



Maine Regional School Unit 21
The Schools of Arundel, Kennebunk, and Kennebunkport

"Preparing responsible, contributing citizens in a global society."

Andrew R. Dolloff, Superintendent of Schools
James W. Barnes, Business Administrator

Dr. Patrick M. Manuel, Assistant Superintendent
Susan M. Mulsow, Director of Special Services

TO: BOARD OF SCHOOL DIRECTORS
FROM: ANDREW DOLLOFF, SUPERINTENDENT OF SCHOOLS
RE: NOTICE OF RSU21 MEETING

On Monday, January 25, 2010 at 7:00 p.m. the RSU21 Board of School Directors will meet at the **Mildred L. Day School Library**, for a Regular Board Meeting and Special Presentation. The meeting will be videotaped and rebroadcast at a later date.

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. INTRODUCTION OF BOARD MEMBERS AND GUESTS

IV. PUBLIC COMMENT

V. SPECIAL PRESENTATION

1. Strategic Planning Update
2. Approval of the formerly called English as a Second Language Plan (ESL) – New Name – English Language Learners (ELL) Plan

VI. CONSENT AGENDA ITEM(S)

- A. Approval of December 21, 2009 School Board Minutes

VII. AGENDA ADJUSTMENT(S)

VIII. OLD BUSINESS/COMMITTEE REPORTS

- A. Facilities Committee
- B. Human Resources
- C. Finance Committee
- D. Policy Committee
 1. First Readings
 - a. JEA Compulsory Attendance
 - b. JEAA School Entrance
 - c. JFAA Residency
 - d. JFAB Admission of Non-Resident Private Tuition Students
 - e. JFABA Tuition Agreement
 - g. JFABB Foreign Exchange Students
 - h. JFC Student Withdrawal
 - i. JGAA Assignment of Students – Five Year Olds
 2. Second Readings
 - a. BCC – Nepotism
 - b. Section I
 1. IJNDB Access to Telecommunications
 2. IJNDBR – Student Internet Use Policy





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- 3. IJND School System Web Sites/Web Pages
- 4. IJNDR – Administrative Policy
- c. Section G
 - 1. GBEB - Staff Conduct with Students
- d. EHB – Records Retention Policy
- E. Prevention Activities Team
- F. Communications Committee
- G. Education Foundation

IX. NEW BUSINESS

X. COMMUNICATIONS FROM SCHOOL BOARD CHAIR

XI. COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS

XII. EXECUTIVE SESSION

- 1. Assignment of officials/appointees/employees 1 M.R.S.A. 405(6)(A)

- 2. For the purpose of discussing labor contract negotiations between the Board of Education and the Teamsters Union and the Teacher's Association pursuant to 1 MRSA (405) (6) (D).

XI. ADJOURNMENT



**RSU21 SCHOOL BOARD BACKUP
MONDAY, JANUARY 25, 2010
7:00 P.M.
MILDRED L. DAY SCHOOL LIBRARY**

IV. PUBLIC COMMENT

V. SPECIAL PRESENTATION

1. Strategic Planning Update - Leia and Andrew will update you on the community forum that was held January 11th.

2. Approval of the formerly called English as a Second Language Plan (ESL) – New Name – English Language Learners Plan (ELL) – You will find a copy of the plan in this backup. Melissa Camire, assistant special education director, will answer any questions you may have regarding the plan.

VI. CONSENT AGENDA ITEM(S)

A. Approval of December 21, 2009 School Board Minutes

VII. AGENDA ADJUSTMENT(S)

VIII. OLD BUSINESS/COMMITTEE REPORTS

A. Facilities Committee – Attached please find the meeting notes from the January 14, 2010 Meeting.

B. Human Resources – The committee will be meeting on January 27, 2010.

C. Finance Committee – The committee will be meeting on Friday.

D. Policy Committee

1. First Readings

a. JEA Compulsory Attendance; essentially SAD existing policy with new home schooling requirements added in from MSMA/State.

b. JEAA School Entrance; no changes.

c. JFAA Residency; no changes.

d. JFAB ADMISSION OF Non-Resident Private Tuition Students; no changes (new in SAD in 2008 to accept students for IB).

e. JFABA Tuition Agreement; changed the dates, were 2008-09 throughout.

f. JFABB Foreign Exchange Students; no changes.

g. JFC Student Withdrawal; Drop Out Prevention Committee; no changes.

h. JGAA Assignment of Students – Five Year Olds; no changes.

2. Second Readings

a. BCC – Nepotism – you will find a corrected version of this policy in your backup.

b. Section I

1. IJNDB – Access to Telecommunications

2. IJNDB – R – Student Internet Use Policy – you will find a corrected version of this policy in your backup.

3. IJND – School System Web Sites/Web Pages

4. IJND – R – Administrative Policy

c. Section G

1. GCSA – Employee Computer and Internet Use – we are holding this policy because it is still being corrected.

2. GCSA – R – Employee Acceptable Use Agreement for Computer/Internet/Telecommunications – we are holding this policy because it is still being corrected.

3. GBEB - Staff Conduct with Students – you will find a corrected version in your backup.

d. EHB – Records Retention Policy

E. Prevention Activities Team – In your backup you will find the PAT minutes from the January 26,

2010 meeting. The next meeting will be January 26 at 3:00 in Room 13 at Kennebunk High School.

F. Communications Committee – In your backup you will find the minutes from the January 15, 2010 meeting.

G. Education Foundation – Tim Hussey will update the board on the activities of the foundation, including their big event “Ignite the Spark”.

XI. COMMUNICATIONS FROM SCHOOL BOARD CHAIR

XII. COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS

XIII. EXECUTIVE SESSION

1. Assignment of officials/appointees/employees 1 M.R.S.A. 405(6)(A)

2. For the purpose of discussing labor contract negotiations between the Board of Education and the Teamsters Union and the Teacher’s Association pursuant to 1 MRSA (405) (6) (D).

**RSU21 BOARD MEETING
MONDAY, DECEMBER 21, 2009
KENNEBUNKPORT FIRE STATION**

Attendance: Chairperson, Maureen King; Vice Chairperson, Tim Hussey. Directors: Pam Richard-Wuerthner, Norm Archer, Bob Domine (arrived 7:55), Kevin Knight, Art Leblanc, Leia Lowery (absent), Jack Reetz, John Sharood, James Smith and Gayle Spofford. Student Representatives: John E. Price and Chloe Littell Simpson.

IV. BOARD SPECIAL REPORT

V. CONSENT AGENDA ITEM(S)

A. Approval of December 7, 2009 School Board Minutes – MOTION MADE TO APPROVE THE MINUTES (TIM HUSSEY), SECONDED: (JOHN SHAROOD). VOTED: 10-0. STUDENT VOTE: 2-0.

VI. AGENDA ADJUSTMENT(S)

Executive Session for the purpose of discussing labor contract negotiations between the Board of Education and the Teamsters Union and the Teacher's Association Pursuant to 1 MRSA (405) (6) (D).

VII. OLD BUSINESS

A. Facilities Committee – Director Smith gave an overview of the December 10th meeting. There were no written minutes at the time. The group met with Dan Cecil of Harriman Associates. Future Facilities Meetings will be podcast and/or videotaped. The Planning Decisions portion of the project along with other data will be presented at the January 14th Facilities Meeting.

B. Human Resources - The next meeting will include a discussion of the superintendent's goals, which are complete. Superintendent Dolloff announced that Arundel Principal, Tom Parker will formally retire at the end of the school year after several decades of service to the school children of Maine and New Hampshire.

