



TO: Candy deCsipkes, Naomi Ledbetter  
CC: Kim Austin, Bonnie Violette  
FROM: Cynthia Alexander  
DATE: March 3, 2017  
RE: Policy Review – February 10, 2017 Meeting

The Policy Sub-Committee is scheduled to meet on Friday, March 10, 2017 from 10:00 – 11:00 a.m. at the RSU Central Office.

**Agenda:**

1. Revisit the following policy:
  1. EEBA – Van Use
2. Review/Revise the following policies/procedures:
  1. IHBEA - Programs for Students with Limited English Proficiency
  2. IHBEA-R - LAU Plan
  3. EFBA - Menu Development/Options – Offer vs. Serve Lunch Concept
  4. EFE - Competitive Food Sales – Sales of Foods in Competition with the School Food Service Program
  5. FF - Naming Facilities
  6. IJOC - School Volunteers

## VAN USE

The van is available for activities to enrich the education of the students of RSU No. 5 and programs of ~~Recreation and Community Education~~ Community Programs.

Any driver of the van must be a district employee or approved volunteer, be 21 years of age or older and licensed by the State of Maine.

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

Adopted: April 28, 2010  
Reviewed: January 25, 2012  
Revised: \_\_\_\_\_

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

The Board of Directors recognizes that there may be some students attending RSU No. 5 schools for whom English is a new or second language. These students may be significantly challenged as they acquire or improve English proficiency at the same time they are learning the knowledge and skills associated with the content standards of the system of Learning Results. In order to ensure equal educational opportunity, the school system will provide a program for students who are limited in English proficiency.

To that end, the Superintendent/designee shall be responsible for developing and implementing the school unit's "Lau Plan." The Lau Plan will describe:

- A. How students will be identified as being from a non-English language background;
- B. How such students will be assessed to determine their English language proficiency level and their need for support in content areas;
- C. The types of services the school system will provide ~~limited English proficiency students~~ Language Learners to meet their English language acquisition needs and support in content areas;
- D. How ~~limited English proficiency students~~ Language Learners will be evaluated for the purpose of determining when to reduce services or exit them from the language support services when they are ready to benefit from an all-English Learning Results aligned curriculum, and how their progress will be monitored after they have stopped receiving ~~LEP~~ ESL services; and
- E. How the school system will evaluate the effectiveness and appropriateness of the language support program for ~~limited English proficiency students~~ Language Learners.

The Lau Plan will also describe how the school unit will communicate with ~~limited English proficient~~ Language Learners parents.

The school unit will comply with all applicable federal laws and/or regulatory requirements if federal funds or grants are utilized for ~~limited English proficiency programs~~ Language Learners.

Legal References: Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d  
P.L. 107-110 (No Child Left Behind Act of 2001)  
20-A M.R.S.A. § 15670(18)  
Ch. 127 § 3.02 (Me. Dept. of Ed. Rule)  
Commissioner's Administrative Letter No. 24 (December 9, 2003)

Adopted: February 24, 2010  
Reviewed: April 25, 2012  
Revised: \_\_\_\_\_

## RSU No. 5 School Department LAU PLAN

### RSU No. 5 School District English Language Learners (ELL) Program

A Lau Plan, named after the landmark Lau vs. Nichols U.S. Supreme Court Decision of 1974, is an equal access plan that protects English Language Learners (ELLs)

The RSU No. 5 School Department does not discriminate against ~~limited English proficient students~~ Language Learners (ELL). In accordance with the Equal Education Opportunities Act (1974), the School Department makes an effort to do whatever is educationally appropriate to address the English and educational needs of the ~~limited English proficient student~~ Language Learners so that s/he can participate with her/his English background peers in the educational program of RSU No. 5 schools. Qualifying Eligible students will be identified and placed in programs and services in accordance with statutory guidelines. The RSU No. 5 School Department strives to provide a linguistically and culturally rich teaching and learning environment. It is the policy of the RSU No. 5 School Department to comply with all Federal and State laws prohibiting discrimination against students on the basis of all civil rights categories. The district program for ELL will be overseen by the Director of Instructional Support.

### Part I: STUDENT ASSESSMENT

#### A. Identification of Language Minority Students

The Maine Department of Education conducts an annual home language survey to determine the number of language minority children who are enrolled in Maine schools. Schools collect the completed surveys from the parents/guardians of new kindergarten students and newly-transferring students. In order to provide English as a Second Language (ESL) services in a timely manner, potential ~~LEP~~ ELLs students should be tested and placed within one month.

