Regional School Unit 5
Durham · Freeport · Pownal

"To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions."

Tom Gray, Superintendent of Schools
Kelly Wentworth, Director of Finance & Human Resources
Erica Mazzeo, Assistant Superintendent of Schools
Elisha Morris, Director of Instructional Support

TO: Colin Cheney, Kara Kaikini, Chris Savaiano

CC: Trevor Bean, Jill Hooper, Elisha Morris

FROM: Tom Gray, Superintendent

DATE: March 18, 2026

RE: Policy Meeting – April 2, 2026 - ***REVISED AGENDA***

The Policy Committee is scheduled to meet on Thursday, April 2, 2026 at 4:15 p.m. via Google Meet at the following link: https://meet.google.com/iyu-szwm-zza
Or dial: (US) +1 401-526-8591 PIN: 423 477 216#

Agenda:

1. Law Change:
   None

2. Regular Review:
   IHBAC - Child Find
   IMB - Teaching about Controversial Issues
   IMBB - Exemption from Required Instruction
   IJJ - Instructional and Library-Media Materials Selection
   IJJ-E - Citizen's Challenge of Educational Media Form
   JRA - Student Education Records and Information
   JRA-E - Annual Notice of Student Education Records and Information Rights

3. Board Request:
   None

CHILD FIND

~~The purpose of this document is to outline how RSU No. 5 fulfills the Federal and State requirements to ensure that all children with disabilities in its jurisdiction receive the proper care under the Child Find requirements.~~

~~The Child Find requirements in the Individuals with Disabilities Education Act (IDEA) Part B require States to have policies and procedures in effect to ensure that all children with disabilities residing in the State who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. An effective Child Find system is an ongoing part of RSU No. 5's responsibility to ensure that a Free and Appropriate Public Education (FAPE) is made available to all eligible children with disabilities.~~

~~According to State law, RSU No.5 shall also implement Child Find procedures for children who are experiencing homelessness or are wards of the State, highly mobile and migrant children, Multilingual learners, and parentally-placed private school children with disabilities, as well as those suspected of having developmental delays as defined in 34 C.F.R. § 300.8(b). Child Find also includes children who have complex medical needs and who reside in nursing homes because of serious health problems and those who are in correctional facilities. 34 C.F.R. § 300.111(b)-(c). This requirement includes identification of children who are suspected of having a disability, including for example, children suspected of having long COVID or suspected of having post-COVID conditions that meet the definition of a disability under IDEA.~~

~~Child Find responsibilities include locating all children who may be in need of special education services, and determining through the evaluation and eligibility process if they require services. This responsibility shall be accomplished through a district-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs.~~

~~IDEA's Child Find requirements permit referrals from sources who believe a child may be eligible for special education and related services. Sources include, but are not limited to, a parent, teacher, health care provider, law enforcement, or other individuals with knowledge about the child. However, consistent with the child find requirements and with the parental consent requirements under IDEA and the implementing regulations, only the child's parent or the child's Local Educational Agency (LEA) may initiate the request for an initial evaluation LEA. 34 C.F.R. § 300.301(b).~~

~~Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and eligibility determination by the Individualized Education Program (IEP) Team.~~

~~RSU No. 5 shall implement the Child Find process during the first 30 days of the school year or during the first 30 days of enrollment for transfer children, in addition to other Child Find activities provided by the school unit.~~

RSU No. 5 seeks to ensure that all children within its jurisdiction who are between the ages of 4 and under 22 years of age, and who are in need of special education and related services are identified, located, and evaluated at public expense. This includes homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools or receiving home instruction, children incarcerated in county jails, children who have the

equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

RSU No. 5's child find responsibility shall be accomplished through a unit-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

This Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. RSU No. 5 may ~~schedule Child Find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related services at the start of the school year. If screening occurs in the spring prior to school entry, RSU No. 5 will refer the child to the regional Child Development Services (CDS) site within 10 school days.~~ **receive referrals to the IEP team from parents, agency representatives, Early Intervention for ME, or other individuals with knowledge of the child; such referrals will be acted on in a timely manner. RSU No. 5 may also schedule child find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related services at the start of the school year.**

RSU No. 5 may provide information regarding the referral process to parents and the school community at school events, publish information and relevant timelines in parent/student handbooks, school manuals, calendars, and on its website, and make information available for parents and the public in Doctor's offices, day care, library, town hall etc.

