



Maine Academy of Natural Sciences

Policy and Procedures Manual

Maine Academy of Natural Sciences

9/13/2012

Revised and Approved 5/20/2021

Policy and Procedures manual governs the operation of the Maine Academy of Natural Sciences

Table of Contents

Section A Foundations and Basic Commitments

[ABB Staff Involvement in Decision Making \(Also GBB\)](#)

[AC Nondiscrimination/Equal Opportunity and Affirmative Action*](#)

[ACAA Harassment and Sexual Harassment of Students*](#)

[ACAB Harassment and Sexual Harassment of School Employees*](#)

[ACAD Hazing](#)

[AD Educational Philosophy/Mission](#)

[ADA School Goals and Objectives](#)

[ADAA School Commitment to Standards for Ethical and Responsible](#)

Behavior (Code of Conduct) *

[ADC Use of Tobacco on School Premises Prohibited](#)

[ADF School Commitment to Learning Results](#)

Section B Board of Directors Governance and Operations

[BBA Board Powers and Responsibilities](#)

[BBAA Board Member Authority and Responsibilities](#)

[BCA Board Member Code of Ethics](#)

[BCB Board Member Conflict of Interest](#)

[BCC Nepotism \(Also GBCA\)](#)

[BDB Board Officers](#)

[BDDH Public Participation at Board Meetings](#)

[BEA Board Use of Electronic Mail](#)

[BEC Executive Session](#)

[BEDB Board of Directors Meetings and Agendas](#)

[BEDJ Broadcasting/Taping of Board Meetings](#)

[BFE Administration in Policy Absence \(Also CHD\)](#)

[BG Policy Review](#)

[BGC Policy Errors and Inconsistencies](#)

[BHC Board-Staff Communications \(Also GBD\)](#)

[BHD Board Communication](#)

Section C General School Administration

CBDA Head of School*

[CC Administration Organization*](#)

[CHA Development of Administrative Procedures](#)

[CHD Administration in the Absence of Policy \(Also BFE\)](#)

Section D Fiscal Management

DJH Purchasing and Contracting: Procurement Staff Code of Conduct

DN Disposal of School Properties

Section E Support Services

EBA Chemical Hazards

EBCA Emergency Response Plan

EBCC Bomb Threats

ECB Integrated Pest Management*

[EDB Ownership of Instructional Materials, Student Records, School Supplies/Equipment and Related Property](#)

[EE Conveyance](#)

[EEA Student Transportation*](#)

EEAEA Transportation Policy on Drug & Alcohol Testing*

[EFC Eligibility For Free and Reduced-Price School Lunches](#)

EFE Food and Beverage Offerings Within School

Section F Facilities Development

Section G Personnel

[GA Teacher Exemption Certification Policy](#)

[GBB Staff Involvement in Decision Making \(Also ABB\)](#)

[GBCA Nepotism \(Also BCC\)](#)

[GBD Board-Staff Communications \(Also BHC\)](#)

[GBEBB Staff Standards of Conduct with Students](#)

[GBEC Drug Free Workplace](#)

[GBGA Staff Members with HIV/AIDS](#)

[GBJ Personnel Records and Files](#)

[GBO Family and Medical Leave*](#)

[GCCA Extended Leaves of Absence](#)

[GCFB Recruiting and Hiring of Administrative Staff*](#)

[GCI Professional Staff Development Opportunities](#)

[GCOA Supervision and Evaluation of Professional Staff](#)

[GCOC Evaluation of Administrative Staff](#)

[GCQG Exit Interviews](#)

Section H Negotiations

(None listed)

Section I Instruction

[IGA Curriculum Development and Adoption](#)

[IHBA Individualized Education Programs](#)

[IHBAA Referral/Pre-Referral*](#)

[IHBAC Child Find](#)

[IHBAL Grievance Procedure for Persons with Disabilities](#)

HBG Home Schooling (Required policy but does not apply to Charter Schools)

IHBGA Home Schooling – Participation in School Programs (Required policy but does not apply to Charter Schools)

[IHCDA Post-secondary Enrollment Options*](#)

[IJJ Instructional and Library-Media Materials Selection*](#)

[IJND School Web Site/Web Pages*](#)

[IJNDB Student Computer, Internet Use, and Cyber Safety*](#)

[IKA Student Assessment](#)

[IKE Promotion, Retention and Acceleration of Students](#)

[IKF Curriculum Requirements](#)

[ILA Student Assessment/Local Assessment System](#)

[ILD Educational Research: Student Submission to Surveys, Analyses, or Evaluations](#)

[IMBB Exemption from Required Instruction](#)

Section J Students

[JEA Compulsory Attendance](#)

[JFABD Admission of Homeless Students](#)

[JFC Dropout Prevention Student Withdrawal from School](#)

[JFCK Student Use of Cellular Telephones and Other Electronic Devices](#)

[JHB Truancy](#)

[JICH Drug and Alcohol Use by Students](#)

[JICIA Weapons, Violence and School Safety](#)

[JICK Bullying](#)

[JJIF Management of Concussions and Other Head Injuries](#)

[JK Student Discipline](#)

[JKAA Use of Physical Restraint and Seclusion*](#)

[JKE Expulsion of Students](#)

[JKF Disciplinary Removals of Students with Disabilities*](#)

[JL Student Wellness](#)

[JLCB Immunization of Students](#)

[JLCC Communicable/Infectious Disease](#)

[JLCD Administering Medication to Students*](#)

[JLBDG Reintegration of Juveniles from Correctional Facilities](#)

[JRA Student Education Records*](#)

Section K School-Community-Home Relations

[KBBA Custodial and Non-Custodial Parent Rights and Responsibilities](#)

[KBF Parent Involvement in Title I*](#)

[KH Advertising/Solicitation in School](#)

[KI Visitors to School](#)

[KL Public Concerns](#)

Section L Education Agency Relations

(None listed)

*Indicated Procedures, Guidelines, or forms attached.

Note: Those policies in Bold are required by the Charter Commission

Section A. Foundations and Basic Commitments

Policy No: ABB (GBB)

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

STAFF INVOLVEMENT IN DECISION MAKING

The formulation of policy involving the curriculum, instruction and the overall school program is one of the primary responsibilities of the Board of Directors, and the Board reserves the right to make the final decision regarding such policies. The Board

believes that the best interests of the school's students should be the principle guiding the adoption of all educational policy. The Board further believes that appropriate input from the professional staff is important to the decision- making process.

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

The Head of School (or designee) 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.

Policy No: AC

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

NONDISCRIMINATION/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

MeANS is an Equal Opportunity Employer. It is the policy of MeANS to prohibit discrimination of any type and to afford equal employment opportunities to employees and applicants without regard to gender, race, religion, color, age, veteran status, physical or mental disability, sexual orientation, ancestry or national origin, or any legally protected status.

The Board of Directors directs the administration to provide notice of compliance with federal and state civil rights laws to all applicants for employment, employees, students, parents, and other interested persons, as appropriate.

The Maine Academy of Natural Sciences will require all persons, agencies, vendors, contractors, and other persons and organizations doing business with or performing services for the school to subscribe to all applicable federal and state laws pertaining to contract compliance.

Cross References: Affirmative Action Plan

ACAA-Harassment and Sexual Harassment of Students

ACAB-Harassment and Sexual Harassment of Employees

Policy No: AC-R

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

AFFIRMATIVE ACTION GRIEVANCE PROCEDURE

As it relates to the Affirmative Action Policies of the Maine Academy of Natural Sciences, the following procedure is stated to ensure that discrimination does not take place in employment, curriculum, co-curricular or athletic programs.

The Maine Academy of Natural Sciences does not discriminate in the educational and employment policies, programs and practices under which it operates and will honor all appropriate laws relating to discrimination in regard to race/color, sex, religion, ancestry, national origin, age physical/mental disability. The state and federal laws affecting this policy are: The Maine Human Rights Act, 5 MRSA 4551 et seq. The Civil Rights Act of 1964, Title VI, The Rehabilitation Act of 1973 Section 504, and the Educational Amendments, Title IX, 1972.

Definitions

- A. Grievance - a complaint alleging any policy, procedure or practice which would be prohibited by non-discrimination laws.
- B. 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).
- C. Claim - is the charge spelled out in its entirety, of discrimination and is limited to the provisions contained within the Affirmative Action Plan.

- D. Human Resources the department designated to coordinate the Board's efforts to comply with the Affirmative Action Program. The person with whom a grievance may be filed.
- E. Respondent - person alleged to be responsible for the violation alleged in the grievance.
- F. Grievance Answer - the written statement of the respondent regarding the grievance allegation.
- G. 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.
- H. 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.
- I. 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.
- J. Day - means a working day; the calculation of days in a grievance processing shall exclude Saturdays, Sundays and holidays.

Filing of Grievances

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 Human Resources.

Informal Grievance Procedure - Level 1:

Report (not required to be in writing) incident to Human Resources. Human Resources will meet with the person charged with the harassment and clarify specific behaviors that are unacceptable. Assign consequences and inform of further consequences if the unacceptable behavior continues.

An incident report will be kept by Human Resources.

Informal Grievance Procedure - Level 2:

Grievance may be filed with Human Resources in writing and should be filed within six months of the alleged act. Human Resources shall contact the Head of School (or designee) immediately to request an informal conference to discuss the grievance.

The Head of School (or designee) shall hold a pre-grievance meeting between the respondent and grievant within five days of filing, to collect data and shall make reasonable effort to resolve the problem without utilizing the formal grievance procedure.

This informal procedure shall not be a prerequisite to filing a formal grievance.

If the matter is not resolvable within ten days, the formal grievance procedure will be initiated by the grievant.

Formal Grievance Procedure - Level 3 and Level 4:

The grievant shall inform Human Resources that he/she is initiating the formal grievance procedure.

Within five days of the filing of the grievance, Human Resources shall notify the respondent of the grievance and of his/her responsibility for submission of a written grievance answer within five days after receipt of the grievance notification

Respondent's Grievance Answer - the respondent shall, within five days of receipt of a copy of the grievance, submit to Human Resources a written grievance answer. Such answer 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.

Human Resources will send a copy of the grievance and the respondent's grievance answer to the Head of School (or designee).

A. Level 3

The hearing officer serving at all Level 3 grievance activities shall be the Head of School (or designee). In the event that the Head of School (or designee) is the respondent, the Board will delegate a hearing officer.

The Head of School (or designee) shall, within five days of referral, submit a written grievance decision to the grievant, the respondent and Human Resources. The decision shall:

- A. Confirm or deny each fact alleged in the grievance and in the respondent's answer.
- B. Indicate the extent to which the grievance has merit;
- C. Indicate acceptance or rejection of any redress specified by the grievant or respondent; or
- D. Indicate that the hearing officer will conduct an informal hearing on the grievance before rendering a decision.

B. Level 3 - Hearing

Human Resources shall arrange a date for the Level 3 Hearing and notify the grievant, the respondent and the Head of School (or designee). The hearing shall be held within five days after the appeal.

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 Human Resources.

Any procedures established to govern the conduct of the Level 3 formal hearing shall be at the discretion Human Resources.

Within five days of the hearing, the Head of School (or designee) 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 Human Resources.

C. Level 4

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 Human Resources of his/her intent to appeal to Level 4. This notification shall be in writing.

The hearing officer serving in Level 4 hearings shall be the Board or representatives designated by the Board.

For any grievance referred for hearing at Level 4, there shall be three alternative methods for grievance processing:

The grievance hearing may be conducted by the Board in its entirety.

The grievance hearing may be conducted by a sub-group of at least three members of the Board.

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.

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.

Any written materials or records submitted to the Board by Human Resources 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.

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 Human Resources.

Human Resources 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.

The final Level 4 decision shall be made by a vote of the majority of the Board.

Other Issue

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.)

Maintenance of Grievance Records

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

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

Public grievance files shall be maintained by Human Resources for purposes of grievance precedents.

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.

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 Human Resources

It is the primary responsibility of Human Resources 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, D.C.

Policy No: ACAA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS

Any act of harassment of students, including, but not limited to race, color, sex, sexual orientation, marital status, religion, ancestry or national origin, or disability is prohibited. Such conduct is a violation of School Board policy and may constitute illegal discrimination under state and federal laws. The Maine Academy of Natural Sciences recognizes the right of each student to a learning environment which is free of harassment and sexual harassment.

Harassment

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

- A. verbal abuse
- B. harassment that rises to the level of physical assault, and/or abuse
- C. sexual advances, gestures, comments or contact
- D. threats and bullying
- E. offensive language, jokes and teasing
- F. ridicule, slurs, derogatory action or remarks
- G. 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 discharge. Harassment/sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Head of School (or designee) will determine appropriate sanctions for harassment of students by persons other than school employees and students.

The Head of School (or designee) as the building Title IX Coordinators, 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 means selected by the school administration.

Cross Reference: ACAD Hazing

Policy No: ACAA-R

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

STUDENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE

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

Definitions

For purposes of this procedure:

- A. A "Complaint" is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, marital status, age, religion, ancestry, national origin, or disability.
- B. "Discrimination or harassment" means discrimination or harassment on the basis of race, color, sex, sexual orientation, marital status, religion, ancestry, national origin, or disability.

How to Make a Complaint

Any student who believes he/she has been discriminated against or harassed should report the concern promptly to the Head of School. Students who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the Head of School.

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 Head of School shall promptly inform the Board (or designee) and the person(s) who is the subject of the complaint that a complaint has been received.

The Head of School 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 Board (or designee), 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 Head of School, unless the Board (or designee) 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 Board (or designee) should be submitted to the chairperson of the 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 Head of School (or designee) shall keep a written record of the investigation process.

The Head of School (or designee) may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.

The Head of School (or designee) shall consult with the Board (or designee) 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 Head of School (or designee) determines that discrimination or harassment occurred, he/she shall, in consultation with the Board (or designee) will:

- A. Determine what remedial action is required, if any;
- B. Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and
- C. Inform the student who made the complaint in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

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

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

Policy No. ACAB

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an employee's work environment or employee benefits;
- B. Submission to or rejection of such conduct by an employee is used as the basis for decisions on employment benefits; and/or
- C. 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 means to ensure that each employee receives a copy. All newly hired employees shall be provided training about sexual harassment in accordance with Maine law.

The Head of School (or designee) is responsible for ensuring that the school complies with all legal requirements for posting, notification and training of employees regarding harassment and sexual harassment.

Cross Reference: AC – Affirmative Action

Policy No. ACAB-R
Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

EMPLOYEE DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE

This procedure has been adopted by the ~~School~~ Board in order to provide a method of prompt and equitable resolution of employee complaints of discrimination and harassment as described in policies AC – Nondiscrimination/Equal Opportunity and

Affirmative Action and ACAB – Harassment and Sexual Harassment of School Employees.

Definitions

For purposes of this procedure:

- A. “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.
- B. “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 Head of School (or designee). If the employee is uncomfortable reporting concerns to the Head of School (or designee) 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 Head of School (or designee). 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 Head of School (or designee) will promptly inform the Board (or designee) and the person who is the subject of the complaint that a complaint has been received.

