

EDUCATIONAL PHILOSOPHY

CAPE ELIZABETH SCHOOLS

Our Mission

CAPE Schools open minds and open doors.
~~Our mission is to ensure that all of our students develop the knowledge, skills, behaviors, and attitudes to become successful individuals and citizens.~~

Our Vision

We empower students with the academic, personal, and social knowledge and skills needed to build fulfilling and engaged lives.
~~Cape Elizabeth Schools will be one of the top public school systems in the U.S. having created a dynamic organization which inspires an enthusiastic, innovative and collaborative environment that results in a high level of learning and achievement for all.~~

Our Beliefs Values

Community: We value the connections among our school, local, and global communities that foster meaningful participation in a dynamic and diverse world.

Academics: We value rich and varied learning experiences that support critical thinking, perseverance, effective communication, and independent and collaborative work inside and outside of the classroom.

Passion: We value personal investment in learning in an environment that nourishes joy and creativity, protects risk-taking, and cultivates individual expression.

Ethics: We value decision-making and actions guided by the principles of personal integrity, empathy, responsibility, and respect for self and others.

About Students and Learning, we believe that:

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- ~~●—All students can learn~~
- ~~●—All students should be challenged and supported in their learning~~
- ~~●—All students have abilities and talents that are worthy of being recognized and developed~~
- ~~●—All students benefit when they are held to clear and appropriate expectations~~
- ~~●—As educators, we will connect with the strengths and passion for learning of each student by providing a meaningful and engaging education~~
- ~~●—Education must prepare students to become competent individuals and productive citizens~~

About Teachers and Teaching, we believe that:

- ~~●—Teachers need time for collaboration, reflection and professional development on a regular, consistent basis~~
- ~~●—Teachers need to understand and address the different learning styles of their students~~
- ~~●—Our community expects, values, and supports excellence in teaching~~

About schools as Learning Communities, we believe that:

- ~~●—Students and staff have the right to a safe, respectful, and challenging environment conducive to learning~~
- ~~●—Education is a shared responsibility among students, teachers, staff, parents, and the community~~
- ~~●—A wide range of learning opportunities must be provided in order for our students and staff to be successful~~
- ~~●—The quality of relationships directly impacts learning and achievement~~

ADOPTED: Prior to 1991
REVIEWED AND ACCEPTED: 1991
REVISED: October 12, 2004
Revised: May 8, 2012
ADOPTED:

DRUG-FREE WORKPLACE

~~The School Board of Directors recognizes that alcoholism and drug dependency are treatable diseases. Left untreated, they may result in serious personal and family problems. At the same time, the Board is also seriously concerned about the effects of alcohol and/or other drug dependency upon an employee's job performance and ability to serve as a role model for our students. Therefore, the Cape Elizabeth School Board endorses a policy which will aid employees to abstain from the use of alcohol and/or other drugs prior to reporting for work, performing their duties, or acting in a manner of responsibility; intervene early when abuse is detected; take corrective disciplinary action when necessary and provide aftercare support. Compliance with the school system's standard of conduct related to substance abuse is mandatory and is applicable to all school system employees.~~

~~A.——The Board believes strongly that all employees and students should be able to work and learn in an environment free, from alcohol and/or other drug abuse. Accordingly, the district Board expects all employees to report for work and to perform their duties in a manner which does not jeopardize the health, safety and well-being of co-workers and students. Therefore, the school system~~

~~Any employee who suspects that he/she may have an alcohol or drug dependency problem is strongly encouraged to contact his/her supervisor to seek voluntary diagnosis and treatment. The employee will support and enforce the following standard of conduct:~~

~~———be provided confidential referral services to an outside agency upon request and assisted in determining the extent to which insurance coverage to help pay for such services is available. All voluntary referrals shall be kept confidential.~~

Prohibited Conduct

No employee shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor. Nor shall an employee unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance (as defined in schedules I through V of section 202 of the federal and state laws Controlled Substance Act [21 USC § 812]; by regulation at 21 CFR, § 1300.11 through 1300.15; and regulations), or any look-alike drug.

~~in 17-A MRSA, § 1101). This standard of conduct applies before, during and after school hours, at school or in any other school system location, defined as follows:~~

"School system location" means in any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip, or athletic event, where students are under the jurisdiction of the school unit; or during any period of time such employee is

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supervising students on behalf of the school system or otherwise engaged in school unit business.

~~Any illegal substance found at any place or event covered by this policy will be turned over to the appropriate law enforcement agency, and could result in criminal prosecution. Violation of this standard shall constitute sufficient grounds for employee discipline, up to and including dismissal from employment.~~

~~Furthermore, Any illegal use, possession, furnishing, selling or provision of assistance in obtaining alcoholic beverages or scheduled drugs not covered above may, depending upon the circumstances, constitute sufficient grounds for discipline by the preceding paragraph is also prohibited.~~

In addition, employees (including coaches) are prohibited from selling, distributing or promoting any performance-enhancing substances included on the banned substances list prepared by the Maine Department of Health and Human Services Office of Substance Abuse.

Appropriate disciplinary action shall be taken against any employee who violates this policy, up to and including dismissal. Referrals made under this policy will for assistance or treatment do not preclude disciplinary action under being taken for violations of this paragraph policy.

~~B. Any employee who suspects that he or she may have an alcohol or other drug dependency problem is strongly encouraged to seek voluntary diagnosis and treatment. The Superintendent or his/her designee will pursue any request, and will assist the employee in determining the extent to which insurance coverage will help pay for available services.~~

~~If a supervisor observes or has indications that an employee may have alcohol and/or drug dependency, the supervisor may encourage an employee to seek treatment. Employees believed to have an alcohol or drug problem shall meet the same performance standards as all other employees, and supervisors should take appropriate action due to unacceptable performance or conduct that poses a risk to the safety of the employee or others.~~

~~During any treatment for alcohol and/or other drug dependency, sick leave and any other accrued leave shall be used for any missed work days. If an employee has no sick leave or other applicable paid leave available, the School Department may, in its discretion, grant a request for an unpaid leave of absence to the extent that such leave is available under the employee's terms of employment. Once an employee has undergone or is undergoing treatment, he/she may return to work after his/her physician, or another professional treatment provider acceptable to the School Department certifies that he/she is able to do so.~~

~~All personnel records, including any records, discussions or correspondence regarding an employee's possible or actual alcohol and/or other drug dependency shall be kept in strict confidence as provided for in applicable Maine Statutes and Federal Law.~~

C. As provided in the Drug-Free Workplace Act of 1988, all employees are any employee is required to notify the ~~district~~ school unit of any a criminal or civil drug statute conviction for 'a drug violation' occurring in the workplace not no later than five calendar days after such conviction. In turn, the Superintendent, within ten 10 calendar days of learning of such a

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conviction, shall ~~is~~ to give written notification to the U.S. Department of Education and to any other federal agency from which the ~~district~~unit receives grant funds.

~~D. _____~~

Implementation

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

Communication

A copy of this policy ~~will~~is to be given or mailed to all current employees and ~~any~~to new employees at the time of their employment. ~~The school department will occasionally provide a listing of~~ treatment resources to all employees and is to be posted in appropriate locations throughout the school system.

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

Legal References: ~~Reference:~~21 USC U.S.C. § 812 (Controlled Substances Act)

21 CFR § C.F.R. §§ 1300.11-1300.15

Fed. P.L. 101-226

17-A MRSA § 1101

ADOPTED: August 27, 1991

Revised: June 1998

REVIEWED and APPROVED: December 14, 2004

20-A MRSA § 6621 et seq.

Cross Reference: JICH - Drug and Alcohol Use by Students

Adopted: _____

FAMILY CARE LEAVE

IDENTIFICATION BADGES — STAFF

~~This policy is enacted to enhance the identification/awareness of all Cape Elizabeth School Department staff and as another measure to assist in the safety of our schools and to alert school personnel to the presence of unauthorized people within the building.~~

~~All Cape Elizabeth School Department staff will be required to wear a photo identification badge during scheduled work hours. Volunteers, substitutes, and all visitors will be required to wear a visitor's ID badge when entering our school buildings. All Cape Elizabeth School Department staff will display their photo identification badge so it is clearly visible.~~

~~Non-school personnel who are not displaying proper identification will be asked by staff members to report to the principal's office or immediately notify the office that there is a person in the building without proper identification.~~

~~All School Board members, although not considered staff, will wear identification badges when on school grounds and at school functions during school hours within the Cape Elizabeth Schools.~~

~~Upon an employee departure from employment with the Cape Elizabeth Schools, s/he will be expected to return his/her identification badge to his/her immediate supervisor.~~

ADOPTED: November 9, 2004

DWM SAMPLE POLICY – 9/6/05

NEPN/NSBA CODE: GBO

FAMILY CARE LEAVE

Maine's "Act to Care for Families" requires employers who provide paid leave under the terms of a collective bargaining agreement or employment policy to allow employees to use such leave to care for an immediate family member who is ill (hereafter referred to as "family care leave") in accordance with the conditions described in this policy.

I. Definitions

For the purposes of this policy, the following definitions from the Act to Care for Families apply:

A. "Immediate family member" means an employee's child, spouse or parent.

FAMILY CARE LEAVE

B. “Paid leave” means time away from work by an employee for which the employee receives compensation, and is limited to sick time, vacation time, compensatory time and leave that is provided as an aggregate amount for use at the discretion of the employee for any of these same purposes. Paid leave does not include paid short-term or long-term disability, catastrophic leave or similar types of benefits.

II. Amount of Leave Available

An employee may take up to 40 hours of available paid leave (or the amount provided by an applicable collective bargaining agreement if that is greater) as family care leave per 12-month period. For the purposes of this policy, the 12-month period is [Note: We suggest inserting the same period as the school unit uses to calculate FMLA leave here]. An employee may not use paid leave for family care leave purposes until it has been earned. If the employee has more than one type of paid leave available under an applicable collective bargaining agreement or employment policy, he/she may specify which type and the amount of each type of leave to be used as family care leave.

All family care leave taken by an employee shall be counted toward his/her entitlement under the federal Family and Medical Leave Act or state Family Medical Leave Act.

III. Employee Notice Requirements

Notice and verification requirements for use of family care leave shall be the same as those required by the school unit for an employee’s own illness. The employee must specify that leave is being taken pursuant to the Act to Care for Families. [Note: The school unit should revise any applicable leave forms to include this requirement.]

Legal Reference: 26 M.R.S.A. § 636

Cross Reference: GBN – Family and Medical Leave

RECRUITING AND HIRING OF ADMINISTRATIVE STAFF

The recruiting and hiring of highly qualified administrative personnel is crucial to the overall success of the educational program. The School board is committed to establishing a process that will attract and retain the best possible administrators for the Cape Elizabeth Schools.

Furthermore, the School In response to an Act to Promote Equity of Opportunity for Women in Administrative Positions in the Public School System (PL 1990, Chap. 889), the Board affirms its commitment to the strict prohibition of discrimination in employment on the basis of race, color, national origin or ancestry, religion, sex, sexual orientation, age, genetic information or disability, and to obtaining the principle of affirmative action to obtain wide and representative candidate pools.

In accordance with 20A20-A MRSA, section § 1001.13, there will be a written the Superintendent shall prepare a procedure designed to ensure nondiscriminatory practices practice in recruitment and hiring for all positions requiring administrator certification and, as well as to ensure result in selection of the most qualified candidates. This procedure is shall be attached hereto as GCFB-R, and shall be reviewed periodically.

