

CURRICULUM DEVELOPMENT AND ADOPTION

As defined in Maine Department of Education rules, “curriculum” means the Machias School Department’s written document that sets forth the learning expectations for all students for all content areas of Maine’s system of Learning Results, as well as for other content areas as specified by the School Committee.

The Machias School Department’s curriculum shall reflect continuous, sequential and specific instruction aligned with the content areas of the Learning Results including the knowledge and skills described in the “*Parameters for Essential Instruction*” and the “*Guiding Principles*” of the Learning Results.

Through its curriculum, the schools will provide courses and/or learning experiences that support multiple pathways for learning, accommodate variety of learning styles, provide multiple options for students to demonstrate proficiency, and prepare students for responsible citizenship and success in a global society.

The School Committee recognizes that curriculum development, review and evaluation is an ongoing process, and that programs and practices may need to be adjusted or revised to meet educational standards, to reflect community aspirations and values, and to serve the best interests of students.

In development, revision and evaluation of curriculum, the School Committee expects that:

- A. School administrators and staff will be sensitive to initiatives such as the *Common Core* and *Next Generation Science Standards*, and other changing conditions that may require modifications in curriculum.
- B. All programs will be subject to ongoing review and evaluation to ensure that they meet the instructional needs of students.
- C. The school system will undertake intensive curriculum revision as needed.
- D. The Superintendent/designee will take the lead in the ongoing curriculum development and review process and in aligning the alignment of curriculum with educational standards and with advances in knowledge, educational research and “best practices.”
- E. Curriculum development and revision will be achieved with appropriate involvement of administrators, instructional and support staff, students, parents, community and the Board.

The School Committee will review and adopt (approve) all curriculum guides, course descriptions and courses of study prior to their implementation.

The Superintendent/designee is expected to develop plans and timelines as necessary for the development, implementation and evaluation of the curriculum.

The Superintendent is expected to make recommendations to the School Committee, consistent with School Committee policy, in regard to professional development, instructional materials and the resources needed for curriculum implementation.

The Superintendent will report annually, or as otherwise requested, to the School Committee on the status of the curriculum.

Legal Reference: 20-A M.R.S.A. §§ 1001(6), 4701-4729, 6209
Me. Dept. of Ed. Rule Chapters 125, 127

Cross Reference: ADF-School Unit Commitment to the Learning Results
IHA-Basic Instructional Program
IJJ-Instructional and Library-Media Materials Selection
IL-Evaluation of Instructional Programs

Adopted: _____

INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

It shall be the policy of the Machias School Department 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 in the Machias schools. The Machias School Department shall develop these IEPs in a manner consistent with the procedural requirements of state and federal special education laws.

Student IEPs shall be reasonably calculated to provide the identified student with educational benefits in the least restrictive educational environment. The school unit shall ensure that the student's IEP is implemented no later than 30 days after the IEP Team's initial identification of the student as a child with a disability in need of education and supportive services. All identified children with disabilities shall have a current IEP in effect at the start of each school year.

If the school unit is unable to hire or contract with the professional staff necessary to implement a child's IEP, it will reconvene an IEP Team to identify alternative service options. This IEP meeting shall occur no later than 30 days after the start of the school year or the date of the IEP Team's development of the IEP. The IEP Team shall determine any amendments to the IEP necessary to reflect the inability to commence services as originally anticipate by the IEP Team.

All IEP's must be reviewed at least annually, as prescribed by state and federal special education laws.

Legal Reference: 20 USC §§ 1414(d)
34 CFR § 300.320-.328 (2006)
Maine DOE Rule Ch. 101 § IX (3) (July 2011)

Adopted: _____

REFERRAL AND USE OF GENERAL EDUCATION INTERVENTIONS

It shall be the policy of Machias School Department to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP team may be made by parents at any time, and by professional school staff regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

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

The Superintendent, in consultation with the Director of Special Services, may develop procedures for referral and the use of general education interventions within the school system, and may from time to time amend those procedures as necessary.

Legal References: Ch. 101, §§ II (17), III(IV)(2)(D), (E), V(4)(A) (July 2011)
(Maine Dept. of Ed. Rules)

Adopted: _____

**REFERRAL AND USE OF GENERAL EDUCATION INTERVENTIONS
– ADMINISTRATIVE PROCEDURE**

These procedures are established for the purpose of meeting the obligations of the Machias School Department under state regulations and the School Committee's policy IHBAAR governing referral and use of general education interventions.

I. REFERRAL

The Machias School Department 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 office of the Director of Special Services. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the parent in making the referral in writing to the office of the Director of Special Services. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the office of the Director of Special Services.

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

Referrals by staff. Any professional employee of the school unit may refer a child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances where the school unit and parent agree to do so. Even in that situation, however, 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 office of the Director of Special Services.

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 intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances when the school unit 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 office of the Director of Special Services.

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

Time Line for Processing Referral. Once the referral has been received in the office of the Director of Special Services, 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 unit must send a "consent to evaluate" form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the school unit shall send the parent its Written Notice form documenting that referral.

Once the office of the Director of Special Services receives the signed consent for evaluation back from the parent, the school unit 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 local unit shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

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

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

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

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

II. GENERAL EDUCATION INTERVENTIONS

General education interventions are general education procedures involving regular benchmark assessment of all children, using curriculum based measurements, to monitor child progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are encouraged to confer with specialists and teaching professionals, but general education personnel are responsible for the implementation of the intervention.

The Machias School Department shall implement general education interventions. These interventions shall include:

- a. Documentation that every child, prior to entering the general education intervention process, was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965 (ESEA), appropriate mastery based instruction in math, appropriate instruction in the writing process, and positive behavioral supports;
- b. A team-based decision-making process;
- c. Screening at reasonable intervals to determine whether all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements;
- d. Data Analysis of screening results focusing on determining to what extent all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements and identifying which children are not making adequate progress towards these goals and are in need of targeted general education interventions;
- e. A determination as to whether a child's assessed difficulties are likely the result of linguistic or cultural differences;
- f. Provision of research-based general education interventions targeted at the child's presenting academic and/or behavioral concerns as determined by screening results;
- g. Repeated formative assessments of student response to targeted interventions, conducted at reasonable intervals, that generate rate based measurable data for both specifying academic and behavioral concerns and monitoring child progress during general education interventions;
- h. Documentation that parents were notified about the process, given the opportunity to participate in instructional decision-making, and kept informed of their child's progress during targeted general education interventions;

- i. A team shall review the child's progress no later than 60 school days after the start of formal general education interventions and approximately every 30 school days thereafter. At each meeting the team shall review data on the child's progress to determine if modifications to the general education interventions are needed and/or if a referral to special education is indicated: and
- j. Provisions for targeted general education interventions to continue during any subsequent special education referral.

