



Maine *Arts* Academy

Policy and Procedure Manual

This policy and procedure manual governs the operation of the MeAA. Adopted 8/2/17. Enacted 6/19/17. Revised 8/21/23 updated 08/21/23 by board members. Ongoing additions and revisions are added as needed or required.

GCSA - Employee Internet Use (9/4/19)
IJOE - School Volunteers (9/4/19)
JKD - Suspension of Students (9/4/19)
IHC - Graduation Recognition (11/16/19)
MeAA Certification Policy A/K/A Teacher Exemption Policy (Uniquely Qualified Teacher) (3/11/2020)
KN - Public Complaint Policy (7/1/2020)
IHC - Graduation Recognition Policy (8/5/2020)
IJJ-E - Challenge of Instructional Materials Form (8/27/2020)
IKE- Promotion Retention (9/2/2020)
DJH - Staff Code of Conduct for Purchasing (9/2/2020)
JRA-E - Notification of Rights FERPA (9/2/2020)
IHBEA - Lau Plan (10/7/2020)
DN - School Properties Disposition (2/3/2021)
EEC - School Bus No Idling (2/3/2021)
JP - Maine Arts Academy National Honor Society By-laws (3/3/2021)
GCFA - Employee Social Media (4/7/2021)
IMDA - Pledge (9/1/2023)
IMDB - Flag Display (9/1/23)
IMGA - Service Animals in the Schools (5/5/2021)
JHB - Truancy (9/1/21)
IJNDB-R - Student Computer and Internet Rules (9/1/2021)
JKAA - Use of Physical Restraint & Seclusion (11/3/2021)
GBO - Family Care Leave (Approved 2/2/2022)
JK - Student Discipline (Approved 2/2/2022)
JLIF - Suicide Prevention, Intervention and Post Intervention (Approved 5/5/2022)
JLIF-R Suicide Intervention Protocols (Approved 5/5/2022)
DJ-R - Federal Procurement Manual (Approved 6/1/2022)
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Section A. Foundations and Basic Commitments

ABB

ABB: STAFF INVOLVEMENT IN DECISION MAKING

The best interests of MeAA students should be the goal of the curriculum and overall school programming. Meaningful participation and input from professional staff is necessary in achieving that goal. Collaboration, cooperation, and accountability, with a clear focus on student learning, form our foundation.

The formulation of policy involving the curriculum, instruction and the overall school program is one of the primary responsibilities of the Board, and the Board reserves the right to make the final decision regarding such policies. The Board believes that the best interests of the school's students should be the principle guiding the adoption of all educational policy. The Board further believes that appropriate input from the professional staff is important to the decision-making process.

The Head of School or his/her designee(s) shall ensure that there is a process in place to encourage meaningful professional staff input prior to making recommendations regarding curriculum, instruction and the school program to the Board. The process should be conducted in a spirit of cooperation, with a clear focus on student learning as the most important function of the school, and with the understanding that the staff is collectively responsible for student performance. Participation in the decision-making process is accompanied with an expectation of accountability by the professional staff.

The Head of School or his/her designee(s) shall ensure that the administrative team has the appropriate support to lead an effective instructional program with a consistent focus on student learning and outcomes.

AC: NONDISCRIMINATION/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

MeAA is an Equal Opportunity Employer and does not discriminate on the basis of gender, race, religion, color, age, veteran status, physical or mental disability, sexual orientation or identification, ancestry or national origin, or any legally protected status. The school shall provide notice of compliance with federal and state civil rights mandates to all applicants for employment and others as required by law. The school will require all persons, agencies, vendors, contractors, and other persons and organizations doing business with or performing services for school to comply with all applicable federal and state laws.

AC-R AFFIRMATIVE ACTION GRIEVANCE PROCEDURE

Steps:

1. Grievance - a complaint alleging any policy, procedure or practice which would be prohibited by non-discrimination laws.
2. Grievant - any student or employee of this school who submits a grievance relevant to nondiscrimination laws or an individual or group submitting a grievance on behalf of student(s) or employee(s).
3. Claim - is the charge spelled out in its entirety, of discrimination and is limited to the provisions contained within the Affirmative Action Plan.
4. AAO Coordinator - the employee designated to coordinate the School Board's efforts to comply with the Affirmative Action Program. The person with whom a grievance may be filed.
5. Respondent - person alleged to be responsible for the violation alleged in the grievance.
6. Grievance Answer - the written statement of the respondent regarding the grievance allegation.
7. Grievance Decision - the written statement of a hearing officer of her/his findings regarding the validity of the grievance allegation and the corrective action to be taken.
8. Hearing Officer - the representative of the school board who is the delegated authority for hearing/resolving a grievance at a LEVEL 3 or LEVEL 4 proceeding.
9. Corrective Action - action taken by the school board or its delegated representative to eliminate or modify any procedure or practice found to be in violation of nondiscriminatory regulations and/or to provide redress to any grievant injured by the identified violation.
10. Day - MeAA a working day; the calculation of days in a grievance processing shall exclude Saturdays, Sundays and holidays.

Filing of Grievances

1. **Eligibility for Filing:** any student or employee, or any individual or group acting on behalf of a student or employee may file a grievance with the AAO Coordinator or Human Resources.

2. **Informal Grievance Procedure - Level 1:**
 - a. A written or verbal report of the incident or concern must be made to Human Resources of MeAA. Human Resources will investigate the matter, which may include meeting with the grievant and respondent or others to clarify the specific behaviors or event(s) alleged. Where warranted, Human Resources will impose consequences and/or inform the respondent of consequences if the unacceptable behavior continues.

An incident report will be kept by Human Resources with a copy sent to the AA Coordinator.

1. Informal Grievance Procedure - Level 2:

- A. A grievance may be filed with the AA Coordinator or Human Resources in writing and should be filed within six months of the alleged act. Human Resources and the AA Coordinator shall hold an informal conference to discuss the grievance.
- B. The AA Coordinator shall hold a pre-grievance meeting between the respondent and grievant within five days of filing, to collect data and shall make a reasonable effort to resolve the problem without utilizing the formal grievance procedure.
- C. This informal procedure shall not be a prerequisite to filing a formal grievance.
- D. If the matter is not resolvable within ten days, the formal grievance procedure may be initiated by the grievant.

4. Formal Grievance Procedure - Levels 3 and 4:

- A. The grievant shall inform the AA Coordinator that he/she is initiating the formal grievance procedure.
- B. Within five days of the filing of the grievance, the AA Coordinator shall notify the respondent of the grievance and of his/her responsibility for submission of a written response within five days after receipt of the grievance notification.
- C. Respondent's Grievance Responses - the respondent shall, within five days of receipt of a copy of the grievance, submit to the AAC a written response to the grievance, which shall:
 - a. Confirm or deny each fact alleged in the grievance;
 - b. Indicate the extent to which the grievance has merit; and

- c. Indicate acceptance or rejection of any desired redress specified by the grievant, or outline an alternative proposal for resolution.
- D. The AA Coordinator will send a copy of the grievance and the respondent's grievance answer to the Head of School or his/her designee(s).

Level 3:

- a. The hearing officer serving at all Level 3 grievance activities shall be the Head of School or his/her designee. In the event that the Head of School or his/her designee(s) is the respondent, the School Board will delegate a hearing officer.
 - b. The Head of School or his/her designee shall, within five days of referral, submit a written grievance decision to the grievant, the respondent and the AA Coordinator. The decision shall:
 - 1. Confirm or deny each fact alleged in the grievance and in the respondent's answer;
 - 2. Indicate the extent to which the grievance has merit;
 - 3. Indicate acceptance or rejection of any redress specified by the grievant or respondent; or
 - 4. Indicate that the hearing officer will conduct an informal hearing on the grievance before rendering a decision.

F. Level 3 - Hearing:

- a. The AA Coordinator shall arrange a date for the Level 3 Hearing and notify the grievant, the respondent and the Head of School or his/her designee(s). The hearing shall be held within five days after the appeal.
- b. Persons present at the formal hearing shall be the grievant, the respondent, any individual requested by either party to provide assistance relevant to consideration of the grievance and the AA Coordinator.
- c. Any procedures established to govern the conduct of the Level 3 formal hearing shall be at the discretion of the AA Coordinator.
- d. Within five days of the hearing, the Head of School or his/her designee(s) shall issue a written hearing decision which includes a statement regarding the validity of the grievance allegation, and a specification of any corrective action to be taken. Copies of the decision shall be sent to the grievant, respondent and the AA Coordinator.

G. Level 4:

- a. If the grievant rejects the Level 3 hearing decision or receives no written decision within the time specified above, he/she shall, within six days of receipt of the hearing decision, notify the AA Coordinator of his/her intent to appeal to Level 4. This notification shall be in writing.
- b. The hearing officer serving in Level 4 hearings shall be the school board or representatives designated by the board.
- c. For any grievance referred for hearing at Level 4, there shall be three alternative methods for grievance processing:
 - 1. The grievance hearing may be conducted by the board in its entirety.

2. The grievance hearing may be conducted by a sub-group of at least three members of the board.
3. The grievance hearing may be conducted by a hearing panel established by the Board for that purpose, consisting of no fewer than three persons. Criteria for selection shall include such factors as representation of the various constituencies of the board, male/female representation, knowledge of the particular grievance area.
4. The hearing shall be held within 15 days after appeal of the grievance to Level 4 or no later than the next regularly scheduled board meeting.
5. Any written materials or records submitted to the board by the AA Coordinator shall also be transmitted to the grievant and the respondent. Both grievant and the respondent shall have the right to present such witnesses as they deem necessary to develop the facts pertinent to the grievance.
6. Issuance of the final hearing decision shall be by written statement regarding the validity of the grievance and any corrective action to be taken within five days after the Level 4 hearing. The decision shall also include a statement of the reasons on which the decision has been based. Copies of the decision shall be sent to all members of the board, the grievant, the respondent and the AA Coordinator.
7. The AA Coordinator shall act as grievant advocate if so desired by the grievant. If not so requested, she/he will observe the hearing and act as recorder.
8. The final Level 4 decision shall be made by a vote of the majority of the board.

Other Issues

1. Confidentiality - The grievant shall determine whether any grievance hearing or other grievance procedure shall be open to the public. A grievant shall have the right to determine whether or not her/his grievance record shall be open or closed to the public.

(In general, grievance hearings should be conducted in such a way as to ensure confidentiality to all individuals involved. It is recognized, however, that there are instances when an open hearing would be desirable as a method of demonstrating the grievance process or encouraging greater awareness and discussion of the issues involved. If a determination is made to open the grievance hearing to others, it must be done at the request of the grievant or with the approval of the grievant.)

2. Maintenance of Grievance Records

A. Any grievance may, at his/her expense, record any grievance hearing or proceeding on a tape recorder or similar device.

B. Written records of each grievance shall be maintained by the AA Coordinator. These records shall be maintained on a confidential basis unless otherwise specified by the grievant.

c. Public grievance files shall be maintained by the AA Coordinator for purposes of grievance precedents.

D. This separate public file shall indicate only the subject matter of each grievance, the resolution of the grievance and the date of the resolution. These records, which shall be open to the public, shall not refer to any specific individuals.

E. All written records shall be maintained for a minimum of three years after resolution of the grievance.

Prohibition of Harassment

No person shall be subjected to discharge, suspension, discipline or harassment or any form of discrimination for having utilized or having assisted others in utilizing this grievance procedure.

Role of the AA Coordinator

It is the primary responsibility of the AA Coordinator to ensure the effective installation, maintenance, processing, record keeping and notification required by the grievance procedure.

Nothing in this procedure shall prevent any grievant from filing a complaint directly with:

Maine Human Rights Commission

51 State House Station
Augusta, ME 04333
(207) 624-6050

Department of Education Affirmative Action Office

23 State House Station
Augusta, ME 04333
(207) 287-5800

Director, Office of Civil Rights

Department of Education
Washington, DC 20402

ACAA: HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS

Any act of harassment of students relating, but not limited to, such issues as race, gender, sexual orientation or identification, marital status, religion, ancestry or national origin, or disability is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws. MeAA recognizes the right of each student to a learning environment free of harassment and sexual harassment.

Harassment

Harassment includes but is not limited to unwelcome behavior such as:

1. verbal abuse
2. harassment that rises to the level of physical assault, and/or abuse;
3. sexual advances, gestures, comments or contact;
4. threats and bullying;
5. offensive language, jokes and teasing;
6. ridicule, slurs, derogatory action or remarks;
7. abuse of power

Sexual Harassment

Sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors or pressure to engage in sexual activity, physical contact of a sexual nature, gestures, comments, or other physical, written or verbal conduct that is gender-based that interferes with a student's education. School employees, fellow students, volunteers and visitors to the school, and other persons with whom students may interact in order to pursue school activities are required to refrain from such conduct.

Harassment/sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including dismissal from employment. Harassment/sexual harassment of students by other students is considered grounds for disciplinary action, up to and

including expulsion. The Head of School or his/her designee(s) will determine appropriate sanctions for harassment of students by persons other than school employees and students.

The designated Title IX Coordinator(s), will investigate complaints of harassment in accordance with the Student Harassment Complaint Procedure. School employees, students, and parents shall be informed of this policy/procedure through handbooks and/or other MeAA selected by the school administration.

Cross Reference: ACAD Hazing

ACAA-R

ACAA-R: STUDENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE

This procedure has been adopted by the Board in order to provide a method of prompt and equitable resolution of student complaints of discrimination or discriminatory harassment as described in policies AC - Nondiscrimination/Equal Opportunity and Affirmative Action and ACAA - Harassment and Sexual Harassment of Students.

Definitions

For purposes of this procedure:

A “Complaint” is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, marital status, age, religion, ancestry, national origin, or disability.

“Discrimination or harassment” MeAA discrimination or harassment on the basis of race, color, gender, sexual orientation, marital status, religion, ancestry, national origin, or disability.

How to Make a Complaint

A. Any student who believes he/she has been discriminated against or harassed should report the concern promptly to the Principal. Students who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the Principal. School staff are expected to report possible incidents of discrimination or harassment of students. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students.

Students and others will not be retaliated against for making a Complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.

Students are encouraged to utilize the school's Complaint Procedure. However, students are hereby notified that they also have the right to report Complaints to the Maine Human Rights Commission, State House Station 51, Augusta, ME 04333 (telephone: 207-624-6050) and/or to the federal Office for Civil Rights, Regional Director, U.S. Department of Education, S.W. McCormack POCH Room 222, Boston, MA 02109-4557 (telephone: 617-223-9662).

Complaint Handling and Investigation

The Principal shall promptly inform the Head of School or his/her designee(s) and the person(s) who is the subject of the Complaint that a Complaint has been received.

The Principal may pursue an informal resolution of the Complaint with the agreement of the parties involved. The informal resolution is subject to the approval of the Head of School or his/her designee(s), who shall consider whether the informal resolution is in the best interest of the school in light of the particular circumstances and applicable policies and laws. The Complaint will be investigated by the Human Resources Officer, unless the Head of School or his/her designee(s) chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Head of School or his/her designee(s) should be submitted to the chairperson of the School Board, who should consult with legal counsel concerning the handling and investigation of the Complaint.

The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation. If the Complaint is against an employee of the school, any applicable individual or collective bargaining contract provisions shall be followed.

Privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.

The Human Resource Officer shall keep a written record of the investigation process.

The Human Resource Officer may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.

The Human Resource Officer shall consult with the Head of School or his/her designee(s) concerning the investigation, conclusions, and any remedial and/or disciplinary actions.

The investigation shall be completed within 21 school days of receiving the Complaint, if practicable.

D. If the Human Resource Officer determine that discrimination or harassment occurred, he/she shall, in consultation with the Head of School or his/her designee(s):

Determine what remedial action is required, if any;

Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and

Inform the student who made the Complaint in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

If the student's parents/legal guardians are dissatisfied with the resolution, an appeal may be made in writing to the Head of School or his/her designee(s) within 14 school days after receiving notice of the resolution. The Head of School or his/her designee(s) shall review the investigation report and may conduct further investigation if deemed appropriate. The Head of School's or his/her designee(s)'s decision shall be final.

If the student's parents/legal guardians are dissatisfied with the decision of the Head of School or his/her designee(s), an appeal may be submitted in writing within 14 school days after receiving notice of the decision. The School Board will consider the appeal in executive session, to the extent permitted by law, at its next regular meeting. The Head of School or his/her designee(s) shall submit the investigation report and any other witnesses or documents that he/she believes will be helpful to the School Board. The student, his/her parents/legal guardians and his/her representative shall be allowed to be heard. The person(s) against whom the Complaint was made shall be invited and allowed to be heard. The School Board's decision shall be final.

ACAB

ACAB: HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES AND STUDENTS ?

Harassment of school employees or students because of race, color, sex, sexual orientation, marital status, religion, ancestry or national origin, age, status as a veteran or disability is prohibited. Such conduct is a violation of School Board policy and may constitute illegal discrimination under state and federal laws.

Harassment

Harassment includes but is not limited to verbal abuse, threats, physical assault against a person or their property based on race, color, sex, sexual orientation, marital status, religion, ancestry or national origin, age, status as a veteran or disability.

Sexual Harassment

Unwelcome sexual advances, suggestive or lewd remarks, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when:

Submission to such conduct is made either explicitly or implicitly a term or condition of an employee's work environment or employee benefits. Submission to or rejection of such conduct by an employee is used as the basis for decisions on employment benefits; and/or Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment. Any employee who engages in harassment or sexual harassment will be subject to disciplinary action, up to and including discharge. All complaints of harassment will be investigated in accordance with the School Employee Discrimination and Harassment Complaint Procedure.

Notice and Training

Annually, each employee and student shall receive a copy of this policy. All employees will also receive a copy of the School Employee Discrimination and Harassment Complaint Procedure. This may be accomplished by including the policy/procedure with employee paychecks or by using other appropriate MeAA to ensure that each employee receives a copy. All newly hired employees shall be provided training about sexual harassment in accordance with Maine law. The Head of School or his/her designee(s) is responsible for ensuring that the school complies with all legal requirements for posting, notification and training of employees regarding harassment and sexual harassment.

ACAB-R

ACAB-R: EMPLOYEE DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE

Definitions

For purposes of this procedure:

“Complaint” is defined as an allegation that an employee has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, marital status, age, religion, ancestry, national origin, status as a veteran or disability.

“Discrimination or harassment” MeAA discrimination or harassment on the basis of race, color, sex, sexual orientation, marital status, age, religion, ancestry, national origin, status as a veteran or disability.

How to Make a Complaint

Any employee who believes he/she has been harassed or discriminated against is encouraged to try to resolve the problem by informing the individual(s) that the behavior is unwelcome or offensive and by requesting that the behavior stop. This shall not prevent the employee, however, from making an immediate formal complaint.

Any employee who believes he/she has been harassed or discriminated against should report their concern promptly to the Principal. If the employee is uncomfortable reporting concerns to the Principal, he/she may report the concern to Human Resources.

Employees who are unsure as to whether unlawful discrimination or harassment has occurred are encouraged to discuss their concerns with the Principal. Employees will not be retaliated against for reporting suspected discrimination or harassment.

Any employee who believes he/she has been discriminated against or harassed is encouraged to utilize the school's complaint procedure. However, employees are hereby notified that they also have the right to report incidents of discrimination or harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, Maine 04333 (telephone: 207-624-6050) and/or to the federal Office for Civil Rights, Regional Director, U.S. Department of Education, S.W. McCormack POCH Room 222, Boston, MA 02109-4557 (telephone: 617-223-9662)

Complaint Handling and Investigation

The Principal will promptly inform the Head of School or his/her designee(s) and the person who is the subject of the complaint that a complaint has been received.

The Principal may pursue an informal resolution of the complaint with the agreement of the parties involved. The informal resolution is subject to the approval of the Head of School or his/her designee(s) who shall consider whether the resolution is in the best interest of the school in light of the particular circumstances and applicable policies and law.

The complaint will be investigated by the Human Resource Officer, unless the Head of School or his/her designee(s) chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Head of School should be submitted to the Chair of the School Board, who should consult with legal counsel concerning the handling and investigation of the complaint.

The person who is the subject of the complaint will be provided with an opportunity to be heard as part of the investigation. If the complaint is against an employee of the school, any rights conferred under an applicable collective bargaining agreement shall be applied. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

The Human Resource Officer shall keep a written record of the investigation process. The Human Resource Officer may take interim remedial measures (consistent with any applicable collective bargaining agreement provisions) to reduce the risk of further discrimination or harassment while the investigation is pending.

The Human Resource Officer shall consult with the Head of School or his/her designee(s) concerning the investigation, conclusions, and any remedial and/or disciplinary actions.

The investigation shall be completed within 21 school days of receiving the complaint, if practicable. If the Human Resource Officer determines that discrimination or harassment occurred, he/she shall, in consultation with the Head of School or his/her designee(s):

Determine what remedial action is required, if any;

Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and

Inform the employee who made the complaint in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

If the employee who made the complaint is dissatisfied with the resolution, he/she may appeal to the Head of School or his/her designee(s) within 14 school days after receiving notice of the resolution. The Head of School or his/her designee shall review the investigation report and may conduct further investigation if deemed appropriate. The Head of School's or his/her designee(s)'s decision shall be final.

If the employee is dissatisfied with the decision of the Head of School or his/her designee(s), he/she may appeal to the School Board within 14 school days after receiving notice of the Head of School or his/her designee(s)'s decision.

The School Board will consider the appeal in executive session, at its next regular meeting. The Head of School or his/her designee(s) shall submit to the School Board his/her decision, the complaint, any responses, the investigation report and related documents. The complainant shall be allowed to be heard. If present, the complainant's representative and the representative of the person(s) against whom the complaint was made will also be given the opportunity to be heard. After reviewing the Head of School's or his/her designee(s)'s submissions and hearing from the parties, the School Board shall make a decision as to whether to affirm or modify the Head of School's or his/her designee(s)'s conclusions. The School Board's decision shall be final.

ACAD

ACAD: HAZING

Maine statute defines injurious hazing as "any action or situation which recklessly or intentionally endangers the mental or physical health of a student enrolled in a public school." It is the policy of the School Board that injurious hazing activities of any type including harassment, either on or off school property, by any student, staff member, group or organization affiliated with this school, are inconsistent with the educational process and are prohibited.

No administrator, faculty member, or other employee of this school shall encourage, permit, condone, or tolerate injurious hazing activities. No student, including leaders of student organizations, shall plan, encourage, or engage in injurious hazing activities.

This policy and related rules apply to any student who is on school property, who is in attendance in school or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline or general welfare of the school. Although this provision does not authorize or require school officials or staff to take action at will for off-school premises misconduct, it does provide notice to students about the possible impact of their conduct, and provides school officials with the authority to assess the actual impact of off-school conduct on the school community.

In the case of an organization affiliated with this school which condones hazing, penalties include revocation of permission for that organization to operate on school property or to receive any other benefit of affiliation with the school.

Persons not associated with this school who fail to abide by this policy are subject to ejection from school property and/or other measures as may be available under the law.

Administrators, faculty members, students, and all other employees who fail to abide by this policy are subject to disciplinary action which may include suspension, expulsion, or other appropriate measures.

These penalties shall be in addition to any civil or criminal penalties to which the violator or organization may be subject.

The Head of School or his/her designee(s) shall assume responsibility for administering this policy. In the event that an individual or organization disagrees with any action -- or lack of action -- on the part of the Head of School or his/her designee(s) as he/she carries out the provisions of this policy, that individual or organization may appeal to the full School Board. The ruling of the School Board, with respect to the provisions of this policy, shall be final.

A copy of this policy shall be included in all school, parent, and faculty handbooks or otherwise.

AD

AD: EDUCATIONAL PHILOSOPHY/MISSION

Purpose Statement:

“Transforming lives through arts and education.”

Mission Statement:

Providing rigorous college preparatory curriculum and well-rounded arts education to enrich the lives of our students.

Vision Statement:

Nurturing the next generation of leaders to become invaluable citizens at the heart of Maine’s cultural, economic and social well being.

Academy Targeted Student Population:

The MeAA, located at 310 Cony Road Augusta, Maine, and will be open to high school students residing throughout the State of Maine.

Organizing Principles:

1. Student ownership of the educational process through standards and a Personal Learning Plan:
2. Actively engaged students –
3. Building supportive relationships to create a strong sense of community.
4. A collaborative and reflective teaching model

5. Strong ties built between school and parents

Approved by the MeAA Board of Directors: March, 2016

Reviewed August 2023

ADA

ADA: SCHOOL GOALS AND OBJECTIVES

The Board will strive to ensure that the resources of the school are used efficiently, effectively and directed toward meeting the educational needs of MeAA students.

The Board will develop annual goals based on input solicited from a variety of sources. At its annual goal workshop meeting, the Board will also review topics that have been raised by the public and not previously placed on an agenda and consider these topics as possible goals. These goals will be shared with the community, the staff, and the students. The administration shall develop appropriate objectives designed to achieve the stated priorities. The Board will regularly evaluate progress toward meeting the goals and will adopt appropriate policies designed to facilitate their accomplishment. Legal Reference: 20-A MRSA Section 4511(3)(A)

Reviewed August 2023

ADAA: SCHOOL COMMITMENT TO STANDARDS FOR ETHICAL AND RESPONSIBLE BEHAVIOR

The School Board believes that promoting ethical and responsible behavior is an essential part of the school's educational mission. The Board recognizes that ethics, constructive attitudes, responsible behavior, and "character" are important if a student is to leave school as a "responsible and involved citizen," as described in the Guiding Principles of the Maine Learning Results. The Board also recognizes that Maine law requires the adoption of a school-wide student code of conduct consistent with statewide standards for student behavior developed by the Commissioner of the Department of Education in compliance with 20-A MRSA § 254(11).

The Board seeks to create and maintain a school climate in which ethical and responsible behavior can flourish. The Board believes that instilling a sense of ethics and responsibility in students requires setting positive expectations for student behavior as well as establishing disciplinary consequences for behavior that violates Board policy or school rules. Further, the Board believes that in order to teach ethical and responsible behavior, adults who interact with students must strive to model and reinforce ethical and responsible behavior. To that end, the Board supports an active partnership between the school and parents.

Recognizing that collaboratively identified core values are the foundation for a school culture that encourages and reinforces ethical and responsible student behavior, the Board has identified eight basic qualities of good citizenship: trustworthiness, responsibility, honesty, respectfulness, compassion, hardworking, and fairness. The Board is committed to maintaining and enforcing standards for behavior, including prescription of consequences for unacceptable behavior.

The Board assures that the school will maintain a Student Code of Conduct consistent with statewide standards for student behavior that shall, as required by law:

- A. Establish standards of student responsibility for behavior;
- B. Define unacceptable student behavior;

- C. Prescribe consequences for violation of the Student Code of Conduct, including first-time violations, when appropriate;
- D. Describe appropriate procedures for referring students in need of special services to those services;
- E. Establish criteria to determine when further assessment of a current Individual Education Plan (IEP) is necessary, based on removal of the student from class;
- F. Establish policies and procedures concerning the removal of disruptive or violent students from a classroom school bus, or other school property, as well as student disciplinary and placement decisions, when appropriate; and
- G. Establish guidelines and criteria concerning the appropriate circumstances when the Head of School/designee may provide information to the local police or other appropriate law enforcement authorities regarding an offense that involves violence committed by any person on school grounds or other school property.

The Student Code of Conduct will be reviewed periodically by the School Board, with input from administrators, staff, parents, students, and members of the community.

Students, parents, staff, and the community will be informed of the Student Code of Conduct through handbooks and/or other MeAA selected by the Head of School /designee.

Ethics and Curriculum

The Board encourages examination and discussion of ethical issues within content areas of the curriculum, as appropriate. The Board encourages integration of ethics into content areas of the curriculum, as appropriate. The Board also encourages the school to provide students with meaningful opportunities to apply values and ethical and responsible behavior

Legal Reference: 20-A MRSA §§ 254, 1001(15)

Reviewed August, 2023

ADC / ADC-R

**ADC / ADC-R: USE OF TOBACCO ON SCHOOL PREMISES PROHIBITED,
ADMINISTRATIVE PROCEDURE**

The School Board is dedicated to providing a healthy atmosphere for its students, staff and visitors. The use of tobacco or tobacco products in any form is prohibited in all school buildings, offices, any school-approved vehicles, and on school grounds at any time, 24 hours per day, year round. Visitors will be asked to follow the school policy or asked to leave. Police may enforce the policy as provided by law.

Students are prohibited from possessing, selling, distributing or dispensing tobacco products in school buildings, facilities and on school grounds and buses during school-sponsored events and at all other times.

Employees and all other persons are also strictly prohibited, under law, and this Board's policy, from selling, distributing or in any way dispensing tobacco products to students. Furthermore, tobacco advertising, including the wearing of clothing advertising tobacco products is prohibited in school buildings, at school functions and in school publications.

This policy applies before, during and after school hours, at school or in any other "school district location" as defined:

"School district location" MeAA in any school building or on any school premises; on 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 district.

Information regarding this policy will be disseminated at least yearly to students/parents, staff and community through student handbooks, staff meetings, posted signs, facilities use contracts, announcements and other MeAA as decided by the Head of School.

Administrative Procedure:

- Policy will be included in student and staff handbook
- Distributed at the start of the school year.

Legal Reference: 22 MRSA §§ 15780(A)(3)
Me. PL 470 (An Act to Reduce Tobacco Use by Minors)
20 USC 6081-6084 (Pro-Children Act of 1994)

Reviewed August, 2023

ADF

ADF: COMMITMENT TO LEARNING RESULTS & COMMON CORE STANDARDS

The MeAA Board of Directors hereby adopts the system of Maine Learning Results and Common Core standards and the **National Arts Standards** along with the Maine Department of Education's applicable rules. The Learning Results system and Common Core standards are intended to serve as a foundation for education reform and to promote and provide assessment of student learning, accountability and equity. The Board recognizes that the legislative intent of the Common Core system is to provide children with a school that reflects high expectations and create conditions where these expectations can be met.

Implementation of the Learning Results system, Common Core standards and the National Art Standards and the mandate to provide all students with equitable opportunities to meet the content standards of the system of the Learning Results system, National Art Standards and Common Core standards has broad implications for the school, including curriculum, budget, professional development, student assessment, professional evaluation, and graduation requirements. Therefore, the Board will examine its policies to ensure that they are consistent with the intent and goals of the Learning Results system and Common Core standards. This will require a concerted and coordinated effort involving the Board, the Head of School, administrators, teachers, parents, students, and the community.

The Head of School his/her designee(s) shall continue to evaluate the implementation of the Learning Results system, Common Core standards and the **National Art Standards** and any appropriate administrative procedures, including solicitation of feedback from the above mentioned parties. The Head of School his/her designee(s) shall report these findings to the Board on a semi-annual basis.

Reviewed August 2023

Section B. School Board Governance and Operations

BBA

BBA: BOARD POWERS AND RESPONSIBILITIES

The MeAA Board shall exercise such responsibilities as specifically provided by law, applicable bylaws and school policy.

The Board shall concern itself primarily with broad questions of policy rather than with administrative details. The application of policies is an administrative task to be performed by the Head of School or his/her designee(s) and his/her staff, who shall be held responsible for the effective administration and supervision of the entire school system.

The Board, functioning within the framework of laws, court decisions, attorney general opinions, and similar mandates from the state and national levels of government, and recognizing the authority of the state, fulfills its mission as the governing body of a political subdivision by acting as follows in the execution of its duties:

- A. Enacts policy;
- B. Selects, employs and evaluates the Head of School;

- C. Requires the establishment and maintenance of records, accounts, archives, management methods and procedures incidental to the conduct of school business;
- D. Approves the budget, financial reports, audits, major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business;
- E. Provides staff and instructional aids;
- F. Evaluates the educational program to determine its effectiveness with which the school is achieving the goals as outlined in the school's mission, vision, Learning Results system and Common Core standards and charter contract.
- G. Provides for the dissemination of information relating to the school necessary for creating a well-informed public;
- H. Approves the curriculum in support of the Maine Learning Results system, Common Core standards, **National Art Standards** and adopts and directs the general course of studies.

Reviewed August 2023

BBA

BBA: BOARD MEMBER AUTHORITY AND RESPONSIBILITIES

Members of the Board have authority only when acting as a Board legally in session. The Board shall not be bound in any way by any action or statement on the part of any individual Board member except when such statement or action is in pursuance of specific instructions from the Board.

Reviewed August 2023

BCA: BOARD MEMBER CODE OF ETHICS

As a member of the Board of Directors of MeAA, I accept the principles set forth in the following code of ethics to guide me in my Board efforts:

- A. I will use my service on the Board as an opportunity to serve my community by promoting education and performing arts for the youth of the state of Maine and beyond.
- B. I will make no disparaging remarks, in or out of the Board meetings, about other members of the Board or their opinions.
- C. I will remember that I have no legal authority relating to MeAA outside of my role on the Board, and that I will conduct my relationship with the school staff, the local citizenry, and all media of communications on the basis of this fact.

- D. I will recognize that my responsibility is not to operate the school but to see that it is well operated. I will confine my Board action to policy making, planning, and appraisal, leaving the administration of the school to the Head of School.
- E. I will seek to provide education for all enrolled students commensurate with their needs and abilities.
- F. I will listen to all public comments but will refer all complaints to the proper authorities, and will discuss such complaints only at a regular meeting of the Board, where necessary.
- G. I will not criticize MeAA or its employees publicly, but will share concerns or criticism, if any, with the Head of School for investigation and action, if necessary.
- H. I will make decisions openly after all facts bearing on a question have been presented and discussed. I will support a decision graciously once it has been made by the majority of the Board.
- I. I will not discuss the confidential business of the Board outside of Board meetings.

Reviewed August 2023

BCB

BCB: BOARD MEMBER CONFLICT OF INTEREST

A Board member shall not have any direct or indirect pecuniary (financial) interest (as defined by law) in a contract with the school, nor shall he/she furnish directly be paid for any labor, equipment, or supplies to the school. In the event that a Board member is employed by a corporation or business, or has a secondary interest in a corporation or business which furnishes goods or services to the school, the Board member shall declare his/her secondary interest and refrain from debating or voting upon the question of contracting with the company.

It is not the intent of this policy to prevent the school from contracting with corporations or businesses because a Board member is an employee of the firm. The policy is designed to prevent the placing of Board members in a position where their interest in the public school and

their interest in their places of employment (or other indirect interest) might conflict, and to avoid appearances of conflict of interest even though such conflict may not exist.

A Board member may not, during the time the member serves on the Board and for one year after the member ceases to serve on the Board, be appointed to any employment position which has been created or the compensation of which has been increased by the action of the Board during the time the member serves on the Board.

A Board member may not be, at any time, in conflict with the Board's policy on nepotism.

Legal Reference: 20-A MR.S.A. § 1002

Reviewed August 2023

BDB

BDB: BOARD OFFICERS

The officers of the Board shall consist of the Board Chair, a Board Vice Chair, a Treasurer, a Secretary, and such other officers and assistant officers as the Board of Directors shall deem desirable. No two offices may be held by the same person. In addition to the duties and powers specifically set forth in these Bylaws, each officer shall have such duties and power as the Board of Directors may from time to time prescribe.

Chair of the Finance Committee: The Chair of the Finance Committee shall have oversight of all financial affairs of the corporation.

Treasurer. The Treasurer shall have general charge of the financial affairs of the corporation. The Treasurer shall have custody of all funds of the corporation, subject to such regulations as may be imposed by the Board. The Treasurer may be required to give bond for the faithful performance of his or her duties, in such sum and with such sureties as the Board may require. The Treasurer shall deposit, or cause to be deposited, all moneys of the corporation in such depositories as may be designated by the Board. The Treasurer shall keep or cause to be kept full and accurate accounts of the receipts and disbursements of the corporation in suitable books of the corporation and shall exhibit such books upon request of any officer or Director for any proper purpose at any reasonable time. The Treasurer shall be a non-voting member.

Secretary. The Secretary shall have charge of such books, documents, and papers as the Board of Directors may determine and shall have the custody of the corporate seal. The Secretary shall attend and keep or cause to be kept the minutes of all the meetings of the Board of Directors. The Secretary shall keep or cause to be kept a record of the names and addresses of the Board of Directors. The Secretary may certify all votes, resolutions, and actions of the Board of Directors and of its committees.

Board Chair. The Board Chair shall preside at all meetings of the Board and shall have such other powers and responsibilities as set forth in these Bylaws and shall perform other duties as directed by law, Maine Department of Education regulations.

Legal Reference: 20-A MRSA § 1055 (ALL)
20-A MRSA § 1251(5), (7) (MSAD)
20-A MRSA § 1651, 2 (CSD)
20-A MRSA § 1471 (RSU)

Reviewed August 2023

BDD

BDD: BOARD-HEAD OF SCHOOL RELATIONSHIP

The Board believes that exercising its legislative function through policymaking is its most important responsibility. The Board is also responsible for setting the direction for the school unit and evaluating progress toward goals.

The management of the schools is the function of the Head of School. The Board holds the Head of School./Superintendent responsible for complying with all applicable laws, rules and regulations; for administering Board policies and decisions; for the operation of the schools and educational program; for the system of supervision and evaluation of staff; and for keeping the Board informed about school operations, problems and opportunities. The Board recognizes that the Head of School/Superintendent may delegate certain responsibilities to other personnel. Such delegation does not relieve the Superintendent of the final responsibility for actions taken.

The Board, collectively and as individual members, shall:

- A. Recognize the Head of School/Superintendent as the educational leader of the school unit;
- B. Provide direction for the Head of School/Superintendent through written policies, objectives and goals of the school unit;
- C. Give the Head of School/Superintendent full administrative authority and support for properly discharging his/her professional duties, while holding him/her responsible for acceptable results;
- D. Hold all Board meetings including those of Board standing and ad hoc committees in the presence of the Head of School/Superintendent or his designee, except as otherwise permitted by Law or when the Head of School/Superintendent voluntarily excuses himself/herself at the request of the Board;
- E. Refer complaints, criticisms, and requests from others to the Head of School/Superintendent. Such matters will be discussed at Board meetings only after administrative solutions have been exhausted. Similarly, Board members should direct their own concerns to the Head of School/Superintendent; and
- F. Evaluate the Head of School/Superintendent and provide appropriate opportunities for the Head of School/Superintendent to share his/her perceptions regarding the working relationship between the Board and Superintendent.

Legal Reference: 1 MRSA § 401 et seq.

20-A MRSA §§ 1001 et seq.; 1051 et seq.; 13201; 13301

Cross Reference: BBA - School Board Powers and Responsibilities

BCA - Board Member Code of Ethics

CB - School Superintendent

CB-R - Superintendent Job Description

CBI - Evaluation of the Superintendent

BDDH

BDDH: PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board recognizes the value of public comment on educational issues and the importance of involving members of the public in their meetings. To permit fair and orderly expression of such comment, the Board will provide a period of time at each meeting during which visitors may make brief comments on school issues. Formal presentations shall be scheduled in advance.

Requests to address the Board on matters must be made in writing to the Head of School at least ten (10) days prior to a regular meeting date and must set forth the specifics of the subject to be addressed. When appropriate, the Head of School his/her designee(s) will place such requests on the agenda for the next regular Board meeting.

The Board may also allow individuals to express an opinion prior to Board action on agenda items. Individuals wishing to be heard by the Board will be recognized by the Chair. After identifying themselves, speakers will make brief comments. A speaker will not be recognized for a second time on a particular item unless time remains after all have been heard. Speakers must concern themselves with the item under discussion. All speakers must observe rules of common etiquette. The Board may set a time limit on the length of public comment and/or a time limit for individual speakers. Personal comments, criticism, or complaints about specific individuals will

not be permitted. A speaker in violation of these rules may be required to leave, in order to permit the orderly consideration of the issues for which the meeting was called.

To be eligible to address the Board, an individual should reside within the school's catchment area, a parent of a current student, be an employee of the school, or be invited by the Board or Head of School to speak.

The Board will give due attention to comments and contributions from the audience, but will not be expected to respond or take action immediately. Inquiries will be referred to the Head of School, who will investigate or consider and report to the citizen or to the Board.

Reviewed August 2023

BEA

BEA: BOARD USE OF ELECTRONIC MAIL

Use of electronic mail (e-mail) by Board members should conform to the same standards of judgment, propriety and ethics as other forms of Board-related communication. They shall comply with the following guidelines when using e-mail in the conduct of Board responsibilities:

The Board shall not {regularly} use email as a substitute for deliberations at Board meetings or for other communications or business properly confined to Board meetings.

Board members should be aware that e-mail and e-mail attachments received or prepared for use in board business or containing information relating to board business are likely to be regarded

as public records which may be inspected by any person upon request, unless otherwise made confidential by law. Board members shall avoid reference to confidential information about employees, students or other matters in e-mail communications because of the risk of improper disclosure. Board members should comply with the same standards as school employees with regard to confidential information.

Reviewed August 2023

BEC

BEC: EXECUTIVE SESSIONS

Except as provided by law, all meetings of the School Board shall be open to the public, and all persons shall be permitted to attend the meetings. The Board may hold executive sessions upon recorded vote of three-fifths (3/5) of the members present and voting. Any motion to go into executive session shall indicate the precise nature of the business of the executive session and include a citation of one or more sources of statutory or other authority that permits an executive

session for that business. Deliberations may be conducted in executive sessions only on those matters defined in the law. No final action shall be taken in executive session.

By its very nature, the subject matter of executive sessions is highly confidential. It is expected that all parties to such discussions will respect the need for confidentiality.

Legal Reference: 1 MRSA § 401 et seq.

Reviewed August 2023

Agenda Preparation and Dissemination

The Head of School or his/her designee(s), in consultation with the Chair, shall prepare an agenda for each meeting of the Board. The agenda shall include items that the Board plans to address in performing its duties as the governing body of the school in accordance with Maine law and Board policies.

The agenda will be distributed to Board members, the media, and to designated school-affiliated organizations no later than five days prior to a regular meeting of the Board and no later than three days (72 hours) prior to a special meeting. Copies of the agenda will be posted and/or available at the Head of School's Office and on the MeAA web site. Anyone desiring additional information regarding an agenda item should direct inquiries to the Office of the Head of School. Copies of the agenda will also be available at the Board meeting. In the case of an emergency meeting, notice of the agenda will be given as early as practicable and will be provided to the media at the same time and in the same manner that it is given to Board members.

Requests for Agenda Items

Board members, school staff, groups or organizations, and members of the public may submit written requests to the Board through the Chair or the Head of School his/her designee(s) for items to be placed on the agenda. To be considered for placement on the agenda, an item must be within the scope of the Board's duties, timely, and appropriate for consideration under all applicable laws and Board policies. The request must be received a minimum of ten (10) days prior to the meeting at which the group or individual wishes the item to be addressed by the Board in order for it to be considered for the agenda of that meeting. The Chair and Head of School his/her designee(s) shall make the final decision regarding placement of items on the agenda.

Dissemination of Supporting Materials

As an accompaniment to the agenda, the Head of School his/her designee(s) will provide to the Board such background materials and data that in his/her judgment are necessary for the Board to give informed consideration to agenda items. The Head of School his/her designee(s) will also provide to the Board the draft minutes of Board meetings that will be presented for approval.

Documents containing information that is exempt from disclosure under the Freedom of Access Act or other law shall be marked "confidential." Such information shall not be disclosed by Board members or the Head of School or provided to the media or the public. Requests for disclosure of materials received by Board members should be referred to the Head of School his/her designee(s).

Regular Meetings

The Board of Directors holds regular monthly meetings. Meetings may be cancelled at the discretion of the Head of School or Chairperson.

Special Meetings

A special meeting may be called by the Chairperson of the Board, at the request of the Head of School his/her designee(s), or at the request of any two members of the Board. No business will be transacted except that for which the meeting was called.

Emergency Meetings

An emergency meeting may be called by the Chairperson or Head of School or his/her designee(s). No business shall be transacted except that for which the meeting was called. Notice of the agenda will be given as early as practicable.

Quorum

Unless otherwise required by law or Board policy, a majority of the Board of Directors constitute a quorum for the purposes of taking action.

Additions and Adjustments to the Agenda of a Regular Meeting

After the meeting has been called to order, the Head of School his/her designee(s) or Board Chair may recommend additions and/or adjustments to the agenda of a regular meeting.

Any Board member who wishes to add an item to the agenda may offer a motion to that effect. Such a motion shall require a second to proceed to a vote. The item should be within the scope of the Board's duties, timely, and appropriate for consideration under all applicable laws and Board policies. Additions to the agenda should only be made when the matter cannot reasonably wait until the next regular meeting.

All additions to the agenda must be approved by a majority vote of the members present and voting, with all additions added to the end of the published agenda except if the order of business is changed.

In order to facilitate its business or to accommodate groups in attendance, the Board may adjust the agenda by changing the order of business. Such adjustments shall require the consent of the Board by three-fifth (3/5) of the members present voting.

Legal Reference: 20-A MRS § 1477 (RSU)

Reviewed August 2023

BEDJ: BROADCASTING/TAPING OF BOARD MEETINGS

The following guidelines will govern the public use of recording devices at the public meetings of the Board and subcommittees of the school.

Any recording device may be used by members of the public so long as it does not:

- A. Require the use of power cords and microphone cords that would interfere with the free movement of traffic into, out of, and within the meeting room;
- B. Produce continuous or periodic sounds that interfere with speakers or with the ability of all persons present to hear the proceedings;
- C. Require the occasional or frequent relocation of a microphone or microphones in such a manner as to be disruptive to speakers or other persons present; and/or;
- D. Require excessive space in the meeting room so that any participants or observers at the meeting are displaced or excluded or cannot see because of the device.

Whenever a taped or filmed recording is being made of a meeting or any part thereof, the person making the tape or film shall first notify the Board Chair or the person conducting the meeting. The Chair will announce at the meeting that a member of the public is recording the meeting.

The Chair has the authority to request the operator to comply with the provisions of this policy when, in his/her judgment, the activity is interfering with the orderly conduct of the meeting and/or the ability of the public to observe the proceedings. If the problem persists, the Chair may direct that the recording be discontinued and, if necessary, that the recording device be removed from the meeting room.

Reviewed August 2023

BFE/CHD: ADMINISTRATION IN THE ABSENCE OF POLICY

In cases when action must be taken within the school system and the Board has provided no guidelines for administrative action through policy, the Head of School his/her designee(s) shall have the power to act.

It is the duty of the Head of School his/her designee(s) to inform the Board promptly of such action and of the need for policy.

Reviewed August 2023

BG: POLICY REVIEW

At the start of each school year, the Compliance Committee shall meet to review all policies. They shall make recommendations to the Board as to which policies should be maintained, modified, or discontinued. They shall solicit from the Board, school administrations and school

staffs new policy areas to be addressed during the course of the school year. This policy shall not prohibit the review of policies at any time during the school year as the need arises.

Reviewed August 2023

The Compliance Committee of the Board may make the following changes and corrections to policies, when the changes or corrections do not alter the sense or meaning of the policies:

1. Misspellings. Misspelled words may be corrected.
2. Cross-References. Cross-references in policies may be changed to agree with new, amended, renumbered, reallocated, or corrected statutes, rules or policies.
3. Capitalization. Improper capitalization may be corrected.
4. Renumbering. The numbering or lettering of policies may be corrected or properly arranged.
5. Punctuation. Punctuation, including hyphenation, may be corrected.
6. Errors. Obvious clerical, typographical or grammatical errors may be corrected.
7. Language. Additions or deletions may be made to clarify the intent of the policy.

Changes or corrections made by the Compliance Committee shall not alter the substantive meaning of any policy. In the event the Compliance Committee is in doubt whether a specific change or correction is authorized by this policy, it will not make the change or correction but shall incorporate the proposed change or correction into the policy amendment submitted to the Board for consideration.

Within thirty (30) days of making a change or correction hereunder, the Compliance Committee shall submit a written report to the Board containing a description of the changes and corrections. The Board may reject any of the changes or corrections. Those changes and corrections not rejected by the Board shall take effect on the date of the Board meeting at which such changes and corrections were reviewed or at such other times as the Board may designate.

Reviewed August 2023

BHC/GBD: SCHOOL BOARD STAFF COMMUNICATIONS

The School Board desires to maintain open channels of communication between itself and the staff. The primary MeAA of communication will, however, be through the Head of School or his/her designee(s).

Staff Communications to the School Board

All communications or reports to the School Board or any School Board from staff members will be submitted through the Head of School or his/her designee(s). This necessary procedure will not be construed as denying the right of any employee to appeal to the School Board administrative decisions about important matters, provided that the employee has discussed the matter with the Head of School or his/her designee(s), attempted to resolve the issue, and notified the Head of School or his/her designee(s) of the forthcoming appeal. The appeal must be processed in accordance with the School Board policy on complaints and grievances.

Also, School Board meetings are public meetings. As such, they provide an excellent opportunity to observe at first-hand the School Board deliberations on issues of staff concern. Staff members may participate in School Board meetings in accordance with the policy on public participation at such meetings. Further, at times, and with the knowledge of the Head of School, the School Board may invite staff members to speak at School Board meetings or to serve on advisory committees to the School Board.

School Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Head of School or his/her designee(s), and the Head of School or his/her designee(s) will employ all such media as are appropriate to keep staff fully informed of the School Board problems, concerns, and actions.

Visits to the School

Individual School Board members who, in their parental capacity, wish to visit the school or classroom(s) of their child(ren) will follow the regular procedures for visitors. School Board members who wish to visit other classrooms as an informal expression of interest in school affairs (not as "inspection") will inform the Head of School or his/her designee(s) who will arrange such visit(s) through the Principal.

Official visits by School Board members will be conducted only under School Board authorization and with the full knowledge of the Head of School his/her designee(s), Principal and staff.

School Board Member Authority

Staff and Board members are reminded that individual School Board members have no special authority, except when they are convened at a legal meeting of the School Board or vested with special authority by School Board action.

Reviewed August 2023

BHD

BHD: BOARD COMMUNICATIONS

The Board is responsible to all of the people for whose benefit the school has been established. This includes all residents of the school's catchment area and, by extension, the broader community. Current Board decisions will influence the course of education in the school for years to come. By virtue of this responsibility and influence, the Board and each of its members must look to the future and consider the needs of all people. Board members must have a comprehensive perspective as they make long-range plans as well as attend to immediate problems.

The Board believes that the school is an integral part of the community and that community support is necessary for its operation and achievement of excellence. The Board and staff members recognize that community support is based on a mutual exchange, a dynamic process in which the school contributes to the community's success and, in turn, benefits from the community's resources. In order to maintain productive relationships with the community, the school is committed to sustaining effective, accurate, and meaningful communication that facilitates dialogue, encourages involvement in school programs, and creates community advocacy for the school.

Good communication between the school and its citizens is crucial for the development of wholesome mutual understanding, respect and confidence. Communication is a two-way process - disseminating and receiving. For communication to be effective, all parties are encouraged to listen to each other and when conflicts arise, disagree respectfully. Respect for the others point of view is critical to success. Citizens are urged to bring their aspirations and feelings about their school to the attention of the Board. The Board will keep the citizens regularly and thoroughly informed to the best of its ability on all the policies, programs, and issues of the school.

An effective communications program should include at least the following elements:

- website and links
- distribution of press releases, Board meeting summaries, and periodic printed reports;
- prompt responses to inquiries or statements of concern from members of the public;
- opportunities for individuals or groups to make a presentation to the Boards.

The Board believes that effective communication with the public is a significant element of effective operation. To this end, appropriate avenues of communication will be utilized and encouraged.

Reviewed August 2023

Section C. General School Administration

CB-R

CB-R: HEAD OF SCHOOL CONTRACT

The employment of the Head of School shall be made formal by MeAA of a contract entered into by the School Board, MeAA, and the Head of School. Legal Reference: 20-A MRSA §§ 1051, 1055, 1092(3)

Reviewed August 2023

CC: ADMINISTRATIVE ORGANIZATION

The legal authority of the School Board shall be transmitted through the Head of School along specific lines from position to position as shown in the Board-approved organizational chart of the school.