In the event of an Moreover, upon each occasion of administrative vacancy, the Superintendent shall review the procedure and adapt it as necessary. In the case of a vacancy in the superintendency, the Board shall review and adapt the procedure as make appropriate adaptations as may be warranted by special circumstances.

In accordance with 20A20-A MRSA, section § 4502.4-A, the unit's unit's Affirmative Action Plan shall include: a description of the status of the unit's non-discriminatory unit's nondiscriminatory administrator hiring practice; plans for in-service training programs on gender equity for teachers, administrators, and the School Board; and the relationship of the above to the State's State's five-year goal for the employment of women in administrative positions.

(See Cape Elizabeth Hiring Procedures Manual)

Legal Reference:

~~_____ Title 5 MRSA, section § 4576;~~
~~_____ Title 20A20-A MRSA, §§ 6₂, 254.8-10₂, 256.1, 7₂, 1001.13₂, 4502.4A₂, 13011.6₂;~~
~~_____ 13019-A.1D₂, 13019-B.1C~~

Cross Reference:

~~_____ GCFB-R Procedure for Recruiting and Hiring of Administrative Staff~~
~~AC = Nondiscrimination/Equal Opportunity and Affirmative Action~~
~~_____ GCF Professional Staff Hiring~~

RECRUITING AND HIRING OF ADMINISTRATIVE STAFF

ADOPTED:—March 12, 1996

REVISED:—June 10, 2003

REVISED:—December 14, 2004 GBJC – Retention of Application
Materials

GCFB-R - Recruiting and Hiring of Administrative Staff
Administrative Procedure

Adopted: _____

RECRUITING AND HIRING OF ADMINISTRATIVE STAFF PROCEDURES

These procedures implement Board policy GCFB and are designed to establish a thorough, efficient and nondiscriminatory practice for the recruiting and hiring of the most qualified candidates for administrative positions.

A. Job Description Development/Review

To ensure that a written role description of the vacant position accurately represents the current functions and needs, the Superintendent/designee (the Board in a Superintendent search) is to:

1. Conduct a review of (if none exists, develop) the job description, with input from persons affected by the position;
2. Include the criteria (skills, knowledge, abilities) required to perform the duties/responsibilities of the position; and
3. List the minimum qualifications (training, education and experience) for the position.

B Recruitment

To attract a strong pool of qualified candidates, the Superintendent/designee is to advertise (except in circumstances described in K below) by:

1. Posting the notice of the vacancy within the unit;
2. Placing a display advertisement in appropriate print media, considering at least one appearance in a major Maine weekend or Sunday newspaper; and
3. Identifying and notifying other possible sources of potential candidates, such as professional associations, educational administration programs and placement offices at colleges and universities in Maine and other states, and the Maine Department of Education.

C. Screening

To ensure that a fair and efficient screening process will occur, the Superintendent/designee is to:

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1. Ensure that all applications are reviewed by more than one individual with attention given to an unbiased regard for the criteria and qualifications in the job description;
2. Appoint a screening panel with representation as deemed appropriate to the particular vacancy;
3. Provide orientation on confidentiality and equity issues to screeners;
4. Eliminate all candidates who do not meet the minimum qualifications;
5. Conduct preliminary reference checks, as appropriate;
6. Select candidates for interview based on the degree to which they meet the criteria and demonstrate the skills, knowledge and abilities outlined in the job description; and
7. Notify applicants not selected for interview.

D. Interviewing

To ensure that the interview process will be conducted in a legal and proper manner, the Superintendent/designee is to:

1. Appoint an interview panel (may be the same persons who serve the screening function) with representation as deemed appropriate to the particular vacancy;
2. Provide orientation on the process including the function and extent of responsibility of the panel, the weighting of criteria and the nomination/hiring procedure; and
3. Conduct training to ensure that panel members are aware of the legal aspects of interviewing, including confidentiality and equity issues.

The interviewing panel is to:

1. Design interview questions which match the criteria and the duties/responsibilities outlined in the job description; and

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2. Provide equal opportunity for the candidates to respond to the same questions/questioners.

E. Selection

The interview panel is to:

1. Individually assess the candidates according to their answers to the job description-related questions, rating and commenting on each using a specially prepared form corresponding to the questions/criteria; and
2. Submit a report to the Superintendent, including the individual rating forms as well as a list (usually 2 to 4) of candidates to be considered further for the position.

The Superintendent/designee is to:

1. Have reference contacts made, as appropriate, to check perceived strengths and weaknesses of the candidates;
2. Review the material on the finalist candidates to determine whether additional information is needed;
3. Conduct final interviews of any or all finalists, as deemed necessary;
4. Select the most qualified candidate who fits the criteria and the duties/responsibilities outlined in the job description, based on his/her own professional judgment along with those of the interview panel (or, reject all finalists, reopen the position and begin the process anew); and
5. Have any further reference checks made, as appropriate.

F. Nomination/Employment

The Superintendent is to:

1. Notify and obtain agreement of the successful candidate, pending Board approval;
2. Inform the interview panel; and

RECRUITING AND HIRING OF ADMINISTRATIVE STAFF PROCEDURES

3. Nominate and employ the successful candidate in accordance with state law and local policies.

G. Notification

The Superintendent/designee may:

1. Notify the nominee of the Board approval and employ the administrator;
and
2. Notify the other candidates interviewed.

H. Orientation and Support

To ensure that the new administrator is provided with the proper information about the system and job expectations, the Superintendent/designee is to provide an orientation that includes expectations of the duties/responsibilities of the position along with the policies and procedures of the local school unit.

I. Record Keeping

To ensure that the confidentiality of employee and applicant records are properly maintained, the Superintendent is to provide for the maintenance in secure files of all applications and documentation of the hiring, screening and interviewing process for a period of three (3) years.

J. Confidentiality

To ensure that confidentiality is maintained throughout and permanently following the hiring process, the Board, all employees involved, and any other participants are to maintain absolute confidentiality about candidates, including names, in accordance with state law (20-A MRSA § 6101). The Board is to assume responsibility through the Superintendent for providing adequate orientation at appropriate stages of the process, including at the completion.

K. Hiring of Current Employees

The school unit may forego one or more of the steps set forth in sections B-E of this procedure and appoint a person who is currently employed by the unit to fill

RECRUITING AND HIRING OF ADMINISTRATIVE STAFF PROCEDURES

an administrative position only if the Superintendent, after consultation with the School Board, or the Board in a Superintendent search, determines that the following circumstances exist:

1. The currently employed candidate is exceptionally well qualified for the position; and
2. The decision to forego all or part of the recruitment and screening process will not detract from the goals of this policy.

~~FILE: GCI~~

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

The Board recognizes the importance of developing, maintaining, and extending the skills of staff members and encourages employees to engage in programs and activities that will lead to their professional growth and increased competence.

The Superintendent is authorized to initiate programs and activities which are designed to serve the following purposes:

- A. To provide a structure through which staff members can stay abreast of new developments in their areas of specialty;
- B. To familiarize staff members with new research and innovative teaching methods;
- C. To assist staff members in the process of change and school improvement; and
- D. To facilitate the development, implementation, and evaluation of new programs.

Within budgetary limitations, visitations and attendance at conferences may be approved by the Superintendent in accordance with Board policy.

~~ADOPTED: April 14, 1992~~

~~Revised: June 1998~~

~~Reviewed & Approved: December 14, 2004~~

Legal Reference: Chap. 125 (Maine Dept. of Ed. Rule)

Adopted:

~~INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)~~ Policy on Individualized Education Programs

It shall be the policy of the Cape Elizabeth School Department ~~Schools~~ to maintain a complete individualized education program (“IEP”) for each student who has been identified with a disability and in need of special education services under state and federal special education laws, and who is in attendance at Cape Elizabeth Schools. ~~The public schools.~~ Cape Elizabeth School Department ~~Schools~~ shall develop these IEPs in a manner consistent with the procedural requirements of state and federal special education laws.

Student IEPs shall be reasonably calculated to provide the identified student with educational benefits in the least restrictive educational environment. ~~The school unit~~ Cape Elizabeth Schools shall ensure that such IEPs are in effect within 30 days of when a student is first identified as in need of special education services, and in effect no later than the beginning of each school year for subsequent ~~IEP’s.~~ IEPs. All ~~IEP’s.~~ IEPs must be reviewed at least annually, as prescribed by state and federal special education laws.

Legal Reference: ~~References: 20 USC §§ U.S.C. §§1414(d)~~
~~); 34 CFR § C.F.R. §300.320–328 to .324 (2006)~~
~~Ch.); Me. Dept’ of Educ.~~ Reg. ch. 101, § IX(3)
(August 2007) (Me. Dept. of Ed. Rules)

Adopted: ~~April 8, 2008).~~

~~REFERRAL/PRE-REFERRAL OF STUDENTS WITH DISABILITIES~~ Referral/Pre-Referral
Policy

It shall be the policy of ~~the Cape Elizabeth School Department~~ Schools to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP team may be made by parents at any time, and by professional school staff and by other persons knowledgeable about the ~~child's~~ child's educational needs. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

Regardless of the source of the referral, a referral will be considered received by the school unit on the date that the written referral is received by the office of the Director of Instructional Support. It shall be signed and dated by ~~the~~ Director of Instructional Support or designee, thereby indicating the date of the receipt of that referral.

The Superintendent of Schools, in consultation with the Director of Instructional Support, may develop procedures for referral and the use of pre-referral interventions within the local school unit, and may from time to time amend those procedures as necessary.

~~Legal Reference: Ch.~~

References: Me. Dep't of Educ. Reg. ch. 101, §§ II(23), III, IV(2)(D), (E), V(4)(A) ~~(Me. Dept. of~~
~~Ed. Rules (August 2007).~~

(May 2010).

Date Adopted: ~~April 8, 2008~~

Referral/Pre-Referral Procedures

The Cape Elizabeth School Department Schools shall refer to the IEP Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

A. **Referrals by parents.** A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the office of the Director of Instructional Support.¹ Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the Family in making the referral in writing to the office of the Director of Instructional Support. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the office of the Director of Instructional Support.

A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the District's school unit's pre-referral procedures (discussed below). Those pre-referral procedures shall continue during the referral process, however.

B. **Referrals by staff.** Any professional employee of the school unit may refer a child to the IEP Team regardless of the results of initial child find activities, but only after completion of any pre-referral intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances where the school unit and parent agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.

Professional school staff shall prepare a referral in writing and shall submit that referral directly to the office of the Director of Instructional Support.

C. **Referrals by others.** Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial child find activities, but only after completion of any pre-referral intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances where the school unit and parent agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall

¹ Many school units use different titles for the office that manages special education within that school unit. The bracketed title in this model procedure should be changed to reflect the title used by the local unit.

Referral/Pre-Referral Procedures

assist that person in reducing that referral to writing and submitting it to the office of the ~~[Director of Instructional Support, Special Education]~~.

D. **Receipt of Referral.** Regardless of the source of the referral, a referral is received by the school unit on the date that the written referral is received by the office of the ~~[Director of Instructional Support, Special Education]~~. It shall be signed and dated by the ~~Instructional Support director/~~[Special Education Director or designee], thereby indicating the date of the receipt of that referral.