C. Finance Committee – Budget parameters for the 2010-2013 periods were discussed. A spreadsheet was distributed with a summary of the raw data collected to date on the major budget parameters. Recommendations for the Board to consider were discussed so the Administrative Team could have guidance in preparing a draft for the 2010-2013 three year plan and a draft budget for 2010/2011.

D. Policy Committee

1. Second Reading of Section G Policies – MOTION MADE TO APPROVE PORTIONS OF SECTION G FOR A SECOND READING (NORM ARCHER), SECONDED: (PAM RICHARD-WUERTHNER). VOTED: 10-0. STUDENT VOTE: 2-0.

2. First Reading of:

a. BCC- Nepotism

b. Section 1

1. IJNDB – Access to Telecommunications

2. IJNDB-R – Student Internet Use Policy

3. IJND – School System Web Sites/Web Pages

4. IJND-R – Administrative Policy

c. Section G

1. GCSA – Employee Computer and Internet Use

2. GCSA-R Employee Acceptable Use Agreement for Computer/Internet/Telecommunications

3. GBEB – Staff Conduct with Students

d. EHB – Records Retention Policy

MOTION TO APPROVE THE ABOVE FOR A FIRST READING (GAYLE SPOFFORD), SECONDED: (JAMES SMITH). VOTED: 10-0. STUDENT VOTE: 2-0.

E. Communications Committee – Director Archer reported the committee did not meet this month.

F. Education Foundation – Director Hussey reported the gala named "Igniting the Spark: A Night to Celebrate Educational Excellence" will be held January 28 at the Coastal House in Wells.

G. Strategic Planning – Superintendent Dolloff is working to set the agenda for the January 11th public forum at 7:00 p.m. at the middle school cafetorium.

RSU 21

FACILITIES COMMITTEE AGENDA

January 14, 2010 @ 7:30 AM

1. Facilities Utilization Study update – Dan Cecil (see attached memo)
2. MSK update – Andrew Dolloff
3. New matters.

WE WILL BE MEETING AT THE LEARNING CENTER (CENTRAL OFFICE) AT 7:30 AM.

MEMORANDUM

Building communities
since 1870

To
Andrew Dolloff, Jim Barnes, RSU #21 Facilities Committee, DWC, DER, RDM, PRM, AJR,
RCK, CG, FILE

From
Daniel W. Cecil, AIA

Date
January 14, 2010

Project
RSU #21 Arundel, Kennebunk, Kennebunkport
Strategic Facilities Plan
Project No. 09644

Subject
Facilities Committee Meeting Agenda – 01/14/10, 7:30 am

Items:

- **Draft Financial Profiles - handout**
 - Overview of how the spreadsheets are to be used
 - Review of each budget category. The categories have been organized to align with the RSU accounting codes.
 - Trending past and future expenses for each school as a separate financial entity. Looking out +/- 25 years to account for bonding of any construction projects that may come out of the study in the future.
 - Metrics
 - Dollars per Square Foot per Year
 - Dollars per Student per Year
 - Square feet per Student
 - Others?
 - Set annual inflation rate from FY 2010-2011 on. Current draft assumes 3% per year for general budgets and 5% per year for Data and Phone.
 - Remaining budget items to verify
 - General Repairs and Maintenance – not broken out by school in RSU budget.
 - Capital Improvement Projects – being developed
 - Transportation – being developed

- **Progress Updates**
 - Status of Existing Records
 - Copied all existing drawings. Will provide Facilities with a CD-ROM.
 - Copied all existing Mildred L. Day files from the Town Offices. Will return the files to the Town.
 - Working with Alyce on reviewing the Transportation Plan if one or more schools were to close. Reviewing the CIP plans with Alyce and Jim.
 - Working with Alyce to organize the facilities data in a format and with software that is compatible with the RSU's facilities management software (Schooldude.com), the upcoming DOE VFA facilities inventory, and the DOE funding applications in 2010. Have copied all these documents from Alyce.
 - Population Projections – Planning Decisions study to be completed soon.
 - Capacity Analysis
 - Using RSU list of the size of every room in their inventory and applying State standards to determine recommended student population by room.
 - Using schedules provided by the Principals to catalog actual student population by room. Example – KHS classrooms are often smaller than DOE standards.
 - Determine if the limiting factor for capacity is classroom space or core spaces – e.g. cafeteria, kitchen, library.
 - Educational Program Needs
 - Have interviewed the Principals in each school and received extensive data on schedules, room sizes, utilization rates, condition of the facilities, technology use, number and type of teachers, number of students in each room by period, etc.
 - Determine the adequacy of educational space in each school
 - Received and reviewed copies of the KHS Auditorium study, drawings, and budgets
 - Drafting the report on the state of the existing conditions in each school
- **Next Steps**
 - **Review of Options for Future Study – verify to begin planning**
 - Can some or all of the Arundel Middle School students be housed at the MSK?
Can some or all of these middle school students be housed at the KHS in the future should they chose to attend KHS? Could the 6th grade move out of the MSK?
 - Close the Sea Road School
 - Close the Consolidated School
 - Close the Mildred L. Day School
 - Change all elementary schools to K-5
 - Potential energy upgrades and projected costs and savings in each school
 - Other options to study?
 - Discussion about Maine DOE applications
 - Verify square footage numbers with the drawings
 - Look at the educational offerings at TAMS.
 - Tour all six buildings with the Architect/Engineer team
 - Finish assembling the basic technical data for each school – size, age, condition of systems, grade configurations, utilization rates, programs, students per teacher, bus routes, capacity, etc.

H A R R I M A N

- Finish copying and reviewing all relevant facilities records
 - Get copies of additional NEASC Reports (already have report dated 4/13/07 with a response from KHS dated 12/17/07)
 - Set schedules for all meetings and milestones
 - Sustainability – begin to develop Sustainability Goals for the buildings, catalog existing green systems
 - Start RSU project website
 - Work with Operations and the Business Manager to design the Facilities Plan to be flexible, changeable and adaptable
 - Kick-off meeting with student government(s)
-
- **Communications Plan Update**

**Regional School Unit 21
Arundel- Kennebunk-Kennebunkport
LAU PLAN**

Regional School Unit (RSU) 21 is committed to providing curricular, instructional and other related services to ensure that English Language Learners (ELLs) are able to participate effectively in the schools' educational programs. To accomplish this for students with ELL needs, RSU 21 will implement this Lau Plan, which details the procedural requirements and services to be provided to students with English Language Acquisition needs.

The **Language Assessment Team (LAT)** will facilitate the process for identification and programming for students who are limited in English proficiency. The LAT will coordinate and oversee the education program of ELL students enrolled in the school year.

LANGUAGE ASSESSMENT TEAM (LAT)

1. **Language Assessment Team** will consist of the following personnel at appropriate levels: Building Administrator, Regular Education teacher(s), ELL teacher, guidance counselor, the parent or guardian, and other school personnel as needed.

2. **Responsibilities of the Language Assessment Team include:**
 - a. identification of ELLs.
 - b. determination of the assessment process for ELLs.
 - c. design of an effective program reflective of individual student needs.
 - d. alignment of instruction of ELLs to state and local content standards.
 - e. provision of ongoing authentic assessments to ascertain their growth in English language proficiency and comprehension of academic content.
 - f. determine when the ELL student meets the exit or reclassification standards as defined by the State of Maine which is a level 6 composite score on the ACCESS.
 - g. monitor any ELL student who has met proficiency for 3 years in order to ensure academic success of that student. If a student on monitor begins to experience difficulties, the LAT will meet, reassess the student needs and determine if additional services need to be provided.
 - h. maintain a language development file for each ELL student within the cumulative education folder.