The lines of authority on the chart shall represent the direction of authority and responsibility. The Head of School his/her designee(s) shall have the freedom and responsibility to reorganize lines of authority and to revise the organizational chart subject to Board approval of major changes and/or the elimination and creation of positions. The School Board expects the Head of School his/her designee(s) to keep the administrative structure up to date with the needs for supervision and accountability throughout the school system.

Reviewed August 2023

CHA: DEVELOPMENT OF ADMINISTRATIVE PROCEDURES

The Board shall delegate to the Head of School his/her designee(s) the function of specifying required actions and designing the detailed arrangements under which the school will be operated.

Such rules and detailed arrangements shall constitute the administrative procedures governing the school. They must be in every respect consistent with the policies adopted by the Board.

Adopted by the MeAA Board of Directors: May __, 2016

Reviewed August 2023

CHD/BHE: ADMINISTRATION IN THE ABSENCE OF POLICY

In cases when action must be taken within the school and the Board has provided no guidelines for administrative action through policy, the Head of School his/her designee(s) shall have the power to act.

It is the duty of the Head of School his/her designee(s) to inform the Board promptly of such action and of the need for policy.

Reviewed August 2023

Section D. Fiscal Management

DJ-R

DJ-R: FEDERAL PROCUREMENT MANUAL

MAINE ARTS ACADEMY FEDERAL PROCUREMENT MANUAL

(For School Unit Procurements Using Federal Awards Subject to Uniform Grant Guidance)

This Federal Procurement Manual governs the procurement and purchase of property, goods, and services using any federal award,¹ in whole or in part, that is subject to the Uniform Grant Guidance, codified at 2 CFR Part 200.

To the extent necessary or convenient, the Head Of School or his or her designee, shall implement further written measures to ensure compliance with these procedures and any applicable federal laws and rules, including any applicable provisions of the Uniform Grant Guidance and the federal award terms and conditions. Any such written measures shall be made part of this manual. In addition, the Head Of School or his or her designee, should review and update this manual at least every five years, on a cycle roughly corresponding with the five-year Federal review of the Uniform Grant Guidance as provided in 2 CFR § 200.109.

A. OVERVIEW

The School Board expects all procurements of property, goods, or services made by the school unit using federal awards to be consistent with sound business practices and applicable federal laws and rules, including the Uniform Grant Guidance.

These administrative procedures, in combination with the school unit's written policies—including but not limited to Policy DJ (Bidding/Purchasing) and Policy DJH (Purchasing and Contracting: Procurement Staff Code of Conduct)—are intended to comply with the federal requirement that the school unit must (1) use its own documented procurement procedures consistent with applicable federal, state, and local laws and regulations and, more specifically, conform to the procurement standards identified in 2 CFR §§ 200.317 through 200.327; and (2) maintain written standards of conduct covering conflicts of interest—real and perceived—for staff engaged in the selection, awarding, or administration of a contract. (2 CFR § 200.318(a), (c).)

The Head Of School or his or her designee, acting singly, (the “Purchasing Agent”) shall be responsible for implementing these administrative procedures and shall have direction and control over the purchasing of property, goods, and services for the school unit using federal funds.

¹ A “federal award” is any federal financial assistance (including cost-reimbursement contracts) that a school unit receives either directly from a federal agency or indirectly from a pass-through

entity such as the State education department. *See* 2 CFR § 200.1. Most, but not all, federal awards received by the school unit are subject to the Uniform Grant Guidance. To confirm whether a federal award is subject to the Uniform Grant Guidance, review the terms and conditions of the applicable grant agreement or cooperative agreement and the applicability provisions of the Uniform Grant Guidance, codified at 2 CFR § 200.101.

Wherever these administrative procedures are inconsistent with applicable federal laws and rules, or the terms and conditions of a federal award, the provisions of the applicable federal laws, rules, or award terms and conditions shall control.

B. GENERAL PROCUREMENT PROCEDURES

- 1. Full and Open Competition.** All procurements must be conducted in a manner that provides full and open competition. Real or perceived unfair advantages will be avoided. Accordingly, the school unit will not (i) place unreasonable requirements on firms or vendors to qualify for a procurement, (ii) require unnecessary experience or use excessive bonding, (iii) use noncompetitive pricing practices between firms or affiliated companies, (iv) allow organizational conflicts of interest, (v) specify a “brand name” product without allowing firms or vendors to offer an equal alternate product, or (vi) allow any arbitrary action in the procurement process. To ensure objective contractor performance and eliminate unfair competitive advantage, firms or vendors that develop or draft specifications, requirements, statements of work, invitations for bids, or requests for proposals must be excluded from competing for such procurements. (2 CFR § 200.319(a), (b).)
- 2. Responsible Contractors.** The school unit must award contracts only to responsible contractors who are able to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. (2 CFR § 200.318(h).)
- 3. Oversight of Contractors.** The school unit must maintain a contract administration and oversight system to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. (2 CFR § 200.318(b).)
- 4. Fostering Economy and Efficiency.** The school unit must avoid purchasing unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase, and to using federal surplus equipment and property. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. To foster greater economy and efficiency, consideration should also be given to: (i) entering into state and local intergovernmental agreements or inter entity agreements where appropriate for procurement or use of common or shared goods and services, (ii) using federal excess and surplus property in lieu of purchasing new

equipment and property whenever such use is feasible and reduces project costs, and (iii) using value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. (2 CFR § 200.318(d)-(g).)

- 5. Geographic Preferences Prohibited; Domestic Preferences for U.S. Goods, Products, or Materials Encouraged.** The school unit must conduct procurements so as to prohibit the use of statutorily or administratively imposed state or local geographic preferences in the evaluation of bids or proposals, except (i) where applicable federal statutes expressly mandate or encourage geographic preference or (ii) when contracting for architectural and engineering (A/E) services, so long as its application leaves an appropriate number of qualified firms to compete for the contract given the nature and size of the project. As appropriate and to the extent consistent with law, the school unit should, to the greatest extent practicable under a federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards, including all contracts and purchase orders for work or products under a Federal award. For purposes of this section, “produced in the United States” means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States. For purposes of this section, “manufactured products” means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber. (2 CFR §§ 200.319(c), 200.322.)
- 6. Clear and Accurate Technical Requirements.** The school unit must have written procedures for procurement transactions that incorporate a clear and accurate description of the technical requirements for the goods or services to be procured, identify all requirements which offerors must fulfill, and identify all other factors to be used in evaluating solicitations. Technical descriptions (i) must not, in competitive procurements, contain features which unduly restrict competition; (ii) may include a statement of the qualitative nature of the goods or services to be procured; (iii) when necessary, must set forth those minimum essential characteristics and standards to which goods or services must conform if they are to satisfy their intended use; (iv) should avoid detailed product specifications if possible; and (v) may use a brand name or equivalent description as a means to define performance or other salient requirements of procurement when it is impractical or uneconomical to make a clear and accurate description of the technical requirements (the specific features of the named brand which must be met by offerors must be clearly stated). (2 CFR § 200.319(d).)
- 7. Prequalified Contractor Lists.** The school unit must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. The school unit must not preclude potential bidders from qualifying during the solicitation period. (2 CFR § 200.319(e).)

8. Procurement of Recovered Materials. The school unit must comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines. (2 CFR § 200.323.)

C. PROCUREMENT METHODS AND THRESHOLDS

1. Methods of Procurement. The school unit must use one of the following five methods of procuring goods or services: micro-purchases, small purchases, sealed bids, competitive proposals (a.k.a. requests for proposals), and non-competitive proposals (a.k.a. sole source procurement). (2 CFR § 200.320.)

a. Micro-purchases (less than \$10,000 as of November 12, 2020). Micro-purchases up to the federal micro-purchase threshold (\$10,000 as of November 12, 2020)² may be made without soliciting competitive quotations if the Purchasing Agent considers the price to be reasonable based on research, experience, purchase history, or other information and documents. To the maximum extent practicable, the Purchasing Agent must distribute micro-purchases equitably among qualified suppliers, vendors, or firms. (2 CFR §§ 200.67, 200.320(a)(1).)

On an annual basis, a school unit may establish a micro-purchase threshold higher than the federal micro-purchase threshold, up to \$50,000. The school unit must maintain documentation, which must be made available to the federal awarding agency and auditors in accordance with 2 CFR § 200.334. The self-certification must include a justification, clear identification of the threshold, and supporting documentation of any of the following: (i) a qualification as a low-risk auditee, in accordance with the criteria in 2 CFR § 200.520 for the most recent audit; (ii) an annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or (iii) for public institutions, a higher threshold consistent with state law. (2 CFR § 320(a)(1)(iv).

b. Small Purchases (\$250,000 or less as of November 12, 2020). Small purchases up to the federal simplified acquisition threshold (\$250,000 as of November 12, 2020)³ may be made using simple, informal procurement methods and without requiring sealed bids. For any such purchases, the Purchasing Agent must obtain price or rate quotes from an adequate number of qualified vendors or firms (preferably, from at least three qualified vendors or firms). The Purchasing Agent shall document any price or rate quotes received, whether written or oral. (2 CFR §§ 200.88, 200.320(a)(2).)

c. Sealed Bids (over \$250,000 as of November 12, 2020). For purchases in excess of the federal simplified acquisition threshold (\$250,000 as of November 12, 2020) sealed bidding is used if (i) a complete, adequate, and realistic specification or purchase description is available; (ii) two or more responsible bidders are willing and able to complete effectively for the business; and (iii) the procurement lends itself to a firm

² For procurements utilizing federal funds obtained prior to November 12, 2020, the micro-purchase threshold is \$3,500. The threshold is subject to adjustment every five years in the Federal Acquisition Regulations.

³ For procurements utilizing federal funds obtained prior to November 12, 2020, the simplified acquisition threshold is \$150,000. The threshold is subject to adjustment every five years in the Federal Acquisition Regulations (“FAR”). The school unit is responsible for determining an appropriate simplified acquisition threshold based on internal controls, an evaluation of risk, and its documented procurement procedures; however, in no circumstances can this threshold exceed the dollar value established in the FAR (48 CFR part 2, subpart 2.1) for the simplified acquisition threshold. The school unit should determine if local government laws on purchasing apply. (2 CFR § 200.1 – *see* definition of “simplified acquisition threshold.”)

fixed price contract and the selection of the successful bidder can be made principally on the basis of price. This is the preferred method for procuring construction. If sealed bids are used, the following requirements apply:

- Bids must be solicited from an adequate number of qualified sources, providing them sufficient response time prior to the date set for opening the bids;
- The invitation for bids must be publicly advertised;
- The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
- All bids will be opened at the time and place prescribed in the invitation for bids; •

The bids must be opened publicly;

- A firm fixed price (lump sum or unit price) contract award will be made in writing to the lowest responsive and responsible bidder whose bid conforms to all material terms and conditions of the invitation to bid. Where specified in bidding documents, factors such as discounts, transportation costs, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of; and

- Any or all bids may be rejected if there is a sound documented reason.

(2 CFR §§ 200.88, 200.320(b)(1).)

d. Requests for Proposals (over \$250,000 as of November 12, 2020). For purchases in excess of the simplified acquisition threshold (\$250,000 as of November 12, 2020), this procurement method is used when conditions are not appropriate for the use of sealed bids. Typically, a request for proposals (“RFP”) seeks proposals that are evaluated qualitatively such that price is not the primary evaluation criterion. Contracts may be awarded on either a fixed price or cost-reimbursement basis. If this procurement method is used, the following requirements apply:

- RFPs must be publicized and identify all evaluation factors and their relative importance. Any response to an RFP must be considered to the maximum extent practical;
- The RFP must identify the method to be used by the school unit for conducting technical evaluations of the proposals received and making selections;
- Proposals must be solicited from an adequate number of qualified offerors ; and
- The Purchasing Agent must award a contract to the responsible offeror whose proposal is most advantageous to the school unit, with price and other factors considered; however, any and all proposals may be rejected if there is a sound documented reason.

The Purchasing Agent may use competitive proposal procedures for qualifications based procurement of architectural/engineering (A/E) professional services whereby competitors’ qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, may only be used in procurement of A/E professional services. It cannot be used to purchase other types of services even if A/E firms are a potential source to perform the proposed effort. (2 CFR § 200.320(b)(2).)

e. Non-Competitive Proposals (Sole Source); Emergencies. Procurements may be made through a non-competitive process (i.e., through the solicitation of a proposal from only one source) only when one or more of the following circumstances apply:

- The acquisition of property or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (see Section C.1.a, above);
- The item is available only from a single source;
- An public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;

- The federal awarding agency or pass-through entity expressly authorizes non-competitive proposals in response to a written request from the school unit; or

- After solicitation of a number of sources, competition is determined inadequate.

The Purchasing Agent must document the basis for the sole source procurement by documenting the basis for any exigency or emergency, obtaining express authorization from the federal awarding agency or pass-through entity, or demonstrating a good faith effort on the part of the school unit to solicit proposals from a number of sources. (2 CFR §§ 200.320(c), 200.324(b)(2).)

2. Purchases Over \$25,000. For purchases exceeding \$25,000, prior to contracting with a vendor, the Purchasing Agent shall use the System for Award Management (SAM) to search for the vendor by name, tax identification number, or another characteristic to make sure that the vendor has not been suspended or debarred from performing federally funded work. (2 CFR §§ 200.206(d), 180.220.)

3. Purchases Over the Simplified Acquisition Threshold (\$250,000 as of November 12, 2020). The following additional procedures apply to purchases exceeding the simplified acquisition threshold:

a. Cost/Price Analysis.

- (i) The Purchasing Agent must perform a cost or price analysis in connection with every procurement in excess of the simplified acquisition threshold, including contract modifications. The method and degree of analysis depends on the facts surrounding the particular situation, but as a starting point, the Purchasing Agent must make independent estimates before receiving bids or proposals.
- (ii) The Purchasing Agent must negotiate profit as a separate element of the price for each contract in which there is no price competition and in all cases where cost analysis is performed. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.
- (iii) Costs or prices based on estimated costs for contracts under a federal award are allowable only to the extent that costs incurred or cost estimates included in negotiated prices would be allowable under Subpart E (Cost Principles) of 2 CFR Part 200. The school unit may reference its own cost principles that comply with the federal cost principles.
- (iv) The cost plus a percentage of cost and percentage of construction cost methods of contracting must not be used.

(2 CFR § 200.324.)

b. Bonding Requirements. For construction or facility improvement contracts or subcontracts in excess of the simplified acquisition threshold, the following bonds, or equivalent, are required:

- (i) A bid guarantee from each bidder equivalent to 5% of the bid price. The “bid guarantee” must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified;
- (ii) A performance bond on the part of the contractor for 100% of the contract price. A “performance bond” is one executed in connection with a contract to secure fulfillment of all the contractor’s obligations under such contract; and
- (iii) A payment bond on the part of the contractor for 100% of the contract price. A “payment bond” is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.

(2 CFR § 200.326.)

D. CONTRACTING WITH SMALL & MINORITY BUSINESSES, WOMEN’S BUSINESS ENTERPRISES, AND LABOR SURPLUS AREA FIRMS

The Purchasing Agent must take all necessary affirmative steps to assure that small & minority businesses, women’s business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include:

1. Placing qualified small & minority businesses and women’s business enterprises on solicitation lists;
2. Assuring that small & minority businesses and women’s business enterprises are solicited whenever they are potential sources;
3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small & minority businesses and women’s business enterprises;
4. Establishing delivery schedules, where the requirement permits, which encourage participation by small & minority businesses and women’s business enterprises;
5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and

6. Requiring the prime contractor, if subcontracts are to be allowed, to take the affirmative steps listed in paragraphs (1) through (5) of this section.

(2 CFR § 200.321.)

E. CONTRACTS ARISING FROM PROCUREMENTS

- 1. Contract Administrator.** Prior to the execution of a contract funded by a federal award, the school unit should name a Contract Administrator. The Contract Administrator is responsible for the tasks, technical requirements, service performance, and verification that payments are in compliance with the contract.
- 2. Contract Type.** The school unit may use a time-and-materials type contract (i.e., a contract whose cost to the school unit is the sum of (i) the actual cost of materials and (ii) direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit) only if the school unit determines that no other contract is suitable and the contract includes a ceiling price that the contractor exceeds at its own risk. The school unit must assert a high degree of oversight to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls. (2 CFR § 200.318(j).)
- 3. Contract Provisions.** Any contract entered into between the school unit and a firm or vendor who is to be compensated using a federal award or a portion thereof must contain the applicable contract provisions described in Appendix I. (2 CFR § 200.327.)
- 4. Subrecipient and Contractor Determinations.** The school unit must make case-by-case determinations whether each agreement it makes for the disbursement of federal funds casts the party receiving the funds in the role of a subrecipient or a contractor. The school unit must make this classification using its judgment based on the following factors, as well as any additional guidance supplied by the federal awarding agency:
 - a. Contractors.** A contract is for the purpose of obtaining goods and services for the party's own use and creates a procurement relationship with the contractor. (*See* 2 CFR § 200.1.) Characteristics indicative of a procurement relationship between the school unit and a contractor are when the contractor (i) provides the goods and services within normal business operations; (ii) provides similar goods or services to many different purchasers; (iii) normally operates in a competitive environment; (iv) provides goods or services that are ancillary to the operation of the federal program; and (v) is not subject to compliance requirements of the federal program as a result of the agreement, though similar requirements may apply for other reasons.
 - b. Subrecipients.** A subaward is for the purpose of carrying out a portion of a federal award and creates a federal assistance relationship with the subrecipient. (*See* 2 CFR § 200.1.) Characteristics which support the classification of a party receiving federal funds as a subrecipient include when the party (i) determines who is eligible to

receive what federal assistance; (ii) has its performance measured in relation to whether objectives of a federal program were met; (iii) has responsibility for programmatic decision making; (iv) is responsible for adherence to applicable federal program requirements specified in the federal award; and (v) in accordance with its agreement, uses the federal funds to carry out a program for a public purpose specified in authorizing statute, as opposed to providing goods or services for the benefit of the pass-through entity.

If the party receiving the funds is classified by the school unit as a subrecipient, the school unit must:

- (i) Ensure that every subaward is clearly identified to the subrecipient as a subaward and includes the information required by 2 CFR § 200.331.
- (ii) Evaluate each subrecipient's risk of noncompliance with federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subrecipient monitoring described below, which may include consideration of such factors as: (a) the subrecipient's prior experience with the same or similar subawards; (b) the result of previous audits including whether or not the subrecipient receives a Single Audit in accordance with Subpart F—Audit Requirements—of 2 CFR Part 200, and the extent to which the same or similar subaward has been audited as a major program; (c) whether the subrecipient has new personnel or new or substantially changed systems; and (d) the extent and results of federal awarding agency monitoring.
- (iii) Consider imposing specific subaward conditions upon a subrecipient as described in 2 CFR § 200.208.
- (iv) Monitor the activities of the subrecipient as necessary, and as further provided in 2 CFR § 331, to ensure that the subaward is used for authorized purposes, in compliance with federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.
- (v) Verify that each subrecipient is audited as required by Subpart F (Audit Requirements) of 2 CFR Part 200 when it is expected that the subrecipient's federal awards expanded during the respective fiscal year equaled or exceeded the threshold set forth in 2 CFR § 200.501.
- (vi) Consider whether the results of the subrecipient's audits, on-site reviews, or other monitoring indicate conditions that necessitate adjustments to the school unit's own records.
- (vii) Consider taking enforcement action against noncompliant subrecipients as described in 2 CFR § 200.338.

(2 CFR §§ 200.330, 200.331.)

F. RECORDS

a. Recordkeeping. The school unit must maintain records sufficient to detail the history of procurement. Records must include the following: (i) rationale for the method of procurement, (ii) selection of contract type, (iii) contract selection or rejection, and (iv) the basis for the contract price.

b. Record Retention Requirements. The school unit must maintain records related to each federal procurement for a period of three years from the date of submission of the final expenditure report or, for federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the federal awarding agency or school unit in the case of a subrecipient. The following exceptions apply:

- (i) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.
- (ii) When the school unit is notified in writing by the federal awarding agency, cognizant agency for audit, oversight agency for audit, cognizant agency for indirect costs, or pass-through entity to extend the retention period.
- (iii) Records for real property and equipment acquired with federal funds must be retained for 3 years after final disposition.
- (iv) When records are transferred to or maintained by the federal awarding agency or pass-through entity, the 3-year retention requirement is not applicable to the school unit.
- (v) Records for program income transactions after the period of performance. In some cases, federal fund recipients must report program income after the period of performance. Where there is such a requirement, the retention period for the records pertaining to the earning of the program income starts from the end of the school unit's fiscal year in which the program income is earned.
- (vi) Indirect cost rate proposals and cost allocations plans. This paragraph applies to the following types of documents and their supporting records: indirect cost rate computations or proposals, cost allocation plans, and any similar accounting computations of the rate at which a particular group of costs is chargeable (such as computer usage chargeback rates or composite fringe benefit rates).

If the proposal, plan, or other computation is required to be submitted to the federal government (or to the pass-through entity) to form the basis for negotiation of the rate, then the 3-year retention period for its supporting records starts from the date

of such submission.

If the proposal, plan, or other computation is not required to be submitted to the federal government (or to the pass-through entity) for negotiation purposes, then the 3-year retention period for the proposal, plan, or computation and its supporting records starts from the end of the fiscal year (or other accounting period) covered by the proposal, plan, or other computation.

(2 CFR §§ 200.318(i), 200.333.)

G. PROTESTS AND CLAIMS

The school unit is solely responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements of goods or services under federal awards. Except as may be otherwise provided in a written request for proposals or other solicitation of the school unit, these procedures are available to proposers for the purpose of handling and resolving disputes relating to such procurements, including evaluation and selection, protests of awards, disputes, and claims relating to the selection process and contract award.⁴ A protestor must exhaust all of these administrative remedies before pursuing a protest with the federal grant agency or in any court of law. For purposes of this section, the term “proposer” means any person or entity that has submitted a bid or a proposal in response to an RFP or other solicitation to the school unit, or a person or entity that is a prospective bidder or offeror and who has a demonstrated direct economic interest in the results of the procurement.

- 1. Protest Submission Requirements.** To be considered by the school unit, a protest must be made in writing, supported by sufficient information to enable the protest to be fairly evaluated, and submitted within the time periods set forth herein. At minimum, protests must include (i) the name, phone number, and address of the protester; (ii) identification of the detailed and specific provision(s) of applicable federal or state law which would be allegedly violated by the procurement; (iii) copies of all exhibits, evidence, or documents supporting the protest; and (iv) a concise description of all remedies or relief requested.
- 2. Pre-Award Protests.** Pre-award protests are protests based upon the content of the solicitation documents. Any protest to the terms, conditions, or specifications set forth in a solicitation must be submitted to the Purchasing Agent or the contract administrator, if a contract administrator is identified in the solicitation, within 5 calendar days after the issuance of the solicitation. All such protests will be considered by the Purchasing Agent, or the contract administrator as appropriate, prior to the solicitation due date, and a written decision will be provided to the protestor. A decision of the Purchasing Agent or contract administrator is final, and no further protest or appeal of the terms, conditions, or specifications of any solicitation will be considered by the School Board.

⁴ These protest procedures are not available to contractors or third parties for the purpose of

handling and resolving disputes, claims or litigation arising in the course of contract formation or contract administration. Any such disputes, claims or litigation will be handled and resolved in accordance with applicable contract terms, if any, and applicable law.

- 3. Protests of Proposal Evaluations and Award Decision.** Proposers shall be notified of any award decision by a written or oral notice of the award. This notice shall be transmitted to each proposer at the address, email address, or telephone number contained in its proposal. Any proposer whose proposal has not lapsed may protest an award decision on any ground arising from the evaluation of proposals or the award decision, but not on any ground specified in the “Pre-Award Protests” category, above. Any such protest must be submitted to the Purchasing Agent or the contract administrator, if a contract administrator is identified in the solicitation, within 3 calendar days after notice of the award. All such protests will be considered by a Protest Review Subcommittee, composed of members selected by the School Board in its sole discretion. A written decision from the Protest Review Subcommittee stating the grounds for allowing or denying the protest shall be transmitted to the protestor before a final contract award is made. A decision of the Protest Review Subcommittee is final, and no further protest or appeal will be considered by the School Board.

(2 CFR § 200.318(k).)

H. FEDERAL AWARDING AGENCY OR PASS-THROUGH ENTITY REVIEW

1. The school unit must make available, upon request of the federal awarding agency or pass-through entity, technical specifications on proposed procurements where the federal awarding agency or pass-through entity believes such review is needed to ensure that the item or service specified is the one being proposed for acquisition. This review generally will take place prior to the time the specification is incorporated into a solicitation document. However, if the school unit desires to have the review accomplished after a solicitation has been developed, the federal awarding agency or pass-through entity may still review the specifications, with such review usually limited to the technical aspects of the proposed purchase.
2. The school unit must make available upon request, for the federal awarding agency or pass-through entity pre-procurement review, procurement documents, such as requests for proposals or invitations for bids, or independent cost estimates, when:
 - a. The school unit’s procurement procedures or operation fails to comply with the procurement standards in 2 CFR Part 200;
 - b. The procurement is expected to exceed the simplified acquisition threshold and is to be awarded without competition or only one bid or offer is received in response to a solicitation;
 - c. The procurement, which is expected to exceed the simplified acquisition threshold,

specifies a “brand name” product;

- d. The proposed contract is more than the simplified acquisition threshold and is to be awarded to other than the apparent low bidder under a sealed bid procurement; or
- e. A proposed contract modification changes the scope of a contract or increases the contract amount by more than the simplified acquisition threshold.

The school unit is exempt from the pre-procurement review in this paragraph if the federal awarding agency or pass-through entity determines that its procurement systems comply with the standards of 2 CFR Part 200.

3. The school unit may request that its procurement system be reviewed by the federal awarding agency or pass-through entity to determine whether its system meets these standards in order for its system to be certified. Generally, these reviews must occur where there is continuous high-dollar funding, and third party contracts are awarded on a regular basis.
4. The school unit may self-certify its procurement system. Such self-certification must not limit the federal awarding agency’s right to survey the system. Under a self-certification procedure, the federal awarding agency may rely on written assurances from the school unit that it is complying with these standards. The school unit must cite specific policies, procedures, regulations, or standards as being in compliance with these requirements and have its system available for review.

(2 CFR § 200.325.)

I. EXCEPTIONS TO THESE ADMINISTRATIVE PROCEDURES

The requirements set forth in these administrative procedures do not apply to:

1. Block grants awards authorized by the Omnibus Budget Reconciliation Act of 1981 (including Community Services);
2. Federal awards to local education agencies under 20 U.S.C. 7702-7703b (portions of the Impact Aid program, including federal payments relating to federal acquisition of school property and federal payments for students residing on military installations or Indian lands);
3. Federal awards authorized under the Child Care and Development Block Grant Act of 1990, as amended;
4. Classes of federal awards or non-federal entities identified as exceptions by the Office of Management and Budget; or
5. Any circumstance where the provisions of federal statutes or regulations differ from the provisions of Part 200 of Title 2 of the Code of Federal Register.

(2 C.F.R. §§ 200.101, 200.102.)

Legal Reference: 34 CFR Parts 74 and 80 (Education Department General Administrative

Regulations (“EDGAR”)) (for federal awards made prior to 12/26/2014)
2 CFR Part 200 (Uniform Administrative Requirements) (for federal awards made on or after
12/26/2014)

Cross Reference: DJ – Bidding/Purchasing

DJH – Purchasing and Contracting: Procurement Staff Code of Conduct

Adopted: _____

Amended: _____

APPENDIX I. REQUIRED CONTRACT PROVISIONS

All contracts made by the school unit for the procurement of property, goods, or services using a federal award must contain provisions covering the following, as applicable:

- A. Remedies (over \$250,000).** Contracts for more than the simplified acquisition threshold (currently \$250,000) must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and must provide for such sanctions and penalties as appropriate.
- B. Termination for Cause and Convenience (over \$10,000).** All contracts in excess of \$10,000 must address termination for cause and for convenience by the school unit, including the manner by which it will be effected and the basis for settlement.
- C. Equal Employment Opportunity.** Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of “federally assisted construction contract” in 41 CFR Part 60-1.360-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, “Equal Employment Opportunity” (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 CFR Part 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.”
- D. Davis-Bacon Act, Copeland “Anti-Kickback” Act (construction contracts over \$2,000).** When required by federal program legislation, all prime construction contracts in excess of \$2,000 awarded by the school unit must include a provision for compliance with the Davis Bacon Act (40 U.S.C. 3141-3144 and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, “*Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction*”). In accordance with the statute, contractors

must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The school unit must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The school unit must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland “Anti-Kickback” Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, “*Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States*”). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The school unit must report all suspected or reported violations to the Federal awarding agency.

- E. Contract Work Hours and Safety Standards Act (over \$100,000).** Where applicable, all contracts awarded by the school unit in excess of \$100,000 that involve the employment of

mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

- F. Rights to Inventions Made Under a Contract or Agreement.** If the federal award meets the definition of “funding agreement” under 37 CFR § 401.2(a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment, or performance of experimental, developmental, or research work under that “funding agreement,” the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, “*Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements*,” and any implementing regulations issued by the awarding agency.

- G. Clean Air Act; Federal Water Pollution Control Act (over \$150,000).** Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires compliance with all applicable standards, orders, or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act, as amended (33 U.S.C. 1251-1387). Violations must be reported to the federal awarding agency and the

Regional Office of the Environmental Protection Agency (EPA).

- H. Debarment and Suspension.** A contract award (*see* 2 CFR 180.220) must not be made to parties listed on the government-wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p. 189) and 12689 (3 CFR Part 1989 Comp., p. 235), “*Debarment and Suspension.*” SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.
- I. Byrd Anti-Lobbying Amendment (over \$100,000).** Contractors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-federal funds that takes place in connection with obtaining any federal award. Such disclosures are forwarded from tier to tier up to the non-federal award.
- J. Domestic Preference.** As appropriate and to the extent consistent with law, the school unit should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards, including all contracts and purchase orders for work or products under a Federal award. For purposes of this section, “produced in the United States” means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States. For purposes of this section, “manufactured products” means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber. *See* 2 CFR § 200.322.
- K. Procurement of Recovered Materials.** The contractor must comply with section 6002 of the [Solid Waste Disposal Act](#), as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at [40 CFR part 247](#) that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines. *See* 2 CFR § 200.323.
- L. Prohibition on Certain Telecommunications and Video Surveillance Services or Equipment.** Contractors are prohibited from obligating or expending loan or grant funds to (i) procure or obtain; (ii) extend or renew a contract to procure or obtain; or (iii) enter into a

contract (or extend or renew a contract) to procure or obtain equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. As described in Public Law 115-232, section 889, covered telecommunications equipment is telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities). *See* 2 CFR § 200.216.

Approved 6/1/2022

Reviewed August 2023

DJH

DJH: PURCHASING AND CONTRACTING: PROCUREMENT STAFF CODE OF CONDUCT

School units that receive federal funding to support their educational programming and services are required to maintain written standards of conduct governing the performance of their employees engaged in the award and administration of contracts and to conduct procurement transactions in a manner to provide, to the maximum extent practical, open and free competition.

Conflict of Interest of all employees: Maine Arts Academy employees shall perform their duties in a manner free from conflict of interest to ensure that the school unit's business transactions are made in compliance with applicable laws and regulations and in a manner that maintains public confidence in the school. No employee of Maine Arts Academy shall participate in the selection, award or administration of a contract supported by federal funds or in any other transaction in which the school unit is a party if he/she has a real or apparent conflict of interest in the transaction. A conflict of interest would arise when the employee or any member of his/her immediate family, his/her (business) partner, or an organization that employs or is about to employ any of these parties has a financial or other interest in the firm selected for the award. For the purpose of this policy, "immediate family" is defined as spouse, brother, sister, parent, son or daughter. Conflict of Interest Disclosure All employees with real or apparent conflicts of interest as defined above must disclose the conflict of interest to the Head of School who will investigate the circumstances of the proposed transaction. The Head of School will exercise due diligence in investigating the circumstances of the transaction and, if necessary, will make reasonable efforts to find alternatives to the proposed transaction or arrangement that would not give rise to a conflict of interest. If the Superintendent determines that the proposed transaction is in the best interest of Maine Arts Academy Code: DJH School Department and is fair and reasonable, he/she

may proceed with the transaction.

In the event that the Head of School may have a conflict of interest, an ad hoc subcommittee of the Board will investigate and make a determination regarding the transaction. Staff Gifts and Solicitations Maine Arts Academy employees are prohibited from accepting money or things of material value from persons or entities doing business with, or desiring to do business with, the school unit. Employees may accept unsolicited items of nominal value such as those that are generally distributed by a company or organization through its public relations program.

Violations: Employees of Maine Arts Academy who violate this code of conduct may be subject to discipline, up to and including termination of employment and, if appropriate, referral to law enforcement. Dispute Resolutions Conflict Resolution/Protests and Claims A bidder or respondent to a request for a proposal (RFP) may protest a procurement or contract award if he/she believes that it was made in a manner inconsistent with Board policy, specifications, or law or regulations. A protest must be submitted to the Head of School in writing within five (5) business days after receipt of notification of the award being made, with all documents supporting the protest. The Head of School shall review the protest and supporting documents and render a decision in writing within twenty (20) business days of receipt of the protest. The Head of School may also convene a meeting with the bidder or respondent to attempt to resolve the problem. If the bidder or respondent is not satisfied with the Head of School's decision, he/she may appeal to the Board. The Head of School will provide reasonable notice to the bidder or respondent of the time for the Board's consideration of the protest.

Approved 9/2/2020

Reviewed August 2023

DN: SCHOOL PROPERTIES DISPOSITION

The Head of School or his/her designee is authorized to determine, through procedures he/she develops, when personal property valued at \$500.00 or more (supplies, materials, equipment), as distinguished from real property, is obsolete or no longer of use to the school, and to declare it surplus. The Board shall be informed of property declared surplus.

Procedures for disposal of all surplus personal property shall be in accordance with the following:

- A. Programs within the Parent Corporation are to be informed in writing of property declared surplus, and are to have first option to purchase. The charges for purchases shall be determined by the Head of School or his/her designee(s) after consultation with the Board.
- B. Surplus property, which is to be offered to the public for sale, shall be disposed of by sealed bid, public auction, or public sale. Public notice of any sale of surplus property shall be given at least one week in advance of an auction, sale, or opening of sealed bids.
- C. Library books, textbooks, and instructional materials are to be disposed of by a MEAA most likely to offer the promise of continuing educational benefit, first to citizens of the school, then to others.
- D. Any surplus property which is offered for public sale and is not sold may be disposed of in a manner deemed advisable by the Head of School or his/her designee(s), including donation to non-profit agencies.
- E. Any property determined to be worthless, or for any reason is considered to be inappropriate for sale, shall be disposed of in a manner the Head of School deems appropriate after informing the Board, with recycling as a priority where feasible.

F. Any school identification on surplus property shall be removed, or be further identified to indicate the intended disposition and surplus nature (i.e., "SOLD BY" "SURPLUS").

All revenues which result from the sale of surplus property shall be credited as miscellaneous income except in any instance where law requires that it be credited to a specific account.

Disposal of Equipment Funded by Federal Award

When it is determined that original or replacement equipment acquired under a federal award is no longer needed for the original project or program, or for other activities currently or previously supported by a federal awarding agency, the School or designee will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

Generally, disposition of equipment is dependent on its fair market value (FMV) at the time of disposition. If the item has a current FMV of \$5,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency. If the item has a current FMV of more than \$5,000, the federal awarding agency is entitled to the federal share of the current market value or sales proceeds.

If acquiring replacement equipment, the Academy may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

The Academy shall seek competitive pricing for purchases, replacement and maintenance.

Approved: February 3, 2021

Reviewed August , 2023

Section E. Support Services

EBAA

EBAA: CHEMICAL HAZARDS

The MeAA Board is committed to providing a safe environment for students and employees. It is the policy of the MeAA to follow safe practices in regard to the storage and handling of hazardous chemicals in its school. The school will comply with all applicable Maine and federal laws and regulations concerning hazardous chemicals.

The Head of School or his/her designee will be responsible for developing or obtaining an appropriate Chemical Hygiene Plan that includes procedures relevant to the identification, purchase, storage, inventory, handling, and disposal of hazardous chemicals, maintenance of material safety data sheets (MSDS), and for ensuring that employees are provided required training and information concerning hazardous chemicals used in the school.

The Head of School or his/her designee(s) will appoint a Chemical Hygiene Officer for the school. The Chemical Hygiene Officer will have the primary responsibility for implementing the school's Chemical Hygiene Plan. The person appointed Chemical Hygiene Officer should be familiar with State and federal regulations pertaining to laboratory and chemical safety and the chemicals used in the school.

The Chemical Hygiene Office shall achieve such certification and/or attend such training as may be mandated by the Maine Department of Education or other State agencies.

Introduction:

This document is the Maine Arts Academy Emergency Response Plan. This is NOT a threat assessment or meant for preventing action against Maine Arts Academy. This document deals with responses in emergency situations.

Plan Objectives:

1. The objectives of the Maine Arts Academy emergency response plan (ERP) are to protect the lives and well-being of students and staff through the prompt and timely response to an emergency.
2. Provide staff with knowledge and training to take part in the response to an emergency.

Responsibilities of Maine Arts Academy:

1. To protect students and staff in the event of an emergency.
2. To provide in-service training on emergency responses.
 - a. To conduct regular drills and exercises.
 - b. To address the general functions that may need to be performed during emergency situations.
3. To establish a Chain-of-Command system to manage emergencies.
4. To integrate procedures with local emergency responders (police, fire, ambulance, etc) and businesses.

Contact Information

Entity Name	Phone Number
MeAA Office Number	1-207-480-7917
Fire	911
Police	911
Ambulance	911
Hazardous Materials	911
Poison Control	1-800-222-1222
Northern Lights Hospital	1-207-861-3000
Maine General Augusta	1-207-626-1000
Heather King, Head of School	1-207-620-0155
Rachel Merrill, Principal	1-207-660-2059

Address

Maine Arts Academy
310 Cony Road
Augusta, Maine 04330

School Property Details

Maine Arts Academy is located off Route 17, on Cony Road, at the previous Veterans Home Location. It is adjacent to the Capital Area Recreational Association, CARA fields and Piggery Field.

Figure 1. Maine Arts Academy Aerial Map



Building Descriptions:

PROPERTY INFORMATION

PROPERTY ADDRESS 310 Cony Road, Augusta
REGISTRY OF DEEDS Book 14305, Page 83 (Kennebec County)
MAP / LOT Map 13, Lot 23
ZONING Rural Residential (RRES) and Shoreland Overlay Zone LC
BUILDING SIZE 69,615± SF
LOT SIZE 8.9± Acres
CURRENT USE: High School for Grades 9-12

LAYOUT

The classrooms are located in five separate wings. The newest wing includes 30 rooms and a small kitchen. The middle/main portion of the building has the main entrance with a vestibule, waiting/sitting area, receptionist's desk, offices, conference rooms, student locker room and science lab in the back, performing arts center/auditorium, commercial kitchen, mechanical/maintenance rooms, laundry, storage rooms and public restrooms.

Section II

Emergency Plans and Procedures

Section 2.1 - Fire Drill/Fire Emergency

Maine Arts Academy is required by law to conduct 10 fire drills per year.

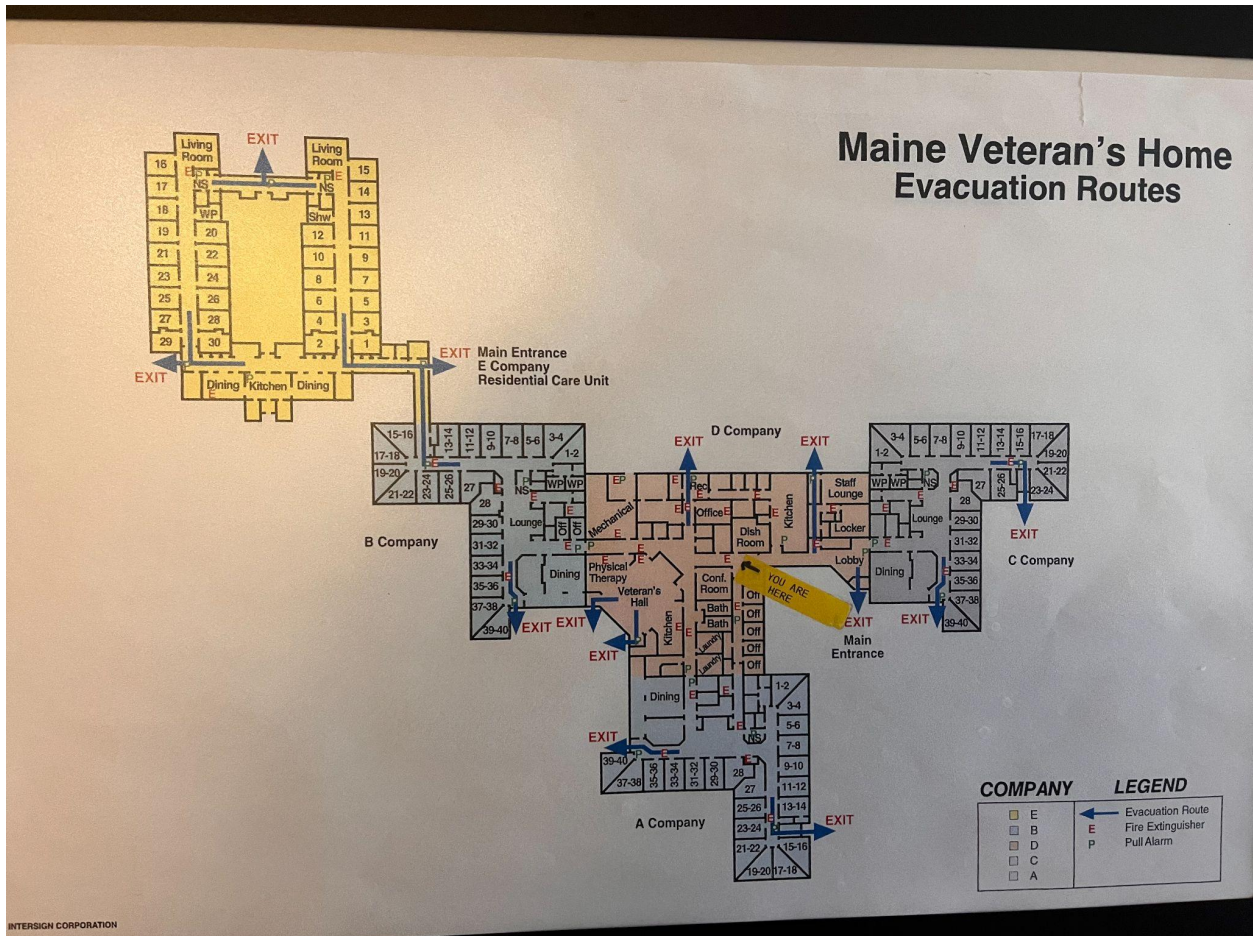
All staff and students will be notified of a fire drill or fire emergency by the usage of the fire alarm system within each building. Staff should do the following during a fire drill or fire emergency:

1. Leave the building and take attendance forms to track students.
 - a. Only take attendance after getting to your meeting point.
2. All students and staff should go to their designated fire drill/emergency meeting points.
 - a. Each wing has a different place to meet to keep students and staff from potentially being in close proximity to any dangerous situations.
3. After taking attendance, any missing students should be reported to administrative personnel.

Below is a table containing the locations of each Wing's meeting place in the event of a fire drill/emergency. It is important for each wing to have their own designated meeting points due to it being a large building environment.

Maine Arts Academy Buildings	Fire Drill/Emergency Meeting Points
Main Office, Kitchen, Science Lab, Maintenance	Exit D-Company towards back parking lot
C-Wing-Classrooms	Exit by the side entrance towards front parking lot
A-Wing Visual Arts Room, Classrooms	Exit by the side entrance towards front parking lot
B-Wing and Performing Arts Center, Dance Room, Classrooms	Exit side entrance to bus stop hut/outdoor garden space
E-Wing	Exit Side Entrance to back parking lot

These locations and routes to these meeting places will be posted throughout the school, and should be well-known amongst staff and students.



Section 2.2 - Evacuation Emergency

Notice of an evacuation may take place in the following ways: text, radio call, emails, intercom/phone system. If students and staff receive a notification to evacuate, they should all do the following:

1. Remain focused and guide students to the closest and safest way out of their respective wings.
 - a. Do NOT stop to collect any personal items or belongings, just leave.
2. Go immediately to their wing's specified emergency meeting places; these locations are the same as referenced in the previous section (Section 2.1 - Fire Drills and Fire Emergencies).
3. Direct any students in your immediate vicinity to stay away from emergency response vehicles (Fire trucks, ambulances, police cars, etc).
4. Listen to the administrative team give instructions.
 - a. If they are not present immediately, await orders from them or until local first responders arrive on the scene.

Teachers should ALL do the following in an evacuation:

<u>Emergency Evacuation</u>
Teachers should take class roster lists, and emergency information to designated assembly areas (See section 2.1) Be sure to take a cell phone for on-the-spot communication of plans and information.
Teachers should take attendance, once at their designated assembly areas. Report names of missing students to the administrative team.
Maintain control of your class, keep students away from dangerous areas.
Help students and staff with special needs, if possible or safe to do so.
Await directions from the administrative team and/or local law enforcement and first responders.
Seek medical assistance, as needed.

IF a student is not present at designated assembly point:

<u>IF a student is missing from designated assembly point</u>	
<u>Teacher</u>	<u>Administration</u>
Stay with kids	Receives information.
Notify administration of medical issues and/or missing students (via radio, cellphone, on paper, etc)	Tracks down students.
	Notifies parents, if necessary.

Section 2.3 - Active Shooter Emergencies

Active shooter emergencies are of a very low probability to occur, however, that does not mean a school and its people should not be prepared. Maine Arts Academy staff has initiated the institution of the ALICE program, which is a nationally recognized program in Active Shooter response. Staff and students will be trained on this methodology throughout the year. Teachers, staff, and students should be familiar with the following concepts:

- Evacuate/Escape
 - a. Evacuate/Escape should be everyone's top priority. If you are attempting to escape then follow the table below:

<u>Evacuate/Escape</u>	
<u>Do</u>	<u>Do NOT</u>
Evacuate/Escape/Leave	Move/help wounded
Leave regardless of other people	Move toward the danger zone
Leave your belongings and stuff	Rush/Swarm Law Enforcement Personnel
Help others leave, only if it is safe to do so	
Keep hands visible in front of Law Enforcement personnel	
Follow ALL Law Enforcement directions	
Direct people away from danger	
Call 911 when it is safe.	
It is up to staff/students to determine the speed of their escape/evacuation.	
It is your decision to sweep any remaining buildings/rooms.	

b. Evacuating students/staff with special needs:

<i>Evacuating Students With Special Needs</i>	
<i>Physical Disability</i>	<i>Mental Disability</i>
Know where the accessible ramps, elevators, and other means of moving people with a physical disability or injury may be located.	Communicate any plans that you make, clearly and effectively.
If an active shooter is on campus, make sure that student is in an appropriate lock-down location if they cannot be moved/evacuated.	If an active shooter is on campus, make sure that student is in an appropriate lock-down location if they cannot be moved/evacuated.
Communicate any plans that you make, clearly and effectively.	
If the emergency is not an active shooter, staff should be able to obtain a key(s) for a utility vehicle to support the transportation of this student.	

c. Staff and students should attempt to make it to the Emergency Meeting Point if campus evacuation spots are not safe. The following location is the emergency off campus site.

1. Piggery Soccer Field, Augusta Maine

“Enhanced” Lockdown Procedure

d. If you are unable to evacuate and your only option is to lockdown in your room then follow the following table:

<i>“Enhanced Lockdown” Procedure</i>	
<i>Do</i>	<i>Do NOT</i>
Close door and turn off the lights	Make noise
Remain quiet	Remove the barricade once built
Secure door (lock AND barricade)	Hide behind the doorway
Get out of view and close the window blinds	Remain in view of any windows
Stay out of the way of the door (and other potential lines of fire)	

Continue looking for ways out of the room	
Prepare to encounter the aggressor (See section 2.3.3 - Countering)	
Escape once the aggressor has moved on	
Call 911, if you cannot speak, then leave the line open for the police to listen.	

Countering the aggressor:

- e. As a last resort, when you have no other options of escape, you may have to counter the aggressor to save your own life and the lives of others around you. An active shooter is expecting a room of unprepared and unready groups of students and teachers. When your life is in imminent danger then do the following:
 - i. Act as aggressively toward the aggressor as possible.
 - 1. Hit them with anything nearby, you may have to physically attack them and hit them.
 - 2. Throw items nearby at them (laptops, books, backpacks, water bottles, chairs, etc)
 - 3. Yelling, screaming, and turning lights on/off repeatedly, are effective means of distraction proven to lessen a shooter's accuracy.
 - 4. Commit to any actions that you take, do NOT sit there and let things happen to you.
 - ii. Classroom tools:
 - 1. Every classroom comes with ALICE buckets, inside of them are: tennis balls, rope, and duct tape.
 - a. If you think of any other tools you would like to have then please put those items in your buckets.

Section 2.4 - Reporting Suspicious and Aggressive Behaviors

- Maine Arts Academy staff (and students) should report any signs of potentially life threatening and non-life threatening violent actions OR simply suspicious behaviors, below is a table of how to report these situations.

<u>Reporting</u>		
<u>Life Threatening</u>	<u>Non-Life Threatening</u>	<u>Suspicious Behavior</u>
<p>Staff/students should call 911 when they deem their life is in danger</p> <p>If possible, contact administration and/or office staff when safe to do so.</p>	<p>If staff/students are in a dangerous (but not life threatening) situation, then they will call the office at extension 903.</p> <p>Administration may call 911 if the situation escalates or they deem it necessary.</p>	<p>If you witness a behavior that seems like it could lead to potential violence or inappropriate behavior, please call the office (or radio) at extension 903.</p>
<p>Administration will make sure that parents are notified when it is appropriate and safe to do so.</p>	<p>Administration will make sure that parents are notified when it is appropriate and safe to do so.</p>	<p>Administration may call 911 if the situation escalates or they deem it necessary.</p>

Examples of life threatening behavior include: active shooter, stabbing, physically being attacked/beaten (or witnessing this), fire, natural gas/propane leak, etc.

Examples of non-life threatening behavior include: being yelled at, overhearing students talking about dangerous topics (school shootings, explosives, drugs, etc), strangers on campus.

Examples of suspicious behavior include: unfamiliar visitors to campus, visitors without a pass or identification, visitors removing property from school buildings, visitors taking pictures of school property and personnel, etc.