RSU No. 5 School Department ~~may~~ will use the following instruments to identify limited English ~~proficient (LEP) students~~ Language Learners (ELLs):

- Home Language Surveys
- Review of all relevant educational documents and student records
- WIDA ACCESS MODEL English Language Proficiency Test
- ~~LAS Links Language Assessment System~~
- Teacher observations
- ~~Recommendations from guidance counselors~~
- ~~Teacher developed assessments~~

#### B. Assessment for English Language Proficiency

Once a child has been identified as being from a non-English language background or having spent considerable amount of time in a non-English speaking country (and that stay has affected

the child's ability to comprehend and express in English), the next step is to assess the child's English language proficiency.

RSU No. 5 School Department ~~may~~ will use the following instruments to identify the English language proficiency of ~~LEP students~~ ELLs:

- WIDA MODEL English Language Proficiency Test
- Review of all relevant educational documents and student records
- ~~LAS Links Language Assessment System~~
- ~~English Language Proficiency Test~~
- ACCESS for ELLs English Language Proficiency Test
- ~~DRA reading assessment~~
- Teacher observations and recommendations
- ~~Teacher developed assessments~~

### C. District Language Acquisition Assessment Committee (DLAC)

The District Language Acquisition Assessment Committee (DLAC) is a group of district-wide school staff and parents of students that meets to discuss and develop an appropriate and effective structured language support ESL program for limited English ~~proficient children~~ Learners. The District Language Assessment Committee will:

- Oversee RSU5's ESL program and advise on identifying, serving, assessing, and exiting an English Learner from the program.
- Serve to notify parents about upcoming WIDA-ACCESS testing.
- Recommend revisions to the Lau Plan for action by the Superintendent and School Board.

~~It is recommended that~~ The DLAC will meet on a regular basis twice per year in fall and spring, to review the student's progress ESL Program, the effectiveness of the program, and to re-direct certain instructional activities, if necessary. It is the responsibility of the ~~ELL~~ ESL Consultant teacher to ~~be the LAC convener~~ convene D-LAC Committee and schedule meeting dates.

D. An RSU No. 5 Language Acquisition Assessment Committee (LLAC) is established at each school to coordinate and oversee the educational program of limited English proficient students Learners enrolled in the RSU No. 5 School Department. ~~Each LLAC is composed of~~ LAC members will include the Director of Student Services Instructional Support or Building Administrators, the School Guidance Counselor, classroom teacher(s) and parent/guardian, an ESL teacher, other ELL consultants who may be involved with the committee on an "as needed" basis, and the Curriculum Director. These members will be ongoing. All members of a school team as well as additional teachers of students are invited to attend the meetings.

The LLAC responsibilities will include the following:

- ~~To review the Home Language Surveys to identify potential LEP students who have not already been identified through Special Education screening, Parent/Teacher referral, or LLAC surveys.~~

- ~~To require the administration of multi-criteria evaluations to potential LEP students annually.~~
- To make determinations ~~from multi-criteria evaluations~~ based on either the WIDA-ACCESS, or WIDA-MODEL about placement, programming services ~~time of and~~ delivery of services. and types of programs for LEP students.
- To meet annually, or more frequently if needed, to monitor the ~~LEP student's~~ English Language Learner's language and academic progress.
- To meet with the entire school staff to provide information about ~~LEP students~~ English Language Learners and the ESL Program.
- ~~To make recommendations for placement and program type for summer (if necessary) and for the next school year.~~
- To recommend modification of ~~ELL~~ ESL support services or reclassification of a students from limited English proficiency (LEP) to full English proficiency (FEP). English Learners
- ~~To recommend and discuss direction and instructional objectives for the ESL teacher.~~
- To develop an Individual Language Acquisition Plan for each eligible English Learner.
- To continue annual monitoring for two years after ~~an LEP student's~~ an English Language Learner's reclassification to full English proficiency.
- ~~To meet at least yearly with parents/guardians to develop goals and monitor progress.~~
- ~~To recommend revisions to the RSU No. 5's School Department's Lau Plan for action by the Superintendent and Board.~~

## PART II: STUDENT PLACEMENT (ENTRY AND EXIT)

### A. Factors that Affect Program Design

There are many factors that must be considered when determining the most appropriate and effective structured language support program. Some of those factors are:

- Age of the child
- English language proficiency level
- Native language proficiency level
- Amount of interrupted schooling in the child's background
- The amount of native language literacy skills the child possesses
- Amount of trauma (if any) in the child's background, especially from refugees
- Amount of literacy readiness/exposure in child's background

### B. Classification of Student's English Fluency Level

The English language proficiency level of language minority students can be translated to classification categories. These categories are:

Level 1 – Entering

- Level 2 – Beginning
- Level 3 – Developing
- Level 4 – Expanding
- Level 5 – Bridging
- Level 6 - Reaching

### C. Grade-level Placement

~~Before making a permanent grade level placement decision for a language minority student, the LAC will need to have pertinent background information about the child. The information would include:~~

- ~~• The child's chronological age~~
- ~~• The child's educational background~~
- ~~• The child's English language proficiency level~~

~~With this information, which should have been collected as expeditiously as possible, the LAC can decide at what grade level the student should be placed. Under no circumstances should a student be placed in a grade level that is more than one year below his/her chronological age. Although it may seem logical to place a language minority child at a grade level that matches the kind of English skills he/she appears to need to acquire, it would be a great disservice to the child both socially and cognitively to do so. The school is obligated to provide a structured language support program that meets the ESL as well as content area and equal access needs of the student.~~

The LAC will place the English Language Learner in an appropriate grade. An English Language Learner will not be placed in a grade level that is more than one year below his/her chronological age.

### D. Exit and Reclassification Criteria—Should be Based on WIDA Access Scores Criteria for Reclassification, Transfer and Exit

If a structured language support program is effective and appropriate, the ~~LEP student~~ English Language Learner will eventually be: (a) reclassified at a higher level of proficiency, or (b) exited from the structured language support program entirely. Any member of the Language Acquisition Assessment Committee or the child him/herself may recommend reclassification or exit.

If and when the child is found to be eligible for reclassification or exit, the LAC will need to monitor the child's academic performance and psycho-social well-being after the ~~placement is reclassification or exit is made~~. In the case of a student who is reclassified, the decreased ESL instructional time should be monitored in terms of: continued academic success; adjustment to a longer time period in the mainstream classroom; and, instructional needs being met in the structured language support program. In the case of exit from the program, the full mainstreaming should be monitored for academic success; adjustment to the full-time mainstream classroom; and, any emerging language skills needs that may surface once

mainstreaming has occurred. Students will be exited based on achieving a WIDA ACCESS composite score of 6. Based on WIDA recommendations, students scoring 5.9 on the ACCESS will also be exited.

After a child has been exited from a structured language support program, that child's language performance and growth must be monitored for two years (if the child is still in school). ~~This could be done in the regularly scheduled LAC meetings.~~ During those two years of monitoring, if the child experiences a pattern of difficulty with language or content skills, the LAC can re-enter the child into the structured language program.

In the event that a parent/guardian refuses ~~ELL~~ ESL services for a student, a signed letter of refusal is to be placed in the student's file. These ~~ELL~~ ESL services will be offered yearly, and a letter of refusal must be signed annually. The parent may withdraw refusal of services at any time.

### **PART III: PROGRAM INSTRUCTION**

#### **A. Teacher Skills and Credentials**

Just as with any other teaching specialization, ESL teachers require special pedagogies to provide the best services for their students. The State Board of Education in 1988 adopted an ESL endorsement for teachers. If a district has children enrolled who are language minority-limited English proficient, the structured language support services can be provided in two personnel configurations:

1. An ESL-endorsed teacher provides direct ESL instruction
2. A paraprofessional or non-ESL endorsed teacher provides direct ESL instruction and is supervised and guided by an ESL-endorsed teacher

The presence of an ESL-endorsed professional is imperative for an effective and appropriate program to be implemented. The recommended configuration is the former; recommended by Office for Civil Rights and the Maine Department of Education.

#### **B. Service Delivery Models**

There are several types of structured language support programs the RSU No. 5 School Department believes can be beneficial to limited English proficient students. This system's ability to provide some of these programs depends on both availability of native-language speaking personnel and availability of native language instructional materials for sheltered content. The keys to an effective and appropriate program choice will include careful consideration of the child's needs, full research into the resources available (personnel, materials), and full understanding of the possible program configurations.

