Policy and Procedure Manual

This policy and procedure manual governs the operation of the MEAA. Adopted 8/2/17. Enacted 8/2/17. Revised 2/4/18. Ongoing additions and revisions are added as needed or required.
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Section A. Foundations and Basic Commitments

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 Executive Director 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 Executive Director 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 Executive Director or his/her designee(s).

   **Level 3:**
a. The hearing officer serving at all Level 3 grievance activities shall be the Executive Director or his/her designee. In the event that the Executive Director or his/her designee(s) is the respondent, the School Board will delegate a hearing officer.

b. The Executive Director 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 Executive Director 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 Executive Director 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 grievant 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 Executive Director 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
ACAAR: 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 ACAAR - 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, gender, 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director or his/her designee(s) within 14 school days after receiving notice of the resolution. The Executive Director or his/her designee(s) shall review the investigation report and may conduct further investigation if deemed appropriate. The Executive Director’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 Executive Director 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.
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: HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES

Harassment of school employees 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 shall receive a copy of this policy and 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 Executive Director 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: 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” means 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director or his/her designee(s) within 14 school days after receiving notice of the resolution. The Executive Director or his/her designee shall review the investigation report and may conduct further investigation if deemed appropriate. The Executive Director’s or his/her designee(s)’s decision shall be final.

If the employee is dissatisfied with the decision of the Executive Director or his/her designee(s), he/she may appeal to the School Board within 14 school days after receiving notice of the Executive Director or his/her designee(s)’s decision.
The School Board will consider the appeal in executive session, at its next regular meeting. The Executive Director 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 Executive Director’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 Executive Director’s or his/her designee(s)’s conclusions. The School Board’s decision shall be final.

**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 Executive Director 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 Executive Director 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: EDUCATIONAL PHILOSOPHY/MISSION**

**Purpose Statement:**
“Transforming lives through arts and education.”

**Mission Statement:**
Maine Arts Academy aims to transform students’ lives and contribute to the cultural capital of Maine by providing high quality, comprehensive, college preparatory academic and arts education in an inclusive, nurturing and culturally rich environment for high school age students.

**Vision Statement:**
Maine Arts Academy will serve as a center of excellence for both academic and arts learning in Maine. MEAA looks at education as both the accumulation of knowledge along with the cultivation of engagement, imagination, leadership and collaboration. Through the initial introduction of music, theater, dance and visual arts, MEAA will be a witness to the magical power of the arts to bring people together, to create an engaged vibrant community and to cultivate the traits that are so vitally important in the next generation of citizens. As a community of engaged learners, MEAA will develop more than musicians and artists, but also responsible, joyful, contributing citizens. In this way, and by ensuring as many people as possible can benefit from the exposure to performing and creative arts, hiring talented arts educators who bring their expertise to our school and further collaborating with other educational, arts and cultural organizations, MEAA will become an integral part of the community and a much needed beacon for the arts.

**Academy Targeted Student Population:**
The MEAA, located on the campus of the New England Music Camp and Snow Pond Community Music School in Sidney, Maine, 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 – a project based orientation:
3. Using the community and the natural world as the classroom:
4. Building supportive relationships to create a strong sense of community; using Restorative Practices to create ownership of School values and behavioral expectations:
5. A collaborative and reflective teaching model:
6. Strong ties built between school and parents: 
Approved by the MEAA Board of Directors: March, 2016

**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)
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\(^1\) 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 Executive Director/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 Executive Director /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)
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 Executive Director.

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)

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 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 reflect high expectations and create conditions where these expectations can be met.

Implementation of the Learning Results system and Common Core standards and the mandate to provide all students with equitable opportunities to meet the content standards of the system of the Learning Results system 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 Executive Director, administrators, teachers, parents, students, and the community. The Executive Director his/her designee(s) shall continue to evaluate the implementation of the Learning Results system and Common Core standards and any appropriate administrative procedures, including solicitation of feedback from the above mentioned parties. The Executive Director his/her designee(s) shall report these findings to the Board on a semi-annual basis.

Legal References:
Section B. School Board Governance and Operations

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 Executive Director 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 Executive Director;
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/disapproves personnel nominations from the Executive Director and determines (where appropriate via collective bargaining) compensation and working conditions of all staff; and
I. Approves the curriculum in support of the Maine Learning Results system and Common Core standards and adopts and directs the general course of studies.

**BBAA: 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.
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 Executive Director.

E. I will seek to provide education for all enrolled students commensurate with their needs and abilities.

F. I will listen to all public comment 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 Executive Director 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.
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
BDB: BOARD OFFICERS

The officers of the Board shall consist of the Board Chair (who shall serve as and have the power and authority of the Executive Director of a nonprofit corporation pursuant to Section 710 of the Maine Nonprofit Corporation Act), 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.
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 comment on school issues. Formal presentations shall be scheduled in advance.

Requests to address the Board on matters must be made in writing to the Executive Director 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 Executive Director 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 Executive Director 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 Executive Director, who will investigate or consider and report to the citizen or to the Board.
**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.
**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.
BEDB, BEDB-R, SCHOOL BOARD MEETINGS AND AGENDAS

Agenda Preparation and Dissemination

The Executive Director 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 Executive Director’s Office and on the MEAA web site. Anyone desiring additional information regarding an agenda item should direct inquiries to the Office of the Executive Director. 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director or provided to the media or the public. Requests for disclosure of materials received by Board members should be referred to the Executive Director his/her designee(s).

**Regular Meetings**

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

**Special Meetings**

A special meeting may be called by the Chairperson of the Board, at the request of the Executive Director 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 Executive Director 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 Executive Director 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 MRSA § 1477 (RSU)

**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.
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 Executive Director his/her designee(s) shall have the power to act.

It is the duty of the Executive Director his/her designee(s) to inform the Board promptly of such action and of the need for policy.
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.
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.
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 Executive Director 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 Executive Director 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 Executive Director or his/her designee(s), attempted to resolve the issue, and notified the Executive Director 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 Executive Director, 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 Executive Director or his/her designee(s), and the
Executive Director 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 Executive Director 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 Executive Director 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.

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.

Section C. General School Administration

CB: EXECUTIVE DIRECTOR

CB-R: EXECUTIVE DIRECTOR CONTRACT

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

The legal authority of the School Board shall be transmitted through the Executive Director 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 direction of authority and responsibility. The Executive Director 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 Executive Director his/her designee(s) to keep the administrative structure up to date with the needs for supervision and accountability throughout the school system.
CHA: DEVELOPMENT OF ADMINISTRATIVE PROCEDURES

The Board shall delegate to the Executive Director 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
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 Executive Director his/her designee(s) shall have the power to act.

It is the duty of the Executive Director his/her designee(s) to inform the Board promptly of such action and of the need for policy.
Section D. Fiscal Management

DN: SCHOOL PROPERTIES DISPOSITION

The Executive Director 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 Executive Director or his/her designee(s) after consultation with the Board.

