the required standards.

~~D. Assessment Accommodations and Alternate Assessments~~

~~Assessment accommodations and alternate assessments will be provided for identified students in accordance with their Individual Education Plan (IEP), 504 Plan, or Limited English Proficiency Plan. Assessments completed with accommodations and alternate assessments completed will be maintained until such time as the student reaches the age of 21 or graduates from a postsecondary institution.~~

Legal Reference: 20-A M.R.S.A. § 6209
Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: ADF – School System Commitment to Learning Results
IKAB – Report Cards/Progress Reports
IKE – Promotion and Retention of Students
IKF – Graduation Requirements
ILA – Student Assessment/Local Assessment System
Maine Department of Education LAS (Local Assessment System) Guide, March 2004

Adopted: February 24, 2010

Reviewed: December 12, 2012

ACADEMIC ACHIEVEMENT TRANSCRIPTS AND ACADEMIC ACHIEVEMENT

~~The RSU No. 5 believe that every student should choose a course of study best suited for their ability and aspirations, should be encouraged to do his or her best work in all courses, and through their effort, should achieve the best learning possible. Importantly, it is the policy of RSU No. 5 that all students striving for and achieving at high levels should be recognized for their effort and achievement.~~

The purpose of a high school transcript is to provide a comprehensive and accurate view of a student's academic record and achievements in a manner that can be understood by post-secondary institutions, prospective employers and other audiences with an interest in a student's proficiency and accomplishments.

In order to recognize and reward all levels of academic success, RSU No. 5 shall outline predefined thresholds which provide every student an opportunity to strive for a high level of academic success, excellence and recognition irrespective of the comparable achievements of their fellow students.

To recognize and report such achievement, the policy of the Board is as follows:

- A. Freeport High School will calculate an accumulated grade point average (GPA) for all courses completed by a student at Freeport High School.
- B. All courses completed and graded will be assigned equal weight regardless of subject matter or degree of difficulty.
- C. Courses graded pass/fail will not be included in the calculation of a student's GPA.
- D. For transfer students or students receiving credits with prior permission from other institutions, letter or numerical grades may be received. These grades will be ~~interpolated~~ interpreted by the Guidance Department in a standard manner to fairly transfer grades from grading systems different from Freeport High School's.
- E. All GPAs will be recalculated at the end of each semester for use by the Guidance Department and will be added to student transcripts, which will be made available to third parties, on request by students or parents.
- F. For the Classes of 2018-2020, Freeport High School will publish a quarterly grade-based honor roll identifying those students who have achieved at least a grade of "B" in all courses taken for the quarter, and, in the same manner, Freeport High School will publish a quarterly grade-based High Honor Roll identifying those students who have achieved at least a grade of "A" in all courses taken for the quarter.

For Classes of 2021 and Beyond,
Students will be recognized for their achievements in both academics and Habits of Work. Recognition for these accomplishments will be reported separately.
Only Habits of Work will be recognized at the end of Quarter 1 and Quarter 3. At the end of semester 1 (January) and semester 2 (June), academic achievement will be reported, as well as, Habits of Work.

Academic Honor Roll:

Reported at end of semester 1 and semester 2

Students qualify in one of two categories:

- a. High Honors: All course grades are 3.75 or better.
- b. Honors: All course grades are 3.25 or higher.

Habits of Work:

Reported at the end of each quarter for Q1, Q2, Q3, & Q4

- a. High Honors: All course grades are 3.75 or better.
- b. Honors: All course grades are 3.25 or higher.

- G. Freeport High School will not use an accumulated GPA or any other method to determine a rank in class.
- H. No individual academic awards or recognitions at any level of study will be determined solely on the basis of GPA.
- I. For the Classes of 2018-2020, student academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include ~~three~~ four Honor Bands, which will identify those graduating seniors who at the end of the 7th semester have a Grade Point Average of:

84.5 to 88.4	Cum Laude
88.5 to 92.4	Magna Cum Laude
92.5 to 95.4	Summa Cum Laude
95.5 to 100	Summa Cum Laude with Distinction

For the Class of 2021 and beyond, students' academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include three honor bands, which will identify those graduating seniors who at the end of the 7th semester have a GPA of:

Summa Cum Laude (with highest honors): a minimum GPA of 3.75
Magna Cum Laude (with great honors): a minimum GPA of 3.50
Cum Laude (with honors): a minimum GPA of 3.25

Official transcripts issued by Freeport High School will include the following:

- The student's full name, date(s) of enrollment and date of graduation;
- Names of courses/learning experiences, content areas and cross-curricular skills, shown in full;
- The grade level/year in which each course/learning experience was completed and its duration (e.g., semester or full year);
- For the Classes of 2018-2020 numeric score proficiency levels for performance in the targeted standards associated with each of the eight content areas of the system of Learning Results;
- For the Classes of 2018-2020 proficiency levels for each of cross-curricular graduation standards, recorded in a separate section of the transcript.
- Names of courses/learning experiences, content areas and cross-curricular skills, shown in full;
- The student's proficiency-based GPA; and
- Significant academic honors and recognitions awarded.