The Head of School (or designee) 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 Board (or designee) 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 Head of School (or designee), unless the Board (or designee) chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Head of School (or designee) should be submitted to the Board Chair 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 Head of School (or designee) shall keep a written record of the investigation process.

The Head of School (or designee) 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 Head of School (or designee) shall consult with the Board Chair (or designee) 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 Head of School (or designee) determine that discrimination or harassment occurred, he/she shall, in consultation with the Board (or designee), will:

- A. Determine what remedial action is required, if any;
- B. Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and
- C. Inform the employee who made the complaint in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

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

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

The Board will consider the appeal in executive session, at its next regular meeting. The Head of School (or their designee) shall submit to the Board his/her decision, the complaint, any responses, the investigation report and related documents. The complainant shall be allowed to be heard. If present, the complainant's representative and the representative of the person(s) against whom the complaint was made will also be given the opportunity to be heard.

After reviewing the Head of School's (or designee's) submissions and hearing from the parties, the ~~School~~ Board shall make a decision as to whether to affirm or modify the Head of School's (or designee's) conclusions. The Board decision shall be final.

Policy No: ACAD

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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 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 shall be prohibited at all times.

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

This policy and related rules apply to any student who is on school property, who is in attendance in school or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline or general welfare of the

school. Although this provision does not authorize or require school officials or staff to take action at will for off-school premises misconduct, it does provide notice to students about the possible impact of their conduct and provides school officials with the authority to assess the actual impact of off-school conduct on the school community.

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

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

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

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

The Head of School (or designee) shall assume responsibility for administering this policy. In the event that an individual or organization disagrees with any action – or lack

of action – on the part of the Head of School (or designee) as he/she carries out the provisions of this policy, that individual or organization may appeal to the full Board. The ruling of the 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 distributed to all school employees and students.

Policy No. AD

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

EDUCATIONAL PHILOSOPHY/MISSION

Mission:

The Maine Academy of Natural Sciences (MeANS) is a public charter high school that inspires and engages students through project-based, student-centered instruction immersed in the natural sciences of Maine with a focus on agriculture, forestry, and the environment. MeANS challenges all students to connect with their education in order to grow as individuals, interact with their communities, and lead fulfilling lives.

Values:

Respect

With an emphasis on honoring differences, MeANS encourages students to be compassionate and empathetic. Faculty, staff, and students employ restorative practices for community building and conflict resolution.

Responsibility

Our individualized instruction builds confidence and empowers students to take ownership of their education. Skills such as self-advocacy and goal setting are developed alongside a commitment to helping others.

Community

MeANS connects with students and families through close relationships with advisors, teachers, and administrators. Students are expected to contribute positively to the school and are encouraged to take advantage of the larger learning context through volunteerism, internships, and college courses.

Vision:

Targeted Student Population

The Maine Academy of Natural Sciences, located on the 1,800-acre Good Will Hinckley (“GWH”) campus in Hinckley, Maine, will be open to high school students

residing throughout the State of Maine. Applicants will fall into the following two categories:

- A. motivated by individualized, project-based learning; and/or
- B. interested in the natural sciences through the study of agriculture, forestry and the environment

Vision Overview

Students at the Maine Academy of Natural Sciences are encouraged to engage with their education. They will grow as critical thinkers and problem solvers by developing habits of heart and mind that lead them to take responsibility for their own actions, as well as for the welfare of their community. They will graduate from MeANS proficient in the graduation standards, having completed at least one college level course, an internship or apprenticeship in the community, and a plan for their next steps as young adults. Students will complete their education more self-directed, hopeful and healthy than when they enrolled.

MeANS students are actively involved in mastering the Maine Learning Results, Common Core Standards and additional, unique MeANS graduation goals, and do so through an innovative curriculum grounded in the themes of forestry, agriculture, and the environment. This curriculum is taught using a highly individualized approach by experienced teachers who have both subject matter expertise and skills in dealing with at risk populations. Below, we present a picture of the MeANS learning environment, the unique student experience and our educational philosophy, as illustrated by the following six organizing principles.

Organizing Principles:

- A. Student ownership of the educational process through standards and a Personal Learning Plan:
- B. Actively engaged students – a project-based orientation:
- C. Using the community and the natural world as the classroom:
- D. Building supportive relationships to create a strong sense of community; using Restorative Practices to create ownership of School values and behavioral expectations:
- E. A collaborative and reflective teaching model:
- F. Strong ties built between school and parents.

Policy No. ADA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

SCHOOL GOALS AND OBJECTIVES

The Maine Academy of Natural Sciences Board recognizes its responsibility to set goals for the efficient operation of the school. In discharging this responsibility, the Board will strive to ensure that the resources of the school are directed toward meeting the educational needs of each eligible student.

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)

Policy No: ADAA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

**SCHOOL COMMITMENT TO STANDARDS FOR ETHICAL AND RESPONSIBLE
BEHAVIOR**

The 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 behavior¹ that shall, as required by law:

- A. Establish standards of student responsibility for behavior;
- B. Define unacceptable student behavior;
- C. Prescribe consequences for violation of the Student Code of Conduct, including first-time violations, when appropriate;
- D. Describe appropriate procedures for referring students in need of special services to those services;
- E. Establish criteria to determine when further assessment of a current Individual Education Plan (IEP) is necessary, based on removal of the student from class;
- F. Establish policies and procedures concerning the removal of disruptive or violent students from a classroom school bus, or other school property, as well as student disciplinary and placement decisions, when appropriate; and
- G. Establish guidelines and criteria concerning the appropriate circumstances when the Head of School (or 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 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 means selected by the Head of School (or

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)

Policy No: ADC

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

USE OF TOBACCO ON SCHOOL PREMISES PROHIBITED

The 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" means 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 means as decided by the Head of School.

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)

Policy No: ADF

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

SCHOOL COMMITMENT TO LEARNING RESULTS & COMMON CORE STANDARDS

The Maine Academy of Natural Sciences 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 reflects high expectations and creates 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 Head of School, administrators, teachers, parents, students, and the community.

The Head of School (or designee) 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. Head of School (or designee) shall report these findings to the Board on a semi-annual basis.

Legal References: PL 2007, c. 259, § 3

Section B. School Board Governance and Operation

Policy No: BBA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

BOARD POWERS AND RESPONSIBILITIES

The Maine Academy of Natural Sciences Board shall have general charge of the Maine Academy of Natural Sciences public charter school and shall exercise such other responsibilities as specifically provided by law and their bylaws and Articles of Incorporation.

The Board shall concern itself primarily with broad questions of policy rather than with administrative details. The application of policies is an administrative task to be performed by the Head of School or their designee 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 generals' opinions, and similar mandates from the state and national levels of government, and recognizing the authority of the state, fulfills its mission as the governing body of a political subdivision by acting as follows in the execution of its duties:

- A. Enacts policy;
- B. Selects, employs and evaluates the Head of School;
- C. Requires the establishment and maintenance of records, accounts, archives, management methods and procedures incidental to the conduct of school business;
- D. Approves the budget, financial reports, audits, major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business;
- E. Provides staff and instructional aids;
- F. Evaluates the educational program to determine its effectiveness with which the school is achieving the goals as outlined in the school's mission, vision, Learning Results system and Common Core standards and charter contract.
- G. Provides for the dissemination of information relating to the school necessary for creating a well-informed public;
- H. Approves/disapproves personnel nominations from the Head of School 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.

Policy No: BBAA
Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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.

Policy No: BCA
Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

BOARD MEMBER CODE OF ETHICS

Having accepted the challenge of service on this Board, I accept the principles set forth in the following code of ethics to guide me in helping to provide free public education to all the children of my school within the State of Maine.

- A. I will view service on the Board as an opportunity to serve my community, state, and nation because I believe education is the means to promote the welfare of our people and to preserve our democratic way of life.
- B. I will at all times think of children first and my decisions will always take into consideration the effect upon children and their education.
- C. I will make no disparaging remarks, in or out of the Board meetings, about other members of the Board or their opinions.

- D. I will remember at all times that as an individual I have no legal authority outside the meetings of 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.
- E. I will recognize that my responsibility is not to operate the school but to see that they are well operated.
- F. I will seek to provide education for all enrolled students commensurate with their needs and abilities.
- G. I will listen to all citizens but will refer all complaints to the proper authorities and will discuss such complaints only at a regular meeting after failure of administrative solution.
- H. I will support a decision graciously once it has been made by the majority of the Board.
- I. I will not criticize employees publicly but will make such criticism to the Head of School for investigation and action, if necessary.
- J. I will make decisions openly after all facts bearing on a question have been presented and discussed.
- K. I will refuse to make promises as to how I will vote on a matter that should properly come before the Board as a whole.
- L. I will not discuss the confidential business of the Board in my home, on the street, or in my office, the place for such discussion being the Board meeting.
- M. I will confine my Board action to policy making, planning, and appraisal, leaving the administration of the school to the Head of School.
- N. I will welcome and encourage cooperation and participation by teachers, administrators, and other personnel in developing policies that affect their welfare and that of the children they serve.

- O. In order that every child may receive the best possible education, I will endeavor at all times to see that the school has adequate financial support within the capabilities of the community and state.
- P. I will resist every temptation and outside pressure to use my position as a Board member to benefit myself or any individual or agency apart from the total interest of the school.
- Q. I will endeavor to attend every regular and special Board meeting. If I find that this is not possible for an extended length of time, I will give consideration to resigning from my position on the Board.
- R. I will recognize at all times that the Board of which I am a member is an agent of the state, and as such, I will abide by the laws of the state and the regulations formulated by the State Board of Education, which is responsible for educational policies as determined by legislative acts and the Mission, Vision, Bylaws and Articles of Incorporation of the Maine Academy of Natural Sciences.

Policy No: BCB

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

BOARD MEMBER CONFLICT OF INTEREST

A Board member shall not have any direct or indirect pecuniary interest (as defined by law) in a contract with the school, nor shall he/she furnish directly for pay 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.

Policy No BCC/GBCA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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 Head of School.

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 Head of School 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:

- A. "Administrative Officer" shall mean any person who holds a supervisory position of Dean of Students or higher rank, excluding board members.

B. "Member of immediate family" shall mean spouse, brother, sister, parent, stepparent, child, stepchild, 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

Policy No: BDB
Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

BOARD OFFICERS

The officers of the corporation shall consist of the Board Chair (who shall serve as and have the power and authority of the President/Executive Director of a nonprofit corporation pursuant to Section 710 of the Maine Nonprofit Corporation Act), a Board Vice Chair, a non-voting 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 the Bylaws and shall perform other duties as directed by law, Maine Department of Education regulations.

Legal Reference: 20-A MRSA § 1055 (ALL)

20-A MRSA § 1251(5), (7) (MSAD)

20-A MRSA§ 1651, 2 (CSD)

20-A MRSA § 1471 (RSU)

Cross Reference: BB - School Board Legal Statement

Policy No: BDDH
Effective 09/13/2012
Revised 05/20/2021
Approved 05/20/2021

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 Head of School at least ten (10) days prior to a regular meeting date and must set forth the specifics of the subject to be addressed. When appropriate, the Head of School (or designee) 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 Head of School to speak.

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

Policy No. BEA
Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

BOARD USE OF EMAIL

Use of email 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 email in the conduct of Board responsibilities:

- A. The Board shall not use e-mail as a substitute for deliberations at Board meetings or for other communications or business properly confined to Board meetings.
- B. 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.

- C. 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.
- D. Board members will be issued and encouraged to use a school managed Google account and email. This account and its contents will be the property of the school and terminated upon resignation or exit.

Cross Reference: BCA – Board Member Code of Ethics

IJNDB – Electronic Resources – Acceptable Use

KFD – Bulletin Board Service – Acceptable Use

Policy No: BEC

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

EXECUTIVE SESSIONS

Except as provided by law, all meetings of the 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.

Cross Reference: BEC-E – Executive Session Law

Policy No: BEDB

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

SCHOOL BOARD MEETINGS AND AGENDAS

Agenda Preparation and Dissemination

The Head of School (or designee), in consultation with the Chair, shall prepare an agenda for each meeting of the Board. The agenda shall include items that the Board

plans to address in performing its duties as the governing body of the school in accordance with Maine law and Board policies.

The agenda will be distributed to Board members, the media, and to designated school-affiliated organizations no later than five days prior to a regular meeting of the Board and no later than three days (72 hours) prior to a special meeting. Copies of the agenda will be posted and/or available at the Head of School's Office and on the Maine Academy of Natural Sciences website. Anyone desiring additional information regarding an agenda item should direct inquiries to the Office of the Head of School. Copies of the agenda will also be available at the Board meeting.

In the case of an emergency meeting, notice of the agenda will be given as early as practicable and will be provided to the media at the same time and in the same manner that it is given to Board members.

Requests for Agenda Items

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

for the agenda of that meeting. The Chair and Head of School (or designee) shall make the final decision regarding placement of items on the agenda.

Dissemination of Supporting Materials

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

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

Regular Meetings

The Board of Directors holds regular meetings according to a board approved schedule at the annual meeting in June. Meetings may be cancelled at the discretion of the Head of School or Chair.

Special Meetings

A special meeting may be called by the Chair of the Board, at the request of the Head of School (or designee), 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 Chair or Head of School (or designee). 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 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)

Cross Reference: BDDH—Public Participation at Board Meetings
KL—Public Concerns

Policy No: BEDJ

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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.

Policy No: BFE/CHD

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

ADMINISTRATION IN THE ABSENCE OF POLICY

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

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

Cross Reference: CB - Head of School

CB-R - Head of School Job Description

Policy No. BG
Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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 administration and school staff, 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.

Policy No: BGC
Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

POLICY ERRORS AND INCONSISTENCIES

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:

- A. Misspellings. Misspelled words may be corrected.
- B. Cross-References. Cross-references in policies may be changed to agree with new, amended, renumbered, reallocated, or corrected statutes, rules or policies.
- C. Capitalization. Improper capitalization may be corrected.
- D. Renumbering. The numbering or lettering of policies may be corrected or properly arranged.
- E. Punctuation. Punctuation, including hyphenation, may be corrected.

- F. Errors. Obvious clerical, typographical or grammatical errors may be corrected.
- G. 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.

Policy No: BHC/GBD
Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

BOARD STAFF COMMUNICATIONS

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

Staff Communications to the Board

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

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

Board Communications to Staff

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

Visits to the School

Individual 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. Board members who wish to visit other classrooms as an informal expression of interest in

school affairs (not as "inspection") will inform the Head of School (or designee) who will arrange such visit(s).

Official visits by Board members will be conducted only under Board authorization and with the full knowledge of the Head of School (or designee) and staff.

Board Member Authority

Staff and Board members are reminded that individual 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 Board action.

Policy No: BHD

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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

- A. website and links

- B. distribution of press releases, Board meeting summaries, and periodic printed reports;
- C. prompt responses to inquiries or statements of concern from members of the public;
- D. 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

Policy No: CBDA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

Head of School

A primary function of the Board is to oversee the Head of School.