3. **The LAT will:**
 - a. review home language surveys which are completed upon enrollment.
 - b. identify ELL students using multi-criteria evaluations.
 - c. develop an appropriate and effective Individualized Language Acquisition Plan (ILAP) for any student who does not meet proficiency according to the Maine definition of proficiency by attaining a Level 6 Composite Score on the ACCESS for ELLs®.

The Individualized Language Acquisition Plan (ILAP) may include but is not limited to:

- i. a description of the programming to address language acquisition and academic performance.
- ii. a description of integrative materials used to support that instruction.
- iii. ancillary services such as interpreter services or special education, gifted /talented, computer literacy as appropriate.
- iv. a plan to review the ILAP at least annually or upon request of the parent or team member.

THE IDENTIFICATION PROCESS FOR ELL STUDENTS

1. Home Language Survey to be completed during Kindergarten screening or upon enrollment in RSU 21.
2. Informal Observation/Interview (part of regular registration process)
3. Parent/Student Interview (in native language as necessary)
4. Previous School Records Review
5. Registration Information
6. Teacher Observation
7. Student self-referral
8. Parent referral
9. Appropriate Language proficiency assessment WAPT.

Limited English Proficiency is not a disability covered by IDEA or Maine special education regulations. ELL students should not be placed in any special education program unless exceptionality is well documented (including assessment of the student's native language skills) and appropriate procedures for special education services have been followed, independent of the ELL identification.

RESPONSIBILITY FOR REVIEWING SURVEYS AND REFERRALS

The ELL teacher is responsible for reviewing Home Language Surveys and any referrals or requests for ELL programs and support. If the determination is made that a student should receive further assessment of the need for services, a Language Assessment Team shall be formed.

ASSESSMENT

Potential ELL students will be assessed by the ELL teacher for level of English language proficiency by:

1. consultation with classroom teacher.
2. anecdotal information from student, family/guardian and/or sponsors.
3. testing in academic/content area skills.
4. annual ACCESS testing *after* screening of WAPT.

PLACEMENT AND PROGRAMMING

Once the student's English proficiency is determined, the LAT will consider the following factors in determining appropriate placement and programming to support the student in acquiring English language proficiency as well as to provide content area support to achieve Learning Results knowledge and skills:

1. Chronological age and grade of the student;

2. English language proficiency level;
3. Previous educational experiences;
4. Family history.

EVALUATION OF STUDENT PROGRESS

The LAT will evaluate each ELL's progress and programming at least annually (and more often if there are teacher, student and / or parent concerns that warrant a review). Each ELL will participate in the WIDA ACCESS for ELLs test scheduled by the Maine Department of Education. The student's language acquisition will be reviewed in conjunction with teacher observations, student work and other relevant factors such as parent observations.

CONTINUUM OF SERVICES

Services for each ELL student will be determined on an individual basis depending on his/her particular needs. RSU 21 has the following continuum services available to students with ELL needs:

1. regular classroom instruction.
2. consultation by the ELL instructor to the classroom teacher/ educational technician.
3. consultation by the ELL instructor to the student.
4. in-classroom support of the student by the ELL instructor / educational technician.
5. direct instruction by the ELL instructor of the student in the regular classroom.
6. direct instruction by the ELL instructor of the student in a pull out setting.

RECLASSIFICATION CRITERIA

A multi-criteria assessment will be made determining if an ELL student will be classified as a Fluent English Proficient (FEP) student. This will consist of the following:

1. Teacher evaluation of general language proficiency by observing the student's oral social language and academic language performance in both formal and informal settings.
2. LAT evaluation of progress of the students in reference to ELL skills and objectives. An objective evaluation will be made as to how the student is functioning in the four skill areas of listening, speaking, reading, and writing compared to their English speaking classmates. This evaluation will be made jointly by the ELL instructor and the classroom teacher(s). Exit thresholds will include, but not be limited to:
 - a. ACCESS testing completed annually. Maine recognizes that a composite score of Level 6 on the ACCESS for ELLS® constitutes an exit from an ESL educational program.
 - b. Monitoring of students by the LAT for a three-year period after reclassification to FEP.

PARENT NOTIFICATION AND INVOLVEMENT

To the extent practicable, parent notices and information will be provided in a language the parents can understand. In addition, if practicable, an interpreter will be provided to assist parents in communicating with school staff and at meeting of the LAT to discuss the student's programming and progress in attaining English proficiency.

Parents shall be notified before their child's English proficiency is assessed and shall be provided with the results of such assessments. If the student is identified as in need of ELL services, the parents shall be notified no later than 30 days after the beginning of the school year or within two weeks of the child's placement in the program as required by No Child Left Behind Act. Parents shall be invited to attend and participate in all LAT meetings pertaining to their child and shall be notified of school activities which are called to attention of other parents.

PROGRAM EVALUATION PROCESS

The Director and Assistant Director of Special Services are responsible for monitoring and evaluating the overall effectiveness of the Lau Plan. An effective plan is one in which students are achieving proficiency in English and are able to participate meaningfully in the school programs. The Director and / or Assistant Director will annually perform the following functions:

1. review staff compliance with Lau Plan procedures and requirements;
2. consult with ELL teachers on student data to assess student progress in achieving English proficiency and participation in school programs;
3. obtain feedback and suggestions from staff, parents, and students (if appropriate) concerning Lau Plan procedures and services provided to students;
4. report to the Superintendent regarding the findings of the program evaluation and any recommendations for improvements to the Lau Plan procedures or educational programs and services provided to ELLs.

Adopted: 10/09

TO: RSU 21 Board of Directors
FROM: Communications Committee
DATE: January 15, 2010
RE: Meeting Minutes

In Attendance: Maureen King, Kevin Knight, Leia Lowery, Bob Domine
Submitted by: Bob Domine

The Communications Committee convened at 12:30 pm, on Friday, January 15, 2010.

Discussions followed an agenda provided by Chair, Norm Archer.

MSK Faculty Allegations of a “Sick Building”

- To date, no evidence has been found to suggest that the building is causing sickness.
- The National Institute of Occupational Safety and Health (NIOSH) has agreed to evaluate the building, at no cost to RSU21. A NIOSH evaluation that confirms the earlier findings will provide a definitive basis for administrative action.
- We (the Ad Team) should continue to put the word out to students, parents and the community, that there is no evidence the building is causing sickness.

TAMS

- RSU21 discussion of the TAMS issue has the effect of “stirring the pot,” as evidenced by a recent meeting of TAMS parents. This may indicate the need to move decisively toward some resolution.
- It was suggested that a survey of Arundel parents would be helpful in gauging the actual community attitude on the TAMS/MSK issue. Such a survey should be directed and managed to get an 85% - 90% response rate, so it is not subject to “small sample” criticism.
- We need to have a clear timetable for completing the TAMS research and making a decision on how we will proceed. This needs to be communicated to the communities.

Budget Communications

- We agreed that the budget communication piece could use some improvement. In particular, it needs to be less “number rich” and more “explanation rich.”
 - One of the critical explanations that will be required is EXACTLY WHY a proposed budget increase has such different effects on the three communities.