E. [Special Note: This policy and procedures assume and recommend that the referrals be received by the central special education office, rather than by a building-based model, such as by the principal. If a school unit prefers a different approach, they should discuss the pros and cons of any alternative with their school attorney]

Time Line for Processing Referral. Once the referral has been received in the office of the ~~[Director of Instructional Support, Special Education]~~, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, the local unit must send a "consent to evaluate" form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the local unit shall send the parent its Written Notice form documenting that referral.

Once the office of the ~~[Director of Instructional Support, Special Education]~~ receives the signed consent for evaluation back from the parent, the local unit shall have ~~60 calendar~~45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting, or within 30 calendar days of determining that the student is eligible.

The local unit shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

F. **Transfer Students.** Students who have already been identified as in need of special education services and who transfer into the school unit from another school unit *within Maine* shall, on enrollment and in consultation with the parent, be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until the local unit either adopts the child's IEP from the previous unit or develops, adopts, and implements a new IEP.

Students who have already been identified as in need of special services and who

Referral/Pre-Referral Procedures

transfer into the school unit from another school unit *from outside of Maine* shall, on enrollment and in consultation with the parent, be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until the local unit conducts an evaluation (if determined to be necessary by this school unit) to determine whether the student is eligible for special education, and, if so, develops, adopts, and implements a new IEP.

If the transfer ~~student's~~student's current IEP from his or her prior school unit is not available, or is believed to be inappropriate by either the parent or the school, the local unit should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

If a child transfers into the school unit after the referral time line has begun in the previous school unit but before an eligibility determination has been made, the time line referenced above for completing that process shall not apply if the local unit is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and school unit agree to a specific time when the evaluation will be completed and the eligibility decision made.

Pre-Referral Procedures

Professional school staff members who observe that a student is encountering academic or functional difficulties in school that interfere with the ~~student's~~student's education shall document those specific difficulties on a Pre-Referral Checklist.

The school staff member shall then develop intervention strategies using the intervention checklist that accompanies the pre-referral checklist. The staff member may consult with other school employees and/or the ~~student's~~student's parents in developing the intervention strategy. The intervention strategies shall have an established time period for implementation, and at the end of that time, its success shall be assessed and documented at the bottom of the intervention checklist. If the intervention strategies have not been effective, or if the interventions are demonstrated to be effective but require continued and substantial effort that may include the provision of special education and related services, the staff member ~~shall~~should refer the child to the IEP consistent with the procedures set forth above.

The local unit shall notify parents whenever their child has demonstrated educational difficulties that have led to completion by a staff member of the pre-referral checklist and intervention strategy checklist. That notification of pre-referral interventions should include copies of the completed checklists and shall request that the parents contact the staff member who has completed the documents. That notification shall also inform parents that they have a right to refer their child directly to the IEP Team if they suspect that their child may need special education services. The local unit

Referral/Pre-Referral Procedures

may advise the parents as to why it may be appropriate to have the child participate in the intervention strategies prior to a referral to the IEP team, but the local unit shall not reject or delay the referral until the completion of the intervention strategies.

All notes from the pre-referral process, and, if relevant, team meetings, and all the data collection procedures that may have been developed through this process shall be considered by the IEP Team and shall become part of the child's special education file. For children who do not qualify for special education services, all pre-referral documents are kept in the child's cumulative folder for future reference and for ongoing educational planning.

The general education interventions developed through this pre-referral process shall ~~be continued~~ continue in the event of a referral while the referral is being handled by the IEP Team, and the resulting data shall become part of the child's special education file.

~~Special education due process procedures shall not be used to address parental concerns regarding successful implementation of these pre-referral procedures, and the failure to use this pre-referral process may not be used in special education due process proceedings to establish that the school unit has failed to meet its child find or referral obligations.~~

~~Legal Reference—Ch. 101, §§ II(23), III, IV(2)(D), (E), V(4)(A) (Me. Dept. of Ed. Rules) (August 2007)~~

~~Adopted: April 8, 2008~~

References: Me. Dep't of Educ. Reg. ch. 101, §§ II(23), III, IV(2)(D), (E), V(4)(A) (May 2010).

Date adopted by Superintendent: _____

CHILD FIND Child Find Policy

The Cape Elizabeth School Department ~~Schools~~ seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are school-age, 5 through the school year in which they turn 20, and who are in need of special education and supportive assistance, -- including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools 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 ~~are identified, located, and evaluated.~~

~~The Cape Elizabeth School Department is responsible for child find for resident students attending private or public schools through public tuition payments or public contract and shall meet this duty either through appropriate arrangements with the receiving school unit or through direct child find services by unit personnel or contracted personnel.~~

Cape Elizabeth's The school unit'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. ~~The Cape Elizabeth School Department Schools~~ may schedule child find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to school entry, ~~The Cape Elizabeth School Department Schools~~ will refer the child to the regional ~~Child Development Services (CDS)~~ site within 10 school days.

If the child find process indicates that a student may 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 Reference: _____

CHILD FIND Child Find Policy

References: 34 C.F.R. § 300.111 (2006)

Ch.); Me. Dep't of Educ. Reg. ch. 101 § IV(2) (2007) (Me. Dept. of Ed. Rules) 2010).

ADOPTED: February 9, 1999

REVISED: November 14, 2000

September 13, 2005

April 8, 2008 Date approved:

HOME INSTRUCTION PROGRAM

A student may be excused from attending public school if he/she obtains equivalent instruction through a home instruction program that complies with applicable Maine laws and regulations.

Written Notice of Intent

The student's parent or guardian must provide a written notice of intent to provide home instruction simultaneously to the Superintendent of the school unit in which the student resides and to the Maine Commissioner of Education within ten calendar days of the beginning of home instruction. The notice must contain all of the information required by law.

Annual Assessment of Student Progress

The law requires that students in a home instruction program participate in an annual assessment of the student's academic process. If the test is administered through the school unit where the student resides, the parent or guardian must obtain the agreement of the Superintendent or designee prior to submitting the written notice of intent to provide home instruction.

On or before September 1st of each subsequent year of home instruction, the student's parent or guardian shall file a letter with the Superintendent of the school unit and the Commissioner stating the intention to continue providing home instruction and enclosing a copy of one of the forms of annual assessment of the student's academic progress as specified by law.

Roster of Students Receiving Home Instruction

The Superintendent shall maintain a roster of all students eligible to attend school within the school unit who are receiving home instruction.

Legal References: 20-A MRSA § 5001-A (3) and (4)
Maine Department of Education Rule ~~Chapters~~Chapter 125 and 130

Cross Reference: JEA – Compulsory School Attendance
IHBGA – Home Schooling – Participation in School Programs

~~ADOPTED: September 13, 2005~~

HOME SCHOOLING – PARTICIPATION IN SCHOOL PROGRAMS

The School Board acknowledges the provisions for equivalent instruction under Maine law. The Board further recognizes the Legislature’s statement “that the term ‘equivalent’ is intended to mean meeting state standards for alternate or other instruction and is not intended to mean the same as the education delivered in the public school system.”

In addition, it is the intention of the Board to, “cooperate in the home instruction of any child who resides in the school administrative unit to the degree that the level of cooperation does not interfere with the responsibilities to the students enrolled in Cape Elizabeth Schools’ regular programs.” Furthermore, participation of students in such school programs shall be limited to home-schooled students whose home instruction programs are in compliance with applicable Maine law and Department of Education regulations.

In order to maintain an efficient and orderly school program, the Board directs the Superintendent/designee to develop procedures, as appropriate, regarding the availability of school system resources and services to home-schooled students who would otherwise be eligible to attend school in Cape Elizabeth Schools. The procedures shall be in accord with the following provisions.

I. PROVISION OF INFORMATION

At the request of the student or the student’s parent/guardian, the school unit shall make available to home-schooled students, in a form determined by the school, information regarding access to public school activities and attendance at the school unit’s schools. This information must include:

- A. Requirements regarding initial health and developmental screening for motor skills, vision, hearing and immunization; and
- B. Criteria for participation of home-schooled students in curricular, co-curricular and extracurricular activities.

II. PERMITTED PARTICIPATION

- A. **Participation in Regular Classes.** Home instruction students may enroll in specific, day-school classes provided that the student’s attendance is regular, the class is deemed to be age and grade appropriate, and all prerequisite course requirements are met. In addition, the following shall also apply.

HOME SCHOOLING – PARTICIPATION IN SCHOOL PROGRAMS

1. The student or the student's parent/guardian, on the student's behalf, shall apply in writing to and receive written approval from the Superintendent/designee. Approval may not be unreasonably withheld.
2. The student shall demonstrate prior satisfactory academic achievement consistent with school unit policy and procedures applicable to all students.
3. The student shall comply with behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may withhold credit or terminate the student's participation.
4. Transportation must be provided by the parent/guardian or student. However, the student may use the same transportation as all other students in the school unit as long as additional expenses are not incurred and vehicle capacity is not exceeded.
5. The student shall complete all assignments and tests as required of all students in the same class.

B. Course Auditing. Home instruction students may audit a course(s) provided the following conditions have been met.

1. The student or the student's parent/guardian, on behalf of the student, shall apply in writing to and receive written approval from the Superintendent/designee to audit a specific course or courses. Participation may not be unreasonably withheld.
2. The student agrees to meet established behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may terminate participation.

III. SPECIAL EDUCATION SERVICE

Special Education Services will be available to eligible special education students in accordance with applicable federal and state laws and regulations.

IV. ADMISSION TO REGULAR PROGRAM/PLACEMENT

HOME SCHOOLING – PARTICIPATION IN SCHOOL PROGRAMS

A student who has been receiving home-school instruction and who seeks admission or re-admission to the regular school program will be placed in a grade commensurate with the level of the student's academic achievement. Placement must be guided by the following.

- A. ~~For students who transfer into school from an educational program that Grade level placement is not required to meet the standards of the system of Learning Results, the principal of the receiving school shall determine the value of the student's prior educational experience toward meeting these standards.~~
- B. ~~determined by the principal, in consultation with appropriate school staff may make recommendations concerning placement, based on upon, but not limited to, such factors such as the student's completed curricula and record of achievement, ~~conferenees~~conferencing with the student's parent/ or guardian, and administration of tests, if determined necessary.~~
- C. ~~B.~~ [Note: For consistency, the authority to determine appropriate grade placement and the appeal process should mirror the policy for regularly-enrolled students, and this paragraph can be revised to reflect local policy.] The final grade placement decision shall be made by the principal. in accordance with established policies. The principal's decision may be appealed to the Superintendent, whose decision shall be final.

~~V.~~ RE-ADMISSION TO THE SCHOOL PROGRAM

~~Placement of home-schooled students who wish to be readmitted to the school program will be determined by the principal who shall consult with members of the professional staff to the extent appropriate and, as deemed necessary, to make a reasonable determination that the requisite academic standards have been met, and collect from parents actual samples of coursework (e.g., homework, papers, examinations). The principal may also direct that a test or tests be administered to help determine the student's progress toward meeting the content standards of the Learning Results for the purpose of determining an appropriate grade level. The decision of the principal may be appealed to the Superintendent.~~

~~VI.V.~~ USE OF SCHOOL TEXTBOOKS AND LIBRARY BOOKS

Subject to availability, a student receiving home instruction may use school textbooks, if the number of particular copies are sufficient, and library books owned by the school unit, subject to the following conditions.

HOME SCHOOLING – PARTICIPATION IN SCHOOL PROGRAMS

- A. The use does not disrupt regular student, staff or special program functions.
- B. The student's sign-out period for a library book is the same as that applicable to regularly enrolled students.
- C. The student may sign out a textbook for a period not to exceed one school year.
- D. The parent/guardian and student agree to reimburse the school unit for lost, unreturned or damaged library books and textbooks and for consumable supplies used.