The Head of School shall be executive officer of the Board. In addition, under Maine Statutes he/she shall serve as secretary ex officio to the Board. He/she (or designee) shall attend all meetings and have the right to speak on all subjects but shall have no vote.

The Head of School shall administer and supervise the Maine Academy of Natural Sciences. He/she shall have discretionary authority, subject to later approval by the Board, to act upon all emergency matters and those as to which his/her power and duties are not specifically set forth or limited.

Legal Reference: 20-A MRSA §§ 1001, 1053, 1055

CABD-R

HEAD OF SCHOOL'S CONTRACT

The employment of the Head of School shall be made formal by means of a contract entered into by the Board.

Legal Reference: 20-A MRSA §§ 1051, 1055, 1092(3)

Policy No: CC

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

ADMINISTRATIVE ORGANIZATION

The legal authority of the Board shall be transmitted through the Head of School along specific lines from position to position as shown in the organizational chart of the school. The lines of authority on the chart shall represent direction of authority and responsibility.

The Head of School (or designee) 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 Board expects the Head of School (or designee) to keep the administrative structure up to date with the needs for supervision and accountability throughout the school system.

Policy No: CHA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

DEVELOPMENT OF ADMINISTRATIVE PROCEDURES

The Board shall delegate to the Head of School (or designee) 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.

Policy No: BFE/CHD

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

ADMINISTRATION IN THE ABSENCE OF POLICY

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

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

Cross Reference: CBDA – Head of School

CBDA-R - Head of School Job Description

Section D. Fiscal Management

Policy No: DJH

Effective 05/20/20121

Approved 05/20/2021

PURCHASING AND CONTRACTING: PROCUREMENT STAFF CODE OF CONDUCT

Conflict of Interest

All employees of the Maine Academy of Natural Sciences shall perform their duties in a manner free from conflict of interest to ensure that the school district's business transactions are made in compliance with applicable laws and regulations and in a manner that maintain public confidence in the school. No employee, officer, or agent of the school district may participate in the selection, award, or administration of a

contract supported by a federal award if he or she has a real or apparent conflict of interest.

A conflict of interest would arise when the employee, officer, or agent – or any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein – has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. For the purpose of this policy, “immediate family”

is defined as spouse, brother, sister, parent, son, or daughter.

Conflict of Interest Disclosure

All employees, officers, or agents with real or apparent conflicts of interest as defined above must disclose the conflict of interest to the Head of School who will investigate the circumstances of the transaction. The Head of School will exercise due diligence in investigating the circumstances of the transaction and, if necessary, will make reasonable efforts to find alternatives to the proposed transaction or arrangement that would not give rise to a conflict of interest. If the Head of School determines that the proposed transaction is in the best interest of The Maine Academy of Natural Sciences and is fair and reasonable, he or she may proceed with the transaction. In the event the Head of School may have a conflict of interest, an ad hoc subcommittee of the Board will investigate and make a determination regarding the transaction.

Staff Gifts and Solicitations

The employees, officers, and agents of The Maine Academy of Natural Sciences may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontractors. Employees may accept unsolicited items of nominal value such as those that are generally distributed by a company or organization through its public relations program.

Violations

Employees of The Maine Academy of Natural Sciences who violate this code of conduct may be subject to discipline, up to and including termination of employment and, if appropriate, referral to law enforcement.

Legal Reference: 34CFR 74.40 – 74.48; 80.36 (Education Department General

Administrative Regulations (EDGAR)

DOE Administrative Letter 6 – 9/18/2006 – NCLB Fiscal Compliance

Cross Reference: BCB - Board Member Conflict of Interest

Policy No: DN

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

SCHOOL PROPERTIES DISPOSITION

The Head of School (or 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 is to be informed of any property declared surplus by the Head of School (or designee) prior to its disposal. Procedures for disposal of all surplus personal property shall be in accordance with the following:

- A. The member is to be informed in writing of property declared surplus and are to have first option to purchase. The charges for purchases shall be

determined by the Head of School (or designee) 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 means 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 Head of School (or designee), including donation to non-profit agencies.
- E. Any property determined to be worthless, or for any reason is considered to be inappropriate for sale, shall be disposed of in a manner the Head of School deems appropriate after 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

Policy No: EBAA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

CHEMICAL HAZARDS

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

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

The Head of School (or designee) 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.

Cross Reference: EBCA – Crisis Response Plan

Policy No: EBCA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

EMERGENCY RESPONSE PLAN

The Maine Academy of Natural Sciences hereby adopts the Maine Academy of Natural Science's Emergency Response Plan. The Head of School or their designee shall be responsible for ensuring that the plan is implemented 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 Board will approve the plan annually. Any substantive changes in the plan shall be subject to the approval of the Board.

Legal Reference: 20-A M.R.S.A. § 1001(16)

Policy No: EBCC

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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 place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Head of School (or designee) 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 means, 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 means 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” means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

Definitions

- A. A “**bomb**” means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, “Molotov cocktail” or other destructive device.
- B. A “**look-alike bomb**” means any apparatus or object that conveys the appearance of a bomb or other destructive device.
- C. A “**bomb threat**” is a communication, by any means, 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.
- D. “**School premises**” means any school property and any location where any school activities may take place.

Development of Bomb Threat Procedures

The Head of School (or designee) shall be responsible for developing and implementing procedures specific to bomb threats as part of the Maine Academy of Natural Sciences 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:

- A. 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);

- B. 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);
- C. Communications contacts and mandatory bomb threat reporting;
- D. Parent notification process;
- E. Training for staff members; and
- F. Support services for students and staff.

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

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 Head of School, teacher or other employee in a position of authority.

An employee of the Maine Academy of Natural Sciences who learns of a bomb threat shall immediately inform the Head of School. The Head of School shall immediately take appropriate steps to protect the safety of students and staff in accordance with the

Maine Academy of Natural Sciences bomb threat procedure, as developed under Section C, and inform the Board of the threat.

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

The Head of School (or designee) 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.

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 Head of School may modify the requirement for expulsion based on individual circumstances.

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

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.

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.

Staff Disciplinary Consequences

A Maine Academy of Natural Sciences employee who makes or communicates by any means 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 Maine Academy of Natural Sciences 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.

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.

Lost Instructional Time

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

Notification Through Student Handbook

All student handbooks shall address the Maine Academy of Natural Sciences' 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

JKE – Expulsion of Students

JKF – Suspension/Expulsion of Students with Disabilities

JICIA – Weapons, Violence and School Safety

Student Code of Conduct

Policy No: ECB

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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

- A. Maintain a safe and sustainable school environment.
- B. Protect human health by suppressing pests that threaten public health and safety.
- C. Reduce exposure of humans, particularly children, to pesticides.
- D. Reduce or prevent pest damage to school properties.
- E. Reduce environmental pollution.
- F. Reduce the costs of pest management.

- G. Prevent pests from spreading beyond school property.
- H. 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:

- A. Recording all pest sightings by school staff and students.
- B. Recording all pesticide use.
- C. Coordinating management activities with pest control contractors.
- D. Approving appropriate pesticide applications – methods, materials, timing, and location.
- E. Assuring that all of the pest control contractor's recommendations on maintenance and sanitation are carried out where feasible.
- F. Posting and notification of pesticide application.
- G. Regularly evaluating the school's progress in implementing the IPM plan.

Education

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.

ECB-R1

NOTICE OF PLANNED PESTICIDE APPLICATION

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

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

For additional information regarding this application, you may contact IPM Coordinator at the MeANS office 207-238-4100.

This application is consistent with the Maine Academy of Natural Sciences' 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)

ECB-R2

PEST MANAGEMENT NOTIFICATION

MEMO

MAINE ACADEMY OF NATURAL SCIENCES

IPM Plan Notification

To: Staff, Parents, Guardians

From: IPM Coordinator

Re: Pests, Pesticides and your right to know

Date:

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 have 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 at 238-4100.

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

Policy No: EDB

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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

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

Policy No: EE
Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

CONVEYANCE

The only individuals to be conveyed in Maine Academy of Natural Sciences vehicles are Maine Academy of Natural Sciences students, school personnel, and authorized chaperons. Exceptions to this policy will require the approval of the Head of School (or designee).

Policy No: EEA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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 Coordinator 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 Coordinator. 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 Coordinator.

Within the above considerations for safety and for efficiency, the Maine Academy of Natural Sciences Board will provide transportation to the school for the following students residing within the boundaries of the Maine Academy of Natural Sciences 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 Transportation Coordinator (or designee) 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.

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,

- A. **'Student'** refers to the student whose parent/guardian is appealing the decision to suspend bus privileges. **'Administrator'** refers to the Head of School.
- B. **'Transportation Coordinator'** refers to the Transportation Coordinator.
- C. **'Special Education Administrator'** refers to a Special Education Director
'Transportation Appeal Committee' refers to a panel of at least three Board members.

Parental/Guardian Appeal Procedure

There is no appeal process for a Transportation privilege suspension of less than 10 days. The parent/guardian of a student, who has been suspended from transportation privileges for greater than ten (10) school days, may appeal the transportation suspension. Parents/Guardians wishing to appeal a transportation suspension greater than 10 school days, must contact the Head of School or their designee, 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 Maine Academy of Natural Sciences Board.

A. Administrative Review

- a. The first step toward resolving a transportation suspension appeal is for the Transportation Coordinator to arrange a meeting with the Administrator and Special Education Director (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 Coordinator refers the case to the Head of School to arrange for a Transportation Appeal Committee hearing.

B. Or

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

C. Appeal Committee Hearing

- a. The Head of School's staff 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.

- b. 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.

Policy No: EEAEAA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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

All employees, including bus drivers, are subject to the Drug Free Workplace 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

EEAEAA-R

DRUG AND ALCOHOL TESTING OF BUS DRIVERS ADMINISTRATIVE PROCEDURE

At such time that the Maine Academy of Natural Sciences employs drivers to operate school busses, 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 Maine Academy of Natural Sciences will 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 Head of School, 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 Workplace

Policy No. EFC

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

ELIGIBILITY FOR FREE AND REDUCED-PRICE SCHOOL LUNCHES

Policies relating to eligibility for free and reduced price meals and/or free milk shall be consistent with federal guidelines for school nutrition programs.

These guidelines are available in the school's offices.

Policy No: EFE

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

FOOD AND BEVERAGE OFFERINGS WITHIN SCHOOL

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

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

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

The sale of any beverage item on school property other than as a part of the National School Lunch and Child Nutrition Act Programs, shall be subject to written approval in advance by the Head of School (or designee), and should be limited to items which make a contribution to the nutritional needs of children. The sale of soda either during

the school day or at fundraising events shall be prohibited, as it does not contribute to the nutritional well-being of children in our school.

Restriction of Competitive Food Sales

Maine Department of Education Rule Chapter 51 mandates that any food or beverage sold at any time on school property of a school participating in the National School Lunch or School Breakfast Programs shall be a planned part of the total food service program of the school and shall include only those items which contribute both to the nutritional needs of children and the development of desirable food habits, and shall not include foods of minimal nutritional value as defined in applicable federal regulations, except as provided for by school board policy in certain circumstances.

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

- A. School staff
- B. Attendees at school-sponsored events held on school property
- C. The public at community events held on school property in accordance with the Board's facilities use policy.

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

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

Funds From Competitive Food Sales

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

Section G. Personnel

Policy No: GA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

TEACHER CERTIFICATION

The Maine Academy of Natural Sciences strives to hire high quality teachers that can deliver the academy's unique themes and curriculum.

MeANS will comply with applicable federal laws and regulations regarding the qualification of teachers and other instructional staff.

Pursuant to Maine State Statute, all full-time teachers at MeANS must either hold an appropriate teaching certificate or become certified within 3 years of the date they are hired, except for those with an advanced degree, professional certification or unique expertise or experience in the curricular area in which they teach.

MeANS will consider teaching candidates that have strong alternative qualifications as outlined above in addition to facilitating future Maine State certification. Examples are Masters and PhD level education, independent school teaching experience, professional experience/licensure and relevant skills.

Legal Reference: 20-A M.R.S.A. § 2412 (6)

Policy No: GBB (ABB)

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

STAFF INVOLVEMENT IN DECISION MAKING

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

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

The Head of School (or designee) 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.

Policy No: BCC/GBCA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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 Head of School.

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 Head of School 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.

- A. "Administrative Officer" shall mean any person who holds a supervisory position of Head of School or higher rank, excluding school board members.
- B. "Member of immediate family" shall mean spouse, brother, sister, parent, stepparent, child, stepchild, 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

Policy No: BHC/GBD

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

BOARD STAFF COMMUNICATIONS

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

Staff Communications to the Board

All communications or reports to the Board or any Board from staff members will be submitted through the Head of School (or designee). This necessary procedure will not be construed as denying the right of any employee to appeal to the Board administrative

decisions about important matters, provided that the employee has discussed the matter with the Head of School (or designee), attempted to resolve the issue, and notified the Head of School (or designee) of the forthcoming appeal. The appeal must be processed in accordance with the Board policy on complaints and grievances.

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

Board Communications to Staff

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

Visits to the School

Individual 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. Board members who wish to visit other classrooms as an informal expression of interest in school affairs (not as "inspection") will inform the Head of School (or designee) who will arrange such visit(s).

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

School Board Member Authority

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

Policy No: GBEBB

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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

- A. Examples of unacceptable conduct between staff and students that is expressly prohibited include, but are not limited to, the following:
- B. Any type of sexual or inappropriate physical contact with students or any other conduct that violates the Board's Harassment and Sexual Harassment of Students Policy (ACAA) or Harassment and Sexual Harassment of School Employees Policy (ACAB).
- C. Meeting with a student outside the school grounds without prior notice to the Head of School and the student's parents or guardians except for school sponsored activities or as noted above in the second paragraph of this Policy.

- D. Singling out a particular student or students for inappropriate personal attention and friendship beyond the usual staff/student relationship.
- E. Encouraging students to confide their personal problems and/or relationships outside of the staff member's school responsibilities.
- F. Confiding in a student the staff member's personal, family, or work issues beyond the usual staff-student relationship.
- G. 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 Head of School 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 Head of School (or designee) if they believe a staff member may have engaged or is engaging in conduct that may violate this policy

Staff shall promptly notify the Head of School (or designee) 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.

Cross Reference: ACAA – Harassment and Sexual Harassment of Students Policy
 ACAB – Harassment and Sexual Harassment of School Employees
 Policy

Policy No: GBEC

Effective 09/13/2012

Revised 05/20/2021

DRUG-FREE WORKPLACE

The Maine Academy of Natural Sciences Board of Directors, “the Board” recognize 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 in schedules I through V of section 202 of 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” means in any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities off school

property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school; 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 President/Executive Director (or designee), within 10 calendar days of learning of such a conviction, is to give written notification to the U.S. Department of Education and to any other federal agency from which the school receives grant funds.