- Maine Arts Academy staff (and students) should all be familiar with some of the most common warning signs of potential violence indicators. Dangerous situations do not occur because an employee or student simply “snap”, there is a history of behavioral changes that often indicate a change in that person. Some of the time, these indicators manifest in violent actions being taken. Below is a table of “Indicators of Potential Violence”:

Indicators of Potential Violence by an employee/student

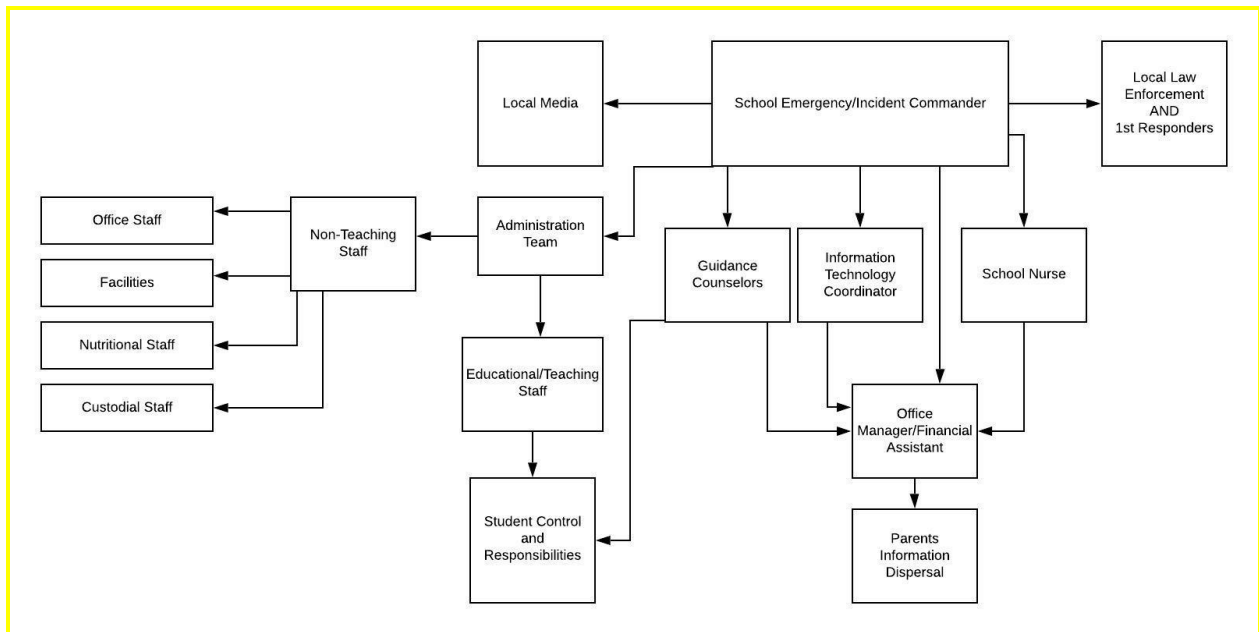
Increased substance usage (alcohol, marijuana, other drugs, etc)
Increase of tardiness and absenteeism
Physical appearance deterioration (looks sickly, unhealthy, big physical changes, etc)
Depression/withdrawal that seems abnormal to their behavior
Resistance/negative reaction/repeat violations of school policies and policy changes
Increase in mood swings, severe attitude changes, explosive outbursts, angry reactions
Talks about suicide, self-harm, and/or harming other people
Increasing paranoia, suspicious behaviors, belief in conspiracies about them
Increasing domestic problems (break ups, divorce, abuse, child problems, etc)
Talk of previous crimes committed or previous violent actions committed.
Studying of historical crimes (mass shootings, serial killers, school shootings, bombings, etc)
Sympathy for those who commit violent crimes.
Increased interest in firearms, guns, weaponry.
Change in employment status (fired, reprimanded, administrative leave, etc)

Section 3

Incident Command System And Staff Roles

Section 3.1 - Incident Command System

Maine Arts Academy staff, students, and parents all have roles to play during an emergency situation at the campus. It is vital to the safety of all in the Maine Arts Academy community that everyone understands their role and their own jobs, as well as, where they fit in the larger Maine Arts Academy Emergency Chain of Command. This Emergency Chain of Command is diagrammed below:



Section 3.2 - Staff Roles and Job Descriptions

1. All staff will have a job in an emergency evacuation. The following table will describe what each staff member is responsible for taking care of in the event of an emergency evacuation:
 - a. School Incident Commander/Administrative Team (H. King, R. Merrill):
 - i. Request law enforcement (LE) to provide response and security services, as needed.
 1. Need for road blocks.
 2. Needs for ambulances and fire response vehicles.
 3. Any/all coordination and contact between Law Enforcement and Maine Arts Academy.
 - ii. Notify ALL relocation sites in the community about the incident and to expect students, staff, and first responders.
 - iii. Direct guidance department, IT department, and nursing staff to oversee the dispersal of information to D. Manter/A Chartier to send to parents (when safe and appropriate to do so).
 - iv. Provide media and public information of instructions and event details, when appropriate (NO ONE ELSE SHOULD TALK TO MEDIA).
 - v. Ensure the following of the chain of command.
 - b. Guidance staff:
 - i. Report directly to School Incident Commander
 - ii. Combine forces with the IT Department, and nursing staff to relay information on student needs to A. Chartier/ D. Manter, who then notifies parents.
 - iii. Assist Teaching staff in maintaining control of students and their responsibilities.
 - iv. Provide, if certified, any first aid and CPR needs by the students.
 - c. IT Department:
 - i. Report directly to School Incident Commander/Administrative Team
 - ii. Combine forces with the IT Department, and nursing staff to relay information on student needs to A. Chartier/D. Manter, who then notifies parents.
 - iii. Provide, if certified, any first aid and CPR needs by the students.
 - d. Nursing Staff:
 - i. Report directly to School Incident Commander

- ii. Combine forces with the IT Department to relay information on student needs to A. Chartier/D. Manter, who then notifies parents.
- iii. Provide medical assistance to students in need.
 - 1. May need to triage students based on conditions.
 - 2. Provide relevant and timely information to Emergency Medical Services and local first responders.

e. Admissions/Financial Assistant:

- i. Report directly to School Incident Commander
- ii. Combine forces with IT Department, and nursing staff to disperse relevant and timely information to parents regarding students (where/how to pick up students in need of medical attention, relocation of students, etc).
- iii. Provide medical assistance to students in need.
 - 1. May need to triage students based on conditions.
 - 2. Provide relevant and timely information to Emergency Medical Services and local first responders.
- iv. Ensure the safety of students if a disaster occurs while students are on the bus.
- v. Coordinate the transfer of students to a new location, when directed.
- vi. Transporting, when appropriate, the students and staff in need of medical attention.
- vii. Be in charge of student release from Messalonskee Middle School

f. Administrative Team:

- i. Deliver orders and instructions to all educational staff and non-teaching staff.

g. Non-Educational Staff:

- i. Office Staff
 - 1. Report directly to the Administrative Team
 - 2. Do any tasks that are asked of them by the Administrative Team.
 - 3. Help Educational Staff maintain control of students.
 - 4. Provide, if certified, any first aid and CPR needs by the students.
- ii. Facilities Department
 - 1. Report directly to the Administrative Team
 - 2. When safe to do so, survey building damage to the Administrative Team.
 - 3. Control valve shut-off for gas, water, and electrical power lines on campus.

4. Provide, if directed, perimeter control under the authority and directives of local law enforcement officials.
5. Assist in the delivery of supplies, and provisions to meeting points when needed/directed.
6. Provide, if certified, any first aid and CPR needs by the students.

iii. Nutritional Services Staff

1. Report directly to the Administrative Team
2. Preparing rations and provisions (food, water, etc) for staff and students, when deemed necessary by the Administrative Team.
3. Provide, if certified, any first aid and CPR needs by the students.

iv. Custodial Staff

1. Report directly to the Administrative Team
2. Do any tasks that are asked of them by the Administrative Team.
3. Provide, if certified, any first aid and CPR needs by the students.

h. Educational Staff:

- i. Report directly to the Administrative Team
- ii. Educational staff are responsible for maintaining control over the student body.
- iii. Take attendance of students in their classes, and report any missing or injured students to the Administrative Team.
- iv. If directed with a job/task, do it to the best of their ability.
- v. Provide, if certified, any first aid and CPR needs by the students.

i. Students:

- i. Report directly to Educational Staff
- ii. Cooperate during all training, drills, exercises, and emergency situations.
- iii. Be responsible for themselves and those in their vicinity during an emergency.
- iv. Understand the importance of reporting and voicing their concerns about staff and students via the appropriate procedures.
- v. Help, if directed by Educational Staff, in the recovery process after an emergency.

j. Parents:

- i. Encourage thoughtful discussions on school safety, violence prevention, suspicious behavior identification, and preparedness programs.
- ii. STAY AWAY FROM THE SCENE OF AN EMERGENCY
- iii. Wait for directions from the school guidance counselors, IT Department, nursing and office staff for information on students who are in need of medical attention, and location information, and directions on picking up students from meeting locations.
- iv. Provide information to the school staff about students who may have special needs during an emergency or emergency evacuation.
- v. Maintain a helpful and cooperative attitude.

Section 3.3 - Family Information Procedure

1. Parents must arrive at Piggery Soccer Field after being notified that the school has been evacuated.
 - a. Parents WILL NOT show up at Maine Arts Academy, or any other emergency meeting points except Piggery Fields.
2. Parents will go to the Piggery Fields and office staff will track missing and present students.
3. Parents will check-in and request from office staff that their child is being picked up.
4. Parents will wait, outside, while office staff locates their student and releases them to the parent(s).
 - a. Parents may need to sign a Student Release Form from the office staff.
5. Parents WILL remain calm (to the best of their ability) while office staff locate and release their student.

Reviewed August 2023

EBCC: BOMB/VIOLENT? THREATS (SHOULD WE ADD OTHER THREAT?)

The Board recognizes that bomb threats are a significant concern to the school. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Head of School or his/her designee(s) to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

Conduct Prohibited

No person shall make, or communicate by any MeAA, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Placement of a bomb or of a “look-alike” bomb on school premises will be considered a threat for the purpose of this policy because of the potential for evacuation of the school and other disruption of school operations.

It is also a violation of Board policy to communicate by any MeAA that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the school. For the purpose of this policy, “toxic or hazardous substance or material” MeAA any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

A. Definitions

A “**bomb**” MeAA an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, “Molotov cocktail” or other destructive device.

A “**look-alike bomb**” MeAA any apparatus or object that conveys the appearance of a bomb or other destructive device. A “**bomb threat**” is a communication, by any MeAA, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.

“**School premises**” MeAA any school property and any location where any school activities may take place.

B. Development of Bomb Threat Procedures

The Head of School or his/her designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the MeAA Crisis Response Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);

Building evaluation and re-entry (including selection of potential alternative sites for those who are evacuated);

Incident “command and control” (who is in charge, and when);

Communications contacts and mandatory bomb threat reporting;

Parent notification process;

Training for staff members; and

Support services for students and staff.

The initial bomb threat procedure will be subject to approval by the Board. The Head of School or his/her designee(s) will be responsible for overseeing a review or evaluation of bomb threat procedures prior to the Board’s required annual approval of the MeAA Crisis Response Plan, or following implementation of the procedure in response to a specific threat.

D. Reporting of Bomb Threats

Any student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the Principal, teacher or other employee in a position of authority.

An employee of the MeAA who learns of a bomb threat shall immediately inform the Principal. The Principal shall immediately take appropriate steps to protect the safety of students and staff in accordance with the MeAA bomb threat procedure, as developed under Section C, and inform the Head of School or his/her designee(s) of the threat.

All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures.

The Head of School or his/her designee(s) shall be responsible for reporting any bomb threat to the Department of Education within two business days of the incident. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

E. Student Disciplinary Consequences

Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school.

The administration may suspend and/or recommend for expulsion any student who makes a bomb threat. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A M.R.S.A. § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school.

In addition, a student who is found after hearing by the Board to have brought a bomb to school shall be expelled from school for at least one year in accordance with 20-A M.R.S.A. §1001(9-A) and Policy JICIA, except that the President may modify the requirement for expulsion based on individual circumstances.

A student who has been identified through the IEP process as having a disability and whose conduct in violation of this policy is related to the disability shall be disciplined as provided in Policy JKF.

F. Aiding Other Students in Making Bomb Threats

A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

G. Failure to Report a Bomb Threat

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

H. Staff Disciplinary Consequences

A MeAA employee who makes or communicates by any MeAA a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies.

A MeAA employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

I. Civil Liability

The school reserves the right to bring suit against any individuals responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

J. Lost Instructional Time

Instructional time lost as a result of a bomb threat or other activity as defined in Section A will be rescheduled at the earliest appropriate or practicable opportunity, as determined by the Head of School or his/her designee(s) in consultation with the Board.

Time lost may be rescheduled on a weekend or vacation day, or after what would normally be the last day of the school year, except on days when school must be closed as required by law.

k. Notification Through Student Handbook

All student handbooks shall address the MeAA' bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

Legal References: 18 U.S.C. §§ 921; 8921

17-A M.R.S.A. § 210

20-A M.R.S.A. §§ 263; 1001(9); 1001(9-A); 1001(17); 1001(18)

Cross References: EBCA – Crisis Response Plan

JKD – Suspension of Students

JKE – Expulsion of Students

JKF – Suspension/Expulsion of Students with Disabilities

JICIA – Weapons, Violence and School Safety

Student Code of Conduct

Reviewed August 2023

ECB: INTEGRATED PEST MANAGEMENT

Pests can pose significant problems to people, property, and the environment. Pesticides pose similar risks. Children spend a great deal of time in school and face greater potential for health effects resulting from pest and pesticide exposure. By reducing reliance on pesticides and incorporating low-risk control options, Integrated Pest Management (IPM) reduces both pests and pesticide risks. It is therefore the policy of this school to incorporate IPM procedures for controlling pests.

Integrated pest management procedures

IPM relies on pest monitoring and the most economical and least hazardous combination of cultural, physical, biological, and/or chemical controls to prevent unacceptable levels of pest activity and damage. The school will develop a site plan for each locality on school property that may experience pest problems. These plans will incorporate IPM and outline specific management tactics.

The full range of management options, including no action at all, will be considered. The choice of using a pesticide is based on a review of all other available options and a determination that these options are not acceptable or are not feasible. Non-chemical pest management methods are used whenever possible. Direct action will be used only when specific pest thresholds are reached. When it is determined that a pesticide must be used, the least hazardous material and method of application will be chosen. Pesticide applications will be timed to minimize their impact on school grounds. All pesticides will be handled according to state and federal law.

Pest management objectives

- Maintain a safe and sustainable school environment.
- Protect human health by suppressing pests that threaten public health and safety.
- Reduce exposure of humans, particularly children, to pesticides.
- Reduce or prevent pest damage to school properties.
- Reduce environmental pollution.
- Reduce the costs of pest management.
- Prevent pests from spreading beyond school property.
- Enhance the quality of life for students, staff, and others using school property.

IPM Coordinator

The school shall appoint an IPM Coordinator responsible for overseeing implementation of the IPM Policy and site plans. The Coordinator's responsibilities include:

Recording all pest sightings by school staff and students.

Recording all pesticide use.

Coordinating management activities with pest control contractors.

Approving appropriate pesticide applications – methods, materials, timing, and location.

Assuring that all of the pest control contractor's recommendations on maintenance and sanitation are carried out where feasible.

Posting and notification of pesticide application.

Regularly evaluating the school's progress in implementing the IPM plan.

Education on Pest Management

The school community will be educated about potential pest problems and IPM methods used to achieve the pest management objectives. From the very beginning, IPM should involve people from all segments of the school community.

Record keeping

Pest sighting data sheets and pest control records will be kept current and accessible to verify the need for treatments and track the effectiveness of management activities. Pesticide records shall be maintained on site and meet the requirements of the Maine Board of Pesticides Control.

Notification/Posting

A notice will be provided to school staff, students, and parents at the beginning of each school year briefly explaining the school's pesticide use policy. The notice will indicate that pesticides may be used both indoors and outdoors, as needed. The school will provide notification of pesticide applications at least 5 days before non-exempt pesticides are applied, with the exception of instances that require immediate action (e.g. bees and wasps).

Pesticide storage and purchase

Pesticide purchases will be limited to the amount authorized for use during the year. Pesticides will be stored in an appropriate, secure site that is not accessible to students or unauthorized personnel and disposed of in accordance with label directions and state regulations.

Pesticide applicators

Any person applying pesticides on school grounds will be trained in the principles and practices of IPM and licensed by the state to apply pesticides. Applicators must follow state regulations and label precautions and must comply with the School IPM Policy and pest management site plans.

Reviewed August 2023

ECB-R1

ECB-R1: NOTICE OF PLANNED PESTICIDE APPLICATION

The following notice is provided in compliance with State regulations establishing standards for pesticide applications and notification in school.

[Product name], EPA registration number **[000000]**, containing **[chemical name]** will be applied by **[name of pest control company or licensed applicator]** to **[area in building or on school property where pesticide will be applied]** during **[approximate time of day and date of application]** for the purpose of controlling **[type of pest]**.

For additional information regarding this application, you may contact IPM Coordinator Bill Brown at 207-238-4004.

This application is consistent with the MeAA'S Integrated Pest Management (IPM) program. The objective of the IPM program is to provide effective pest control while minimizing pesticide use. The goals of the IPM program include managing pests to reduce any potential hazards to human health; preventing loss or damage to school structures or property; preventing pests from spreading beyond the site of infestation to other school property; and enhancing the quality of life for students, staff and others.

Legal Reference: Ch. 27 § 4, Department of Agriculture Board of Pesticides Control Rule (Standards for Pesticide Applications and Public Notification in Schools)

Reviewed August 2023

ECB-R2: PEST MANAGEMENT NOTIFICATION

MEMO

MeAA
IPM Plan Notification

Annual Notification
8-30-12

To: Staff, Parents, Guardians
From: Bill Brown
Re: Pests, Pesticides and your right to know

Pest Control:

Because pesticides pose risks, the school uses an alternative approach to merely applying pesticides. Control of insects, rodents and weeds our school focuses on making the school buildings and grounds an unfavorable place for pests to live and breed. Through maintenance and cleaning, we will reduce or eliminate available food and water sources and hiding places for the pests. We will also routinely monitor the school area to detect pests problems and prevent the pests from becoming established. Some techniques we will use include pest monitoring, sanitation, pest exclusion, proper food storage, pest removal and as a last resort – pesticides. This holistic approach is often called **Integrated Pest Management. (IPM)**

Pesticide Use:

Sometimes pesticide use may be necessary to control a pest problem. When that happens, the school will use the lowest risk products available. If higher risk pesticides must be used, notices will be posted at application sites and parents, guardians and staff has a right to know.

Your Right To Know:

Parents, legal guardians, and school staff will be notified of specific pesticide application made at the school. Notification will be given at least 5 days before planned pesticide applications. Pesticide applications notices will also be posted in school and on school grounds. Notification need not be given for pesticide applications recognized by law to pose little or no risk of exposure to children or staff.

The school keeps records of prior pesticide applications and information about the pesticides used. You may review these records, a copy of the school's Integrated Pest Management Policy and the Pesticides in School Regulation (CMR 01-026 Chapter 27) by contacting our IPM Coordinator, Bill Brown at 238-4004, bbrown@gwh.org

For future information about pest, pesticides and your right to know, call the Board of Pesticides at 207-287-2731 or visit the Maine School IPM web site at WWW.thinkfirstspraylast.org/schoolipm

Reviewed August 2023

EDB

EDB: OWNERSHIP OF INSTRUCTIONAL MATERIALS, STUDENT RECORDS, SCHOOL SUPPLIES/EQUIPMENT AND RELATED PROPERTY

All instructional materials, student records, school supplies/equipment and related property, including, but not limited to keys, manuals, equipment, supplies; copies of lessons, curriculum materials, videos, discs and programs, assessments, descriptions of activities, etc. provided to or developed by employees during the performance of employment duties are the property of the school, and shall be retained by the school, as directed by the Head of School or his/her designee.

Such equipment, keys, and major supplies shall be inventoried or otherwise accounted for annually. Grade books, attendance records, computers, electronic equipment and any other student records must be turned over to the Designated Collector as a part of the annual check-out process.

When the employer-employee relationship ends, all such materials shall be turned over to the school as part of the final check-out process. Supplies purchased with employees' personal funds remain the property of the employee.

Reviewed August 2023

EE

EE: CONVEYANCE

The only individuals to be conveyed in MeAA vehicles are MeAA students, school personnel, and authorized chaperons. Exceptions to this policy will require the approval of [Head of School] school or his/her designee(s).

Reviewed August 2023

EEA: MeAA Student Transportation

The transportation system places a high priority on **safety** and the well-being of all children. Safety considerations may include such factors as speed, visibility, road condition, and flow.

The driver is responsible for the safe operation of the bus or other vehicle and has the authority to govern the conduct of riders consistent with the administrative regulations. In emergency situations, the driver is authorized to deviate from regulations, subject to review by the administration of the action taken; but under no circumstances is the driver to leave the bus when there are students in it, except in accordance with Maine law. As another safety consideration, no buses or other vehicles shall drive on private roads or roads where the Transportation Director and/or the driver have determined that conditions are considered unsafe or impassable.

In addition to safety, the transportation system shall also have a goal toward efficiency. Routes will be determined by the **Operations** Director. Stops will be consolidated for efficiency wherever possible. Students riding a regular afternoon bus run may be driven in the same route sequence as the morning pick-up run to ensure fairness to all students in terms of “time in transit.” These decisions will be dictated by the characteristics of the individual routes, and will be determined by the **Operations** Director

Within the above considerations for safety and for efficiency, the MeAA Board will provide transportation to the school for the following students residing within the boundaries of the MeAA catchment area and in accordance with Maine Statutes:

- a. All resident students in **Grade 9 through Grade 12** who reside more than one mile but not more than 15 miles from school. However, these same students may be required to walk or arrange transportation to a regularly established school bus route or pre-destined bus pick-up before boarding the bus.

b. Students within these limits may be transported where the Head of School or his/her designee(s) has established routes due to unusually hazardous conditions. Such determinations may include but need not be limited to consideration of age of student, location and safety of bus stop, road conditions, and traffic speed. Exceptions to the established walking distances may also be made in cases of a child with a permanent or temporary disability.

c. The Board authorizes the administration to suspend transportation privileges when behavior warrants. Action to suspend will be consistent with administration regulations. It is the intent of the Board that disciplinary measures taken be appropriate to the transgression, and that the severity of disciplinary measures shall increase for continued inappropriate behavior. Provided, however, that in cases of very serious behavior transgressions, the student may be immediately denied riding privileges and, as appropriate, may be reported to or released to the custody of law enforcement officers by a bus driver, chaperon, or administrator. In these cases the parent or guardian shall be notified as soon as possible.

Reviewed August 2023

EEA-R

EEA-R: Student Transportation Appeal Procedure

These procedures implement Board Policy No. EEA and are designed to establish a fair, efficient and nondiscriminatory practice to appeal an administrative decision to suspend a student from transportation privileges. These procedures are intended to provide a mechanism for parents/guardians to appeal a transportation suspension of greater than 10 days.

This appeal procedure also establishes a reasonable timeline for responses to an appeal from a parent/guardian. Students will remain on transportation suspension until such a time when the suspension term expires or an appeal decision is made to reverse the administrative recommendation to suspend transportation privileges.

For the purpose of this procedure,

‘**Student**’ refers to the student whose parent/guardian is appealing the decision to suspend bus privileges.

‘**Administrator**’ refers to the Principal of the school.

‘**Transportation Director**’ refers to the Vice President for Operations.

‘**Special Education Administrator**’ refers to a Special Education Administrator assigned to work with the student.

‘**Transportation Appeal Committee**’ refers to a panel of at least three School Board members. **Parental/Guardian Appeal Procedure**

There is no appeal process for a Transportation privilege suspension of less than 10 days.

The parent/guardian of a student, who has been suspended from transportation privileges for greater than ten (10) school days, may appeal the transportation suspension. Parents/Guardians wishing to appeal a transportation suspension greater than 10 school days, must contact the Head of School or his/her designee(s), either by phone, email or in writing to formally request an appeal. This appeal request must include the student's name as well as the parent's name, a daytime and evening phone number(s) and address where parent/guardian can be reached.

Response Procedures

It is the Board's intent that appeals to Transportation suspensions are handled in a fair, efficient and nondiscriminatory manner. These appeals will be resolved as quickly as possible and/or within 15 school days of receipt of an appeal. The decisions of the Transportation Appeal Committee are final and cannot be appealed to the MeAA Board.

1. Administrative Review

A. The first step toward resolving a transportation suspension appeal is for the **Operation** Director to arrange a meeting with the Administrator and Special Education Administrator (if applicable) to discuss the circumstances surrounding the suspension and terms of the suspension. This meeting should occur within three (3) school days of parent/guardian's notice of appeal. The purpose of this meeting is to determine whether extenuating circumstances should affect the implementation of the suspension.

B. If administrators are in agreement that the terms of the transportation suspension are fair and reasonable then the Transportation Director refers the case to the President to arrange for a Transportation Appeal Committee hearing, or

C. If the administrators do not agree that the terms of the transportation suspension should be implemented according to standard procedures, then the **Operation** Director, Administrator, and Special Education Administrator meet with the President to discuss the circumstances surrounding the suspension. The **Operation** Director then refers the case to the President to arrange for a Transportation Appeal Committee hearing.

2. Appeal Committee Hearing

The Head of School will arrange for a special meeting of the Transportation Appeal Committee to take place within ten (10) school days of parent/guardian's notice of appeal.

Parents/Guardians and School Administrators will have an opportunity to present their position to the Transportation Appeal Committee in person or in writing.

The Transportation Appeal Committee will discuss the appeal and send a final written decision to the parent/guardian within five (5) school days of the hearing.

Reviewed August 2023

EEA:EEA

EEA EAA: Transportation Policy on Drug and Alcohol Testing

The safety of our students, employees and the general public requires that our drivers perform their duties free from the effects of alcohol and from the effects of drugs that would adversely affect their ability to operate a vehicle, and perform safety sensitive functions.

Any employee of the MeAA who, as a condition of their employment, regularly transports a student or students during the school day is subject to administrative procedures the Head of School determines as necessary to ensure the safety of our students. These procedures may include check(s) for valid insurance and driver's license and/or driving tests and/or drug and alcohol testing.

All employees, including bus drivers, are subject to the Drug Free Work Place Policy and any other substance abuse policies in effect within the school. In accordance with the Federal Omnibus Transportation Employee Testing Act of 1991, in addition to other pertinent state and federal laws promulgated to effectuate a drug and alcohol free workplace, the School Board is committed to the establishment of an alcohol and controlled substance testing program for school bus drivers as well as any employee who regularly transports students as a condition of their employment. The requirements of these regulations shall be implemented by the President, who shall have the authority to adopt rules and impose consequences for violations of the rules.

Legal References: 49 C.F.R. Part 382
26 M.R.S.A. §681(8) (B), § 685(2), §689

Reviewed August 2023

EEA EAA-R: DRUG AND ALCOHOL TESTING OF BUS DRIVERS ADMINISTRATIVE PROCEDURE

At such time that the MeAA employs drivers to operate school buses, defined by the National Highway Traffic Safety Administration as:

“A motor vehicle designed to carry more than ten persons, and a 'school bus' as a bus that is sold or introduced into interstate commerce for purposes that include carrying students to and from school or school-related events”

Or under Maine law as:

“a motor vehicle with a carrying capacity of 10 or more passengers used to transport children as approved by school authorities to and from school, school activities, municipally operated activities, or activities of a nonprofit corporation or association. It does not include a private motor vehicle used to transport members of the owner's household, or a private school activity bus.”

The Head of School shall develop and implement an alcohol and controlled substance testing program for school bus drivers as well as any employee who regularly transports students as a condition of their employment. The requirements of these regulations shall be implemented by the Transportation Director or company providing transportation service who shall have the authority to adopt rules and impose consequences for violations of the rules.

Legal References: 49 CFR §571.3, MRSA Title 29-A §2301, ¶5-B

Cross Reference: GBEC- Drug Free Work Place

Reviewed August 2023

EEC: SCHOOL BUS NO IDLING

Breathe Better Maine Applicability: This policy applies to the operation of every fossil fuel powered school bus. **Rationale:** According to the Environmental Protection Agency (EPA), exposure to diesel exhaust, even at low levels, is a serious health hazard and can cause respiratory problems such as asthma and bronchitis in young children. Diesel emissions are well-documented asthma triggers and may increase the severity of asthma attacks. Asthma is currently the number one cause of missed school days for American children with more than 1 in 10 children in New England reporting asthma attacks. In addition to the Maine Department of Education, The Maine Department of Environmental Protection and the U.S. Environmental Protection Agency support this initiative. The American Lung Association and the Maine Association for Pupil Transportation also endorse this no idling policy.

Maine Arts Academy and their contracted school transportation company agree to undertake the following steps immediately:

- School bus drivers shall shut off bus engines immediately upon reaching destination, and buses will not idle while waiting for passengers. This rule applies to daily route travel, field trips, and transportation to and from athletic events. School buses will not be restarted until they are ready to depart and there is a clear path to exit the pick-up area.
- School bus companies and drivers will limit idling time during early morning warm-up to the manufacturer's recommendation-generally 3-5 minutes in all but the coldest weather. Below are recommended guidelines, however, in warmer months idling is not necessary.

If the outside temperature is: Above 20 degrees F: 5 minute maximum. Between -10 and 20 degrees F: 15 minute maximum. Below -10 degrees F: as necessary.

- Schools will provide an indoor waiting space for drivers who arrive early and need to keep warm. This reduces the need for bus idling.

- Transportation operations staff will evaluate and shorten bus routes whenever possible, particularly for buses with the least effective emissions control technologies (often older buses). The transportation contractor will review bus purchasing schedules and routing to further improve emission reduction. It is important to note that a reduced rider eligibility standard is not the intention of this policy.
- School district bus drivers will complete a “no idling” training session. All bus drivers should receive a copy of this policy or equivalent educational materials at the beginning of every school year.
- To reduce engine warm-up time, avoid starting difficulties, and help defrost windows, block heaters that plug into electrical outlets (where available) or, inline auxiliary fuel fired heaters will be utilized. New bus specifications should include auxiliary heat technology that reduces the need to operate the bus engine while parked during periods of cold weather.
- If a bus currently needs the engine to be running to run flashing lights during longer duration loading and unloading, the transportation contractor will install a heavy duty battery system, an extra battery and/or change the circuit configurations to power lights by battery without running the engine.
- Exceptions to this policy are granted only when running the engine is necessary to operate required safety equipment or to maintain a safe environment for students with specific health needs.

Transportation Contractor's Name: _____

Transportation Contractor’s Representative: _____

Transportation Contractor’s Authorized Signature: _____

MeAA Head of School - Name: _____

MeAA Head of School - Signature: _____

Date: _____

Approved: February 3, 2021

Reviewed August 2023

EFC

EFC: ELIGIBILITY FOR FREE AND REDUCED PRICE SCHOOL LUNCHES

Policies relating to eligibility for free and reduced price meals and/or free milk shall be consistent with federal guidelines for school nutrition programs. These guidelines are available in the Head of School's offices.

EFDA: PAYMENT FOR FOOD SERVICE POLICY

Maine Arts Academy FOR FOOD SERVICE

It is the policy of Maine Arts Academy that students and adults must pay for their lunch prior to being served. Students may pay when they purchase the meal or parents may establish an account upon which a student may draw from. Parents can establish this account by sending or delivering a check made payable to the school or cash to the school. The school will then draw down the positive balance as the child purchases either the hot lunch or the "a la carte" items. Parents may also set up an online account to view the student's account balance, food choices made by the student, and receive alerts when funds are low. Students who have no funds to pay for their lunch will be served the meal of the day. Parents will be invoiced the cost of that meal.

While the State of Maine is providing free lunch for all students, this policy will not be in effect. When the State of Maine is not providing free lunch for all students, this policy will then resume.

Reviewed August 2023

EFE: FOOD AND BEVERAGE OFFERINGS WITHIN SCHOOL

Recognizing the obligation to provide a desirable educational environment, the MeAA Board believes that any food or beverage item sold, or provided in school during the school day and during fundraising activities should be limited to those items which contribute to the nutritional needs of children, provide for the development of desirable food habits, and enhance the school's health curriculum.

Therefore, all school personnel shall encourage, promote, and model good food practices which, in turn, will help students develop eating habits that aid in their physical and mental development and ultimately help to prevent those illnesses which are diet-related.

Certain latitude may be permissible during holiday periods or celebrations, but staff is encouraged to be creative in providing alternatives to food items which have limited or no nutritional value. Sound judgment regarding this issue, on the part of staff and administration, is important as children move through these very formative years.

The sale of any beverage item on school property other than as a part of the National School Lunch and Child Nutrition Act Programs, shall be subject to written approval in advance by the Head of School or designee, and should be limited to items which make a contribution to the nutritional needs of children. The sale of soda either during the school day or at fundraising events shall be prohibited, as it does not contribute to the nutritional well-being of children in our school.

RESTRICTION OF COMPETITIVE FOOD SALES

Maine Department of Education Rule Chapter 51 mandates that any food or beverage sold at any time on school property of a school participating in the National School Lunch or School Breakfast Programs shall be a planned part of the total food service program of the school and

shall include only those items which contribute both to the nutritional needs of children and the development of desirable food habits, and shall not include foods of minimal nutritional value as defined in applicable federal regulations, except as provided for by school board policy in certain circumstances.

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

School staff

Attendees at school-sponsored events held on school property

The public at community events held on school property in accordance with the Board's facilities use policy.

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

When foods and beverages are sold to raise funds for the school or student activities, students, staff, parents, or school-sponsored organizations involved in such sales are encouraged to include at least some healthy food choices.

FUNDS FROM COMPETITIVE FOOD SALES

Funds from all food and beverage sales made at any time on school property shall accrue to the benefit of the school's non-profit school food service program. Funds raised through sales authorized by school administration that are outside the total food service program shall accrue to the sponsoring school. Funds may accrue to student/school organizations, or organizations whose sole purpose is to support student or school activities, as approved by the Head of School or his/her designee. These funds shall accrue in accordance with applicable policies, cash-management procedures and administrative directives.

Reviewed August 2023

Section F. Facilities Development

Section G. Personnel

GBBAA

GBBAA: BLOODBORNE PATHOGENS EXPOSURE CONTROL POLICY

The Board of Directors acknowledges the risk of infection from bloodborne pathogens that employees may incur when they handle or participate in procedures that involve blood, other body fluids or other potentially infectious materials.

The Board directs the Head of School to implement the mandated Occupational Safety and Health Administration (OSHA) standard to eliminate or minimize occupational exposure to potentially infectious material for employees who have a reasonable anticipation of exposure to blood and other body fluids.

The Principal shall prepare for Board consideration and approval an initial Occupational Exposure Control Plan with updates on at least an annual basis. The adopted plan shall be made available to all employees. The following issues shall be addressed in the plan:

- Exposure determination;
- Preventive measures including training, universal precautions, Hepatitis B vaccination, engineering controls, work practice controls, and personal protective equipment;
- Post-exposure evaluation and follow-up; and
- Recordkeeping.

Cross References: Bloodborne Pathogens Exposure Control Plan JLCCA HIV and other Bloodborne Pathogens

Adopted: 9/5/17

Reviewed August 2023

GBCA

GBCA: NEPOTISM

It shall be the policy of the Board not to hire personnel when the candidate is a member of the immediate family of a Board member.

No person shall be employed in a position that is within the jurisdiction of an administrative officer who is a member of the immediate family of such person. No person shall be employed in a position where a member of the immediate family is responsible, in whole or in part, for the supervision and/or evaluation of the employee.

The Board may approve an exception to this policy where the Board determines that granting of such exception is in the best interest of the school.

For the purpose of this section, the following definitions shall apply.

“Administrative Officer” shall mean any person who holds a supervisory position of Co-Director or higher rank, excluding school board members.

“Member of immediate family” shall mean spouse, brother, sister, parent, step-parent, child, step-child, or any person who lives in the same household. Board members are expected to recuse themselves from participating in any personnel action involving an immediate family member employed by the school.

Legal Reference: 20-A M.R.S.A. § 1002

Reviewed August 2023

GBEBB: STAFF STANDARDS OF CONDUCT WITH STUDENTS

The Board of Directors is committed to the highest standards of behavior concerning the relationships between staff and students. All staff members, including all employees, volunteers, independent contractors and agents, are expected to maintain the highest professional and moral standards of behavior in their conduct with students.

Interactions and relationships between staff and students should be based upon mutual respect, trust and an understanding of the appropriate boundaries between adults and students in an educational setting. The educational setting, for the purpose of this policy, includes approved curricular and co-curricular activities and the transportation of students participating in these activities. This policy should not be construed to prohibit appropriate interactions or relationships between staff and students outside of the educational setting such as those arising in the course of family or community social functions or activities that include parental supervision or consent. Examples of such activities include, but are not limited to, scouting, church sponsored religious activities, athletic or cultural activities not sponsored by the school, and family or neighborhood social functions.

Examples of Prohibited Conduct

Examples of unacceptable conduct between staff and students that is 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 violates the School Board's Harassment and Sexual Harassment of Students Policy (ACAA) or Harassment and Sexual Harassment of School Employees Policy (ACAB).

Meeting with a student outside the school grounds without prior notice to the Principal and the student's parents or guardians except for school sponsored activities or as noted above in the second paragraph of this Policy.

Singling out a particular student or students for inappropriate personal attention and friendship beyond the usual staff/student relationship.

Encouraging students to confide their personal problems and/or relationships outside of the staff member's school responsibilities.

Confiding in a student the staff member's personal, family, or work issues beyond the usual staff-student relationship.

Sexual banter, allusions or innuendo with students.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff shall discuss with the Principal or supervisor whenever they are not certain that particular conduct would be considered a violation of this policy.

Maine Arts Academy prides itself on providing staff with broad discretion in the development and implementation of their curricula. However, in the event that a staff member fails to deliver the curriculum in a manner that is consistent with Maine Arts Academy's educational mission and standards, the staff member may be required to adjust his or her curricula, as requested by the administration. Staff are also required to appropriately manage their classrooms, and ensure that all students are able to participate productively in any class-wide discussion.

Reporting Violations

Students and/or their parents/guardians are strongly encouraged to notify the Principal or Head of School or his/her designee(s) if they believe a staff member may have engaged or is engaging in conduct that may violate this policy

Staff shall promptly notify the Principal or the Head of School or his/her designee(s) if they become aware of a situation that may constitute a violation of this policy.

Disciplinary Action

Staff violations of this policy shall result in disciplinary action up to and including dismissal.

Notice

This policy shall be included in all staff and student handbooks.

Reviewed August 2023

GBEC

GBEC: DRUG-FREE WORKPLACE

The MeAA Board 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 drug dependency upon an employee's job performance and ability to serve as a role model for our students.

The Board believes strongly that all employees and students should be able to work and learn in an environment free from alcohol and drug abuse. Accordingly, the 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.

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 by the federal Controlled Substance Act [21 USC § 812]; by regulation at 21 CFR, § 1300.11 through 1300.15; and in 17-A MRSA, § 1101). This applies

before, during and after school hours, at school or in any other school system location, defined as follows:

“School system location” MeAA in any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transports 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; or during any period of time such employee is supervising students on behalf of the school system or otherwise engaged in school business.

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 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.

Any illegal use, possession, furnishing, selling or provision of assistance in obtaining alcoholic beverages or scheduled drugs not covered by the preceding paragraph may, depending upon the circumstances, constitute sufficient grounds for discipline, up to and including dismissal. Referrals under foregoing paragraphs of this policy will not preclude disciplinary action under this paragraph, depending on the circumstances.

As provided in the Drug-Free Workplace Act of 1988, any employee is required to notify the school of a criminal or civil conviction for a drug violation occurring in the workplace no later than five calendar days after such conviction. In turn, the Head of School his/her designee(s), within 10 calendar days of learning of such a conviction, is to give written notification to the U.S. Department of Education and to any other federal agency from which the school receives grant funds.

Appropriate disciplinary sanctions shall be taken against any employee who violates the terms of this school’s drug and alcohol policy, up to and including dismissal. Any employee who violates the terms of this policy may be allowed to participate in a drug abuse assistance or rehabilitation program approved by the Board. If such employee fails to satisfactorily participate in and complete such program, the employee shall have appropriate disciplinary sanctions taken against him/her, up to and including dismissal.

Implementation

The Head of School or his/her designee(s) shall be responsible for developing and administering appropriate procedures to implement this policy.

Communication

A copy of this policy is to be given or mailed to all current employees and to new employees at the time of their employment and is to be posted in appropriate locations throughout the school system.

Legal Reference: 21 U.S.C. § 812 (Controlled Substances Act)
21 C.F.R. §§ 1300.11-1300.15
Fed. P.L. 101-226
17-A MRSA § 1101

Reviewed August 2023

GBEC-R

GBEC-R: DRUG FREE WORKPLACE PROCEDURES

- A. Persons voluntarily seeking help with substance abuse issues should contact the administrator to whom they are accountable.
1. The administrator will provide information about professional resources in the area offering evaluation and treatment services to substance abusers, and furnish such information to employees upon request.
 2. Within 48 hours after the initial contract, the administrator will contact the employee to determine if help is desired in scheduling an appointment with an area professional for evaluative purposes.
 3. The administrator may offer to accompany the employee to the first appointment.

- B. Employees voluntarily seeking help and the School Board agree to accept the results of a professional evaluation concurrently to maintain the employee's current job status pending the completion of prescribed treatment.
- C. Treatment may require varying periods of absence from the job. An employee will be permitted to resume work duties upon receipt of a written evaluation from the treatment provider indicating that the employee's condition is sufficiently improved.
- D. Upon the recommendation of the treatment provider, short or long term health maintenance activities (AA meetings, periodic re-evaluations) may, at the discretion of the Head of School his/her designee(s), become a condition of employment.
- E. A maximum effort will be made by the School Board to provide assistance to employees in restoring good health free from substance abuse. Therefore, a failed first treatment program will be followed with a second professional effort using any sick and/or vacation time remaining to the employee. Additional relapses will be handled in terms of job performance criteria.
- Reviewed August 2023**

GBGA

GBGA: STAFF MEMBERS WITH HIV/AIDS

Staff members who are HIV-positive or who have AIDS are protected from employment-related discrimination under the federal Americans with Disabilities Act (ADA) and the Maine Human Rights act (MHRA). These statutes, which are almost identical, prohibit discrimination in employment on the basis of a person's disability. Confidentiality of the staff member shall be protected, as required in Maine Law.

Because of the inability to identify individuals who may be infected with HIV or other agents transmissible through blood and other body fluids, standard procedures shall be followed for

cleaning and disinfecting all body fluid spills. The procedures for cleaning bodily fluid spills shall be reviewed annually by all school staff members.

Reviewed August 2023

GBJ

GBJ: PERSONNEL RECORDS AND FILES

The MeAA shall maintain records of current and former employees in the Office of the Head of School his/her designee(s) in accordance with state and federal laws and regulations.

Directory Information

As required by law, a record of directory information for each employee shall be open to inspection and copying by any person. Directory information shall contain:

- A. Name of employee;
- B. Date(s) of employment by the MeAA;
- C. Regular and extra-curricular duties, courses, subjects taught, and any other responsibilities since the start of employment by the MeAA;
- D. Post-secondary education institution(s) attended;
- E. Major and minor field(s) of study as recognized by those institutions; and
- F. Degrees received and dates degrees were awarded.

Confidential Information

As required by law, all information (except Directory Information) about an employee, applicant for employment, or an employee/applicant's immediate family shall be kept confidential if it relates to the following:

- A. All information, working papers, and examinations used in the evaluation or selection of applicants for employment;
- B. Medical information of any kind, including information pertaining to diagnosis or treatment of mental or emotional disorders;
- C. Performance evaluations, personal references and other reports and evaluations reflecting on the quality or adequacy of the employee's work or general character compiled and maintained for employment purposes;
- D. Credit information;
- E. The personal history, general character or conduct of the employee or any member of the employee's immediate family;
- F. Complaints, charges of misconduct, replies thereto and memoranda and other materials pertaining to disciplinary action;
- G. Social Security number;
- H. Any teacher action plan and support system documents and reports maintained for certification purposes; and
- I. Criminal history record information.

Personnel Files

Personnel files will contain a cumulative history of the staff member's employment, including formal or informal employee work evaluations and reports relating to the employee's character, credit, work habits, compensation and benefits.

Other Confidential Personnel Records

The MeAA must maintain the following confidential employee records separate from the personnel files:

- A. Medical information of any kind; and

- B. Teacher action plan and support system documents and reports maintained for certification purposes.

Disciplinary Action Information

Any written record of a decision involving an employee disciplinary action by the School Board shall not be included within any category of confidential information.

Procedures for Review of Personnel Files

For the purpose of this section, a personnel file shall include, but not be limited to, any formal or informal employee evaluations and reports relating to the employee's character, credit, work habits, compensation and benefits that are maintained by the MeAA for employment purposes.

- A. The Head of School or his/her designee(s) shall, upon written request and within 5 business days provide the employee, former employee, or his/her duly authorized representative(s) with an opportunity to review and copy his/her personnel file, if the Head of School has a personnel file for that employee.
- B. Reviews of personnel files shall take place at the location where the personnel files are maintained and during normal office hours.
- C. The cost of any copying is to be paid by the person requesting the copy.
- D. Access to confidential college placement records and letters of reference will be granted only to the Head of School or his/her designee(s).

Access to Personnel Files

Access to personnel files may be given to the following persons without the consent of the employee.

- A. The Head of School or his/her designee(s) or other supervisor(s). Personnel files are not accessible to individual School Board members.

Relevant portions of a personnel file may be summarized and/or shared with the Board by the Head of School or his/her designee(s) when consideration is being given to performance evaluation, continuation of employment or disciplinary action.

- B. The general public shall have access only to the Directory Information as outlined above.

Access to personnel files will not be granted to any other persons except under the following circumstances:

- A. When the employee gives written consent for the release of his/her records. The written consent must specify the record(s) to be released and to whom they are to be released. Each request for consent must be handled separately; blanket permission for release of information will not be accepted; and
- B. Upon advice of counsel, when subpoenaed or under court order.

Records Management

The Head of School has overall responsibility for maintaining and preserving the confidentiality of all employee/applicant records. The Head of School may designate a staff member who shall be responsible for granting or denying access to records according to the guidelines in this policy.

Written reports shall be maintained in personnel files to document compliance with federal and state laws and regulations and School Board policies regarding employee evaluations. Once a document is properly placed in a personnel file, it shall remain in the file permanently.

Records Retention

MeAA will retain all personnel records in accordance with applicable laws and regulations.

Reviewed August 2023

MeAA shall comply with all applicable provisions of the federal Family and Medical Leave Act of 1993 (FMLA), the Maine Family Medical Leave Law, and any other Board policies and collective bargaining agreements regarding family and medical leave.

The Head of School or his/her designee(s) is responsible for implementing administrative procedures to comply with this policy.

Legal Reference: 26 USC § 2601 et seq.
29 CFR Part 825
26 MRSA § 843 et seq.

Cross Reference: GBN-R1 – Family and Medical Leave Act Administrative Procedure
GBN-R2 – Maine Family Medical Leave Administrative Procedure

Reviewed August 2023

GBN-R1: FAMILY AND MEDICAL LEAVE ACT (FMLA) ADMINISTRATIVE PROCEDURE

The following administrative procedure covers the main provisions of the federal Family and Medical Leave Act (FMLA). The guidelines in no way attempt to modify the Act, which should always be referred to when questions about implementation arise. The school is responsible for analyzing each employee request for leave to determine whether he/she is eligible under the federal and/or state statute. When an employee is eligible for leave under both the federal and state statutes, the applicable law with regard to each benefit shall be the one that provides the greater benefit (usually federal FMLA).

To be eligible for FMLA leave you must have been employed by MeAA for at least 12 months when the leave commences and have worked at least 1,250 hours in the previous 12 months. Should you need to request a leave you are required to provide at least 30 days notice of the intended day upon which the family medical leave will commence and terminate, unless

prevented by medical emergency from giving that notice. All leave taken for FMLA-qualifying purposes shall be counted toward your FMLA entitlement.

MeAA will continue to pay its share of your health insurance premium while you are on unpaid FMLA leave. You must pay your share of the premium on a monthly basis. If you fail to return to work after exhausting your FMLA entitlement you will be required to reimburse MeAA for health insurance premiums paid during the leave to the extent permitted by FMLA regulations.

The FMLA leave shall be unpaid and shall commence and run concurrently with any paid benefit to which an employee is entitled. While on FMLA leave, employees may use available paid leave in accordance with Policies ‘Sick Leave’, ‘Sick Bank’ and/or ‘Paid Time Off’. Employees requesting leave for their own serious health conditions must provide medical certification from their health care provider for the need and duration of the requested leave. Employees requiring leave to care for a family member with a serious health condition will be required to provide medical certification from the family member’s physician documenting the family member’s health condition.

In the care of leave for serious health conditions the leave may be taken intermittently or on a reduced hours basis if such leave is medically necessary. If intermittent or reduced hours leave is taken, the employee may, in some circumstances, be transferred to another position with equivalent pay and benefits. Employees needing intermittent or reduced schedule leave must attempt to schedule their leave so as not to disrupt MeAA operations.

Before returning to work if you take an FMLA leave for your own serious health condition, you must submit a certificate from a health care provider indicating that you are able to return to work and perform the essential functions of your job. Upon return from an approved FMLA leave, employees will be able to return to the same position or a position with equivalent pay and benefits.

Legal Reference: 26 USC § 2601 et seq., 29 CFR Part 825

Reviewed August 2023

GBN-R2

GBN-R2: MAINE FAMILY MEDICAL LEAVE ADMINISTRATIVE PROCEDURE

The following administrative procedure covers the main provisions of the Maine Family Medical Leave Act. The guidelines in no way attempt to modify the statute, which should always be referred to when questions about implementation arise. The school is responsible for analyzing each employee request for leave to determine whether he/she is eligible under the federal and/or state statute. When an employee is eligible for leave under both the federal and state statutes, the applicable law with regard to each benefit shall be the one that provides the greater benefit (usually federal FMLA).

I. ELIGIBILITY REQUIREMENTS

An employee must have been employed by the same employer for 12 consecutive months and not taken such leave within the immediately preceding 24-month period, or have used less than 10 weeks of family medical leave.

Under the Maine Family Medical Leave Act, an eligible employee is entitled to up to 10 consecutive weeks of leave during a 24 month period for the following reasons:

Serious health condition of the employee;
The birth of the employee's child;
Placement of a child 16 years of age or less in connection with the adoption of the child by the employee; or Serious health condition of a child, parent, or spouse.
Serious health condition MeAA an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice or residential medical care facility or continuing treatment by a health care provider.

II. ADMINISTRATION

The school may require certification from a physician to verify the amount of leave requested. An employee who in good faith relies on treatment by prayer or spiritual MeAA, in accordance with the tenets and practice of a recognized church or religious denomination may submit certification from an accredited practitioner of those healing methods.

An employee requesting leave shall provide at least 30 days' notice of the intended dates upon which the leave will commence and terminate, unless prevented by medical emergency from giving required notice.

Any leave taken from Maine Family Medical leave qualifying purposes, including leave taken under employment policies, bargaining agreements, or contracts, shall also be considered leave under the Maine Family Medical Leave and shall be applied to an employee's 10-week Maine Family Medical Leave entitlement every 24-month period. When paid leave taken for Maine Family Medical Leave qualifying purposes is exhausted, the balance of Maine Family Medical Leave shall be unpaid.

During Maine Family Medical Leave, an employee shall be permitted to continue his/her medical insurance plan, providing the employee remits the monthly premium to the Head of School's Office no later than the first day of the month for which the premium is due. Upon an employee's return to work, he/she will be restored to his/her previous position or to a position with equivalent seniority status, benefits, pay, and other conditions and terms of employment. An employee taking Maine Family Medical Leave for his/her own serious health condition may be required to submit certification that he/she is fit to return to work and is able to perform the functions of the position.

If at the end of the allowable leave under Maine Family Medical Leave the employee is unable to return to work because of his/her own serious health condition, the Head of School (or his/her designee) and School Board may consider a request for extension of unpaid leave and benefits on a case-by-case basis.

An employee who is not eligible for Maine Family Medical Leave may be eligible for federal Family and Medical Leave.

Legal Reference: 26 USC § 843 et seq.

Reviewed August 2023

GBO

GBO: MAINE FAMILY AND MEDICAL LEAVE ACT (FMLA)

All employees who have been employed for 12 consecutive months may be eligible to take unpaid family medical leave for up to 10 weeks in any 24-month rolling period. An employee may be eligible for family medical leave under any of the following circumstances: A. Serious health condition of the employee.

B. The birth of the employee's child or the employee's domestic partner's child. C. The placement of a child 16 years of age or less with the employee or with the employee's

domestic partner in connection with the adoption of the child by the employee or the employee's domestic partner.

D. A child, domestic partner's child, parent, sibling with whom you live, domestic partner or spouse with a serious health condition.

E. The donation of an organ of that employee for a human organ transplant; or F. The death or serious health condition of the employee's spouse, domestic partner, parent or child if the spouse, domestic partner, parent or child is a member of the state military forces, as defined in Title 37-B, section 102, or the United States Armed Forces, including the National Guard and Reserves, dies or incurs a serious health condition while on active duty.

