

AOS #81
(Comprised of CSD #8 and RSU #63)

- a. NEPN/NSBA Code: IHBG
- b. Title: Home Schooling
- c. Author: Director of Special Services
- d. Replaces Policy:
- e. Date Approved: ~~08/27/2014 CSD #8, 08/25/2014 RSU #63~~
- f. Previously Approved: ~~08/25/2014 08-22-2005~~
- g. Policy Expiration: Review as Needed
- h. Responsible for Review: Director of Special Services/Superintendent/
Curriculum Committee/Policy Committee
- i. Date Reviewed: ~~08/04/2014~~
04/28/2021 Director of Special Services
04/20/2021 Superintendent
05/03/2021 Policy Committee
- j. References: 20-A MRSA § 5001-A
Ch. 125 § 12.02, Ch. 130 (Me. Dept. of Ed. Rules)
JEA- Compulsory School Attendance
IHBGA – Home Schooling-Participation in
School Programs
IHBGB – Special Education Services For
Students in Private Schools or Home Schooling
JGAB – Assignment of Students to Classes:
~~Transfer Students and Home Schooling Students~~
- k. Narrative:

HOME SCHOOLING

Parents/guardians living within the jurisdiction of either CSD #8 or RSU #63 (the District), who wish to have their children fulfill the compulsory school attendance law through equivalent education by home schooling, must comply with the provisions of 20-A MRSA § 5001-A(3)(A)(4).

- I. The student's parent/guardian must provide a written notice of intent to provide home instruction simultaneously to the Superintendent of AOS #81 and to the Commissioner of the Department of Education within ten calendar days of the beginning of home instruction. The notice must contain the following information:
 - A. The name, signature, and address of the student's parent/guardian;
 - B. The name and age of the student;
 - C. The date the home instruction program will begin;

- D. A statement of assurance that indicates the home instruction program will provide at least 175 days annually of instruction and will provide instruction in: English and language arts, math, science, social studies, physical education, health education, library skills, fine arts, **and, in at least one grade from grade 6 to 12, Maine studies.** At one grade level from grade 7 to 12, the student will demonstrate proficiency in the use of computers; and
 - E. A statement of assurance that indicates the home instruction program will include an annual assessment of the student's academic progress that includes at least one of the forms of assessment described in 20-A MRSA § 5001-A(3)(A)(4)(b) and paragraph B below.
- II. On or before September 1 of each subsequent year of home instruction, the student's parent/guardian must file a letter with the Superintendent of the district in which the student resides and to the Commissioner stating the intention to continue providing home instruction and enclose a copy of one of the following forms of annual assessment of the student's academic progress:
- A. A standardized achievement test administered through the **D**istrict in which the student resides or through other arrangements approved by the Commissioner. If the test is given through the district in which the student resides, that **D**istrict's administration of the test must be agreed to by the Superintendent prior to the parent's submission of the written notice of intent to provide home instruction;
 - B. A test developed by the Superintendent/designee of the **D**istrict in which the student resides appropriate to the student's home instruction program. The test to be used must be agreed to by the Superintendent prior to the parent's submission of the written notice of intent to provide home instruction;
 - C. A review and acceptance of the student's progress by an identified individual who holds a current Maine teacher's certificate;
 - D. A review and acceptance of the student's progress based on, but not limited to, a presentation of an educational portfolio of the student to a local area home schooling support group whose membership for this purpose includes a currently certified Maine teacher or administrator; or
 - E. A review and acceptance of the student's progress by a local advisory board selected by the Superintendent of the district in which the student resides that includes one district employee and two home instruction tutors. A "home instruction tutor" means the parent/guardian or other person who acts or will act as a primary teacher of the student in the home instruction program. This provision must be agreed to by the Superintendent of the district in which the student resides prior to submission of the written notice of intent to provide home instruction.
- III. Dissemination of any information filed under 20A MRSA § 5001-A(3)(A) (which applies to alternatives to attendance at public day school, including home schooling) **and** is governed by the provisions of 20-A MRSA §6001 (dissemination of information); the

federal Family Educational Rights and Privacy Act of 1974, USC § 1232g (2002); and the federal Education for All Handicapped Children Act of 1975, 20 USC § 1401-1487 (2002), except that “directory information” as defined by the federal Family Educational Rights and Privacy Act (FERPA) is confidential and is not subject to public disclosure unless the parent/guardian specifically permits disclosure in writing or a judge orders otherwise. Copies of any information filed under 20-A MRSA § 5001-A(3)(A) must be maintained by the student’s parent/guardian until the home instruction program concludes. The records must be made available to the Commissioner upon request.