B. Surplus property, which is 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 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 Executive Director 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 Executive Director deems appropriate after so 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.

Section E. Support Services

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 Executive Director 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 Executive Director 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.

**EBCA: EMERGENCY RESPONSE PLAN**

The MEAA hereby adopts the MEAA Emergency Response Plan. The Executive Director or his/her designee(s) shall be responsible for ensuring that the plan is implemented by the school and evaluated annually and after each incident when the plan is used. It is understood that specific procedures may vary.
As required by law, the School Board will approve the plan annually. Any substantive changes in the plan shall be subject to the approval of the School Board. Legal Reference: 20-A M.R.S.A. § 1001(16)

EBCC: BOMB THREATS

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 Executive Director 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.

“A School premises” MEAA any school property and any location where any school activities may take place.

**B. Development of Bomb Threat Procedures**

The Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 JFK.

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 Executive Director 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

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.
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)
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
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 Executive Director or his/her designee.

Such equipment, keys, and major supplies shall be inventoried or otherwise accounted for annually. Grade books, attendance records and any other student records must be turned over to the Office Manager 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.
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 [President of the Board, Health of School] school or his/her designee(s).
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 Transportation 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 Transportation 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 30 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 Executive Director 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 measure 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.
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 Executive Director 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 Transportation 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 Transportation Director, Administrator, and Special Education Administrator meet with the President to discuss the circumstances surrounding the suspension. The Transportation Director then refers the case to the President to arrange for a Transportation Appeal Committee hearing.

2. Appeal Committee Hearing

The Executive Director 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.
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 President 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
**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 Executive Director 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
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 Executive Director’s offices.
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 Executive Director 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 Executive Director or his/her designee. These funds shall accrue in accordance with applicable policies, cash-management procedures and administrative directives.
Section G. Personnel

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 Principal 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
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 or of the Executive Director.

Current employees shall not be terminated as a consequence of the subsequent election of an immediate family member to the School Board, but under no circumstance shall a spouse of a Board member or of the Executive Director be or remain an employee.

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
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.

**Reporting Violations**

Students and/or their parents/guardians are strongly encouraged to notify the Principal or Executive Director 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 Executive Director 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.
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 Executive Director 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 Executive Director 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
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 Executive Director 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.
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.
GBJ: PERSONNEL RECORDS AND FILES

The MEAA shall maintain records of current and former employees in the Office of the Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director has overall responsibility for maintaining and preserving the confidentiality of all employee/applicant records. The Executive Director 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.
GBN: FAMILY AND MEDICAL LEAVE

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 Executive Director 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
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

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).

1. 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 Executive Director’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 Executive Director (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.
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 Executive Director (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 Executive Director. If, in the judgment of the Executive Director or his/her designee, the request does not meet the above expectations, the request may be denied; this decision is final. If the Executive
Director 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 Executive Director or his/her designee shall develop a written procedure, which includes timelines for notification, decision and return to work.

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 Executive Director 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 Executive Director 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.
GCFB-R: RECRUITING AND HIRING OF ADMINISTRATIVE STAFF PROCEDURES

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 Executive Director or designee (the School Board in a Executive Director 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 Executive Director 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 Executive Director 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 interview.

D. Interviewing
To ensure that the interview process will be conducted in a legal and proper manner, the Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director, 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.

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 Executive Director 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 Executive Director in accordance with Board policy.
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 Maine Arts Academy, 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

Maine Arts Academy 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. The Northwest Evaluation Association (NWEA) assessments will be used to assess student growth.
2. Spring-to-Spring assessments (NWEA/Standards) will be used for growth targets.
3. The teacher score will be based on one level’s growth on the continuum of each child receiving instruction from that teacher. Results will be based on individual student evidence of learning throughout the year and/or on end of learning experience assessment assigned to measure achievement.
4. Special education teachers will be assessed by students on caseload who meet IEP goals.
5. The student growth measures (20%) score will be added to the instructional practice score.

Approved: 12/3/17

**GCOA: SUPERVISION AND EVALUATION OF PROFESSIONAL STAFF**

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 Executive Director, 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 Executive Director;

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 Executive Director’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)

GCOCA : EVALUATION OF ADMINISTRATIVE STAFF

The Executive Director 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 Executive Director, 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 Executive Director or his/her designee.

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

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**GCQC: RESIGNATION OF SCHOOL EMPLOYEES**

The Board authorizes the Executive Director or his/her designee, in consultation with the Board Chair, 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.

Policy No: GCQG
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 Executive Director 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
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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director or his/her designee within ten calendar days after the employee receives notice of the action. The Executive Director 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 Executive Director 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 Executive Director his/her designee(s) to reconsider the matter. The School Board’s recommendation shall be advisory in nature.

**Section I. Instruction**

**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 Executive Director 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.

GCSA: EMPLOYEE COMPUTER AND INTERNET USE

Maine Arts Academy 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 personal 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 Executive Director. 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 Executive Director 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
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.


IHBA: 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.


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 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).

IHBAC: CHILD FIND

MEAA seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are high school-age through the school year in which they turn 20.

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. MEAA may schedule child find activities. 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.


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 Executive Director, or with the ADA/504 compliance coordinator. If filed with the ADA/504 compliance coordinator, that person shall forward it to the Executive Director. No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance. The Executive Director, 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 Executive Director 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 Executive Director or 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 Executive Director 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 Executive Director/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 Executive Director 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 Executive Director/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.

**IHBEA: Lau PLAN**

**Purpose:** The intent of the Lau Plan of MEAA is to ensure that students with limited English proficiency (LEP) are identified and receive the support necessary to achieve optimally in all academic areas.
Legal Foundation: MEAA’s Lau Plan is guided by the Legal Provisions for the Education of English Language Learners identified by the Maine Department of Education. Key decisions and statutes include:

- **Title VI of the Civil rights Act of 1964** - prohibits discrimination on ground of race, color or national origin
- **Lau v Nichols (1974)** - Supreme Court ruling that requires districts to take affirmative steps to overcome educational barriers faced by non-English speaking students.
- **Equal Education Opportunities Act of 1974** - Prohibits denying equal educational opportunity to individuals based on race, color, sex or national origin and requires schools to take appropriate steps to ensure equal access by overcoming language barriers for English language learners.
- **Title III of the Elementary and Secondary Act (ESEA)** - provides funding to support programs for English learners and establishes a system for holding recipient states accountable for their performance in raising English learners’ achievement and English language proficiency outcomes.

For a complete list of legal provisions, see the ME DOE website.

Organization: The English as a Second Language (ESL) teacher will form a Language Assessment Committee (LAC) comprised of the ESL teacher, a building administrator, content area teacher(s), guidance counselor, parent/guardian(s), and interpreter (if necessary) and others having direct contact with the student. Membership may be temporary rotating or ongoing. The purpose of the LAC is to advise on identifying, serving, assessing and eventually exiting EL students from the language support system and to communicate with parents regarding upcoming testing, test results and progress. The LAC meeting will be scheduled and facilitated by the ESL teacher.