The parent of a child receiving general education interventions may request that the agency conduct a full and individual evaluation for possible special education eligibility determination at any time during Machias School Committee's established general education intervention process.

The general education interventions developed through this pre-referral 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.

References: Ch. 101, §§ II (17), III, IV (2)(D), (E), V (4)(A) (Maine Dept. of Ed. Rules) (May 2012)

Adopted: _____

Child Find Policy

The Machias School Committee seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are school-age 5 through the school year in which they turn 20 and who are in need of special education and supportive assistance -- including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

The school unit's child find responsibility shall be accomplished through a unit-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

The school unit shall provide child find during the first 30 days of the school year or during the first 30 days of enrollment for transfer children, in addition to other child find activities provided by the school unit.

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 Machias School Committee may schedule child find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to school entry, The Machias School Department will refer the child to the regional CDS site within 10 school days.

If the child find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

References: 34 C.F.R. § 300.111 (2006); Me. Dep't of Educ. Spec. Ed. Reg. ch. 101, IV.2(A), (C) (2015).

Date approved: February 8, 2017

LIFE-SUSTAINING EMERGENCY CARE

A primary concern of the school unit shall be with the health and safety of its students. In emergency situations involving accident or illness, school employees should undertake reasonable efforts to provide first aid or life-sustaining emergency care to the extent of their knowledge and training, and/or to seek the assistance of school medical personnel or other staff members to obtain emergency assistance for the student.

For those students who may present an ongoing need for medical interventions at school, including a need for life-sustaining emergency care, school personnel shall convene a team meeting for the purpose of developing an individualized plan to address the student's specialized health needs. The team should include persons at the school who are knowledgeable about the student, as well as the student's parents and a school administrator. The Team may consider requests from the parents that alternative forms of life-sustaining emergency care be used as part of that plan, but those requests must be substantiated by specific medical documentation from the student's physician. The Team shall not approve a parental request to deny all life-sustaining emergency care for a student, but may specify that only certain types of intervention are appropriate in a particular situation.

For the purpose of this policy, "life-sustaining emergency care" means any procedure or intervention applied by appropriately trained school staff that may prevent a student from dying who, without such a procedure or intervention, faces a risk of imminent death. Examples of life-sustaining emergency care include: efforts to stop bleeding, unblocking airways, mouth-to-mouth resuscitation, and cardiopulmonary resuscitation ("CPR").

Legal Reference: 29 USC § 794(a)

Cross Reference: JLCE – First Aid and Emergency Medical Care

Adopted: _____

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NEPN/NSBA Code: IHBAL

GRIEVANCE PROCEDURE FOR PERSONS WITH DISABILITIES

The School Committee has adopted this grievance procedure to provide a local avenue for persons with disabilities to raise concerns about whether the school unit 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 [**name, address, phone number**].

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

The building principal, 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 principal'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 Superintendent of the principal's decision.

The grievant must request that review within 15 working days of the decision by the principal. The Superintendent, 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 Superintendent's written response shall be forwarded to the grievant and to the ADA/504 compliance coordinator.

Adopted: _____

HOME SCHOOLING

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

- A. The student's parent/guardian must provide a written notice of intent to provide home instruction simultaneously to the Superintendent of the school unit in which the student resides and to the Commissioner of the Department of Education within ten calendar days of the beginning of home instruction. The notice must contain the following information:
1. The name, signature and address of the student's parent/guardian;
 2. The name and age of the student;
 3. The date the home instruction program will begin;
 4. A statement of assurance that indicates the home instruction program will provide at least 175 days annually of instruction and will provide instruction in: English and language arts, math, science, social studies, physical education, health education, library skills, fine arts, and, in at least one grade from grade 6 to 12, Maine studies. At one grade level from grade 7 to 12, the student will demonstrate proficiency in the use of computers; and
 5. A statement of assurance that indicates that the home instruction program will include an annual assessment of the student's academic progress that includes at least one of the forms of assessment described in 20-A MRSA § 5001-A(3)(A)(4)(b) and paragraph B below.
- B. On or before September 1 of each subsequent year of home instruction, the student's parent/guardian must file a letter with the Superintendent of the administrative unit in which the student resides and to the Commissioner stating the intention to continue providing home instruction and enclose a copy of one of the following forms of annual assessment of the student's academic progress:

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1. A standardized achievement test administered through the administrative unit in which the student resides or through other arrangements approved by the Commissioner. If the test is administered through the administrative unit in which the student resides, that administration must be agreed to by the Superintendent of the administrative unit prior to submission of the written notice of intent to provide home instruction;
 2. A test developed by the Superintendent/designee of the administrative unit in which the student resides appropriate to the student's home instruction program, which must be agreed to by the Superintendent of the administrative unit prior to submission of the written notice of intent to provide home instruction;
 3. A review and acceptance of the student's progress by an identified individual who holds a current Maine teacher's certificate;
 4. A review and acceptance of the student's progress based on, but not limited to, a presentation of an educational portfolio of the student to a local area home schooling support group whose membership for this purpose includes a currently certified Maine teacher or administrator; or
 5. A review and acceptance of the student's progress by a local advisory committee selected by the Superintendent of the administrative unit in which the student resides that includes one administrative unit employee and two home instruction tutors. A "home instruction tutor" means the parent/guardian or other person who acts or will act as a primary teacher of the student in the home instruction program. This provision must be agreed to by the Superintendent of the administrative unit in which the student resides prior to submission of the written notice of intent to provide home instruction.
- C. Dissemination of any information filed under 20-A MRSA § 5001-A(3)(A) (which applies to alternatives to attendance at public day school, including home schooling) is governed by the provisions of 20-A MRSA § 6001 (dissemination of information); the federal Family Educational Rights and Privacy Act of 1974, 20 USC § 1232g (2002); and the federal Education for All Handicapped Children Act of 1975, 20 USC § 1401-1487 (2002), except that "directory information" as defined by the federal Family

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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 Educational Rights and Privacy Act (FERPA) is confidential and is not concludes. The records must be made available to the Commissioner upon request.

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

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

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

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

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

Cross Reference: JEA – Compulsory School Attendance
IHBGA – Home Schooling—Participation in School Programs
JGAB – Assignment of Students to Classes: Transfer Students and Home-Schooling Students

Adopted: _____

HOME SCHOOLING—PARTICIPATION IN SCHOOL PROGRAMS

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

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

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

I. PROVISION OF INFORMATION

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

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

II. PERMITTED PARTICIPATION

- A. **Participation in Regular Classes.** Home instruction students may enroll in specific, day-school classes provided that the student’s attendance is regular, the class is deemed to be age and grade appropriate, and all

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prerequisite course requirements are met. In addition, the following shall also apply.