Some of the likely structured language support programs to be used in RSU No. 5 schools will include:

English as a Second Language: A structured language learning program or curriculum designed to teach English to students whose native language is not English. ~~In low incidence situations, this instruction may occur through “pull-out” from regular English literacy instruction, and Pull-out and push-in services are provided based on individual student’s need~~ students are supported in mainstream subject areas for most of the school day. Services are provided by or supervised by a State certified teacher endorsed in ESL.

Sheltered English: An approach that utilizes the simplification of the English language to teach ESL and subject area content simultaneously (sometimes called “content ESL”). Although the actual content is the same as that taught to non-LEP ELL students, key concepts and vocabulary are targeted to fit the ESL student’s English language proficiency level.

A structured language support program encompassing the above models will be provided in a time allocation that will most benefit the ELL learner. The consideration of many factors must take place when a program is being developed. However, the ultimate goal is to provide effective and appropriate services to the student so that s/he may benefit fully from and succeed in an education conducted in English.

The determination of a time allotment for structured language support programs will be made by the Language Assessment Committee with assessment information available. ~~The policy of the Language Assessment Committee will be to determine the most appropriate instructional program to achieve fluency in English for each student.~~

### **C. — BICS, CALP, Age and Rate for Language Acquisition**

~~The two levels for second language acquisition are: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). These two components encompass many skills, abilities, and cognitive demands. If second language learners are to be fully fluent in English, they must attain proficiency in both these components. Within each component level, there are continua of cognitively demanding and less cognitively undemanding tasks and context embedded—context reduced tasks that a language learner would need to be able to perform to be proficient at that level. ESL instructors can tailor-make instructional activities to assist students in working on the skills in each level.~~

~~Research has been conducted on the rate at which second language learners acquire the two BICS and CALP. Many variables contribute to the rapidity with which a learner would acquire these levels; those variables include age of child; previous schooling in first language (interrupted schooling); mastery of literacy skills in the first language; maintenance of the first language in the home; length of residence in the U.S.; family value of education; amount and quality of bilingual instruction in previous schooling; amount and quality of ESL instruction in previous schooling. Under the optimal conditions, it can take up to two years for a student to acquire BICS and from five to seven years or more to acquire the CALP under the very best~~

~~support system. Consensus appears to be that the ideal age for a child to begin learning a second language is between the ages of 8 and 11.~~

~~Parents and guardians need to be apprised of this information so that they can have realistic expectations of the instructional programs and of their children. It will also help them to advocate more effectively for their children in the school setting.~~

~~Mainstream teachers and administrators also need to be apprised of this information so that they, too, can help provide an appropriate and effective structured language support program with realistic expectations for language minority-limited English proficient children. The assessment of the English language proficiency of language minority children and their language instructional program, must take into account the two levels of language proficiency. It is not enough for a child to have acquired the BICS component; that child will have difficulty with the cognitive-academic demands of the school, which may result in failure.~~

#### **PART IV: PROGRAM EVALUATION AND RECORDKEEPING**

In order to ensure the most effective and appropriate structured language support programming for ~~limited English proficient children~~ Language Learners, a model for overall program evaluation must be developed and utilized. An annual program evaluation will illustrate the following: attainment of program outcomes; attainment of learner outcomes; school climate and support for the program and children; the quality of instructional materials; the maintenance of information about students; the effectiveness of staff development activities; the amount and effectiveness of mainstream – ESL collaboration; the effectiveness of school and program communication with parents; and the implementation of the district's Lau Plan itself approved by its Board.

In all the procedures involving the identification, assessment, provision of services, and exit from services for ~~LEP children~~ English Language Learners, thorough record keeping must be implemented and maintained.

It is the responsibility of the ~~ELL Consultant~~/ESL teacher to maintain accurate files for each ~~LEP student~~ English Language Learner. Items included in student files (but not limited to) would consist of:

- Copy of the Home Language Survey
- ~~Other teacher-generated surveys~~ Copy of the WIDA-ACCESS/MODEL tests
- Test scores and actual tests, if available
- ~~Recommendations for individual learning plan~~
- ~~Documentation of parent/guardian contact or parent/guardian meetings~~
- ~~Documentation/minutes of LLAC meetings~~
- ~~Recommendations for reclassification or exit from the ESL program~~
- ~~Copy of report cards~~ Copy of ILAP
- Any other pertinent information

## **Part V: STATUTE**

### **Legal Obligation of Schools toward Language Minority Students**

#### **1. Civil Rights Act of 1964**

Title VI: “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance.”