The LAC will:
- Meet within 30 days of a referral to review assessment, determine eligibility and plan for each identified student.
- Develop students’ Individual Language Acquisition Plans (ILAP) and oversee, coordinate, and periodically review the ILAP’s.
- Monitor the language and academic progress of EL students and students on monitor status.
- Make recommendations for placement and services for the next year, modifications to ESL services, or reclassification when a student attains full English proficiency.
**Initial Identification and Evaluation:** The LAC will consider multiple sources when determining a students’ eligibility for entry into a language support system. Steps in the identification process include the following:

- **Home Language Survey** - completed during registration process for all new and/or transfer students
- **Notification to ESL teacher regarding possible new students whose first language is not English**
- **Informal observations/interview** - may be done in classroom by ESL teacher
- **Consultation between ESK and classroom/content teaches and/or guidance counselors**
- **Review of previous school records/cumulative folders**
- **Informal meeting with parent(s)/guardian(s)**
- **Administration of WIDA-ACCESS for ELLS’s Placement Test (W-APY) by ESL teacher**

**Instructional Plan:** The ESL teacher in coordination with the LAC will develop an individual Language Acquisition Plan (ILAP) for each ELL student. The ILAP is an individualized language support program that specifies the following:

- **Description of services:** the amount of ESL support time (minutes per day/week), type of support (in class, one on one, during study hall or scheduled time), model of support (individual, small group, immersion)
- **Recommendations for modifications to class work and testing accommodations**
- **Method of evaluation**
- **Timeline for review/reclassification**
- **Recommendations for the following school year**

Students identified as English Language Learners (ELL) will receive services in integrated setting by a Maine certified and ESL endorsed teacher. Identified ELL’s will be accorded appropriate accommodations on state and local assessments.

**Student Assessment of English Language Proficiency:** As mandated by the state, ELL’s will be tested annually for English proficiency in the domains of speaking, listening, reading and writing using the WIDA ACCESS for ELL’s 2.0. The ESL teacher will administer the assessment during the state’s testing window.

**Reclassification /Exit from Support System:** The LAC will consider the results of the annual mandated test (WIDA ACCESS for ELL’s 2.0) and the student’s academic performance to determine changes in ESL services. Additional criteria may include results of local and state assessments, consultation with classroom teacher(s) and anecdotal information from student and parent(s)/guardian(s).

The state’s definition of English proficiency is a composite or overall score of 6 on the WIDA ACCESS for ELLS’s 2.0. Students who reach this score will be reclassified as Fully English
Proficient and place on monitor status for at least two years. Students on monitor status may continue to be offered supports and services through general education interventions allowable to all students.

Students who are Fully English Proficient must be coded as Former LEP-05 in the statewide data collection system. Once identified as Fully English Proficient, the student will no longer participate in the annual assessment (ACCESS for ELL’s 2.0); receive ELL accommodations on standardized tests and state assessments; be eligible for ESL programs or services; receive subsidized funding under Essential Programs and Services (EPS) formula; not generate Title lll funds.

**Record Keeping:** Testing results, a copy of the ILAP and any progress reports will be filed in the student’s cumulative folder located at each school and in student files in the ESL office. This information will be made available to parents/guardians in their native language if necessary.

**Glossary/Terms:**

**ACCESS for ELL’s 2.0 (Assessing Comprehension and Communication in English State-to-State for English Language Learners)** - the annual assessment given to ELL’s in Maine to measure their English language proficiency in the four domains: reading, speaking, listening and writing

**ELL (English Language Learner)** - refers to a student whose native language is not English

**ESL (English as Second Language)** - refers to the program or class for teaching English to non-native English speakers

**FEP (Fluent (Fully) English Proficient)** - knowledge of English that enables a non-native English speaker to function fully and competently in an English only education environment.

**ILAP (Individual Language Acquisition Plan)** - individualized language support program specifying the amount of ESL support time, type of support, modifications to class work, testing accommodations and model of support.

**LAC (Language Assessment Committee)** - the committee established to advise on identifying, serving, assessing and eventually exiting an English learner from his/her language support system.
**LEP** (Limited English Proficiency) - student with a primary language other than English who demonstrates a limited understanding or use of spoken and written English

**W-APT** (WIDA-ACCESS Placement Test) - an English language proficiency screening test given to incoming students who may be designated as English language learners and used for identification and placement decisions.

**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.

Approved: 2/13/18

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

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 Executive Director.

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: 9/4/19

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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director.

C. The Executive Director 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 Executive Director 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 MRSA §§ 1001 (10-A); 1055 (4); 4002 Ch. 125 §§ 9.01, 9.03 (Me. Dept. of Ed. Rule)
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 Policy No: 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: ____________________
Directors has adopted guidelines to ensure that its website is in compliance with applicable laws and meets the highest educational and quality standards. The Executive Director 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 Executive Director may delegate specific responsibilities, as he/she deems appropriate. Cross Reference: IJND-R Web Publishing Guidelines
Web Site 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 Executive Director 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 Executive Director 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 e-mail 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
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 Executive Director 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 Executive Director his/her designee(s).

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.

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. **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.

15. **J. Parental Permission Required** Students and their parent/guardian are required to sign and return the Electronic Resources – User Acknowledgment Form (IJNDB-E) before being allowed to use school computers.
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:

Too 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): ___________________________________________________________
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.
IKF: GRADUATION REQUIREMENTS

Before entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

Maine Arts Academy (MEAA) has adopted a standards-based system of learning consistent with Maine Law, which means that after January 1, 2018, the awarding of a diploma will be contingent on the demonstration of proficiency in content areas, rather than the accumulation of credits.

DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2018 AND BEYOND

In accordance with Maine Law and Maine Arts Academy’s standards based system of learning, after January 1, 2018, the awarding of a diploma from MEAA will be contingent on the demonstration of proficiency in the content areas of Maine’s system of Learning Results and meeting the cross-content areas of the Guiding Principles. The student must also fulfill any other requirements specified in this policy.

Students who anticipate graduating in the class of 2018 and beyond must meet the following standard requirements in order to be awarded a high school diploma:

- English/Language Arts
- Mathematics
- Science and Technology
- Social Studies
Health Education/Physical Education
Visual and Performing Arts
World Languages
Career and Education Development (embedded in content areas)

Remaining standards may be selected by the student based on his/her interest, satisfaction of course prerequisites, and requirements of the field that he/she plans to enter upon graduation.

A transferring student (home-schooled, etc) must have attended Maine Arts Academy for a minimum of 4 semesters to have their grade point average factored into the top ten of the class from which they are graduating.