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

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

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

III. SPECIAL EDUCATION SERVICES

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

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IV. ADMISSION TO REGULAR PROGRAM/PLACEMENT

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

- A. For students who transfer into school from an educational program that is not required to meet the standards of the system of Learning Results, the principal of the receiving school shall determine the value of the student's prior educational experience toward meeting these standards.
- B. Appropriate school staff may make recommendations concerning placement based on, but not limited to, factors such as the student's completed curricula and record of achievement, conferences with the student's parent/guardian, and administration of tests.
- C. The final grade placement decision shall be made by the principal. The principal's decision may be appealed to the Superintendent, whose decision shall be final.

V. RE-ADMISSION TO THE SCHOOL PROGRAM

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

VI. USE OF SCHOOL TEXTBOOKS AND LIBRARY BOOKS

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

- A. The use does not disrupt regular student, staff or special program functions.

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

VII. USE OF SCHOOL FACILITIES AND EQUIPMENT

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

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

VIII. MAINE EDUCATIONAL ASSESSMENT

If a parent of a student in an equivalent instruction program requests to have the student participate in an assessment that is mandatory for students enrolled in public schools (e.g., MEA, NECAP), such request must be granted. Participation in such assessments must be in compliance with all rules and procedures governing testing conditions in the school unit.

IX. ACADEMIC CREDIT

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

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

X. PARTICIPATION IN CO-CURRICULAR ACTIVITIES

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

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

XI. PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

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

- A. The student agrees to abide by equivalent rules of participation as are applicable to regularly enrolled students participating in the activity and provides evidence that the rules of participation are being met.
- B. The student complies with the same physical examination, immunization, insurance, age, and semester eligibility requirements as regularly enrolled students participating in the activity. All required documentation must be made available upon request by the school unit. The school principal is authorized to collect from the student's parent/guardian actual samples of coursework (e.g., homework, examinations, etc.) as he/she deems necessary in order to make the determination that the necessary academic standards have been met.
- C. The student meets equivalent academic standards as those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met.

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- D. The student abides by the same transportation policy as regularly enrolled students participating in the activity.

XII. STANDARDS FOR PARTICIPATION WHEN TUITION PAYMENT TO ANOTHER UNIT IS REQUIRED

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

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

XIII. APPEALS

Appeals from administration and application of this School Committee policy are heard by the School Committee, whose decision is final and binding. Appeals that question the School Committee's policy compliance with legal requirements must be made to the Commissioner, whose decision is final and binding.

Legal Reference: 20-A MRSA §§ 5001-A(3), 5021-5025
Ch. 127, 130 (Me. Dept. of Ed. Rules)

MACHIAS SCHOOL COMMITTEE

NEPN/NSBA Code: IHBGA

Cross Reference: IHBG – Home Schooling

Adopted: _____

MACHIAS SCHOOL COMMITTEE

NEPN/NSBA Code: IJJ

INSTRUCTIONAL AND LIBRARY-MEDIA MATERIALS SELECTION

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

While the School Committee 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 School Committee 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 School Committee's policy on challenged materials as described below.

With the assistance of professional staff, the Superintendent 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 Superintendent will be responsible for overseeing the purchase of instructional materials within budgetary parameters set by the School Committee. The School Committee expects the Superintendent to report on progress made in aligning instructional materials with curriculum development and evaluation in support of the content standards contained in Maine's system of Learning Results.

Each 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. A certified library-media specialist will be responsible for overseeing the library-media program, under the supervision of the Superintendent. As with instructional materials, the School Committee 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 School Committee's policy on challenged materials described below.

Definitions

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

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“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 School Committee 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 schools. Quality instructional materials and library-media resources are essential to student learning. In preparing students to meet the content standards of the Learning Results, in supporting the achievement of the school unit’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 schools 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 should:

- A. Support achievement of the content standards of the Learning Results;
- B. Support the goals and objectives of the school system’s educational programs;
- C. Enrich and support the curriculum;
- D. Take into consideration the varied interests, abilities, and maturity levels of the students served;
- E. Foster respect and appreciation for cultural diversity and varied opinions;
- F. 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;
- G. Present a balance of opposing sides of controversial issues to enable students to develop a capability for critical analysis;

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- H. Stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- I. Provide a background of information that will enable students to make intelligent decisions in their daily lives; and
- J. Respect the constraints of the school unit's budget.

Other factors that should be considered are accuracy and 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 individual schools, 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 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.

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.

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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 the School Committee's 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 Superintendent 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 School Committee 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 School Committee 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 School Committee 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 building Principal and requested to fill out the "Instructional and Library-Media Materials Challenge Form." A copy of the form will be forwarded to the Superintendent.

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- C. The Superintendent shall appoint a committee composed of the following persons to review the complaint: one Principal at the appropriate grade level; one librarian/media specialist; one classroom teacher; the department head in the subject area of the challenged materials; 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 Superintendent who will inform the complainant of the results.
- F. No materials shall be removed from use until the review committee has made a final decision.
- G. The review committee's decision may be appealed to the School Committee. The School Committee may set aside a portion of a regular meeting or call a special meeting for the purpose of receiving testimony from representatives of the various points of view. The material in question shall be:
 - 1. Reviewed objectively and in its full content;
 - 2. Evaluated in terms of the needs and interest of students, school, curriculum and community;
 - 3. Considered in the light of differing opinions; and
 - 4. Reviewed in light of the criteria for initial selection and purpose as provided herein.

The School Committee will announce its decision in writing not later than the conclusion of the next regular meeting of the School Committee 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)

Adopted: _____

MACHIAS SCHOOL COMMITTEE

NEPN/NSBA Code: IJNDB

STUDENT COMPUTER AND INTERNET USE

The Machias School Department provides computers, network, and Internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to laptops issued directly to students, whether they are used at school or off school premises.

Compliance with the Machias School Committee'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. The building principal is authorized to determine, after considering the circumstances involved, whether and for how long a student's computer privileges will be altered. The building principal's decision shall be final.

Violations of this policy and the Machias School Committee's computer and Internet rules may also result in disciplinary action, referral to law enforcement, and/or legal action.

Machias School Department computers remain under the control, custody, and supervision of the school unit at all times. The school unit monitors all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers, whether they are used on school property or elsewhere.

The Machias School Department uses filtering technology designed to block materials that are obscene or harmful to minors, and child pornography. Although the Machias School Department takes precautions to supervise student use of the Internet, parents should be aware that the Machias School Department cannot reasonably prevent all instances of inappropriate computer and Internet use by students in violation of School Committee policies and rules, including access to objectionable materials and communication with persons outside of the school. The school unit is not responsible for the accuracy or quality of information that students obtain through the Internet.

In the interest of student safety, the Machias School Department also educates students about online behavior, including interacting on social networking sites and chat rooms, and issues surrounding cyberbullying awareness and response.

The Superintendent is responsible for implementing this policy and the accompanying "acceptable use" rules and for documenting student Internet safety training. The Superintendent/designee may implement additional administrative procedures or school rules consistent with School Committee policy to govern the day-to-day management and operations of the school unit's computer system.