VII. USE OF SCHOOL FACILITIES AND EQUIPMENT

A student receiving home-school instruction may use public school facilities and equipment on the same basis as regularly enrolled students if the following conditions are met.

- A. The use does not disrupt regular school activities.
- B. The use is approved by the school principal in accordance with established school policy.
- C. The use does not create additional expense to the school unit.
- D. The use is directly related to the student's academic program.
- E. The use of potentially hazardous areas, such as shops, laboratories and gymnasiums, is supervised by a qualified employee of the school unit, approved and assigned by the Superintendent.

VIII. MAINE EDUCATIONAL ASSESSMENT AND SAT/MHSA

If a parent of a student in an equivalent instruction program requests to have the student participate in the Maine Educational Assessment (MEA) or SAT/MHSA, such request must be granted. Participation in such examinations must be in compliance with all rules and procedures governing testing conditions in the school unit.

IX. ACADEMIC CREDIT

HOME SCHOOLING – PARTICIPATION IN SCHOOL PROGRAMS

A student receiving home-school instruction must receive academic credit subject to the following requirements.

- A. Academic credit for individual courses must be awarded if the student meets required academic standards applicable to all students enrolled in the same course.
- B. Academic credit must be awarded for successful completion of alternative instruction opportunities sponsored by the school and available to all students.

XIX. HIGH SCHOOL COURSE CREDITS AND DIPLOMA ELIGIBILITY

The following standards govern the awarding of course credits and a graduation diploma to a student receiving home-school instruction who seeks admission or readmission to the high school.

- A. A student shall earn high school credits for satisfactory completion of courses in the high school pursuant to 20-A M.R.S.A. § 5021(2)(A).
- B. A student may earn credit for course work completed through home-schooled instruction if the principal determines both in advance and, upon completion of the course, that the course satisfies the requirements for awarding the credit. The principal may direct that the student undergo a test or tests to assist in making a determination relative to the awarding of credit.
- C. Requests for transfer credit for equivalent instruction completed at non-approved private schools, at private schools that elect not to meet requirements under 20-A M.R.S.A. § 2901, or through other equivalent instruction programs must be evaluated on the merits of the documentation provided. The principal and guidance staff shall conduct these evaluations on request made by the student or the student's parent/guardian. The principal may direct that the student undergo a test or tests to assist in making a determination relative to the awarding of credit.
- ~~D. For students who transfer into a secondary school from another state or an educational program that is not required to meet the standards of the system of Learning Results, the principal of the receiving school shall determine the value of the prior educational experience toward meeting the standards through the local assessment system.~~

HOME SCHOOLING – PARTICIPATION IN SCHOOL PROGRAMS

ED. Awarding of a high school diploma by the local school is conditioned upon the student's demonstration of having satisfied all specific course credit and other requirements established by the Board. The Board may establish resident credit requirements as a precondition for the awarding of a local school unit diploma.

~~FOR STUDENTS GRADUATING AT END OF 2007-2008 SCHOOL~~

~~YEAR: Awarding of a high school diploma by the local school is conditioned upon the student's having met the content standards of the applicable content areas of the system of Learning Results as determined by the local assessment system and the student's demonstration of having satisfied all specific course credits and additional diploma requirements as specified by Board policy. The Board may establish resident credit requirements as a precondition for the awarding of a local school unit diploma.~~

XI

X. PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Students receiving home-school instruction may participate in co-curricular activities such as field trips, assemblies, and academically-related fairs provided:

- A. Prior written permission is obtained from both the parent/guardian and the principal; and
- B. The student has agreed to meet established behavioral, disciplinary, attendance, and other rules applicable to all students.

~~XI~~XI. PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Students receiving home-school instructions are eligible to try out for extracurricular activities sponsored by the school unit provided the student applies in writing if the following requirements are satisfied.

- A. The student agrees to abide by equivalent rules of participation as are applicable to regularly enrolled students participating in the activity and provides evidence that the rules of participation are being met.
- B. The student complies with the same physical examination, immunization, insurance, age, and semester eligibility requirements as regularly enrolled students participating in the activity. All required documentation must be made available upon request by the school unit. The school principal is authorized to collect from the student's parent/guardian actual samples of

HOME SCHOOLING – PARTICIPATION IN SCHOOL PROGRAMS

coursework (e.g., homework, examinations, etc.) as he/she deems necessary in order to make the determination that the necessary academic standards have been met.

- C. The student meets equivalent academic standards as those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met.
- D. The student abides by the same transportation policy as regularly enrolled students participating in the activity.

~~XIII~~-XII. **STANDARDS FOR PARTICIPATION WHEN TUITION PAYMENT TO ANOTHER UNIT IS REQUIRED [if applicable]**

If and when the school unit does not provide academic instruction for specific grade levels, the following applies for students enrolled in an approved program of equivalent instruction.

- A. **Class participation.** The home-schooled student or the student’s parent/guardian shall request authorization from the resident local school unit to apply to another school unit for permission to participate in classes or activities in that other school unit.
- B. **Tuition payment.** Tuition payments for home-schooled student participation in a local school unit, including attendance at an applied technology center or an applied technology region other than in the applicant’s resident district is the responsibility of the home-schooled student, the student’s parent/guardian, or the student’s resident school administrative unit, in accordance with school unit policy. Participation may not be unreasonably withheld.
- C. **Participation eligibility.** A tuitioned, home-schooled student is subject to the rules relating to eligibility for participation in co-curricular or extracurricular activities as may apply at the receiving school unit.
- D. **Interscholastic activities.** A tuitioned, home-schooled student attending classes in more than one receiving school unit is not eligible for participation in interscholastic activities at any local school unit.

~~XIV~~
XIII. **APPEALS**

HOME SCHOOLING – PARTICIPATION IN SCHOOL PROGRAMS

Appeals from administration and application of ~~Board~~this policy are heard by the Board, whose decision is final and binding. Appeals that question the ~~Board~~whether this policy complies with legal requirements must be made to the Commissioner of Education, whose decision is final and binding.

Legal Reference: 20-A M.R.S.A. §§ 5001-A(3), 5021-5025
Ch. 127, 130 (~~Me.~~ Maine Dept. of Ed. Rules)

~~Cross-Reference: HBG Home Schooling~~

~~Adopted: September 13, 2005 (Replacing original policy)~~

POST-SECONDARY ENROLLMENT OPTIONS

Local boards are already required to have a policy on post-secondary enrollment options. We have revised an existing sample policy to incorporate post-secondary courses taken through the distance learning network or the Internet. It is our understanding that access to such courses is currently allowed by the University of Maine only on a case-by-case basis, but we also understand that there are efforts underway to broaden access to such courses for high school students. Notes within the policy alert boards to sections required by the statute and areas where boards may choose among various options.

DWM NOTE: There are several choice points for the Board in this policy. After Board discussion, the policy should be revised to include only the options chosen and the notes should be deleted.

This policy establishes the requirements for student enrollment in post-secondary courses taken before high school graduation.

Eligible Institutions

Students may take courses at eligible post-secondary institutions within Maine, which include the University of Maine System, the Maine Community College System and Maine Maritime Academy. Students may take courses offered through the DOE Distance Learning Network or the Internet if such participation is approved by the post-secondary institution.

INOTE TO BOARD: The school unit may allow students to take courses at private colleges and other institutions (including through the DOE Distance Learning Network or the Internet), but the school unit cannot include such costs as allowable program costs. The following language provides one option for consideration if the Board wishes to allow students to take courses at private institutions.

OPTIONAL LANGUAGE: Students may be allowed to take courses at private colleges or other institutions, including courses offered through the DOE Distance Learning Network or the Internet. Responsibility for all costs associated with any courses taken at private colleges will rest with the student and his/her parent(s). Any such requests shall be considered on a case-by-case basis to the extent that funds are available and the requirements of this policy are met.

POST-SECONDARY ENROLLMENT OPTIONS

Student Eligibility Requirements

A student may take no more than one course per semester and two courses per academic year.

A student must meet the following criteria prior to enrolling in a post-secondary course:

~~A. Have completed all available high school coursework in the field in which the post-secondary courses are requested.~~

B. [NOTE TO BOARD: The following requirements are included in the statute.]

A. Have a minimum of a B average [or 3.0] in his/her courses overall; unless
~~C. the eligible institution has waived the minimum grade/grade point requirement;~~

B. Meet the course admission standards of the eligible institution;

C. Provide evidence of parent/guardian approval for taking the course; and

~~E. Obtain approval from the principal and guidance counselor, after meeting with the guidance counselor to develop a plan describing how the course will help the student meet graduation requirements in order to obtain approval.~~

D. Receive a recommendation to take a postsecondary course or courses from the school administration or one of the student's secondary school teachers following an assessment of the student by the administration.

A student enrolled in grade 11 or 12 who does not have a B average [or 3.0] in his/her courses overall ~~or who does not meet the criterion in subparagraph (A) above~~ is eligible to take a post-secondary course provided that he/she:

A. Has been assessed and received a recommendation to take the course from the school administration ~~either to facilitate graduation or for enrichment purposes if the student has met all applicable graduation requirements in the field through high school coursework; or from a secondary school teacher; and~~

~~B. Has been approved for participation in the course by an eligible institution; and~~

~~C. Has provided evidence of parent/guardian approval for taking the course.~~

Awarding of Credits

POST-SECONDARY ENROLLMENT OPTIONS

The eligible institution shall grant full credit to any student who successfully completes a course.

[NOTE TO BOARD: School units are not required to award credit for courses taken at eligible institutions. The following language is one option for school units to consider if the Board wishes to grant high school credit.]

OPTIONAL LANGUAGE: High school graduation credit for a course taken under this policy shall be awarded as follows:

- A. *The course must meet for a minimum of one semester.*
- B. *The course must meet any applicable Learning Results standards.*
- C. *The student must earn a passing grade in the course. [ALTERNATIVE OPTION: The Board may specify a minimum grade requirement if desired.]*
- D. *Attendance must satisfy the ~~instructor=~~instructor's requirements. [ALTERNATIVE LANGUAGE OPTION: The Board may request that the eligible institution record and report attendance to the high school.]*
- E. *If the above criteria are met, the student shall receive ~~5~~ _____ (insert the appropriate number of high school credits for each ~~3-credit semester course~~ completed.)*
- F. ~~The weight assigned to grades received in post-secondary courses approved pursuant to this policy shall be determined on a case by case basis by the Principal and the Guidance Director depending on the circumstances of the student's taking the class and the course description and expectations. There shall be no presumption that grades in approved courses shall receive weight simply because they are offered by a post-secondary institution.~~

Financial Assistance

- A. The Maine Department of Education shall pay applicable tuition costs (up to the limits of legislative appropriation) for any student enrolled in a course under this policy if the eligible institution requires tuition payment.
- B. The student and his/her parent/guardian are responsible for paying for all textbooks, course fees and transportation costs.

[NOTE TO BOARD: While the statute obligates students to pay the costs in Paragraph B, school units may still choose to pay some or all of these costs. Such

POST-SECONDARY ENROLLMENT OPTIONS

costs remain allowable program costs under the statute. The following language provides one option for the Board to consider, or the Board may develop its own requirements.

OPTIONAL LANGUAGE: If the student qualifies for free or reduced lunch, the school unit shall pay the cost of textbooks, course fees, and transportation.