MAINE GUIDING PRINCIPLES

A student graduating from MEAA is expected to be a:
- Clear and effective communicator
- Self-directed and lifelong learner
- Creative and analytical problem solver
- Responsible and involved citizen
- Integrative and informed thinker

Students following a traditional pathway will:
A. Engage in educational experiences in the content areas of ELA, math, science, technology, social studies, world languages, health and physical education and integrate experiences that integrate career and educational development.

ALTERNATIVE METHODS OF EARNING CREDITS

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits in accordance with the provisions of this section.

1. A student who wishes to meet a course requirement through an alternative method must have prior written approval as specified in this section.

2. A student who needs to make up deficiencies may participate in the next regular graduation ceremony following successful completion of all graduation requirements.
   a. A student may meet proficiencies through summer school in classes that he/she completed at MEAA, but did not pass. Written approval should be obtained from Principal.
   b. Advanced courses or courses not available at Maine Arts Academy may be taken at other secondary schools or at approved postsecondary institutions with the approval of the Principal.
3. Students may also opt to pursue a high school diploma through multiple additional pathways including:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships and field work
- Exchange programs
- Independent study
- Alternative education; ‘at risk’ programming
- Adult Education

4. Each pathway must provide a quality learning experience comparable in rigor to the school unit’s educational offerings.

**STUDENTS RECEIVING SPECIAL EDUCATION SERVICES**

A student with a disability, as identified in 20-A MRSA 7001 (1-B) who achieves proficiency as required in 20-A MRSA 4722-A (1) as specified by the goals and objectives of the student’s individualized education plan (IEP) will be awarded a diploma.
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 Executive Director, 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 – 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 who transfer in from schools that are not standards based who are Juniors or Seniors will be awarded credit-based diplomas. 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, Visual and Performing Arts – 1,
In addition to the content standards described above, students will be required to demonstrate the following in order to receive a MEAA diploma:

1. At least one internship/work-study experience in each of the last two years they attend MEAA;
2. Engagement for at least three quarters of each year they are at MEAA in the agriculture, forestry, or environmental programs including both group and individual project work.
3. Service to the Community as demonstrated by engagement with volunteer work, service learning projects, and/or meeting other needs of the school community or larger community.
4. Taking one course at KVCC in an area relevant to their interests and/or career path.
5. Completion of a post-graduation plan that details the student’s plans for the three years following graduation.

ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF STANDARDS-BASED DIPLOMAS

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 Executive Director 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 Executive Director or designee.
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 Executive Director 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 Common Sense Media and be approved by the school Principal.

The MEAA Board believes student performances engage students’ imagination, foster critical thinking Maine Arts Academy

Student Performances and Viewing Policy
The Maine Arts Academy 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

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 Executive Director his/her designee(s) is responsible for the implementation of the MEAA Local Assessment System (LAS). The Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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)
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 Executive Director 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)

**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 Executive Director. The Principal shall notify the Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director his/her designee(s). A parent/guardian who is dissatisfied with the Executive Director 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)
Section J Students  

**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)

**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. Enrollment for 2018-19 is 190 students; 2019-20 is 220 students and 2020-21 is 240 students. A ten percent increase is accepted for the first five years of a charter schools operation. For subsequent years, enrollment is based on the previous year’s enrollment.

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 the fourteen days prior to the start of the school year. 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 must 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.

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- 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.

Approved March 7, 2019

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 Executive Director 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.

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 Executive Director 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 Executive Director 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

**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 Executive Director or his/her designee(s) is authorized to develop, with input from administrators, any school rules necessary to implement this policy.
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, Blackberries, smart phones, handheld computers, MP3 players, 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.

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:

F. 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:

F. Frequent communication between the staff and the family;
2. Changes in the learning environment;
3. Mentoring;
4. Student counseling;
5. Tutoring, including peer tutoring;
6. Alternative scheduling;
7. Evaluation for alternative education programs;
8. Attendance contracts;
9. Referral to other agencies for family services; and
10. 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.

C. 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.

D. 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.
E. 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.

F. 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.

G. 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.

H. 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.


**JIC: STUDENT DISCIPLINE**

The MEAA Board views the process of maintaining student discipline as an integral part of fostering individual student growth. It is the intent of the board that disciplinary procedures be designed to encourage students to take responsibility for their actions and for the consequences of their actions.

RESTORATIVE PRACTICE: At the MEAA, we believe that all our students want to do well. Our approach to discipline is guided by the principle that good relationships are central to learning, growth and a healthy school. In order to developing good relationships among all members of the learning community we will focus on building, maintaining and when necessary repairing those relationships.
We will do this through restorative practices that will include community circles, peer mediations, problem-solving circles, resolution circles and restorative conferences.

**DUE PROCESS** All students will be accorded the following process prior to the determination of any disciplinary sanction:
1. You will be given a reminder card at the time of the incident;
2. An explanation of the evidence if the charges are denied;
3. You will be given an opportunity to present your version of the incident.
4. Reminder cards will be tracked cumulatively throughout the school year.
5. If you have accumulated more than two reminder cards in a day you will be required to stay after school for a restorative circle and your parents will be notified.

**OFFICE DISCIPLINE REFERRALS/STUDENTS SENT OUT OF CLASS**
When dealing with inappropriate behavior, teachers may refer the student to the Co-Director’s office. Any student sent out of class must report to the office immediately. When you are sent out of class for disruptive behavior you may not return to that class until the situation is resolved. A restorative conference with your teacher and parent may be necessary.

**PARENT/GUARDIAN NOTIFICATION**
MEAA will notify your parents or guardians on a weekly basis of your status with regard to reminder cards. When disciplinary action results in suspension, every attempt will be made to contact your parents as soon as possible.

**BULLYING AND HARASSMENT PREVENTION AND INTERVENTION**
Because bullying and harassment are forms of disrespectful and unkind behavior, they do not meet the expectations of student behavior we have outlined above. They will be treated through When the Department of Education completes its new policy as dictated by PL 2011, chapter 659, MEAA will incorporate these guidelines into our policies on this behavior.

**JICH: DRUG AND ALCOHOL USE BY STUDENTS**
MEAA’s Board and staff support a safe and healthy learning environment for students, free of the detrimental effects of drugs and alcohol. Accomplishing this goal requires a cooperative effort among school staff, students, parents, law enforcement and organizations concerned with the use of drugs and alcohol by school-aged youth.

**Population:**
MEAA may need to address the needs of students who abuse substances. Although the School is not a behavioral or therapeutic program, we will devote resources to providing students with the supports they need to work through substance abuse related risk factors to insure they have the best possible chance of successfully completing their high school education.
To this end, our policy on substance use and abuse will be devoted to reducing risk factors in our community and in individual students, enhancing protective factors, as well as holding students accountable to current State and Federal Laws regarding substance possession and use.