- IV. If the home instruction program is discontinued, students of compulsory school age must be enrolled in a public school or an equivalent instruction alternative as provided for by law. The receiving school ~~shall~~ **will** determine the placement of the student. At the secondary level, the principal of the receiving school ~~shall~~ **will** determine the value of the prior educational experience toward meeting the standards of Maine’s system of Learning Results.
- V. The ~~district’s~~ **RSU 63** Board **of Directors (the Board)** accepts no responsibility for the ~~district~~ application, review, approval, or oversight of home instruction programs except as provided for by law or this policy.
- VI. Participation by home-schooled students in the public school program ~~shall~~ **will** only be permitted as described elsewhere in Board policy.
- VII. The Superintendent ~~shall~~ **will** maintain a roster of all students eligible to attend school within the ~~appropriate~~ **District** who are receiving equivalent instruction, as provided in Department of Education rules.

AOS #81
(Comprised of CSD #8 and RSU #63)

- a. NEPN/NSBA Code: IHBGB
- b. Title: Supplemental Statement of Rights For Private School Students with Disabilities
- c. Author:
- d. Replaces Policy:
- e. Date Approved: ~~08/27/2014 CSD #8,~~ 08/25/2014 RSU #63
- f. Previously Approved: ~~08/25/2014 01/24/2005~~
- g. Policy Expiration: Review as Needed
- h. Responsible for Review: Director of Special Services/Policy Committee
- i. Date Reviewed: ~~08/04/2014~~
04/29/2021 Director of Special Services
05/03/2021 Policy Committee
- j. 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)
- k. Narrative:

If you are the parent/legal guardian of a ~~disabled~~ child **with a disability** or suspect that your child may have a disability covered by state or federal special education laws, and you have privately placed your child in a private school program located within ~~this school~~ **RSU 63 (the District)**, you have the following rights:

- I. To have your child located, identified, and evaluated by the ~~AOS #81~~ **RSU 63** Director of Special Services (DSS), or ~~his/her~~ district's designee, as a possible special education student, including referral of your child to an **Individualized Education Program (IEP)** Team to determine whether your child qualifies as a special education student; and to have your special education student re-evaluated at least every three years to determine your child's continued eligibility for special education. The ~~District's~~ Child Find and referral obligations toward your child while ~~he/she is~~ **they are** parentally placed in a private school program located within ~~one of the districts under AOS #81~~ jurisdiction are the same as for students enrolled in public school.
- II. Students with disabilities, who have been parentally placed in private schools located within districts under the jurisdiction of ~~AOS #81~~ **RSU 63**, do not have an individual right to special education and related services while enrolled in the private school program.
- III. When designing and implementing special education services for parentally placed, private school children attending private schools within the jurisdiction of ~~AOS #81~~ **RSU 63**, the DSS, or ~~designee a member of his/her 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:

- A. The Child Find 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;
 - B. How the public school determines the proportionate share of federal dollars that will be spent;
 - C. The consultation process itself, including how that process will operate throughout the school year so as to ensure meaningful participation in services;
 - D. 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
 - E. If the DSS, or ~~his/her~~ the District, disagrees with views of private school officials on the provision and types of services, the DSS, or ~~his/her~~ designee, will provide a written explanation of the reasons why the District made the decisions that it did.
- IV. ~~Districts within AOS #81~~ **RSU 63** ~~have~~ **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 each district's federal special education dollars as the number of those students is to the overall total number of students with disabilities within the ~~individual~~ District. If some of those funds are not expended in a given year, the ~~individual~~ District must carry over unspent funds to the following year for expenditure on these services.
- V. The DSS, not the ~~Individual Education Program (IEP) Team~~, ~~shall~~ **will** make the final decisions with respect to services to be provided to eligible parentally placed, private school students with disabilities, following timely and meaningful consultation as described in III.
- VI. For any parentally placed, private school student with a disability for whom the District decides it will provide services, the district ~~shall~~ **will** 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, including goals for measuring the outcome of such services. To the extent appropriate, the IEP Team ~~shall~~ **will** develop the services plan in a manner consistent with development of an IEP.
- VII. Parents may file for a due process hearing with the Maine Department of Education (DOE), Division of Special Services (207 - 624-6650), alleging the ~~AOS #81~~ District 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 DOE, Division of Special Services, alleging that the ~~AOS #81~~ District has not engaged in

timely or meaningful consultation or did not give due consideration to the views of the private school official.

- VIII.** Should the parents of a parentally placed, private school student **with a disability** 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 IEP from that public school unit. Parents of such children who reside in districts within ~~AOS #81~~ **RSU 63** should contact the Director of Special Services, 202 Kidder Hill Road, Holden, ME 04429, (207) 843-0702, if they have any interest in exploring what special education services their child might receive if enrolled in the **District's** ~~school unit's~~ public schools. ~~AOS #81~~ **The District** would then convene an IEP Team meeting to discuss this with them further. If the child is enrolled in public school, the parents and child are entitled to all the rights set forth in the district's special education "Procedural Safeguards Statement."
- IX.** A complete copy of the state and federal regulations addressing the duties of districts within ~~AOS #81~~ **RSU 63** toward private school/home school students with disabilities or have any other questions are available through the ~~AOS #81~~ **RSU 63** Office of Special Education Office at (207) 843-0702 or the Maine Department of Education, Division of Special Services (207-624-6650). Any parent/guardian having concerns about their child may address those concerns in writing to:

Director of Special Services, ~~AOS #81~~
202 Kidder Hill Road
Holden, ME 04429

**AOS #81
(Comprised of CSD #8 and RSU #63)**

- a. NEPN/NSBA Code: IJJ
b. Title: Instructional and Library-Media Materials Selection
c. Author:
d. Replaces Policy:
e. Date Approved: ~~9/24/2014 CSD #8, 9/22/2014~~ _____ RSU #63
f. Previously Approved: ~~09/22/2014 07/07/2003~~
g. Policy Expiration: Review as Needed
h. Responsible for Review: ~~Curriculum Committee/Policy Committee~~
i. Date Reviewed: ~~05/03/2021 09/08/2014~~ **Policy Committee**
j. References: ~~20-A MRSA §§ Chapters 1001 (10-A); 1055 (4); 4002; Ch. apter 125 Sections §§ 9.01, 9.03, (Me. Dept. of Ed. Rules) P.L. 107-110 Section § 1061 (NCLB Act) Elementary and Secondary Education Act.~~

Cross Reference: Policy IJJ-E – Challenge of Instructional Materials Form

k. Narrative:

The districts' **RSU 63** Boards of Directors (**the Board**) ~~are~~ **is** legally responsible for all matters relating to the operation of the schools within **RSU 63** (~~their~~ **District**)s, including the provision of instructional materials and maintenance of library-media resources that support the school system's curriculum.

While the Board retains its authority to approve the selection of instructional materials, it recognizes the educational expertise of its professional staff and the need for such staff to be involved in the recommendation of instructional materials. The Board delegates responsibility for the selection of instructional materials and library-media resources to the professionally trained personnel employed by RSU 63, subject to the criteria and procedures for selection and the Board's policy on challenged materials as described below.

I. With the assistance of professional staff, the Superintendent ~~shall~~ **will** establish a system for selection of instructional materials, including procedures to establish an orderly review and recommendation of instructional materials. The Superintendent will be responsible for overseeing the purchase of instructional materials within budgetary parameters set by the Boards. The **S**uperintendent will report on progress made in aligning instructional materials with curriculum development in support of the content standards contained in Maine's system of Learning Results.