- The Communications Committee will offer to assist with the preparation of this piece, perhaps by starting with the 2009/2010 budget communication piece, and developing a template that can be readily adapted to the Board's 2010/2011 budget resolution. In the past, this piece has been mailed just before April break.
- We also discussed the need to immediately communicate the budget process, the timeline, as well as the opportunities for community input.

Alumni Association

- Agenda item not addressed.

Meeting adjourned at 2:00 pm. No regular meeting was scheduled, due to the Committee's desire to identify a new time slot.

1. In reviewing the notes from the last meeting, I feel we need to revisit several items before looking at new agenda items.

A. Student centered items:

- High School kids to Middle School- Feb. 2nd in the a.m.
- Drug Dogs –where are we?
- Video Creations Video of Captain Corey MacDonald (Internet) available on public access and through Bill P.
- Pre Prom planning

B. Parent centered items:

- Parenting Groups
 - Bill sent out grant information
 - Does anyone want to take this parent piece on??
 - attached notice to Bill on Parent Forum

C. District

- At Strategic Plan Session-Concern raised over Prescription Drug use
- Marilyn Wentworth validated what Becky Miller had to say

2. New Items:

A. MSK

- New date of Wellness Fair
- Feb. 2nd- H.S. kids coming to MSK-Truth Sessions.
What preparation do advisors need to get ready for the kids?

B. KHS

C. Bill/Megan: Thank you for all the grant information- I have forwarded it to appropriate people

D. Day One: Update

3. Guests

4. Your items

Strategic Planning Team
December 15, 2009
Notes

Present : Duke Albanese, Norm Archer, Henry Bourgeois, Andrew Dolloff, Tim Hussey, Maureen King, Leia Lowery (Chair), Jack Reetz

- I. Discussion of letter to the community
- II. Time line to have the letter sent. Goal: announcements put out the week of vacation and the week of the 4th. Send out on Alert now. *remember non-parents because only 20% are parents of RSU students
- III. Proposed agenda for the meeting on January 11th:
 - Have the faces of the committee more a part of the presentation so that there is more contact with attendees. Reinforce the board and Andrew.
 - Leia/Chair: Introduce what we are doing. The Committee will be seated up front with the board members, and be introduced. We want a plan to make the school district the best that it can be. We are shaping the future and we are going to be shaping the indicators that the town wants. Including the targets and measures that we are going to use.
 - Henry/Town representative: Introduce the video.

Need to decide which version of the “Did You Know” video we want to show. Strategic Team members are to review the various versions, and come with a suggestion.
 - Have a power point up on the screen about the school. Set up in multiple choice format so that people can look at while they are waiting. A good way to get basic facts about the school system up. Andrew will create this
 - Andrew: To talk about the basic facts of the school system. Only about 8-10 minutes. Data will be in line with the mission of the system.

There was a discussion of International data comparisons. We have to be careful of these comparisons because many times they are not comparing the same things...
 - What data is important: Post secondary support and graduation rates.
 - Tim Hussey/Board Member: Overview of the strategic planning process
- IV Logistics of the meeting
 - Discussion of the room and how it will be set up to best facilitate the process.
 - We each need to bring people to help ensure maximum input from the towns.
 - Discussion of support staff and teachers etc...they will be having their own meeting as well

- Flyers around town. Make sure that they get to the places that people will go. Leia to get them to the libraries.
- Accuracy of recording is vital, we should have the facilitators come early to get training and a broader understanding of what their job is as facilitator.

TO DO:

Andrew will bring in data and Pat's factoids

Next Meeting : December 28th, 8AM Central Office.

Strategic Planning Team
December 28, 2009
Notes

Present : Duke Albanese, Henry Bourgeois, Gaby Grekin, Tim Hussey, Maureen King, Leia Lowery (Chair), Jack Reetz

- I. Reviewed the Outline for the January 11th, community forum.
 - Timing will be essential so that everything can be covered.
 - Making sure that the statistics used are real.
 - Making sure that all is transparent
 - Discussion of the National Contract Clearinghouse. We thought we had a membership we may not, have to get that access to see matriculation data vs. kids saying that they are going to college.
 - All Groups will answer the first question what we do well, what we need to work on, and what should we stop doing because it doesn't work...) and the question about 2 measures of student success that are meaningful to our overarching goals.
 - The rest of the questions will be split up with the hopes that all will get to them, but wanting the groups to get to at least 3.
 - Important to have paper for people to jot feelings on that we can then collect to attain the most data possible.
 - Revised the questions to have A-F Eliminating one question to make room for the question about measures of success.
 - Time looked like 15 minutes per question. Question 1 take 2 minutes to write a response then discussion
 - There was talk about having a few minutes for people to be able to write down something that may not have been covered etc... with the understanding it will be seen but the committee will not be prepared to answer the concerns right then.
- II. Andrew was not there because of an emergency. The data points that he was researching were looked at. It was agreed that the demographics are important and were missing. NAEP results were not going to be possible, as well as the NECAP's because we have only done one year. The discussion of the importance of proper graduation rates and drop out rates was imperative.
 - Discussion of Global Best Practices document. Being vetted by 3 world experts. International scope for our growth. We seem to be slipping in general literacy, but even scarier we are slipping college attendance.
 - It is important to break down the data, what we are going to use and how we will use them to help us achieve our goals.
- III. Discussion of the guest list and who we are going to send invitations to.
Ex. The selectmen from all the towns were important to have there.

Tim has the list that the Education Foundation is using for their dinner. Many of the same people will be invited. There was some concern, but in the end they are very different events and their input was wanted and needed.

TO DO:

Andrew will bring in data and Pat's factoids

Finalize the invitation list and have them sent out

Discussion of the faculty and Staff meetings and their design, facilitation, and timing.

Next Meeting : January 4th, 8:15 AM Central Office.

STUDENT COMPUTER AND INTERNET USE RULES

All students are responsible for their actions and activities involving school unit computers, network and Internet services, and for their computer files, passwords and accounts. These rules provide general guidance concerning the use of the school unit's computers and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity by students. Students, parents and school staff who have questions about whether a particular activity is prohibited are encouraged to contact a building administrator. These rules apply to all school computers and all school-provided laptops wherever used, and all uses of school servers, Internet access and networks regardless of how they are accessed.

A. Acceptable Use

1. RSU 21's computers, network and Internet services are provided for educational purposes and research consistent with the school unit's educational mission, curriculum and instructional goals.
2. Students must comply with all Board policies, school rules and expectations concerning student conduct and communications when using school computers, whether on or off school property.
3. Students also must comply with all specific instructions from school staff and volunteers when using the school unit's computers.

B. Prohibited Uses

Unacceptable uses of school unit computers include, but are not limited to, the following:

1. **Accessing or Communicating Inappropriate Materials** – Students may not access, submit, post, publish, forward, download, scan or display defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying and/or illegal materials or messages.
2. **Illegal Activities** – Students may not use the school unit's computers, network and Internet services for any illegal activity or in violation of any Board policy/procedure or school rules. The school unit assumes no responsibility for illegal activities of students while using school computers.
3. **Violating Copyrights or Software Licenses** – Students may not copy, download or share any type of copyrighted materials (including music or films) without the owner's permission; or copy or download software without the express authorization of the Technology Coordinator. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. The school unit assumes no responsibility for copyright or licensing violations by students.