School Unit Reporting Requirements

The Superintendent shall make parents and students aware of post-secondary enrollment options through handbooks or other appropriate means.

Legal Reference: 20-A MRSA Section 4771 et seq.
Chapter 127 (Maine Department of Education Rules)

~~ADOPTED: September 13, 2005 (Replacing original policy)~~

SELECTION OF EDUCATIONAL MATERIALS

[LOCAL SCHOOL UNITS ARE REQUIRED TO PROVIDE ANNUAL NOTICE TO PARENTS OF THEIR RIGHT TO INSPECT EDUCATIONAL MATERIALS AND THE PROCEDURE FOR DOING SO. THERE ARE SEVERAL WAYS THIS NOTICE REQUIREMENT CAN BE SATISFIED, INCLUDING THE FOLLOWING: PROVIDING PARENTS WITH A COPY OF THE POLICY, FORM LETTER, NOTICE IN PARENT NEWSLETTERS, ETC.]

Definitions

Chapter 127 of the Maine Department of Education defines “instructional materials” to include “textbooks and other print materials, software and other electronic materials, and supplies and other materials to support implementation of the system of Learning Results.” “Library-media resources” include “books, written materials, online Internet resource materials, multimedia materials and information technology that support the school unit’s curriculum.”

[NOTE: 20-A M.R.S.A. § 1001(10-A) states that local Boards may approve educational materials. We have included two options that local Boards may want to consider. The first option is for the Board only to approve textbooks and delegate the rest of the educational material selection decisions to the Superintendent. The second option is for the Superintendent to make all educational material selection decisions within the parameters of the Board’s policy. Local Boards should discuss the various options with the Superintendent and choose the most appropriate option for their school unit.]

Selection of Materials

OPTION 1: The Superintendent, in consultation with administrators and professional staff, is responsible for selecting instructional materials and library-media resources. Textbook selections must be submitted to the Board for approval. 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 he/she deems appropriate. All administrative procedures must be consistent with this policy.

OPTION 2: The Superintendent, in consultation with administrators and professional staff, is responsible for selecting appropriate educational materials (including instructional materials and library-media resources). 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 he/she deems appropriate. All administrative procedures must be consistent with this policy. The Superintendent is expected to keep the Board 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.

SELECTION OF EDUCATIONAL MATERIALS

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 unit'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 respect and appreciation for cultural diversity and varied opinions;
- F. Stimulate growth in factual knowledge, literary appreciation, aesthetic values, ethical standards, and critical analysis;
- G. Provide information that will enable students to make informed decisions in their daily lives;
- H. Be accurate and current;
- I. Reflect high quality scholarship and presentation;
- J. Represent significant authors/composers and works; and
- K. Be affordable.

Selection Procedure

The highest priority shall be meeting the instructional needs of the individual schools. 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 essential to student achievement of Learning Results content standards.

Before selecting/recommending materials for purchase, professional staff should evaluate the existing collection, 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.

In accordance with state regulations, social studies and science textbooks should not be older than five years unless up-to-date supplemental instructional materials are also available.

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 judged by the same criteria as materials selected by the school staff and in accordance with any applicable Board policies or procedures on gifts and donations.

Inspection of Materials by Parents and Opt-Out Requests

SELECTION OF EDUCATIONAL MATERIALS

A student's parent/guardian may inspect, upon request, any instructional or library-media materials used as part of the curriculum. 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 policy.

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

Challenged Materials Procedure

This procedure applies only to requests to remove materials from the school's collection or curriculum. Individual exemption requests are subject to Board policy IMBB. In the event that a student, parent, staff or community member has a concern regarding particular materials or requests removal of particular material from the curriculum or collection, the following procedure will be followed:

- A. 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 remove materials from the curriculum or library collection.
- B. If the complainant is not satisfied, he/she shall be referred to the building administrator and requested to fill out the "Citizen's Challenge to 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 administrator at the appropriate grade level; one librarian/media specialist; one classroom teacher; the department head in the subject area of the challenged materials; and one ~~two~~ community member.
- D. The review committee shall read and examine the materials referred to them; check general acceptance of materials by reading reviews; weigh the values and faults of the material. 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 recommendations.
- E. The committee shall provide the final report to the Superintendent, who will inform the complainant of the results.
- F. No material shall be removed from use until the review committee has made a final decision.

SELECTION OF EDUCATIONAL MATERIALS

- 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 to review the complaint and the committee report, and to receive testimony from representatives of the various points of view. The material in question shall be:
1. Reviewed objectively and in its full content;
 2. Evaluated in terms of the needs and interests of students, school, curriculum and community;
 3. Considered in the light of differing opinions; and
 4. Reviewed in light of the criteria set forth in this policy.

The Board will announce its decision in writing not later than the conclusion of the next regular meeting of the Board.

Legal Reference: 20-A MRSA §§ 1001 (10-A), 1055 (4), 4002
Chapter 125 (Maine Department of Education Rules)
P.L. 107-110 § 1061 (No Child Left Behind Act)

Cross Reference: IJJ-E – Citizen’s Challenge of Educational Media Form
IMBB – Accommodation of Sincere Beliefs in Required Instruction

~~ADOPTED: September 13, 2005 (Replaces original IJJ Selection of Instructional & Library Materials)~~

CITIZEN'S CHALLENGE OF EDUCATIONAL MEDIA FORM

Type of Material: Book Magazine/Periodical Film Recording
 Software Other – Please Specify: _____

Author (if known): _____

Title: _____

Publisher (if known): _____

Person making complaint: _____

Address: _____

Telephone: _____

Complainant represents: Him/herself
 Organization/Group (please name): _____

1. Why do you object to this material?

2. Identify any particular sections to which you object. (Please be specific: cite pages, scenes, etc.) _____
3. What are the positive aspects of this material? _____
4. Did you read/view/hear all of the material? If not, what parts did you read/view/hear? _____
5. Please identify any professional reviews/judgments of this material that you have read.

6. What would you like the school to do about this material?
 Restrict use of the material by grade or location as follows: _____
 Do not assign it to any students.
 Withdraw it from the library and/or instructional program.

Signature of Complainant

Date

STUDENT PROGRESS THROUGH THE GRADES

The Cape Elizabeth School Department offers a planned program of instruction designed to assist students in ~~meeting~~achieving the content standards of the system of learning results for each grade span (~~K through grade 2, grades 3-4, 5-8 and 9-12~~). In general, students will progress annually from grade to grade, but the Board recognizes that some students may require a shorter or longer time to ~~meet the content standards and~~ other~~reach~~ instructional goals. Therefore, the grade placement of each student will be made on an individual basis. The Board expects school ~~administrator~~administrators and teachers to provide students with the instructional support needed to progress from grade to grade in the regular sequence whenever possible.

Effective communication with parents is critical to a student's success in school. The Superintendent, school administrators and teachers are responsible for ensuring that parents are kept informed of their child's progress through report cards, parent-teacher conferences and other appropriate means. Parents are encouraged to keep themselves informed regarding their child's progress and to inform their child's teacher(s) of any information that may impact the child's school performance.

School administrators, teachers and guidance counselors shall consider the following factors in making ~~decision~~decisions concerning promotion, retention or acceleration of students:

- Information regarding the student from the ~~local~~student assessment system;
- Other indicators of academic achievement;
- Attendance;
- Motivation, attitude and behavior;
- Age;
- Program options;
- Any other issues pertinent to the particular student's school performance.

~~Decision~~Decisions concerning special education students shall be in consultation with the ~~Pupil Evaluation~~IEP Team.

Parents will be notified as early as possible in the school year if their child is being considered for retention, and except in very unusual circumstances, no later than _____. The building administrator shall be responsible for making the final decision regarding retention or acceleration in consultation with the student's parents, teacher(s) and guidance counselor. Parents dissatisfied with the building administrator's decision may appeal to the Superintendent in writing within 14 calendar days. The Superintendent shall review the matter and request further information if appropriate. The Superintendent's decision shall be final.

STUDENT PROGRESS THROUGH THE GRADES

~~CROSS REFERENCE: Cross References:~~ IKF - Graduation Requirements

~~ILA - Local Assessment System~~

~~ADOPTED: October 10, 2006~~

~~Legal References: 20-A M.R.S.A. §§ 4711; 4721 et seq.; 6201 et seq.
Chapters 125 and 127 (Maine Department of Education Rules)~~

GRADUATION REQUIREMENTS

~~Credits:~~ Successful completion of a full year course at Cape Elizabeth High School results in the award of 10 credits towards graduation, which is the equivalent of 1 Carnegie unit. Successful completion of a semester course at Cape Elizabeth High School results in the award of 5 credits towards graduation, which is the equivalent of ½ Carnegie unit.

~~Credit Requirement for Graduation.~~ In order to graduate from Cape Elizabeth High School, a student must earn:

~~* 230 credits~~

~~* The following specific credits:~~

~~English 40 credits~~

~~Mathematics 30 credits~~

~~Science 30 credits. Beginning with the Class of 2011, those credits must be in the areas of Physics, Chemistry, and Biology~~

~~Social Studies 30 credits, of which 10 credits must be earned in United States History and 5 credits must be earned in United States government. Beginning with the Class of 2011, 15 additional credits must be earned in courses in World History.~~

~~Health 5 credits~~

~~Physical Education 10 credits~~

~~Fine Arts and Technology 20 credits combined~~

~~Fine Arts 10 credit minimum~~

~~Technology 5 credits~~

~~Course Failure.~~ Students who fail a required course must develop, with parent or guardian and guidance counselor, a plan for making up the lost credit.

GRADUATION REQUIREMENTS

~~Transfer~~ High school students must meet specific state and local graduation requirements in order to receive a high school diploma.

Credit Requirements

Students must successfully complete a total of [insert number of credits] one-year course equivalents (credits) and achieve the content standards of the parameters for essential instruction as follows: [the following credits are currently required by statute, additional local requirements may be added]

- A. English – 4 credits.
- B. Social Studies – 2 credits (including one year of American History and Government, and civics).
- C. Mathematics – 2 credits.
- D. Science and Technology – 2 credits (including at least one year of laboratory study).
- E. Fine Arts (which may include arts, music, forensics or drama) – 1 credit.
- F. Physical Education - 1 credit;
- G. Health – ½ credit; and
- H. The remaining credits may be selected by the student on the basis of his or her interests, abilities and plans following graduation.

In addition to meeting the credit requirements and content standards, students must:

[Insert any local requirements concerning attendance, courses, volunteer activities, etc.]

~~Students. For students who transfer to Cape Elizabeth principal shall determine the value of the student's prior educational experience towards meeting Cape Elizabeth High School's graduation requirements.~~

~~**Early Awarding of Diplomas.** A student who has met the State's and the Board's diploma requirements in fewer than four years of high school may be awarded a with disabilities may earn a regular diploma. Any student interested in pursuing this option must schedule a meeting with her/his parent/legal guardian and guidance counselor to review the requirements and prepare a plan no later than the end of the school year before the hoped for graduation date. The student's plan must be approved by the Principal, guidance counselor, and the student's parent(s)/guardian(s).~~

GRADUATION REQUIREMENTS

~~Credit Waiver.~~ Students can petition the Principal for a waiver of local graduation requirements. Petitions will be considered on an individual basis by the principal by fulfilling state and the respective department head and guidance counselor.

~~Participation in Graduation Ceremonies.~~ No student is allowed to participate in graduation exercises unless all academic~~local~~ requirements are met, all school property is returned, and all school fees are paid as specified by the goals and objectives of their Individual Education Plan (IEP).