"Domestic partner" means the partner of an employee who is a mentally competent adult as is the employee; has been legally domiciled with the employee for at least 12 months; is not legally married to or legally separated from another individual; is the sole partner of the employee and expects to remain so; is not a sibling of the employee; and is jointly responsible with the employee for each other's common welfare as evidenced by joint living arrangements, joint financial arrangements or joint ownership of real or personal property.

A serious health condition means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice or residential medical care facility, or continuing treatment by a healthcare provider.

To qualify for job protection under the Maine Family Medical Leave Act:

- The employee must give at least 30 days' notice of the date the family medical leave will commence and terminate, unless prevented by medical emergency from doing so.
- The employee must provide certification from a physician to verify the amount of leave requested; and
- The employee must request family medical leave in writing, or such request on behalf of an incapacitated employee must be made by the employee's family member or physician in writing.
- Intermittent or reduced leave schedule family medical leave may be taken under certain circumstances, as specified in the Maine Family Medical Leave Requirements.
- Family medical leave is leave without pay, except that an employee must use accrued paid time off during such leave.
 - All paid leaves of absence such as workers' compensation run concurrently with family medical leave.
- Paid time off is not accrued during family medical leave.
- If an employee is not receiving compensation during any portion of the leave (for example, by using accrued paid time off) the school is not obligated to pay the employer portion of the employee's health insurance. The employee will be responsible for 100% of the cost while on unpaid leave.

If eligible, you may take up to 10 weeks of unpaid family or medical leave within a 2-year period. You may be required to take paid leave, including vacation, medical, or other leave available, and if the total leave time is less than ten weeks, the additional weeks of unpaid leave

time will be added to attain the total of 10 weeks.

Compensation During Family and Medical Leave

Employees who are granted a medical leave may utilize all available sick, vacation, and personal time as applicable; any portion of a leave that occurs after all applicable annual time has been exhausted shall be without compensation.

MILITARY LEAVE

Employees will be granted a military leave of absence for active service or training in the U.S. military to the extent required by the Uniformed Services Employment and Reemployment Rights Act (USERRA). To the extent required by USERRA, eligible employees will continue to earn service credit. In addition, eligible employees who return from military leave are guaranteed a job to the extent required by law if they comply with reinstatement requirements. Employees must provide proof of military leave obligations prior to going on leave if at all possible.

Military Leave Benefits

Health insurance benefits are also available under the Military Health Care Program, TRICARE, required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible. Upon return from military leave, an employee has the right to reinstatement in benefits plans. An employee is required to contact the HR Department in writing every 4 weeks, when possible, during the period of service.

Under the current law, employees on military leave of absence are guaranteed the same or a suitable job if they are released from military service under conditions other than “undesirable” or “dishonorable,” provided they apply for reinstatement to the Head of School or Business Office within the required legal time frames. A suitable job is a position the employee qualifies for through skills, performance, education, and training.

An employee must notify their immediate supervisor and the Head of School, (if possible) at least one (1) month prior to beginning military leave for active service. An employee must also produce a copy of their military orders, as soon as reasonably possible, for active service. An employee is required to report back to work or submit a timely application for reemployment upon completing a period of service as required by law.

FAMILY MILITARY LEAVE

Maine employers with 15 or more employees are required to provide Family Military Leave. If applicable, the school will provide an eligible employee up to fifteen (15) days of unpaid family military leave, upon notice and request, per covered deployment. An eligible employee is any employee or independent contractor who has been employed by the employer for at least twelve (12) months and for at least twelve hundred and fifty (1250) hours of service during the twelve (12) months immediately preceding the leave. A covered deployment is a deployment: a) of an employee’s spouse, domestic partner, or child, who is a resident of Maine, b) for longer than one hundred and eighty (180) days, and c) into active military or National Guard duty when the duty assignment is in a combat theater or in an area where armed conflict is taking place. The leave

must be used during the fifteen (15) days immediately preceding or immediately following the deployment, or both. The school will maintain the employee's benefits during the leave and restore the employee's employment (or equivalent employment) after the leave.

An employee taking family military leave must give at least fourteen (14) days' notice of the intended date upon which the family military leave will commence if leave will consist of five (5) or more consecutive work days, or as much advance notice as is practicable if the employee is taking family military leave for fewer than five (5) consecutive work days.

The employee must consult with management to attempt to schedule the leave to not unduly disrupt operations. An employee may elect to use vacation time for a family military leave.

LEAVE FOR VICTIMS OF DOMESTIC VIOLENCE

Maine State law provides reasonable and necessary leave from work for an employee to:

- prepare for or attend court proceedings,
- receive medical treatment,
- attend to medical treatment for a victim who is the employee's daughter, son, parent, or spouse, or
- obtain necessary services to remedy a crisis caused by domestic violence, sexual assault, or stalking.

The leave must be needed because the employee or the employee's daughter, son, parent or spouse is a victim of violence, assault, sexual assaults under Title 17-A, chapter 11, stalking or any act that would support an order for protection under Title 19-A, chapter 101. Leave must be requested as soon as the circumstances make it clear that time off is necessary. Approval of the leave will depend on whether the absence will create a hardship for the school, whether the leave is requested within a reasonable time, and whether the requested leave is practical, reasonable, and necessary given the facts presented.

If the leave is approved, the employee may use available vacation, sick or flex time for the absence, and all benefits will continue uninterrupted if the leave is reasonable in length.

ABSENCE FOR EMERGENCY RESPONSE

An employee who is an emergency responder will not be disciplined for being late or missing work due to responding to an emergency. The employee, or someone acting on his or her behalf, must provide management with prior notice of the absence if time permits. Time missed from work may be without pay.

PUBLIC HEALTH EMERGENCY LEAVE

Employees affected by a public health emergency, including an individual public health investigation, supervision or treatment, public health emergency orders, quarantine, isolation, or a concern that the employee may expose other individuals in the workplace to the extreme public health emergency threat, will be granted reasonable and necessary unpaid leave.

Notice/verification of illness for Family Care Leave shall be the same as that required for the employee's own illness. The employee must specify that leave is being taken pursuant to the

Family Care Act.

Approved 2/2/2022

Reviewed August 2023

GCB

GCB: SUBSTITUTE TEACHER POLICY

All per diem substitute teachers must have two years of college or be uniquely qualified under the charter school teacher qualification definition.

Substitute teachers shall be paid an amount per day as set by the School Committee.

A certification waiver must be obtained in the case of a long-term substitute teacher (hired to fill the position of an employee absent on an extended leave of 60 days or more) unless they are uniquely qualified. Such long-term substitutes will be paid at Step 1 on the Bachelor's Scale.

Following the student teacher's college policy in conjunction with Maine Arts Academy, student teachers/interns may serve up to four full days as unpaid substitutes for their supervising teachers for professional days (two days each for two supervising teachers). The student teachers/interns must complete the appropriate Personnel Office application to establish substitute status.

GCCA

GCCA: EXTENDED LEAVES OF ABSENCE

The following criteria apply to requests for unpaid leaves of absence not covered by Negotiated Agreement.

1. An extended leave of absence for an employee may be granted at the discretion of the school board for a period of up to one school year. This time period will not be extended except in extreme cases as determined by the Head of School (or his/her designee). Probationary employees are not eligible for a leave of absence.
2. Such leave shall be without pay. Service credit will not be earned while on the leave of absence, but upon return to active employment the employee will continue from the experience level where s/he left off.

3. Such leaves may be granted for reasons including, but not limited to, professional study, child rearing and personal or family medical problems. In addition to other relevant factors, consideration shall be given to the relation between the proposed leave and the applicant's present assignment when such leave is requested for professional study, and to the circumstances presented by the applicant when leave is requested for other reasons. The overriding consideration in granting or denying any such leave will be the welfare of the students.
4. Any request for such leave shall be submitted in writing and in a timely manner to the Head of School. If, in the judgment of the Head of School or his/her designee, the request does not meet the above expectations, the request may be denied; this decision is final. If the Head of School or his/her designee agrees believes the request meets the elements, s/he will bring a recommendation for approval to the School Board.
5. The Head of School or his/her designee shall develop a written procedure, which includes timelines for notification, decision and return to work.

Reviewed August 2023

GCFA

GCFA: EMPLOYEE SOCIAL MEDIA PRIVACY

For the purpose of this policy, “social media account” means an account with an electronic medium or service through which users create, share and view user-generated content including but not limited to videos, photographs, blogs, video blogs, podcasts, instant and text messages, email, online service accounts and internet website profiles and locations.

“Social media account” does not include an account opened at the employer’s behalf or provided by an employer or intended to be used primarily on behalf of the employer.

Maine Arts Academy recognizes that our employees have the right to personal social media accounts. In order to maintain a healthy environment, you must keep a clear separation between your personal and school accounts. Please do not accept students or parents on your personal account until the student has graduated. There should be no conversations regarding students/student progress or school taking place anywhere other than the employee's school issued email account. School employees are expected to exhibit professional decorum on social media and shall not engage in conduct that violates School policies, procedures and guidelines; which adversely affects their capacity to serve as a role model for students; or which distracts from or disrupts the educational process or the operations of the schools.

Maine Arts Academy-owned social media accounts are overseen by administrators. Posts made to any Maine Arts Academy accounts are to be approved by the Head of School or Assistant Head of School. 2-step authentication of any MeAA social media accounts should be set up with a phone number owned and administered by the school. Passwords for social media accounts are to be shared with administrators and not changed without prior approval.

In compliance with **Maine's employee social media privacy law**, Maine Arts Academy through its administrators or designees, shall not:

1. Request, require or coerce an employee or applicant for employment to disclose a password or any other means for accessing a personal social media account.
2. Request, require or coerce an employee or applicant for employment to access a personal social media account in the presence of administrative or other Maine Arts Academy personnel or agent of the school unit.
3. Require or coerce an employee or applicant to disclose any personal social media account information
4. Require or cause an employee or applicant to add anyone, including administrative or other Maine Arts Academy personnel or agent of the school unit to the employee or applicant's contact list associated with a personal media account
5. Request, require or cause an employee or applicant to alter settings that affect the ability of a third party to view the contents of a personal social media account.

This policy does not prohibit Maine Arts Academy from requiring an employee to disclose personal social media account information when the employer reasonably believes it to be relevant to an investigation of alleged employee misconduct or a workplace-related violation of applicable laws, rules or regulations, provided the information disclosed is accessed and used solely as necessary for the investigation of related proceedings.

This policy does not apply to information publicly available which may be available on an employee or applicant's public school media accounts. As an employer, Maine Arts Academy, may maintain policies governing the use of its own electronic equipment, including a requirement that an employee disclose to the school the employee's user name, password or other information necessary to access employer-issued electronic devices or to access employer-provided software or email accounts.

Approved 4/7/2021

Reviewed August 2023

GCFB

GCFB: RECRUITING AND HIRING OF ADMINISTRATIVE STAFF

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 School Board affirms its commitment to the strict prohibition of discrimination in employment on the basis of race, national origin,

religion, sex, sexual orientation, marital status, age, status as a veteran or disability, and to the principle of affirmative action to obtain wide and representative candidate pools.

In accordance with 20-A MRSA, §1001.13, the Head of School or his/her designee(s) shall prepare a procedure designed to ensure nondiscriminatory practice in recruitment and hiring all positions requiring administrator certification, as well as to result in selection of the most qualified candidates.

Moreover, upon each occasion of administrative vacancy, the Head of School or his/her designee(s) shall review the procedure and make appropriate adaptations as may be warranted by special circumstances.

In accordance with 20-A MRSA, § 4502.4-A, the school's Affirmative Action Plan shall include: a description of the status of the school'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 goal for the employment of women in administrative positions.

These procedures implement School Board Policy No. 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 Head of School or designee (the School Board in a Head of School 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 Head of School or designee is to advertise (except in circumstances described in K below) by:

1. Posting the notice of the vacancy within the school;
2. 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 Head of School or designee is to:

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 an interview.

D. Interviewing

To ensure that the interview process will be conducted in a legal and proper manner, the Head of School or 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:

- a. Design interview questions which match the criteria and the duties/responsibilities outlined in the job description; and
- b. 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 Head of School or designee, including the individual rating forms as well as a list (usually 2 to 4) of candidates to be considered further for the position.

The Head of School or his/her designee shall:

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 Head of School or designee is to:

1. Notify and obtain agreement of the successful candidate,
2. Inform the interview panel; and
3. Nominate and employ the successful candidate in accordance with state law and local policies.

G. Notification

The Head of School or /designee may:

1. 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 Head of School or designee is to provide an orientation that includes expectations of the duties/responsibilities of the position along with the policies and procedures of the school.

Record Keeping

To ensure that the confidentiality of employee and applicant records are properly maintained, the Head of School or designee 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.

I. Confidentiality

To ensure that confidentiality is maintained throughout and permanently following the hiring process, the School 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 School Board is to assume responsibility through the Head of School for providing adequate orientation at appropriate stages of the process, including at the completion.

J. Hiring of Current Employees

The school 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 school to fill an administrative position only if the Head of School, after consultation with the School Board, 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.

Reviewed August 2023

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 Head of School is authorized to initiate programs and activities that 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 Head of School in accordance with Board policy.

Legal Reference: Ch. 125 § 8.08 (Me. Dept. of Ed. Rule)

Reviewed August 2023

GCOA: TEACHER EVALUATION PLAN

The use of effective instruction is the single most important factor in a student’s learning. To ensure effective instruction is delivered consistently, it is also important to provide meaningful professional development and effective feedback. At MeAA, our focus shall always be on our guiding principles that are centered on our students and staff. Our guiding principles are:

All teachers should grow and learn.

- +Evaluation systems foster growth and reflection.
- +Teaching and learning is a cause and effect relationship.
- +Teaching is collaborative and requires honest feedback.
- +Teachers are the most important factor in student learning, providing relationships, connections and content knowledge.

I. Explanation of the Legislation:

The Maine legislature passed LD 1858, which states “the superintendent is responsible for implementing a performance evaluation and professional growth system for all teachers and Principals.” (PEPG) The subsections in the legislation also require superintendents to “use effectiveness ratings of educators to inform strategic human capital, decision making, including, but not limited to, decision making regarding recruitment, selection induction, mentoring, professional development, compensation, assignment and dismissal.” The work on this new evaluation system is to occur collaboratively in a committee comprised of teachers, Principals, and the superintendent.

The new required elements of an evaluation and growth system are:

- professional practice standards for educators.
- multiple measures, including student learning and growth measures.
- four rating levels.
- methods for combining multiple measures into a summative rating.
- description of results and consequences of being placed under each level.
- a process for using information from the evaluations to inform professional development.
- the opportunity for an educator rated “ineffective” to implement a professional Improvement plan.

II. Explanation of the Committee’s recommended teaching standards and evaluation tool:

MeAA uses a proficiency based system for evaluation. The focus of MeAA’s evaluation tool is on growth in the following areas:

1. Classroom Strategies and Behaviors

2. Planning and Preparing for Instruction
3. Reflecting on Teaching
4. Collegiality and Professionalism

MeAA Evaluation Process:

A. Yearly Goal Setting:

1. Goals are established in collaboration with the teacher and administrator.
2. All teachers establish yearly goals by September 30.
3. One personal goal established by the site teachers in collaboration with the site administration
4. One district-wide goal established by the superintendent

B. Observation and Feedback Process:

1. Administrators will conduct walkthroughs for all teachers.
2. At minimum two walkthroughs (Fall and Spring) will be conducted for teachers.
3. All teachers will receive written feedback on established goals.
4. If walkthrough feedback suggests areas of concern, the teacher and Principal will debrief on the feedback shared.

C. Evaluation:

1. An informal observation will occur prior to December 15 for all teachers.
2. The opportunity to meet and discuss feedback shall always be available to the teacher after the informal observation.
3. Teachers will be formally evaluated each year
4. A formal evaluation will include a pre and post conference.
5. A formal evaluation will be completed by April 15.

Based on the following scoring system, teachers will receive a score from the evaluator

- | | |
|-------------|-------------------|
| 4 (95-100%) | Highly Effective |
| 3 (80-95%) | Effective |
| 2 (70-75%) | Needs Improvement |
| 1 (< 75%) | Ineffective |

E. Educator Effectiveness Scale:

A final summative score will be determined by a combination of instructional practice (80%) and student growth (20%).

F. Support Plan Development :

Teachers who receive a ‘needs Improvement’ rating will:

- After the first evaluation year, collaborate on a monitored growth plan with administrator.
- Before December 15 of the second evaluation year, the teacher and administrator will meet to discuss evidence of progress on monitored growth plan:

1. If the teacher shows progress on growth plan and the administrator confirms, the teacher will be removed from the established monitored growth plan for the remainder of the year.
2. If the teacher does not show progress on growth plan, the teacher will be placed on the formal evaluation process for the remainder of the school year.
3. If at the end of the second year the instructional evidence indicates another needs Improvement rating, the teacher will collaborate with the administrator to establish a direct growth plan for the third year.
4. If the teacher receives a needs improvement rating at the conclusion of the third year, it is just cause for nonrenewal.
5. Teacher who receives an Ineffective Teacher rating will:
 - Collaborate with administrator to establish a direct growth plan
 - If teacher receives an Ineffective rating in the second year, the rating will serve as
 - Just cause for nonrenewal

G. Student Learning and Growth Measures:

1. Student Growth will be assessed per the Maine Charter Commission's Performance Framework Requirements.

Updated August 2023

A well-planned and systematic program of supervision and evaluation of performance tied to educational outcomes is vital to the ongoing improvement of the instructional program. It is the Board's responsibility to ensure that sufficient administrative time and energy are expended to supervise (observe and assist) and evaluate (measure and assess) teachers. The evaluation program shall address all aspects of teaching performance and recognize that the fulfillment of student needs is of primary importance.

The Head of School, in consultation with the Board, shall be responsible for development, implementation and periodic review of a comprehensive program of supervision and evaluation, which shall be adopted by the Board. The program shall provide for minimum standards for the number and frequency of formal performance reviews, with the understanding that probationary teachers require closer support and more frequent performance reviews. Probationary teachers shall in any event be evaluated during, but not limited to, their second year of employment.

- A. Criteria used for evaluation shall be in written form and made permanently available to the teacher;
- B. Evaluations shall be made by an immediate supervisor/administrator, or by other person(s) designated by the Head of School;
- C. Results of the evaluations shall be put in writing and shall be discussed with the teacher;
- D. The teacher being evaluated shall have the right to attach a memorandum to the written evaluation; and
- E. Results of all evaluations shall be kept in confidential personnel files maintained at the Head of School's office.

In keeping with the Board's goal of employing the best qualified staff to provide quality education for all students, all teachers are expected to participate fully in the evaluation process, self-appraisal and continuous improvement of professional skills. Supervision and evaluation policies and procedures are not negotiable in collective bargaining.

Legal Reference: 20-A MRSA §§ 1055, 13802 Ch. 125 §§ 4.02(E) (3), 8.08 (Me. Dept. of Ed. Rule)

Reviewed August 2023

GCOCA : EVALUATION OF ADMINISTRATIVE STAFF

The Head of School or his/her designee(s) shall implement and supervise an evaluation system for all administrative personnel. A report shall be made to the board annually on the performance of all administrators, with recommendations regarding their employment and/or salary status.

Formal evaluations shall be made at least once a year, but more often during the first two years in an administrative capacity. They shall be conducted according to the following guidelines:

- A. Evaluative criteria for each position shall be in written form and made permanently available to the administrator;
- B. Evaluations shall be made by the Head of School, designee, or the administrator's immediate supervisor;
- C. Results of the evaluations shall be put in writing and shall be discussed with the administrator;
- D. The administrator being evaluated will have the right to attach a memorandum to the written evaluation; and
- E. Results of all evaluations shall be kept in confidential personnel files maintained by the Head of School or his/her designee.

Legal Reference: Ch. 125 §§ 4.02(E)(3), 8.08 (Me. Dept. of Ed. Rule)

Reviewed August 2023

GCQC: RESIGNATION OF SCHOOL EMPLOYEES

The Board authorizes the Head of School or his/her designee, to accept all employee resignations. Such acceptance shall be effective when first communicated to the employer orally or in writing. Acceptance shall be confirmed in writing to the employee. The Board shall be informed of the resignation at their next regular or special meeting.

Reviewed August 2023

GCQG MeAA EXIT INTERVIEWS

The MeAA Board of Directors believes that feedback from departing employees provides constructive information that benefits the school. Therefore, the MeAA offers exit interviews to all departing employees of the school. Should an employee leaving the school decline an interview, he/she will be offered the opportunity to give feedback to the school by MeAA of a written questionnaire, within thirty days if possible.

The exit interview will be conducted by Human Resources who agrees to maintain confidentiality in a way that does not identify the individual following the interview. It is understood that confidentiality will be maintained for the purpose of eliciting the most useful feedback. It is the responsibility of the Head of School or designee to bring to the Board of Director's attention issues the Board may need to address.

Approved by the MeAA Board of Directors: March, 2016

Reviewed August 2023

GCSA: EMPLOYEE COMPUTER AND INTERNET USE

MeAA computers, network, internet access and other emerging technologies will be provided to support the educational mission of the school. The policy and the accompanying rules also apply to computers issued directly to staff whether in use at school or off school premises.

Employees will be provided with computing resources necessary for their job responsibilities. However, employees may be allowed to use privately-owned computers at school with prior authorization only, provided that they comply with this policy and accompanying rules.

1. Personal Use of School Computers

School unit computers, network and internet services are provided for purposes related to school programs and operations and performance of employees job responsibilities. Incidental personal use of school computers (defined as use by an individual for occasional person communications which do not interfere with job responsibility) is permitted as long as such use: a) does not interfere with an employee's job responsibilities and performance; b) does not interfere with system operations or other system users and c) does not violate this policy and accompanying rules or any other board policy/procedure or school rules.

2. Policy and Rules are Mandatory

Compliance with this policy and the accompanying rules concerning computer use is mandatory. An employee who violates this policy and/or any rules or laws governing the use of the school unit's computers shall be subject to disciplinary action, up to and including termination. Illegal use of the school's computers, network or other technology either at school or other location will also result in referral to law enforcement.

3. No Right to Privacy

MeAA computers remain under the control, custody and supervision of the school at all times. The school reserves the right to monitor all computer and internet activity by employees, whether on or off school premises. Employees have no expectation of privacy in their use of school computers, network and internet services.

4. Notification of Policy and Rules

Employees shall be informed of this policy and the accompanying rules through handbooks, the school website and other means selected by the Head of School. It should be understood that it is the employee's responsibility to read and understand these policies and rules annually.

5. Implementation and Rules

The Head of School is responsible for implementing this policy and the accompanying rules. Additional administrative procedures or school rules governing the day to day management and operations of the school unit's computer systems or other technology may be implemented, consistent with Board policies and rules.

Approved 9/4/19

Reviewed August 2023

GDQD

GDQD: DISCIPLINE AND DISCHARGE OF EMPLOYEES

The following personnel policy applies to staff, except as otherwise provided for in any negotiated agreement between the School Board and a recognized Association. This policy does not establish a contract between the school and any employee, and it may be changed without prior notice.

A. Hiring Employees

The Head of School or his/her designee has the authority to hire all support employee. Such decisions shall be final.

B. Probationary Period

All employees shall serve a probationary period of ninety days from the date of hire.

C. Evaluations

Supervisors shall evaluate the employees they supervise at least once per year on a form provided by the Human Resources and signed by the supervisor and the employee, with a copy to the Head of School or designee.

D. Unsatisfactory Performance or Misconduct

The employee shall be counseled by the supervisor for instances of unsatisfactory performance or misconduct. Any counseling or disciplinary actions imposed shall be documented by the supervisor, with a copy to the employee and a copy to the Head of School or his/her designee. A supervisor's disciplinary determinations may be reviewed by the President/Executive his/her designee(s) Director, whose decision is final.

E. Discharge

The Head of School or his/her designee has the authority to discharge any and all employees, and Such decisions shall be final.

F. Reconsideration

An employee may request reconsideration of any action pertaining to this policy by writing to the Head of School or his/her designee within ten calendar days after the employee receives notice of the action. The Head of School or his/her designee shall respond to the appeal in writing within ten days after receiving the written request. If, however, the employee requests a meeting and such meeting is held, then the Head of School or his/her designee shall respond to the appeal in writing within ten days after the meeting. Such written decision shall be final.

- G. In matters of discharge, the employee may address the School Board, in Executive Session, at its next regularly scheduled meeting to petition for reconsideration. The School Board shall take such petition for reconsideration under advisement and may make a recommendation to the Head of School his/her designee(s) to reconsider the matter. The School Board's recommendation shall be advisory in nature.

Reviewed August 2023

IE

IE: GRADE PLACEMENT

The policy of the Maine Arts Academy School Board is to strive to provide an appropriate instructional program aligned with the Maine Learning Results in a progressive and sequential manner for every student. A student's placement will be determined on an individual basis by parent and staff recommendations. The array of credits/classes available to students shall be as comprehensive and varied as resources allow. In all instances of possible retention or advancement, each decision will be made on an individualized basis. These decisions are made only after discussions have occurred between parents/guardians and school staff. At grade 9-12, guidance will assist with grade placement based on a student's recorded earned credits and standards met.

If the issue of grade placement is not clear due to a student transfer or other circumstances, the principal shall be responsible for making the final decision on grade assignment after consultation with building staff, specialists, and parents. Appeal: Parent/guardian will have 30 days to file an appeal with the Principal, who will form a Hearing Committee composed of the principal, parent, teacher, and district administrator to hear the appeal. If still not satisfied, upon receipt of the decision, the parent/guardian will have 10 days to notify the superintendent/Head of School. The superintendent will meet with the Hearing Committee and make the final placement decision. Parent/guardian will be notified of final placement decision.

References: IE-R, Retention Criteria Policy IKA, Student Assessment Reviewed: 11/17/20

Section I. Instruction

IGA

IGA: CURRICULUM DEVELOPMENT AND ADOPTION

It shall be the policy at the MeAA that the school and the board continuously review and evaluate existing programs and practices and adjust, modify, or change them as found advantageous in effectively meeting the needs of students and the expectations of the community. Therefore:

- A. The board expects the administration and faculty to be perpetually sensitive to changing conditions that may require changes in curriculum;
- B. The board expects all programs to be under continuous evaluation to see that they meet the needs of children;
- C. The board expects the school system to undertake intensive curriculum evaluation and revision as the need for this is demonstrated;
- D. The Head of School is expected to inspire, lead, guide and direct the process of keeping the school system abreast of growing community aspirations as well as advancing knowledge and new educational approaches;
- E. It is expected that curriculum development and revision be achieved with appropriate involvement of administration, instructional and support staff, students, community and the board; and
- F. The school board shall review and adopt all curriculum guides, course descriptions, and courses of study prior to their implementation.

To enhance a sound, basic educational program, the board expects curriculum revision to reflect such critical issues in our present society as: a) the relationships between humans and their environment; b) traditional American values relative to family and civic responsibility; c) American and state heritage; and d) recognition that people are members of the world community.

Reviewed August 2023

IHBA: INDIVIDUALIZED EDUCATION PROGRAMS

It shall be the policy of MeAA 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 the MeAA. The MeAA 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 MeAA 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 IEPs. All IEPs must be reviewed at least annually, as prescribed by state and federal special education laws.

References: 20 U.S.C. §§1414(d); 34 C.F.R. §300.320 to .324 (2006); Maine Dept. of Educ. Reg. ch. 101, § IX(3) (2007).

Reviewed August 2023

IHBAA: REFERRAL/PRE-REFERRAL

It shall be the policy of MEAA to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in the 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 educational needs. Any such referral should be made in accordance with procedures that may be approved by the Executive Director his/her designee(s).

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

The Executive Director his/her designee(s), in consultation with the Director of Special Education, may develop procedures for referral and the use of pre-referral interventions within the local school, and may from time to time amend those procedures as necessary.

References: Maine Department of Education Reg. Ch. 101, §§ II(23), III, IV(2)(D), (E), V(4)(A) (August 2007).

Model Referral/ Pre-referral Procedures

Approved May, 2016

MEAA 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.

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 Director of Special Education. 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 Director of Special Education. 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 Director of Special Education.

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

Referrals by staff. Any professional employee of the school may refer a child to the IEP

Team regardless of the results of initial child find activities, but only after completion of any general education interventions process used by the school. The school may move directly forward with the referral process in those circumstances where the school and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Professional school staff shall prepare a referral in writing and shall submit that referral directly to the Director of Special Education.

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 general education interventions process used by the school. The school may move directly forward with the referral process in those circumstances where the school and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the Director of Special Education.

Receipt of Referral. Regardless of the source of the referral, a referral is received by the school on the date that the written referral is received by the Director of Special Education. It shall be signed and dated by the Special Education Director or designee, thereby indicating the date of the receipt of that referral.

Timeline for Processing Referral. Once the referral has been received by the Director of 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 school 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 school shall send the parent its Written Notice form documenting that referral.

Once the Director of Special Education receives the signed consent for evaluation back from the parent, the school shall have 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 school 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.

Transfer Students. Students who have already been identified as in need of special education services and who transfer into the school 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 school

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 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 school conducts an evaluation 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 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 school should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

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 education shall document those specific difficulties through a general education interventions process.

Students who are failing or are at risk for failing to meet goals for their grade shall receive interventions that are designed to narrow the gap between the goals set for the grade level of the child and the child's performance. Interventions must be appropriate for the student's age and skill levels. These general education interventions are implemented as developed and are modified on the basis of curriculum-based measurement, progress monitoring data, or time sampling of behaviors. The school shall develop an intervention plan for students who are failing or at risk for failing using general education interventions and measurement systems.

If, after describing the problem, initiating an intervention, and collecting appropriate data for six data points over approximately, but no more than 30 days, the child shows no significant change in performance, intervention strategies must be modified. If the data indicate resistance to two consecutive data-driven intervention strategies, over 60 days, the pre-referral team should meet to determine further intervention modifications and whether a referral should be made simultaneously to the IEP Team.

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 refer the child to the IEP consistent with the procedures set forth above.

The school 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 general education 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 school 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 school shall not reject or delay the referral until the completion of the intervention strategies. All notes from the general education interventions 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 general education interventions documents are kept in the child's cumulative folder for future reference and for ongoing educational planning.

The general education interventions developed through this general education interventions process shall 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 general education interventions process may not be used in special education due process proceedings to establish that the school has failed to meet its child find or referral obligations. References: Me. Dep't of Educ. Reg. ch. 101, §§ II(23), III, IV(2)(D), (E), V(4)(A) (August 2007).

Referral & Use of General Education Interventions-Admin. Procedures implementation of the intervention.

B. Maine Arts Academy will implement general education interventions. These interventions will include:

1. Documentation that every student, prior to entering the general education intervention process, was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Every Student Succeeds Act of 2015 (ESSA), appropriate mastery based instruction in math, appropriate instruction in the writing process, and positive behavioral supports;
2. A team-based decision-making process;
3. Screening at reasonable intervals to determine whether all students are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements;
4. Data Analysis of screening results focusing on determining to what extent all students are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements and identifying which students are not making adequate progress toward these goals and are in need of targeted general education interventions;
5. A determination as to whether a student's assessed difficulties are likely the result of linguistic or cultural differences;
6. Provision of research-based general education interventions targeted at the student's presenting academic and/or behavioral concerns as determined by screening results;
7. Repeated formative assessments of student response to targeted interventions, conducted at reasonable intervals, that generate rate-based measurable data for both specifying academic and behavioral concerns and monitoring student progress during general education interventions;

8. Documentation that parents/guardians were notified about the process, given the opportunity to participate in instructional decision-making, and kept informed of their student's progress during targeted general education interventions;
9. A team will review the student's progress no later than 60 school days after the start of formal general education interventions and approximately every 30 school days thereafter. At each meeting the team will review data on the student's progress to determine if modifications to the general education interventions are needed and/or if a referral to special education is indicated; and
10. Provisions for targeted general education interventions to continue during any subsequent special education referral. C. The parent/guardian of a student receiving general education interventions may request to Maine Arts Academy to conduct a full and individual evaluation for possible special education eligibility determination at any time during MeAA's established general education intervention process.

IHBAA-R Referral & Use of General Education Interventions-Admin. Procedures: The general education interventions developed through this pre-referral process will continue in the event of a referral while the referral is being handled by the IEP Team, and the resulting data will become part of the student's special education file.

Reviewed August 2023

IHBAC: CHILD FIND

Maine Arts Academy seeks to ensure that all high school age children within its jurisdiction are identified, located and evaluated 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.

Maine Arts Academy shall provide child find during the first 30 days of the school year or during the first 30 days of enrollment for transfer children. If evidence of child find activities and a statement of the results can be found in a child's cumulative record, or Maine Arts Academy has reason to believe the child has previously been identified as a child with a disability by another SAU, in state or out of state, child find is not necessary.

Maine Arts Academy 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 unit or school or through direct child find services by unit personnel or contracted personnel.

MeAA child find responsibility shall be accomplished through a school-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.

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's pre-referral and referral policy.

References: 34 C.F.R. § 300.111 (2006); Maine Department of Education Reg. Ch. 101, IV(2) (2007).

IHBAL: GRIEVANCE PROCEDURE FOR PERSONS WITH DISABILITIES

The Board has adopted this grievance procedure to provide a local avenue for persons with disabilities to raise concerns about whether the school is fully meeting its obligations under state and federal laws to protect persons with disabilities. This procedure is intended to meet the requirements of the federal Rehabilitation Act (34 CFR § 104.7(b)) and the federal Americans with Disabilities Act (28 CFR § 35.107(b)).

Questions about this grievance procedure should be directed to the ADA/504 compliance coordinator: **Special Education Director**

Step One

A person with an identifiable disability, or someone acting on that person's behalf, may file a written grievance regarding compliance with state or federal disabilities laws with the Head of School, or with the ADA/504 compliance coordinator. If filed with the ADA/504 compliance coordinator, that person shall forward it to the Head of School. No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance. The Head of School, after consultation with the ADA/504 compliance coordinator, shall respond in writing to the grievance within 15 working days of its receipt. Extensions of 15 working days may be allowed if necessary to address fully the issues in the grievance. The Head of School written response shall be forwarded to the grievant and to the ADA/504 compliance coordinator.

Step Two

If dissatisfied with the response, the grievant may obtain a review by the Head of School his/her designee(s) of the Special Education Director's decision. The grievant must request that review within 15 working days of the decision by the . The Head of School or his/her designee, after consultation with the ADA/504 compliance coordinator, shall respond in writing to the grievance within 15 working days. Extensions of 15 working days may be allowed when necessary to address fully the issues in the grievance. The Head of School/designee's written response shall be forwarded to the grievant and to the ADA/504 compliance coordinator.

Except for grievances regarding physical alterations to school buildings or grounds, the decision of the Head of School or his/her designee shall be final. In the case of grievances regarding physical alterations to school buildings or grounds, a dissatisfied grievant may obtain further review by the School Board by making a written request within 15 working days of the decision of the Head of School/designee. The School Board shall have a reasonable time to schedule a meeting on the grievance and to issue its decision.

Nothing in this grievance procedure in any way prohibits a person from seeking redress for their disability concerns via other legal avenues, such as through the Office for Civil Rights, the

Department of Justice, the Maine Human Rights Commission or the Maine Department of Education.

Questions about other legal avenues available for persons with disabilities to pursue compliance concerns under various disabilities laws should be directed to the ADA/504 compliance coordinator:

This notice is available in large print and on audio tape from the ADA/504 compliance coordinator.

Reviewed August 2023

IHBEA: LAU PLAN (September 2020)

Maine Arts Academy is obligated to follow all federal and state guidelines in providing equal educational opportunities to all students. Therefore, it is necessary that the district use caution in evaluating and meeting the needs of students with limited English proficiency. The rights of these students to an equal education are protected by the force of legislation, judicial opinion, and administrative regulation.

I. Guidelines

Through its ESOL and Bilingual Education Office, the Maine Department of Education has issued the following guidelines for measuring school districts' compliance with federal and state law:

1. School systems must identify all students whose primary language is other than English, who have or may have difficulty performing ordinary class work in English, and who cannot learn or achieve on parity with their English dominant peers. English Learners (ELs) must be placed in a specifically designed language support program.
2. Any specially designed support or instructional program shall be consistent with all federal acts and mandates, related federal regulations and court cases as well as Maine State acts, mandates and policies, which relate to the education of limited English and National Origin minority students.
3. This instructional program should be based on second language acquisition pedagogy and sound educational practices for meeting the individual needs of ELs. The burden of proof is upon the district that the instructional program designed for ELs has clearly developed English language skills of comprehension, listening, speaking, reading, and writing necessary for learning and achieving in English-only instruction at a level substantially equivalent to pupils whose primary language is English. In addition, instructional providers for ELs must be adequately trained in the appropriate field.
4. Maine's exit criteria is based on the level of English proficiency that enables students to access the state's challenging academic curricula without language support services. Students who achieve a composite proficiency level of 4.5 on ACCESS 2.0 for ELLs are automatically exited

from EL status in Synergy, the state's student data system.

5. In order to exit from ESOL services, a student must demonstrate English language proficiency. The Maine Department of Education defines English language proficiency as an overall composite proficiency level of 4.5 on ACCESS for ELLs®. No other measure qualifies a student who is an English learner for exit.

6. Consistent with Maine statute and *Every Student Succeeds Act (ESSA)*, ELs are held to the same accountability requirements for achievement of the Learning Results and of participating in state mandated assessments. Accommodations or alternate assessments may be required for some ELs.

II. Terms

- A. **ESOL** (English for speakers of other languages) – adjective, describes a type of class, student, teacher, program, etc.; it is perceived as more inclusive and is therefore the preferred term.
- B. **FEP** (Fluent English Proficient) - Students whose primary language is other than English and who have met the criteria for determining proficiency in English. Their knowledge of English is equivalent to their native English speaking peers.
- C. **ILAP** (Individual Language Acquisition Plan) - A personalized action plan which outlines support and services for language development.
- D. **LAC** (Language Assessment Committee) - a school based committee with responsibilities which make educational decisions that support language, social, cultural, and educational needs of each EL.
- E. **Lau** - Informal reference to the Lau vs. Nichols U.S. Supreme Court Decision of 1974 that requires school districts to provide assistance to English Learners who are unable to benefit from an education conducted primarily in English.
- F. **EL** (English Learner) - a student who speaks a primary or home language other than English and has not yet achieved English language proficiency.
- G. **WIDA** (World-Class Instructional Design and Assessment) – multi-state consortium with the mission of advancing academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

III. Language Assessment Committee

The MeAA Language Committee (LAC) will coordinate and oversee the educational program of English Learners. For purposes of continuity, a Coordinator of EL Services will be appointed.

The LAC meetings will be scheduled and conducted by the Coordinator of EL Services. The MeAA Language Assessment Committee will be composed of the Principal/Head of School, Classroom teacher(s), Parents/Guardians when appropriate, EL Teacher, Translator (if necessary), Title 1 Coordinator, and any other school staff or advocates involved in the student's school program. The composition of the committee will necessarily change to include teachers and others who have direct contact with the student as the student passes through the school system.

Responsibilities of the Language Assessment Committee will include assurance of the following:

1. Within 30 days of enrollment or referral, review the Language Use Survey of newly enrolled/referred students to identify potential English Learners and refer to the EL Coordinator for possible screening and/or support.
2. Administer screenings and/or evaluations to EL students annually.
3. With parental participation, make determinations from these assessments regarding the student's placement, programming, and amount of services.
4. Meet at least annually to develop or revise Individual Learning Plans.
5. Provide progress reports to parents/guardians on same schedule as school report cards.
6. Make recommendations for placement and program type for the next school year.
7. Recommend modification of EL support services.
8. Notify parent or guardian in writing or if necessary in person of all decisions (in a language they comprehend) and their right to appeal.
9. Carry out annual monitoring for two years after student's reclassification to full English proficiency.

V. English for Speakers of Other Languages Program (ESOL)

Once English proficiency is determined factors such as student's chronological age, previous educational experience and family history will guide programming and placement that best supports the EL student in acquiring English language proficiency.

1. Instruction will be provided during regular school hours.
2. EL staff, classroom teacher and school staff will coordinate efforts on behalf of the students.
3. EL staff will extend instruction into the classroom providing support to the ELs and sharing the cultural diversity and new language with other students. Content teachers will support ELs in their achievement of the Learning Results with the support of the EL teacher through an effective research based program.
4. Instructional space for ELs will be provided that is comparable to that available to the overall student population.
5. Amount of time spent with the EL staff will be determined by the LAC Committee.
6. Home/school coordination will be conducted as part of an outreach effort to parents of EL students.
7. Materials and resources, such as simplified texts, will be provided as appropriate to assist in the implementation of the Individual Learning Plan. Materials will be comparable in quality and support classroom instruction.

8. Participation of all EL students in an annually administered secure test. The ACCESS 2.0 for ELLs®, an English language proficiency test administered annually in Maine to all ELs from kindergarten through grade 12, meets the federal requirements of assessing ELs' proficiency levels and provides reliable, valid, and useful information on the progress of ELs in acquiring academic English. ACCESS 2.0 for ELLs® English language proficiency standards are aligned with Maine's *Learning Results* academic content standards and are a requirement in Maine's Comprehensive Assessment.
9. Administration of the ACCESS 2.0 for ELLs® by a trained individual. This test was developed based on the English Language Proficiency Standards developed by WIDA. It identifies five levels of English language proficiency: Level 1 – Entering, Level 2 –Emerging, Level 3 – Developing, Level 4 – Expanding, Level 5 – Bridging, Level 6 – Reaching.
10. An EL student whose composite score [35% reading, 35% writing, 15% speaking, and 15% listening] is below Level 4.5 will continue to be classified as an English Learner and eligible for ESOL services.
11. A student receiving a composite score of 4.5 or higher will be exited from ESOL services, reclassified as Former English Learner, and no longer take *ACCESS 2.0 for ELLs®*.

VI. ESOL Staff Requirements and Responsibilities ESOL Teachers will hold State of Maine certification with a (660) endorsement. ESOL paraprofessionals may provide instruction under the supervision of the ESOL Teacher or Consultant.

ESOL staff will:

1. Administer evaluations such as the WIDA Screener and ACCESS 2.0 for ELLs.
2. Provide an instructional program that is based on second language acquisition pedagogy.
3. Communicate with parents regarding progress of students using available resources to access parents in their own language.
4. Recommend ongoing modifications of revisions to the Lau Plan as needed for re-submission to the Board.
5. Provide meaningful opportunities to students, teachers, and classmates to learn about the culture and language of ELs.
6. Monitor former EL students who have attained a comprehensive score of 4.5 or higher on the ACCESS for ELLs 2.0 test for a period of two years.
7. Work with regular education staff to determine if a former EL student is in need of additional services.

VII. Identification of English Learners

It is required under Section 1112 of ESSA that all ELs be identified within 30 days of enrollment from the beginning of the school year or within two weeks of enrollment mid-year. EL staff will be notified of potential EL students and information from the following sources will be utilized.

1. The Language Use Survey, which is included in registration packets of all newly enrolled students.
2. Review of previous school records (cumulative folder).

3. The English language proficiency screener (administered if a student's Language Use Survey indicates a language other than English). The proficiency screener for students in grades 1-12 is the WIDA Online Screener.

VIII. Assessment of English Language Proficiency and Academic Skills

EL's will be assessed for English language proficiency through:

1. Consultation with classroom teacher(s) and parents.
2. Anecdotal information from student and family/guardian.
3. Data from an English language proficiency screener if they matriculate without ACCESS 2.0 scores from the previous year. This test will help designate appropriate placement within the mainstream and for ESOL support.
4. Testing in content areas when possible.
5. Annual results of the ACCESS 2.0 for ELLs®.

IX. Record-Keeping for Identified EL Student

EL student files will be maintained in a specific location in the main office. The responsibility for updating the files (student language assessment, educational plans, reviews, and reclassification information) will be assigned to the EL staff.

X. Parent Notification

The Language Assessment Committee will meet with the parents or guardians to discuss any changes in the EL's programming. This information will be given in a language that the parents or guardians can understand. At any time parents have the right to refuse ESL services. In that case, the district requests that parents sign a form that states that services are being declined. Even if the parents refuse services, meaningful education still needs to be provided. A parent cannot refuse education, and if an English Learner cannot access education without ESL services then the school must support the academic learning of the English Learner. If an ESL program is necessary in order to ensure academic progress for the English Learner then services must be provided. The Civil Rights Act of 1964 remains the foundation of the legal rights of an English Learner. Students, even if parents decline services, must continue to take the ACCESS for ELLs 2.0 test annually until they achieve a composite score of 4.5.

XI. Exit Criteria

Exiting from ESOL programming will occur when the student meets the state's definition of proficiency. Current criteria is a composite score of 4.5 or higher on the ACCESS 2.0 test. Once the student has attained this score they are no longer defined as an English learner and therefore do not participate in the ACCESS for ELLs® 2.0 administration any further. All ELs who have met proficiency must be monitored for 2 years in order to ensure the academic success of that student. If at any time the student's ELP is affecting their academic performance they may be reentered into the ESOL program. The student will not be recoded or participate in the ACCESS for ELLs 2.0.

Approved 10/7/2020

Reviewed August 2023

IHBGA

IHBGA: HOMESCHOOLING

Parents/guardians who wish to have their children fulfill the compulsory school attendance law through equivalent education by homeschooling must comply with the provisions of 20-AMRSA § 5001-A(3)(A)(4).

A. The student's parent/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 (Maine Arts Academy is not considered the home school) and to the Commissioner of the Department of Education within ten calendar days of the beginning of home instruction. The notice must contain the following information:

1. The name, signature and address of the student's parent/guardian;
2. The name and age of the student;
3. The date the home instruction program will begin;
4. A statement of assurance that indicates the home instruction program will provide at least 175 days annually of instruction and will provide instruction in: English and language arts, math, science, social studies, physical education, health education, library skills, fine arts, and, in at least one grade from grade 6 to 12, Maine studies. At one grade level from grade 7 to 12, the student will demonstrate proficiency in the use of computers; and
5. A statement of assurance that indicates that the home instruction program will include an annual assessment of the student's academic progress that includes at least one of the forms of assessment described in 20-A MRSA § 5001-A(3)(A)(4)(b) and paragraph B below.

B. On or before September 1 of each subsequent year of home instruction, the student's parent/guardian must file a letter with the Superintendent of the administrative unit in

which the student resides and to the Commissioner stating the intention to continue providing home instruction and enclose a copy of one of the following forms of annual assessment of the student's academic progress:

1. A standardized achievement test administered through the administrative unit in which the student resides or through other arrangements approved by the Commissioner. If the test is administered through the administrative unit in which the student resides, that administration must be agreed to by the Superintendent of the administrative unit prior to submission of the written notice of intent to provide home instruction;
2. A test developed by the Superintendent/designee of the administrative unit in which the student resides appropriate to the student's home instruction program, which must be agreed to by the Superintendent of the administrative unit prior to submission of the written notice of intent to provide home instruction;
3. A review and acceptance of the student's progress by an identified individual who holds a current Maine teacher's certificate;
4. A review and acceptance of the student's progress based on, but not limited to, a presentation of an educational portfolio of the student to a local area homeschooling support group whose membership for this purpose includes a currently certified Maine teacher or administrator; or
5. A review and acceptance of the student's progress by a local advisory committee selected by the Superintendent of the administrative unit in which the student resides that includes one administrative unit employee and two home instruction tutors. A "home instruction tutor" means the parent/guardian or other person who acts or will act as a primary teacher of the student in the home instruction program. This provision must be agreed to by the Superintendent of the administrative unit in which the student resides prior to submission of the written notice of intent to provide home instruction.

C. Dissemination of any information filed under 20-A MRSA § 5001-A(3)(A) (which applies to alternative to attendance at public day school, including home schooling) 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.

The Board accepts no responsibility for the unit in the application, review, approval, or oversight of home instruction programs except as provided for by law or this policy.

Participation by home-schooled students in the public school program shall only be permitted as described elsewhere in Board policy.

The Superintendent from the sending school shall maintain a roster of all students eligible to attend school within the school unit who are receiving equivalent instruction, as provided in Department of Education rules.

Legal Reference: 20-AMRSA § 5001-A Ch. 125 § 12.02, Ch. 130 (Me. Dept. of Ed. Rules)
Reviewed August 2023

IHC

IHC: GRADUATION RECOGNITION

Maine Arts Academy shall use the following methodology to award the titles of Valedictorian, Salutatorian and Class Essayist for its class graduating during the 2019-2020 academic year. MeAA shall determine class rank using its standard method for doing so.

A student graduating during the 2019-2020 academic year who entered MeAA at the beginning (Should this be updated?) of the 2018-2019 academic year or before shall be referred to herein as an "Incumbent." A student graduating during the 2019-2020 academic year that is not an Incumbent shall be referred to herein as a "Transfer."

The Incumbent with the highest class rank among Incumbents shall be awarded the title of Valedictorian. The student with the highest class rank shall be awarded the title of Valedictorian.

The Incumbent with the second highest class rank among Incumbents shall be awarded the title of Salutatorian.

If the Transfer with the highest class rank among Transfers has not been awarded the title of Valedictorian, that student shall also be awarded the title of Salutatorian if that student's class rank is higher than the Incumbent that has been awarded the title of Salutatorian.

If the Transfer with the highest class rank among Transfers has been awarded the title of Valedictorian, the Transfer with the next highest class rank among Transfers shall be awarded the title of Salutatorian if that student's class rank is higher than the Incumbent that has been awarded the title of Salutatorian.

The Incumbent with the third highest class rank among Incumbents shall be awarded the title of Class Essayist.

If the Transfer with the highest class rank among Transfers has not been awarded the title of either Valedictorian or Salutatorian, that student shall be awarded the title of Class Essayist if that student's class rank is higher than the Incumbent that has been awarded the title of Class Essayist.

If the Transfer with the highest class rank among Transfers has been awarded the title of Salutatorian, the Transfer with the next highest class rank among Transfers shall be awarded the title of Class Essayist if that student's class rank is higher than the Incumbent that has been awarded the title of Class Essayist.

If the Transfers with the first and second highest class ranks among Transfers have been awarded the titles of Valedictorian and Salutatorian, respectively, the Transfer with the next highest class rank among Transfers shall be awarded the title of Class Essayist if that student's class rank is higher than the Incumbent that has been awarded the title of Class Essayist.

IHC

APPROVED 11/6/2019
Reviewed August 2023

AMENDMENT:

This policy shall remain in effect and not end with the 2020 graduating class.

AMENDMENT APPROVED: 8/5/2020

IHCDA: POST-SECONDARY ENROLLMENT OPTIONS

The intent of this policy is to establish the requirements for student enrollment in post-secondary courses taken before high school graduation. MeAA expects that each student will attempt to complete at least one post-secondary course before graduation. None of the foregoing is intended to supersede applicable Statute.

Eligible Institutions

Students may take courses at eligible post-secondary institutions within Maine, which include the University of Maine System, the Community College System and Maine Maritime Academy. The school may allow students to take courses at private colleges or other institutions, but the school cannot include such costs as allowable program costs. Any such requests shall be considered on a case-by-case basis to the extent that funds are available.

Financial Assistance

- A. The Maine Department of Education shall pay applicable tuition costs 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: While the statute obligates students to pay these costs, school districts may still choose to pay some or all of these costs.

Such costs remain allowable program costs under the statute.]

School Reporting Requirements

The Head of School his/her designee(s) shall ensure that information concerning post-secondary enrollment options is made available to parents and students.

The Head of School his/her designee(s) shall provide an annual report to the MeAA School Board regarding the number of students taking courses at post-secondary institutions and the courses taken.

Legal Reference: 20-A MRSA § 4771 et seq.

Adopted by the MeAA Board of Directors: September 13, 2013

Reviewed August 2023

IJJ

IJJ: INSTRUCTIONAL AND LIBRARY-MEDIA MATERIALS SELECTION

The Board is legally responsible for all matters relating to the operation of the school, including the provision of instructional materials and maintenance of library-media resources that support the school system's curriculum.