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

Implementation

The Head of School (or designee) 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

Cross Reference: JICH - Drug and Alcohol Use by Students

GBEC-R

DRUG FREE WORKPLACE PROCEDURES

- A. Persons voluntarily seeking help with substance abuse issues should contact the administrator to whom they are accountable.
 - a. 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.
 - b. 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.
 - c. The administrator may offer to accompany the employee to the first appointment.
- B. Employees voluntarily seeking help and the Board agree to accept the results of a professional evaluation concurrently to maintain the employee's current job status pending the completion of prescribed treatment.
- C. Treatment may require varying periods of absence from the job. An employee will be permitted to resume work duties upon receipt of a written evaluation from the treatment provider indicating that the employee's condition is sufficiently improved.
- D. Upon the recommendation of the treatment provider, short- or long-term health maintenance activities (AA meetings, periodic re-evaluations) may, at the

discretion of the Head of School (or designee), become a condition of employment.

- E. A maximum effort will be made by the 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.

Policy No: GBGA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

STAFF MEMEBERS 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.

Policy No. GBJ

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

PERSONNEL RECORDS AND FILES

The Maine Academy of Natural Resources shall maintain records of current and former employees in the Office of the Head of School (or designee) 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 Maine Academy of Natural Sciences;

- C. Regular and extra-curricular duties, courses, subjects taught, and any other responsibilities since the start of employment by the Maine Academy of Natural Sciences;
- D. Post-secondary education institution(s) attended;
 - a. Major and minor field(s) of study as recognized by those institutions; and
 - b. 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 Maine Academy of Natural Sciences 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 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 Maine Academy of Natural Sciences for employment purposes.

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

Access to Personnel Files

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

- A. The Head of School Personnel files are not accessible to individual Board members.
- B. Relevant portions of a personnel file may be summarized and/or shared with the Board by the Head of School (or designee) when consideration is being given to performance evaluation, continuation of employment or disciplinary action.

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

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

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

Records Management

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

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

Records Retention

The Maine Academy of Natural Sciences will retain all personnel records and files in accordance with applicable laws and regulations.

Policy No: GBO
Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

FAMILY AND MEDICAL LEAVE

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

The Head of School (or designee) 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

GBO-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 The Maine Academy of Natural Sciences 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.

The Maine Academy of Natural Sciences 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 The Maine Academy of Natural Sciences 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 The Maine Academy of Natural Sciences 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

GBO-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).

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:

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

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 means, in accordance with the tenets and practice of a recognized church or religious denomination may submit certification from an accredited practitioner of those healing methods.

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

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

During Maine Family Medical Leave, an employee shall be permitted to continue his/her medical insurance plan, providing the employee remits the monthly premium to the Head of School's Office no later than the first day of the month for which the premium is due.

Upon an employee's return to work, he/she will be restored to his/her previous position or to a position with equivalent seniority status, benefits, pay, and other conditions and terms of employment.

An employee taking Maine Family Medical Leave for his/her own serious health condition may be required to submit certification that he/she is fit to return to work and is able to perform the functions of the position.

If at the end of the allowable leave under Maine Family Medical Leave the employee is unable to return to work because of his/her own serious health condition, the Head of School (or designee) and 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.

Policy No: GCCA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

EXTENDED LEAVES OF ABSENCE

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

- A. An extended leave of absence for an employee may be granted at the discretion of the school board for a period of up to one school year. This time period will not

be extended except in extreme cases as determined by the Head of School (or designee). Probationary employees are not eligible for a leave of absence.

- B. 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.
- C. 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.
- D. Any request for such leave shall be submitted in writing and in a timely manner to the President/Executive Director. If in the judgment of the President/Executive Director (or designee) the request does not meet the above expectations, the President/Executive Director (or designee) will deny the request; this decision is final. If in the judgment of the President/Executive Director (or designee) the request meets the above expectations, s/he will bring a recommendation for approval to the School Board.
- E. The Head of School (or designee) shall develop a written procedure, which includes timelines for notification, decision and return to work.

Policy No: GCFB

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

RECRUITING AND HIRING OF ADMINISTRATIVE STAFF

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

In accordance with 20-A MRSA, §1001.13, the Head of School (or designee) 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. This procedure shall be attached hereto as GCFB-R and shall be reviewed periodically.

Moreover, upon each occasion of administrative vacancy, the Head of School (or designee) 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 Board; and the relationship of the above to the State's goal for the employment of women in administrative positions.

Cross References: Affirmative Action Plan

AC – Affirmative Action

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.

Job Description Development/Review

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

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

Recruitment

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

- A. Posting the notice of the vacancy within the school;
- B. 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.

Screening

To ensure that a fair and efficient screening process will occur, the Head of School or designee is to:

- A. 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;
- B. Appoint a screening panel with representation as deemed appropriate to the particular vacancy;
- C. Provide orientation on confidentiality and equity issues to screeners;
- D. Eliminate all candidates who do not meet the minimum qualifications;
- E. Conduct preliminary reference checks, as appropriate;
- F. 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
- G. Notify applicants not selected for interview.

Interviewing

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

- A. Appoint an interview panel (may be the same persons who serve the screening function) with representation as deemed appropriate to the particular vacancy;
- B. 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
- C. 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.

Selection

The interview panel is to:

- A. 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

- B. Submit a report to the Head of School (or designee), including the individual rating forms as well as a list (usually 2 to 4) of candidates to be considered further for the position.

The Head of School or designee is to:

- A. Have reference contacts made, as appropriate, to check perceived strengths and weaknesses of the candidates;
- B. Review the material on the finalist candidates to determine whether additional information is needed;
- C. Conduct final interviews of any or all finalists, as deemed necessary;
- D. 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
- E. Have any further reference checks made, as appropriate?

Nomination/Employment

The Head of School (or designee) is to:

- A. Notify and obtain agreement of the successful candidate,
- B. Inform the interview panel; and
- C. Nominate and employ the successful candidate in accordance with state law and local policies.

Notification

The Head of School (or designee) may notify the other candidates interviewed.

Orientation and Support

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

Record Keeping

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

Confidentiality

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

Hiring of Current Employees

The school may forego one or more of the steps set forth in sections B-E of this procedure and appoint a person who is currently employed by the school to fill an administrative position only if the Head of School, after consultation with the Board, determines that the following circumstances exist:

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

Policy No: GCI

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

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

The Head of School is authorized to initiate programs and activities that are designed to serve the following

- A. To provide a structure through which staff members can stay abreast of new developments in their areas of specialty;
- B. To familiarize staff members with new research and innovative teaching methods;

- C. To assist staff members in the process of change and school improvement; and
- D. To facilitate the development, implementation and evaluation of new programs.

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

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

Policy No: GCOA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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 Head of School in consultation with the Board, shall be responsible for development, implementation and periodic review of a comprehensive program of supervision and evaluation, which shall be adopted by the Board. The program shall provide for minimum standards for the number and frequency of formal performance reviews, with the understanding that probationary teachers require closer

support and more frequent performance reviews. Probationary teachers shall in any event be evaluated during, but not limited to, their second year of employment.

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

Policy No: GCOC

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

EVALUATION OF ADMINISTRATIVE STAFF

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

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

- A. Evaluative criteria for each position shall be in written form and made permanently available to the administrator;
- B. Evaluations shall be made by the Head of School (or designee) or 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 at the Head of School's (or designee's) office.

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

Policy No: GCQG

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

EXIT INTERVIEWS

The Maine Academy of Natural Sciences Board of Directors believes that feedback from departing employees provides constructive information that benefits the school.

Therefore, the Maine Academy of Natural Sciences 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 means of a written questionnaire, within thirty days if possible.

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

Section I. Instruction

Policy No. IGA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

CURRICULUM DEVELOPMENT AND ADOPTION

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

- A. The board expects the administration and faculty to be perpetually sensitive to changing conditions that may require changes in curriculum;
- B. The board expects all programs to be under continuous evaluation to see that they meet the needs of children;
- C. The board expects the school system to undertake intensive curriculum evaluation and revision as the need for this is demonstrated;
- D. The Head of School is expected to inspire, lead, guide and direct the process of keeping the school system abreast of growing community aspirations as well as of 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 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.

Policy No: IHBA
Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

INDIVIDUALIZED EDUCATION PROGRAMS

It shall be the policy of the Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences. The Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences 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.

Legal_References: 20 U.S.C. §§1414(d); 34 C.F.R. §300.320 to .324 (2006);

Maine Dept. of Educ. Reg. ch. 101, § IX(3) (2007)

Policy No: IHBA A

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

REFERRAL/PRE-REFERRAL

It shall be the policy of the Maine Academy of Natural Sciences 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 Head of School (or designee).

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 Head of School (or designee), 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.

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

Cross Reference: IHBAAR

Model Referral/ Pre-referral Procedures

The Maine Academy of Natural Sciences 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, school 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 Team 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.

Legal References: Me. Dept of Ed. Reg. ch. 101, §§ II(23), III, IV(2)(D), (E), V(4)(A)
(August 2007)

Policy No: IHBAC

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

CHILD FIND

The Maine Academy of Natural Sciences 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.

The Maine Academy of Natural Sciences 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. The Maine Academy of Natural Sciences 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.

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

Policy No: IHBAL

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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:

MeANS Compliance Coordinator

PO Box 159

Hinkley, ME 04944

207-238-4000

Step One

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

Nothing in this grievance procedure in any way forecloses a person with a disability from seeking redress for their concerns at any time through 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

MeANS ADA/504 compliance coordinator:

PO Box 159

Hinkley, ME 04944

207-238-4000

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

Policy No.: IHCDA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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. The Maine Academy of Natural Sciences expects that each student will complete at least one post-secondary course before graduation. None of the foregoing is intended to supersede 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

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.

The student and his/her parent/guardian are responsible for paying for all textbooks, course fees and transportation costs.

[NOTE: While the statute obligates students to pay these costs, school districts may still choose to pay some or all of these costs. Such costs remain allowable program costs under the statute.]

School Reporting Requirements

The Head of School_(or designee) shall ensure that information concerning post-secondary enrollment options is made available to parents and students.

The Head of School (or designee) shall provide an annual report to the Maine Academy of Natural Sciences Board regarding the number of students taking courses at post-secondary institutions and the courses taken.

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

Policy No.: IJJ
Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

INSTRUCTIONAL AND LIBRARY-MEDIA MATERIALS SELECTION

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

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

With the assistance of professional staff, the Head of School (or designee) shall establish a system for the selection of instructional materials, including procedures to establish an orderly process for the review and recommendation of instructional materials. The Head of School (or designee) will be responsible for overseeing the purchase of instructional materials within budgetary parameters set by the Board. The Board expects the Head of School (or designee) 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

- A. **“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.
- B. **“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 should not be older than five years unless up-to-date supplemental instructional materials are also available.

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

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

Donated Materials

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

Parental Authority

A student's parent/guardian may inspect, upon request, any instructional material used as part of the curriculum. The Head of school (or designee) 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 Head of School and requested to fill out the “Instructional and Library-Media Materials Challenge Form.”
- C. The Head of School shall appoint a committee composed of the following persons to review the complaint: one Head of School one classroom teacher; one community member.
- D. The review committee shall: read and examine the materials referred to them; check general acceptance of materials by reading reviews; weigh values and faults against each other and form opinions based on the material as a whole and not on passages or portions pulled out of context; meet to discuss the material and to prepare a written report on it.
- E. The report of the committee shall be forwarded to the Head of School (or designee) 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.

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:

- A. Reviewed objectively and in its full content;
- B. Evaluated in terms of the needs and interest of students, school, curriculum and community;
- C. Considered in the light of differing opinions; and
- D. 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)

P.L. 107-110 § 1061 (No Child Left Behind Act)

Cross Reference: IJJ-E – Challenge of Instructional Materials Form

Appendix I

Form For Policy No: IJ

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 young adults?	yes	no
-------------------	-----	----

For middle school?	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

For 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
--	-----	----

For children?	yes	no
---------------	-----	----

For 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 II

Form For Policy No: IJ

RECONSIDERATION REQUEST FORM

REQUEST FOR REEVALUATION OF INSTRUCTIONAL MATERIALS

Submit to Head of School

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:

Policy No. IJND
Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

SCHOOL WEB PAGES

The Maine Academy of Natural Sciences maintains an official web site 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. The web site does not create, nor is it intended to create a public or limited public forum.

The Maine Academy of Natural Sciences Board of Directors has adopted guidelines to ensure that the Maine Academy of Natural Sciences web site is in compliance with applicable laws and meets the highest educational and quality standards. The Head of

School (or designee) is responsible for implementing this policy, the accompanying guidelines and any additional administrative procedures that may be needed to govern the day-to-day management of the web site. The Head of School may delegate specific responsibilities, as he/she deems appropriate.

Cross Reference: IJND-R Web Publishing Guidelines

IJND-R

WEBSITE GUIDELINES

Website Purpose

The Maine Academy of Natural Sciences official website is to provide general information about our school as well as information about educational programs, extracurricular activities and school events. This website 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.

Website Structure

The website includes the following content areas:

- A. School-wide information:
- B. Board information (such as members, officers, committees, meeting agendas, minutes and policies);
- C. The option to request more information;
- D. A student application;
- E. Information about school-sponsored extracurricular organization information;
- F. Information about school events and activities; and
- G. Contact information for School Board members and school staff.

School's Authority and Webmaster Responsibilities

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

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

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

Website Content

The Maine Academy of Natural Sciences website 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

Website 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.

Web page content must comply with Board policies, administrative procedures and school rules.

All materials placed on the website must meet academic standards for proper spelling, grammar, content, accuracy and appearance.

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

Confidentiality of Student Information

The website shall be in compliance with all applicable state and federal confidentiality laws and regulations.

At no time shall personal information about students (such as home address, telephone number, email address, birth date, social security number, etc.) or any other information made confidential by state or federal law appear on the website. The website 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.

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

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

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

Copyright

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 Maine Academy of Natural Sciences web site without obtaining permission from the copyright owner.

Students shall retain the copyright on materials that they create.

Except for the above exceptions, all web pages and content on the web site are the property of and owned by the Maine Academy of Natural Sciences.

Website Design and Accessibility

The Webmaster is authorized to develop standards for the design and appearance of Maine Academy of Natural Sciences website. 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.

Advertising

The Maine Academy of Natural Sciences website will not include any advertising, nor will it include any selling activities outside of publicity for school-sponsored and/or approved fundraising activities.

Links to External Sites

The Maine Academy of Natural Sciences website will not include links to any personal web sites of students or staff.

The website 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.

The website shall include a disclaimer informing users that links are provided as a convenience, and that the Maine Academy of Natural Sciences does not endorse these sites or have any responsibility for the content of these sites.

Additional Requirements

The website shall inform users about how to contact the Webmaster.

Each web page shall include the date the page was last updated.

The Webmaster will provide appropriate information to school users regarding technical requirements for publishing material on the website.

Cross Reference: IJND –The Maine Academy of Natural Sciences website

IJND-E

Maine Academy of Natural Sciences Permission Slip

Student's Name:

Please complete, sign, and date each section below.

1.Field Trip

I give permission for my student to participate in school-sponsored field trips during the 20 -20 school year.