~~CROSS REFERENCES: IHODA: Post Secondary Enrollment Options
IKFA: Early Graduation
IKFC: Awarding of High School Course Credit Prior to Grade
9~~

~~ADOPTED: November 8, 1994
REVISED: November 12, 1996
May 13, 2003
November 14, 2006
June 10, 2008~~

Legal References: 20-A M.R.S.A. §§ 4722; 6209
Ch. 125, 127, 131, 132 (Maine Department of Education Rules)

STUDENT SURVEYS AND MARKETING INFORMATION

[NOTE: The No Child Left Behind Act expanded the categories of information addressed in the Protection of Pupil Rights Act (PPRA, or "Hatch Act") and added several new requirements concerning notice to parents prior to administering surveys and the rights of parents to inspect surveys and related materials.

This policy outlines the content required by the law, but local Boards will need to include further information about how the requirements will be met in their school unit. The NCLB Act also requires that this policy be developed "in consultation" with parents. Methods of accomplishing this may include inviting parent comments on the policy during Board meetings when the policy is discussed/adopted, holding a Board workshop, or discussing the policy at parent meetings at the school level.

Parents must be notified directly of this policy and we suggest that local school units include a copy with the FERPA notice that is provided to parents at the beginning of the year.

From time to time, the Cape Elizabeth School Department may administer surveys to students in the course of developing and evaluating programs and services offered in the schools. The school unit will comply with the federal Protection of Pupil Rights Act and applicable regulations concerning the administration of surveys and the use of personal information about students for marketing purposes as outlined in this policy.

Parental Consent to Surveys

No student shall be required to participate in a survey receiving funding under U.S. Department of Education programs that reveals the following information without prior notice to and the written consent of parents/guardians:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations or beliefs of the student or the student's parent; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

In the case of surveys not funded under U.S. Department of Education programs, parents/guardians will receive prior notice of the survey and their right to opt-out.

STUDENT SURVEYS AND MARKETING INFORMATION

Parents/guardians may request that their child not participate in a particular survey by submitting a written request to the Superintendent ~~within ten days~~*for other appropriate administrator designated by the Board* within ten days *for other time period designated by the Board* of receiving the notice.

NOTE: As reflected in the paragraphs above, PPRA requires prior written consent only for surveys funded in whole or in part by U.S. Department of Education funds and only prior notice for surveys not funded in any part by U.S. Department of Education funds. For ease of administration, local Boards may decide to extend the requirement for prior written consent to any survey administered in the school unit that involves the categories listed above. Boards interested in this approach should contact DWM for appropriate alternative language for this section of the policy.

Notice to Parents Regarding Surveys

Parents/guardians will be provided with a copy of this policy at the beginning of each school year, and within a reasonable time if substantive changes are made to the policy by the Board. If actual or expected dates of surveys have been scheduled when the policy is distributed, parents/guardians of affected students will be notified at that time. If surveys are scheduled after the start of the school year, parents/guardians will be provided with reasonable notice before the survey is administered.

Procedure for Inspection of Surveys/Instructional Materials

Parents/guardians have the right to inspect any survey created by a third party before it is distributed or administered to students. Parents/guardians may also inspect any instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey.

Parents/guardians may request to inspect surveys or related instructional materials by submitting a request in writing to the Superintendent *for other appropriate administrator designated by the Board* within ten days of receiving notice that a survey is to be administered. The Superintendent *for other appropriate administrator designated by the Board* shall make arrangements for the parent/guardian to inspect the survey and/or materials within a reasonable time prior to the scheduled date for the survey.

Use of Student Personal Information for Marketing Purposes

NOTE: The PPRA requires local school units to notify parents and provide inspection and opt-out rights if certain personal information about students is collected, disclosed or used for commercial marketing purposes. These requirements do not apply to information used for the exclusive purpose of developing, evaluating or providing educational products or services for or to students or educational institutions (including but not limited to tests and assessments, sale by students of products or services to raise funds for school-related purposes, student recognition programs and book clubs or magazines). We recommend that local Boards not

STUDENT SURVEYS AND MARKETING INFORMATION

collect or disclose any personal information about students for marketing purposes and this section of the policy reflects our recommendation. If a local Board wants to allow the use of personal information for marketing purposes, please contact us for appropriate language to insert here.]

The School Department does not collect, use or disseminate personal information about students for marketing or commercial purposes.

This policy does not prevent the collection, use or dissemination of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for or to students or educational institutions (including but not limited to tests and assessments, sale by students of products or services to raise funds for school-related purposes, student recognition programs and book clubs or magazines).

Protection of Student Privacy

The Superintendent shall be responsible for ensuring that appropriate measures are taken to ensure that student privacy is protected when surveys are administered or personal information about students~~student~~ is collected, disclosed or used for marketing purposes.

[NOTE: Local Boards may choose to identify the steps that will be taken to protect student privacy here. We suggest that local school units follow the same procedure they use to safeguard the confidentiality of student education records under FERPA.]

Students Over 18/Emancipated ~~Student~~Students

In the case of emancipated students or students over the age of 18, the parent/guardian rights described in this policy transfer to the student.

Complaints

The United States Department of Education maintains an office that handles complaints about alleged violations of the Protection of Pupil Rights Amendment by local school units. Complaints regarding violations may be submitted in writing to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Legal References: 20 U.S.C. § 6361 (No Child Left Behind Act)
20 U.S.C. § 1232h; 34 C.F.R. Part 98 (Protection of Pupil Rights Amendment)
20 U.S.C. § 1232g; 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act)

STUDENT SURVEYS AND MARKETING INFORMATION

Cross References: JRA – Student Education Records and Information

~~ADOPTED: December 12, 2006~~

PARENT INVOLVEMENT IN TITLE I PROGRAMS

[NOTE: The NCLB Act requires school units receiving Title I funds to develop a detailed policy on parent involvement. The Act also requires each individual school to have a parent involvement policy. There is a provision in the Act that allows school units to consolidate the parent involvement requirements into a single policy, and we have chosen this route in this sample. However, local Boards should be aware that they may adopt separate policies concerning school unit and school parent involvement responsibilities if they wish.

This policy outlines the content required by the NCLB Act, but local Boards will need to include further information about how these requirements will be met in their particular school unit and schools. The NCLB Act requires that parent involvement policies be developed “jointly with” parents of participating children, and local school units should be sure to comply with this requirement.

The Board endorses the recognizes that parent involvement goals is a significant factor in the academic achievement of Title I students and in improving the quality of our schools. The Board encourages the regular participation by parents/guardians in all aspects of the school system’s parents of students in Title I programs:

For the purpose of this policy, “parents/guardians” includes other family members to become involved in supervising the child’s schooling.

I. DISTRICT LEVEL PARENT INVOLVEMENT POLICY

In compliance with federal law, their education and to participate in programs and activities offered by the school unit will develop. To that end, this policy has been developed jointly with, agree on with, and distribute to parents of children participating students in the school system’s Title I programs a written district-level parent involvement policy.

Annually, This policy outlines how the school unit and each school will support and implement parent involvement activities. The Superintendent is responsible for designating appropriate personnel to carry out the school unit responsibilities described in this policy.

Development of Title I Plan

[NOTE: Local Boards should replace the following bullets with descriptions of how the particular requirements will be met at the school unit and/or individual school level]

- *How the school unit will involve parents/guardians will have opportunities to participate in the evaluation of the content and effectiveness of in developing the school unit’s parent involvement policy and in using the findings of the evaluation to design strategies for more Title I plan [NOTE: schools identified for improvement under the NCLB Act]*

PARENT INVOLVEMENT IN TITLE I PROGRAMS

must also include information about how parents will be involved in the process for school review and improvement];

Support for Parent Involvement Activities

- *How the school unit will provide coordination, technical assistance and other support necessary to assist each Title I school in planning and implementing effective parent involvement and to make revisions to the policy to improve student academic achievement and school performance.*

~~H. SCHOOL PARENT INVOLVEMENT POLICY~~

- ~~As required by law, The school unit and each school in the school unit that receives Title I funds shall jointly develop with parents/guardians of children served in the program a school parent/guardian will support and build parental and community involvement policy in the schools, including “School Parent Compact” outlining the manner in which parents, school staff, and students will share the responsibility for improved student academic the following activities:~~

[Note: The law specifies a number of activities that are required (those beginning with “shall” below) as well as some that are optional for school units to provide. The final list of activities included here should reflect local decisions.]

- *Shall provide assistance to parents in understanding state and local achievement in meeting State standards. The school policy will be distributed to and assessments and how they can work with teachers to improve their child’s achievement;*
- *Shall provide materials and training to help parents work with their child to improve achievement (such as literary training and use of technology);*
- *Shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents/guardians, in the value of parent involvement and methods to foster and increase parent involvement in the schools;*
- *Shall, to the extent feasible and appropriate, coordinate parent involvement programs and activities with public and private preschool programs to support parent involvement in the education of their child;*
- *May involve parents in the development of teacher training to improve its effectiveness;*
- *May provide necessary literacy training from Title I funds if “all other reasonable available sources of funding for such training” has been exhausted;*
- *May pay reasonable and necessary expenses associated with local parental involvement activities (including transportation and child care costs), to enable parents to participate in school-related meetings and training;*
- *May train parents to enhance the involvement of other parents;*

PARENT INVOLVEMENT IN TITLE I PROGRAMS

- May arrange school meetings at a variety of times or conduct in-home conferences between teachers and other appropriate school staff with parents who are unable to attend meetings at school;
- May adopt and implement model approaches to improving parental involvement;
- May establish a district-wide parent advisory council to provide advice on matters related to parent involvement;
- Shall provide “such other reasonable support for parental involvement activities as parents may request.”

School-Level Activities

The following activities shall be conducted in each school for parents of children participating in Title I:

- An annual meeting shall be held to inform parents about Title I and its requirements, and the right of parents to be involved.
- Parents will be included in the planning, review and improvement of Title I programs, policies and procedures.
- Parents will be provided with the following:
 - Timely information about Title I programs;
 - A description and explanation of the school’s Title I programs, curriculum, forms of academic assessment and expected student proficiency levels;
 - The “At parent request, opportunities for regular meetings so that parents can make suggestions and to participate, as appropriate, in decisions relating to their child’s education;
 - Meetings will be held at flexible times, such as mornings or evenings to encourage parent participation.

School-Parent Compact²²

Each school shall develop with parents a school-parent compact that outlines how parents, school staff and students will share the responsibility for improving academic achievement and helping students to meet the state’s academic standards.

A. Describe [NOTE: The law contains specific elements that must be included in the compact:

Description of the school’s responsibility to provide high -quality curriculum and instruction in a supportive and effective learning environment enabling that enables the children in the Title I program programs to meet the State’s student academic achievement standards;

- 1) B. Indicate, and the ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, monitoring and television watching; volunteering in their child’s

PARENT INVOLVEMENT IN TITLE I PROGRAMS

~~classroom;~~ *and participating, as appropriate, in decisions related* ~~to their children's~~ *the education of their children and positive use of* ~~extra-curricular~~ *extracurricular time; and*

- 2) ~~C.~~ *Address the importance of parent-teacher communication between teachers and parents on an ongoing basis, with* ~~through,~~ *at a minimum;*
- a) *Parent-teacher conferences, in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement;*
- b) *Frequent reports to parents, and on their children's progress;*
- a)c) *Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.]*

III. ~~PARENT INVOLVEMENT MEETINGS~~Each Policy Evaluation and Revisions

The school ~~receiving Title I funds shall convene~~ unit will conduct an annual ~~meeting to which all parents/guardians of eligible children shall be invited to inform them about the school's participation in Title I and to involve them in the planning, review, and improvement~~ evaluation of the ~~school's~~ effectiveness of this policy in improving the academic quality of the schools. Based on this evaluation, the policy and Title I programs ~~and the~~ will be revised if necessary to improve parent involvement policy.