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Students and parents shall be informed of this policy and the accompanying rules through student handbooks, the school website, and/or other means selected by the Superintendent.

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

Cross Reference: IJNDB-R - Student Computer and Internet Use Rules

STUDENT COMPUTER AND INTERNET USE RULES

These rules accompany School Committee policy IJNDB (Student Computer and Internet Use). Each student is responsible for his/her actions and activities involving school unit computers (including laptops issued to students), networks, and Internet services, and for his/her computer files, passwords, and accounts.

These rules provide general guidance concerning the use of the school unit's computers and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity by students. Students, parents, and school staff who have questions about whether a particular activity is prohibited are encouraged to contact the building principal or the Technology Coordinator.

A. Acceptable Use

The school unit's computers, networks, and Internet services are provided for educational purposes and research consistent with the school unit's educational mission, curriculum, and instructional goals.

All School Committee policies, school rules, and expectations concerning student conduct and communications apply when students are using computers, whether the use is on or off school property.

Students are also expected to comply with all specific instructions from school administrators, school staff or volunteers when using the school unit's computers.

B. Consequences for Violation of Computer Use Policy and Rules

Compliance with the school unit's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may, after having been given the opportunity to respond to an alleged violation, 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 building principal shall have 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 relevant factors.

C. Prohibited Uses

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

1. **Accessing or Posting 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 or engaging in “cyber bullying;”
2. **Illegal Activities** – Using the school unit’s computers, networks, and Internet services for any illegal activity or in violation of any Committee policy or school rules. The school unit assumes no responsibility for illegal activities of students while using school computers;
3. **Violating Copyrights** – Copying, downloading or sharing any type of copyrighted materials (including music or films) without the owner’s permission (see Committee policy/procedure EGAD – Copyright Compliance). The school unit assumes no responsibility for copyright violations by students;
4. **Copying Software** – Copying or downloading software without the express authorization of the Technology Coordinator. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. The school unit assumes no responsibility for illegal software copying by students;
5. **Plagiarism** – Representing as one’s own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher, and website must be identified;
6. **Non-School-Related Uses** – Using the school unit’s computers, networks, and Internet services for any personal reasons not connected with the educational program or assignments;
7. **Misuse of Passwords/Unauthorized Access** – Sharing passwords, using other users’ passwords, and accessing or using other users’ accounts;

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8. **Malicious Use/Vandalism** – Any malicious use, disruption or harm to the school unit’s computers, networks, and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses; and
9. **Unauthorized Access to Blogs/Chat Rooms/Social Networking Sites** – Accessing blogs, chat rooms or social networking sites to which student access is prohibited. **[NOTE: Schools that allow such use should modify this paragraph to reflect local decisions.]**

D. **No Expectation of Privacy**

Machias School Department computers remain under the control, custody, and supervision of the school unit at all times. Students have no expectation of privacy in their use of school computers, including email, stored files, and Internet access logs.

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

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

F. **Student Security**

A student is not allowed to reveal his/her full name, address or 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.

G. **System Security**

The security of the school unit’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

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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.

H. **Additional Rules for Laptops Issued to Students**

1. Laptops are loaned to students as an educational tool and are only authorized for use in completing school assignments.
2. Before a laptop is issued to a student, the student must sign the school's "acceptable use" agreement. Parents are required to attend an informational meeting before a laptop will be issued to their child. Attendance will be documented by means of a "sign in" sheet. The meeting will orient parents to the goals and workings of the laptop program, expectations for care of school-issued laptops, Internet safety, and the school unit's rules in regard to use of this technology.
3. Students and their parents are responsible for the proper care of laptops at all times, whether on or off school property, including costs associated with repairing or replacing the laptop. The Machias School Department offers an insurance program for parents to cover replacement costs and/or repair costs for damages not covered by the laptop warranty. Parents who choose not to purchase insurance should be aware that they are responsible for any costs associated with loss, theft, or damage to a laptop issued to their child.
4. Loss or theft of a laptop must be reported immediately to the building principal, and, if stolen, to the local law enforcement authority as well.
5. The School Committee's policy and rules concerning computer and Internet use apply to use of laptops at any time or place, on or off school property. Students are responsible for obeying any additional rules concerning care of laptops issued by school staff.

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6. Violation of policies or rules governing the use of computers, or any careless use of a laptop may result in a student's laptop being confiscated and/or a student only being allowed to use the laptop under the direct supervision of school staff. The student will also be subject to disciplinary action for any violations of School Committee policies or school rules.
7. Parents will be informed of their child's login password. Parents are responsible for supervising their child's use of the laptop and Internet access when in use at home.
8. The laptop may only be used by the student to whom it is assigned and by family members, to the extent permitted by Maine's laptop program.
9. Laptops must be returned in acceptable working order at the end of the school year or whenever requested by school staff.

Cross Reference: EGAD – Copyright Compliance
IJNDB – Student Computer and Internet Use

SCHOOL VOLUNTEERS

The School Committee recognizes that community members can provide valuable services to the schools by sharing their time, talents and experience. An effective volunteer program allows students to benefit from individual attention, provides enrichment opportunities that supplement the regular educational program, allows teachers to focus on teaching and learning by relieving them of non-teaching tasks, provides interested community members an opportunity to become directly involved with education, and strengthens the relationship between school and community.

The School Committee approves the use of volunteers to support the school system's instructional programs and extracurricular activities. The School Committee adopts this policy to provide direction for the school system's volunteer program.

For the purpose of this policy, a volunteer is a person who provides services, without compensation or benefits of any kind or amount, on an occasional or regular basis in the schools or in school activities.

All volunteers shall be at least 18 years of age unless their volunteer work is part of a class, is done to fulfill a service learning or community service requirement for graduation, or is done by a recognized student organization.

Volunteers may provide assistance by:

- A. Tutoring students on a one-to-one or small group basis under the direct supervision of the classroom teacher;
- B. Using their special musical, artistic or other talents to provide enrichment experiences and extend student learning;
- C. Reading to children;
- D. Playing instructional games;
- E. Providing services in libraries, lunchrooms and playgrounds;
- F. Accompanying students on field trips;
- G. Assisting teachers in assembling instructional materials; and

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- H. Assisting in school plays, music programs and other extracurricular activities.

Volunteers serve under the direction and supervision of the building principal or designated staff. When volunteers work with children, their activities will be under the direct and immediate supervision of the classroom teacher, coach, activity adviser, or other designated employee.

Approval, assignment, continuation, or termination of volunteers shall be at the discretion of the building principal.

Staff must have their use of volunteers approved in advance by the building principal. Volunteers will only be assigned to staff who request them.

Volunteers are expected to abide by all School Committee policies, procedures and school rules when performing their assigned responsibilities. The building principal shall make volunteers aware of applicable policies, procedures, and rules before they undertake their first assignment through a volunteer orientation, volunteer handbook, or other means.