Parent/Guardian Signature

Date

2.Photo Release

During the current school year, your child's image/photograph or work may be included in a classroom or school project that could be used in one of the following ways:

_____Used as a demonstration project/activity in education workshops/classes/conferences.

_____Used as sample project/activity on CD's created by the Maine Academy of Natural Sciences for use in education workshops and student classrooms.

_____Posted on the school web pages

_____Videotaped to appear in a school-related program or news broadcast to be used by a local television station or school/county project.

_____Used in a printed publication such as a newspaper, magazine or yearbook.

I give permission for my student's image/photograph, or schoolwork to be used as described above.

Parent/Guardian Signature

Date

Policy No: IJNDB

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

STUDENT COMPUTER, INTERNET USE, AND CYBER SAFETY

The Maine Academy of Natural Sciences 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.

The Maine Academy of Natural Sciences 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. The Maine Academy of Natural Sciences 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.

The Maine Academy of Natural Sciences utilizes filtering technology designed to block materials that are illegal, obscene or harmful to minors, including all pornography. The Maine Academy of Natural Sciences takes precautions to supervise student use of the Internet, but parents should be aware that Maine Academy of Natural Sciences cannot reasonably prevent all instances of inappropriate computer and Internet use by students in violation of Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school is not responsible for the accuracy or quality of information that students obtain through the Internet.

The Head of School (or designee) 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 Head of School 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 means selected by the Head of School (or designee).

Cross Reference: ACAA – Harassment and Sexual Harassment of Students

ACAB – Harassment and Sexual Harassment of School Employees
IJNDB-R – Student Computer and Internet Use Rules

JIC – Student Code of Conduct

Legal Reference: 47 USC § 254(h)(5) (Children’s Internet Protection Act)

IJNDB

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 Head of School or the Technology Coordinator.

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 Head of School 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.

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.

Prohibited Uses

Examples of unacceptable uses of school computers that are expressly prohibited include, but are not limited to, the following:

- A. **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.
- B. **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.
- C. **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.
- D. **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.
- E. **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.
- F. **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.
- G. **Misuse of Passwords/Unauthorized Access** - Sharing passwords, using other users' passwords, and accessing or using other users' accounts.

- H. **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.
- I. **Unauthorized Access to Blogs/Chat Rooms** - Accessing chat rooms or news groups without specific authorization from the supervising teacher.

No Expectation of Privacy

The Maine Academy of Natural Sciences 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.

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.

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.

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.

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.

Cross Reference: IJNDB – Student Computer and Internet Use

ELECTRONIC RESOURCES - USER ACKNOWLEDGMENT FORM

REQUIRED USER SIGNATURE

I accept responsibility to abide by the Maine Academy of Natural Resources 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:

- A. To use the electronic resources for appropriate purposes.
- B. To use the electronic resources, in school, only with the permission of designated school staff.
- C. To be considerate of other users and use appropriate language.
- D. 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.
- E. To comply with all of the rules included in the Electronic Resources Policy and Administrative Procedures.
- F. I understand that I have no right to privacy when I use the electronic resources, and I consent to the monitoring of my communications.

G. I also understand that any conduct that is in conflict with this agreement is inappropriate and will result in termination of access to electronic resources, disciplinary action, and/or legal action.

User name (please print):

User Signature:

Date:

IJNDB-E

ELECTRONIC RESOURCES - USER ACKNOWLEDGMENT FORM

REQUIRED SIGNATURE OF PARENT OR GUARDIAN (for all student users)

Due to the nature of the electronic resources, it is neither practical nor possible for the Maine Academy of Natural Resources to enforce compliance with user rules at all times. Accordingly, parents and students must recognize that students will be required to make independent decisions and use good judgment in their use of these services. Therefore, parents must participate in the decision whether to allow their children access to these resources and must communicate their own expectations to their children regarding its use.

As the parent or guardian of this student, I have read the Maine Academy of Natural Sciences Electronic Resources - Acceptable Use Policy, Administrative Procedures, and the User Acknowledgment Form.

I understand that the electronic resources are designed for educational purposes and that Maine Academy of Natural Sciences will discourage access to objectionable material and communications that are intended to exploit, harass or abuse students. However, I recognize it is impossible for the Maine Academy of Natural Sciences to restrict access to all objectionable material.

I understand that a variety of inappropriate and offensive materials are available. I also understand that it is possible for undesirable or ill-intended individuals to communicate with my child. I have determined that the benefits of my child having access to the electronic resources far outweigh potential risks.

I understand that any conduct by _____ (student name) that conflicts with this agreement is inappropriate, and such behavior will result in the termination of access, disciplinary action, and/or legal action.

I have reviewed these responsibilities with my child, and I hereby grant permission to the Maine Academy of Natural Sciences to provide my child with access to the electronic resources.

Parent or Guardian Name (please print):

Signature:

Date:

Policy No: IKA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

STUDENT ASSESSMENT

It is the intent of the Maine Academy of Natural Sciences 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.

Policy No. IKE

Effective 09/13/2012
Revised 05/20/2021
Approved 05/20/2021

PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

It is the intent of the board that appropriate instruction be offered to all students in a progressive and sequential way. Therefore, the grade placement of each student will be made on an individual basis, understanding that the level of instruction at each grade is not a single level of instruction but rather a series of levels intended to meet the various needs of students assigned to that grade level. As far as possible, retention will be decided through conferences involving the Head of School, teachers, and parents. The Dean of Students may participate as appropriate. Parents will be notified as early as possible that retention is being considered, and except in very unusual circumstances no later than March 15. The Head of School shall be responsible for making the final decision as to retention and assignment. Parents dissatisfied with this

decision may appeal to the board. Decisions on special education students will be made through the Pupil Evaluation Team process.

The following criteria shall be utilized in making decisions concerning promotion and retention:

- A. Student achievement;
- B. Academic potential;
- C. Attendance;
- D. Health;
- E. Maturity;
- F. Physical size;
- G. Age in relation to grade placement;
- H. Student attitude;
- I. Parental concerns;
- J. Out-of-school influences; and
- K. Program options.

Any necessary retention should take place as early in a student's educational career as possible. Only in unusual circumstances should a child be retained more than once.

Legal Reference: ME. DEPT. OF ED. RULE CHAP. 125.23, A, 5, 1

Policy No: IKE

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

GRADUATION REQUIREMENTS

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. The Maine Academy of Natural Sciences will issue diplomas in line with standards-based diploma requirements.

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

The Head of School (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 MeANS diploma:

- A. At least one internship/work-study experience in each of the last two years they attend MeANS;
- B. Engagement for at least three quarters of each year they are at MeANS in the agriculture, forestry, or environmental programs including both group and individual project work.
- C. 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.
- D. Taking one course at KVCC in an area relevant to their interests and/or career path.
- E. 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 Head of School.

Delayed Awarding of Diplomas: At the Head of School's (or designee's) discretion, a student who leaves the Maine Academy of Natural Sciences to attend an accredited, degree-granting institution of higher education may, upon satisfactory completion of the freshman year, be awarded a high school diploma, although he/she may not have met all diploma requirements.

Extended Study: Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources that may be available. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan. Students over 20 may be allowed to complete coursework for the diploma by requesting a waiver to the age-limit on the extended study plan.

Correcting Deficiencies: Seniors who correct any deficiencies by the end of the first full semester following the graduation date may receive their original diploma.

Courses Taken through Adult and Community Education: With prior approval, students may earn credits or complete standards toward graduation for each diploma course

taken in the Adult and Community Education Diploma Program. This procedure is referred to as “concurrences” and requires approval of the Head of School (or designee).

Policy No: ILA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

STUDENT ASSESSMENT/LOCAL ASSESSMENT SYSTEM

Maine Law requires that every school board adopt and fully implement a local assessment system as the measure of student progress toward achievement of the content standards of the Maine Learning Results.

The Head of School (or designee) is responsible for the implementation of the Maine Academy of Natural Sciences' Local Assessment System (LAS). The Head of School (or designee) 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:

- A. Assessment will be aligned with the curriculum and with the content standards of the Maine Learning Results.
- B. Multiple measures of student learning will be used. The assessment measures should be developmentally appropriate for the grade span.
- C. 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.
- D. 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.
- E. 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.
- F. The Head of School (or designee), through the Assessment Committee, will be responsible for the design of the Local Assessment System. The Board expects

that there will be input from teachers and administrators in the development and refinement of the System.

The Board recognizes that appropriately trained teachers and school administrators will be primarily responsible for administering and scoring assessments and for collecting, organizing, and interpreting resulting data.

The Head of School (or designee) will be responsible for ensuring that provisions are made for review and analysis of information obtained through the Local Assessment System and for appropriate instructional intervention when individual students or groups of students fail to achieve performance standards.

The Head of School (or designee) 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)

Policy No.: ILD

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

**EDUCATIONAL RESEARCH: STUDENT SUBMISSION TO SURVEYS, ANALYSIS,
OR EVALUATIONS**

In this policy, “surveys, analysis, or evaluations” refer to methods of gathering data for research purposes.

No student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

- A. Political affiliations or beliefs of the student or the student’s parent;

- B. Mental or psychological problems of the student or the student's family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- G. Religious practices, affiliations, or beliefs of the student or student's parents; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program without the prior written consent of the student's parent/guardian, or of the student, if he/she is 18 years of age or older.

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, "instructional material" does not include academic tests or assessments.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Head of School (or 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)

Cross Reference: JRA—Student Educational Records

Policy No.: IMBB

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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 Head of School and are subject to the approval of the Head of School. The Head of School (or designee) shall notify the Board as soon as practicable of any request for exemption from instruction and of his/her decision. If the Head of School denies an exemption request, the parent(s)/legal guardian may appeal to the Board.

In considering requests for exemption, factors that the Head of School 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 Head of School 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 Head of School 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 Head of School

decision may appeal to the Board. If the accommodation in the curriculum that is requested is so great that the validity of the local assessment system is compromised, the Board 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 Head of School 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 Head of School's decision may appeal to the Board. The decision of the Board, 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)

Cross Reference: ADF – School Commitment to Common Core Standards IJJ –
Instructional and Library Material Selection

Section J. Students

Policy No: JEA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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:
 - a. Reached the age of 15 years or completed the 9th grade;
 - b. Permission to leave school from that person's parent;
 - c. Been approved by the Head of School for a suitable program of work and study or training;
 - d. Permission to leave school from the Board or its designee; and
 - e. 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

Equivalent instruction alternatives are as follows:

- A. 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.
- B. 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.
- C. 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 Head of School of the receiving school shall determine the value of the prior educational experience toward meeting the standards of Maine's system of Learning Results.
- D. 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 Head of School (or designee) 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)

Cross Reference: JFC - Student Withdrawal From School/Dropout Prevention Committee

Policy: JFABD

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

ADMISSION OF HOMELESS STUDENTS

The Board recognizes that homelessness alone should not be a sufficient reason to separate students from the mainstream school environment. The Maine Academy of Natural Sciences will strive to ensure that homeless students are identified and 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.

DEFINITIONS

- A. “Homeless” students are those who lack a fixed, regular, and adequate nighttime residence and include the following:
 - a. 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;
 - b. 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;
 - c. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
 - d. Migratory children who meet one of the above-described circumstances.
- B. “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.
- C. “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).

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.

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.

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.

TRANSPORTATION

Homeless students are entitled to transportation to school.

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).

HOMELESS STUDENT LIAISON

The Head of School shall designate an individual to act as the school's Homeless Student Liaison. The school shall inform school personnel, service providers and advocates working with homeless families of the duties of the school's Homeless Student Liaison.

The Homeless Student Liaison will be responsible for ensuring that:

Homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies.

Homeless children and youths enroll in and have a full and equal opportunity to succeed in school.

- A. 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.
- B. 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.
- C. 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.
- D. Enrollment disputes are mediated in accordance with law.
- E. 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.

- F. Unaccompanied youths are assisted in enrollment decisions and provided notice of the right to appeal; and
- G. Children or youths, who need to obtain immunizations, or immunization or medical records, receive assistance.

Legal References: 42 U.S.C. § 11431-11435

20-A M.R.S.A. §§ 261, 5205(7)

Ch. 14 (Me. Dept. of Ed. Rules)

MRSA Title 10A, c.112

Maine State Plan for the Education of Homeless Children and Youth

Policy JFC

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

DROPOUT PREVENTION STUDENT WITHDRAWAL FROM SCHOOL

The Maine Academy of Natural Sciences (“MeANS”) inspires and engages students through project-based, student-centered instruction immersed in the natural sciences of Maine with a focus on agriculture, forestry, and the environment. -. 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 means of continually engaging the at-risk population we serve.

The Dropout Prevention Committee will consider the following when developing its plan: reasons why students drop out of school; maintenance of continuing contacts with recent dropouts in order to extend opportunities for alternate educational programs, counseling, and referral; education of teachers and administrators about the dropout problem; use of human services programs to help dropouts; the Board’s policies on suspension, expulsion, and other disciplinary action; and discriminatory practices and attitudes within the school.

Committee Membership

As required by law, the Dropout Prevention Committee shall be composed of the following members:

- A. A member of the Board selected by the Board;
- B. A school administrator selected by the Head of School (or designee);

- C. A teacher and a school counselor selected by the teachers;
- D. A parent selected by the local organized parent group or by the Board if no such group exists;
- E. A school attendance coordinator from the school selected by the Head of School (or designee);
- 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

Cross Reference: IHBH - Alternative Education Programs

JEA - Compulsory Attendance

Policy No: JFCK

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

STUDENT USE OF CELLULAR TELEPHONES AND OTHER ELECTRONIC DEVICES

The Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences is not responsible for damage, loss or theft of such devices. The Head of School_(or designee) 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

Students are prohibited from using privately-owned electronic devices, including but not limited to cellular telephones, Blackberries, handheld computers, MP3 players, and electronic games during classes and school activities, including study halls, field trips, and extracurricular activities.

During classes and school activities, all such devices must be turned off.

The only exception to this rule is when a teacher specifically authorizes students to use such personal devices for a specific purpose (such as entering an assignment in an electronic notepad).

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.

- A. 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. .
- B. 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.
- C. Any use of cellular telephones and other 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.
- D. Students violating these rules will be subject to discipline, which may include: Exclusion of the device from school for an extended period.
- E. Sanctions ranging from detention to expulsion from school depending upon the nature of the offense and the student’s disciplinary record.

- F. The school is not responsible for damage, loss, or theft of any privately owned electronic devices.

Policy No: JHB
Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

TRUANCY

A student is habitually truant if the student:

- A. Is subject to the compulsory attendance law; and
- B. Has attained the equivalent of 10 full days of unexcused absences or seven consecutive school days of unexcused absences during a school year.

The Head of School (or designee) shall serve as the attendance coordinator.