**Approach:**

**Definition – Restorative Justice:**

_Restorative Justice seeks to bring victim and offender together in dialogue about the harm that has been done. Offenders have a chance to understand the impact of their behaviors on other individuals and on their community, and are given the opportunity to repair that damage through actions such as community service, reparations, engaging in treatment and apologies._

*It might be helpful to have an example of the RJ process from violation to contract fulfillment here to help illustrate the concept to parents and others who may not be familiar with the term.*

The MEAA drug, alcohol and tobacco policy is guided by the following:

- Concern for the health and safety of all members of our community.
- The promotion of skills and values such as informed decision making, awareness and respect for self and others, and taking responsibility for one’s own actions.
- The upholding of state and federal laws.

Substance use and abuse will be dealt with through the Restorative Justice process so that students will be held accountable for their behaviors with staff and peers, in order for them to understand the harm their behavior has caused or might cause, the impact it has on them as well as the community, and to give them a chance to repair that harm.

Students will have access to substance abuse counselors, 12 step and other similar programs to work through issues they may be having with substance use and/or abuse.

The School will provide information and education that will encourage responsible decision making on the part of students as part of its health program.

Students who come forward to actively seek help when they are concerned about their own use or that of their friends or acquaintances will not face disciplinary action related to that tobacco, drug or alcohol use. This will be termed a medical amnesty.

The goal of this aspect of the policy is to decrease the likelihood that a student will hesitate to seek help for tobacco, alcohol or drug related use or abuse.

In any case of substance use on campus, the School will reserve the right to search students, rooms and vehicles. Where appropriate urine or other accepted tests may also be used.

**Sanctions:**

Wherever possible, students will have the choice to be sanctioned through the restorative justice process. If they choose not to, the School’s Executive Director will handle the sanctioning process.

Students may be required to enter substance abuse treatment, counseling, or other modalities such as AA or NA as a result of the disciplinary process. Wherever a student’s use and subsequent behavior poses a clear and present threat to other student’s safety or their own, they
will be released from the program until such time as they have developed a plan with a substance abuse professional to meet treatment goals. Other sanctions may include: warnings, parental notifications, fines, room relocations, restitution, temporary or permanent expulsion from housing, disciplinary probation and release from the school.

Students who are found to be furnishing substances on campus will be released from the program and the school will reserve the right to involve the local law enforcement system in this circumstance.

**Community Review Board**

The purpose of the MEAA Community Review Board is to provide fair and equitable procedures for students accused of violating substance abuse and other community standards.

A student may appeal a received sanction to the Board. Sanctions are in effect until a student has successfully appealed a sanction to the Community Review Board which has altered or overturned the original sanction. The board will make decisions regarding matters of fact surrounding specific complaints and determine if the student did violate the community standards. If the board determines that a student did violate the community standard the sanctions as imposed through the restorative justice model or through the school’s discipline procedures will stand.

Members will be selected by the Executive Director or his/her designee(s) and the Principal, and will consist of two students and three faculty and/or staff. Student members will serve one year terms; faculty and staff will serve two year terms. The Board will elect a chair who is responsible for convening and conducting meetings. A quorum of the board consists of three members, at least one of which must represent each group.

A student must appeal a sanction within five business days of its imposition. The board must initially meet to consider the appeal within five business days of receiving the appeal.

The decision of the board will be reviewed by the President and Executive director or his/her designee(s). The decision of the President and Executive director or his/her designee(s) is final.

The Community Review Board or other internal sanctions are not a substitute for civil or criminal courts. If such external proceedings are ongoing or expected, the board may postpone its deliberations notwithstanding the five day response period.

**Applicable State and Federal Laws:**

**Tobacco**

The possession and use of cigarettes, cigarette papers or tobacco products by minors is prohibited. A person under 18 years of age may not purchase, possess or use cigarettes, cigarette papers or any tobacco product according to Maine law.

**Alcohol**

A person must be 21 years of age or older to purchase, possess, consume or transport alcoholic beverages;
Purchasing or delivering a drink to anyone under the legal drinking age is also a violation;

**Possession and use of drugs other than alcohol**
The unlawful manufacture, dispensing, possession or use of a controlled substance on the MEAA campus is prohibited. This includes the unlawful or unauthorized use of prescription and over-the-counter drugs.

State and federal laws make illegal use of tobacco, drugs and alcohol a serious crime. Conviction can lead to imprisonment, fines assigned community service and other sanctions. A felony conviction for such an offense can prevent you from entering many fields of employment or professions.

Maine has criminal penalties for the use of controlled substances or drugs with penalties varying with the type of drug.

Persons convicted of drug possession under state or federal laws are ineligible for federal student grants and loans for up to one year after the first conviction, five years after the second; the penalty for distributing drugs is loss of benefits for five years after the first conviction, ten years after the second and permanently after the third. Under federal law, distribution of drugs to persons under age 21 is punishable by twice the normal penalty. These penalties apply to distribution of drugs within 1,000 feet of a college or school.

Legal Reference: 21 USC § 812 (Controlled Substances Act)
21 CFR Part 1300.11-15
P.L. 101-226 (Drug-Free Schools and Communities Act Amendments of 1989)
17-A MRSA § 1101
42 USC § 290dd-2
42 CFR § 2.1 et seq.
20-A MRSA §§ 1001(9); 4008

**JICH-R Substance Use/Abuse Procedures**

Possession or use of prohibited substances on campus or at any school related activity:

It is the responsibility of any staff member who suspects a student of the possession, use, or being under the influence of a prohibited substance, including tobacco products, to report the case immediately to an administrator.

**NOTE:** In addition to the following procedures students involved in co-curricular activities will abide by the school and home contract.
If there is a suspicion of possession, use, or being under the influence, parents are called by an administrator.

**Approach:**

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subsequent behavior poses a clear and present threat to other student’s safety or their own, they will be released from the program until such time as they have developed a plan with a substance abuse professional to meet treatment goals. Other sanctions may include: warnings, parental notifications, fines, room relocations, restitution, temporary or permanent expulsion from housing, disciplinary probation and release from the school.

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State and federal laws make illegal use of tobacco, drugs and alcohol a serious crime. Conviction can lead to imprisonment, fines assigned community service and other sanctions. A felony conviction for such an offense can prevent you from entering many fields of employment or professions.

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**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 instructions 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 Executive Director 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 Executive Director.

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.

**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 Executive Director 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**

Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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

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 Executive Director will appoint a concussion policy administrative team including a school administrator to be responsible, under the administrative supervision of the Executive Director, 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 Executive Director 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.

JKAA: USE OF PHYSICAL RESTRAINT AND SECLUSION
MEAA 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 injury or harm to the student or others.

The following definitions apply to this policy and procedure:

**Physical restraint:** An intervention that restricts a student’s freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.

**Physical restraint does not include any of the following:**

Physical escort: A temporary touching or holding of the hand, wrist, arm, shoulder, hip or back for the purpose of moving a student voluntarily.

Physical prompt: A teaching technique that involves 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.

Physical Contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.