Volunteers should perform only those tasks that have been assigned.

Volunteers will not have access to confidential information in student records except as allowed by federal or state law or regulations and will be responsible for maintaining confidentiality regarding information seen or heard while working as a volunteer.

Persons interested in volunteering time or services should contact the building principal. Prospective volunteers will be required to complete a written application.

In the interest of protecting the safety of students and staff, the school unit will conduct criminal background checks, including sex offender registry checks, on all volunteers who will be working directly with or will have unsupervised access to students, including those chaperoning students on field trips or school-sponsored excursions.

Information collected during this screening process will be treated as confidential to the extent allowed by law.

Volunteers may not transport students in private vehicles except as allowed by School Committee policy.

The school unit will provide liability insurance protection for volunteers while performing assigned services.

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The Superintendent will be responsible for devising a method for evaluating the effectiveness of the volunteer program on an annual basis.

The School Committee will recognize volunteer service on an annual basis. The building principal will be responsible for appropriate school recognition of volunteers.

Legal Reference: 20-A M.R.S.A. § 1002

Cross Reference: EEAG - Student Transportation in Private Vehicles

Adopted: _____

STUDENT ACHIEVEMENT/EVALUATION OF STUDENT PROFICIENCY

Effective evaluation of student achievement is essential to the instructional process, the certification of student progress towards meeting the content standards of the system of Learning Results, the tracking of progress toward individual and district learning goals, and communication between schools and parents.

Evaluation of student achievement provides staff with information important to assessing students' individual educational needs, providing appropriate instruction, and identifying learning problems and areas in which remediation is required. Sharing of information among parents, staff and students is an integral part of the evaluation process.

Consistent with its local assessment system, the Machias School Department will use multiple assessments, both informal and formal, at the classroom, school, and district levels to evaluate each student's achievement and to monitor his/her progress toward meeting proficiency in the content standards and the *Guiding Principles* of the Learning Results. Assessments over the course of each school year will include multiple opportunities for students to demonstrate in different ways what they know and are able to do. Students should have multiple and varied opportunities to acquire, practice, apply, and demonstrate their proficiency in knowledge and skills.

Individual classroom assessments may include but are not limited to student tests, quizzes, reports, demonstrations, presentations, artifacts, laboratory work, writing samples, teacher observations, portfolio constructions, and student self-assessments.

School and district assessments may include "common assessments" designed to provide consistent evaluation and reporting of student knowledge and skills in the same content areas across same-grade classrooms within the school and same-grade classrooms and grade spans within the district.

Large-scale assessments will include those required for the purpose of determining whether the school has achieved "annual measurable objectives" for federal reporting purposes, and may include other nationally normed standardized achievement tests.

COMMUNICATING INFORMATION CONCERNING STUDENT ACHIEVEMENT

Teachers should provide students and parents with timely information concerning student performance and, if applicable, the need for the student to participate in remediation and/or additional instruction.

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Parents shall be informed at regular intervals of their child's academic progress through report cards or other written means.

The _____ [**teacher, principal, or other designated person**] will provide written notification to students and parents by the end of the third quarter [**OR: by _____**] if the student may not advance to the next grade because he/she has not met the content standards of the Learning Results for the student's grade span and/or other reasons, or if the student may not qualify for a high school diploma because he/she has not met the required standards.

Legal Reference: 20-A M.R.S.A. § 6209
Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: ADF – School System Commitment to Learning Results
IKAB – Report Cards/Progress Reports
IKE – Promotion and Retention of Students
IKF – Graduation Requirements
ILA – Student Assessment/Local Assessment System

Adopted: _____

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PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

It is the School Committee's intent to provide sequential instructional programming that provides equitable opportunity for students to learn the knowledge and skills that will enable them to meet the content standards of the system of Learning Results at each grade level. The School Committee recognizes that at every grade level, there are differences among students in their intellectual, physical, social, and emotional development and that individual students may be more proficient in some content areas of the Learning Results than in others.

While most students will advance from one grade to another at the end of the academic year, some students may benefit from retention or acceleration. Assignment of a student to a grade level should be consistent with the best educational interest of that student.

A. Criteria

The following criteria will be used in making decisions concerning promotion, retention and acceleration. Although all listed criteria may be considered in the decision-making process, because of the relationship between a student's achievement of the content standards of the system of Learning Results and his/her future success in school, more consideration shall be given to the criterion articulated in paragraph "A" below than to any other factors.

1. Achievement of the content standards of the Learning Results as demonstrated through classroom assessments, common assessments, standardized tests, and other elements of the Local Assessment System;
2. Participation and success in remedial programs, tutoring, summer school, and/or other opportunities for success;
3. Potential benefit from repetition of a grade or learning experiences;
4. Potential for success if accelerated;
5. Attendance;
6. Social and emotional maturity;
7. Health;

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8. Age in relation to grade placement;
9. Program options;
10. Student attitude; and
11. Parental concerns.

B. Retention

Parents should be notified as early as possible in the event that retention is being considered. Parents will be informed of the remediation options available to students such as tutoring, after-school programs, and summer school. Whenever possible, decisions concerning retention should be made through a conference involving parents, the student's teacher, the building principal, and, as appropriate, the guidance counselor, other professional staff, and/or consultants. Advancement to the next grade may be made conditional on successful remediation or demonstrated proficiency within a specified period of time.

The principal shall be responsible for making the final decision regarding retention. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final.

C. Acceleration

Decisions regarding acceleration shall be made by the principal in consultation with the student's teacher(s), the Gifted and Talented Education Coordinator, and other professional staff or consultants, as appropriate. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final.

D. High School Grade Level Assignment

Successful completion of the requirements specified in the School Committee's policy IKF (Graduation Requirements) and demonstrated achievement of the mandated content standards of the system of Learning Results will be required for a high school diploma.

However, high school grade level assignment will be based on the number of credits or courses successfully completed prior to the beginning of the current school year.

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For sophomore status, a student must have successfully completed _____ credits or courses, for junior status _____ credits or courses, and for senior status _____ credits or courses.

E. Transfer Students

For students who transfer into the school system from another state or educational program not required to meet the content standards of the system of Learning Results, the principal will determine the value of the student's prior educational experience for the purpose of grade placement or the fulfillment of credits.

Legal Reference: Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: IKF – Graduation Requirements
ILA – Student Assessment

Adopted: _____

GRADUATION REQUIREMENTS

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

The Machias School Department is implementing a proficiency-based system of learning as required by Maine law. After January 1, 2020, the awarding of a diploma will be contingent on the demonstration of proficiency in all of the content areas and Guiding Principles of Maine's system of Learning Results rather than the accumulation of credits.

