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TO: Candy deCsipkes, Naomi Ledbetter
FROM: Cynthia Alexander
DATE: March 9, 2018
RE: Policy Review – March 23, 2018 Meeting

The Policy Sub-Committee is scheduled to meet on Friday, March 23, 2018 at 10:00 a.m. at the RSU5 Central Office.

Agenda

IIB – Class Size

IHBGB – Model Supplemental Statement of Rights for Private School Students with Disabilities

GDO - Evaluation of Support Staff

IKC – Transcripts and Academic Achievement

JFABD – Admission of Homeless Students

JFC – Dropout Prevention - Student Withdrawal from School

Regional School Unit No. 5

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EVALUATION OF SUPPORT STAFF

The RSU No. 5 Board of Directors recognizes the importance of implementing a program of support staff member evaluation for the purpose of documenting and promoting individual job performance and improving services to students. Goals of the evaluation program include:

- A. Improving and reinforcing the skills, attitudes, and abilities which enable a support staff member to be effective in achieving assigned job goals;
- B. Identifying and remediating weaknesses which prevent a support staff member from achieving the goals of assigned duties.
- C. Documenting and communicating the evaluation of work performance.

The Superintendent is authorized to implement a program of support staff evaluation.

Adopted: June 9, 2010
Reviewed: April 25, 2012

**MODEL SUPPLEMENTAL STATEMENT OF RIGHTS
FOR PRIVATE SCHOOL STUDENTS WITH DISABILITIES**

If you are the parent/legal guardian of a disabled child or suspect that your child may have a disability that is covered by state or federal special education laws, and you have privately placed your child in a private school program located within this school district, you have the following rights.

- A. You have the right to have your child located, identified and evaluated by the RSU5 School Department as a possible special education student, including referral of your child to an IEP Team to determine whether your child qualifies as a special education student, and to be re-evaluated at least every three years to determine your child's continued eligibility for special education. The school unit child find and referral obligations toward your child while he/she is parentally placed in a private school program located in RSU5 are the same as for students enrolled in public school, as described in the attached special education "Procedural Safeguards Statement."
- B. Students with disabilities who have been parentally placed in private schools located within RSU5 do not have an individual right to special education and related services while enrolled in the private school program.
- C. When designing and implementing special education services for parentally placed, private school children attending private schools within the school unit, the school unit has an obligation to consult in a timely and meaningful manner with representatives of those children and with private schools regarding the following issues:
 1. The childfind process itself, and whether parentally placed private school and home school students participate in that process equitably, and how parents of these children and private schools are notified of the process;
 2. How the public school determines the proportionate share of federal dollars that will be spent;
 3. The consultation process itself, including how that process will operate throughout the school year so as to ensure meaningful participation in services;
 4. How, where, and by whom special education and related services will be provided, including the types of services and how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and
 5. If the local unit disagrees with views of private school officials on the provision and types of services, the local unit will provide a written explanation of the reasons why the local unit made the decisions that it did.