If the Child Find process indicates that a student may **have a disability that** require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

Legal References: 34 C.F.R. § 300.111 (~~2006~~) **(2015)**
~~34 C.F.R. § 300.301(b).~~
ME. Dept. of Educ. Rule Ch. 101, IV 2(A), (C-**E**) (~~2015~~) **(2024)**
~~Me Dept. of Educ. Administrative Letter 1 (January 21, 2021)~~
~~Long COVID under Section 504 and the IDEA: A Resource to Support Children, Students, Educators, Schools, Service Providers, and Families (Jul. 26, 2021).~~

Cross Reference: **IHBAA - Referral Procedures and General Education Interventions**
IHBAA-R - Referral Procedures and General Education Interventions

Adopted: June 24, 2009
Reviewed: April 25, 2012
Revised: April 24, 2013
Revised: February 28, 2018
Revised: February 15, 2023

TEACHING ABOUT CONTROVERSIAL ISSUES

Students are exposed to a wide range of issues, information, ideas and values at school, at home and in the community. Particular issues may be controversial because of differing political, religious, moral, ethical or cultural beliefs. In the context of the educational program and approved curricula, the Board supports discussion of controversial issues in an atmosphere that promotes learning and respect for the beliefs of others. For the purposes of this policy, controversial issues shall be understood to be issues of public debate where multiple interpretations exist within credible academic scholarship.

To promote appropriate and fair consideration of controversial issues in the instructional setting, the Board expects the following principles to be followed by educators.

1. Discussion of controversial issues shall be appropriate to the age, grade and maturity of the students involved, pursuant to the academic program of instruction.

2. Instruction on controversial issues shall prioritize evidence-based inquiry, disciplinary scholarship, and historical accuracy.

3. Discussion of a controversial issue may take place as part of the approved curriculum and for educational purposes. The educator must be knowledgeable about the issue and serve as a facilitator to ensure that points of view are presented in a civil manner. In the capacity as facilitator, it is the educator's responsibility to identify diverse points of view on an issue, and to make certain that differing opinions and perspectives are treated with respect.

4. Students shall be given the opportunity to understand different/opposing sides of an issue and to use classroom discussion to formulate their own views. Students shall also be provided with appropriate instructional materials and opportunities to research and study the issue.

5. Educators shall not use the classroom as a forum to advance their personal views or proselytize, but are not prohibited from expressing their own views for legitimate pedagogical purposes.

6. Outside speakers on controversial issues must be approved in advance by the building administrator. When outside speakers are used, reasonable efforts should be made to expose students to speakers on more than one side of the issue. If this is not feasible, educators are responsible for providing appropriate information regarding differing points of view on the issue.

7. Students or their parents/legal guardians who object to particular topics based on their particular, sincerely-held religious, moral or philosophical beliefs may request an accommodation in accordance with Board Policy IMBB.

Cross References: IMBB – Exemption from Required Instruction
ILD – Educational Research: Student Submission to Surveys, Analyses, or Evaluation

Adopted: XX

EXEMPTION FROM REQUIRED INSTRUCTION

The curriculum of the school unit is designed to reflect the learning expectations for all students in all content areas of the system of Learning Results, as well as other statutory and regulatory requirements and content areas specified by the Board of Directors.

The Board acknowledges that from time to time individual students may be exposed to some ideas and materials with which they or their parent(s)/legal guardian disagree. Students and their parent(s)/legal guardian cannot be required to adopt ideas with which they disagree, but such disagreement alone is not a sufficient basis to exempt a student from the prescribed curriculum. Exemptions from the required curriculum should be minimized because they can detract from the overall instruction provided to the class as a whole and the educational objectives sought to be achieved by the curriculum.