To be awarded a high school diploma from Machias Memorial High School, students graduating in the Class of 2021 and beyond will need to demonstrate proficiency in the eight content areas identified in Maine's system of Learning Results, meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results, and fulfill all additional graduation requirements set by the School Committee.

Students graduating in the Classes of 2015-2020 must meet the credit and other graduation requirements specified in this policy.

A student who would have graduated with the Class of 2020 and have been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set by School Committee policy will have until June 30, 2020 to fulfill the graduation requirements applicable to the Class of 2020.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook.

The School Committee has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The School Committee is aware that current law and regulations are subject to change.

The School Committee expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

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I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF 2015, 2016, 2017, 2018, 2019 OR 2020

Students who anticipate graduating in the Classes of 2015, 2016, 2017, 2018, 2019 or 2020 must meet the following minimum requirements in order to be awarded a high school diploma.

A. The student must successfully complete a total of _____ credits. Of these credits, 12 ½ (twelve and one-half) must be those specified by the State of Maine. They are:

1. English/language arts – 4 credits;
2. Mathematics – 2 credits;
3. Social studies and history, including one year of American history and government – 2 credits;
4. Science, including at least one year of laboratory study – 2 years;
5. Fine arts, which may include art, music, forensics or drama – 1 credit;
6. Health – 1/2 credit; and
7. Physical education – 1 credit.

B. The student must demonstrate computer skills according to the school unit's standards for computer literacy, proficiency, and performance.

C. In addition to the State requirements, the student must meet the following additional credit requirements established by the School Committee:

1. Math – _____ additional credit(s);
2. Science – _____ additional credit(s);
3. **[Other Area of Study, e.g., World History]** – _____ credit(s);
4. **[Other Area of Study]** – _____ credit(s);
5. Senior Exhibition

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

ALTERNATIVE METHODS OF EARNING CREDITS

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

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

A student who makes up deficiencies may participate in the next regular graduation ceremony following successful completion of all graduation requirements.

- A. A student may earn up to two credits through the Machias Memorial High School Adult Education Program. The student must have prior written approval from the Director of Adult Education, Guidance Counselor, Department Chair and Principal.
- B. A student may obtain credits through summer school in classes that he/she completed at Machias Memorial High School but did not pass. The student must obtain prior written approval from the Guidance Counselor, Department Chair and Principal.
- C. A student may earn up to ____ credits through distance learning/virtual courses provided 1) the course is approved in advance by the Guidance Counselor, Department Chair and Principal and 2) progress is monitored by a member of the High School's professional staff.
- D. Advanced courses or courses not available at Machias Memorial High School may be taken at other secondary schools, through Early College or at approved postsecondary institutions with the approval of the Guidance Counselor and Principal.
- E. A student may earn up to ____ credits through independent study approved by the Guidance Counselor, Department Chair and Principal and monitored by the teacher(s) of the subject(s) to which the independent study is related.

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STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students who achieve proficiency in meeting the content standards of the Learning Results as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2021 AND BEYOND

After July 1, 2020, the awarding of a diploma from Machias Memorial High School will be contingent on the demonstration of proficiency in all eight content areas of Maine's system of Learning Results and meeting the cross-content performance standards of the Guiding Principles of the Learning Results. Students will also need to fulfill all additional graduation requirements set by the School Committee.

Machias Memorial High School's high school educational program will be designed to enable students to satisfy graduation requirements in four years through a sequence of educational (learning) experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

Students following a traditional pathway will:

- A. Engage in educational experiences in the content areas of English Language Arts, Mathematics, and Science and Technology in each year of their high school program.
- B. Engage in at least two [**OR: three or ____**] educational experiences in the content area of social studies during their high school program.
- C. Engage in at least one educational experience in each of the content areas of visual and performing arts during their high school program.
- D. Engage in at least ____ educational experiences in world languages during their high school program.
- E. Engage in at least ____ health and physical education experiences during their high school program.

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- F. Engage in educational experiences that integrate career and education development into other content areas of the Learning Results.
- G. Fulfill the Senior Exhibition requirement.

Students following a traditional pathway must be enrolled in the equivalent of five [OR: _____] full year learning experiences/courses or integrated equivalents in each of their high school years.

Students may also opt to pursue a high school diploma through multiple additional pathways including:

Early college/dual enrollment courses

Career and technical education programming

Online/virtual learning

Apprenticeships, internships and/or field work

Community service

Exchange programs

Independent study

Alternative education/“At Risk” programming

Adult education

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

In order to pursue one or more of the multiple/alternative pathways, a student must have a Personal Learning Plan detailing how the pathway will provide exposure to the content standards of the Learning Results and/or the Guiding Principles and how the student will demonstrate proficiency in meeting the standards. The personal learning plan must be approved by the Guidance Counselor, Department Chair and Principal.

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STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

A student with a disability, as identified in 20-A MRSA §7001(1-B), who achieves proficiency as required in 20-A MRSA §4722-A(1), as specified by the goals and objectives of the student's individualized education plan (IEP) will be awarded a diploma.

INFORMATION FOR STUDENTS AND PARENTS

The Superintendent/designee will inform students and parents as soon as practicable of any additional State-imposed proficiency standards/requirements that must be met before students may be awarded a high school diploma, but at least prior to the start of the class cohort's 9th grade school year.

III. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM MACHIAS MEMORIAL HIGH SCHOOL

This section applies to all students, in all graduation classes.

A. Transfer Students

For students who transfer to Machias Memorial High School from another state or from an educational program that is not required to be aligned with the content standards of the system of Learning Results, the Machias Memorial High School Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements.

B. Home-schooled Students

For previously home-schooled students wishing to receive a diploma from Machias Memorial High School, the Machias Memorial High School Principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements. A home schooled student must have attended Machias Memorial High School for a minimum of ____ semesters [**OR: taken a minimum of ____ courses at Machias Memorial High School**] in order to receive a Machias Memorial High School diploma.

C. Delayed Awarding of Diplomas

A student who leaves Machias Memorial High School to attend an accredited, degree-granting institution of higher education may upon

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satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

D. Early Awarding of Diplomas

A student who has met the State's and the School Committee's diploma requirements in fewer than four years of high school may be awarded a diploma.

E. 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 suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

F. Certificate of Completion

The School Committee may provide a certificate of completion to a student who leaves school having completed four years attendance as a full-time high school student and who has earned the required credits but has not met Learning Results proficiency standards that may be mandated by the State

G. Participation in Graduation Ceremony

A student must complete all School Committee requirements for a high school diploma or certificate of completion in order to participate in graduation exercises.

H. Honors and Awards at Graduation

In order to be eligible for honors or awards based wholly or in part on academic achievement (e.g., valedictorian, salutatorian, class speaker, "Top 10"), a student must have been enrolled full time at Machias Memorial High School during the year [**OR: for two years, OR: for _____ semesters**] preceding graduation. Students who do not meet this enrollment requirement will not be "ranked" for the purpose of determining eligibility for graduation honors, awards, or scholarships.