- D. RSU5 has a duty to expend on the pool of identified parentally-placed, private school students with disabilities an amount that is the same proportion of the school unit federal special education dollars as the number of those students is to the overall total number of students with disabilities within the school unit's jurisdiction. If some of those funds are not expended in a given year, the school unit must carry over unspent funds to the following year for expenditure on these services.
- E. The school unit, not the IEP Team, shall make the final decisions with respect to the services to be provided to eligible parentally-placed, private school students with disabilities, following timely and meaningful consultation as described in Paragraph C. above.
- F. For any parentally-placed, private school student with a disability for whom the school unit decides that it will provide services, the school unit shall initiate and conduct a meeting of the IEP Team to develop, review, and revise a services plan detailing the special education and related services to be provided and including goals for measuring the outcome of such services. To the extent appropriate, the Team shall develop the services plan in a manner consistent with development of an IEP.
- G. Parents may file for a due process *hearing* with the Maine Department of Education, Division of Special Services (624-6650), alleging that the RSU5 has failed to meet its child find duty to locate, identify, and evaluate all private school/home school students with disabilities. Parents may also file due process *complaints* with the same agency regarding the implementation of any of the rights addressed in this document. Finally, private school officials may file a *complaint* with the Maine Department of Education, Division of Special Services, alleging that the RSU5 has not engaged in consultation that was timely or meaningful or did not give due consideration to the views of the private school official.
- H. Should the parents of a parentally-placed, private school student choose to enroll their child in the public school program where they reside, the disabled child would have a right to receive a free, appropriate public education and an Individualized Education Program (IEP) from that public school unit. Parents of such children who reside in RSU5 should contact the Director of Instructional Support, 17 West Street, Freeport, ME 207-865-0928 if you have any interest in exploring what special education services your child might receive if enrolled in the school unit's public schools. RSU5 would then convene an IEP Team meeting to discuss this with you further. If you enroll your child in public school, you and your child are entitled to all the rights set forth in the school unit's attached special education "Procedural Safeguards Statement."
- I. If you would like a complete copy of the state and federal regulations addressing the duties of RSU5 toward private school/home school students with disabilities or have any other questions, please contact the Office of Instructional Support at the RSU5 School Department at 207-865-0928 or the Maine Department of Education, Division of Special Services (624-6650). If you have any concerns about your child, please address those concerns in writing to: Director of Instructional Support, RSU5, 17 West Street, Freeport, ME.

Legal References: 20 U.S.C. § 1412(a)(10)(A)
34 C.F.R. § 300.130- .144
Maine DOE Rule Ch. 101, § II(24), IV(4)(G, H) (July 2011)

Adopted: June 24, 2009
Revised: November 28, 2012

TRANSCRIPTS AND ACADEMIC 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 interpreted by the Guidance Department in a standard manner to fairly transfer grades from grading systems different from Freeport High School.
- 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. Habits of Work will be recognized all four quarters. Academic achievement will be recognized at the end of each semester.

Academic Honor Roll:

Reported at end of each semester

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

- 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 four Honor Bands, which will identify those graduating seniors who at the end of the 1st semester of their senior year 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 1st semester of their senior year 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 2021 and beyond, proficiency levels for each of cross-curricular graduation standards, recorded in a separate section of the transcript.
- 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: September 27, 2017

ADMISSION OF HOMELESS STUDENTS

The Board of Directors recognizes that homelessness alone should not be a sufficient reason to separate students from the mainstream school environment. The RSU No. 5 School Department will strive to ensure that homeless students are identified and provided access to the same free and appropriate public education provided to other students in the school system. In accordance with federal and state law and regulations, the school unit will provide homeless students with access to the instructional programming that supports achievement of the content standards of Maine's system of Learning Results and to other services for which they are eligible. Students shall not be segregated into a separate school or program based on their status as homeless, nor shall they be stigmatized in any way.

I. DEFINITIONS

- A. "Homeless" students are those who lack a fixed, regular, and adequate nighttime residence and include the following:
1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
 2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as regular sleeping accommodation for human beings.
 3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
 4. Migratory children who meet one of the above-described circumstances.
- B. "School of origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.
- C. "Unaccompanied youth" refers to a youth not in the physical custody of a parent or guardian (e.g., runaway and "throw away" children and youth).

II. HOMELESS STUDENT LIAISON

- A. The Superintendent shall designate an individual to act as the school unit's Homeless Student Liaison. The school unit shall inform school personnel, service providers and advocates working with homeless families of the duties of the school unit's Homeless Student Liaison.
- B. The Homeless Student Liaison will be responsible for ensuring that:
1. Homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies;
 2. Homeless children and youths enroll in and have a full and equal opportunity to succeed in schools within the school unit;
 3. Homeless families, children, and youths receive educational services for which they are eligible, including Head Start, Even Start, and preschool programs administered by the school unit, and referrals to health care services, dental services, mental health services, and other appropriate services;
 4. The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
 5. Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services, such as schools, family shelters, and soup kitchens;
 6. Enrollment disputes are mediated in accordance with law;
 7. The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school the student will be attending;
 8. Unaccompanied youths are assisted in placement or enrollment decisions and provided notice of the right to appeal; and
 9. Children or youths who need to obtain immunizations or immunization medical records receive assistance.