As required by law, the following procedure shall be followed when a student is habitually truant:

- A. If the attendance coordinator determines that a student is habitually truant, they shall inform the Head of School (or designee). The Head of School (or designee) 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 Head of School (or designee) shall implement interventions that may include, but are not limited to:

- a. Frequent communication between the staff and the family;
 - b. Changes in the learning environment;
 - c. Mentoring;
 - d. Student counseling;
 - e. Tutoring, including peer tutoring;
 - f. Alternative scheduling;
 - g. Evaluation for alternative education programs;
 - h. Attendance contracts;
 - i. Referral to other agencies for family services; and
 - j. Other interventions including but not limited to referral to the school attendance coordinator, or dropout prevention committee.
- B. 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 Head of School (or designee) shall require the student and his/her parents to attend one or more meetings with the student's teacher or other school personnel designated by the Head of School (or designee). 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 Department of Human Services, the Department of Behavioral and Developmental Services, and the Department of Corrections. The Head of School (or designee) shall schedule the meeting(s) at mutually convenient times.

- D. If the Head of School (or designee) is unable to correct the student's truancy, the Head of School (or designee) shall serve or cause to be served upon the parent in-hand or by registered mail a written notice that the student's attendance is required by law. The notice shall:
- a. State that the student is required to attend school pursuant to 20-A M.R.S.A. §5001-A (the compulsory attendance law);
 - b. Explain the parent's right to inspect the student's attendance records, attendance coordinator's reports, and Co- Directors' reports;
 - c. 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;
 - d. State that the Head of School (or designee) may notify local law enforcement authorities of a violation of the habitual truancy statute; and
 - e. 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 Head of School (or designee) 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 and student refuse to attend the meeting referred to in paragraph D, the Head of School (or 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 Head of School (or designee) has made a good faith attempt to meet the requirements of paragraph B of this policy, the Head of School (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.

The Head of School (or designee) shall submit an annual report regarding habitual truancy to the Commissioner by October 1. The report must identify the number of habitual truants in the school in the preceding school year; describe the school's efforts to deal with habitual truancy; account for actions brought to enforce the habitual truancy law; and include any other information on truancy requested by the Commissioner.

Legal Reference: 20-A M.R.S.A. §§ 5001-A; 5051-A-5054

Cross Reference: JEA – Compulsory Attendance

JFC – Dropout Prevention Committee

Policy No.: JICIA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

WEAPONS, VIOLENCE AND SCHOOL SAFETY

The School Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board

policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to immediately report incidents of prohibited conduct by students to the Head of School (or designee) 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 (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program;
- E. Willful and malicious damage to school or personal property;
- F. Stealing or attempting to steal school or personal property;
- G. Lewd, indecent or obscene acts or expressions of any kind;
- H. Violations of the school's drug/alcohol and tobacco policies;
- I. Violations of state or federal laws; and
- J. Any other conduct that may be harmful to persons or property.

Disciplinary Action

Head of School may suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA §1001(9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing and trafficking of scheduled drugs.

Students who are found to have brought a firearm to school (as defined by federal law)¹, shall be expelled for a period of not less than one year, unless this requirement is modified by the Head of School (or designee) on a case-by-case basis.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Head of School (or designee).

Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations and Board Policy JKF.

Use of Firearms and Other Weapons in Instructional Activities

Nothing in this policy shall prevent the school system from offering instructional activities related to firearms or other objects that are generally considered weapons (e.g., bows and arrows) or from allowing a firearm or other object generally considered a weapon to be brought to school for instructional activities (e.g., archery, hunter safety) approved by the school so long as appropriate safeguards have been adopted to ensure student and staff safety. No weapons may be used in instructional activities or brought to school for instructional activities unless the Head of School (or designee) has given specific permission in advance.

Notification Team/Confidentiality

Maine law authorizes law enforcement officers and criminal justice agencies to share with the Head of School (or designee) information pertaining to a juvenile when the information is credible and indicates an imminent danger to the safety of students or school personnel on school grounds or at a school function. Maine law requires the

District Attorney to notify the Head of School (or designee) when a juvenile is charged with use or threatened use of force or is adjudicated as having committed one or more juvenile crimes that involve the use or threatened use of force.

Within ten days, or immediately if necessary for school safety, the Head of School (or designee) shall convene a notification team. The notification team must include the Head of School (or designee) of the school at least one classroom teacher to whom the student is assigned, the student's advisor, and the student's parent/guardian. The notification team shall determine on this basis of need which school employees are entitled to receive information concerning allegations or adjudications of use or threatened use of force. Information received by the Head of School (or designee) and disclosed to the notification team and/or disclosed to school employees is confidential and may not become part of the student's educational record.

The Head of School (or designee) shall ensure that confidentiality training is provided to all school employees who have access to this information.

Psychological Evaluation/Risk Assessment

The Head of School (or designee) may request an immediate psychological evaluation of a student who violates this policy when, in his/her opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school.

The Head of School (or designee) 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); 300

17-A MRSA §§ 2(9); 2(12-A)

20 USCA § 7151 (Gun-Free Schools Act)

20-A MRSA §§ 1001(9); 1001(9-A); 1055(11); 6552

Cross References: ACAA – Harassment and Sexual Harassment of Students

ADC – Tobacco Use and Possession

EBCA – Crisis Response Plan

JFK – Disciplinary Removal of Students with Disabilities

JK – Student Discipline

JICH – Drug and Alcohol Use by Students

JK – Suspension/Expulsion of Students

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

Policy No. JJIF

Effective: 5/20/2020

Approved 05/20/2021

MANAGEMENT OF CONCUSSIONS AND OTHER HEAD INJURIES

The Board recognizes that concussions and other head injuries are potentially serious and may result in significant brain damage and/or death if not recognized and managed properly. The Board adopts this policy to promote the safety of students participating in school-sponsored extracurricular athletic activities.

TRAINING

By September 1 of each year, the Head of School will identify the school-sponsored athletic activities that pose a risk of concussion or other head injury. A list of these activities will be distributed to school administrators. New activities introduced during the school year will fall under these policy guidelines if identified as a concussion risk.

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

STUDENT AND PARENT INFORMATION

Prior to the beginning of each school year, students and parents of students who will be participating in school-sponsored athletic activities will be provided information regarding:

A. The risk of concussion and other head injuries and the dangers associated with continuing to participate when a concussion or other head injury is suspected;

B. The signs and symptoms of concussion and other head injuries; and

C. The school unit's protocols for 1) removal from the activity when a student is suspected of having sustained a concussion or other head injury, 2) evaluation, and 3) return to participation in the activity ("return to play"). The student and his/her parent(s) must sign a statement acknowledging that they have received and read this information before the student will be allowed to participate in any school-sponsored athletic activity.

It is the responsibility of the coach of the activity to act in accordance with this policy when the coach recognizes that a student may be exhibiting signs, symptoms and behaviors associated with a concussion or other head injury. Any student suspected of having sustained a concussion or other head injury during a school-sponsored athletic activity including but not limited to competition, practice or scrimmage, must be removed from the activity immediately. The student and his/her parent(s) will be informed of the

need for an evaluation for brain injury before the student will be allowed to return to the activity.

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

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

Coaches and other school personnel shall comply with the student's health care provider's recommendations in regard to gradual return to participation. No student will be permitted to return to full participation 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. A signed "Participation Clearance" form from the health care provider will be required to be filed with the Head of School prior to full participation.

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

COGNITIVE CONSIDERATIONS

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

REPORTING OF OTHER CONCUSSION EVENTS

Information will be provided to all parents of ICS students relating to concussion symptoms, issues and management. Due to the seriousness of concussion events, parents are required to report if their student is suspected of or has suffered a concussion outside of the school setting. Reporting of these events is in the best interest of the student and will allow school personnel to appropriately monitor and meet potential needs of the student.

Policy No: JK

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

STUDENT DISCIPLINE

The Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences, 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 develop 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:

- A. You will be given a reminder card at the time of the incident;
- B. An explanation of the evidence if the charges are denied;
- C. You will be given an opportunity to present your version of the incident.
- D. Reminder cards will be tracked cumulatively throughout the school year.
- E. 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 Dean of Student'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 NOTIFICATION

MeANS 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 restorative conferencing wherever possible.

Cross Reference: Policy ADAA – School System Commitment to Standards for Ethical and Responsible Behavior

Policy No.: JICK

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

BULLYING

It is the intent of the Maine Academy of Natural Sciences Board to provide all students with an equitable opportunity to learn. To that end, the Board 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.

The Maine Academy of Natural Sciences Board also 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, the Maine Academy of Natural Sciences Board 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 Maine Academy of Natural Sciences Board seeks to avoid such incidents and instead take a systematic approach to bullying prevention and intervention.

It is not the Maine Academy of Natural Sciences Board's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Maine Academy of Natural Sciences Board does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the Maine Academy of Natural Sciences schools, and the operation of the schools.

Bullying Prohibited

Bullying, as defined in this policy, is not acceptable conduct in Maine Academy of Natural Sciences 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" means 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:
 - a. Physically harming a student or damaging a student's property;
 - b. Placing a student in reasonable fear of physical harm or damage to his/her property; or
 - c. Substantially disrupting the instructional program or the orderly operations of the school; or
- B. 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, 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, such as ACAA-Student Harassment and Sexual Harassment or JICIA-Weapons, Violence and School Safety. Federal and/or state law and the Board's basic nondiscrimination policy, AC, provide protection for students based on the "protected categories" listed in paragraph "H" above.]

For the purpose of this policy, bullying does not mean mere teasing, put-downs, “talking trash, trading of insults, or similar interactions among friends, nor does it include expression of ideas or beliefs so long as such expression is not lewd, profane, or does not interfere with students’ opportunity to learn, the instructional program, or the operations of the schools. This does not preclude teachers or school administrators from setting and enforcing rules for civility, courtesy, and/or responsible behavior in the classroom and the school environment.

The determination whether particular conduct constitutes bullying requires reasonable consideration of the circumstances, which include the frequency of the behavior at issue, the location in which the behavior occurs, the ages and maturity of the students involved, the activity or context in which the conduct occurs, and the nature and severity of the conduct.

Delegation of Responsibility

The Head of School (or 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 Maine Academy of Natural Sciences and reporting to the Maine Academy of Natural Sciences 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 building principal.

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, the Maine Academy of Natural Sciences Board'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.

Legal Reference: 20-A MRSA § 1001(15)(H) P.L. 2005, ch. 207 § 4-5

Cross Reference: AC-Nondiscrimination, Equal Opportunity

ACAA-Harassment and Sexual Harassment of Students

ACAD-Hazing

ADR-School District Commitment of Learning Results

JI-Students Rights and Responsibilities

JICC-Student Conduct on Buses

JICIA-Weapons, Violence and School safety

JK-Student Discipline

JKD-Suspension of Students

JKE-Expulsion of Students, Student Code of Conduct

Policy No. JICH

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

DRUG AND ALCOHOL USE BY STUDENTS

The Maine Academy of Natural Sciences Board of Directors, hereinafter referred to as “the Board”, and staff, support a safe and healthy learning environment for students which is 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

The Maine Academy of Natural Sciences will be dealing with a population of students who are at higher risk of being substance users and abusers than the general population of school students.

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 finishing high school and successfully entering a trade, college, or work.

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.

The Maine Academy of Natural Sciences drug, alcohol and tobacco policy is guided by the following:

- A. Concern for the health and safety of all members of our community
- B. 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
- C. 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 Head of School 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 MeANS 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 Head of School will stand.

Members will be selected by the Head of School (or designee) 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 Head of School (or designee). The decision of the Head of School (or designee) 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 MeANS 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

Cross Reference: GBEC – Drug-Free Workplace

JICIA – Weapons, Violence and School Safety

JKD – Suspension of Students

JKE – Expulsion of Students

JLCD – Administering Medication to Students

JRA – Student Records

Policy No. JKAA
Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

USE OF PHYSICAL RESTRAINT AND SECLUSION

The Maine Academy of Natural Sciences 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

The Maine Academy of Natural Sciences shall provide annual notice to parents/legal guardians of the policy/procedure by means determined by the Head of School (or designee).

Training Requirements

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

The Maine Academy of Natural Sciences 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 Special Education Office, and 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 Head of School as soon as possible. The Head of School (or 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

Cross References: JKAA-R – Procedures on Physical Restraint and Seclusion

JKAA-F – Incident Report Form

JK – Student Discipline

EBCA – Comprehensive Emergency Management Plan

JKAA-R

PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

Procedures on physical restraint and seclusion

These procedures are established for the purpose of meeting the obligations of the Maine Academy of Natural Sciences 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.

1. 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 means 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.

2. 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 takedowns (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.

D. 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).

A. 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.

B. 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.

C. 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.

A. 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 Maine Academy of Natural Science's emergency notification procedures shall be followed, and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

B. Incident Reports

Each use of physical restraint or seclusion must be documented in an incident report. The incident report must be completed and provided to an administrator/designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident.

The incident report must include the following elements:

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

- r. The date and time of administrator/designee notification
- s. Date and time of staff debriefing

Copies of the incident reports shall be maintained in the student's file and in the school office.

5. School 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):
 - a. 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.
 - b. 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.

A. 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 Head of School 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 Head of School (or designee) shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

B. Reports to Maine Department of Education

The Head of School (or designee) 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

Policy No: JKE

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

EXPULSION

No student shall be expelled from school except by action of the Maine Academy of Natural Sciences Board of Directors. The Maine Academy of Natural Sciences Board of Directors shall expel students as provided in 20-A MRSA § 1001(9) and (9A). The Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences 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 Head of School to present information in the case.

- A. The notice of hearing shall include:
- B. The date, time and location of the hearing;
- C. A description of the charge(s);
- D. A statement that the student may be represented by legal counsel;
- E. A statement that the student or his/her representative may cross-examine any witnesses presented by the administration at the hearing; and

- F. A statement that the parents/guardians and student may present evidence, including witnesses and documents, on the student's behalf.

Legal Reference: 20-A MRSA § 1001(9)(9A) 1 MRSA § 405(6)(B)

Cross Reference: JKE-R - Expulsion of Students—Guidelines

JICIA – Weapons, Violence and School Safety

JK - Student Discipline

JKF – Suspension/Expulsion of Students with Disabilities

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 Maine Academy of Natural Sciences School Board of suspension or expulsion of a student shall be in executive session.

- B. The Maine Academy of Natural Sciences 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 (Maine Academy of Natural Sciences Board Chair/designee or Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences 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:
 - a. Date of this hearing;
 - b. Place of hearing;
 - c. Time of hearing;
 - d. Name of student;
 - e. Those in attendance for the administration;
 - f. Those in attendance for the student; and
 - g. Those in attendance for the Maine Academy of Natural Sciences School Board.
- B. The hearing officer will request from the Head of School-a copy of the hearing notice, read the hearing notice to the Maine Academy of Natural Sciences School Board and include the notice in the record. If no person appears at the hearing on behalf of the parents/guardians or student, the hearing officer will request that the Head of School confirm that the parents/ guardians and student (if age 18 or older) were provided notice of the hearing.
- C. The Head of School (or designee), hereafter called “the administration,” will make an opening statement that includes an overview of the evidence, his/her recommendation, the reason(s) for the recommendation, and the legal basis for the recommended expulsion.
- D. The hearing officer will inform the student and parents/guardians of their rights:
 - a. To hear the evidence;
 - b. To cross examine witnesses; and

- c. To present witnesses and offer other relevant evidence.
- E. The hearing officer will ask if any member of the Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences Board should then deliberate in executive session. The Head of School, Maine Academy of Natural Sciences Board attorney, administration, the student charged, his/her parents/guardians, and the student's legal counsel may remain for deliberations. If the student and representatives elect not to be present during deliberations, the administration will also be excluded from deliberations, except that the Head of School may remain to provide guidance to the Maine Academy of Natural Sciences Board if he/she was not directly involved in the investigation/presentation of evidence.
- O. The Maine Academy of Natural Sciences Board shall discuss whether the charges are more likely than not supported by the evidence presented. The Maine Academy of Natural Sciences Board may discuss and/or draft proposed finding of fact(s) concerning the charges prior to leaving the executive session.
- P. The Maine Academy of Natural Sciences Board shall then leave executive session.