#### **2. Office for Civil Rights Memorandum (1970):**

“(1) Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

(2) School districts must not assign national origin minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparatory courses on a basis directly related to the failure of the school system to inculcate English language skills.

(3) Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead end or permanent track.

(4) School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.”

#### **3. Equal Educational Opportunities Act of 1974 Lau v. Nichols: U.S. Supreme Court decision of 1974**

“No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by –

- (f) the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

#### **4. The Lau Remedies (1975)**

~~They specified approved approaches, methods, and procedures for:~~

~~...”identifying and evaluating national origin minority students’ English language skills;~~

~~...determining appropriate instructional treatments;~~

~~...deciding when LEP children were ready for mainstream classrooms;~~

~~...determining the professional standards to be met by teachers of language minority children.”~~

### **Sources**

~~Strategies for Accommodating Limited English Proficient Students~~

~~(Prepared by Barney Berube, Ph.D. MDOE, IASA Title VII Office, 23 State House Station, Augusta, Maine 04333-0023 1998)~~

Administrative Procedure Adopted: 4/13/10

Administrative Procedure Reviewed: 4/3/12

Adopted by Board: \_\_\_\_\_

**MENU DEVELOPMENT/OPTIONS-OFFER VS. SERVE  
LUNCH CONCEPT**

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

The Offer vs. Serve concept shall be implemented in RSU No. 5 schools. The Superintendent/designee shall be responsible for implementing appropriate administrative procedures and communications to carry out this policy in conformance with state and federal regulations and applicable Board policies.

Adopted: April 28, 2010  
Reviewed: January 25, 2012

## **COMPETITIVE FOOD SALES—SALES OF FOODS IN COMPETITION WITH THE SCHOOL FOOD SERVICE PROGRAM**

The RSU No. 5 School Department supports good nutrition as part of a school environment that contributes to student health and encourages positive food choices and eating habits. The Board of Directors believes that nutrition influences a student's ability to take full advantage of the school system's educational program and is, therefore, related to student achievement.

The Board also recognizes that proceeds from the sale of foods and beverages outside of the School Lunch Program ("competitive foods") are a significant source of funds for student activities that RSU No. 5 School Department might not otherwise be able to provide.

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

### **RESTRICTION ON SALE OF COMPETITIVE FOODS**

Maine Department of Education Rule Chapter 51 mandates that any food or beverage sold at any time on school property of a school participating in the National School Lunch or School Breakfast Programs shall be a planned part of the total food service program<sup>1</sup> of the school and shall include only those items which contribute both to the nutritional needs of children and the development of desirable food habits, and shall not include foods of minimal nutritional value as defined in applicable federal regulations<sup>2</sup>, except as provided for by Board policy in certain circumstances.

As allowed by Rule Chapter 51, the Board permits the sale of food and beverages outside the total food program:

- A. To school staff;
- B. To attendees at school-sponsored community events held on school property; (i.e., school-sponsored events that are open to the public)
- C. To the public at community events held on school property in accordance with the Board's facilities use policy;

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<sup>1</sup> According to DOE Rule Chapter 51 (1)(b), the "Total Food Service Program" includes the federal Milk Program as defined in 7 C.F.R. § 215; the federal Breakfast Program, which means the federal program under which a breakfast that meets the nutritional requirements set forth in 7 C.F.R. § 220 is offered; the National School Lunch Program (including the After School Snack), which means the federal program under which the school operates a nonprofit lunch program that meets the requirements of 7 C.F.R. § 210; or any combination of these programs.

<sup>2</sup> "Foods of minimal nutritional value" as defined in 7 C.F.R. § 210.11(a)(2) means: (a) In the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intake (RDI) for each of the eight specified nutrients per serving; (b) in the case of all other foods, a food which provides less than five percent of the RDI for each of eight specified nutrients per 100 calories and less than five percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are: protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium, and iron. This definition is applicable to foods that are part of the total food service program of the school and to foods and beverages sold at food sales, school stores, and in vending machines. A listing of "Categories of Foods of Minimal Nutritional Value" is in Appendix B to 7 C.F.R. Part 210 (National School Lunch Program).

- D. In State-approved instructional Career and Technical Education (CTE) Programs; and/or
- E. By a school, approved student organization or program if consistent with the requirement that such sales not include foods of minimal nutritional value as defined in 7 C.F.R. § 210.11(a)(2).