In addition Distribution of Policy

This policy shall be distributed ~~to the required annual meeting, at least one other meeting shall be held at various times of the day and/or evenings for~~ parents/guardians of all students participating in Title I programs.

These meetings shall be used *[NOTE: The law requires that local school units and schools must, to the extent practicable, provide "full opportunities for the participation of parents with:*

- A. ~~Information about programs the school provides under Title I;~~
- B. ~~A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the~~ *limited English proficiency* ~~level students are expected to meet;~~
- C. ~~Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their,~~ *parents with disabilities, and parents of migratory children;* ~~and~~

PARENT INVOLVEMENT IN TITLE I PROGRAMS

~~D. The opportunity to submit comments to the district level if they are dissatisfied with the school-wide Title I program.~~

~~Title I funding, if sufficient, may be used to facilitate parent/guardian attendance at meetings through the payment of transportation and childcare costs.~~

~~IV. PARENT RELATIONS~~

~~Parents/guardians of children identified for participation in a Title I program shall receive from the building principal and Title I staff an explanation of the reasons supporting their child's selection, a set of objectives to be addressed, and a description of the services to be provided. Parents will receive regular reports on their child's progress and be provided opportunities to meet with the classroom and Title I teachers. Parents will also receive training, materials, and suggestions as to how they format and...language such parents can assist in the education of their children at home. understand."]~~

~~V. DELEGATION OF RESPONSIBILITY~~

~~The Superintendent/designee shall be responsible for ensuring that the school unit's Title I plan, programs, and parent involvement policies comply with applicable law and regulations and for developing administrative procedures, as needed, to implement this policy.~~

Legal References: 20 U.S.C. § 6318

Adopted: October 13, 2009

PUBLIC'S RIGHT TO KNOW/FREEDOM OF ACCESS

The Board recognizes the importance of a well-informed public to the operations of the school unit. The Board will comply with all applicable sections of Maine's Freedom of Access Act.

The Board designates the Superintendent, and to act in the absence of the Superintendent, the Assistant Superintendent [or _____] as the Public Access Officer for Cape Elizabeth Schools.

[NOTE: 1MRSA § 413 requires each school administrative unit to designate “an existing employee” as its public access officer. The public access officer is responsible for ensuring compliance in regard to Freedom of Access requests (see 1MRSA § 413(1)). A person designated as a public access officer is required to complete a course of training on the requirements of Maine’s Freedom of Access Act as related to public records and proceedings and must do so no later than the 120th day after such designation (see 1 MRSA § 412(1)). As with school board members, a person designated as public access officer may meet the training requirement by reviewing all the information made available by the State of Maine on the Frequently Asked Questions portion of its Freedom of Access website, or by completing any other training course that includes all of this information. Certification of completion is also required (see 1MRSA § 412(3)).]

Except as otherwise provided by statute, all Board proceedings shall be open to the public, any person shall be permitted to attend, and any records or minutes of such proceedings that are required by law shall be made promptly and shall be open to public inspection.

Board agendas and minutes, proposed and approved Board policies, annual budget reports, student handbooks and Board member Freedom of Access training documentation/certificates shall be available for immediate inspection and/or copying in the Superintendent's Office. Requests for all other public records shall be made, preferably in writing, to the Superintendent, specifying the records desired for inspection/copying. The Superintendent/designee may request clarification concerning which public record or records are being requested.

The Superintendent/designee shall acknowledge receipt of a request for inspection and/or copying of public records within a reasonable period of time.

[NOTE: M.R.S.A. § 408(1) requires acknowledgement of the receipt of a request to inspect and/or copy a public record within a “reasonable period of time.” As a matter of good practice, MSMA recommends acknowledgement be provided within five working days whenever feasible.]

If the request is denied, the Superintendent/designee shall inform the requestor in writing within five working days of the request and shall state the reason for denial. Otherwise, inspection and/or copying may be scheduled to occur within a reasonable period of time following the request at a time that will not delay or inconvenience the regular activities of the school unit.

PUBLIC'S RIGHT TO KNOW/FREEDOM OF ACCESS

The school unit is not required to create a record that does not exist.

[NOTE: What should be regarded as a “reasonable period of time” for producing records for inspection depends upon the circumstances. Some documents are more accessible than others, and some requests more complex or difficult to fulfill, e.g., those requiring retrieval from multiple files, redacting (blacking out) of confidential information, searching computer networks or converting a record to a usable form. Other documents, such as Board meeting minutes and Board policies are typically kept in a central location and easily retrieved. It would be reasonable to expect that such documents would be provided expeditiously.]

ELECTRONICALLY STORED PUBLIC RECORDS

In compliance with the Freedom of Access Act, the school unit will provide access to an electronically stored public record as a printed document or the record or in the medium in which the record is stored, at the requester's option, except that the school unit is not required to provide access to an electronically stored public record as a computer file if the school unit does not have the ability to separate or prevent the disclosure of confidential information contained in or associated with that file. The school unit is not required to provide access to a computer terminal.

[NOTE: We recommend consultation with your school attorney if there is a question as to whether a document or particular information must be provided in response to a Freedom of Access request, or the form in which it must be provided.]

FEES

Except as otherwise provided by law or court order, Cape Elizabeth Schools may charge fees as follows:

- A. A fee of _____ per page to cover the cost of copying. **[NOTE: The statute provides for a “reasonable fee to cover the cost of copying.”]**
- B. A fee of _____ per hour after the first hour of staff time per request to cover the actual cost of searching for, retrieving, and compiling the requested public record. Compiling the public record includes reviewing and redacting confidential information. **[NOTE: By statute, this fee may not exceed \$15.00 per hour.]**
- C. If conversion of a public record into a form susceptible of visual or aural comprehension or into a usable format, a fee to cover the actual cost of translation.
- D. A charge for the actual mailing costs to mail a copy of the record.

PUBLIC'S RIGHT TO KNOW/FREEDOM OF ACCESS

- E. No fee shall be charged for inspection of public records, unless the record cannot be inspected without being compiled or converted, in which case paragraph B or C applies.

As required by law, the school unit will provide the person making the request an estimate of the time necessary to complete the request and of the total cost and, if the estimated total cost exceeds \$100.00, will inform the requestor before proceeding. If the estimated total cost is greater than \$100.00 or if the requestor has previously failed to pay a fee assessed for access to Cape Elizabeth Schools records, the requestor may be required to pay all or a portion of the estimated cost prior to the search, retrieval, compiling, conversion and copying of the public record.

The Superintendent is directed to develop and implement such administrative procedures as may be necessary to carry out this policy.

Legal Reference: 1 M.R.S.A. § 401 et seq.

Cross Reference: BEC – Executive Sessions
GBJ – Personnel Records and Files
JRA – Student Educational Records

Adopted: _____

PLEASE NOTE MSMA sample policies and other resource materials do not necessarily reflect official Association policy. They are not intended for verbatim replication. Sample policies should be used as a starting point for a board's policy development on specific topics. Rarely does one board's policy serve exactly to address the concerns and needs of all other school units. MSMA recommends a careful analysis of the need and purpose of any policy and a thorough consideration of the application and suitability to the individual school system.

MSMA sample policies and other resource materials may not be considered as legal advice and are not intended as a substitute for the advice of a board's own legal counsel.

**PHYSICAL RESTRAINT and/or SECLUSION
INCIDENT REPORT**

Instruction to Staff: This report must be completed and provided to an appropriate administrator/designee within two school days of an incident of a student physical restraint or seclusion regulated by Maine Department of Education Rule Chapter 33.

A. STUDENT INFORMATION

Name of student: _____ School: _____
Grade: _____ Age: _____ Gender: _____
Name of parents/guardians: _____

Does the student have an: IEP 504 Plan Behavior Plan IHP Other Plan (if other, please specify type): _____

B. INCIDENT INFORMATION

Date of incident: _____ Location(s) of incident (be specific): _____

Did the incident involve: Physical Restraint Seclusion Both

Total time of incident from beginning to when the student calmed down and returned to regular programming: _____

If physical restraint and/or seclusion were used more than once during the incident, specify the beginning and ending time of each use:

Describe the circumstances and specific student behavior that led to the incident: _____

Describe what interventions were tried prior to the use of physical restraint and/or seclusion (if none were tried, explain why): _____

**PHYSICAL RESTRAINT and/or SECLUSION
INCIDENT REPORT**

Describe the incident as it happened, including the type(s) of physical restraint and/or seclusion used: _____

Describe how the incident was resolved and the student returned to program (if applicable):

Was anyone injured during the incident? Yes No

If yes, provide the date and time of the nurse or other response personnel notification:

If yes, what treatment was administered: _____

C. STAFF INFORMATION

Provide the following information about staff members involved in the incident:

Name: _____	Role: _____	Certified: <input type="checkbox"/> Yes <input type="checkbox"/> No
Name: _____	Role: _____	Certified: <input type="checkbox"/> Yes <input type="checkbox"/> No
Name: _____	Role: _____	Certified: <input type="checkbox"/> Yes <input type="checkbox"/> No
Name: _____	Role: _____	Certified: <input type="checkbox"/> Yes <input type="checkbox"/> No
Name: _____	Role: _____	Certified: <input type="checkbox"/> Yes <input type="checkbox"/> No
Name: _____	Role: _____	Certified: <input type="checkbox"/> Yes <input type="checkbox"/> No

D. OTHER INFORMATION

Date, time and method of parent/guardian notification: _____

Drummond Woodsum Sample - August 2012

**PHYSICAL RESTRAINT and/or SECLUSION
INCIDENT REPORT**

Scheduled date and time of staff debriefing: _____

Scheduled date and time of student debriefing: _____

NAME AND POSITION OF PERSON COMPLETING REPORT:

DATE OF REPORT: _____

Disciplinary REMOVAL Removals of Students with Disabilities

When removing students with disabilities from their regular school programs, whether as a result of a suspension, an expulsion, or any other removal covered by state and federal special education laws, it shall be the policy of the Cape Elizabeth School Department Schools to comply fully with all applicable state and federal special education laws that govern such removals.

The Superintendent of Schools, in consultation with the Director of Instructional Support and other school administrators, may develop and promulgate procedures for implementing this policy, and may from time to time amend those procedures as necessary.

Legal Reference: ~~Ch. References: Me. Spec. Ed. Reg. ch. 101-§ XVII (Me. Dept. of Educ. Rules) (2007)~~
2009; 34 C.F.R. § 300.101, .530 ~~to~~ .536 (2006)

~~ADOPTED: February 9, 1999~~

~~REVISED: November 14, 2000~~

~~REVISED: April 8, 2008~~

Administrative Procedures for Removal of Students with Disabilities

~~DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES~~

These procedures shall govern disciplinary removals of students with disabilities from their regular school program. These procedures shall be interpreted in a manner consistent with state and federal special education laws and regulations.

A.—1. School administrators may suspend students with disabilities for up to 10 cumulative school days in the school year under the same terms and conditions as students without disabilities are suspended, subject to the limitations set forth below.