The transcript may show other relevant non-private information.

Cross reference:

IKAB – Grading System/Reporting Student Proficiency
IKF – Graduation Requirements

Adopted: February 24, 2010
Reviewed: December 12, 2012
Revised:

PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

~~It is the intent of the RSU5 Board of Directors that appropriate instruction be offered to all students in a progressive and sequential way. Therefore, the grade placement of each student will be made on an individual basis, understanding that the level of instruction at each grade is not a single level of instruction but rather a series of levels intended to meet the various needs of students assigned to that grade level.~~

It is the RSU No. 5 Board's intent to provide sequential instructional programming that provides equitable opportunity for students to acquire the knowledge and skills that will enable them to meet the content standards of the system of Learning Results at each grade level. The Board recognizes that at every grade level, there are differences among students in their intellectual, physical, social, and emotional development, and that individual students may be more proficient in some content areas of the Learning Results than in others. Students may also differ in their progress toward achieving the cross-curricular skills identified in the Guiding Principles of the Learning Results.

~~While most students will advance from one grade to another at the end of the academic year, some students may benefit from retention or acceleration. Decisions concerning promotion, retention or acceleration of a student should be consistent with the best educational interest of that student.~~

Decisions concerning promotion of a student should be consistent with the best educational interest of that student. While most students will advance from one grade to another at the end of the academic year, some students may on rare occasions benefit from retention or acceleration.

A. Criteria

The following criteria will be used in making decisions concerning promotion, retention and acceleration. Although all listed criteria may be considered in the decision-making process, because of the relationship between a student's achievement of the content standards of the system of Learning Results and his/her future success in school, more consideration shall be given to the criterion articulated in paragraph "1" below than to any other factors.

1. Achievement of the content standards of the Learning Results as demonstrated through classroom assessments, common assessments, standardized tests, portfolios, performances, exhibitions, projects and other elements of the ~~school unit's~~ RSU No. 5's local assessment system;
2. Achievement of cross-curricular skills associated with the Guiding Principles of the Learning Results.
3. Participation and success in remedial programs, tutoring, summer school, and/or other opportunities for success;
4. Potential benefit from repetition of a grade or learning experiences;

5. Potential for success if accelerated;
6. Attendance;
7. Social and emotional maturity;
8. Health;
9. Age in relation to grade placement;
10. Program options;
11. Student attitude; and
12. Parental concerns.

B. Retention

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

The principal shall be responsible for making the final decision regarding retention. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final. ~~If parents are still dissatisfied with the decision, they may appeal to the RSU Board, whose decision will be final.~~

C. Acceleration

Decisions regarding acceleration shall be made by the principal in consultation with the student's teacher(s), the Gifted and Talented Education Coordinator, and other professional staff or consultants, as appropriate. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final. ~~If parents are still dissatisfied with the decision, they may appeal to the RSU Board, whose decision will be final.~~

D. High School Grade Level Assignment

For students ~~starting high school prior to the 2014-2015 school year~~, in the Classes of 2018-2020, grade level assignment will be determined by the guidance department, based on the number of credits earned prior to the beginning of the school year.

Beginning ~~January~~ July 1, 2018 2020, demonstrated proficiency in the content standards of the system of Learning Results and in the cross-curricular standards skills identified in the Guiding Principles of the Learning Results, and successful completion of all other requirements specified in the Board's policy IKF (Graduation Requirements), will be required for a high school diploma. ~~Starting with the 2014-2015 school year, eCredits~~ will no longer be awarded or counted for graduation or other purposes.

High school grade level assignment will be determined by the guidance department, based on the number of learning experiences/courses completed prior to the beginning of the school year.

E. Transfer Students

For students who transfer into the school system from another state or educational program not required to meet the content standards of the system of Learning Results, the principal will determine the value of the student's prior educational experience for the purpose of grade placement or the fulfillment of credits.

Legal Reference: Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: IK – Student Achievement
IKAB – Report Cards/Progress Reports
IKF – Graduation Requirements
ILA – Student Assessment/Local Assessment System

Adopted: July 8, 2009
Revised: October 28, 2009
Reviewed: December 12, 2012
Revised: June 11, 2014
Revised:

RSU5 TITLE I PARENT INVOLVEMENT POLICY

This district-level policy has been developed in cooperation with the parents/guardians of students participating in the school unit's Title I programs. It provides an understanding of the shared responsibility of the school system and parents/guardians in improving students' academic achievement and school performance. The Superintendent/designee will be responsible for distributing this policy to parents/guardians of students participating in the school unit's Title I programs.