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

With the assistance of professional staff, the Head of School his/her designee(s) shall establish a system for the selection of instructional materials, including procedures to establish an orderly

process for the review and recommendation of instructional materials. The Head of School his/her designee(s) will be responsible for overseeing the purchase of instructional materials within budgetary parameters set by the Board. The Board expects the Head of School his/her designee(s) to report on progress made in aligning instructional materials with curriculum development and evaluation in support of the content standards contained in the Maine Learning Results system and Common Core standards.

The school shall maintain a library-media program that includes books and other print materials, multimedia materials, online Internet resources and information technology that support the curriculum. As with instructional materials, the Board delegates responsibility for selection of library-media materials and technology and Internet resources to the school system's professionally trained staff, subject to the criteria and procedures for selection and the Board's policy on challenged materials described below.

Definitions

“Instructional materials” include textbooks and other print materials, software and other electronic materials, online/Internet resources (including access), and supplies and other materials to support instruction in subject areas and implementation of the Learning Results system and Common Core standards.

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

Objectives of Selection

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

Criteria for Selection

Instructional and library-media materials selected shall be accurate and:

- A. Meet the requirements of a standardized review criteria;
- B. Support achievement of the content standards of the Learning Results system and Common Core standards;
- C. Support the goals and objectives of the school system's educational programs;
- D. Enrich and support the curriculum;
- E. Take into consideration the varied interests, abilities, and maturity levels of the students served;

- F. Foster respect and appreciation for cultural diversity and varied opinions;
- G. Give comprehensive, accurate and balanced representation to minorities and women in history, science, leadership and the arts and acknowledge the contributions of ethnic, religious and cultural groups to our American heritage;
- H. Enable students to develop a capacity for critical analysis;
- I. Stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- J. Provide a background of information that will enable students to make intelligent decisions in their daily lives; and
- K. Respect the constraints of the school's budget.

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

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

Procedures for Selection

Meeting the needs of the school, based on knowledge of the curriculum and the existing collections of instructional and library media materials, shall be the highest priority. Basic learning materials, i.e., those that are the predominant instructional materials used by most members of the class, are used for a significant portion of the course or receive major emphasis during a course, or are essential to student achievement of content standards of the Learning Results system and Common Core standards are to take priority in the selection process.

Before recommending materials for purchase, professional staff should evaluate the existing collection, consulting reputable, unbiased, professionally prepared selection aids and specialists from all departments and/or all grade levels. Instructional, library-media, and Internet material selection will be reviewed by staff utilizing standardized criteria. Procedures to implement this process will be developed by staff.

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

Whenever possible, purchase of non-print materials and multimedia, Internet and technology resources shall be made only after personal evaluation by the librarian/media specialist and/or other appropriate professional staff. Reviewing aids may be used in lieu of personal evaluation.

Multiple copies of outstanding and much-in-demand materials should be purchased as needed. Worn or missing standard items should be replaced periodically. Out-of-date or no-longer-useful materials should be withdrawn from the collection/circulation.

Donated Materials

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

Parental Authority

A student's parent/guardian may inspect, upon request, any instructional material used as part of the curriculum. The Head of School his/her designee(s) will be responsible for developing and implementing procedures for providing access to instructional material within a reasonable time after such a request is made.

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

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

Challenged Materials

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

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

- A. The complaint shall be heard first by the person providing the materials in question.
- B. If the complaint is not resolved, the complainant shall be referred to the _____ and requested to fill out the "Instructional and Library-Media Materials Challenge Form." A copy of the form will be forwarded to the Head of School.
- C. The Head of School shall appoint a committee composed of the following persons to review the complaint: one Co-Director one classroom teacher; one community member.
- D. The review committee shall: read and examine the materials referred to them; check general acceptance of materials by reading reviews; weigh values and faults against each other and form opinions based on the material as a whole and not on passages or portions pulled out of context; meet to discuss the material and to prepare a written report on it.
- E. The report of the committee shall be forwarded to the Head of School his/her designee(s) who will inform the complainant of the results.
- F. No materials shall be removed from use until the review committee has made a final decision.

- G. The review committee's decision may be appealed to the Board. The Board may set aside a portion of a regular meeting or call a special meeting for the purpose of receiving testimony from representatives of the various points of view. The material in question shall be:
1. Reviewed objectively and in its full content;
 2. Evaluated in terms of the needs and interest of students, school, curriculum and community;
 3. Considered in the light of differing opinions; and
 4. Reviewed in light of the criteria for initial selection and purpose as provided herein.

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

Legal Reference: 20-A MRS § 1001 (10-A); 1055 (4); 4002
Ch. 125 §§ 9.01, 9.03 (Me. Dept. of Ed. Rule)

Approved 9/4/2019

Reviewed August 2023

**CHECKLIST FOR CLASSROOM MATERIALS REVIEW COMMITTEE'S
RECONSIDERATION OF INSTRUCTIONAL MATERIAL
FICTION OR OTHER LITERARY FORMS**

TITLE: _____

AUTHOR: _____

A. PURPOSE:

1. What is the purpose, theme or message of the material? How well does this author/producer/composer accomplish this purpose?

2. If the story is a fantasy, is it the type that has imaginative appeal and is suitable for children? ___yes ___no
For the young adults? ___yes ___no
For middle school? ___yes ___no
If all are marked no, for what age group would you recommend? _____
3. Will the reading and/or viewing and/or listening to material result in more compassionate understanding of human beings? ___yes ___no
4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? ___yes ___no
5. Are any questionable elements of the story an integral part of a theme or message that is worthwhile? ___yes ___no

B. CONTENT:

1. Does a story about modern times give a realistic picture of life as it is now?
___yes ___no
2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy, or ugly and meaningless?
___yes ___no

3. When factual information is part of the story, is it presented accurately?
yes no
4. Is prejudicial appeal readily identifiable by the potential reader? yes no
5. Are concepts presented appropriate to the ability and maturity of the potential reader? yes no
6. Do characters speak in a language true to the period and section of the country in which they live? yes no
7. Does the material offend in some way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?
yes no
8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? yes no Young adults? yes no
9. If there is use of offensive language, is it appropriate to the purpose of the text for children? yes no For young adults? yes no
10. Is the material free from derisive names and epithets that would offend minority groups? yes no Children? yes no Young adults? yes no
11. Is the material well written or produced? yes no
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion, or philosophy in any adverse way? yes no
13. Does the material make a significant contribution to the history of literature or ideas?
yes no
14. Are the illustrations appropriate and in good taste? yes no
15. Are the illustrations realistic in relation to the story? yes no

Additional Comments:

Recommendation by Classroom Materials Review Committee for treatment of challenged materials:

Date: _____
Signature of classroom materials review committee:

APPENDIX I
Form For PolicyNo: IJJ
RECONSIDERATION REQUEST FORM
REQUEST FOR REEVALUATION OF INSTRUCTIONAL MATERIALS
Submit to

Book or other printed material if applicable:

TITLE:

AUTHOR:

Publisher (if known) _____ Date of Publication

Request initiated by

Telephone _____ Address

Class in which item is used

1. To what in the item do you object? (Please be specific, cite pages and frames, etc.)

2. In your opinion, what harmful effects might result from use of this item?

3. Do you perceive any instructional value in the use of this item?

4. Did you review the entire item? If not, what sections did you review?

5. In place of this item would you care to recommend other material which you consider to be of superior quality for the purpose intended?

6. Would you be willing to meet with the Review Committee? ___yes ___no

Signature: _____

Date: _____

IJJ-E: CHALLENGE OF INSTRUCTIONAL MATERIALS 7901.02

Maine Arts Academy District policy shall provide teacher, parent, and patron involvement in the challenge of instructional materials. The Board of Trustees therefore directs the superintendent to develop and administer guidelines and regulations for the challenge of instructional materials.

The purpose of regulations governing the challenge of instructional materials is to ensure that students are provided with educational materials which are

- (1) the most effective available in support of the objectives of each adopted course of study,
- (2) consistent with community standards, and
- (3) appropriate to the secondary level.

Approved 8/27/2020

Reviewed August 2023

IJND: SCHOOL WEBSITE / WEB PAGES

Directors have adopted guidelines to ensure that its website is in compliance with applicable laws and meets the highest educational and quality standards. The Head of School his/her designee(s) is responsible for implementing this policy, the accompanying guidelines and any additional administrative procedures that may be needed to govern the day-to-day management of the web site. The Head of School may delegate specific responsibilities, as he/she deems appropriate. Cross Reference: IJND-R Web Publishing Guidelines
Reviewed August 2023

IJND-R

Website Purpose

The MeAA official web site is to provide general information about our school as well as information about educational programs, extracurricular activities and school events. This web site is intended to support the educational mission of the school, to enhance the curriculum and learning opportunities for students and staff, and to inform the larger community about our school.

Web Site Structure

The web site includes the following content areas:

1. School-wide information;
2. School Board information (such as members, officers, committees, meeting agendas, minutes and policies);
3. The option to request more information;
4. a student application;
5. Information about school-sponsored extracurricular organization information;
6. Information about school events and activities; and
7. Contact information for School Board members and school staff.

School's Authority and Webmaster Responsibilities

The MeAA reserves the right to approve all web site content and to edit, delete, or modify any web page content as it sees fit to comply with the intended purposes of the web site and these guidelines.

The Head of School shall designate a Webmaster, who is responsible for maintaining the web site, approving all material to be posted on the site, and monitoring all web site activities for compliance with Board policies, applicable laws and regulations, and these guidelines.

Only the Webmaster, and other authorized school staff, shall have password-protected access to the web server to place and remove web pages and content. Any student access will be strictly controlled and monitored by an authorized staff member who will log on and supervise all student activities.

Website Content

1. The MeAA web site does not create, nor is it intended to create, a public or limited public forum. All materials placed on the web site must serve the educational mission of the school.
2. Web site content is limited to school-sponsored information and activities. No personal student or staff web pages, chat rooms or discussion groups are permitted on the web site unless it is set up as a moderated system with messages requiring approval before being posted such as an educational blog. .
3. Web page content must comply with Board policies, administrative procedures and school rules.
4. All materials placed on the web site must meet academic standards for proper spelling, grammar, content, accuracy and appearance.

If the Webmaster is unsure whether particular material is appropriate for the web site, he/she shall consult with the Head of School or designee, whose decision shall be final.

Confidentiality of Student Information

1. The web site shall be in compliance with all applicable state and federal confidentiality laws and regulations.
2. At no time shall personal information about students (such as home address, telephone number, e-mail address, birth date, social security number, etc.) or any other information made confidential by state or federal law appear on the web site. The web site will not include any information that indicates the physical location of students at any given time, other than attendance at a particular school or participation in school activities.
3. Student information, photographs or work may only be published on the web site if the student's parent/guardian has signed the Student Media Release Form. For purposes of these guidelines, student information includes name, class rosters, awards/honors received, and team/extracurricular activity participation lists

Confidentiality of Staff Information

1. At no time shall personal information about staff appear on the web site (including home address, home telephone number, home e-mail address, birth date, social security number, etc.).

2. Because the school's web site is maintained in part to enhance communication with students and their families, the school email addresses and/or telephone numbers of staff are published on the web site.

Copyright

1. Appropriate permission will be obtained before any copyrighted or trademarked material is used on the web site. No copyrighted material may be reproduced, transmitted or stored on the MeAA web site without obtaining permission from the copyright owner.
2. Students shall retain the copyright on materials that they create.
3. Except for the above exceptions, all web pages and content on the web site are the property of and owned by the MeAA.

H. Web Site Design and Accessibility

1. The Webmaster is authorized to develop standards for the design and appearance of MeAA web site. These standards will include measures to make web pages accessible to persons with disabilities. School information available on the web site will also be made available to the public in alternative ways upon request.

I. Advertising

The MeAA web site will not include any advertising, nor will it include any selling activities outside of publicity for school-sponsored and/or approved fundraising activities.

J. Links to External Sites

1. The MeAA web site will not include links to any personal web sites of students or staff.
 2. The web site may include links only to web sites that have demonstrated educational value to students, staff and/or the community, as deemed appropriate by the Webmaster.
 3. The web site shall include a disclaimer informing users that links are provided as a convenience, and that the MeAA does not endorse these sites or have any responsibility for the content of these sites.
1. The web site shall inform users about how to contact the Webmaster.
 2. Each web page shall include the date the page was last updated.
 3. The Webmaster will provide appropriate information to school users regarding technical requirements for publishing material on the web site.

Cross Reference: IJND –The MeAA Web Site

Reviewed August 2023

IJNDB: STUDENT COMPUTER, INTERNET USE, AND CYBER SAFETY

MeAA computers, networks and Internet access are provided to support the educational mission of the school and to enhance the curriculum and learning opportunities for students and school staff.

Student use of school computers, networks, Internet services, and email is a privilege, not a right. Compliance with the school's policies and rules concerning computer and Internet use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement and/or legal action. Students are prohibited from using school computers in any manner that would be in violation of the school's Policy on harassment.

MeAA computers remain under the control, custody and supervision of the school at all times. The school monitors all computer and Internet activity by students. The school may conduct random audits of computer usage to protect its technology infrastructure. MeAA has the right to access, review and/or disclose any aspect of computer usage when it has legitimate business or security need to do so. Students have no expectation of privacy in their use of school computers or the school's network, whether they are used on school property or elsewhere.

MeAA utilizes filtering technology designed to block materials that are illegal, obscene or harmful to minors, including all pornography. MeAA takes precautions to supervise student use of the Internet, but parents should be aware that MeAA cannot reasonably prevent all instances of inappropriate computer and Internet use by students in violation of Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school is not responsible for the accuracy or quality of information that students obtain through the Internet.

The Head of School his/her designee(s) is responsible for implementing this policy and the accompanying rules and for documenting student Internet safety training. Additional

administrative procedures or school rules governing the day-to-day management and operations of the school's computer system may be implemented, consistent with Board policies and rules. The President may delegate specific responsibilities to the Director of Information Technology and others as he/she deems appropriate.

Students and parents shall be informed of this policy and the accompanying rules through handbooks, the school web site and/or other MeAA selected by the Head of School his/her designee(s).

Reviewed August 2023

IJNDB-R

IJNDB-R: STUDENT COMPUTER AND INTERNET USE RULES

These rules accompany Board policy IJNDB (Student Computer and Internet Use). Each student is responsible for his/her actions and activities involving school computers, networks and Internet services, and for his/her computer files, passwords and accounts. These rules provide general guidance concerning the use of the school'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 the Principal or the Technology Coordinator.

A. Consequences for Violation of Computer Use Policy and Rules

Student use of the school's computers, networks and Internet services is a privilege, not a right. Compliance with the school's policies and rules concerning computer use is mandatory.

Students who violate these policies and rules may have their computer privileges limited, suspended or revoked. Such violations may also result in disciplinary action, referral to law enforcement and/or legal action.

The Principal shall have the final authority to decide whether a student's privileges will be limited, suspended or revoked based upon the circumstances of the particular case, the student's prior disciplinary record and any other pertinent factors.

B. Acceptable Use

The school's computers, networks and Internet services are provided for educational purposes and research consistent with the school's educational mission, curriculum and instructional goals.

All Board policies, school rules and expectations concerning student conduct and communications apply when students are using computers.

Students are also expected to comply with all specific instructions from teachers and other school staff or volunteers when using the school's computers.

C. Prohibited Uses

Examples of unacceptable uses of school computers that are expressly prohibited include, but are not limited to, the following:

1. Accessing Inappropriate Materials - Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal materials.

2. Illegal Activities - Using the school's computers, networks and Internet services for any illegal activity or in violation of any Board policy or school rules. The school assumes no responsibility for illegal activities of students while using school computers.

3. Violating Copyrights – Copying, downloading or sharing any type of copyrighted materials (including music or films) without the owner's permission. The school assumes no responsibility for copyright violations by students.

4. Copying Software - Copying or downloading software without the express authorization of the Director of Information Technology. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. The school assumes no responsibility for illegal software copying by students. The installation, use, storage, or distribution of copyrighted software or materials on District computers that is not approved is not allowed.

5. Plagiarism - Representing as one's 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.

6. Non-School-Related Uses - Using the school's computers, networks and Internet services for non-school-related purposes such as private financial gain; commercial, advertising or solicitation purposes; or any other personal use not connected with the educational program or assignments.

7. Misuse of Passwords/Unauthorized Access - Sharing passwords, using other users' passwords, and accessing or using other users' accounts.

8. Malicious Use/Vandalism - Any malicious use, disruption or harm to the school's computers, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.

9. Unauthorized Access to Blogs/Chat Rooms - Accessing chat rooms or news groups without specific authorization from the supervising teacher.

10. No Expectation of Privacy

11. MeAA computers remain under the control, custody and supervision of the school at all times. Students have no expectation of privacy in their use of school computers, including e-mail, stored files and Internet access logs.

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

13. 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 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.

14. Parental Permission Required Students and their parent/guardian are required to sign and return the Electronic Resources – User Acknowledgment Form ([I JNDB-E](#)) before being allowed to use school computers.

15. System Security The security of the school's computers, networks and Internet services is a high priority. Any student who identifies a security problem must notify his/her teacher immediately. The student shall not demonstrate the problem to others or access unauthorized material. Any user who attempts to breach system security, causes a breach of system security or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having his/her computer privileges limited, suspended or revoked.

16. I. Network

A. All use of the system must be in support of education, research, or District-approved extra curricular activities. All use of the system must be consistent with the mission of the District. The District reserves the right to prioritize use and access to the system.

B. Any use of the system must be in conformity to state and federal law, network provider policies and licenses, and District policy. Use of the system for commercial solicitation (selling items or services) is

prohibited. Use of the system for charitable purposes must be approved in advance by the superintendent or someone appointed by the superintendent.

C. The system is considered a public facility and may not be used to support or oppose political candidates or ballot measures.

D. The system must not be used in such a way that it disrupts the operation of the system for others. System components, including hardware or software (equipment and computer programs), shall not be destroyed, modified or abused in any way.

E. Inappropriate use of the system that is intended to do harm in any way is not allowed. This includes use of the system:

1. To harass other users,
2. To gain unlawful access to any computer or computing system, including access that is has not been approved; or
3. To cause damage to the components of a computer or computing system.

F. Users are responsible for the appropriateness and content of material they store, transmit, or publish on the system. Hate mail, harassment, discriminatory remarks, or other disruptive behaviors are not allowed.

G. The system has a technology protection measure that prevents users from accessing images or materials that are obscene, pornographic (including child pornography), or harmful to minors. Use of the system to access, view, store, or distribute text or visual images that are obscene, pornographic (clearly of a sexual nature), or harmful to minors is not allowed.

II. Security

A. System accounts are to be used only by the approved owner of the account for the approved purpose. Users leave an open file or session unattended or unsupervised. Account owners are responsible for all activity under their accounts.

B. Users shall not

1. Seek information on the system without permission;
2. Modify or change files or other data;
3. Change passwords belonging to other users;
4. Misrepresent other users on the system

C. Communications may not be encrypted (concealed using computer code) in order to avoid security review. D. Users should change passwords regularly and avoid easily guessed passwords.

III. Personally Identifiable Information

A. Students will notify their teacher or another adult whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.

V. General Use

A. System resources should be managed to avoid problems related to overuse or excess. For example, users should frequently delete Email and unused files.

B. No person shall have access to the system without having received appropriate training. A signed “Individual User Access Informed Consent” form must be on file with the District. Students under the age of 18 must have the approval of a parent or guardian.

C. Nothing in these regulations is intended to prevent the supervised use of the system under the direction of a teacher or approved user. All use of the system must be done according to District policy and procedure.

D. From time to time, the District will make a determination on whether specific uses of the system are allowable with the regulations stated above. Under very limited and specific circumstances, use of the system may be allowed for non-students or non-staff as long as these individuals show that their use furthers the purpose and goals of the District. For security and administrative purposes, the District reserves the right for approved personnel to review system use and file content including, without limitation, the content of any electronic mail. E. The District reserves the right to remove a user account on the system to prevent further activity that is not approved.

Approved 9/1/2021

Reviewed August 2023

IJNDB-E

IJNDB-E: ELECTRONIC RESOURCES - USER ACKNOWLEDGMENT FORM

REQUIRED USER SIGNATURE:

I accept responsibility to abide by MeAA Electronic Resources - Acceptable Use Policy and Administrative Procedures as stated in this agreement. I further understand that any violations of the above provisions may result in the revocation of my user account, disciplinary action at the building level, and/or appropriate legal action. I understand that the use of the Internet and other electronic resources (hereinafter referred to as electronic resources) is a privilege not a right. I agree:

To use the electronic resources for appropriate purposes.

To use the electronic resources, in school, only with the permission of designated school staff.

To be considerate of other users, and use appropriate language.

Not to intentionally degrade or disrupt network services or equipment. This includes, but is not limited to, tampering with computer hardware or software, vandalizing data, invoking computer viruses, attempting to gain access to restricted or unauthorized services, or violating copyright laws.

To comply with all of the rules included in the Electronic Resources Policy and Administrative Procedures.

I understand that I have no right to privacy when I use the electronic resources, and I consent to the monitoring of my communications.

I also understand that any conduct that is in conflict with this agreement is inappropriate and will result in termination of access to electronic resources, disciplinary action, and/or legal action.

User Name (please print): _____

User Signature: _____ Date: _____

IJOA

IJOA: FIELD TRIP POLICY

While the board recognizes classroom participation and regular classroom attendance as the core of a quality student education, the Board recognizes the educational, cultural and social value of student travel outside of Maine Arts Academy to participate in educational opportunities. Therefore, the Board will sanction the trips through the trips approval process and in some cases financially support the trip.

School funded activities and trips shall be those in which some or part of the activity is paid through the school budget. All school behavior rules, administrative procedures and attendance policies apply.

School sanctioned but not funded activities and trips shall be those which have been approved through the school approval process and all school behavior rules, administrative procedures and attendance policies apply. (Field trips, overnight or out of state travel, and foreign travel).

Additionally, any trip must include educational objectives showing how the trip meets a particular education standard. The form must be completed in its entirety showing the educational objectives in a clear to understand format.

1. School sanctioned but not funded or school-funded field trips:

a. All school approved educational field trips that require students to spend an overnight, travel out-of-state or both must have the approval of the **Head of School**.

b. A written request for approval must be provided to the Principal at a minimum of four weeks prior to the proposed date. (The four-week period will be waived for competition festivals and events. In this case, the Principal shall inform the Board at the first board meeting following the event.) The Principal shall ensure that the proposal is on the agenda for Board action at the next Board meeting.

c. Participation in such trips is limited to students at Maine Arts Academy.

d. All efforts are to be made to plan trips outside normal school hours, and school days missed are to be kept to a minimum.

e. There shall be adequate adult supervision. At a minimum, there shall be a ratio of one adult chaperon to each ten (10) students.

f. The lead chaperone, teacher or coach, shall serve as the trip leader. He/she shall also serve as the liaison between the school, parent, Principal, and Board.

g. The Principal reserves the right to conduct a safety review and cancel the trip if conditions warrant.

h. Students participating in such trips are subject to all school rules, Board policies and State and Federal Laws and Statutes.

i. A signed permission slip for each student attending the field trip must be received by the Main Office prior to the trip.

2. School Sanctioned but not Funded

a. All school approved educational field trips that require students to spend an overnight, travel out-of-state or both must have the approval of the Board.

b. Decisions related to requests to miss school time or days not directly related to a course, or a scheduled interscholastic event may be approved based on both “first come-first served” criteria and the educational value of the trip.

3. Scheduling of Trips

a. Requests to miss school days should be kept to a minimum and scheduled to create minimum disruption and follow the attendance policy by obtaining excused absences.

4. Safety and Medical Guidelines

a. In order to plan a field trip that is safe for every student, the following guidelines must be followed. Safe and equal access must be provided for all students. For all day and overnight field trips, the school nurse must be notified 4 weeks in advance by the person organizing the trip. If any student has any medical or allergy needs, consult with the school nurse regarding allergy management (which may include restricted foods on the trips), daily and emergency medications, and, if applicable, to ensure staff members trained to administer the medication (such as epinephrine) attends the field trip. In some circumstances, a physician’s recommendation may be necessary to ensure that it is safe for a particular student to attend a field trip. This is based on the

distance or time from an emergency response, severity of a medical need and risk to student's safety. Please consult with the school nurse if there are any concerns regarding the appropriateness of a particular trip for a student. Overnight Field Trip Medical Information Forms must be obtained for all students attending an overnight field trip (including in-state/out-of-state/international trips) prior to the overnight trip.

b. Request a first-aid kit from the school nurse, bring a list of students with any medical or special needs, and a list of parents' emergency contact phone numbers on the trip. If a student on the trip may require emergency administration of epinephrine, a trained staff member must accompany the student at all times.

5. Waivers

a. Any waivers for exceptions to the "Field Trip Guidelines and Protocol" relative to drivers, use of public transportation or private vehicles and number of chaperones must be submitted to the principal or designee in writing using the Field Trip Waiver Request Form.

6. Swimming and Water Activities

a. Swimming and water activities (e.g. kayaking, canoeing) are not permitted without specific approval. Each swimming experience must be approved by the principal and the Head of School. This includes multiple swimming experiences during one extended field trip. Each swim site must be staffed with adequate lifeguard supervision at all times and follow the law. Each water activity must be supervised by a professional (i.e. rafting guides)

7. Fundraising

a. Fundraising events and activities may be planned to offset the costs for trips. The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs. Group or individual fundraising will be approved by the Principal and the money will be distributed based on a set criteria for participation and based on the number of students participating in fundraising. If a student chooses not to participate in fundraising, the money will not be shared with them. Clear guidelines will be sent to parents and students in writing before the fundraising begins.

8. Cost of Trip

a. The estimated cost of all field trips and sources of funding must be provided in the Field Trip Application for approval. Consideration must be given to costs associated with providing access to all students, such as special transportation and nursing staff.

Whole Class Curriculum Trips

Teachers will provide information on costs, supervision, dates, and all other logistics in writing to students and parents. When financial assistance is required, the teacher will work with the principal to access available funds.

Voluntary Trips

When trip expenses are more than \$250 per student, the following steps will be taken to ensure equal access to all interested students: • The teacher will propose a trip for the principal's approval three months in advance of the trip. Once the trip is approved, eligible students and their

parents will receive formal notification of trip specifics, as well as the availability of scholarship money. The teacher coordinating the trip will be available to parents and students to answer questions and assist families in developing viable financial arrangements.

9. Chaperones and Volunteer Drivers

a. Chaperones and Supervision

The chaperone-student ratio must be appropriate to the age level of the student. Parents may be used as chaperones, but the coordinating teacher must assume the leadership and responsibility for the trip. The coordinating teacher will prepare a list of students participating in the trip and will use that list to check attendance at the beginning and end of each activity.

Guidelines for numbers of trip chaperones: Ten (10) high school students per adult chaperone. All chaperones must fill out a Volunteer Chaperone Form and submit and pass a criminal background check that will be on file with Maine Arts Academy.

Hourly employees are exempt from chaperoning field trips unless they volunteer to chaperone in writing. All staff chaperones should attend field trips with the understanding that there is no extra compensation.

b. Volunteer Drivers

All volunteer drivers, including staff and/or parents, must be responsible adults who have completed a Volunteer Driver Registration Form, provided proof of a valid driver's license, current vehicle registration, and required automobile insurance, agreed to a criminal background check if one has not already been conducted, and agreed to comply with the Rules for Volunteer Drivers. A student, who has a valid Maine driver's license, may drive themselves to a trip that is at or less than 20 miles away from the school. The student also must complete the requisite release form. Under no circumstance may a student provide transportation for another student to, from, or during a field trip.

10. Parent/Guardian Consent

a. Trip leaders must obtain the applicable signed parent/guardian consent and release forms including Overnight Medical Information Form (if applicable) for each participating student. If the student is 18 years or older, consent and release forms may be obtained from the student.

b High school day field trip may utilize private transportation in automobiles driven by approved, responsible, volunteer adults that have completed the required paperwork and criminal background checks as set forth in Section under Volunteer Drivers. A signed "Volunteer Driver Consent Form" from the parent/guardian of the students that would be transported in this manner must be obtained prior to the trip.

11. Transportation

Domestic Transportation: The Transportation Director manages the procurement of the contracts for school transportation. This includes regular daily busing, and field trips. The Transportation Director will provide information to teachers and staff planning school trips and will confirm that all contractors meet all Maine Arts Academy specifications. This includes confirmation that each

company complies with all state and federal transportation rules and policies that pertain to vehicle safety and driver requirements.

All teachers planning day trips must work with the school system's Office of Transportation to secure school sponsored transportation whenever possible. Planning and consideration must be made with respect to any students that may require specialized transportation.

Teachers should contact the Director of Transportation for information on recommended motor coach providers to obtain approval for motor coach transport.

Teachers may sign out school van(s) to drive on field trips after submitting the correct paperwork to the Transportation Director.

12. Domestic Overnight Field Trips

a. IN-STATE overnight trips and recurring OUT-OF-STATE overnight trips, applications for approval must be submitted to the principal or his/her designee six (6) weeks in advance in order for the Head of School to approve it.

b. NEW OUT-OF-STATE overnight trip, approval is required by the principal or his/her designee, and the School Committee before the trip is announced or information is distributed to students or families. An application for approval must be submitted to the Head of School eight (8) weeks in advance; The school must schedule an informational meeting with parents prior to trip. Trip coordinator must file accurate itineraries and appropriate telephone numbers including hotel numbers and mobile numbers of trip leaders. NO bus or automobile travel occurring between the hours of 12:00 a.m. (midnight) and 6:00 a.m. NO trip requiring more than one driver per vehicle.

Approved 12/4/2019

Reviewed August 2023

IJOC

IJOC: SCHOOL VOLUNTEERS

The Board recognizes that MeAA community members can provide valuable services to the school by sharing their time, talents and experience. An effective volunteer program allows students to benefit from individual attention and provides enrichment opportunities that supplement the regular educational program.

For the purpose of this policy, a volunteer is a person who provides services, without compensation or benefits of any kind on a regular basis in the schools or in school activities. All volunteers should be at least 18 years of age unless otherwise approved by the Head of School.

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

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

Approved 9/4/2019

Reviewed August 2023

IKA

IKA: STUDENT ASSESSMENT

It is the intent of the MeAA Board of Directors that academic performance of students be assessed on a regular basis by classroom teachers. Assessment may take various forms including homework assignments, classroom participation, portfolio creation, tests or other teacher-directed forms of assessment. Performance feedback to students will be provided promptly. The school shall also provide parents with the opportunity to participate in regular Student Led Conferences.

Teachers are encouraged to contact parents whenever there is a change in a child's performance. Parents are encouraged to contact the school with questions regarding grades or test results. Teacher time will be allocated for Student Led Conferences regarding student achievement at regular intervals.

When additional evaluation such as a psycho-educational or substance abuse evaluation is deemed necessary by staff members, it shall be administered by qualified personnel and in accordance with federal and state laws, local policies and test administration manuals. Standardized achievement tests will be administered as required

School personnel will use all evaluative data in determining instructional methods appropriate to individual students. This data will also be used by administrators and professional staff to assist in planning for improvement of instructional programs and in the identification of needs for curriculum revision.

Reviewed August 2023

IKE

IKE: PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

It is Maine Arts Academy's board's intent to provide sequential instructional programming that provides equitable opportunity for students to acquire the knowledge and skills that will enable them to meet the content standards of the system of Learning Results at each grade level. The Board recognizes that at every grade level, there are differences among students in

their intellectual, physical, social, and emotional development, and that individual students may be more proficient in some content areas of the Learning Results than in others. Students may also differ in their progress toward achieving the cross-curricular skills identified in the Guiding Principles of the Learning Results.

While most students will advance from one grade to another at the end of the academic year, some students may benefit from retention or acceleration. Assignment of a student to a grade level should be consistent with the best educational interest of that student.

A. Criteria:

The following criteria will be used in making decisions concerning promotion, retention and acceleration. Although all listed criteria may be considered in the decision-making process, because of the relationship between a student's achievement of the content standards of the system of Learning Results and his/her future success in school, more consideration shall be given to the criterion articulated in paragraph "A" below than to any other factors.

1. Achievement of the content standards of the Learning Results as demonstrated through classroom assessments, common assessments, standardized tests, portfolios, performances, exhibitions, projects and other elements of the school unit's local assessment system;
2. Achievement of cross-curricular skills associated with the Guiding Principles of the Learning Results.
3. Participation and success in remedial programs, tutoring, and/or other opportunities for success;
4. Potential benefit from repetition of a grade or learning experiences;
5. Potential for success if accelerated;
6. Attendance;
7. Social and emotional maturity;
8. Health;
9. Age in relation to grade placement;
10. Program options;
11. Student attitude; and
12. Parental concerns.

B. Retention

Parents should be notified as early as possible in the event that retention is being considered. Parents will be informed of the remediation options available to students such as tutoring, online/Internet-based resources, after-school programs, and summer school. Whenever possible, decisions concerning retention should be made through a conference involving parents, the student's teacher, the assistant head of school, and, as appropriate, the guidance counselor, other professional staff, and/or consultants. Advancement to the next grade may be made conditional on successful remediation or demonstrated proficiency within a specified period of time.

The Assistant Head of School shall be responsible for making the final decision regarding retention. A parent who is dissatisfied with the Assistant Head of School's decision may appeal

to the Head of School. The Head of School's decision shall be final.

C. Acceleration

Decisions regarding acceleration shall be made by the Head of School in consultation with the student's teacher(s), and other professional staff or consultants, as appropriate. A parent who is dissatisfied with the Assistant Head of School's decision may appeal to the Head of School. The Head of School's decision shall be final.

D. Transfer Students

For students who transfer into the school system from another state or educational program not required to meet the content standards of the system of Learning Results, the Assistant Head of School will determine the value of the student's prior educational experience for the purpose of grade placement or the fulfillment of credits.

Approved 9/2/2020

Reviewed August 2023

The Board recognizes the need to establish minimum standards for the awarding of a high school diploma that are consistent with State law and regulations and with community educational values and expectations. MeAA will issue diplomas in line with standards-based diploma requirements.

Before entering high school, students need to know the standards for receiving a high school diploma in order to plan an appropriate educational program to meet that goal.

The Head of School, through the Guidance Office or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be given to all incoming ninth grade students. A copy of this policy will also be mailed to parents/guardians of incoming ninth grade students.

Students who graduate must meet the following minimum requirements in order to be awarded a high school diploma:

STANDARDS-BASED DIPLOMA with a letter grade –The student must meet the requirements as described below. In addition, diplomas will be awarded only to students who have met the content standards of all content areas of the system of Learning Results and/or Common Core, as measured by the school’s Assessment System. These content areas are English/language arts, mathematics, science and technology, social studies, health and physical education, career preparation, modern and classical languages, and visual and performing arts.

Students will be awarded credits. Credits will have to be accrued in the content areas as required above – Math – 3, English – 4, Social Studies – 3, Science – 3 (including a lab), Language – 1, Health and Physical Education – 1.5, Visual and Performing Arts – 8 (2 per year),

In addition to the content standards described above, students will be required to demonstrate the following in order to receive a MeAA diploma:

1. 10 hours of community service.

ADDITIONAL CONSIDERATIONS

Students Receiving Special Education Services: To receive a diploma, students must meet the content standards of the grade 9 – 12 Learning Results and Common Core as determined by the Assessment System. A student’s IEP will be used to personalize instructional strategies, provide for supportive services, and adapt assessments in an effort to determine *how* a student will demonstrate whether he or she has met the standards.

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 diploma.

Any substitution or exception to the local course requirements for graduation will require the approval of the Principal.

Delayed Awarding of Diplomas: At the Head of School his/her designee(s)’s discretion, a student who leaves the MeAA to attend an accredited, degree-granting institution of higher education

may, upon satisfactory completion of the freshman year, be awarded a high school diploma, although he/she may not have met all diploma requirements.

Extended Study: Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources that may be available. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan. Students over 20 may be allowed to complete coursework for the diploma by requesting a waiver to the age-limit on the extended study plan.

Correcting Deficiencies: Seniors who correct any deficiencies by the end of the first full semester following the graduation date may receive their original diploma.

Courses Taken through Adult and Community Education: With prior approval, students may earn credits or complete standards toward graduation for each diploma course taken in the Adult and Community Education Diploma Program. This procedure is referred to as "concurrences" and requires approval of the Head of School or designee.

Approved 10/23/2017

Updated August 2023

IKJ

IKJ: STUDENT PERFORMANCE POLICY

MeAA Board encourage and support providing students with opportunities to display their talents, knowledge and skills at a variety of different levels which includes classroom level, school level (students only), and school level (public presentations).

The MeAA Board designates the Head of School to work with the MeAA Principal and Staff to create procedures that ensure that student performances meet the following expectations:

- All performances have been previously viewed and approved by MeAA staff;
- All performances, regardless of level, have been practiced and are at a high level of refinement;
- All performances meet expectations for length of time;

- Expectations for audience etiquette have been established and shared with the audience;
- Appropriate resources and personnel (stage manager, etc.) are in place to support performances;
- Advance notice is provided regarding performance dates and times:
- All public performances must be language appropriate and include a statement notifying audience of possible adult topics:
- R rated movies are permissible in grades 11 and 12 with parent/guardian signed release:
- All classroom books need to follow the guidelines based on age appropriateness found in Commonsense Media and be approved by the school Principal.

The MeAA Board believes student performances engage students’ imagination, foster critical thinking MeAA

Student Performances and Viewing Policy

The MeAA Board of Directors firmly believes that student performances, such as recitals, concerts, presentations, etc. are a critical element for achieving effective and long-lasting student learning. These opportunities allow students to display to fellow students, friends, and family the results of their depth of knowledge and skills, progress, and personal qualities of hard work and dedication. Performance opportunities also help build students’ self-esteem and self-confidence, while improving students’ social skills, retention of skills, and skills to work as a member of a team. Performances are intended to showcase both performing arts and the integration of performing arts with core content subject areas of English, Math, Science, and Social Studies.

skills, and develop self-discipline, which will enhance the quality of students’ lives after high school.

Adopted: 5/2/18

Reviewed August 2023

ILA

ILA: STUDENT ASSESSMENT/LOCAL ASSESSMENT SYSTEM

Maine Law requires that every school board adopt and fully implement a local assessment system as the measure of student progress toward achievement of the content standards of the Maine Learning Results.

The Head of School his/her designee(s) is responsible for the implementation of the MeAA Local Assessment System (LAS). The Head of School his/her designee(s) shall be responsible for reviewing the Local Assessment System for compliance with applicable statutes and rules

and for certifying to the Commissioner that the LAS is in compliance with Maine Department of Education standards.

A “local assessment system” is defined as a coordinated collection of assessments administered to students. The purpose of the Local Assessment System is to provide information that will be used to guide and enhance classroom instruction, monitor student progress, and certify student achievement with respect to the school system curriculum and Maine’s Learning Results. In addition, the Local Assessment System is designed to provide valid and reliable information on student achievement in order to assist in evaluating educational programs and practices and in making informed decisions related to curriculum and instruction, professional development, and the allocation of resources to better meet student needs.

The following general principles apply to the Local Assessment System:

Assessment will be aligned with the curriculum and with the content standards of the Maine Learning Results. Multiple measures of student learning will be used. The assessment measures should be developmentally appropriate for the grade span.

Classroom, school, and state levels of assessment may be included in the system to provide for a fair and equitable opportunity for students to demonstrate knowledge and understanding.

Neither the Maine Educational Assessment (MEA) nor a commercially produced test may be the only measure of student achievement or carry the majority of weight in determining student performance.

Assessment accommodations will be provided for identified students in accordance with their Individual Education Plan, 504 Plan, or Limited English Proficiency Plan. In addition, accommodations and/or alternate assessment will be provided to other students who demonstrate a need as determined by a team which should include the student’s teacher(s), an administrator, the parent(s)/guardian(s), and, if possible, the student. Allowable accommodations shall be those approved as part of the school department’s Comprehensive Local Assessment System. The Head of School his/her designee(s), through the Assessment Committee, will be responsible for the design of the Local Assessment System. The Board expects that there will be input from teachers and administrators in the development and refinement of the System.

The Board recognizes that appropriately trained teachers and school administrators will be primarily responsible for administering and scoring assessments and for collecting, organizing, and interpreting resulting data.

The Head of School his/her designee(s) will be responsible for ensuring that provisions are made for review and analysis of information obtained through the Local Assessment System and for appropriate instructional intervention when individual students or groups of students fail to achieve performance standards.

The Head of School his/her designee(s) will be responsible for implementing a record-keeping and reporting system that will be used to provide understandable information to the Board,

students, parents, teacher/professional staff, administrators, and the community. Data will be presented in a way that conveys school performance in the content areas of Maine’s Learning Results and allows for comparison to statewide performance.

The Board will annually review the results of the Local Assessment System.

Legal Reference: 20-A M.R.S.A. § 6210-6205

Ch. 127 §§ 2, 4 (Me. Dept. of Ed. Rules)

Reviewed August 2023

ILD

**ILD: EDUCATIONAL RESEARCH: STUDENT SUBMISSION TO SURVEYS,
ANALYSIS, OR EVALUATIONS**

In this policy, “surveys, analysis, or evaluations” refer to methods of gathering data for research purposes.

No student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

- A. Political affiliations or beliefs of the student or the student's parent;
- B. Mental or psychological problems of the student or the student's family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- G. Religious practices, affiliations, or beliefs of the student or student's parents; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program without the prior written consent of the student's parent/guardian, or of the student, if he/she is 18 years of age or older.

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, "instructional material" does not include academic tests or assessments.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Head of School or his/her designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The school will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Insofar as practicable*, the school will also directly notify parents annually at the beginning of the school year when surveys, analysis, or evaluations are scheduled or anticipated. Parents shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

[*NOTE: "Insofar as practicable" acknowledges that there may be circumstances in which a research request is made or is approved only after the school year has begun. When this occurs, the school should notify parents far enough in advance for them to access surveys and related instructional materials and to opt their children out, if desired.]

Legal Reference: 20 U.S.C. § 1232(h)

Reviewed August 2023

IMBB

IMBB: EXEMPTION FROM REQUIRED INSTRUCTION

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

The Board acknowledges that from time to time, individual students may be exposed to some ideas and materials with which they or their parent(s)/legal guardian disagree. Students and their parent(s)/legal guardian cannot be required to adopt ideas with which they disagree, but such disagreement alone is not a sufficient basis to exempt a student from the prescribed curriculum.

Exemptions from the required curriculum should be minimized because they can detract from the overall instruction provided to the class as a whole and the educational objectives sought to be achieved by the curriculum. The Board recognizes, however, that there could be topics in the curriculum which may be objectionable to individual students and/or parent(s)/legal guardian based on their particular sincerely held religious, moral or philosophical beliefs. Exemption from instruction which infringes on such beliefs may be requested by the parent(s)/legal guardian.

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

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

- A. The alignment of the curriculum with the system of Common Core Standards;
- B. Whether the course or content area is required by state law or Board policy;
- C. The educational importance of the material or instruction from which exemption is requested;
- D. Information regarding the sincerity of the belief on which the request is based;
- E. Whether the school has a legal obligation to accommodate the exemption request;
- F. The effect of exemption or accommodation on the validity of the local assessment system; and
- G. Other factors that bear upon the particular request.

Exemption from required instruction does not excuse the student from meeting the requirements of the Common Core standards or other requirements for graduation, or from performing alternative work. When the Principal determines that the curriculum that has been aligned with the system of Common Core standards conflicts with sincerely held religious beliefs of a student or his/her parent or legal guardian, reasonable accommodation in the curriculum shall be made for the student, within the scope of existing resources. Alternative instruction may be provided by the school or through approved independent study. Any alternative instruction shall be approved in advance by the Principal in consultation with appropriate instructional staff and shall meet the standards and objectives of the part of the curriculum that is being replaced. When requests for exemption from required curriculum are made for religious reasons, a parent/guardian who is dissatisfied with the Principal's decision may appeal to the Head of School his/her designee(s). If the accommodation in the curriculum that is requested is so great that the validity of the local assessment system is compromised, the Head of School or his/her designee(s) will determine how to address the situation, subject to the approval of the Commissioner.

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

Legal Reference: 20-A MRSA § 6209, LD 1536, Chap. 51 Resolves
Ch. 127 § 3.07 (Me. Dept. of Ed. Rules), Ch. 131 (Me. Dept. of Ed. Rules)
Reviewed August 2023

IMDA

IMDA PATRIOTIC EXERCISES

Maine law requires display of and instruction about the American flag in the classrooms of our schools.

In order to foster appreciation and respect for the flag as a symbol of our nation, the Pledge of Allegiance will be recited once per week and at assemblies and other appropriate occasions in every school. Students will have opportunities each day to say the pledge during a moment of silence if they choose. It is the responsibility of the Head of School, through the building principal, to ensure that this policy is implemented. The building principal may determine how the Pledge will be initiated, such as by individual teachers or by intercom.

Individual students may decline to participate in the Pledge of Allegiance. Students who do not participate must remain quiet and refrain from disruptive or distracting behavior while the Pledge is being recited.

Teachers may not be compelled to recite the Pledge of Allegiance, but they are not excused from the duties to initiate and supervise student recitation of the Pledge as assigned by the principal nor from implementation of curriculum that promotes honor and respect for the flag and our country.

Legal Reference: 20-A MRSA §§ 1055, 4805

Cross Reference: IMDB – Flag Displays

Adopted: _____

IMDB

IMDB FLAG DISPLAY

FLAG DISPLAYS

In accordance with Maine state law, the United States and Maine flags are to be displayed from the public school buildings of this school unit every school day and on appropriate occasions. Further, the American flag is to be displayed in every classroom in each public school in the unit.

The Head of School is responsible to furnish each school and facility accordingly, and to recommend to the Board annually the amount of expenditure necessary to provide sufficient flags and flagstaffs. This Board shall appropriate the necessary funds.

It shall be the duty of instructors to impress upon the youth by suitable references and observances the significance of the flag, to teach them the cost, the object and principles of our government, the inestimable sacrifices made by the founders of our nation, the important contribution made by all who have served in the armed services of our country since its inception, and to teach them to love, honor and respect the flag of our country that costs so much and is so dear to every true American citizen.

No other flag or pennant shall be placed above or, if on the same level, to the right of the flag of the United States. No other flag will be hung inside or outside the Maine Arts Academy school building besides the United States flag and the Maine State Flag.

IMDB FLAG DISPLAY

When both the U.S. flag and the Commonwealth flag are flown from adjacent staffs, the flag of the United States shall be hoisted first and lowered last. No flag or pennant may be placed above or, if on the same level, to the right of the flag of the United States.

Legal Reference: 20-A MRSA §§ 1055, 4805

Cross Reference: IMDA - Patriotic Exercises

Adopted: February 1, 2001

Revised: September 17, 2015

IMGA

IMGA: SERVICE ANIMALS IN SCHOOLS

The following rules shall govern the use of service animals by persons in the schools.

A. General Conditions

1. Only qualified individuals with disabilities are eligible to use service animals in school.
2. Use of a service animal by a person with a disability will be allowed in school when the animal is required to perform work or tasks directly related to the individual's disability.
3. "Service animal" is defined in Maine law as follows:
A dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of such work or tasks include, but are not limited to, assisting an individual who is totally or partially blind with navigation or other tasks, alerting an individual who is deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting an individual to the presence of allergens, retrieving items such as medicine or a telephone, providing physical support and assistance with balance and stability to an individual with a mobility disability, and helping a person with a psychiatric or neurological disability by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition.
4. The District will not be responsible for the training, feeding, grooming or care of any service animal permitted to attend school under this policy (except in the limited circumstances described in Section B.2.a). It shall be the responsibility of the individual

with a disability or designated handler to ensure the proper care and supervision of the service animal.

5. All service animals must be kept on a harness, leash or tether unless this prevents the animal from performing his/her specific work or tasks with the individual. The animal must be under the control of the individual with a disability or designated handler at all times.
6. The individual with a disability (or in the case of a student, the student's parent(s)) is liable for any damage to school or personal property and any injuries to individuals caused by the service animal.
7. Individuals with service animals may access the same areas that individuals without disabilities are authorized to access.

B. Administrative Review of Service Animals

1. Whenever a service animal is in school or on school property (and it is not obvious that the dog qualifies as a service animal, e.g., guide dog for a blind person), a building administrator or other authorized school official may ask:
 - a. Whether the service animal is required because of a disability;
 - b. What work or task(s) the animal has been trained to perform.
2. When it is anticipated that a service animal is going to be in the school on a regular basis with an employee, student, volunteer or other frequent visitor to the school, the individual using the service animal (or in the case of a student, the student's parent(s)) are expected to notify the building administrator in advance.
 - a. The school shall not provide staff support to care for or control a service animal, but may provide support to a student using a service animal as needed in a particular instance (i.e., accompanying a young student who takes a service animal outside to relieve him/herself).
 - b. Any handler (parent or other person) accompanying the service animal must have approval to work in the school from the Maine Department of Education and undergo the State criminal background check.
3. Service animals must be properly licensed and vaccinated.

C. Removal or Exclusion of Service Animals from School

1. A building administrator or other authorized school official may require that a service animal be removed from the school or other school property under any of the following circumstances:
 - a. The service animal poses a direct threat to the safety of individuals at school, causes a significant disruption of school activities or otherwise jeopardizes the safe operation of the school;
 - b. The service animal demonstrates that he/she is unable to perform reliably the work or tasks which he/she was represented as being able to perform;
 - c. The service animal is not under the full control of the person with a disability, or the authorized handler.
 - d. The service animal is sick (i.e., vomiting, etc.), infested with parasites, has an infection of the skin, mouth or eyes, or otherwise presents a threat to the public health;

- e. The service animal demonstrates that it is not sufficiently trained to relieve him/herself outside the school building; and/or
- f. The service animal's presence significantly impairs the learning of students and/or fundamentally alters the nature of any school program.

D. Miniature Horses

Miniature horses are not defined as service animals under state or federal law. However, miniature horses which have been individually trained to perform specific work or tasks may be permitted in the schools in certain circumstances as a reasonable accommodation for a qualified individual with a disability. Any such requests should be directed to the building administrator for consideration. If a miniature horse is approved, all the conditions in this policy shall apply.

Legal References: 42 U.S.C. § 12101 et seq.
28 C.F.R. §§ 35.104; 35.130(h); 35.136
5 MRS §§ 4553; 4592
7 MRS §§ 3923-A
Maine Human Rights Commission Rule Chapter 7

Cross Reference: AC-Nondiscrimination/Equal Opportunity and Affirmative Action
ACAA-R – Student Discrimination and Harassment Complaint
Procedure
ACAB-R – Employee & Third Party Discrimination and Harassment
Complaint Procedure

APPROVED 5/5/2021
Reviewed August 2023

Section J Students

JEA

JEA: COMPULSORY ATTENDANCE

Under state law, full-time school attendance is required of all children from their 7th to their 17th birthday except:

- A. A person who graduates from high school before their 17th birthday;
- B. A person who has:
 - 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 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.

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. Secondary school students 20 years of age or more will only be admitted to the school with prior Board approval.

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

Reviewed August 2023

JFABA

JFABA: STUDENT ENROLLMENT

Under Maine's charter school law, any student residing in the State of Maine may enroll in a public charter school. Enrollment cannot be denied based on where the student lives within Maine, nor on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, disability, income level, limited English proficiency, or academic or athletic ability.

- The charter school **may** give preference to the children of charter school founders, board members and full-time staff, but not more than 10 percent of the student body.
- The charter school **must** give preference to its prior-year students and to their siblings.
- The specifications of enrollment will be determined by the number of available student spots based on enrollment specifications.
- Charter school enrollment **may** be limited as follows:
 - Enrollment may be limited to students of specific ages or grade levels.
 - Enrollment is not on a first-come, first-enrolled basis. The school has an enrollment window, and if student interest within that window exceeds capacity, the names of all interested students are placed in a pool and drawn at random.
- Enrollment deadline for each school year will be June 1st. After this time students outside of Maine or the United States may be considered for enrollment. Maine students will still be eligible to enroll. The specifications of enrollment will be determined by the number of available student spots based on enrollment specifications.

- Any student enrolling from outside of Maine or the United States may have to pay the equivalent fee assigned to Maine students based on the Essential Programs and Services funding formula.
- Students may use the school transportation system.
- Students enrolled from outside of Maine must reapply each year and acceptance will be based on Maine student enrollment and subsequent open seats for the year.