The Board recognizes, however, that there could be topics in the curriculum which may be objectionable to individual students and/or parent(s)/legal guardian based on their particular sincerely held religious, moral or philosophical beliefs. Exemption from instruction which infringes on such beliefs may be requested by the parent(s)/legal guardian.

Requests for exemption from instruction must be made in writing to the building Principal and are subject to the approval of the Principal. The Principal shall notify the Superintendent as soon as practicable of any request for exemption from instruction and of ~~his/her~~ **their** decision. If the Principal denies an exemption request, the parent(s)/legal guardian may appeal to the Superintendent.

In considering requests for exemption, factors that the Principal should consider may include:

A. The alignment of the curriculum with the system of Learning Results;

B. Whether the course or content area is required by state law or Board policy;

C. The educational importance of the material or instruction from which exemption is requested;

D. Evidence regarding the sincerity of the belief on which the request is based;

E. Whether the school has a legal obligation to accommodate the exemption request;

F. The effect of exemption or accommodation on the validity of the local assessment system; and

G. Other factors that bear upon the particular request.

Exemption from required instruction does not excuse the student from meeting the requirements of the Learning Results or from total credit hours or other requirements for graduation, or from performing alternative work.

When the Principal determines that the curriculum that has been aligned with the system of Learning Results conflicts with sincerely held religious beliefs of a student or ~~his/her~~ **their** parent or legal guardian, reasonable accommodation in the curriculum shall be made for the student, within the scope of existing resources. Alternative instruction may be provided by the school or through approved independent study. Any alternative instruction shall be approved in advance by the Principal in consultation with appropriate instructional staff and shall meet the standards and objectives of the part of the curriculum that is being replaced. When requests for exemption from required curriculum are made for religious reasons, a parent/guardian who is dissatisfied with the Principal's decision may appeal to the Superintendent. If the accommodation in the curriculum that is requested is so great that the validity of the local assessment system is compromised, the Superintendent will determine how to address the situation, subject to the approval of the Commissioner.

When a student is exempted from any portion of the regular curriculum for other than religious reasons (exemption based on sincere philosophical or moral beliefs), the staff will make reasonable efforts, within the scope of existing resources, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school or through approved independent study. Any alternative instruction shall be approved in advance by the Principal in consultation with the classroom teacher, and shall meet the standards and objectives of the part of the curriculum that is being replaced. When requests for exemption are made for philosophical or moral reasons, a parent/guardian who is dissatisfied with the Principal's decision may appeal to the Superintendent, whose decision shall be final.

Legal Reference: 20-A MRSA § 6209
LD 1536, Chap. 51 Resolves
Ch.. 127 § 3.07 (Me. Dept. of Ed. Rules (Me. Dept. of Ed. Rules)
Ch. 131 (Me. Dept. of Ed. Rules)

Cross Reference: ADF – School District Commitment to Learning Results
IJJ – Instructional and Library Material Selection

Adopted: July 8, 2009
Revised: February 24, 2010
Reviewed: December 12, 2012
Reviewed: April 25, 2018

~~INSTRUCTIONAL AND LIBRARY-MEDIA MATERIALS SELECTION~~ SELECTION OF EDUCATIONAL MATERIALS

~~The RSU No. 5 Board of Directors is legally responsible for all matters relating to the operation of the schools, 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 the school system, subject to the criteria and procedures for selection and the Board's policy on challenged materials as described below.~~

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

~~Each school shall maintain a library-media program that includes books and other print materials, multimedia materials, online Internet resources and information technology that support the curriculum. A certified library-media specialist will be responsible for overseeing the school system's library-media program, under the supervision of the Superintendent. As with instructional materials, the Board delegates responsibility for selection of library-media materials and technology and Internet resources to the school system's professionally trained staff, subject to the criteria and procedures for selection and the Board's policy on challenged materials described below.~~

~~Definitions~~

~~**"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.~~

~~**"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 school system's curriculum.~~