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4. **Plagiarism** – Students may not represent as their own work any materials obtained on the Internet (such as term papers, articles, music, etc). When Internet sources are used in student work, the author, publisher and web site must be identified.
5. **Use for Non-School-Related Purposes** - Using the school unit’s computers, network and Internet services for any personal reasons not connected with the educational program or school assignments.
6. **Misuse of Passwords/Unauthorized Access** – Students may not share passwords; use other users’ passwords; access or use other users’ accounts; or attempt to circumvent network security systems.
7. **Malicious Use/Vandalism** – Students may not engage in any malicious use, disruption or harm to the school unit’s computers, network and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.
8. **Avoiding School Filters** – Students may not attempt to or use any software, utilities or other means to access Internet sites or content blocked by the school filters.
9. **Unauthorized Access to Blogs/Social Networking Sites, Etc.** –Students may not access blogs, social networking sites, etc. to which student access is prohibited.

C. **Compensation for Losses, Costs and/or Damages**

The student and his/her parents are responsible for compensating the school unit for any losses, costs or damages incurred for violations of Board policies/procures and school rules while the student is using school unit computers, including the cost of investigating such violations. The school unit assumes no responsibility for any unauthorized charges or costs incurred by a student while using school unit computers.

D. **Student Security**

A student is not allowed to reveal his/her full name, address, telephone number, social security number or other personal information on the Internet while using a school computer without prior permission from a teacher. Students should never agree to meet people they have contacted through the Internet without parental permission. Students should inform their teacher if they access information or messages that are dangerous, inappropriate or make them uncomfortable in any way.

E. **System Security**

The security of the school unit’s computers, network and Internet services is a high priority. Any student who identifies a security problem must notify his/her teacher or

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building administrator immediately. The student shall not demonstrate the problem to others or access unauthorized material.

F. Additional Rules for Laptops Issued to Students

1. Laptops are loaned to students as an educational tool and may be used for purposes specifically authorized by school staff and the MLTI program.
2. Parents are required to attend an informational meeting before a laptop will be issued to their child. Both the student and his/her parent must sign the school's acknowledgment form.
3. Students and their families are responsible for the proper care of laptops at all times, whether on or off school property, including costs associated with repairing or replacing the laptop. RSU 21 offers an insurance program for parents to cover replacement costs and/or repair costs for damages not covered by the laptop warranty. Parents who choose not to purchase insurance should be aware that they are responsible for any costs associated with loss, theft or damage to a laptop issued to their child.
4. If a laptop is lost or stolen, this must be reported to the building principal immediately. If a laptop is stolen, a report should be made to the local police and the building principal immediately.
5. The Board's policy and rules concerning computer and Internet use apply to use of laptops at any time or place, on or off school property. Students are responsible for obeying any additional rules concerning care of laptops issued by school staff.
6. Violation of policies or rules governing the use of computers, or any careless use of a laptop may result in a student's laptop being confiscated and/or a student only being allowed to use the laptop under the direct supervision of school staff. The student will also be subject to disciplinary action for any violations of Board policies/procedures or school rules.
7. Parents will be informed of their child's login password. Parents are responsible for supervising their child's use of the laptop and Internet access when in use at home.
8. The laptop may only be used by the student to whom it is assigned and family members to the extent permitted by the MLTI program.
9. All use of school-loaned laptops by all persons must comply with the school's Student Computer Use Policy and Rules.

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10. Laptops must be returned in acceptable working order at the end of the school year or whenever requested by school staff.

G. Additional Rules for Use of Privately-Owned Computers by Students

1. A student who wishes to use a privately-owned computer in school must complete a Student Request to Use Privately-Owned Computer form. The student, his/her parent, a sponsoring teacher, the building administrator and the Technology Director must sign the form. There must be an educational basis for any request.
2. The Technology Director will determine whether a student's privately-owned computer meets the school unit's network requirements.
3. Requests may be denied if it is determined that there is not a suitable educational basis for the request and/or if the demands on the school unit's network or staff would be unreasonable.
4. The student is responsible for proper care of his/her privately-owned computer, including any costs of repair, replacement or any modifications needed to use the computer at school.
5. The school unit is not responsible for damage, loss or theft of any privately-owned computer.
6. Students are required to comply with all Board policies, administrative procedures and school rules while using privately-owned computers at school.
7. Students have no expectation of privacy in their use of a privately-owned computer while at school. The school unit reserves the right to search a student's privately-owned computer if there is reasonable suspicion that the student has violated Board policies, administrative procedures or school rules, or engaged in other misconduct while using the computer.
8. Violation of any Board policies, administrative procedures or school rules involving a student's privately-owned computer may result in the revocation of the privilege of using the computer at school and/or disciplinary action.
9. The school unit may confiscate any privately-owned computer used by a student in school without authorization as required by these rules. The contents of the computer may be searched in accordance with applicable laws and policies.

Cross Reference: IJNDB – Student Computer and Internet Use

STAFF CONDUCT WITH STUDENTS

The Board expects all staff members, including teachers, coaches, counselors, administrators and others, to maintain the highest professional, moral and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

The intent of this policy is to ensure that the interactions and relationships between staff members and students are based upon mutual respect and trust; that staff members understand the importance of maintaining appropriate professional boundaries between adults and students in an educational setting; and that staff members conduct themselves in a manner consistent with the educational mission of the schools. It is understood that staff members may interact with and have friendships with students' families outside of school. This policy is not intended to prohibit such interactions and friendships, provided that professional boundaries are maintained at all times.

A. Prohibited Conduct

Examples of unacceptable conduct by staff members that are expressly prohibited include but are not limited to the following:

- Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment and Sexual Harassment of Students;
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff for assistance.
- Sexual banter, allusions, jokes or innuendos with students;
- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students, either in person or through an electronic or technologic means
- Being alone with individual students out of public view without specific educational purpose;

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

B. Reporting Violations

Students and/or their parents/guardians are strongly encouraged to notify the Principal if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to promptly notify the Principal or Superintendent if they become aware of a situation that may constitute a violation of this policy.

C. Disciplinary Action

Staff violations of this policy shall result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services, the District Attorney and/or law enforcement.

Cross Reference: ACAA-Harassment and Sexual Harassment of Students
JLF-Reporting Child Abuse and Neglect

COMPULSORY ATTENDANCE

Compulsory education is essential to the preservation of the rights and liberties of the people and the continued prosperity of our nation. Maintaining regular student attendance is necessary to achieve the goal of an educated citizenry. Public schools should ensure the rights of access for all school-age persons to an appropriate educational opportunity and , when necessary, should develop alternatives to regular school curricula for those children and youth at risk of becoming dropouts and those who may have left school.

Under state law, full-time school attendance is required of all children from their 7th to their 17th birthday. Parents are responsible for the attendance of students who are under 17 years of age. The Board shall work with families in an effort to ensure compliance.

State law does provide for exceptions to compulsory school attendance:

- A. A person who graduates from high school before their 17th birthday;
- B. A person who meets the following five conditions:
 1. Reached the age of 15 years or completed the 9th grade;
 2. Permission to leave school from that person's parent;
 3. Been approved by the principal for a suitable program of work and study or training;
 4. Permission to leave school from the Board or its designee; and
 5. Agreed in writing with that person's parent and the Board or its designee to meet annually until that person's 17th birthday to review that person's educational needs. When the request to be excused from school has been denied pursuant to this paragraph, the student's parent may appeal to the Commissioner;
- C. A person whose absence is excused under 20-A MRSA § 5051; or
- D. A person who has matriculated and is attending an accredited, post-secondary, degree-granting institution as a full-time student. An exception to the attendance in public school under this paragraph must be approved by the Commissioner.