Revised and approved March 7, 2019

Reviewed August 2023

JFABD

JFABD: ADMISSION OF HOMELESS STUDENTS

MeAA will strive to ensure that when homeless students are identified, they are provided access to the same free and appropriate public education provided to other students in the school. In accordance with federal and state law and regulations, the school will provide homeless students with access to the instructional programming that supports achievement of the content standards of Maine’s Learning Results system and Common Core standards to other services for which they are eligible. Students shall not be segregated into a separate school or program based on their status as homeless, nor shall they be stigmatized in any way.

I. DEFINITIONS

“Homeless” students are those who lack a fixed, regular, and adequate nighttime residence and include the following:

Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement

Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Migratory children who meet one of the above-described circumstances.

“School of origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

“Unaccompanied youth” refers to a youth not in the physical custody of a parent or guardian (e.g., runaway and “throw away” children and youth).

II. ENROLLMENT

If the youth is unaccompanied by a parent or guardian, the homeless liaison will assist in enrollment decisions, with the views of the youth taken into consideration.

If the student is otherwise eligible to attend, the school shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, immunization records, evidence of residency, or other documentation.

The school may require a parent or guardian of a homeless child or youth to provide contact information.

The school shall contact the school last attended by the child or youth to obtain relevant academic and other records. If the child or youth needs to obtain immunizations or immunization or medical records, the parent or guardian of the homeless child or youth will be referred to the homeless liaison for assistance.

III. ENROLLMENT DISPUTES

If there is a dispute concerning enrollment, the child or youth shall be immediately enrolled in the school in which enrollment is sought if the student is otherwise eligible to attend, pending resolution of the dispute. The parent or guardian will be provided, in writing, with a written explanation of the school’s decision and the right to appeal the decision.

The homeless liaison shall ensure that an unaccompanied youth is enrolled in school, pending resolution of a dispute.

IV. SERVICES

Homeless students shall be provided services comparable to services available to other students in the school including, but not limited to, transportation services; educational services for which the student meets the eligibility criteria, such as educational programs for disadvantaged students, students with disabilities, gifted and talented students, and students

with limited English proficiency; vocational and technical programs; preschool programs; before and after school-care programs; and school meals/nutrition programs.

v. TRANSPORTATION

Homeless students are entitled to transportation to school.

vi. RECORDS

Any records ordinarily kept by the school, including immunization records, medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless student, shall be maintained so that records may be transferred when a student enters a new school system. Access to records will be available to parents and students in accordance with the Family Educational Rights and Privacy Act (FERPA).

vii. HOMELESS STUDENT LIAISON

The Head of School shall designate an individual to act as the school's Homeless Student Liaison. The school shall inform school personnel, service providers and advocates working with homeless families of the duties of the school's Homeless Student Liaison. The Homeless Student Liaison will be responsible for ensuring that:

Homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies;

Homeless children and youths enroll in and have a full and equal opportunity to succeed in school;

Homeless families, children and youths receive educational services for which they are eligible and referrals to health care services, dental services, mental health services, and other appropriate services;

The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services, such as schools, family shelters, and soup kitchens;

Enrollment disputes are mediated in accordance with law;

The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services and is assisted in accessing transportation to the school;

Unaccompanied youths are assisted in enrollment decisions and provided notice of the right to appeal; and

Children or youths, who need to obtain immunizations, or immunization or medical records, receive assistance.

Legal References: 42 U.S.C. § 11431-11435, 20-A M.R.S.A. §§ 261, 5205(7)
Ch. 14 (Me. Dept. of Ed. Rules), MRSA Title 20-A, c. 112
Maine State Plan for the Education of Homeless Children and Youth
Reviewed August 2023

JFC

JFC: DROPOUT PREVENTION STUDENT WITHDRAWAL FROM SCHOOL

MeAA provides an inspiring and inclusive learning environment primarily for students who are under engaged and at risk of dropping out of high school. As such the Board strongly urges school administrators, staff, parents, and members of the community to encourage students to remain in school through high school.

Dropout Prevention Committee

All instructional staff are considered part of the dropout prevention effort and will use daily meetings to consider MeAA of continually engaging the at-risk population we serve.

The Dropout Prevention Committee will consider the following when developing its plan: reasons why students drop out of school; maintenance of continuing contacts 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 Board's policies on suspension, expulsion, and other disciplinary action; and discriminatory practices and attitudes within the school.

Committee Membership

As required by law, 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 Head of School his/her designee(s);
- C. A teacher and a school counselor selected by the teachers;
- D. A parent selected by the local organized parent group or by the Board if no such group exists;
- E. A school attendance coordinator from the school selected by the Head of School his/her designee(s);
- 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; and
- H. A community resident of the school's catchment area selected by the Dropout Prevention Committee members selected in paragraphs A to E.

The Board recognizes the importance of success as a motivator and as a factor in a student's commitment to education. Students who have been identified as being at risk of dropping out will be (or: should be) encouraged to participate in the alternative educational programs that are offered in this school or in other instructional, vocational or social service programs for which they may be eligible.

Student Withdrawal From School

School administrators shall arrange for regular contacts to be made with students who have withdrawn from school 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 school's willingness to assist them in their educational efforts. Legal Reference: 20-A MRSA §§ 5001-A; 5051-A; 5102-5104-A

Reviewed August 2023

JFCK

JFCK: Student Use of Cellular Telephones and Other Electronic Devices

The MeAA recognizes that many students possess cellular telephones and other electronic devices. These devices may not be used in any manner that disrupts the educational process or violates Board policies or school rules. The MeAA is not responsible for damage, loss or theft of such devices. The Head of School or his/her designee(s) is authorized to develop, with input from administrators, any school rules necessary to implement this policy.

JFCK-R

JFCK-R Student Use of Cellular Telephones and Other Electronic Devices Procedures

1. Students are prohibited from using privately-owned electronic devices, including, but not limited to: cellular telephones, smart phones, handheld computers,, and electronic games during classes and school activities, including study halls, field trips, and extracurricular activities.

2.
During classes and school activities, all such devices must be turned off. If this rule is violated, the teacher may immediately confiscate the device for the remainder of the day, and discipline may be imposed as provided below.

3. Students at the school level may use electronic devices between class periods and during lunch periods in the designated “cell phone zone.” Cellular telephones must be kept on “vibrate” mode to avoid disrupting others. .
4. The use of cameras, including camera phones, is strictly prohibited in locker rooms, restrooms, and classrooms. In other school locations, students are required to obtain permission before photographing any individual.
5. Any use of electronic devices that violates Board policy, administrative procedure, or school rules is strictly prohibited. This includes, but is not limited to, violations of the Student Code of Conduct, harassment, and cheating. Such devices may be subject to search if there is reasonable suspicion that a student is violating Board policies, procedures or school rules, or engaging in other misconduct.
6. Students violating these rules will be subject to discipline, which may include: Exclusion of the device from school for an extended period and sanctions that may range from detention through expulsion from school, depending upon the nature of the offense and the student’s disciplinary record.
7. The school is not responsible for damage, loss, or theft of any privately owned electronic devices.
8. **Reviewed August 2023**

JHB

JHB: TRUANCY

A student is habitually truant if the student:

1. Is subject to the compulsory attendance law; and

2. Has attained the equivalent of 10 full days of non-excused absences or seven consecutive school days of non-excused absences during a school year.

The Office Manager or his/her designee(s) shall serve as the attendance coordinator.

As required by law, the following procedure shall be followed when a student is habitually truant:

. If the Principal and the attendance coordinator determine that a student is habitually truant, the Office Manager shall inform the Executive Director or his/her designee(s), who shall first try to correct the problem informally. Informal attempts to correct the problem must include meeting with the student and the student's parents/guardians to identify possible causes of the habitual truancy and to develop a plan to implement solutions to the problem. If the initial meeting does not resolve the problem, the Executive Director or his/ her designee(s) shall implement interventions that may include, but are not limited to:

1. Refer student to Response to Intervention Process (RTI)
2. Frequent communication between the staff and the family;
3. Changes in the learning environment;
4. Mentoring;
5. Student counseling;
6. Tutoring, including peer tutoring;
7. Alternative scheduling;
8. Evaluation for alternative education programs;
9. Attendance contracts;
10. Referral to other agencies for family services; and
11. Other interventions including but not limited to referral to the school attendance coordinator, or dropout prevention committee.

Failure of the student or the student's parent/legal guardian(s) to appear at scheduled meetings does not preclude school administrators from implementing a plan to address a student's truancy.

B. As part of correcting the problem informally, the Executive Director or his/her designee shall require the student and his/her parent(s) or guardian to attend one or more meetings with the student's teacher or other school personnel designated by the Executive Director his/her designee(s). The purpose of the meeting(s) is to reinforce the plan referenced in paragraph A or to develop an alternative plan. Such meetings may involve others including but not limited to case managers, therapeutic treatment providers, and representatives of the Maine Department of Health and Human Services and the Department of Corrections. The Executive Director or his/her designee shall schedule the meeting(s) at mutually convenient times.

C. If the student's truancy is not corrected, the Executive Director or designee shall serve or cause to be served upon the parent(s) or guardian(s) written notice that the student's attendance is required by law. The notice shall state that the student is required to attend school pursuant to 20-A M.R.S.A. §5001-A (the compulsory attendance law); and

1. Explain the parent's right to inspect the student's attendance records and other attendance related reports;
2. Explain that the failure to send the student to school and maintain the student in regular attendance is a civil violation in accordance with 20-A M.R.S.A. § 5053-A and explain the possible penalties;
3. State that local law enforcement authorities will be advised of a violation of the habitual truancy statute; and
4. Outline the plan developed to address the student's habitual truancy and the steps that have been taken to implement that plan.

D. Prior to notifying local law enforcement authorities, the Executive Director or his/her designees shall schedule at least one meeting as required by law and paragraph B of this policy.

E. If after three school days after the service of the notice described in paragraph C of this policy the student remains truant and the parent/guardian and student refuse to attend the meeting referred to in paragraph D, the Executive Director or his/her designee shall report the facts of the unlawful absence to local law enforcement authorities.

F. When a student is determined to be habitually truant and in violation of the compulsory attendance law and the or designee has made a good faith attempt to meet the requirements of paragraph B of this policy, the Executive Director or designee shall notify the Board and local law enforcement authorities of the truancy. After this notification, a local law enforcement officer who sees the truant student may transport the student to the appropriate school if the truant student is off school grounds during school hours and not under the supervision of school personnel.

G. The Executive Director his/her designee(s) shall submit an annual report regarding habitual truancy to the Commissioner by October 1. The report must identify the number of habitual truants in the school in the preceding school year; describe the school's efforts to deal with habitual truancy; account for actions brought to enforce the habitual truancy law; and include any other information on truancy requested by the Commissioner.

Legal Reference: 20-A M.R.S.A. §§ 5001-A; 5051-A-5054

Approved 9/1/2021

Reviewed August 2023

JIC Student Code of Conduct

Ethical and responsible student behavior is an essential part of the educational mission of our school. To that end, the Maine Arts Academy School Board has developed this system-wide Code of Conduct with input from school staff, students, parents, and the community. The Code defines our expectations for student behavior and provides the framework for a safe, orderly, and respectful learning environment.

Article 1 - Standards for Ethical and Responsible Behavior

The Code of Conduct is intended to support and encourage students to meet the following statewide standards for ethical and responsible behavior:

- Respect
- Honesty
- Compassion
- Fairness
- Responsibility
- Courage

Article 2 - Code of Conduct

All students are expected to comply with the Code of Conduct and all related Board policies and school rules. The Code applies to students:

- On school property;
- While in attendance at school or at any school-sponsored activity;
- During virtual or synchronous instruction; or
- At any time or place that such conduct directly interferes with the operations, discipline, general welfare of the school, or directly interferes with another student's ability to learn.

Article 3 - General Behavior Expectations and Discipline Policies

The following expectations for student behavior are fundamental to a safe, orderly and respectful environment in our schools. Each student should:

- A. Be courteous to fellow students, staff, and visitors;
- B. Respect the rights and privileges of other students and school staff;

- C. Obey all Board policies and school rules governing student conduct;
- D. Follow directions from school staff;
- E. Cooperate with staff in maintaining school safety, order, and discipline;
- F. Attend school regularly;
- G. Meet school standards for grooming and dress;
- H. Respect the property of others, including school property and facilities;
- I. Refrain from cheating or plagiarizing the work of others; and
- J. Refrain from vulgarity, profanity, obscenity, lewdness, and indecency.

Violations of the Code of Conduct may result in disciplinary action. Disciplinary consequences depend upon the seriousness of the violation and the student's prior disciplinary record. Consequences will range from a verbal warning for minor misconduct up to and including expulsion for the most serious offenses. Behavior that also violates the law may be referred to law enforcement authorities.

Article 4 - Expectations

The following is a summary of Maine Arts Academy's expectations for student behavior. In many cases, the Board has adopted policies that address these expectations in greater detail. Students, parents, and others should refer to the policies and student handbooks for more information about the expectations and consequences. In case of an inconsistency between the Code of Conduct, Board policies and/or school handbooks, Board policies will prevail.

A. Violence and Threats

Students will not engage in violent or threatening behavior. Prohibited behavior includes fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property, or threats, intimidation, or harassment. Violations may result in disciplinary action up to and including expulsion.

B. Weapons

Students will not possess or use weapons of any kind (examples include but are not limited to firearms, explosives, and knives). Students also will not use any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person (examples include but are not limited to bats, lighters, tools, and toy weapons). Firearms violations will result in expulsion in accordance with state and federal statutes; other weapons violations may result in disciplinary action up to and including expulsion.

C. Hazing

Hazing is prohibited. Maine law defines injurious hazing as any action or situation, including harassing behavior that recklessly or intentionally endangers the mental or physical health of any

school personnel or a student enrolled in a public school. No student will plan, encourage, or engage in such activities in connection with any school program or activity, including extracurricular, co-curricular, and athletic activities. Students who engage in hazing activities are subject to suspension, expulsion, and/or other appropriate disciplinary measures.

D. Discrimination and Harassment/Sexual Harassment

Students will not discriminate against other students on the basis of race, color, sexual orientation, religion, ancestry, national origin or disability. Nor will students harass one another on the basis of race, color, religion, ancestry, national origin, sexual orientation, genetic information, gender identity and familial status or disability. Sexual harassment is also prohibited. Harassment is grounds for disciplinary action up to and including expulsion.

E. Drug and Alcohol Use

Students will not distribute, possess, use, or be under the influence of any alcoholic beverage, drug, or look-alike substance as described in Board policy. Violations may result in disciplinary action up to and including expulsion from school.

F. Tobacco/Nicotine Use

Students will not smoke, use, possess, sell, or distribute any tobacco/nicotine products, including electronic cigarettes and vaping devices. Violations of this policy may result in disciplinary action up to and including suspension from school.

G. Conduct on School Buses

Students must comply with all Board policies and school rules while on school buses. Students who violate these policies and rules on a school bus may have their riding privileges suspended or revoked, and may also be subject to additional disciplinary action, up to and including expulsion, depending upon the particular violation.

H. Computer/Internet Use

Students may use school computers, networks, and Internet services only for educational purposes. Students will comply with all policies and rules governing acceptable use. Unacceptable use may result in suspension or cancellation of computer privileges as well as additional disciplinary and/or legal action.

I. Extra Curricular Activities

Students must follow all Board policies and school rules while participating in extracurricular activities. Students who violate Board policies and/or school rules may be subject to suspension or removal from the activity as well as additional disciplinary action under applicable Board policies and/or school rules.

Article 5 - Removal of Disruptive/Violent/Threatening Students

A. Students who are disruptive, violent, or threatening death or bodily harm to others may be removed from classrooms, school buses, or other school property when necessary to maintain order and safety. The staff member who orders the student removed should arrange to have the student escorted to the office or other designated location.

B. If a student does not comply with a staff member's order to leave, the staff member will contact an administrator, or, if not available, another suitable person, who will respond promptly.

C. Staff members are not required to take action that puts them at risk of serious injury.

D. The responding administrator will take appropriate action. If the student fails to obey verbal directions, force or restraint may be used only to the minimum extent necessary to protect any person from imminent physical harm and must comply with current restraint and seclusion policies and procedures. The administrator may invoke the school's crisis response plan if appropriate.

Article 6 - Special Services

A. Referral

Maine Arts Academy has adopted policies and procedures for determining when a student will be referred for special services.

B. Review of Individual Educational Plan

The school will schedule an IEP meeting to review the IEP of a student who has been removed from class when:

- (a) school officials and/or the parent believes the student may present a substantial likelihood of injury to himself/herself or others;
- (b) the class removals are sufficient to constitute a change in the student's special education program; or
- (c) school officials or the parent believes that the student's behavior may warrant a change in educational programming.

C. Restraint and Seclusion

Maine Arts Academy also has established a policy on the use of restraint and seclusion.

Article 7 - Referrals to Law Enforcement Authorities

The administrators have the authority to seek the assistance of law enforcement authorities when there is a substantial threat to the safety of the schools, students or staff. Administration may also

inform law enforcement authorities when they have reason to suspect that a student or staff member may have violated a local, state, or federal statute. Serious offenses will be reported to law enforcement authorities.

Article 8 - Dissemination of System-Wide Student Code of Conduct

The system-wide Student Code of Conduct will be distributed to staff, students, and parents through handbooks and/or other means selected by the administrators.

Policy Communication

This policy will be communicated through a variety of efforts to educate students, school staff, parents and visitors. The policy will be listed on the school website and printed in employee and student handbooks.

Policy Enforcement

Everyone is required to comply with Maine Arts Academy tobacco-free policy. Enforcement of this policy will follow the standard procedures of the school for each group as laid out below. All school staff are expected to enforce the policy under the direction of the administration.

Student Violations:

The Administration shall develop age-appropriate disciplinary guidelines for students violating this policy. Strategies may include confiscating tobacco materials and paraphernalia, notifying family, providing tobacco education and referral to tobacco treatment along with:

The following disciplinary procedure for any type of illegal substances, drug use, vaping or possessing drug or vaping paraphernalia including, pods, vape juice, vape drops etc...

- Suspension for 5 days
- Suspension for 7 days
- Suspension for 10 days and possible expulsion

Other Adult/Visitor Violations:

Visitors, including families, to the school facility must comply with regulations set forth by Maine Arts Academy. Persons found to be using tobacco products will be asked by school officials to refrain from use while on school property. They will be informed of the tobacco-free policy. Persons who do not comply will be asked to leave the property. If they refuse to leave, law enforcement may be called and they could be charged with trespassing.

Tobacco Treatment Support:

Information regarding tobacco treatment resources, such as onsite counseling and the Maine Tobacco Helpline (1-800-207-1230) will be made available for tobacco users who are interested in quitting.

Approved: March 7, 2019

Reviewed August 2023

JICI

JICI: TOBACCO FREE SCHOOL**Tobacco-Free Policy Rationale:**

Maine Arts Academy is dedicated to providing its students, staff and visitors with a safe and healthy environment to learn, work and play. Tobacco use continues to be the leading cause of preventable disease and death in Maine and the United States. Research has shown that students addicted to tobacco products do not learn as well because they are focused on the need for more tobacco versus learning. Maine Arts Academy has adopted a tobacco-free campus policy that prohibits the use of all tobacco products in school buildings, facilities, on school buses and at school sponsored events. This policy reflects and emphasizes the hazards of tobacco use, will assure compliance with laws, protect school community members from secondhand smoke and demonstrate tobacco-free lifestyles.

Policy Statement:

To support and model healthy, tobacco-free lifestyles and to create an environment free of tobacco smoke, Maine Arts Academy has adopted the following tobacco-free policy effective 3/7/19.

All school buildings and property shall be tobacco-free at all times that school events are in session. This also includes all functions taking place on school grounds or events sponsored by the school. The policy applies to all staff, students, visitors and families. The policy extends to school buses and all leased or owned vehicles.

The policy applies to the smoking or use of all tobacco products, including but not limited to cigarettes, cigars, spit and smokeless tobacco chew, snuff, electronic cigarette, vape products and other nicotine delivery systems.

Possession of any tobacco products is prohibited by students and others under the age of 18 on school property, in school vehicles and at school-sponsored functions. Students are prohibited from wearing clothing or gear that includes tobacco brands, including e-cigarette or electronic nicotine delivery system brands.

- The sale, distribution or promotion of tobacco products and paraphernalia is prohibited on school property and at all school functions.
- Advertising of tobacco products is prohibited in school buildings, on school property and in all school publications.
- Tobacco industry and tobacco retailer sponsorships of school activities or functions is prohibited.

Policy Communication

This policy will be communicated through a variety of efforts to educate students, school staff, parents and visitors. Tobacco-free signage will be posted in highly visible areas. The policy will be listed on the school website and printed in employee and student handbooks.

Policy Enforcement

Everyone is required to comply with Maine Arts Academy tobacco-free policy. Enforcement of this policy will follow the standard procedures of the school for each group as laid out below. All school staff are expected to enforce the policy under the direction of the administration. The administrator shall report any violations of this policy/procedure as promptly as practicable to the Head of School.

Student Violations:

The Administration shall develop age-appropriate disciplinary guidelines for students violating this policy. Strategies may include confiscating tobacco materials and paraphernalia, notifying family, providing tobacco education and referral to tobacco treatment.

Staff Violations:

Staff, including administrators may not use tobacco products during work hours or at any time on school grounds or at school-sponsored events. Any employee violating the policy will be subject to appropriate disciplinary measures determined by Head of School.

Other Adult/Visitor Violations:

Visitors, including families, to the school facility must comply with regulations set forth by Maine Arts Academy. Persons found to be using tobacco products will be asked by school official to refrain from use while on school property. They will be informed of the tobacco -free policy. Persons who do not comply will be asked to leave the property. If they refuse to leave, law enforcement may be called and they could be charged with trespassing.

Tobacco Treatment Support:

Information regarding tobacco treatment resources, such as onsite counseling and the Maine Tobacco Helpline (1-800-207-1230) will be made available for tobacco users who are interested in quitting.

Approved: March 7, 2019

Reviewed August 2023

JICK

JICK: BULLYING

MeAA has a significant interest in providing a safe, orderly and respectful school environment that is conducive to teaching and learning.

Bullying is detrimental to student learning and achievement. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate and witness such behavior.

MeAA believes that promoting ethical and responsible behavior is an essential part of the school unit's educational purpose. Ethics, responsible behavior and __character are important if a student is to leave school as a "responsible and involved citizen" as described in the Guiding Principles of Maine's system of Learning Results. Bullying interferes with the accomplishment of this goal.

Finally, MeAA recognizes the well-publicized incidents of violence and threatened violence that have occurred nationally in the past several years. As research suggests a link between bullying and school violence, the MeAA seeks to avoid such incidents and instead take a systematic approach to bullying prevention and intervention. MeAA does not condone and will take action

in response to conduct that interferes with students' opportunity to learn, the educational mission of the MeAA schools, and the operation of the school.

Bullying Prohibited

Bullying, as defined in this policy, is not acceptable conduct in MeAA and is prohibited. Any student who engages in conduct that constitutes bullying shall be subject to disciplinary consequences up to and including suspension and expulsion. A student's bullying behavior may also be addressed through other behavioral interventions.

Bullying Defined

For the purpose of this policy, "bullying" is any physical act or gesture or any verbally, written, or electronically communicated expressions that:

- A. A reasonable person should expect will have the effect of:
 - 1. Physically harming a student or damaging a student's property;
 - 2. Placing a student in reasonable fear of physical harm or damage to his/her property; or
 - 3. Substantially disrupting the instructional program or the orderly operations of the school; or
- C. Is so severe, persistent, or pervasive that it creates an intimidating, hostile educational environment for the student who is bullied.

Application of Policy

This policy applies to bullying that takes place at school or on school grounds, at any school-sponsored activity or event, or while students are being transported to or from school or school-sponsored activities or events. It also applies to bullying that occurs at any other time or place that substantially disrupts the instructional program, operations of the school, or welfare of students.

Examples of conduct that may constitute bullying include, but are not limited to:

- A. Physical contact or injury to another person or his/her property;
- B. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally, in writing, or through cyberspace;
- C. Blackmail, extortion, demands for protection money, or involuntary Loans or donations;
- D. Non-verbal threats and/or intimidations such as use of aggressive or Menacing gestures;
- E. Stalking;
- F. Blocking access to school property or facilities;
- G. Stealing or hiding books, backpacks, or other possessions;
- H. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor relating to a student's race, color, ethnicity, gender or gender identification, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in disruption of the instructional program or operations of the schools, or that results in a hostile educational environment for the student.

[NOTE: Some of the actions that constitute bullying may also be addressed in other Board policies.]

For the purpose of this policy, bullying does not mean mere teasing, put-downs, “talking trash,” trading of insults, or similar interactions among friends, nor does it include expression of ideas or beliefs so long as such expression is not lewd, profane, or does not interfere with students’ opportunity to learn, the instructional program, or the operations of the schools. This does not preclude teachers or school administrators from setting and enforcing rules for civility, courtesy, and/or responsible behavior in the classroom and the school environment.

The determination whether particular conduct constitutes bullying requires reasonable consideration of the circumstances, which include the frequency of the behavior at issue, the location in which the behavior occurs, the ages and maturity of the students involved, the activity or context in which the conduct occurs, and the nature and severity of the conduct.

Delegation of Responsibility

The Head of School or his/her designee will be responsible for developing and implementing procedures for:

- A. Student and parent reporting of bullying to staff and school administrators;
- B. Staff reporting of bullying to school administrators;
- C. Review of reports and investigation of bullying incidents;
- D. Intervention with and/or discipline of students who engage in bullying;
- E. Support for students who are victims of bullying;
- F. Training staff and student in bullying prevention; and
- G. Periodic evaluation of bullying prevention, intervention, and training efforts at the MeAA and reporting to the MeAA Board upon request.

Reporting

Students who have been bullied or who observe incidents of bullying are encouraged to report this behavior to a staff member or school administrator. Staff should report bullying to the Head of School.

Acts of reprisal or retaliation against any person who reports an incident of bullying are prohibited. Any student who is determined to have falsely accused another of bullying shall be subject to disciplinary consequences.

Responding to Bullying

In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the ages and maturity of the students involved, the type of behaviors, the frequency and/or pattern of behaviors, the context in which the incident occurred, and other relevant circumstances. consequences may range from positive behavioral interventions up to and including suspension, expulsion, and/or reports to law enforcement officials.

Dissemination of Policy

Notice of what constitutes bullying, MeAA’s prohibition against bullying, and the consequences for students who bully shall be communicated To students and parents through the Student Code of Conduct and Student Handbook.

Reviewed August 2023

JICIA: WEAPONS, VIOLENCE AND SCHOOL SAFETY

Students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to immediately report incidents of prohibited conduct by students to the Head of School for investigation and appropriate action.

Prohibited Conduct

Students, staff and all other persons are prohibited from engaging in the following conduct on school property, while in attendance at school or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

- A. Possession and/or use of articles commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, crossbows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nunchucks;
- B. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of any sort and replicas of weapons (including toys);
- C. Violent or threatening behavior, including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);
- D. Verbal or written statements, and/or those including photographic or other content (including those made on or through a computer such) which threaten, intimidate, or harass others, which includes to incite violence toward, bully, intimidate, and/or embarrass another, and/or disrupt the school program;
- E. Willful and malicious damage to school or personal property;
- F. Stealing or attempting to steal school or personal property;
- G. Lewd, indecent or obscene acts or expressions of any kind;
- H. Violations of the school's drug/alcohol and tobacco policies;
- I. Violations of state or federal laws; and
- J. Any other conduct that may be harmful to persons or property.

Disciplinary Action

Head of School may suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA § 1001(9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing and trafficking of scheduled drugs.

Students who are found to have brought a firearm to school (as defined by federal law)¹, shall be expelled for a period of not less than one year, unless this requirement is modified by the Head of School his/her designee(s) on a case-by-case basis.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Head of School his/her designee(s).

Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations and Board Policy JKF.

Notification Team/Confidentiality

Maine law authorizes law enforcement officers and criminal justice agencies to share with a Head of School and Principal information pertaining to a juvenile when the information is credible and indicates an imminent danger to the safety of students or school personnel on school grounds or at a school function. Maine law requires the District Attorney to notify the Head of School when a juvenile is charged with use or threatened use of force or is adjudicated as having committed one or more juvenile crimes that involve the use or threatened use of force.

Within ten days, or immediately if necessary for school safety, the Head of School his/her designee(s) shall convene a notification team. The notification team must include the Principal or designee of the school at least one classroom teacher to whom the student is assigned, the student's advisor, and the student's parent/guardian. The notification team shall determine on this basis of need which school employees are entitled to receive information concerning allegations or adjudications of use or threatened use of force. Information received by the Head of School or designee and disclosed to the notification team and/or disclosed to school employees is confidential and may not become part of the student's educational record.

The Head of School or his/her designee(s) shall ensure that confidentiality training is provided to all school employees who have access to this information.

Psychological Evaluation/Risk Assessment

The Head of School or his/her designee(s) may request an immediate psychological evaluation of a student who violates this policy when, in his/her opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school.

The Head of School his/her designee(s) is also authorized to request psychological evaluations of students who have been identified as posing a substantial risk of violent behavior.

All such evaluations shall be performed at the school's expense.

Although it is considered to be an important assessment tool, the parent/guardian of the student may refuse to submit to it.

Legal References: 5 MRSA § 4681 et seq., 15 M.R.S.A. §§ 3301-A; 3308(7)(E); 3009
17-A MRSA §§ 2(9); 2(12-A), USCA § 7151 (Gun-Free Schools Act)
20-A MRSA §§ 1001(9); 1001(9-A); 1055(11); 6552

¹ The term "firearm" means A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; B) the frame or receiver of any such weapon; C) any firearm muffler or firearm silencer; or D) any destructive device. Such term does not include an antique firearm. Reference: 18 USCA s 921

Reviewed August 2023

JK

JK: STUDENT DISCIPLINE

It is essential for schools to maintain a safe and orderly environment that supports student learning and achievement. Effective discipline enables the schools to discharge their primary

responsibilities to educate students and promote citizenship and ethical behavior. All students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline or general welfare of the school.

The Board expects the following principles to guide the development and implementation of school rules and disciplinary procedures:

- A. Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.
- B. Expectations for student behavior should be clear and communicated to school staff, students and parents.
- C. Consequences for misbehavior should be in proportion to the offense, fair and consistently enforced. Administrators shall have the discretion to tailor discipline to the facts and circumstances of the particular case.
- D. Parents should be actively involved in the process of preventing and resolving disciplinary problems at school.

Any restraint or seclusion of students shall comply with applicable regulations and Board policy.

Physical force and corporal punishment shall not be used as disciplinary methods.

Maine Law provides that “a teacher or other person entrusted with the care or supervision of a person for special or limited purposes may not be held civilly liable for the use of a reasonable degree of force against the person who creates a disturbance if the teacher or other person reasonably believes it is necessary to (a) control the disturbing behavior; or (b) remove the person from the scene of the disturbance.”

Teachers are authorized to make and enforce rules for effective classroom management and to foster appropriate student behavior, subject to the direction and approval by the building principal/designee.

School-wide rules shall be developed by the building principal with appropriate input from school staff, students and parents and subject to approval by the Superintendent. Principals shall provide for the suspension or other serious disciplinary action against students in accordance with Board policies, administrative procedures and Maine law. Students with disabilities shall be disciplined in accordance with applicable federal and state law/regulations.

To reduce disciplinary problems and the potential for violence in the schools, the

Superintendent may develop procedures for conflict resolution which may be accomplished through restorative practice, peer mediation, counseling, parent involvement, services of community agencies or other activities suitable to the school unit.

Approved 2/2/2022

Reviewed August 2023

JJIF: CONCUSSION

The Board recognizes that concussions and other head injuries are serious and could 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 activities, including but not limited to extracurricular athletic activities and interscholastic sports.

TRAINING

At the beginning of each school year, all school personnel must participate in training that includes recognizing signs, symptoms, and behaviors that may suggest a concussive or other head injury; and awareness of school policy related to school based management of concussive injuries.

This training must be consistent with protocols as identified or developed by the Maine Department of Education (DOE) and include instruction in the use of reporting forms as required by the DOE.

Coaches are required to undergo refresher training based on the recommendations of the DOE or when protocols and forms have been revised.

STUDENT AND PARENTS/GUARDIANS

At the beginning of each school year students intending to participate in school activities and parents/guardians of students will be provided information including:

- 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, symptoms and behaviors associated with concussion and other head injuries; and
- C. The school protocols for 1) removal of the student from the activity when the student is suspected of having sustained a concussion or other head injury, 2) evaluation, and 3) return to full participation including academics.

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

MANAGEMENT OF CONCUSSIVE AND OTHER HEAD INJURIES

It is the responsibility of any staff member involved in a school-sponsored activity and trained in the signs, symptoms and behaviors related to concussion or other head injury, to act in accordance with this policy when the staff member recognizes that a student may be exhibiting such signs, symptoms and/or behaviors.

Any student suspected of having sustained a concussion or other head injury during a school-sponsored activity including but not limited to participation in interscholastic sports, must be removed from the activity immediately. The student and his/her parent(s)/guardian(s) will be informed of the need for an evaluation for brain injury before the student is allowed to return to full participation in any school-sponsored activities including learning.

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

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

School personnel shall comply with the student's treating health care provider's (trained in concussion management) recommendations regarding gradual return to participation. No student is permitted to return to full participation in any school activities 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.

If at any time during the return to full participation in any school-sponsored activities the student exhibits signs, symptoms or behaviors of concussion, the student must be removed from the activity and be re-evaluated by the treating licensed health care provider trained in concussion management.

COGNITIVE CONSIDERATIONS

School personnel should be alert to cognitive and academic issues that may be experienced by a student who has 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.

School personnel shall accommodate a gradual return to full participation in all academic activities as appropriate, based on the recommendation of the student's concussion trained health care provider and appropriate designated school personnel (e.g. 504 Coordinator)

CONCUSSION POLICY ADMINISTRATIVE TEAM

The Head of School will appoint a concussion policy administrative team including a school administrator to be responsible, under the administrative supervision of the Head of School, to make recommendations related to implement this policy. The concussion policy administrative team will include the school nurse and may include one or more Principals, the school physician and other school personnel or consultants as the Head of School deems appropriate.

The team shall oversee and implement this policy and related protocols for concussive head injuries based on the currently accepted promising practices.

The policy and/or protocols must be reviewed annually.

Reviewed August 2023

JKAA: USE OF PHYSICAL RESTRAINT AND SECLUSION

The Maine Arts Academy School Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents an imminent risk of serious physical injury to the student or others.

State law and MDOE Rule Chapter 33 do not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as they deems appropriate.

1. Definitions

The following definitions apply to this policy and the accompanying procedure:

- A.
 1. **Physical restraint:** A personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, or head freely.
 2. **Physical restraint does not include any of the following:**
 - a. Physical escort: A temporary, voluntary touching or holding of the hand, wrist, arm, shoulder or back to induce a student to walk to a safe location.
 - b.. Physical prompt: A teaching technique that involves voluntary physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
 - c.. The use of adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement than would be possible without the use of such devices or supports.
 - d.. The use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.
- B.
 1. **Seclusion:** The involuntary isolation or confinement of a student alone in a room or clearly defined area from which the student does not feel free to go or is physically denied exit.

2. Seclusion does not include:

1. A timeout, An intervention where a student requests, or complies with an adult request for a break.

2. Procedures for Implementing Physical Restraint and Seclusion

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

3. Annual Notice of Policy/Procedure

Maine Arts Academy shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

4. Training Requirements

- A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.
- B. Maine Arts Academy will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Superintendent's Office, in each school office and in the school unit's Comprehensive Emergency Management Plan.

5. Parent/Legal Guardian Complaint Procedure

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Superintendent, Heather King, as soon as possible. The Superintendent/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days of receiving the complaint, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within 60 calendar days of receiving the complaint.

Legal References: 20-A M.R.S.A. §§ 4014, 4502(5)(M); 4009
Me. DOE Reg., ch. 33

Cross References: JKAA-R – Procedures on Physical Restraint and Seclusion
JK – Student Discipline
KLG/KLG-R – Relations with Law Enforcement **OR**
KLGA/KLGA-R – Relations with School Resource Officers
EBCA – Comprehensive Emergency Management Plan

Reviewed August 2023

JKAA-R: PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

These procedures are established for the purpose of meeting the obligations of [name of local school unit] under state law/regulations and Board Policy JKAA governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

1. Physical Restraint

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel from implementing physical restraints consistent with their professional responsibilities.

A. Permitted Uses of Physical Restraint

1. Physical restraint may be used only when the behavior of a student presents an imminent risk of serious physical injury to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate. The physical restraint must end immediately upon the cessation of the imminent risk of serious physical injury to the student or another person, and should involve the least amount of force necessary to protect the student or other person.

“Serious physical injury” is a physical injury that a reasonable person would consider to be serious for the victim if it were to occur.

2. Prescribed medications, harnesses, seat belts and other assistive or protective devices may be used as permitted by law and described in Policy JKAA.
3. Parents/legal guardians may be requested to provide assistance with their child at any time.

B. Prohibited Forms and Uses of Physical Restraint

1. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Physical restraint used solely to prevent property destruction or disruption of the environment in the absence of a risk of serious physical injury.

3. Physical restraint that is life threatening, restricts breathing or restricts blood flow to the brain, including prone restraint.
4. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.
5. Physical restraint that is contraindicated based on the child's disability, health care needs, or medical or psychiatric condition if documented in:
 - A health care directive or medical management plan;
 - A school-approved behavior plan;
 - An IEP or an Individual Family Service Plan (IFSP); or
 - A school-approved 504 or ADA plan.
6. Aversive procedures, and mechanical and chemical restraints.
 - a. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.
 - b. Mechanical restraints are defined as any restraint that uses a device to restrict a student's freedom of movement. Such restraints do not include adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement, or the use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.
 - c. Chemical restraints are defined as the use of drug or medication that is not prescribed as the standard treatment of a student's medical or psychiatric condition by a licensed physician or other qualified health professional acting under the scope of the professional's authority under state law that is used on a student to control behavior or restrict freedom of movement.

C. Monitoring Students in Physical Restraint

1. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.
2. The student must be continuously monitored until they no longer present a risk of injury or harm to the student or others.

3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Physical Restraint

1. The staff involved in the use of physical restraint must continually assess for signs that the student in physical restraint is no longer presenting an imminent risk of serious physical injury to themselves or others, and the physical restraint must be discontinued immediately after it is determined that the imminent risk of serious physical harm has ended.
 - a. The time a student is in physical restraint must be monitored and recorded.
 - b. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.
 - c. If attempts to release the student from physical restraint have been unsuccessful and the student continues to present behaviors that create an imminent risk of serious physical injury to the student or to others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

2. Seclusion

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

A “timeout” where a student requests, or complies with an adult request, for a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or clearly defined area with the student (including but not limited to classrooms, offices and other school locations).

A. Permitted Uses and Location of Seclusion

1. Seclusion may be used only as an emergency intervention when the behavior of a student presents an imminent risk of serious bodily injury to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate. The seclusion must end immediately upon the cessation of the imminent risk of serious physical injury to the student or another person. “Serious physical injury” is a physical injury that a reasonable person would consider to be serious for the victim if it were to occur.

2. Seclusion may be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height.
 - a. Seclusion may not take place in a locked room.
 - b. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous material and objects which the student could use to self-inflict bodily injury.
3. Parents/legal guardians may be requested to provide assistance with their child at any time.

B. Prohibited Uses of Seclusion

1. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Seclusion used solely to prevent property destruction or disruption of the environment in the absence of an imminent risk of serious physical injury.
3. Seclusion that is life threatening.
4. Seclusion that is contraindicated based on the child's disability, health care needs, or medical or psychiatric condition if documented in:
 - A health care directive or medical management plan;
 - A school-approved behavior plan;
 - An IEP or IFSP; or
 - A school-approved 504 or ADA plan.

C. Monitoring Students in Seclusion

1. At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.
2. The student must be continuously monitored until they no longer presents an imminent risk of serious physical injury to the student or to others.
3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Seclusion

1. The staff involved in the seclusion must continually assess for signs that the student is no longer presenting an imminent risk of serious physical injury to the student or others, and the seclusion must be discontinued as soon as the imminent risk ceases.
 - a. The time a student is in seclusion must be monitored and recorded.
 - b. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the seclusion is terminated.
 - c. If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create an imminent risk of serious physical injury to the student or to others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

4. Notification and Reports of Physical Restraint and Seclusion Incidents

For the purposes of this procedure, an “incident” consists of all actions between the time a student begins to create an imminent risk of serious physical injury and the time the student ceases to pose that imminent risk and returns to their regular programming.

A. Notice Requirements

After each incident of physical restraint or seclusion:

1. A staff member involved in the incident shall make an oral notification to the administrator/designee as soon as possible, but no later than the end of the school day.
2. An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical, but within the school day in which the incident occurred. The administrator/designee must utilize all available phone numbers or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.
3. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with the school unit’s usual emergency notification procedures.

4. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the Maine Arts Academy emergency notification procedures shall be followed and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

B. Incident Reports

Each use of physical restraint or seclusion must be documented in an incident report. The incident report must be completed and provided to an administrator/designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident.

The incident report must include the following elements:

1. Student name;
2. Age, gender and grade;
3. Location of the incident;
4. Date of the incident;
5. Date of report;
6. Person completing the report;
7. Beginning and ending time of each physical restraint and/or seclusion;
8. Total time of incident;
9. Description of prior events and circumstances;
10. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why;
11. The student behavior justifying the use of physical restraint or seclusion;
12. A detailed description of the physical restraint or seclusion used;
13. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
14. Description of the incident, including the resolution and process of returning the student to his/her program, if appropriate;

15. Whether the student has an IEP, 504 Plan, behavior plan, IHP (individual health plan) or any other plan.
16. If a student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification, and any treatment administered;
17. The date, time and method of parent/legal guardian notification;
18. The date and time of administrator/designee notification.
19. Date and time of staff debriefing.

Copies of the incident reports shall be maintained in the student's file and in the school office.

5. School Unit Response Following the Use of Physical Restraint or Seclusion

- A. Following each incident of physical restraint or seclusion, an administrator/designee shall take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day):
 1. Review the incident with all staff persons involved to discuss: (a) whether the use of physical restraint or seclusion complied with state and school board requirements and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.
 2. Meet with the student who was physically restrained or secluded to discuss: (a) what triggered the student's escalation and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.
- B. Following the meetings, staff must develop and implement a written plan for response and de-escalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purposes of this procedure, "de-escalation" is the use of behavior management techniques intended to cause a situation involving problem behavior of a student to become more controlled, calm and less dangerous, thus reducing the risk of injury or harm.

6. Procedure for Students with Three Incidents in a School Year

The school unit will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

A. Special Education/504 Students

1. After the third incident of physical restraint and/or seclusion in one school year, the student's IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.

B. All Other Students

1. A team consisting of the parent/legal guardian, administrator/designee, a teacher for the student, a staff member involved in the incident (if not the administrator/designee or teacher already invited), and other appropriate staff shall meet within ten (10) school days to discuss the incidents.

2. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan).

7. Cumulative Reporting Requirements

A. Reports Within the School Unit

1. Each building administrator must report the following data on a quarterly and annual basis:

- a. Aggregate number of uses of physical restraint;
- b. Aggregate number of students placed in physical restraint;
- c. Aggregate number of uses of seclusion;
- d. Aggregate number of students placed in seclusion;
- e. Aggregate number of students with disabilities having IEPs or 504/ADA plans who are placed in physical restraint;
- f. Aggregate number of students with disabilities having IEPs or 504/ADA plans who are placed in seclusion;
- g. Aggregate number of serious physical injuries to students related to the use of physical restraints;
- h. Aggregate number of serious physical injuries to students related to the use of seclusion;
- i. Aggregate number of serious physical injuries to staff related to the use of physical restraints; and
- j. Aggregate number of serious physical injuries to staff related to the use of seclusion.

2. The Superintendent shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

B. Reports to Maine Department of Education

1. The Superintendent shall submit an annual report to the Maine Department of Education on an annual basis that includes the information in Section 7.A.1 above.

Legal Reference: 20-A M.R.S.A. §§ 4014, 4502(5)(M); 4009
Me. DOE Rule., ch. 33

Cross Reference: JKAA-R – Procedures on Physical Restraint and Seclusion
JK – Student Discipline
KLG/KLG-R – Relations with Law Enforcement **OR**
KLGA/KLGA-R – Relations with School Resource Officers
EBCA – Comprehensive Emergency Management Plan

APPROVED 11/3/2021

Reviewed August 2023

JKD

JKD: SUSPENSION OF STUDENTS

The Board delegates to the principal the authority to suspend disobedient and disorderly students for a period not to exceed ten (10) days. Suspensions may be in-school or out-of-school at the discretion of the principal. Suspensions longer than ten (10) days may be imposed by the Board.

Prior to the suspension:

1. The student shall be given oral or written notice of the allegations against him/her
2. The students shall be given an explanation of the evidence forming the basis of the allegations
3. The student shall be given an opportunity to present his/her version of the incident.

However, students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the instructional process may be immediately removed from school. In such cases, the notice of allegations, explanation of evidence and the student's opportunity to present his/her version of the incident shall be arranged as soon as practicable after the removal of the student from school.

The student's parents/guardians shall be notified of any suspension as soon as practicable by telephone and by written notice sent by mail. A copy of the notice shall also be given to the Head of School.

Students are not allowed on school property during any out-of school suspension except with prior authorization from the Head of School.

The parents/guardians and the student shall be required to schedule a conference with the principal during the suspension period and prior to re-admittance to school.

Students shall be responsible for any schoolwork missed during the suspension. After re-admittance, the student shall be permitted to take tests, quizzes and any other form of assessment affecting scores.

Approved: 9/4/2019

Reviewed August 2023

JKE

JKE: EXPULSION

No student shall be expelled from school except by action of the MeAA Board of Directors. The MeAA Board of Directors shall expel students as provided in 20-A MRSA § 1001(9) and (9A). The MeAA Board of Directors also has the authority to readmit an expelled student on satisfactory evidence that the behavior which was the cause of the student being expelled will not likely recur.

The parents/guardians (and the student if 18 years of age or older) shall be notified by certified letter and regular mail of the MeAA Board of Directors expulsion hearing. The hearing shall be in a properly called executive session and may also be attended by persons designated by the Superintendent to present information in the case.

The notice of hearing shall include:

- A. The date, time and location of the hearing;
- B. A description of the charge(s);
- C. A statement that the student may be represented by legal counsel;

- D. A statement that the student or his/her representative may cross-examine any witnesses presented by the administration at the hearing; and
- E. A statement that the parents/guardians and student may present evidence, including witnesses and documents, on the student's behalf.
- F.

Legal Reference: 20-A MRSA § 1001(9)(9A)

1 MRSA § 405(6)(B)

Reviewed August 2023

JKE-R

JKE-R: EXPULSION OF STUDENTS GUIDELINES

The following steps constitute general guidelines for the conduct of an expulsion hearing. The guidelines may be adjusted to meet the flexible requirements of due process on a case-by-case basis.

Procedure for Conduct of Board Hearing to Expel

- A. Any discussion, consideration or hearing by the MeAA School Board of suspension or expulsion of a student shall be in executive session.
- B. The MeAA Board shall be in a public meeting and vote to enter executive session. Executive session requires a 3/5 affirmative vote of the members present and voting, and the vote must be recorded.

C. The parents/guardians, the student and legal counsel (if any) must be present for the hearing, except that the hearing may go forward if the parents/guardians and student (if 18 years of age or older) have been provided prior written notice and failed to appear for the hearing.

Executive Session

I. GENERAL RULES OF CONDUCT

- A. The hearing officer (MeAA Board Chair/designee or MeAA attorney) will conduct the hearing.
- B. Witnesses shall be sequestered in response to a request by either party.
- C. The hearing officer will state “no irrelevant or repetitious evidence will be allowed and no debate between the parties will be allowed.”
- D. The hearing officer will state that “all parties are expected to maintain the confidentiality of the proceeding.”
- E. The MeAA School Board and student (at his/her own expense) may be represented by legal counsel through each stage of the process.

II. PROCEDURES

- A. The hearing officer will state for the record:
 - Date of this hearing;
 - Place of hearing;
 - Time of hearing;
 - Name of student;
 - Those in attendance for the administration;
 - Those in attendance for the student; and
 - Those in attendance for the MeAA School Board.
- B. The hearing officer will request from the Head of School a copy of the hearing notice, read the hearing notice to the MeAA School Board and include the notice in the record. If no person appears at the hearing on behalf of the parents/guardians or student, the hearing officer will request that the Head of School confirm that the parents/ guardians and student (if age 18 or older) were provided notice of the hearing.
- C. The Head of School or designee, hereafter called “the administration,” will make an opening statement that includes an overview of the evidence, his/her recommendation, the reason(s) for the recommendation, and the legal basis for the recommended expulsion.
- D. The hearing officer will inform the student and parents/guardians of their rights:
 - 1. To hear the evidence;
 - 2. To cross examine witnesses; and
 - 3. To present witnesses and offer other relevant evidence.
- E. The hearing officer will ask if any member of the MeAA Board finds him/herself in a possible conflict of interest situation because he/she knows the student or parents/guardians to such an extent, or has knowledge of the facts to such an extent, that he/she could not impartially hear the facts and decide the issue on its merits.
- F. All witnesses shall be sworn in by the hearing officer. Each witness raises his/her right hand and is asked, “Do you solemnly affirm to tell the truth, the whole truth and nothing but the truth?”
- G. The administration calls its witnesses.

- H. After each witness has answered all questions put by the administration, then the student/designee (hereinafter, the student) may cross examine. This should be limited to questions and not arguments with the witness.
- I. The administration may ask rebuttal questions after the student finishes questioning.
- J. Members of the MeAA Board may ask questions at the conclusion of the rebuttal.
- K. The student may then call his/her own witnesses to testify, and the student may testify. All witnesses will be sworn. The administration may cross examine. The student may ask rebuttal questions. After the rebuttal questions, the MeAA Board may ask questions.
- L. When all the student's witnesses have completed testimony (including the student), the administration may call additional rebuttal witnesses who may be cross examined.
- M. At the end of the testimony, the administration shall make a statement which should include its recommendations. The same may then be done by/for the student.
- N. The MeAA Board should then deliberate in executive session. The Head of School, MeAA Board attorney, administration, the student charged, his/her parents/guardians, and the student's legal counsel may remain for deliberations. If the student and representatives elect not to be present during deliberations, the administration will also be excluded from deliberations, except that the Head of School may remain to provide guidance to the MeAA Board if he/she was not directly involved in the investigation/presentation of evidence.
- O. The MeAA Board shall discuss whether the charges are more likely than not supported by the evidence presented. The MeAA Board may discuss and/or draft proposed finding of fact(s) concerning the charges prior to leaving the executive session.
- P. The MeAA Board shall then leave executive session.

III. PUBLIC SESSION

- A. In public session, a member of the MeAA Board may make a motion to "expel a student and direct the Head of School to provide the student and his/her parents/guardians with the MeAA Board's finding of fact(s)." Following a second, the MeAA Board Chair should state the motion and the MeAA Board should vote. If no motion is made to expel, the student will return to school at the conclusion of the previously-imposed administrative suspension.
- B. The Head of School is responsible for notifying the parents/ guardians (and the student if age 18 or older) of the MeAA Board's decision. If the student has been expelled, the Head of School will also provide notice of the conditions, if any were given at that time, for MeAA Board consideration of readmission.

JKF

JKF: DISCIPLINARY 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 local school district to comply fully with all applicable state and federal special education laws that govern such removals.

The President, in consultation with the Director of Special Education 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: 34 CFR § 300.121; .519-.529 (March 1999, as amended)

Me. Spec. Ed. Reg. Ch. 101 § 14 (Nov. 1999, as amended)

Reviewed August 2023

JKF-R

**JKF-R: DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES
ADMINISTRATIVE PROCEDURE**

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. 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. In the event that a disabled student's Individualized Education Plan (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. 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 student continued to have access to the general curriculum, to the special education services in his/her IEP, and also continued to participate with non-disabled students to the extent he/she would have in the student's regular program.
3. Portions of a school day that a student has been suspended would be included in determining whether the student has been removed for more than 10 cumulative school days.