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Legal Reference: 20-A M.R.S.A. § 4722
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross Reference: IHCDA – Post-Secondary Enrollment Options

Adopted: _____

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NEPN/NSBA Code: ILA

STUDENT ASSESSMENT

The School Committee recognizes that Maine law requires each school administrative unit to use multiple assessment methods to measure student achievement of the Learning Results, including the Guiding Principles. The School Committee also recognizes the value of assessment in informing and improving instruction.

Through this policy, the School Committee adopts and directs the Superintendent/designee to implement and oversee an assessment system for the Machias schools that will accomplish these objectives. The Superintendent shall be responsible for reviewing the assessment system for compliance with applicable statutes and rules and for certifying to the Commissioner that it is in compliance with Maine Department of Education standards.

Legal Reference: 20-A MRSA §§ 6202-B, 6209

Adopted: _____

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

In this policy, “surveys, analyses, 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.

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The Superintendent/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 unit 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 unit will also directly notify parents annually at the beginning of the school year when surveys, analyses, 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.

Legal reference: 20 U.S.C. § 1232(h)

Cross reference: JRA—Student Educational Records

Adopted: _____

EXEMPTION FROM REQUIRED INSTRUCTION

The curriculum of the school unit is designed to reflect the learning expectations for all students in all content areas of the system of Learning Results, as well as other statutory and regulatory requirements and content areas specified by the School Committee.

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

In considering requests for exemption, factors that the Principal should consider may include:

- A. The alignment of the curriculum with the system of Learning Results;
- B. Whether the course or content area is required by state law or School Committee policy;
- C. The educational importance of the material or instruction from which exemption is requested;
- D. Evidence 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;

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- 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 Learning Results or from total credit hours or other requirements for graduation, or from performing alternative work.

When the Principal determines that the curriculum that has been aligned with the system of Learning Results conflicts with sincerely held religious beliefs of a student or his/her parent or legal guardian, reasonable accommodation in the curriculum shall be made for the student, within the scope of existing resources. Alternative instruction may be provided by the school or through approved independent study. Any alternative instruction shall be approved in advance by the Principal in consultation with appropriate instructional staff and shall meet the standards and objectives of the part of the curriculum that is being replaced. When requests for exemption from required curriculum are made for religious reasons, a parent/guardian who is dissatisfied with the Principal's decision may appeal to the Superintendent. If the accommodation in the curriculum that is requested is so great that the validity of the local assessment system is compromised, the Superintendent 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 (including exemption based on sincere philosophical or moral beliefs), the staff will make reasonable efforts, within the scope of existing resources, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school or through approved independent study. Any alternative instruction shall be approved in advance by the Principal in consultation with the classroom teacher, and shall meet the standards and objectives of the part of the curriculum that is being replaced. When requests for exemption are made for philosophical or moral reasons, a parent/guardian who is dissatisfied with the Principal's decision may appeal to the Superintendent, whose decision shall be final.

Legal Reference: 20-A MRSA § 6209
LD 1536, Chap. 51 Resolves
Ch. 127 § 3.07 (Me. Dept. of Ed. Rules)
Ch. 131 (Me. Dept. of Ed. Rules)

Cross Reference: ADF – School District Commitment to Learning Results
IJJ – Instructional and Library Material Selection

Adopted: _____

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GUEST SPEAKERS IN SCHOOLS

The School Committee encourages school administrators and teachers to invite guest speakers when the speaker's program supports or supplements the curriculum and provides a learning experience appropriate to the grade level(s) of students.

The School Committee believes that it is important for students to have access to information, to appreciate the knowledge, experience and accomplishments of others, to be exposed to issues upon which there may be disagreement, and to learn to discriminate between facts and opinion, analyze and discuss different points of view and draw their own conclusions.

SPEAKERS IN THE CLASSROOM

Because guest speakers may have particular viewpoints and opinions, it is important that teachers have a clear understanding of the speaker's purpose, prepare students for the experience in advance and provide appropriate follow-up activities. Teachers should strive to provide a balance of viewpoints and opinions through discussion or other activities that allow for the presentation of opposing views. This may include, when practicable, the invitation of speakers with different points of view.

Teachers are expected to use professional judgment in determining the appropriateness of an issue to the curriculum and/or the maturity of students. When unsure, the teacher should consult with the building principal.

A staff member who wishes to invite a speaker must obtain the approval of the building principal before doing so. Requests for speakers must be submitted at least one week in advance. A staff member whose request has been denied may appeal to the Superintendent, whose decision shall be final.

Teachers are encouraged to notify parents in advance if a speaker's presentation may be controversial.

The teacher who has invited the speaker remains responsible for the supervision of students and must be present at all times when the speaker is in the classroom.

SPEAKERS AT SCHOOL ASSEMBLIES

Principals may invite or approve speakers for school assemblies when the experience is consistent with the objectives of this policy. Special assemblies should be scheduled

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in a way that minimizes interruption of the instructional program. Whenever practicable, staff should be given advance notice of such assemblies at least a week in advance.

SPEAKER GUIDELINES

The Superintendent/designee may develop rules or guidelines for speaker conduct and decorum.

Profanity, vulgarity and the advocacy of violence, violation of the law, School Committee policies or school rules or promotion of use of tobacco, drugs or alcohol or other substances or items that are illegal for minors will not be permitted.

Cross Reference: IMBAA – Exemption from Required Instruction

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ANIMALS IN SCHOOLS

The School Committee recognizes that having animals in the classroom can offer valuable student learning experiences but is also concerned with the health and safety of students, staff and visitors and the humane treatment of animals when they are brought to school.

For the purpose of this policy “animals” includes mammals, reptiles, amphibians, birds, insects, and fish.

The presence of live animals in the classroom must be directly related to the objectives of the instructional program. Permission must be obtained from the building principal before any animal is brought into the school by a teacher, student or any other person.

The following guidelines shall apply to the presence of animals in the Machias schools.

- A. The presence of an animal in the classroom must be directly related to the instructional program. Staff who wish to have animals in the classroom must submit a written request to the principal; the request should include the instructional purpose and activity, the type of animal, the length of time the animal is expected to be present, and a plan for the care of the animal. The principal, at his/her discretion, may approve or deny the request.
- B. Students or parents who wish to bring animals to school for educational purposes must consult with the teacher who, in turn, will request permission from the building principal. All other persons who wish to bring animals to school must obtain written permission, in advance, from the building principal.
- C. The Superintendent will be responsible for developing procedures to inform parents that animals may be visiting or residing in classrooms during the school year. Parents are expected to notify the school if their child has an allergy or other health condition that will be affected by the presence of animals in the classroom.

The building principal and staff will respond appropriately when health considerations are brought to their attention. An animal will not be housed in a classroom if a student in that classroom has a documented allergy to the animal.