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

When foods and beverages are sold to attendees at community events sponsored by the school or held on school property, students, staff, parents, or school-sponsored organizations involved in such sales are encouraged to include at least some healthy food choices.

### **FUNDS FROM SALES OF COMPETITIVE FOODS**

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

### **DELEGATION OF RESPONSIBILITY**

The Superintendent/designee shall be responsible for enforcement of this policy. A school unit employee who observes conduct he/she believes to be a violation of this policy or is informed of such conduct by a parent, student or community member should contact the building administrator or Superintendent/designee.

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

Cross References: DFF - Income From School Sales and Services  
JJE - Student Fundraising Activities  
JJF - Student Activities Funds  
KF - Community Use of School Facilities  
KJA - Relations With Booster Organizations

Adopted: June 24, 2009

Reviewed: January 25, 2012

## **NAMING FACILITIES**

New district buildings shall be named after persons who have attained national or local prominence in the fields of education, arts and sciences, politics, military achievements and statesmanship, after past U.S. presidents or Washington national senators or representatives or after the geographic characteristics of the area in which the facility is located.

The Superintendent is authorized to issue any necessary procedures to implement this policy.

Adopted: June 9, 2010

Revised: January 25, 2012

## SCHOOL VOLUNTEERS

The Board of Directors recognizes that community members can provide valuable services to the schools by sharing their time, talents and experience. An effective volunteer program allows students to benefit from individual attention, provides enrichment opportunities that supplement the regular educational program, allows teachers to focus on teaching and learning by relieving them of non-teaching tasks, provides interested community members an opportunity to become directly involved with education, and strengthens the relationship between school and community.

The Board approves the use of volunteers to support the school system's instructional programs and extracurricular activities. The Board adopts this policy to provide direction for the school system's volunteer program.

For the purpose of this policy, a volunteer is a person who provides services, without compensation or benefits of any kind or amount, on an occasional or regular basis in the schools or in school activities.

All volunteers shall be at least 18 years of age unless their volunteer work is part of a class, is done to fulfill a service learning or community service requirement for graduation, or is done by a recognized student organization.

Volunteers may provide assistance by:

- A. Tutoring students on a one-to-one or small group basis, or assisting with classroom projects under the direct supervision of the classroom teacher;
- B. Using their special musical, artistic or other talents to provide enrichment experiences and extend student learning;
- C. Reading to children;
- D. Playing instructional games;
- E. Providing services in libraries, lunchrooms and playgrounds;
- F. Accompanying students in field work;
- G. Assisting teachers in assembling instructional materials; and
- H. Assisting in school plays, music programs and other extracurricular activities.

Volunteers serve under the direction and supervision of the building principal or designated staff. When volunteers work with children, their activities will be under the direct and immediate supervision of the classroom teacher, coach, activity adviser, or other designated employee.

Approval, assignment, continuation, or termination of volunteers shall be at the discretion of the building principal.

Staff must have their use of volunteers approved in advance by the building principal/designee. Volunteers will only be assigned to staff who request them.

Volunteers are expected to abide by all Board policies, procedures and school rules when performing their assigned responsibilities. The building principal or designated staff shall make volunteers aware of applicable policies, procedures, and rules before they undertake their first assignment through a volunteer orientation, volunteer handbook, or other means.

Volunteers should perform only those tasks that have been assigned.

Volunteers will not have access to confidential information in student records except as allowed by federal or state law or regulations and will be responsible for maintaining confidentiality regarding information seen or heard while working as a volunteer.

Persons interested in volunteering time or services should contact the building Principal or designated staff. Prospective volunteers will be required to complete a written application with approval at the discretion of the building Principal. The Superintendent will be responsible for developing a screening protocol for use by the building principal prior to approving volunteers.

Volunteers may not transport students in private vehicles except as allowed by Board policy.

The school unit will provide liability insurance protection for volunteers while performing assigned services.

The Superintendent will be responsible for devising a method for evaluating the effectiveness of the volunteer program on an on-going basis.

The Board will recognize volunteer service on an annual basis. The Building principal or designated staff will be responsible for appropriate school recognition of volunteers.

Legal Reference: 20-A M.R.S.A. § 1002

Cross Reference: EEAG - Student Transportation in Private Vehicles  
IJOA - Field Study and Expeditions

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