~~Objectives of Selection~~

~~The Board recognizes that it is the primary objective of instructional materials to implement and support the curriculum, and of library-media resources to extend support and enrich the educational programs and curriculum 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 the school unit's educational goals and objectives, and in providing enrichment opportunities that expand students' interests and contribute to a 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.~~

The Board recognizes that the primary objective of educational materials is to implement, extend and enrich the curriculum and education programs of the schools. Educational materials are important to prepare students to meet the content standards of the Learning Results, to achieve the school unit's educational goals, and to provide enrichment opportunities that expand students' interests and encourage life-long learning. The Board seeks to provide a wide range of educational materials at all levels of difficulty, with diverse appeal and representing various points of view.

Responsibility for Selection of Materials

The Superintendent, in consultation with administrators and professional staff, is responsible for selecting instructional materials and library-media materials to implement the Learning Results and support the curriculum. This includes textbooks, books, print materials, software, online resource materials, multimedia materials and information technology. Certified library-media specialists are responsible for overseeing the library-media program under the supervision of the Superintendent.

The Superintendent is responsible for developing any administrative procedures necessary to guide the review and selection of educational materials, and may delegate specific responsibilities to staff as deemed appropriate. All administrative procedures must be consistent with this policy. The Superintendent is expected to keep the Board generally informed about educational materials purchased for the school unit.

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

Instructional and library-media materials selected should:

A. Support **student** achievement of the content standards of the **system of** Learning Results;

B. Support the goals and objectives of the school system's educational programs;

C. Enrich and support the curriculum;

D. Take into consideration the varied interests, abilities, and maturity levels of the students served;

E. Foster ~~global awareness; understanding,~~ respect and appreciation for cultural diversity and varied opinions **and enhance students' capacity for critical analysis**;

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;~~ **Stimulate growth in factual knowledge, literary appreciation, aesthetic values, ethical standards, and critical analysis;**

G. ~~Present a balance of opposing sides of controversial issues to enable students to develop a capability for critical analysis;~~ **Provide a balanced representation of the contributions of diverse groups and individuals to our American and global heritage;**

H. ~~Provide and support factual knowledge, literary appreciation, aesthetic values and ethical standards;~~ **Provide information that will enable students to make informed decisions in their daily lives;**

I. ~~Provide a background of information that will enable students to make intelligent decisions in their daily lives; and~~ **Be accurate and current;**

J. ~~Respect the constraints of the school unit's budget.~~ **Reflect high quality scholarship and presentation;**

K. Represent significant authors/composers and works from diverse groups;

L. Be accessible by individuals with disabilities; and

M. Be affordable.

~~Other factors that should be considered are accuracy and currency of material; importance of the subject matter; scholarship; quality of writing and production; and reputation and significance of the author, artist or composer.~~

~~In evaluating software, multimedia materials and online/Internet resources, additional factors that should be considered include purpose for use; content; format (degree of interactivity or student involvement); appropriate use of graphics, sound and animation; feedback provided; and ease of use.~~

~~Procedures for~~ Selection Procedure

The highest priority shall be meeting the needs of the **instructional needs of the** individual schools. ~~based on knowledge of the curriculum and the existing collections of~~

~~instructional and library-media materials, shall be the highest priority.~~ **In meeting this priority, preference shall be given to** basic learning materials, i.e., those that are the predominant instructional materials used **at particular grade levels or courses and/or are** ~~by most members of the class, 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.~~**content standards and school unit expectations.**

Before **selecting/**recommending materials for purchase, professional staff should evaluate the existing collection, ~~consulting reputable, unbiased, professionally prepared selection aids and specialists from all departments and/or all grade levels.~~ **consult with staff from appropriate departments and/or grade levels, personally review the material, and obtain recommendations/reviews regarding the material from appropriate reputable sources.**

~~Social studies and science textbooks should not be older than five years unless up-to-date supplemental instructional materials are also available.~~

~~Whenever possible, purchase of print or non-print materials and multimedia, Internet and technology resources shall be made only after personal evaluation by the library media specialist and/or other appropriate professional staff. 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.~~

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

Donated Materials

Gift materials are ~~to be evaluated~~ **judged** by the same criteria as ~~purchased~~ materials **selected by the school staff** ~~and are to be accepted or rejected by those criteria~~ and in accordance with Board policy on gifts and donations.