Alternatives to Attendance at Public Day School

- A. Equivalent instruction alternatives are as follows:

1. A person shall be excused from attending a public day school if the person obtains equivalent instruction in:
 - a. A private school approved for attendance purposes pursuant to 20-A MRSA § 2901;
 - b. A private school recognized by the department as providing equivalent instruction;
 - c. A home instruction program that complies with the requirements of 20-A MRSA § 5001-A(3)(A)(4); or
 - d. Any other manner arranged for by the Board and approved by the Commissioner.
2. A student shall be credited with attendance at a private school only if a certificate showing the name, residence and attendance of the person at the school, signed by the person or persons in charge of the school, has been filed with the school officials of the administrative unit in which the student resides.

3. The following provisions apply to home instruction program:

- a. The student's parent/guardian must provide a written notice of intent to provide home instruction that meets the requirements of 20-A MRSA § 5001-A(3)(A)(4)(a) simultaneously to the school officials of the administrative unit in which the student resides and to the Commissioner within 10 calendar days of the beginning of home instruction.
- b. On or before September 1 of each subsequent year of home instruction, the student's parent/guardian must file a letter with the school officials of the administrative unit in which the student resides and the Commissioner stating the intention to continue providing home instruction and enclose a copy of one of the forms of annual assessment of the student's academic progress described in 20-A MRSA 5001-A(3)(A)(4)(b).
- c. Dissemination of any information filed under 20-A MRSA § 5001-A(3)(A) is governed by the provisions of 20-A MRSA § 6001 (dissemination of information); the federal Family Educational Rights and Privacy Act of 1974, 20 USC § 1232g (2002); and the federal Education for All Handicapped Children Act of 1975, 20 USC § 1401-1487 (2002), except that "directory information" as defined by the federal Family

Educational Rights and Privacy Act (FERPA) is confidential and is not subject to public disclosure unless the parent/guardian specifically permits disclosure in writing or a judge orders otherwise. Copies of any information filed under 20-A MRSA § 5001-A(3)(A) must be maintained by the student's parent/guardian until the home instruction program concludes. The records must be made available to the Commissioner upon request.

d. If the home instruction program is discontinued, students of compulsory school age must be enrolled in a public school or an equivalent instruction alternative as provided for by law. The receiving school shall determine the placement of the student. At the secondary level, the principal of the receiving school shall determine the value of the prior educational experience toward meeting the standards of Maine's system of Learning Results.

B. A person may be excused from attendance at a public day school pursuant to 20-A MRSA § 5104-A or § 8605 (other public or private alternative programs).

Excusable Absence

A person's absence is excused when the absence is for the following reasons:

- A. Personal illness;
- B. An appointment with a health professional that must be made during the regular school day;
- C. Observance of a recognized religious holiday when the observance is required during the regular school day;
- D. A family emergency; or
- E. A planned absence for a personal or educational purpose which has been approved.

Secondary school students 20 years of age or more will only be admitted to the school unit with prior Board approval. Special Education students may receive services through the school year in which they turn 20 years of age as determined by the Pupil Evaluation Team.

Legal Reference: 20-A MRSA § 5001-A; 5003; 5201
Ch. 125 § 8.06 (Maine Dept. of Ed. Rules)

Cross Reference: IHBG - Home Schooling

JFC - Student Withdrawal From School/Dropout Prevention
Committee

Adopted: _____

SCHOOL ENTRANCE

When enrolling in RSU 21 for the first time, each child (Early K-12) shall present official record of his/her birth, the information to be recorded on the pupil's school records.

All children's records will be reviewed by district personnel to determine any special learning needs and the appropriate placement. Health examinations are required of all pupils entering the school system.

Reviewed: 12/8/97

RESIDENCY FOR SCHOOL ENTRANCE/ATTENDANCE

Regional School Unit 21 provides free public education to the students who are residents of the Towns of Arundel, Kennebunk and Kennebunkport.

A student is considered a resident of the District if:

- (1) The student's parent with legal custody is a resident of the district; or
- (2) The student is 18 years of age or over and otherwise emancipated and resides in the district; or
- (3) The student is an emancipated minor and resides in the district; or
- (4) The student's court appointed legal guardian with legal custody is a resident of the district, and the legal guardian can demonstrate that the guardianship was obtained for necessary reasons regarding the student not just for education purposes; or
- (5) The student resides in the district with someone other than his parent or guardian with legal custody and the Superintendent (or Commissioner) has made the determinations provided in 20-A M.R.S.A. Subsection 5205(2); or
- (6) The student is a ward of the state and has been placed in the district as provided by 20-A M.R.S.A. Subsection 5205(1).
- (7) The student is a homeless student, eligible to attend elementary or secondary school, pursuant to 20-A M.R.S.A. section 5201, chapter 014.

Residence means bona fide residence. A bona fide residence is one's actual residence maintained in good faith and does not include a temporary or superficial residence established for the purpose of free school attendance in Regional School Unit 21. Factors to be considered in determining residency include where one regularly sleeps, eats, votes, pays taxes, owns property, registers vehicles, keeps furniture and belongings, etc.

Non-resident students are accepted only in vocational programs as provided by Maine law; in special programs approved by the Board; when transfer has been approved by Superintendents under 20-A M.R.S.A. Subsection 502(6); or as otherwise required by Maine law.

The Superintendent shall provide the Board with a yearly report on the students affected by this policy.

Amended: 4/12/93

Reviewed: 12/8/97

Admission of Non-Resident Private Tuition Students POLICY

The RSU 21 Board of Directors adopts this policy for accepting non-resident students whose parents wish to pay tuition to RSU 21 to allow their child(ren) to attend District schools.

1. RSU 21 shall accept non-resident private tuition students by application only. Application shall be made to the Admissions Committee. Admission may be denied to any non-resident private student who is currently subject to an expulsion or suspension or is the subject of an expulsion or suspension proceeding or who has a history of dangerous behavior or conduct affecting the safety of a school in any way. Admission decisions are made by the admissions committee on the basis of the application and the other criteria identified in this policy. Appeal of a denial may be made to the Superintendent of Schools, whose decision shall be final. A non-resident private tuition student who is accepted will not be formally enrolled in RSU 21 until the student's parents have signed the Non-Resident Private Tuition Student Agreement.
2. Non-resident private tuition students attending RSU 21 schools are entitled to: (a) access to the District's regular classes and co-curricular and extracurricular programs on a space-available basis; (b) the provision of any reasonable accommodations the Child Study Team (CST) determines a student requires (in accordance with Paragraph 7) in order to participate in the regular education program, as long as those accommodations do not result in a substantial increase in costs to the District; and (c) access, on a space-available and personnel-available basis (in accordance with Paragraphs 3 and 8), to existing, in-District special education programs and services that the CST determines a student requires in order to attend District schools.
3. Otherwise eligible non-resident private tuition students shall be admitted only if there is space and/or personnel available within existing programs or classes that the student would be attending, as described in Paragraph 8. Decisions regarding the availability of space or personnel for non-resident tuition students in District programs and classes will be made by the Superintendent or designee, and will be made in accordance with applicable state and local requirements and guidelines governing program and class size.
4. All requirements for enrollment in RSU 21 schools that apply to resident students (such as age, health examinations and immunization requirements) also apply to non-resident private tuition students.