III. PUBLIC SESSIONS

- A. In public session, a member of the Maine Academy of Natural Sciences Board may make a motion to "expel a student and direct the Head of School to provide the student and his/her parents/guardians with the Maine Academy of Natural Sciences Board's finding of fact(s)." Following a second, the Maine Academy of Natural Sciences Board Chair should state the motion and the Maine Academy of Natural Sciences Board should vote. If no motion is made to expel, the student will return to school at the conclusion of the previously imposed administrative suspension.

B. The Head of School is responsible for notifying the parents/ guardians (and the student if age 18 or older) of the Maine Academy of Natural Sciences Board's decision. If the student has been expelled, the Head of School will also provide notice of the conditions, if any were given at that time, for Maine Academy of Natural Sciences Board consideration of readmission.

Policy No: JKF

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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 Head of School, in consultation with the Director of Special Education and other school administrators, may develop and promulgate procedures for implementing this policy and may, from time to time, amend those procedures as necessary.

Legal Reference: 34 CFR § 300.121; .519-.529 (March 1999, as amended)

Me. Spec. Ed. Reg. Ch. 101 § 14 (Nov. 1999, as amended)

JKF-R

DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES ADMINISTRATIVE PROCEDURE

- A. 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.
- B. 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:

- a. 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.
 - b. When calculating the 10 cumulative school day total, school administrators shall include school days spent in an in-school suspension or removal, unless during that removal the 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.
 - c. 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.
- C. 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:
- D. 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.
- E. 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.

- F. 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.
- G. 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.
- H. 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:
 - a. 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.
 - b. 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.

- c. 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.
- I. 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.
- J. 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.

- K. 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.
- L. 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 of up to 45 days, shall provide educational services for the student, and shall schedule a PET meeting to occur within 10 business days of the removal. At that PET meeting, the Team shall undertake all necessary actions discussed in these procedures for responding to removals that constitute a change of placement for the student. Determinations regarding what should happen with the student after the 45-day removal shall also be made by the PET, consistent with these procedures and state and federal law.

Legal Reference: 34 CFR § 300.121; .519-.529 (March 1999, as amended)

Me. Spec. Ed. Reg. ch. 101 § 14 (Nov. 1999, as amended)

Policy No: JL

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

STUDENT WELLNESS

The Maine Academy of Natural Sciences is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. It is the Board's intent that the school makes progress towards achieving the goals in this policy and implementing the procedures that accompany them.

Nutrition Standards

The school will ensure that meals provided by its Food Services Program meet the nutrition standards established by federal regulations. Sales of foods and beverages that compete with the school lunch program (and/or school breakfast program) must be in compliance with the Board's policy EFE, Food and Beverage Offerings Within the School with the School Food Services Program.

Assurance

This policy serves as assurance that school guidelines for reimbursable meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the National School Lunch Act and the Child Nutrition Act.

Nutrition Education

Nutrition education will be integrated into the instructional program through the health education program and/or the curriculum as aligned with the content standards of Maine's system of Common Core standards. Nutrition education should focus on skills students need to adopt and maintain healthy eating behaviors. Students should receive consistent nutrition messages throughout the school, including classrooms, cafeteria, and school-home communications.

Physical Activity

The school will strive to provide all students developmentally appropriate opportunities for physical activity through physical education classes, recess periods for elementary school students, and extracurricular activities (clubs, intramural and interscholastic athletics). School programs are intended to build and maintain physical fitness and to promote healthy lifestyles. The school should encourage parents to support their children's participation in physical activities, including available before- and after-school programs.

Other School-Based Wellness Activities

The school, with prior approval of the Head of School (or designee), may implement other appropriate programs that support consistent wellness messages and promote healthy eating and physical activity.

The Board may approve policy, regulations or guidelines for refreshments served at parties or celebrations during the school day or for food as rewards or may delegate the responsibility for such regulations or guidelines to administrators at the school level.

The school may develop programs that encourage staff to learn and engage in healthy lifestyle practices.

Implementation and Monitoring

The Head of School (or designee) shall be responsible for the implementation of the wellness policy, for monitoring efforts to meet the intent of this policy, and for reporting to the Board on an annual basis.

Monitoring may include surveys or solicitation of input from students, parents, staff, and school administrators.

Reports may include, but are not limited to:

- A. Outcomes specifically related to student wellness
- B. The status of the school environment in regard to student wellness issues
- C. Evaluation of the school food services program and compliance with nutrition guidelines
Summary of wellness programs and activities in the school
- D. Feedback from students, parents, staff, school administrators and wellness committee
- E. Recommendations for policy, program or curriculum revisions

Appointment and Role of the Wellness Committee

The Board shall appoint a school-wide Wellness Committee comprised of at least one of each of the following:

- A. Board member
- B. School administrator
- C. Food Services Director/designee
- D. Student representative
- E. Parent representative
- F. Community representative
- G. Teacher(s)
- H. Community organization or agency representative
- I. Other staff, as designated by the Board
- J. Other persons, as designated by the Board

The Wellness Committee shall serve as an advisory committee in regard to student wellness issues and will be responsible for making recommendations related to the wellness policy, wellness goals, administrative or school regulations and practices, or raising awareness of student health issues.

With the prior approval of the Head of School (or designee), the Wellness Committee may survey parents, students and the community and/or conduct focus groups or community forums.

The Wellness Committee shall provide periodic reports to the Head of School (or designee) and as requested, to the Board.

Wellness Goals

The Board has identified the following goals associated with student wellness:

- A. Engaging students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing school-wide nutrition and physical activity policies.
- B. Providing students with opportunities, support, and encouragement to be physically active on a regular basis.
- C. Meeting at minimum, nutrition requirements established by local, state, and federal statutes and regulations and shall meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- D. Providing students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; and providing clean, safe, and pleasant settings and adequate time for students to eat.
- E. Participating in available federal school meal programs including the School Breakfast Program and National School Lunch Program, to the maximum extent practicable.
- F. Providing nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and establishing linkages between health education and school meal programs, and with related community services.

- G. Encouraging parents, teachers, school administrators, student, food service professionals, and community members to serve as role models in practicing healthy eating and being physically active, in school, at home, and in the community.

Goals for Nutrition Education

The school will provide nutrition education that focuses on the skills students need to adopt and maintain healthy eating behaviors.

The school's nutrition education will be provided in a sequential, comprehensive health education program aligned with the content standards of the Maine system of Learning Results.

Nutrition education will be integrated into other subjects as appropriate to complement, not replace, the health education program.

The school will provide foods that meet or exceed the federal nutrition standards, adequate time for students to obtain food and eat, lunch scheduled at appropriate hours of the day (OR: as close to the middle of the school day as possible), adequate space to eat, and a clean and safe meal environment.

Consistent nutrition messages will be disseminated throughout the school in the classroom, the cafeteria, and school-home communications.

Administrators and staff will be encouraged to model nutritious food choices and eating habits. Appropriate professional development will be provided for food services staff.

Goals for Physical Activity

The physical education program will provide students with the knowledge and skills needed to be physically fit and take part in healthful physical activity on a regular basis.

Students will develop motor skills and apply them to enhance their coordination and physical performance.

Students will demonstrate responsible personal and social behaviors in physical activity settings.

The physical education curriculum will be aligned with the content standards of the Maine system of Learning Results.

Physical education classes will keep all students involved in purposeful activity for a majority of the class period.

Physical education classes will provide students of all abilities the opportunity to learn.

The school will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude toward health and fitness.

The school will provide facilities adequate to implement the physical education curriculum for the number of students served.

School will promote efforts to provide opportunities for students to engage in age-appropriate activities on most days of the week in both school and community settings.

The school will provide opportunities for physical activity through a variety of before- and/or after-school programs including, but not limited to, intramural sports, interscholastic athletics and physical activity clubs.

Appropriate professional development will be provided for physical education staff and other staff involved in the delivery of such programs.

Goals for Other School-Based Activities

Goals of the wellness policy will be considered when planning school or classroom parties, celebrations or events. Parents will be encouraged to provide nutritionally sound snacks from home and food for classroom parties or events. The school will encourage maximum participation in school meal programs.

The school will encourage parents and students to take advantage of developmentally appropriate community-based after-school programs that emphasize physical activity.

The schools will encourage parents to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

As feasible, school physical activity facilities will be made available after school hours for student, parent and community use to encourage participation in physical activity.

School administrators, staff, parents, students and community members will be encouraged to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.

Student organizations will be encouraged to engage in fundraising projects that are supportive of healthy eating and student wellness.

School-based marketing of foods and beverages, such as through advertisements in school publications, school buildings, athletic fields, and other areas accessible to students should support the goals of the wellness policy.

The school is encouraged to cooperate with agencies and community organizations to support programs that contribute to good nutrition and physical activity.

Legal reference: 42 U.S.C. § 1751

ME DOE Reg., ch. 33

Cross Reference: JKAA - Use of Physical Restraint and Seclusion

Policy No.: JLCB

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

IMMUNIZATION OF STUDENTS

All students who enroll in the school are required by Maine law to present a certificate of immunization or evidence of immunization or immunity against poliomyelitis, diphtheria, pertussis (whooping cough), tetanus, measles, mumps, rubella and varicella (chicken pox).

Non-immunized students shall not be permitted to attend school unless one of the following conditions are met:

- A. The parents/guardians provide to the school written assurance that the child will be immunized within 90 days of enrolling in school or his/her first attendance in classes, whichever date is earlier. This option is available only once to each student during their school career; or
- B. The parents/guardians provide a physician's written statement each year that immunization against one or more diseases may be medically inadvisable (as defined by law/regulation).

The Head of School (or designee) shall exclude from school any non-immunized student when there is a clear danger to the health of others as provided by law.

The Head of School (or designee) is directed to develop such administrative procedures as are necessary to carry out this policy and comply with statutory requirements.

Legal Reference: 20-A MRSA §§ 6352-6359 Chapter 126 (Me. Dept. of Ed. Rules)

Cross Reference: JLCC – Communicable/Infectious Diseases

JRA – Student Educational Records

Policy No.: JLCC

Effective 09/13/2012

Revised 05/20/2021

COMMUNICABLE/INFECTIOUS DISEASES

Teachers shall be alert to signs of illness and communicable disease and refer students who show such symptoms to the school nurse.

All students under quarantine shall be excluded from school and school activities. Quarantine regulations established by the Bureau of Health shall be observed. The school nurse shall be responsible for notifying the local health department of all students having a communicable disease as required by law and Department of Education rules. The Head of School shall be notified of all communicable disease cases and contacts in the school.

Students who have other types of communicable diseases shall be excluded from school as prescribed by law or shall observe other protective procedures according to recommendations issued by the school physician.

When a student returns to school after having had a communicable disease, a certificate from the attending physician is required. The Head of School and/or the school nurse must give permission before the student is readmitted to class.

Legal Reference: 5 MRSA § 19201 et seq. 20-A MRSA §§ 1001(11)(A), 6301

22 MRSA §§ 801, 802, 806, 823, 824

Policy No.: JLCD

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

ADMINISTRATION OF MEDICATION TO STUDENTS

Although the Maine Academy of Natural Science Board discourages the administration of medication to students during the school day when other options exist, it recognizes that 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 Maine Academy of Natural Sciences Board encourages collaboration between parents/guardians and the school in these efforts.

The Maine Academy of Natural Sciences 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

- A. “Administration: means the provision of prescribed medication to a student according to the orders of a health care provider.
- B. “Health care provider” means a medical/health practitioner who has a current license in the State of Maine with a scope of practice that includes prescribing medication.
- C. “Indirect supervision” means 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.
- D. “Medication” means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a health care 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.
- E. “Parent” means 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.
- F. “School nurse” means a registered professional nurse with Maine Department of Education certification for school nursing.
- G. “Self-administration” is when the student administers medication independently to him/herself under indirect supervision of the school nurse.
- H. “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
- G. 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 Head of School.

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 Head of School (or designee), will provide direction and oversight for the administration of medication to students.

All unlicensed personnel (Head of School, 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 Head of School (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, Head of School; 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

- B. authorization of the student to self-administer medication from an epinephrine pen or asthma inhaler.
- C. The student must have the prior written approval of his/her primary health care
- D. 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.
- E. 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.
- F. The school nurse shall evaluate the student's technique to ensure proper and effective use of an epinephrine pen or asthma inhaler.
- G. 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 Head of School

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 Head of School (or 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 Head of School (or designee) shall be responsible for developing administrative procedures and/or protocols to implement or supplement this policy.

Such procedures/protocols shall include direction regarding:

- A. Safe transport of medication to and from school;

- B. Administration of medication during field trips and school-sponsored events;
- C. Accountability for medications, particularly those regulated by the Federal Narcotics Act.
- D. Proper storage of medication at school;
- E. Training of appropriate staff on administration of emergency medications;
- F. The procedure to follow in the event of a medication reaction;
- G. Access to medications in case of a disaster.
- H. The process for documenting medications given and medication errors; and
- I. The proper disposal of medications not retrieved by parents.

Legal Reference: 20-A MRSA §§ 254; 4009(4) Ch. 40 (Me. Dept. of Educ. Rule)

28 C.F.R. Part 35 (Americans with Disabilities Act of 1990)

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)

Policy No.: JLDBG

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

REINTEGRATION OF JUVENILES FROM CORRECTIONAL FACILITIES

Maine law requires the establishment of a reintegration team to assist a student entering a public school from a juvenile correctional facility. The Maine Academy of Natural Sciences recognizes the need for advance planning and appropriate confidentiality in these circumstances.

The Head of School (or designee) shall be responsible for determining whether a student who is otherwise eligible for enrollment will be accepted or denied access to school based on compliance with the juvenile's rehabilitation plan as it affects reintegration. Access may be denied until the Head of School (or designee) is satisfied that conditions have been met.

The school will comply with reintegration standards established by the Maine Department of Education. The Head of School (or designee) will be responsible for overseeing the transition of students from juvenile correctional facilities based on the following guidelines.