~~**Parental Authority**~~ **Inspection of Materials by Parents and Opt-Out Requests**

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

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

~~The Board recognizes that the final authority as to what materials an individual student will be exposed rests with that student's parents or guardians. However, at no time will the wishes of one child's parents to restrict his/her reading or viewing of a particular item infringe on other parents' rights to permit their children to read or view the same material.~~

~~Library-media center materials will not be removed from the collection because of criticism except in accordance with Board policy.~~

Challenged Materials Procedure

~~Despite the care taken to select materials for student and teacher use and the qualifications of the persons who select the materials, the Board recognizes 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:~~

This procedure applies only to requests to restrict access to or remove materials from the school's collection or curriculum. Individual exemption requests are subject to Board policy IMBB as described in Section E. In the event that a student, parent/guardian, staff or community member has a concern regarding particular materials, or requests to restrict access to or remove particular materials from the curriculum or library collection, the following procedure will be followed. No changes in access to, or removal of, educational materials will be made until the procedure is completed.

A. ~~The complaint shall be heard first by the person providing the materials in question.~~ **The complainant must discuss their concern first with the person providing the material in question. Individual staff members may discuss concerns, but do not have the authority to restrict access to or remove materials from the curriculum or library collection.**

B. If the complaint is not ~~resolved~~ **satisfied,** ~~the complainant~~ **they** shall be referred to the building ~~Principal~~ **administrator,** ~~and requested to fill out the~~ **who shall provide a copy of this policy and request the complainant complete the** ~~"Instructional and Library-Media Materials Challenge Form."~~ **Citizen's Challenge of Educational Media" form.** A copy of the form will be forwarded to the Superintendent.

C. The Superintendent shall appoint a committee composed of the following persons to review the complaint: one ~~Principal at the appropriate grade level~~ **administrator;** one librarian-media specialist; one classroom teacher; **the**

curriculum leader/grade level leader/department head in the subject area of the challenged materials; and one community member. **The review committee meeting will only include members of the committee.**

D. The review committee shall read and examine the materials referred to them; check general acceptance of materials by reading **a range of** reviews **(if applicable)**; and weigh **the** value ~~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.~~ **of the material in light of this policy and the school unit's educational mission and programs. Committee members are expected to form opinions based on the material as a whole and not on passages or portions pulled out of context. The Committee should generally be neutral toward viewpoints expressed in materials, and shall ask the Superintendent to consult legal counsel for advice concerning any questions involving freedom of speech or expression. The committee shall meet to discuss the material and prepare a written report with their recommendation. The committee may recommend to make no changes in access to the material; to restrict or relocate the material; to substitute the use of different educational material in place of the material under review; or to remove the material from the school unit's curriculum or collection.**

E. ~~The report of the committee shall be forwarded to the Superintendent who will inform the complainant of the results.~~**The committee shall provide the report to the Superintendent, who will inform the complainant of the committee's recommendation in writing. If there is no appeal of the recommendation, the recommendation will be implemented.**

~~F. No materials shall be removed from use until the review committee has made a final decision.~~

G. ~~The review committee's decision may be appealed to the Board. The Board may set aside a portion of a regular meeting or call a special meeting for the purpose of receiving testimony from representatives of the various points of view.~~ **Either the Superintendent or the complainant may appeal the committee's recommendation to the Board. An appeal must be made in writing within ten (10) business days and must specify the reasons for disagreement with the committee's recommendation. The Board may set aside a portion of a regular meeting or call a special meeting to review the complaint and the committee report, and to receive testimony from representatives of the various points of view who are members of the community served by the school unit.** The material in question shall be:

1. Reviewed objectively and in its full content;

2. Evaluated in terms of the needs and interest of students, school, curriculum and community;

3. Considered in the light of differing opinions; and

4. Reviewed in light of the criteria ~~for initial selection and purpose as provided herein~~ **set forth in this policy, and the school unit's educational mission and program.**

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

Legal Reference: 20-A MRSA §§ 1001 (10-A); 1055 (4); 4002
~~Ch. 125 §§ 9.01, 9.03 (Me. Dept. of Ed. Rules)~~
~~P.L. 107-110 § 1061 (No Child Left Behind Act)~~
Maine Department of Education Rule Chapter 125
20 U.S.C. § 1232h

Cross Reference: IJJ-E – Citizen's Challenge of Educational Media Form
IMBB - Exemption from Required Instruction

Adopted: July 8, 2009
Revised: October 28, 2009
Reviewed: December 14, 2011
Reviewed: October 25, 2017

REGIONAL SCHOOL UNIT NO. 5

CITIZEN'S CHALLENGE OF EDUCATIONAL MEDIA FORM

Type of Material: ___Book ___Magazine/Periodical ___Film/**DVD** ___**Audio** Recording
___Software/Application **("App")** ___Other (Please specify)_____

Author/**Creator** (if known)_____

Title_____

Publisher (if known)_____

Person making complaint:_____

Telephone_____ ~~Street~~ Address_____~~Town~~**Email**_____

Complainant represents:____~~Him/herself~~ **Myself**
____**Group**/Organization_____
____~~Other group~~_____

1. To what portion of the material do you object? (Please be specific, cite pages, scenes, etc.)_____
2. What do you feel might be the negative result of reading/viewing/hearing this material?_____
3. For what age group would you recommend this material?_____
4. Is there anything ~~positive~~ **good** about this material?_____
5. Did you read/view/hear all of the material?____ If not, what parts did you read/ view /hear?_____
6. Are you aware of the professional reviews/judgment of this material?_____
7. What do you believe is the theme and/or intention of this material?_____

_____

8. What would you like the school to do about this material?
   ___ Do not assign it to my child.
   ___ Do not assign it to any students.
   ___ Withdraw it from the library and/or instructional program.
   ___ Refer it to the Educational Media Review Committee for evaluation.

9. In its place, what material would you recommend?_____
   _____

_____ _____
Signature of Complainant Date

Adopted: July 8, 2009
Reviewed: December 14, 2011
Reviewed: October 25, 2017

STUDENT EDUCATION RECORDS AND INFORMATION

RSU No. 5 shall comply with the Family Educational Rights and Privacy Act ("FERPA") and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and student information.

A. Directory Information

RSU No. 5 designates the following student information as directory information: name, participation and grade level of students in recognized activities and sports, and height of student athletes, dates of attendance in the school unit, and honors and awards received, **and photographs and videos relating to student participation in school activities open to the public (except photographs and videos on the Internet)**. RSU No. 5 may disclose directory information if it has provided notice to parents (and eligible students over 18) and has not received timely written notice refusing permission to designate such information as directory information.

B. Military Recruiters/Higher Education Access to Information

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and RSU No. 5 must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent.

C. Information on the Internet

Under Maine law, RSU No. 5 shall not publish on the Internet any information that identifies a student, including but not limited to the student's full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents' names, without written parental consent.

D. Transfer of Student Records

As required by Maine law, RSU No. 5 sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

E. Designation of Law Enforcement Unit

School units may disclose student education records without parental consent to personnel of its law enforcement unit, provided that they have been designated as school officials with legitimate educational interests for the purpose of compliance with FERPA.

The Board hereby designates its School Resource Officer, Freeport Police Department, Cumberland County Sheriff's Department and the Androscoggin Sheriff's Department as RSU

No. 5's law enforcement unit for the purpose of disclosure of student education records under FERPA.