—————1.—————A. In the event that a disabled student's IEP specifically lists a school response other than a suspension that must be followed for a particular type of misconduct, the school administrator shall follow the requirements of the IEP in responding to that misbehavior.

—————2.—————B. When calculating the 10 cumulative school day total, school administrators shall include school days spent in an in-school suspension or removal, unless during that removal the child continued to have access to the general curriculum, to the special education services in his or her IEP, and to participation with ~~non-disabled~~ nondisabled children to the extent he or she would have in the student's regular program.

B.—2. After a ~~student~~ child with a disability has been removed from his/ or her current placement for 10 cumulative school days in the same school year, during any subsequent days of removal the school administrator shall consult with at least one of the ~~student's~~ child's teachers and then shall arrange for the ~~student~~ child to receive a level of educational services during the removal sufficient to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals listed in the student's IEP.

—————C.—————3. Within 10 school days of any decision to "change the placement" of a ~~student~~ child with a disability because of a violation of a code of student conduct, school officials shall hold an IEP team meeting to undertake the following:;

—————1.—————A. The Team shall review all relevant information in the student's file, including the IEP, any teacher observations, and recent evaluations;;

—————2.—————B. The Team shall then undertake a manifestation determination to decide whether the ~~student's~~ child's misconduct was a manifestation of his/ or her disability.

Administrative Procedures for Removal of Students with Disabilities

3. C. If the Team determines that the misbehavior is a manifestation of the disability, the Team must either:

a. i) conduct a functional behavior assessment, unless one had been conducted before the behavior incident, and shall implement a behavior intervention plan for the child; or

b. ii) if a behavior plan has already been developed, review the plan and modify it as necessary to address the behavior. Except as provided in ~~D.4~~ below, the Team must also return the studentchild to the placement from which he/ or she was removed, unless the school and parent agree to a change of placement as part of the revision of the behavior plan.

4. D. If the Team determines that the misbehavior is not a manifestation of the disability, school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to studentschildren without disabilities, except that services must be provided to the studentchild during the disciplinary removal consistent with ~~5.(C.)3(E)~~ below.

5. E. When a studentchild with a disability has a disciplinary removal that would be a “change of placement,” the IEP Team shall order services for the studentchild that will enable the studentchild i) to :

a. continue to participate in the general curriculum although in another setting;

b. ii) to progress toward meeting the goals in the IEP; and

c. iii) to receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.
~~designed to address the behavior violation so that it does not recur.~~

6.

F. For purposes of this section, a “change of placement” occurs if:

a. (i) the removal is for more than 10 consecutive school days;
 or

Administrative Procedures for Removal of Students with Disabilities

~~b.~~ (ii) the child has been subjected to a series of removals that constitute a pattern and:

~~1)~~ a) because the series of removals totals more than 10 cumulative days in the school year;

~~2)~~ b) because the child's behavior is substantially similar to the behavior in previous incidents resulting in the series of removals; ~~and, and c)~~ because of additional factors such as the length of each removal, the total length and the proximity of the removals to each other.

~~3)~~ Because of additional factors such as the length of each removal, the total length, and the proximity of the removals to each other.

~~D.~~ 4. In those circumstances where a student brings a weapon to school, to a school function, or on school premises (including transportation); or where a student knowingly possesses, uses, sells, or attempts to sell illegal drugs at school, a school function, or on school premises (including transportation); or when the student inflicts serious bodily injury upon another person while at school, a school function, or on school premises (including transportation); school officials may place that student in an alternative educational setting for up to 45 school days, shall provide educational services for the student consistent with ~~5-C-3(E)~~ 3(E) above, and shall schedule an IEP Team meeting to occur within 10 school days of commencing that removal. At that meeting, the Team shall undertake all necessary actions discussed in these procedures for responding to removals that constitute a change of placement for the ~~student~~ child. Any further removals in response to the incident shall be made consistent with these procedures and state and federal special education rules.

Legal Reference: ~~Ch. References: Me. Spec. Ed. Reg. ch. 101-§ XVII (Me. Dept. of Educ. Rules) (2007)~~

~~2009); 34 C.F.R. § 300.101, .530- to .536 (2006)).~~

ADOPTED: ~~April 8, 2008~~

[*current CE Policy JJIF = Sanctioning of Sports*]

MANAGEMENT OF CONCUSSIONS AND OTHER HEAD INJURIES

The Board recognizes that concussions and other head injuries are potentially serious and may result in significant brain damage and/or death if not recognized and managed properly. The Board adopts this policy to promote the safety of students participating in school-sponsored extracurricular athletic activities, including but not limited to interscholastic sports [**OR: students participating in school-sponsored interscholastic sports activities**].

TRAINING

By June 30 [**OR: _____**] of each year, the Athletic Director [**OR: _____**] will identify the school-sponsored athletic activities that pose a risk of concussion or other head injury. A list of these activities will be distributed to school administrators and coaches.

All coaches, including volunteer coaches, must undergo training in the identification and management of concussive and other head injuries prior to assuming their coaching responsibilities. The training must be consistent with such protocols as may be identified or developed by the Maine Department of Education (DOE) and include instruction in the use of such forms as the DOE may develop or require.

Coaches shall be required to undergo refresher training every two [**OR: ____**] years or when protocols and/or forms have been revised.

STUDENT AND PARENT INFORMATION

Annually, at the beginning of each school year, [**OR: Prior to the beginning of each sports season,**] students and parents of students who will be participating in school-sponsored athletic activities will be provided information regarding

- A. The risk of concussion and other head injuries and the dangers associated with continuing to participate when a concussion or other head injury is suspected;
- B. The signs and symptoms of concussion and other head injuries; and
- C. The school unit's protocols for 1) removal from the activity when a student is suspected of having sustained a concussion or other head injury, 2) evaluation, and 3) return to participation in the activity ("return to play").

[current CE Policy JJIF = Sanctioning of Sports]

MANAGEMENT OF CONCUSSIONS AND OTHER HEAD INJURIES

The student and his/her parent(s) must sign a statement acknowledging that they have received and read this information before the student will be allowed to participate in any school- sponsored athletic activity.

MANAGEMENT OF CONCUSSIVE AND OTHER HEAD INJURIES

It is the responsibility of the coach of the activity to act in accordance with this policy when the coach recognizes that a student may be exhibiting signs, symptoms and behaviors associated with a concussion or other head injury.

Any student suspected of having sustained a concussion or other head injury during a school-sponsored athletic activity including but not limited to competition, practice or scrimmage, must be removed from the activity immediately. The student and his/her parent(s) will be informed of the need for an evaluation for brain injury before the student will be allowed to return to the activity.

No student will be permitted to return to the activity or to participate in any other school-sponsored athletic activity on the day of the suspected concussion.

Any student who is suspected of having sustained a concussion or other head injury shall be prohibited from further participation in school-sponsored athletic activities until he/she has been evaluated and received written medical clearance to do so from a licensed health care provider who is qualified and trained in concussion management.

[NOTE: We suggest that boards think carefully about the level of expertise that should be required in “clearing” a student for “return to play” and add appropriate language to this policy. An athletic trainer who has been trained to do so can certainly administer an ImPact test, and there are generally accepted protocols for gradual “return to play.” However, if clearance for return to play is regarded as a medical recommendation that should be made in the best interest of the student, a higher level of independent expertise may be warranted. This would also free an athletic trainer from pressure by parents, coaches and others to get a student back into play prematurely.]

Coaches and other school personnel shall comply with the student’s health care provider’s recommendations **[OPTIONAL: and in the absence of specific recommendations, with generally accepted protocols]** in regard to gradual return to participation. No student will be permitted to return to full participation (competition) until cleared to do so. More than one evaluation by the student’s health care provider may be necessary before the student is cleared for full participation.

[current CE Policy JJIF = Sanctioning of Sports]

MANAGEMENT OF CONCUSSIONS AND OTHER HEAD INJURIES

If at any time during the return to play program signs or symptoms of a concussion are observed, the student must be removed from the activity and referred to his/her health care provider for re-evaluation.

COGNITIVE CONSIDERATIONS

School personnel should be alert to cognitive and academic issues that may be experienced by students who have suffered a concussion or other head injury, including but not limited to difficulty with concentration, organization, long-and-short term memory and sensitivity to bright lights and sounds, and accommodate a gradual return to full participation in academic activities as appropriate, based on the recommendations of the student's health care provider and appropriate designated school personnel (e.g., 504 Coordinator).

CONCUSSION MANAGEMENT TEAM

The Superintendent will appoint a concussion management team including a school administrator to be responsible, under the administrative supervision of the Superintendent, to make recommendations related to implementation of this policy. The concussion management team will include the Athletic Director and school nurse and may include one or more principals or assistant principals, the school physician and such other school personnel or consultants as the Superintendent deems appropriate.

**CAPE ELIZABETH SCHOOLS
CONCUSSION INFORMATION SHEET**

Parents and student-athletes: Please read, sign, and keep a copy. You must turn in a signed form prior to the start of practice.

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your student-athlete reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

- Symptoms may include one or more of the following:**
- Headaches
 - “Pressure in head”
 - Nausea or vomiting
 - Neck pain
 - Balance problems or dizziness
 - Blurred, double, or fussy vision
 - Sensitivity to light or noise
 - Feeling sluggish or slowed down
 - Feeling foggy or groggy
 - Drowsiness
 - Change in sleep patterns
 - “Don’t feel right”
 - Fatigue or low energy
 - Sadness
 - Nervousness or anxiety
 - Irritability
 - More emotional
 - Confusion
 - Concentration or memory problems (forgetting game plays)
 - Repeating the same question/comment
 - Amnesia

- Signs observed by teammates, parents or coaches include:**
- Appears dazed
 - Vacant facial expression
 - Confused about assignment
 - Forgets plays
 - Is unsure of game, score, or opponent
 - Moves clumsily or displays in coordination
 - Answers questions slowly
 - Shows behavior or personality changes
 - Can’t recall events prior to hit
 - Can’t recall events after hit
 - Seizures or convulsions
 - Any change in typical behavior or personality
 - Loses consciousness
 - Slurred speech

This document is adapted from the CDC and the 3rd International Conference on Concussion in Sport Consensus Statement (2009)

**CAPE ELIZABETH SCHOOLS
CONCUSSION INFORMATION SHEET**

What can happen if my child keeps on playing with a concussion or returns to soon?

Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the signs and symptoms of concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often under report symptoms of injuries, and concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student-athlete's safety.

If you think your child has suffered a concussion

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. Cape Elizabeth Schools requires the consistent and uniform implementation of well-established return to play concussion guidelines that have been recommended for several years and reflected in Board policy:

Any student suspected of having sustained a concussion or other head injury during a school-sponsored athletic activity including but not limited to competition, practice or scrimmage, must be removed from the activity immediately. . .

No student will be permitted to return to the activity or to participate in any other school-sponsored athletic activity on the day of the suspected concussion.

Any student who is suspected of having sustained a concussion or other head injury shall be prohibited from further participation in school-sponsored athletic activities until he/she has been evaluated and received written medical clearance to do so from a licensed health care provider who is qualified and trained in concussion management.

You should also inform your child's coach if you think that your child may have a concussion. Remember it's better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

For current and up-to-date information on concussions you can go to:

<http://www.cdc.gov/Concussion>

Student-athlete Name Printed

Student-athlete Signature

Date

Parent or Legal Guardian Printed

Parent or Legal Guardian Signature

Date