II. Definitions:

- A. "Instructional materials" include textbooks and other print materials, software, and other electronic materials, online/Internet resources (including access), and

supplies and other materials to support instruction in subject areas and implementation of the system of Learning Results.

- B. “Library-media resources” include books, print materials, online/Internet resources (including access), multimedia materials and information technology that, as part of the library-media program, support the schools’ system curriculum.

III. Objectives of Selection:

The Boards recognizes it is the primary objective of instructional materials to implement and support the curriculum, and of library-media resources to extend and enrich the educational programs of the schools. Quality instructional materials and library-media resources are essential to student learning. In preparing students to meet the content standards of the Learning Results, in supporting the achievement of educational goals and objectives of each school unit, and in providing enrichment opportunities that expand students’ interests and contribute to their desire for lifelong learning, it is the responsibility of the instructional program and the library-media centers of the schools to provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view.

IV. Criteria for Selection:

Instructional and library-media materials selected should:

- A. Support achievement of the content standards of the Learning Results.
- B. Support the goals and objectives of the districts’ educational programs.
- C. Enrich and support the curriculum.
- D. Take into consideration the varied interests, abilities, and maturity levels of the students served.
- E. Foster respect and appreciation for cultural diversity and varied opinions.
- F. Give comprehensive, accurate, and balanced representation to minorities and women in history, science, leadership, and the arts, and acknowledge the contributions of ethnic, religious, and cultural groups to our American heritage.
- G. Present a balance of opposing sides of controversial issues to enable students to develop a capability for critical analysis.
- H. Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- I. Provide a background of information that will enable students to make intelligent decisions in their daily lives.
- J. Respect the constraints of district budgets.

VI. Procedures for Selection:

- A. It shall **will** be the highest priority to meet the needs of the individual schools, based on knowledge of the curriculum and the existing collections of instructional and library-media materials. Basic learning materials, i.e., those that are the predominate instructional materials used by most members of the class, which are used for a significant portion of the course, or receive major emphasis during a

course, or are essential to student achievement of content standards of the Learning Results are to take priority in the selection process.

- B. Before recommending materials for purchase, professional staff should evaluate the existing collection, and consult reputable, unbiased, professionally prepared selection aids and specialists from all department and/or grade levels.
- C. Social studies and science textbooks should not be older than 5 years unless up-to-date supplemental instructional materials are also available.
- D. Whenever possible, purchase of non-print materials and multi-media, Internet and technology resources ~~shall~~ **will** be made only after ~~personal~~ evaluation by the appropriate professional staff. **Reviewing aids may be used in lieu of personal evaluation.**
- E. ~~Reviewing aids may be used in lieu of personal evaluation.~~ Multiple copies of outstanding and much-in-demand materials should be purchased as needed. Worn or missing standard items should be replaced periodically. Out-of-date or no-longer-useful materials should be withdrawn from the collection/circulation.

VII. Donated Materials:

Gift materials are to be evaluated by the same criteria as purchased materials, and are to be accepted or rejected by those criteria and in accordance with the Boards² policies on gifts and donations.

VIII. Parental Authority:

- A. A student's parent/guardian may inspect, upon request, any instructional material used as part of the curriculum. The Superintendent will be responsible for developing and implementing procedures for providing access to instructional materials within a reasonable time after such request is made.
- B. The Boards recognizes the final authority as to what materials an individual student will be exposed rests with that student's parents/guardians. However, at no time will the wishes of one student's parents restrict his/her reading or viewing of a particular item infringe on other parents' rights to permit their students to read or view the same material.
- C. Library-media center materials will not be removed from the collection because of criticism except in accordance with ~~the appropriate district's~~ Board of ~~Director's~~ policy.

IX. Challenged Materials:

Despite the care taken to select materials for student and teacher use and the qualifications of persons who select the materials, the Boards recognize that objections may be raised occasionally by students, parents, school staff, or community members.