F. Health or Safety Emergency Emergencies

As permitted by FERPA, the school unit may disclose personally identifiable information from a student's educational record to appropriate parties, including parents of an eligible student, if taking into account the totality of the circumstances, it determines that there is a specific and significant threat to the health or safety of the student or other individuals and that knowledge of the information is necessary to protect the health or safety of the student or other individuals. In the event of disclosure, the school unit will record the specific and significant threat that formed the basis for the disclosure and the parties to whom the school unit has disclosed and maintain such record with the student's educational record.

G. Administrative Procedures and Notices

The Superintendent is responsible for developing and implementing any administrative procedures and parent notices necessary to comply with the applicable laws and regulations concerning student education records and information. Notices shall be distributed annually to parents and eligible students concerning their rights under these laws and regulations. A copy of this policy shall be posted in each school.

Legal Reference: 20 U.S.C. § 1232g; 34 C.F.R. Part 99
20 U.S.C. § 7908
20-A M.R.S.A. §§ 6001, 6001-B
Ch. 101, 125 (Me. Dept. of Ed. Rules)

Cross Reference: JRA-E – Annual Notice of Student Education Records and Information Rights
JRA-R – Education Records and Information Administrative Procedure
ILD – Student Surveys

Adopted: July 8, 2009
Revised: November 30, 2011
Reviewed: November 30, 2016
Revised: February 15, 2023

RSU NO. 5 SCHOOL DEPARTMENT
17 WEST STREET
FREEPORT, ME 04032

ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS

The Family Educational Rights and Privacy Act ("FERPA") provides certain rights to parents and eligible students (18 years of age or older) with respect to the student's education records.

A. Inspection of Records

Parents/eligible students may inspect and review the student's education records within 45 days of making a request. Such requests must be submitted to the Superintendent or building administrator in writing and must identify the record(s) to be inspected. The Superintendent or building administrator will notify the parent/eligible student of the time and place where the record(s) may be inspected **in the presence of school staff.** Parents/eligible students may obtain copies of education records at a cost of $.20 per page.

B. Amendment of Records

Parents/eligible students may ask RSU No. 5 to amend education records they believe are inaccurate, misleading or in violation of the student's right to privacy. Such requests must be submitted to the Superintendent or building administrator in writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Superintendent or building administrator decides not to amend the record as requested, the parent/eligible student will be notified of the decision, their right to request a hearing, and information about the hearing ~~procedure~~ **process.**

C. Disclosure of Records

RSU No. 5 must obtain a parent/eligible student's written consent prior to disclosure of personally identifiable information in education records except in circumstances ~~as~~ permitted by law **or regulations as summarized below**.

1. Directory Information

RSU No. 5 designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, ~~and~~ honors and awards received, **and photographs and videos relating to student participation in school activities open to the public (except photographs and videos on the Internet)**. Parents/eligible students who do not want RSU No. 5 to disclose directory

information must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later. **This opt-out request will remain in effect unless and until it is rescinded.**

2. Military Recruiters/Institutions of Higher Education

Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and RSU No. 5 must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want RSU No. 5 to disclose this information **without their prior written content** must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

3. School Officials with Legitimate Educational Interests

Education records may be disclosed to school officials with a "legitimate educational interest." A school official has a legitimate educational interest if ~~he/she~~ **they** need to review an education record in order to fulfill ~~his/her~~ **their** professional responsibility. School officials include persons employed by RSU No. 5 as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); members of the Board of Education; persons or companies with whom RSU No. 5 has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, or therapists **and third-party on-line educational service providers**); and ~~parents, students and~~ volunteers ~~serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities~~ **who are under the direct control of the School Department with regard to education records.**

4. Other School Units

As required by Maine law, RSU No. 5 sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

5. Health or Safety Emergencies

In accordance with federal regulations, RSU No. 5 may disclose education records ~~without prior written consent~~ in a health ~~and~~ **or** safety emergency to any person whose knowledge ~~or~~ **of** the information is necessary to protect the health or safety of the student or other individuals **without prior written consent.**.

6. Other Entities/Individuals

Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the Superintendent or building administrator.

D. Complaints Regarding School Department Compliance with FERPA

Parents/eligible students who believe that RSU No. 5 has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

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