- D. Except for service dogs, animals may not be transported in school vehicles.

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- E. No domestic mammals/pets (including dogs, cats, ferrets, and primates) or livestock will be allowed in school unless current proof of rabies and/or other vaccination is provided. Smaller mammals such as mice, hamsters, gerbils, guinea pigs, and rabbits do not need to be vaccinated against rabies. Bats, as they may be carriers of rabies, are not allowed in the schools.

Parrots, parakeets and other psittacine birds (birds that may carry psittacosis, a severe infectious human respiratory disease) shall not be brought to school unless they have been tested and certified as psittacosis-free.

Red-eared turtles (also known as painted turtles) are carriers of salmonella and shall not be kept in the classroom without written documentation from the supplier that they are salmonella-free.

- F. No wild, exotic, aggressive or poisonous animals will be allowed in school unless under the control of an individual trained in the care and management of the animal and properly licensed by state or federal agencies as appropriate (e.g., zookeepers, veterinarians, biologists, Maine Fish and Wildlife personnel). Students will not be permitted to handle such animals.
- G. No animals will be allowed free range of the classroom or the school. All animals brought to school must be restrained by the owner/handler. The teacher is responsible for the proper supervision and control of students whenever there is an exhibit or activity involving animals in school.
- H. Animals kept in classrooms must be housed in suitable cages or containers and fed and otherwise cared for appropriately. Only the teacher or students designated or supervised by the teacher may be allowed to handle these animals. Animal waste must be removed on an as-needed basis and in a sanitary manner. Only staff members or adult volunteers will be allowed to clean cages or containers or remove animal waste.
- I. If a student is bitten/injured by an animal on school premises, the building principal, school nurse and parent/guardian must be notified as soon as possible. If a staff member or visitor is bitten/injured, the building principal must be notified. The building principal must notify appropriate public health authorities and the Maine Department of Health and Human Services Center for Disease Control of each incident. An accident/injury report must also be completed and forwarded to the Superintendent.

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- J. If a stray or wild animal appears on school grounds, students shall not be allowed in the area until the animal has left the premises or is removed by the local animal control officer, game warden or other appropriate official.

- K. No animal may be used as part of a scientific experiment or for any other purpose in which the normal health of the animal is interfered with or which causes pain or distress. No person may practice vivisection or exhibit a vivisected animal in the schools. Dissection of dead animals shall be confined to the classroom and to the presence of students engaged in the study of dissection and shall not be for the purpose of exhibition.

- L. The School Committee recognizes that service animals may be used to assist persons with disabilities. This policy does not apply to the presence of service animals that have been or are being specifically trained for the purpose of assisting a person with a disability.

Legal Reference: Americans with Disabilities Act (42 U.S.C. § 12101 et seq.)
7 MRSA § 3971
22 MRSA §§ 801-825

Cross Reference: IMG A - Service Animals in the Schools
JLCE - First Aid and Emergency Medical Care

Adopted: _____

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SERVICE ANIMALS IN SCHOOLS

The School Committee recognizes that service animals may be used to provide assistance to some persons with disabilities. This policy governs the presence of service animals in the schools, on school property, including school buses, and at school activities.

DEFINITION

As applied to schools, federal and Maine law define a “service animal” as a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purpose of this definition.

The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of such work or tasks include, but are not limited to, assisting an individual who is totally or partially blind with navigation and other tasks, alerting an individual who is deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting an individual to the presence of allergens, retrieving items such as medicine or a telephone, providing physical support and assistance with balance and stability to an individual with a mobility disability and helping a person with a psychiatric or neurological disability by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition.

USE OF SERVICE ANIMALS IN SCHOOLS

Use of a service animal by a qualified student with a disability will be allowed in school when it is determined that the student’s disability requires such use in order to have equal access to the instructional program, school services and/or school activities.

Use of a service animal by a qualified employee with a disability will be allowed when such use is necessary to enable the employee to perform the essential functions of his/her job or to enjoy benefits of employment comparable to those of similarly situated non-disabled employees.

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The parent/guardian of a student who believes the student needs to bring a service animal to school, or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 Coordinator or Director of Special Services, as appropriate, and the Superintendent will determine whether or not to permit the service animal in school.

Before a service animal shall be permitted in school or on school property, the student's parent or the employee must provide:

- A. A description of the function(s) the service animal is expected to perform in assisting the person with a disability;
- B. Documentation of liability insurance;
- C. A copy of the animal's current license and tag identifying it as a service animal (if applicable);
- D. Current certification from a veterinarian that the animal is in good health;
- E. Proof of current rabies vaccination;
- F. Certification of the service animal's training by a recognized agency or organization and/or demonstration of training; and
- G. Evidence that the student or employee can appropriately supervise, care for, and control the animal at school, or, depending upon the circumstances involved, that there is a plan for a handler, other than school unit staff, to be present to care for and control the animal.

Parents or animal handlers who will be present in school for the purpose of assisting a student with his/her service animal will be required to submit to a sex offender registry and criminal background check. In addition, parents and handlers must comply with all standards of conduct that apply to school employees and volunteers.

The school unit may impose additional conditions on the presence of a service animal, depending upon the circumstances.

The building principal may remove or exclude a service animal from the school or school property if:

- A. The presence of the animal poses a direct threat to the health and safety of others;

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- B. The animal significantly disrupts or interferes with the instruction program, school activities, or student learning;
- C. The presence of the animal would require a fundamental alteration of any school program;
- D. The student, employee or handler is unable to fully control the animal;
- E. The student, employee or handler fails to appropriately care for the animal, including feeding, exercising, taking outside for performance of excretory functions, and cleaning up;
- F. The parents or employee fails to provide the required documentation; and
- G. The animal fails to consistently perform the function(s)/service(s) for which it has been trained and brought to school.

A parent or employee whose service animal has been removed or excluded may appeal the decision to the Superintendent. If dissatisfied with the Superintendent's decision, the parent or employee may appeal to the School Committee.

SERVICE ANIMALS AT SCHOOL-SPONSORED EVENTS

Individuals with disabilities may be accompanied by their service animals to events or activities open to the public that are held in schools or on school property. The use of a service animal may not be conditioned on the payment of a fee or security deposit, but the individual is liable for any damage done to the premises or facilities by such an animal.

The building principal may revoke or exclude the service animal only if the animal poses a direct threat to the health and safety of others, the use of the animal would result in substantial physical damage to the property of others, or would substantially interfere with the reasonable enjoyment of the event or activity by others.

Legal Reference: 42 USC § 12101 et seq.
36 CFR § 104, 302
5 MRSA §§ 4553, 4592
Me. Human Rights Commission Rule Chapter 7

Cross References AC - Nondiscrimination, Equal Opportunity, and Affirmative Action
IMG - Animals in Schools

Adopted: _____

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