5. Non-resident private tuition students are expected to meet the same academic, extracurricular and behavioral standards and are subject to the same disciplinary procedures as resident students, up to and including expulsion. Any non-resident private tuition student whose enrollment is recommended to be terminated for disciplinary reasons prior to the end of the school year has the right to an expulsion hearing before the RSU 21 Board of Directors, as described in 20-A M.R.S.A. § 1001(9). The decision of the Board is final.
6. RSU 21 has no obligations to non-resident private tuition students under the Individuals with Disabilities Education Act (IDEA). A free appropriate public education (FAPE) remains available to non-resident private tuition students in the school district in which the student and his/her parent(s) reside and RSU 21 has no obligation to provide a FAPE to non-resident private tuition students under either the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. The District will not implement an Individualized Education Plan (IEP) or 504 Plan that was developed for a non-resident private tuition student in a former school or district.
7. All decisions regarding any accommodations and/or special education and related services that a non-resident private tuition student with a disability may need in order to participate in District schools will be made by a group of persons knowledgeable about the student (the CST) after an individual assessment of a student's needs.
8. If the CST determines that a non-resident private tuition student with a disability requires special education and/or related services to participate in District schools, the student is entitled to access such services only on a space-available and personnel-available basis, and only within existing, in-District programs and from personnel currently employed by the District. When determining whether space is available for a non-resident private tuition student in any District special education program, a program will be considered "closed" to non-resident private tuition students if 80% of the spaces in the program are filled. A staff member will be considered available to the student only if the staff member is serving no more than 80% of his/her maximum case load. The District shall not create new programs or classrooms to serve non-resident private tuition students, hire additional staff to serve those students, or serve non-resident private tuition students in any educational program outside of the District.
9. The Superintendent may deny or revoke the admission of a non-resident private tuition student if the Superintendent determines that the student cannot obtain an appropriate education in existing programs or classes at the school. In the case of students with disabilities, the Superintendent's decision will be made in consultation with, and after review of the determinations of, the CST and in accordance with all applicable laws.

10. RSU 21 will charge an annual tuition up to the maximum rate permitted by state law, 20-A M.R.S.A. § 5805, and shall include a debt service factor in that tuition charge for newly incurred capital outlay and debt service to the maximum extent permitted by law. Tuition amounts for the upcoming quarter shall be paid in full by the first day of each school quarter. Failure by a parent to pay tuition as due shall be grounds for revoking the admission of the non-resident private tuition student. In the event of a default in the timely payment of the tuition as set forth in this Agreement, and if the District allows the student to continue to attend District schools, all payments which are in arrears shall accrue interest at a rate of 18% per year until paid in full, and the parents shall pay, in addition to the principal and interest, all costs of collection, including reasonable attorney's fees.

11. RSU 21 shall not furnish transportation for non-resident private tuition students except where the student can otherwise access normal bus runs offered by the District.

References: 20-A M.R.S.A. §§ 5203(1), 5204(1), 5801, 5804, 5805, 6001-B(3).

Adopted: 07/07/08

**RSU 21
Privately-Placed, Non-Resident Student Tuition Agreement**

WHEREAS, _____ (the “Parents”) desire to have their child, _____ (the “Student”), attend RSU 21 (the “District”) schools for the 20__-__ school year; and

WHEREAS, the Parents reside outside RSU 21 and the student has no legal right to attend District schools; and

WHEREAS, RSU 21 has no duty, legal or otherwise, to provide educational services of any kind to the Student, other than as provided in this Agreement;

NOW, THEREFORE, RSU 21 and the Parents hereby agree as follows:

The Parents agree to pay to RSU 21 tuition in the amount of \$_____ for the Student’s attendance at _____ for the 20__-__ school year.

The District agrees to enroll the Student as a privately-placed, non-resident, tuition student for the 20__-__ school year under the terms of this Agreement.

This Agreement terminates on the last student day of the 20__-__ school year, and all District obligations under this Agreement end on that date, unless the Agreement is terminated earlier as described herein.

As a private, non-resident student in good standing in District schools, the Student is entitled to the following: (1) access to the District’s regular classes and co-curricular and extracurricular programs; (2) the provision of any reasonable accommodations the District’s Child Study Team (CST) determines the Student requires (in accordance with Paragraph 6 below) in order to successfully participate in the regular education program, as long as those accommodations do not result in a substantial increase in costs to the District; and (3) access, on a space-available and personnel available basis (in accordance with Paragraph 11 below), to existing, in-District special education programs and services that the CST determines the Student requires in order to successfully attend District schools.

The Parents agree that the District has no obligation to provide a free appropriate public education (FAPE) to the Student under either the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act, and the Parents acknowledge that the Student has no right to a FAPE while attending District schools and that the District will not implement an Individualized Education Plan (IEP) or 504 Plan that was developed for the Student in any former school or district. The Parents further acknowledge that a FAPE remains available to the student in the school district in which the Student and the Parent(s) reside.

All decisions regarding whether the Student has a disability under Section 504, and, if so, what accommodations, supports, or services the Student requires in order to successfully participate in District schools will be made by a group of persons knowledgeable about the Student, the CST, and only after an individual assessment of the Student's needs.

The Parents agree that if the CST determines that the Student with a disability requires special education services and/or related services to successfully participate in District schools, the student is entitled to access such services only on a space-available and staff-available basis, and only within existing, in-District programs and from personnel currently employed at that time by the District.

Decisions regarding the availability of space for privately-placed, non-resident tuition students in existing, in- District programs will be made by the Superintendent or designee. When determining whether space is available for a non-resident student in any District program, 20% of the total spaces in each program will be reserved at all times for resident students and a program will be considered "closed" to new non-resident students when 80% of the spaces in the program are filled. Staff will be considered available to the student only if the staff member is serving no more than 80% of his/her maximum case load. The District shall never have a duty to hire additional staff or serve the Student or to assign a current staff member to the exclusive use of the student, and shall never have a duty to serve the Student in any educational program outside of the high school.

The District will not accept or continue to enroll a student who, in the determination of the Superintendent or designee, requires special education and/or related services beyond those to which the Student is entitled under the terms of this Agreement.

The tuition charges specified in Paragraph 1 shall be payable in four equal payments, which shall be paid in advance of the first day of each quarter: (list dates). The Parents agree that, in the event of a default in the timely payment of the tuition as set forth in this Agreement, and if the District allows the Student to continue to attend District schools, all payments which are in arrears shall accrue interest at a rate of 18% per year until paid in full, and the Parents further agree to pay, in addition to the principal and interest, all costs of collection, including reasonable attorney's fees.

All admission decisions will be made by the Admissions Committee, with an opportunity for appeal to the Superintendent, whose decision is final, and the District reserves the right to deny enrollment to any private, non-resident student for any reason not prohibited by federal or state non-discrimination statutes or regulations.

Privately-placed, non-resident tuition students are subject to the same enrollment requirements as resident students (age, immunizations, etc.).

The District will only enroll students who are in good academic and disciplinary standing in the school they last attended. The District will not enroll any non-resident student who is under suspension or expulsion from another district or school or who, in the opinion of the Superintendent or his/her designee, has a history of conduct involving dangerous behavior or affecting the safety of the school in any way.

The Parents agree to provide transportation for the Student to and from school.

Private, non-resident students will be subject to the same policies and rules of conduct as resident students and the District reserves the right to take disciplinary action, up to and including termination of enrollment in District schools, in response to misconduct by a non-resident student. Any private, non-resident tuition student whose enrollment is recommended to be terminated for disciplinary reasons prior to the end of the school year has the right to a hearing before the RSU 21 school board, as described in 20-A M.R.S.A. § 1001(9). The decision of the school board is final.