Momentarily deflecting the movement of a student when the student’s movements would be destructive, harmful or dangerous to the student or others.

The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.

The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.

Restraints used by law enforcement officers in the course of their professional duties are not subject to the policy/procedure or MDOE Rule Chapter 33.

MDOE Rule Chapter 33 does 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.

**Seclusion:** The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student.
Seclusion does not include:

Timeout: An intervention where a student requests, or complies with an adult request for, a break.

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

Annual Notice of Policy/Procedure

MEAA shall provide annual notice to parents/legal guardians of the policy/procedure by MEAA determined by the Executive Officer/designee.

Training Requirements

All school staff and contracted providers shall receive an annual overview of this policy/procedure.

MEAA 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 school's Emergency Management Plan.

Parent/Legal Guardian Complaint procedure

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit in writing to the Executive Director or his/her designee as soon as possible. The Executive Director/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days, 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 within 60 calendar days of receiving the complaint.

Legal References: 20-A M.R.S.A. §§ 4502(5) (M); 4009, Me. DOE Reg., ch. 33
JKAA-R: PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

These procedures are established for the purpose of meeting the obligations of the MEAA under state laws, regulations and this policy governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

Definitions

For purposes of these procedures, the terms “physical restraint” and “seclusion” shall have the meanings defined in this policy. Definitions for other important terms in this procedure include:

**Emergency**: A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.

**Imminent risk of injury or harm**: A situation in which a student has the MEAA to cause physical harm or injury to him/herself or others and such injury or harm is likely to occur at any moment, such that a reasonable and prudent person would take steps instantly to protect the student and others against the risk of such injury or harm.

**Dangerous behavior**: Behavior that presents an imminent risk of injury or harm to a student or others.

**Serious bodily injury**: Any bodily injury that involves: (1) A substantial risk of death; (2) Extreme physical pain; (3) Protracted and obvious disfigurement; or (4) Protracted loss or impairment of the function of a bodily member, organ or mental faculty.

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 in carrying out their professional responsibilities.

A. **Permitted Uses of Physical Restraint**

Physical restraint may be used only as an emergency intervention when the behavior of a student presents imminent risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

Physical restraint may be used to move a student only if the need for movement outweighs the risks involved in such movement.
Prescribed medications, harnesses, and other assistive or protective devices may be used as permitted by Rule chapter 33.

Parents may be requested to provide assistance at any time.

B. **Prohibited Forms and Uses of Physical Restraint**

Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior

Physical restraint used solely to prevent property destruction or disruption of the environment in the absence of imminent risk of injury.

Physical restraint that restricts the free movement of a student’s diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia).

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.

Aversive procedures, and mechanical and chemical restraints.

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.

Mechanical restraints are defined as any item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards.

Chemical restraints are defined as the use of medication, including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student’s health care plan.

C. **Monitoring Students in Physical Restraint**

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.

The student must be continuously monitored until he/she no longer presents an imminent risk of injury or harm to him/herself or others.
If an injury occurs, applicable school policies and procedures should be followed.

**Termination of Physical Restraint**

The staff involved in the use of physical restraint must continually assess for signs that the student is no longer presenting an imminent risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.

The time a student is in physical restraint must be monitored and recorded.

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.

If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that create an imminent risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

3. **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 defined area with the student (including but not limited to classrooms, offices and other school locations).

**Permitted uses and Location of Seclusion**

Seclusion may be used only as an emergency intervention when the behavior of a student presents imminent risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

Seclusion may be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height.

Seclusion may not take place in a locked room.

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.

Parents may be requested to provide assistance at any time.
**Prohibited Uses of Seclusion**

Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.

Seclusion used solely to prevent property destruction or disruption of the environment in the absence of imminent risk of injury.

**Monitoring Students in Seclusion**

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.

The student must be continuously monitored until he/she no longer presents an imminent risk of injury or harm to him/herself or others.

If an injury occurs, applicable school policies and procedures should be followed.

**Termination of Seclusion**

The staff involved in the seclusion must continually assess for signs that the student is no longer presenting an imminent risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.

The time a student is in seclusion must be monitored and recorded.

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 restraint is terminated.

If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create an imminent risk of injury or harm to him/herself or 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 a risk of harm and the time the student ceases to pose a risk of harm and returns to his/her regular programming.

**Notice Requirements**

After each incident of physical restraint or seclusion:

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.
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.

If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the MEAA 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.

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:

- Student name
- Age, gender and grade
- Location of the incident
- Date of the incident
- Date of report
- Person completing the report
- Beginning and ending time of each physical restraint and/or seclusion
- Total time of incident
- Description of prior events and circumstances
- Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why
- The student behavior justifying the use of physical restraint or seclusion
- A detailed description of the physical restraint or seclusion used
- The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program
- Description of the incident, including the resolution and process of returning the student to his/her program, if appropriate
- Whether the student has in IEP, 504 plan, behavior plan, IHP (individual health plan) or any other plan
- If a student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification and any treatment administered
- The date, time and method of parent/legal guardian notification
- The date and time of administrator/designee notification
5. School 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 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.

Special Education/504 Students

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 and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.

7. Cumulative Reporting Requirements

A. Reports within the School

1. The Executive Director 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 serious bodily injuries to students related to the use of physical restraints and seclusions; and
   f. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.
2. The Executive Director his/her designee(s) shall review the cumulative reports and identity any areas that could be addressed to reduce the future use of physical restraint and seclusion.

B. Reports to Maine Department of Education
The Executive Director his/her designee(s) 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.

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 Executive Director.

Students are not allowed on school property during any out-of-school suspension except with prior authorization from the Executive Director.

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, student shall be permitted to take tests, quizzes and any other form of assessment affecting scores.
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)
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 Executive Director 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 Executive Director confirm that the parents/guardians and student (if age 18 or older) were provided notice of the hearing.

c. The Executive Director 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 Executive Director, 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director will also provide notice of the conditions, if any were given at that time, for MEAA Board consideration of readmission.

**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)
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)

JL: STUDENT WELLNESS

Maine Arts Academy 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 Maine Arts Academy.

PREAMBLE: This policy outlines Maine Arts Academy’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 receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
3. Students have the opportunity to be physically active during school hours.
4. MEAA will 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. **Maine Arts Academy** establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

**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 Education and Promotion**

Maine Arts Academy is committed to the following goals by teaching, encouraging and supporting:

   A. All high school students will receive health education including nutrition education that is aligned with federal and state laws and educational standards through Friday workshop periods from community health professionals.
   
   B. MEAA’s chef is committed to educating their high school students about daily nutritional guidelines.
   
   C. MEAA offers taste testing and menu planning opportunities for all high school students.
   
   D. MEAA will include some of the healthy eating topics in Health/Nutrition Education.

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 2 times per year.