- A. Within ten days of receiving information from the Department of Corrections concerning the release of the juvenile offender, the Head of School_(or designee) 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 the Special Education Director and at a minimum the Head of School (or designee) of the school to which the student, at least one classroom teacher, the student's parent/guardian/custodian, and the student's advisor. 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 information that would otherwise be considered confidential. The nature and extent of information provided should be limited to that needed to implement the student's reintegration plan and ensure the health and safety of the student, the safety of the school's students and staff, and the integrity of school property.
- D. The Head of School (or designee) will be responsible for ensuring that confidentiality training, including a review of the school'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.
- E. Before the student enters school, at least one additional meeting of the reintegration team should be held to develop an individualized plan for the student's reintegration based on the student's educational needs and the options available within the school system. This meeting should include the student as well as the members of the reintegration team. The reintegration plan will address the student's educational program, participation in activities (including co-curricular and extracurricular activities), and access to school facilities (including transportation).

- F. The Head of School (or designee) 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 Common Core standards.
- G. The Head of School (or designee) 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 the Maine Academy of Natural Sciences Board policy or school rules will be subject to the disciplinary consequences described in policy, administrative procedures, and/or the student handbook/student code of conduct.
- I. The Head of School (or designee) shall make any reports that may be required by the Department of Education concerning numbers of students entering the local school from juvenile correctional facilities.

Legal Reference: 20-A M.R.S.A. §§ 254(12), 1055(12), 2902(10), 4502(5)(O), 6001-B(1), 6001-B(2), 6001-B(3-A) 15 M.R.S.A. § 3009

[NOTE: 15 M.R.S.A. § 3308(7)(E) provides that when a juvenile has been charged with or adjudicated of a juvenile offense that involves the use or threatened use of physical force against a person, the District Attorney in the district where the charges were brought will provide certain information to the Head of School (or designee) of the juvenile's school.

This information is limited to:

- A. The name of the juvenile;
- B. The nature of the alleged offense or offense;
- C. The date of the alleged offense or offense;
- D. The date of the petition (date charged);
- E. The date of the adjudication, if applicable; and
- F. The location of the court where the case was brought, if applicable.

By law, this information is not to become part of the student's educational record.

Policy No.: JRA

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

STUDENT EDUCATION RECORDS

The Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences designates the following student information as directory information:

1. Name
2. participation and grade level of students in recognized activities and sports
3. height and weight of student athletes

4. dates of attendance in the school
5. honors and awards received
6. and photographs and videos of student participation in school activities open to the public (except photographs and videos on the Internet).

The Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences 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, the Maine Academy of Natural Sciences 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, Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences Board hereby designates the Fairfield Police Department, Somerset County Sheriff's Department and the Maine State Police as the Maine Academy of Natural Sciences' law enforcement units.

G. Administrative Procedures and Notices

The Head of School (or designee) 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

Cross Reference: JRA-E – Annual Notice of Student Education Records and Information Rights

JRA-R – Student Education Records and Information Administrative Procedure

ILD-Student Surveys and Marketing Information

JRA-R

STUDENT EDUCATION RECORDS ADMINISTRATIVE PROCEDURE

This administrative procedure is intended to assist administrators and school staff in complying with the requirements of federal and state statutes and regulations concerning student education records and information, including special education requirements.

A. Definitions

The following definitions apply to terms used in this procedure.

1. “Act” means the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g).
2. “Directory information” means 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” means 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 Maine Academy of Natural Sciences 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” means 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” means 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 Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences may provide notice through any of the following means:

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

The Maine Academy of Natural Sciences' policy on Student Education Records and Information shall be posted in the school. In addition, school administrators shall provide copies of this administrative procedure to parents/eligible students upon request or when a request to inspect or amend records is made.

D. Inspection and Review of Education Records

Parent/eligible students may review and inspect their educational records by the following procedure:

1. The parent/eligible student must make a written request to the Head of School (or designee) to review the records.
2. The Head of School (or designee) will comply with the request without unnecessary delay and in a reasonable period of time, but in no case more than 45 days after it received the request and will comply before any IEP Team meeting regarding an Individualized Education Program or any due process hearing relating to the identification, evaluation or placement of the student.
3. The Head of School (or designee) 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:
 - a. The Maine Academy of Natural Sciences' list of types and locations of education records and titles of officials responsible for the records.
 - b. The Maine Academy of Natural Sciences' records of disclosures of personally identifiable information (see Section F).

E. Requests to Amend Education Records

Parents/eligible students may ask the Maine Academy of Natural Sciences to amend education records they believe are inaccurate, misleading or in violation of the student's privacy rights as follows:

1. The parent/eligible student must make a written request to the Head of School (or designee) to amend the education record. The request must clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.
2. The Head of School (or designee) 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 the Maine Academy of Natural Sciences' 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 the Maine Academy of Natural Sciences' receipt of the written request. The parent/eligible student shall be given advance notice of the date, place and time of the hearing. The Head of

- School shall designate an individual to conduct the hearing. This individual may be an employee of the Maine Academy of Natural Sciences 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. The Maine Academy of Natural Sciences 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, the Maine Academy of Natural Sciences 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, the Maine Academy of Natural Sciences decides that the information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent/eligible student of their right to include a statement in the student's education record about the contested information and/or setting forth any reasons for disagreeing with the decision of the Maine Academy of Natural Sciences.
 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 the Maine Academy of Natural Sciences. If the education records of the student or the contested portion is disclosed by the Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences 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. the Maine Academy of Natural Sciences may make directory information (as described in Section A) public at its discretion unless a parent/eligible student has notified the Head of School (or designee) in writing by September 15th or within thirty (30) days of enrollment, whichever is later. The Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences to disclose this information must notify

the Head of School-(or designee) 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 Maine Academy of Natural Sciences 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); members of RSU #11 School Board; persons or companies with whom the Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences with regard to education records.
4. **Other School Units.** Under Maine law (20-A MRSA § 6001-B), the Maine Academy of Natural Sciences 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 Superintendent 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 Superintendent 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, the Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences 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. The Maine Academy of Natural Sciences 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
4. 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.

5. When disclosures are made under the exception for health or safety emergencies,
6. 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 the Maine Academy of Natural Sciences 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. the Maine Academy of Natural Sciences shall provide copies of education records to parents/eligible students upon request. The cost of producing copies of the record to parents/eligible student will be twenty-five cents (\$.25 per page copied, plus postage). Parent/eligible students who are unable to pay such fees will not be denied access to education records. This

fee, however, will not prohibit a parent/eligible student the opportunity to access records if they are unable to pay for copies.

J. Maintenance and Destruction of Education Records

The Maine Academy of Natural Sciences 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. The Maine Academy of Natural Sciences 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. The Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences 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)
20 U.S. C. § 7908

20-A M.R.S.A. § 6001, 6001-B

Maine Department of Education Rules, Chapters 101 and 125

Maine State Archives, Rules for Disposition of Local

Governmental Records

JRA-E

NOTIFICATION OF RIGHTS UNDER FERPA

Maine academy of Natural Sciences

PO Box 159

Hinckley, ME 04944

ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS

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

A. Inspection of Records

Parents/eligible students may inspect and review the student’s education records within 45 days of making a request. Such requests must be submitted to the Head of School (or designee) in writing and must identify the record(s) to be inspected. The Head of School (or designee) 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 the Maine Academy of Natural Sciences to amend education records they believe are inaccurate, misleading or in violation of the student's right to privacy. Such requests must be submitted to the Head of School (or designee) in writing, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the Head of School (or designee) 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

The Maine Academy of Natural Sciences 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

The Maine Academy of Natural Sciences designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the Maine Academy of Natural Sciences, 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 the Maine Academy of Natural Sciences to disclose directory information must notify the Head of School (or designee) 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 Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences to disclose this information without their prior written consent must notify the Head of School (or designee) 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 Maine Academy of Natural Sciences as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); members of the Maine Academy of Natural Sciences Board of Education;

persons or companies with whom the Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences with regard to education records.

4. Health or Safety Emergencies

In accordance with federal regulations, the Maine Academy of Natural Sciences 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 Maine Academy of Natural Sciences sends student education records to a school unit to which a student applies to transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

6. Other Entities/Individuals

Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information

about other exceptions to the written consent requirement by request to the Head of School (or designee).

D. Complaints Regarding School Department Compliance with FERPA

Parents/eligible students who believe the Maine Academy of Natural Sciences 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 D.C. 20202

Section K. School Community Relation

Policy No: KBBA

Effective 09/13/2012

Revised 05/20/2021

CUSTODIAL AND NON-CUSTODIAL PARENT RIGHTS AND RESPONSIBILITIES

It is the intent of the Maine Academy of Natural Sciences to promote the best interests of each student enrolled in its school in partnership with both parents of each student. It shall be the policy of the school to maintain strict neutrality between parents who are involved in an action affecting the family.

When parents of a student are separated, involved in divorce proceedings, or are divorced, the Head of School will respect the rights of custodial, joint custodial and non-custodial parents equally except when a court order exists concerning special restrictions. It is the responsibility of the residential parent to provide the Head of School with a copy of such a court order if restricted access to students or student information is requested.

In family arrangements where there is no marriage or the marriage is not recognized, the biological parent(s), adoptive parent(s), or legal guardian(s) will be recognized as parent(s) of custody except when a court order exists to the contrary.

Parent rights include access to students, student records, assessment information, attendance at parent/teacher conferences and Individual Educational Program (IEP) meetings.

It is the responsibility of the non-custodial and/or non-residential parent to inform the school office of his/her name, address, and phone number if he/she wishes to be consulted regarding the educational progress of his/her child and/or wishes to be placed on the school's mailing list.

Definitions

As used herein, the following terms have the following meanings:

1. Action affecting the family means an action for divorce, legal separation, annulment, custody, or child support, whether pending or completed.
2. Court order means 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.
3. Custodial parent means the natural or adoptive parent having sole legal custody of a child by virtue of the court order.
4. Joint custodial parent means a parent who has legal custody of a child, jointly with the child's other parent, by virtue of a court order.
5. Residential parent means the custodial or joint custodial parent with whom the child is residing during the school year by virtue of a court order.

Policy No: KBF

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

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, agree on, and distribute to parents of children participating in the school system's Title I program 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 Head of School, and Title I staff an explanation of the reasons supporting their child's selection, a set of objectives to be addressed, and a description of the services to be provided. Parents will receive regular reports on their child's progress and be provided opportunities to meet with the classroom and Title I teachers. Parents will also receive training, materials, and suggestions as to how they can assist in the education of their children at home.

V. DELEGATION OF RESPONSIBILITY

The Head of School (or designee) shall be responsible for ensuring that the school's Title I plan, programs, and parent involvement policies comply with applicable law and regulations and for developing administrative procedures, as needed, to implement this policy.

Legal References: 20 U.S.C. § 6318

KBF-R

Maine Academy of Natural Sciences

(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 the Maine Academy of Natural Sciences. 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 Head of School's name]

ACKNOWLEDGMENT

I have received the parent involvement policy described in this letter.

Parent's signature

Date

Print parent's name

Student's name

Teacher

Policy No: KH

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

ADVERTISING/SOLICITATION IN SCHOOL

Commercial advertising and/or solicitation by way of banners, handbills, leaflets, web pages or personal requests that target students is prohibited. The Head of School (or designee) may grant exceptions to this policy when the sponsor is providing a direct service or commodity which can also be considered as part of the planned educational program, a necessary part of the curriculum, or directly supportive of school programs. Requests to advertise for non-profit organizations may also be considered by the Head of School (or designee).

The following practice and procedures are required.

1. All requests to advertise, sell or solicit goods, merchandise or services will be submitted to the Head of School (or 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 the Head of School, 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 Head of School communication which they find objectionable for such reasons as policy non-compliance, too "high pressure," or pointedly personalized.
5. Student body assemblies may be held to kick-off fund raising or other activities which directly support school programs. Such assemblies will be cleared and arranged through the Head of School well in advance of the assembly date.

Policy No: KI

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

VISITORS TO THE SCHOOL

The Maine Academy of Natural Sciences Board of Directors believes that 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 Head of School of the school shall institute procedures relating to visitors to the school that are intended to maintain order and protect the safety of students. Such procedures shall be subject to the review of the Board. It is understood that procedures may vary.

The following general guidelines shall be incorporated in all building-level administrative procedures concerning visitors.

- A. 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.
- B. All visitors shall immediately report to the main office upon arrival at the school to check in.
- C. 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.
- D. Individual Board members shall follow the same procedures as other visitors.
- E. 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.
- F. The Head of School (or designee) has the authority to 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.
- G. 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.”
- H. School staff shall report unauthorized persons on school grounds or in school buildings to the Head of School (or designee). Unauthorized persons shall be directed to leave the premises immediately.

- I. 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 schools unless otherwise authorized in advance by the Head of School (or designee). Trespassers shall be immediately directed to leave the school premises and may be subject to arrest.
- J. The Head of School (or 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.
- K. 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.
- L. 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.**

Cross Reference: BCA - Board Member Code of Ethics

EBCA - Emergency Response Plan

Policy No: KL

Effective 09/13/2012

Revised 05/20/2021

Approved 05/20/2021

PUBLIC CONCERNS

The Maine Academy of Natural Sciences Board of Directors welcome the input of parents and citizens on ways in which school services to students can be improved. The school board believes strongly that 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 Head of School, the administration, and the Board. The Board expects prompt, considerate and consistent treatment of all citizen concerns.

In the interest of handling all concerns fairly and expeditiously, the Board has established the following guidelines:

- A. Whenever a concern is made directly to the Board as a whole or to an individual 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; Head of School (or designee); Board.
- B. If a 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 Board member should inform the Head of School (or designee) of the situation. Board members cannot act in their official capacity as individuals, but only within the setting of a Board meeting and generally, only after all avenues of appeal have been exhausted.
- C. An individual or group who wishes to address the school board must notify the Head of School (or designee) 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.

- D. The 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 Board meetings, visiting the school, and meeting with teachers.

Cross Reference: BDDH – Public Participation at School Board Meetings

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 alphabetic order with their codes identified in the left-hand column. Major terms appear in several places as an aid to the search for proper term placement. (Example: “Activities Funds Management” and “Student Activities Funds Management.”) Italicized terms are either synonyms to EPS/NSBA descriptors or terms requiring special cross-referencing. (Example: *Board of Education Chairman* in place of “School Board President.”) The user should, of course, depart as necessary from EPS terminology to meet local requirements. 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

Non-school Employment

GBRG Professional Personnel

O

Orientation

BBBB School Board Members

P

Paraprofessional Personnel

GAM Conduct

IHAD Parent Conferences

LEB Parents Organizations Relations DJCA Pay Day Schedules

Personnel

CG Administrative Personnel

GAE Personnel Complaints and Grievances GAK Personnel Records

LDAJ Police Department Relations

Policy Development

BDG Administration in Policy Absence BDC Policy Adoption

BDE Policy Review

BDH Policy Suspension JQE Pregnant Students

Professional Personnel

GBE Assignment

GBA Compensation Guides and Contracts GBRGA Consulting

GBI Evaluation GBRF Expenses

GBRA Health Examinations GBD Hiring

GBKA Lay-Offs

GBRG Non-school 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 G

BO 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

BBA 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

BBBB 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

JGCB Inoculations

IHE Promotion and Retention JC Rights and Responsibilities JGF Safety

IEE Schedules JCDAA Smoking JDD Suspensio

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