This Agreement may be terminated for the reasons specified herein. If the District terminates the Agreement prior to the end of a quarter, the District will reimburse the Parents a pro-rata share of any tuition already paid for any days remaining in the quarter after the termination date.

This Agreement sets forth the entire agreement between the parties hereto and fully supersedes any and all prior agreements and understandings, whether oral or written between the parties pertaining to the subject matter of the Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed on the date indicated.

Parent

Date

Parent

Date

For RSU 21, by

Superintendent

Date

FOREIGN EXCHANGE STUDENTS

Foreign students seeking to attend Kennebunk High School must secure (1) an F-1 or J-1 visa, valid through the end of the appropriate school year; and (2) written permission from the principal. Non-immigrant foreign students may not begin attending classes until the above two requirements have been met.

Exchange students are ineligible to participate in athletics if they have graduated from high school in their home country.

Prior to the first day of classes, exchange students are to report to KHS Guidance Department for evaluation of their English language proficiency and design of a suitable schedule.

Adopted: 11/26/90

Reviewed: 12/8/97

Amended: 6/11/01

**STUDENT WITHDRAWAL FROM SCHOOL (DROPOUT
PREVENTION COMMITTEE)**

Dropout Prevention

The RSU 21 Board of Directors believes that a high school diploma signifies the minimum preparation for adult life. Therefore, the Board strongly urges every teacher, guidance counselor, Principal, parent, and citizen to exert influence to keep all students in school through high school.

In order to reduce the school dropout rate, the Superintendent shall establish a Dropout Prevention Committee to study the problem of dropouts, habitual truancy, and the need for alternative programs, kindergarten to grade 12. The Committee will meet at least annually, make recommendations for addressing the problem, and submit a plan of action to the Board in accordance with the provisions in Maine law. The Committee will consider the following when developing its plan: reasons why students drop out of school; maintenance of continuing contracts with recent dropouts in order to extend opportunities for alternate educational programs, counseling, and referral; education of teachers and administrators about the dropout problem; use of human services programs to help dropouts; the unit's policies on suspension, expulsion, and other disciplinary action; and discriminatory practices and attitudes within the unit.

Membership

The Dropout Prevention Committee shall be composed of the following members:

- A. A member of the Board selected by the Board;
- B. A school administrator selected by the Superintendent;
- C. A teacher and a school counselor selected by the Teachers' Organization;
- D. A parent selected by the local parent group or by the Board if no such group exists;
- E. A school attendance coordinator from the District selected by the Superintendent;
- F. A high school student selected by the Dropout Prevention Committee members selected in paragraphs A to E.
- G. A dropout selected by the Dropout Prevention Committee members selected in paragraphs A to E if possible; and
- H. A resident of the District selected by the Dropout Prevention Committee members selected in paragraphs A to E.

The Board recognizes the important of success as a motivator and as a factor in a student's commitment to education. For those students who have been identified as at risk of dropping out, every effort will be made to provide alternative instructional arrangements that take into account both the student's need for success and the unit's commitment to minimum standards of achievement.

In the event that students do withdraw from school, school administrators shall arrange for regular contacts to be made with them for the purpose of informing them of the process for readmission, making them aware of alternatives in the community for continuing their education, and stating the unit's willingness to assist them in their educational efforts.

Legal Reference: TITLE 20A MRSA SEC. 5102, 5103

Adopted: 6/28/93

Reviewed: 12/8/97

ASSIGNMENT OF STUDENTS TO CLASSES - FIVE-YEAR- OLDS

Maine School Law permits children who are at least five years old on October 15 of the school year to enroll in school. The intent is that these students begin their school careers in Kindergarten at this age.

However, it is recognized that exceptions to this initial placement may be justified under limited circumstances as is acceleration at any grade level. In such rare cases, enrolling five-year-old students may be placed in first grade at the discretion of school officials in accordance with the following:

- A. Social and emotional maturity should have been demonstrated such as to predict success in grade one;
- B. The decision of placement lies with the Principal, appealable to the Superintendent whose decision shall be final;
- C. The right must be reserved to the school to administer testing as appropriate to making a proper determination of placement;
- D. Any such placement is to be conditioned upon demonstrated success, and reviewed at appropriate intervals; and
- E. All exceptional placements are to be reported to the Superintendent.

The Superintendent shall promulgate regulations/procedures to implement this policy.

Legal Reference: TITLE 20A MRSA SEC. 5201.2

Approved: 12/11/95

Reviewed: 12/8/97

BCC Nepotism

For the purposes of this policy, the following definitions shall be used:

- A. "Employee" means a person who receives monetary payment or benefits, no matter the amount paid or hours worked, for personal services performed for RSU 21.
- B. "Administrators and Supervisors" includes but is not limited to the **Special Services Director, Asst. Special Services Director, Assistant Superintendent, Athletic Administrator, School Principals, Assistant Principals, Business Manager, Facilities Manager, Technology Coordinator, Custodial/Maintenance Supervisor, Transportation Supervisor, and Food Service Supervisor.**
- C. "Supervise" means the authority to recommend or approve the appointment, promotion, salary, evaluation, termination, or other similar personnel actions.
- D. "Immediate Family" includes spouse, brother, sister, parent, son, daughter, or domestic partner.
- E. "Extended Family" includes grandparent, grandchild, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, uncle, aunt, niece, nephew, or in-law.

1. Board Members

Immediate and extended family members of Board members shall not be employed by RSU 21, subject to the following two exemptions:

- a. Immediate and extended family members, except spouses, who are employed as of the date of policy adoption, for as long as they remain continuously employed.
- b. Employees who are employed on the date that an immediate or extended family member of theirs is elected to the Board.

Board members ~~are expected to~~ **shall** recuse themselves from participating in any personnel action involving an immediate or extended family member employed by RSU 21 **under the allowed exemptions above.**

2. Superintendent

Immediate and extended family members of the Superintendent shall not be employed by RSU 21, subject to the following exemptions:

- a. Employees who are employed on the date that an immediate or extended family member of theirs is elected to the Superintendentcy.
- b. If a member of the Superintendent's immediate or extended family is employed under paragraph (a), appropriate measures shall be taken by the Board to avoid a conflict.

3. Administrators and Supervisors

No person shall be employed in a position within the jurisdiction of an administrator or supervisor who is a member of that person's immediate or extended family. Nor shall any person be employed in a position in which a member of the immediate or extended family of that person is responsible, in whole or in part, for his/her supervision or evaluation. This provision is subject to the following exemption:

- a. Employees who are employed as of the date of policy adoption, for so long as they remain continuously employed. In such cases, appropriate measures shall be taken to avoid a conflict.

4. All School Employees

The Board shall be notified if an employee has an immediate or extended family relationship with any other RSU 21 employee or Board member before the Board takes any employment action affecting that employee.

The superintendent of schools or his/her designee may investigate complaints of undue influence, favoritism, or other conflicts of interest involving school district employees who are immediate family members but who are not involved in any supervisory relationship. The superintendent of schools or his/her designee may also investigate complaints of undue influence, favoritism, or other conflicts of interest due to the interpersonal, non familial relationship of school district employees.

5. Exceptions to Policy

The Board may approve an exception to this policy (except for the statutory prohibition against employment of Board members' spouses) if there is a determination that it is in the best interest of RSU 21 and appropriate measures can be taken to avoid a conflict. It is the intent of the Board that this provision be narrowly construed and used only in rare circumstances.

Cross Reference:

- [BCB – Board Member Conflict of Interest](#)

Legal Reference: 20-A MRSA SECTION 1002