4. Nutritional Guidelines
Maine Arts Academy is committed to serving healthy meals to children, 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.
Our school participates in USDA child nutrition programs, including the National School Lunch Program and the School Breakfast Program. Maine Arts Academy is committed to offering school meals through the National School Lunch Program and the School Breakfast Program and other applicable Federal child nutrition programs that:
   ● 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 aren regulations (MEAA offers reimbursable school meals that meet USDA nutrition standards)
   ● Promote healthy food and beverage choices using the following Smarter Lunchroom techniques;
     ○ Sliced or cut fruit is available daily
     ○ 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 can be created in any service area available to students (e.g. salad bars, snack rooms)
     ○ Menus are posted on the school website and local newspapers
     ○ Menus with nutrient content and ingredients available upon request
     ○ School meals are administered by a team of nutrition professionals
     ○ The child 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 child 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**
Maine Arts Academy 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. Maine Arts Academy provides opportunities in a variety classes that fosters physical activity.

6. **Competitive Foods and Beverages:**
The school is committed to ensuring that all foods and beverages available to students on the campus during the school day support healthy eating. Foods and beverages sold and served outside of the school meal programs (i.e. ‘competitive foods and beverages) will meet the USDA Smart Snacks in School nutrition standards at a minimum. Smart Snacks aim to improve student health and wellbeing, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. 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 students’ 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 USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold.

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. Maine Arts Academy 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**
Maine Arts Academy 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. (The first six sectors are required to be represented.)

1. Administrator
2. Food Service Designee
3. Student Representative
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 Executive Director 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 Executive Director 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)
JLCC: COMMUNICABLE/INFECTIONOUS 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 Executive Director 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 Executive Director 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
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 Maine Arts Academy’s Request/Permission to Administer Medication in School Form and Board Policy JLCD from the Maine Arts Academy 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 Maine Arts Academy 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 Maine Arts Academy 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 guest/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 actually 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: Maine Arts Academy 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
Maine Arts Academy 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 Executive Director 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.
JLCD: ADMINISTRATION OF MEDICATION TO STUDENTS

In some instances, a student’s chronic or short-term illness, injury, or disabling condition may require the administration of medication during the school day. The school will not deny educational opportunities to students requiring the administration of medication in order to remain in attendance and participate in the educational program.

The intent of this policy is to promote the safe administration of medications to students by school personnel and to provide for authorization of student emergency self-administration of medication from asthma inhalers and epinephrine pens. The MEAA Board encourages collaboration between parents/guardians and the school in these efforts.

The MEAA Board disclaims any and all responsibility for the diagnosis, prescription of treatment, and administration of medication for any student, and for any injury arising from a student’s self-administration of medication.

DEFINITIONS

“Administration: MEAA the provision of prescribed medication to a student according to the orders of a healthcare provider.

“Health care provider” MEAA a medical/health practitioner who has a current license in the State of Maine with a scope of practice that includes prescribing medication.

“Indirect supervision” MEAA the supervision of an unlicensed school staff member when the school nurse or other health care provider is not physically available on site but immediately available by telephone.

“Medication” MEAA prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a healthcare provider. It includes over-the-counter medications prescribed through a standing order by the school physician or prescribed by the student’s health care provider.

“Parent” MEAA a natural or adoptive parent, a guardian, or a person acting as a parent of a child with legal responsibility for the child’s welfare.

“School nurse” MEAA a registered professional nurse with Maine Department of Education certification for school nursing.

“Self-administration” is when the student administers medication independently to him/herself under indirect supervision of the school nurse.
“Unlicensed school personnel” are persons who do not have a professional license that allows them, within the scope of that license, to administer medication.

ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL

Parental Request
In the event that no reasonable alternative exists, the parent/guardian may request in writing that medication be administered to the student during the school day. The written request must include an acknowledgement and agreement that unlicensed personnel may administer the medication as per the health care provider’s instructions. In addition, the request shall indicate that information regarding the student’s medication may be shared with appropriate school personnel. Parents may provide the reason (diagnosis) requiring the administration of medication.

Health Care Provider’s Order
All parental requests must be accompanied by a written order from the student’s health care provider substantiating the fact that the administration of a particular medication during the school day is necessary for the student’s health and attendance in school. Such order must include:
A. The student’s name;
B. The name of the medication;
C. The dose;
D. The route of administration (e.g., tablets, liquid, drops); and
E. Time intervals for administration (e.g. every four hours, before meals)
F. Any special instructions; and
The name of the prescribing health care provider
It is the responsibility of the school nurse to clarify any medication order that he/she believes to be inappropriate or ambiguous. In accordance with Department of Education Rule Chapter 40 § 2(B), the school nurse may decline to administer a medication if he/she believes such administration would jeopardize student safety. In this case, the school nurse must notify the parent, the student’s health care provider and the Executive Director.

Renewal of Parent Permission Requests/Forms and Health Care Provider Orders

Written parental permission request/form and health care provider orders must be renewed annually or whenever there are changes in the order.

Delivery and Storage of Medication
The student’s parents or designee shall deliver any medication to be administered by school personnel to the school in its original container. In the event that this is not practical, the parent must contact the school to make alternate arrangements.

No more than a 20 day (one month) supply of medication shall be kept at school, excluding inhalers and epinephrine pens. The parent is responsible for the replenishment of medication kept at school.
If the health care provider’s order/prescription is for a medication regulated by the Federal Narcotics Act, no more than a week’s supply shall be kept at school. (Some situations may not lend themselves to this. Parent may request special arrangements).

The parent is responsible for notifying the school of any changes in or discontinuation of a prescribed medication that is being administered to the student at school. The parent must remove any medication no longer required or that remains at the end of the school year. The school nurse shall be responsible for developing and implementing procedures for the appropriate and secure storage of medications kept at school, and all medications shall be stored in accordance with this procedure.

Recordkeeping
School personnel and the student’s parent shall account for all medication brought to school. The number of capsules, pills or tablets, and/or the volume of other medications brought to school shall be recorded.

School staff administering medication shall document on the medication administration form each instance that the medication is administered including the date, time, and dosage given. (the form is attached).

The school nurse or designee shall maintain a record including the parent’s request, physician’s order, details of the specific medications (including dosage and timing of medication), and documentation of each instance the medication is administered.

Records shall be retained according to the current State schedules pertaining to student health records. Our policy is to keep records for seven (7) years. After that the face sheet is kept for as long as space allows.

Confidentiality
To the extent legally permissible, staff members may be provided with such information regarding medication and its administration as may be in the best interest of the student.

Administration of Medication
Medication may be administered during the school day by licensed medical personnel acting within the scope of their licenses.

The school nurse, under the administrative supervision of the Executive Director or his/her designee(s), will provide direction and oversight for the administration of medication to students.

All unlicensed personnel administration, teachers, education technicians, school secretaries, coaches, bus drivers, etc.) who administer medication must receive training before being authorized to do so.