Because parent involvement is so important to a student's success in school, the Board of Directors encourages regular participation by parents/guardians in all aspects of the school unit's Title I programs.

RSU No. 5 School Department provides opportunities for parent/guardian involvement that are aligned with the requirements of Title I programs set forth in law as follows.

- A. The school unit involves parents/guardians in the joint development of the school system's plan to help disadvantaged students meet challenging achievement and academic standards and in the process of school review and improvement by:
 - 1. Establishing a district-level Parent Advisory Committee with parent/guardian representatives from each building;
 - 2. Establishing effective and ongoing two-way communications between the school unit, staff, and parents/guardians;
 - 3. Developing a district-wide newsletter to communicate with parents/guardians about the school unit's Title I plan and to seek their input and participation; and
 - 4. Training staff to work more effectively with families with diverse cultural backgrounds and/or barriers such as illiteracy or limited English proficiency.
- B. The school unit provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent/guardian involvement activities to improve student academic achievement and school performance by:
 - 1. Providing information to parents/guardians about the system and various instruments that will be developed or used to monitor student progress;
 - 2. Providing district-level workshops to assist individual schools in planning and implementing improvement activities;

3. Holding training sessions for Parent Advisory Committee members so that there may be more effective liaisons between parents and schools; and
 4. Seeking input from parents/guardians in developing workshops that will help them become more effective partners with the schools in encouraging academic achievement.
- C. The school unit builds the capacity of schools and parents/guardians for strong parental involvement by:
1. Developing and disseminating a master calendar of district-wide meetings to discuss Title I issues, including evaluation of and suggestions for the district-level Title I policy;
 2. Engaging school Parent-Teacher Organizations (PTOs) to seek out and involve parents/guardians through their communications and informational meetings;
 3. Promoting cooperation between the school unit and other agencies or school/community groups to furnish learning opportunities, increase awareness of support services, and disseminate information regarding parenting skills and child/adolescent development; and
 4. Provide ongoing communication about opportunities to serve on the Parental Advisory Committee, volunteer in the schools, and learn how to work more effectively with their children to extend and reinforce learning and foster achievement.
- D. The school unit coordinates and integrates parent/guardian involvement strategies for Title I programs with those of other programs (such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-run preschool programs) by:
1. Involving school system and building representatives from other programs to assist in identifying specific population needs; and
 2. Sharing data between programs to assist in developing new initiatives to improve student academic achievement and school improvement.
- E. The school unit conducts, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under Title I, including identifying barriers to greater participation by parents/guardians in activities authorized by this section (with particular attention to parents/guardians who are economically disadvantaged, disabled, have limited English proficiency, have

limited literacy, or are of any racial or ethnic minority background), using the findings of such evaluation to design strategies for more effective parent/guardian involvement, and revising, if necessary, the parent/guardian involvement policies described in this section by:

1. Evaluating the content and effectiveness of the parent/guardian involvement policy through a variety of means such as surveys, workshops, focus groups, and informal meetings involving district and school administrators, teachers, and parents/guardians;
2. Identifying and overcoming barriers to effective evaluation and input, e.g., language support for parents/guardians who do not speak English or have limited English proficiency, scheduling multiple meetings at various times of day or night, meeting in places accessible by public transportation, or providing a means of transportation; and
3. Identifying potential policy changes and program improvements.

F. The school unit involves parents/guardians in the activities of the schools served under Title I by:

1. Keeping parents/guardians informed of the objectives of the school unit's Title I programs;
2. Providing communication and calendar information to alert parents/guardians of meetings or events and encouraging their participation;
3. Providing central coordination for district, school, and PTO meetings and other events to create a master calendar to facilitate parent/guardian participation; and
4. Promoting opportunities for parents as volunteers in the classroom and in school programs.

Legal Reference: 20 U.S.C. § 6318

Adopted: July 8, 2009

Reviewed: March 27, 2013

RSU5 TITLE I PARENT INVOLVEMENT POLICY

This school policy has been developed in consultation with the parents/guardians of students participating in Title I programs in the RSU5 5 schools. It includes a “School-Parent Compact” that outlines the manner in which parents, school staff, and students will share the responsibility for improved student academic achievement. The building principal/designee will be responsible for distributing this policy to parents/guardians of students participating in the school’s Title I programs.

I. PARENT INVOLVEMENT MEETINGS

The school shall convene an annual meeting at a convenient time to which all parents/guardians of participating children shall be invited and encouraged to attend to inform them of the school’s participation under Title I, explain the right of parents to be involved, and to encourage their involvement in the planning, review, and improvement of the school’s Title I programs and parent involvement policy.

The school will offer at least **one** other meeting during the school year, held at various times in the morning or evening for parents/guardians of students participating in Title I programs.