III. ENROLLMENT/PLACEMENT

The school unit will determine, according to the best interest of the child or youth, whether the child or youth will be enrolled in the school of origin or in the public school that non-homeless students who live in the attendance area in which the child is actually living are eligible to attend. In determining the best interest of the child or youth, the school unit will, to the extent feasible, keep the child or youth in the school of origin, unless doing so is contrary to the wishes of the parent.

If the youth is unaccompanied by a parent or guardian, the homeless student liaison will assist in placement and enrollment decisions, with the views of the youth taken into consideration.

The school selected shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, immunization records, evidence of residency, or other documentation.

The school unit may require a parent or guardian of a homeless child or youth to provide contact information.

The school unit must provide a written explanation, including a statement regarding the right to appeal, to the parent or guardian of the homeless child or youth if the school unit sends the child or youth to a school other than the school of origin or other than a school requested by the parent or guardian.

In the case of an unaccompanied youth, the homeless student liaison will provide notice of the right to appeal.

The enrolling school shall contact the school last attended by the child or youth to obtain relevant academic and other records. If the child or youth needs to obtain immunizations or immunization or medical records, the parent or guardian of the homeless child or youth will be referred to the homeless student liaison for assistance.

IV. ENROLLMENT DISPUTES

If there is a dispute concerning enrollment, the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be provided, in writing, with a written explanation of the school unit's decision and the right to appeal the decision.

The homeless student liaison shall ensure that an unaccompanied youth is enrolled in school, pending resolution of a dispute.

V. SERVICES

Homeless students shall be provided services comparable to services available to other students in the school system including, but not limited to, transportation services; educational services for which the student meets the eligibility criteria, such as educational programs for disadvantaged students, students with disabilities, gifted and talented students, and students with limited English proficiency; vocational and technical programs; preschool programs; before and after school-care programs; and school meals/nutrition programs.

VI. TRANSPORTATION

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in another school unit and the student is enrolled in the RSU No. 5 School Department, or if a homeless student's school of origin is in the RSU No. 5 School Department but he or she is enrolled in a different school unit, the school systems will coordinate the transportation services necessary for the student, or will share the responsibilities and costs equally.

VII. RECORDS

Any records ordinarily kept by the school, including immunization records, medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless student, shall be maintained so that records may be transferred when a student enters a new school system. Access to records will be available to parents and students in accordance with the Family Educational Rights and Privacy Act (FERPA).

Legal References: 42 U.S.C. § 11431-11435
20-A M.R.S.A. §§ 261, 5205(7)
Ch. 14 (Me. Dept. of Ed. Rules)
Maine State Plan for the Education of Homeless Children and Youth

Adopted: July 8, 2009
Reviewed: March 24, 2010
Reviewed: January 23, 2013

DROPOUT PREVENTION STUDENT WITHDRAWAL FROM SCHOOL

The Superintendent shall establish a Dropout Prevention Committee to study the problem of dropouts, truancy, and the need for alternative programs, kindergarten to grade 12. The Committee will meet at least annually, make recommendations for addressing the problem, and submit a plan of action to the Board in accordance with the provisions in Maine law.

COMMITTEE MEMBERSHIP

As required by law, the Dropout Prevention Committee shall be composed of the following members:

- A. A member of the Board selected by the Board;
- B. A school administrator selected by the Superintendent;
- C. A teacher and a school counselor selected by the teachers' organization;
- D. A parent selected by the local organized parent group, or by the Board if no such group exists;
- E. A school attendance coordinator from the school system selected by the Superintendent;
- F. A high school student selected by the Dropout Prevention Committee;
- G. A dropout selected by the Dropout Prevention Committee members; and
- H. A community resident of the district selected by the Dropout Prevention Committee members.

Legal Reference: 20-A MRSA §§ 5001-A; 5051-A; 5102-5104-A
Chapter 125 (Maine Dept. of Education Rules)

Cross Reference: JEA - Compulsory Attendance
JHB - Truancy

Adopted: July 8, 2009
Revised: January 23, 2013