Based upon the documentation of training and competency in the administration of medication, the school nurse will make recommendations to the Executive Director or designee pertaining to authorization of unlicensed persons to administer medication. Training that shall be acceptable
for the purpose of authorization of unlicensed personnel is addressed under the section of this policy titled “Required Training of Unlicensed Personnel to Administer Medication.”

Administration of Medication During Off-Campus Field Trips and School-Sponsored Events
The school will accommodate students requiring administration of medication during field trips or school-sponsored events as follows:

The school nurse, Executive Director and, as appropriate, the school’s Section 504 Coordinator and/or IEP, will determine whether an individual student’s participation is contraindicated due to the unstable/fragile nature of his/her health condition, the distance from emergency care that may be required, and/or other extraordinary circumstances. The student’s parent and primary care provider will be consulted in making this determination. The decision will be made in compliance with applicable laws, including the IDEA, § 504 and the Americans with Disabilities Act (ADA).

The parent must provide the appropriate number of doses needed for the duration of the field trip or school-sponsored event.

When there are no contraindications to student participation, an appropriately trained staff member will be assigned to administer medication. The parent will be encouraged to accompany the student, if possible, to care for the student and administer medication. All provisions of this policy shall apply to medications to be administered during off-campus field trips and school sponsored events. As practicable, the DOE’s “Policy for Medication Administration on School Trips” will be followed.

Student Self-Administration of Asthma Inhalers and Epinephrine Pens

Students with allergies or asthma may be authorized by the school nurse to possess and self-administer emergency medication from an epinephrine pen (EpiPen) or asthma inhaler during the school day, during field trips, School-sponsored events, or while on a school bus. The student shall be authorized to possess and self-administer medication from an epinephrine pen or asthma inhaler if the following conditions have been met.

A. The parent- (or student, if 18 years of age or older) must request in writing authorization of the student to self-administer medication from an epinephrine pen or asthma inhaler.

B. The student must have the prior written approval of his/her primary health care provider and, if the student is under the age of 18, the prior written approval of his/her parent/guardian. The written notice from the student’s primary care provider must specify the name and dosage of the medication, frequency with which it may be administered, and the circumstances that may warrant its use.

C. The student’s parent/guardian should submit written verification to the school from the student’s primary care provider, if available, confirming that the student has the knowledge and the skills to safely possess and use an epinephrine pen or asthma inhaler.

D. The school nurse shall evaluate the student’s technique to ensure proper and effective use of an epinephrine pen or asthma inhaler.
E. The parent/guardian will be informed that the school cannot accurately monitor the frequency and appropriateness of use when the student self-administers medication, and that the school will not be responsible for any injury arising from the student’s self-medication. Authorization granted to a student to possess and self-administer medication from an epinephrine pen or asthma inhaler shall be valid for the current school year only and must be renewed annually. A student’s authorization to possess and self-administer medication from an epinephrine pen or asthma inhaler may be limited or revoked by the ______________ after consultation with the school nurse and the student’s parents if the student demonstrates inability to responsibly possess and self-administer such medication.

To the extent legally permissible, staff members may be provided with such information regarding the student’s medication and the student’s self-administration as may be in the best interest of the student.

Sharing, borrowing, or distribution of medication is prohibited. The student’s authorization to a self-administer medication may be revoked and the student may be subject to disciplinary consequences for violation of this policy.

Medication possession/use Grades 9-12 requirements
With the increased expectations and responsibility given to high school students, flexibility needs to be made regarding their access to medication; therefore students at the high school may carry and self-administer certain medications with the written permission of the parent/guardian and when determined appropriate or physician. All such medication must come in original and or labeled containers.

Required Training of Unlicensed Personnel to Administer Medication
Unlicensed school personnel who administer medication to students in a school setting (at school, on school transportation to or from school, on field trips, or during school-sponsored events) must be trained in the administration of medication before being authorized to carry out this responsibility. Such training must be provided by a registered professional nurse or physician and include the components specified in Department of Education Rules Chapter 40 and other applicable Department of Education standards, recommendations, programs, and/or methodologies.

The trainer shall document the training and competency of unlicensed school personnel to administer medication. Based upon a review of the documentation of training and competency in the administration of medication, the school nurse will make recommendations to the Executive Director/designee pertaining to authorization of such unlicensed personnel pertaining to authorization to administer medication.

Following the initial training, a training review and information update must be held at least annually for those unlicensed school personnel authorized to administer medication.

Delegation and Implementation
The Executive Director or his/her designee shall be responsible for developing administrative procedures and/or protocols to implement or supplement this policy.

Such procedures/protocols shall include direction regarding:
1. Safe transport of medication to and from school; 
2. Administration of medication during field trips and school-sponsored events; 
3. Accountability for medications, particularly those regulated by the Federal Narcotics Act. 
4. Proper storage of medication at school; 
5. Training of appropriate staff on administration of emergency medications; 
6. The procedure to follow in the event of a medication reaction; 
7. The process for documenting medications given and medication errors; and 
8. The proper disposal of medications not retrieved by parents.

Legal Reference: 20-A MRSA §§ 254; 4009(4) 
Ch. 40 (Me. Dept. of Educ. Rule) 
34 C.F.R. Part 104 (Section 504 of the Rehabilitation Act of 1973) 
34 C.F.R. Part 300 (Individuals with Disabilities Education Act)

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. Maine Arts Academy recognizes the need for advance planning and appropriate confidentiality in these circumstances. The Executive Director 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 Executive Director is satisfied that conditions have been met. Maine Arts Academy will comply with reintegration standards established by the Maine Department of Education. The Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Maine Arts Academy 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 Executive Director 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),
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 Executive Director 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
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.

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 Executive Director, his/her designee(s) or Principal to review the records.
2. The Executive Director, 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 Executive Director, 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 Executive Director, 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 Executive Director, 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 Executive Director 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 set 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 ($0.25 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 Avenue,
S.W.
Washington, D.C. 20202

File: JRA-R

Legal Reference: 20 U.S.C. § 1232g; 34 C.F.R. Part 99 (as amended)
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 Executive Director his/her designee(s) or Principal in writing and must identify the record(s) to be inspected. The Executive Director 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 Executive Director, 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 Executive Director, 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 Executive Director 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 Executive Director 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 Executive Director 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

Section K. School - Community - Home Relations

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 Executive Director 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 Executive Director 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.

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 Executive Director 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 Executive Director’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 _________________________________________________________

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 Executive Director 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 Executive Director 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 Executive Director 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.
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 Executive Director/designee. Trespassers shall be immediately directed to leave the school premises, and may be subject to arrest.

• The Executive Director/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.
KL: PUBLIC CONCERNS
The MEAA Board welcome 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; Executive Director 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 Executive Director 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 Executive Director 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.

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

LEBParents 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
BBAA Election Method
BH Ethics
ABC Legal Status
ABCA Number
BBBBB Orientation
ABB Powers

School Board Officers
BBAA 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
JCDAA, 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
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