B. In the event that a school administrator must remove a disabled student from his/her school program for more than 10 cumulative school days in the school year, the administrator shall ensure that the following steps are followed:

1. After consulting with the student's special education teacher, the school administrator shall arrange for the student to receive an appropriate level of educational services during the removal in question so as to ensure that the student is able to continue to progress in the general curriculum and appropriately advance toward the goals and objectives listed in the student's IEP during that removal.
2. The administrator shall contact the school's special education office to arrange for a meeting of the student's Pupil Evaluation Team (PET), which should meet within 10 business days of commencing the removal in excess of 10 cumulative school days in the school year.
3. At the PET meeting referenced above, the PET shall undertake all the responsibilities established by state and federal special education laws, including reviewing or ordering as appropriate a functional behavior assessment and a behavior intervention plan. The Team may also undertake a manifestation determination of the behaviors of concern, and must undertake that manifestation determination if the student has been removed with sufficient frequency to constitute a "change of placement" as that term is defined by state and federal law.
4. Nothing in these procedures shall prevent the PET from undertaking functional behavior assessments, manifestation determinations, or the development of behavior plans at earlier points in time, as determined appropriate by the PET.

C. Should school officials believe that the student should remain out of his/her regular program for a sufficient length of time so as to be a "change of placement" under state and federal law, school officials shall schedule a PET meeting to consider that removal. At that meeting, the following things must occur:

1. The Team shall review or order, as appropriate, a functional behavior assessment and shall review or order, as appropriate, a behavior intervention plan for the student. The Team shall also undertake a manifestation determination of the behaviors prompting the need for the extended removal time.
2. If the PET chooses to remove the student from his/her regular program for a period of time that would be a change of placement, the Team shall decide upon the appropriate services for the student to receive during that removal. Those services must be calculated to ensure that

the student is able to continue to progress in the general curriculum and appropriately advance toward the goals and objectives listed in the student's IEP during that removal.

3. When such a removal is ordered by the PET, the family shall receive the special education statement of procedural rights as part of that decision. If possible, the chair of the PET meeting should also attempt to inform the student's parent/guardian at the meeting that if he/she does not believe the service package ordered by the PET is appropriate, then the parent/guardian may request a due process hearing challenging the appropriateness of those services.

D. For the purpose of these procedures, a "change of placement" shall be any removal from the student's regular school program that is for more than 10 consecutive school days in a school year, or any series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year and are considered a change of placement because of factors such as the length of each removal, the total amount of time the student is removed and the proximity of the removals to one another.

E. In any situation where the PET determines that misconduct is not a manifestation of the student's disability, then the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner as they would be applied to students without disabilities, up to and including possible expulsion of the student in question. During any permissible disciplinary removal in excess of 10 cumulative school days in the school year, including expulsions, the school shall provide that student with services sufficient to ensure that the student is able to continue to progress in the general curriculum and appropriately advance toward the goals and objectives listed in the student's IEP during that removal. The PET shall determine the services that meet that standard for removals sufficiently long as to constitute a change of placement.

F. Following any disciplinary removal in excess of 10 cumulative school days in the school year, the PET should meet to review the student's most recent functional behavior assessment, or if one has not been done, to order that such an assessment occur, as appropriate. Following the completion and/or review of the functional behavior assessment, the Team shall develop and/or review, as necessary, the behavior intervention plan and order changes in such a plan, if appropriate, to address the behaviors of concern.

G. In those circumstances where a student brings a weapon to school, to a school function, or on school transportation, or where a student possesses, uses, sells or attempts to sell illegal drugs at school, a school function, or on school transportation, school officials may place that student out of school for up to 45 days, shall provide educational services for the student, and shall schedule a PET meeting to occur within 10 business days of the removal. At that PET 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. Determinations regarding what should happen with the student after the 45-day removal shall also be made by the PET, consistent with these procedures and state and federal law.

Legal Reference: 34 CFR § 300.121; .519-.529 (March 1999, as amended)

Me. Spec. Ed. Reg. ch. 101 § 14 (Nov. 1999, as amended)

Reviewed August 2023

JL: STUDENT WELLNESS

MeAA believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year through developing students' skills and behaviors that promote lifelong wellness. The School Board recognizes that a student's readiness to learn is related to his/her physical and psychological well being. The school is committed to creating healthy school environments that allow students to take full advantage of the educational programs offered at MeAA.

Preamble: This policy outlines MeAA's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. Specifically, this policy establishes goals and procedures to ensure that:

1. Students attending MeAA have access to healthy food throughout the school day.
2. Students have access to quality nutrition information that helps them develop lifelong healthy eating behaviors through food service.
3. Students have the opportunity to be physically active during school hours.
4. MeAA may engage in nutrition and physical activity promotion and other activities that promote student wellness.
5. School staff are encouraged and supported to practice healthy nutrition and physical activity in and out of school.
6. The community is engaged in supporting the work of MeAA in creating continuity between school and other settings for students and staff to practice lifelong healthy habits.
7. MeAA establishes and maintains an infrastructure for management, oversight, implementation, communication and monitoring of the policy and its established goals and objectives. Food Service Director has the authority of oversight and compliance.

Wellness Approach:

MeAA will integrate wellness activities across the entire school setting. MeAA will coordinate and integrate other initiatives related to physical activity, nutrition and wellness so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes. With special focus on performing arts, we will incorporate and enhance our wellness education and promotion through dance, theatre and music as part of physical activity and psychological well being.

Wellness Goals:

1. Reducing Screen Time
2. Nutrition Education and Promotion
3. Wellness Promotion
4. Nutritional Guidelines (emphasis on water consumption)
5. Physical Education and other physical activities (emphasis on integration into the arts)
6. Competitive Foods and Beverages
7. Measuring Implementation and Evaluation

1. Screen Time

- A. MeAA will encourage that screen time including television, computer, video games and other electronic media will only be used for educational purposes.
- B. All student cell phones and electronics will be put away during class time and will only be permitted for usage during lunchtime and teacher directed activities.

2. Nutritional Information and Promotion

MeAA is committed to the following goals by teaching, encouraging and supporting:

- A. All students will have the opportunity to receive health education including nutrition information that aligns with federal and state laws and educational standards.
- B. MeAA is committed to educating their students about daily nutritional guidelines.
- C. MeAA will include some of the health education curriculum topic examples from below:
 1. Relationship between healthy eating and personal health and disease prevention.
 2. Eating a variety of foods every day
 3. Balancing food intake and physical activity

3. Wellness Promotion

- A. MeAA will establish a Wellness Committee.
- B. Staff will be encouraged to participate in wellness challenges and initiatives.

4. Nutritional Guidelines

MeAA is committed to serving healthy meals to students, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams trans fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the MeAA participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and other applicable Federal child nutrition programs.

- Are accessible to all students
- Are appealing and attractive to children
- Are served in clean and pleasant settings
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (MeAA offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using the following Smarter Lunchroom techniques:
 - Daily fruit options are displayed in a location in the line of sight and reach of students-students to select and consume the daily vegetable options with their meal
 - A reimbursable meal will be created in any service area available to students
 - Menus are posted on the school website and social media portals
 - Menus with nutrient content and ingredients available upon request
 - School meals are administered by a team of nutrition professionals
 - The school nutrition program will accommodate students with special dietary needs documented by a healthcare professional

- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated
- Students are served lunch at reasonable and appropriate time of day.
- Participating in Federal school nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school

5. Physical Education and other physical activities

MeAA will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude towards health and fitness. MeAA provides opportunities in a variety of classes that fosters physical activity.

6. Competitive Foods and Beverages:

MeAA is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. A summary of the standards and information are available at:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the Federal Smart Snacks Guidelines. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts. Any marketing of foods and beverages will be compliant with federal smart snack guidelines as well in all locations. The school is committed to ensuring that all foods and beverages available to students on campus during the school day support healthy eating.

7. Measuring Implementation and Evaluation

The School Board recognizes the importance of implementing and maintaining the Wellness Policy.

- A. The wellness team will serve as an advisory committee. This team will be responsible for making recommendations related to the wellness policy and wellness goals for raising awareness for student and staff health issues.
- B. MeAA is committed to making their health and wellness policy public.
- C. The wellness committee will provide updates on wellness policy, compliance, and wellness initiatives to the school board and staff.

School Wellness Committee:

MeAA will convene a representative wellness committee that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of the wellness policy. The committee shall be comprised of individuals invited to participate representing at least one of each of the following sectors.

1. Administrator
2. Food Service Designee
3. Student Representative
4. Parent Representative
5. Teacher/Guidance Counselor
6. School Board Member
7. Community Member
8. School Health Professional

ADOPTED: July 5, 2017

SOURCE: In collaboration with Inland Hospital, Waterville ME

REVISED: September 12, 2018

REVISED: June 6, 2019

Reviewed August 2023

JLC

JLC: SCHOOL HEALTH POLICY

Parents and guardians bear essential responsibility for the health, safety and well being of the students. School personnel will work with parents and guardians to provide education and care while the students are attending school so that they participate in the education process to their fullest potential.

I. Emergency Procedures:

A. Emergency information on each student must be provided by parents or guardians to be placed on file in each school. This information should be updated and signed by the parent annually.

B. A list of students with special health problems (diabetic, epileptic, severe allergy, etc.) as identified by the parents or guardians shall be maintained, along with directions for the care of the child if he/she becomes ill. This information will be made available to the staff on a need to know basis and should be considered confidential.

C. Each school shall have appropriate first aid supplies available.

D. Minor first aid may be given by school personnel.

E. For more complex illnesses or injuries the following procedures shall be followed: 1. Give immediate temporary care, to the extent the employee feels qualified to do so. 2. Notify parent or guardian. 3. Guide parent or guardian, when necessary, to sources of treatment.

F. A student's parent or guardian is responsible to make arrangements for his/her medical care. In an emergency situation, the school may make whatever arrangements seem necessary.

G. Financial responsibility for the transportation and associated health services will be borne by the parent or guardian. Proof of health and accident insurance which provides coverage for the intended sport will be

required for all students participating in the interscholastic athletics and athletic co-curricular activities.
(Should we keep this in?)

II. Exclusions and Readmissions:

- A. Students or staff members will be excluded from school if they have a disease or condition that the school physician or school nurse in consultation with the physician determines is communicable at school and presents a significant health risk. F:\POLICIES\JLC Policy.doc Page 2 of 3 revised 01/22/19
- B. A doctor's note to return to school may be required by the appropriate school authorities when they judge it necessary.
- C. The confidentiality of the student or staff member will be protected.

III. Health Services:

- A. Screening will be done for vision and hearing as required by the State Department of Education.
- B. Trained volunteers may do the initial vision and hearing screening.
- C. School nurse shall retest the students when necessary and notify parents and school administration regarding those children who need further medical care.
- D. Immunizations may be offered as necessary to implement the state immunization law.
- E. Written parental permission shall be necessary in order for the student to have immunizations.

IV. Physical Examinations:

- A. It shall be recommended to parents that children have physical examinations at the kindergarten, sixth and ninth grade levels.
- B. Physical examinations shall be required every two years for students who engage in interscholastic athletics. It is the parent's responsibility to provide the school nurse with documentation of this physical exam.
- C. In alternate years, students will be required to have an examination only if an interim health assessment questionnaire indicates the need for one.
- D. Physical examinations may be required of students if health information warrants the need.
- E. Financial responsibility for physical exams shall be borne by the parent or guardian.

V. Medication:

- A. It shall be the responsibility of the parent and/or student to administer all medication.
- B. As a convenience for the parents, the school may upon written parental request keep medication available during that period of time that it would be detrimental to the child's health if the medication is not available. C. Parents shall be notified of the school's medication policy at the beginning of each school year (Handbook). Policy will be followed if it is necessary for the student to take medication during school hours. (Please refer to Policy JLCD)

VI. School Physician:

A. A school physician shall be available to each school and shall advise the staff on school health issues, policies and practices.

VII. School Nurse:

A. Services of a school nurse shall be available to each school to carry out the duties and responsibilities as outlined in the job description.

JLCCA

JLCCA: STUDENTS WITH HIV/AIDS

Maine Arts Academy has as its primary goal the provision of quality education in a safe environment for all students. This policy is to assist school personnel in dealing with students and HIV-related issues. The information and recommendations that follow are based on recommendations developed by the Department of Human Services, Department of Education, the Centers for Disease Control (CDC), and the most current medical knowledge available. Maine Arts Academy will continue to monitor information made available through the Department of Human Services, Department of Education, and the Centers of Disease Control.

Public law in Maine guarantees all children the right to an education. The purpose of this policy is to establish what actions shall be taken in the event that Maine Arts Academy is made aware that a student attending school is infected with HIV.

In general, Maine Arts Academy shall provide educational opportunities for students infected with HIV just as it does for other students. Students infected with HIV shall be entitled to all the rights, privileges, and services provided by Maine law and Maine Arts Academy School policies.

At any time that Maine Arts Academy is concerned that a particular student poses a public health threat to others, advice may be requested from the Bureau of Health.

In the event that the Bureau of Health determines that conditions exist which suggest that a student with Human Immunodeficiency Virus infection is a health threat to the school community, the Bureau of Health and/or the Head of School/Superintendent shall remove the student from the usual classroom setting until other arrangements can be made or until the Bureau of Health determines that the risks are abated. The status of a student temporarily removed from the usual school setting in order to protect the health of the student or the health of others will be reevaluated at least quarterly by the Bureau of Health.

Maine law protects the confidentiality of HIV test results with certain statutory exceptions. Test results may not be disclosed to anyone without written consent of parents/guardians. Records containing information about HIV test results and consent forms relating to test results shall be kept separate from other school records. Only those persons given written consent by the student's parents/guardian shall have access.

With written consent of the parents/guardians, the Head of School/Superintendent shall designate an individual or team to serve as the liaison between the school and the student's parents, the student's physician

and, if necessary, the Bureau of Health. Any team member or individual entrusted with the knowledge of a student infected with HIV must, by law, keep his/her knowledge of that student's status confidential, and access to information shall be limited only to those persons authorized in writing by the student's parents/ guardians.

Maine Arts Academy shall follow standard procedures for cleaning and disinfecting all body fluid spills. The procedures for cleaning body fluid spills shall be reviewed annually by all school staff members.

Maine Arts Academy will conduct educational programs to inform students and staff regarding HIV infection transmission.

Legal

5 MRSA § 19201 et seq.

JLCCA - Students with HIV or AIDS.pdf (10 KB)

JLCB: IMMUNIZATION OF STUDENTS

All students who enroll in the school are required by Maine law to present a certificate of immunization or evidence of immunization or immunity against poliomyelitis, diphtheria, pertussis (whooping cough), tetanus, measles, mumps, rubella and varicella (chicken pox). Non-immunized students shall not be permitted to attend school unless one of the following conditions are met:

- A. The parents/guardians provide to the school written assurance that the child will be immunized within 90 days of enrolling in school or his/her first attendance in classes, whichever date is earlier. This option is available only once to each student during their school career; or
- B. The parents/guardians provide a physician's written statement each year that immunization against one or more diseases may be medically inadvisable (as defined by law/regulation); or
- C. The parents/guardians state in writing each year that immunization is contrary to their sincere religious or philosophical beliefs.

The Head of School his/her designee(s) shall exclude from school any non-immunized student when there is a clear danger to the health of others as provided by law.

The Head of School or designee is directed to develop such administrative procedures as are necessary to carry out this policy and comply with statutory requirements.

Legal Reference: 20-A MRSA §§ 6352-6359

Chapter 126 (Me. Dept. of Ed. Rules)

Reviewed August 2023

JLCC: COMMUNICABLE/INFECTIOUS DISEASES

Teachers shall be alert to signs of illness and communicable disease and refer students who show such symptoms to the school nurse.

All students under quarantine shall be excluded from school and school activities. Quarantine regulations established by the Bureau of Health shall be observed. The school nurse shall be responsible for notifying the local health department of all students having a communicable disease as required by law and Department of Education rules. The Head of School shall be notified of all communicable disease cases and contacts in the school.

Students who have other types of communicable diseases shall be excluded from school as prescribed by law, or shall observe other protective procedures according to recommendations issued by the school physician.

When a student returns to school after having had a communicable disease, a certificate from the attending physician is required. The Head of School and/or the school nurse must give permission before the student is readmitted to class.

Legal Reference: 5 MRSA § 19201 et seq.

20-A MRSA §§ 1001(11)(A), 6301

22 MRSA §§ 801, 802, 806, 823, 824

Reviewed August 2023

JLCD: ADMINISTERING MEDICATION TO STUDENTS

The Board acknowledges that in certain instances it may be necessary for a student to have medication administered to him/her while in attendance at school. The Board discourages the administration of medication on school premises where other options exist. Whenever possible, it is recommended that the first dose of a newly-prescribed medication be given at home.

A. REQUESTS TO ADMINISTER MEDICATIONS PURSUANT TO HEALTH PROVIDER ORDER

The following procedure must be followed for any prescription or over the counter medication to be administered to students pursuant to a healthcare provider's order. Such an order must be obtained from a medical /health care provider's order. Such an order must be obtained from a medical/health practitioner who has a current Maine license with a scope that includes administering medication. This section does not apply to the administration of medical marijuana; please see Section B for specific requirements.

1. The parent/legal guardian shall obtain a copy of the MeAA's Request/Permission to Administer Medication in School Form and Board Policy JLCD from the MeAA Office.
2. The parent/legal guardian and the student's health care provider shall complete and sign the Request/Permission Form.
3. The parent/legal guardian shall return the Request/Permission Form to the MeAA Office along with the medication.
 - In the original container (and in the case of prescription medications appropriately labeled by the health care provider or pharmacy);
 - Including no more than the amount of medication necessary to comply with the health provider's order.
4. The school nurse shall review the Request/Permission form for completeness and clarity. If the Nurse has any questions or concerns about the form, he/she will contact the parent/legal guardian and /or health care provider, as appropriate, for more information.
5. If there is a later change in the medical order (such as change in dose, frequency or type of medication) a new Request/Permission form must be completed.
6. Medication orders must be renewed at least annually.
7. Medication no longer required (or remaining at the end of the school year) must be removed by the parent/legal guardian. Medication not removed by the parent/legal guardian in a timely manner shall be disposed of by the school unit.
8. The Board disclaims any and all responsibility for the diagnosis, prescription of treatment and administration of medication for any student.

B. ADMINISTRATION OF MEDICAL MARIJUANA

The Maine Medical Use of Marijuana Act governs administration of medical marijuana in schools in Maine. The Department of Administration and Financial Services (DAFS) is the regulatory agency charged with implementing the Maine Medical Use of Marijuana Act. The Maine Medical Use of Marijuana Program, located with DAFS, is charged with the administrative duties associated with implementation, such as issuance of registration cards.

The following procedure must be followed for the administration of medical marijuana to students at school.

1. The student's parent/legal guardian/legal custodian shall obtain a copy of the MeAA Request/Permission to Administer Medical Marijuana in School Form and Board Policy JLCS form the school office.
2. The parent/legal guardian/legal custodian and the student's authorized medical provider (physician, certified nurse practitioner or physician assistant) shall complete and sign their Request/Permission Form and attach a copy of the student's current written certification for the use of medical marijuana. The original certification must be shown to the school employee processing the request. A copy will be retained by the school.
3. The parent/legal guardian/legal custodian must designate the caregiver who will administer medical marijuana to the student in school (including for students over the age of 18). The designated caregiver must be registered with the Maine Medical Marijuana Program. The original registry identification card and caregiver designation form must be shown to the school employee processing the request. Copies will be retained by the school.
4. If designated caregiver is not a parent/legal guardian/legal custodian of the student, the designated caregiver must also submit verification that he/she is authorized by the state to administer marijuana to the student on school grounds.
5. Arrangements will be made between the school administration and the designated caregiver to schedule the administration of medical marijuana in a manner that will minimize/disruption to school operations and the student's educational program and that will not impact other students or employees. The designated caregiver must comply with all Board policies and school rules while on school premises to administer medical marijuana to a student.
6. Medical marijuana must be brought to school by the caregiver and may not be held, possessed or administered by anyone other than the caregiver. The student may only possess the medical marijuana during the actual administration process. Medical marijuana administered in school must be in non-smokeable form (vaporizers are not permitted).
7. The designated caregiver must check-in at the school office upon arrival for the administration of medical marijuana. Medical marijuana may only be administered in the following location- MeAA School Office.
8. The designated caregiver must check-out at the school office following administration of the medical marijuana and transport any remaining medical marijuana with him/her off school premise.

C. SELF ADMINISTRATION OF MEDICATIONS

Inhalers and Epi-Pens

Students shall be authorized to possess and self-administer prescribed emergency medication from an asthma or epinephrine pen (epi-pen) if the following requirements are met.

1. The student must have the prior written approval of the student's health care provider and, if the student is a minor, the prior written approval of his/her parent/guardian (see request/permission form)
2. The student's parent/guardian must submit written verification from the student's health care provider confirming that the student has the knowledge and the skills to safely possess and use an asthma inhaler or epi-pen in school.
3. The school nurse shall evaluate the student's technique to ensure proper and effective use of an asthma inhaler or epi-pen in school.

D. ADMINISTRATION OF EPI-PENS TO STUDENTS WITHOUT A PRESCRIPTION

MeAA has a collaborative practice agreement which allows the administration of an epi-pen to a student who does not have a prescription in an emergency when the student is experiencing anaphylaxis during school or a school-sponsored activity. The epi-pen must be administered by the school nurse or other authorized unlicensed personnel who has received the training required by this policy and the collaborative practice agreement.

E. PERSONNEL AUTHORIZED TO ADMINISTER/DISPENSE MEDICATIONS

Medications (other than medical marijuana) may be administered by the school nurse and/or by authorized unlicensed school personnel who have received appropriate training from a registered professional nurse or physician. Annual refresher training is required for all unlicensed personnel authorized to administer medications. The school nurse shall maintain appropriate documentation of training. Authorization to administer medications shall be made by the Head of School based upon the recommendations of the school nurse.

F. STAFF INFORMATION

To the extent legally permissible, school staff may be provided with such information regarding a student's medication as may be in the best interest of the student.

G. STORAGE OF MEDICATIONS/RECORD KEEPING/ANNUAL REPORT

1. All medications shall be stored in a secure space in the school office and locked at all times except during the actual administration of medication.
2. Clearly marked containers are provided to store all daily medications and those to be taken as needed.
3. A Medication Record Book shall be maintained by the school nurse/designee, including the Request/Permission Forms and individual medication records for each student to document the administration of all medications (dose administered by whom, date, time and any errors).

4. The school unit shall provide an annual report to the Maine Department of Education summarizing and analyzing incidents involving a severe allergic reaction or administration of an epinephrine auto injector.

Reviewed August 2023

JLDBG

JLDBG: REINTEGRATION OF STUDENTS FROM JUVENILE CORRECTIONAL FACILITIES

Maine law requires the establishment of a reintegration team to assist a student entering a public school from a juvenile correctional facility. MeAA recognizes the need for advance planning and appropriate confidentiality in these circumstances. The Head of School shall be responsible for determining whether a student will be accepted or denied access to school based on compliance with the juvenile's rehabilitation plan as it affects reintegration. Access may be denied until the Head of School is satisfied that conditions have been met. MeAA will comply with reintegration standards established by the Maine Department of Education. The Head of School will be responsible for overseeing the transition of students from juvenile correctional facilities based on the following guidelines.

A. Within ten days of receiving information from the Department of Corrections concerning the release of the juvenile offender, the Head of School shall establish and convene a meeting of a reintegration team to review information received from the Department of Corrections, evaluate the student's individual educational needs, and determine what additional information may be relevant.

B. The reintegration team shall include at a minimum the school counselor and Principal to which the student will be admitted, at least one classroom teacher to which the student will be assigned or who is involved in the school's student assistance team, the student's parent/guardian/custodian, and a guidance counselor. The student's juvenile correctional officer or other representative from the Department of Corrections may be invited to attend.

C. The reintegration team will determine, on the basis of need, which school employees should be given (OR receive information OR have access to) information that would otherwise be considered confidential. The nature and extent of information provided should be limited to that needed to implement the student's reintegration plan and ensure the health and safety of the student, the safety of the school's students and staff, and the integrity of school property.

D. The Head of School will be responsible for ensuring that confidentiality training,

including a review of the school unit's policy and administrative procedures pertinent to records from the juvenile criminal justice system, including the juvenile correctional facility, and to all student educational records under the Family Education Records and Privacy Act (FERPA), is provided to all school employees who have access to this information.

F. Placement in grade, class, and/or school programs will be based on the student's abilities and academic achievement demonstrated in prior educational settings, including the student's stay at the juvenile correctional facility. The Principal will be responsible for evaluating the student's transcript and portfolio from the juvenile correctional facility to assess progress toward meeting the content standards of the Learning Results. The Principal may require the student to participate in additional tests or other demonstrations of skill or knowledge, consistent with the local assessment system, for the purpose of determining appropriate placement.

G. The Head of School will be responsible for developing and implementing a process for monitoring and reporting a student's progress and compliance with the reintegration plan and for modifying the plan as needed.

H. A student who violates MeAA policy or school rules will be subject to the disciplinary consequences described in policy, administrative procedures, and/or the student handbook/student code of conduct.

I. The Head of School shall make any reports that may be required by the Department of Education concerning numbers of students entering the local school unit from juvenile correctional facilities.

Legal Reference: 20-A M.R.S.A. §§ 254(12), 1055(12), 2902(10), 4502(5)(O),
6001-B(1), 6001-B(2), 6001-B(3-A)
15 M.R.S.A. § 3009

Adopted: 12/6/17

Reviewed August 2023

JLIF

JLIF: SUICIDE PREVENTION, INTERVENTION AND POST INTERVENTION

Maine Arts Academy will provide Gatekeeper Training to 2 employees each year. Maine Arts Academy will provide suicide prevention awareness training to all employees. School employees shall complete suicide awareness training within six months of beginning employment and refresher training at least every five years thereafter.

The Superintendent/designee will develop protocols to address suicide prevention, intervention, and post-intervention, including counseling services after an incident of student suicide. Such protocols will be aligned with guidelines that have been reviewed and approved by the Maine Department of Education, i.e., guidelines based on the best practices established by the National Alliance on Mental Illness Maine or a similar organization authorized by the Maine Department of Health and Human Services through its suicide prevention program.

The Board encourages programming that will support mental/behavioral health, teach stress management and coping strategies, and encourage students to seek help from caring adults.

Legal References: 20-A MRSA § 4502(5-B); Resolves, Ch. 38 (2018)
Me. Dept. of Educ. Rule Ch. 38

Cross Reference: JLIF-R - Suicide Intervention Protocol

Approved: 5/5/2022

Reviewed August 2023

JLIF-R: SUICIDE INTERVENTION PROTOCOLS

I. Rationale

A. Suicide is the second leading cause of death for Maine youth aged 15 - 24. The Maine youth suicide rate was higher than the national rate for most of the past 10 years. Of every 5 youth suicides, 4 are males. Female youth attempt suicide at 4-5 times the rate for males.

- Suicide is an issue of concern to school personnel and many youth and families in Maine. According to Maine Integrated Youth Health Survey data, 1 in 11 high school students in Maine reported attempting suicide in the past year. High risk groups include LGBTQ youth. It has been estimated that 1- 200 youth attempt suicide for every death, and a suicide attempt is a significant call for help.
- Given the strong correlation between suicidal and violent behavior, preparation for responding to suicide crises may also help provide a framework to aid school personnel in responding to the threat of interpersonal violence among students. The perpetrators of the recent high-profile school shootings in the U.S. were also suicidal.
- While most school personnel are neither qualified nor expected to provide the in-depth assessment or counseling necessary for treating a suicidal student, they are responsible for taking reasonable and prudent actions to help at-risk students,

such as notifying parents, making appropriate referrals for assessment and securing outside assistance when needed.

- Advanced planning is critical to providing an effective crisis response. Internal and external resources must be in place to address student issues and to normalize, as much as possible in a crisis, the learning environment for everyone.
- Special issues such as copycat behavior, misinformation, rumors and hysteria must be considered when responding to suicidal behavior.

F. All school personnel need to know that protocols exist to refer at-risk students to trained suicide prevention gatekeepers or school clinical staff so that the burden of responsibility does not rest solely with the individual "on the scene." Suicide prevention is up to all of us!

- School personnel, parents/guardians, and students need to be confident that help is available if/when they raise concerns regarding suicidal behavior. Studies show that students often know, but do not tell adults, about a suicidal peer because they do not know how they will respond or think they can't help.

II. Suicide Intervention Protocols Within The School Crisis Response Plan

Maine schools are required to develop "crisis response plans to deal with crises and potential crisis situations involving violent acts by or against students in each school in the school administrative unit" ((Public Law 20-A MRSA 4502, sub - §§16). Protocols to effectively assist students in a crisis involving suicidal behavior are a critical component of school crisis response plans.

In 2013, Maine passed a new law requiring schools to provide all staff with awareness training on suicide prevention and for each district to have a minimum of 2 trained suicide prevention gatekeepers. The law " (Public Law 20-A MRSA § 1001, c. 53,§1) also recommends that schools adopt suicide prevention protocols.

These protocols aid school personnel in intervening effectively with suicidal students. School administrators play a crucial role in establishing a school climate that requires all school personnel to be familiar with and responsive to suicide crisis intervention protocols. All school personnel must cooperate fully in implementing intervention protocols in order to help prevent a youth suicide.

III. Suicide Response Protocols for Maine Arts Academy

A. Guidelines for When ANY Risk of Suicide Has Been Raised

The risk of suicide is raised when any peer, teacher, or other school employee identifies someone as potentially suicidal because s/he has directly or indirectly expressed suicidal thoughts (ideation) or demonstrated other clues or warning signs of possible

suicide risk. The information may come directly from the person at risk, a report from another student, parent or staff member, or through writing....

1. Take any threat of self-harm seriously, and report concerns to the appropriate suicide prevention gatekeeper or clinical staff in the school.
2. Take immediate action.
 - For a Student at risk: Contact the student's school counselor or the nurse. Alert the school administration.
 - For a Faculty/staff: Contact administrator or Suicide Prevention Gatekeeper.
3. A designated staff person trained in suicide prevention is contacted to meet with the individual. This staff person will talk with the individual and do a basic screening that includes specific inquiry as to suicide plan. Based on this initial conversation, a recommended plan of assessment and follow-up will be developed.
4. Parents/guardians will be notified when there appears to be any risk of self-harm (unless there is reason to believe that such contact will aggravate the situation).
 - a. The individual who notifies the parent should be a person who has the experience/expertise and/or a special relationship with the student and parents.
 - b. The head of school, principal, administrator or designee will be made aware of all parent outreach calls.
 - c. The same person will follow up with the parents within a few days to determine that any recommended actions have been completed and to determine the needs for further action or concern.
5. If there is reason to suspect that a student has been or is likely to be abused or neglected then the Department of Human Services (1-800-452-1999) must be contacted for a report of suspected abuse or neglect. If this is the case then the administrator will follow the district's protocol for reporting.
 - If deemed necessary contact Crisis Services telephone .The statewide crisis hotline telephone is 1-888-568-1112.
 - Document actions taken by a suicide risk/referral form. (See *page 17*)

B. Guidelines For Medium to High Risk Situations

Medium to high risk exists when a staff person observes or is told that a student is making explicit statements indicating the wish or threat to die, has access to or is in the possession of lethal means, or appears significantly depressed, moody, irritable, unable to concentrate, or withdrawn.

1. *Take suicidal behavior seriously every time! Immediate action is required.*
2. The staff person “on the scene” takes immediate action to inform a trained clinical staff member or Gatekeeper designated to respond to such situations.. It is crucial to keep the student under continuous adult supervision until the designated trained staff person arrives. The building supervisor is alerted to the nature of the crisis.
3. The trained staff member conducts a basic suicide risk assessment with the student to determine the lethality of the threat. (If the school has adequately trained staff available) This includes:
 - *Determining if the student has a plan
 - *Asking if the student has lethal means on their person or accessible elsewhere.
 - *Consulting with a crisis service provider if necessary to obtain a crisis risk assessment and recommendations for stabilization and treatment.
4. If the student is in possession of lethal means, secure the area and prevent other students from accessing this area. Lethal means must be removed without putting anyone in danger. It is best to call the school resource officer or 911 to remove lethal means. *Refer to lock-down procedures.*
5. The administrator (or designee) contacts the parents or guardians to:
 - Notify them of the situation and request that they come to school.
 - Provide them with a full report upon arrival at school.
 - Discuss and advise them on recommended steps to be taken. This should be in written form that the parents and school staff sign.

 - Release the student to the parents/guardians with referrals and resources (names and phone numbers).
 - Inform the parents/guardians that you will follow-up with them on actions taken.

6. NO STUDENT VIEWED AS AT MEDIUM OR HIGH RISK SHOULD BE SENT HOME ALONE.

In the event that a parent or guardian cannot be reached, and/or that the situation requires transportation to a hospital emergency department, crisis services and/or law enforcement should be contacted to assess the situation and expedite the transition to the hospital. (decide if a school staff person known to the student accompanies the transport to support the student).

7. Document actions taken via the suicide risk/referral form. (*See page 17*)
8. Debrief with all staff members who assisted with the intervention.
9. Follow up with parent/guardian as arranged to ensure recommended assessment was completed and to provide support.

C. Guidelines for Responding to a Student Suicide Attempt on School Premises

When a student exhibits life-threatening behavior or has committed an act of deliberate self-harm on the school premises, an immediate response is necessary.

Procedures For Assisting The Suicidal Student:

1. Keep the student safe and under close supervision. Never leave the student alone. Designate one or more staff members to stay with and support the individual in crisis while help is being sought. Apply indicated first aid as needed.
2. Notify the school administrator or designee who will immediately communicate with designated individuals such as crisis, the school nurse, social worker or counselor, emergency medical professionals, Police Department/School Resource Officer, and the superintendent of schools.
3. Notify the parents/guardians of what has occurred and arrange to meet them wherever appropriate.
4. Consult with regional crisis staff as necessary to inform them of the attempt and information pertinent to an assessment of risk.
5. If the youth does not require emergency treatment or hospitalization and the immediate crisis is under control, release the student to the parent/guardian with recommended arrangements for needed medical treatment and/or mental health counseling.
6. In the event that the situation requires transportation to a hospital emergency department, crisis services, EMS and/or Police Department should be contacted to assess the situation and expedite the transition to the hospital.
7. Explain that a designated school professional will follow-up with parents and students regarding arrangements for medical and/or mental health services. (See *Transition page 19*).
8. Establish a plan for periodic contact with the student while away from school.
9. Other school policies that apply to a student's extended absence should be followed.

Procedures For Assisting Other Students During a Crisis:

1. During the crisis, clear the area of other students immediately. It is best to keep students in current classrooms and provide a supportive presence until the emergency situation is under control. Experienced or trained staff may be able to help students in the following ways:

- Engage them in discussion of how to support each other.
- Encourage them to express their feelings.
- Identify any students particularly vulnerable or impacted for supportive follow-up by school counseling staff.
- Discuss feelings of responsibility or guilt.
- Talk about fears for personal safety for self and others.
- Together, list resources for students to get help and support if needed.

2. The superintendent or designee alerts principals at schools attended by siblings, who in turn will notify counselors, nurses, and others in a position to help siblings and other students who might be affected.

3. Mobilize the school based crisis team, with support from community crisis service providers, to help staff address the reactions of other students. When other students know about a suicide attempt, steps must be taken to avoid copy-cat behavior among vulnerable at-risk students. (*Note: At-risk students may be friends and relatives of the student and other students who may not know the individual, but who themselves are troubled.)

Suggested Steps:

- In classrooms or other small groups, offer a brief statement assuring others that the student who made the suicide attempt is receiving help. Keep the details of the attempt confidential.
- Describe and promote resources for where students can get help.

4. Monitor close friends and other students known to be vulnerable and offer support as needed.

5. Hold a mandatory debriefing for staff, administrators, and crisis response team members who directly dealt with the student in crisis.

6. Debrief with other school staff to provide an opportunity to address feelings and concerns, and conduct any necessary planning.

7. Document actions taken as required by school protocol.

Guidelines For A Student Suicide Attempt Off School Premises

A suicide attempt off school premises can have a significant impact on the student body. To prevent a crisis from escalating among students, it is important that school personnel follow these steps:

1. Notify the school administrator or designee who will immediately communicate with designated individuals such as school crisis team, the school nurse, social worker or counselor, emergency medical professionals, Crisis providers, Police Department/School Resource Officer, and the superintendent of schools. Alert all school staff.
2. The Head of School or designee alerts principals at schools attended by siblings, who in turn will notify counselors, nurses, and others in a position to help siblings and other students who might be affected.
3. Mobilize the school based crisis team, with support from community crisis service providers, to help staff address the reactions of other students. When other students know about a suicide attempt, steps must be taken to avoid copy-cat

behavior among vulnerable at-risk students. (*Note: At-risk students may be friends and relatives of the student and other students who may not know the individual, but who themselves are troubled.)

4. Establish communication with the parent/guardian to determine intervention steps and how the school might be helpful and supportive to the student and family.
5. Establish a plan for periodic contact with the student while away from school.
6. Other school policies that support a student's extended absence should be followed.

Guidelines For When A Student Returns To School Following Absence For Suicidal Behavior

Students who have made a suicide attempt are at increased risk to attempt to harm themselves again. Appropriate handling of the re-entry process following a suicide attempt is an important part of suicide prevention. School personnel can help returning students by directly involving them in planning for their return to school. This involvement helps the student to regain some sense of control.

Confidentiality is extremely important in protecting the student and enabling school personnel to render assistance. Although necessary for effective assistance, it is often difficult to get information on the student's condition. If possible, obtain a signed release from parents/guardians to communicate with the student's therapist and the treating hospital. Meeting with parents about their child prior to his/her return to school is integral to making decisions concerning needed supports and the student's schedule.

Some suggestions to ease a student's return to school are as follows:

1. Prior to the student's return, a meeting between a designated liaison person such as the school nurse, social worker, administrator, or designee who is trusted by the student and parents/guardian should be scheduled to discuss possible arrangements for services and to create an individualized re-entry plan such as the Transition Reentry (*See page 19*).
2. The designated liaison person is responsible to:
 - Review and file written documents as part of the student's confidential health record.
 - Serve as case manager or point person for the student.
3. Understand what precipitated the suicide attempt and Be alert to what might precipitate another attempt.
4. Be familiar with the practical aspects of the case, i.e.
 - a. medications,
 - b. full vs. partial study load recommendations.
 - c. Help the student through readmission procedures, monitor the re-entry, and serve as a contact for the student and for other staff members who need to be alert to re-occurring warning signs.

5. Serve as a link with the parent/guardian, and, with the written permission of the parent/guardian, serve as the school liaison with any external medical or mental health services providers supporting the student.
6. Classroom teachers need to know whether the student is on a full or partial study load and be updated on the student's progress in general. They do not need clinical information or a detailed history.
7. Discussion of the case among school personnel directly involved in supporting the student should be specifically related to the student's treatment and support needs. Discussion of the student among other staff should be strictly on a "need to know" basis. That is, information directly related to what staff has to know in order to work with the student.
8. Discussion of any specific case in classroom settings should be avoided entirely since such discussion would constitute a violation of the student's right to
9. It is appropriate for school personnel to recommend to students that they discuss their concerns or reactions with an appropriate administrator or other designated school personnel. The focus of these discussions should not be on the suicidal individual, but on building help seeking skills and resources for others who might be depressed or suicidal.

Any number of issues are likely to surface and will need to be considered on a case-by-case basis and addressed at the re-entry planning session. It is very likely that some of the school staff, the family, the mental health professional, and the student will express concerns regarding the transition process.

Suicide Postvention Procedures

The death of a student is a tragic event. Managing the school environment after a suicide presents significant challenges to school personnel. It is important to support and provide a safe environment for students, faculty, staff, and parents as they grieve. It is important to prevent a copycat response from other vulnerable students and to return the school environment to its normal routine as quickly as possible. The following procedures will occur:

1. The principal or his/her designee will contact the Head of School, and convene the school crisis response team. Consider inclusion of local mental health provider agencies & Crisis.
2. If the completed suicide occurs off school hours, contact the crisis response team via crisis telephone tree. (Annually updated phone tree will be part of this document) Mobilize a plan for alerting staff regarding the death.

3. The superintendent will contact school board members. The superintendent or designee will contact law enforcement to verify the facts of the case.

4. The superintendent will become the spokesperson for all media contacts. Direct the entire staff to refer all media requests to the superintendent.

5. Mobilize the plan for communicating the news to students at the school and to parents via letter and including fact information on supporting grieving youth. The announcement should be as honest and direct as possible, including the facts as they have been officially communicated to the school.

Sample announcement fact sheets Page 14

6. Schedule an emergency staff meeting ASAP to share basic information, steps already taken, to review next steps, and to provide emotional support. Consider having substitutes available to support grieving staff. Recommend use of EAP services if available.

7. Establish a point of contact for the family. Great care should be taken to find a staff member who already has a positive existing relationship with them. This staff member should be the liaison for all future contacts with the family.

8. A small core group of school leaders should visit the family, preferably the day after or the second day after the completed suicide.

9. At the designated time, classroom teachers will announce the death to students via a prepared statement. This might be done by a school crisis team member with the classroom teacher observing reactions). Death by suicide should NOT be announced in a large assembly or over a loudspeaker. Provide information about the death and funeral arrangements to parents of other students.

10. On the return to school permit students to leave school premises only with parental permission and documentation. Suspend senior privileges for a brief time in order to monitor those who may be at risk for copycat behaviors.

11. Attendance will be taken at the beginning of every class and students missing from class will be immediately reported to the main office.

12. Have all district health professionals, social workers and guidance counselors present for several days for students and staff to contact for individual support.

13. Develop a watch list of potentially at-risk students. Alert their parents/guardians about your concern. Follow-up support should be conducted with individual students, especially those who were very close to the deceased person. Follow-up with these individuals and their families should be maintained as long as necessary, remembering that special events, transitions and anniversaries are particularly difficult times. (See page 20).

14. Conduct daily debriefing with the faculty and staff during the crisis and postvention periods. Keep a running log of activities, as this will provide an opportunity to improve the process for handling the next crisis.

15. The funeral site should not be the school, as students and staff will associate the room in which the service is held with the death forever. If necessary consult with the funeral home director and family about a suitable site such as a place of worship that can accommodate large numbers. If possible, assist the family in setting the time for the funeral after the school day is completed.

16. Keep the school open. Keep classes going on a regular schedule but also keep in mind that flexibility may be needed.

17. Consider a policy that addresses memorialization of all student deaths be treated the same. Avoid inappropriate memorial activities including: Memorial services being held at school or locker memorials Flying the flag at half mast, Large student assemblies, Dedications of sports events or other special events, Special plaques, Permanent markers or anything that glamorizes or glorifies suicide Inappropriate or inconsistent yearbook dedication pages:

Do not feature the photos on the opening or closing of the yearbook pages

Include the photo with the birthdate and death date

Do focus write-up on what the person did while alive. NOT on how they died Set a standard size and format, so that popular kids don't get a large spread and a less popular student's a small space.

18. In contrast do encourage the appropriate memorial activities:

* Encourage donations to the bereaved family, favorite charities, etc.

* Encourage a monitored central place where students can write remembrances to the deceased.

* Above all, provide guidelines for appropriate commemorative activities designed to honor any member of the school community who dies for any reason in a fair and equitable way.

Sample Announcements for Use with Students After A (Possible) Suicide

The following information and sample announcements are taken from the book *MANAGING SUDDEN TRAUMATIC LOSS IN THE SCHOOLS* by Maureen M. Underwood, LCSW and Karen Dunne-Maxim, MS, RN (1997). This is a wonderful resource for school administrators. It is available from the University of Medicine and Dentistry of New Jersey, University Behavioral Health Care, Piscataway N J 08845-1392. Telephone (908) 235-4109.

1. After the school crisis response team has been mobilized, it is critical for administration to prepare a statement about the death for release to faculty and students. The announcement should include the facts as they have been officially communicated to the school. Announcements should not overstate or assume facts not in evidence. If the official cause of death has not as yet been ruled suicide, avoid making that assumption. There are also many instances when family members insist that a death that may appear to be suicide was, in fact, accidental.
2. An announcement should be presented to faculty at a meeting called by the administrators as soon as possible following the death. The principal or designee and a member of the Crisis Team could facilitate the meeting. The goals of such a meeting are to inform the faculty, acknowledge their grief and loss, and to prepare them to respond to the needs of the students. Faculty will then read the announcement to their students in their home rooms so that students get the same information at the same time from someone they know.
3. The sample announcements in this section are straightforward and are designed for use with faculty, students, and parents as appropriate. Directing your announcement to the appropriate grade level of the students is also important, especially in primary or middle schools. A written announcement could be sent home to parents with additional information about common student reactions to suicide and how to respond as well as suicide prevention information.

Day 1

Sample Announcement For When a Suicide has Occurred

Morning, Day 1

“This morning we heard the extremely sad news that _____ took his life last night. I know we are all saddened by his death and send our condolences to his family and friends. Crisis stations will be located throughout the school today for students who wish to talk to a counselor. Information about the funeral will be provided when it is available, and students may attend with parental permission.”

Sample Announcement For a Suspicious Death Not Declared Suicide

Morning, Day 1

“This morning we heard the extremely sad news that _____ died last night from a gunshot wound. This is the only information we have officially received on the circumstances surrounding the event. I know we are all saddened by _____’s death and send our condolences to his family and friends. Crisis stations will be located

throughout the school today for students who wish to talk to a counselor. Information about the funeral will be provided when it is available, and students may attend with parental permission.”

Sample Announcement Primary or Middle School Morning, Day 1

“We want to take some time this morning to talk about something very sad. Name) _____, an eighth grader, died unexpectedly last night. At this point, we do not officially know the cause of (his/her) _____ death. Death is a difficult issue for anyone to deal with. Even if you didn’t know _____, you might still have some emotional reactions to hearing about this.

It is very important to be able to express our feelings about _____ death, especially our loss and sadness. We want you to know that there are teachers and counselors available in the library all through the day to talk with you about your reaction to _____’s death. If you want to talk with somebody, you will be given a pass to go to the library where we have people who will help us through this difficult time.”

End of Day 1

At the end of the first day, another announcement to the whole school prior to dismissal can serve to join the whole school in their grieving in a simple, non-sensationalized way. In this case, it is appropriate for the principal, designee or head of school to make an announcement similar to the following over the loudspeaker:

“Today has been a sad day for all of us. We encourage you to talk about _____’s death with your friends, your family, and whoever else gives you support. We will have special staff here for you tomorrow to help in dealing with our loss. Let us end the day by having the whole school offer a moment of silence for _____.”

Day 2

On the second day following the death, many schools have found it helpful to start the day with another homeroom announcement. This announcement can include additional verified information, re-emphasize the continuing availability of in-school resources and provide information to facilitate grief. Here’s a sample of how this announcement might be handled:

“We now know that _____’s death has been declared a suicide. Even though we might try to understand the reasons for his/her doing this, we can never really know what was going on that made him/her take his/her life. One thing that’s important to remember is that there is never just one reason for a suicide. There are always many reasons or causes and we will never be able to figure them all out.

Today we begin the process of returning to a normal schedule in school. This may be hard for some of us to do. Counselors are still available in school to help us deal with our feelings. If you feel the need to speak to a counselor, either alone or with a friend, tell a teacher, the principal, or the school nurse, and they will help make the arrangements.

We also have information about the visitation and funeral. The visitation will be held tomorrow evening at the _____ Funeral Home from 7 to 9 pm. There will be a funeral Mass Friday morning at 10 am at _____ Church. In order to be excused from school to attend the funeral, you will need to be accompanied by a parent or relative, or have your parent's permission to attend. We also encourage you to ask your parents to go with you to the funeral home."

Confidential

SUICIDE INTERVENTION FORM

Student: _____ Date: _____
Parent/Guardian: _____
Home Phone #: _____ Work Phone #: _____

Lethality Assessment: These signs, seen even only once, represent a very high lethality.

- _____ has a plan for suicide
- _____ previous attempt or threat
- _____ giving away of personal possessions
- _____ family crisis
- _____ history of depression/mental illness _____ sense of hopelessness
- _____ death themes throughout spoken, written, and art work
- _____ sudden positive behavior change following a period of depression
- _____ recent loss through death/suicide
- _____ has access to lethal means
- _____ history of antisocial behavior
- _____ history of impulsivity
- _____ has a close friend or family member who attempted or committed suicide
- _____ cutting, scratching, other self-destructive behaviors
- _____ anniversary of a significant loss
- _____ other (explain)

Provide encouragement for the student...

He/she is not alone, there is hope, and help is available.

Support System (list individuals & phone numbers, if appropriate):

Intervention:

- _____ Parental notification
- _____ Consultation with another crisis team member/colleague

_____ Consultation with other school personnel (list below)

Recommended Actions needed to Stabilize this crisis:

Seek Crisis Assessment ASAP _____

Follow-up with established clinician: _____

Do not leave this person alone before assessment is completed.

Key School Supports:

- 1) _____
- 2) _____

Follow-Up: Date: _____

Is the student receiving counseling?

What support services are in place?

Summarize student's progress since last meeting:

TRANSITION /ReENTRY PLAN

Student: _____

Student will seek out support staff when feeling angry, overwhelmed or hopeless.

Support staff: _____

If student is expressing suicidal thought, threats or gestures he/she will be brought to the guidance office or nurse for assessment. Parent and Clinical Case Manager will be notified.

Mother: _____ Wk. _____ Hm. _____

Father: _____ Wk. _____ Hm. _____

Mental Health Contact: _____

Crisis HotLine: 1-888-568-1112

Student will check in with _____ daily.

Medications: _____

Side Effects: _____

Medication Authorization Form completed if to be administered @ school.

Obtain consent for exchange of information to allow for communications between professionals involved with the student.

Maintain supportive contact with family and the family with the school.

Expected Student Outcomes _____

Student feels heard, understood, accepted and supported.

Student experiences a lessening of intensity of emotional distress

Student feels there are options and that he has control.

Student death or suicide attempt is avoided.

Student and family obtain counseling.

Student identifies and expands support systems within the school and community.

Student will have access to competent, preplanned, appropriate, and collaborative interventions during time of crisis.

OTHER ISSUES AND OPTIONS SURROUNDING A STUDENT'S RETURN TO SCHOOL FOLLOWING AN ABSENCE

1. Issue: Social and Peer Relations

Options:

- Schedule a meeting with friends prior to re-entry to discuss their feelings regarding their friend, how to relate and when to be concerned.
- Place the student in a school-based support group, peer helpers program, or buddy system.
- Arrange for a transfer to another school if indicated.
- Be sensitive to the need for confidentiality and how to restrict gossip.

2. Issue: Transition from the hospital setting.

Options:

- Visit the student in the hospital or home to begin the re-entry process with permission from the parent/guardian.

- Request permission to attend the treatment planning meetings and the hospital discharge conference. Arrange for the student to work on some school assignments while in the hospital.
 - Include the therapist in the school re-entry planning meeting.
3. Issue: Academic concerns upon return to school.
Options:
- Arrange tutoring from peers or teachers.
 - Modify the schedule and adjust the course load and to relieve stress. Allow make-up work to be adjusted and extended without penalty. Monitor the student's progress.
4. Issue: Family concerns (denial, guilt, lack of support, social embarrassment, anxiety, etc.)
Options:
- Schedule a family conference with designated school personnel or home-school coordinator to address their concerns.
 - Include parents in the re-entry planning meeting.
 - Refer the family to an outside community agency for family counseling services.
5. Issue: Behavior and attendance problems
Options:
- Meet with teachers to help them anticipate appropriate limits and consequences of behavior.
 - Consult with the discipline administrator.
 - Request daily attendance report from attendance office.
 - Make home visits or regularly scheduled parent conferences to review.
 - Place the student on a sign in/out attendance sheet to be signed by the classroom teachers and returned to the attendance office at the end of the school day.
6. Issue: Medication
Options:
- Alert the school nurse to obtain information regarding prescribed medication and possible side effects. Notify teachers if significant side effects are anticipated.
 - Follow the policy of having the school nurse monitor and dispense all medication taken by the student at school.
7. Issue: On-going support
Options:
- Assign a school liaison to meet regularly at established times.
 - Maintain contact with the therapist and parents.
 - Ask the student to check in with the school counselor daily/weekly.