The building principal/designee will:

- A. Invite parents/guardians of participating children to the annual meeting and to other meetings held during the school year;
- B. Introduce the representatives on the Parent Advisory Committee;
- C. Provide an overview of Title I and the programs the school provides under Title I;
- D. Explain the rights of parents/guardians to be involved in developing and reviewing the school’s parent involvement policy, including the School-Parent Compact;
- E. Provide 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 levels students are expected to meet;
- F. Give parents/guardians an opportunity to ask questions and engage in informal discussion about student achievement and school performance;
- G. Respond to requests from parents for opportunities for regular meetings to formulate suggestions and to participate (as appropriate) in decisions relating to the education of their children;
- H. Invite parents/guardians to serve on the Parent Advisory Committee and/or other school or district-level Title I committees;

- I. Invite parents/guardians to participate in the planning, review, and improvement of programs under Title I and the school-parent involvement policy and establish a schedule for this activity;
- J. With the input of parents/guardians, establish a process by which an adequate representation of parents/guardians can be assured;
- K. Describe the process by which parents/guardians may express concerns and complaints if they are dissatisfied with the Title I program;
- L. Engage school-based parent organizations in outreach to parents/guardians of students participating in Title I; and
- M. Arrange for child care so that parents/guardians who would otherwise be unable to attend may do so.

II. SCHOOL-PARENT COMPACT

This School-Parent Compact describes how parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve the State's academic achievement standards.

- A. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables students served under Title I to meet the State's academic achievement standards.
- B. Parents/guardians will be responsible for supporting their children's learning by:
 - 1. Monitoring their children's attendance;
 - 2. Providing assistance and encouraging their children to complete homework assignments;
 - 3. Encouraging their children to ask for help from teachers or classroom aides (ed techs, volunteers) when needed;
 - 4. Talking with their children about the school day;
 - 5. Reading to or with their children;
 - 6. Monitoring and limiting their children's television watching;
 - 7. Volunteering in the classroom and for school-related activities such as field trips;

8. Participating, as appropriate, in decisions related to the education of their children; and
 9. Enrolling their children in extracurricular and age-appropriate, community-based, after-school activities.
- C. The school will address the importance of communication between parents and teachers on an ongoing basis by:
1. Scheduling one or more parent-teacher meetings annually for parents/guardians of elementary school level students during which the Compact shall be discussed as it relates to the individual child's achievement;
 2. Providing frequent reports to parents/guardians on their children's progress;
 3. Providing parents/guardians with reasonable access to staff to discuss issues related to their children's learning;
 4. Giving parents the opportunity to observe classroom activities;
 5. Welcoming parents as volunteers in the classroom; and
 6. Providing adequate supervision and feedback for parents/guardians who volunteer.

Legal Reference: 20 U.S.C. § 6318

Adopted: July 8, 2009

Reviewed: March 27, 2013

STUDENT HEALTH REQUIREMENTS AND SERVICES

The Board of Directors, aware of the relationship of health to the total educational process, realizes its responsibility under the law to help protect and improve the health of the students. Therefore, we address ourselves to the following:

- A. In accordance with the State of Maine Immunization Law, within 90 days of enrolling in the RSU No. 5 School Department (provided the child has not previously been granted this provision), all students are required to be immunized according to the State of Maine Immunization Regulations.
- B. In accordance with the State of Maine Law, a school health record will be maintained and updated yearly on each enrolled student.
- C. All students entering kindergarten and grade six are required to have a physical examination, preferably by their own physician, unless the parent(s)/legal guardian(s) has signed an exemption form. The physical examination may be offered through the school for those students without funds.
- D. Students who wish to participate in interscholastic sports are required to have a complete physical examination every two years and to complete and return a Health Questionnaire every year. A student may not participate until the Health Questionnaire is returned. The physical examination should be done by the student's family physician, but may be offered through the school for those students without funds.
- E. In accordance with State of Maine Screening Guidelines, as follows:
 - 1. The vision of students will be screened in Grades K, 1, 3, 5, and 7. All potential problems are to be referred to the parent(s)/legal guardian(s).
 - 2. The hearing of students will be screened in grades K, 1, 3, 5 and 7. All potential problems are to be referred to the parent(s)/legal guardian(s).
- F. The parent(s)/legal guardian(s) shall be notified promptly of any suspected health problems. School health services are designed to promote good health practices, prevent and detect health problems, make appropriate referrals and to provide first-aid in the school setting.
- G. In accordance with the No Child Left Behind Act, parents will be notified annually, at the beginning of the school year, that parents/guardians or students 18 years of age or older, have the right to "opt the student out," in writing, of any non emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school; and

not necessary to protect the immediate health and safety of the student or of other students.

The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.

Legal Reference: Title 20-A, M.R.S.A. § 6301; 6357; 6359; 6451; 6452 20 U.S.C. § 1232h

Adopted: March 24, 2010