In the event a complaint is made, the following procedures will apply:

- A. The complaint ~~shall~~ **will** be heard first by the person providing the materials in question.
- B. If the complaint is not resolved, the complaint ~~shall~~ **will** be referred to the building administrator and requested to fill out the “Instructional and Library-Media Materials Challenge Form” (refer to Policy IJJ-E). A copy of the form will be forwarded to the Superintendent.
- C. The Superintendent ~~shall~~ **will** appoint a committee composed of the following persons to review the complaint: one principal at the appropriate grade level; one librarian/media specialist; one classroom teacher; ~~the Curriculum Director~~; and one community member.
- D. The review committee ~~shall~~ **will**: read and examine the materials referred to them; check general acceptance of materials by reading reviews; weigh values and faults against each other and form opinions based on the material as a whole and not on passages or portions pulled out of context; meet to discuss the material and to prepare a written report on it.
- E. The report of the committee ~~shall~~ **will** be forwarded to the Superintendent who will inform the complainant of the results.
- F. No materials ~~shall~~ **will** be removed from use until the review committee has made a final decision.

X. Appeal Process

The review committee’s decision may be appealed to the ~~appropriate district~~ Board. The Board may set aside a portion of a regular meeting or call a special meeting for the purpose of receiving testimony from representatives of the various points of view. The material in question shall be:

- A. Reviewed objectively and in its full content;
- B. Evaluated in terms of the needs and interests of students, school curriculum, and community; and
- C. Considered in the light of the criteria for initial selection and purpose as provided herein.

The Board will announce its decision in writing and not later than the conclusion of the next regular meeting of the Board following its receipt of said testimony.

AOS #81
(Comprised of CSD #8 and RSU #63)

- a. NEPN/NSBA Code: IJJ-E
b. Title: Instructional/Library/Media Materials Challenge
c. Author:
d. Replaces Policy:
e. Date Approved: ~~9/24/2014 CSD #8, 9/22/2014~~ RSU #63
f. Date Approved: **09/22/2014** ~~11/03/2003~~
g. Policy Expiration: Review as Needed
h. Responsible for Review: ~~Curriculum Committee/Policy Committee~~
i. Date Reviewed: **05/03/2021** ~~09/08/2014~~ **Policy Committee**
j. References: 20-A MRSA Chapters 1001 (10-A); 1055 (4); 4002. Chapter 125 Sections 9.01, 9.03 (Me. D.E. Rules). P.L. 107-110 Section 1061 (NCLB Act).

Cross Reference: Policy IJJ – Instructional and Library-Media Materials Selection

k. Narrative:

The districts' **RSU 63** Boards of Directors (**the Board**) ~~are~~ **is** legally responsible for all matters relating to the operation of the schools within **RSU 63** (~~their District~~) including the provision of instructional materials and of library/media resources that support the school systems' curriculum.

The attached form is to be provided to any person who has a question or problem concerning any instructional library/media materials in the schools if the question or problem cannot be resolved by the person providing the materials in question.

The processing of Form IJJ-E will be handled as described in Policy IJJ, Paragraphs IX and X, if needed.

OBJECTION TO INSTRUCTIONAL/LIBRARY/MEDIA MATERIALS

Select One: ~~School District CSD #8 / ___/~~ ~~School District RSU #63 / ___/~~

This form must be completed in full to be considered by the Review Board.

School _____ Item found in: () Classroom) () Library

Please check type of material: () Book () Periodical () Pamphlet () Film () DVD

() Audio Cassette () VCR/Video Cassette () Internet Resource () Other

Title: _____

Author: _____

Publisher/Producer _____ Copyright Date _____

Objection initiated by: _____

Representing: () Self () Organization or Group Name _____

The following questions are to be answered after the objector has read, viewed, or listened to the material in its entirety. If sufficient space is not provided below, attach additional sheet(s).

1. To what in the material do you object? Please be specific: cite pages, paragraphs, film sequence, etc.

2. What do you believe is the overall theme or purpose of this material?

3. What do you feel might result from the use of this material?

4. For what age group would you recommend this material? _____

5. List any positive attributes of this material. Please comment:

6. What would you prefer the school do about this material? () Do not assign it to my child
() Withdraw it from the library/class () Assign it to an () older class () younger class

Signature of objector: _____ Date: _____

Telephone: _____ Address: _____