- Utilize established support systems, Student Assistance Teams, support groups, friends, clubs and organizations.
- Schedule follow-up sessions with the school psychologist or home school coordinator.
- Provide information to families on available community resources when school is not in session.

Approved: 5/5/2022

Reviewed August 2023

JP

JP: MAINE ARTS ACADEMY NATIONAL HONOR SOCIETY BY-LAWS

ARTICLE I: NAME AND PURPOSE

Section 1. The name of this chapter shall be the Maine Arts Academy Chapter of the National Honor Society of Maine Arts Academy.

Section 2. The purpose of this chapter shall be to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students of Maine Arts Academy.

ARTICLE II: MEMBERSHIP

Section 1. Membership in this chapter shall be known as active and graduate. Active members become graduate members at graduation. Graduate members have no vote in chapter affairs.

Section 2. Membership in this chapter is an honor bestowed upon deserving students by the faculty and shall be based on the criteria of Scholarship, Service, Leadership, and Character.

Section 3. Eligibility:

a. Candidates eligible for selection to this chapter must be members of the sophomore, junior, or senior class.

b. To be eligible for selection to membership in this chapter, candidates must have been in attendance for a period of one semester at Maine Arts Academy

c. Candidates eligible for election to this chapter shall have a minimum cumulative grade point average of 3.600 (4.000 scale). This scholastic level of achievement shall remain fixed and shall be the required minimum scholastic level of achievement for admission to candidacy. All students who can rise in scholarship to or above such standard may be admitted to candidacy for selection to membership.

d. Upon meeting the grade level, attendance, and GPA standard requirements, candidates shall then be considered based on their service, leadership, and character.

ARTICLE III: SELECTION OF MEMBERS

Section 1. The selection of members to this chapter shall be by a majority vote of the Faculty Council consisting of five faculty members appointed by the principal. The chapter adviser shall be the sixth, non-voting, ex-officio member of the Faculty Council.

Section 2. Prior to selection, the following shall occur:

a. Students' academic records shall be reviewed to determine scholastic eligibility.

b. Students who are eligible scholastically ("candidates") shall be notified and asked to complete and submit the Maine Arts Academy National Honor Society Student Information & Activity Form for further consideration for selection.

c. The Faculty Council shall be requested to evaluate candidates determined to be scholastically eligible using the Maine Arts Academy National Honor Society Student Information & Activity Form submitted by the students in order to determine membership.

Section 3. The selection of new, active members shall be held once a year during the second semester of the school year.

Section 4. Candidates become members when inducted at a special ceremony.

Section 5. An active member of the National Honor Society who transfers from this school will be given a letter indicating the status of his/her membership and signed by the Head of School [alt., adviser].

Section 6. An active member of the National Honor Society who transfers to this school will be automatically accepted for membership in this chapter. The Faculty Council shall grant to the transferring member one semester to attain the membership requirements and, thereafter, this member must maintain those requirements for this chapter in order to retain his/her membership.

ARTICLE IV: DISCIPLINE AND DISMISSAL

Section 1. Any member who falls below the standards of scholarship, leadership, character, or service may be dismissed from the Maine Arts Academy Chapter of the National Honor Society. A member of the National Honor Society is expected to maintain his/her academic standing and take an active role in service and leadership in his/her school and community.

Section 2. If a member's cumulative grade point average falls below the standard in effect when he/she was selected (3.600), he/she will be given a written warning and a one semester time period for improvement. If the cumulative grade point average remains below standard at the end of the warning period, the student will be subject to further action by the Faculty Council which may include dismissal from the chapter.

Section 3. Violation of the law or school regulations can result in dismissal of a member. These violations include, but are not limited to alcohol-related offenses; stealing; destruction of property; cheating; truancy; or possession, selling, or being under the influence of drugs or alcohol at school or school-related activities. Dismissal will be based upon legal conviction or administrative investigation.

Section 4. Offenders of the school conduct code (such as use of profanity, failure to comply, unexcused absence, excessive tardiness, etc.) will receive a written or verbal warning/notification. A conference may be requested by either party (Faculty Council or student/parent). If the member is involved in another violation of the school conduct code, the member may be dismissed.

Section 5. In all cases of pending dismissal:

a. The member will receive written notification indicating the reason for possible dismissal from the adviser/Faculty Council. The member and adviser will discuss the written notification in a conference. Situations that involve flagrant violations of school rules or the law can warrant disciplinary action without a written warning although a hearing must still be held (see below).

b. The member will be given the opportunity to respond to the charge against him/her at a hearing before the Faculty Council prior to the vote on dismissal (in accordance with due process identified in Article X of the National Constitution). The member has the opportunity to present his/her defense in person and/or in writing. The Faculty Council will then vote on whether to dismiss. A majority vote of the Faculty Council is needed to dismiss any member.

c. The results of the Faculty Council vote will be reviewed by the principal. Then if confirmed, the results will be expressed in a letter sent to the student, parents, and principal. Dismissed members must surrender any membership emblems to the adviser.

d. The Faculty Council's decision may be appealed to the building principal and afterwards through the school district discipline policy.

e. When a student is dismissed or resigns, he/she is no longer a member and may never again be considered for membership in the National Honor Society.

Section 6. In lieu of dismissal, the Faculty Council may impose disciplinary sanctions upon a member as deemed appropriate.

ARTICLE V: OFFICERS

Section 1. The officers of this chapter shall be president, vice president, secretary, treasurer, and student council representative.

Section 2. Student officers shall be elected at the last meeting of each school year. All returning active members are eligible to run for a position as an officer. All active members of this chapter are eligible to vote.

Section 3. The candidates who receive the most votes shall hold the offices established by this chapter. If the first vote yields a tie between candidates, a second vote will be held to determine the officer.

Section 4. It shall be the duty of the president to preside at the meetings for this chapter.

Section 5. The vice-president shall preside in the absence of the president and shall also keep a record of members' contributions to leadership and service.

Section 6. The secretary shall keep the minutes of meetings and be responsible for all official chapter correspondence.

Section 7. The treasurer shall keep the record of chapter expenses, dues, and all other financial transactions of the chapter.

Section 8. The student council representative shall be a liaison between the Maine Arts Academy Chapter of the National Honor Society and the Student Council, who represents the student body.

Section 9. Should an officer position be vacated during the school year, the Maine Arts Academy Chapter of the National Honor Society shall fill the position first, with the individual getting the second most votes in the regular election; or second, with an interested individual who seeks the office and earns more votes than other interested candidates.

ARTICLE VI: EXECUTIVE COMMITTEE

Section 1. The executive committee shall consist of the faculty adviser and the chapter officers.

Section 2. The executive committee shall have general charge of the meetings and the business of the chapter, but any action by the executive committee is subject to the review of the chapter members.

ARTICLE VII: MEETINGS

Section 1. Meetings of this chapter shall be monthly. Additional meetings may be scheduled on an as needed basis.

Section 2. All chapter members are expected to attend all regularly-scheduled chapter meetings. If members are not in attendance, they will be responsible for getting necessary information from the adviser.

ARTICLE VIII: ACTIVITIES

Section 1. The chapter shall determine one or more service projects for each year.

Section 2. All members shall contribute to these projects.

Section 3. These projects shall have the following characteristics: fulfill a need within the school or community, have the support of the administration and the faculty, be appropriate and educationally defensible, and be well-planned, organized, and executed.

Section 4. Each member shall have the responsibility for choosing and participating in an individual service project which reflects his/her particular talents and interests and is approved by the chapter adviser. This is in addition to the chapter projects to which all members contribute.

Section 5. The chapter shall publicize its projects in a positive manner.

ARTICLE IX: EMBLEM

Section 1. Each member of this chapter who is in good standing with regard to the membership standards and member obligations shall have the privilege of wearing the emblem adopted by the National Honor Society.

Section 2. Any member who withdraws, resigns, or is dismissed from the chapter shall return the emblem to the chapter.

Section 3. Chapter members who are seniors in good standing shall be granted the privilege of wearing the honor medals at graduation.

ARTICLE X: DUES

Section 1. Annual dues for this chapter shall be \$3.

Section 2. Dues will be payable to the chapter treasurer within two weeks of the start of a new school year.

ARTICLE XI: POWERS

Section 1. The chapter adviser is given the authority to supervise the administration of chapter activities as delegated by the school principal.

Section 2. The principal shall reserve the right to approve all activities and decisions of the chapter.

Section 3. These bylaws are designed to amplify provisions of the National Constitution and cannot contradict any components thereof. The chapter is obligated to adhere to the provisions of the National Constitution in all activities it undertakes.

ARTICLE XII: AMENDMENTS

Section 1. These bylaws may be amended by a 2/3 vote of the chapter, provided notice of the proposed amendment has been given to members at least one month prior to the vote. The exceptions are Articles III and IV (selection and discipline), which are developed by the Faculty Council with the approval of the principal.

Section 2. Bylaws and amendments must be consistent with the Constitution of the National Honor Society.

April 11, 2019

Approved (revised) March 3, 2021

Reviewed August 2023

JQ

JQ: ACCELERATED GRADUATION

Students who graduate early will have to complete MeAA graduation requirements posted in this handbook for the 9th, 10th, and 11th grades as well as the first semester of their 12th grade year.

Students must obtain approval for accelerated graduation before undertaking additional course work outside of MeAA.

Reviewed August 2023

JRA: STUDENT EDUCATION RECORDS

MeAA shall comply with the Family Educational Rights and Privacy Act (“FERPA”) and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and information.

A. Directory Information

The MeAA designates the following student information as directory information: name, participation and grade level of students in recognized activities and sports, height and weight of student athletes, dates of attendance in the school, honors and awards received, and photographs and videos of student participation in school activities open to the public (except photographs and videos on the Internet). The MeAA may disclose directory information if it has provided notice to parents (and eligible students over 18) and has not received timely written notice refusing permission to designate such information as directory information.

B. Military Recruiters/Higher Education Access to Information

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses, and telephone numbers of secondary students and MeAA must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent.

C. Health or Safety Emergencies

In accordance with federal regulations, MeAA may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.

D. Information on the Internet

Under Maine law, MeAA shall not publish on the Internet any information that identifies a student, including but not limited to the student’s full name, photograph, personal biography, email address, home address, date of birth, social security number, and parents’ names, without written parental consent.

E. Transfer of Student Records

As required by Maine law, the MeAA sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

F. Designation of Law Enforcement Unit

The MeAA Board hereby designates the Kennebec Sheriff Department as MeAA law enforcement units.

G. Administrative Procedures and Notices

The Head of School his/her designee(s) is responsible for developing and implementing any administrative procedures and parent notices necessary to comply with the applicable laws and

regulations concerning student education records and information. Notices shall be distributed annually to parents and eligible students concerning their rights under these laws and regulations. A copy of this policy shall be posted in each school.

Legal Reference: 20 USC § 1232g; 34 CFR Part 99 as amended
10 U.S. C. § 7908
20-A MRSA §§ 6001, 6001-B
Maine Department of Education Rules, Chapters 101 and 125

Reviewed August 2023

JRA-E: NOTIFICATION OF RIGHTS / FERPA

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

They are:

- A. The right to inspect and review the student's education records within 45 days of the day Maine Arts Academy receives a request for access. Parents or eligible students should submit to the Assistant Head of School a request that identifies the record(s) they wish to inspect. The Assistant Head of School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- B. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask Maine Arts Academy to amend a record that they believe is inaccurate or misleading. They should write to the Head of School clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading.
Maine Arts Academy decides not to amend the record as requested by the parent or eligible student, Maine Arts Academy will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- C. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school unit as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school unit has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her task.
A school official has a legitimate educational interest if the officials needs to review an education record in order to fulfill his/her professional responsibility.

Upon request, Maine Arts Academy discloses education records without consent to officials of another school district in which a student seed or intends to enroll.

- D. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Maine Arts Academy to comply with the requirement of FERPA. The name and address of the office that administered FERPA is:

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

- E. Maine Arts Academy may make public at its discretion personally identifiable information from the education records of a student without parental consent if that information has been designated as directory information by the school. This school unit has designated the following information as directory information: the student's name, participation in officially recognized activities and sports, weight and height of athletes and honors and awards received.

Such information will not be disclosed if the parent of the student informs the school unit in writing within 10 days of the first student day of the school year or within 10 days after enrollment that such information is not be designated as directory information with respect to that student. Any such notice should be sent to the Head of School at the following address:

Maine Arts Academy
11 Goldenrod Lane
Sidney, ME 04330

- F. Federal law permits military recruiters and institutions of higher learning to request and receive the names, addresses and telephone numbers of high school students upon request, unless the student's parents or eligible student notifies the school unit that he/she does not want such information released. Such information will not be disclosed if the student's parent or eligible student notifies the school unit, in writing, that such information should not be released without his/her written consent. Any such notice should be sent to:

Head of School
Maine Arts Academy
11 Goldenrod Lane
Sidney, ME 04330

- G. Under Maine law, Maine Arts Academy shall not publish on the internet without written parental consent any information whether directory or otherwise, that identifies a student, including but not limited to the student's full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents' names.

JRA-R: STUDENT EDUCATION RECORDS ADMINISTRATIVE PROCEDURE

This administrative procedure is intended to assist administrators and school staff in complying with the requirements of federal and state statutes and regulations concerning student education records and information, including special education requirements.

A. Definitions

The following definitions apply to terms used in this procedure.

1. “Act” the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g).
2. “Directory information” is the following information contained in an education record of a student: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school, honors and awards received, and photographs and videos relating to student participation in school activities open to the public (except phonographs and videos on the Internet).
3. “Eligible student” MeAA a student who has attained 18 years of age who has not been judged by a court of competent jurisdiction to be so severely impaired that the student is unable to make decisions or exercise judgment on his/her own behalf.
4. When a student attains the age of 18, all rights accorded to parents concerning education records transfer to the eligible student, except that the MeAA may continue to disclose education records to a parent without prior written consent if the student qualifies as a dependent under the Internal Revenue Code.
5. “Parent” MeAA parent, regardless of divorce or separation, a legal guardian, or individual acting as a parent or guardian provided that there shall be a presumption that a parent has the authority to exercise the rights inherent in the Act, unless there is evidence of a state law or court order governing such matters as divorce, separation or custody or a legally binding instrument that specifically revokes such rights.
6. “Education record” MeAA information or data that directly relates to a student and is maintained by the school in any medium, including but not limited to handwriting, print, e-mail or other computer media, video or audio tape, microfilm and microfiche. Records of instructional, supervisory and administrative personnel and personnel who support these individuals, which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a temporary substitute for the person who made the record are excluded from this definition, as are grades on peer-graded papers before they are collected and recorded by a teacher.

7. “Student” includes any individual with respect to whom the MeAA maintains education records.

B. Annual Notification of Rights

Parents and eligible students shall be provided with notice of their rights under FERPA and other applicable federal and state laws and regulations concerning education records at the beginning of each school year or upon enrollment if a student enrolls after the start of the school year. The MeAA may provide notice through any of the following MeAA:

1. Mailing to students’ home;
2. Distribution to students to take home;
3. Publication in student handbooks;
4. Publication in newsletters or other materials distributed to each parent/ eligible student.

C. Access to Policy and Administrative Procedure

MeAA’s policy on Student Education Records and Information shall be posted in the school. In addition, school administrators shall provide copies of this administrative procedure to parents/eligible students upon request or when a request to inspect or amend records is made.

D. Inspection and Review of Education Records

Parent/eligible students may review and inspect their educational records by the following procedure:

1. The parent/eligible student must make a written request to the Head of School, his/her designee(s) or Principal to review the records.
2. The Head of School, his/her designee(s) or Principal will comply with the request without unnecessary delay and in a reasonable period of time, but in no case more than 45 days after it received the request, and will comply before any IEP Team meeting regarding an Individualized Education Program or any due process hearing relating to the identification, evaluation or placement of the student.
3. The Head of School, his/her designee(s) or Principal may deny a request for access to or copies of the student’s education records if there is reasonable doubt as to the legality of the parent-child relationship. Access will be withheld until a determination of legal right to access can be established.
4. All records shall be reviewed in the presence of a school official.

Parents/eligible students may also request to review the following:

1. The MeAA list of types and locations of education records and titles of officials responsible for the records.
2. The MeAA records of disclosures of personally identifiable information (see Section F).

E. Requests to Amend Education Records

Parents/eligible students may ask the MeAA to amend education records they believe are inaccurate, misleading or in violation of the student's privacy rights as follows:

1. The parent/eligible student must make a written request to the Head of School, his/her designee(s) or Principal to amend the education record. The request must clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
2. The Head of School, his/her designee(s) or Principal shall, within a reasonable period of time after receipt of the request, either amend the record in accordance with the request or inform the parent/eligible student of MeAA's refusal to amend the record and inform the parent/eligible student of their right to request a hearing.
3. If the parent/eligible student requests a hearing, it shall be held within a reasonable period of time from MeAA's receipt of the written request. The parent/eligible student shall be given advance notice of the date, place and time of the hearing. The Head of School shall designate an individual to conduct the hearing. This individual may be an employee of the MeAA so long as he/she does not have a direct interest in the outcome of the hearing. The parent/eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney.
4. MeAA shall make its decision in writing within a reasonable period of time. The decision of the school shall include a summary of the evidence and the reasons for the decision.
5. If, as a result of the hearing, MeAA decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall amend the education records of the student accordingly and so inform the parent/ eligible student in writing.
6. If, as a result of the hearing, MeAA decides that the information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent/eligible student of their right to include a statement in the student's education record about the contested information and/or setting forth any reasons for disagreeing with the decision of MeAA.
7. Any statement placed in the student's education record under the preceding paragraph shall be maintained as long as the record or contested portion is maintained by MeAA. If the education records of the student or the contested portion is disclosed by the MeAA to any party, the explanation shall also be disclosed.

F. Disclosure of Education Records

All disclosures of education records will be made in compliance with federal and state statutes and regulations. The MeAA will not disclose any personally identifiable information from the education records of a student without the prior written consent of the parent/eligible student unless such disclosure is otherwise allowed by federal and/or state statutes or regulations. The

written consent shall include a specification of the records which may be disclosed, the purpose(s) of the disclosure(s), and the identity of the party or parties to whom the disclosure(s) may be made.

There are several exceptions to the requirement to obtain prior written consent before disclosing education records as follows:

1. **Directory Information.** MeAA may make directory information (as described in Section A) public at its discretion unless a parent/eligible student has notified the Head of School or his/her designee(s) in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

MeAA may disclose directory information about former students without the consent of the parent/eligible student.

2. **Military Recruiters/Institutions of Higher Education.** Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the MeAA must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want MeAA to disclose this information must notify the Head of School or his/her designee(s) in writing by September 15th or within thirty (30) days of enrollment, whichever is later.
3. **School Officials with Legitimate Educational Interests.** Education records may be disclosed to school officials with a "legitimate educational interest." A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by the MeAA as an administrator, supervisor, instructor or support staff member (including health or medical staff and the school's designated law enforcement unit personnel, if any); School Board; persons or companies with whom the MeAA has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators or therapists); and volunteers who are under the direct control of the MeAA with regard to education records.
4. **Other School Units.** Under Maine law (20-A MRSA § 6001-B), MeAA is required to send a student's education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records. Consent is not required for the transfer of these records, except for confidential health records.
5. **At the request of the Head of School of the school unit where a student seeks admission,** the student's current or former school administrators shall provide, in a timely fashion, an oral or written report to the Head of School indicating whether the student has been expelled or suspended or is the subject of an expulsion or suspension proceeding.

6. Health or Safety Emergency. In accordance with federal regulations, MeAA may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.
7. Other Entities/Individuals. Education records may be disclosed to other governmental entities and individuals as specifically permitted by FERPA and the accompanying regulations.
8. Information on the Internet. Under Maine law (20-A MRSA § 6001), the MeAA shall not publish on the Internet any information that identifies a student, including but not limited to the student's full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents' names, without written parental consent.

G. Request/Disclosure Record

1. MeAA will maintain a record of requests and disclosures of personally identifiable information from the education records of a student.
2. Such records do not include disclosures to the parents/eligible student; disclosures made pursuant to written consent of the parents/eligible student; disclosures to school officials; disclosures of directory information; records released pursuant to a subpoena that specifies that the request/disclosure remain confidential; or disclosures to the person who provided or created the record.
3. The record will include the party requesting the information and the "legitimate interest" the party has in the information. In the case of state and local educational authorities, and federal officials and agencies identified in the FERPA regulations, the record must specify that the records may be subject to further disclosure by these authorities, officials and agencies without consent.
4. When disclosures are made under the exception for health or safety emergencies, the record must include the "articulable and significant threat to the health or safety of a student or other individuals that formed the basis of the disclosure" and the parties to whom the information was disclosed.

H. Waiver of Confidentiality Rights

A parent/eligible student may waive any of his/her rights regarding confidentiality of education records, but any such waiver must be in writing and signed by the parent/eligible student. The school may not require that a parent/eligible student waive his or her rights. Any waiver may be revoked, but such revocation shall not apply to any actions taken MeAA prior to the revocation being received. If a parent executes a waiver, that waiver may be revoked by the student any time after he/she becomes an eligible student.

I. Fees for Copying Records

There shall be no charge to search for or retrieve education records of a student. MeAA shall provide copies of education records to parents/eligible students upon request. The cost of producing copies of the record to parents/eligible student will be twenty-five cents (\$.25 per page copied, plus postage). Parent/eligible students who are unable to pay such fees will not be denied access to education records. This fee, however, will not prohibit a parent/eligible student the opportunity to access records if they are unable to pay for copies.

J. Maintenance and Destruction of Education Records

MeAA shall maintain education records as required by federal and state statutes and regulations.

1. Records shall be maintained in paper and/or electronic form by personnel who are knowledgeable about the applicable confidentiality and record retention requirements. All records shall be safeguarded from unauthorized access. Student records must be kept in fireproof storage at the school or a duplicate set must be kept off-site.
2. MeAA shall not destroy any education record if there is any outstanding request to inspect or review such records.
3. Records of access to education records shall be retained as long as the records themselves.
4. MeAA shall inform parents of students with disabilities when education records are no longer needed to provide educational services to the student or to demonstrate that the school has provided the student with a free appropriate public education as required by law. At that point, the records may be turned over to parents/eligible student upon their request, or destroyed in accordance with the parent's request or the MeAA procedures.

K. Complaints

The United States Department of Education maintains an office that handles complaints about alleged violations of FERPA by local school units. Complaints regarding violations of rights accorded parents/eligible students may be submitted in writing to:

Family Policy
Compliance Office
Department of Education
400 Maryland Ave,S.W.
Washington, D.C. 20202

File: JRA-R

Legal Reference: 20 U.S.C. § 1232g; 34 C.F.R. Part 99 (as amended)

20 U.S. C. § 7908

20-A M.R.S.A. § 6001, 6001-B

Maine Department of Education Rules, Chapters 101 and 125

Maine State Archives, Rules for Disposition of Local Governmental Records

NOTIFICATION OF RIGHTS UNDER FERPA

ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS

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

A. Inspection of Records

Parents/eligible students may inspect and review the student’s education records within 45 days of making a request. Such requests must be submitted to the Head of School his/her designee(s) or Principal in writing and must identify the record(s) to be inspected. The Head of School his/her designee(s) or Principal will notify the parent/eligible student of the time and place where the record(s) may be inspected in the presence of school staff. Parents/eligible students may obtain copies of education records at a cost of \$.25 per page.

B. Amendment of Records

Parents/eligible students may ask MeAA to amend education records they believe are inaccurate, misleading or in violation of the student’s right to privacy. Such requests must be submitted to the Head of School, his/her designee(s) or Principal in writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Head of School, his/her designee(s) or Principal decides not to amend the record as requested, the parent/eligible student will be notified of the decision, their right to request a hearing and information about the hearing process.

C. Disclosure of Records

MeAA must obtain a parent/eligible student’s written consent prior to disclosure of personally identifiable information in education records except in circumstances permitted by law or regulations as summarized below.

1. Directory Information

MeAA designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in MeAA, honors and awards received, and photographs and videos relating to student participation in school activities open to the public (except photographs and videos on the Internet). Parents/eligible students who do not want MeAA to disclose directory information must notify the Head of

School his/her designee(s) in writing by September 15th or within thirty (30) days of enrollment, whichever is later. This opt-out request will remain in effect unless and until it is rescinded.

2. Military Recruiters/Institutions of Higher Education

Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the MeAA must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want the MeAA to disclose this information without their prior written consent must notify the Head of School his/her designee(s) in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

3. School Officials with Legitimate Educational Interests

Education records may be disclosed to school officials with a “legitimate educational interest.” A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by the MeAA as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); members of the MeAA Board of Education; persons or companies with whom the MeAA has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators or therapists); and volunteers who are under the direct control of the MeAA with regard to education records.

4. Health or Safety Emergencies

In accordance with federal regulations, the MeAA may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.

5. Other School Units

As required by Maine law, the MeAA sends student education records to a school unit to which a student applies to transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

6. Other Entities/Individuals

Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the Head of School his/her designee(s).

D. Complaints Regarding School Department Compliance with FERPA

Parents/eligible students who believe the MeAA has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:

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

Reviewed August 2023

Section K. School - Community - Home Relations

KBBA

KBBA: CUSTODIAL AND NON-CUSTODIAL PARENT RIGHTS AND RESPONSIBILITIES

It is the intent of MeAA to promote the best interests of each student enrolled in its school in partnership with both parents of each student. It shall be the policy of the school to maintain strict neutrality between parents who are involved in an action affecting the family.

When parents of a student are separated, involved in divorce proceedings, or are divorced, the Head of School will respect the rights of custodial, joint custodial and non-custodial parents equally except when a court order exists concerning special restrictions. It is the responsibility of the residential parent to provide the Head of School with a copy of such a court order if restricted access to students or student information is requested.

In family arrangements where there is no marriage or the marriage is not recognized, the biological parent(s), adoptive parent(s), or legal guardian(s) will be recognized as parent(s) of custody except when a court order exists to the contrary.

Parent rights include access to students, student records, assessment information, attendance at parent/teacher conferences and Individual Educational Program (IEP) meetings.

It is the responsibility of the non-custodial and/or non-residential parent to inform the school office of his/her name, address, and phone number if he/she wishes to be consulted regarding the educational progress of his/her child and/or wishes to be placed on the school's mailing list.

Definitions

As used herein, the following terms have the following meanings:

- A. Action affecting the family: an action for divorce, legal separation, annulment, custody, or child support, whether pending or completed.
- B. Court order: any order, adjudication, or decree; temporary, interlocutory, or permanent; entered by a judge of competent jurisdiction within Maine or any other state as a result of an action affecting the family.
- C. Custodial parent: the natural or adoptive parent having sole legal custody of a child by virtue of the court order.
- D. Joint custodial parent: a parent who has legal custody of a child, jointly with the child's other parent, by virtue of a court order.
- E. Residential parent: the custodial or joint custodial parent with whom the child is residing during the school year by virtue of a court order.

Reviewed August 2023

KBF

KBF: PARENT INVOLVEMENT IN TITLE I

The Board endorses the parent involvement goals of Title I and encourages the regular participation by parents/guardians in all aspects of the school system's Title I programs. For the purpose of this policy, "parents/guardians" includes other family members involved in supervising the child's schooling.

I. SCHOOL-LEVEL PARENT INVOLVEMENT POLICY

In compliance with federal law, the school will develop jointly and agree on with, and distribute to parents of children participating in the school system's Title I programs a written school-level parent involvement policy.

Annually, parents/guardians will have opportunities to participate in the evaluation of the content and effectiveness of the school's parent involvement policy and in using the findings of the evaluation to design strategies for more effective parent involvement and to make revisions to the policy.

II. SCHOOL-PARENT INVOLVEMENT POLICY

As required by law if school unit receives Title I funds shall jointly develop with parents/guardians of children served in the program a school parent/guardian involvement policy, including "School-Parent Compact" outlining the manner in which parents, school staff, and students will share the responsibility for improved student academic achievement in meeting

State standards. The school policy will be distributed to parents/guardians of children participating in the school's Title I programs.

The "School-Parent Compact" shall:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;
- B. Indicate the ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and positive use of extra-curricular time; and
- C. Address the importance of parent-teacher communication on an ongoing basis, with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

III. PARENT INVOLVEMENT MEETINGS

Each school receiving Title I funds shall convene 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 of the school's Title I programs and the parent involvement policy.

In addition 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 students participating in Title I programs.

These meetings shall be used to provide 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 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 children; and
- D. The opportunity to submit comments to the school 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 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 can assist in the education of their children at home.

V. DELEGATION OF RESPONSIBILITY

The Head of School or his/her designee shall be responsible for ensuring that the school's Title I plan, programs, and parent involvement policies

Form Letter

(Date)

Dear Parent:

Your participation in your child’s education is important to us. Because of this, we have developed a parent involvement policy for MeAA. This policy explains how we plan to work with parents to review and improve parent programs and describes how you can participate in planning these programs. We value your involvement and urge you to take the time to read this policy.

Federal law requires us to distribute our parent involvement policy to parents. So please sign the form below and return it to your child’s classroom teacher by September 15 so that we can be sure you received this important information.

If you have any questions, feel free to call [insert name] at [insert tel.#].

Yours truly,

[Insert _____ or Head of School’s name]

ACKNOWLEDGMENT

I have received the parent involvement policy described in this letter.

Parent’s signature _____ Date _____

Print parent’s name _____

Student’s name _____

Teacher _____

Reviewed August 2023

KH

KH: ADVERTISING/SOLICITATION IN SCHOOL

Commercial advertising and/or solicitation by way of banners, handbills, leaflets, web pages or personal requests that target students is prohibited. The Head of School or his/her designee may grant exceptions to this policy when the sponsor is providing a direct service or commodity which can also be considered as part of the planned educational program, a necessary part of the curriculum, or directly supportive of school programs. Requests to advertise for non-profit organizations may also be considered by the Head of School or his/her designee.

The following practice and procedures are required.

1. All requests to advertise, sell or solicit goods, merchandise or services will be submitted to the Head of School or his/her designee for prior approval.
2. Advertising and solicitation will be in print, directed to adults and/or business representatives, and have its source or sponsor clearly identified. No solicitation may be marketed or directed to students.
3. Distribution and collection of printed materials, solicited goods, and/or money will occur at times approved by _____ and which fall outside prime instructional time.

4. School staff will directly oversee meetings between sponsors and students. Staff are obligated to report to the _____ any objectionable language for such reasons as policy non-compliance, too "high pressure," or pointedly personalized.
5. Assemblies may be held to kick-off fund raising or other activities that directly support school programs. Such assemblies will be cleared and arranged through the _____ well in advance of the assembly date.
6. **Reviewed August 2023**
- 7.
- 8.

KI

KI: VISITORS TO THE SCHOOL

Visits to the school by parent(s)/legal guardian(s), members of the community and public, and individual School Board members can provide positive experiences. However, in order to avoid interruption of ongoing educational activities and in an effort to promote student and employee safety, the following general guidelines shall be incorporated in all building-level administrative procedures concerning visitors:

- The term "visitor" shall apply to any person on school grounds or in school buildings who is not an employee or student of the school.
- All visitors shall immediately report to the main office upon arrival at the school to check in.

- All visitors who wish to visit classrooms, observe aspects of the instructional program, or meet with staff members are expected to schedule such visits in advance. Teachers and other staff may not use instructional time to discuss individual matters with visitors.
- Board members shall follow the same procedures as other visitors.
- Visitors shall comply with all applicable School Board policies and school rules. Visitors who violate these policies/rules and/or disrupt the safe and orderly operation of the school shall be asked to leave the premises.
- MeAA may refuse entry to school grounds or buildings to persons who do not have legitimate, school-related business and/or who may disrupt the operations of the school. This may include, but is not limited to, the news media, profit-making business, fundraisers and other organizations seeking access to students and/or staff.
- Persons entering the school building without authorization from school officials and persons who fail to report to the main office upon arriving on campus or entering the building are considered “unauthorized persons.”
- School staff shall immediately report unauthorized persons on school grounds or in school buildings to the Principal. Unauthorized persons shall be directed to leave the premises immediately.
- Those persons having no school-related purpose who remain on school premises or at school-sponsored events after being directed to leave shall be considered “trespassers.” This shall also apply to all students under suspension or expulsion, or students from other school unless otherwise authorized in advance by the Head of School/designee. Trespassers shall be immediately directed to leave the school premises, and may be subject to arrest.
- The Head of School/designee may request the assistance of law enforcement as necessary to deal with unauthorized persons or violations of the law by visitors to the school.
- If there exists a court order containing restrictions on access to a child by a parent or other person, and a parent or legal guardian wishes the school to act in a manner consistent with that order, it is the responsibility of the custodial parent or legal guardian to provide a certified copy of such order to the school authorities.
- A student will be released only to parents, legal guardians or persons authorized in writing by parent(s)/legal guardian(s) to pick up the student. When school personnel have reason to question the authenticity of written authorization, they shall make appropriate efforts to telephone the student’s parent(s)/legal guardian(s) to confirm the authority of the person seeking to pick up the child. Administrators may institute other appropriate procedures regarding release of students to parents, guardians and authorized persons.
- **The school reserves the right to question the authenticity of any written or verbal communication and to deny the release of students to unauthorized or unknown persons.**

Reviewed August 2023

KL

KL: PUBLIC CONCERNS

The MeAA Board welcomes the input of parents and citizens regarding ways in which services to students can be improved. All concerns should be resolved at the level of decision-making closest to the concern. The concerns are best dealt with through communications with appropriate staff members and administrators of the school, such as faculty, the administration, and the school board. The school board expects prompt, considerate and consistent treatment of all citizen concerns.

In the interest of handling all concerns fairly and expeditiously, the school board has established the following guidelines:

Whenever a concern is made directly to the school board as a whole or to an individual school board member, the individual or group involved will be advised to take their concern to the appropriate school staff member. The individual or group will be advised of the proper channeling of concerns, which is as follows: teacher or staff member; supervisor; Principal; Head of School or his/her designee(s); school board.

If a school board member receives a concern, and has reason to believe that the person or persons involved will not go to the source of the problem, the school board member should inform the Head of School his/her designee(s) of the situation. School board members cannot act in their official capacity as individuals, but only within the setting of a school board meeting and generally, only after all avenues of appeal have been exhausted.

An individual or group who wishes to address the school board must notify the Head of School his/her designee(s) in writing at least ten (10) days before the board is scheduled to meet. The letter must set forth the specifics of the subject to be addressed.

The school board encourages parents and other citizens to express their concerns, to ask questions, and to take an active interest in the school's educational program and school environment by attending school board meetings, visiting the school, and meeting with teachers.

Reviewed August 2023

KN: PUBLIC COMPLAINTS

KN

The Board recognizes that situations may arise in the operation of the school which are of

concern to parents or the public. Such concerns are best dealt with through communication with appropriate staff members such as the faculty, Department Heads, Heads of School, and the Board. It is incumbent upon Board members, administrators, Department Heads, and teachers, should they receive a complaint or question, that they inform the complainant of the proper procedures to follow and to avoid involvement which might prejudice the chance of satisfactory resolution of the problem at any level.

This policy shall not apply to personnel. The following procedures are to be followed by persons with questions or complaints: 1. Matters concerning individual students should first be addressed to the teacher. 2. Unsettled matters from (1) above should be directed to the Department Head, if applicable. 3. Unsettled matters from (1 and 2) above or problems and questions concerning the school should be directed to the Assistant Head of School who may consult with other school staff to resolve the problem or question. 4. Unsettled matters from (3) above or problems and questions concerning the administrators should be directed to the Head of School. At this point, if the problem remains, all parties shall meet with the Head of School. If the complaint is such that it has not been resolved following the meeting with the Head of School, then the complainant may request a hearing before the Board. This request shall be written to the President of the MeAA Board of Directors. The Board of Directors has the right to retain outside experts to resolve issues if they feel they need professional expertise. The decision of the Board shall be final. The Board of Directors and all parties to the problem shall be notified of the hearing date by the Board President. Following the hearing, the Board shall review these findings and recommendations and deliver its decision in writing to all parties.

Approved 7/1/2020

Reviewed August 2023

Maine Arts Academy Certification Policy

A/K/A Teacher Exemption Policy (Uniquely Qualified Teacher)

Maine Arts Academy will comply with Maine law and its charter contract with the Maine Charter School Commission by employing full-time teachers that either hold an appropriate teaching certificate or that become certified within three years after the date that they are hired, except that Maine Arts Academy may employ full-time teachers that do not hold an appropriate teaching certificate if they have an advanced degree, professional certification or unique expertise or experience in the curricular area in which they teach.

In evaluating whether to approve an exception to the teaching certificate requirement under the standard outlined above, unique expertise or experience may be based on professional and/or educational expertise or experience. Unique professional expertise or experience is defined to include having worked in an applicable trade or Arts profession (outside of education) in the content area taught, or having received national or state recognition in the content area taught and/or professional licenses or certification (ie. professional Engineers license, Certified Personal Trainer etc...) Military experience/training will be considered in determining an employee's unique expertise or experience.

Unique educational expertise or experience is defined as having taught as a college professor in the applicable content area and/or holding a Master's and/or PhD. in the applicable content area. An advanced degree must be within the content area that the teacher instructs and assesses.

Educators will be required to be certified in Maine, unless Maine Arts Academy determines that the exception to the teaching certificate requirement applies. It is preferred that all teachers will have Maine teaching certifications in the given field of instruction. If the teacher is not certified at the time of hire and Maine Arts Academy has determined that the exception does not apply, the administration will work with the teacher to develop a timeline of when the appropriate teaching certificate will be achieved. If the teacher fails to achieve a professional certificate in the content area for which the teacher was hired, within three years of the date of hire, the teacher will not be eligible for continued employment.

Maine Arts Academy, consistent with its charter contract, shall not employ as a teacher or other instructional personnel any person whose certification, authorization or approval has been revoked or is currently suspended.

The administration will serve as the Certification Administrator for the school and will complete all certification reports to ensure Maine Arts Academy is in full compliance with Maine law and the charter contract.

Approved March 11, 2020

Reviewed August 2023

THE CODE FINDER

This index will help you find what goes where fast. All the terms used in the EPS/NSBA school board policy classification system are listed here in alphabetical order with their codes identified in the left-hand column. Items and policies not currently addressed by this manual appear in this index as well in anticipation of future policies.

A

Absences (Use “Leaves and Absences” and “Student Absences and Excuses”)

JGFG Accidents

GBRIG-E-1/EBA-A-2 Accident Report

Accountability (See discussion in EPS/NSBA Handbook, 2nd Edition)

MK Accreditation Agency Relations

Administration

BDG Administration in Policy Absence

Administrative Personnel

CGA Compensation Guides and Contracts

CK Development Opportunities

CGI Evaluation

CGPA Health Examinations

CGPG Personal Leaves and Absences

CGJ Promotion

CGBA Qualifications and Duties

CGK Tenure

CGP Working Conditions

CN Administrative Records

Administrative Regulations (Use “Administrative Rules”)

Administrative Rules

BDG Administration in Policy Absence

DFGA Admissions and Gate Receipts

JCDAB Alcohol Use

BCA Annual Board Meetings

DC Annual Operating Budget

Assignment

GCE Support Personnel
GBE Professional Personnel
Attendance
JBA Compulsory Attendance Ages

Attorney
BBE School Attorney

Audits
DID Financial
JGFF Automobile Use by Students

B

Banking (Use “Depository of Funds”)
IDA Basic Instructional Program
Basic Skills Instruction (Use “Basic Instructional Program”)
Benefits (See “Compensation and Benefits”)

Bids and Quotations

DJED Purchasing
DJEJA Bill Payment Authorization
Black Studies (Use “Basic Instructional Program”)
KC Board-Community Relations
Board of Education (See “School Board”)
Board Organizational Meeting (See “School Board Meetings”)
EBBCA Bomb Threats
DH Bonded Employees

Budget

DC Annual Operating Budget
DCB Fiscal year

Buildings and Grounds

EBH Leasing and Renting
EBB Safety
EBC Security

C

Cabinets (Use “Councils, Cabinets, and Committees”)
Cafeteria Workers (See “Job Descriptions”)

AEA Calendar
JCDD Cell Phones
IHC Class Rankings
Classroom Materials (Use “Instructional Materials”)
IEC Class Size
EBE Cleaning Program
MF Colleges and Universities
JGCC Communicable Diseases
JGCCA Communicable Diseases

Community

GAH Staff-Community Relations

Community Activities

IFC Community Instructional Resources

Community Involvement

KG Community Use of School Facilities

Compensation and Benefits

CGA Administrative Personnel Compensation Guides and Contracts
GBA Professional Personnel Compensation Guides and Contracts
BBBE School Board Members Compensation and Expenses
CEE School Superintendent Compensation and Benefits

Complaints

GAE Personnel Complaints and Grievances
KN Public Complaints
JBA Compulsory Attendance Ages
JCD Conduct

Conferences

IHAD Parent Conferences

Conflict of Interest

GAG Staff
GBRGA Professional Personnel Consulting
JM Contest for Students
IKB Controversial Issues Teaching
JDA Corporal Punishment

Cost Estimates

DJED Purchasing Bids and Quotations

D

JCEC Demonstrations and Strikes by Students

Demonstration Schools (Use “Pilot Projects”)

Dental Hygienists (See “Job Descriptions”)

Departmentalization (Use “Organization for Instruction”)

Department Chairmen (See “Job Descriptions”)

DG Depository of Funds

Desegregation (Use “Attendance Areas” or “Equal Educational Opportunities”)

Development Opportunities

CK Administrative Personnel

GAD Staff

JD Discipline

JCDB Dress Code

IDDE Driver Training

JCDAC Drug Use

JCAA Due Process

E

MK Educational Accreditation Agency Relations

FEB Educational Specifications

ME Education Research and Service Centers

JCDD Electronic Devices

AFC Emergency Closings

JGFA Emergency Drills

GAO Employee Conduct

JBB Entrance Age

JAA Equal Educational Opportunities

GAAA Equal Opportunity Employment

Equipment and Supplies

ECG Records

Ethics

BH School Board Members

Evaluation

CGI Administrative Personnel
IJ Instructional Program
GBI Professional Personnel
IHAA Examinations
BCBK Executive Sessions
DJ Expenditures of Funds

Expenses

BBBE Board Members
GBRF Professional Personnel
DJD Reimbursement Procedures
CEF School Superintendent

F

EBH/KG Facilities Use

Facility Expansion

FA Goals and Objectives
FD Long-Range Planning
IFCB Field Trips and Excursions
IHAA Final Examinations
Financial Aid (See “Federal Aid” or “State Aid”)
DIB Financial Reports and Statements
EBBA Fire Prevention
EBA First Report Of Injury
DCB Fiscal Year

Food Service

JGH Child Nutrition Program Services
EE Food Service Management
EEA Free Food Service
JQK Foreign Exchange Students
EEA Free Food Service
DIE Fund Balancing Reporting

G

DFGA Gate Receipts

Gifts

GAJ Gifts
JLA Student Gifts to Staff Members

Goals and Objectives

FA Facility Expansion
IB Instructional Program
BA School Board
IHF Graduation Requirements

Grievance Procedures

GAE Personnel Complaints and Grievances
IG Guidance

H

Harassment

JCDAG Anti-Harassment
JCDAG-1 Harassment Referral Action Form
JCDAG-2 Harassment Report

Health Examinations

CGPA Administrative Personnel
GCRA Support Personnel

Hiring

GCD Support Personnel
GBD Professional Personnel
JBDB Homebound
JBEA Home visits
IHB Homework
IHC and IHC-2012 Honor Student Selection

I

Instructional Program

IFA Instructional Materials
IB Instructional Program Goals and Objectives

IFB Instructional Services

Insurance

EGA Staff Insurance Program
JGA Student Insurance Program
CPA Internet Safety and Use of Technology

Interrogations, Investigations, and Searches

JCAB By School Officials
IDF Interscholastic Activities
Interviews with Staff (Use “News Conferences and Interviews”)
DIC Inventories

J

GBRIG-E-2 Job Related Injuries

K

L

Leasing and Renting

EBH Buildings and Grounds

Leaves and Absences

CGPG Administrative Personnel
GBRIE Leave of Absence
GBRIE-1 Leave Request Form
GCRG Support Personnel
GBRH, GBRI Professional Personnel
Legal Counsel (Use “School Attorney”)
IKI Lesson Plans
CD Line and Staff Relations

Local Government

M

IHEA Make-Up Opportunities

JQF Married Students
Mayor's Office (Use "Local Government Relations")
Maternity Leave (See "Leaves and Absences")
Media Specialists (See "Job Descriptions")
Mediation (Use "Impasse Procedures")
Medical Insurance (Use "Health Insurance")
JGCD

Medicines

Meetings

GBRD Professional Personnel Staff Meetings
BCBH Minutes of Board Meetings

News Coverage

KBC News Media Relations

Nonschool Employment

GBRG Professional Personnel

O

Orientation

BBBB School Board Members

P

Paraprofessional Personnel

GAM Conduct
IHAD Parent Conferences
LEB Parents Organizations Relations
DJCA Pay Day Schedules

Personnel

CG Administrative Personnel
GAE Personnel Complaints and Grievances
GAK Personnel Records
LDAJ Police Department Relations

Policy Development

BDG Administration in Policy Absence

BDC Policy Adoption
BDE Policy Review
BDH Policy Suspension
JQE Pregnant Students

Professional Personnel

GBE Assignment
GBA Compensation Guides and Contracts
GBRGA Consulting
GBI Evaluation
GBRF Expenses
GBRA Health Examinations
GBD Hiring
GBKA Lay-Offs
GBRG Nonschool Employment
GBRI Personal Leaves and Absences
GBRH Professional Leaves and Absences
GBJ Promotion
GBBA Qualifications and Duties
GBC Recruitment
GBP Reemployment
GBO Resignation
GBQ Retirement
GBN Separation
GBRD Staff Meetings
GAEA Staff Protection
GBH Supervision
GBK Suspension
GBL Tenure
GBRB Time Schedules
GBM Transfer
GBRGB Tutoring for Pay

Promotion of Staff

CGJ Administrative Personnel
GCJ Support Personnel
GBJ Professional Personnel
IHE Promotion and Retention of Students
EBA-A-1 Property Damage Report
KN Public Complaints
BCBI Public Participation at Board Meetings

Purchasing

DJEAB Administrative Leeway
DJEA Authority
DJED Bids and Quotations
DJEJA Bill Payment Authorization

Q

R

Racial Balance (Use “Attendance Areas”)
IHC Ranking of Students

Records

CN Administrative
ECG Equipment and Supplies
GAK Personnel
BE School Board
JR Student

Recruitment

GBC Professional Personnel

Reemployment

GCP Support Personnel
GBP Professional Personnel
DJD Reimbursement for Expenses

Renting (Use “Fees, Payments, and Rentals” or “Leasing and Renting”)

EBG Repairs
IHAB Report Cards

Reports

DIB Financial
DM Reserve funds
JBCA Resident Students

Resignations

GCO Support Personnel
GBO Professional Personnel
IHE Retention of Students

Retirement

GCQ Support Personnel
GBQ Professional Personnel
CEL School Superintendent

Rights and Responsibilities

GAM Staff
JC Students

Rules

CMA Administrative Rules
BCBF Rules of Order

S

Safety

EBB Buildings and Grounds Safety
JGF Student Safety
DJCB Salary Deductions

Sales

DFM Equipment and Supplies Sales

Schedules

GBRB Professional Personnel
IEE Student

Scheduling

EDD Student Transportation Scheduling and Routing
BBE School Attorney

School Board

BBE Attorney
ABA Authority
BBAA Election Method
BH Ethics
BA Goals and Objectives
BB Internal Organization
AB Legal Status
Meetings (See “School Board Meetings”)
Members (See “School Board Members”)
BG Memberships

Officers (See “School Board Officers”)

BD Policy Development

ABB Powers and Duties

BE Records

BBD, CF School Superintendent Relations

School Board Meetings

BCBE Distribution of Materials

BCBK Executive Sessions

BCB Meeting Procedures

BCBH Minutes

BCBI Public Participation

BCBF Rules of Order

School Board Members

BBBE Compensation and Expenses

BBAE Election Method

BH Ethics

ABC Legal Status

ABCA Number

BBBB Orientation

ABB Powers

School Board Officers

BBAE Officer Method of Election

AEA School Calendar

AC School District Organization Plan

EBH/KG School Facilities Use

School Superintendent

CED Appointment

CEE Compensation and Benefits

CEB Duties

CEF Expenses

ABD Legal Status

CEA Qualifications

CEL Retirement

BBD, CF School Board Relations

EBC Security of Buildings and Grounds

Selection and Adoption

IFAB Instructional Supplementary materials

Separation

GCN Support Personnel
GBN Professional Personnel
JQAA Service Animals in Public Schools
JQAA-1 Service Animal Request Form
JQAA-2 Service Animal Registration Form **Sites**
JCDA, GAN Smoking
Snow Days (Use “Emergency Closings”)

Solicitations

GAIA, KDCA By Staff
IDDF Special Education

Specifications

FEB Educational Specifications
GAH Staff-Community Relations

Staff Involvement

FEAD Facility Expansion Project Planning
GAEA Staff Protection
GAM Staff Rights and Responsibilities

State Aid

MI State Education Agency Relations
JBD Student Absences and Excuses
DK Student Activities Funds Management
JGA Student Insurance Programs

Student Food Service

EEA Free Food Service
EE Management
JR Student Records

Student Transportation Services

ED Management
EDD Scheduling and Routing
EDDA Special Use of School Buses

Students

JBD Absences and Excuses
JGFG Accidents

JCDAB Alcohol Use
JBCCB Assignment to Classes
JGFF Automobile Use
JCD Conduct
JD Discipline
JCDB Dress Code
JCDAC Drug Use
JBB Entrance Age
JAA Equal Educational Opportunity
JS Fees, Fines, and Charges
JQK Foreign Exchange Students
JLA Gifts to Staff Members
JGCB Inoculations
IHE Promotion and Retention
JC Rights and Responsibilities
JGF Safety
IEE Schedules
JCDAA Smoking
JDD Suspension

Substitutes

GBRJ Arrangements for Substitutes
Substitute Teachers (See “Job Descriptions”)
IDCA Summer Sessions

Supervision

GBH Professional Personnel
IFAB Supplementary Materials Selection and Adoption
Supplies (Use “Equipment and Supplies”)

Support Personnel

GCE Assignment
GCRA Health Examinations
GCD Hiring
GCRG Leaves and Absences
GCJ Promotion
GCP Reemployment
GCO Resignation
GCQ Retirement
GCN Separation
GCK Tenure
GCM Transfer

Suspension

GCK Support Personnel
JDD Students
IKI Teachers' Lesson Plans

Teaching

IKB Controversial Issues Teaching

Television

IFBEB ETV

Tenure

CGK Administrative Personnel
GBL Professional Personnel

GAOB Testing

Time Schedules (See "Schedules")
Tornado Warnings (Use "Warning Systems")

Transfer

GCM Support Personnel
GBM Professional Personnel
Transportation (Use "Student Transportation")
Travel Expenses (Use "Expenses")
JBE Truancy
GBRGB Tutoring for Pay

U

Unemployment Insurance (See "Insurance Management")
Universities (Use "Colleges and Universities")
EBH/KG Use of School Facilities
GAN Use of Tobacco

V

GBM Vacancies

Vacations

Visitors

KM Visitors to the Schools

Vocational Program (See “Basic Instructional Program”)

W

GBRIG Work Related Injuries

Working Conditions

CGP Administrative Personnel

X

Y

Yearbooks (Use “Student Publications”)

Year Round Schools (Use “Extended School
Year”)

Z